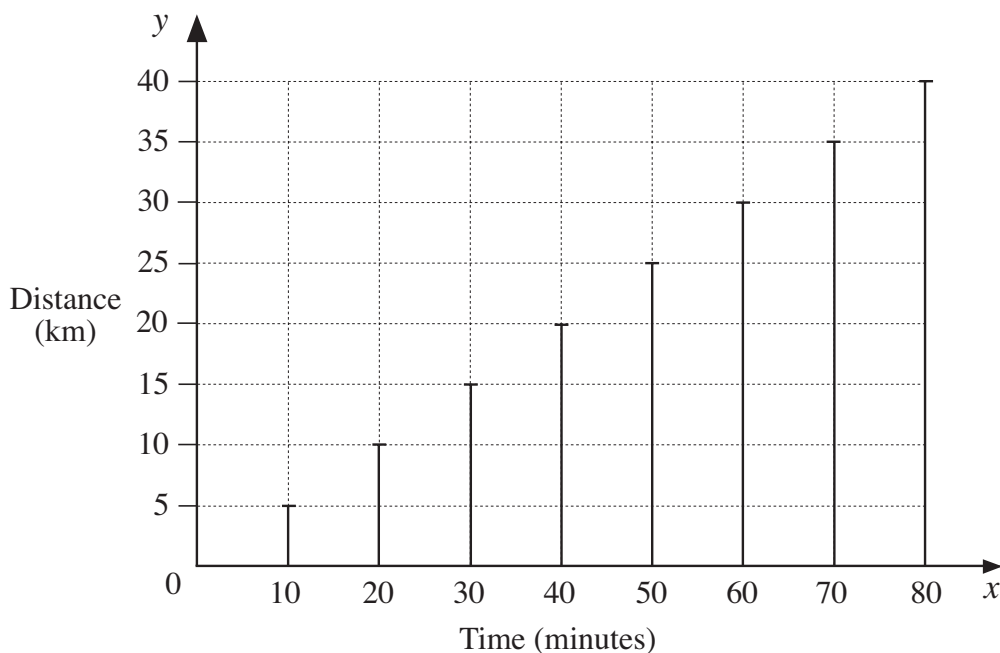


1

Alan went on a cycling tour. He kept a note of how far he had cycled every 10 minutes. He made this graph to show his data.

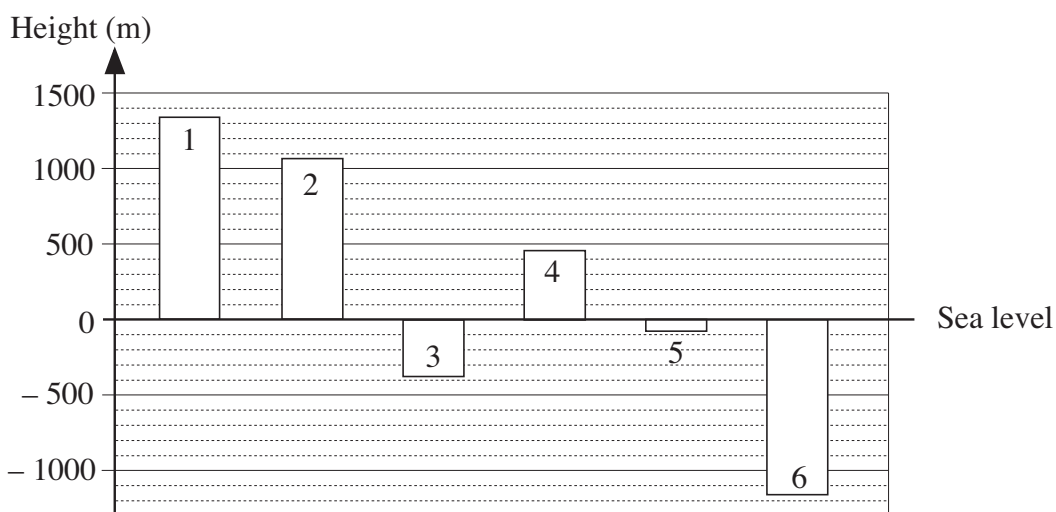


Use the graph to help you complete the table.

Time (minutes)	0	10	20	30	40	50	60	70	80
Distance (km)	0								

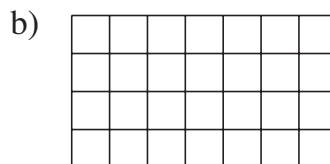
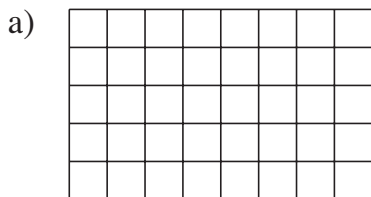
2

This graph shows the approximate height above sea level of famous places. Use the graph to help you fill in the missing numbers.





- | | | | | | | | |
|------------------|---|----------------------|---|-------------------------|---|----------------------|---|
| 1. Ben Nevis | ≈ | <input type="text"/> | m | 4. Hay Tor, Dartmoor | ≈ | <input type="text"/> | m |
| 2. Mount Snowdon | ≈ | <input type="text"/> | m | 5. Death Valley, USA | ≈ | <input type="text"/> | m |
| 3. The Dead Sea | ≈ | <input type="text"/> | m | 6. Straits of Gibraltar | ≈ | <input type="text"/> | m |


1







What are the perimeter and area of each of these diagrams if:



i) the perimeter is measured in  units and the area in units?

a) $P =$  units
 $A =$ units

b) $P =$  units
 $A =$ units

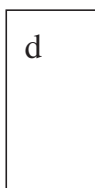
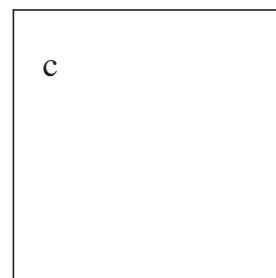
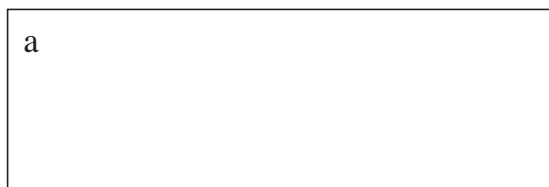
ii) the perimeter is measured in  units and the area in  units?

a) $P =$  units
 $A =$  units

b) $P =$  units
 $A =$  units

2

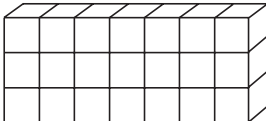
Measure the sides of each rectangle in mm and write the lengths beside them. Calculate the perimeter of each rectangle in mm and write it inside the shape.

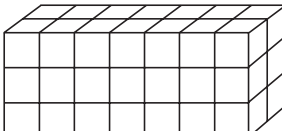


3

How many unit cubes does each of these cuboids contain? This is their **volume**.

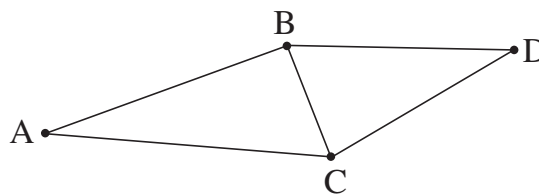
a)  Volume = unit cubes

b)  Volume = unit cubes

c)  Volume = unit cubes

1

A, B, C and D are places on a map.



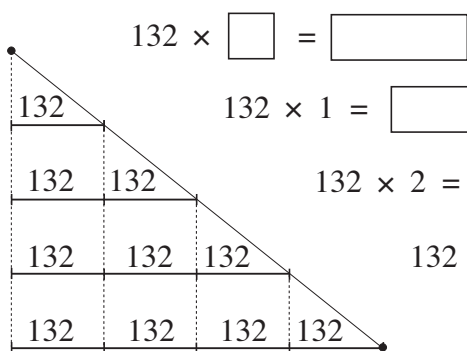
Scale:

1 mm on the map → 20 m in real life.

- a) Measure each line on the map in mm and write its length beside it.
- b) In how many ways can you get from A to D? What distance is each route?

Route	Distance on map	Distance in real life
A.....
A.....
.....
.....

2



Study the diagram.
Fill in missing numbers.

3

Do the calculations in your exercise books. Fill in the missing numbers.

