

Ma

KEY STAGE

2

LEVELS

3-5

# Mathematics test

## Test A

Calculator **not** allowed

First name \_\_\_\_\_

Last name \_\_\_\_\_

School \_\_\_\_\_



For marker's use only

Page	Marks
5	
7	
9	
11	
13	
15	
17	
19	
21	
23	
<b>TOTAL</b>	

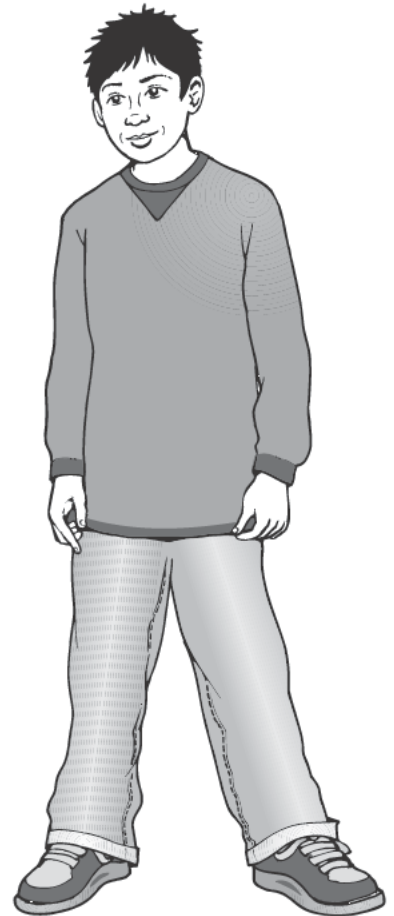
2007



Jamie



Kate



Hassan

# Instructions

You **may not** use a calculator to answer any questions in this test.

Work as quickly and as carefully as you can.

You have **45 minutes** for this test.

If you cannot do one of the questions, **go on to the next one.**

You can come back to it later, if you have time.

If you finish before the end, **go back and check your work.**

**Follow the instructions for each question carefully.**



This shows where you need to put the answer.

If you need to do working out, you can use any space on a page.

**Some questions have an answer box like this:**



Show  
your **working.**  
You may get  
a mark.



The diagram shows a large rectangular box representing an answer box. Inside the bottom right corner of this box is a smaller, empty rectangular box. A speech bubble with a pencil icon points to the top left corner of the large box, and another speech bubble with a pencil icon points to the top left corner of the smaller box.

For these questions you may get a mark for showing your working.

1

Write in the missing numbers.

  + 75 = 90


1a  
1 mark

4 ×  = 200

1b  
1 mark

2

Circle **one** number in **each** box to make a total of 1000



150		150
250	200	250
350	400	350
450		450

2  
1 mark

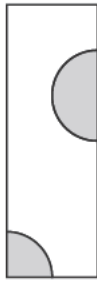
3

Here is a tile.



The tile is turned.

**One** of the diagrams below shows the tile after it has been turned.  
Tick (✓) the correct diagram.



3  
1 mark

4

Kate has a piece of ribbon **one metre** long.

She cuts off 30 centimetres.



How many centimetres of ribbon are left?



cm
----

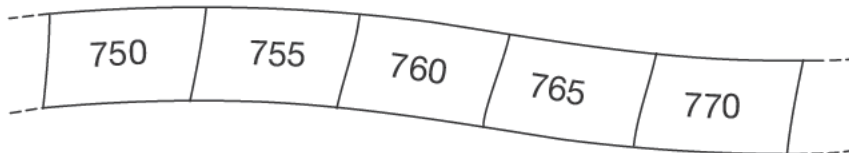
4

1 mark

5

Here is part of a number sequence.

The numbers increase by the same amount each time.



The sequence continues.

Circle **all** of the numbers below that would appear in the sequence.



840

905

989

1000

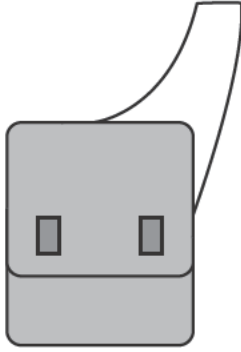
2051

5

1 mark

6

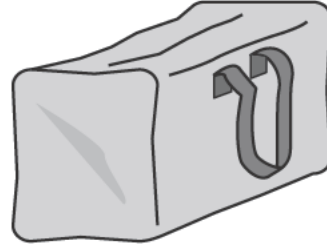
Here are three bags in a shop.



