

## 11+ PRACTICE PACK

# Bond No-Nonsense Ages 9-10

## 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**

Recognising and ordering  
very big numbers

**9-10**  
years

**1. Write these numbers as words.**

- a 4623 \_\_\_\_\_  
b 12431 \_\_\_\_\_  
c 116400 \_\_\_\_\_  
d 500022 \_\_\_\_\_

**2. Add the correct 'more than' (>) or 'less than' (<) sign.**

- a 3621  3261      b 9361  9316      c 27654  26754  
d 47238  47328      e 376487  367487      f 825109  825019

Lesson 2

Negative numbers

**1. Answer these questions about rising and falling temperature.**

- a The temperature is 8°C. It falls by 13°C. What is the temperature now? \_\_\_\_\_  
b The temperature is -7°C. It rises by 11°C. What is the temperature now? \_\_\_\_\_  
c The temperature is -14°C. It rises by 19°C. What is the temperature now? \_\_\_\_\_  
d The temperature is 3°C. It falls by 9°C. What is the temperature now? \_\_\_\_\_

**2. Put these numbers in order, lowest first.**

- a -3    13    2    0    -2    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_  
b 5    9    -2    7    -7    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_  
c -8    -4    1    -1    4    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_    \_\_\_\_\_

0	Tough	OK	Got it!	17
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Total

17
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Lesson 3

No Nonsense  
**Maths**

Addition and subtraction

**9-10**  
years

**1. Work out the answers to these addition questions.**

**a**    1 4 4  
      + 3 7  
      \_\_\_\_\_  
\_\_\_\_\_

**b**        2 5 5  
          + 1 3 6  
          \_\_\_\_\_  
\_\_\_\_\_

**c**        3 1 5  
          + 2 4 8  
          \_\_\_\_\_  
\_\_\_\_\_

**2. Work out the answers to these subtraction questions.**

**a**    1 4 4  
      - 3 7  
      \_\_\_\_\_  
\_\_\_\_\_

**b**        2 5 5  
          - 1 3 6  
          \_\_\_\_\_  
\_\_\_\_\_

**c**        3 1 5  
          - 2 4 8  
          \_\_\_\_\_  
\_\_\_\_\_

Lesson 4

Multiplying and dividing by 10 and 100

**1. Work out the answers to these questions.**

**a**  $25 \times 10 =$  \_\_\_\_\_

**b**  $720 \div 10 =$  \_\_\_\_\_

**c**  $140 \times 10 =$  \_\_\_\_\_

**d**  $3600 \div 10 =$  \_\_\_\_\_

**e**  $230 \times 10 =$  \_\_\_\_\_

**f**  $33 \times 100 =$  \_\_\_\_\_

**g**  $124 \times 100 =$  \_\_\_\_\_

**h**  $1200 \div 100 =$  \_\_\_\_\_

**i**  $12\,300 \div 100 =$  \_\_\_\_\_

**2. Complete these number sentences.**

**a**  $470 \text{ \_\_\_\_ } 10 = 47$

**b**  $22 \text{ \_\_\_\_ } 10 = 220$

**c**  $3300 \text{ \_\_\_\_ } 10 = 330$

**d**  $110 \text{ \_\_\_\_ } 10 = 1100$

**e**  $97 \text{ \_\_\_\_ } 100 = 9700$

**f**  $5800 \text{ \_\_\_\_ } 100 = 58$

**g**  $370 \text{ \_\_\_\_ } 100 = 37\,000$

**h**  $456 \text{ \_\_\_\_ } 100 = 45\,600$

**i**  $140\,000 \text{ \_\_\_\_ } 100 = 1400$

<b>0</b>	<b>Tough</b>	<b>24</b>
	<b>OK</b>	<b>Got it!</b>

Total

<b>24</b>
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## Lesson 5

# No Nonsense Maths

## 2, 3, 4, 5, 6, 7, 10 times tables

9-10  
years

### 1. Answer these questions.

- a What are five sevens? \_\_\_\_\_
- b Multiply 3 by 9. \_\_\_\_\_
- c What is six multiplied by 8? \_\_\_\_\_
- d Multiply 5 by 4. \_\_\_\_\_
- e What are four tens? \_\_\_\_\_
- f What is seven times seven? \_\_\_\_\_
- g Multiply 6 by 3. \_\_\_\_\_
- h What is 10 times 9? \_\_\_\_\_

## Lesson 6

# Time

### 1. Solve this problem.

Sam needs to leave for school at 08:10 each morning.

It takes him 10 minutes to have a shower and clean his teeth, 5 minutes to get dressed, 10 minutes to have breakfast, 5 minutes to pack his bag and 5 minutes to put gel in his hair!

- a How long does it take him to get ready for school? \_\_\_\_\_
- b If he got up at 07:55 how late would he be? \_\_\_\_\_
- c What time does he need to get up to leave on time? \_\_\_\_\_

If he cycles to school instead of walking he can leave 10 minutes later.

