

## 11+ PRACTICE PACK

# Bond No-Nonsense Ages 6-7

## 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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# Read and write numbers to 100

## 1. Colour in the correct number of tens and units.

**a** 56

**b** 91

## 2. How many? Write the number.

**a**

= 3 tens 7 units = \_\_\_\_\_

**b**

= 8 tens 5 units = \_\_\_\_\_

**3. a** 31 = \_\_\_\_\_ tens \_\_\_\_\_ units

**b** 59 = \_\_\_\_\_ tens \_\_\_\_\_ units

**c** 94 = \_\_\_\_\_ tens \_\_\_\_\_ units

**d** 66 = \_\_\_\_\_ tens \_\_\_\_\_ units

How did I do?

Total

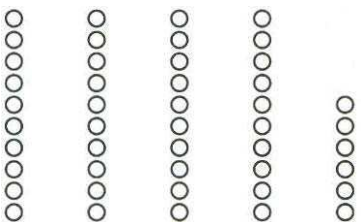
**Order and count numbers to  
100****1. Fill in the missing numbers.****a** 71 70 \_\_\_\_\_ 68 67 66**b** 34 \_\_\_\_\_ 36 37 \_\_\_\_\_ 39**c** 99 98 \_\_\_\_\_ 96 95 \_\_\_\_\_**d** 22 \_\_\_\_\_ 24 25 26 \_\_\_\_\_**e** \_\_\_\_\_ 56 \_\_\_\_\_ 58 \_\_\_\_\_ 60**2. Which number is smaller?****a** 23 or 35? \_\_\_\_\_**b** 61 or 88? \_\_\_\_\_**c** 87 or 78? \_\_\_\_\_**d** 11 or 20? \_\_\_\_\_**e** 36 or 54? \_\_\_\_\_**f** 78 or 41? \_\_\_\_\_**3. Which number is bigger?****a** 43 or 31? \_\_\_\_\_**b** 91 or 99? \_\_\_\_\_**c** 21 or 12? \_\_\_\_\_**d** 53 or 35? \_\_\_\_\_**e** 89 or 87? \_\_\_\_\_**f** 58 or 62? \_\_\_\_\_

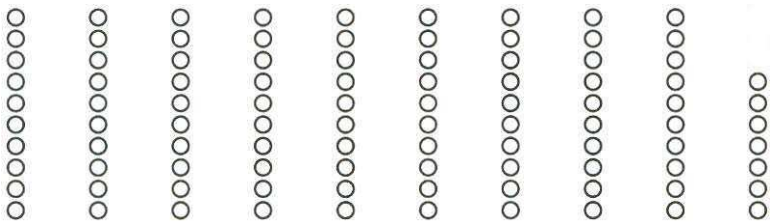
How did I do?				Total 
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# Tens and units

## 1. How many? Write the number.

**a** 46 =  = \_\_\_\_ tens \_\_\_\_ units

**b** 97 =  = \_\_\_\_ tens \_\_\_\_ units

## 2. How many tens and units?

**a** 44 = \_\_\_\_ tens \_\_\_\_ units

**b** 18 = \_\_\_\_ tens \_\_\_\_ units

**c** 79 = \_\_\_\_ tens \_\_\_\_ units

**d** 62 = \_\_\_\_ tens \_\_\_\_ units





## 3. Join with a line the number in figures with the number in words.

31                      three tens and eight units

64                      four tens and five units

45                      six tens and four units

38                      three tens and one unit

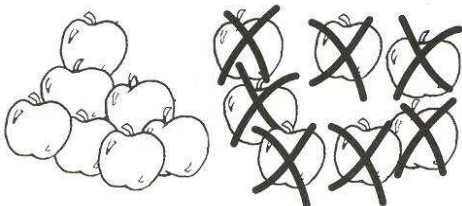
How did I do?				Total
				

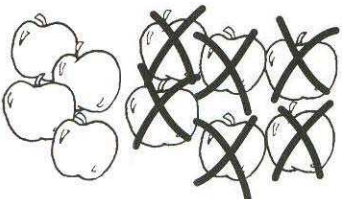


Subtraction 1

**6-7**  
years

1. Use the apples to write a number sentence.

a  \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

b  \_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

2. Now try these.

a  $20 - 6 =$  \_\_\_\_\_

b  $15 - 9 =$  \_\_\_\_\_

c  $16 - 8 =$  \_\_\_\_\_

d  $19 - 5 =$  \_\_\_\_\_

3. Find the answers.

a Take 17 from 20. \_\_\_\_\_

b How many less is 6 than 13? \_\_\_\_\_

c How many must I take from 17 to leave 15? \_\_\_\_\_

d Take 9 from 27. \_\_\_\_\_

e How many must I take from 30 to leave 11? \_\_\_\_\_

How did I do?				Total
				

**Add and subtract 9****1. Answer these number sentences.**

**a**  $12 + 9 = \underline{\quad}$

**b**  $61 + 9 = \underline{\quad}$

**c**  $31 + 9 = \underline{\quad}$

**d**  $54 + 9 = \underline{\quad}$

**e**  $67 + 9 = \underline{\quad}$

**f**  $44 + 9 = \underline{\quad}$

**g**  $38 + 9 = \underline{\quad}$

**2. Find the answers.**

**a**  $18 - 9 = \underline{\quad}$

**b**  $53 - 9 = \underline{\quad}$

**c**  $72 - 9 = \underline{\quad}$

**d**  $69 - 9 = \underline{\quad}$

**e**  $27 - 9 = \underline{\quad}$

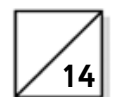
**f**  $36 - 9 = \underline{\quad}$

**g**  $80 - 9 = \underline{\quad}$

How did I do?



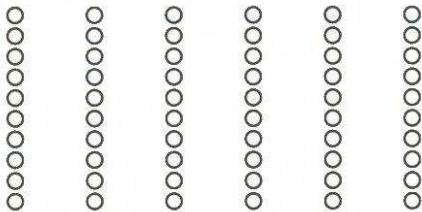
Total






# 10 times table

## 1. Write the answer.

a  $6 \times 10 =$    $=$  \_\_\_\_\_

b  $2 \times 10 =$    $=$  \_\_\_\_\_

## 2. Fill in the gaps.

a  $5 \times 10 =$

b  $4 \times 10 =$

c   $\times 10 = 100$

d  $6 \times$    $= 60$

e  $9 \times 10 =$

f   $\times 10 = 70$

## 3. Finish these 10 times table number sequences.

a

10		30		50		70		90	
----	--	----	--	----	--	----	--	----	--

b

	20			50			80		
--	----	--	--	----	--	--	----	--	--

How did I do?  \_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_

Total 

10
----



# Measuring in centimetres and metres

## 1. Measure these lines using a ruler.

**a** \_\_\_\_\_ = \_\_\_\_\_ cm

**b** \_\_\_\_\_ = \_\_\_\_\_ cm

**c** \_\_\_\_\_ = \_\_\_\_\_ cm

**d** \_\_\_\_\_ = \_\_\_\_\_ cm

**e** \_\_\_\_\_ = \_\_\_\_\_ cm

## 2. Answer these questions.

**a** Would we use m or cm to measure a computer screen? \_\_\_\_\_

**b** Would we use m or cm to measure a car? \_\_\_\_\_

**c** Would we use m or cm to measure a cereal packet? \_\_\_\_\_

**d** Would we use m or cm to measure a field? \_\_\_\_\_

**e** Would we use m or cm to measure an aeroplane? \_\_\_\_\_

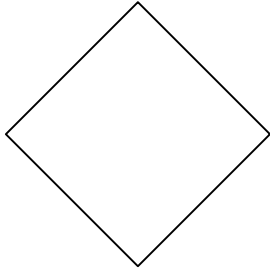
How did I do?				Total 
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# Fractions – a half

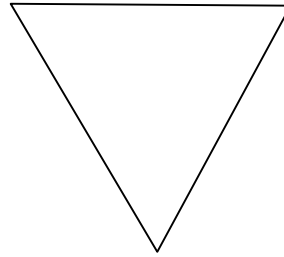
**6-7**  
years

1. Cut these shapes in half. Colour  $\frac{1}{2}$  of each shape.

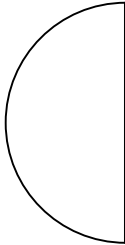
a



b



c

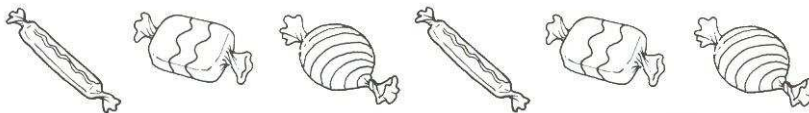


d



2. Split these groups of sweets in half with a line.

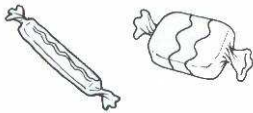
a



b



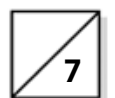
c



How did I do?



