

## 11+ PRACTICE PACK

# Bond No-Nonsense Ages 5-6

## 11+ Maths Complete Practice Pack

### CONTENTS

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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

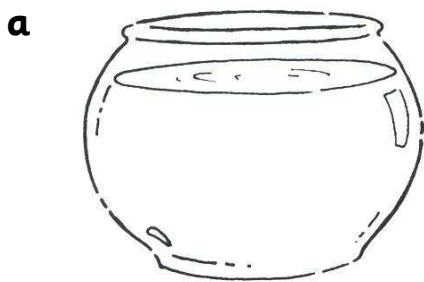
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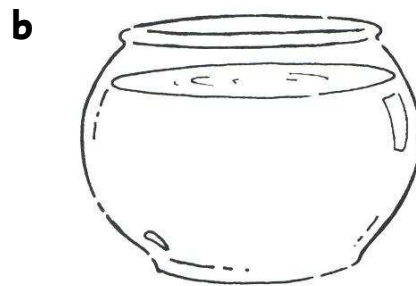
**1. Colour the fish.**



**2. Draw the fish.**

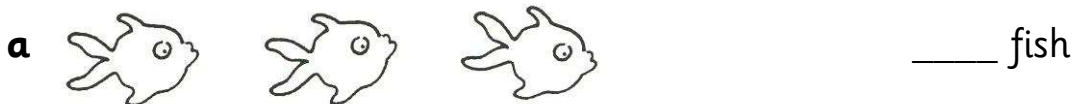


2 fish



5 fish

**3. How many fish?**



**4. Fill in the missing numbers.**

**a** 1 \_\_\_\_\_ 3 4 5

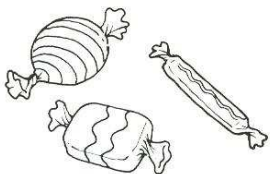
**b** \_\_\_\_\_ 2 \_\_\_\_\_ 4 5

How did I do?				Total

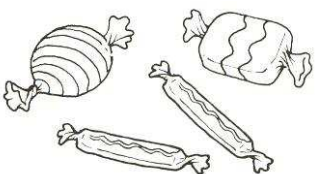

# Addition to 5

**5-6**  
years

## 1. Write the missing number in each gap.

**a**  and  makes \_\_\_\_.

**b**  and  makes \_\_\_\_.

**c**  and  makes \_\_\_\_.

## 2. Add the numbers.

**a**  $1 + 3 = \underline{\quad}$

**b**  $2 + 1 = \underline{\quad}$

**c**  $1 + 1 = \underline{\quad}$

**d**  $1 + 4 = \underline{\quad}$

**e**  $3 + 2 = \underline{\quad}$

**f**  $2 + 2 = \underline{\quad}$

## 3. Write the answer.

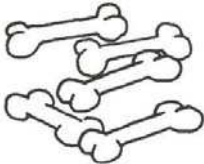
Jess has 3 sweets. Luke gives her 2 more.

How many sweets does Jess now have? \_\_\_\_

How did I do?				Total 
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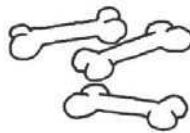
1. If you take away 3 bones from each pile, how many will there be left?

a



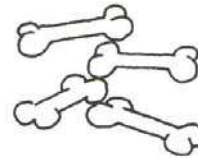
\_\_\_\_\_

b



\_\_\_\_\_

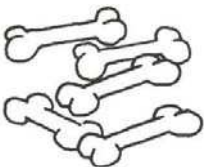
c



\_\_\_\_\_

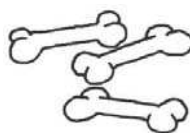
2. If you take away 1 bone from each pile, how many will there be left?

a



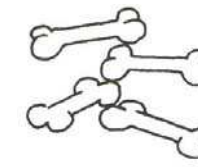
\_\_\_\_\_

b



\_\_\_\_\_

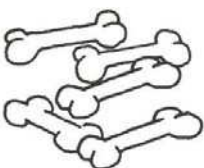
c



\_\_\_\_\_

3. If you take away 2 bones from each pile, how many will there be left?

a



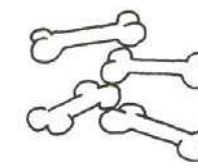
\_\_\_\_\_

b



\_\_\_\_\_

c



\_\_\_\_\_

4. Write the answers.

a  $5 - 2 =$  \_\_\_\_\_

b  $4 - 1 =$  \_\_\_\_\_

c  $1 - 1 =$  \_\_\_\_\_

d  $3 - 2 =$  \_\_\_\_\_

How did I do?



Total



## Addition facts to 5

1. In each box write number sentences that total the number.

**a**

$= 4$

**b**

$= 2$

**c**

$= 5$

**d**

$= 3$

2. Check the answers. ✓ = correct    ✗ = wrong

**a**  $1 + 3 = 4$

**b**  $3 + 2 = 3$

**c**  $2 + 2 = 4$

**d**  $0 + 4 = 3$

How did I do?



Total  
 8



### 1. Label each shape with a word from the box.

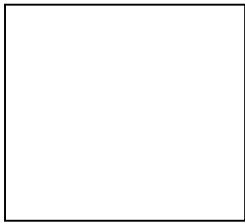
triangle

circle

square

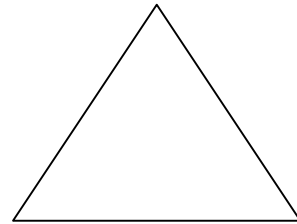
rectangle

**a**



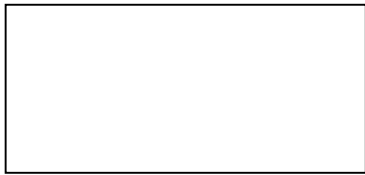
\_\_\_\_\_

**b**



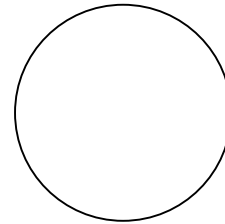
\_\_\_\_\_

**c**



\_\_\_\_\_

**d**



\_\_\_\_\_

### 2. Answer these questions.

**a** Which shape has a curved side? \_\_\_\_\_

**b** Which shape has 3 sides? \_\_\_\_\_

**c** Which shape has two long sides and two short sides? \_\_\_\_\_

How did I do?