A  
£11.50



B  
£14.65



C  
£16.50

How much does bag B cost to the nearest pound?



6a

1 mark

Jamie buys bag A and bag C.

How much change does he get from £40?



Show your **working**.  
You may get a mark.

6bi

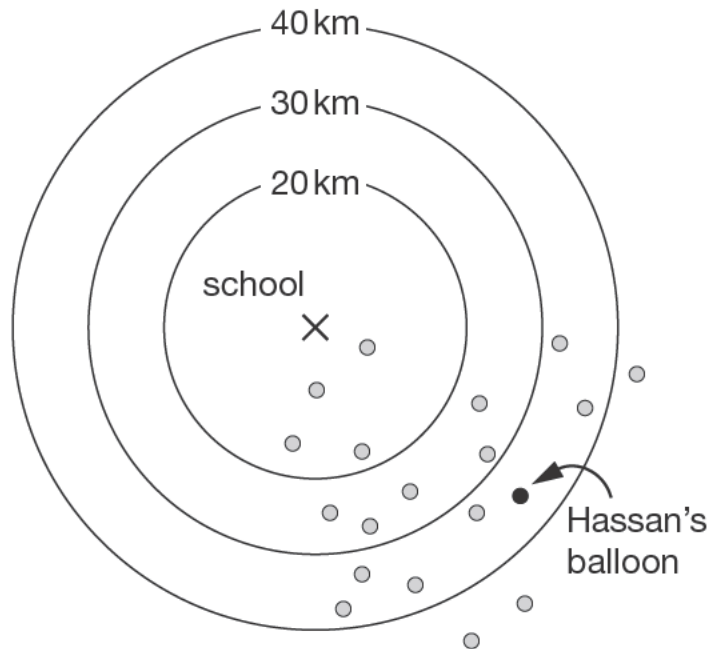
6bii

2 marks

7

Class 6 launched some balloons at a school fete.

This diagram shows how far some of the balloons travelled.



How many balloons on the diagram travelled between 20 km and 30 km?



7a

1 mark

Estimate how far Hassan's balloon travelled.

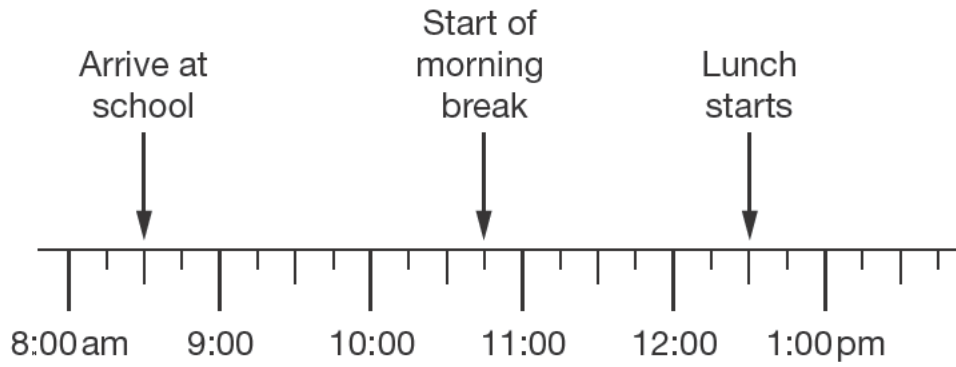
  km

7b

1 mark



Jamie makes a time line of part of his day.



What time does Jamie's morning break start?


 am

8a

1 mark

Lunch lasts for three-quarters of an hour.

What time does lunch **finish**?


 pm

8b

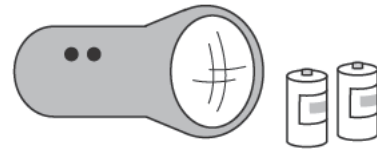
1 mark

9

A torch costs £7.65

Kate buys a torch and **two** batteries.

She pays £8.75 altogether.



How much does **one** battery cost?

Show your **working**.  
You may get a mark.

