Sound Survey

Take a walk around indoors or outside to identify and describe the sounds you can hear! What is making each sound? Listen carefully. Can you hear high and low sounds? Can you hear loud and quiet sounds?

Fill in the table by describing the sounds you can hear.

What can you hear?	Is it high or low?	Is it loud or quiet?

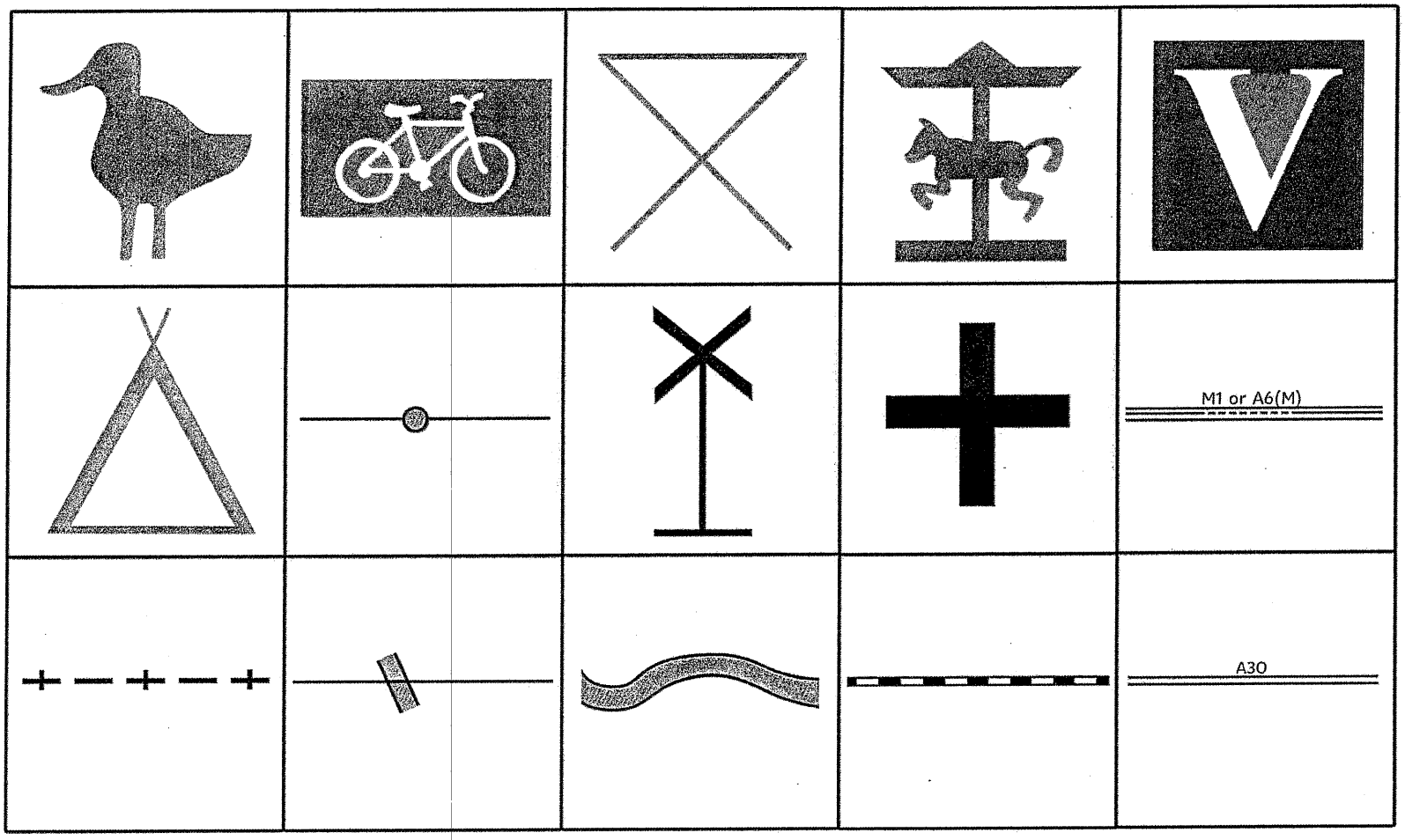
How did these sounds reach your ears? Choose one of the sounds you heard and draw or write about how that sound travelled from its source to your ear.

Map Symbol Match Up

nature reserve	river	national boundary line	theme/pleasure park	visitor's centre
camp site	station	place of worship	main road	level crossing
cycle trail	motorway	wind turbine	multiple track railway line	picnic site

Map Symbol Match Up

Cut out the map symbols below and stick into correct boxes (next page).



Games Ideas

Fizz Buzz

Choose 'fizz' for multiples of a number (e.g. 3), and 'buzz' for multiples of another number (e.g. 5). Starting with 1, players take it in turns to say the next number. However, each time a multiple of 3 or 5 is reached, the player must say 'fizz' or 'buzz' instead of the number. If the number is a multiple of both 3 and 5, the player must say 'fizzbuzz'.

For example: one, two, fizz, four, buzz, seven, eight, fizz, buzz, eleven, fizz, thirteen, fourteen, fizzbuzz

You could try other multiples or adding another multiple for a more complex game.

Times Table Tennis

Choose a times table to focus on. Take it in turns to say the next number in the times table sequence. You could pretend to serve and pass a tennis ball between you or use a real one.

Times Table Corners

Label different areas/corners of your garden with 2, 5 and 10. Shout out a number. If the number is a multiple of 2, 5 or 10, your child must go to the matching area.

Fastest Times Tables Facts

Choose a times table to focus on and have a competition to see who can write down the times tables facts the fastest. You can decide whether to write the number sentences out in full (e.g. $1 \times 2 = 2$, $2 \times 2 = 4$, $3 \times 2 = 6$) or just the numbers (e.g. 2, 4, 6).

Times Tables Snap and Matching Cards

Create a set of cards with separate times table facts and answers. Challenge your child to find the matching cards in a game of snap. Alternatively, place the cards face down and take it in turns to turn over two cards. If the cards match, the player keeps the cards. If the don't match, turn the cards back over and the next player takes their turn.

Multiplication Dice Game

How to play:

1. Roll a dice.
2. Multiply your answer by 2 or 3.
3. Colour you answer on the grid.
4. The first person to colour 3 in a row wins!

2	18	6	3
4	10	12	4
8	6	2	8
12	9	15	3

Multiplication Dice Game

How to play:

1. Roll a pair of dice.
2. Multiply your 2 numbers.
3. Colour you answer on the grid.
4. The first person to colour 4 in a row wins!

18	12	24	8	10	24	6	15
36	30	12	9	2	5	4	18
4	24	4	8	6	8	15	3
10	12	25	15	20	6	16	8
36	12	12	30	5	12	5	30
10	25	1	9	5	6	10	20
18	20	9	10	16	15	4	3
1	30	4	20	2	3	6	15

Multiplication Dice Game

How to play:

1. Roll a pair of dice.
2. Multiply the number by 2 and remember your answer.
3. Roll 1 die again and take away the number from your answer. If the final answer is below zero, then re-roll the 2 dice.
4. Colour your answer on the grid.
5. The first person to colour 5 in a row wins!

18	12	24	8	10	24	6	15
36	30	12	9	2	5	4	18
4	24	4	8	6	8	15	3
10	12	25	15	20	6	16	8
36	12	12	30	5	12	5	30
10	25	1	9	5	6	10	20
18	20	9	10	16	15	4	3
1	30	4	20	2	3	6	15

Mixed 3, 4 and 8 Times Table Dominoes

Share the dominoes cards out equally between the players. Take it in turns to add a matching domino card to the cards in play. The first player to get rid of all their dominoes is the winner.

8	3×3
24	2×4
18	3×8
20	6×3
8	5×4
6	1×8
36	2×3
64	9×4

30	8×8

44	10×3

40	11×4

21	5×8

48	7×3

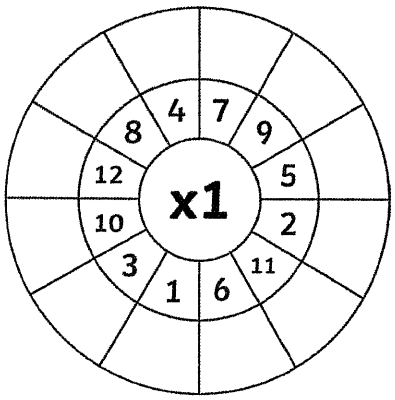
16	12×4

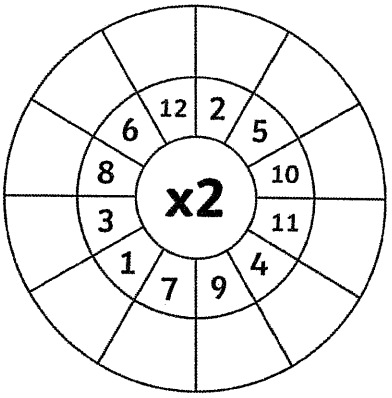
33	2×8

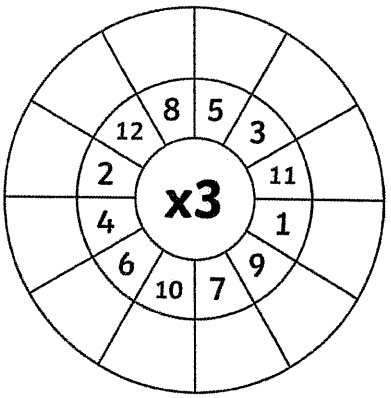
9	11×3

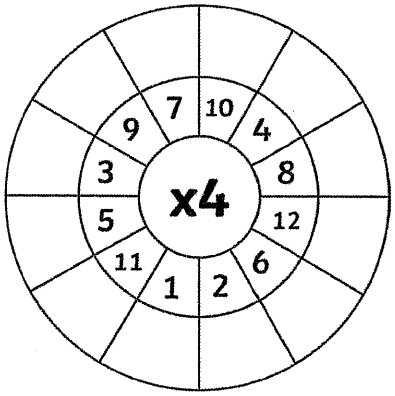
Multiplication Wheels

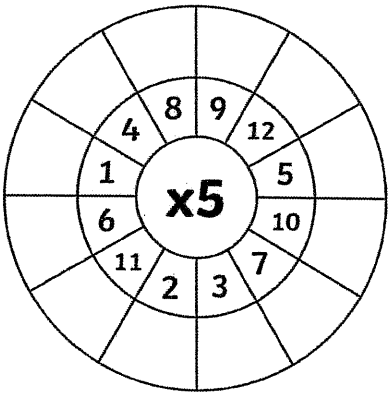
Multiply the numbers by the middle number.

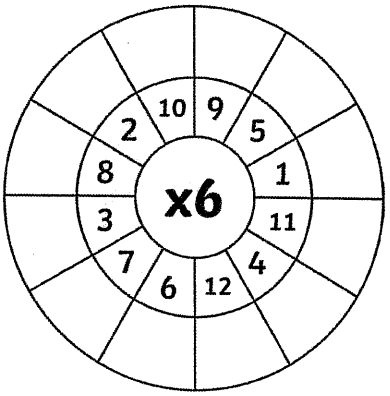


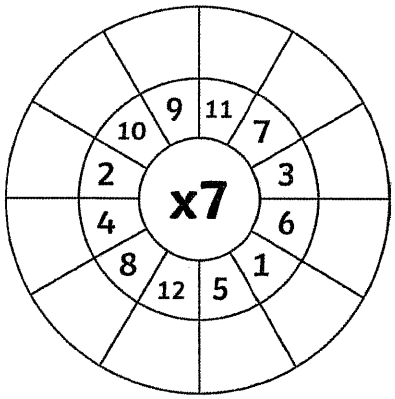


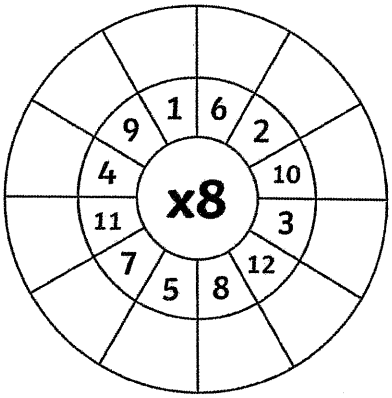


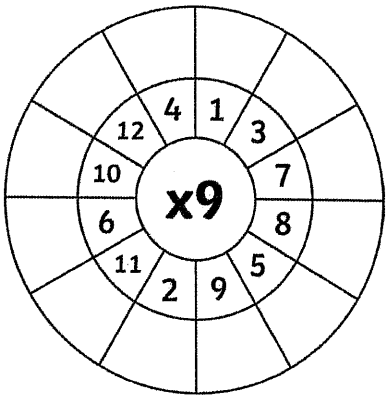


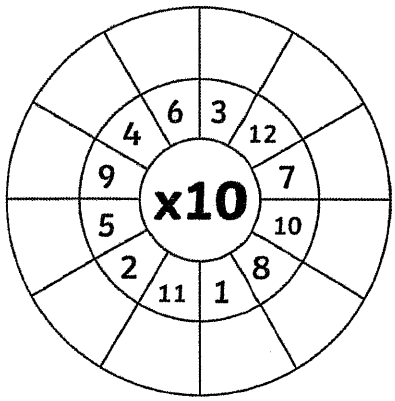


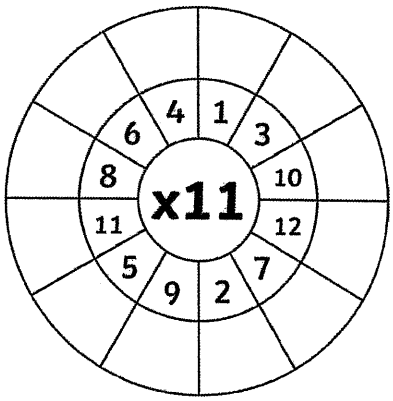


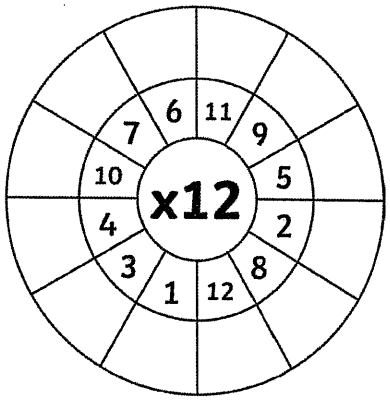








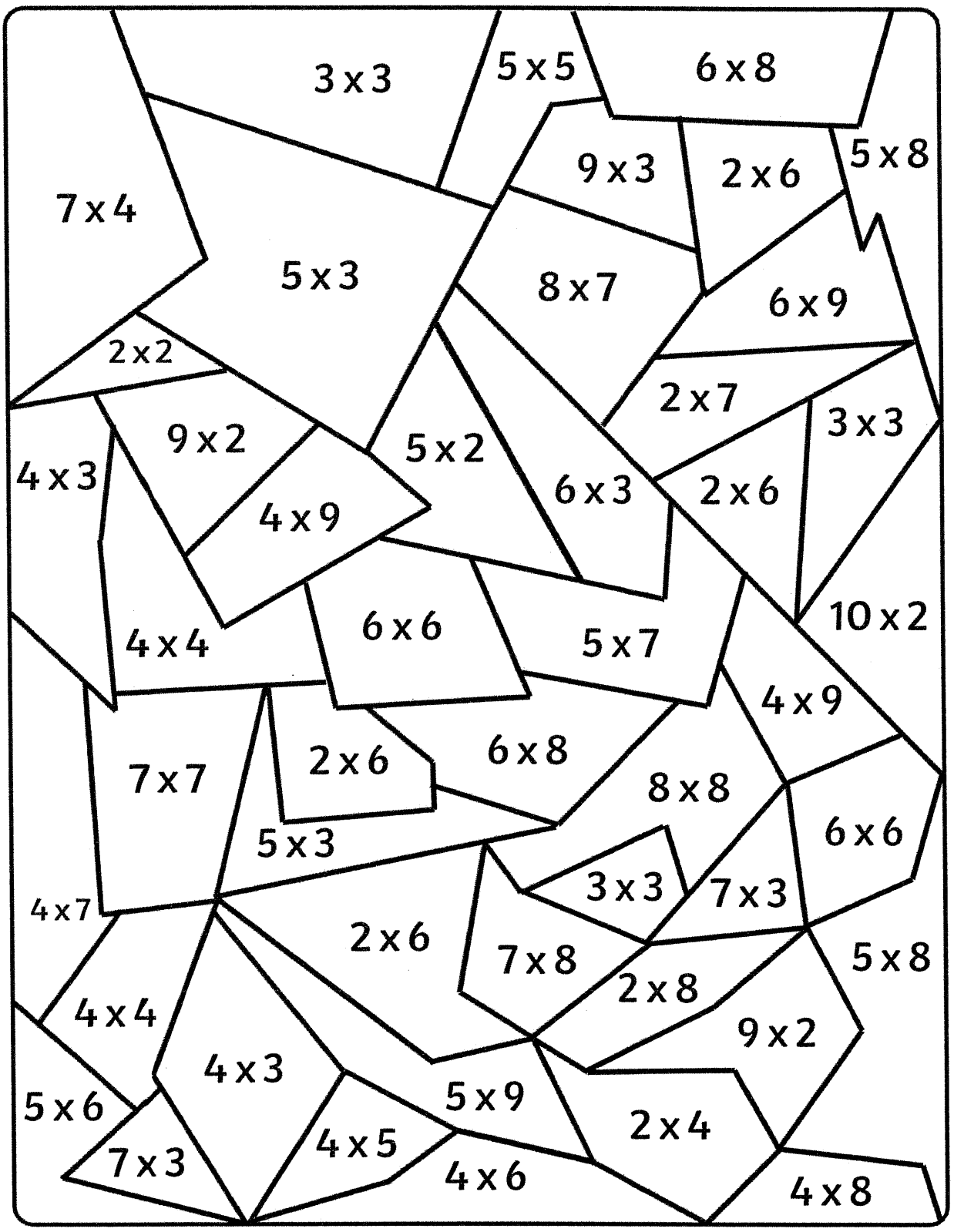




Colour by Multiplication

Do the multiplication calculation and colour the shape in the correct colour.

