

11+ PRACTICE PACK

Bond No-Nonsense Ages 7-8

11+ Maths Complete Practice Pack

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01 Question Booklet

Bond 11+ Maths. Work through this paper first.

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

02 Answers

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

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

PRACTISE THE REAL THING

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Lesson 1

No Nonsense
Maths

Addition and subtraction
facts

7-8
years

1. Complete these number sentences.

a $12 + 6 = \underline{\quad}$ b $\underline{\quad} - 8 = 7$ c $14 + 3 = \underline{\quad}$

d $19 - \underline{\quad} = 13$ e $11 + 7 = \underline{\quad}$ f $18 - \underline{\quad} = 9$

2. Write additions and subtractions for each set of numbers.

a 5, 14, 19 $\underline{\quad}$ $\underline{\quad}$ $\underline{\quad}$ $\underline{\quad}$

b 10, 3, 13 $\underline{\quad}$ $\underline{\quad}$ $\underline{\quad}$ $\underline{\quad}$

c 20, 15, 5 $\underline{\quad}$ $\underline{\quad}$ $\underline{\quad}$ $\underline{\quad}$

Lesson 2

Addition

1. Complete these number sentences.

Add together the units and then add together the tens.

a $17 + 22 = \underline{\quad}$ = $(7 + 2 = \underline{\quad}) + (10 + 20 = \underline{\quad})$

b $23 + 21 = \underline{\quad}$ = $(3 + 1 = \underline{\quad}) + (20 + 20 = \underline{\quad})$

c $25 + 13 = \underline{\quad}$ = $(5 + 3 = \underline{\quad}) + (20 + 10 = \underline{\quad})$