9i

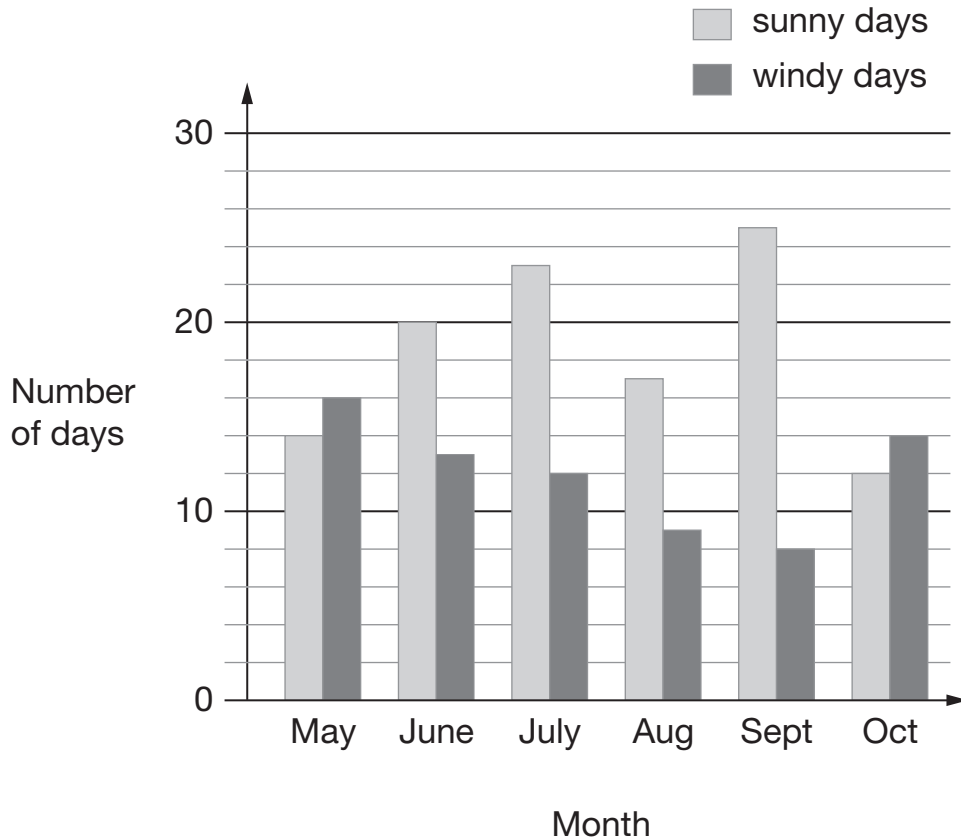
9ii

2 marks

A large rectangular box for showing working. On the left side, there is a speech bubble containing the text 'Show your working. You may get a mark.' with an arrow pointing into the box. In the bottom right corner of the large box, there is a smaller, empty rectangular box. To the right of the large box, there are two horizontal lines for marking, labeled '9i' and '9ii', and the text '2 marks' below them.

10

The chart shows the number of sunny days and the number of windy days in six months.



Which months had more windy days than sunny days?



\_\_\_\_\_

10a

1 mark

How many months had more than 15 sunny days?



10b

1 mark

How many more sunny days than windy days were there in **June**?



10c

1 mark

11

Calculate  $17 \times 5 \times 4$



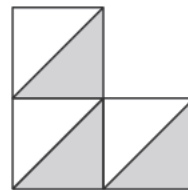
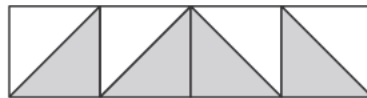
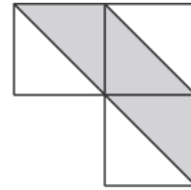
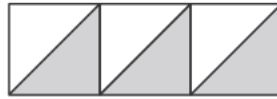
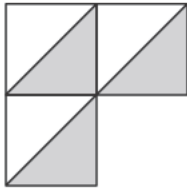
11

1 mark

12

Here are five patterns.

For each pattern put a tick (✓) if it has a line of symmetry.  
Put a cross (✗) if it does not.