- d What time would he need to get out of bed if he cycled? \_\_\_\_\_

0	Tough	OK	Got it!	12
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Total
12



## Lesson 7

# No Nonsense Maths

9-10  
years

## Length

### 1. What is the abbreviation for...

**a** kilometres? \_\_\_\_\_

**b** metres? \_\_\_\_\_

**c** centimetres? \_\_\_\_\_

**d** millimetres? \_\_\_\_\_

### 2. Answer these questions.

**a** 2 kilometres = \_\_\_\_\_ metres

**b** 400 centimetres = \_\_\_\_\_ metres

**c** 30 millimetres = \_\_\_\_\_ centimetres

**d** 3 metres = \_\_\_\_\_ centimetres

**e** 5 centimetres = \_\_\_\_\_ millimetres

**f** 1 metre = \_\_\_\_\_ millimetres

**g**  $\frac{1}{2}$  metre = \_\_\_\_\_ centimetres

**h**  $\frac{3}{4}$  metre = \_\_\_\_\_ centimetres

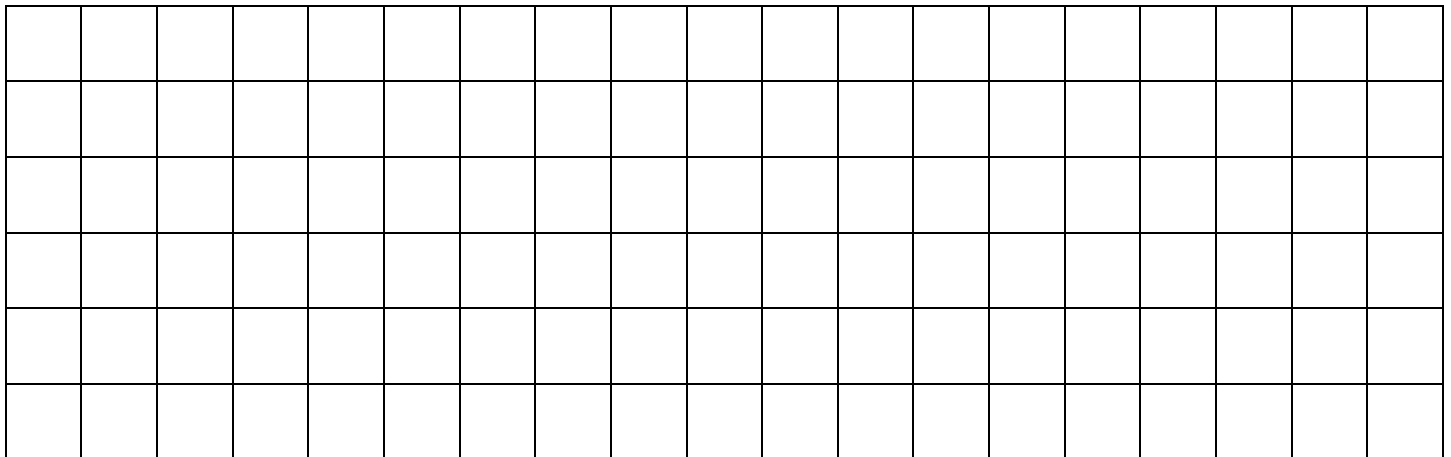
## Lesson 8

## Perimeter

### 1. Draw a rectangle with a perimeter of...

**a** 22 cm

**b** 18 cm



0	Tough	OK	Got it!	14
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Total
14



Lesson 9

No Nonsense  
**Maths**

Which operation? +, -, ×, ÷

**9-10**  
years

**1. Complete these number sentences.**

**a** 254  253 = 1

**b** 546  13 = 42

**c** 782  326 = 456

**d** 39  39 = 1521

**e** 29  2 = 58

**f** 92  4 = 368

**2. Solve these problems.**

**a** I think of a number and then subtract 12.  
The answer is 23.  
What was my number? \_\_\_\_\_

**b** I think of a number, add 3 and divide by 2.  
The answer is 13.  
What was my number? \_\_\_\_\_

Lesson 10

Number bonds

**1. Complete these pairs of numbers that total 100.**

**a** 2\_\_ + \_\_6 = 100

**b** 7\_\_ + \_\_3 = 100

**c** \_\_2 + 3\_\_ = 100

**d** \_\_9 + 4\_\_ = 100

**e** 4\_\_ + \_\_1 = 100

**f** 5\_\_ + \_\_7 = 100

**g** \_\_3 + 6\_\_ = 100

**h** \_\_1 + 8\_\_ = 100

**i** 1\_\_ + \_\_4 = 100

**j** 7\_\_ + \_\_8 = 100

**k** \_\_5 + 7\_\_ = 100

**l** \_\_3 + 2\_\_ = 100

**2. Complete these pairs of numbers that total 1000.**

**a** 12\_\_ + \_\_76 = 1000

**b** 37\_\_ + \_\_23 = 1000

**c** \_\_42 + 35\_\_ = 1000

**d** \_\_29 + 47\_\_ = 1000

0	Tough	24
	OK	Got it!

Total

24
----



Lesson 11

No Nonsense  
**Maths**

**9-10**  
years

Round a number to the  
nearest 10, 100 or 1000

1. Round these numbers to the nearest 10, 100 or 1000.

	nearest 10	nearest 100	nearest 1000
a 1134			
b 3286			
c 5421			
d 7367			
e 8012			
f 12 645			
g 18 314			
h 26 875			

Lesson 12

Multiplication

1. Complete these number sentences.

a  $60 \times 7 = \underline{\hspace{2cm}}$

b  $4 \times 80 = \underline{\hspace{2cm}}$

c  $50 \times 8 = \underline{\hspace{2cm}}$

2. Complete these multiplications.

a 
$$\begin{array}{r} 31 \\ \times 7 \\ \hline \\ \hline \\ \hline \end{array}$$

b 
$$\begin{array}{r} 62 \\ \times 4 \\ \hline \\ \hline \\ \hline \end{array}$$

c 
$$\begin{array}{r} 56 \\ \times 5 \\ \hline \\ \hline \\ \hline \end{array}$$

0	Tough	14
	OK	Got it!

Total

14
----



## Lesson 13

# Division

## No Nonsense Maths

9-10  
years

1. Answer these division questions. Be careful, some have remainders!

a  $56 \div 3 = \underline{\quad} r \underline{\quad}$

b  $114 \div 6 = \underline{\quad} r \underline{\quad}$

c  $89 \div 7 = \underline{\quad} r \underline{\quad}$

d  $138 \div 5 = \underline{\quad} r \underline{\quad}$

e  $93 \div 2 = \underline{\quad} r \underline{\quad}$

f  $263 \div 4 = \underline{\quad} r \underline{\quad}$

## Lesson 14

# Calculations

1. Write calculations using the inverse operations.

a  $1436 + 97 = 1533$  \_\_\_\_\_

b  $24 \times 6 = 144$  \_\_\_\_\_

c  $150 \div 6 = 25$  \_\_\_\_\_

d  $446 - 123 = 323$  \_\_\_\_\_

e  $216 \div 36 = 6$  \_\_\_\_\_

f  $602 + 237 = 839$  \_\_\_\_\_

+ is the inverse of -  
- is the inverse of +  
× is the inverse of ÷  
÷ is the inverse of ×