Total  




1. Finish these patterns.

a

x	○	○	x						
---	---	---	---	--	--	--	--	--	--

b

1	1	2	2						
---	---	---	---	--	--	--	--	--	--

2. Fill in the gaps.

a

s	c		s	c		s		s	
---	---	--	---	---	--	---	--	---	--

b

B	B	A	A		B	A		B	
---	---	---	---	--	---	---	--	---	--

3. Finish these patterns.

a

2	4	4	6	2	4				
---	---	---	---	---	---	--	--	--	--

b

q	G	q	G	q					
---	---	---	---	---	--	--	--	--	--

How did I do?				Total	
				<table border="1"><tr><td>6</td></tr></table>	6
6					

# Comparing measures

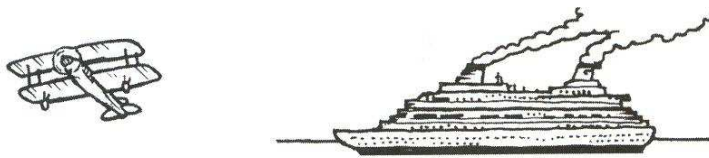
**5-6**  
years

**1. Colour in the longer object.**

**a**

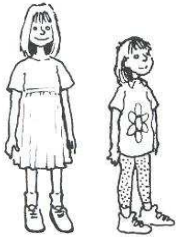


**b**

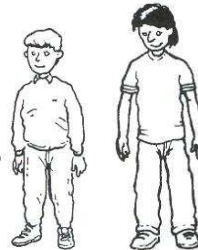


**2. Circle the taller child.**

**a**

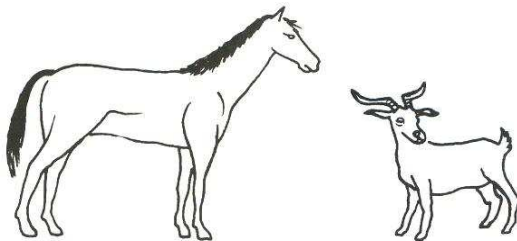


**b**

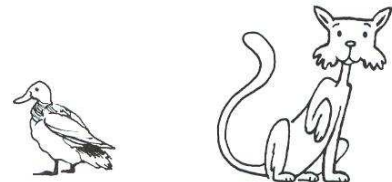




**3. Colour in the heavier animal.**

**a**



**b**



How did I do?     

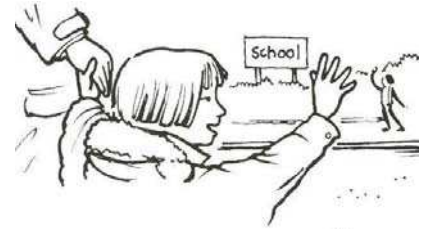
Total 

Time – days and seasons

**5-6**  
years

**1. Answer these questions.**

**a** Which days of the week do you go to school?



**I go to school.**

\_\_\_\_\_

\_\_\_\_\_

**b** Write three things you do before you go to school each day.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**c** In which month is your birthday? \_\_\_\_\_

**d** In which season is your birthday? \_\_\_\_\_



How did I do?



Total



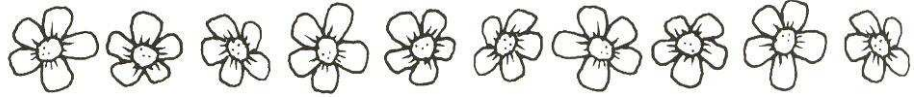


# Numbers to 10

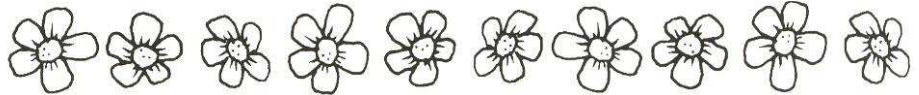
**5-6**  
years

## 1. Colour the flowers.

**a** Colour 7 flowers.

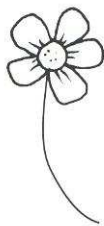


**b** Colour 5 flowers.



## 2. Draw the flowers.

**a**



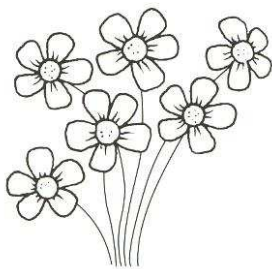
9 flowers

**b**

4 flowers

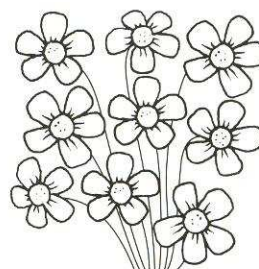
## 3. How many flowers?

**a**



\_\_\_\_\_ flowers

**b**

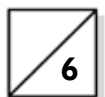


\_\_\_\_\_ flowers

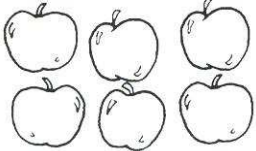
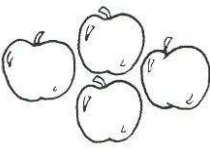
How did I do?

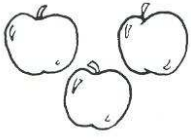
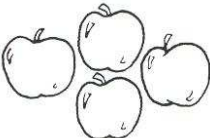


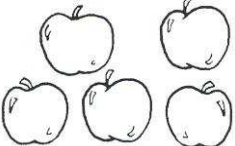
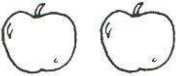
Total

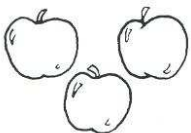
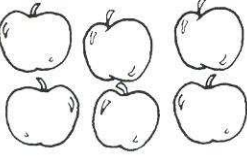


### 1. Write the missing numbers.

**a**  +  =     

**b**  +  =     

**c**  +  =     

**d**  +  =     

### 2. Add the numbers.

**a**  $1 + 5 = \underline{\quad}$

**b**  $2 + 3 = \underline{\quad}$

**c**  $9 + 1 = \underline{\quad}$

**d**  $4 + 4 = \underline{\quad}$

### 3. Write the answer.

Jack has 6 stickers. Isla gives him 3 more.  
How many stickers does Jack now have?     

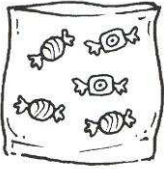
How did I do?                  

Total 

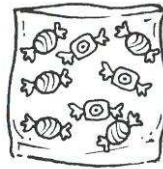
Subtraction to 10

**5-6**  
years

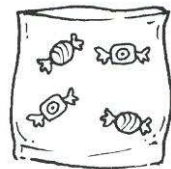
1. If you take away 4 sweets, how many will you have left?



a \_\_\_\_\_

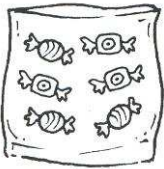


b \_\_\_\_\_

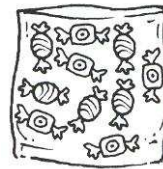


c \_\_\_\_\_

2. If you take away 6 sweets, how many will you have left?



a \_\_\_\_\_

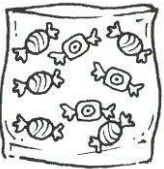


b \_\_\_\_\_

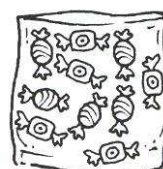


c \_\_\_\_\_

3. If you take away 7 sweets, how many will you have left?



a \_\_\_\_\_



b \_\_\_\_\_



c \_\_\_\_\_

4. Write the answers.

a  $7 - 2 = \underline{\quad}$

b  $10 - 5 = \underline{\quad}$

c  $9 - 7 = \underline{\quad}$

d  $8 - 3 = \underline{\quad}$

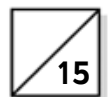
e  $6 - 4 = \underline{\quad}$

f  $10 - 7 = \underline{\quad}$

How did I do?



Total





## Knowing when to add or subtract to 10

### 1. Answer these.

a  $7 + 2 = \underline{\quad}$

b  $9 - 5 = \underline{\quad}$

c  $6 - 3 = \underline{\quad}$

d  $8 + 1 = \underline{\quad}$

e  $6 + 4 = \underline{\quad}$

f  $10 - 3 = \underline{\quad}$

### 2. Which sign, + or -? Fill in the gaps.

a  $7 \square 4 = 3$

b  $5 \square 4 = 9$

c  $2 \square 6 = 8$

d  $6 \square 1 = 7$

e  $8 \square 4 = 4$

f  $6 \square 2 = 4$

### 3. Which sign should you use, + or -?

a 6 take away 5 = 1

b 9 and 1 more = 10

$6 \square 5 = 1$

$9 \square 1 = 10$

c 10 add 0 = 10

d 3 and 6 more = 9

$10 \square 0 = 10$

$3 \square 6 = 9$

e 4 subtract 4 = 0

f 7 less 5 = 2

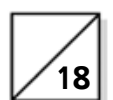
$4 \square 4 = 0$

$7 \square 5 = 2$

How did I do?