12i

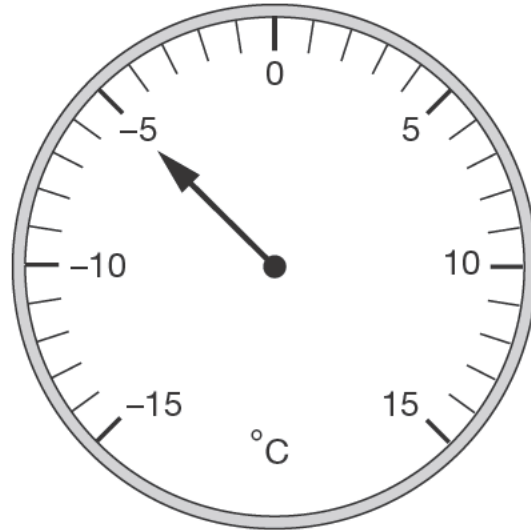
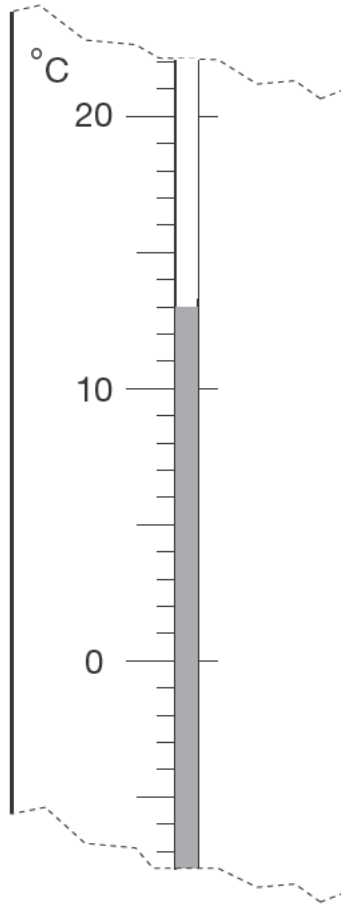
12ii

2 marks

13

Here are two thermometers.

They show two different temperatures.



What is the **difference** between the two temperatures?



degrees

13

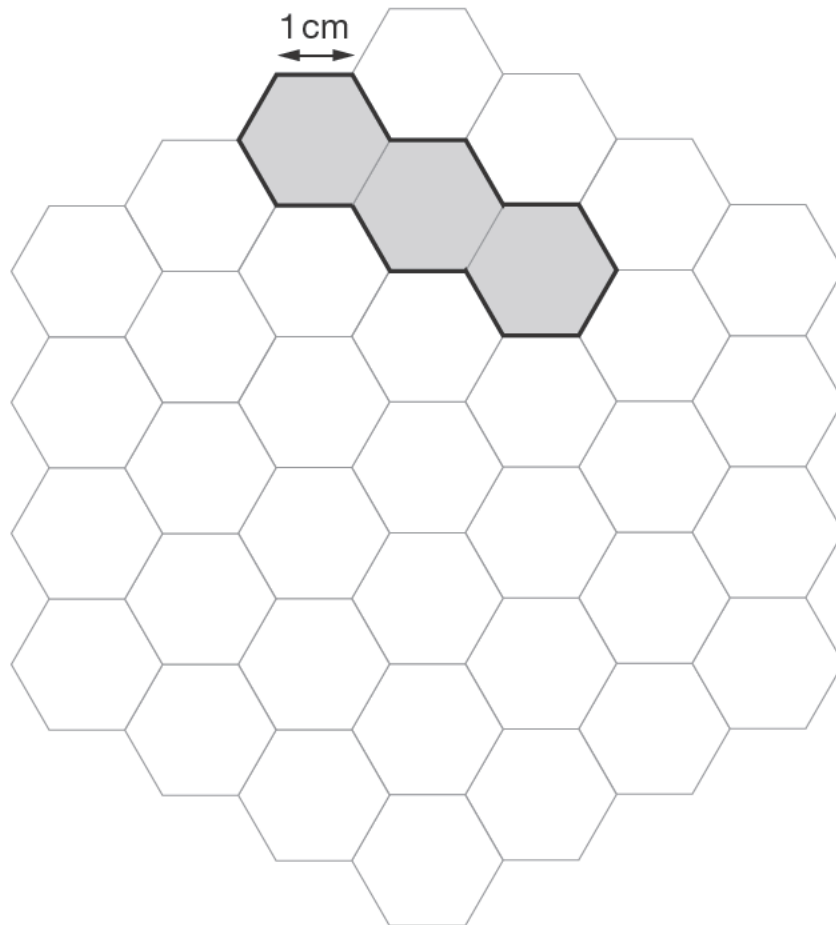
1 mark

14

Here is a grid of regular hexagons.

The shaded shape has an area of 3 hexagons and a perimeter of 14 cm.

Draw another shape on the grid which has an **area** of 4 hexagons and a **perimeter** of 14 cm.



14

1 mark

Write **one** number which fits **all three** of these statements.

