

MATHEMATICS

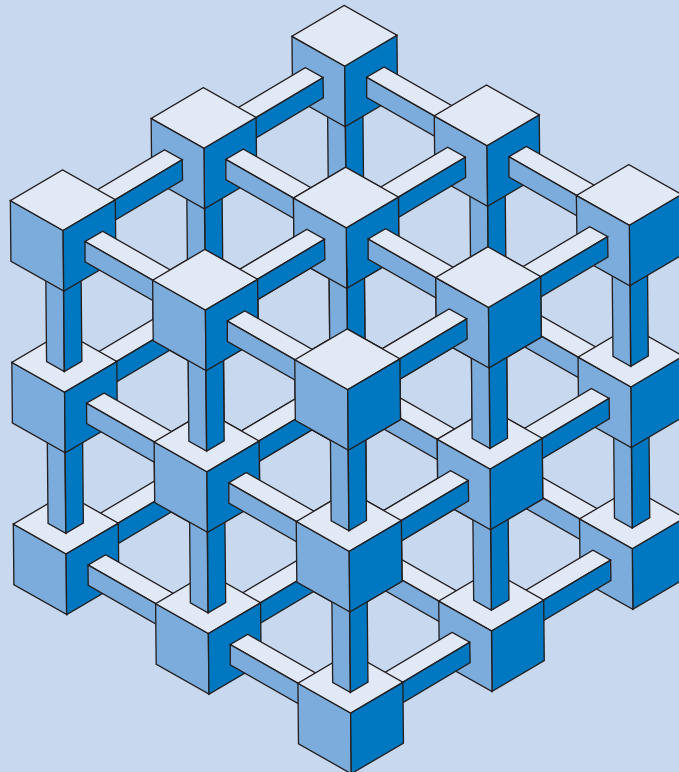
KEY STAGE 2 2005

TEST A

LEVELS
3-5

CALCULATOR NOT ALLOWED

PAGE	MARKS
5	
7	
9	
11	
13	
15	
17	
19	
21	
TOTAL	



First Name

Last Name

School



Josh



Sapna



Robbie

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:



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

1

Draw lines to join **all the pairs** of number cards which have a **difference of 30**

One has been done for you.



100	180
150	170
200	70
250	330
300	220

A line connects the number 100 in the first row to the number 70 in the third row.