Total





## Addition facts to 10

**5-6**  
years

1. In each box write number sentences that total the number.

**a**

**7**

**b**

**5**

**c**

**10**

**d**

**6**

2. Check the answers. ✓ = correct    ✗ = wrong

**a**  $7 + 3 = 9$

**b**  $8 - 6 = 3$

**c**  $6 - 2 = 5$

**d**  $5 + 4 = 9$

How did I do?

Total  
  
**8**

## Doubles and halves

**1. What is...**

**a** Double 4? \_\_\_\_\_

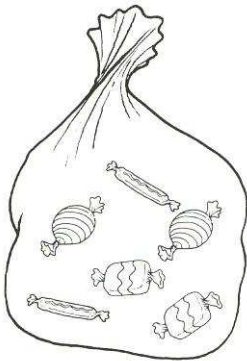
**b** 2 lots of 1? \_\_\_\_\_

**c** Double 3? \_\_\_\_\_

**d** 2 lots of 4? \_\_\_\_\_

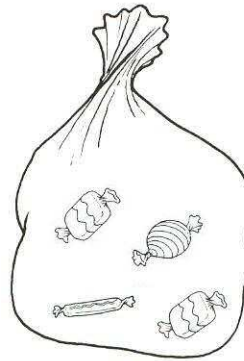
**2. Halve the sweets in each bag. How many are left?**

**a**



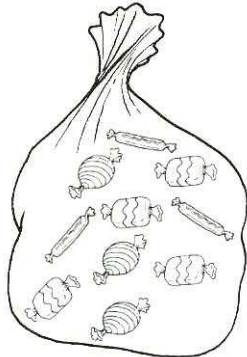
\_\_\_\_\_

**b**



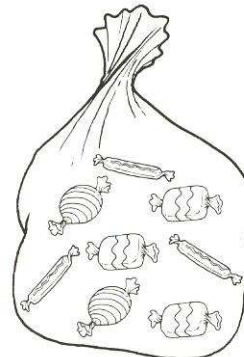
\_\_\_\_\_

**c**



\_\_\_\_\_

**d**



\_\_\_\_\_

**3. What is...**

**a** Half of 4? \_\_\_\_\_

**b** Half of 2? \_\_\_\_\_

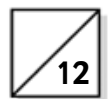
**c** Half of 8? \_\_\_\_\_

**d** Half of 6? \_\_\_\_\_

How did I do?



Total



First or last, more or less

**5-6**  
years

**1. Look at the pictures. Answer the questions.**



- a** What does Laurel do first in the day? \_\_\_\_\_
- b** What does Laurel do last in the day? \_\_\_\_\_
- c** What is the 2<sup>nd</sup> thing Laurel does in the day? \_\_\_\_\_

**2. Answer the questions.**

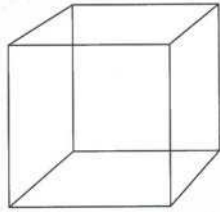
- a** Which is more... 7 or 6? \_\_\_\_\_
- b** Which is less... 5 or 8? \_\_\_\_\_
- c** Which is more... 2 or 1? \_\_\_\_\_
- d** Which is less... 10 or 6? \_\_\_\_\_
- e** Which is more... 9 or 7? \_\_\_\_\_
- f** Which is less... 6 or 3? \_\_\_\_\_

How did I do?				<b>Total</b> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> <span style="font-size: 24px; font-weight: bold;">9</span> </div>
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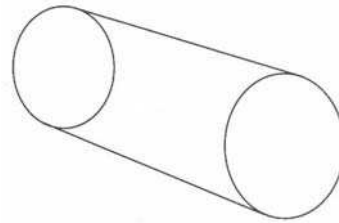
# 3D shapes

**5-6**  
years

**1. Look at these shapes. Fill the gaps.**



cube

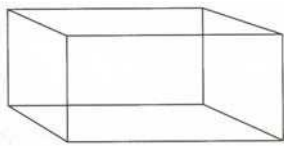


cylinder

- a** The cube has \_\_\_\_ corners.
- b** The \_\_\_\_\_ can roll.
- c** The cylinder has \_\_\_\_ flat faces.
- d** The cube has \_\_\_\_ flat faces.

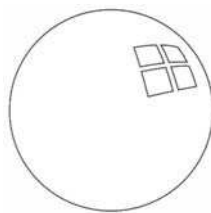
**2. Label each of these shapes.**

**a**



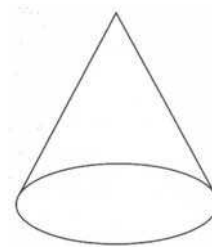
c \_\_\_\_\_

**b**



s \_\_\_\_\_

**c**



c \_\_\_\_\_

How did I do?



Total



Time – o'clock

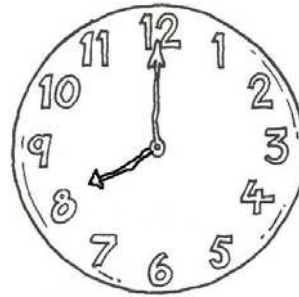
**5-6**  
years

**1. What is the time?**

**a** \_\_\_\_ o'clock



**b** \_\_\_\_ o'clock

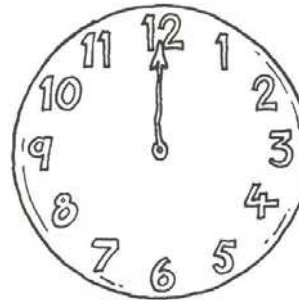


**2. Draw the small hand on these clocks.**

**a** 2 o'clock



**b** 6 o'clock



**c** 12 o'clock



**d** 4 o'clock



How did I do?



Total



## Solving Problems

**5-6**  
years

**1. Find the answer to this problem.**

**a** Monty the dog has 8 bones.

He buries 3 of them.

How many bones does Monty have left?

\_\_\_\_\_



**2. You are given the numbers 3 and 6 .**

**a** Which two numbers can you make putting the numbers next to each other?

\_\_\_\_\_

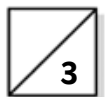
**Now you are also given the number 5 .**

**b** Write the two digit numbers you can make now using all the numbers.

How did I do?



Total



Reading and writing  
numbers to 20

**1. Colour**

**a** 7 beads



**b** 15 beads.



**c** 19 beads.



**2. How many beads are on each necklace?**

**a**



**b**

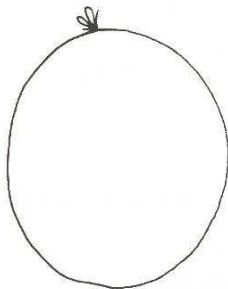


**c**

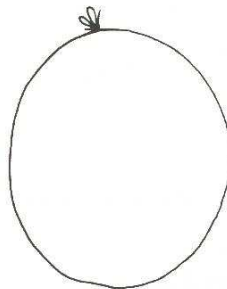


**3. Draw the beads on the necklaces.**

**a** 18 beads



**b** 13 beads



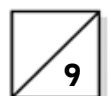
**c** 16 beads



How did I do?