2. Answer these questions.

a What is the total of 23 and 16? $\underline{\quad}$

b Add 35 and 14. $\underline{\quad}$

0	Tough	14
	OK	Got it!

Total

14



Lesson 5

No Nonsense
Maths

2, 5 and 10 times tables

7-8
years

1. Write the answers.

a $6 \times 2 =$ _____

b $8 \times 10 =$ _____

c $3 \times 5 =$ _____

d $5 \times 10 =$ _____

e $9 \times 2 =$ _____

f $9 \times 10 =$ _____

g $5 \times 5 =$ _____

h $7 \times 2 =$ _____

i $10 \times 2 =$ _____

2. Answer these questions.

a What are three twos? _____

b Multiply 8 by 5. _____

c What is 6 multiplied by 2? _____

d What is seven times 10? _____

Lesson 6

Number sequences

1. What is 100 less than ...

a 187? _____

b 445? _____

c 261? _____

2. Look at this number and answer the questions.

278

a What is 1 more? _____

b What is 1 less? _____

c What is 10 more? _____

d What is 10 less? _____

e What is 100 more? _____

f What is 100 less? _____

0	Tough	22
	OK	Got it!

Total

22




Lesson 7


No Nonsense
Maths

Length


7-8
years

1. Estimate how long the line is, then measure it carefully.

a 
Estimate _____ cm Measured _____ cm

b 
Estimate _____ cm Measured _____ cm

c 
Estimate _____ cm Measured _____ cm

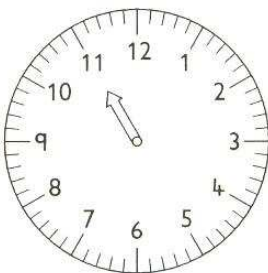
d 
Estimate _____ cm Measured _____ cm

Lesson 8

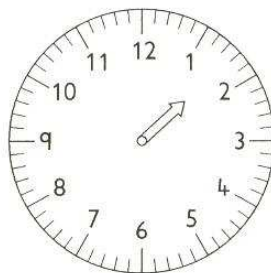
Time – 5 minutes

1. Draw the big hand on each of these clocks.

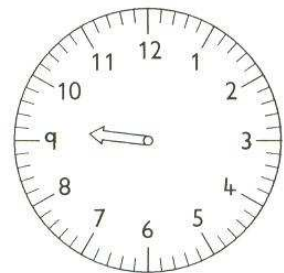
a 5 minutes past 11



b 25 minutes past 1



c 10 minutes past 9



0	Tough	7
	OK	Got it!

Total

7



Lesson 9

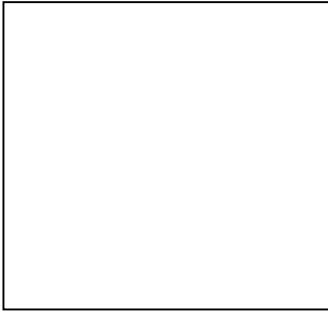
No Nonsense Maths

7-8
years

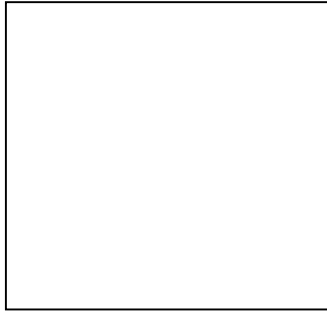
2D shapes

1. Draw these shapes.

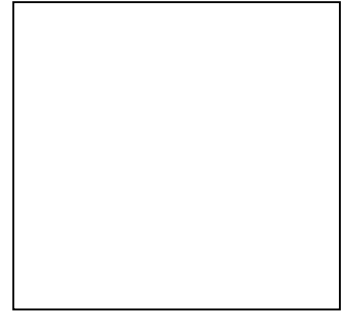
a semi-circle



b rectangle



c hexagon



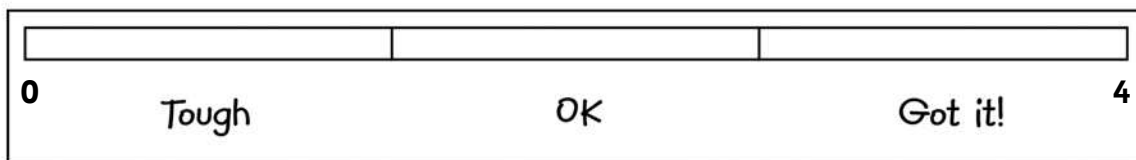
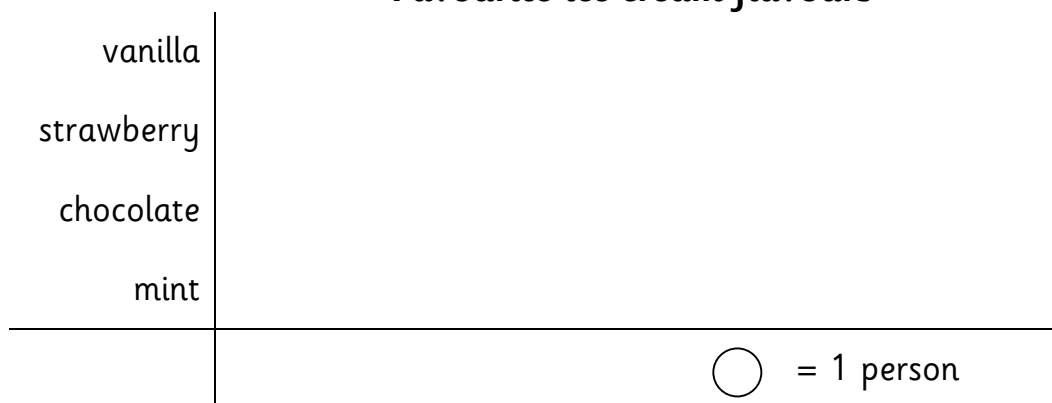
Lesson 10

Pictograms

1. Fill in the pictogram. Ask your friends and family.

Which of these ice-cream flavours is your favourite?

Favourite ice-cream flavours





Lesson 11

No Nonsense
Maths

Multiplication 1

7-8
years

1. Fill in the gaps.

a $3 + 3 + 3 + 3 + 3 = 5 \times \underline{\quad} = 15$

b $4 + 4 + 4 + 4 = \underline{\quad} \times \underline{\quad} = \underline{\quad}$

c $\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} \times 10 = 30$

2. Fill in the gaps.

a $14 \times 1 = \underline{\quad}$

b $\underline{\quad} \times 30 = 0$

c $68 \times \underline{\quad} = 0$

d $\underline{\quad} \times 9 = 9$

e $12 \times \underline{\quad} = 0$

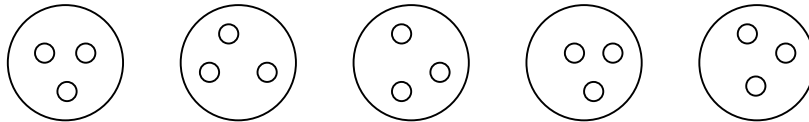
f $49 \times 1 = \underline{\quad}$

Lesson 12

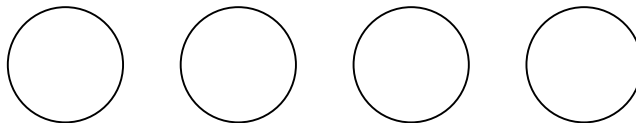
Division 1

1. Answer these questions.

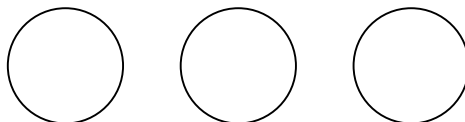
a $15 \div 5 = \underline{\quad}$



b $16 \div 4 = \underline{\quad}$



c $9 \div 3 = \underline{\quad}$



0	Tough	12
	OK	Got it!

Total

12



Lesson 13

No Nonsense
Maths

7-8
years

Round a number to the
nearest 10 or 100

1. Round these numbers to the nearest 10.

a 52 _____

b 38 _____

c 14 _____

d 45 _____

e 27 _____

f 79 _____

g 65 _____

h 8 _____

1. Round these numbers to the nearest 100.

a 112 _____

b 378 _____

c 167 _____

d 219 _____

e 456 _____

f 81 _____

g 555 _____

h 64 _____

i 726 _____

j 923 _____

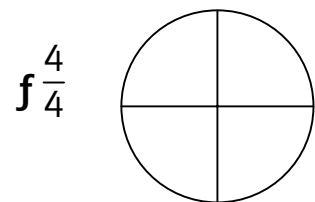
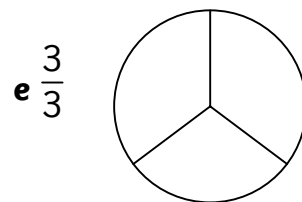
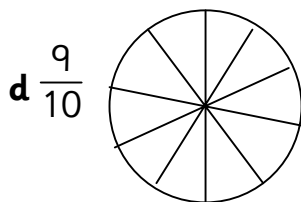
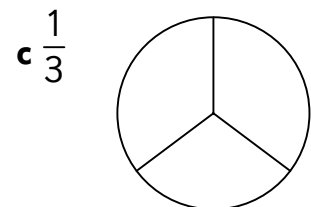
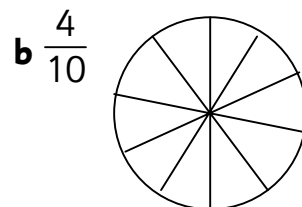
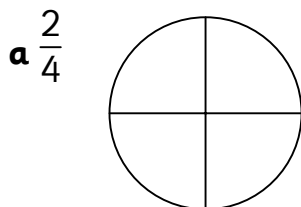
k 605 _____