Total



**More than, less than****1. Answer these questions.**

- a** What is 1 less than 25? \_\_\_\_\_
- b** What is 1 more than 56? \_\_\_\_\_
- c** What is 1 less than 87? \_\_\_\_\_
- d** What is 1 less than 30? \_\_\_\_\_
- e** What is 1 more than 66? \_\_\_\_\_
- f** What is 10 more than 25? \_\_\_\_\_
- g** What is 10 less than 56? \_\_\_\_\_
- h** What is 10 more than 87? \_\_\_\_\_
- i** What is 10 less than 30? \_\_\_\_\_
- j** What is 10 less than 66? \_\_\_\_\_

**2. Finish these number patterns.****a**

<b>26</b>	<b>36</b>			<b>66</b>			<b>96</b>	<b>106</b>
-----------	-----------	--	--	-----------	--	--	-----------	------------

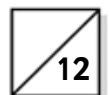
**b**

<b>99</b>	<b>89</b>	<b>79</b>					<b>29</b>	<b>19</b>
-----------	-----------	-----------	--	--	--	--	-----------	-----------

How did I do?



Total





## Number sentences using 20

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

**a**  $20 - \underline{\quad} = 13$

**b**  $20 - 15 = \underline{\quad}$

**c**  $12 + \underline{\quad} = 20$

**d**  $2 + 18 = \underline{\quad}$

**e**  $\underline{\quad} - 17 = 3$

**f**  $20 - \underline{\quad} = 9$

**g**  $20 - \underline{\quad} = 10$

**h**  $20 - 12 = \underline{\quad}$

**i**  $\underline{\quad} - 16 = 4$

**j**  $20 - \underline{\quad} = 0$

**k**  $9 + \underline{\quad} = 20$

**l**  $\underline{\quad} + 19 = 20$

**2. Check these number sentences. ✓ = correct ✗ = wrong**

**a**  $12 + 18 = 20$

**b**  $20 - 7 = 13$

**c**  $10 + 10 = 20$

**d**  $20 - 5 = 16$

**e**  $12 + 8 = 20$

**f**  $20 - 19 = 1$

**g**  $17 + 4 = 20$

**h**  $20 - 16 = 3$

**i**  $4 + 18 = 20$

**j**  $20 - 2 = 19$

**k**  $9 + 9 = 20$

**l**  $20 - 11 = 9$

How did I do?

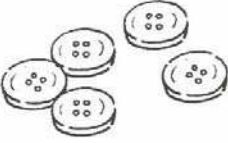
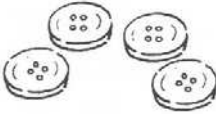



Total

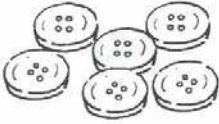
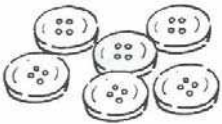



## Adding more than two numbers

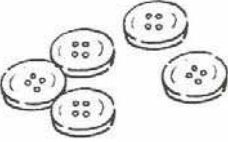
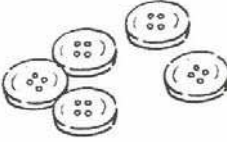
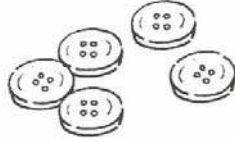
1. Write the missing numbers. Draw and write the answers.

**a**  +  +  =

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

**b**  +  +  =

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

**c**  +  +  =

\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

2. Add these numbers.

**a**  $7 + 2 + 5 =$  \_\_\_\_\_

**b**  $8 + 3 + 8 =$  \_\_\_\_\_

How did I do?  \_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_

Total 

5
---



# Add and subtract 11

**6-7**  
years

## 1. Answer these number sentences.

**a**  $22 + 11 = \underline{\quad}$

**b**  $59 + 11 = \underline{\quad}$

**c**  $36 + 11 = \underline{\quad}$

**d**  $45 + 11 = \underline{\quad}$

**e**  $39 + 11 = \underline{\quad}$

**f**  $71 + 11 = \underline{\quad}$

**g**  $83 + 11 = \underline{\quad}$

## 2. Find the answers.

**a**  $15 - 11 = \underline{\quad}$

**b**  $47 - 11 = \underline{\quad}$

**c**  $62 - 11 = \underline{\quad}$

**d**  $38 - 11 = \underline{\quad}$

**e**  $97 - 11 = \underline{\quad}$

**f**  $66 - 11 = \underline{\quad}$

**g**  $30 - 11 = \underline{\quad}$

How did I do?



Total  

14
----



## 2 times table

## 1. Write the answer.

a  $4 \times 2 = \begin{array}{c} \circ \\ \circ \end{array} + \begin{array}{c} \circ \\ \circ \end{array} + \begin{array}{c} \circ \\ \circ \end{array} + \begin{array}{c} \circ \\ \circ \end{array} = \underline{\quad}$

b  $8 \times 2 = \begin{array}{c} \circ \\ \circ \end{array} + \begin{array}{c} \circ \\ \circ \end{array} + \begin{array}{c} \circ \\ \circ \end{array} + \begin{array}{c} \circ \\ \circ \end{array} + \begin{array}{c} \circ \\ \circ \end{array} + \begin{array}{c} \circ \\ \circ \end{array} + \begin{array}{c} \circ \\ \circ \end{array} + \begin{array}{c} \circ \\ \circ \end{array} = \underline{\quad}$

c  $3 \times 2 = \begin{array}{c} \circ \\ \circ \end{array} + \begin{array}{c} \circ \\ \circ \end{array} + \begin{array}{c} \circ \\ \circ \end{array} = \underline{\quad}$

d  $10 \times 2 = \begin{array}{c} \circ \\ \circ \end{array} + \begin{array}{c} \circ \\ \circ \end{array} + \begin{array}{c} \circ \\ \circ \end{array} + \begin{array}{c} \circ \\ \circ \end{array} + \begin{array}{c} \circ \\ \circ \end{array} + \begin{array}{c} \circ \\ \circ \end{array} + \begin{array}{c} \circ \\ \circ \end{array} + \begin{array}{c} \circ \\ \circ \end{array} + \begin{array}{c} \circ \\ \circ \end{array} + \begin{array}{c} \circ \\ \circ \end{array} = \underline{\quad}$