0-10	11-20	21-30	31-40	41-50	51-60	61-70
light blue	purple	pink	yellow	green	orange	dark blue

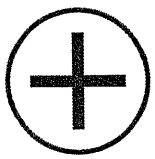
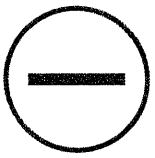
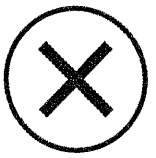
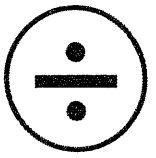


Year 4

Mathematics

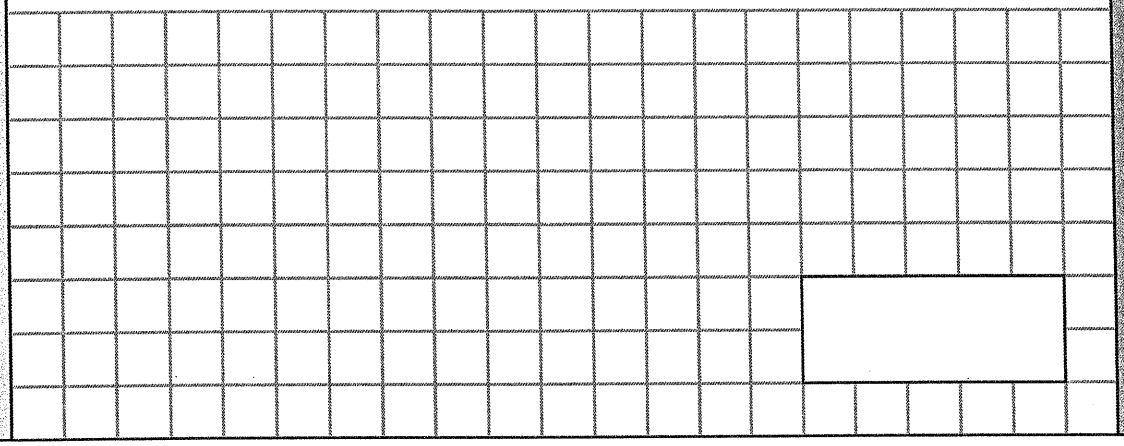
Arithmetic: Test 1

Name	
Date	

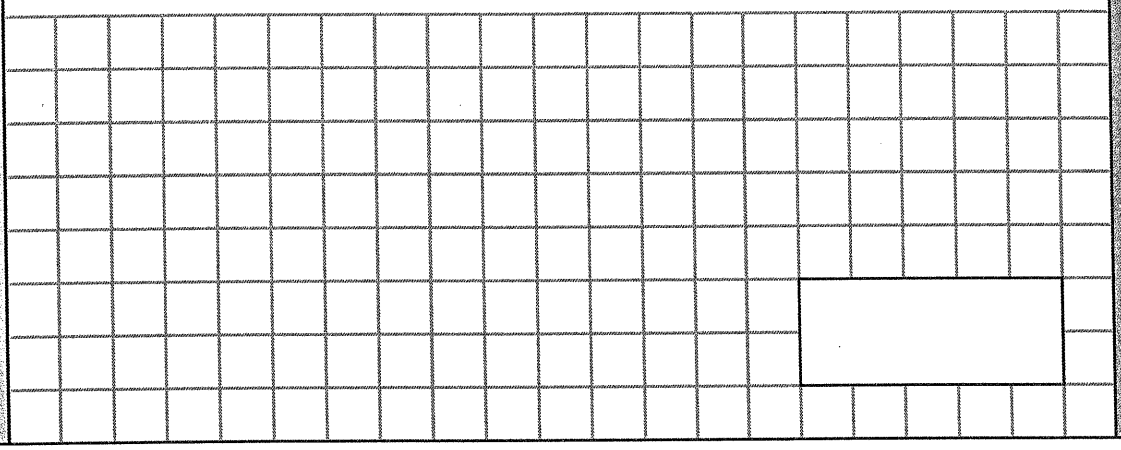
/24 total marks

1 276 + 100 =



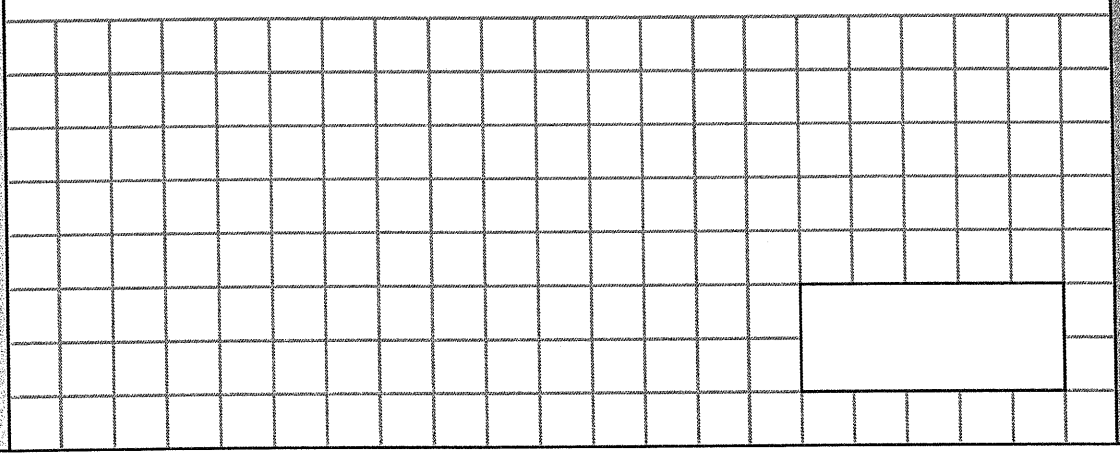
1 mark

2 672 - 100 =



1 mark

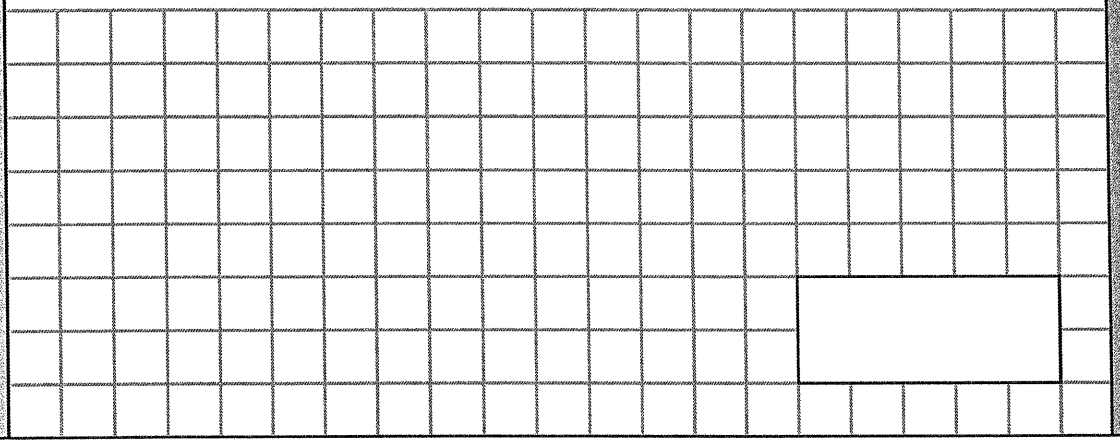
3 56 + 70 =



1 mark

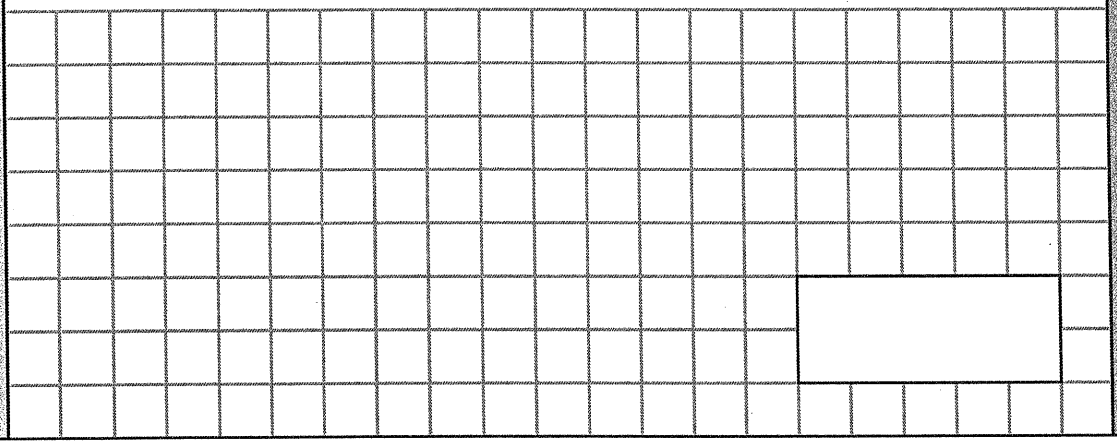
Total for this page

4 698 - 300 =



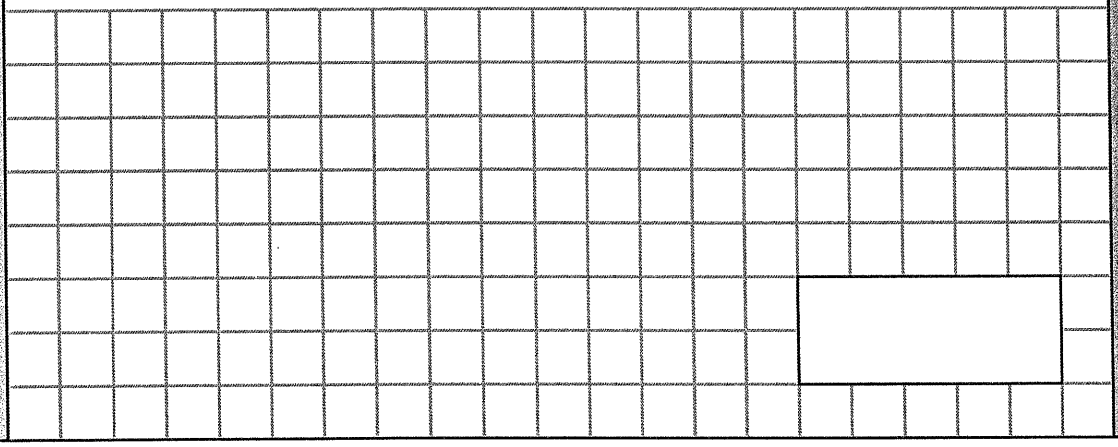
1 mark

5 34 x 8 =



1 mark

6 72 ÷ 4 =



1 mark

Total for this page

7 $\frac{2}{5} + \frac{1}{5} =$

1 mark

8 $\frac{7}{8} - \frac{3}{8} =$

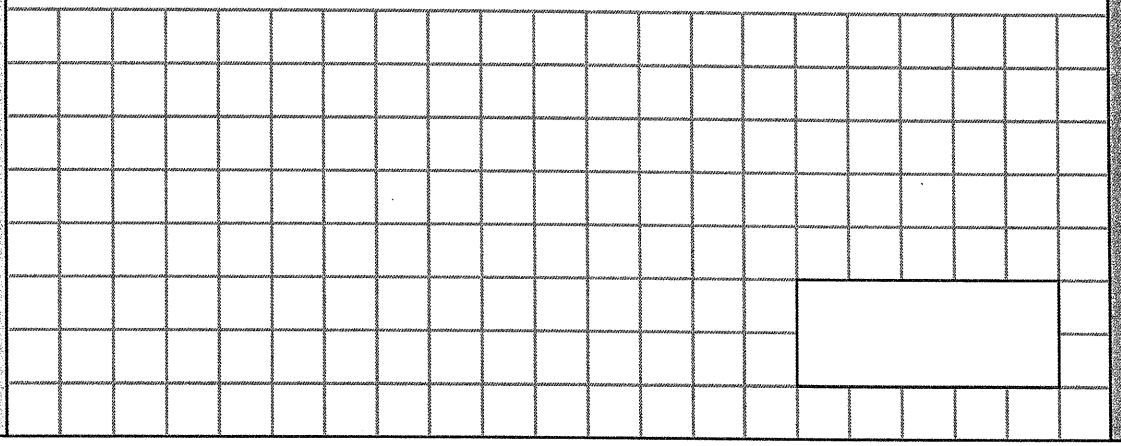
1 mark

9 $476 + 1000 =$

1 mark

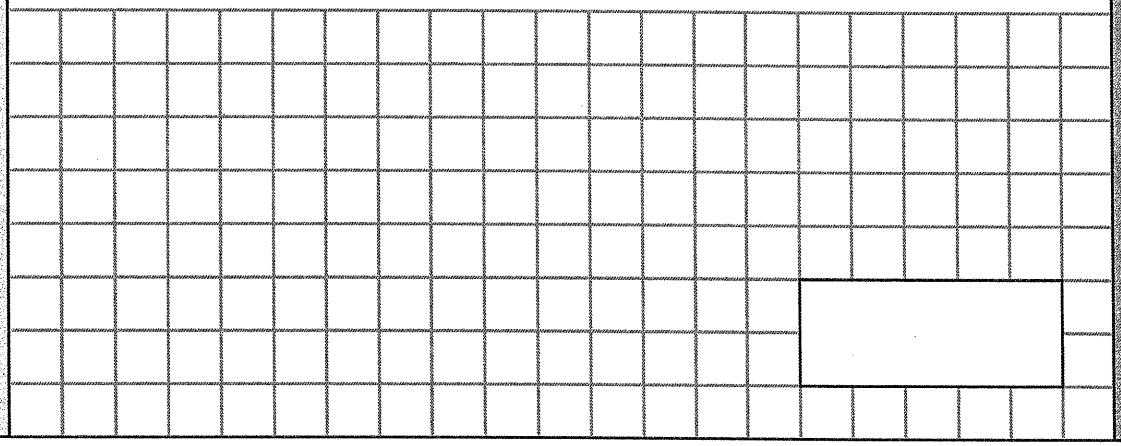
Total for this page

10 1892 - 1000 =



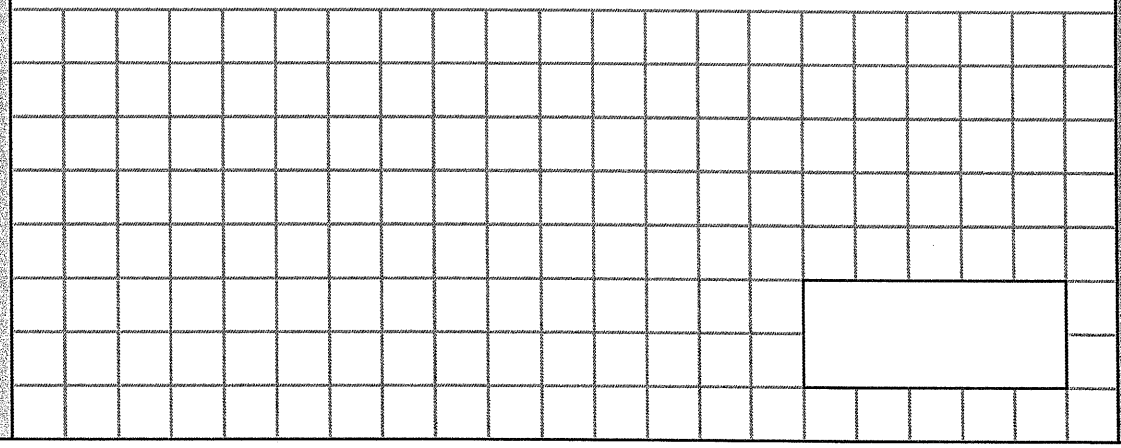
1 mark

11 6782 + 2561 =



1 mark

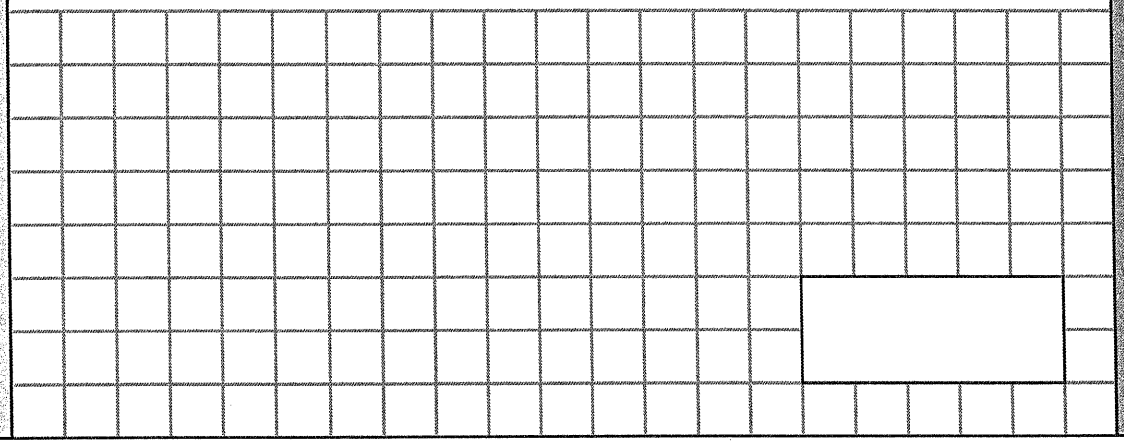
12 5112 - 456 =



1 mark

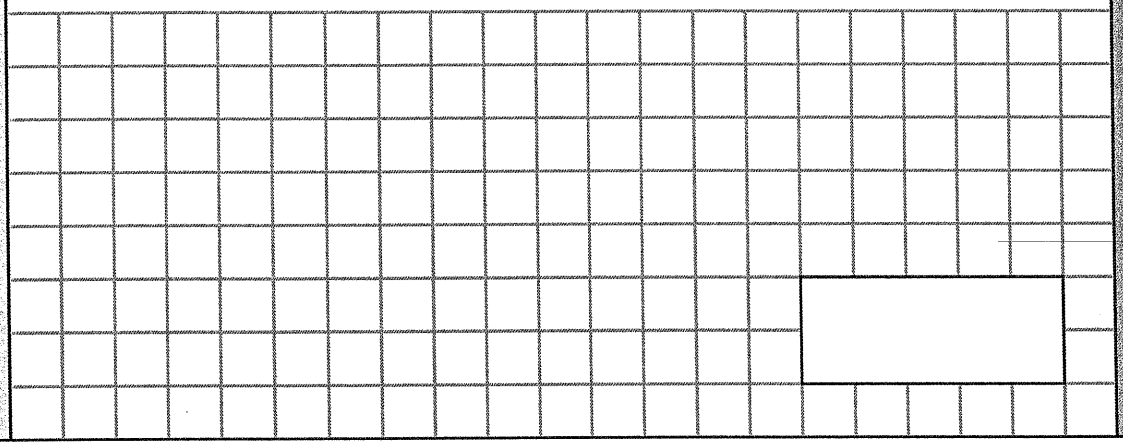
Total for this page

13 $7 \times 9 =$



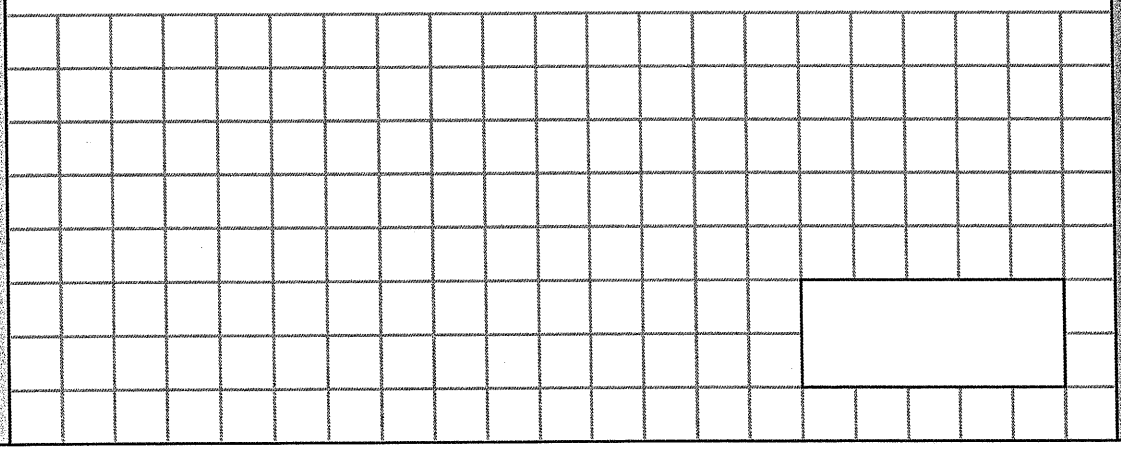
1 mark

14 $3 \times 8 \times 5 =$



1 mark

15 $562 \times 5 =$



1 mark

Total for this page

16 $656 \times 7 =$

1 mark

17 $\frac{2}{5} + \frac{3}{5} =$

1 mark

18 $\frac{14}{15} - \frac{2}{15} =$

1 mark

Total for this page

19 4.5 + 0.6 =

1 mark

20 7.82 - 0.02 =

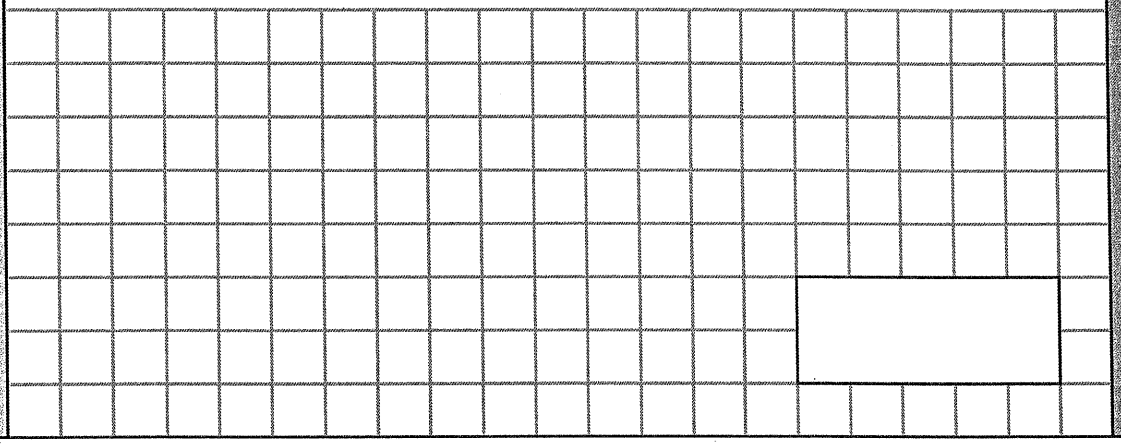
1 mark

21 56 ÷ 100 =

1 mark

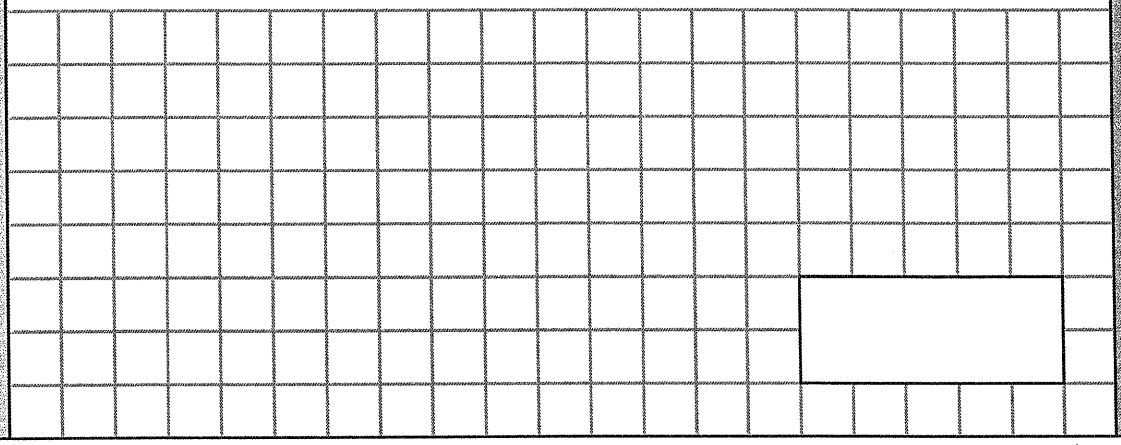
Total for this page

22 $87 \div 10 =$



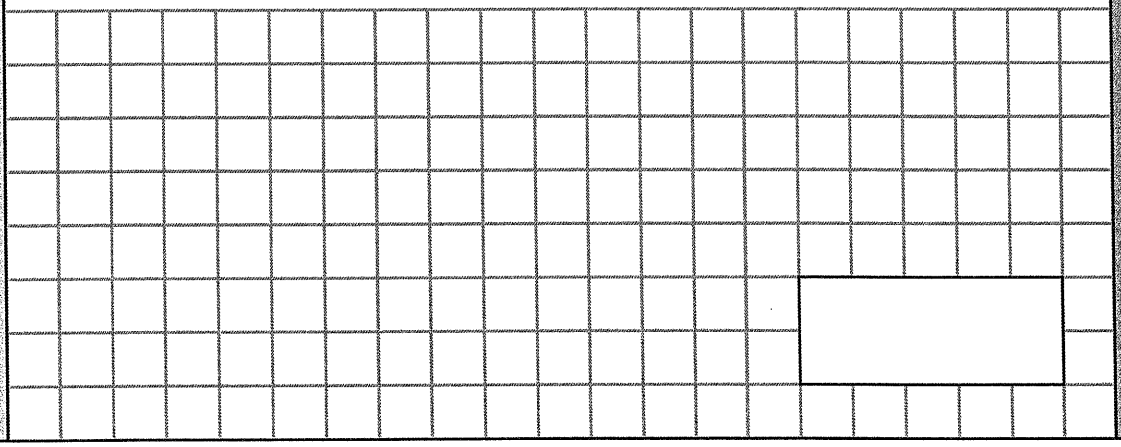
1 mark

23 $\frac{3}{4}$ of $8 =$



1 mark

24 $4.56 + 2.9 =$



1 mark

Total for this page

Answer Sheet: Key Stage 2: Year 4: arithmetic test 1

Guidance: Children will have 30 minutes for this test.

question	answer	marks
1	**376**	1
2	**572**	1
3	**126**	1
4	**398**	1
5	**272**	1
6	**18**	1
7	$\frac{3}{5}$	1
8	$\frac{4}{8}$ or $\frac{1}{2}$	1
9	**1476**	1
10	**892**	1
11	**9343**	1
12	**4656**	1
13	**63**	1
14	**120**	1
15	**2810**	1
16	**4592**	1
17	$\frac{5}{5}$ or **1**	1
18	$\frac{12}{15}$ or $\frac{4}{5}$	1
19	**5.1**	1
20	**7.8**	1
21	**0.56**	1

question	answer	marks
22	**8.7**	1
23	**6**	1
24	**7.46**	1
		Total 24

Maths Activity Booklet

Number and Place Value

1. Continue these number sequences:

9, 18, 27, 36, 45, _____ , _____ , _____ , _____ , _____ , _____ , _____ ,

775, 750, 725, 700, _____ , _____ , _____ , _____ , _____ , _____ , _____ ,

5, 4, 3, 2, _____ , _____ , _____ , _____ , _____ , _____ , _____ ,

2. Find 100 less than these numbers:

3912 _____

9201 _____

1083 _____

3. Find 1000 less than these numbers:

59 003 _____

17 351 _____

20 882 _____

4. What is the value of the underlined digit in each number?

1<u>8</u>46 _____

<u>2</u>004 _____

158<u>9</u> _____

5. Put these numbers in order from smallest to largest.

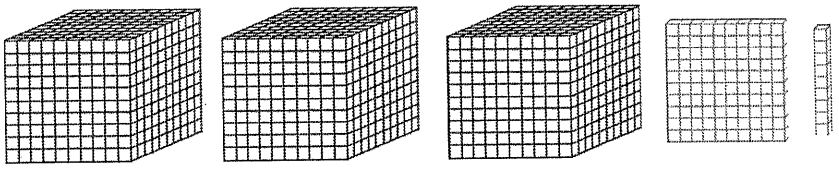
10 111	11 011	10 011	11 110	11 101
Smallest				**Largest**
☐	☐	☐	☐	☐

6. Compare these numbers using <, > or =.

