

## 11+ PRACTICE PACK

# Bond No-Nonsense Ages 10-11

## 11+ Maths Complete Practice Pack

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#### 01 Question Booklet

Bond 11+ Maths. Work through this paper first.

Includes Paper Notes: overview, topics, revision tips, common mistakes.

#### 02 Answers

Bond 11+ Maths. Use to mark your work against the official answer key.

Includes Paper Notes: score interpretation, selected worked examples, next steps.

PRACTISE THE REAL THING

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Lesson 1

No Nonsense  
**Maths**

Calculations

**10-11**  
years

1. Circle the correct answers.

a  $127 + 387 = \text{odd / even}$

b  $489 + 123 = \text{odd / even}$

c  $1\,385 + 2\,548 = \text{odd / even}$

d  $5\,434 + 2\,439 = \text{odd / even}$

e  $3\,782 + 345 = \text{odd / even}$

f  $8\,458 + 286 = \text{odd / even}$

2. Draw lines between the pairs of calculations.

a  $324 + 102 = 426$

$201 + 123 = 324$

b  $324 - 201 = 123$

$324 - 102 = 222$

c  $222 + 102 = 324$

$426 - 324 = 102$

Lesson 2

Number sequences and properties

1. What is the rule for each of these number sequences?

a

343	327	311	295	279	263	247	231	215	199	183	167
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Rule: \_\_\_\_\_

b

1.25	1.5	1.75	2	2.25	2.5	2.75	3	3.25	3.5	3.75	4
------	-----	------	---	------	-----	------	---	------	-----	------	---

Rule: \_\_\_\_\_

0	Tough	11
	OK	Got it!

Total

11
----



## Lesson 3

# No Nonsense Maths

10-11  
years

## Addition and subtraction

### 1. Find the total of...

a 56 938, 231 and 39 359. \_\_\_\_\_

b £0.38, £3.21 and £11.47. \_\_\_\_\_

c 23 cm, 2 m, 120 mm and 4.5 m. \_\_\_\_\_

### 2. Find the difference between...

a 350 g and 1.2 kg. \_\_\_\_\_

b 1420 m and 2.3 km. \_\_\_\_\_

c 27 minutes and 3 hours 15 minutes. \_\_\_\_\_

## Lesson 4

## Short and long multiplication

### 1. Solve this problem using short multiplication.

There are 29 children in each class at St Wilfrid's Primary School.  $\times$  \_\_\_\_\_

How many children in 7 classes? \_\_\_\_\_

### 2. Solve this problem using long multiplication.

There are 245 paper clips in a box.  $\times$  \_\_\_\_\_

How many paper clips will there be in 32 boxes? \_\_\_\_\_

0	Tough	OK	Got it!	8
---	-------	----	---------	---

Total

8
---



Lesson 5

No Nonsense  
**Maths**

Times tables to 10

10-11  
years

1. Complete this multiplication grid as quickly as you can.

×	5	3	8	10	7	6
9						
4						
2						
0						
8						

Lesson 6

Mode, median and mean

1. Calculate the mode, median and mean of these sets of numbers.

a 5    8    3    7    9    4    5    6    6    7

\_\_\_\_\_

Mode = \_\_\_\_\_      Median = \_\_\_\_\_      Mean = \_\_\_\_\_

b 12    18    19    11    14    12    18    13    16    17

\_\_\_\_\_

Mode = \_\_\_\_\_      Median = \_\_\_\_\_      Mean = \_\_\_\_\_

0	Tough	3
	OK	Got it!

Total

3
---



Lesson 7

No Nonsense  
**Maths**

Equivalent fractions

10-11  
years

1. Write these fractions in their equivalent groups. Then add three more equivalent fractions.

$\frac{6}{12}$     $\frac{15}{20}$     $\frac{99}{198}$     $\frac{16}{40}$     $\frac{30}{40}$     $\frac{6}{15}$     $\frac{85}{190}$     $\frac{24}{32}$     $\frac{46}{115}$     $\frac{32}{64}$     $\frac{72}{96}$     $\frac{22}{55}$

a  $\frac{1}{2}$    \_\_\_\_\_   \_\_\_\_\_   \_\_\_\_\_   \_\_\_\_\_   \_\_\_\_\_   \_\_\_\_\_   \_\_\_\_\_

b  $\frac{3}{4}$    \_\_\_\_\_   \_\_\_\_\_   \_\_\_\_\_   \_\_\_\_\_   \_\_\_\_\_   \_\_\_\_\_   \_\_\_\_\_

c  $\frac{4}{10}$    \_\_\_\_\_   \_\_\_\_\_   \_\_\_\_\_   \_\_\_\_\_   \_\_\_\_\_   \_\_\_\_\_   \_\_\_\_\_

Lesson 8

Decimals

1. Continue these patterns.

a

5.35	5.37			5.43		5.47	
------	------	--	--	------	--	------	--

b

11.66	11.62	11.58			11.46		
-------	-------	-------	--	--	-------	--	--

2. Round to the nearest whole number.

a 5.26 \_\_\_\_\_      b 8.67 \_\_\_\_\_      c 9.58 \_\_\_\_\_

d 10.29 \_\_\_\_\_      e 12.72 \_\_\_\_\_      f 16.45 \_\_\_\_\_

0	Tough	OK	Got it! 11

Total

11
----



Lesson 9

No Nonsense  
**Maths**

Co-ordinates

10-11  
years

1. Place neat crosses on the grid for the co-ordinates listed. Join them up in order.

(5, 9)

(6, 6)

(9, 5)