0	Tough	OK
	Got it!	12

Total

12
----



Lesson 15

No Nonsense  
**Maths**

8 times table

9-10  
years

1. Answer these multiplication questions.

- a What are five eights? \_\_\_\_\_
- b Multiply 9 by 8. \_\_\_\_\_
- c What is 3 multiplied by 8? \_\_\_\_\_
- d Times eight by four. \_\_\_\_\_
- e Multiply seven by eight. \_\_\_\_\_
- f What are 10 eights? \_\_\_\_\_
- g What is two times eight? \_\_\_\_\_
- h Times 8 by 8. \_\_\_\_\_

Lesson 16

Fractions

1. What is...

- a  $\frac{1}{2}$  of 30? \_\_\_\_\_
- b  $\frac{1}{6}$  of 42? \_\_\_\_\_
- c  $\frac{1}{4}$  of 28? \_\_\_\_\_
- d  $\frac{1}{3}$  of 18? \_\_\_\_\_
- e  $\frac{1}{5}$  of 45? \_\_\_\_\_
- f  $\frac{1}{6}$  of 24? \_\_\_\_\_
- g  $\frac{1}{3}$  of 27? \_\_\_\_\_
- h  $\frac{1}{2}$  of 46? \_\_\_\_\_
- i  $\frac{1}{6}$  of 12? \_\_\_\_\_
- j  $\frac{1}{5}$  of 35? \_\_\_\_\_

0	Tough	OK	Got it!	18
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Total

18
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## Lesson 17

# No Nonsense Maths

## Mass

9-10  
years

### 1. Which unit of measurement would you use to measure...

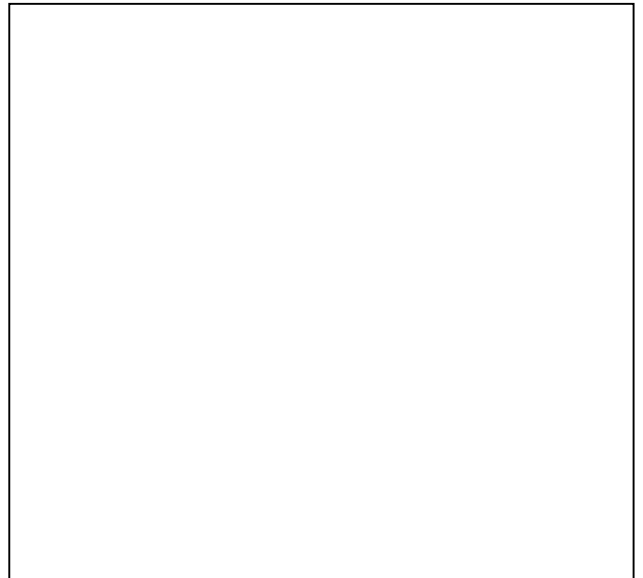
- a a horse? \_\_\_\_\_
- b a banana? \_\_\_\_\_
- c a desk? \_\_\_\_\_
- d an exercise book? \_\_\_\_\_
- e a pencil? \_\_\_\_\_
- f a bicycle? \_\_\_\_\_
- g a tomato? \_\_\_\_\_
- h an adult? \_\_\_\_\_

## Lesson 18

## Area

### 1. What is the area of a rectangle with...

- a a length of 6 cm and a width of 5 cm? \_\_\_\_\_
- b a length of 8 cm and a width of 4 cm? \_\_\_\_\_
- c a length of 7 cm and a width of 6 cm? \_\_\_\_\_



0	Tough	OK	Got it!	11
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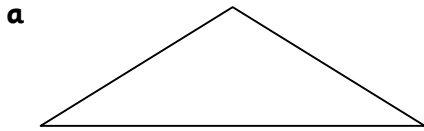
Total
11



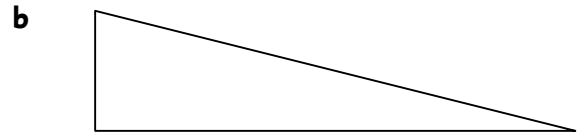
# Shape

**9-10**  
years

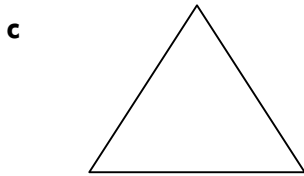
1. Label these triangles (equilateral, isosceles, scalene or right-angled).



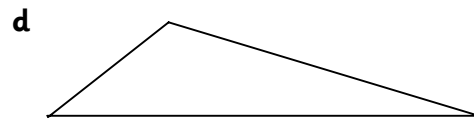
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

# Number sequences

1. Complete these number sequences and write the rule.

a

32	26	20	14	8	2	- 4						
----	----	----	----	---	---	-----	--	--	--	--	--	--

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

b

146	154	162	170	178	186	194						
-----	-----	-----	-----	-----	-----	-----	--	--	--	--	--	--

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

0	Tough	OK	Got it!	6

Total

6
---



## Lesson 21

# No Nonsense Maths

9-10  
years

## Multiplication and division

### 1. Solve these multiplication and division problems.

**a** Asim has got 105 cubes laid out in rows of 7.

How many rows of cubes has he got?

\_\_\_\_\_

**b** There are 24 ice lollies in a box.

Mr Jones orders 14 boxes for the summer fair.