Total





## Ordering numbers to 20

**1. Fill in the missing numbers.**

a	9	10		12	13		15		17
---	---	----	--	----	----	--	----	--	----

b	12		14	15	16			19	
---	----	--	----	----	----	--	--	----	--

c	3			6	7	8	9		
---	---	--	--	---	---	---	---	--	--

**2. Which number comes first when you count in order?**

a 15 or 17? \_\_\_\_\_

b 20 or 2? \_\_\_\_\_

c 12 or 16? \_\_\_\_\_

d 10 or 13? \_\_\_\_\_

e 5 or 8? \_\_\_\_\_

f 19 or 7? \_\_\_\_\_

**3. Which number is next?**

a 17 \_\_\_\_\_

b 11 \_\_\_\_\_

c 8 \_\_\_\_\_

d 15 \_\_\_\_\_

e 19 \_\_\_\_\_

f 2 \_\_\_\_\_

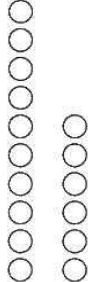
How did I do?				Total 
---------------	---	---	---	--

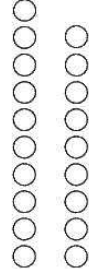


# Tens and units

**5-6**  
years

## 1. Fill in the gaps.

a  $16 =$    $=$  \_\_\_ ten \_\_\_ units

b  $19 =$    $=$  \_\_\_ ten \_\_\_ units

## 2. Draw the tens and units and fill in the gaps.

a  $10 =$ 

H	T

 $=$  \_\_\_ ten \_\_\_ units

b  $9 =$ 

H	T

 $=$  \_\_\_ tens \_\_\_ units

How did I do?



Total  

4
---

**Counting in steps of 1 and  
10****1. Write the next two numbers.****a** 1 2 3 4 5  **b** 10 9 8 7 6  **c** 11 12 13 14  **d** 17 16 15 14 13  **2. Answer the questions.**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

**a** If you count from 6 on to 15 how many numbers do you count? \_\_\_\_\_**b** If you count from 7 back to 2 how many numbers do you count? \_\_\_\_\_**c** If you count from 17 on to 20 how many numbers do you count? \_\_\_\_\_**d** If you count from 11 back to 19 how many numbers do you count? \_\_\_\_\_**3. Fill the gaps. Each number goes on or back 10 at a time.**

<b>a</b>	<b>30</b>	<b>40</b>	<b>50</b>		<b>70</b>			<b>100</b>
----------	-----------	-----------	-----------	--	-----------	--	--	------------

<b>b</b>	<b>90</b>		<b>70</b>		<b>50</b>		<b>30</b>	
----------	-----------	--	-----------	--	-----------	--	-----------	--

How did I do?				Total
				<input type="text"/>



# 1 or 10 more or less

**1. Answer these questions.**

**a** Which numbers are less than 4? \_\_\_\_\_

**b** Which numbers are more than 12 but less than 15? \_\_\_\_\_

**c** Which numbers are more than 9 but less than 14? \_\_\_\_\_

**2. Write the number.**

**a** 1 less than 16. \_\_\_\_\_

**b** 1 more than 1. \_\_\_\_\_

**c** 1 less than 11. \_\_\_\_\_

**d** 1 more than 19. \_\_\_\_\_

**e** 1 less than 17. \_\_\_\_\_

**f** 1 more than 5. \_\_\_\_\_

**3. Answer these questions.**

**a** What number is 10 less than 13? \_\_\_\_\_

**b** What number is 10 more than 7? \_\_\_\_\_

**c** What number is 10 less than 19? \_\_\_\_\_

**d** What number is 10 less than 10? \_\_\_\_\_

**e** What number is 10 more than 10? \_\_\_\_\_

How did I do?				Total 
---------------	---	---	---	--



## Counting in steps to 20

**1. Start at 0.****a** Draw the arrows to show a frog jumping 6 numbers at a time.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

The frog finishes on number \_\_\_\_\_.

**b** Draw the arrows to show a frog jumping 1 number at a time.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----


The frog finishes on number \_\_\_\_\_.

**c** Draw the arrows to show a frog jumping 4 numbers at a time.

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

The frog finishes on number \_\_\_\_\_.

**2. Which numbers come next?****a** 2 4 \_\_\_\_\_**b** 6 9 \_\_\_\_\_**c** 8 12 \_\_\_\_\_

How did I do?				Total
				



Odd and even numbers to  
20

1. Circle the odd numbers.

2                      3                      8  
5                      7                      6  
                    9                      1                      4

2. Circle the even numbers.

13                      17                      9                      11  
15                      6                      16  
19                      14                      8                      10  
18                      12                      20                      7

3. Fill in the missing numbers.

a 4 6  10 12  16   
b 5  9  13  17

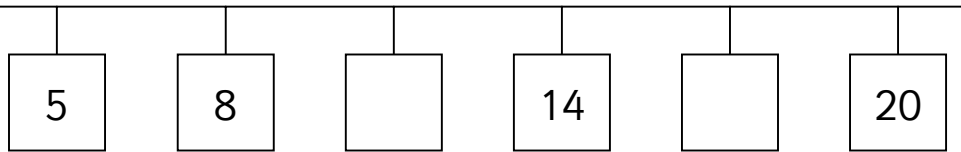
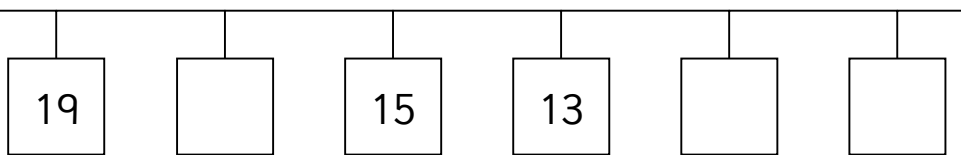
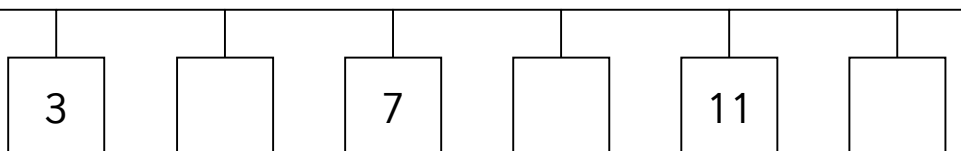
How did I do?      

Total

4
---



## Number sequences

**1. Fill in the missing numbers.****a****b****c****2. Which numbers have been swapped round?**

Put a circle around them.

0	1	2	3	4	5	6	7	9	8	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

**3. Put these numbers in order, the smallest first.****a** 1 4 14 7         **b** 11 20 3 6         **c** 5 0 17 2         

How did I do?

