## Answers – Reading

### Text 1 – The Village Dinosaur

1) Something strange has been found in the quarry. It was a dinosaur.
2) The Parish Clerk tells Jed that he is being ridiculous.
3) Mr Holloway, Jed's headmaster, tried to explain how the creature got there.
4) The creature could grow to 80 feet or more.
5) Jed suggested that they call the creature Dino.
6) A) The description "went pale" tells you that the Parish Clerk was feeling scared, or anxious about the dinosaur.
   b) The description "immense" tells you that the size of the creature was extremely large.

7) The meaning of these words:

   a) ridiculous – means stupid or silly
   b) chided – means to speak to someone severely to show disapproval or to scold someone.
   c) preserved – to maintain something in its original state
   d) filtered – to come through gradually
   e) occasional – something not happening very often.
   f) hibernating – to spend the winter sleeping.

8) This part of the story is set at the quarry.
9) I know that lots of people are there because at the beginning of the story it says that **everyone in the village** was excited that something was found in the quarry. Jed went along with **everyone else** to see what it was.
10) The characters were: Jed, Mr Holloway, the Parish Clerk, Dino and the villagers.
11) Jed was excited about the creature because he yelled "It's a dinosaur! It's a dinosaur!", threw out his arms and jumped up and down.
    The villagers were excited because it says at the beginning of the text, 'everyone in the village was excited'.
    Mr Holloway was excited because he said "Jed's right, it's a dinosaur" in an excited way.

**Taking it further -** A small example:

| | |
|---|---|
| | *Everyone in the village gather around to see what is in the quarry. They are chatting to each other about what it could be.* |
| | |
| Jed: | *(excitedly, jumping up and down and waving his arms in the air)* It's a dinosaur! |
| | It's a dinosaur! |
| Parish Clerk: | (speaks in a harsh way) Don't be so ridiculous, Jed! There haven't been any |
| | dinosaurs on this planet for millions and millions of years! |
| Mr Holloway: | *(holds one finger quickly in the air) Just a minute! (He puts his finger to his head* |
| | *and looks to be thinking thoughtfully, examining the creature. He says excitedly)* |
| | Jed's right! It is a dinosaur! |

Character name — what is being said — stage directions (tells the actor what to do)

# Text 2 – Dinosaurs

## Dinosaurs

Remember to look at the pictures **and** the words.

Skim and scan the text and pictures below for the words in the box. Circle them when you find them. Two have been done for you.


sheep
dog
fossils
dinosaur
20 hours
rhinos
reach
Jaggers
put
lizards
terrible
size
boy
meat-eating
plant-eaters

1) Jaggers says the word “dinosaur” means ‘terrible lizard’.
2) Jaggers was going to put the fossil in the boy’s Dad’s study with his other fossils.
3) Most dinosaurs were a similar size to rhinos.
4) Some of the biggest dinosaurs were plant eaters.
5) Plant eating dinosaurs needed to be big so they could reach high up into the trees to eat the leaves and to fight off the meat-eating dinosaurs.
5) Children can write their own question but the answer must be found in the text.

# Maths - Arithmetic Answers

## Year 3 Arithmetic Test 8

testbase

**Mark scheme**

| | | |
|---|---|---|
| **1.** | 592 | [1] |
| **2.** | 75 | [1] |
| **3.** | $\frac{2}{5}$ | [1] |
| **4.** | 399 | [1] |
| **5.** | 899 | [1] |
| **6.** | 850 | [1] |
| **7.** | 85 | [1] |
| **8.** | 2 | [1] |
| **9.** | 48 | [1] |
| **10.** | 33 | [1] |
| **11.** | 675 | [1] |
| **12.** | 9 | [1] |
| **13.** | 155 | [1] |
| **14.** | 871 | [1] |
| **15.** | 26 | [1] |
| **16.** | 9 | [1] |
| **17.** | 365 | [1] |
| **18.** | 149 | [1] |
| **19.** | 552 | [1] |
| **20.** | 14 | [1] |

# MATHS – Lesson 1 – Answers

## The 3 times-table

**1** Complete the multiplications.

a)

8 × 3 = 24

b)

3 × 4 = 12

**2** Dani makes an array using counters.

Write two multiplication and two division facts represented by the array.