2

Circle **three** numbers that add to make a **multiple of 10**



11 12 13 14 15 16 17 18 19

1i

1ii

2 marks

2

1 mark

3

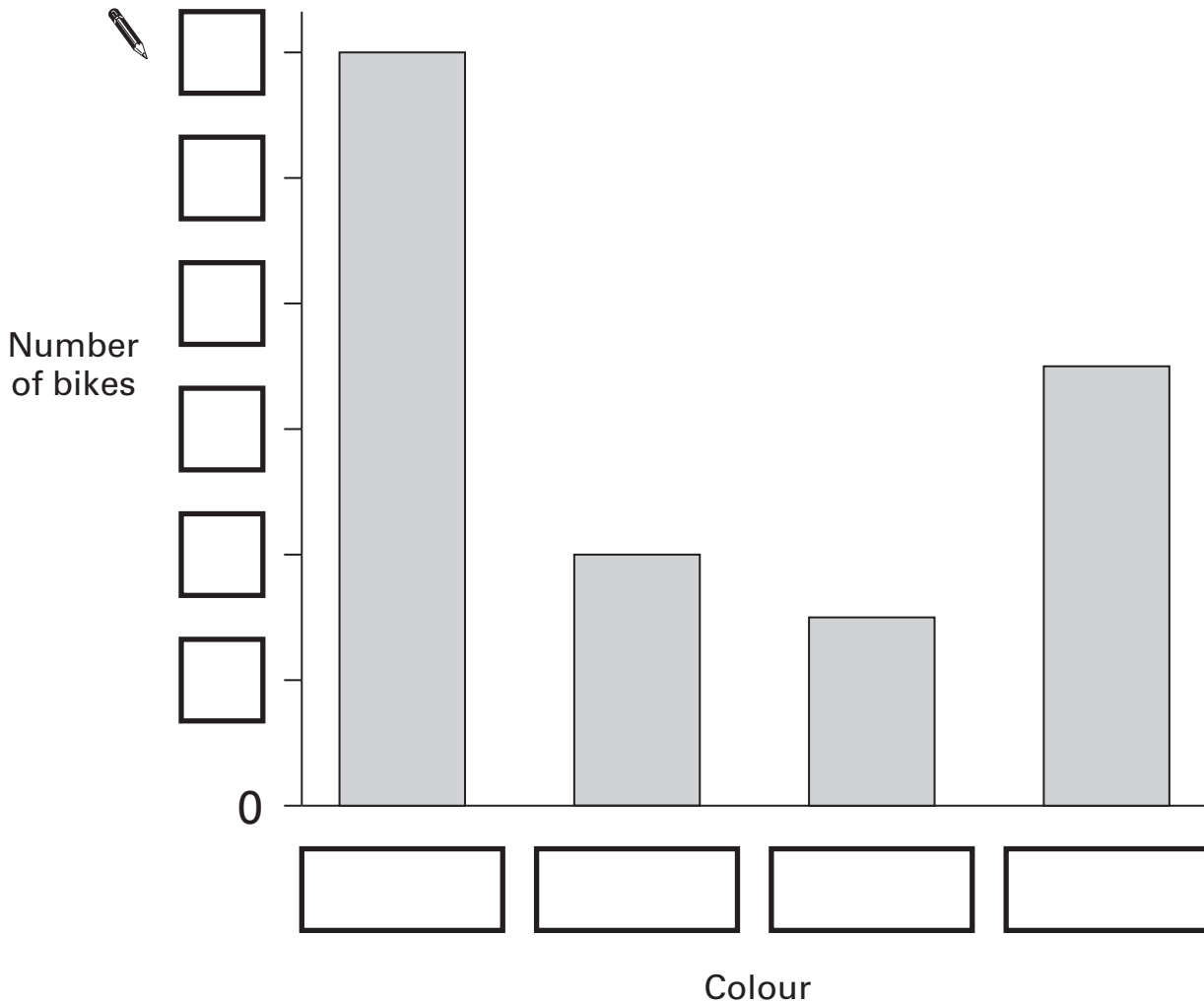
Robbie collected information about the colours of some bikes.

Here are his results.

Colour	Number of bikes
green	4
red	7
blue	12
pink	3

This bar graph shows the information from the table.

Fill in **all** the missing labels.



3a

1 mark

3b

1 mark



These are the radio programmes one morning.

7:00	Music show
7:55	Weather report
8:00	News
8:15	Travel news
8:25	Sport
8:45	Holiday programme

Josh turns the radio on at 7:25am.

How many minutes does he have to wait for the Weather report?



minutes

4a

1 mark

The Holiday programme lasts for 40 minutes.

At what time does the Holiday programme finish?



am

4b

1 mark

5

Calculate $56 \div 4$

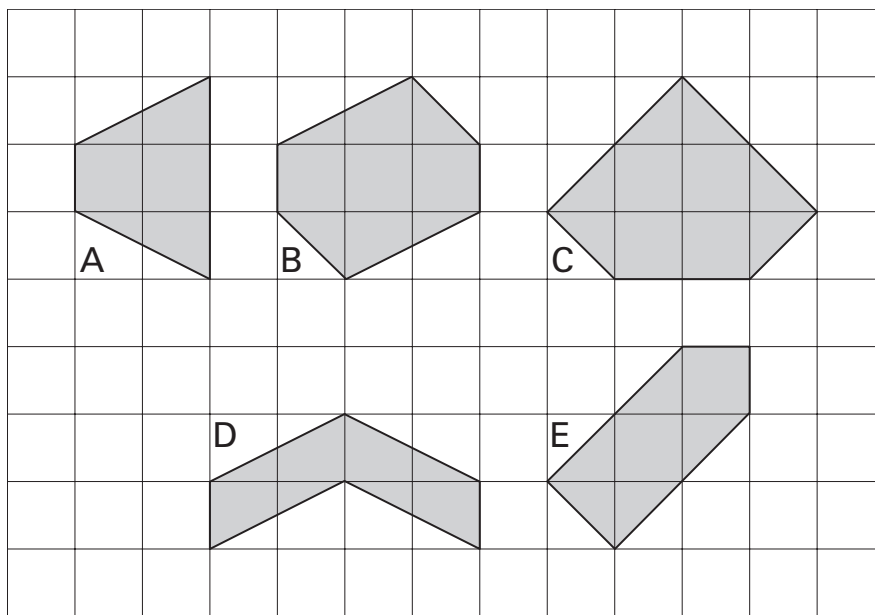


5

1 mark

6

Here are some shaded shapes on a square grid.