- a) $24 \times 70 \text{ ml} = \boxed{} \text{ ml} = \boxed{} \text{ cl} = \boxed{} \text{ l } \boxed{} \text{ cl}$
- b) $125 \times 6 \text{ cl} = \boxed{} \text{ cl} = \boxed{} \text{ l } \boxed{} \text{ cl} = \boxed{} \text{ l } \boxed{} \text{ ml}$
- c) $174 \times 9 \text{ cl} + 135 \times 3 \text{ cl} = \boxed{} \text{ l } \boxed{} \text{ cl} = \boxed{} \text{ l } \boxed{} \text{ ml}$

4

What is the mass of:

- a) 8 tablespoons of flour if 1 tablespoon of flour weighs 15 g?
- b) 7 tablespoons of sugar if 1 tablespoon of sugar weighs 23 g?
- c) 4 tablespoons of salt if 1 tablespoon of salt weighs 28 g?
- d) 2 tablespoons of flour, 3 tablespoons of sugar and 4 tablespoons of salt?
.....

1

Write each of these times in a different way. Follow the example.

- a) 13:45 = 1.45 pm b) 16:30 =
- c) 20:12 = d) 22:58 =
- e) 23:04 = f) 00:00 =

2

How many hours and minutes have passed from:

- a) 08:20 to 10:10 b) 07:45 to 09:15
.....
- c) 10:42 to 14:10 d) 18:20 one day to 08:30 the next day?
.....

3

Fill in the missing numbers.

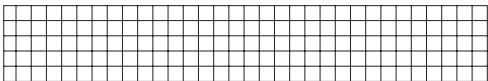
- a) i) 7 hours = min ii) 15 hours = min
iii) 4 hrs 45 min = min iv) 15 hrs 10 min = min
- b) i) 68 min = h min ii) 75 min = h min
iii) 135 min = h min iv) 301 min = h min
- c) i) 10 wks 5 days = days ii) 25 wks 3 days = days
iii) 50 wks 2 days = days ii) 52 wks 1 day = days
- d) i) 3 min = seconds ii) 8 min = seconds
iii) 5 min 15 sec = sec iv) 20 min 42 sec = sec
- e) i) 121 sec = min sec ii) 250 sec = min sec
iii) 372 sec = min sec iv) 360 sec = min sec

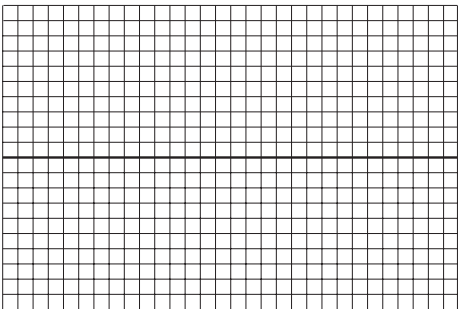
4

- a) If the taps are turned on full for 1 minute, 7 litres of water runs into the bath. How much water would have run into the bath after 2 hours?
.....
- b) A car travels 22 m in 1 second. How far has the car gone after 1 minute?
.....

1

Write multiplications and divisions about the diagrams

a) 

b) 

2

Write two divisions about each diagram.

a) i) $\begin{matrix} \textcircled{1} & \textcircled{1} & \textcircled{1} & \textcircled{1} & \textcircled{1} \\ \textcircled{1} & \textcircled{1} & \textcircled{1} & \textcircled{1} & \textcircled{1} \end{matrix}$ ii) $\begin{matrix} \textcircled{10} & \textcircled{10} & \textcircled{10} & \textcircled{10} & \textcircled{10} \\ \textcircled{10} & \textcircled{10} & \textcircled{10} & \textcircled{10} & \textcircled{10} \end{matrix}$ iii) $\begin{matrix} \textcircled{100} & \textcircled{100} & \textcircled{100} & \textcircled{100} & \textcircled{100} \\ \textcircled{100} & \textcircled{100} & \textcircled{100} & \textcircled{100} & \textcircled{100} \end{matrix}$

b) i) $\begin{matrix} \textcircled{5} & \textcircled{5} & \textcircled{5} & \textcircled{5} & \textcircled{5} \\ \textcircled{5} & \textcircled{5} & \textcircled{5} & \textcircled{5} & \textcircled{5} \end{matrix}$ ii) $\begin{matrix} \textcircled{50} & \textcircled{50} & \textcircled{50} & \textcircled{50} & \textcircled{50} \\ \textcircled{50} & \textcircled{50} & \textcircled{50} & \textcircled{50} & \textcircled{50} \end{matrix}$ iii) $\begin{matrix} \textcircled{200} & \textcircled{200} & \textcircled{200} & \textcircled{200} & \textcircled{200} \\ \textcircled{200} & \textcircled{200} & \textcircled{200} & \textcircled{200} & \textcircled{200} \end{matrix}$

3

Do the divisions. Check them in your head with multiplications.

a) $18 \div 6 =$ $180 \div 60 =$ b) $18 \div 9 =$ $180 \div 90 =$
 $180 \div 6 =$ $1800 \div 60 =$ $180 \div 9 =$ $1800 \div 90 =$
 $1800 \div 6 =$ $1800 \div 600 =$ $1800 \div 9 =$ $1800 \div 900 =$

c) $54 \div 6 =$ d) $32 \div 8 =$ e) $72 \div 9 =$ f) $56 \div 7 =$
 $540 \div 6 =$ $320 \div 8 =$ $720 \div 9 =$ $560 \div 7 =$
 $540 \div 60 =$ $320 \div 80 =$ $720 \div 90 =$ $560 \div 70 =$

4

Divide the amount into 4 equal parts.

$\boxed{100}$ $\boxed{100}$ $\boxed{100}$ $\boxed{100}$ $\boxed{100}$ $\boxed{100}$ $\boxed{100}$ $\boxed{100}$
 $\textcircled{10}$ $\textcircled{10}$ $\textcircled{10}$ $\textcircled{10}$

1 quarter:

1

Write these numbers in the correct number set.

0, 5, 8, 9, 12, 16, 17, 27, 40, 44, 45, 72, 80, 81, 90, 96

a)

Divisible by 8	Not divisible by 8

b)

Multiples of 9	Not multiples of 9

2

Write these numbers in the correct number set.

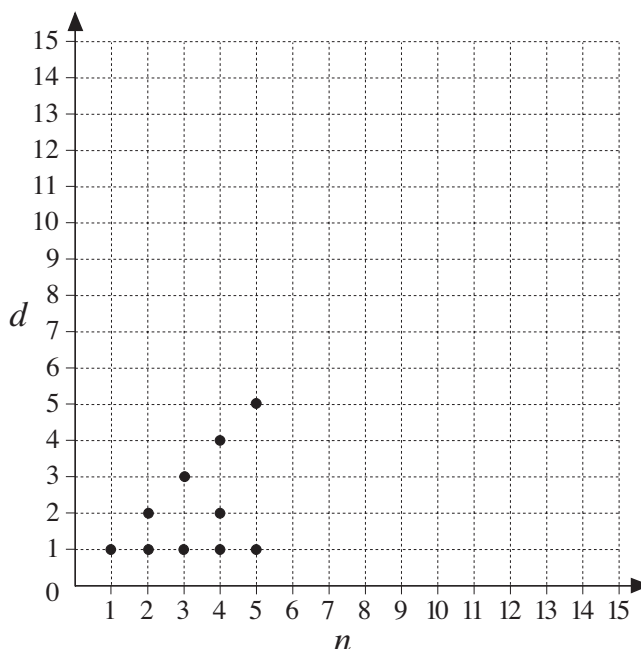
3, 9, 8, 1, 36, 12, 4, 6, 18,
11, 2, 5, 10, 53, 72, 0

Divisor of 36	Not a divisor of 36

3

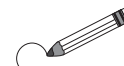
What is the rule? Complete the table and the graph.

n	d
1	1
2	1, 2
3	1, 3
4	1, 2, 4
5	1, 5
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	



4

Circle the number which you think is the odd one out. Give a reason.



a) 60, 90, 180, 30, 50, 300

b) 553, 690, 885, 730, 560, 355

1

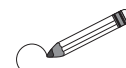
Do the divisions. Check them in your head with multiplications.

a) $189 \div 9 =$ b) $126 \div 3 =$ c) $168 \div 8 =$ d) $155 \div 5 =$
 $1890 \div 9 =$ $1260 \div 3 =$ $1680 \div 8 =$ $1550 \div 5 =$

2

a) Circle the numbers in this list which are divisible by 3.