454 ☐ 544 660 ☐ 606 2 tens 4 ones ☐ 24 ones

Representing Number

1. What number is shown below? _____



2. Complete the table, showing the numbers in numerals and words.

2109	
	One thousand, two hundred and ninety-three.
29 431	
	Seventy-five thousand and ninety-eight.

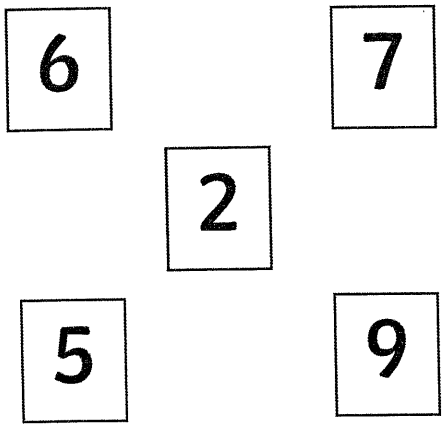
3. Use the information in the table to work out the value of these Roman numerals.

LXXII = _____

XIV = _____

CCLIX= _____

Roman	Numeral
I	1
V	5
X	10
L	50
C	100



4. a) What is the largest number that can be made from these digit cards? _____

b) What is the smallest number that can be made from these digit cards? _____

Addition and Subtraction

1. Complete these calculations mentally:

421 + 50 = _____

376 + 200 = _____

250 - 99 = _____

2. Complete these calculations:

	1	3	5	7
+	2	6	4	1

	3	5	9	2
+	4	2	3	8

	7	9	8	5
-	1	3	4	2

	5	3	1	9
-	3	2	6	7

3. Complete these calculations:

3410 + _____ = 5655

6720 – _____ = 5220

4. Use appropriate calculations to solve these problems.

a) At a cinema, there is room for 750 people in a screen. If the cinema sells 641 tickets for a screen, how many are left? _____

b) In one day, 2345 people visit the cinema. 1032 of them go and see an action film and the others go and see a comedy. How many people went to see the comedy? _____

Multiplication and Division

1. Fill in the missing numbers in the multiplication square.

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2		4		6		8	9		11	12
2	2		6	8		12	14		18	20		24
3	3			12	15		21	24		30	33	
4		8	12		20	24		32	36		44	48
5	5	10		20	25		35	40		50	55	
6	6		18	24	30	36			54	60		72
7		14	21			42	49	56		70	77	
8	8	16		32	40		56	64	72		88	96
9		18	27		45	54	63		81	90	99	108
10	10		30	40		60	70	80	90	100		120
11		22	33		55	66		88			121	
12	12	24		48	60		84		108	120		144

2. Explain the pattern of the 9 times table.

3. Complete these calculations:

   250 × 4 = _____

   555 × 100 = _____

   2540 × 0 = _____

4. Use your knowledge of multiplication and division methods to solve these problems.

   a) A box of glue sticks contains 128 glue sticks. There are 4 classes in the school. How many glue sticks does each class get?

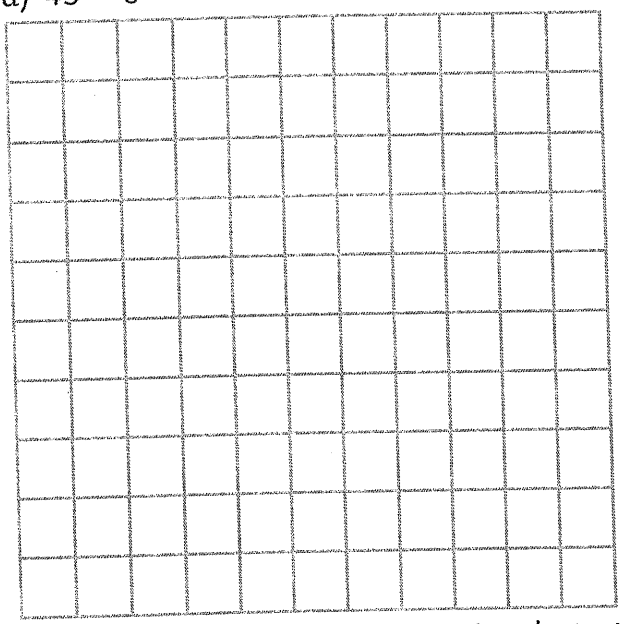
   _____

   b) To make a model, each child needs 8 lolly sticks. If lolly sticks come in packs of 30, how many packs would be needed for 28 children to make a model?

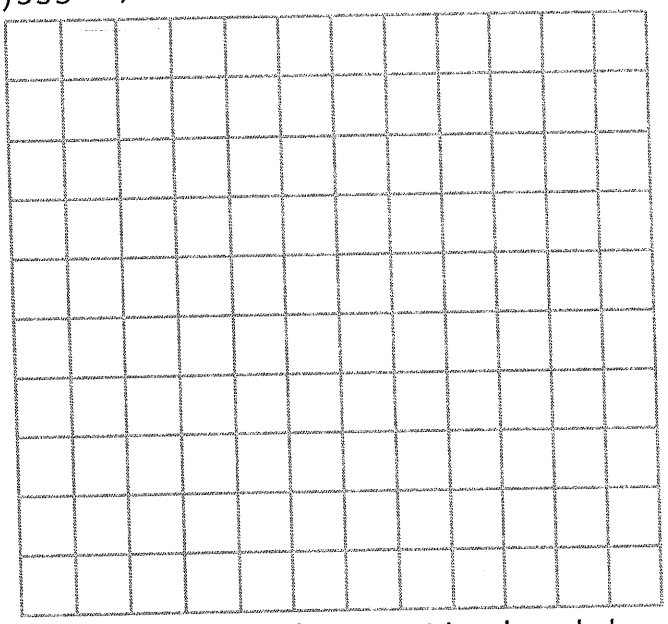
   _____

5. Use formal methods to complete these calculations.

   a) 45 × 6 =



   b) 333 ÷ 9 =



6. If we know that 12 × 13 = 156, what other calculations do we know? Write them below.

   _____

7. Fill in the missing numbers.

   ☐ × 12 = 121

   125 ÷ ☐ = 5

   8 × ☐ = 120

   ☐ ÷ 7 = 50

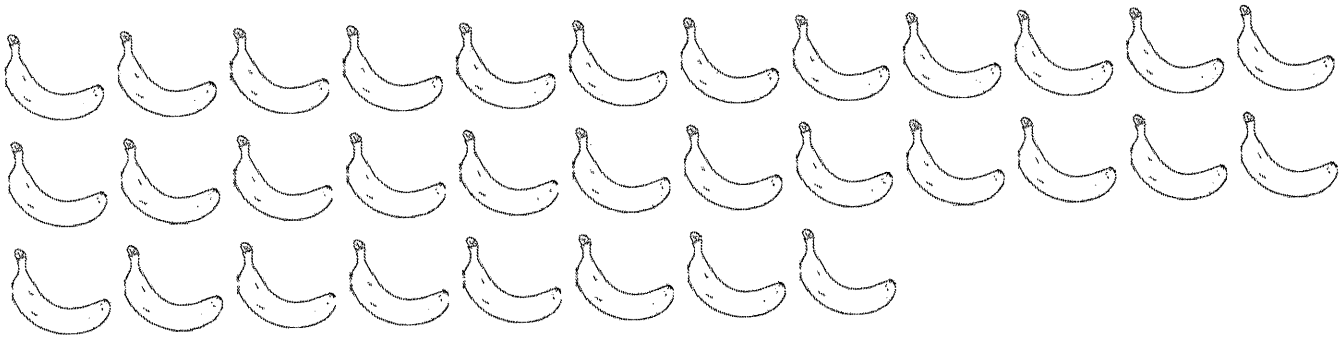
Fractions

1. Continue the number sequences.

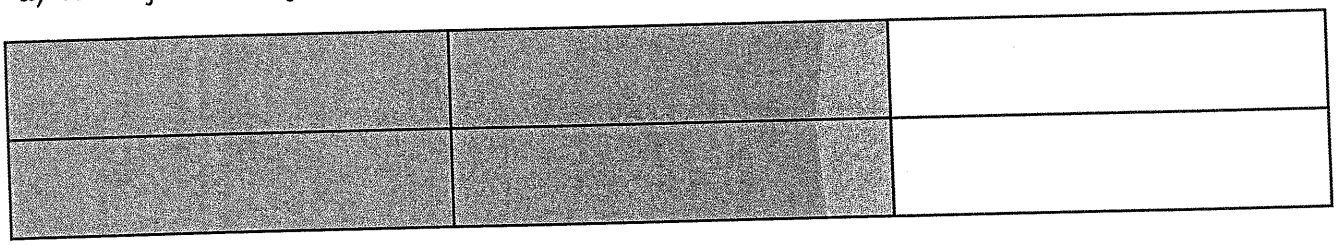
$\frac{2}{10}, \frac{3}{10}, \frac{4}{10}, \frac{5}{10},$ ☐ ☐ ☐ ☐ ☐

$\frac{56}{100}, \frac{54}{100}, \frac{52}{100}, \frac{50}{100},$ ☐ ☐ ☐ ☐

2. Find $\frac{6}{8}$ of these bananas.



3. a) What fraction of the shape is shaded? _____



b) Write 2 equivalent fractions to the amount shaded.

