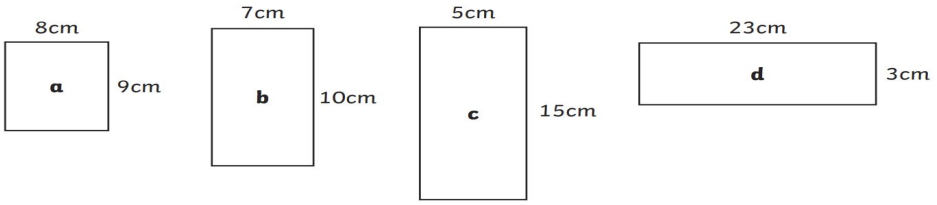
YEAR 5 Maths - Skill 1 Answers

Question 1 – This question asks your child to find the **area** of each rectangle. It is important that your child notices that each square measures 2cm, not 1cm. Children must write the area of each rectangle in the box by multiplying the length by the width, and then identify which is the odd one out by finding the shape that does not have the same area as the other two.

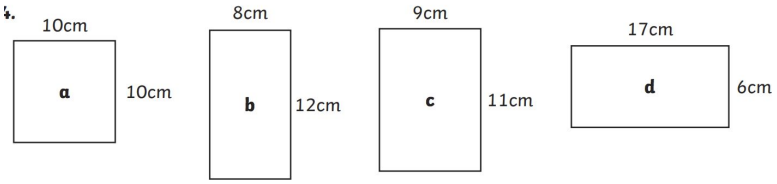
The correct answers are Rectangle A = 60cm^2; Rectangle B = 72cm^2; Rectangle C = 72cm^2; therefore rectangle A is the odd one out.

Question 2 – This question asks your child if the statement given is true or false. To answer this, your child needs to find the **area** of each of the rectangles by multiplying the length by the width. If you need to recap area, use the explanation at the top of the page.

The correct answer is false because rectangles A, B and D have an area of 36cm^2. Rectangle C has an area of 33cm^2.



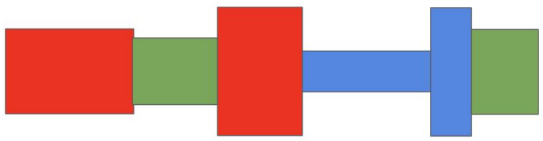
d , b , a, c



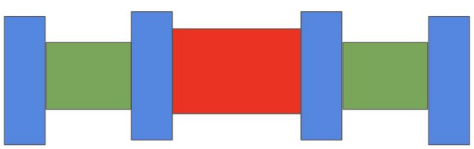
b , c , a , d

What is the total area of the patterns shown below

3872cm²



4664cm²



4744cm²

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YEAR 5 Maths - Skill 1 Reasoning Answers

1

Award **THREE** marks for the correct answer of 14

If the answer is incorrect, award **TWO** marks for:

- sight of 414 as evidence of 23 × 18 completed correctly

OR

- evidence of an appropriate method with no more than one arithmetic error, e.g.

20 × 20 = 400

$$\begin{array}{r} 23 \\ \times\ 18 \\ \hline 230 \\ 184 \\ \hline 314 \end{array}$$ *(error)*

400 − 314 = 86

Award **ONE** mark for evidence of an appropriate method.

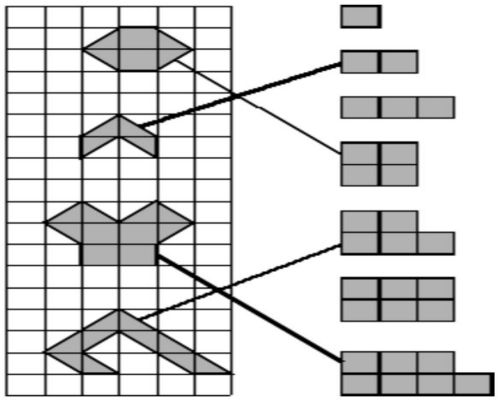
2

11

Accept 11 cm²

3

Award **TWO** marks for the 3 shapes matched correctly as shown:



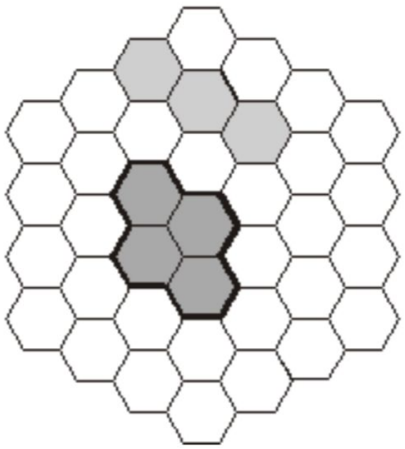
If the answer is incorrect, award **ONE** mark for any two shapes correctly matched.

