

## 11+ PRACTICE PACK

# Bond No-Nonsense Ages 8-9

## 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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Lesson 1

No Nonsense  
**Maths**

Thousands, hundreds, tens  
and units

**8-9**  
years

1. Write these numbers as words.

a 2479 \_\_\_\_\_

b 4311 \_\_\_\_\_

c 1562 \_\_\_\_\_

2. Which is more?

a 1765 or 1675? \_\_\_\_\_

b 2871 or 2178? \_\_\_\_\_

c 3217 or 3271? \_\_\_\_\_

d 8305 or 8035? \_\_\_\_\_

e 6147 or 6417? \_\_\_\_\_

f 9227 or 9272? \_\_\_\_\_

Lesson 2

Addition

1. Work out the answers.

a 
$$\begin{array}{r} 147 \\ + 35 \\ \hline \end{array}$$

b 
$$\begin{array}{r} 236 \\ + 28 \\ \hline \end{array}$$

c 
$$\begin{array}{r} 329 \\ + 52 \\ \hline \end{array}$$

d 
$$\begin{array}{r} 228 \\ + 133 \\ \hline \end{array}$$

e 
$$\begin{array}{r} 167 \\ + 233 \\ \hline \end{array}$$

f 
$$\begin{array}{r} 314 \\ + 167 \\ \hline \end{array}$$

0	Tough	OK	Got it!	15
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Total

15
----



Lesson 3

No Nonsense  
**Maths**

Subtraction

**8-9**  
years

1. Complete these number sentences.

**a**    7 2  
  - 5 6    =    -  
\_\_\_\_\_

**b**    4 4  
  - 1 8    =    -  
\_\_\_\_\_

**c**    8 3  
  - 2 7    =    -  
\_\_\_\_\_

**d**    9 5  
  - 3 9    =    -  
\_\_\_\_\_

Lesson 4

3 and 4 times tables

1. Answer these questions.

**a** What are four fours? \_\_\_\_\_

**b** Multiply seven by three. \_\_\_\_\_

**c** What is 5 multiplied by 3? \_\_\_\_\_

**d** What are two fours? \_\_\_\_\_

2. Complete these number sentences.

**a**  $3 \times 4 =$  \_\_\_\_\_

**b**  $6 \times 4 =$  \_\_\_\_\_

**c**  $9 \times 3 =$  \_\_\_\_\_

**d**  $6 \times 3 =$  \_\_\_\_\_

**e**  $8 \times 4 =$  \_\_\_\_\_

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

0	Tough	14
	OK	Got it!

Total

14
----



Lesson 5

No Nonsense  
**Maths**

Division facts

**8-9**  
years

**1. Fill in the gaps.**

- a**  $24 \div 6 = 4$        $24 = 6 \times \underline{\quad}$   
**b**  $12 \div 4 = 3$        $12 = 4 \times \underline{\quad}$   
**c**  $35 \div 5 = 7$        $35 = \underline{\quad} \times \underline{\quad}$   
**d**  $40 \div 10 = 4$        $\underline{\quad} = \underline{\quad} \times \underline{\quad}$

**2. Write the answers as quickly as possible.**

- a** Divide 15 by 3.  $\underline{\quad}$       **b** How many sixes in 30?  $\underline{\quad}$   
**c** Share 27 equally between 3.  $\underline{\quad}$       **d** Divide 18 by 2.  $\underline{\quad}$

Lesson 6

Multiplying and dividing by 10

**1. Multiply these numbers by 10.**

- a**  $34 \times 10 = \underline{\quad}$       **b**  $87 \times 10 = \underline{\quad}$       **c**  $12 \times 10 = \underline{\quad}$   
**d**  $165 \times 10 = \underline{\quad}$       **e**  $224 \times 10 = \underline{\quad}$       **f**  $211 \times 10 = \underline{\quad}$   
**g**  $2125 \times 10 = \underline{\quad}$       **h**  $1834 \times 10 = \underline{\quad}$       **i**  $3913 \times 10 = \underline{\quad}$

**1. Divide these numbers by 10.**

- a**  $20 \div 10 = \underline{\quad}$       **b**  $90 \div 10 = \underline{\quad}$       **c**  $10 \div 10 = \underline{\quad}$   
**d**  $160 \div 10 = \underline{\quad}$       **e**  $280 \div 10 = \underline{\quad}$       **f**  $210 \div 10 = \underline{\quad}$   
**g**  $350 \div 10 = \underline{\quad}$       **h**  $730 \div 10 = \underline{\quad}$       **i**  $590 \div 10 = \underline{\quad}$

0	Tough	OK
		Got it!
		26

Total

26
----



Lesson 7

No Nonsense  
**Maths**

Fractions

**8-9**  
years

1. Circle the fractions that are smaller than  $\frac{1}{2}$ .

$\frac{2}{4}$

$\frac{4}{10}$

$\frac{1}{3}$

$\frac{6}{8}$

$\frac{2}{3}$

$\frac{1}{4}$

$\frac{6}{10}$

2. Finish these number sentences.

a  $\frac{2}{4} + \frac{\quad}{4} = 1$

b  $\frac{3}{10} + \frac{\quad}{10} = 1$

c  $\frac{3}{5} + \frac{\quad}{5} = 1$

Lesson 8

Money

1. Work out the answers.

a  $\begin{array}{r} \pounds 3.24 \\ + \pounds 1.37 \\ \hline \pounds \\ \hline \end{array}$

b  $\begin{array}{r} 67 \text{ p} \\ - 25 \text{ p} \\ \hline \text{p} \\ \hline \end{array}$

c  $\begin{array}{r} \pounds 2.57 \\ - \pounds 1.14 \\ \hline \pounds \\ \hline \end{array}$

d  $\begin{array}{r} \pounds 4.72 \\ + \pounds 2.19 \\ \hline \pounds \\ \hline \end{array}$

e  $\begin{array}{r} 54 \text{ p} \\ + 38 \text{ p} \\ \hline \text{p} \\ \hline \end{array}$

f  $\begin{array}{r} \pounds 5.46 \\ - \pounds 2.29 \\ \hline \pounds \\ \hline \end{array}$