3 × 5 = 15

5 × 3 = 15

15 ÷ 3 = 5

15 ÷ 5 = 3

**3** Complete the number sentences.

a) 6 × 3 = 18

b) 3 × 9 = 27

c) 33 ÷ 11 = 3

d) 15 ÷ 3 = 5

e) 12 × 3 = 36

f) 0 × 3 = 0

**4** Complete the number sentences.

a) 2 × 3 = 6

4 × 3 = 12

8 × 3 = 24

b) 6 = 3 × 2

12 = 3 × 4

18 = 3 × 6

What patterns do you notice?

**5** Write <, > or = to compare the statements.

a) 33 ÷ 11 = 3

b) 27 > 30 ÷ 3

c) 9 ÷ 3 < 3 x 6

d) 6 x 3 > 6 ÷ 3

e) 3 x 6 > 18 ÷ 3

f) 0 x 3 < 3 ÷ 3

**6** Colour all the numbers in the 3 times-table.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 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 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |

What two patterns do you notice?

**7** Work out the missing values in each bar model.

a)

| 18 | | | | | |
|---|---|---|---|---|---|
| 3 | 3 | 3 | 3 | 3 | 3 |

b)

| 36 | | |
|---|---|---|
| 12 | 12 | 12 |

**8** Mo has 7 packets of 3 stickers.

Eva has 3 packets of 9 stickers.

Who has the greatest number of stickers? Eva

**9** a) Complete the multiplications.

Are the answers odd or even? Tick your answer.

| | odd | even |
|---|---|---|
| 1 × 3 = 3 | ☑ | ☐ |
| 2 × 3 = 6 | ☐ | ☑ |
| 3 × 3 = 9 | ☑ | ☐ |
| 4 × 3 = 12 | ☐ | ☑ |

b) What would the next multiplication be?

5 × 3 = 15

c) What do you notice about the products?

d) Will the product of 11 × 3 be odd or even? Odd

**10** Use the fact that 12 × 3 = 36 to work out the calculations.

13 × 3 = 39

3 × 15 = 45

14 × 3 = 42

24 × 3 = 72

How did you work this out?

Did you find the answers in the same way as your partner?

# MATHS – Lesson 2 – Answers

## The 4 times-table

White Rose Maths

**1** Complete the multiplication.

a)

8 × 4 = 32

b)

4 × 3 = 12

**2** Complete the number sentences.

a) 6 × 4 = 24

b) 4 × 3 = 12

c) 28 = 7 × 4

d) 4 × 12 = 48

e) 0 × 4 = 0

f) 4 × 9 = 36

g) 24 ÷ 4 = 6

h) 8 ÷ 4 = 2

i) 0 ÷ 4 = 0

j) 44 ÷ 11 = 4

k) 20 ÷ 4 = 5

l) 1 × 4 = 4

**3** What multiplication and division statements does t
array represent?

Complete the statements.

4 × 7 = 28

7 × 4 = 28

28 ÷ 7 = 4

28 ÷ 4 = 7

**4** Complete the number sentences.

a) 2 × 4 = 8

4 × 4 = 16

8 × 4 = 32

b) 8 = 4 × 2

16 = 4 × 4

32 = 4 × 8

c) 3 × 4 = 12

3 × 8 = 24

3 × 12 = 36

What patterns do you notice?

