


Learning Journey **KS2 SATs Challenge**

[illegible]

Area and perimeter calculations



Active and passive sentences revision

Active sentences include the subject of the sentence doing the action
Passive sentences the opposite

John kicked the ball.


John is the subject of the verb. It is an active sentence.

If you scored the goal and passed it straight into the net.

The ball was kicked by John.

My teacher was nervous the subject of the sentence.

Who kicked the ball? John. It was an active sentence.



Beats the record for the longest and tallest animal in the world.

Beats is the subject of the verb. It is an active sentence.

He was the driver and almost all of the audience.


He was the subject of the verb. It is an active sentence.

It was the first time that the team had won the league.

It was the subject of the verb. It is an active sentence.

It was the first time that the team had won the league.

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Active and passive sentences



The City School

Area and perimeter summary

When you know the length and the width of a shape you can find its **area** by multiplying the length and the width together. You can also find the **perimeter** by adding the length and the width together.

Can you remember the formulae and use an example?

Calculate the formulae for the area of a rectangle?

Area = length \times width

Calculate the formulae for the area of a square?


Area = length \times width

Calculate the formulae for the area of a triangle?

Area = length \times width


Can you remember the formula for the perimeter of a shape?

Calculate the perimeter and area of all of the shapes below (show how you solve). Remember to use the correct units of measurement (cm for only, m for metres).




Rectangle

Area =
 Perimeter =



Square


Area =
 Perimeter =



Mark 5/10

www.thecityschool.com

Area and perimeter summary




Writing Workshop

Add adjectives, similes and metaphors to your writing

Remember this sentence?

The boy walked through the field.



What can you add to make this sentence more interesting?

Use the list of adjectives, similes and metaphors to help you.

Write your new sentence on the lines below.

Each of these can be used in your sentence.

adjective

The boy slashed through the field.

simile

The boy slashed through the field *as quickly as a rabbit*.

metaphor

The boy slashed *like a warrior* through the field.


The boy slashed *like a warrior* through the field *as quickly as a rabbit*.

Now write the original sentence and then add your adjectives, simile and metaphor to make it more interesting.

Mark 10/10


www.thewritingworkshop.com

Adding adjectives and metaphors



The Math Learning Center
Helping students learn to think like mathematicians





Area problems



Long wants to create a lovely new garden in his back yard. He has a rectangular yard that is 100 feet long and 60 feet wide. He wants to plant flowers in the center of the yard and keep the lawn around the flowers.

What will it take him to mow the lawn? Try each of the plans below.

COST OF TURF


| Garden Size 100 feet 60 feet wide | Mow garden first 60 feet wide 100 feet long |
|---|---|
|  <p>Plan 1</p> |  <p>Plan 2</p> |
|  <p>Plan 3</p> |  <p>Plan 4</p> |

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Area problems

[illegible]


Apostrophes for possession and omission



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BODMAS puzzles

Write down all of BODMAS rules



Now, please write number sentences that by adding brackets in the boxes below, you can make the following true.

5, 3, 2, 4, 6, 7, 8

5, 3, 2, 4, 6, 7, 8

4, 5, 1, 2, 3, 6, 7, 8

4, 5, 1, 2, 3, 6, 7, 8

CHALLENGE

Now, please try to use 1, 4, 5, 6, 7, 8 to make number sentences that result in the number 24. 15/10/2018 (Wednesday) BODMAS

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BODMAS puzzles

[illegible]

Capital letters revision



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Calculating the volume of cuboids

To find the volume of a cuboid use the formula:

$$\text{Volume} = \text{length} \times \text{width} \times \text{height}$$

For example, if a cuboid is 3cm long, 2cm wide and 4cm high, its volume is:


$$3 \times 2 \times 4 = 24$$

So the volume of this cuboid is 24 cm³. Write the volume of each cuboid in the table below. (You do not need to write the units.)

| Cuboid | Length | Width | Height | Volume |
|--------|--------|-------|--------|--------|
| 1 | 3 | 2 | 4 | |
| 2 | 4 | 3 | 2 | |
| 3 | 2 | 4 | 3 | |
| 4 | 3 | 4 | 2 | |
| 5 | 4 | 2 | 3 | |
| 6 | 2 | 3 | 4 | |

Help to remember: Think of your hand as a cuboid. The fingers are the length, the thumb is the width and the height is the height.

Now hold your hand up like this:



Now make your own: Make your own cuboid out of paper. Measure the length, width and height and write the volume in the table below.

| Cuboid | Length | Width | Height | Volume |
|--------|--------|-------|--------|--------|
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |

Now it's your turn!