0	Tough	10
	OK	Got it!

Total

10
----



Lesson 9

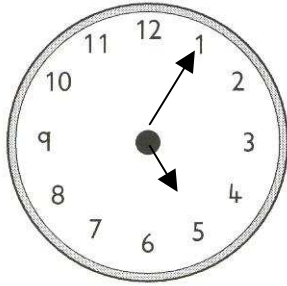
No Nonsense  
**Maths**

Time – analogue and digital

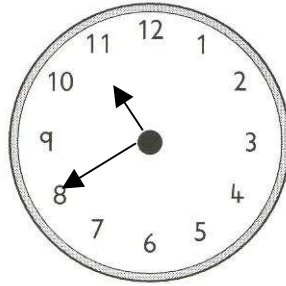
**8-9**  
years

1. Write the digital times shown on these analogue clocks.

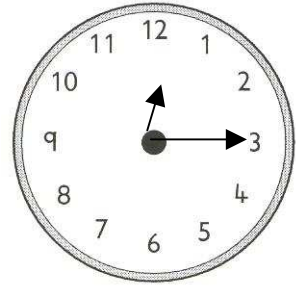
**a**



**b**



**c**



Lesson 10

Co-ordinates

1. Place an X on the grid for each of the co-ordinates.

**a** (3, 2)

**b** (4, 1)

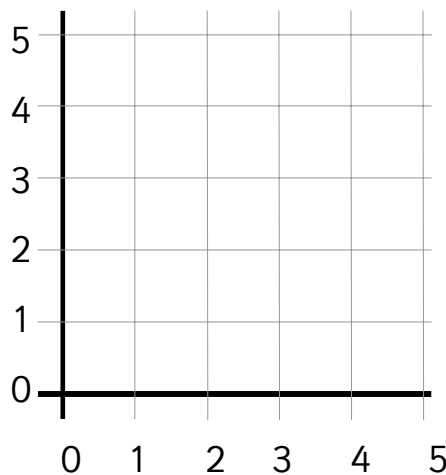
**c** (1, 5)

**d** (2, 2)

**e** (5, 4)

**f** (4, 3)

**g** (3, 0)



0	Tough	OK	Got it!	10
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Total

10
----



Lesson 11

No Nonsense  
**Maths**

Greater than, less than

**8-9**  
years

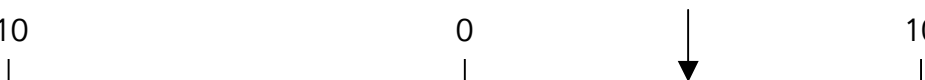
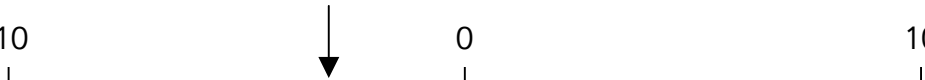
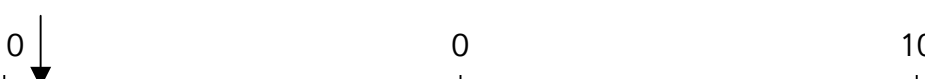
1. Put these numbers in order, smallest first.

<b>a</b>	4132	4213	2413	1342	3241
	_____	_____	_____	_____	_____
<b>b</b>	7685	6875	7856	8657	5687
	_____	_____	_____	_____	_____
<b>c</b>	2463	4326	6432	3642	2364
	_____	_____	_____	_____	_____

Lesson 12

Negative numbers

1. Estimate what number is marked with an arrow on these number lines.

<b>a</b>		Estimation _____
<b>b</b>		Estimation _____
<b>c</b>		Estimation _____

0	Tough	OK	Got it!	6
---	-------	----	---------	---

Total

6
---



Lesson 13

No Nonsense  
**Maths**

Number sequences

**8-9**  
years

1. Fill in the missing numbers.

**a**

84	79	74		64	59	54			39	35	
----	----	----	--	----	----	----	--	--	----	----	--

**b**

34	37		43			52	55	58		64	67
----	----	--	----	--	--	----	----	----	--	----	----

**c**

33	29		21	17	13		5		-3		-11
----	----	--	----	----	----	--	---	--	----	--	-----

Lesson 14

Multiplication 1

1. Multiply these numbers.

**a**

$$\begin{array}{r} 17 \\ \times 4 \\ \hline \\ \hline \end{array}$$

**b**

$$\begin{array}{r} 14 \\ \times 6 \\ \hline \\ \hline \end{array}$$

**c**

$$\begin{array}{r} 12 \\ \times 7 \\ \hline \\ \hline \end{array}$$

**d**

$$\begin{array}{r} 21 \\ \times 3 \\ \hline \\ \hline \end{array}$$

**e**

$$\begin{array}{r} 26 \\ \times 5 \\ \hline \\ \hline \end{array}$$

**f**

$$\begin{array}{r} 28 \\ \times 6 \\ \hline \\ \hline \end{array}$$

0	Tough	9
	OK	Got it!

Total

9
---



Lesson 15

Division

No Nonsense  
**Maths**

**8-9**  
years

1. Work out the answers to these questions.

a  $2 \overline{) 84}$

b  $5 \overline{) 65}$

c  $4 \overline{) 52}$

d  $6 \overline{) 84}$

e  $3 \overline{) 81}$

f  $4 \overline{) 76}$

g  $3 \overline{) 72}$

h  $6 \overline{) 96}$

i  $5 \overline{) 90}$

Lesson 16

6 times table

1. Write the answers.

- a What is 3 times 6? \_\_\_\_\_
- b Multiply five by six. \_\_\_\_\_
- c What are nine sixes? \_\_\_\_\_
- d Find the answer to 6 sixes. \_\_\_\_\_
- e What is two times six? \_\_\_\_\_
- f Multiply 6 by 8. \_\_\_\_\_
- g Times six by five. \_\_\_\_\_
- h What are four sixes? \_\_\_\_\_