Total  

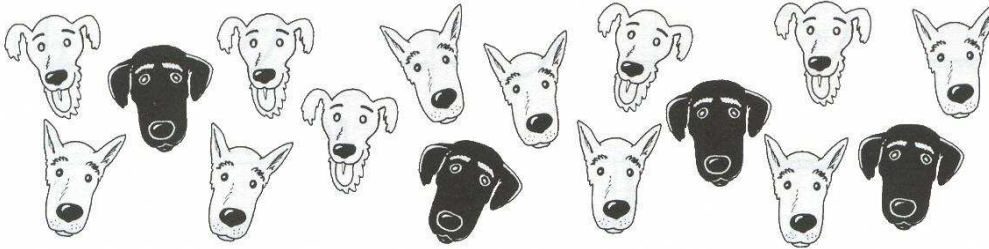
7
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# Estimating

**5-6**  
years

**1. Make your estimation and count only to check your answers.**

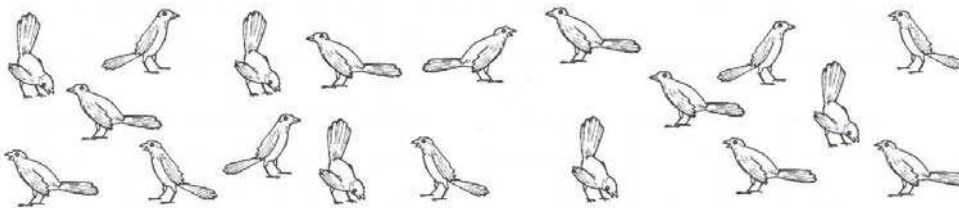
**a** Estimate how many dogs there are.



\_\_\_\_\_

Are you right?

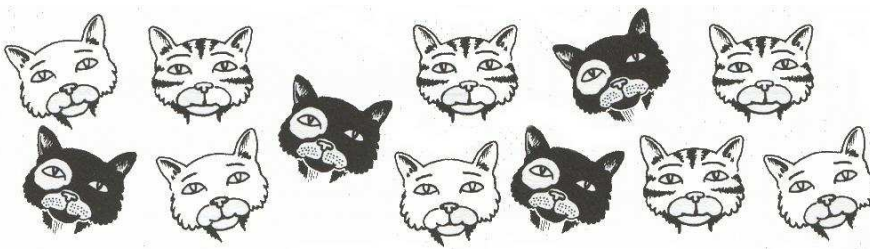
**b** Estimate how many birds there are.



\_\_\_\_\_

Are you right?

**c** Estimate how many cats there are.



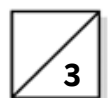
\_\_\_\_\_

Are you right?

How did I do?



Total

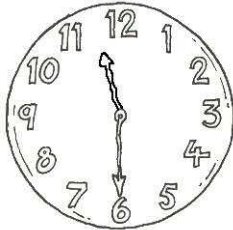


Time – half past

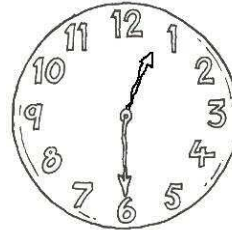
**5-6**  
years

**1. What is the time?**

**a** half past \_\_\_\_\_

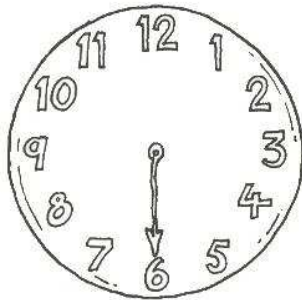


**b** half past \_\_\_\_\_

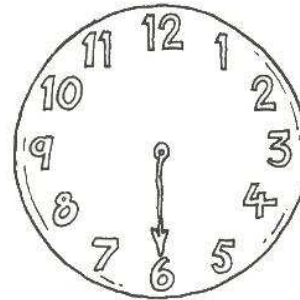


**2. Draw the small hand on these clocks.**

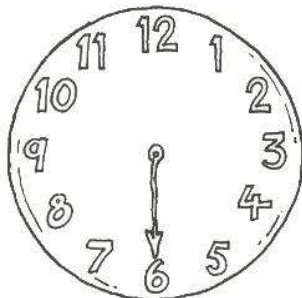
**a** half past 8



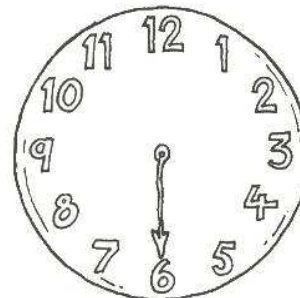
**b** half past 2



**c** half past 5



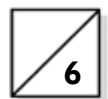
**d** half past 12



How did I do?



Total



# Paper Notes: 11+ Maths Question Booklet (No-Nonsense Ages 5-6)

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** for children aged **5-6 years**, designed as an early numeracy foundation resource for pupils preparing for eventual **11-Plus entrance exams** (typically sat at age 10-11 for secondary school entry). It is a **general practice paper** not tied to any particular school, and is published by **Bond Educational**, a well-established provider of 11+ preparation materials.

The booklet contains **28 lessons** covering fundamental mathematical skills. Topics range from **counting and recognising numbers to 20, basic addition and subtraction, 2D and 3D shape recognition, time-telling to the hour and half-hour**, and **simple patterns and sequences**. Questions are presented in a highly visual, child-friendly format with space for drawing, colouring, and writing short answers. The workbook encourages hands-on interaction rather than abstract symbol manipulation, making it ideal for young learners who are still developing fine motor skills and number confidence.

This booklet suits **Reception and Year 1 pupils** (ages 5-6) who need structured practice in early maths or older pupils who require consolidation of basic numeracy before tackling more advanced 11+ material. Each lesson typically allocates **4 to 15 marks**, with cumulative totals shown at the foot of each page. The varied question styles (colouring, drawing, filling gaps, circling) keep young learners engaged and build fluency in multiple representational modes.

## How this paper is organised

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The booklet comprises **28 individual lessons** spread across its pages, each focusing on a distinct numeracy skill or concept. Lessons vary in length from a single page to occasionally two pages, and each concludes with a **total score box** (e.g. "Total / 8", "Total / 10") indicating the maximum marks available. The cumulative question count across all lessons is **120 questions**.

Questions employ a variety of formats suited to early learners: **colouring exercises** ("Colour 5 fish"), **drawing tasks** ("Draw 9 flowers"), **fill-in-the-gap number sequences, circling correct answers**, and short written responses. Visual aids (pictures of fish, bones, sweets, animals, clocks) support every numerical concept, helping children to count, compare, and visualise abstract quantities. Some lessons

include **self-assessment prompts** ("How did I do?" with smiley-face options) to encourage reflection.

There is **no formal time limit** stated. The booklet is intended for ongoing home or classroom use rather than timed exam conditions. Parents and teachers can work through lessons sequentially or select individual topics for targeted practice. Each lesson builds incrementally on prior skills, but they can also function as standalone revision exercises.

## Topics covered

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- **Counting and recognising numbers to 5**, including colouring specified quantities and identifying how many objects are shown
- **Counting and recognising numbers to 10**, with exercises drawing and writing numerals, building fluency with two-digit recognition
- **Reading, writing, and ordering numbers to 20**, including filling missing numbers in sequences and placing numerals in ascending order
- **Basic addition to 5 and to 10**, using pictorial representations (e.g. shells, apples) and formal number sentences (e.g.  $1 + 3 = 4$ )
- **Basic subtraction to 5 and to 10**, visualised through taking away objects (bones, sweets) and writing the resulting answers
- **Identifying when to add or subtract**, including choosing the correct operation symbol (+, -) to complete a number sentence or word problem
- **Addition facts and number bonds** to 5 and to 10, requiring pupils to generate all pairs that sum to a target number (e.g. "Write number sentences that total 7")
- **Doubles and halves** within 10, exploring concepts such as "double 4" and "half of 8", often with visual bag-of-sweets models
- **2D shape recognition and properties** (circle, square, triangle, rectangle), identifying curved sides, counting edges, and matching shape names to diagrams
- **3D shape recognition** (cube, cylinder, sphere, cone), understanding flat faces, corners, and which shapes can roll
- **Patterns and sequences**, including repeating visual patterns (symbols, letters, numbers) and completing or filling gaps in sequences
- **Time-telling to the hour and half-hour** on analogue clocks, drawing clock hands and reading displayed times (e.g. "half past 8", "2 o'clock")
- **Days of the week and seasons**, linking daily routines to temporal order and identifying months and seasons of the year
- **Comparing measures** (longer/shorter, taller, heavier), making comparative judgements about everyday objects, vehicles, and animals
- **Tens and units place value** within 20, representing numbers pictorially (tens and ones columns) and writing how many tens and units comprise a given number
- **Counting in steps of 1, 2, and 10**, including forward and backward sequences and completing number-line jumping tasks (e.g. frog hopping 6 at a time)
- **Odd and even numbers to 20**, circling odd or even numerals and filling in missing terms in odd-only or even-only sequences
- **Estimating quantities** before counting, developing number sense by guessing how many dogs, birds, or cats appear in a picture