## 2. Fill in the gaps.

a  $10 \times 2 = \square$

b  $7 \times 2 = \square$

c  $\square \times 2 = 4$

d  $6 \times \square = 12$

e  $9 \times 2 = \square$

f  $\square \times 2 = 16$

## 3. Finish these 2 times table number sequences.

a 

2		6		10		14		18	
---	--	---	--	----	--	----	--	----	--

b 

	4			10			16		
--	---	--	--	----	--	--	----	--	--

How did I do?				Total
				



# Straight lines

**6-7**  
years

1. Draw a line between these dots using a ruler.



2. Measure these lines.



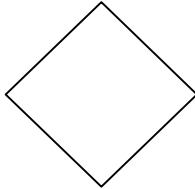
How did I do?				Total

# Fractions – a quarter

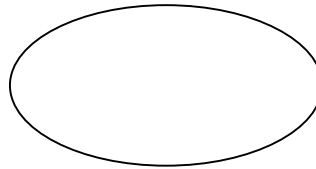
**6-7**  
years

1. Cut these shapes into quarters.

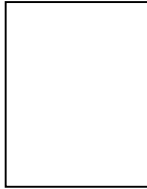
a



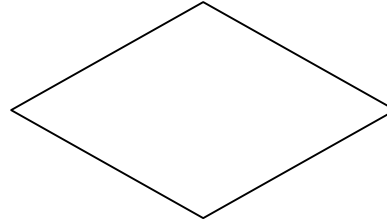
b



c

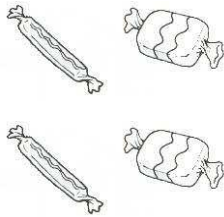


d

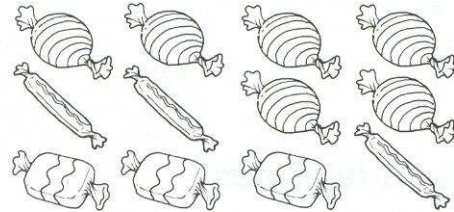


2. Split these groups of sweets into quarters.

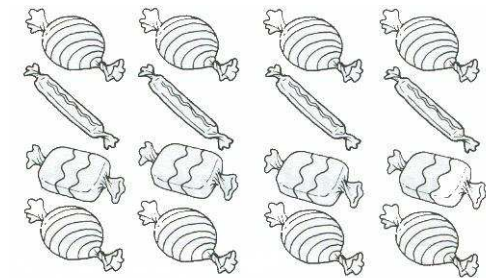
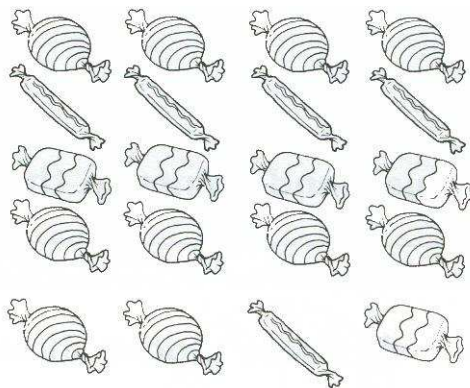
a



b



c



How did I do?



Total



Time – o'clock and half past

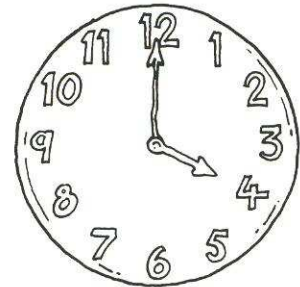
**6-7**  
years

**1. What time do these clocks show?**

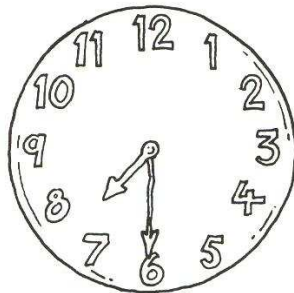
**a** half past \_\_\_\_



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



**c** half past \_\_\_\_



**d** \_\_\_\_ o'clock



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

**a** 3 o'clock



**b** half past 11



**c** half past 8



How did I do?



Total  
 7



## Solving problems

**6-7**  
years

### 1. How many different answers can you make?

You can only use these numbers and signs:



### 2. a Helen has 20p in her pocket.

What coins might she have in her pocket?  
Remember there is more than one answer!

How did I do?				Total	<div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;"><div style="border-top: 1px solid black; border-left: 1px solid black; border-right: 1px solid black; border-bottom: 1px solid black; width: 100%; height: 100%; position: relative;"><span style="position: absolute; top: -5px; left: -5px; right: -5px; bottom: -5px; border: 1px solid black; width: 100%; height: 100%;"></span><span style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%); font-weight: bold;">3</span></div></div>
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# More than, less than, in between

1.

52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71
----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

**The number line will help. Which is more?**

**a** 58 or 54? \_\_\_\_\_

**b** 66 or 71? \_\_\_\_\_

**c** 59 or 67? \_\_\_\_\_

**d** 57 or 64? \_\_\_\_\_

**Which is less?**

**e** 54 or 52? \_\_\_\_\_

**f** 70 or 60? \_\_\_\_\_

**g** 63 or 68? \_\_\_\_\_

**h** 59 or 61? \_\_\_\_\_

2. **Now try these without using a number line.**

**Which is more?**

**a** 97 or 74? \_\_\_\_\_

**b** 36 or 29? \_\_\_\_\_

**c** 56 or 65? \_\_\_\_\_

**d** 47 or 38? \_\_\_\_\_

**Which is less?**

**e** 65 or 82? \_\_\_\_\_

**f** 39 or 93? \_\_\_\_\_

**g** 50 or 49? \_\_\_\_\_

**h** 76 or 81? \_\_\_\_\_

3. **Write the two numbers that lie between...**

**a** 23 \_\_\_\_\_ 26

**b** 89 \_\_\_\_\_ 92

**c** 77 \_\_\_\_\_ 80

How did I do?				Total



## Counting in steps

### 1. Start at 0.

Show the jumps, keeping them the same.

a Draw the arrows to show a frog jumping 5 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	21	22	23	24	25	26	27	28	29	30
---	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

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

b 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	21	22	23	24	25	26	27	28	29	30
---	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

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

### 2. Which numbers come next?

The numbers need to go up by the same amount each time.

a



6	12	18				
---	----	----	--	--	--	--

b

6	8	10				
---	---	----	--	--	--	--

c

6	9	12				
---	---	----	--	--	--	--

How did I do?				Total	
				<table border="1"><tr><td>5</td></tr></table>	5
5					

## Number sequences

### 1. Write a rule for each number sequence.

**a**

23	20	17	14	11	8
----	----	----	----	----	---

Rule - \_\_\_\_\_

**b**

15	21	27	33	39	45
----	----	----	----	----	----

Rule - \_\_\_\_\_

**c**

38	34	30	26	22	18
----	----	----	----	----	----

Rule - \_\_\_\_\_

### 2. Finish the number sequence to match each rule.

**a** Rule – the numbers go up 5 each time.

8					
---	--	--	--	--	--

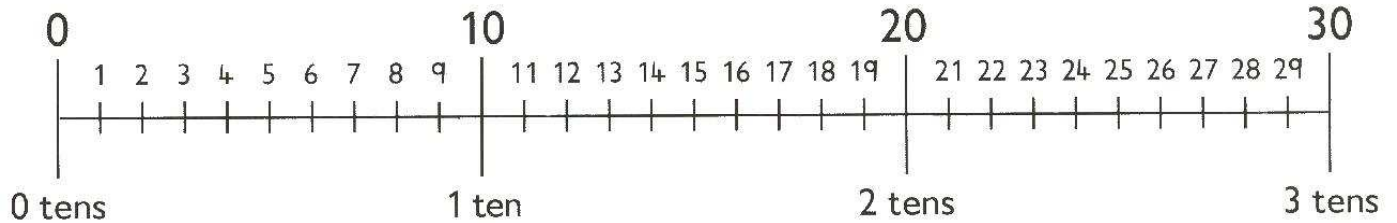
**b** Rule – the numbers go down 6 each time.

46					
----	--	--	--	--	--

**c** Rule – the numbers go up 4 each time.

27					
----	--	--	--	--	--

How did I do?				Total
				6

**Rounding to the nearest 10****1. Look at the number line.**

- a** Is 14 closer to the number 10 or 20? \_\_\_\_\_
- b** Is 18 closer to the number 10 or 20? \_\_\_\_\_
- c** Is 22 closer to the number 20 or 30? \_\_\_\_\_
- d** Is 29 closer to the number 20 or 30? \_\_\_\_\_
- e** Is 26 closer to the number 20 or 30? \_\_\_\_\_

**2. Look at the number line and fill in the gaps.**

- a** The nearest ten to 17 is \_\_\_\_\_ .
- b** The nearest ten to 27 is \_\_\_\_\_ .
- c** The nearest ten to 12 is \_\_\_\_\_ .
- d** The nearest ten to 14 is \_\_\_\_\_ .
- e** The nearest ten to 23 is \_\_\_\_\_ .