0, 7, 9, 60, 67, 69, 1500, 1568, 1569

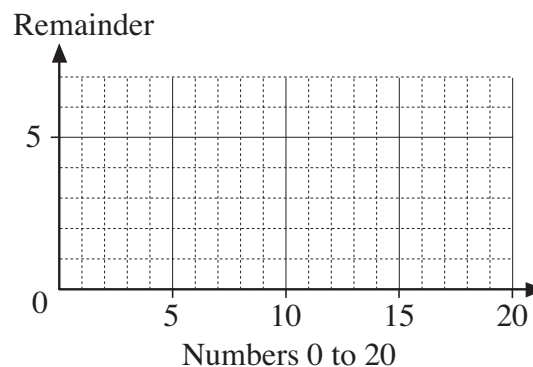


b) Circle the numbers in this list which are multiples of 4.

0, 4, 6, 80, 84, 86, 1200, 1284, 1286

3Write the whole numbers from 0 to 20 in the correct column in the table.
Draw dots in the graph to show the remainders.

Remainder after dividing by 7						
0	1	2	3	4	5	6

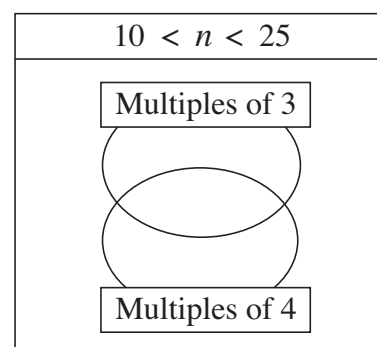
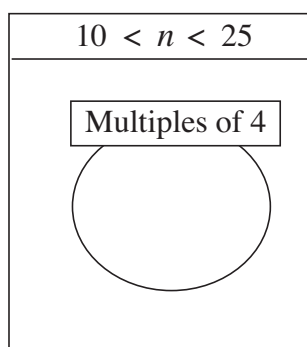
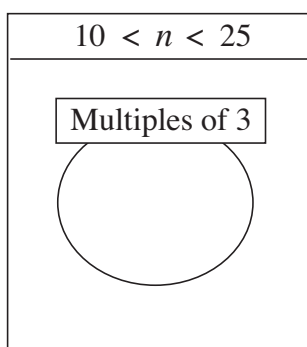


Are these statements true? Write a ✓ if it is true and a ✗ if it is false.

- a) If we divide a number by 7, the remainder is less than 7.
- b) If we divide a number by 7, the remainder can be 7.
- c) If the remainder is 0 after dividing by 7, the number is a multiple of 7.
- d) If we divide a number by 7, then 7 different remainders are possible.

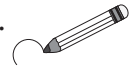
4

Write the whole numbers between 10 and 25 in the correct number sets.



1

Peter, Rob and Sally have the same amount of money in their bank accounts. Altogether, they have £969. Draw around the money each of them has.



Complete the calculation.

$$969 \div 3 = 900 \div 3 + 60 \div 3 + 9 \div 3 = \boxed{} + \boxed{} + \boxed{} = \boxed{}$$

2

Fill in the missing numbers.

a) $840 \div 4 = 800 \div 4 + \boxed{} \div 4 = \boxed{} + \boxed{} = \boxed{}$

$$630 \div 3 = \boxed{} \div 3 + 30 \div 3 = \boxed{} + \boxed{} = \boxed{}$$

b) $650 \div 5 = 500 \div 5 + \boxed{} \div 5 = \boxed{} + \boxed{} = \boxed{}$

$$768 \div 4 = 400 \div 4 + \boxed{} \div 4 + 8 \div 4$$

$$= \boxed{} + \boxed{} + \boxed{} = \boxed{}$$

c) $840 \div 6 = 600 \div 6 + \boxed{} \div 6 = \boxed{} + \boxed{} = \boxed{}$

$$459 \div 3 = 300 \div 3 + \boxed{} \div 3 + 9 \div 3$$

$$= \boxed{} + \boxed{} + \boxed{} = \boxed{}$$

d) $910 \div 7 = \boxed{} \div 7 + 210 \div 7 = \boxed{} + \boxed{} = \boxed{}$

$$960 \div 8 = \boxed{} \div 8 + 160 \div 8 = \boxed{} + \boxed{} = \boxed{}$$

3

Fill in the missing numbers.

a) $246 \div 2 = \boxed{}$ $369 \div 3 = \boxed{}$ $484 \div 4 = \boxed{}$

$$505 \div 5 = \boxed{}$$
 $848 \div 4 = \boxed{}$ $848 \div 8 = \boxed{}$

$$693 \div \boxed{} = 231$$
 $864 \div \boxed{} = 432$

b) $824 \div 4 = \boxed{}$ $606 \div 3 = \boxed{}$ $618 \div 6 = \boxed{}$

$$906 \div 6 = \boxed{}$$
 $615 \div 5 = \boxed{}$ $\boxed{} \div 5 = 104$



1

- Colour:
- the \triangle *blue* if the number is divisible by 3.
 - the \circ *red* if the number is divisible by 6.
 - the \square *yellow* if the number is divisible by 9.

\triangle	\triangle	\triangle	\triangle	\triangle	\triangle	\triangle	\triangle	\triangle	\triangle	\triangle	\triangle	\triangle	\triangle
\circ 3	\circ 6	\circ 9	\circ 12	\circ 15	\circ 18	\circ 21	\circ 24	\circ 27	\circ 30	\circ 33	\circ 36	\circ 39	\circ 44
\square	\square	\square	\square	\square	\square	\square	\square	\square	\square	\square	\square	\square	\square

2

In a flower shop, the roses were tied in bunches of 3. Complete the table.

Number of 	264			453	360	531		
Number of 		27	49				69	54

3

A container was full of water. One eighth of the water was poured out. How much water was poured out if the full container held:

a) 16 litres

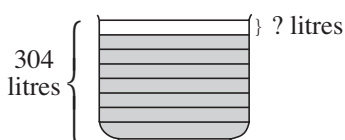


Plan:

Calculation:

Answer:

b) 304 litres



Plan:

Calculation:

Answer:

c) 1576 litres?



Plan:

Calculation:

Answer:

4

Share the amount equally among the groups of people. Complete the table.

Total amount	501	374	895	764					Dividend
Number of people	5	3	7	4	6	9	8	2	Divisor
Amount each	100				128	110	123	376	Quotient
Amount remaining	1				3	5	0	1	Remainder

1

- a) How much money could Neil have? He has more than £50 but less than £100. He could change his money exactly into £2 coins or £5 notes.

- b) How many pupils can be in this class? There are less than 30 pupils. The pupils can sit in groups of 2 or 3 or 4 without any pupil being left out.

2

Is it possible to answer the question with the data given? If it is, solve it.

- a) 10 kg of bananas costs £9.40. What is the price of 1 kg of bananas?


- b) Steve bought 10 different bars of chocolate and paid £12.00 altogether. What was the price of 1 bar of chocolate?


- c) Karen is 9 years old. She weighs 27 kg. What did she weigh when she was 1 year old?

- d) 3 men worked steadily and painted a 540 m fence in 9 days. How many days would it have taken 1 man to paint the same fence?

3

Write the data. Make a plan. Estimate, calculate, check and write the answer.

- a)  A spider has 8 legs. How many spiders have 864 legs?
Data: 1 spider: 8 legs, *Plan:*
 ? spiders: 864 legs *Estimate:*
Calculation:
Answer:

- b) A flower has 5 petals. How many flowers have 685 petals in total?
Data: *Plan:*
 *Estimate:*
 *Calculation:*
Answer:

1

I have 3 bags of marbles. Bag A contains 10 marbles, Bag B contains 20 marbles and Bag C contains 30 marbles. One marble in each bag is *red*.



a) Join up each statement to the correct label.

i) If I take out 1 marble from Bag A with my eyes shut, it will be *red*.

Certain

ii) If I take out 20 marbles from Bag B with my eyes shut, none will be *red*.

Possible but not certain

iii) If I take out 2 marbles from each bag with my eyes shut, one will be *blue*.

Impossible

b) Which bag gives me the best chance of picking the *red* marble?

2

a) Toss a £1 coin and a £2 coin at the same time. Do this 15 times.

i) Keep a note of how each coin lands in this table. Total each row.

ii) Collect and write the Class data in the right hand column.

		Tosses															Pupil Total	Class Total	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15			
£1	Head																		
	Tail																		
£2	Head																		
	Tail																		
																	Number of tosses		

b)

£1	£2	Pupil Total	Class Total
Head and Head			
Head and Tail			
Tail and Head			
Tail and Tail			
Number of tosses			

- i) Write your own data in this table.
- ii) Collect and write the Class data in the right hand column.







3

You asked for a 2-scoop ice-cream, saying, "Chocolate or strawberry please". Colour the ice-creams to show what you could be given.



1







Throw a dice 20 times. Keep a tally in the table. Write the total for each row. Collect the Class data and write them in the right hand column.