0	Tough	17
	OK	Got it!

Total

17
----



Lesson 17

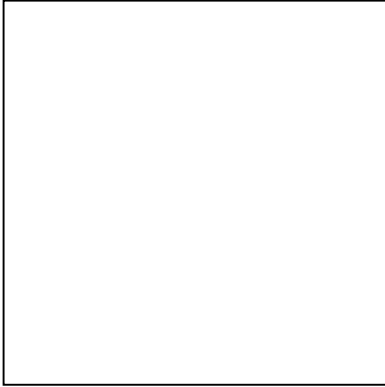
*No Nonsense*  
**Maths**

## Polygons

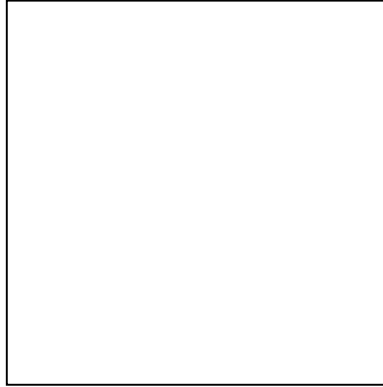
**8-9**  
years

1. Draw an irregular polygon with...

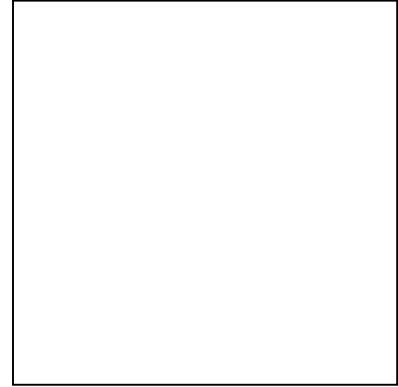
**a** 5 sides



**b** 7 sides



**c** 8 sides



Lesson 18

## Perimeter

1. Find the perimeter of a...

**a** 6 cm x 6 cm square. \_\_\_\_\_

**b** 6 cm x 8 cm rectangle. \_\_\_\_\_

**c** 9 cm x 5 cm rectangle. \_\_\_\_\_

**d** 7 cm x 7 cm square. \_\_\_\_\_

0	Tough	7
	OK	Got it!

Total

7
---



Lesson 19

No Nonsense  
**Maths**

Bar charts

**8-9**  
years

**1. Answer these questions about the holiday bar chart on page 41.**

- a** How many children stayed in England? \_\_\_\_\_
- b** Where did 15 more children go to on holiday than Spain? \_\_\_\_\_
- c** How many children went to France, Italy or Spain? \_\_\_\_\_
- d** How many fewer children went to America than England? \_\_\_\_\_
- e** To which country did twice as many children go as went to Italy? \_\_\_\_\_
- f** How many children holidayed in England or France? \_\_\_\_\_
- g** How many more children stayed in England than went to France? \_\_\_\_\_

Lesson 20

Rounding numbers

**1. Complete the following sentences.**

- a** 563 rounded to the nearest ten is \_\_\_\_\_ .
- b** 563 rounded to the nearest hundred is \_\_\_\_\_ .
- c** 247 rounded to the nearest ten is \_\_\_\_\_ .
- d** 247 rounded to the nearest hundred is \_\_\_\_\_ .
- e** 784 rounded to the nearest ten is \_\_\_\_\_ .
- f** 784 rounded to the nearest hundred is \_\_\_\_\_ .
- g** 155 rounded to the nearest ten is \_\_\_\_\_ .
- h** 155 rounded to the nearest hundred is \_\_\_\_\_ .

0	Tough	15
	OK	Got it!

Total

15
----



Lesson 21

No Nonsense  
**Maths**

Multiplication 2

**8-9**  
years

**1. What is double...**

**a** 47? \_\_\_\_\_

**b** 33? \_\_\_\_\_

**c** 29? \_\_\_\_\_

**d** 350? \_\_\_\_\_

**e** 440? \_\_\_\_\_

**f** 230? \_\_\_\_\_

**g** 180? \_\_\_\_\_

**h** 360? \_\_\_\_\_

**i** 490? \_\_\_\_\_

**2. Solve this problem.**

Mrs Ellis bought 4 books of stamps.

There were 12 stamps in each book.

How many stamps did she buy altogether? \_\_\_\_\_

Lesson 22

7 times table

**1. Write the answers.**

**a** What is 5 times 7? \_\_\_\_\_

**b** Multiply four by seven. \_\_\_\_\_

**c** What are seven sevens? \_\_\_\_\_

**d** Find the answer to 6 sevens. \_\_\_\_\_

**e** What is nine times seven? \_\_\_\_\_

**f** Multiply 7 by 8. \_\_\_\_\_

**g** Times seven by three. \_\_\_\_\_

**h** What are two sevens? \_\_\_\_\_

0	Tough	OK	Got it!	18
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Total

18
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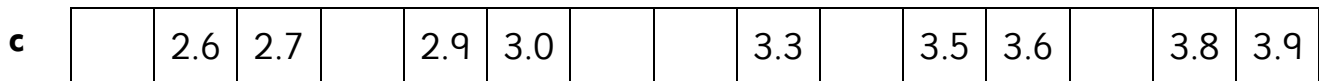
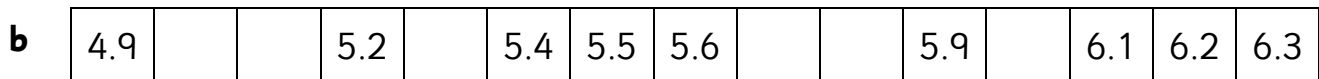
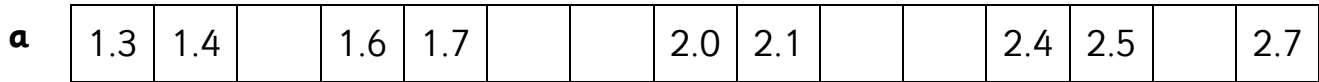
Lesson 23

No Nonsense  
**Maths**

Decimals

**8-9**  
years

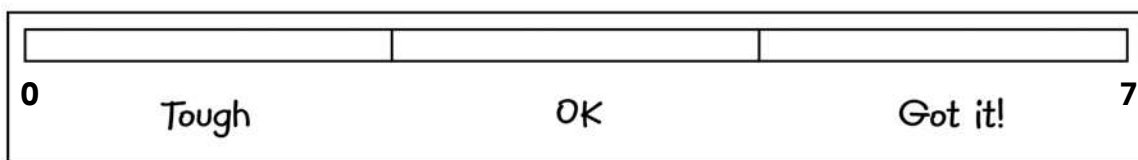
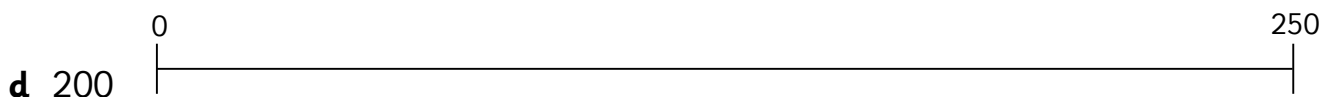
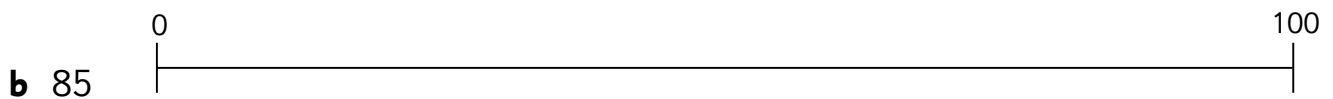
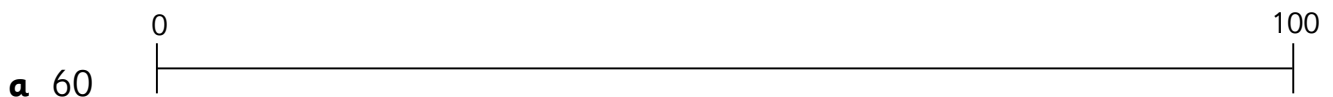
1. Finish these number lines.