How did I do?				Total

**Subtraction 2****6-7**  
years

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----

**Use the number line to help you answer these questions.**

**1. Write the answers.**

**a**  $23 - 6 = \underline{\quad}$

**b**  $34 - 8 = \underline{\quad}$

**c**  $16 - 9 = \underline{\quad}$

**d**  $33 - 7 = \underline{\quad}$

**e**  $30 - 8 = \underline{\quad}$

**f**  $29 - 6 = \underline{\quad}$

**2. Fill in the gaps.**

**a**  $13 - \underline{\quad} = 6$

**b**  $28 - 8 = \underline{\quad}$





**c**  $\underline{\quad} - 9 = 27$

**d**  $26 - \underline{\quad} = 18$

**e**  $\underline{\quad} - 7 = 32$

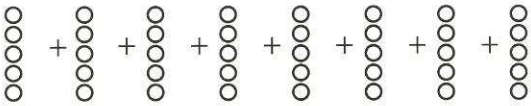
**f**  $29 - \underline{\quad} = 24$

**3. Find the answers.****a** Subtract 6 from 37.  $\underline{\quad}$ **b** What is the difference between 28 and 36?  $\underline{\quad}$ **c** What must I add to 19 to make 27?  $\underline{\quad}$ **d** 22 add a number is 27. What is the number?  $\underline{\quad}$ 

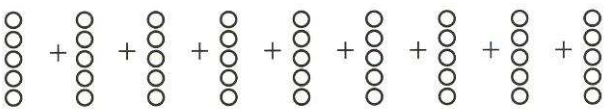
How did I do?				Total 
---------------	---	---	---	--

## 5 times tables

### 1. Write the answer.

**a**  $8 \times 5 =$    $=$  \_\_\_\_\_

**b**  $3 \times 5 =$    $=$  \_\_\_\_\_

**c**  $9 \times 5 =$    $=$  \_\_\_\_\_

**d**  $4 \times 5 =$    $=$  \_\_\_\_\_

### 2. Fill in the gaps.

**a**  $9 \times 5 =$        **b**  $4 \times 5 =$        **c**   $\times 5 = 35$

**d**  $8 \times$    $= 40$       **e**  $5 \times 5 =$        **f**   $\times 5 = 5$


### 3. Finish these 5 times table number sequences.

**a**

5		15		25		35		45	
---	--	----	--	----	--	----	--	----	--

**b**

	10			25			40		
--	----	--	--	----	--	--	----	--	--

How did I do?  \_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_

Total 

12
----

1. Share 9 sweets equally between 3 children.

The illustration shows 9 sweets scattered in the center. To the left is a girl's head, to the bottom center is another girl's head, and to the right is a boy's head. There are three empty rectangular boxes: one above the girl on the left, one below the girl in the center, and one to the right of the boy.

How many sweets do they have each? \_\_\_\_\_ each

2. Answer these questions.

Share out the numbers into the boxes if it helps.

a  $6 \div 2 =$  \_\_\_\_\_

○ ○ ○ ○ ○ ○

b  $12 \div 4 =$  \_\_\_\_\_

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

c  $10 \div 2 =$  \_\_\_\_\_

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

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;"> <div style="border-top: 1px solid black; border-left: 1px solid black; border-right: 1px solid black; border-bottom: 1px solid black; width: 100%; height: 100%;"></div> </div>
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## Division facts

**1. Match the multiplication fact to its division fact with a line.**

**a**  $1 \times 5 = 5$

$4 \div 2 = 2$

**b**  $6 \times 10 = 60$

$40 \div 10 = 4$

**c**  $2 \times 2 = 4$

$40 \div 5 = 8$

**d**  $4 \times 10 = 40$

$60 \div 10 = 6$

**e**  $8 \times 5 = 40$

$15 \div 5 = 3$

**f**  $3 \times 5 = 15$

$5 \div 5 = 1$

**2. Finish the multiplication or division fact.**

**a**  $6 \times 2 = 12$

$12 \div 2 = \square$

**b**  $80 \div 10 = 8$

$8 \times 10 = \square$

**c**  $4 \times 5 = 20$

$20 \div 5 = \square$

**d**  $6 \div 2 = 3$

$3 \times 2 = \square$

**e**  $10 \times 10 = 100$

$100 \div 10 = \square$

**f**  $45 \div 5 = 9$

$9 \times 5 = \square$

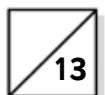
**g**  $7 \times 10 = 70$

$70 \div 10 = \square$

How did I do?

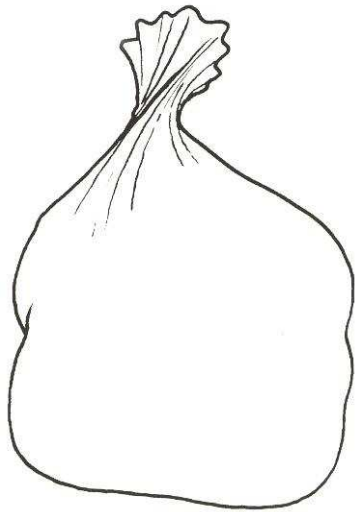


Total



**1. Draw the coins that need to be added together to make each total. Use the smallest number of coins you can.**

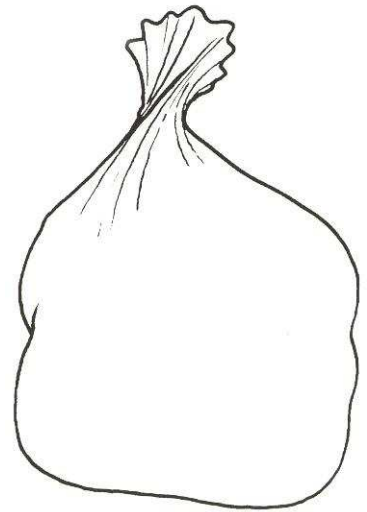
**a** 9p



**b** 14p



**c** 17p



**2. Now write which coins you would use to make each total. Use the smallest number of coins you can.**

**a** 30p = \_\_\_\_\_ + \_\_\_\_\_

**b** 42p = \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

**c** 65p = \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

**d** 54p = \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

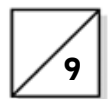
**e** 70p = \_\_\_\_\_ + \_\_\_\_\_

**f** 27p = \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

How did I do?

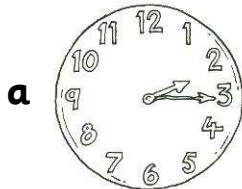


Total

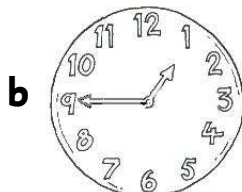


# Time – quarter to and quarter past

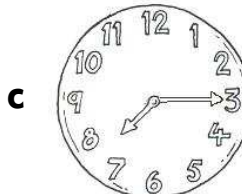
## 1. What is the time?



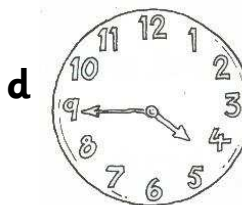
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## 2. Draw the big hand on the clocks.

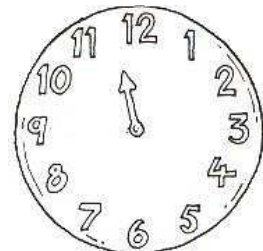
**a** quarter to 8



**b** quarter past 4



**c** quarter to 12



How did I do?