How many ice lollies does he buy?

\_\_\_\_\_

## Lesson 22

## 9 times table

### 1. Answer these multiplication questions.

**a** What are seven nines? \_\_\_\_\_

**b** Multiply 3 by 9. \_\_\_\_\_

**c** What is 6 multiplied by 9? \_\_\_\_\_

**d** Times nine by five. \_\_\_\_\_

**e** Multiply eight by nine. \_\_\_\_\_

**f** What are 4 nines? \_\_\_\_\_

**g** What is two times nine? \_\_\_\_\_

**h** Times 9 by 9. \_\_\_\_\_

0	Tough	OK	Got it!	10
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Total

10
----



## Multiples and factors

**1. Answer these questions.**

**a** Write the multiples of 6 between 20 and 40. \_\_\_\_\_

**b** Write the multiples of 8 between 20 and 40. \_\_\_\_\_

**c** Write the multiples of 7 between 20 and 40. \_\_\_\_\_

**2. List the factors for these numbers.**

**a** 12    \_\_\_\_\_

**b** 28    \_\_\_\_\_

**c** 40    \_\_\_\_\_

## Square numbers

**1. Answer these questions.**

**a**  $6 \times 6 =$  \_\_\_\_\_

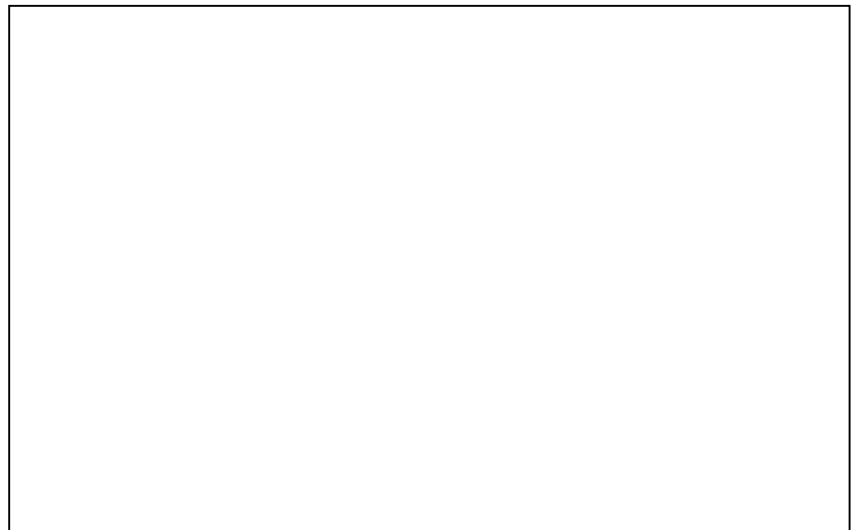
**b**  $16 =$  \_\_\_\_\_<sup>2</sup>

**c**  $3^2 =$  \_\_\_\_\_  $\times$  \_\_\_\_\_

**d**  $8 \times 8 =$  \_\_\_\_\_

**e**  $7^2 =$  \_\_\_\_\_

**f**  $100 =$  \_\_\_\_\_  $\times$  \_\_\_\_\_



0	Tough	OK	Got it!	12
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Total

12
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## Lesson 25

# No Nonsense Maths

9-10  
years

## Decimals

### 1. Round these decimals to the nearest whole number.

a 14.12 rounded to the nearest whole number is \_\_\_\_\_.

b 17.87 rounded to the nearest whole number is \_\_\_\_\_.

c 19.65 rounded to the nearest whole number is \_\_\_\_\_.

### 2. Match the equivalent numbers with a line.

a 2.75 • •  $2\frac{1}{2}$

b 2.5 • •  $2\frac{1}{4}$

c 2.25 • •  $2\frac{3}{4}$

## Lesson 26

## Solving problems

### 1. Find the answers to these problems.

a Aiden thinks of a number.

He adds 11 and multiplies it by 10.

The answer is 120.

What is the number Aiden first thought of? \_\_\_\_\_

b Melody thinks of a number.

She subtracts 17 and multiplies it by 2.

The answer is 78.

What is the number Melody first thought of? \_\_\_\_\_

0	Tough	8
	OK	Got it!

Total
8



Lesson 27

No Nonsense  
**Maths**

Capacity

9-10  
years

1. Match the equivalent measurements with a line.

- |           |   |              |
|-----------|---|--------------|
| a 1200 ml | • | • 2 l 300 ml |
| b 3200 ml | • | • 1 l 200 ml |
| c 2300 ml | • | • 2 l 100 ml |
| d 2100 ml | • | • 3 l 200 ml |

2. Write these millilitre measurements in litres and millilitres.

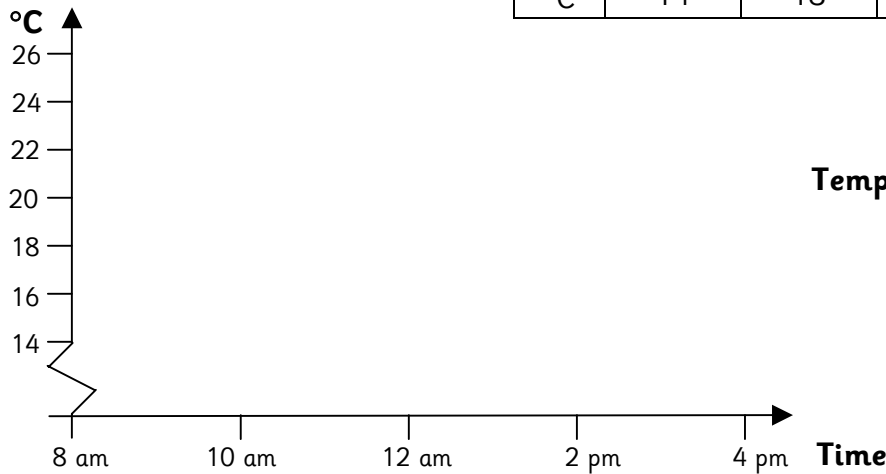
- a 3400 ml = \_\_\_\_ l \_\_\_\_\_ ml
- b 5800 ml = \_\_\_\_ l \_\_\_\_\_ ml
- c 8900 ml = \_\_\_\_ l \_\_\_\_\_ ml