_____

4. Use the fraction wall to help you answer these questions.

1																							
$\frac{1}{3}$							$\frac{1}{3}$							$\frac{1}{3}$									
$\frac{1}{6}$				$\frac{1}{6}$				$\frac{1}{6}$				$\frac{1}{6}$				$\frac{1}{6}$							
$\frac{1}{12}$		$\frac{1}{12}$		$\frac{1}{12}$		$\frac{1}{12}$		$\frac{1}{12}$		$\frac{1}{12}$		$\frac{1}{12}$		$\frac{1}{12}$		$\frac{1}{12}$		$\frac{1}{12}$					
$\frac{1}{24}$	$\frac{1}{24}$	$\frac{1}{24}$	$\frac{1}{24}$	$\frac{1}{24}$	$\frac{1}{24}$	$\frac{1}{24}$	$\frac{1}{24}$	$\frac{1}{24}$	$\frac{1}{24}$	$\frac{1}{24}$	$\frac{1}{24}$	$\frac{1}{24}$	$\frac{1}{24}$	$\frac{1}{24}$	$\frac{1}{24}$	$\frac{1}{24}$	$\frac{1}{24}$	$\frac{1}{24}$	$\frac{1}{24}$	$\frac{1}{24}$	$\frac{1}{24}$	$\frac{1}{24}$	$\frac{1}{24}$

a) How many sixths are equivalent to $\frac{2}{3}$? _____

b) How many twelfths are equivalent to $\frac{6}{24}$? _____

c) How many twenty-fourths are equivalent to $\frac{5}{6}$? _____

d) Would you rather have $\frac{7}{12}$ or $\frac{15}{24}$ of a cake? Why? _____

_____

5. Complete these calculations:

$\frac{1}{10} + \frac{3}{10} =$ _____ = _____

$\frac{3}{8} + \frac{4}{8} =$ _____

$\frac{7}{9} - \frac{2}{9} =$ _____

$\frac{4}{6} - \frac{1}{6} =$ _____ = _____

6. Put these fractions in order from smallest to largest.

$\frac{3}{6}$ $\frac{2}{3}$ $\frac{1}{10}$ $\frac{2}{8}$ $\frac{5}{6}$

Smallest **Largest**

Fractions and Decimals

1. Match the decimal to its equivalent fraction.

$\frac{1}{2}$	0.01
$\frac{1}{10}$	0.6
$\frac{3}{4}$	0.5
$\frac{6}{10}$	0.1
$\frac{1}{100}$	0.75

2. Complete the table. One has been done for you.

	÷ 10	÷ 100
13	1.3	0.13
42		
68		
3		

3. Round these decimals to the nearest **whole** number.

1.2 _____

5.6 _____

2.21 _____

3.5 _____

1.55 _____

4. Compare these decimals using <, > or =.

0.5 ☐ 0.05 1.02 ☐ 1.020 3.75 ☐ 3.775

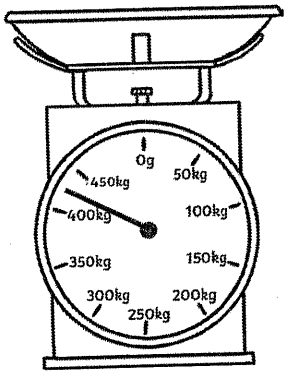
Measurement

1. a) Measure this line using a ruler. Write its length in cm and in mm.

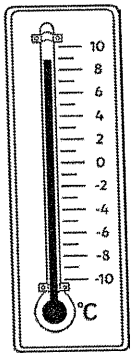
_____ = _____

b) Use a ruler to draw a line that measures 53mm.

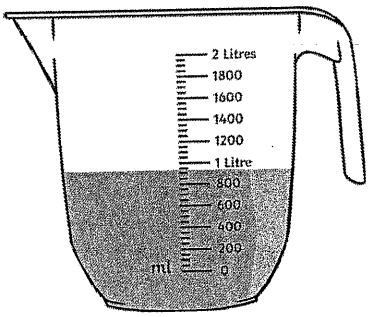
2. Write the amount shown on each scale.



_____ kg



_____ °C



_____ml

3. Convert these units.

a) 1500g = _____ kg

b) 2450g = _____ kg

c) 1.75m = _____ cm

d) 12.5cm = _____ mm

e) 1.2km = _____ m

f) 2300ml = _____ l

4. Anna says five 750ml bottles will hold more than three 1l bottles. Is she right? Explain how you know.

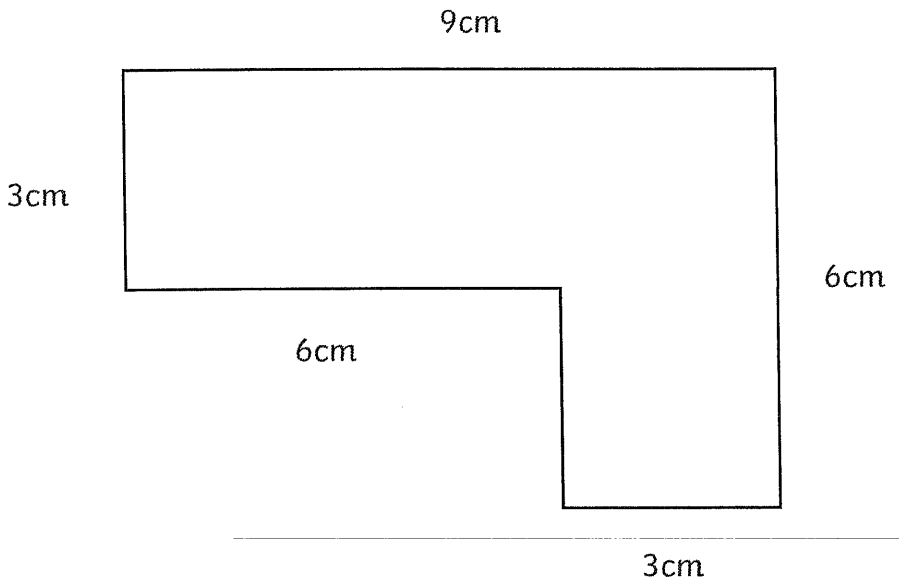
_____

_____

_____

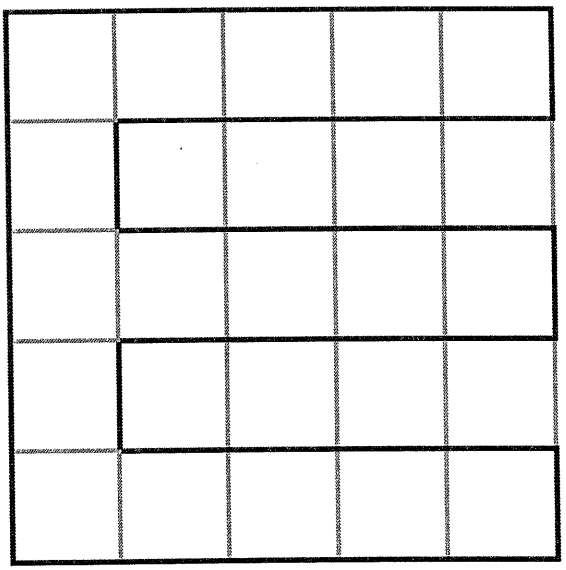
Area and Perimeter

1. Calculate the perimeter of this shape.



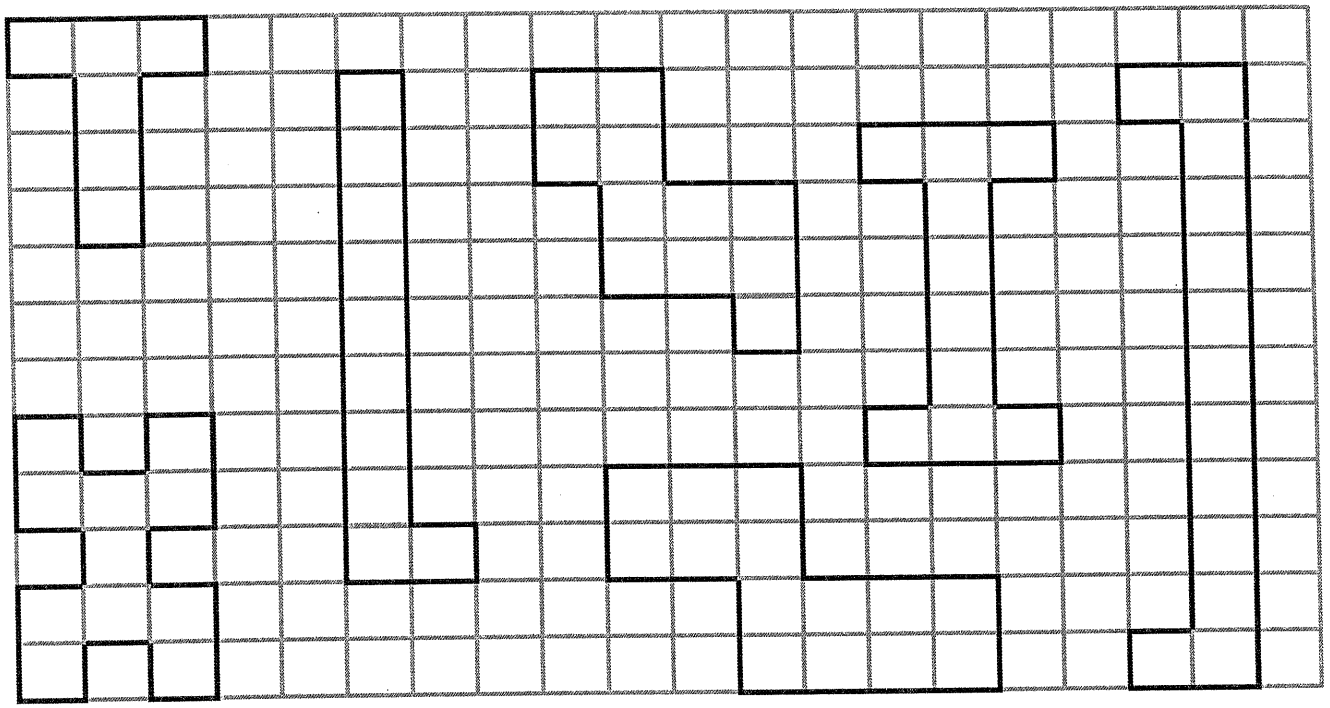
Perimeter = _____ cm

2. What is the area of this shape?



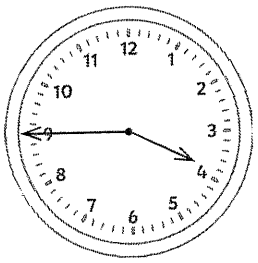
Area = _____ cm^3

3. Which of these shapes has the largest area? Circle the shape below.

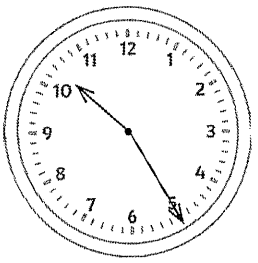


Time

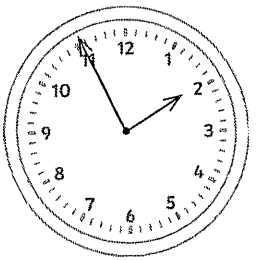
1. Write the time these clocks show.



_____

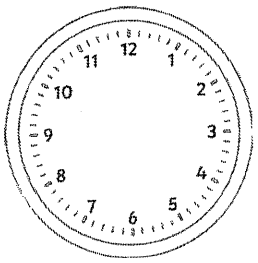


_____

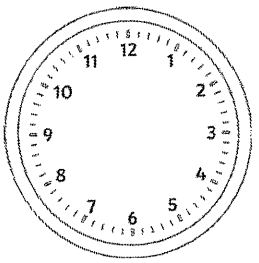


_____

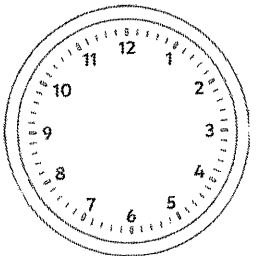
2. Draw the hands to show the given time on each clock.



1:15 or quarter past 1



4:50 or ten to 5



7:45 or quarter to 8

3. A film lasts for 165 minutes. How long is the film in minutes and hours?

_____

4. Complete the sentences.

There are _____ seconds in 1 minute.

There are _____ minutes in 1 hour.

There are _____ hours in 1 day.

There are _____ days in 1 week.

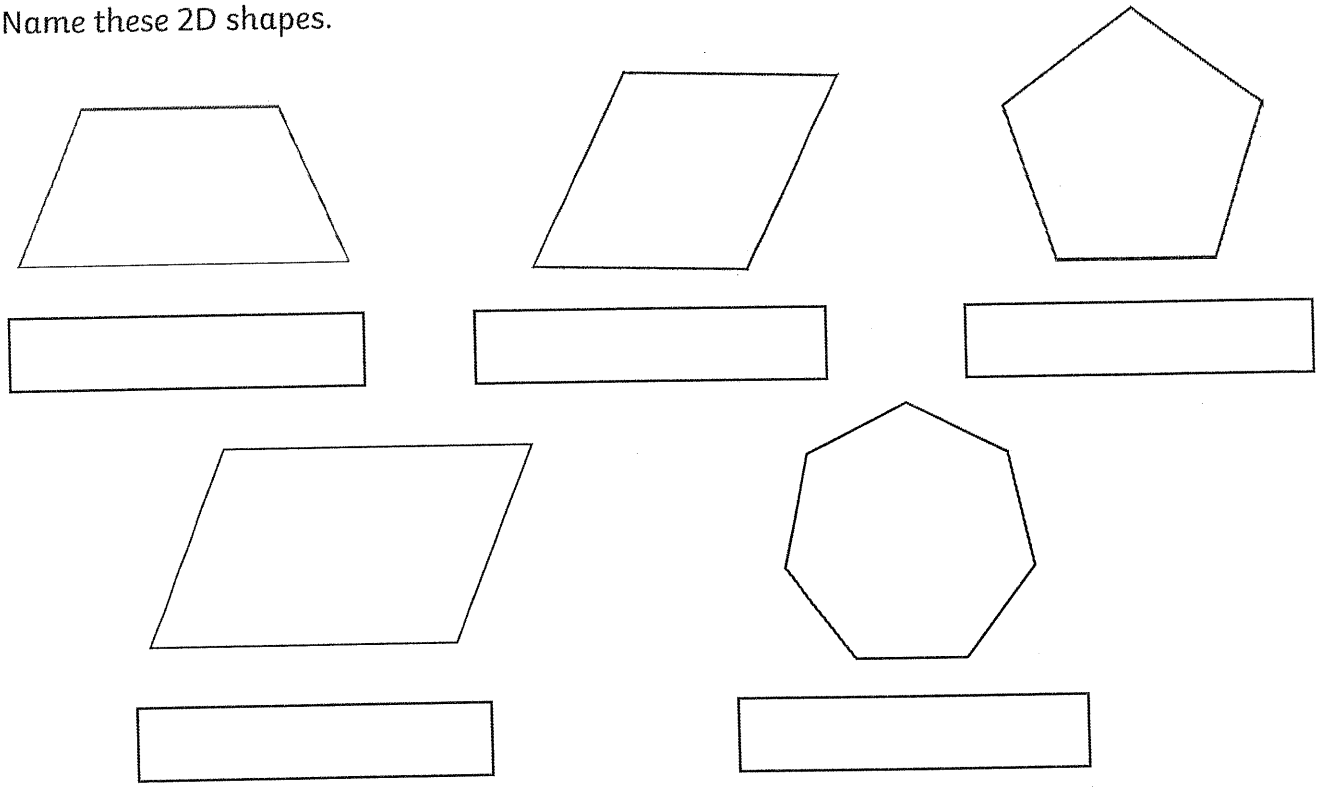
There are _____ days in 1 year.

There are _____ months in 1 year.