Total



# Paper Notes: 11+ Maths Question Booklet (No-Nonsense Ages 6-7)

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 children aged **6 to 7 years**, published as part of the **No-Nonsense** series. It provides practice material aligned with the **GL Assessment** framework, targeting pupils preparing for Year 7 entry exams. The booklet contains **135 questions** spread across **28 lessons**, each focusing on a distinct maths skill or topic.

The lessons progress from fundamental numeracy concepts such as reading and writing two-digit numbers to more advanced skills including times tables, fractions, time-telling, and measurement. Each lesson is short and focused, with typically three to ten questions designed to build fluency and confidence without overwhelming the learner. The format mixes free-response, fill-in-the-blank, and drawing or colouring tasks, making it engaging for younger pupils.

This booklet suits children in Year 1 or early Year 2 who are beginning formal maths study, as well as older pupils who need to consolidate foundational skills ahead of 11+ entrance exams. Its clear layout and step-by-step structure make it ideal for both classroom use and home revision, with parents able to guide their child through one lesson per sitting. The breadth of topics ensures comprehensive coverage of early Key Stage 2 maths objectives.

## How this paper is organised

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The booklet is organised into **28 short, self-contained lessons**, each occupying one or two pages. Every lesson addresses a specific topic and includes between **2 and 12 questions**, with a total of **135 questions** across the booklet. Lessons are sequenced to build skills progressively, starting with place value and counting, advancing through arithmetic operations and times tables, and culminating in topics such as fractions, measurement, and time-telling.

Each lesson opens with a heading (e.g. 'Lesson 7: 10 times table') and concludes with a self-assessment box labelled 'How did I do?', featuring three faces (sad, neutral, happy) for pupils to mark their confidence. A small box in the bottom right corner shows the number of marks or questions in that lesson. No formal time limit is specified; the booklet is designed for self-paced practice at home or in the classroom.

Questions are presented in a variety of formats: drawing or colouring tasks (e.g. colouring tens and units, splitting sweets into halves), written calculations (e.g. 'a  $22 + 11 = \underline{\quad}$ '), number sequences to complete, and word problems requiring written answers. Visual aids such as number lines, clock faces, and groups of objects (apples, sweets, coins) support understanding and provide scaffolding for younger learners. The consistent layout and clear instructions make the booklet accessible and easy to navigate independently.

## Topics covered

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- Reading and writing numbers to 100, using place value (tens and units) and visual representations with counters
- Ordering two-digit numbers, identifying which is bigger or smaller, and completing ascending and descending sequences
- Partitioning numbers into tens and units, matching figures to words (e.g. 'three tens and one unit' to 31)
- Identifying odd and even numbers through visual grouping and pairing of objects
- Subtraction within 30 using number lines and word problems (e.g. 'How many less is 6 than 13?', 'Take 9 from 27')
- Adding and subtracting 9 and 11 using mental strategies and number patterns
- Learning the 2, 5, and 10 times tables through pictorial representations, sequences, and fill-in-the-blank exercises
- Measuring lines in centimetres using a ruler, and choosing appropriate units (m or cm) for real-world objects
- Recognising and splitting shapes and groups into halves and quarters, introducing basic fraction notation
- Telling the time to the hour, half past, quarter past, and quarter to on analogue clock faces
- Solving problems involving number bonds to 20 and simple money problems with coins
- Introducing division through sharing equally and linking division facts to known multiplication facts
- Rounding two-digit numbers to the nearest 10 using number line estimation
- Counting in steps (e.g. in 2s, 3s, 5s, 6s) and identifying rules for number sequences

## How to use this paper for revision

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- Work through one lesson at a time rather than rushing through multiple topics in a single session. The booklet is designed for steady, incremental progress, and mastering each skill thoroughly will build confidence and accuracy.
- Use physical objects (counters, buttons, coins) to support visual learners, especially when working on place value, fractions, or division. Handling real items helps cement abstract concepts.
- Practise times tables little and often. Cover the 2, 5, and 10 times tables regularly, using the sequences in the booklet, and chant them aloud to develop fluency and recall speed.
- When measuring lines or telling the time, encourage careful observation. Check ruler placement twice before recording a measurement, and count clock divisions slowly to avoid errors.
- Review any lesson that scores poorly by reattempting the questions after a short break. Self-assessment boxes prompt reflection, so use them to identify which topics need more practice.
- Keep a notebook of 'tricky questions' for revisiting. If a particular lesson proves difficult (e.g. rounding, division facts), return to it after completing later lessons to see if understanding has deepened.
- Connect lesson topics to everyday life: count coins when shopping, tell the time at regular intervals throughout the day, measure objects around the house. Real-world context strengthens retention.

## Common mistakes to avoid

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- Confusing tens and units, especially when writing numbers (e.g. writing 63 as '3 tens 6 units' instead of '6 tens 3 units'). Always check the column headings carefully.
- Miscounting intervals on number lines, leading to subtraction errors. Move one number at a time and use fingers or pencil marks to track jumps accurately.
- Forgetting that the minute hand on a clock points to 6 for half past, 3 for quarter past, and 9 for quarter to. These positions must be memorised; guessing by eye often leads to mistakes.
- Treating fractions as simple division without understanding equal parts. When splitting shapes or groups into halves or quarters, ensure all sections are the same size.
- Mixing up 'bigger' and 'smaller' in comparison questions. Underline the key word (e.g. 'Which is less?') before answering to avoid careless reversals.
- Skipping the step of drawing or using objects for division problems, then guessing answers. Sharing sweets or counters into boxes (as prompted) makes the concept concrete and prevents errors.

## Exam technique

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Approach each lesson methodically, reading the instruction at the top of the page before attempting any question. Lessons are short, so aim to complete one in a single sitting (typically 10 to 15 minutes), ensuring focus and accuracy. If a question involves drawing, colouring, or using a ruler, take time to be neat; examiners and teachers value clarity, and untidy work often hides mistakes.

When filling in missing numbers or completing sequences, look for patterns (e.g. 'numbers go up by 3 each time') and write them down if helpful. For questions with multiple parts (e.g. 'a, b, c, d'), finish all parts before moving on so that similar reasoning is applied consistently. If stuck, skip to the next question and return later rather than spending too long on one item; this preserves momentum and confidence.

Use the self-assessment box at the end of each lesson honestly. Mark yourself with a sad, neutral, or happy face based on how many questions you answered correctly and how confident you felt. If the result is sad or neutral, revisit that lesson after a day or two. Parents or tutors can use these self-assessments to identify weak areas and provide targeted support. Finally, keep a steady pace through the 28 lessons; consistency and repetition build mastery more effectively than cramming several lessons in one day.

## What to revise alongside this paper

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Pupils who work through this booklet should next consolidate their understanding of the 3, 4, and 6 times tables, which follow naturally from the 2, 5, and 10 times tables covered here. Exploring the relationship between multiplication and division more deeply will support fluency in both operations. Addition and subtraction with two-digit numbers involving regrouping (carrying and borrowing) is the logical next step after mastering mental strategies for adding and subtracting 9 or 11.

Fractions can be extended by introducing thirds, eighths, and tenths, and by comparing simple fractions (e.g. recognising that one half is larger than one quarter). Time-telling should progress to reading the time to five-minute intervals and understanding the relationship between hours, minutes, and seconds. Measurement work can be broadened to include reading scales, estimating lengths, and converting between units (e.g. 100 cm = 1 m).

For broader exam preparation, pupils should practise interpreting simple bar charts and pictograms, a common feature of 11+ papers. Problem-solving questions that combine multiple topics (e.g. 'If a toy costs 45p and you pay with a 50p coin, how much change do you get?') are also important. Finally, revisiting place value with three-digit numbers (hundreds, tens, and units) will prepare learners for the next stage of arithmetic and reasoning.