l 856 _____

Lesson 14

Fractions of circles

1. Colour the fractions blue.



0	Tough	OK	Got it!	27
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Total

27



Lesson 15

No Nonsense
Maths

3 times table

7-8
years

1. Fill in the gaps.

a x 3 = 15

b 6 x 3 =

c 7 x = 21

d 1 x 3 =

e 4 x = 12

f 9 x 3 =

g x 3 = 6

h 8 x 3 =

i x 3 = 30

Lesson 16

Money

1. Write the numbers to fill in the gaps in these sentences.

a £2.64 means _____ pounds and _____ pence.

b £6.17 means _____ pounds and _____ pence.

c £1.95 means _____ pounds and _____ pence.

2. Write these amounts in numbers.

a Four pounds and twenty-two pence. £ _____

b Three pounds and eighty-six pence. £ _____

c Eight pounds and seventy-four pence. £ _____

<input type="text"/>	<input type="text"/>	<input type="text"/>
0	Tough	OK
		Got it!
		15

Total

<input type="text"/>
15

**Solving problems****1. Answer these problems about money.**

a Adam's Grandpa gives him £5 for his birthday.

How many comics can Adam buy if they cost 75p each? _____

How much money will he have left? _____

b Shamila bought 6 apples. They cost 64p.

How much change did she get from £1? _____

Which four coins could she have been given? _____

3D Shapes**1. Look at the 3D shapes on page 38 of your No Nonsense 7-8 years book and answer these questions.**

a Which two shapes make a prism?

_____ and _____

b Which two shapes make a pyramid?

_____ and _____

c Which shape is made up of six squares? _____

d Which shape has a circle at each end? _____

0	Tough	OK	Got it!	6
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Total

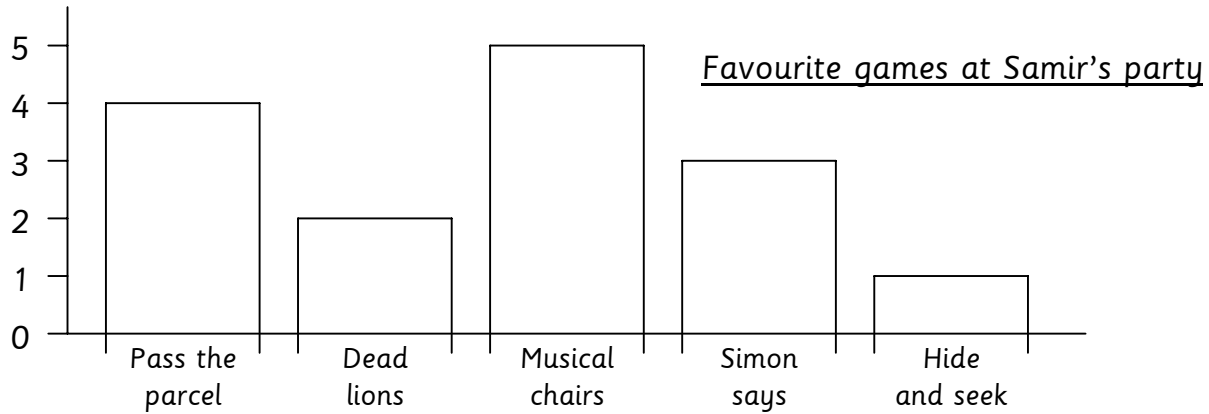
6



Bar charts

7-8
years

1. Look carefully at the bar chart and answer the questions.



- a Which is the children's favourite party game? _____
- b How many children liked Dead lions the most? _____
- c Which is the children's least favourite party game? _____