Lines need not touch shapes or area boxes exactly provided the intention is clear.

***Do not** accept shapes on the left which have been matched to more than one area on the right.*

YEAR 5 Maths - Skill 1 Reasoning Answers

4 Shape drawn on grid as shown:



Accept: shape in any position or orientation.

Accept: slight inaccuracies in drawing provided the intention is clear.

Accept: alternative unambiguous indications of the correct shape provided the intention is clear.

Accept: mathematically correct answers involving fractions of a hexagon.

Shape need not be shaded.

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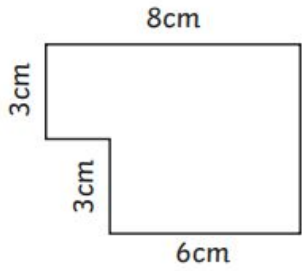
YEAR 5 Maths - Skill 2 Answers

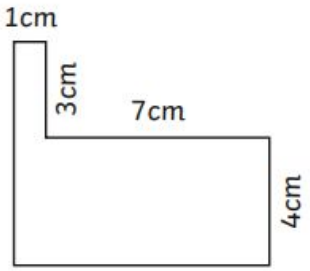
Identify the shapes where the area can be calculated. Calculate the area of each compound shape.

1.



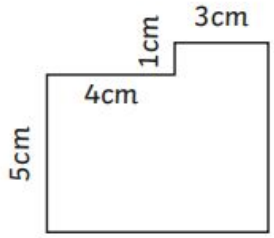
Total: 42cm²

2.



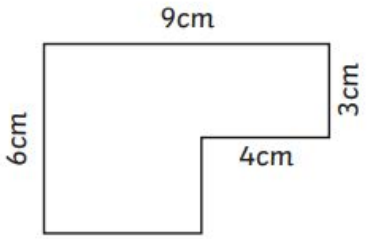
Total: 35cm²

3.



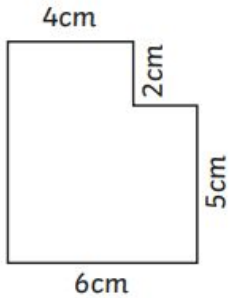
Total: 38cm²

4.



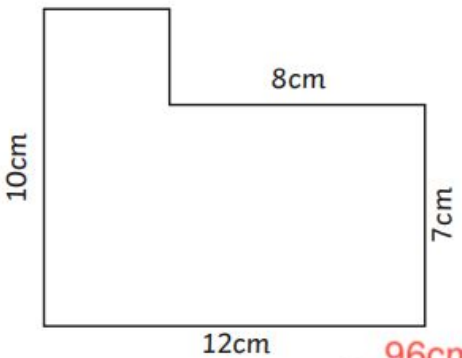
Total: 42cm²

5.



Total: 38cm²

6.



Total: 96cm²

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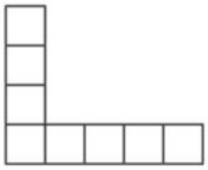
YEAR 5 Maths - Skill 2 Answers

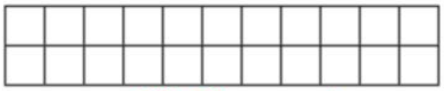
Find the area of these shapes. Each area is represented by a letter of the alphabet. Unjumble the letters to make a maths word.

1)



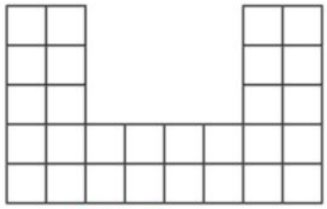
Area = 8cm² Letter = h

2)



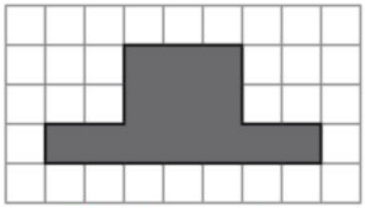
Area = 22cm² Letter = t

3)



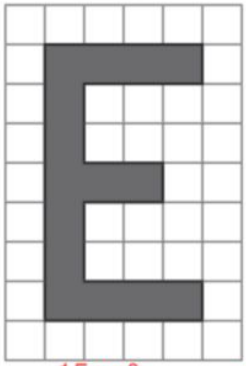
Area = 28cm² Letter = s

4)



Area = 13cm² Letter = m

5)