	Tally of 20 throws	Pupil Totals	Class Totals
			
			
			
			
			
			

- a) How many times would you expect to throw a 4 if you threw a dice
 i) 600 times ii) 1200 times?
- b) What would be the probability of throwing
 i) a 6 ii) at least 5
 iii) an even number?

2

Throw two dice at the same time 36 times. Keep a tally in these tables.

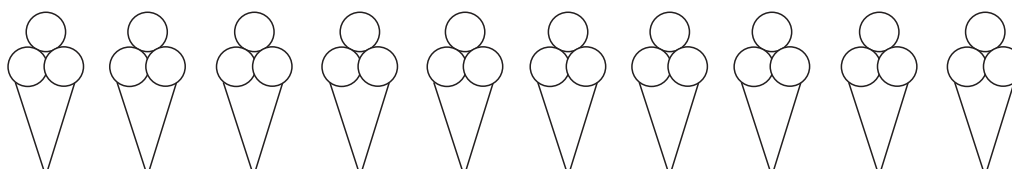
					
1 1	2 1	3 1	4 1	5 1	6 1
1 2	2 2	3 2	4 2	5 2	6 2
1 3	2 3	3 3	4 3	5 3	6 3
1 4	2 4	3 4	4 4	5 4	6 4
1 5	2 5	3 5	4 5	5 5	6 5
1 6	2 6	3 6	4 6	5 6	6 6

Collect the Class data. Rub out your tally marks and write the Class data in the tables. Use the Class data to complete this table.

Sum of both dice	1	2	3	4	5	6	7	8	9	10	11	12	13
Number of cases													

3

How could a 3-scoop ice-cream be made from vanilla or strawberry or lemon?



1

Write these numbers as Roman numerals. Follow the example.

- a) $743 = (500 + 200) + (50 - 10) + 3 = \text{DCC} + \text{XL} + \text{III} = \dots\dots\dots$
- b) $287 = \dots\dots\dots$
- c) $934 = \dots\dots\dots$
- d) $1099 = \dots\dots\dots$

2

a) Change the Roman numerals to Arabic numbers.

DIX = MCMXLV = CMIV =
 CDXVI = MCXI = CMXCIX =

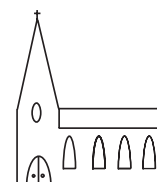
- b) Write the Arabic numbers in decreasing order.

- c) Subtract the 5th number from the 3rd number.
 Write the difference as Roman numerals.
- d) Divide the 2nd number by 11.
 Write the quotient as Roman numerals.

3

Above the entrance to a church, there is a Roman number:

MDCCXCI



- a) When do you think the church was built?
- b) What Roman number is on the crypt if it was built 153 years before the main church?

4

a) What rule has been used to make these secret codes?

CILLA	→	201	Rule:	
SHEILA	→	51		
EXAMPLE	→	1060		
IVANHOE	→	6		
MUM	→	2000		

- b) Use the rule to find the secret numbers and the missing signs. (<, =, >)
- i) ELEPHANT → ii) BALL ○ BALI
- CROCODILE → CAT ○ PACK
- CADILLAC → PEN ○ PIN
- c) Use the rule to write a secret code for 2101.

1

Make a plan. Do the calculation, check it and write the answer in a sentence.

- a) Tim has £648, 6 times the amount Laura has. How much does Laura have?

Plan: *Calculation:*

Check:

Answer:

- b) Gordon has £648. Lenny has twice as much. How much does Lenny have?

Plan: *Calculation:*

Check:

Answer:

2

What data are needed? Make a plan. Calculate, check and write the answer.

- a) 3 boys and 4 girls were travelling on a 42-seater bus.
Their tickets cost £15.47 altogether. How much was each ticket?

Plan: *Calculation:*

Check:

Answer:

- b) John had to fill an empty 540 litre container from a 1200 litre container full of water. He used a 4 litre and a 5 litre bucket to transfer the water each time. How many journeys did he make?

Plan: *Calculation:*

Check:

Answer:

3

What was the balance each day? (Do the calculations in your exercise book.)

Monday

Income	Outgoings
£3.56	£2.18

Balance:

Tuesday

Income	Outgoings
£1.05	£3.46

Balance:

Wednesday

Income	Outgoings
£6.56	–

Balance:

Thursday

Income	Outgoings
£1.43	£3.25
£5.18	£1.89

Balance:

Friday

Income	Outgoings
£7.25	£1.03
£9.48	£4.28

Balance:

Saturday

Income	Outgoings
–	£5.23
	£2.18

Balance:

1

How much money does Alan have? Complete the table.

Had (p)	128	556	436		216		405
Was given (p)	342	223	578	329		149	
Now has (p)				674	971	583	752

$N =$

$H =$

$W =$

2

Susie and Penny have £754 altogether in their bank accounts. How much can they each have? Complete the table.

S (£)	321			276	187			639	0	
P (£)		542	138			456	223			752

$754 =$

$S =$

$P =$

3

a) Kim has 4 times the amount of money that Leslie has. Leslie has £176. How much do they have altogether?

.....

b) Andrea had £6.42. She bought some flowers for £2.35. The money she has left is 1 third of the money her sister has. How much does her sister have?

.....

c) Eve had £5.64. She bought some sweets with 1 quarter of her money. How much did she have left?

.....

4

What is the price of 7 tickets if 4 tickets cost £9.24?

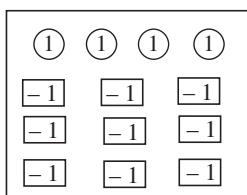
4 tickets cost 1 ticket costs

7 tickets cost

5

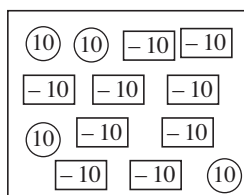
Calculate the balance.

a)



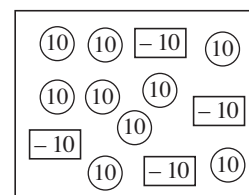
.....

b)



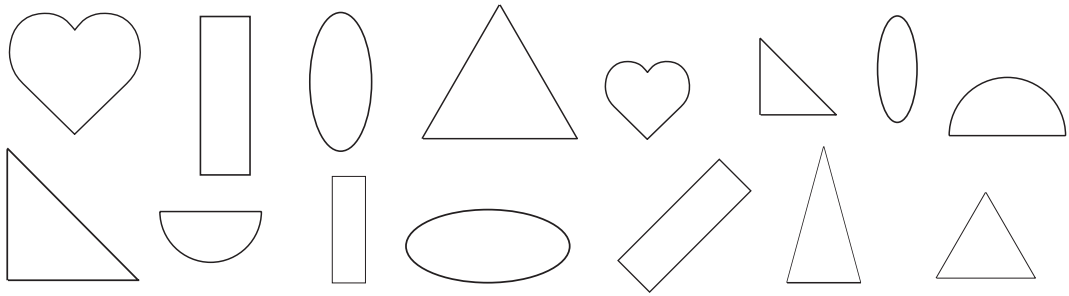
.....

c)

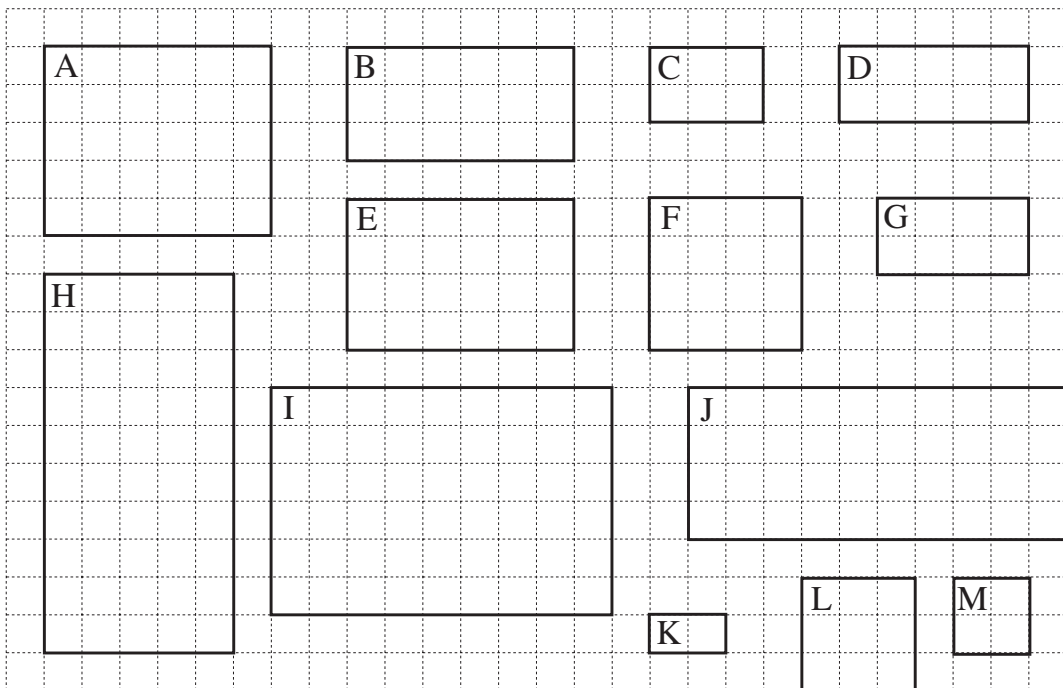


.....