## Key terms

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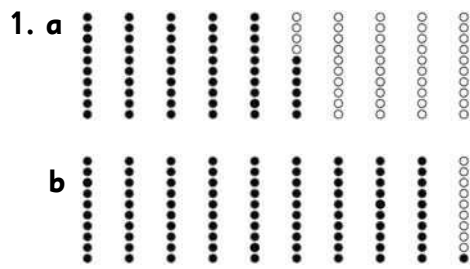
**Place value, Tens and units, Ascending and descending sequences, Odd and even numbers, Subtraction, Number bonds, Times tables (2, 5, 10), Centimetres (cm) and metres (m), Halves and quarters, Analogue clock, O'clock, half past, quarter past, quarter to, Division (sharing equally), Rounding to the nearest 10, Number sequences, Counting in steps**

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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 6-7 Years Answers

## Lesson 1



2. a 37      b 85  
 3. a 3 tens 1 unit      b 5 tens 9 units  
    c 9 tens 4 units      d 6 tens 6 units

## Lesson 2

1. a 69      b 35, 38      c 97, 94      d 23, 27  
    e 55, 57, 59  
 2. a 23      b 61      c 78      d 11  
    e 36      f 41  
 3. a 43      b 99      c 21      d 53  
    e 89      f 62

## Lesson 3

1. a 4 tens 6 units      b 9 tens 7 units  
 2. a 4 tens 4 units      b 1 ten 8 units  
    c 7 tens 9 units      d 6 tens 2 units  
 3. a 31    3 tens and one unit  
    b 64    six tens and four units  
    c 45    four tens and five units  
    d 38    three tens and eight units

## Lesson 4

1. a odd      b even  
 2. a 12 11 odd      b 5 4 odd

## Lesson 5

1. a  $14 - 7 = 7$       b  $10 - 6 = 4$   
 2. a 14      b 6      c 8      d 14  
 3. a 3      b 7      c 2      d 18  
    e 19

## Lesson 6

1. a 21      b 70      c 40      d 63  
    e 76      f 53      g 47  
 2. a 9      b 44      c 63      d 60  
    e 18      f 27      g 71

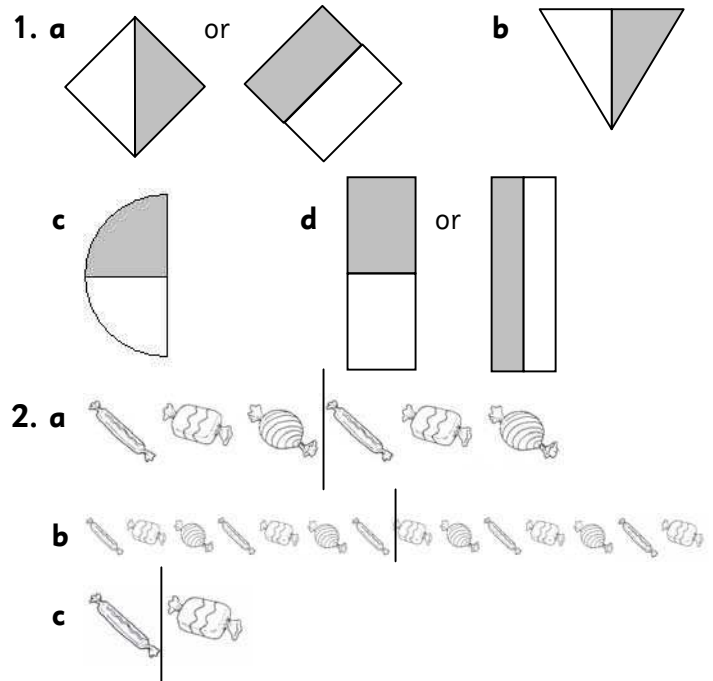
## Lesson 7

1. a 60      b 20  
 2. a 50      b 40      c 10      d 10  
    e 90      f 7  
 3. a 20, 40, 60, 80, 100  
    b 10, 30, 40, 60, 70, 90, 100

## Lesson 8

1. a 7 cm      b 5 cm      c 13 cm      d 9 cm  
    e 4 cm  
 2. a cm      b m      c cm      d m  
    e m

## Lesson 9



## Lesson 10

1. a 24      b 57      c 86      d 29  
    e 67      f 26      g 46      h 97  
    i 20      j 56  
 2. a 46, 56, 76, 86      b 69, 59, 49, 39

## Lesson 11

1. a 7      b 5      c 8      d 20  
    e 20      f 11      g 10      h 8  
    i 20      j 20      k 11      l 1  
 2. a x      b ✓      c ✓      d x  
    e ✓      f ✓      g x      h x  
    i x      j x      k x      l ✓

**Lesson 12**

1. **a**  $5 + 4 + 3 = 12$   
**c**  $5 + 5 + 5 = 15$
2. **a** 14

- b**  $6 + 6 + 3 = 15$
- b** 19

**Lesson 13**

1. **a** 33      **b** 70      **c** 47      **d** 56  
**e** 50      **f** 82      **g** 94
2. **a** 4      **b** 36      **c** 51      **d** 27  
**e** 86      **f** 55      **g** 19

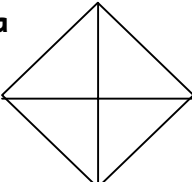
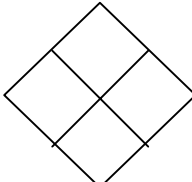
**Lesson 14**

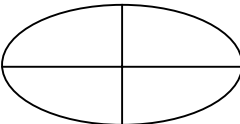
1. **a** 8      **b** 16      **c** 6      **d** 20
2. **a** 20      **b** 14      **c** 2      **d** 2  
**e** 18      **f** 8
3. **a** 4, 8, 12, 16, 20  
**b** 2, 6, 8, 12, 14, 18, 20

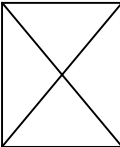
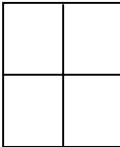
**Lesson 15**

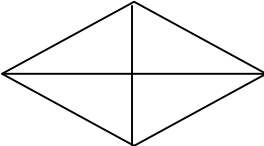
1. Lines should be drawn between the dots.
2. **a** 8 cm      **b** 4 cm      **c** 9 cm      **d** 6 cm

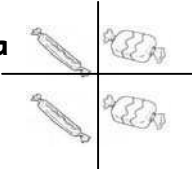
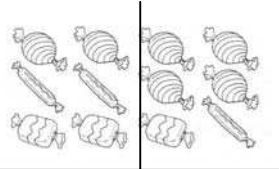
**Lesson 16**

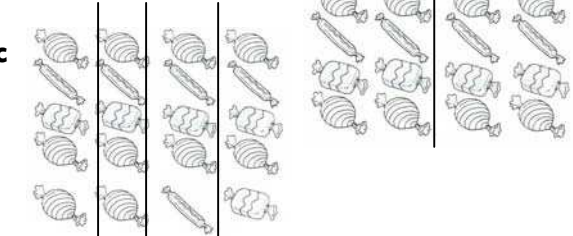
1. **a**  or 

**b** 

**c**  or 

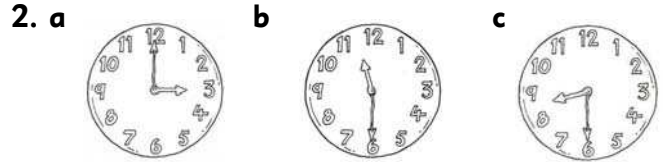
**d** 

2. **a**  **b** 

**c** 

**Lesson 17**

1. **a** half past 5      **b** 4 o'clock  
**c** half past 7      **d** 5 o'clock



**Lesson 18**

1. **a**  $7 + 4 = 11$ ,  $7 + 3 = 10$ ,  $4 + 3 = 7$ ,  $7 - 4 = 3$ ,  
 $7 - 3 = 4$ ,  $4 - 3 = 1$ . 6 different answers.
2. **a** Helen could have any of the following:  
 20p  
 10p, 10p  
 10p, 5p, 2p, 2p, 1p  
 10p, 5p, 2p, 1p, 1p, 1p  
 10p, 5p, 1p, 1p, 1p, 1p, 1p  
 10p, 2p, 2p, 2p, 2p, 2p  
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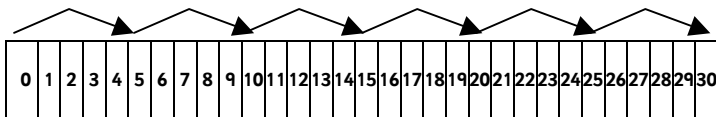
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**Lesson 19**