Lesson 24

Estimation

1. Draw an arrow where you estimate the number will be on the number line.





Lesson 25

No Nonsense  
**Maths**

Solving problems

**8-9**  
years

1. Find the two numbers that have...

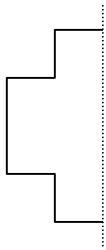
- a a product of 30 and a sum of 11. \_\_\_\_\_
- b a product of 25 and a sum of 10. \_\_\_\_\_
- c a product of 18 and a sum of 9. \_\_\_\_\_
- d a product of 42 and a sum of 13. \_\_\_\_\_
- e a product of 36 and a sum of 13. \_\_\_\_\_
- f a product of 16 and a sum of 10. \_\_\_\_\_
- g a product of 16 and a sum of 8. \_\_\_\_\_

Lesson 26

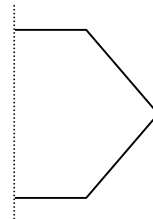
Line symmetry

1. Finish these shapes using the lines of symmetry.

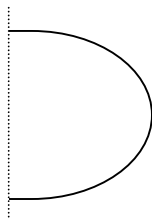
a



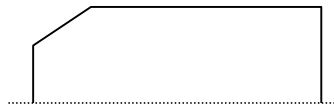
b



c



d



0	Tough	OK	Got it!	11
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Total

11
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Lesson 27

No Nonsense  
**Maths**

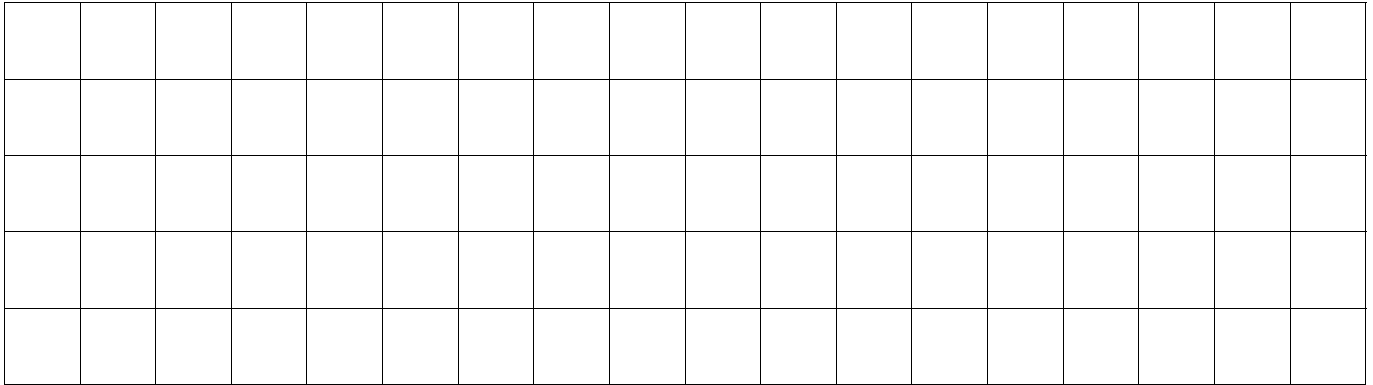
Area

**8-9**  
years

1. Draw shapes with the following areas.

a  $9\text{cm}^2$

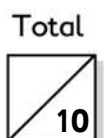
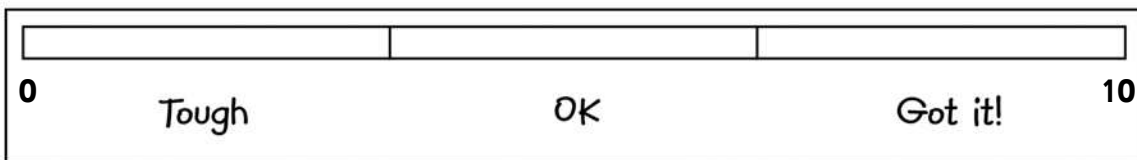
b  $15\text{cm}^2$



Lesson 28

Length, mass, capacity

1. a Write 3000 m in kilometres. \_\_\_\_\_
- b Write 400 cm in metres. \_\_\_\_\_
- c Write 4 l in millilitres. \_\_\_\_\_
- d Write 2.5 kg in grams. \_\_\_\_\_
- e Write 20 cm in millimetres. \_\_\_\_\_
- f Write 5000 ml in litres. \_\_\_\_\_
- g Write 2000 g in kilograms. \_\_\_\_\_
- h Write 30 mm in centimetres. \_\_\_\_\_



# Paper Notes: 11+ Maths Question Booklet (No-Nonsense Ages 8-9)

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 No-Nonsense Maths workbook** for ages 8–9, designed to build essential numeracy skills for **11+ preparation** in a **GL Assessment**-style exam environment. The booklet comprises **28 short lessons**, each focusing on a distinct mathematical topic, with **158 questions** in total. Topics range from place value and the four operations to times tables, fractions, money, time, geometry, and data handling.

Questions are presented in a workbook format rather than as a single timed exam paper. Each lesson provides a focused set of exercises that students can complete independently or with a parent. The layout is clear and uncluttered, with space provided for written answers. Marks are indicated at the foot of each lesson to help track progress.

This workbook is ideal for Year 4 and early Year 5 pupils who need systematic practice across a broad range of fundamental maths skills. It bridges the gap between primary school core curriculum and the more demanding reasoning and problem-solving questions typical of 11+ entrance tests. The material is deliberately progressive, moving from basic arithmetic through to multi-step word problems and spatial reasoning tasks.

## How this paper is organised

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The booklet is organised into **28 numbered lessons**, each occupying one or two pages. Lessons are self-contained and can be tackled in sequence or according to individual learning needs. Each lesson opens with a brief instructional prompt (e.g. "Work out the answers" or "Fill in the gaps") followed by a series of short exercises.

Marks are allocated per lesson, displayed at the bottom of each page alongside a progress bar labelled "Tough", "OK", and "Got it!". Total marks range from 6 to 26 per lesson, with most lessons awarding between 10 and 15 marks. The overall question count across all 28 lessons is **158 questions**. There is no overall time limit; the booklet is designed for flexible, topic-by-topic study.