Multiplication 2

1. Finish the second number sentence in each pair.

a $5 \times 4 = 20$

$\times 5 = 20$

b $9 \times 10 = 90$

$10 \times$ $= 90$

c $8 \times 3 = 24$

$\times 8 =$

d $6 \times 7 = 42$

\times $=$

0	Tough	7
	OK	Got it!

Total

7



Lesson 23

No Nonsense
Maths

4 times table

7-8
years

1. Fill in the gaps.

a x 4 = 24

b 5 x 4 =

c 9 x = 36

d 2 x 4 =

e 3 x = 12

f 7 x 4 =

g x 4 = 4

h 4 x 4 =

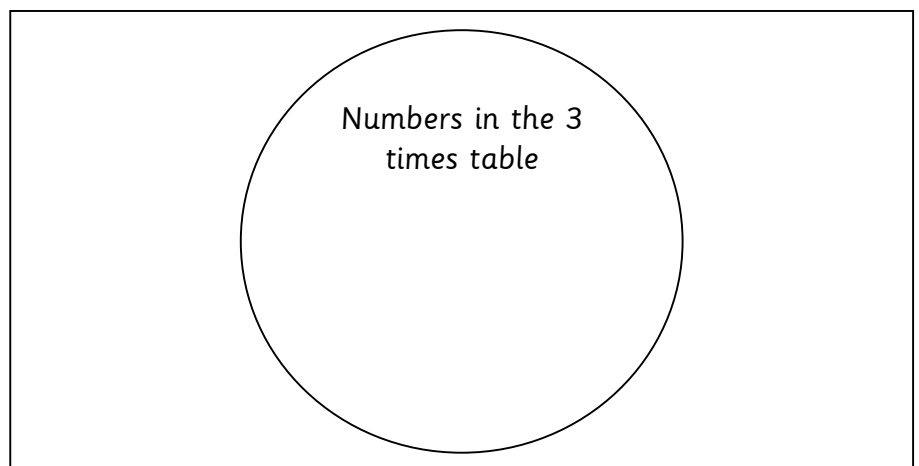
i x 4 = 32

Lesson 24

Sorting data

1. Sort these numbers into the Venn diagram.

16 12
5 19
24 7
9
18 3
15 13
27 22



<input type="text"/>	<input type="text"/>	<input type="text"/>		
0	Tough	OK	Got it!	10

Total

10

Mass and capacity

7-8
years

1. Write these objects in order from least to the greatest mass.

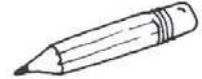
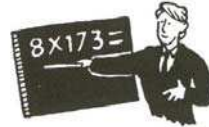
lorry

feather

chair

teacher

pencil



2. Write these objects in order from the least to the greatest capacity.

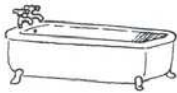
bath

mug

egg-cup

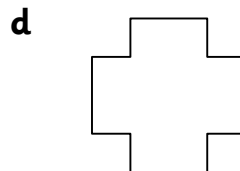
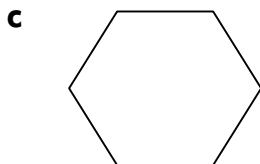
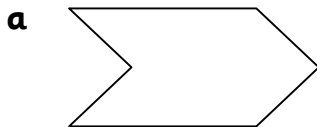
sink

pool



Line symmetry

1. Use a ruler to draw a line of symmetry on each shape.



0	Tough	OK
	Got it!	6

Total

6



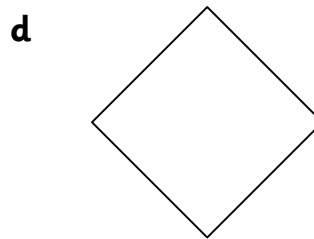
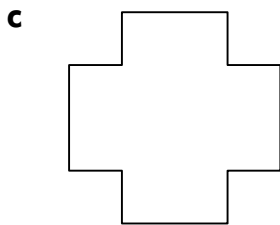
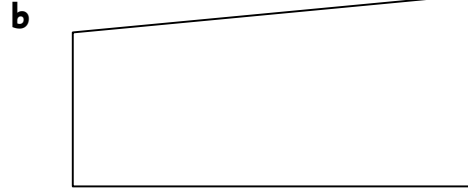
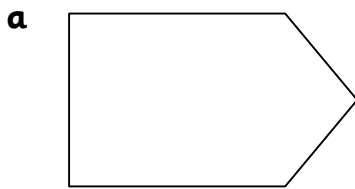
Lesson 27

No Nonsense
Maths

Right angles

7-8
years

1. Mark the right angles on these shapes.



Lesson 28

Time problems

1. Answer these time questions.

- a** How many minutes in three hours? _____
- b** How many hours in two days? _____
- c** How many minutes are equal to 240 seconds? _____
- d** How many days in three weeks? _____
- e** How many months in four years? _____
- f** How many seconds in five minutes? _____
- g** How many weeks in two years? _____

0	Tough	11
	OK	Got it!

Total

11

Paper Notes: 11+ Maths Question Booklet (No-Nonsense Ages 7-8)

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

Overview

This is the **Bond No-Nonsense Maths** workbook for **ages 7-8**, a comprehensive question booklet containing **28 lessons** that build foundational arithmetic and problem-solving skills. Published by **Bond** for pupils preparing for the **11+ entrance exams**, the booklet follows the **GL Assessment** style and covers number operations, times tables, geometry, data handling, and fractions. Each lesson is laid out as a short self-contained exercise with fill-in-the-gap or short-answer questions, making it ideal for daily practice or targeted revision.

The paper spans topics from basic addition and subtraction facts through to right angles, time problems, and simple data interpretation. Questions are worded in a variety of ways: some ask for number-sentence completions, others require word problems or multi-step reasoning. There is a clear progression within each topic, with early lessons on place value and number sequences leading to more complex work on rounding, fractions, and division with remainders.

This workbook is designed for **Year 3 to lower Year 4** pupils (ages 7-8) who are either consolidating the Year 2 curriculum or beginning the 11+ journey. It is not a timed formal exam paper but rather a structured practice resource. Parents and tutors can use it for regular short sessions, allowing children to practise new skills in a low-pressure format before moving on to longer, timed 11+ papers.

How this paper is organised

The booklet is organised into **28 numbered lessons**, each on its own page or half-page spread. Lessons 1 to 6 cover number facts, addition, subtraction, place value, times tables, and number sequences. Lessons 7 to 10 introduce measurement (length, time) and data (pictograms and 2D shapes). Lessons 11 to 14 and 15 onwards build multiplication facts, division, rounding, and fractions of circles and numbers. Later lessons (17 to 28) blend arithmetic with reasoning: money problems, 3D shape recognition, bar charts, symmetry, right angles, and time conversions.