Write the letters of the **two** shapes which are hexagons.



..... and

6a

1 mark

Write the letters of the **two** shapes which have right angles.



..... and

6b

1 mark

7

A shop sells candles.



plain candles
35p each




star candles
60p each



stripe candles
85p each

Sapna buys **4** star candles and **2** stripe candles.

How much does she pay **altogether**?

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

7ai

7aii

2 marks

Special offer
Buy 10 candles and get 50p off.

Josh buys **10** plain candles in the special offer.

How much does he pay for the 10 candles?

 £

7b

1 mark

8

Calculate $1202 + 45 + 367$



8

1 mark

9

Here are some digit cards.

2

4

6

6

Write **all** the **three-digit** numbers, **greater than 500**, that can be made using these cards.

One has been done for you.



626

.....

.....

9i

9ii

2 marks

10

Tick (✓) the **two** numbers which have a total of **10**



0.01

0.11

1.01

9.09

9.9

9.99



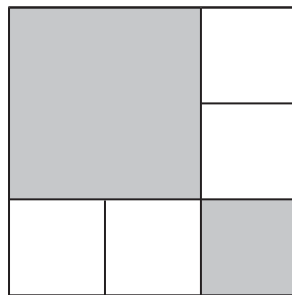
10

1 mark

11

The diagram is made of squares.

What fraction of the diagram is shaded?



11

1 mark

12Write the correct sign $>$, $<$ or $=$ in each of the following.

$(10 + 5) - 9$

$(10 + 9) - 5$

$3 \times (4 + 5)$

$(3 \times 4) + 5$

$(10 \times 4) \div 2$

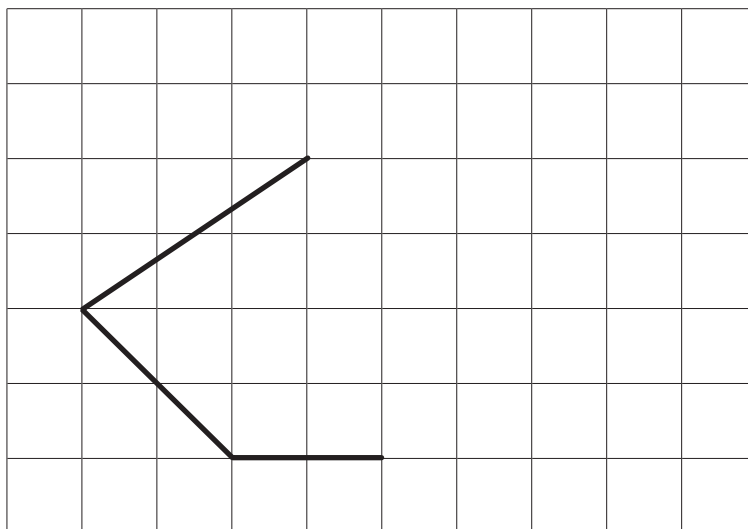
$10 \times (4 \div 2)$

13

Here is part of a shape on a square grid.

Draw **two more** lines to make a shape which has a line of symmetry.

Use a ruler.



12i

12ii

2 marks

13

1 mark

14

Sapna makes up a game using seven cards.

Here are the cards.



Josh picks a card without looking.

If Josh picks an **odd** number then Sapna scores a point.

If Josh picks an **even** number then Josh scores a point.

Is this a fair game?
Circle Yes or No.



Yes / No

Explain how you know.



.....

.....

.....