Can you find a cuboid of 1cm³? What is the height of the cuboid?

Now 2 cubes.

Now 3 cubes.

Now 4 cubes.

Now 5 cubes.

Now 6 cubes.

Now 7 cubes.

Now 8 cubes.

Now 9 cubes.

Now 10 cubes.

Now 11 cubes.

Now 12 cubes.

Now 13 cubes.

Now 14 cubes.

Now 15 cubes.

Now 16 cubes.

Now 17 cubes.

Now 18 cubes.

Now 19 cubes.

Now 20 cubes.

Now 21 cubes.

Now 22 cubes.

Now 23 cubes.

Now 24 cubes.

Now 25 cubes.

Now 26 cubes.

Now 27 cubes.

Now 28 cubes.

Now 29 cubes.

Now 30 cubes.

Now 31 cubes.

Now 32 cubes.

Now 33 cubes.

Now 34 cubes.

Now 35 cubes.

Now 36 cubes.

Now 37 cubes.

Now 38 cubes.

Now 39 cubes.

Now 40 cubes.

Now 41 cubes.

Now 42 cubes.

Now 43 cubes.

Now 44 cubes.

Now 45 cubes.

Now 46 cubes.

Now 47 cubes.

Now 48 cubes.

Now 49 cubes.

Now 50 cubes.

Now 51 cubes.

Now 52 cubes.

Now 53 cubes.

Now 54 cubes.

Now 55 cubes.

Now 56 cubes.

Now 57 cubes.

Now 58 cubes.

Now 59 cubes.

Now 60 cubes.

Now 61 cubes.

Now 62 cubes.

Now 63 cubes.

Now 64 cubes.

Now 65 cubes.

Now 66 cubes.

Now 67 cubes.

Now 68 cubes.

Now 69 cubes.

Now 70 cubes.

Now 71 cubes.

Now 72 cubes.

Now 73 cubes.

Now 74 cubes.

Now 75 cubes.

Now 76 cubes.

Now 77 cubes.

Now 78 cubes.

Now 79 cubes.

Now 80 cubes.

Now 81 cubes.

Now 82 cubes.

Now 83 cubes.

Now 84 cubes.

Now 85 cubes.

Now 86 cubes.

Now 87 cubes.

Now 88 cubes.

Calculating the volume of cuboids

[illegible]


Deduction in reading comprehension

[illegible]

Complete number sequences

[illegible]

Etymology skills



Decimal addition and subtraction

Fill in the gaps to make each number sentence true

Decimal addition

1) $48.25 + 21 \square = 69.45$

2) $92.16 + 47 \square\square = 79.57$

3) $46.72 + 91 \square\square = 77.91$

4) $27.63 + \square\square = 61.45$

Whole number addition

5) $154.65 + 762.12 = 933.87$

6) $12.56 + \square\square = 22.91$


Which number is the answer?

7) $\square\square\square\square + \square\square = 7.3$

8) $\square\square\square\square + \square\square = 16.5$

9) $\square\square\square\square + \square\square = 16.5$

10) $\square\square\square\square + 37 = 54.93$




Remember to always check your answers!

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Decimal addition and subtraction



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Identifying adverbs



Adverbs are sometimes called "verbs helpers" because they help to describe the action of the verb. They can tell us *when*, *where*, *how*, *why*, *to what extent*, *how often*, *in what way*, *under what conditions*, *in what order*, *in what place* or *in what time* an action took place.

As well as an adjective of manner there can also be an adverb of manner. For example:

She can identify the adverb in the sentence: *The cat walked slowly to the kitchen.*

What adverb tells us *how* the cat walked?

The dog panted **happily** at the show.

He is going to arrive **tomorrow**.

She sings **no** weekly.

The politician walked **upstairs** onto the plane.

Put the box down **here**.

He slipped **slipping** down the mud.

You've dropped crumbs **everywhere**!





What is the adverb?

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Identifying adverbs

[illegible]

Decimals check-up

[illegible]

Improving writing: verbs and adverbs



Dividing fractions by a whole number

At an ice cream social, Shannon will serve 40
 cups of lemonade. She has 20 cups of lemonade mix.

$\frac{20}{1} \div \frac{40}{1} = \frac{20}{1} \times \frac{1}{40} = \frac{20}{40} = \frac{1}{2}$

Shannon will need $\frac{1}{2}$ cup of lemonade mix.