Each lesson typically contains one or two question sections. Most have between 3 and 12 individual blanks or sub-parts. For example, Lesson 1 has six number-sentence completions plus four sets of related facts; Lesson 13 has 20 rounding questions split across two sets. The workbook does not specify marks per question, but each lesson is

designed to take around 10 to 15 minutes. There is no overall time limit, as this is a practice booklet rather than a timed test.

At the foot of most pages is a self-assessment bar labelled Tough, OK, and Got it!, with a total box showing the lesson's maximum score (typically between 4 and 27 marks). This allows pupils to track their confidence and performance lesson by lesson.

Topics covered

- Addition and subtraction facts for numbers up to 20, including missing-number problems and fact families
- Two-digit addition by partitioning into tens and units, then recombining
- Two-digit subtraction using the same partitioning method
- Place value: reading, writing, and comparing three-digit numbers (hundreds, tens, units)
- 2, 5, and 10 times tables: multiplication facts and related word problems
- Number sequences: finding 1, 10, or 100 more or less than a given number
- Estimating and measuring length in centimetres using a ruler
- Telling time to the nearest 5 minutes on an analogue clock face
- Recognising and drawing 2D shapes (semi-circle, rectangle, hexagon)
- Creating and interpreting pictograms with simple symbols
- Multiplication by 1 and 0, repeated addition as multiplication, and the 3 and 4 times tables
- Division as grouping (with and without remainders), using visual arrays
- Rounding numbers to the nearest 10 and the nearest 100
- Fractions of circles and shapes: colouring halves, thirds, quarters, and tenths
- Fractions of quantities: finding one half, one third, or one quarter of a set of objects
- Money: reading amounts in pounds and pence notation, calculating change, and solving multi-step problems
- Bar charts: reading scales and answering questions about frequency
- Properties of 3D shapes (prisms, pyramids, cubes, cylinders)
- Line symmetry: identifying and drawing lines of symmetry on 2D shapes
- Right angles: recognising right angles in polygons and composite shapes
- Time conversions: hours to minutes, days to weeks, months to years, etc.

How to use this paper for revision

- Work through one or two lessons each day rather than several at once. The booklet is designed for short, focused sessions that reinforce a single skill at a time.
- For times-table lessons (5, 15, 23), practise the facts orally before writing answers. Fluency with 2x, 5x, and 10x tables is essential before tackling 3x and 4x.
- Use physical objects (coins, counters, buttons) for fraction and division questions. Seeing $18 \div 3$ as 18 objects shared into 3 groups makes remainders much clearer.
- When rounding, always identify the middle number first. For rounding to the nearest 10, numbers ending in 5 or more round up; for the nearest 100, look at the tens digit.
- Estimate before you calculate, especially in length and money questions. A rough answer helps you spot mistakes in your working.
- Read word problems twice: once to understand the story, then again to pick out the numbers and the operation needed. Underline key words like total, change, or how many left.
- Keep a ruler, pencil, and rubber to hand for drawing and measuring tasks. Neat diagrams and careful measurement are part of the mark scheme in geometry lessons.

Common mistakes to avoid

- Confusing the order in subtraction: writing $8 - 15 = 7$ instead of $15 - 8 = 7$. Always check which number is being reduced.
- Rounding up when the digit is 4 or less. Remember: for the nearest 10, only 5, 6, 7, 8, 9 round the tens digit upwards.
- Mixing up multiplication and division symbols, especially when the question uses words like multiplied by or shared between.
- Adding instead of subtracting in money change questions. If an item costs 64p and you pay £1, the change is $100\text{p} - 64\text{p}$, not $100\text{p} + 64\text{p}$.
- Drawing a diameter instead of a radius when marking line symmetry on circles, or missing additional lines of symmetry on shapes like squares and regular hexagons.
- Writing remainders as decimals or fractions when the question format expects **r** notation (e.g. 3 r 1 rather than 3.33).

Exam technique

Tackle each lesson in order, as the booklet builds skills progressively. If a lesson feels too hard, revisit the previous two or three lessons to check your understanding of the

underlying method. Use the self-assessment bar at the foot of each page to identify which topics need more practice.

For fill-in-the-gap questions, write your working in the margin or on scrap paper if you are unsure. This is especially important for two-step addition and subtraction: jot down the units total and tens total separately before combining them. When a question asks you to draw or measure, use a sharp pencil and a ruler, and double-check that your line or shape matches the instruction.

If you are working through this booklet independently, ask an adult to check your answers after each lesson rather than waiting until the end. Correcting mistakes early prevents you from practising incorrect methods. Once you have completed the booklet, revisit any lessons where you scored below half marks, and try similar questions from other Bond or 11+ resources to confirm your improvement.

What to revise alongside this paper

Once you are confident with the 2, 5, 10, 3, and 4 times tables in this booklet, move on to the **6, 7, 8, and 9 times tables** using a higher-level Bond book or online drills. Multiplication and division facts underpin most 11+ arithmetic, so fluency now will save time later. For place value, extend your work to four-digit numbers and practise reading and writing them in words and numerals.