- **Solving simple word problems**, applying addition and subtraction to contexts (e.g. "Monty has 8 bones, buries 3; how many left?") and forming two-digit numbers from given digits
- **Understanding 'more' and 'less'**, comparing pairs of numbers (e.g. "Which is more, 7 or 6?") and finding one or ten more/less than a given number

## How to use this paper for revision

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- Use physical objects (beads, buttons, toy animals) to model each counting or calculation question before writing the answer, reinforcing the link between concrete manipulation and abstract numerals.
- Practise drawing clock faces on paper plates or card, moving hands to different hour and half-hour positions to build confidence in time-telling before attempting the worksheet questions.
- Encourage your child to **explain their reasoning aloud** ("I coloured 5 fish because there are five shapes") so they articulate the steps and self-check for errors.
- Work through **one lesson per sitting** rather than rushing multiple pages; short, focused practice sessions maintain engagement and prevent fatigue in young learners.
- Revisit any lesson that scores below full marks a few days later, mixing it with new material to consolidate understanding without making revision feel repetitive.
- Use the **self-assessment smiley faces** at the end of each lesson to build metacognition, asking your child how confident they felt and which questions were tricky.
- Create a simple reward chart for completed lessons (stickers, stars) to motivate consistent practice and celebrate incremental progress through the booklet.

## Common mistakes to avoid

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- Miscounting objects in busy pictures (e.g. overlapping fish, scattered sweets) by missing one or double-counting; encourage systematic left-to-right or top-to-bottom tallying.
- Confusing the **hour hand and minute hand** on clock faces, placing the long hand on the hour numeral instead of pointing to 12 for o'clock times.
- Writing **reversed or mirrored digits** (e.g. writing 3 backwards, 5 flipped), a common fine-motor difficulty at this age; model correct letter-formation repeatedly and gently correct in the moment.
- Mixing up the **+** and **- symbols** when deciding which operation to use, especially in word problems phrased as "take away" or "gives him more"; highlight key words ("take away" = subtract, "gives" = add).
- Forgetting to **fill every gap in a sequence**, skipping over a box because it is not explicitly prompted; remind children to check that every blank has been completed before moving on.
- Estimating wildly rather than making a reasonable guess (e.g. guessing 100 dogs when there are clearly fewer than 20); teach "sensible guessing" by comparing the group size to familiar benchmarks ("about ten", "more than five").

## Exam technique

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Because this is a **practice workbook** rather than a timed exam paper, the focus is on building **accuracy and understanding** rather than speed. Work through each lesson at a pace that allows your child to think, draw, and check their work without rushing. If a question seems unclear, read the instruction aloud together and point to the example or picture provided.

Encourage your child to **use the self-assessment prompts** (the smiley-face "How did I do?" boxes) to reflect on their performance. If they circle the sad face, revisit that lesson a few days later to reinforce the concept. Parents should mark each lesson promptly using an **answer key or worked solutions** (typically provided separately or at the back of the booklet) so that mistakes are corrected while the material is fresh. Discuss any errors gently, asking "What do you think went wrong here?" rather than simply correcting the answer.

For lessons involving **drawing or colouring**, check that the correct number of objects has been completed (e.g. exactly 7 flowers coloured, not 6 or 8). For **number sequences and patterns**, verify that all gaps are filled and the pattern rule is consistent throughout. This booklet lays the foundation for later 11+ work, so prioritise **conceptual**

**understanding over rote completion;** a child who truly grasps number bonds to 10 will find bond-to-20 and beyond far easier when the time comes.

## What to revise alongside this paper

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Once a child has mastered the content of this booklet, the natural next step is to explore **Bond 11+ Maths for ages 6-7** or similar resources that extend number work to 100, introduce column addition and subtraction, and cover multiplication and division facts. Children should also practise **mental maths strategies** (number lines, partitioning, bridging through 10) to build fluency beyond pencil-and-paper methods.

Alongside numeracy, develop **problem-solving skills** through puzzles, logic games, and real-world contexts (shopping, measuring ingredients, telling the time throughout the day). These activities strengthen mathematical reasoning and prepare pupils for the multi-step word problems commonly found in 11+ papers. Reading comprehension of **mathematical language** ("altogether", "difference", "each", "left") is also crucial; encourage children to underline key words in questions and explain what the question is asking before attempting an answer.

For shape and measure work, hands-on activities are invaluable: build 3D models from nets, hunt for 2D shapes around the house, and use analogue clocks to track daily routines. These experiences embed geometric and measurement concepts far more effectively than worksheets alone and build the spatial reasoning tested in later 11+ non-verbal reasoning and maths papers.

## Key terms

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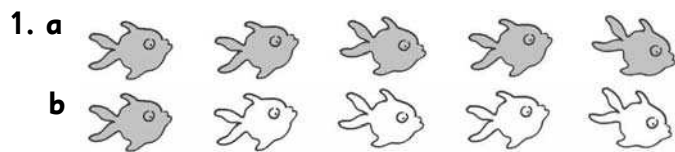
**Number bond, Addition, Subtraction, Double, Halve, Sequence, Pattern, Odd number, Even number, Tens and units (place value), 2D shape (circle, square, triangle, rectangle), 3D shape (cube, cylinder, sphere, cone), O'clock, Half past, Estimate, More / less, Counting on, Counting back, Analogue clock**

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For more free 11+ practice papers, past papers and online practice tests, visit [SATs-Papers.co.uk](https://www.SATs-Papers.co.uk).