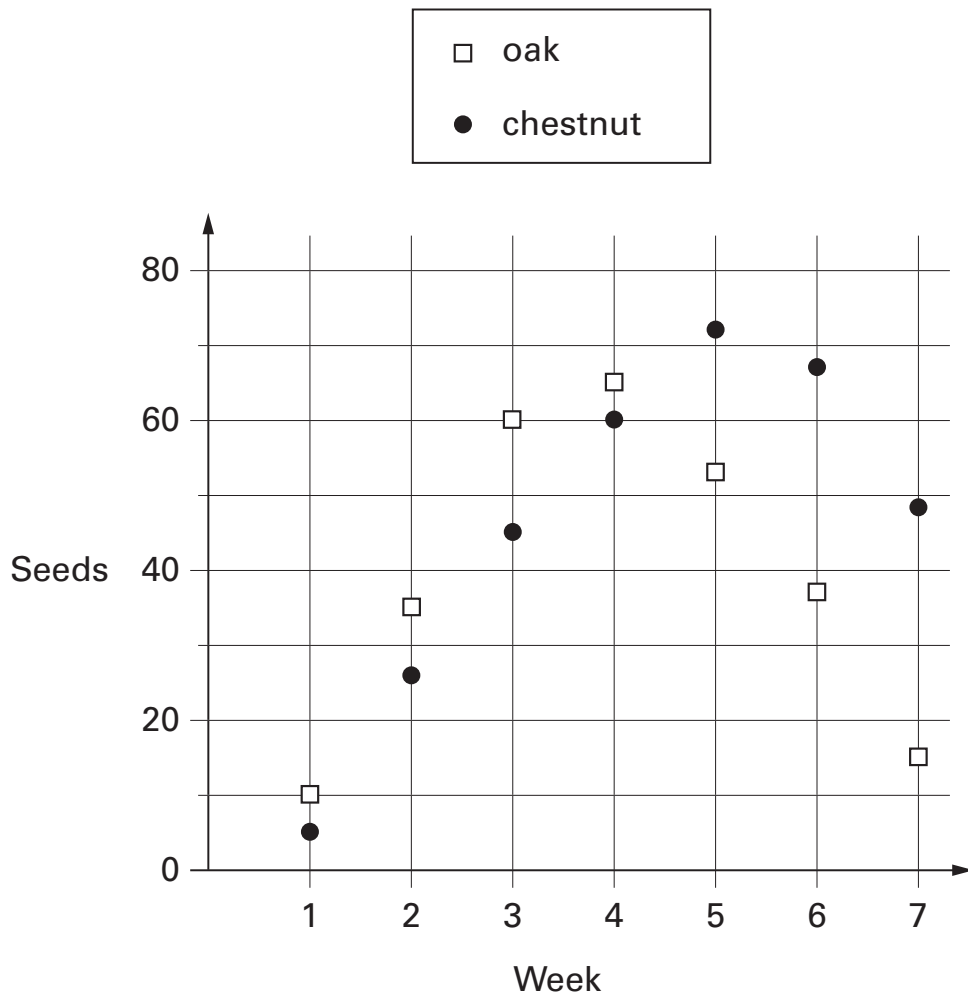


14

1 mark

15

Class 6 count how many seeds they find under two trees. They show the data in a graph.



How many seeds did they find in week 3 **altogether**?



seeds

15a

1 mark

In **how many weeks** did they find more than 40 **chestnut** seeds?



weeks

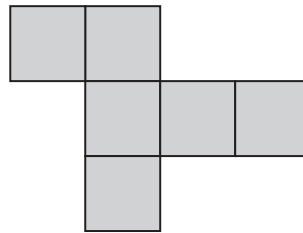
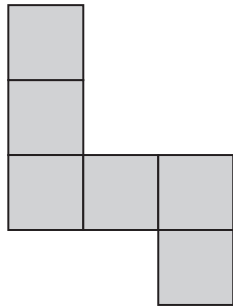
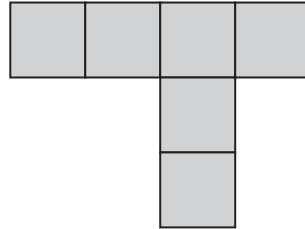
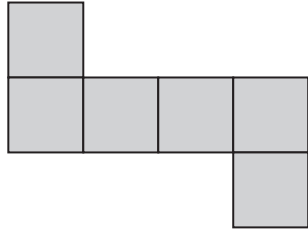
15b

1 mark

16

Here are four diagrams.