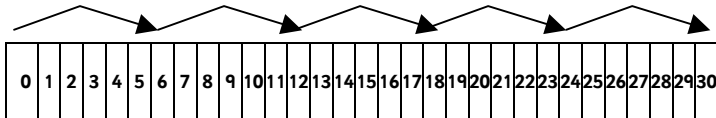
1. **a** 58      **b** 71      **c** 67      **d** 64  
      **e** 52      **f** 60      **g** 63      **h** 59  
 2. **a** 97      **b** 36      **c** 65      **d** 47  
      **e** 65      **f** 39      **g** 49      **h** 76  
 3. **a** 24, 25    **b** 90, 91    **c** 78, 79

**Lesson 20**

1. **a**



**b**



2. **a** 24, 30, 36, 42      **b** 12, 14, 16, 18

**Lesson 21**

1. **a** The numbers go down 3 each time.  
      **b** The numbers go up 6 each time.  
      **c** The numbers go down 4 each time.  
 2. **a** 13, 18, 23, 28, 33      **b** 40, 34, 28, 22, 16  
      **c** 31, 35, 39, 43, 47

**Lesson 22**

1. **a** 10      **b** 20      **c** 20      **d** 30  
      **e** 30  
 2. **a** 20      **b** 30      **c** 10      **d** 10  
      **e** 20

**Lesson 23**

1. **a** 17      **b** 26      **c** 7      **d** 16  
      **e** 22      **f** 23  
 2. **a** 7      **b** 20      **c** 36      **d** 8  
      **e** 39      **f** 5  
 3. **a** 31      **b** 8      **c** 8      **d** 5

**Lesson 24**

1. **a** 40      **b** 15      **c** 45      **d** 20  
 2. **a** 45      **b** 20      **c** 7      **d** 5  
      **e** 25      **f** 1  
 3. **a** 10, 20, 30, 40, 50  
      **b** 5, 15, 20, 30, 35, 45, 50

**Lesson 25**

1. 3 each  
 2. **a** 3      **b** 3      **c** 5

**Lesson 26**

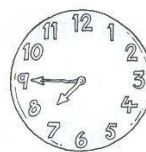
1. **a**  $1 \times 5 = 5$        $5 \div 5 = 1$   
      **b**  $6 \times 10 = 60$      $60 \div 10 = 6$   
      **c**  $2 \times 2 = 4$        $4 \div 2 = 2$   
      **d**  $4 \times 10 = 40$      $40 \div 10 = 4$   
      **e**  $8 \times 5 = 40$        $40 \div 5 = 8$   
      **f**  $3 \times 5 = 15$        $15 \div 5 = 3$   
 2. **a** 6      **b** 80      **c** 4      **d** 6  
      **e** 10      **f** 45      **g** 7

**Lesson 27**

1. **a** 5p, 2p, 2p      **b** 10p, 2p, 2p  
      **c** 10p, 5p, 2p  
 2. **a** 20p, 10p      **b** 20p, 20p, 2p  
      **c** 50p, 10p, 5p    **d** 50p, 2p, 2p  
      **e** 50p, 20p      **f** 20p, 5p, 2p

**Lesson 28**

1. **a** quarter past 2      **b** quarter to 1  
      **c** quarter past 7      **d** quarter to 5  
 2. **a**



**b**



**c**



# Answer-Key Notes: 11+ Maths Answers (No-Nonsense Ages 6-7)

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 mark scheme lists correct answers for each lesson without showing how to arrive at them. **Mark your child's work by comparing their answers directly to the ones printed here**, awarding one mark per question unless a lesson indicates otherwise. If an answer is wrong, look at the question paper to see whether the mistake was a misread, a calculation slip or a gap in understanding.

The worked examples below explain **why specific answers are correct** and show the reasoning that leads to them. Use these when your child is unsure why they got something wrong, or when you want to reinforce the method behind a tricky question.

After marking, total the marks for each lesson and note any patterns. Three or four errors in one topic (for example, telling the time or ordering numbers) suggests focused practice is needed; scattered mistakes across different topics usually mean the child rushed or misread the questions.

## Score interpretation

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Each lesson contains between four and twelve marks, and the paper as a whole has 28 lessons covering place value, ordering, odd and even numbers, addition, subtraction, times tables (2, 5 and 10), fractions, measurement, time and money. **A score of 75 per cent or higher on a lesson shows solid understanding**; anything below 60 per cent on a particular topic means that concept needs revisiting before moving on.

Because this is a practice booklet rather than a timed exam, the overall percentage matters less than identifying which topics are secure and which are not. If your child scores well on arithmetic (lessons 5, 6, 11, 12, 13, 14, 22, 23, 24) but struggles with applied topics (measurement, money, time), plan short daily practice sessions on those weaker areas using real clocks, coins and rulers.

Scores in the 90–100 per cent range across most lessons indicate readiness for the next Bond booklet (ages 7–8). Scores between 60 and 80 per cent suggest the child understands the basics but will benefit from a second attempt at weaker lessons after a week's gap, then further mixed practice to build fluency.

## Worked examples

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### Place value and ordering, Lessons 1–3, 10, 19

**Marks are lost when children confuse tens and units** or write digits the wrong way round (for example, writing 37 as '73'). Lesson 1 asks pupils to colour in the correct number of tens-and-ones; lesson 3 asks them to write 'three tens and eight units' as 38. The key skill is recognising that the left digit shows how many tens. Lesson 10 (more than, less than) and lesson 19 (comparing two-digit numbers) extend this: children who still count on their fingers for every comparison will run out of time.

#### Lesson 1, Q3a : 3 tens 1 unit

31 has a 3 in the tens place and a 1 in the units place. **Reading from left to right, 31 means three groups of ten plus one more.** A common error is to say 'one ten and three units' because children read the digits in the order they appear on the page, but place value works from largest to smallest.

#### Lesson 2, Q1e : 55, 57, 59

The sequence 56, 58, 60 counts up in twos. The missing numbers before and within that sequence are 55, 57, 59. **Check whether the pattern goes up or down and by how much,** then fill in the blanks accordingly. Errors happen when children assume every sequence counts in ones.

#### Lesson 10, Q1g : 46

Ten less than 56 means subtract 10, which changes only the tens digit: 56 becomes 46. **When adding or subtracting 10, the units digit stays the same** and the tens digit moves by one. Lesson 10 tests this principle in both directions (more than and less than).

#### Lesson 19, Q2c : 65

Comparing 56 and 65, look at the tens first: 6 tens is more than 5 tens, so 65 is larger. **Always compare the left-hand digit before looking at the units.** Many children compare 6 and 5 in the units without noticing that the tens digits are different.

### Addition and subtraction, Lessons 5, 6, 11, 12, 13, 23

Lessons 5 and 23 focus on subtraction using a number line or mental methods; lessons 6 and 13 teach adding and subtracting 9 and 11 by adjusting by 10 then correcting by 1.

**Children lose marks by miscounting on a number line or forgetting the final**

**adjustment** (for example, adding 10 instead of 9). Lesson 11 (number sentences using 20) and lesson 12 (adding three numbers) require children to work backwards or regroup; common errors include guessing rather than calculating systematically.

**Lesson 5, Q3e** : 19

The question asks how many must be taken from 30 to leave 11. Rephrased, 30 minus what equals 11? **Work backwards:  $30 - 11 = 19$** . Children who try to subtract 11 from 30 and then add will reach the wrong answer because they have misread the question.

**Lesson 6, Q1d** : 63

To add 9 quickly, **add 10 then subtract 1**:  $54 + 10 = 64$ , then  $64 - 1 = 63$ . This method is faster and less error-prone than counting on nine times. Lesson 6 teaches this shortcut; practise it until it becomes automatic.