The structure is cumulative. Early lessons revisit place value, addition, subtraction, and times tables, while later lessons introduce decimals, negative numbers, perimeter, area, line symmetry, and data interpretation. Each lesson builds on previously introduced concepts, ensuring steady reinforcement of core skills.

## Topics covered

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- Place value in four-digit numbers, including writing numbers as words and comparing magnitudes
- Column addition and subtraction of two- and three-digit numbers with and without carrying or borrowing
- Times tables (3, 4, 6, and 7) presented as word problems, multiplication sentences, and rapid-recall drills
- Division facts and the inverse relationship between multiplication and division, including sharing and grouping contexts
- Multiplying and dividing whole numbers by 10, recognising the effect on place value
- Fractions: identifying fractions smaller than one half, completing number sentences to make wholes, and comparing simple fractions
- Money calculations involving addition and subtraction of pounds and pence in column format
- Reading analogue clocks and converting to digital time notation
- Plotting and reading co-ordinates on a simple grid
- Ordering four-digit numbers and estimating positions on a number line, including negative numbers
- Number sequences with positive and negative integers, identifying patterns and filling missing terms
- Short multiplication (two-digit by single-digit) using formal column methods
- Short division presented in bus-stop notation
- Doubling two- and three-digit numbers and solving word problems involving multiplication
- Rounding numbers to the nearest ten and nearest hundred
- Decimals: completing number lines with tenths, understanding decimal place value
- Estimating positions of numbers on a number line spanning 0–100 and 0–250
- Solving algebraic-style problems (finding two numbers given their product and sum)
- Polygons: drawing irregular polygons with a specified number of sides
- Perimeter of rectangles and squares calculated from given dimensions
- Interpreting and answering questions from a bar chart
- Line symmetry: completing shapes given a line of symmetry
- Area: drawing shapes on squared paper to match a given area in square centimetres
- Converting between units of length (mm, cm, m, km), mass (g, kg), and capacity (ml, l)

## How to use this paper for revision

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- Work through one lesson per day to build a steady revision routine. Each lesson is short enough to complete in 15–20 minutes, making daily practice manageable alongside schoolwork.
- Use the self-assessment bar at the bottom of each lesson honestly. If you mark a lesson as "Tough", revisit it after completing a few more topics to see if your understanding has improved.
- Practise times tables aloud and against the clock. Many lessons rely on instant recall of 3, 4, 6, and 7 times tables; fluency here will speed up later multiplication and division tasks.
- Draw diagrams for geometry questions (perimeter, area, symmetry) even when not explicitly asked. Visualising shapes helps reduce errors and reinforces spatial reasoning skills.
- For money and decimal questions, line up the decimal points carefully in column addition and subtraction. Misaligned digits are a common source of mistakes.
- When tackling word problems, underline or highlight the numbers and the operation required before calculating. This prevents rushing and helps you spot multi-step problems.
- Keep a separate notebook for any questions you find difficult. Write out the question, your working, and the correct answer. Review this notebook weekly to track recurring errors.

## Common mistakes to avoid

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- Confusing the order of digits in four-digit numbers (e.g. reading 3271 as 3217). Always check the thousands, hundreds, tens, and units columns separately before comparing.
- Forgetting to carry or borrow in column addition and subtraction. Write small carry digits above the column or crossing-out marks when borrowing to keep track of your working.
- Mixing up multiplication and division facts, especially under time pressure. Practise writing out the inverse (e.g. if  $6 \times 4 = 24$ , then  $24 \div 6 = 4$ ) to strengthen the link.
- Dropping the zero when multiplying or dividing by 10. Remember that multiplying by 10 shifts every digit one place to the left; dividing by 10 shifts every digit one place to the right.
- Reading analogue clocks incorrectly by confusing the hour and minute hands, or forgetting that the hour hand moves gradually between numbers. Always check both hands carefully.
- Plotting co-ordinates in the wrong order (reversing x and y). Remember that the first number in a pair always moves along the horizontal axis, the second number moves up the vertical axis.

## Exam technique

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Approach each lesson as a focused mini-test. Read the instruction at the top carefully, then work through the questions in order. If a question stumps you, leave it and return at the end rather than spending too long on one item. This mirrors good exam discipline and keeps your momentum.

For calculation-heavy lessons (addition, subtraction, multiplication, division), show all your working in the space provided. Even if you make an arithmetic slip, clear working allows you (or a parent marking your answers) to see where the error occurred and award partial credit. In an actual 11+ exam, method marks can be crucial.

After completing a lesson, mark your work using an answer booklet or mark scheme (if available separately). Record your score in the box provided and shade the progress bar honestly. If you score below 70%, revisit the topic using textbook explanations or online resources before moving to the next lesson. Steady consolidation is more valuable than rushing through all 28 lessons with gaps in understanding.

## What to revise alongside this paper

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Once you have completed this workbook, progress to **Bond 11+ Maths Assessment Papers** (ages 9–10) or **GL-style practice test books** to encounter longer, timed papers with mixed question types. These will test the same core skills under exam conditions and introduce more challenging multi-step problems.

Review primary curriculum topics such as **written methods for long multiplication and long division, equivalent fractions and simplifying fractions**, and **reading and interpreting pie charts and line graphs**. These are natural extensions of the material covered here and frequently appear in 11+ papers.

Consider practising **mental maths strategies** using apps or flashcards to improve speed and accuracy. The 11+ rewards fluency; being able to double, halve, and manipulate numbers mentally frees up time for reasoning questions. Work on **word problems involving ratio, proportion, and percentages** to prepare for the more complex problem-solving tasks typical of selective school entrance tests.