Lesson 28

Line graphs

1. Draw a line graph to show the following information.

Time	8 am	10 am	12 am	2 pm	4 pm
°C	14	18	24	26	22



0	Tough	OK
		Got it!
		8

Total

/
8

# Paper Notes: 11+ Maths Question Booklet (No-Nonsense Ages 9-10)

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 **9-10**, working towards **GL Assessment** style entrance exams for selective secondary schools. The booklet comprises **28 self-contained lessons**, each targeting a specific mathematical skill or topic, with practice questions to consolidate understanding.

The lessons cover a broad range of foundational topics required at 11+ level, from place value and the four operations through to fractions, decimals, perimeter, area and data handling. Questions are presented in a variety of formats (fill-in-the-blank, word problems, drawing tasks, matching exercises) to keep children engaged and to mirror the diversity found in real 11+ papers.

This workbook suits students who are beginning their 11+ preparation or who need to strengthen core numeracy before tackling full-length mock papers. Because each lesson is discrete, parents and tutors can use it flexibly: children can work through sequentially, or dip into individual lessons to target gaps. The **No-Nonsense** title signals a clear, no-frills approach focused on practice and repetition rather than lengthy explanations.

## How this paper is organised

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The booklet is divided into **28 numbered lessons**, each occupying one or two pages and focusing on a single mathematical concept. Lessons include a brief title (e.g. Recognising and ordering very big numbers, Negative numbers, 8 times table) followed immediately by one or two practice exercises. There are no time limits or total mark allocations printed; the emphasis is on topic-by-topic mastery rather than exam conditions.

Each lesson typically contains between 4 and 12 individual questions or sub-parts, ranging from simple recall ("What are five sevens?") to applied problems (Sam's morning routine time problem) and drawing tasks (e.g. sketch a rectangle with a given perimeter). A progress tracker appears at the foot of some pages, allowing children to self-assess as Tough, OK or Got it!, alongside the number of marks available for that lesson.

The structure is cumulative: early lessons (1-4) consolidate place value, ordering and the four operations, while later lessons (15-28) introduce times tables, fractions,

decimals, measures and simple data interpretation. This progression mirrors the typical 11+ syllabus, building from arithmetic fluency towards reasoning and problem-solving.

## Topics covered

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- Place value and ordering of whole numbers up to six digits, including writing numbers as words and using inequality symbols
- Negative numbers in context (temperature problems) and ordering sets of positive and negative integers
- Column addition and subtraction of three-digit numbers with and without regrouping
- Multiplying and dividing by 10 and 100, including completing number sentences with missing operations
- Times tables (2, 3, 4, 5, 6, 7, 8, 9, 10) tested through varied question styles (written and word-based)
- Time problems requiring calculation of durations and schedules (e.g. getting ready for school in minutes)
- Length conversions (kilometres, metres, centimetres, millimetres) and abbreviations
- Perimeter of rectangles, including drawing shapes to meet a given perimeter constraint on squared grids
- Identifying correct arithmetic operations (+, −, ×, ÷) to complete number sentences and solve inverse problems
- Number bonds to 100 and 1000, including filling in missing digits to complete addition pairs
- Rounding whole numbers (up to five digits) to the nearest 10, 100 or 1000
- Written multiplication (two-digit by one-digit) and division with remainders
- Inverse operations and checking calculations by reversing addition/subtraction or multiplication/division
- Unit fractions of amounts (halves, thirds, quarters, fifths, sixths) calculated by division
- Mass and capacity measurement (choosing appropriate units, converting millilitres to litres)
- Area of rectangles calculated from given length and width
- Classifying triangles (equilateral, isosceles, scalene, right-angled) by inspection
- Number sequences (ascending and descending, including negative numbers) and stating the rule
- Multiples and factors: listing multiples of single-digit numbers within a range and finding all factors of composite numbers
- Square numbers: recognising  $n^2$  notation, calculating squares and identifying square roots

- Decimals: rounding to the nearest whole number and matching decimals to equivalent mixed-number fractions
- Multi-step word problems combining operations (e.g. finding an unknown starting number given operations and a final result)
- Line graphs: plotting temperature data at five time points and joining with straight-line segments

## How to use this paper for revision

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- Work through the lessons in order if starting from scratch, because early topics (place value, times tables, the four operations) underpin almost everything that follows.
- Use the self-assessment box at the bottom of each page honestly: if you mark a lesson as Tough, revisit it after a day or two rather than pressing on and letting gaps widen.
- Keep a times-table grid or fact sheet handy while working on lessons 5, 15 and 22 until those facts become automatic; speed matters in real 11+ papers.
- When a lesson involves drawing (perimeter, line graphs), use a sharp pencil and a ruler so your work is neat and measurements are accurate; examiners can penalise unclear diagrams.
- For multi-step word problems (lessons 6, 21, 26), write down each step separately rather than trying to hold everything in your head; this reduces silly errors and makes checking easier.
- Practise conversions (length, capacity, mass) until you no longer need to pause and think; many 11+ papers include quick-fire conversion questions where hesitation costs time.
- Once you have completed all 28 lessons, return to any that felt difficult and reattempt the questions without looking at your original answers; repetition cements understanding.