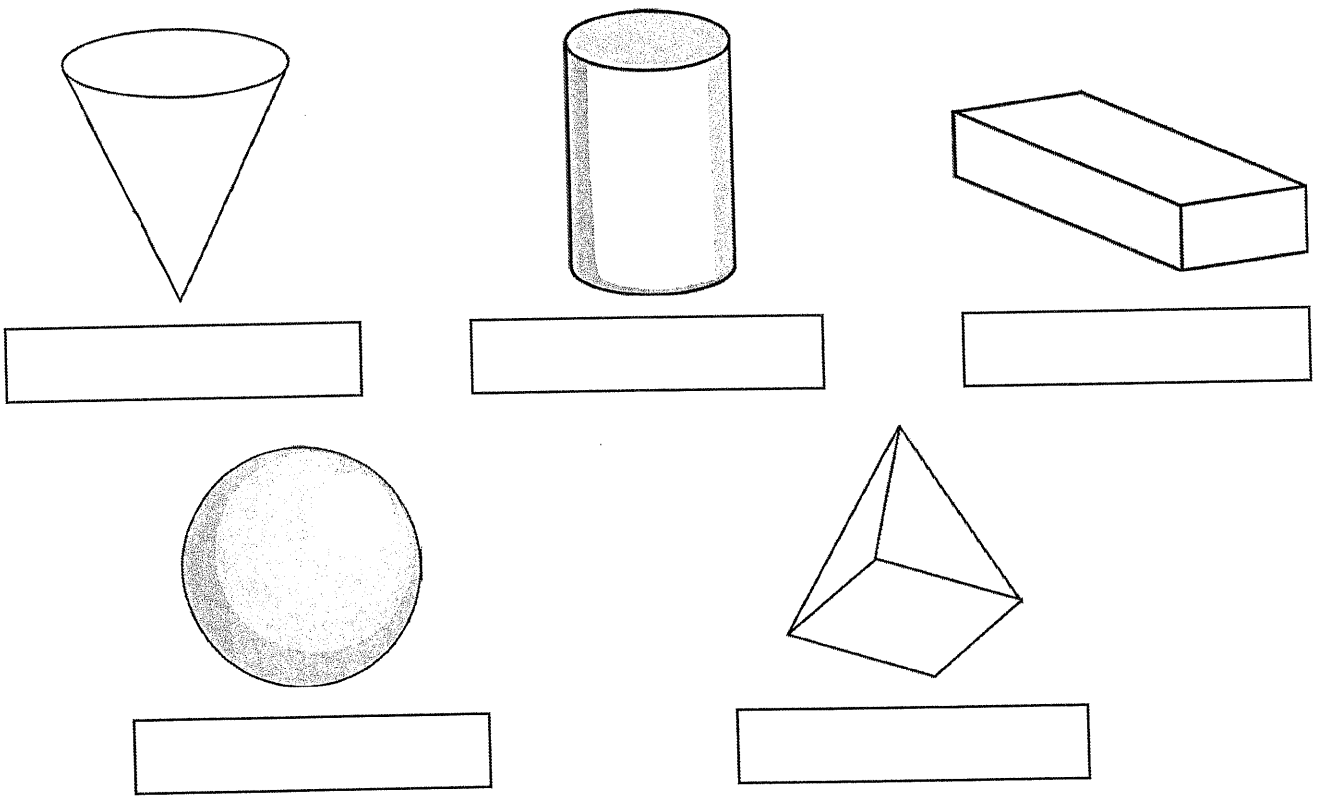
5. How many days are in June? _____

Shape

1. Name these 2D shapes.

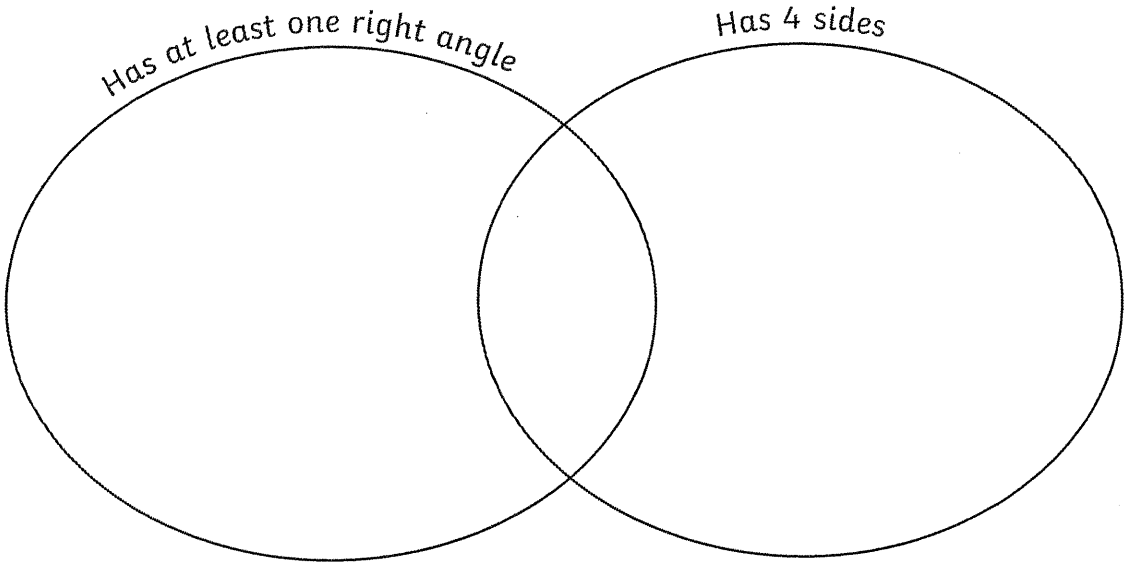


2. Name these 3D shapes.



3. Draw the following shapes in the correct places on the Venn diagram.

   - square
   - right angled triangle
   - pentagon
   - parallelogram



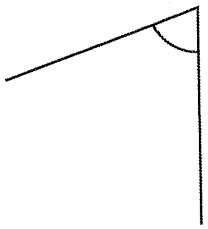
4. Match the type of triangle to its definition.

Equilateral	One angle is a right angle
Isosceles	All sides and angles are equal
Scalene	2 sides and angles are equal
Right-angled triangle	No sides or angles are equal

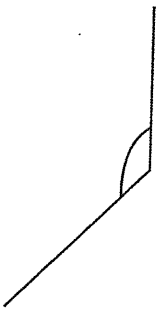
Angles

1. Order these angles from smallest to largest.

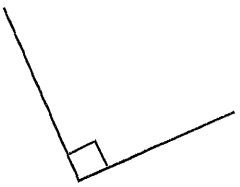
A



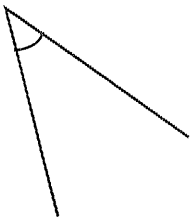
B



C



D



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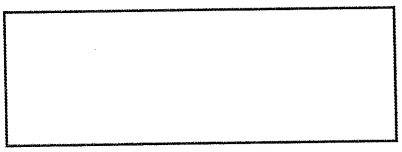
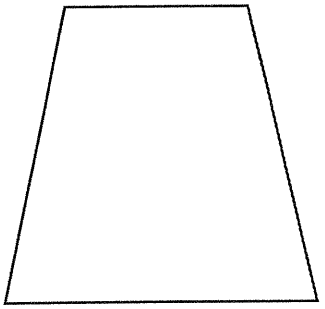
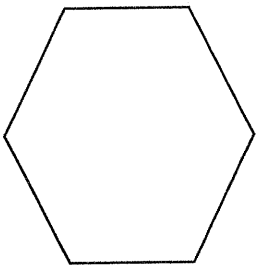
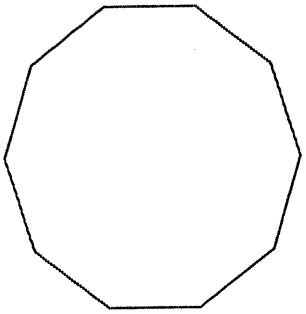
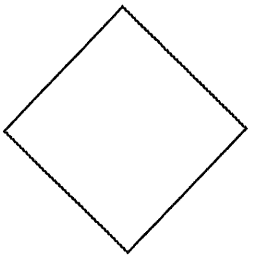
2. Tick all the shapes that have **obtuse** angles.

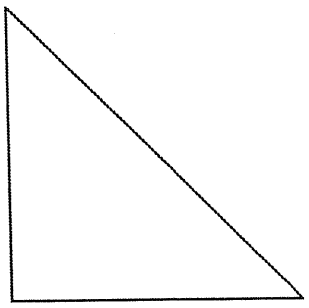






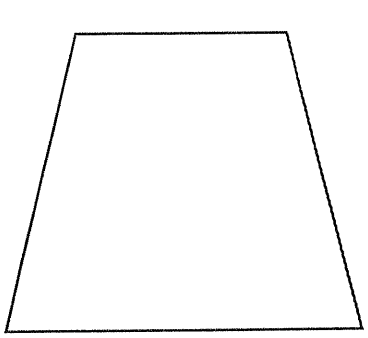


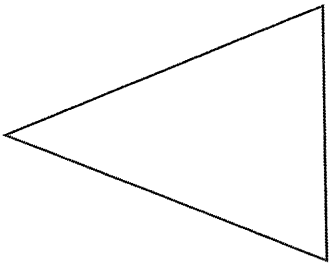


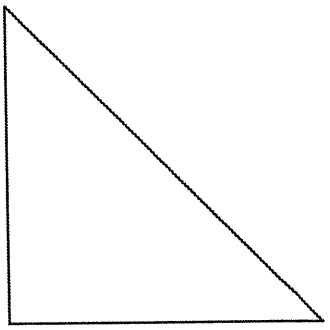


Symmetry

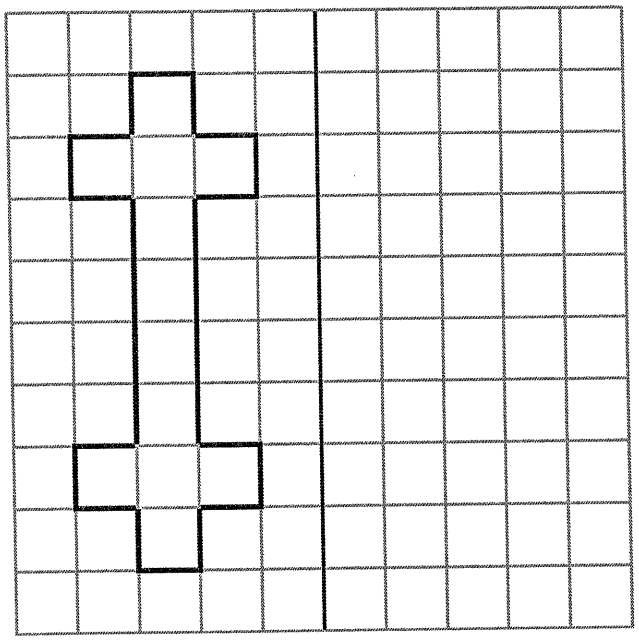
1. Draw a line of symmetry on these shapes.

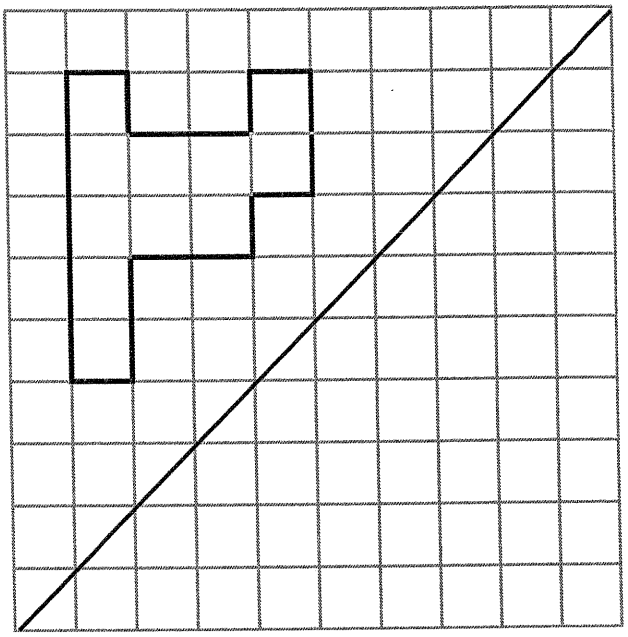






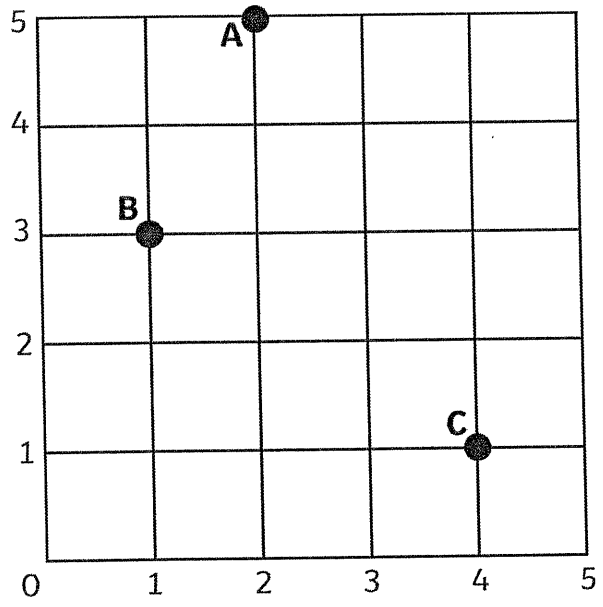
2. Reflect the shapes in the mirror line.





Position and Direction

1. Write the coordinates for the points marked on the grid.



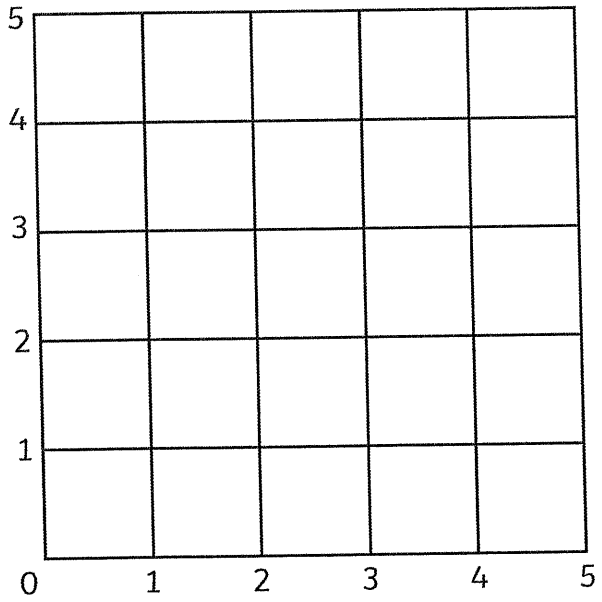
A _____

B _____

C _____

2. Plot these coordinates on the grid. What shape is made?

_____



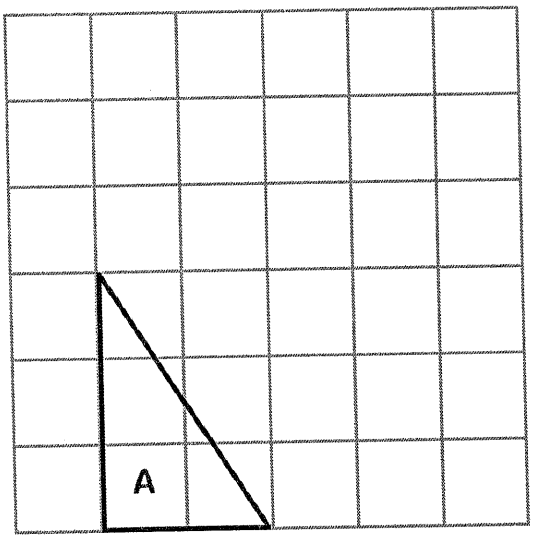
(0, 2)

(1, 4)

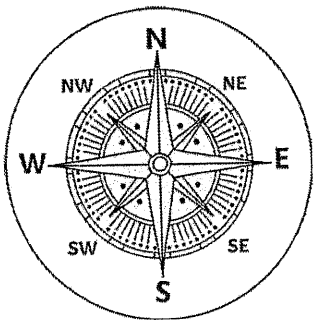
(4, 2)

(5, 4)

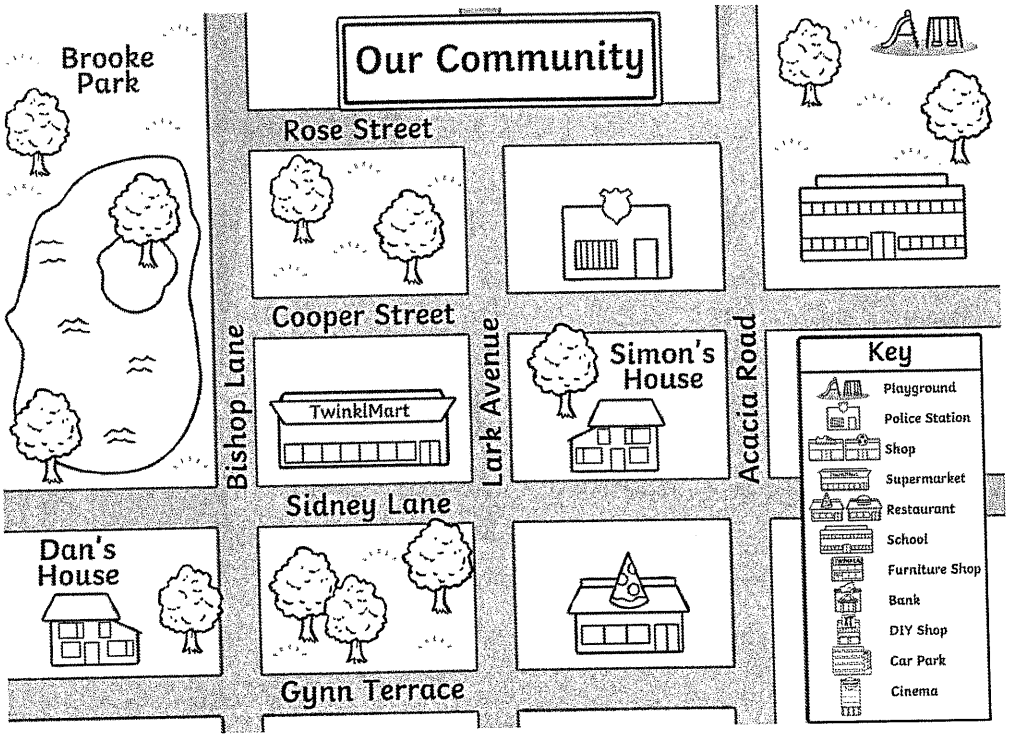
3. Translate this triangle 2 squares to the right and 3 squares up. Label this new triangle B.