On each one put a tick (✓) if it is a net of a cube.
Put a cross (✗) if it is not.



16i

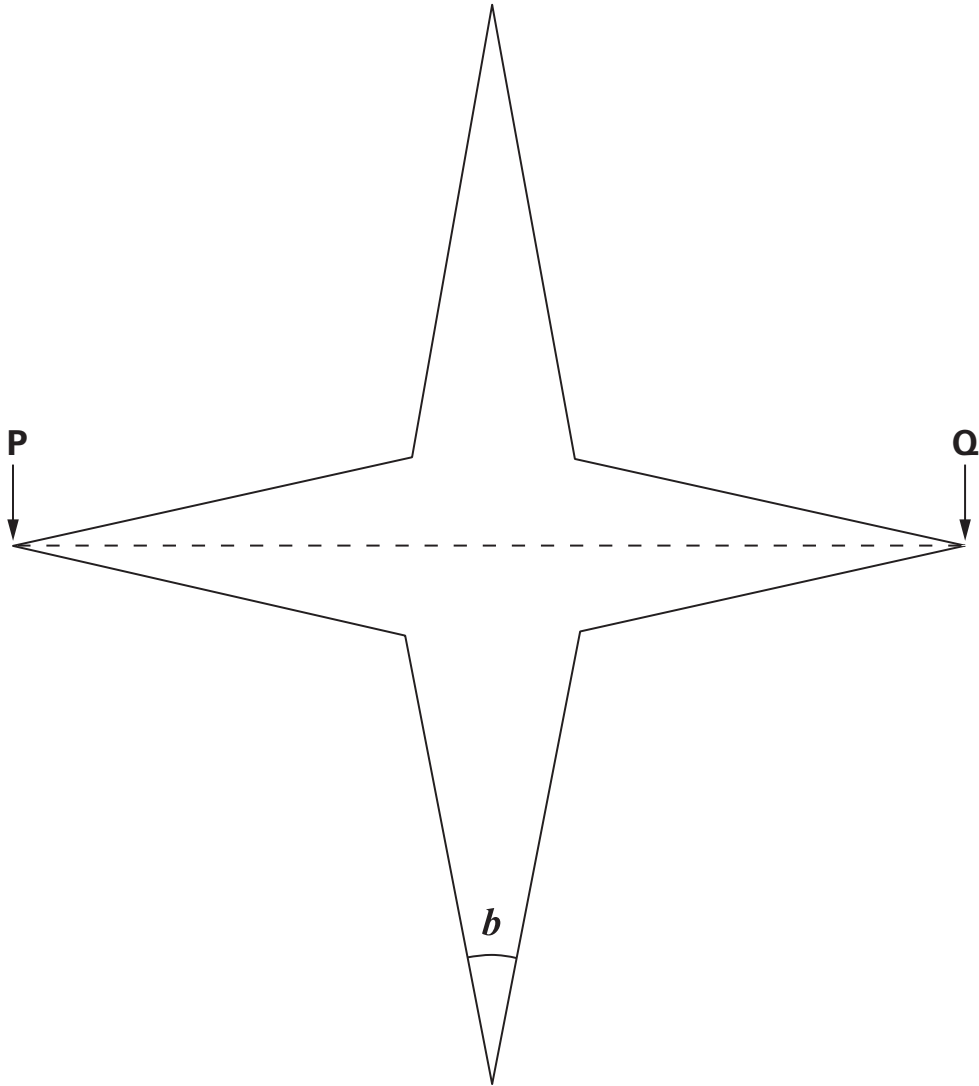


16ii

2 marks

17

Look at this star.



Use a ruler to measure **accurately** the **width** of the star, from **P** to **Q**.

Give your answer in **millimetres**.



17a

1 mark

Use a protractor (angle measurer) to measure **angle *b***.