## Common mistakes to avoid

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- Forgetting to regroup (carry or borrow) in column addition and subtraction, especially when zeros appear in the minuend; always write carried digits clearly above the column.
- Mixing up the rules for multiplying and dividing by 10 and 100: remember that multiplying shifts digits left (making numbers bigger) and dividing shifts them right.
- In negative-number questions, treating subtraction as addition or vice versa; sketch a number line if unsure which direction to move when temperatures fall or rise.
- Confusing area and perimeter: area is length  $\times$  width (measured in  $\text{cm}^2$  or  $\text{m}^2$ ) whilst perimeter is the total distance around the edge (measured in cm or m).
- Misidentifying triangle types by overlooking small differences in side lengths or angle markers; use a ruler to check side equality and look carefully for the right-angle symbol.
- Rushing through times-table questions and writing the first answer that comes to mind; if  $7 \times 8$  feels uncertain, use a related fact (e.g. double  $7 \times 4$ ) to check.

## Exam technique

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Because this is a lesson-based workbook rather than a timed exam paper, your main goal is accuracy and understanding, not speed. Take as long as you need on each lesson, and aim to get every question correct before moving on; building solid foundations now will make timed practice papers much easier later.

Work somewhere quiet with a pencil, rubber, ruler and spare paper for rough working. For questions that ask you to show working (e.g. column addition, area calculations), write neatly in the space provided rather than doing everything mentally; this helps you spot mistakes and mirrors what examiners expect in real 11+ papers. If a lesson has a self-assessment tracker, be honest when ticking Tough, OK or Got it!; returning to tricky lessons after a break is more effective than rushing forwards.

Once you have completed several lessons, ask a parent or tutor to check your answers against a mark scheme (if available) or work through the questions with you. Discussing your method for word problems and explaining how you found factors or classified triangles reinforces your understanding and reveals any misunderstandings. Finally, revisit weaker topics before attempting a full-length Bond or GL Assessment practice paper, so you can tackle those questions confidently under timed conditions.

## What to revise alongside this paper

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To build on the skills in this workbook, move on to **two-digit by two-digit multiplication** and **long division** with three-digit dividends; these appear frequently in 11+ papers but are not covered here. Practise **non-unit fractions** (e.g. finding  $\frac{2}{3}$  or  $\frac{3}{4}$  of an amount) and **equivalent fractions**, because many selective schools test these alongside the unit-fraction work in lesson 16.

Work on **mixed word problems** that combine multiple operations in a single context (e.g. money problems involving both multiplication and subtraction), and practise **interpreting bar charts and tables** to complement the line-graph work in lesson 28. Familiarity with **time in 12-hour and 24-hour formats** (including duration calculations crossing noon or midnight) will also help, as these are common 11+ question types.

Finally, tackle full-length **Bond or GL Assessment practice papers** under timed conditions to develop exam stamina and pacing. Use those papers to identify any remaining weak areas, then return to the relevant lessons in this workbook for targeted revision before retaking similar questions.

## Key terms

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**Place value, Negative numbers, Column addition and subtraction, Regrouping (carrying and borrowing), Inverse operations, Number bonds, Rounding, Times tables (multiplication facts), Remainders, Factors and multiples, Square numbers ( $n^2$ ), Unit fractions, Decimals, Perimeter, Area (length  $\times$  width), Equilateral, isosceles, scalene, right-angled triangles, Capacity (litres and millilitres), Mass (grams and kilograms), Number sequences, Line graphs**

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# Bond No Nonsense Maths 9-10 Years Answers

## Lesson 1

1. **a** four thousand, six hundred and twenty-three  
**b** twelve thousand, four hundred and thirty-one  
**c** one hundred and sixteen thousand, four hundred  
**d** five hundred thousand and twenty-two
2. **a** >      **b** >      **c** <      **d** <  
**e** >      **f** >

## Lesson 2

1. **a**  $-5^{\circ}\text{C}$       **b**  $4^{\circ}\text{C}$       **c**  $5^{\circ}\text{C}$       **d**  $-6^{\circ}\text{C}$
2. **a**  $-3, -2, 0, 2, 13$       **b**  $-7, -2, 5, 7, 9$   
**c**  $-8, -4, -1, 1, 4$

## Lesson 3

1. **a** 181      **b** 391      **c** 563
2. **a** 107      **b** 119      **c** 67

## Lesson 4

1. **a** 250      **b** 72      **c** 1400      **d** 360  
**e** 2300      **f** 3300      **g** 12 400      **h** 12  
**i** 123
2. **a**  $\div$       **b**  $\times$       **c**  $\div$       **d**  $\times$   
**e**  $\times$       **f**  $\div$       **g**  $\times$       **h**  $\times$   
**i**  $\div$

## Lesson 5

1. **a** 35      **b** 27      **c** 48      **d** 20  
**e** 40      **f** 49      **g** 18      **h** 90

## Lesson 6

1. **a** 35 minutes      **b** 20 minutes  
**c** 07:35      **d** 07:45

## Lesson 7

1. **a** km      **b** m      **c** cm      **d** mm
2. **a** 2000      **b** 4      **c** 3      **d** 300  
**e** 50      **f** 1000      **g** 50      **h** 75

## Lesson 8

1. Answers will vary.

## Lesson 9

1. **a**  $-$       **b**  $\div$       **c**  $-$       **d**  $\times$   
**e**  $\times$       **f**  $\times$

## Lesson 10

1. **a** 24, 76      **b** 77, 23      **c** 62, 38      **d** 59, 41  
**e** 49, 51      **f** 53, 47      **g** 33, 67      **h** 11, 89  
**i** 16, 84      **j** 72, 28      **k** 25, 75      **l** 73, 27
2. **a** 124, 876      **b** 377, 623  
**c** 642, 358      **d** 529, 471

## Lesson 11

1. **a** 1130, 1100, 1000  
**b** 3290, 3300, 3000  
**c** 5420, 5400, 5000  
**d** 7370, 7400, 7000  
**e** 8010, 8000, 8000  
**f** 12 650, 12 600, 13 000  
**g** 18 310, 18 300, 18 000  
**h** 26 880, 26 900, 27 000