## Key terms

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**Place value, Thousands, hundreds, tens, units, Column addition, Column subtraction, Carrying (regrouping), Borrowing (exchanging), Times tables, Multiplication, Division, Product, Quotient, Inverse operation, Fraction, Numerator and denominator, Decimal, Rounding, Estimate, Co-ordinates, Negative numbers, Number sequence, Polygon, Perimeter, Area (square centimetres), Line symmetry, Bar chart, Units of length, mass, capacity**

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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 8-9 Years Answers

## Lesson 1

1. **a** two thousand, four hundred and seventy-nine  
**b** four thousand, three hundred and eleven  
**c** one thousand, five hundred and sixty-two
2. **a** 1765    **b** 2871    **c** 3271    **d** 8305  
**e** 6417    **f** 9272

## Lesson 2

1. **a** 182    **b** 264    **c** 381    **d** 361  
**e** 400    **f** 481

## Lesson 3

1. **a** 16    **b** 26    **c** 56    **d** 56

## Lesson 4

1. **a** 16    **b** 21    **c** 15    **d** 8  
2. **a** 12    **b** 24    **c** 27    **d** 18  
**e** 32    **f** 20

## Lesson 5

1. **a** 4    **b** 3    **c** 5, 7  
**d** 40, 10, 4
2. **a** 5    **b** 5    **c** 9    **d** 9

## Lesson 6

1. **a** 340    **b** 870    **c** 120    **d** 1650  
**e** 2240    **f** 2110    **g** 21250    **h** 18340  
**i** 39130
2. **a** 2    **b** 9    **c** 1    **d** 16  
**e** 28    **f** 21    **g** 35    **h** 73  
**i** 59

## Lesson 7

1.  $\frac{4}{10}$   $\frac{1}{3}$   $\frac{1}{4}$

2. **a** 2    **b** 7    **c** 2

## Lesson 8

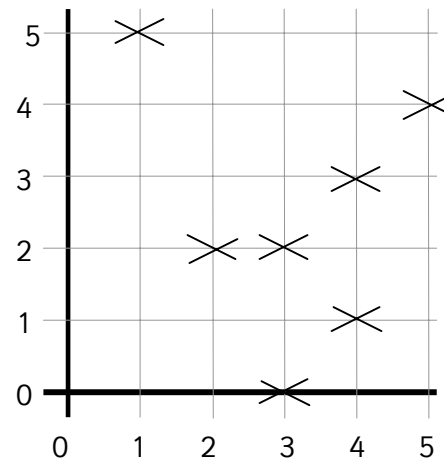
1. **a** £4.61    **b** 42p    **c** £1.43    **d** £6.91  
**e** 92p    **f** £3.17

## Lesson 9

1. **a** 5:05    **b** 10:40    **c** 12:15

## Lesson 10

1.



## Lesson 11

1. **a** 1342, 2413, 3241, 4132, 4213  
**b** 5687, 6875, 7685, 7856, 8657  
**c** 2364, 2463, 3642, 4326, 6432

## Lesson 12

1. **a** 5    **b** -3    **c** -9

## Lesson 13

1. **a**

84	79	74	69	64	59	54	49	44	39	35	34
----	----	----	----	----	----	----	----	----	----	----	----
- b**

34	37	40	43	46	49	52	55	58	61	64	67
----	----	----	----	----	----	----	----	----	----	----	----
- c**

33	29	25	21	17	13	9	5	1	-3	-7	-11
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## Lesson 14

1. **a** 68    **b** 84    **c** 84    **d** 63  
**e** 130    **f** 168

## Lesson 15

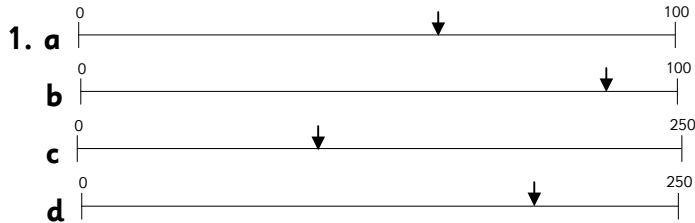
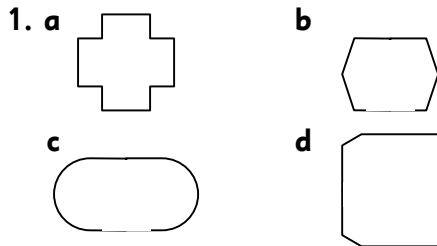
1. **a** 42    **b** 13    **c** 13    **d** 14  
**e** 27    **f** 19    **g** 24    **h** 16  
**i** 18

## Lesson 16

1. **a** 18    **b** 30    **c** 54    **d** 36  
**e** 12    **f** 48    **g** 30    **h** 24

## Lesson 17

1. Answers will vary but shapes should have sides of different lengths.

**Lesson 18**1. **a** 24 cm    **b** 28 cm    **c** 28 cm    **d** 28 cm**Lesson 19**1. **a** 25    **b** England    **c** 30    **d** 20  
**e** Spain    **f** 40    **g** 10**Lesson 20**1. **a** 560    **b** 600    **c** 250    **d** 200  
**e** 780    **f** 800    **g** 160    **h** 200**Lesson 21**1. **a** 94    **b** 66    **c** 58    **d** 700  
**e** 880    **f** 460    **g** 360    **h** 720  
**i** 980  
2. 48**Lesson 22**1. **a** 35    **b** 28    **c** 49    **d** 42  
**e** 63    **f** 56    **g** 21    **h** 14**Lesson 23**1. **a** 1.5, 1.8, 1.9, 2.2, 2.3, 2.6  
**b** 5.0, 5.1, 5.3, 5.7, 5.8, 6.0  
**c** 2.5, 2.8, 3.1, 3.2, 3.4, 3.7**Lesson 24****Lesson 25**1. **a** 5, 6    **b** 5, 5    **c** 3, 6    **d** 6, 7  
**e** 4, 9    **f** 2, 8    **g** 4, 4**Lesson 26****Lesson 27**1. Answers will vary.  
**a** shape should be made up of 9 squares  
**b** shape should be made up of 15 squares**Lesson 28**1. **a** 3 km    **b** 4 m    **c** 4000 ml  
**d** 2500 g    **e** 200 mm    **f** 5 l  
**g** 2 kg    **h** 3 cm

# Answer-Key Notes: 11+ Maths Answers (No-Nonsense Ages 8-9)

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

## How to use this answer key

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This answer key lists the correct answer for every question in the Bond No Nonsense Maths 8–9 Years workbook. **Mark each response as correct or incorrect, then total the marks** for each lesson or for the whole book. When an answer is wrong, look at the question type: a careless slip (copying a number incorrectly, misreading the question) signals the need for more careful checking, while a repeated mistake (getting all multiplication questions wrong, or always choosing the wrong unit conversion) points to a gap in understanding.

The worked examples below explain **why certain answers are correct**, especially where the reasoning is not immediately obvious. Use them when your child cannot see what went wrong or when the same type of error appears in several lessons.

Because the workbook is organised into short lessons, you can review one lesson at a time rather than tackling the whole book in one sitting. This makes it easier to identify which topics need more practice and which are secure.

## Score interpretation

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Each lesson in this workbook typically contains between 6 and 18 marks, depending on the topic. **A score above 80 per cent on a lesson** suggests solid understanding of that particular skill (place value, addition, subtraction, times tables, fractions, or whichever concept the lesson covers). Occasional mistakes at this level are usually slips rather than gaps, so a quick review and a reminder to work carefully will suffice.