4. Amy is walking north east. She turns quarter of a turn anticlockwise. What direction is she walking now?



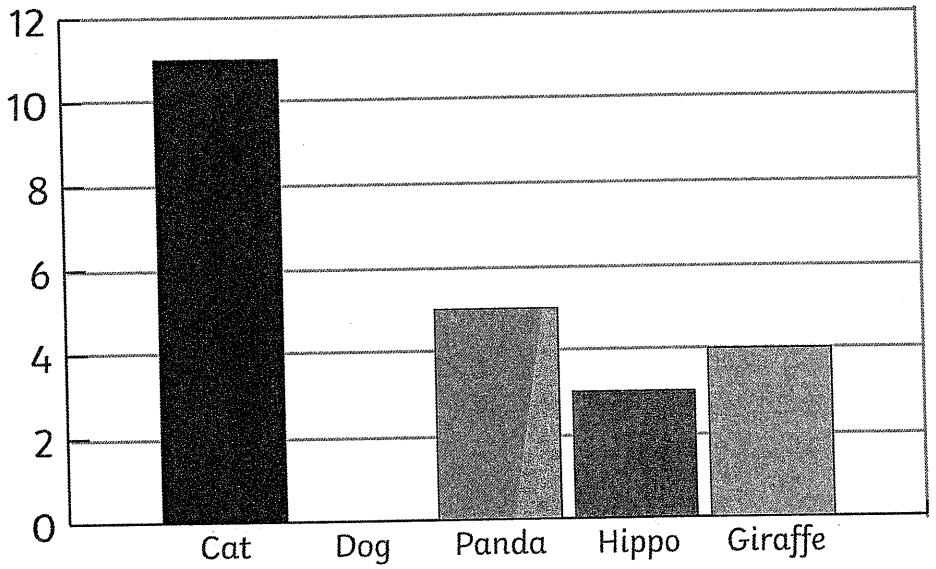
5. Simon left his house and turned right. He made a right turn at the next junction and right at the junction after. Where is Simon?



Statistics

1. A class were asked to choose their favourite animals. These were the results:

Animal	Tally
Cat	
Dog	𝍸 |||
Panda	
	|||
Giraffe	



a) Use the information in the bar chart to complete the information in the table.

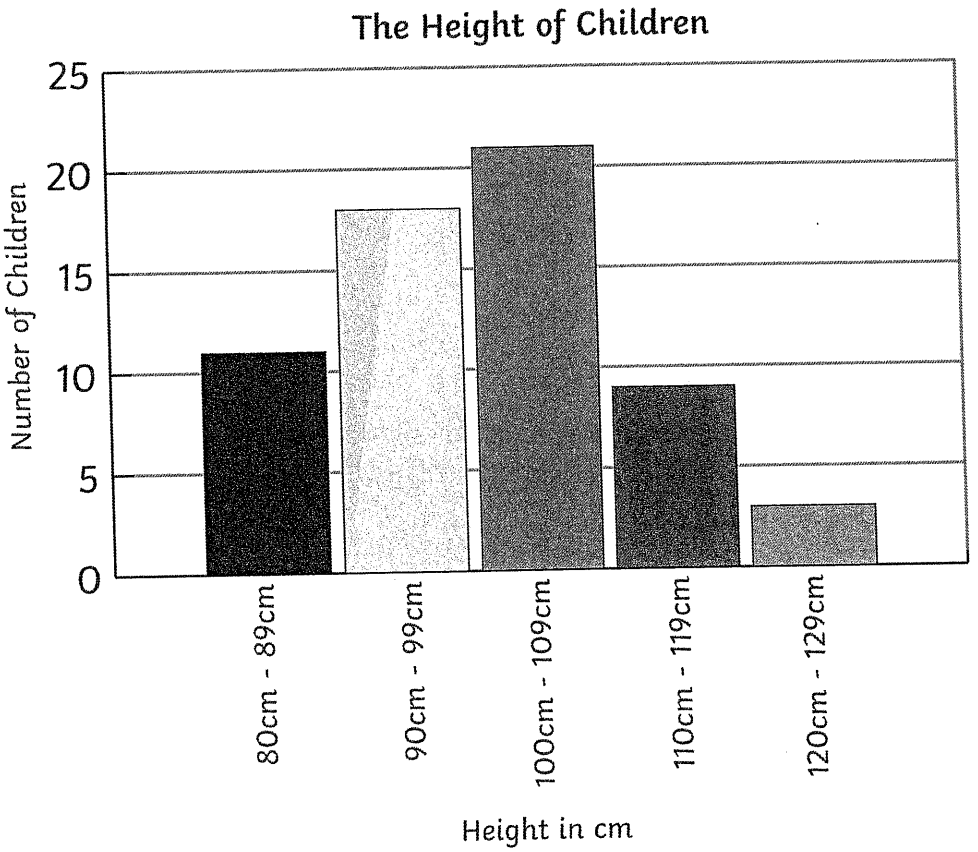
b) Add the information for 'Dog' to the bar chart.

c) Which was the most popular animal?

d) Which animal was half as popular as a dog?

e) How many children were asked in total?

2. A school measured the heights of all children. The results are shown in the graph below.



a) Which height was the least common in the school?

_____

b) How many children measured less than 1m?

_____

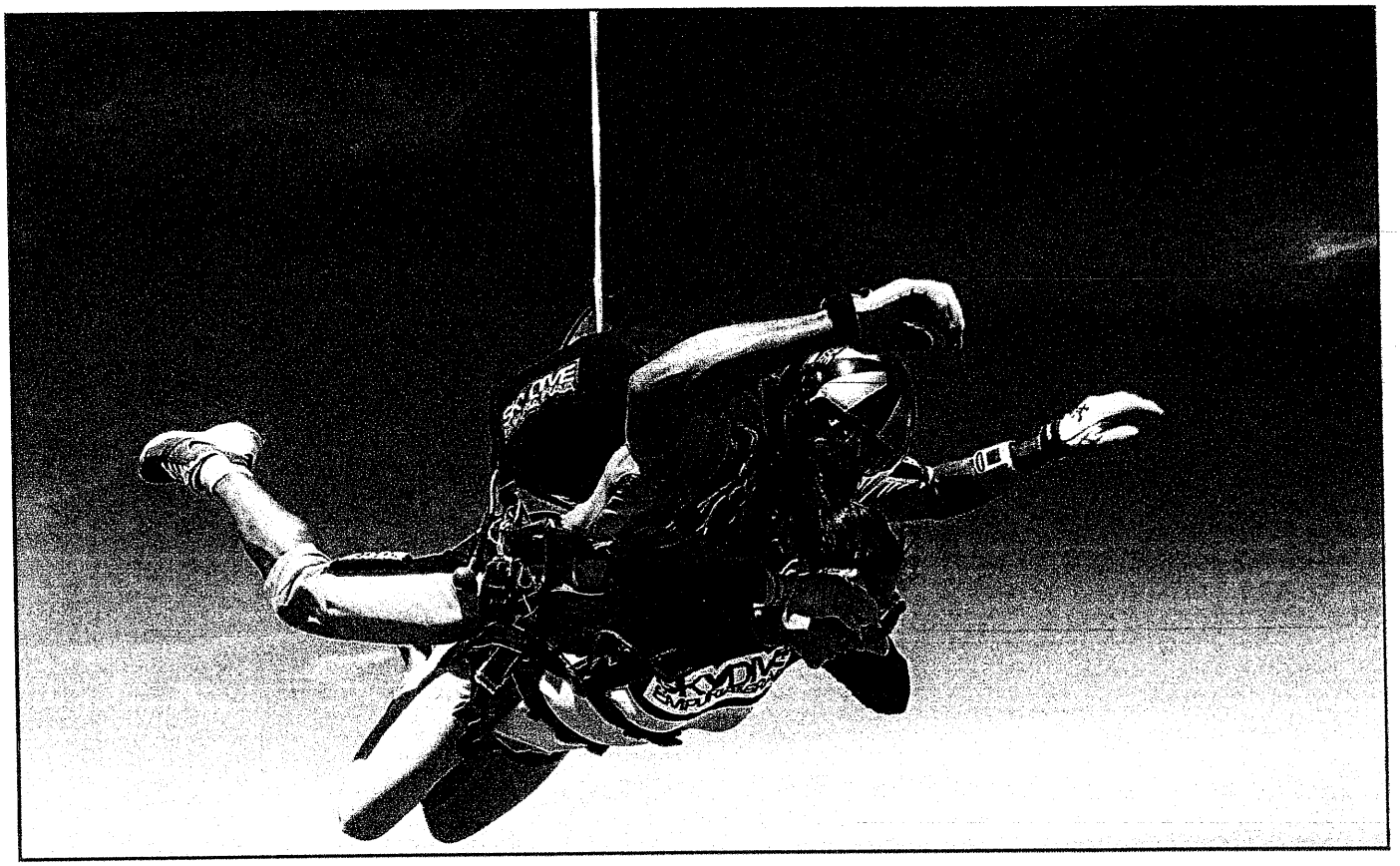
c) 3 more children joined the school who measure between 110cm – 119cm. Add this information to the graph.

_____

d) After these children joined, how many children were measured in total?

_____

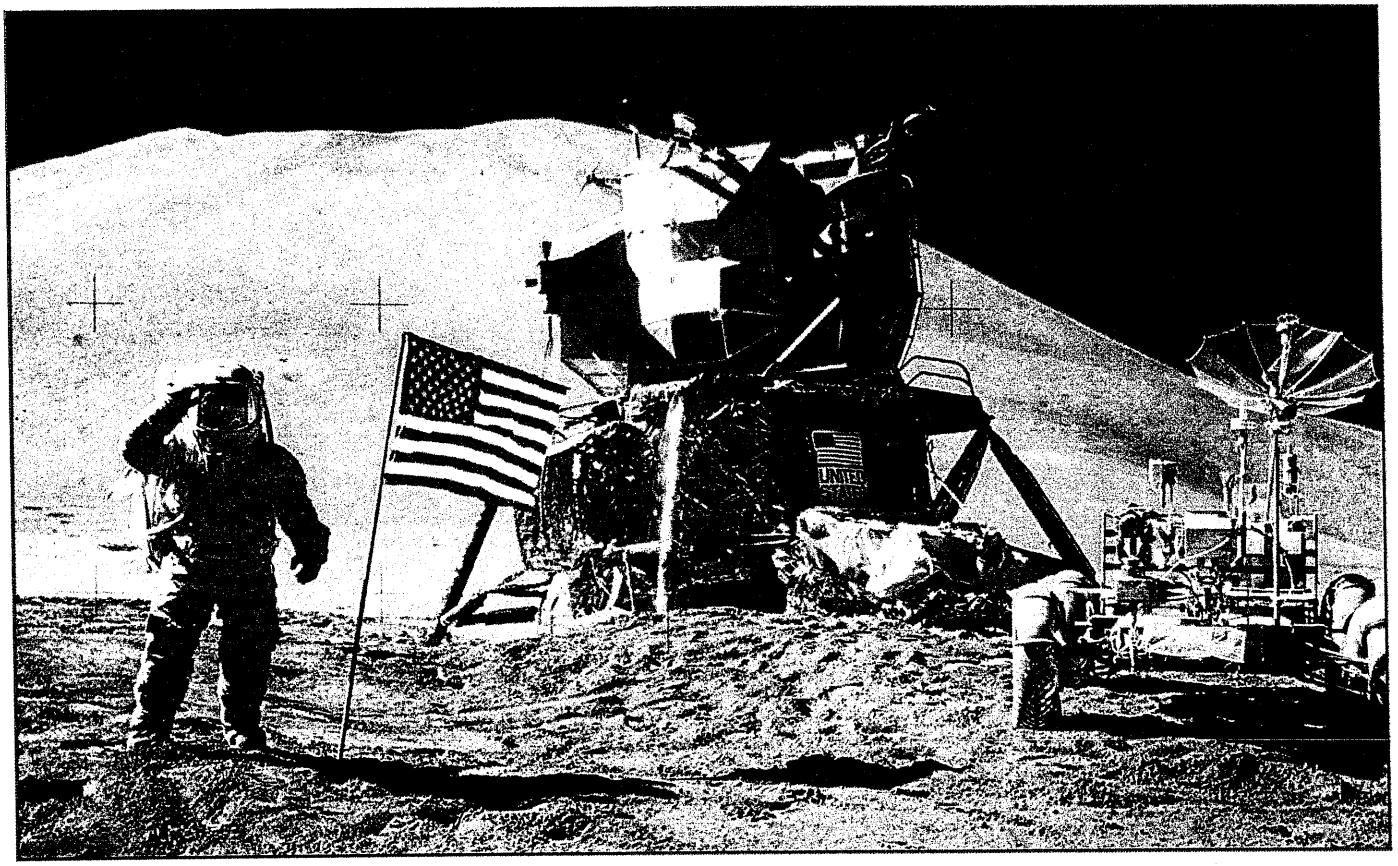
Photo 7



I can see...

I can hear...

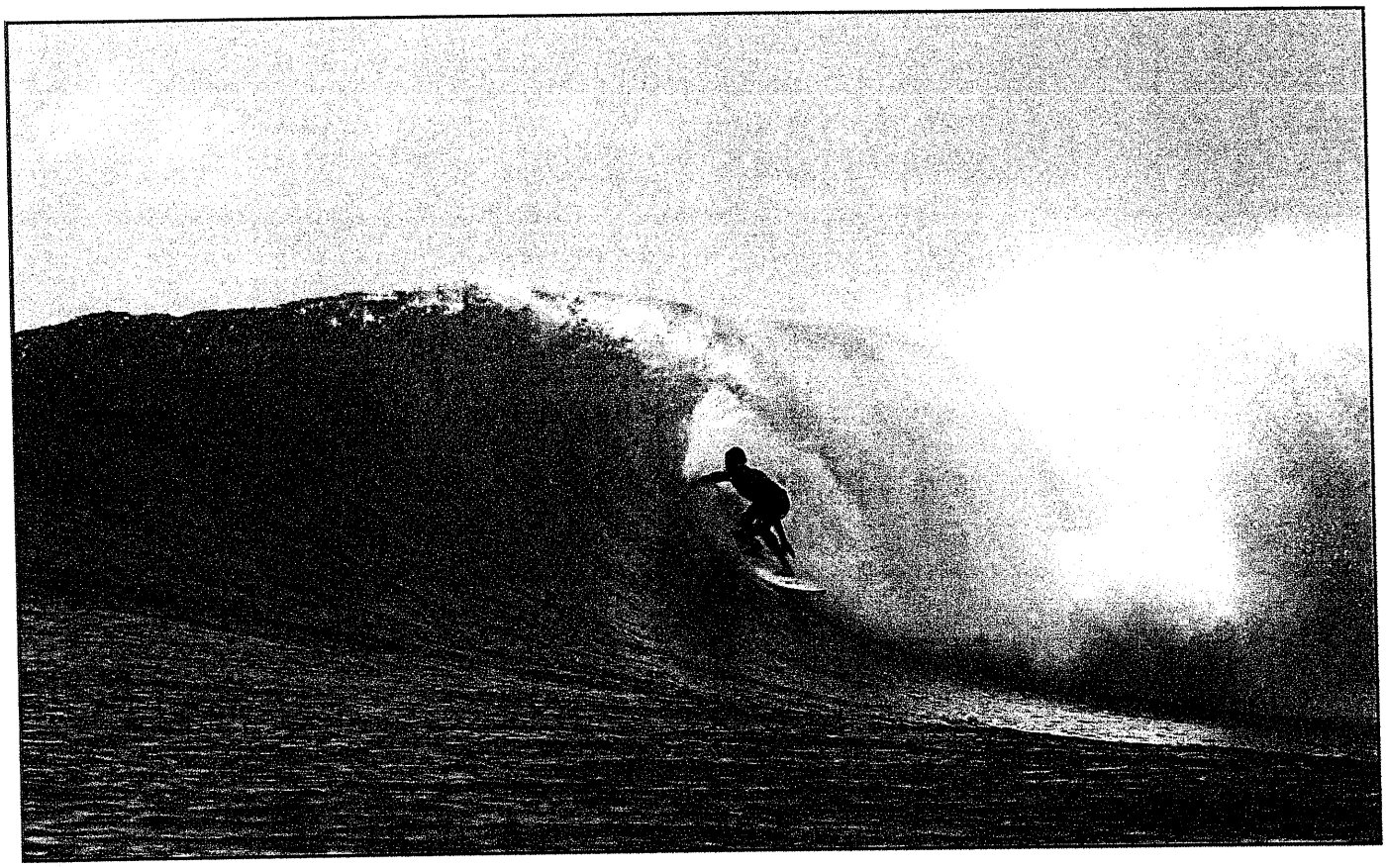
Photo 8



I can see...

I can hear...