1 Colour **similar** shapes in the same colour.

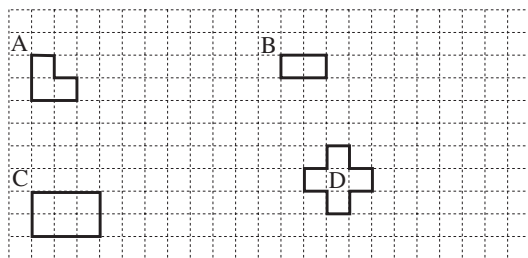


2 Colour **similar** rectangles in the same colour.

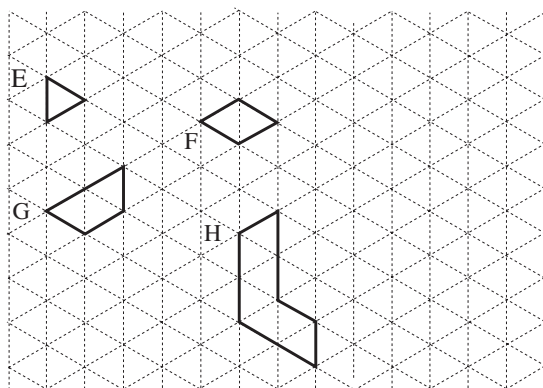


3 Enlarge each shape to twice its size.

a)



b)

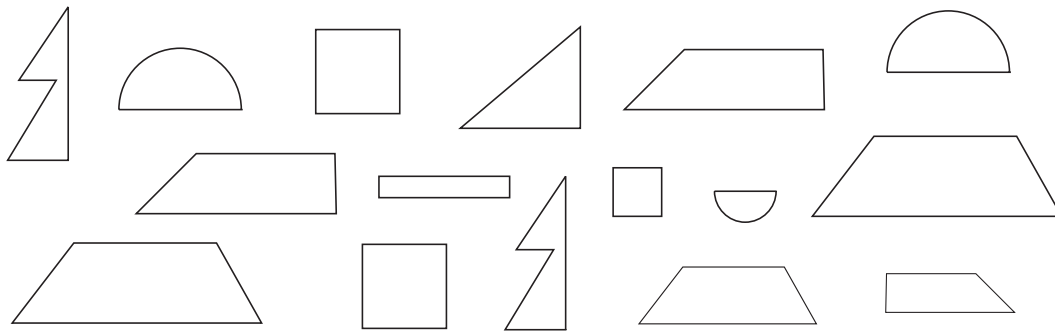
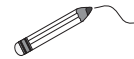


4 Lengthen this line to 3 times its length.



1

Join up the shapes which are **congruent**. (exactly the same)

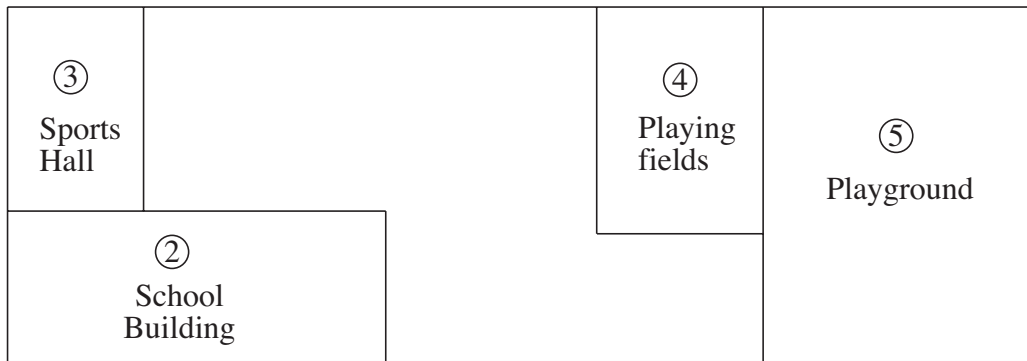


2

This is a plan of a school. Measure each side of the rectangles in the plan.

① The whole site

Scale: 1 mm → 1 m

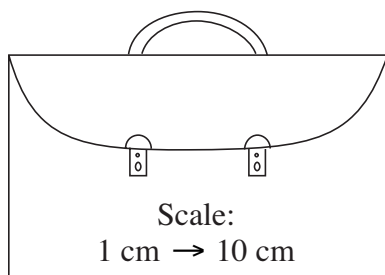


Calculate the lengths in real life. Write both sets of data in the table.

Rectangle	①	②	③	④	⑤
On plan: Length (mm)					
Width (mm)					
In real life: Length (m)					
Width (m)					

3

This is an enlarged drawing of *Flea's* briefcase. Measure its sides, then calculate what they would be in real life. Write both sets of data in the table.



On plan: Length (cm)	
Height (cm)	
In real life: Length (cm)	
Height (cm)	

1

A is a common **vertex** (corner) of 4 similar shapes.

a) How many times has the smallest shape been enlarged to make the others?

... times, ... times, ... times

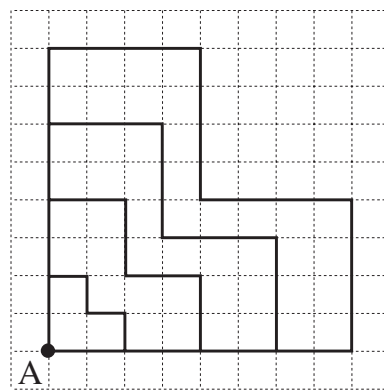
b) What are their perimeters in  units?

$P_1 = 8$ units $P_2 = \square$ units

$P_3 = \square$ units $P_4 = \square$ units

c) What are their areas in  units? $A_1 = 3$ squares,

$A_2 = \square$ squares, $A_3 = \square$ squares, $A_4 = \square$ squares



2

A is a common vertex of 4 similar triangles.

a) How many times has the smallest triangle been enlarged to make the others?

... times, ... times, ... times

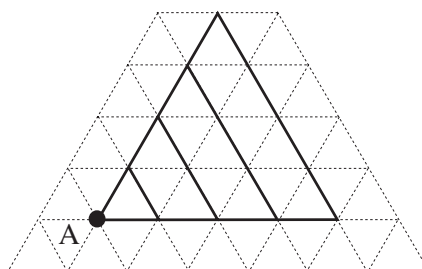
b) What are their perimeters in  units?

$P_1 = 3$ units $P_2 = \square$ units

$P_3 = \square$ units $P_4 = \square$ units

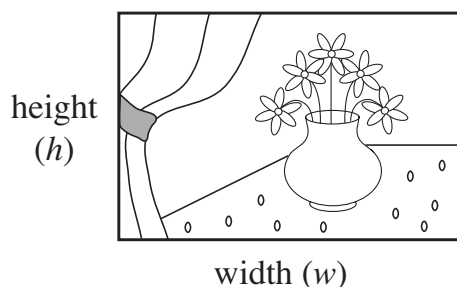
c) What are their areas in  units? $A_1 = 1$ triangle,

$A_2 = \square$ triangles, $A_3 = \square$ triangles, $A_4 = \square$ triangles



3

This is a reduced photocopy of a painting. *Scale: 10 mm → 20 cm in real life.*



a) Measure the sides of the photocopy.

$w_1 = \dots \text{ mm}$, $h_1 = \dots \text{ mm}$

b) Calculate the sides of the painting.

$w_2 = \dots \text{ cm}$, $h_2 = \dots \text{ cm}$

c) What length of wood would be needed to make a frame for the painting?

.....

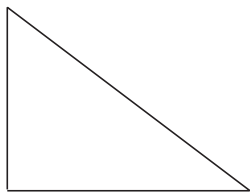
d) What area of glass would be needed to cover the painting?

.....