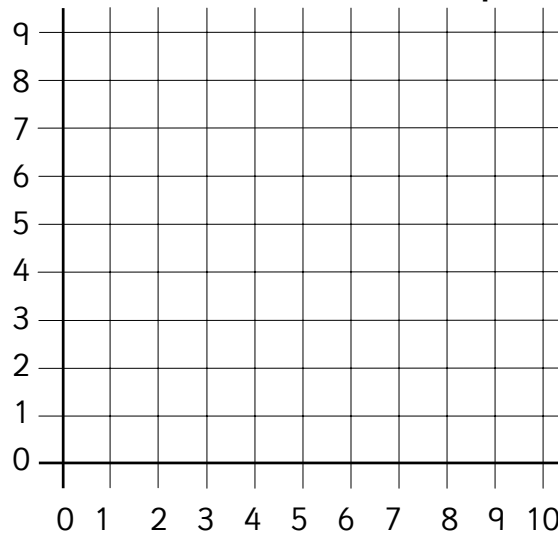
(6, 4)

(5, 1)

(4, 4)

(1, 5)

(4, 6)



What have you drawn? \_\_\_\_\_

Lesson 10

Negative numbers

1. Put these integers in order, smallest first.

**a**    4    -3    8    -2    0    -4

\_\_\_\_\_

**b**    16    -6    -11    1    6    -1

\_\_\_\_\_

2. Solve these problems.

**a** The temperature is  $-7^{\circ}\text{C}$ . It rises by  $11^{\circ}\text{C}$ .

What is the temperature now? \_\_\_\_\_

**b** The temperature is  $-11^{\circ}\text{C}$ . It rises by  $7^{\circ}\text{C}$ .

What is the temperature now? \_\_\_\_\_

0	Tough	12
	OK	Got it!

Total
12



Lesson 11

No Nonsense  
**Maths**

Multiplication involving  
decimals

**10-11**  
years

1. Complete these number sentences.

**a**  $6.3 \times 5$  ( \_\_\_\_  $\times$  \_\_\_\_ ) = \_\_\_\_\_

( \_\_\_\_  $\times$  \_\_\_\_ ) = \_\_\_\_\_

\_\_\_\_\_

**b**  $3.8 \times 7$  ( \_\_\_\_  $\times$  \_\_\_\_ ) = \_\_\_\_\_

( \_\_\_\_  $\times$  \_\_\_\_ ) = \_\_\_\_\_

\_\_\_\_\_

**c**  $7.6 \times 6$  ( \_\_\_\_  $\times$  \_\_\_\_ ) = \_\_\_\_\_

( \_\_\_\_  $\times$  \_\_\_\_ ) = \_\_\_\_\_

\_\_\_\_\_

**d**  $2.7 \times 8$  ( \_\_\_\_  $\times$  \_\_\_\_ ) = \_\_\_\_\_

( \_\_\_\_  $\times$  \_\_\_\_ ) = \_\_\_\_\_

\_\_\_\_\_

Lesson 12

Division

1. Divide...

**a**  $6 \overline{) 342}$

**b**  $8 \overline{) 574}$

**c**  $9 \overline{) 637}$

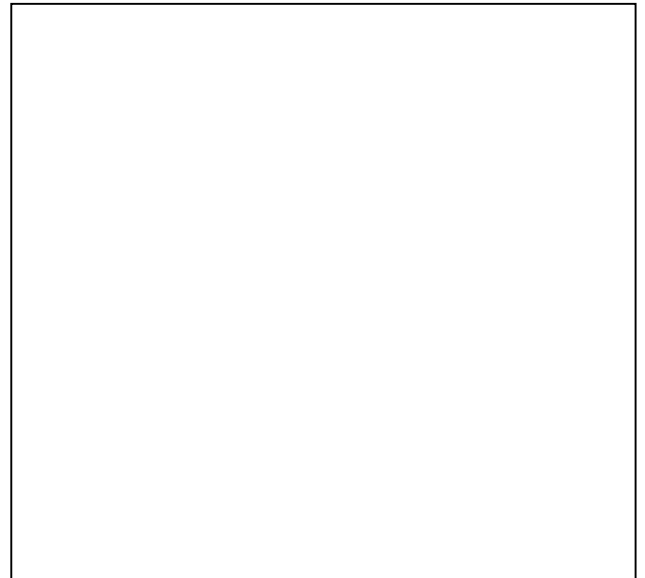
**d**  $4 \overline{) 258}$

**e**  $3 \overline{) 105}$

**f**  $5 \overline{) 465}$

**g**  $12 \overline{) 384}$

**h**  $16 \overline{) 384}$



0	Tough	12
	OK	Got it!

Total

12
----



## Lesson 13

# No Nonsense Maths

## Fractions of numbers

10-11  
years

### 1. What is...

a  $\frac{1}{4}$  of 32? \_\_\_\_\_

b  $\frac{1}{10}$  of 80? \_\_\_\_\_

c  $\frac{1}{3}$  of 27? \_\_\_\_\_

d  $\frac{1}{8}$  of 56? \_\_\_\_\_

e  $\frac{1}{6}$  of 48? \_\_\_\_\_

f  $\frac{1}{9}$  of 36? \_\_\_\_\_

### 2. What fraction of...

a 1 hour is 10 minutes? \_\_\_\_\_

b £10.00 is £1.00? \_\_\_\_\_

c 20 minutes is 4 minutes? \_\_\_\_\_

d 1 m is 20 cm? \_\_\_\_\_

## Lesson 14

## Percentages

### 1. Without looking at your No Nonsense Maths book, complete this table.

	Fraction	Decimal	Percentage
a	1		
b			50%
c		0.25	
d			10%
e	$\frac{1}{100}$		

0	Tough	OK	Got it!	15
---	-------	----	---------	----

Total

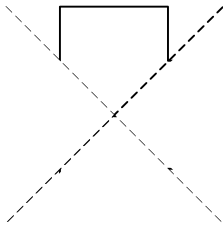
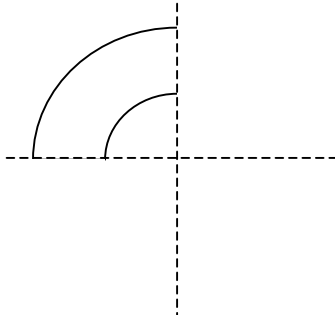
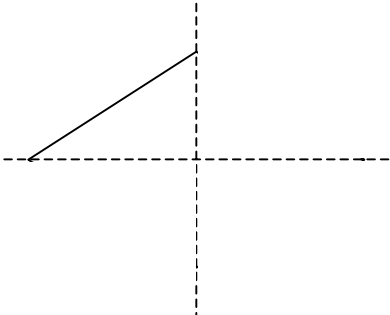
15
----