Area = 15cm² Letter = a

Letters

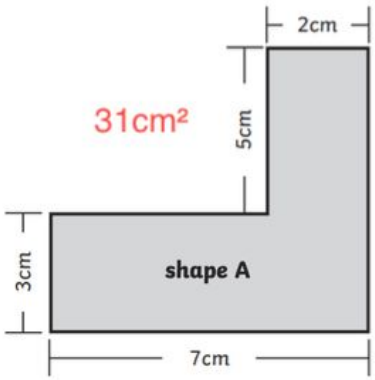
t 22	e 10	l 24	m 13
s 28	a 15	h 8	r 20

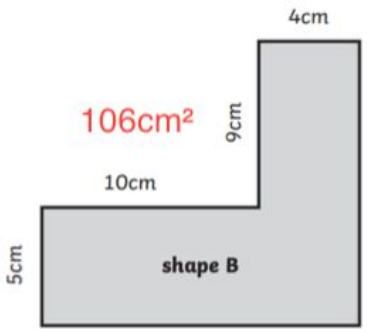
Shape	1	2	3	4	5
Letter	h	t	s	m	a

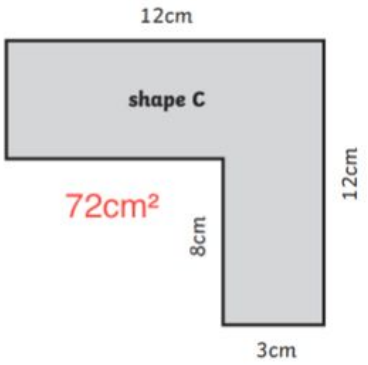
Unjumbled Word

maths

Calculate the area of these shapes, then order them by size from smallest to greatest area. (The shapes are not drawn to the same scale.)







smallest		greatest
A	C	B

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YEAR 5 Maths - Skill 2 Reasoning Answers

1) a) Yes. Children should demonstrate that the shape cannot be split into rectangles where every side length is known.

b) By splitting the shape into 4 rectangles, children should find that only 2 more measurements are needed in order to make finding the area possible.

c) To make an area of 107cm², the sides could measure (clockwise from top right) 10cm, 6cm, 3cm, 6cm, 4cm, 9cm, 10cm, 4cm, 7cm and 5cm.

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YEAR 5 Maths - Skill 3 Answers

$5\overline{)4364} = 872\text{ r }4$

$6\overline{)1224} = 204$

$3\overline{)2996} = 998\text{ r }2$

$9\overline{)945} = 105$

$5\overline{)3357} = 671\text{ r }2$

$4\overline{)2186} = 546\text{ r }2$

$4\overline{)1560} = 390$

$5\overline{)2674} = 534\text{ r }4$

$7\overline{)4683} = 669$

$3\overline{)1434} = 478$

$8\overline{)3996} = 499\text{ r }4$

$4\overline{)3324} = 831$

$9\overline{)943} = 104\text{ r }7$

$8\overline{)4648} = 581$

$3\overline{)2970} = 990$

$7\overline{)4690} = 670$

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YEAR 5 Maths - Skill 3 Answers

Question	Answer
	Complete the calculations using the formal written method, short division. Some of the calculations may have remainders.

$$\begin{array}{r} 624\ r7 \\ 15\overline{)9367} \end{array} \qquad \begin{array}{r} 357\ r16 \\ 20\overline{)7156} \end{array} \qquad \begin{array}{r} 785\ r5 \\ 11\overline{)8640} \end{array}$$

$$\begin{array}{r} 589\ r7 \\ 12\overline{)7075} \end{array} \qquad \begin{array}{r} 685\ r11 \\ 12\overline{)8231} \end{array} \qquad \begin{array}{r} 475\ r6 \\ 11\overline{)5231} \end{array}$$

	Order the answers to the calculations in order of smallest to largest.

smallest ←					→ largest
357 r16	475 r6	589 r7	624 r7	685 r11	785 r5

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YEAR 5 Maths - Skill 3 Reasoning Answers

Mark schemes

1 (a) 163

1

(b) 2

1

[2]

2 Award **TWO** marks for the correct answer of 124

If the answer is incorrect, award **ONE** mark for evidence of an appropriate method, e.g.

- 953 − 85 = 868
  868 ÷ 7

*Answer need not be obtained for the award of **ONE** mark*

If the pupil's evaluation contradicts the appropriate method, the method mark will not be awarded.