It is a multiple of 4

It is a multiple of 6

It ends in '8'



15a

---

1 mark

Explain why a number which ends in '3' **cannot** be a multiple of 4



15b

---

1 mark

16

Circle **all** the numbers that are **greater than** 0.6



0.5

0.8

0.23

0.09

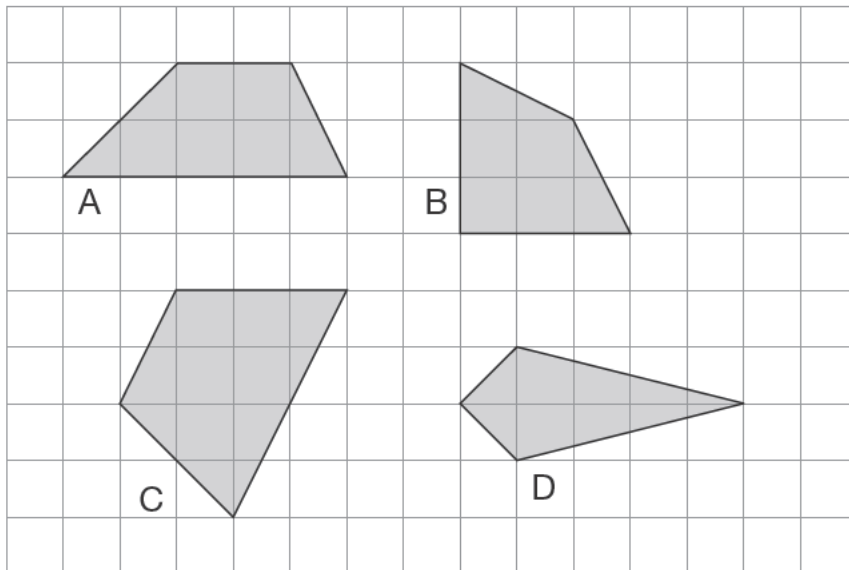
0.67

16

1 mark

17

Here are some shapes on a grid.



Write the letter of each shape that has one pair of parallel sides.



\_\_\_\_\_

17

1 mark





Hassan bought **a notebook** and **a pen**.

He paid **£1.10**

Kate bought **a notebook** and **2 pens**.

She paid **£1.45**

Calculate the cost of **a notebook**.

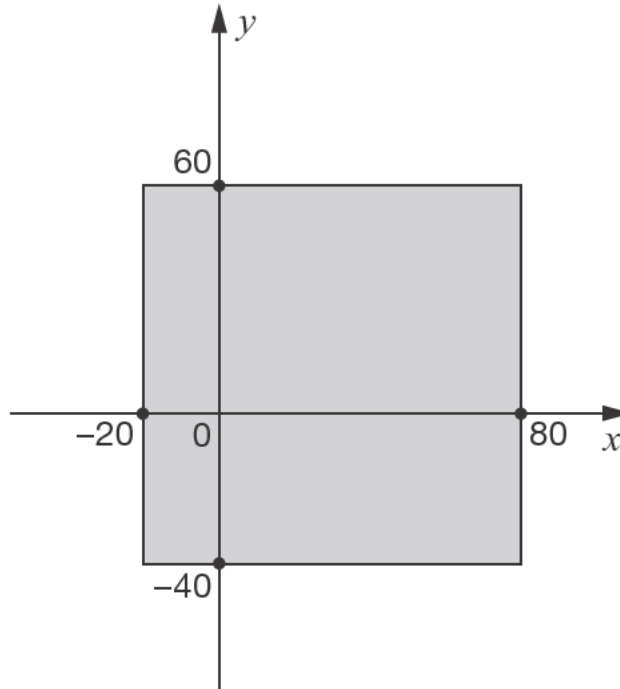
Show your **working**.  
You may get a mark.

18i


18ii

2 marks

Here is a shaded square on  $x$  and  $y$  axes.