**Lesson 11, Q1c** : 8

12 plus what makes 20? **Count up from 12 to 20 or subtract:  $20 - 12 = 8$** . Writing the missing number in the gap completes the equation. Errors occur when children add instead of finding the difference.

**Lesson 12, Q1a** :  $5 + 4 + 3 = 12$

Count the coins in each group (5, 4 and 3) then add them:  $5 + 4 = 9$ , then  $9 + 3 = 12$ . **Add two numbers first, then add the third to that total**. Trying to hold all three numbers in memory at once leads to mistakes; work step by step.

### Times tables and division, Lessons 7, 14, 24, 25, 26

Lessons 7, 14 and 24 cover the  $10\times$ ,  $2\times$  and  $5\times$  tables respectively. **Marks are lost when children miscount the groups or confuse one times table with another**; for example, writing  $4 \times 5 = 8$  because they recall  $4 \times 2$ . Lesson 25 introduces division by sharing; lesson 26 links multiplication and division facts. Errors in division often stem from weak times-table recall, so practise the tables until they are automatic.

**Lesson 7, Q3a** : 20, 40, 60, 80, 100

The sequence counts in tens, starting at 10. **Each step adds 10 to the previous number**: 10, 20, 30, 40, 50, 60, 70, 80, 90, 100. The missing numbers are 20, 40, 60, 80 and 100. Children who write 15, 25 have confused the  $5\times$  table with the  $10\times$  table.

**Lesson 14, Q3b** : 2, 6, 8, 12, 14, 18, 20

The  $2\times$  table in sequence is 2, 4, 6, 8, 10, 12, 14, 16, 18, 20. **Filling in every other number** (because 4, 10 and 16 are already printed) gives 2, 6, 8, 12, 14, 18, 20. This is the same as counting in twos.

**Lesson 25, Q1** : 3 each

Nine sweets shared equally among three children means each child receives  $9 \div 3 = 3$  sweets. **Draw or imagine three groups and deal out the sweets one by one until all nine are used**; each group ends up with three. This is the foundation of division as sharing.

**Lesson 26, Q1e** :  $8 \times 5 = 40$  matches  $40 \div 5 = 8$

Multiplication and division are inverse operations. If eight groups of five make 40, then **40 divided by 5 returns eight groups**. Matching the facts reinforces this relationship and helps children check their work.

## Fractions, Lessons 9, 16

Lesson 9 covers halves; lesson 16 covers quarters. **Children lose marks by dividing shapes or groups unequally** or by colouring more than the fraction asked for. The key idea is that all parts must be the same size. Diagrams that look roughly equal but are not measured carefully will lose marks if the question asks for precision.

**Lesson 9, Q1a** : Diamond divided by one line; one half shaded

To cut a diamond in half, **draw one straight line from a corner to the opposite corner**, creating two identical triangles. Colour one of them. A line that does not pass through opposite corners will produce unequal parts and is therefore incorrect.

**Lesson 16, Q2b** : Twelve sweets split into four groups of three

Dividing twelve sweets into quarters means **making four equal groups**, each containing three sweets. Draw lines to separate the sweets into four sets. If the groups are unequal (for example, 4, 4, 3 and 1), the division is wrong.

## Measurement (length), Lessons 8, 15

Lesson 8 asks children to measure lines in centimetres using a ruler and to choose appropriate units (cm or m) for everyday objects. Lesson 15 requires drawing and measuring straight lines. **Marks are lost by misreading the ruler** (starting from 1 instead

of 0, or counting the marks instead of the spaces) or by choosing the wrong unit. Always start measuring from the zero mark on the ruler.

**Lesson 8, Q1c** : 13 cm

Place the ruler so that the zero mark aligns with the left end of the line, then read the number at the right end. **The line reaches the 13 cm mark.** A common mistake is to start from the 1 cm mark, which would give 12 cm.

**Lesson 8, Q2d** : m

A field is many metres long, so we measure it in metres rather than centimetres. **Use metres for large objects like rooms, gardens, cars and buildings;** use centimetres for smaller objects like books, pencils and screens.

**Time and money, Lessons 17, 18, 27, 28**

Lessons 17 and 28 test reading analogue clocks (o'clock, half past, quarter past, quarter to); lesson 27 tests making totals with the fewest coins. **Errors in time occur when children confuse the hour hand and the minute hand** or forget that 'quarter to' refers to the next hour. Money errors happen when children use too many coins or add incorrectly. Always check that the coins actually sum to the target amount.

**Lesson 17, Q1a** : half past 5

The hour hand is between 5 and 6, and the minute hand points to 6 (the half-past position). **Half past 5 means 5:30.** If a child writes 'half past 6', they have read the hour hand too far forward; the hour hand is only halfway between 5 and 6.

**Lesson 28, Q1b** : quarter to 1

The minute hand points to 9 (the quarter-to position), and the hour hand is just before 1. **Quarter to 1 means 12:45.** Children often write 'quarter to 12' because they focus on where the hour hand is now rather than the hour it is approaching.

**Lesson 27, Q2c** : 50p, 10p, 5p

To make 65p with the fewest coins, **start with the largest coin that fits: 50p.** That leaves 15p, which is 10p + 5p. Using three coins (50p, 10p, 5p) is more efficient than using thirteen 5p coins or other combinations.

**Lesson 18, Q2a (example solutions)** : 20p (one coin) or 10p + 10p (two coins) or other combinations

Helen has 20p total, which can be made many ways: one 20p coin, two 10p coins, four 5p coins, ten 2p coins, twenty 1p coins, or mixed combinations like 10p + 5p + 2p + 2p + 1p. **There is no single correct answer; any combination that sums to 20p is valid.** The answer key lists all possibilities for reference.

## Number sequences and rounding, Lessons 20, 21, 22

Lesson 20 (counting in steps) and lesson 21 (number sequences) ask children to spot the pattern and continue it. **Marks are lost by miscounting the step size** or by adding when the sequence goes down (or vice versa). Lesson 22 (rounding to the nearest 10) tests whether children can identify which multiple of ten a number is closest to; errors occur when the number is exactly halfway (for example, 25) and children round the wrong way.

**Lesson 20, Q2a** : 24, 30, 36, 42

The sequence 6, 12, 18 increases by 6 each time. **Continue the pattern:  $18 + 6 = 24$ ,  $24 + 6 = 30$ ,  $30 + 6 = 36$ ,  $36 + 6 = 42$ .** This is the  $6\times$  table written in sequence.

**Lesson 21, Q2b** : 40, 34, 28, 22, 16

The rule states that the numbers go down 6 each time. Starting at 46:  $46 - 6 = 40$ ,  $40 - 6 = 34$ ,  $34 - 6 = 28$ ,  $28 - 6 = 22$ ,  $22 - 6 = 16$ . **When a sequence decreases, subtract the step rather than adding it.**

**Lesson 22, Q1d** : 30

29 lies between 20 and 30. It is one away from 30 but nine away from 20, so **29 is closer to 30**. The nearest ten is 30. Children who answer 20 have not counted the distance to each multiple of ten.

## Next steps

After marking, **sit down with your child and review any questions they got wrong.** For each error, decide together whether it was a silly mistake (misread the question, copied the wrong number) or a conceptual gap (did not understand place value, could not recall a times-table fact). Silly mistakes need only a reminder to work more carefully; conceptual gaps need targeted practice using concrete resources (place-value counters, coins, a ruler, a teaching clock) before attempting similar questions again.

If your child scored below 70 per cent on several lessons, revisit those topics using the Bond *How to do...* guides or similar explanations, then reattempt the same lesson after a few days. If scores are consistently high (above 85 per cent), move on to the Bond 7–8 years booklet or introduce trickier problem-solving questions that combine multiple skills. Regular short practice (ten minutes daily) builds fluency faster than occasional long sessions, and mixing old and new topics prevents forgetting.

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