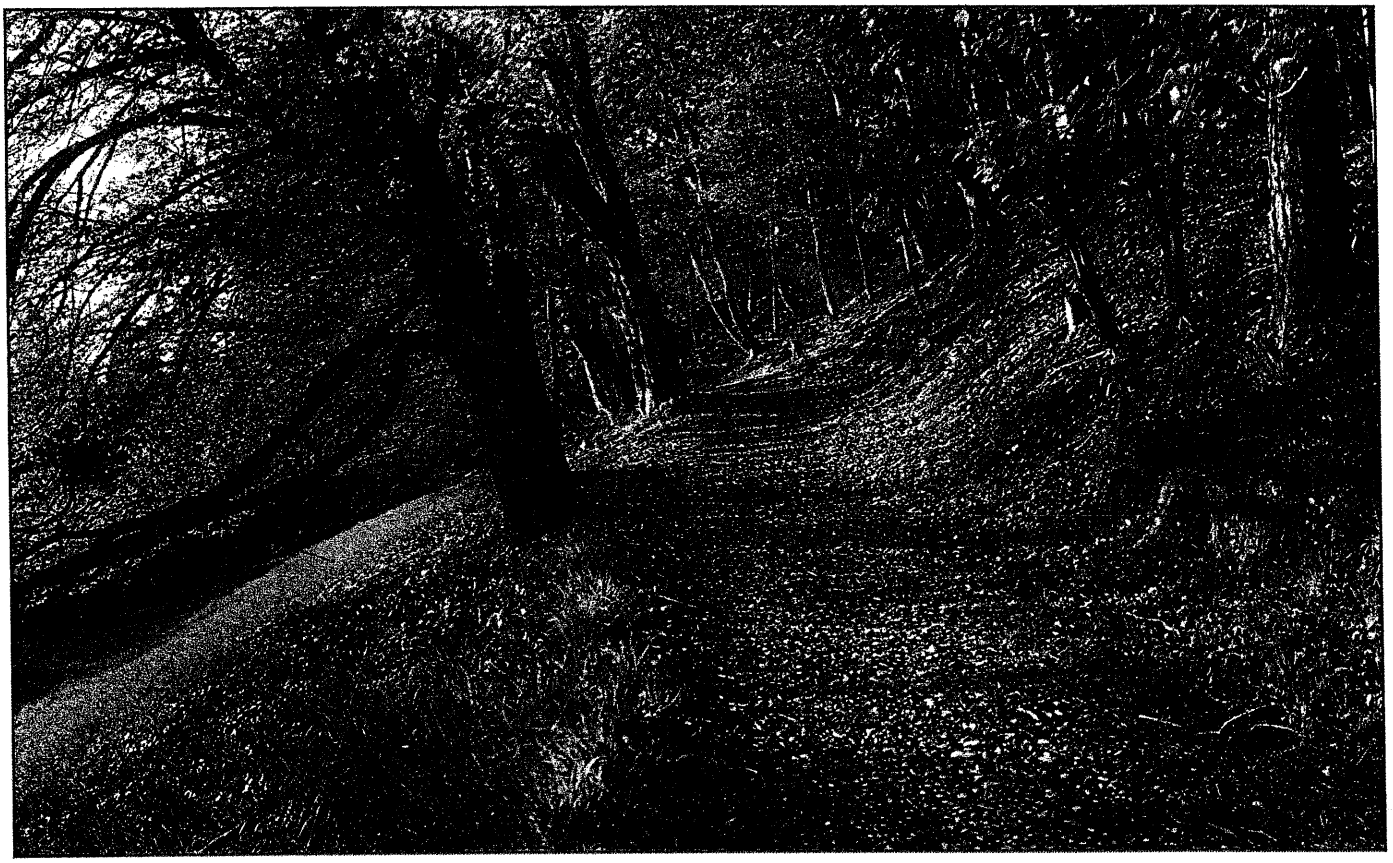
Photo 5



I can see...

I can hear...

Photo 6



I can see...

I can hear...

Boudicca

Who Was Boudicca and What Was She Like?

Boudicca was an ancient British queen who fought against the Romans as they invaded Britain during the first century AD. Scholars agree that she was of noble birth and, in ancient texts, she is described as having royal blood.

Boudicca is believed to have been very tall and to have had long, auburn hair. Ancient tales recount that she was intimidating to be around as she had a fierce look in her eye and a harsh, stern voice. Typically for the time, she is believed to have worn a thick, colourful cloak. Around her neck, it is rumoured that Boudicca liked to wear a large, golden necklace.

When Did She Live?

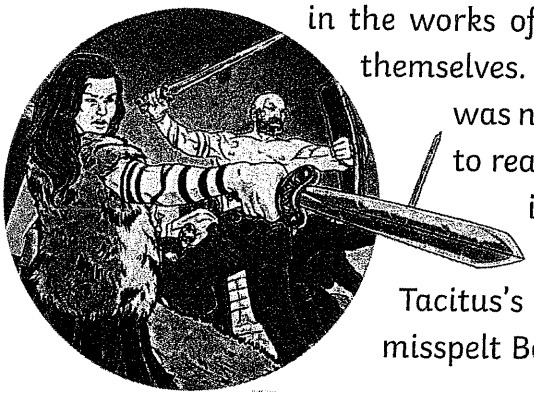
Boudicca is thought to have lived between AD 30 and AD 60.

What Is Boudicca Famous For?

Boudicca's husband was Prasutagus. Prasutagus was the king and leader of the Iceni people in the area mostly known today as Norfolk, England. After the death of her husband, the Roman army broke a promise that they had made to Prasutagus so Boudicca led the Iceni people in revolt against them.

What Exactly Was Her Name?

Most things that we know about Boudicca today come from the works of Tacitus, who was a Roman historian and writer. Having been born into a wealthy family, Tacitus was taught how to read and write and he documented the history of the Roman empire by writing about it in Latin. Many people were interested in the works of Tacitus and wanted a copy to read for themselves. However, copying books in ancient times was not easy: it needed someone who knew how to read and write to copy out the book, writing it word by word onto new parchment. It is thought that somebody who copied Tacitus's work in 1624 might have accidentally misspelt Boudicca as Boadicea – a name that many



people have been taught since. In fact, many British navy ships throughout history have been named HMS Boadicea rather than HMS Boudicca. Her name has even been spelt as Buduica, Voadiciea and Bunduca throughout the ages!

As nobody alive today was around during the time when Latin was spoken in ancient Rome, there is nobody who knows exactly how her name would have been pronounced. Even if Boudicca herself could tell us, she would likely not have known how to write it down. However, most scholars now agree that the correct spelling is the one used by Tacitus (Boudicca) and that her name would most likely have been pronounced as:

Say it so that...

Bou	**di**	**cca**
it rhymes with the word 'you'.	the 'i' is like the 'i' in the word 'fish'.	the 'ca' is like the 'ca' at the start of the word 'cat'.

What Happened to Boudicca?

Exactly what happened to Boudicca and where it happened are unknown. While some scholars believe that Boudicca poisoned herself to avoid capture by the Romans, others believe that she simply contracted a fatal illness during battle.

Did you know...?

The name Boudicca is thought to come from the Celtic word 'boudā' which means 'victory'.

Questions

1. Who is responsible for most of the historical records about Boudicca? Tick one.

   - ○ Prasutagus
   - ○ Tacitus
   - ○ Iceni
   - ○ Voadiciea

2. **...others believe that she simply contracted a fatal illness during battle.**
   Which word in this phrase implies that the illness caused Boudicca's death? Tick one.

   - ○ believe
   - ○ contracted
   - ○ fatal
   - ○ battle

3. Fill in the missing words:

   Boudicca had a _____ look in her eye and a harsh, _____ voice.

4. **Boudicca is thought to have lived between...**
   What do the words 'is thought to have' imply in this phrase?

   _____

5. In which area of modern-day England were the Iceni people mostly thought to have lived?

   _____

6. Explain why Boudicca's name has been commonly misspelt.

   _____

   _____

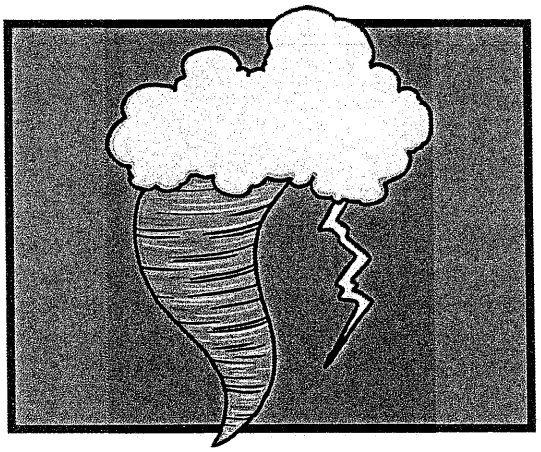
   _____

7. Do you think that Boudicca was a fitting name for the Iceni queen? Explain your answer.

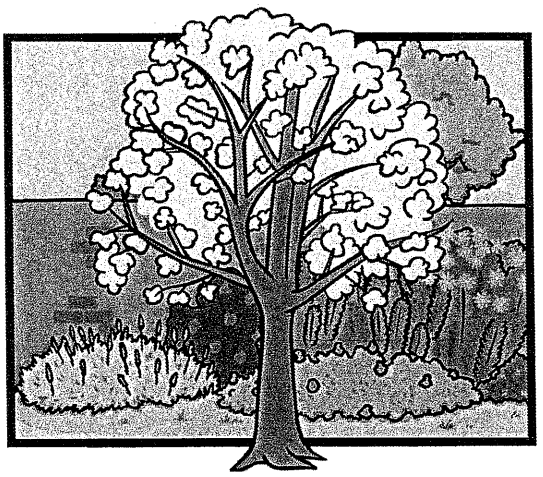
8. Summarise Boudicca's appearance in 20 words or fewer.

Reading Booklet

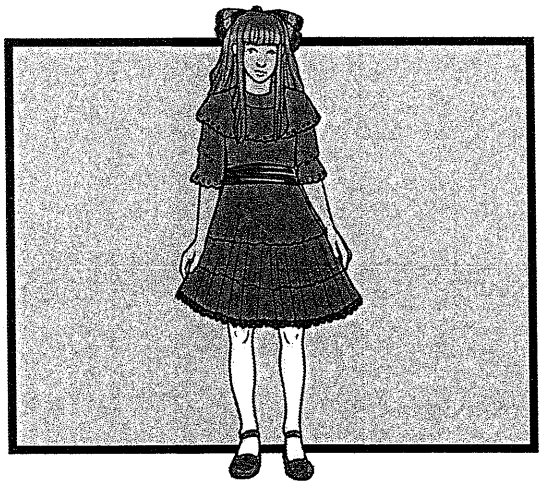
Sample 2016 Key Stage 2 English Reading Booklet



Extreme Weather



Foreign Lands



A Little Princess

Contents

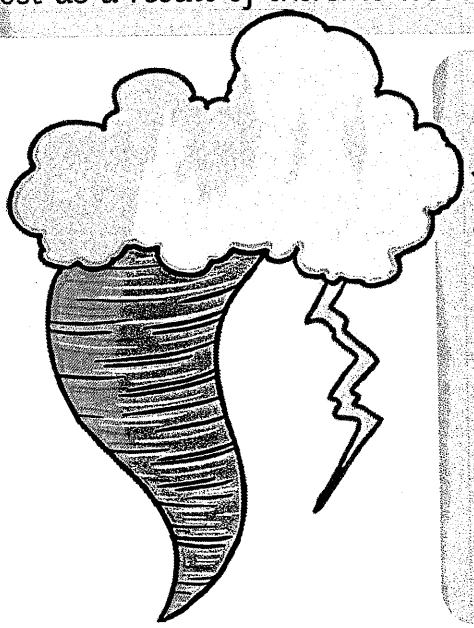
Extreme Weather

What is extreme weather?

Extreme weather is simply really bad weather, or weather on a large, serious scale. Extreme weather occurs when a weather event is significantly different from the usual weather pattern. This may take place over one day or a period of time.

For example, in the UK there is usually very little snow. But if there were to be lots of snow in the form of snowstorms and snowdrifts many metres deep, much worse than normal, this would be classed as an extreme weather event. Extreme wind could include gales, tornadoes and hurricanes, and extreme rain – lasting for many days – can cause serious flooding.

Extreme weather events do not happen very often. But when they do occur they can cause devastating destruction. Buildings, roads, homes and even lives have all been lost as a result of extreme weather.



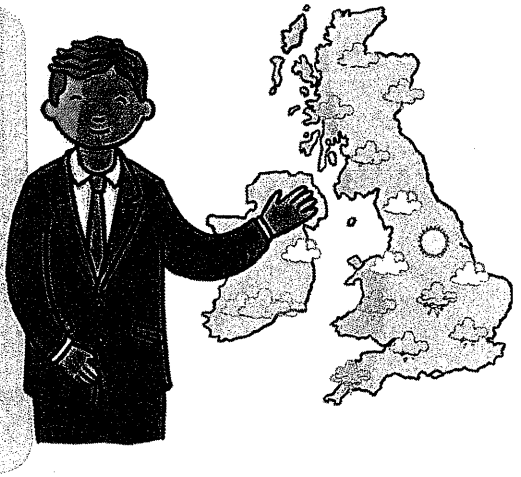
Can we predict extreme weather?

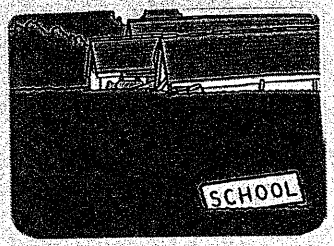
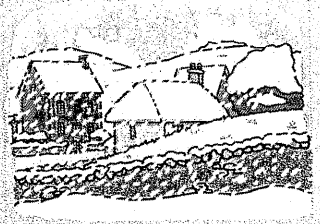
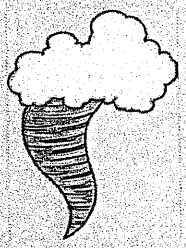
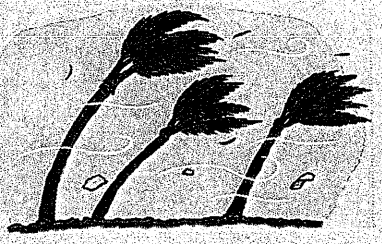
Yes we can, although some forms of weather events are easier to predict than others. A meteorologist is the name we give to people who assess and monitor the weather and weather conditions. We often call meteorologists 'weather forecasters'. The technology used in modern weather forecasting can tell us where and when a hurricane will hit land, allowing people to prepare their homes and leave the area if necessary. However, the movement of some storms, including tornadoes, is harder to predict.

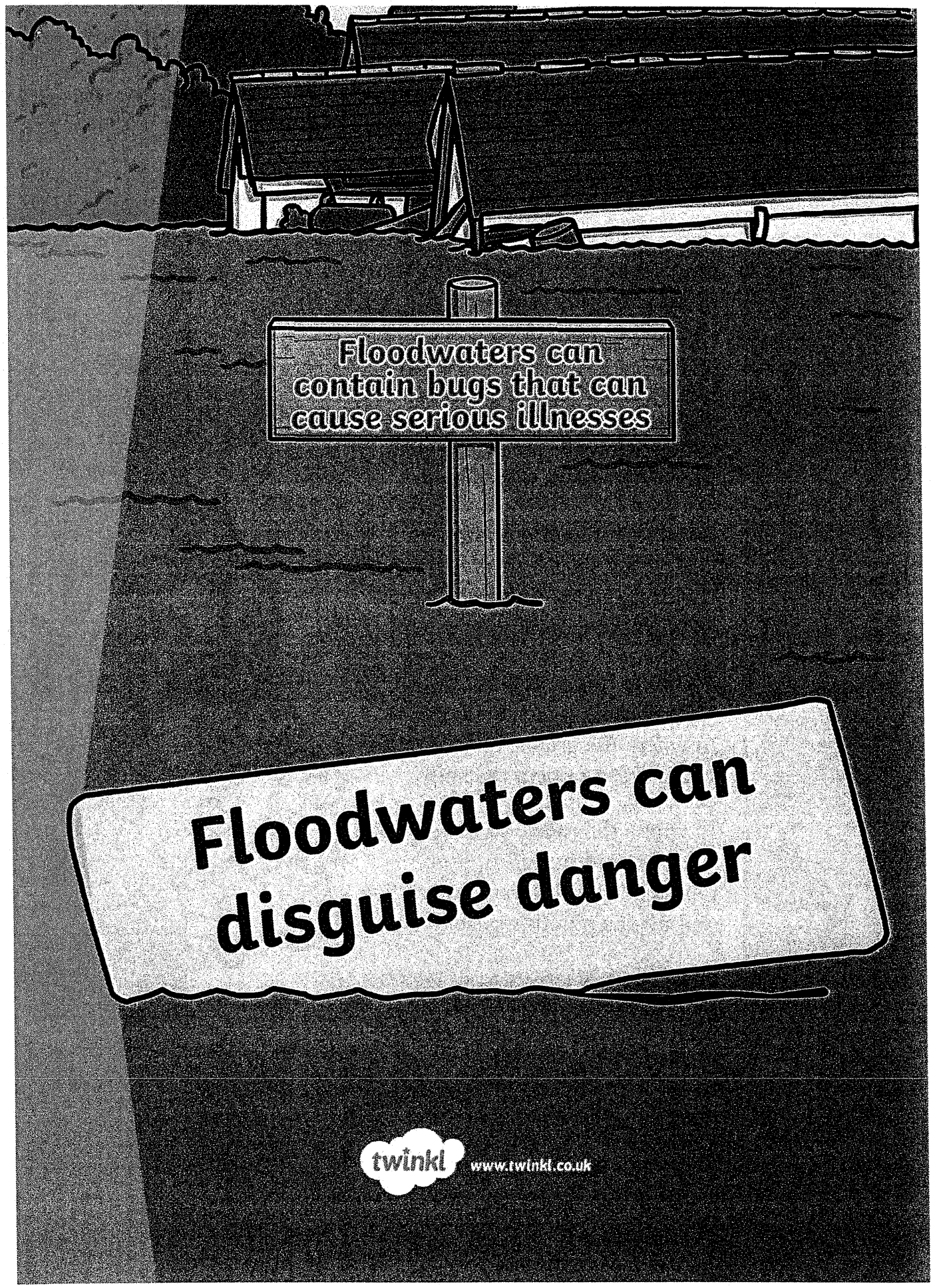
What do meteorologists do?