$4 \div 2 = \square$

$\frac{4}{1} \div \frac{2}{1} = \frac{4}{1} \times \frac{1}{2} = \frac{4}{2} = 2$

4 divided by 2 is 2.

$6 \div 3 = \square$

$\frac{6}{1} \div \frac{3}{1} = \frac{6}{1} \times \frac{1}{3} = \frac{6}{3} = 2$

6 divided by 3 is 2.

Complete these problems:

$9 \div 3 = \square$

$\frac{9}{1} \div \frac{3}{1} = \frac{9}{1} \times \frac{1}{3} = \frac{9}{3} = 3$

$8 \div 4 = \square$

$\frac{8}{1} \div \frac{4}{1} = \frac{8}{1} \times \frac{1}{4} = \frac{8}{4} = 2$

$6 \div 2 = \square$

$\frac{6}{1} \div \frac{2}{1} = \frac{6}{1} \times \frac{1}{2} = \frac{6}{2} = 3$

$5 \div 5 = \square$

$\frac{5}{1} \div \frac{5}{1} = \frac{5}{1} \times \frac{1}{5} = \frac{5}{5} = 1$

$12 \div 2 = \square$

$\frac{12}{1} \div \frac{2}{1} = \frac{12}{1} \times \frac{1}{2} = \frac{12}{2} = 6$

$10 \div 5 = \square$

$\frac{10}{1} \div \frac{5}{1} = \frac{10}{1} \times \frac{1}{5} = \frac{10}{5} = 2$

Need a hint?

→

www.themathdoctors.com

Dividing fractions by a whole number

[illegible]

Inference skills

[illegible]

Fractions word problems


[illegible]

KS2 grammar
wordsearch
A to O

Learning Journey

KS2 SATs Challenge

continued




The Maths Monkey

Fractions, percentages and decimals problems

Can you solve these problems in **10 minutes** or even better, can you complete them in **5 minutes**?

By clicking the button you agree to the terms and conditions



1. A number is divided by 2, the result is then multiplied by 3. The final answer is 12. What was the original number and what times 10 is the final answer?

2. A number is divided by 3, the result is then multiplied by 4. The final answer is 16. What was the original number and what times 10 is the final answer?

3. The month March has 31 days. How many percentages of the month are left in March after the 15th? (15th = Friday) How many percentages of the month are left in March after the 20th? (20th = Sunday) How many percentages of the month are left in March after the 25th? (25th = Wednesday) How many percentages of the month are left in March after the 30th? (30th = Friday)

4. The number 100 is divided by 10. The result is then multiplied by 10. What is the final answer?

5. The number 100 is divided by 10. The result is then multiplied by 10. What is the final answer?

6. The number 100 is divided by 10. The result is then multiplied by 10. What is the final answer?

7. The number 100 is divided by 10. The result is then multiplied by 10. What is the final answer?

8. The number 100 is divided by 10. The result is then multiplied by 10. What is the final answer?

9. The number 100 is divided by 10. The result is then multiplied by 10. What is the final answer?

10. The number 100 is divided by 10. The result is then multiplied by 10. What is the final answer?

Click the button to start the timer


10 minutes

Start

Click the button to start the timer

5 minutes

Start



Click the button to start the timer

10 minutes

Start

Click the button to start the timer

5 minutes


Start

www.themathsmonkey.com

Fractions, percentages and decimals


[illegible]

KS2 grammar
wordsearch
P to V



The Math Learning Center

Mean, median, mode and range puzzles



Use your knowledge of how to find the mean, median, mode and range to solve these problems.

1 The following table shows the number of books that were sold in each of the five bookshops in the first five days of the month of January.

| Day | 1 | 2 | 3 | 4 | 5 |
|------------|----|----|----|----|----|
| Books sold | 10 | 15 | 20 | 25 | 30 |

2 The following table shows the number of people who visited the museum in each of the five days of the month of January.

| Day | 1 | 2 | 3 | 4 | 5 |
|--------------------|-----|-----|-----|-----|-----|
| People who visited | 120 | 150 | 180 | 210 | 240 |

3 The following table shows the total number of votes received at an election.

| Candidate | 1 | 2 | 3 | 4 | 5 |
|----------------|-----|-----|-----|-----|-----|
| Votes received | 100 | 150 | 200 | 250 | 300 |

4 The following table shows the number of people who visited the museum in each of the five days of the month of January.