**A score between 50 and 80 per cent** indicates partial understanding: the child grasps the method but makes regular errors in execution (for example, correctly setting out a column subtraction but forgetting to exchange, or knowing how to multiply by ten but occasionally placing the zero in the wrong position). These lessons benefit from a second attempt after revisiting the topic in the question paper or a parallel exercise.

A score below 50 per cent means the underlying concept needs re-teaching. Check whether the child has met the topic before—some lessons (negative numbers, certain times-table facts, decimal sequences) may be new at this age. In that case, low scores are a signal to spend more time on the idea rather than simply repeating the same questions. Work through a few examples together, then try similar problems from a different source before returning to this lesson.

## Worked examples

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### Place value, ordering and rounding (Lessons 1, 11, 20)

**Mistakes in this group usually stem from reading numbers too quickly** or confusing the order of digits (writing 2871 as 'two thousand, seventy-eight and one' instead of 'two thousand, eight hundred and seventy-one'). In Lesson 11, children must put four-digit numbers in ascending order, which requires comparing thousands first, then hundreds, and so on. In Lesson 20, rounding to the nearest ten or hundred depends on identifying the 'rounding digit' and the digit immediately to its right. Watch for children who round 155 to 150 instead of 160 because they forget that 5 rounds up.

#### Lesson 1, Q2c : 3271

The question asks which is more, 3217 or 3271. Both numbers begin with 3, so compare the hundreds: 2 versus 2 (equal). Then compare the tens: 1 versus 7. **Seven tens is larger than one ten**, so 3271 is the greater number. A common error is to focus only on the last two digits and forget that the tens column is more significant than the units column.

#### Lesson 11, Q1b : 5687, 6875, 7685, 7856, 8657

Start by comparing the thousands digit: 5, 6, 7, 7, 8. That immediately places 5687 first and 8657 last. For 6875 versus the two numbers starting with 7, the thousands digit (6 versus 7) is enough to order 6875 second. **The two numbers in the 7000s (7685 and 7856) differ in their hundreds:** 6 versus 8, so 7685 comes before 7856. Sorting four-digit numbers efficiently means working left to right, only comparing later columns when earlier ones are equal.

#### Lesson 20, Q1g : 160

To round 155 to the nearest ten, identify the tens digit (5) and look at the units digit (also 5). **When the deciding digit is exactly 5, the convention is to round up**, so 155 becomes 160. Many children mistakenly round down because they remember 'less than 5 rounds down' but forget that 5 itself rounds up. This rule matters because questions like this appear frequently in mental-arithmetic tests.

### Addition and subtraction (Lessons 2, 3)

These lessons test formal written methods for three-digit addition and subtraction. **Marks are lost when children forget to 'carry' or 'exchange' between columns**, or when they subtract the smaller digit from the larger in each column regardless of which is on top. In Lesson 3, the questions are presented as 'complete the number sentence' (for example,  $72 -$

56 =  $\underline{\quad}$ ), which requires the child to recognise that the missing number is the *difference*. Ensure working is set out in neat columns, with units under units and tens under tens.

**Lesson 2, Q1d** : 361

228 + 133: start with the units column,  $8 + 3 = 11$ . Write 1 in the units position and carry 1 ten to the tens column. Tens:  $2 + 3 + 1$  (carried) = 6. Hundreds:  $2 + 1 = 3$ . **The final answer is 361.** A common mistake is forgetting to add the carried 1 in the tens column, which would give 351 instead.

**Lesson 3, Q1c** : 56

$83 - 27 = \underline{\quad}$ . Set out as a column subtraction: 83 on top, 27 below. Units:  $3 - 7$  cannot be done, so exchange 1 ten from the 8 tens, leaving 7 tens and making the 3 into 13. Then  $13 - 7 = 6$ . Tens:  $7 - 2 = 5$ . **The answer is 56.** Children who subtract 'smaller from larger' in each column ( $3 - 7$  as  $7 - 3 = 4$ ) without exchanging will write 64, which is incorrect.

**Multiplication (Lessons 4, 6, 14, 16, 21, 22)**

This group covers times-table facts ( $3\times$ ,  $4\times$ ,  $6\times$ ,  $7\times$ ), multiplying by ten, and short multiplication of two-digit numbers by a single digit. **Errors typically fall into two categories: not knowing a times-table fact, or knowing it but making a 'carrying' mistake when multiplying larger numbers.** In Lesson 6, multiplying by ten simply means adding a zero to the end of a whole number ( $34 \times 10 = 340$ ), but children sometimes add the zero in the wrong position or forget it entirely. In Lessons 14 and 21, multiplying a two-digit number (e.g.  $17 \times 4$ ) requires multiplying the units, writing down the units digit of the result, carrying any tens, then multiplying the tens digit and adding the carry.

**Lesson 4, Q1b** : 21

'Multiply seven by three' means  $7 \times 3$ . **Seven threes are 21.** Some children confuse the order and calculate  $3 \times 7$  in their heads, but multiplication is commutative (the order does not matter for the final answer). However, reading comprehension matters: the phrase 'seven by three' conventionally means  $7 \times 3$ , not  $7 + 3$  or  $7 \div 3$ .

**Lesson 6, Q1d** : 1650

$165 \times 10$ . **Multiplying any whole number by ten shifts every digit one place to the left**, which is equivalent to writing a zero on the right-hand end. So 165 becomes 1650. A frequent mistake is to write 1065 or 1655, treating the operation as addition rather than multiplication.

### Lesson 14, Q1e : 130

$26 \times 5$ . Start with  $6 \times 5 = 30$ ; write 0 in the units column and carry 3. Then  $2 \times 5 = 10$ , plus the carried 3 gives 13. Write 13 in the remaining columns to get **130**. Children who forget to add the carried 3 will write 100, losing two marks (one for the tens digit, one for the overall answer).

### Lesson 21, Q2 : 48

The problem states that Mrs Ellis bought 4 books of stamps, with 12 stamps in each book. The total is  $4 \times 12$ . Calculate  $4 \times 2 = 8$  (units) and  $4 \times 1$  (ten) = 4 (tens), giving **48**. This tests whether the child can translate a word problem into a multiplication and then perform the short-multiplication method correctly.