# Bond No Nonsense Maths 5-6 Years Answers

## Lesson 1



3. **a** 3 fish    **b** 4 fish  
4. **a** 2    **b** 1, 3

## Lesson 2

1. **a** 4    **b** 4    **c** 5  
2. **a** 4    **b** 3    **c** 2    **d** 5  
   **e** 5    **f** 4  
3. 5

## Lesson 3

1. **a** 2    **b** 0    **c** 1  
2. **a** 4    **b** 2    **c** 3  
3. **a** 3    **b** 1    **c** 2  
4. **a** 3    **b** 3    **c** 0    **d** 1

## Lesson 4

1. **a** 0 + 4, 1 + 3, 2 + 2, 3 + 1, 4 + 0  
   **b** 0 + 2, 1 + 1, 2 + 0  
   **c** 0 + 5, 1 + 4, 2 + 3, 3 + 2, 4 + 1, 5 + 0  
   **d** 0 + 3, 1 + 2, 2 + 1, 3 + 0  
2. **a** ✓    **b** ✗    **c** ✓    **d** ✗

## Lesson 5

1. **a** square    **b** triangle    **c** rectangle    **d** square  
2. **a** circle    **b** triangle    **c** rectangle

## Lesson 6

1. **a**

x	o	o	x	o	o	x	o	o	x
---	---	---	---	---	---	---	---	---	---

**b**

1	1	2	2	1	1	2	2	1	1
---	---	---	---	---	---	---	---	---	---

2. **a**

s	c	s	s	c	s	s	c	s	s
---	---	---	---	---	---	---	---	---	---

**b**

B	B	A	A	B	B	A	A	B	B
---	---	---	---	---	---	---	---	---	---

3. **a**

2	4	4	6	2	4	4	6	2	4
---	---	---	---	---	---	---	---	---	---

**b**

q	G	q	G	q	G	q	G	q	G
---	---	---	---	---	---	---	---	---	---

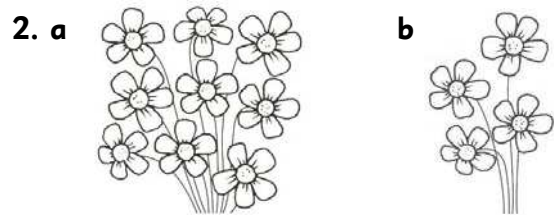
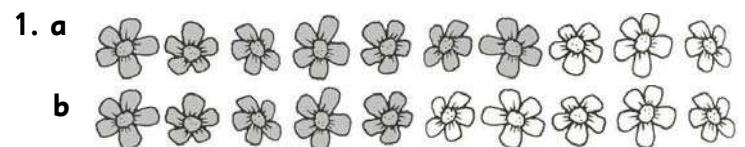
## Lesson 7

1. **a** train    **b** boat  
2. **a** child on the left    **b** child on the right  
3. **a** horse    **b** cat

## Lesson 8

1. **a** Monday, Tuesday, Wednesday, Thursday, Friday  
   **b** Answers will vary    **c** Answers will vary  
   **d** Answers will vary

## Lesson 9



3. **a** 6 flowers    **b** 9 flowers

## Lesson 10

1. **a** 10    **b** 7    **c** 7    **d** 9  
2. **a** 6    **b** 5    **c** 10    **d** 8  
3. 9

## Lesson 11

1. **a** 1    **b** 4    **c** 0  
2. **a** 0    **b** 3    **c** 1  
3. **a** 1    **b** 2    **c** 0  
4. **a** 5    **b** 5    **c** 2    **d** 5  
   **e** 2    **f** 3

## Lesson 12

1. **a** 9    **b** 4    **c** 3    **d** 9  
   **e** 10    **f** 7  
2. **a** -    **b** +    **c** +    **d** +  
   **e** -    **f** -

3. a -            b +            c +            d +  
 e -            f -

**Lesson 13**

1. a  $0 + 7, 1 + 6, 2 + 5, 3 + 4, 4 + 3, 5 + 2, 6 + 1, 7 + 0$   
 b  $0 + 5, 1 + 4, 2 + 3, 3 + 2, 4 + 1, 5 + 0$   
 c  $0 + 10, 1 + 9, 2 + 8, 3 + 7, 4 + 6, 5 + 5, 6 + 4, 7 + 3, 8 + 2, 9 + 1, 10 + 0$   
 d  $0 + 6, 1 + 5, 2 + 4, 3 + 3, 4 + 2, 5 + 1, 6 + 0$
2. a ×            b ×            c ×            d ✓

**Lesson 14**

1. a 8            b 2            c 6            d 8  
 2. a 3            b 2            c 5            d 4  
 3. a 2            b 1            c 4            d 3





**Lesson 15**

1. a get up      b go to bed    c get dressed  
 2. a 7            b 5            c 2            d 6  
 e 9            f 3

**Lesson 16**

1. a 8            b cylinder    c 2            d 6  
 2. a cuboid      b sphere      c cone




**Lesson 17**

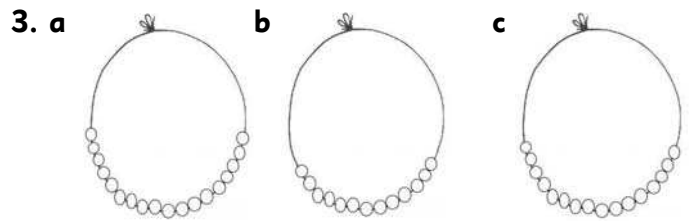
1. a 10 o'clock            b 8 o'clock
2. a       b 
- c       d 

**Lesson 18**

1. a 5  
 2. a 36, 63    b 36, 63, 35, 65, 53, 56

**Lesson 19**


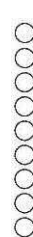
1. a       b       c 
2. a 12            b 10            c 18



**Lesson 20**

1. a 11, 14, 16            b 13, 17, 18, 20  
 c 4, 5, 10, 11
2. a 15            b 2            c 12            d 10  
 e 5            f 7
3. a 18            b 12            c 9            d 16  
 e 20            f 3

**Lesson 21**

1. a 1 ten 6 units            b 1 ten 9 units
2. a       b 

**Lesson 22**

1. a 6, 7            b 5, 4            c 15, 16            d 12, 11  
 2. a 9            b 5            c 3            d 8  
 3. a 60, 80, 90            b 80, 60, 40, 20

**Lesson 23**

1. a 3, 2, 1            b 13, 14            c 10, 11, 12, 13  
 2. a 15            b 2            c 10            d 20  
 e 16            f 6  
 3. a 3            b 17            c 9            d 0  
 e 20

**Lesson 24**

1. a 18            b 20            c 20  
 2. a 6, 8            b 12, 15            c 16, 20

**Lesson 25**

1. 1, 3, 5, 7, 9  
 2. 6, 8, 10, 12, 14, 16, 18, 20  
 3. a 8, 14, 18            b 7, 11, 15, 19

**Lesson 26**

1. a 11, 17            b 17, 11, 9            c 5, 9, 13  
 2. 8, 9  
 3. a 1, 4, 7, 14            b 3, 6, 11, 20  
 c 0, 2, 5, 17

## Lesson 27

1. **a** Answers will vary. There are 16 dogs.  
**b** Answers will vary. There are 19 birds.  
**c** Answers will vary. There are 12 cats.

## Lesson 28

1. **a** half past 11

**b** half past 12

2. **a**



**b**



**c**



**d**



# Answer-Key Notes: 11+ Maths Answers (No-Nonsense Ages 5-6)

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 the correct answers for all 28 lessons. Because these are short, focused exercises for young learners, most answers are single numbers, letters, or words. When marking your child's work, award a point for each correct answer and note which **types of question** cause hesitation or errors. A string of mistakes in subtraction (Lessons 3, 11) signals a different need from errors in shape-naming (Lessons 5, 16).

Careless slips (writing 6 instead of 9, misreading a clock hand) look different from genuine gaps. If your child corrects an answer immediately when you point to the question again, it was probably a slip. If they remain unsure, they need more practice with that concept.

The worked examples below explain the reasoning behind selected answers. Use them when your child asks 'Why is it that?' or when you want to model how to think through a question type before trying similar problems.

## Score interpretation

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Each lesson contains between 3 and 15 individual answer points. A child working at age-appropriate level will score 70–80 % or higher on most lessons, with occasional dips on new or harder topics (doubles and halves in Lesson 14, or time in Lessons 17 and 28, for example).