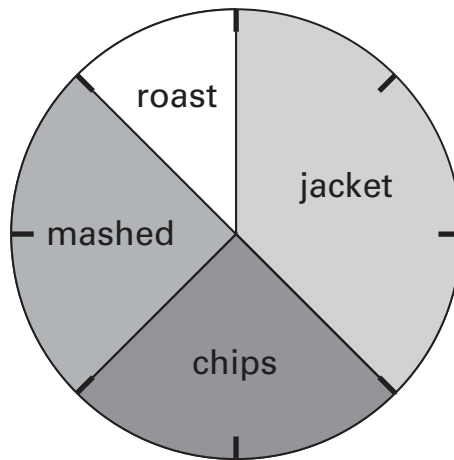


17b

1 mark

18

This pie chart shows how the children in Class 6 best like their potatoes cooked.



32 children took part in the survey.

Look at the four statements below.

For each statement put a tick (✓) if it is **correct**.
Put a cross (✗) if it is **not correct**.



10 children like chips best.

25% of the children like mashed potatoes best.

$\frac{1}{5}$ of the children like roast potatoes best.

12 children like jacket potatoes best.


18i

18ii

2 marks

19


Find two **square numbers** that total 45

 + = 45

19
1 mark

20

Calculate **143 × 37**



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

20i
20ii
2 marks

21

Here are four statements.

For each statement put a tick (✓) if it is **possible**.
Put a cross (✗) if it is **impossible**.



A triangle can have 2 acute angles.

A triangle can have 2 obtuse angles.

A triangle can have 2 parallel sides.

A triangle can have 2 perpendicular sides.

21i

21ii

2 marks

22

Write these fractions in order of size starting with the smallest.

$$\frac{3}{4}$$

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

$$\frac{9}{10}$$

$$\frac{17}{20}$$



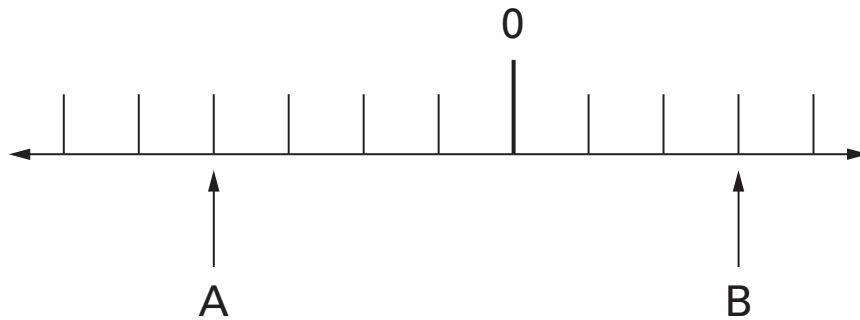
smallest

22

1 mark



23

A and B are two numbers on the number line below.



The **difference** between A and B is 140

Write the values of A and B.

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

A = B =

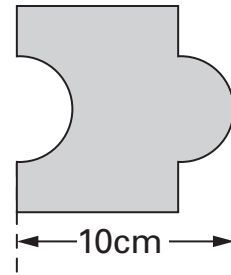
23i
23ii
2 marks

24

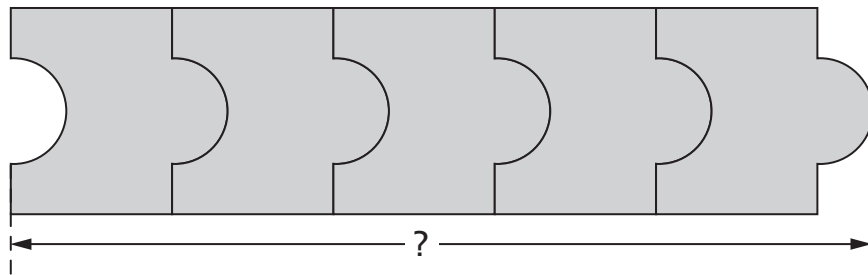
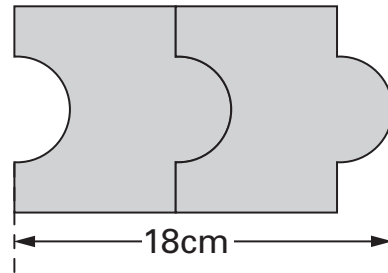
Josh has some tiles.

Not actual size

Each tile is 10cm long.



Two tiles fitted together are 18cm long.



Calculate the length of **five** tiles fitted together.

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

cm

24i

24ii

2 marks

End of test

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