Up to 2m

[2]

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YEAR 5 Maths - Arithmetic Answers

1. $\frac{12}{11}$ or equivalent

e.g. $1\frac{1}{11}$ **[1]**

2. 70 952 **[1]**

3. 370 701 **[1]**

4. 10 099 **[1]**

5. 411 000 **[1]**

6. $\frac{4}{5}$ or equivalent **[1]**

7. 33 341 **[1]**

8. 1999 **[1]**

9. 530 000 **[1]**

10. 8504 **[1]**

11. 21 **[1]**

12. 110 **[1]**

13. 24 878 **[1]**

14. 720 **[1]**

15. 60 **[1]**

16. $\frac{10}{8}$ or equivalent

e.g. $1\frac{1}{4}$ **[1]**

17. 54 **[1]**

18. 28 944 **[1]**

19. 2400 **[1]**

20. $\frac{9}{12}$ or equivalent **[1]**

e.g. $\frac{3}{4}$

21. 46.365 **[1]**

22. *For 2 marks*: 1992 **[2]**

*Award only 1 mark if there is **either** one error in the multiplication steps, then added correctly, **or** no error in the multiplication steps but an error in the addition step.*

23. 917 **[1]**

24. 26.3 **[1]**

25. $7\frac{1}{5}$ or equivalent **[1]**

e.g. $\frac{36}{5}$

Do not accept unconventional mixed numbers e.g. $6\frac{6}{5}$

26. *For 2 marks*: 39 643 **[2]**

*Award only 1 mark if there is **either** one error in the multiplication steps, then added correctly, **or** no error in the multiplication steps but an error in the addition step.*

27. $\frac{1}{12}$ or equivalent **[1]**

28. 2.65 **[1]**

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YEAR 5 Grammar - Skill 2 Answers

1

Award 1 mark for

Hassan and I are going to our dance class; we are going to be late <u>as we missed the bus</u>.

2

We change places <u>when the bell rings</u>. ☑

3

Award 1 mark for a correctly completed table.

Sentence	<u>after</u> used as a **subordinating conjunction**	<u>after</u> used as a **preposition**
He moved here <u>after</u> the end of the war.		✓
Entry is free <u>after</u> 5pm in the evening.		✓
I went to the cinema <u>after</u> I had eaten my dinner.	✓	

4

Award 1 mark for the most suitable conjunction encircled.

(although) because before and

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YEAR 5 Reading - Text 1 and 2 Answers

Text 1: The Camel Ride

Q1. Last week in Egypt.
Q2. The camel started to stand up.
Q3. Various answers such as being high up, sitting tall etc.
Q4. To show that movement was abrupt and happened suddenly.
Q5. Lolloping because it was jerky and uneven
Q6. Dismount

Text 2: The Karting Race

Q1. Ben and seven friends.
Q2. A karting party.
Q3. For protection.
Q4. Pushing the accelerator pedal down to the floor of the car - means he was driving quickly.
Q5. Ben and Charlie
Q6. He crossed the finish line first.

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YEAR 5 Grammar - Skill 1 Answers

Adverbs of Possibility

Adverbs provide extra information about a verb. This can happen in different ways: most simply adverbs can explain *when*, *how* and *where* the verb happens (we have looked at these a lot this year, especially with fronted adverbials). Adverbs can be used in more advanced ways for other reasons: one of these is the possibility or likelihood of something happening. These adverbs include words such as: certainly, definitely and probably (but not may or might - these are verbs).

Underline the adverb that shows the possibility of the main verb.

WE: I **might** be able to help you ride your horse tomorrow.
Even though there is two verbs in this sentence, the adverb which provides information about the possibility is referring to 'help'.
Therefore, the adverb of possibility is **might**.

1. I could **definitely** hear you talking on the telephone last night, who were you talking too?.
2. Megan has **probably** changed her mind about which football club is best now she has seen Manchester United play.
3. That plant will **certainly** die if you do not provide it with soil, water and sunlight.

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YEAR 5 Grammar - Skill 2 Answers

1 **Award 1 mark** for a correctly completed table.

Sentence	Question	Statement	Command
In autumn, many trees lose their leaves		✓	
Look at the trees carefully			✓
Scientists are studying how trees can live for thousands of years		✓	
How can you tell a tree's age	✓		

1 mark

2 **Award 1 mark** for a grammatically correct and accurately punctuated question, e.g.

- *Is the band playing at the festival?*
- *Do you know if the band is playing at the festival?*
- *Are Busted playing at the festival?*
- *Are the band playing Leeds this year?*

Also accept a correctly constructed and punctuated question that is enclosed in inverted commas, e.g.

"Is the band going to be playing at the festival?"

Do not accept the addition of a reporting clause resulting in a question contained within a statement, e.g.

Jane asked, "Is the band playing at the festival?"

1 mark

3 **Award 1 mark** for the correct response.

Are they listening to music?

1 mark

4

	☐
Before you go out, ask your mother for the shopping list.	☑
	☐
	☐

1 mark

5 What a spectacular sunset that is ☑

1 mark