**5** Write <, > or = to compare the statements.

a) $48 \div 12$ ( = ) $4$

b) $36$ ( > ) $40 \div 4$

c) $16 \div 4$ ( < ) $4 \times 4$

d) $4 \div 4$ ( < ) $4 \times 4$

e) $1 \times 4$ ( = ) $4 \times 1$

f) $4 \times 2$ ( = ) $32 \div 4$

**6** A paper clip is 4 cm long.


How long are 6 of these paper clips?

24cm

**7** Dexter buys 10 mugs and 4 key rings.

How much money does he spend in total?


£52

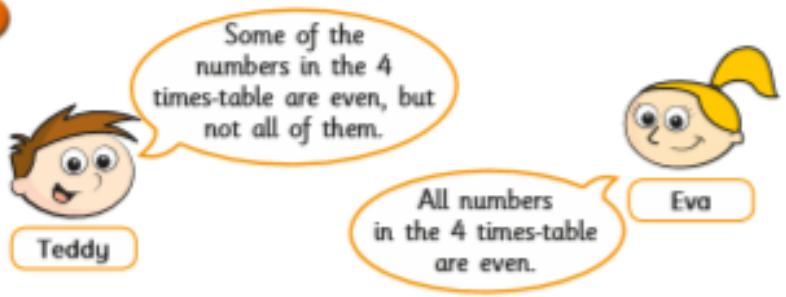
**8** The pictogram shows the animals a group of children have as pets.

Complete the pictogram.

| Animal | Pictogram | Number of animals |
|---|---|---|
| cat | ●●●● | 16 |
| dog | ○○○○○○○ | 28 |
| bird | ●●●●● | 20 |
| mouse | ● | 4 |

● = 4 animals

**9**




Who is correct? Eva

How do you know? Talk about it with a partner.

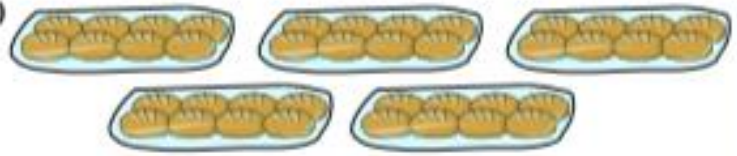
# MATHS – Lesson 3 – Answers

## The 8 times-table

**1** How many are there in total?

Complete the multiplications.

a)



5 × 8 = 40

b)

4 × 8 = 32

**2** Complete the number tracks.

a)

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 0 | 8 | 16 | 24 | 32 | 40 | 48 | 56 |

b)

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 96 | 88 | 80 | 72 | 64 | 56 | 48 | 40 |

**3** Here is an array made up of triangles.

a) What multiplication sentence can you see?

8 × 8 = 64

b) What division sentence can you see?

64 ÷ 8 = 8

**4** Complete the calculations.

Try to do the calculations in your head.

a) 6 × 8 = 48

b) 8 × 7 = 56

c) 10 × 8 = 80

d) 32 = 8 × 4

e) 72 ÷ 8 = 9

f) 88 ÷ 11 = 8

g) 40 ÷ 8 = 5

h) 8 × 1 = 8

**5** What multiplication can you see?

**6** Complete the multiplications.

a) $2 \times 8 =$ 16

$4 \times 8 =$ 32

$8 \times 8 =$ 64

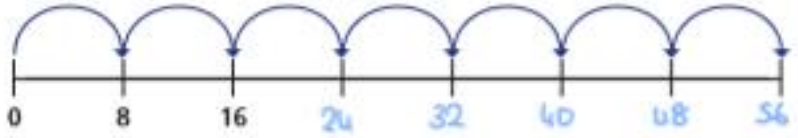
b) $8 = 8 \times$ 1

$16 = 8 \times$ 2

$32 = 8 \times$ 4

What patterns do you notice?

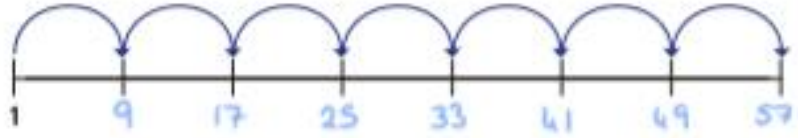
**7** a) Amir draws 7 jumps of 8 on a number line.