For each of these points, put a tick (✓) to show if it is inside the square or outside the square.

	inside the square	outside the square
 (50, 70)	<input type="checkbox"/>	<input type="checkbox"/>
(60, -30)	<input type="checkbox"/>	<input type="checkbox"/>
(-10, 50)	<input type="checkbox"/>	<input type="checkbox"/>
(-30, -30)	<input type="checkbox"/>	<input type="checkbox"/>


19i

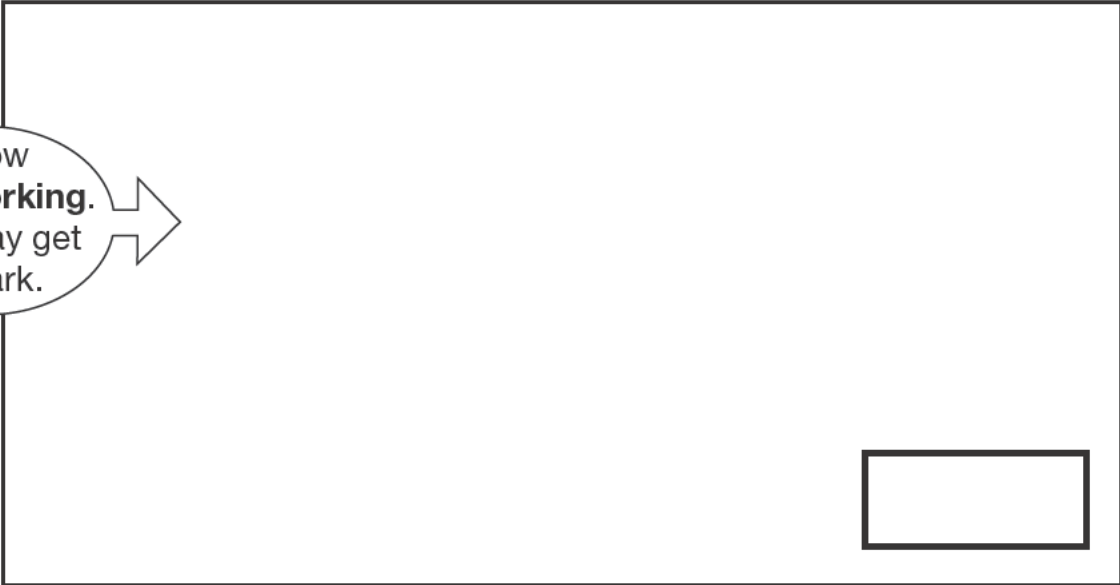
19ii


2 marks

20

Calculate  $504 \div 21$

 Show your **working**. You may get a mark.

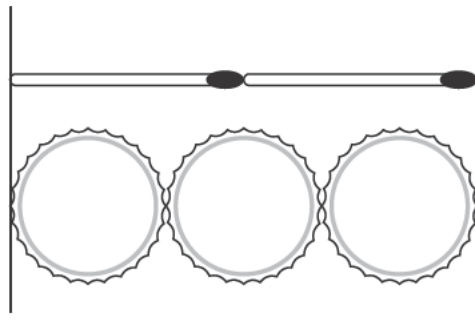




20i  
20ii  
2 marks

21

Two matchsticks have the same length as three bottle tops.



How many bottle tops will have the same length as 50 matchsticks?

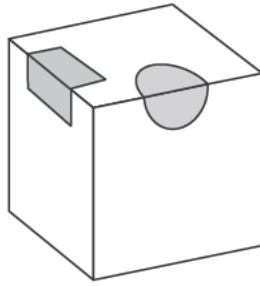
 Show your **working**. You may get a mark.





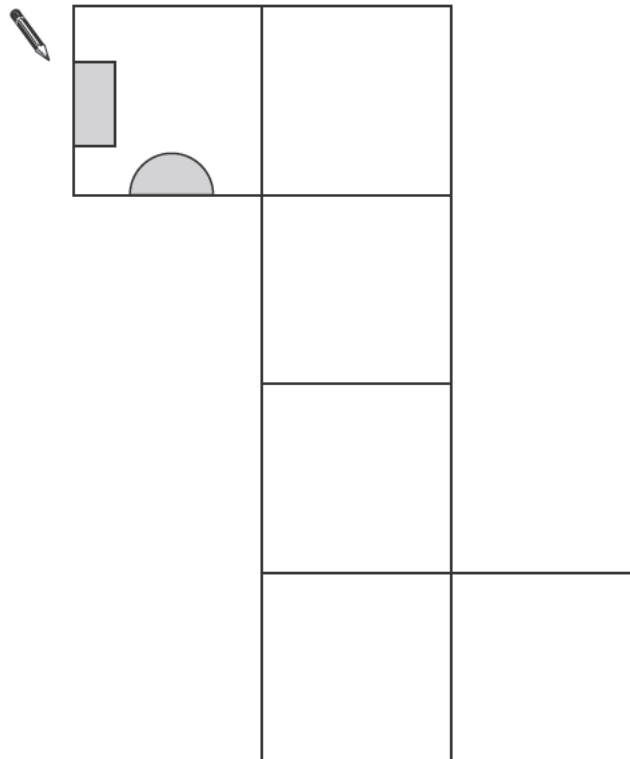
21i  
21ii  
2 marks

A cube has shaded shapes on three of its faces.