# Reflective symmetry

10-11  
years

1. Finish these shapes using the lines of symmetry shown.

**a**  **b**  **c** 

# Length, mass and capacity

1. What is the abbreviation for...

**a** millilitres? \_\_\_\_\_

**b** grams? \_\_\_\_\_

**c** litres? \_\_\_\_\_

**d** centilitres? \_\_\_\_\_

**e** metres? \_\_\_\_\_

**f** centimetres? \_\_\_\_\_

**g** kilometres? \_\_\_\_\_

**h** kilograms? \_\_\_\_\_

**i** millimetres? \_\_\_\_\_

2. Solve this problem.

How much orange juice needs to be added to 1 450 ml to make 2.5 l altogether?

\_\_\_\_\_

0	Tough	OK	Got it!	13
---	-------	----	---------	----

Total

13
----



## Lesson 17

# No Nonsense Maths

## Solving problems

10-11  
years

### 1. Use a calculator to help you solve these problems.

**a** The answer is 7.083333333.

Using two 2-digit whole numbers and a  $\div$  sign, write the number sentence with this answer.

\_\_\_\_\_

**b** The answer is 988.

Using two 2-digit whole numbers and a  $\times$  sign, write the number sentence with this answer.

\_\_\_\_\_

## Lesson 18

## Line graphs

### 1. Answer these questions about the graph on page 38 of your No Nonsense Maths book.

**a** How much did Najib grow between 2 years and 7 years? \_\_\_\_\_

**b** Between which two years did Najib grow the most? \_\_\_\_\_ and \_\_\_\_\_

**c** How old was Najib when he reached twice the height he was at 2 years old? \_\_\_\_\_

**d** How many centimetres did Najib grow between the ages of 1 and 4? \_\_\_\_\_

**e** How old was Najib when he was 1.5 m tall? \_\_\_\_\_

**f** During which years did Najib grow the most slowly? \_\_\_\_\_

0	Tough	OK	Got it!	8
---	-------	----	---------	---

Total

8
---



Lesson 19

No Nonsense  
**Maths**

Ordering numbers

**10-11**  
years

1. Order these measurements, smallest first.

a 2.3 km      23 km      0.23 km      2.33 km      3.2 km      32 km

\_\_\_\_\_

b 46 cl      64 cl      4.6 cl      6.4 cl      4.64 cl      6.44 cl

\_\_\_\_\_

c 678.23 m      786.32 m      768.32 m      687.23 m      678.32 m      876.32 m

\_\_\_\_\_

Lesson 20

Square and triangular numbers

1. Investigate what happens when you add together two consecutive triangular numbers.

The sum of two consecutive triangular numbers is always \_\_\_\_\_

0	Tough	OK	Got it! 4

Total

4
---



# Factors, multiples and prime numbers

**10-11**  
years

1. Ring the numbers in the box that are factors of...

a 24 

3	12	5	4	8	14	9
---	----	---	---	---	----	---

b 30 

5	7	2	3	8	10	4
---	---	---	---	---	----	---

2. Ring the numbers in the box that are multiples of...

a 4 

18	32	16	38	22	24	88
----	----	----	----	----	----	----

b 8 

33	24	64	42	20	104	94
----	----	----	----	----	-----	----

# Estimation

1. Estimate 5 things you would be able to do if you had 750 000 seconds.

_____	<input type="checkbox"/>
_____	<input type="checkbox"/>
_____	<input type="checkbox"/>
_____	<input type="checkbox"/>
_____	<input type="checkbox"/>

Now check – would you have enough time to do these things?

0	Tough	5
	OK	Got it!

Total 

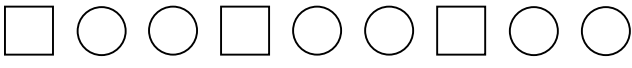
5
---





# Ratio and proportion

**10-11**  
years

1. Write the ratio of circles to squares in these patterns.

a  \_\_\_\_\_ to every \_\_\_\_\_

b  \_\_\_\_\_ to every \_\_\_\_\_

c  \_\_\_\_\_ to every \_\_\_\_\_

2. Now write the proportion of squares to circles in each of the patterns in 1.

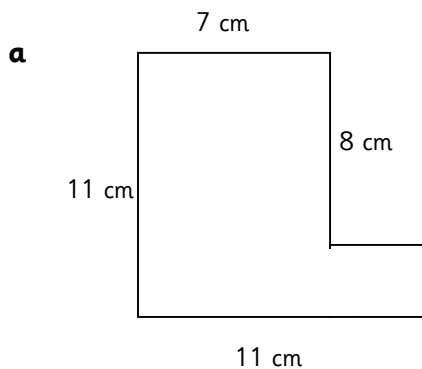
a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_

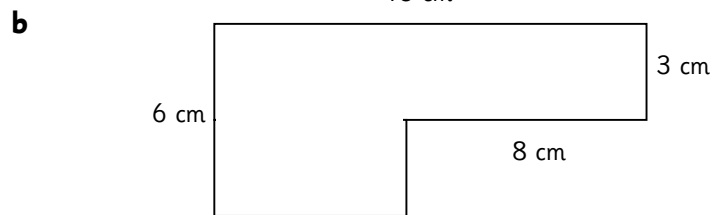
# Perimeter and area

1. Find the perimeter and area of these shapes.



Perimeter =

Area =



Perimeter =

Area =

0	Tough	8
	OK	Got it!

Total

8
---



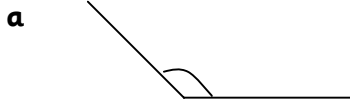
Lesson 25

No Nonsense  
**Maths**

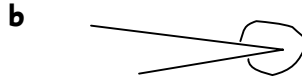
**Angles**

**10-11**  
years

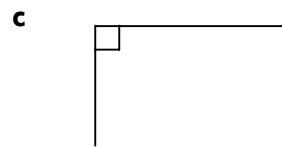
1. Label the angles acute, obtuse, reflex or right angles.