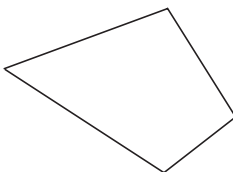
1

Measure the sides of the triangle, quadrilateral and pentagon. Write the lengths on the diagrams.

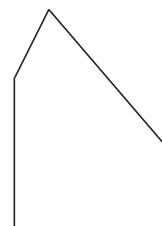
a)



b)



c)



Measure and mark the sides on the horizontal lines.

a)



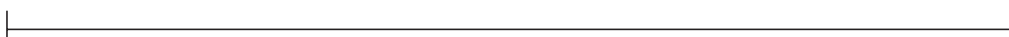
$P = \square \text{ mm} = \square \text{ cm } \square \text{ mm}$

b)



$P = \square \text{ mm} = \square \text{ cm } \square \text{ mm}$

c)

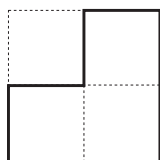




$P = \square \text{ mm} = \square \text{ cm } \square \text{ mm}$

2

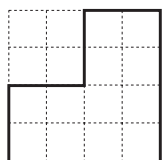
Count how many of the given units are in the perimeter and area of each shape.



a)



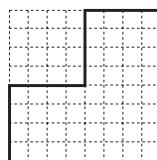
$P = \dots\dots\dots$ 
 $A = \dots\dots\dots$ 



b)



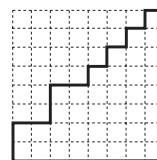
$P = \dots\dots\dots$ 
 $A = \dots\dots\dots$ 



c)



$P = \dots\dots\dots$ 
 $A = \dots\dots\dots$ 

d)

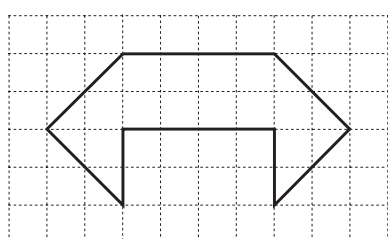


$P = \dots\dots\dots$ 
 $A = \dots\dots\dots$ 

3

Divide up each shape into rectangles and triangles. Write the area of each smaller shape inside it. Write the total area of each shape in the box.

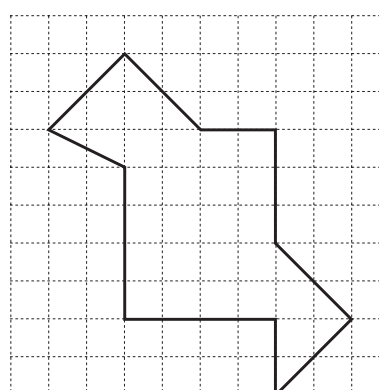
a)



a) $A = \square$ unit squares

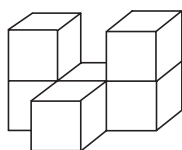
b) $A = \square$ unit squares

b)

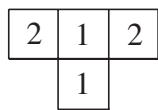


1

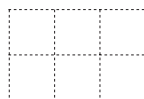
This solid has been built from unit cubes. Draw different views of it.



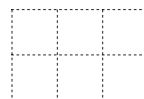
Ground plan



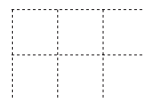
Front view



Top view



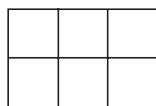
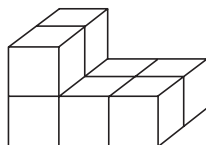
Right side view



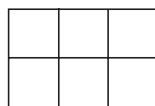
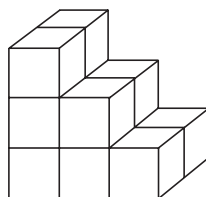
2

Build the solids with unit cubes. Fill in the ground plan for each one.

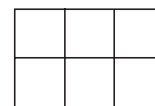
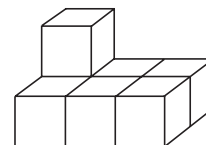
a)



b)



c)



How many unit cubes were needed to build each solid? This is their **volume**.

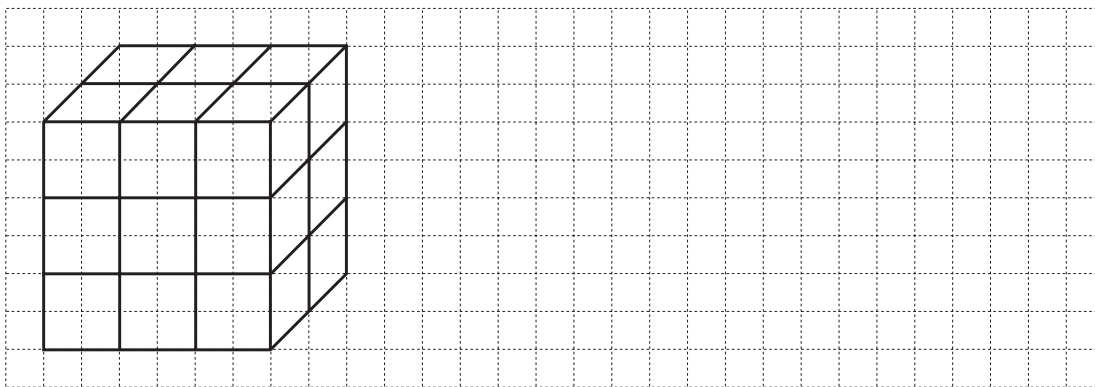
a)

b)

c)

3

a) Reduce this cuboid to: i) half its size ii) 1 third of its size.



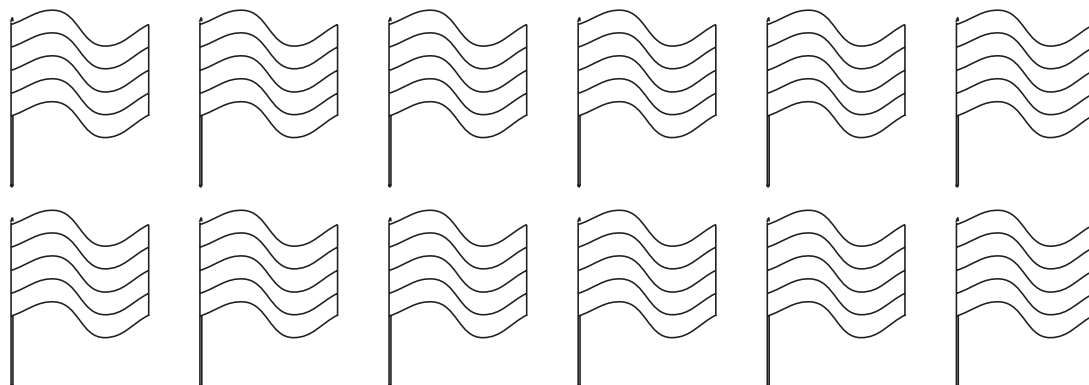
b) Enlarge this cuboid to: i) twice its size ii) 3 times its size.



c) What is the volume of each of the 6 cuboids? Write it beside them.

1

In how many different ways can you colour the flags *red, white, green and blue*? Use every colour only once in each flag.

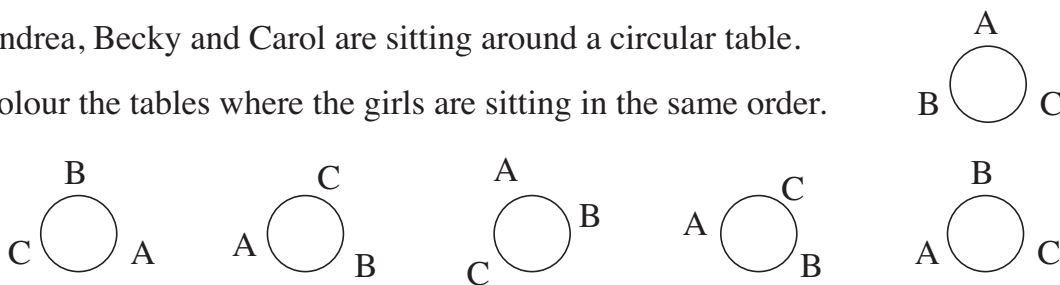


How many different ways are possible?

2

Andrea, Becky and Carol are sitting around a circular table.

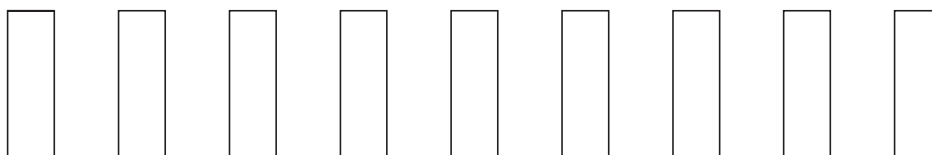
Colour the tables where the girls are sitting in the same order.