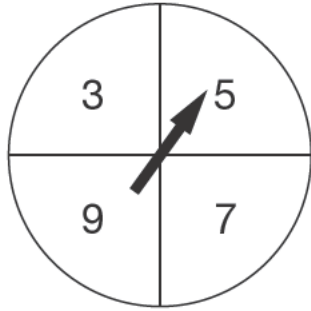


Here is a net of the cube.

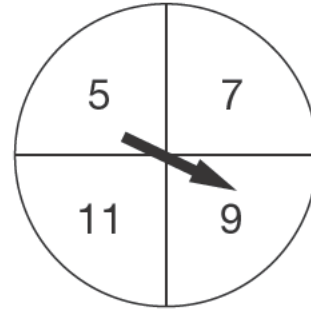
Draw in the two missing shaded shapes.



Here are two spinners, A and B.



A




B

Hassan spins the pointer on each spinner.

He adds his two scores together.

For each statement put a tick (✓) to show if it is **certain**, **possible** or **impossible**.

One has been done for you.

	certain	possible	impossible
 The total will be more than 15	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The total will be an even number.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The total will be less than 6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The score on A will be less than the score on B.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

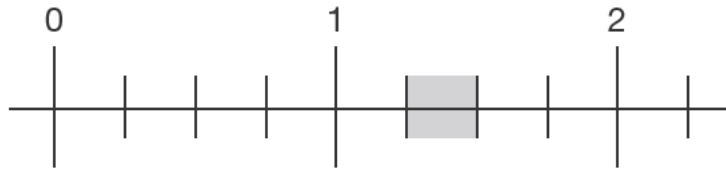
23i

23ii

2 marks

24

Part of this number line is shaded.



Circle **all** the numbers below that belong in the shaded part of the number line.



1.1

1.4

 $1\frac{1}{3}$  $1\frac{1}{5}$ 

24

1 mark

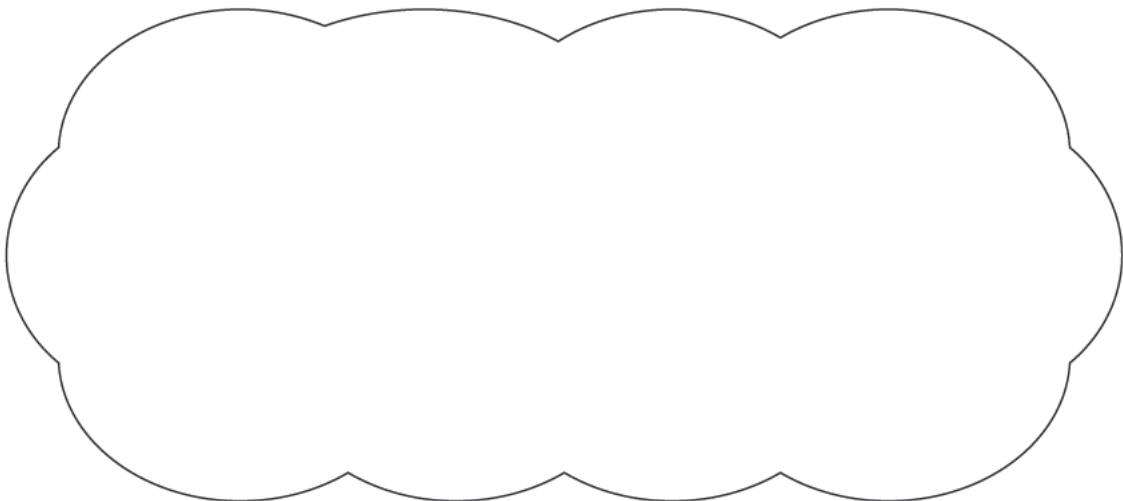
25

Jamie draws a triangle.

He says,

*'Two of the three angles in my triangle are obtuse'.*

Explain why Jamie **cannot** be correct.



25

1 mark

End of test