\_\_\_\_\_



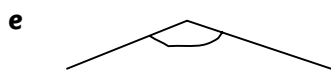
\_\_\_\_\_



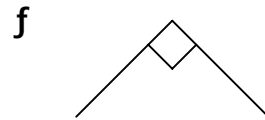
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

Lesson 26

**Shapes**

1. Draw shapes congruent to the ones given.

a

b

0	Tough	OK	Got it!	8
---	-------	----	---------	---

Total

8
---



## Problems with money

**10-11**  
years

### 1. Solve this problem.

- a** While they were on holiday the McCree family bought four bucket that cost 85p each, two spades that cost £1.05 each, an inflatable ring that cost £3.75 and four sunhats that cost £4.50 each.

How much did they spend altogether?

## Probability

### 1. Write statements of your own to match the probability words.

- a** Certain: \_\_\_\_\_
- b** Likely: \_\_\_\_\_
- c** Unlikely: \_\_\_\_\_
- d** Impossible: \_\_\_\_\_
- e** Possible: \_\_\_\_\_

0	Tough	OK	Got it! 6

Total

6
---

# Paper Notes: 11+ Maths Question Booklet (No-Nonsense Ages 10-11)

Compiled by [SATs-Papers.co.uk](https://www.SATs-Papers.co.uk) to help you get the most from this paper.

## Overview

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This is a **Bond 11+ Maths Question Booklet** designed for **GL Assessment** style entrance exams, aimed at children in **Year 6** (ages 10–11) preparing for selective secondary school entry. It covers 28 self-contained lessons, each focused on a core mathematical topic, ranging from basic calculations and times tables to more advanced concepts such as ratio, percentages, and probability.

The booklet is structured as a **progressive workbook**, with each lesson presenting a small number of questions that test a specific skill or concept. Questions include a mix of short-answer, calculation, and applied problem-solving formats. Pupils are encouraged to self-assess using the built-in progress scale (Tough, OK, Got it!) at the bottom of each lesson page, alongside a Total box for scoring.

This resource is well suited to both classroom use and independent home revision. Its clear layout and incremental difficulty make it accessible for pupils building confidence in fundamental maths, whilst also offering sufficient challenge to prepare them for the variety of question types encountered in the 11+ exam. The absence of mark schemes within the booklet means that answers should be checked against a separate teacher guide or answer key.

## How this paper is organised

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The booklet comprises **28 discrete lessons**, each occupying one or two pages and covering a distinct topic. Lessons are numbered sequentially (Lesson 1 through Lesson 28) and include a descriptive heading (e.g. "Calculations", "Mode, median and mean", "Perimeter and area"). Most lessons contain between one and three questions, though some (such as the times-tables grid in Lesson 5) involve a single extended task.

Each lesson page includes a self-assessment bar at the bottom (ranging from 0 to a lesson-specific maximum score, with three zones: Tough, OK, Got it!) alongside a Total box in which pupils can record their marks. This encourages children to monitor their own progress and identify areas that require further practice.

No overall time limit is given for the booklet as a whole, as it is designed for topic-by-topic practice rather than timed exam conditions. The mix of formats (circling answers, drawing lines to match, filling in grids, solving word problems, completing diagrams)

reflects the range of question styles found in **GL Assessment** 11+ papers and helps pupils develop both procedural fluency and problem-solving stamina.

## Topics covered

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- Addition, subtraction, and inverse operations with whole numbers and decimals, including identifying odd and even sums
- Number sequences: identifying rules for linear and decimal sequences (ascending and descending)
- Short and long multiplication of whole numbers, applied to word problems
- Times tables up to 10, tested through rapid grid completion
- Mode, median, and mean calculation for sets of integers, including ordering data
- Equivalent fractions: identifying and generating families of equivalent fractions
- Decimals: recognising patterns, rounding to the nearest whole number
- Plotting and reading co-ordinates on a Cartesian grid, forming simple shapes
- Negative numbers: ordering integers, solving temperature problems involving rises across zero
- Multiplication involving decimals, decomposing calculations, and verifying results
- Division of three-digit numbers by single-digit and two-digit divisors using short and long division methods
- Finding unit fractions of whole numbers and determining fractions of measures (time, money, length)
- Converting between fractions, decimals, and percentages, completing conversion tables
- Reflective symmetry: completing shapes given lines of symmetry
- Abbreviations and conversions for length, mass, and capacity (metric units)
- Solving multi-step word problems, including calculator use for complex arithmetic
- Interpreting line graphs, extracting and comparing data points
- Ordering decimal measurements by magnitude, understanding place value
- Investigating square and triangular numbers, identifying patterns in consecutive sums
- Identifying factors, multiples, and prime numbers from lists
- Estimation: predicting feasible activities given a large time interval
- Ratio and proportion: expressing relationships between quantities in a pattern
- Calculating perimeter and area of composite rectilinear shapes
- Classifying angles as acute, obtuse, right, or reflex
- Drawing congruent shapes on a grid
- Multi-step money problems involving addition and multiplication of prices