Geometry topics in this booklet (2D and 3D shapes, symmetry, right angles) are foundational. Next steps include identifying obtuse and acute angles, calculating perimeters of simple polygons, and recognising nets of 3D solids. These skills appear frequently in **GL Assessment 11+** papers. For data handling, practise more complex pictograms where each symbol represents 2 or 5 people, and begin interpreting simple tables and tally charts.

If you found the time and money problems straightforward, progress to multi-step word problems involving all four operations, and to decimal notation for money (e.g. £3.47 + £2.85). These are common in Year 4 and Year 5 11+ resources and will prepare you for the reasoning sections of full-length practice papers.

Key terms

Addition, Subtraction, Place value, Partitioning, Times table, Multiplication, Division, Remainder, Rounding, Fraction, Numerator, Denominator, Pictogram, Bar chart, Line symmetry, Right angle, 2D shape, 3D shape, Prism, Pyramid, Analogue clock, Change (money)

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 7-8 Years Answers

Lesson 1

1. **a** 18 **b** 15 **c** 17 **d** 6 **e** 18 **f** 9
 2. **a** $19 - 14 = 5$, $19 - 5 = 14$, $14 + 5 = 19$,
 $5 + 14 = 19$
b $13 - 10 = 3$, $13 - 3 = 10$, $10 + 3 = 13$,
 $3 + 10 = 13$
c $20 - 15 = 5$, $20 - 5 = 15$, $15 + 5 = 20$,
 $5 + 15 = 20$

Lesson 2

1. **a** 39, 9, 30 **b** 44, 4, 40 **c** 38, 8, 30
 2. **a** 39 **b** 49

Lesson 3

1. **a** 15, 5, 10 **b** 26, 6, 20 **c** 32, 2, 30
 2. **a** 22 **b** 6

Lesson 4

1. **a** three hundred and seventy-four
b one hundred and forty-nine
c seven hundred and twenty-two
 2. **a** 257 **b** 134 **c** 626
d 368 **e** 447 **f** 514

Lesson 5

1. **a** 12 **b** 80 **c** 15 **d** 50
e 18 **f** 90 **g** 25 **h** 14
i 20
 2. **a** 6 **b** 40 **c** 12 **d** 70




Lesson 6

1. **a** 87 **b** 345 **c** 161
 2. **a** 279 **b** 277 **c** 288
d 268 **e** 378 **f** 178

Lesson 7

1. **a** 6 cm **b** $11\frac{1}{2}$ cm **c** 3 cm
d $8\frac{1}{2}$ cm

Lesson 8

1. **a**  **b**  **c** 

Lesson 9

1. **a**  **b**  **c** 

Lesson 10

1. Answers will vary

Lesson 11

1. **a** 3 **b** 4, 4, 16 **c** 10, 10, 10, 3
 2. **a** 14 **b** 0 **c** 0
d 1 **e** 0 **f** 49

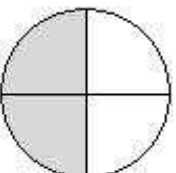
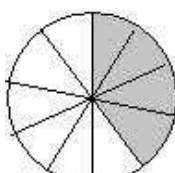
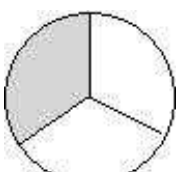
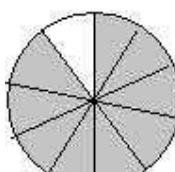
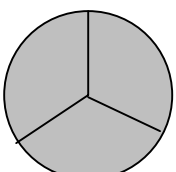
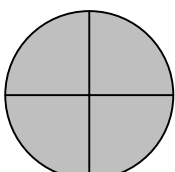
Lesson 12

1. **a** 3 **b** 4 **c** 3

Lesson 13

1. **a** 50 **b** 40 **c** 10 **d** 50
e 30 **f** 80 **g** 70 **h** 10
 2. **a** 100 **b** 400 **c** 200 **d** 200
e 500 **f** 100 **g** 600 **h** 100
i 700 **j** 900 **k** 600 **l** 900

Lesson 14

1. **a**  **b** 
c  **d** 
e  **f** 

Lesson 15

1. **a** 15 **b** 18 **c** 3 **d** 3
e 3 **f** 27 **g** 2 **h** 24
i 10

Lesson 16

1. **a** 2 pounds and 64 pence
b 6 pounds and 17 pence
c 1 pound and 95 pence
2. **a** £4.22 **b** £3.86 **c** £8.74

Lesson 17

1. **a** 6, 50p **b** 36p, 20p 10p 5p 1p

Lesson 18

1. **a** triangle and rectangle **b** square and triangle
c square **d** cylinder

Lesson 19

1. **a** Musical chairs **b** 2 **c** Hide and seek

Lesson 20

1. **a** 4 **b** 9 **c** 3, 24
d 7, 6, 24

Lesson 21

1. **a** 6 **b** 3 r2 **c** 3 r1

Lesson 22

1. **a** 2 **b** 4 **c** 4 **d** 6

Lesson 23

1. **a** 6 **b** 20 **c** 4 **d** 8
e 4 **f** 28 **g** 1 **h** 16
i 8

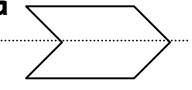
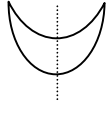
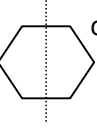

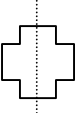
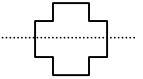