## Lesson 12

1. **a** 420      **b** 320      **c** 400
2. **a** 217      **b** 248      **c** 280

## Lesson 13

1. **a** 18 r2      **b** 19      **c** 12 r5      **d** 27 r3  
**e** 46 r1      **f** 65 r3

## Lesson 14

1. **a**  $1533 - 1436 = 97$  or  $1533 - 97 = 1436$   
**b**  $144 \div 24 = 6$  or  $144 \div 6 = 24$   
**c**  $25 \times 6 = 150$  or  $6 \times 25 = 150$   
**d**  $323 + 123 = 446$  or  $123 + 323 = 446$   
**e**  $36 \times 6 = 216$  or  $6 \times 36 = 216$   
**f**  $839 - 602 = 237$  or  $839 - 237 = 602$

## Lesson 15

1. **a** 40      **b** 72      **c** 24      **d** 32  
**e** 56      **f** 80      **g** 16      **h** 64

## Lesson 16

1. **a** 15      **b** 7      **c** 7      **d** 6  
**e** 9      **f** 4      **g** 9      **h** 23  
**i** 2      **j** 7

## Lesson 17

1. **a** kg      **b** g      **c** kg      **d** g  
**e** g      **f** kg      **g** g      **h** kg



# Answer-Key Notes: 11+ Maths Answers (No-Nonsense Ages 9-10)

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

## How to use this answer key

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This answer key lists correct answers but rarely explains **why** they are correct. Use it first to mark your child's work objectively, awarding one mark per answer as shown. When an answer is wrong, look at the worked examples below before moving on; they unpack the reasoning behind trickier questions and highlight common traps. If several errors cluster in one lesson (for example, all the rounding questions or all the division-with-remainders problems), that signals a concept gap rather than a careless slip.

Distinguish between mistakes that come from misreading the question and mistakes that come from not knowing the method. A child who writes 18 r3 instead of 18 r2 for  $56 \div 3$  has probably miscalculated the remainder, not misunderstood division. A child who writes 18.67 has misunderstood what 'remainder' means. The first needs more care; the second needs re-teaching.

Refer to the worked examples whenever you are unsure why an answer is correct or when your child asks, 'Why is mine wrong?' Each example walks through the reasoning step by step, so that the same method can be applied to similar questions in future.

## Score interpretation

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These 28 short lessons test a wide range of Year 5 and early Year 6 arithmetic, number and measures skills. Each lesson awards between 6 and 24 marks, so **total scores will vary by lesson**; treat each one separately rather than adding them up. A score of 80 per cent or higher in a lesson suggests confident understanding of that topic. Between 60 and 80 per cent indicates partial understanding with room for improvement, often through more practice or a clearer grasp of method. Below 60 per cent usually means the concept needs re-teaching before moving on.

Pay particular attention to Lessons 10 (number bonds to 100 and 1000), 11 (rounding), 13 (division with remainders) and 23 (multiples and factors). These are foundational skills that underpin later work in fractions, estimation and problem-solving. A strong performance across the times-table lessons (5, 15, 22) and the mental-arithmetic lessons (3, 4, 9) suggests good number fluency. Weaker scores in the measures and geometry lessons (6, 7, 8, 17, 18, 19, 27) often reflect unfamiliarity with units or vocabulary rather than weak calculation, and respond well to quick revision.

If your child scores consistently well (above 85 per cent) across most lessons, consider moving to Bond 10–11 Years or trying timed 11+ practice papers to build exam pace. If scores are more variable, focus revision on the two or three lessons with the lowest percentages before attempting the whole book again.

## Worked examples

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### Place value and ordering, Lessons 1–2

**Lesson 1 tests reading and comparing large numbers** up to six digits; Lesson 2 introduces negative numbers on a temperature scale. Marks are lost when children confuse 'thousand' with 'hundred' in words (writing 'four thousand, six hundred' as 4600 instead of 4623) or when they order negatives as if they were positive. Remember: on a number line,  $-7$  is further left (smaller) than  $-2$ , even though 7 is larger than 2 when both are positive.

**Lesson 1, Q1c** : one hundred and sixteen thousand, four hundred

116 400 breaks into 116 thousands and 4 hundreds. **Do not say 'one hundred and sixteen thousand, four hundred and zero'**; we omit the tens and units when they are zero. A common error is 'one hundred and sixteen thousand and four hundred', which adds an extra 'and'.

**Lesson 2, Q2b** :  $-7$ ,  $-2$ , 5, 7, 9

The most negative number (furthest below zero) comes first.  **$-7$  is smaller than  $-2$**  because it sits further left on the number line. Then come the positive numbers in ascending order. Children who write  $-2$ ,  $-7$ , 5, 7, 9 are treating  $-7$  as 'bigger' because  $7 > 2$  when positive.

### Multiplication and division by 10 and 100, Lesson 4

This lesson rewards children who recognise that **multiplying by 10 shifts every digit one place left** (adding a zero in the units column) and dividing by 10 shifts every digit one place right. Marks are lost when children 'add a zero' to a number that already ends in zero without thinking about place value, or when they confuse the direction of the operation and multiply when they should divide.

### Lesson 4, Q1i : 123

$12\ 300 \div 100$  means shift every digit two places right (because  $100 = 10 \times 10$ ). The 1 in the ten-thousands column moves to the hundreds column, the 2 in the thousands column moves to the tens column, and the 3 in the hundreds column moves to the units column. The two trailing zeros disappear. **Do not simply 'cross off two zeros'**; that rule fails when the number does not end in zeros.

### Lesson 4, Q2g : $\times$

$370 \underline{\quad} 100 = 37\ 000$ . We need to turn 370 into 37 000, which is 100 times larger. Therefore the missing operation is  $\times$ . A common mistake is to see the large numbers and assume division; always ask, 'Does the answer get bigger or smaller?'