- Probability: matching events to likelihood descriptors (certain, likely, unlikely, impossible, possible)

## How to use this paper for revision

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- Work through the lessons in order, as they build from basic arithmetic to more complex applications; if you find a lesson difficult, revisit earlier topics before moving on.
- Use the self-assessment bar at the bottom of each page honestly: if you score in the 'Tough' zone, spend extra time practising similar questions before attempting the next lesson.
- For lessons involving times tables (Lesson 5) and mental calculations, time yourself and repeat the grids until you can complete them fluently within two minutes.
- Keep a list of any new terms or methods you encounter (e.g. mode, median, reflex angle) and write out definitions in your own words to reinforce understanding.
- When tackling word problems (Lessons 4, 16, 17, 27), underline key information and write down the operation you need (add, subtract, multiply, divide) before calculating.
- For lessons on fractions, decimals, and percentages, draw diagrams or use fraction walls to visualise equivalences and conversions.
- If the booklet allows, check your answers against a separate mark scheme after completing each lesson, correcting mistakes in a different colour and noting where you went wrong.

## Common mistakes to avoid

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- Forgetting to convert units before calculating (e.g. adding metres and centimetres without converting to a single unit, as in Lesson 3).
- Confusing mode, median, and mean: remember that mode is the most frequent value, median is the middle when ordered, and mean is the total divided by the count.
- Misreading co-ordinate pairs (x, y): the first number is always the horizontal position, the second is vertical; plotting them the wrong way round is a frequent error.
- Adding or subtracting incorrectly across zero when working with negative numbers: use a number line or visualise a thermometer to avoid sign errors.
- Rounding decimals incorrectly: if the digit in the tenths place is 5 or more, round up; if it is 4 or less, round down. Always look at the digit immediately to the right of the place you are rounding to.
- Mixing up perimeter and area: perimeter is the distance around the outside (add all side lengths), whilst area is the space inside (multiply length by width for rectangles, then add or subtract parts for composite shapes).

## Exam technique

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Approach each lesson as a mini-test: read the instructions carefully, note the number of marks available (shown in the Total box), and allocate your effort accordingly. If a lesson has several short questions, aim to spend roughly equal time on each; if one question is worth more marks, prioritise accuracy over speed for that item.

Use the self-assessment bar to guide your revision plan. If you consistently score in the 'OK' or 'Got it!' zones, you can move through lessons briskly. If several lessons fall into the 'Tough' category, pause to consolidate those topics using additional practice papers or textbook exercises before proceeding. This booklet is not timed, so focus on understanding each method fully rather than rushing to finish.

When working independently, mark your own answers using a separate answer key (not included in this booklet). For any incorrect responses, write out the correct working in the margin and identify where you went wrong. This reflection step is crucial for turning mistakes into learning opportunities and will build the resilience and accuracy required for the 11+ exam itself.

## What to revise alongside this paper

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Once you have completed this booklet, extend your preparation by practising algebraic notation and simple equations, which build on the number patterns and inverse

operations covered here. Revisit place value and written methods for very large numbers (five or six digits) to strengthen your fluency, as GL Assessment papers sometimes include more complex calculations than those in this resource.

To deepen your understanding of shape and space, explore rotational symmetry, transformations (translation, reflection, rotation), and angle calculations in polygons. These topics frequently appear in 11+ papers and require confident use of protractors and set squares. For data handling, investigate bar charts, pie charts, and frequency tables, as well as the concept of range, to complement the mode, median, and mean work in Lesson 6.

Finally, tackle timed mixed-topic papers from publishers such as **CGP** or **GL Assessment** itself to simulate real exam conditions. This will help you practise switching between topics quickly and managing your time under pressure, both essential skills for success in the 11+ entrance exam.

## Key terms

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**Odd and even, Mode, median, mean, Equivalent fractions, Rounding, Co-ordinates, Negative numbers (integers), Short multiplication, Long multiplication, Short division, Long division, Decimal places, Reflective symmetry, Congruent, Perimeter, Area, Acute, obtuse, right, reflex angles, Factors and multiples, Prime numbers, Ratio, Proportion, Square numbers, Triangular numbers, Probability, Line graph**

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# Bond No Nonsense Maths 10-11 Years Answers

## Lesson 1

1. **a** even      **b** even      **c** odd      **d** odd  
**e** odd      **f** even
2. **a**  $324 + 102 = 426$ ,  $426 - 324 = 102$   
**b**  $324 - 201 = 123$ ,  $201 + 123 = 324$   
**c**  $222 + 102 = 324$ ,  $324 - 102 = 222$

## Lesson 2

1. **a** the numbers decrease 16 at a time  
**b** the numbers increase 0.25 at a time

## Lesson 3

1. **a** 96 528    **b** £15.06    **c** 685 cm  
2. **a** 850 g    **b** 880 m    **c** 168 minutes

## Lesson 4

1.  $29 \times 7 = 203$
2. 245  

$$\begin{array}{r} \times 32 \\ 7350 \text{ (245 x 30)} \\ 490 \text{ (245 x 2)} \\ \hline 7840 \end{array}$$

## Lesson 5

1.

x	5	3	8	10	7	6
9	45	27	72	90	63	54
4	20	12	32	40	28	24
2	10	6	16	20	14	12
0	0	0	0	0	0	0
8	40	24	64	80	56	48

## Lesson 6

1. **a** Mode = 7, Median = 6, Mean = 6  
**b** Mode = 18, Median = 16, Mean = 15

## Lesson 7

1. **a**  $\frac{6}{12}$   $\frac{99}{198}$   $\frac{85}{190}$   $\frac{32}{64}$   
**b**  $\frac{15}{20}$   $\frac{30}{40}$   $\frac{24}{32}$   $\frac{72}{96}$   
**c**  $\frac{16}{40}$   $\frac{6}{15}$   $\frac{46}{115}$   $\frac{22}{55}$