## Division (Lessons 5, 15)

**Division questions appear both as 'fact family' exercises ( $24 \div 6 = 4$  because  $6 \times 4 = 24$ ) and as short division with remainders.** In Lesson 5, the child must complete missing numbers in related multiplication and division sentences, which checks fluency with inverse operations. Lesson 15 uses the bus-stop (short division) method for problems like  $84 \div 2$ . Errors often occur when the child forgets to 'carry' a remainder from the tens into the units, or when they confuse the order (writing  $2 \div 84$  instead of  $84 \div 2$ ).

### Lesson 5, Q1d : 40, 10, 4

The sentence reads ' $40 \div 10 = 4$ ', and the child must fill in all three numbers. The question gives ' $40 \div 10 = 4$ ' as the structure and asks for the blanks. **Because  $10 \times 4 = 40$ , the missing numbers are 40, 10 and 4.** This tests understanding of the relationship between multiplication and division: if you know  $10 \times 4$ , you also know  $40 \div 10$  and  $40 \div 4$ .

### Lesson 15, Q1d : 14

$84 \div 6$ . Using short division: 6 into 8 goes 1 time ( $6 \times 1 = 6$ ), with remainder 2. Bring down the 4 to make 24. 6 into 24 goes exactly 4 times. **Answer: 14.** A common mistake is to write 12 because the child tries to divide 84 by 7 instead of 6, or writes 1 remainder 24 and then fails to bring the remainder down into the next column.

## Fractions, decimals and negative numbers (Lessons 7, 12, 23)

Lesson 7 asks the child to compare fractions with one-half and to find missing numerators (e.g.  $\frac{2}{4} + \frac{\quad}{4} = 1$ ). **Success depends on recognising equivalent fractions and understanding that halving the denominator doubles the value of each part.** Lesson 23

involves ordering decimals and filling in missing steps on a decimal number line; children must attend to both the units digit and the tenths digit. Lesson 12 introduces negative numbers on a number line, where the key skill is estimating position relative to zero. Mistakes usually involve treating the negative side as if it were positive, or confusing 'less than' with 'greater than' when numbers fall below zero.

**Lesson 7, Q1 (circle fractions smaller than  $\frac{1}{2}$ )** :  $\frac{4}{10}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$

To compare a fraction with one-half, check whether doubling the numerator exceeds the denominator.  $\frac{4}{10}$ :  $4 \times 2 = 8$ , which is less than 10, so  $\frac{4}{10} < \frac{1}{2}$ . Similarly,  $\frac{1}{3}$  is less than  $\frac{1}{2}$  (because  $\frac{1}{2}$  of 3 is 1.5), and  $\frac{1}{4}$  is less than  $\frac{1}{2}$  (because  $\frac{1}{2}$  of 4 is 2). In contrast,  $\frac{2}{4} = \frac{1}{2}$  exactly,  $\frac{6}{8} = \frac{3}{4}$  (which is more than  $\frac{1}{2}$ ), and  $\frac{2}{3}$  is more than  $\frac{1}{2}$ . Children who guess often circle  $\frac{2}{3}$  because 'three is bigger than two', forgetting that a larger denominator means smaller pieces.

**Lesson 12, Q1b** : -3

The number line runs from -10 to +10, and the arrow is positioned slightly to the left of zero. **Estimating by eye, the arrow sits about three-tenths of the way from zero towards -10, which corresponds to -3.** Children unfamiliar with negative numbers sometimes give a positive answer (e.g. 3) because they ignore the fact that the arrow is on the left-hand side of zero. The key is to remember that numbers decrease as you move left.

**Lesson 23, Q1a (number line 1.5 to 2.6)** : 1.5, 1.8, 1.9, 2.2, 2.3, 2.6

The sequence begins at 1.5 and ends at 2.6. Counting the boxes shows that each step is 0.1. **The missing values are 1.8 (after 1.5 + 0.3), 1.9, 2.2, 2.3.** A common error is to jump by 0.2 or to confuse decimal place value (writing 1.6, 1.7, 1.8, 1.9, 1.10 instead of moving to 2.0 after 1.9).

**Geometry and measures (Lessons 10, 17, 18, 26, 27, 28)**

These lessons test co-ordinates, properties of polygons, perimeter, symmetry, area and unit conversions. **Co-ordinate errors (Lesson 10) occur when the child reverses the x- and y-values or miscounts squares.** Perimeter mistakes (Lesson 18) usually involve adding only two sides instead of all four. Symmetry tasks (Lesson 26) require the child to reflect a shape accurately across a given line; freehand reflection often produces a shape that is roughly correct but not precisely mirrored. Area (Lesson 27) is calculated by counting squares, and unit conversions (Lesson 28) demand recall of standard facts (1000 m = 1 km, 100 cm = 1 m, etc.).

**Lesson 10, Q1c (co-ordinate (1, 5))** : X at (1, 5)

Co-ordinates are written (across, up). The first number tells you how far to move right from the origin; the second tells you how far to move up. **(1, 5) means 1 square right and 5 squares up.** Children who reverse the order will place the cross at (5, 1) instead, which is 5 squares right and 1 square up. A quick check is to remember 'along the corridor, up the stairs'.

**Lesson 18, Q1b** : 28 cm

A 6 cm × 8 cm rectangle has two sides of 6 cm and two sides of 8 cm. **Perimeter = 6 + 8 + 6 + 8 = 28 cm.** The most common mistake is to calculate  $6 + 8 = 14$  and stop, forgetting that a rectangle has four sides. Another error is to multiply  $6 \times 8 = 48$ , confusing perimeter (distance around) with area (space inside).

**Lesson 28, Q1d** : 2500 g

The question asks for 2.5 kg in grams. **Because 1 kg = 1000 g, multiply 2.5 by 1000 to get 2500 g.** Children sometimes write 250 g (forgetting to multiply by 1000) or 25 g (misplacing the decimal point). Writing the conversion factor (1 kg = 1000 g) before calculating helps avoid these slips.

## Next steps

After marking the whole booklet (or a single lesson), **sort the mistakes into two groups: slips (one-off errors on topics your child usually gets right) and gaps (repeated errors on the same type of question).** Slips need only a quick correction and a reminder to check working carefully. Gaps require re-teaching: revisit the relevant section in the question paper's teaching notes, work through a few examples together, and then try similar questions from another Bond book or a CGP practice paper before returning to this lesson.

If your child scores above 80 per cent across most lessons, move on to the next Bond booklet (No Nonsense 9–10 Years, or Bond 10 Minute Tests) to maintain momentum. If scores are consistently below 70 per cent, slow down and consolidate each topic with additional practice before attempting new material. The Bond Assessment Papers (also published by Hodder) provide longer, exam-style tests once your child is confident with the No Nonsense format.

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