How many different orders are possible?

3

a) In how many different ways can you build a tower 4 units high using 1, 2, 3 or 4 unit rods? Draw the possible ways.

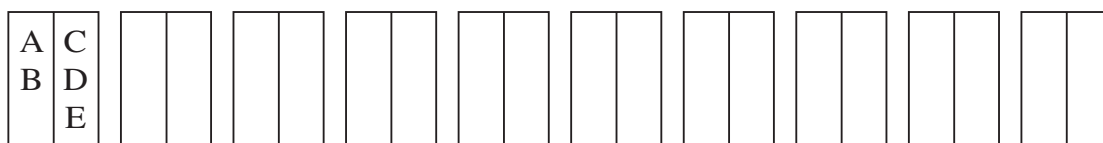


b) If you could use only 1 or 2 unit rods, how many ways are possible?

4

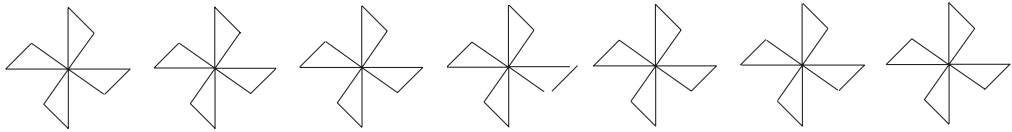
Alan, Brian and Charlie go to a summer camp. There are only 2 bedrooms in their hut. One room has 2 beds and the other has 3 beds.

Show on the diagram the different ways they could share rooms.

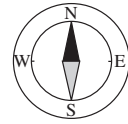


1

a) Colour the windmills *red, white, yellow* and *green* so that each one is different from the others.



b) *Mr. Silly* does not know his compass directions. He paints the letters N, E, S and W on the compass at random. What chance does he have of painting the compass correctly?



.....

2

Write the letters E, I, F and L in every possible order. Circle meaningful words.

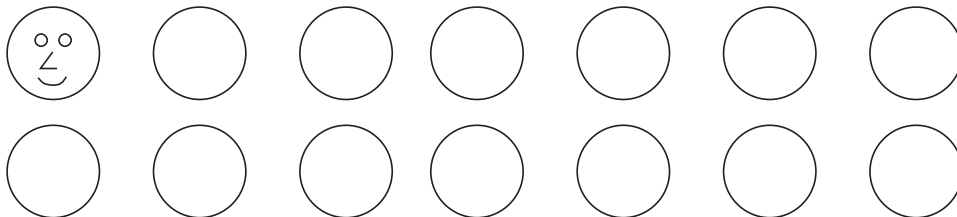
E I F L	I E F L	F E I L	L E I F
E I L F	I E L F
.....
.....
.....

If a computer printed the 4 letters randomly, what chance would there be of it printing a meaningful word?

3

How many different faces can you draw if you choose from these features?

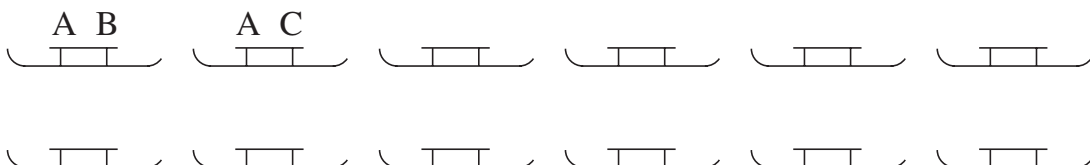
Eyes: ○○ or ∪∪ Nose: ∟ or ∆ Mouth: ∪ or ∩ or —



If a machine painted features on 120 faces at random, how many faces would you expect to be smiling?

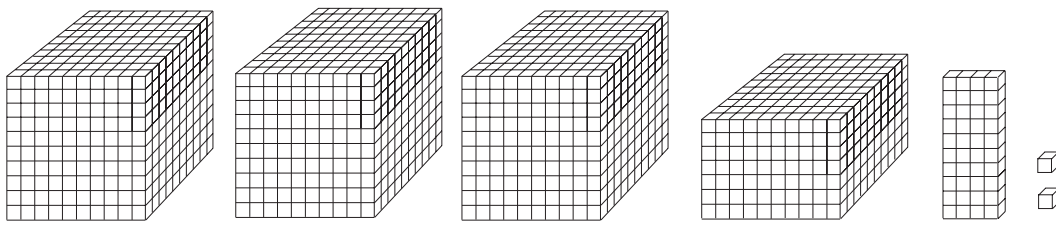
4

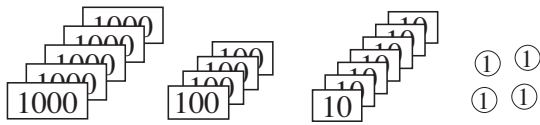
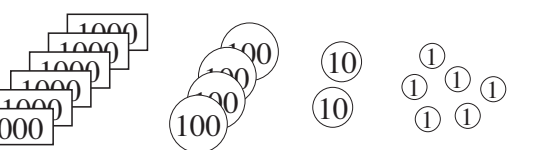
Andrew, Betty, Cliff and Dorothy went sledging with one 2-seater sledge. Show the different ways they can take turns on the sledge.

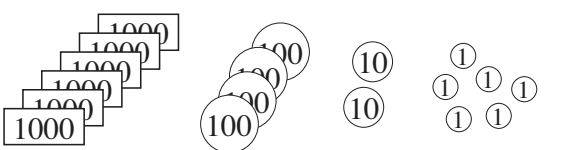


1

Which numbers do the pictures show? Write them in the place-value table.

a) 

b)  

c) 

	Th	H	T	U
a)				
b)				
c)				

2

Write the digits in the place-value table, then write the number.

	Th	H	T	U	Number
2 thousands + 6 hundreds + 3 tens + 8 units					
7 thousands + 3 hundreds + 5 units					
$6 \times 1000 + 3 \times 100 + 9 \times 10 + 7 \times 1$					
$4 \times 1000 + 0 \times 100 + 6 \times 10 + 4 \times 1$					
$8000 + 500 + 40 + 9$					
$9000 + 50 + 4$					

3

Practise calculation.

- a) $4 + 5 =$ $40 + 50 =$ $400 + 500 =$ $4000 + 5000 =$
 $9 - 2 =$ $90 - 20 =$ $900 - 200 =$ $9000 - 2000 =$
- b) $3 \times 8 =$ $3 \times 80 =$ $3 \times 800 =$
 $6 \times 9 =$ $6 \times 90 =$ $6 \times 900 =$
 $7 \times 4 =$ $70 \times 4 =$ $700 \times 4 =$
- c) $45 \div 5 =$ $450 \div 5 =$ $4500 \div 5 =$
 $56 \div 7 =$ $560 \div 7 =$ $5600 \div 7 =$
 $27 \div 3 =$ $270 \div 3 =$ $2700 \div 3 =$

1

Fill in the missing numbers.

- a) i) $1 \text{ km} = \boxed{} \text{ m}$ ii) $1 \text{ km } 564 \text{ m} = \boxed{} \text{ m}$
 iii) $2 \text{ km} = \boxed{} \text{ m}$ iv) $4 \text{ km } 105 \text{ m} = \boxed{} \text{ m}$
 v) $7 \text{ km} = \boxed{} \text{ m}$ vi) $8 \text{ km } 16 \text{ m} = \boxed{} \text{ m}$
- b) i) $1 \text{ m} = \boxed{} \text{ mm}$ ii) $1 \text{ m } 45 \text{ cm} = \boxed{} \text{ cm } \boxed{} \text{ mm}$
 iii) $5 \text{ m} = \boxed{} \text{ mm}$ iv) $3 \text{ m } 70 \text{ cm } 2 \text{ mm} = \boxed{} \text{ mm}$
 v) $8 \text{ m} = \boxed{} \text{ mm}$ vi) $5 \text{ m } 6 \text{ cm } 3 \text{ mm} = \boxed{} \text{ mm}$

2

Change the weights to the given units.

- a) $1028 \text{ g} = \boxed{} \text{ kg } \boxed{} \text{ g}$ b) $1 \text{ kg } 26 \text{ g} = \boxed{} \text{ g}$
 $2300 \text{ g} = \boxed{} \text{ kg } \boxed{} \text{ g}$ $3 \text{ kg } 157 \text{ g} = \boxed{} \text{ g}$
 $3005 \text{ g} = \boxed{} \text{ kg } \boxed{} \text{ g}$ $8 \text{ kg } 60 \text{ g} = \boxed{} \text{ g}$
 $416 \text{ g} = \boxed{} \text{ kg } \boxed{} \text{ g}$ $9 \text{ kg } 2 \text{ g} = \boxed{} \text{ g}$

3

Change the capacities to the given units.