Scores below 60 % in early lessons (1–4, covering numbers to 5 and simple addition) suggest your child needs more hands-on counting with objects before moving forward. Scores above 90 % across the board mean the material is well within reach; consider the next age band or topic-specific extension work.

Because the booklet is cumulative, watch for a pattern: if scores drop steadily after Lesson 9 (the shift from 0–5 to 0–10), your child may need a slower pace or additional practice at each stage. If scores stay high until Lesson 20 (ordering to 20, tens and units) and then fall, the jump to two-digit thinking is the likely challenge. Use that insight to target revision rather than repeating everything.

## Worked examples

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### Addition to 5 and 10 (Lessons 2, 4, 10, 13)

Markers reward knowing addition facts quickly and writing the correct total. Children lose marks by miscounting or forgetting that addition can be done in any order ( $2 + 3$  is the same as  $3 + 2$ ). Lesson 4 and Lesson 13 ask for **all the pairs that make a target number**; a complete list earns full marks, so missing even one pair (for example, forgetting  $0 + 4$  when making 4) costs a point.

#### Lesson 2, Q1a : 4

The picture shows three items in the first group and one item in the second group. Adding 3 and 1 gives 4. Young children often miscount by skipping an object or counting one twice; encourage them to touch or point to each item once.

#### Lesson 4, Q1a (making 4) : $0 + 4, 1 + 3, 2 + 2, 3 + 1, 4 + 0$

Every pair of whole numbers that totals 4 must be listed. Starting at  $0 + 4$  and working up to  $4 + 0$  ensures nothing is missed. Children sometimes forget the 'zero' pairs ( $0 + 4$  and  $4 + 0$ ) because they seem trivial, but they are mathematically valid and the question asks for all pairs.

#### Lesson 10, Q1a : 10

The diagram shows six apples in one group and four in another.  $6 + 4 = 10$ . This is a key number bond to memorise. If your child counts on fingers from 6 ('seven, eight, nine, ten'), that is fine now, but fluency with pairs that make 10 will speed up all future arithmetic.

### Subtraction to 5 and 10 (Lessons 3, 11)

Markers award a point for the correct number remaining after taking away. Mistakes happen when children miscount the starting amount or the amount removed. **Crossing out or covering** the objects being subtracted helps avoid confusion. Lesson 11 uses pictures of sweets in bags; children must recognise how many are shown, then work out what is left.

#### Lesson 3, Q1a (take away 3 bones) : 2

The pile contains five bones. Removing three leaves two. If your child says 'three', they have probably given the number taken away rather than the number left. Rephrase the question: 'How many are still in the pile?'

### Lesson 11, Q2b (take away 6 sweets) : 3

The bag shows nine sweets. Taking away six leaves three. Children sometimes subtract the wrong way round ( $6 - 9$ ) and become confused. Encourage them to start with the bigger number (the bag total) and count backwards or cross out six sweets to see what remains.

### Knowing when to add or subtract (Lesson 12)

This lesson tests whether children recognise the **operation needed** from the words or symbols given. Marks are lost when a child adds instead of subtracts (or vice versa) because they did not read carefully. Question 3 uses phrases like 'take away', 'and ... more', 'subtract' and 'less', so children must translate everyday language into + or -.

### Lesson 12, Q2a ( $7 - 4 = 3$ ) : -

To get from 7 to 3 you must subtract 4. If you added 4 to 7 you would get 11, which does not match the given answer. Encourage your child to ask, 'Does the answer get bigger or smaller?' Bigger means add; smaller means subtract.

### Lesson 12, Q3d (3 and 6 more = 9) : +

The phrase 'and ... more' signals addition.  $3 + 6 = 9$ . If your child wrote -, they may have been distracted by seeing the word 'more' near the number 6. Remind them that 'more' in this context means 'extra', which always means add.

### 2D and 3D shapes (Lessons 5, 16)

Markers expect the correct shape name (square, circle, triangle, rectangle, cube, cylinder, sphere, cone, cuboid) spelled reasonably clearly. Marks are lost when children confuse square with rectangle, or cube with cuboid. Lesson 16 also asks **how many faces or corners** a shape has; counting errors or guessing loses the point.

### Lesson 5, Q2c (shape with two long sides and two short sides) : rectangle

A rectangle has four straight sides and four right angles, with opposite sides equal. Two sides are longer than the other two. A square also has four right angles but all four sides are the same length, so it does not fit the description.

### Lesson 16, Q1a (cube has \_\_ corners) : 8

A cube has eight vertices (corners). If your child answers 6 or 12, they may be counting faces (6) or edges (12) instead. Let them handle a dice or building block and count the corners by touching each one.

### Ordering, sequences and place value (Lessons 20, 21, 22, 23, 26)

These lessons introduce tens and units, counting in steps, and comparing numbers to 20. Markers look for correct missing numbers in sequences and correct answers to 'one more', 'one less', 'ten more', 'ten less'. Children lose marks by confusing the **direction of counting** (forwards or backwards) or by misunderstanding place value (writing 19 as '1 ten 9 units' is correct; '10 tens 9 units' is not).

### Lesson 21, Q1a (16 = \_\_ ten \_\_ units) : 1 ten 6 units

The number 16 is made of one group of ten and six extra ones. The '1' in 16 represents one ten; the '6' represents six units. This is the foundation of place value. If your child writes '16 tens', they have misread the question.

### Lesson 23, Q3a (10 less than 13) : 3

Subtracting ten from thirteen leaves three. Children sometimes subtract one instead, giving twelve. Remind them that 'ten less' means take away a whole ten, not just one. Using a number line or ten-frame can make this clearer.

### Lesson 26, Q2 (numbers swapped: 8 and 9) : 8, 9

The sequence 0 1 2 3 4 5 6 7 9 8 10 ... shows 8 and 9 in the wrong order. All other numbers run in sequence. If your child struggles, suggest reading aloud from zero: when the sequence sounds wrong, those are the swapped numbers.

### Time (Lessons 8, 17, 28)

Markers reward correct times written as 'o'clock' or 'half past' and correctly drawn clock hands. Lesson 8 is more open (days of the week, seasons, daily routines), and answers will vary; marks are awarded for sensible, relevant responses. **Half past** means the long hand points to 6 and the short hand is halfway between two numbers. Mixing up the hands is the most common error.

### Lesson 17, Q1a : 10 o'clock

The short (hour) hand points to 10 and the long (minute) hand points to 12. When the minute hand is at 12, the time is exactly 'something o'clock'. If your child reads a different number, check they are looking at the short hand for the hour.

### Lesson 28, Q1a : half past 11

The long hand points to 6 (meaning 30 minutes past the hour) and the short hand is halfway between 11 and 12. That makes the time half past eleven. If your child writes 'half past 6', they have read the minute hand as the hour; remind them the short hand tells the hour.

## Next steps

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After marking, sit with your child and **revisit any lesson where they scored below 60 %**. Do not re-do the same questions immediately; instead, use objects (counters, toys, coins) to model the concept afresh, then try parallel practice from another source. If several lessons on the same topic (for example, all the addition lessons) show low scores, that topic needs concentrated work before moving on.

If your child scored well throughout (80 % or higher on almost every lesson), celebrate their understanding and consider the next booklet in the series or topic-specific challenge questions (word problems, missing-number puzzles). Regular short practice (ten minutes daily) builds fluency better than occasional long sessions. Keep the atmosphere encouraging: mistakes are information, not failure, and every error corrected is progress made.

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