Lesson 24

1. Numbers in the 3x table: 12, 24, 9, 18, 3, 15, 27
Numbers not in the 3x table: 16, 5, 19, 7, 13, 22



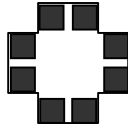
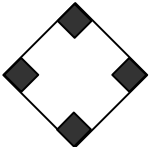
Lesson 25

1. feather, pencil, chair, teacher, lorry
2. egg-cup, mug, sink, bath, pool

Lesson 26

1. **a**  **b**  **c**  or
-  (through any opposite edges or corners)
- d**  or  or 

Lesson 27

1. **a**  **b** 
- c**  **d** 

Lesson 28

1. **a** 180 minutes **b** 48 hours **c** 4 minutes
d 21 days **e** 48 months **f** 300 seconds
g 104 weeks

Answer-Key Notes: 11+ Maths Answers (No-Nonsense Ages 7-8)

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

This answer key lists correct answers for 28 short lessons covering number facts, place value, times tables, fractions, measures, shape and data handling. **Mark each answer as right or wrong first**, then total the marks for each lesson to identify which topics need further work.

Careless slips — writing 16 instead of 18, miscounting dots in a division question — look different from true gaps in understanding. If your child hesitates over every question in Lesson 5 (the 2×, 5× and 10× tables) but flies through Lesson 15 (the 3× table), the former needs drilling. If several money questions are wrong, re-read Lesson 16's worked steps together.

Use the worked examples below when an answer surprises you or when the same mistake appears in multiple lessons. Each example explains the reasoning behind the correct answer and highlights where children typically go wrong.

Score interpretation

Each lesson carries between 4 and 27 marks, so compare performance lesson by lesson rather than totalling across the booklet. **Scoring 80 per cent or more on a lesson usually means the child is secure** in that topic and can move on; 50–79 per cent suggests the idea is half-formed and worth revisiting with a few extra practice questions; below 50 per cent signals a concept that has not yet stuck.

Lessons 1–6 and 13 test core number fluency (addition, subtraction, place value, rounding). If these scores are low, pause before tackling the multiplication and division lessons (11, 12, 15, 20–24), because times-table work assumes confident handling of two-digit numbers. Lessons 7, 8, 16, 17, 25 and 28 cover measures, money and time; children often find these easier than pure number because the context helps them picture the maths.

Geometry and data lessons (9, 10, 14, 18, 19, 26, 27) usually produce mixed scores. A child might excel at bar charts yet struggle with fractions of circles, or draw perfect semi-circles but miss right angles. Treat each strand separately when planning next steps.

Worked examples

Number facts and place value, Lessons 1–4, 6

Markers reward recall and partitioning fluency. Lesson 1 tests addition and subtraction bonds to 20; children lose marks by forgetting the commutative pairs ($5 + 14$ and $14 + 5$). Lessons 2 and 3 ask for partitioning into tens and units before adding or subtracting; writing $39 = 9 + 30$ instead of $39 = (7 + 2) + (10 + 20)$ costs the mark. Lesson 4 distinguishes 257 from 275; reversing digits is the commonest error. Lesson 6 tests sequences (± 1 , ± 10 , ± 100); children often add 100 when the question asks for 100 less.

Lesson 1, Q2a : $19 - 14 = 5$, $19 - 5 = 14$, $14 + 5 = 19$, $5 + 14 = 19$

The triple 5, 14, 19 generates two subtractions (starting from 19) and two additions (both making 19). **All four sentences must appear** to show the family is complete. Many children write only two and lose half the marks.

Lesson 4, Q2d : 368

The question asks which is *less*, 386 or 368. Compare the tens column: $6 < 8$, so 368 is smaller. Writing 386 means the child read 'greater' by mistake or compared units before tens.

Lesson 6, Q2f : 178

$278 - 100 = 178$. Children who answer 378 have added 100 instead of subtracting it, a sign they are not reading 'less' carefully. **Encourage underlining the key word** ('more' or 'less') before calculating.

Multiplication and division, Lessons 5, 11, 12, 15, 20–24

Times-table recall dominates these lessons. **Markers expect instant answers**; hesitation suggests the fact is not yet automatic. Lesson 11 checks understanding that $3 + 3 + 3 + 3 = 4 \times 3$; children who write 3×4 show they have counted the threes but not grasped which number is the multiplier. Division questions (Lessons 12, 21) often include remainders; writing $17 \div 5 = 3$ without the 'r2' loses the mark. Lesson 20 (commutativity) and Lesson 24 (Venn sorting) test whether children recognise that 5×4 and 4×5 are identical.

Lesson 11, Q1b : 4, 4, 16

Four fours: $4 + 4 + 4 + 4 = 4 \times 4 = 16$. The first gap is the repeated number (4), the second gap is how many fours (also 4), the third gap is the product. Writing 16×1 misses the point of the lesson.

Lesson 15, Q1g : 2

$_ \times 3 = 6$, so the missing number is $6 \div 3 = 2$. Children who write 18 have multiplied 6×3 instead of dividing. **Remind them to reverse the operation** when the question has a gap before the multiplication sign.

Lesson 21, Q1b : 3 r2

$17 \div 5$: five goes into 17 three times ($3 \times 5 = 15$) with 2 left over. The notation 3 r2 is essential. Writing just 3 or 3.4 is incorrect at this stage; remainders must be shown as whole numbers remaining.

Fractions, Lessons 14, 22

Lesson 14 asks children to colour the correct portion of a circle divided into equal parts.