| Day | 1 | 2 | 3 | 4 | 5 |
|--------------------|-----|-----|-----|-----|-----|
| People who visited | 120 | 150 | 180 | 210 | 240 |

5 The following table shows the number of people who visited the museum in each of the five days of the month of January.

| Day | 1 | 2 | 3 | 4 | 5 |
|--------------------|-----|-----|-----|-----|-----|
| People who visited | 120 | 150 | 180 | 210 | 240 |

6 The following table shows the number of people who visited the museum in each of the five days of the month of January.

| Day | 1 | 2 | 3 | 4 | 5 |
|--------------------|-----|-----|-----|-----|-----|
| People who visited | 120 | 150 | 180 | 210 | 240 |

7 The following table shows the number of people who visited the museum in each of the five days of the month of January.

| Day | 1 | 2 | 3 | 4 | 5 |
|--------------------|-----|-----|-----|-----|-----|
| People who visited | 120 | 150 | 180 | 210 | 240 |

8 The following table shows the number of people who visited the museum in each of the five days of the month of January.

| Day | 1 | 2 | 3 | 4 | 5 |
|--------------------|-----|-----|-----|-----|-----|
| People who visited | 120 | 150 | 180 | 210 | 240 |

9 The following table shows the number of people who visited the museum in each of the five days of the month of January.

| Day | 1 | 2 | 3 | 4 | 5 |
|--------------------|-----|-----|-----|-----|-----|
| People who visited | 120 | 150 | 180 | 210 | 240 |

10 The following table shows the number of people who visited the museum in each of the five days of the month of January.

| Day | 1 | 2 | 3 | 4 | 5 |
|--------------------|-----|-----|-----|-----|-----|
| People who visited | 120 | 150 | 180 | 210 | 240 |

11 The following table shows the number of people who visited the museum in each of the five days of the month of January.

| Day | 1 | 2 | 3 | 4 | 5 |
|--------------------|-----|-----|-----|-----|-----|
| People who visited | 120 | 150 | 180 | 210 | 240 |

12 The following table shows the number of people who visited the museum in each of the five days of the month of January.

| Day | 1 | 2 | 3 | 4 | 5 |
|--------------------|-----|-----|-----|-----|-----|
| People who visited | 120 | 150 | 180 | 210 | 240 |

13 The following table shows the number of people who visited the museum in each of the five days of the month of January.

| Day | 1 | 2 | 3 | 4 | 5 |
|--------------------|-----|-----|-----|-----|-----|
| People who visited | 120 | 150 | 180 | 210 | 240 |

14 The following table shows the number of people who visited the museum in each of the five days of the month of January.

| Day | 1 | 2 | 3 | 4 | 5 |
|--------------------|-----|-----|-----|-----|-----|
| People who visited | 120 | 150 | 180 | 210 | 240 |

15 The following table shows the number of people who visited the museum in each of the five days of the month of January.

| Day | 1 | 2 | 3 | 4 | 5 |
|--------------------|-----|-----|-----|-----|-----|
| People who visited | 120 | 150 | 180 | 210 | 240 |

16 The following table shows the number of people who visited the museum in each of the five days of the month of January.

| Day | 1 | 2 | 3 | 4 | 5 |
|--------------------|-----|-----|-----|-----|-----|
| People who visited | 120 | 150 | 180 | 210 | 240 |

17 The following table shows the number of people who visited the museum in each of the five days of the month of January.

| Day | 1 | 2 | 3 | 4 | 5 |
|--------------------|-----|-----|-----|-----|-----|
| People who visited | 120 | 150 | 180 | 210 | 240 |

18 The following table shows the number of people who visited the museum in each of the five days of the month of January.

| Day | 1 | 2 | 3 | 4 | 5 |
|--------------------|-----|-----|-----|-----|-----|
| People who visited | 120 | 150 | 180 | 210 | 240 |

19 The following table shows the number of people who visited the museum in each of the five days of the month of January.

| Day | 1 | 2 | 3 | 4 | 5 |
|--------------------|-----|-----|-----|-----|-----|
| People who visited | 120 | 150 | 180 | 210 | 240 |

20 The following table shows the number of people who visited the museum in each of the five days of the month of January.

| Day | 1 | 2 | 3 | 4 | 5 |
|--------------------|-----|-----|-----|-----|-----|
| People who visited | 120 | 150 | 180 | 210 | 240 |


21 The following table shows the number of people who visited the museum in each of the five days of the month of January.

| Day | 1 | 2 | 3</ |
|-----|---|---|-----|
|-----|---|---|-----|


Mean, median, mode and range puzzles

[illegible]

Modal verbs and the subjunctive




The Maths Monkey
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Nets of cubes puzzles


A net is what a 3D shape-dimensional object would look like if it were opened up flat. There is a net of a cube.