What number does Amir end on? 56

Explain how you worked it out.

b) This time, Amir makes 7 jumps of 8, but starts from 1




What number does Amir end on this time? 57

Explain how you know.

**8** Boats can be hired on a lake.

There are 5 large boats and 8 small boats on the lake.

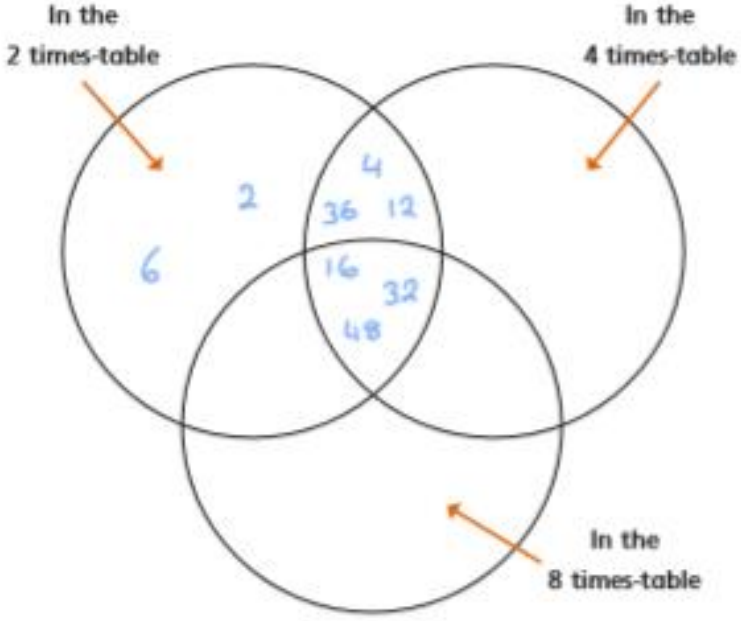
Each boat is full.

How many people are on the lake?


72

**8** Put the numbers into the sorting diagram.

2 4 16 32 48 36 12 6




Are any of the parts empty? Why?

Talk about it with a partner.