Markers check that the numerator matches the number of shaded sections and that no extra sections are coloured. Lesson 22 asks for fractions of whole numbers (e.g. $\frac{1}{3}$ of 6); the method is to divide the number by the denominator. Children who multiply instead of dividing — writing $\frac{1}{3}$ of 6 = 18 — have confused 'of' with 'times'.

Lesson 14, Q1d : 9 out of 10 sections shaded

$\frac{9}{10}$ means nine parts out of ten. The circle is divided into ten equal slices; **shade any nine of them**. Shading all ten (reading it as $\frac{10}{10}$) or shading only one (confusing numerator and denominator) both lose the mark.

Lesson 22, Q1d : 6

$\frac{1}{4}$ of 24 = $24 \div 4 = 6$. The denominator (4) tells you how many equal groups to make; the numerator (1) tells you to take one group. Writing 96 shows the child multiplied 24×4 instead of dividing.

Measures, money and time, Lessons 7, 8, 16, 17, 25, 28

Measurement questions test reading scales, converting units and solving word problems.

Markers penalise missing units (writing 6 instead of 6 cm) and incorrect conversions (180 seconds instead of 180 minutes for three hours). Money questions require the pound-and-pence format £4.22, not 422p, in the answer. Time problems (Lesson 28) demand recall of 60 seconds = 1 minute, 60 minutes = 1 hour, 24 hours = 1 day, 7 days = 1 week, 52 weeks = 1 year, 12 months = 1 year.

Lesson 16, Q2a : £4.22

Four pounds and twenty-two pence is written £4.22. The decimal point separates pounds from pence; always use exactly two digits after the point (£4.20, not £4.2).

Writing 4.22 without the £ symbol loses the mark because the unit is missing.

Lesson 17, Q1a : 6 comics, 50p left

Adam has £5 = 500p. Each comic costs 75p, so $500 \div 75 = 6$ remainder 50. He can buy six comics and will have 50p change. Children who answer 7 have ignored the remainder; $7 \times 75 = 525$, which exceeds his money.

Lesson 28, Q1a : 180 minutes

Three hours \times 60 minutes per hour = 180 minutes. Writing 180 seconds shows confusion between minutes and seconds. **Check the unit in the question** before multiplying or dividing.

Shape and symmetry, Lessons 9, 14, 18, 26, 27

Geometry questions reward precise drawing and correct terminology. Lesson 9 asks for named shapes (semi-circle, rectangle, hexagon); **markers expect recognisable drawings**, not labels alone. Lesson 18 distinguishes prisms from pyramids and identifies cuboids and cylinders. Lesson 26 tests line symmetry; the line must split the shape into two mirror halves. Lesson 27 asks children to mark right angles with a small square symbol at each 90° corner.

Lesson 18, Q1a : triangle and rectangle

A triangular prism has a triangle at each end and rectangles joining them. **Naming 'triangle and square' is wrong** because the sides are rectangles (opposite sides unequal), not squares (all sides equal). This question tests 2D-shape vocabulary.

Lesson 26, Q1c : Vertical line through the centre, or horizontal line through the centre, or diagonal lines through opposite corners

A regular hexagon has multiple lines of symmetry. Any line through opposite edges or opposite corners that splits the hexagon into two identical halves is correct. **The mark scheme accepts any one valid line**; you do not need to draw all six.

Data handling, Lessons 10, 19, 24

Lesson 10 is open-ended (children create their own pictogram), so **markers check that the key is consistent** and that each symbol represents the same number of people. Lesson 19 tests reading a bar chart: the highest bar shows the favourite, the height of each bar gives the count. Lesson 24 asks children to sort numbers into a Venn diagram (numbers in the $3\times$ table vs. numbers not in the $3\times$ table); forgetting that 3, 6, 9, 12, 15, 18, 21, 24, 27 belong inside the circle is the commonest mistake.

Lesson 19, Q1a : Musical chairs

The tallest bar on the chart reaches 5 on the vertical axis, corresponding to Musical chairs. **The favourite is the game with the most votes**, not the game listed first or last. Children who answer 'Pass the parcel' have read the first bar without comparing heights.

Lesson 24, Q1 : Inside the circle: 12, 24, 9, 18, 3, 15, 27; outside: 16, 5, 19, 7, 13, 22

The $3\times$ table is 3, 6, 9, 12, 15, 18, 21, 24, 27, 30... Any number divisible by 3 goes inside the circle. The list includes 12, 24, 9, 18, 3, 15, 27; the rest (16, 5, 19, 7, 13, 22) are not multiples of 3 and stay outside. **Missing just one number costs the mark** because Venn sorting is an all-or-nothing skill.

Next steps

Review every incorrect answer with your child, focusing on one lesson at a time. **Ask 'What was the question asking?' before re-teaching the method**; many errors stem from misreading rather than miscalculating. If a whole lesson scores poorly, revisit the corresponding topic in the main Bond 7–8 Years book or use the Bond Online resources for extra practice. If times-table gaps appear (Lessons 5, 15, 23), drill those facts daily for two weeks, then retry the affected lessons.

If your child scores 80 per cent or more across most lessons, move on to Bond No Nonsense Maths 8–9 Years to maintain progress. If scores are mixed, concentrate on the weaker strands (number, measures, fractions or shape) and return to this booklet in a month to check retention. Keep all marked work in a folder so you can track which mistakes recur and which have been corrected for good.

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