There are many other nets of cubes.

1. Find a net using different colours to represent the different sides of the cube. Colour the net and then cut it out.
2. Place in the net of an object.


When you make a net of a cube, you can use different colours to represent the different sides of the cube.




When you make a net of a cube, you can use different colours to represent the different sides of the cube.




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Nets of cubes puzzles

[illegible]

Poetry analysis



Percentage puzzles





Can you solve these percentage puzzles? Look at the answers and compare!

1. In a class of 40 children, 10% are girls. How many are boys in the class?

10% girls means that 90% of the children are boys

90% = 0.90
 $0.90 \times 40 = 36$ or $40 - 10 = 30$
 100% = 40 ÷ 5
 10 ÷ 5 = 80 answers







2. In a school there are 1000 children. 10% are girls. How many are boys in the school?

10% girls means that 90% of the children are boys

90% = 0.90
 $0.90 \times 1000 = 900$ or $1000 - 100 = 900$
 100% = 1000 ÷ 10
 100 ÷ 10 = 100 answers






3. In a shop there are 1000 items. 10% are sold. How many items are left?

10% sold means that 90% of the items are left

90% = 0.90
 $0.90 \times 1000 = 900$ or $1000 - 100 = 900$
 100% = 1000 ÷ 10
 100 ÷ 10 = 100 answers



Start Here

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Percentage puzzles

[illegible]

Poetry composition

The Student Book answers

Perimeter and area of compound shapes

To find the area of a perimeter you add all of the lengths around it.

Figure A

Figure B

To find the perimeter of a compound shape you add all of the lengths around it.

To find the area of a compound shape you add all of the areas of the shapes that make it up.

1. Label all the lengths around the shape.

2. Measure the length of each side of the shape.

3. Add all the lengths together to find the perimeter.

4. Find the area of each of the shapes that make up the compound shape.

5. Add all the areas together to find the total area.

6. Write down the perimeter and area of the compound shape.

7. Write down the perimeter and area of the compound shape.

8. Write down the perimeter and area of the compound shape.

9. Write down the perimeter and area of the compound shape.

10. Write down the perimeter and area of the compound shape.

11. Write down the perimeter and area of the compound shape.

12. Write down the perimeter and area of the compound shape.

13. Write down the perimeter and area of the compound shape.

14. Write down the perimeter and area of the compound shape.

15. Write down the perimeter and area of the compound shape.

16. Write down the perimeter and area of the compound shape.

17. Write down the perimeter and area of the compound shape.

18. Find the area of each of the three shapes above.

19. Add the areas of the three compound shapes together to find the total area.

20. Add the areas of the three compound shapes together to find the total area.

21. Add the areas of the three compound shapes together to find the total area.

22. Add the areas of the three compound shapes together to find the total area.


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Perimeter and area of compound shapes



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Powerful adjectives




Adjectives are words used to describe or tell more about the nouns. Using adjectives in your writing makes it easier to describe, and makes your writing more interesting.

Here is a list of nouns. For each of these, write some adjectives that describe them. You can use as many as you like, and you can use the same one more than once. You can also use the adjectives in your own sentences. Write down the sentences.

Write down the adjectives you use to describe each noun. Write down the sentences you use the adjectives in.



Bear



House

1

2

3

4

5

6

7

8

9

10

1

2

3

4

5

6

7

8


9

10

How did you do?


www.Dynamilis.com

Powerful adjectives

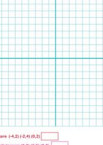


The Maths Box
www.themathsbox.com

Quadrilaterals and coordinates



On the grid below, mark out 4 quadrilaterals. Name the four quadrilaterals to show the shape given.



1 Square $A(2,0)B(0,2)C(-2,0)D(0,-2)$


2 Parallelogram $A(2,0)B(0,2)C(-2,0)D(0,-2)$

3 Kite $A(2,0)B(0,2)C(-2,0)D(0,-2)$

4 Right-angled triangle $A(2,0)B(0,2)C(-2,0)D(0,-2)$


NAME _____

DATE _____



www.themathsbox.com

Quadrilaterals and coordinates





TheOwlSchool.com

Pronouns revision

Pronouns allow us to refer to people, places, and things, but there are lots of different ones.