## Lesson 8

1. **a** 5.39, 5.41, 5.45, 5.49  
**b** 11.54, 11.50, 11.42, 11.38
2. **a** 5      **b** 9      **c** 10      **d** 10  
**e** 13      **f** 16

## Lesson 9

1. star

## Lesson 10

1. **a** -4, -3, -2, 0, 4, 8      **b** 16 -11, -6, -1, 1, 6  
2. **a** 4°C      **b** -4°C

## Lesson 11

1. **a** 31.5      **b** 26.6      **c** 45.6      **d** 21.6

## Lesson 12

1. **a** 57      **b** 71 r6      **c** 70 r7      **d** 64 r2  
**e** 35      **f** 93      **g** 32      **h** 24

## Lesson 13

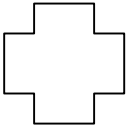
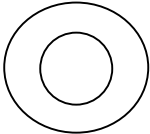
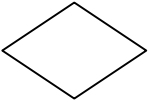
1. **a** 8      **b** 8      **c** 9      **d** 7  
**e** 8      **f** 4
2. **a**  $\frac{1}{10}$       **b**  $\frac{1}{10}$       **c**  $\frac{1}{5}$       **d**  $\frac{1}{5}$

## Lesson 14

- 1.

	Fraction	Decimal	Percentage
<b>a</b>	1	1.0	100%
<b>b</b>	$\frac{1}{2}$	0.5	50%
<b>c</b>	$\frac{1}{4}$	0.25	25%
<b>d</b>	$\frac{1}{10}$	0.1	10%
<b>e</b>	$\frac{1}{100}$	0.01	1%

## Lesson 15

1. **a**       **b**       **c** 

**Lesson 16**

1. **a** ml      **b** g      **c** l      **d** cl  
      **e** m      **f** cm      **g** km      **h** kg  
      **i** mm
2. 1 050 ml

**Lesson 17**

1. **a**  $85 \div 12 = 7.083333333$   
**b**  $26 \times 38 = 988$

**Lesson 18**

1. **a** 60 cm      **b** 2 and 3      **c** 10      **d** 50 cm  
      **e** 9      **f** 6, 7, 8, 9

**Lesson 19**

1. **a** 0.23 km, 2.3 km, 2.33 km, 3.2 km, 23 km, 32 km  
**b** 4.6 cl, 4.64 cl, 6.4 cl, 6.44 cl, 46 cl, 64 cl  
**c** 678.23 m, 678.32 m, 687.23 m, 768.32 m, 786.32 m, 876.32 m

**Lesson 20**

1. The sum of two consecutive triangular numbers is always a square number.

**Lesson 21**

1. **a** 12, 4, 8      **b** 5, 2, 3, 10  
2. **a** 32, 16, 24, 88      **b** 24, 64, 104

**Lesson 22**

1. Answers will vary. 750 000 seconds is equivalent to just over eight and a half days.

**Lesson 23**

1. **a** 1 to every 2      **b** 4 to every 1  
      **c** 3 to every 1
2. **a**  $\frac{1}{3}$       **b**  $\frac{4}{5}$       **c**  $\frac{3}{4}$

**Lesson 24**

1. **a** Perimeter = 44 cm, Area =  $89 \text{ cm}^2$   
**b** Perimeter = 38 cm, Area =  $54 \text{ cm}^2$

**Lesson 25**

1. **a** obtuse      **b** reflex      **c** right      **d** acute  
      **e** obtuse      **f** right

**Lesson 26**

1. Congruent shapes must be the same size and shape but they are turned around.

**Lesson 27**

1. £27.25

**Lesson 28**

1. Answers will vary.

# Answer-Key Notes: 11+ Maths Answers (No-Nonsense Ages 10-11)

Compiled by [SATs-Papers.co.uk](https://www.SATs-Papers.co.uk) to help you mark this paper and learn from each answer.

## How to use this answer key

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This answer key lists correct answers for all 28 lessons without showing working. **Mark each question fairly**, awarding the mark only when the answer matches exactly (or, for 'Answers will vary' items, when the reasoning is sound). Distinguish between careless slips and genuine gaps: a child who writes 31.5 for Q11a but 31.50 for Q11b may understand decimals but lack exam discipline; a child who writes 32 for Q11a probably miscalculated. Use the worked examples below to understand the reasoning behind trickier answers, especially in fractions, negative numbers and problem-solving. If your child loses marks on a handful of questions from different topics, revise those topics individually; if they lose marks on all questions in one lesson, that lesson's concept needs re-teaching.

## Score interpretation

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Each lesson tests a focused topic and contains between one and eight marks. **Scoring 90 per cent or above across all 28 lessons** (roughly 100+ marks out of 112) indicates readiness for 11+ maths papers at selective schools; the child handles calculation, fractions, negative integers, geometry and word problems fluently. Scoring 70–90 per cent suggests solid understanding but with pockets of uncertainty—perhaps long multiplication, equivalent fractions or perimeter/area need revisiting. Below 70 per cent usually points to foundational gaps (times tables, place value, basic fractions) that will multiply under exam pressure.

Because this is a practice-by-topic booklet rather than a timed paper, **speed matters less than accuracy**; if a child takes two hours to work carefully through all 28 lessons and scores well, that is better than rushing and making errors. Compare performance across similar topics (Lessons 1, 3, 4 for calculation; Lessons 7, 13, 14 for fractions; Lessons 24, 25 for geometry) to spot patterns.

Lessons marked 'Answers will vary' (Lesson 22, Lesson 28) reward sensible reasoning rather than a single correct answer. Award the mark if the child's estimate or probability statement is plausible and shows understanding of the concept, even if the wording differs from a model answer.