A meteorologist uses scientific ideas to explain, understand and forecast what is happening in the Earth's atmosphere. They predict and observe at how the atmosphere creates weather which affects life on planet Earth.

Broadcast meteorologists interpret and report on the weather on television and radio.



Types of Extreme Weather	Features and Effects
Drought 	Caused by too little rain. Minor droughts in the UK happen during long, hot summers but don't last long. Major drought occurs when there is too little rainfall for years, even decades. South-western Australia suffered a drought lasting 12 years from 1997-2009. Drought causes dry rivers, shrivelled crops and starvation. Dry soil and dirt can be blown into the air and cause dust storms which block out the sun (sometimes called black blizzards).
Flooding 	Flooding is any area of land covered by water which is usually dry. Can occur steadily or be rapid and unexpected, causing loss of life. Main weather event which can be made worse by where and how we choose to live. More likely when there has been a lot of rain in recent days or weeks, when the ground is already saturated with water and cannot absorb any more.
Blizzards 	Extreme snow can take the form of a blizzard, or snow storm. Common in northern regions of North America, Europe and Asia. When wind accompanies snowfall it can cause huge drifts of snow, sometimes several metres deep. Visibility can be zero – this is called a 'whiteout'. Can cover trains and cars, trapping people inside. Causes huge disruption to travel and business.
Tornadoes 	One of the most violent extreme weather events. Produces the strongest winds on Earth, close to 300 miles per hour. Lasts for a few seconds to many hours. Can occur anywhere in the world (speed varies greatly with location) and cause widespread devastation. 'Tornado Alley' is the name given to an area of North America where tornadoes occur most frequently.
Hurricanes, Typhoons and Cyclones 	Different names for one event – powerful, rotating storm with thunder, lightning and rain. Major danger to people, buildings and the environment. Hurricane is the term given to major storms affecting the Atlantic Ocean and nearby land (America, Caribbean, Gulf of Mexico). In the Pacific Ocean they are called typhoons, in the Indian Ocean they are cyclones. Can move from sea across land, causing extreme flooding (waves up to 6m high).



Foreign Lands

Up into the cherry tree
Who should climb but little me?
I held the trunk with both my hands
And looked abroad on foreign lands.

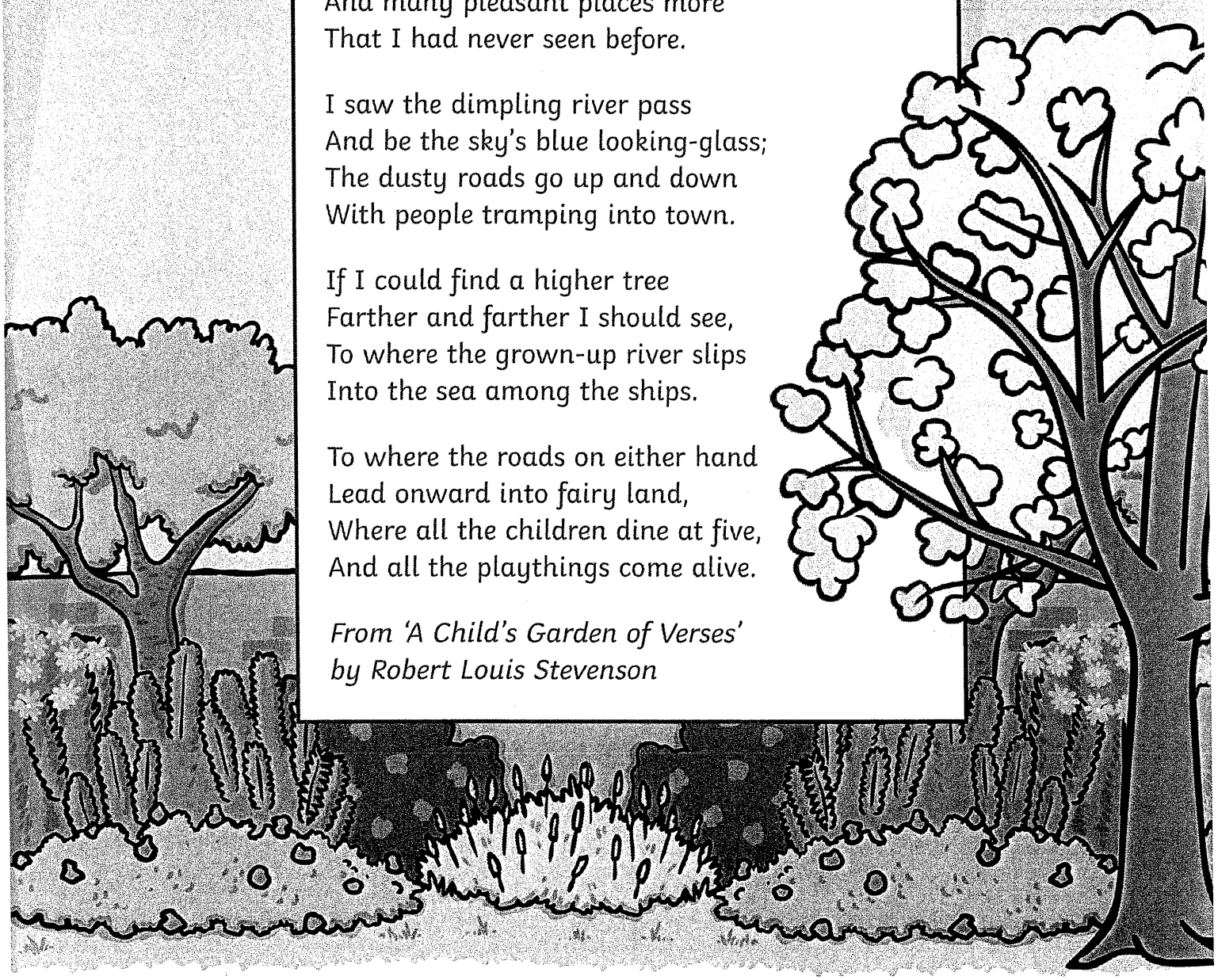
I saw the next door garden lie,
Adorned with flowers, before my eye,
And many pleasant places more
That I had never seen before.

I saw the dimpling river pass
And be the sky's blue looking-glass;
The dusty roads go up and down
With people tramping into town.

If I could find a higher tree
Farther and farther I should see,
To where the grown-up river slips
Into the sea among the ships.

To where the roads on either hand
Lead onward into fairy land,
Where all the children dine at five,
And all the playthings come alive.

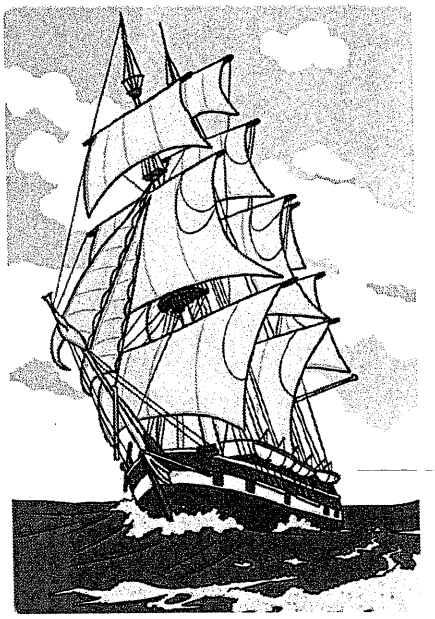
From 'A Child's Garden of Verses'
by Robert Louis Stevenson



A Little Princess

Once on a dark winter's day, when the yellow fog hung so thick and heavy in the streets of London that the lamps were lighted and the shop windows blazed with gas as they do at night, an odd-looking little girl sat in a cab with her father and was driven rather slowly through the big thoroughfares.

She sat with her feet tucked under her, and leaned against her father, who held her in his arm, as she stared out of the window at the passing people with a queer old-fashioned thoughtfulness in her big eyes.



She was such a little girl that one did not expect to see such a look on her small face. It would have been an old look for a child of twelve, and Sara Crewe was only seven. The fact was, however, that she was always dreaming and thinking odd things and could not herself remember any time when she had not been thinking things about grown-up people and the world they belonged to. She felt as if she had lived a long, long time.

At this moment she was remembering the voyage she had just made from Bombay with her father, Captain Crewe. She was thinking of the big ship, of the Lascars passing silently to and fro on it, of the children playing about on the hot deck, and of some young officers' wives who used to try to make her talk to them and laugh at the things she said.

Principally, she was thinking of what a queer thing it was that at one time she was in India in the blazing sun, and then in the middle of the ocean, and then driving in a strange vehicle through strange streets where the day was as dark as the night. She found this so puzzling that she moved closer to her father.

"Papa," she said in a low, mysterious little voice which was almost a whisper, "Papa."

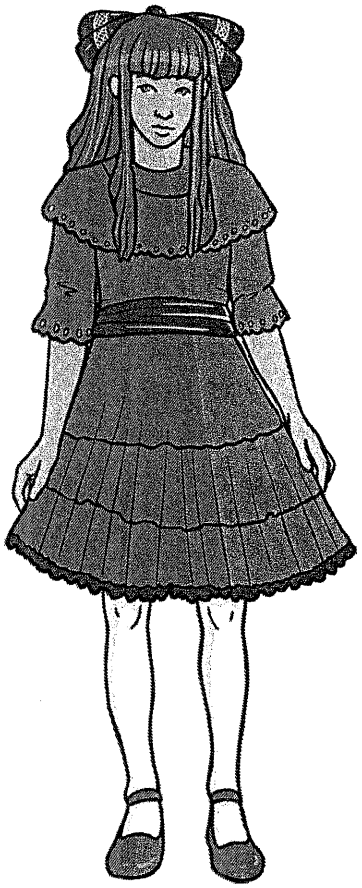
"What is it, darling?" Captain Crewe answered, holding her closer and looking down into her face. "What is Sara thinking of?"

"Is this the place?" Sara whispered, cuddling still closer to him. "Is it, Papa?"

"Yes, little Sara, it is. We have reached it at last." And though she was only seven years old, she knew that he felt sad when he said it.

It seemed to her many years since he had begun to prepare her mind for "the place," as she

always called it. Her mother had died when she was born, so she had never known or missed her. Her rich father seemed to be the only relation she had in the world. She only knew he was rich because she had heard people say so when they thought she was not listening, and she had also heard them say that when she grew up she would be rich, too. She did not know all that being rich meant. She had always lived in a beautiful bungalow, and had been used to seeing many servants who made salaams to her and called her "Missee Sahib," and gave her her own way in everything. She had had toys and pets and an ayah who worshipped her, and she had gradually learned that people who were rich had these things. That, however, was all she knew about it.



During her short life only one thing had troubled her, and that thing was "the place" she was to be taken to someday. The climate of India was very bad for children, and as soon as possible they were sent away from it—generally to England and to school. She had seen other children go away, and had heard their fathers and mothers talk about the letters they received from them. She had known that she would be obliged to go also, and though sometimes her father's stories of the voyage and the new country had attracted her, she had been troubled by the thought that he could not stay with her.

"Couldn't you go to that place with me, Papa?" she had asked when she was five years old. "Couldn't you go to school, too? I would help you with your lessons."

"But you will not have to stay for a very long time, little Sara," he had always said. "You will go to a nice house where there will be a lot of little girls, and you will play together, and I will send you plenty of books, and you will grow so fast that it will seem scarcely a year before you are big enough and clever enough to come back and take care of Papa."

So he held her very closely in his arms as the cab rolled into the big, dull square in which stood the house which was their destination.

It was a big, dull, brick house, exactly like all the others in its row, but that on the front door there shone a brass plate on which was engraved in black letters:

MISS MINCHIN,
Select Seminary for Young Ladies.

"Here we are, Sara," said Captain Crewe, making his voice sound as cheerful as possible. Then he lifted her out of the cab and they mounted the steps and rang the bell.

Written by Frances Hodgson Burnett

English | KS2 | 2016

Year 4 Reading Assessment Answer Booklet

First Name						
Middle Name						
Last Name						
Date of Birth	Day		Month		Year	

Year 4 Reading Assessment Non-Fiction

/18 total marks

Questions 1 to 14 are about the text '*Extreme Weather*'

1. What is 'Extreme Weather'? **Circle one.**

weather far away	your favourite kind of weather	really bad or unusual weather

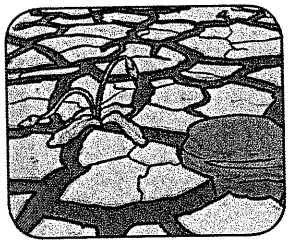
1 mark

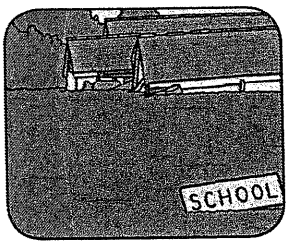
2. What are meteorologists often called? **Find and copy** the exact words.

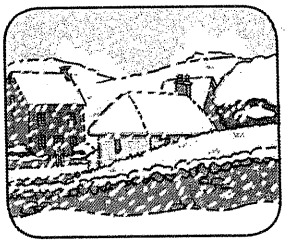
_____

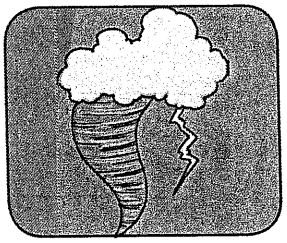
1 mark

3. Draw lines to match the labels to the correct image









flooding	blizzard	drought	tornado

1 mark

Use the table on page 4 to answer questions 4 – 6.

4. Which weather type can be made worse by where and how people choose to live?

_____

1 mark

total for this page

3

5. Which weather type can produce winds of close to 300 miles per hour?

1 mark

6. What is the name given to the rotating storms that occur in the Pacific Ocean? **Circle one.**

1 mark

cyclones **typhoons** **hurricanes**

7. Why do people need to be made aware of the dangers of floodwaters?
Find and copy one reason.

1 mark

8. '***Minor*** *droughts in the UK happen during long, hot summers but don't last long.'*

Which word could have been used instead of 'minor' in this sentence? Circle one.

1 mark

unexpected **insignificant** **devastating**

9. Why might you be more used to extreme weather if you live in North America?

Using the text, give two reasons for your answer.

2 marks

total for this page

4

10. What is the name given to the area of North America where tornadoes occur frequently?

tornado land	tornado tunnel	tornado alley

1 mark

11. What might happen if several hours of severe rain follows weeks of steady rain?

1 mark

12. What might happen if you drive into floodwaters? Tick all correct options.

You won't notice any change at all	
Your car will be difficult to steer	
You might get trapped in your car	
Your car could float away in deep water	
Your car might catch fire	

2 marks

13. What is the name for a meteorologist who tells us via television or radio what the weather is going to be like?

1 mark

total for this page

5

14. What impact does extreme weather have on people's lives? Using examples from the text, give at least three ways in which an extreme weather event affects life on Earth.

3 marks

End of questions about the text '*Extreme Weather*'

total for this page

/14 total marks

Questions 15 to 23 are about the poem '*Foreign Lands*'

15. Is the poem about

going on holiday or **climbing trees** ? **Circle one.**

1 mark

16. Find and copy **two** things that can be seen from the cherry tree.

1. _____

2. _____

2 marks

17. Which word means the same as 'adorned' (line 6)? **Circle one.**

hidden **decorated** **bare**

1 mark

18. Look at the first verse. Find and copy the words which show what the child did while he 'looked abroad on foreign lands'.

_____

1 mark

total for this page

7

19. Look at verse 3. Give two ways in which the author shows that the weather is fine and dry.

2 marks

1.

2.

20. Draw a line to match each word to its meaning.

1 mark

foreign	**enjoyable, pleasing**
pleasant	**eat, feed**
dine	**strange, unfamiliar**

21. Why does the child wish for a higher tree?

1 mark

22. Why do you think the author uses the word 'foreign' to describe what the child could see from the cherry tree?

2 marks

total for this page

8

3 marks

23. Look at verses 4 and 5. How does the author indicate that the child is beginning to day-dream and imagine? Give examples from the text to support your answer.

End of questions about the poem '*Foreign Lands*'

total for this page

Year 4 Reading Assessment Fiction

/18 total marks

Questions 24 to 36 are about the story '*A Little Princess*'

Circle one:

24. At the beginning of the story, Sara is

in India	**in London**	**in Glasgow**	**in Bombay**

1 mark

25. Who is she with?

her mother	**Miss Minchin**	**the young officers**	**her father**

1 mark

26. Order these events as they happen in the story. Number them 1, 2, 3, 4.

Sara leaves India.	
Sara sees the brass plate outside the house.	
Sara's father lifts her out of the cab.	
Sara and her father arrive at 'the place'.	

1 mark

27. Find and copy the sentence that tells us about Sara's mother.

_____

1 mark

total for this page

10

28. *'Principally, she was thinking of what a queer thing it was.....'*

What does the word **'principally'** mean in this sentence? **Circle one.**

mainly **strangely** **happily**

1 mark

29. How does Sara's father feel about arriving at the school?

1 mark

30. Look at the paragraph beginning *'During her short life only one thing had troubled her....'*

Find and copy the word in this paragraph which means **'weather'**.

1 mark

31. What will Sara do once her time at the school is over?

1 mark

32. How will Sara's life be different once she is left at the school?
Give at least two examples using the text to support your answer.

2 marks

total for this page

11

33. Where will Sara's father live while she is at school?

1 mark

34. Give two ways in which we know that Sara was feeling nervous and unsure as they approached the school.

1.

2.

2 marks

35. What do we know about the character of Sara from the details given in the text?
Use evidence from the text to support your answer.

2 marks

36. Sara's life in India and her new life in London are very different.
How does the author show that Sara does not yet feel positive about the changes in her life?

3 marks

End of questions about the story '*A Little Princess*'

END OF TEST

total for this page