Can you tell the difference between the subject and the object in the following sentences? Write the subject and the object in the boxes below each sentence.







TIP

Remember, the **subject** is the person or thing that is doing the action, and the **object** is the person or thing that is being acted on.

Can you find the subject and the object in the following sentences? Write the subject and the object in the boxes below each sentence.





Can you tell the difference between the subject and the object in the following sentences? Write the subject and the object in the boxes below each sentence.

1. The subject is the boy and the object is the dog.

2. The subject is the boy and the object is the dog.

3. The subject is the boy and the object is the dog.

4. The subject is the boy and the object is the dog.

5. The subject is the boy and the object is the dog.

6. The subject is the boy and the object is the dog.

7. The subject is the boy and the object is the dog.

8. The subject is the boy and the object is the dog.

9. The subject is the boy and the object is the dog.

10. The subject is the boy and the object is the dog.

Can you match the pronouns with the words in the table below?

| Pronoun | Draw a line to | Type |
|---------|----------------|------------|
| He | the boy | subject |
| She | the girl | subject |
| It | the dog | subject |
| They | the boys | subject |
| Them | the girls | object |
| His | the boy's | possessive |
| Her | the girl's | possessive |
| Its | the dog's | possessive |
| Their | the boys' | possessive |
| Whom | the girl | object |
| Who | the boy | subject |

Happy Learning!

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Pronouns revision



Secret message percentages

Write a one-page story, poem, letter, or list of questions you want to find out about your summer vacation.

Read each of your responses in the circle below to uncover a secret message hidden in the story. There are only 10 letters to help you write and fill in for your story.

1. Fill with an **Q**



Q's? I hope you can help me figure this one out.

2. Fill with an **O**



O's? I hope you can help me figure this one out.

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |

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Secret message percentages

[illegible]





Reading comprehension: Great Fire

[illegible]

Simple algebra problems




Revising poetic language crossword


Reading poems isn't just about finding 'poetic vocabulary' – writing in a poetic style is an important skill. This crossword will help you to:

- know the definitions and meanings of the poetic language in poetry, fiction and non-fiction texts, through



ACROSS

1. A poem that is written in a particular style, often with a specific rhyme scheme and metre.
2. A poem that is written in a particular style, often with a specific rhyme scheme and metre.
3. A poem that is written in a particular style, often with a specific rhyme scheme and metre.
4. A poem that is written in a particular style, often with a specific rhyme scheme and metre.
5. A poem that is written in a particular style, often with a specific rhyme scheme and metre.
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8. A poem that is written in a particular style, often with a specific rhyme scheme and metre.
9. A poem that is written in a particular style, often with a specific rhyme scheme and metre.
10. A poem that is written in a particular style, often with a specific rhyme scheme and metre.




DOWN

1. A poem that is written in a particular style, often with a specific rhyme scheme and metre.
2. A poem that is written in a particular style, often with a specific rhyme scheme and metre.
3. A poem that is written in a particular style, often with a specific rhyme scheme and metre.
4. A poem that is written in a particular style, often with a specific rhyme scheme and metre.
5. A poem that is written in a particular style, often with a specific rhyme scheme and metre.
6. A poem that is written in a particular style, often with a specific rhyme scheme and metre.
7. A poem that is written in a particular style, often with a specific rhyme scheme and metre.
8. A poem that is written in a particular style, often with a specific rhyme scheme and metre.
9. A poem that is written in a particular style, often with a specific rhyme scheme and metre.
10. A poem that is written in a particular style, often with a specific rhyme scheme and metre.

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Revising poetic language



The Maths Tutor
Tutoring for all ages

Solving algebra problems



An algebra problem is a problem that we don't know the value of. It usually contains letters and values and sometimes a question mark. We need to find the value of the letter.


An algebraic expression can be solved and without values.

5c + 6

When c = 2

5 × 2 + 6 = 16

Add
the
values
to
find
the
value
of
the
expression



Try the following algebra problems:

1. Write the value of 4a + 3b if a = 1 and b = 2
2. Write the value of 4a + 3b if a = 2 and b = 1
3. Write the value of 4a + 3b if a = 2 and b = 3
4. Write the value of 4a + 3b if a = 3 and b = 2
5. Write the value of 4a + 3b if a = 3 and b = 3
6. Write the value of 4a + 3b if a = 3 and b = 4

getting better at algebra

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Solving algebra problems

[illegible]

Simple, compound, complex

[illegible]

Solving proportion problems

[illegible]

Spotting adverbial phrases