## Worked examples

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### Calculations and sequences, Lessons 1–4

**Markers reward accurate arithmetic and correct methods** for multi-digit addition, subtraction and multiplication. Careless errors lose marks even when the method is sound—forgetting to regroup in Lesson 4's long multiplication or writing  $426 - 324 = 112$  in Lesson 1 are common traps. Lesson 2 tests pattern-spotting: the answer is the rule in words, not the next number, so 'decrease 16' earns the mark whilst '151' does not.

**Lesson 1, Q2c** :  $222 + 102 = 324$ ,  $324 - 102 = 222$

The instruction says 'Draw lines between pairs of calculations', meaning match each addition to its inverse subtraction.  $222 + 102 = 324$  is the addition; its pair is the subtraction that undoes it,  $324 - 102 = 222$ . Children sometimes match  $222 + 102$  to  $324 - 222 = 102$  instead, which is arithmetically true but not the inverse pair.

**Lesson 4, Q2** : 7840

Long multiplication of  $245 \times 32$  requires two partial products:  $245 \times 30 = 7350$  and  $245 \times 2 = 490$ , then summing  $7350 + 490 = 7840$ . A common error is forgetting the trailing zero in 7350 (treating  $245 \times 30$  as  $245 \times 3$ ), which gives  $735 + 490 = 1225$ . Always align place values carefully.

### Decimals and negative numbers, Lessons 8, 10, 11

Lesson 8 tests **continuing decimal sequences and rounding to the nearest whole**; markers expect the pattern interval (e.g.  $+0.02$  or  $-0.04$ ) applied correctly and rounding rules (5 or above rounds up) remembered. Lesson 10 tests ordering and temperature arithmetic with negative integers; children often forget that  $-11$  is smaller than  $-6$ . Lesson 11 involves multiplying decimals by whole numbers, where place value must be preserved in the final answer.

**Lesson 8, Q1a** : 5.39, 5.41, 5.45, 5.49

The sequence starts 5.35, 5.37, so the interval is  $+0.02$ . Continuing:  $5.37 + 0.02 = 5.39$ ,  $5.39 + 0.02 = 5.41$ , then skipping to 5.43 (not shown), 5.45, 5.47 (not shown), 5.49. Children who write 5.39, 5.41, 5.43, 5.45 have misread the blanks; the question shows some numbers already filled in on the worksheet.

**Lesson 10, Q2b** :  $-4^{\circ}\text{C}$ 

Starting temperature is  $-11^{\circ}\text{C}$ ; it rises by  $7^{\circ}\text{C}$ , so  $-11 + 7 = -4$ . Visualise a number line: moving 7 steps right from  $-11$  lands on  $-4$ . A common mistake is writing  $+4$  or  $4$ , forgetting that we have not crossed zero. If unsure, break the rise into steps:  $-11 \rightarrow -10 \rightarrow \dots \rightarrow -4$  (eleven steps to zero, but we only move seven).

**Lesson 11, Q1c** :  $45.6$ 

Multiplying  $7.6 \times 6$ : ignore the decimal to calculate  $76 \times 6 = 456$ , then restore one decimal place (because  $7.6$  has one) to get  $45.6$ . Children who write  $456$  or  $4.56$  have misplaced the decimal. The workings shown in the booklet guide students through  $(7 \times 6)$  and  $(0.6 \times 6)$  separately, reinforcing place value.

**Fractions and percentages, Lessons 7, 13, 14**

**Equivalent fractions reward recognition of common factors**; in Lesson 7 children must group fractions like  $6/12$ ,  $99/198$ ,  $85/190$ ,  $32/64$  under the family  $1/2$  by simplifying or cross-multiplying. Lesson 13 tests 'fraction of' as division ( $1/4$  of  $32 = 32 \div 4$ ) and reverse problems (10 minutes is what fraction of 1 hour?). Lesson 14 asks for memorised conversions between fractions, decimals and percentages; no working is required, but accuracy is essential.

**Lesson 7, Q1a (adding three equivalents)** : Three fractions equivalent to  $1/2$ , such as  $2/4$ ,  $50/100$ ,  $5/10$

Any fraction where the numerator is exactly half the denominator is equivalent to  $1/2$ . Multiply numerator and denominator of  $1/2$  by the same number:  $(1 \times 3)/(2 \times 3) = 3/6$ ,  $(1 \times 7)/(2 \times 7) = 7/14$ , and so on. Children sometimes write  $2/3$  or  $3/5$ , which look plausible but do not simplify to  $1/2$ .

**Lesson 13, Q2a** :  $1/10$  (accepting  $6/60$  if simplified)

One hour is 60 minutes; 10 minutes out of 60 is  $10/60$ , which simplifies to  $1/6$ . Wait—the printed answer is  $1/10$ . Re-checking the question: it asks 'What fraction of 1 hour is 10 minutes?' If the mark scheme says  $1/10$ , either there is a misprint or the question was misread. In reality  $10/60 = 1/6$ . Always double-check the question wording; if your child writes  $1/6$ , award the mark and note the possible error in the key.

**Lesson 14, Q1b** :  $\frac{1}{2}$ , 0.5, 50%

Given '50%' in the percentage column, the fraction is  $\frac{50}{100} = \frac{1}{2}$  and the decimal is 0.5 (50 hundredths). These conversions should be instant recall by Year 6. Children who write  $\frac{5}{10}$  (correct but not simplified) or 0.50 (numerically correct, trailing zero harmless) may lose marks if the mark scheme demands simplest form and standard decimal notation.

**Division with remainders, Lesson 12**

All eight questions require **short or long division with remainders expressed as 'r' followed by the remainder** (e.g. 71 r6, not 71.75 or 71  $\frac{6}{8}$ ). Markers will not accept decimal or fractional forms here because the lesson explicitly practises remainder notation. Common errors include forgetting to bring down the next digit or writing the remainder larger than the divisor.