## Division with remainders, Lesson 13

Each question asks for an answer in the form 'quotient r remainder', for example 18 r2. Marks are lost when children write the remainder as a decimal or fraction (18.67,  $18\frac{2}{3}$ ) or when they miscalculate the remainder by forgetting to subtract the product of the quotient and divisor from the dividend. **The remainder must always be smaller than the divisor**; if your remainder equals or exceeds the divisor, you can fit one more group in.

### Lesson 13, Q1a : 18 r2

$56 \div 3$ : how many threes fit into 56?  $3 \times 18 = 54$ , leaving  $56 - 54 = 2$ . So the answer is 18 r2. **Do not write 18 r3** (a common error from confusing the divisor with the remainder). Check:  $18 \times 3 + 2 = 54 + 2 = 56 \checkmark$ .

### Lesson 13, Q1c : 12 r5

$89 \div 7$ :  $7 \times 12 = 84$ , leaving  $89 - 84 = 5$ . Some children write 12 r6 because they add one to the remainder by mistake, or they write 13 r5 because they round the quotient up. **Always multiply back and check**:  $12 \times 7 + 5 = 84 + 5 = 89 \checkmark$ .

## Rounding to the nearest 10, 100 or 1000, Lesson 11

This lesson tests the 'round up if 5 or more, round down if 4 or less' rule at three different place-value boundaries. **Marks are lost when children round to the wrong place** (for example, rounding 1134 to the nearest hundred but writing 1130 instead of 1100) or when they forget that 5 always rounds up. Work column by column: to round to the nearest ten, look at the units digit; to round to the nearest hundred, look at the tens digit; to round to the nearest thousand, look at the hundreds digit.

**Lesson 11, Q1e** : 8010, 8000, 8000

8012 rounded to the nearest ten: the units digit is 2 (less than 5), so round down to 8010. Rounded to the nearest hundred: the tens digit is 1 (less than 5), so round down to 8000. Rounded to the nearest thousand: the hundreds digit is 0 (less than 5), so round down to 8000. **Notice that rounding to the hundred and rounding to the thousand both give 8000** because 8012 is very close to 8000.

**Lesson 11, Q1f** : 12 650, 12 600, 13 000

12 645 to the nearest ten: units digit 5 rounds up, giving 12 650. To the nearest hundred: tens digit 4 (in the original number) rounds down, giving 12 600. To the nearest thousand: hundreds digit 6 rounds up, giving 13 000. **Always go back to the original number** for each rounding step; do not round the rounded number.

## Fractions of amounts, Lesson 16

Every question asks for a unit fraction ( $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{1}{6}$ ) of a whole number. **The method is always divide by the denominator**:  $\frac{1}{6}$  of 42 means  $42 \div 6$ . Marks are lost when children multiply instead of divide, or when they misread the fraction (for example, reading  $\frac{1}{6}$  as  $\frac{1}{8}$ ). Check that the answer is smaller than the starting number; if your answer is larger, you have multiplied by mistake.

**Lesson 16, Q1e** : 9

$\frac{1}{5}$  of 45 means divide 45 into 5 equal parts:  $45 \div 5 = 9$ . A common error is to calculate  $45 \div 15$  (confusing the denominator 5 with 15) or to write  $45 \times 5 = 225$  (multiplying instead of dividing). **Always ask, 'Does my answer make sense?'** One fifth of 45 must be less than 45.

**Lesson 16, Q1h** : 23

$\frac{1}{2}$  of 46 =  $46 \div 2 = 23$ . This is straightforward, but it is easy to misread  $\frac{1}{2}$  as  $\frac{1}{4}$  in a list of mixed fractions and write  $46 \div 4 = 11.5$  instead. **Read the denominator carefully every time.**

## Multiples, factors and square numbers, Lessons 23–24

Lesson 23 tests listing multiples (the times-table for a given number) and factors (all whole numbers that divide exactly into a given number). Lesson 24 tests recognition of square numbers and their roots. **Marks are lost when children confuse multiples with factors**, when they miss 1 and the number itself as factors, or when they write a square-root question backwards (for example,  $16 = 2^2$  instead of  $16 = 4^2$ ).

**Lesson 23, Q2b** : 1, 2, 4, 7, 14, 28

Factors of 28 are all whole numbers that divide into 28 without remainder. **Work in pairs from the outside in:**  $1 \times 28$ ,  $2 \times 14$ ,  $4 \times 7$ . That gives six factors. Children often forget 1 and 28 themselves, or they stop after finding 2, 4, 7 and miss 14.

**Lesson 24, Q1b** : 4

$16 = \underline{\quad}^2$ . We need a number that, when multiplied by itself, gives 16.  $4 \times 4 = 16$ , so the answer is 4. **Do not confuse this with  $4^2 = 16$** , which is the same fact written the other way round. The question asks 'What is the square root of 16?', not 'What is 4 squared?'

## Next steps

Once you have marked each lesson, **list any topics where the score fell below 70 per cent** and spend ten to fifteen minutes re-teaching that concept before attempting those questions again. Use place-value charts for Lessons 1, 4 and 11; draw number lines for Lesson 2; use physical objects or arrays for division and fractions (Lessons 13, 16); and practise times-tables aloud for Lessons 5, 15 and 22. If the same type of mistake appears in multiple lessons (for example, misreading the question, rushing calculation, forgetting to check), that points to an exam-technique issue rather than a knowledge gap, and is often quicker to fix.

If your child scores above 85 per cent across most lessons, move on to Bond 10–11 Years or try a timed 11+ practice paper to build speed and stamina. If scores are more variable, revisit the weaker lessons after a few days and try them again; improvement on the second attempt shows that the learning has stuck. Keep this answer key for reference when practising similar questions in other books, so that your child can check their own reasoning and become a more independent learner.

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