# MATHS – Lesson 4 – Answers

## 1) 108 balloons

| | 30 | 6 | |
|---|---|---|---|
| 3 | 90 | 18 | = 108 |

## 2) 172 cows

| | 40 | 3 | |
|---|---|---|---|
| 4 | 160 | 12 | = 172 |

## 3) 224 chocolates

| | 30 | 2 | |
|---|---|---|---|
| 7 | 210 | 14 | = 224 |

## 4) 192 legs

| | 20 | 4 | |
|---|---|---|---|
| 8 | 160 | 32 | = 192 |

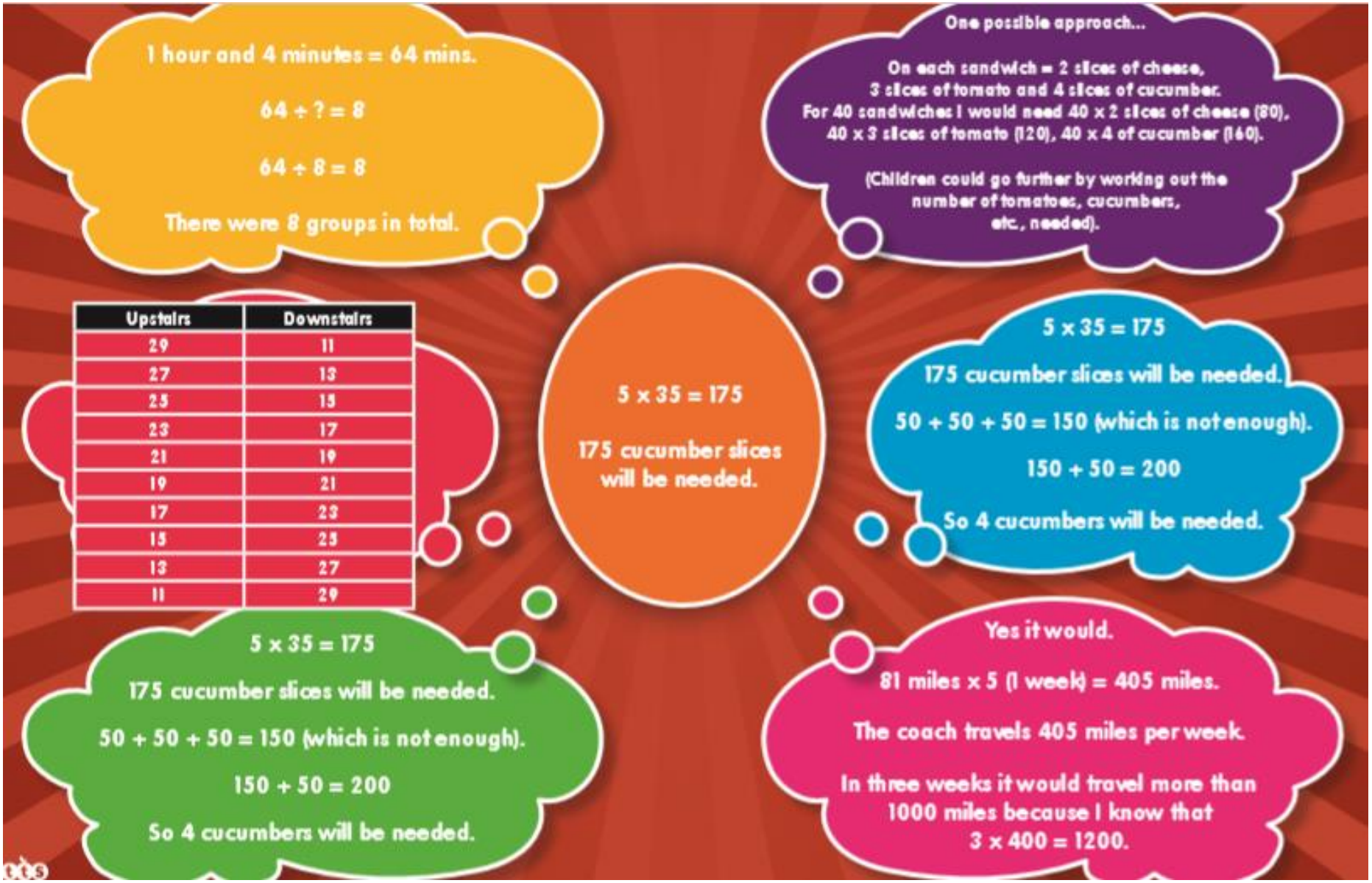
## 5) 87 pieces of cutlery

| | 20 | 9 | |
|---|---|---|---|
| 3 | 60 | 27 | = 87 |

## 6) 258 bottles

| | 40 | 3 | |
|---|---|---|---|
| 6 | 240 | 18 | = 258 |

# FRIDAY MATHS – Dip and Pick Card 19 - Answers



# FRIDAY MATHS

# Finding Fifteen - Answers

Tim had **nine cards**, each with a different number from 1 to 9 on it.
He put the cards into **three piles** so that the **total in each pile was 15**.
How could he have done this?

Can you **find *all* the different ways** Tim could have done this?

| **Pile 1** | **Pile 2** | **Pile 3** |
|---|---|---|
| 2, 3, 9, 1 | 6, 5, 4 | 7, 8 |
| 3, 8, 4 | 6, 7, 2 | 9, 1, 5 |
| 5, 2, 8 | 1, 3, 4, 7 | 9, 6 |
| 6, 1, 8 | 5, 7, 3 | 2, 4, 9 |