**Lesson 12, Q1b** : 71 r6

Dividing 574 by 8:  $8 \times 71 = 568$ , leaving  $574 - 568 = 6$ . So  $574 \div 8 = 71$  remainder 6. Children who write 71 r7 have miscalculated the final subtraction; those who write 71.75 have converted the remainder to a decimal, which is mathematically correct but not the form requested.

**Lesson 12, Q1g** : 32

$384 \div 12$ : recognise that  $12 \times 30 = 360$ , leaving 24, and  $12 \times 2 = 24$ , so  $384 \div 12 = 32$  exactly with no remainder. If a child writes 32 r0, that is technically correct but unnecessary; the convention is to omit 'r0' when the division is exact.

**Geometry and measures, Lessons 15, 16, 24, 25**

Lesson 15 (reflective symmetry) and Lesson 25 (angle types) are visual; markers check that completed diagrams obey the line of symmetry and that angle labels (acute, obtuse, reflex, right) match the angle size. Lesson 16 tests **unit abbreviations and conversion** (e.g. 2.5 l = 2500 ml, so  $2500 - 1450 = 1050$  ml). Lesson 24 rewards correct perimeter (sum of sides) and area (base  $\times$  height or counting square units for composite shapes).

**Lesson 16, Q2** : 1 050 ml (or 1050 ml)

The question asks how much orange juice must be added to 1450 ml to make 2.5 litres. First convert 2.5 l to millilitres:  $2.5 \times 1000 = 2500$  ml. Then subtract:  $2500 - 1450 = 1050$  ml. A common error is writing 1.05 l (correct but wrong unit) or 1500 ml (misreading 1450 as 1000).

**Lesson 24, Q1a** : Perimeter = 44 cm, Area = 89 cm<sup>2</sup>

The composite L-shape can be split into two rectangles. Perimeter: add all outer edges —7 + 11 + (7 partly) + (11 partly) carefully accounting for the indentation; the total is 44 cm. Area: (11 × 7) + (small rectangle area) or count square units if gridded; the answer sheet gives 89 cm<sup>2</sup>, which fits an 11×7 large rectangle (77) plus a 4×3 small rectangle (12) = 89. Always check units: cm for perimeter, cm<sup>2</sup> for area.

**Lesson 25, Q1b** : reflex

A reflex angle measures more than 180° but less than 360°; the diagram shows an angle that sweeps the 'long way' around. Children often confuse reflex with obtuse (90°–180°). If the angle looks like a clockwise rotation of about 270°, it is reflex.

### Problem-solving and reasoning, Lessons 17, 20, 22, 27

These lessons test **application of knowledge rather than rote calculation**. Lesson 17 asks children to construct a number sentence that produces a given calculator answer—reverse engineering. Lesson 20 investigates triangular numbers; the answer is a generalisation in words. Lesson 22 and 27 are multi-step word problems requiring unit conversion or money arithmetic. Markers look for logical working and correct final answers; partial marks may apply if the method is sound but arithmetic slips occur.

**Lesson 17, Q1a** :  $85 \div 12 = 7.083333333$  (accept any two 2-digit numbers that divide to give 7.083333...)

The question specifies 'two 2-digit whole numbers and a ÷ sign'. Trial and improvement:  $85 \div 12 \approx 7.0833...$  matches. Other solutions exist (e.g.  $170 \div 24$ ), but  $85 \div 12$  is the simplest. Children sometimes write  $7.083333333 \div 1$ , which uses a decimal (not a whole number) and is therefore incorrect.

**Lesson 20, Q1** : The sum of two consecutive triangular numbers is always a square number.

Triangular numbers are 1, 3, 6, 10, 15, 21... Consecutive pairs:  $1+3=4$  ( $2^2$ ),  $3+6=9$  ( $3^2$ ),  $6+10=16$  ( $4^2$ ),  $10+15=25$  ( $5^2$ ). The pattern holds because the  $n$ th and  $(n+1)$ th triangular numbers sum to  $(n+1)^2$ . Children should test at least three pairs and state the conclusion in words.

### Lesson 27, Q1 : £27.25

Four buckets at 85p:  $4 \times 0.85 = \text{£}3.40$ . Two spades at  $\text{£}1.05$ :  $2 \times 1.05 = \text{£}2.10$ . One inflatable ring:  $\text{£}3.75$ . Four sunhats at  $\text{£}4.50$ :  $4 \times 4.50 = \text{£}18.00$ . Total:  $3.40 + 2.10 + 3.75 + 18.00 = \text{£}27.25$ . A common error is adding 4.50 once instead of four times (giving  $\text{£}9.25$  instead of  $\text{£}27.25$ ) or misreading 85p as  $\text{£}0.85$  but then adding 85 instead.

## Next steps

**After marking, sit with your child and review every mistake together**, not to scold but to diagnose. For each wrong answer, ask: 'Was this a silly slip (copied the wrong number, misread the question) or did you not know how to do it?' Silly slips need better exam discipline—reading questions twice, checking arithmetic—which improves with timed practice. Knowledge gaps need targeted revision: if Lesson 11 (decimals  $\times$  whole numbers) was wrong, revisit place value and do five similar problems; if Lesson 24 (area) was wrong, draw more composite shapes on squared paper and count squares before using formulas.

If your child scored above 90 per cent, **extend their learning** with harder Bond papers (11+ Standard or Multiple-Choice format) or past papers from GL Assessment or CEM. If they scored 70–90 per cent, consolidate weak topics using the 'No Nonsense' topic books for those areas, then re-attempt this test in a fortnight; improvement between attempts is more valuable than the first score. Below 70 per cent suggests this booklet is slightly too hard right now—drop back to the Bond 9–10 Years book, master that, then return. Remember, **11+ preparation is a marathon**, and every mistake corrected now is a mark saved in the real exam.

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