- a) $75 \text{ cl} = \boxed{} \text{ ml}$ b) $736 \text{ ml} = \boxed{} \text{ cl } \boxed{} \text{ ml}$
 $138 \text{ cl} = \boxed{} \text{ ml}$ $502 \text{ ml} = \boxed{} \text{ cl } \boxed{} \text{ ml}$
 $205 \text{ cl} = \boxed{} \text{ ml}$ $1028 \text{ ml} = \boxed{} \text{ cl } \boxed{} \text{ ml}$
 $3 \text{ l } 26 \text{ cl} = \boxed{} \text{ ml}$ $4342 \text{ ml} = \boxed{} \text{ cl } \boxed{} \text{ ml}$

4

What is the capacity of the container if we could fill it with:

- a) forty 65 cl jugs of water
 b) sixteen 8 litre buckets of water
 c) six hundred and forty 5 cl glasses?

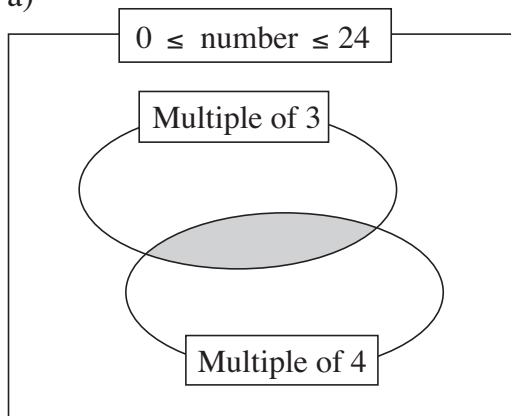
5

- Tick the bigger quantity. a) 3 quarters of 240 cm or 5 sixths of 240 cm
 b) 5 eighths of 1600 g or 1 half of 1600 g
 c) 3 sixths of 3000 l or 3 fifths of 3000 l

1

Write the whole numbers not less than 0 and not greater than 24 in the correct sets.

a)



b)

	Multiple of 3	Not a multiple of 3
Multiple of 4		
Not a multiple of 4		

What can you say about the numbers in the shaded areas?

.....

2

a) List the numbers which have a hundreds digit greater than 7, a tens digit less than 3, and a units digit which is odd and not greater than 3.

.....

b) What is their sum?

c) Which of them are divisible by 3?

3

List all the 3-digit numbers in which:

a) the sum of the 3 digits is 5,

b) the product of the 3 digits is 4,

c) the sum of the 3 digits is 4.

4

Make two 3-digit numbers using the numbers 0, 1, 3, 4, 5 and 8 so that:

a) their sum is the least possible, and

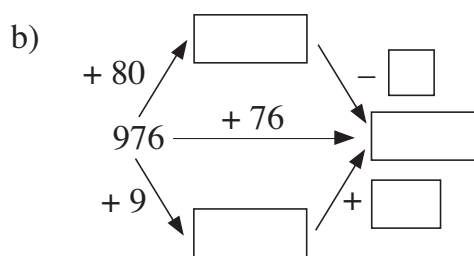
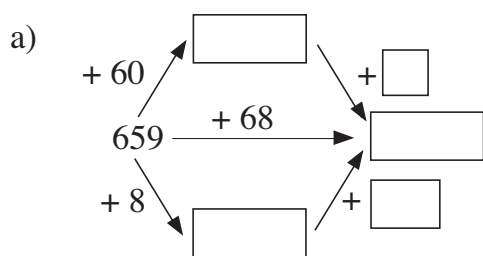
b) their sum is the greatest possible, and

c) their difference is the least possible, and

d) their difference is the greatest possible. and

1

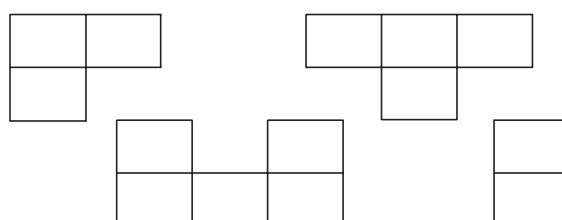
Fill in the missing numbers.



2

Colour the shapes on the grid and fill in the missing numbers if the sum of the numbers in each shape is 1000.

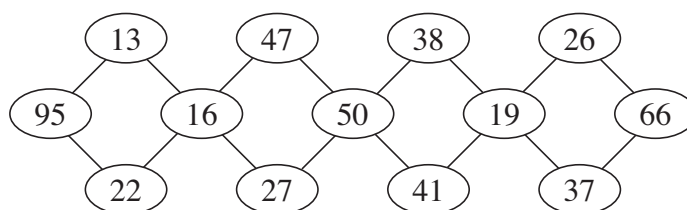
400	290	350	170	280	170
310	260	510	200	430	420
440	270	930	100	120	580
350	140	230	260	280	390



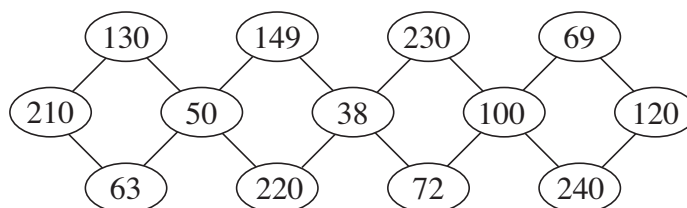
3

Colour a route through the maze so that the sum of the numbers passed is:

a) 350

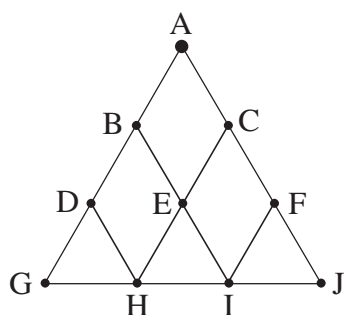


b) 1200



4

How many routes lead from A to G, H, I and J if you can only move down to the left or to the right? Write the letters of each route in order.



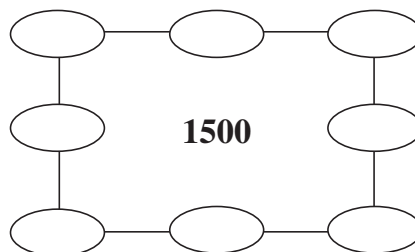
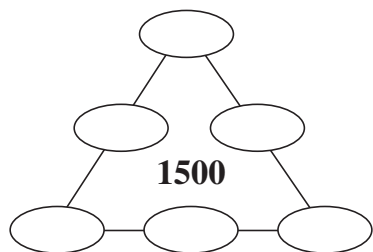
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1

Write the missing numbers in the puzzles if the sum of the 3 numbers along each side is 1500. Choose from the set of numbers below. Use each number only once.

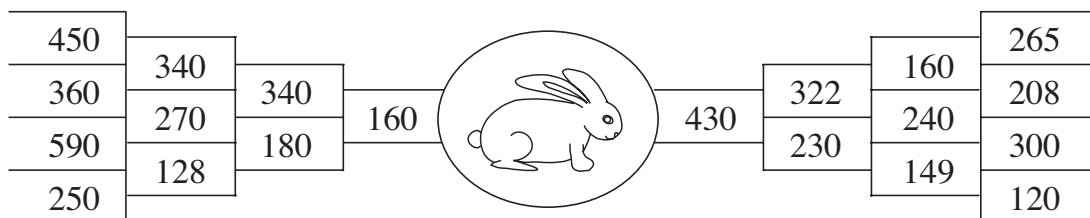
- a) 420, 400, 520,
540, 560, 580

- b) 540, 560, 580, 480,
500, 520, 400, 460



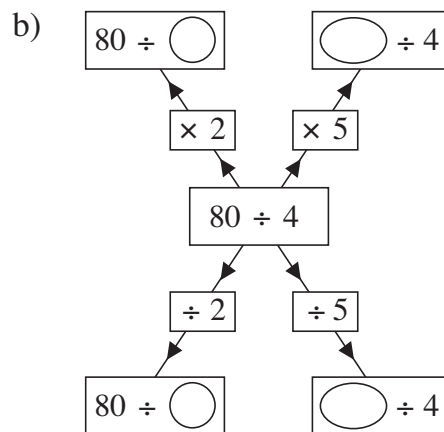
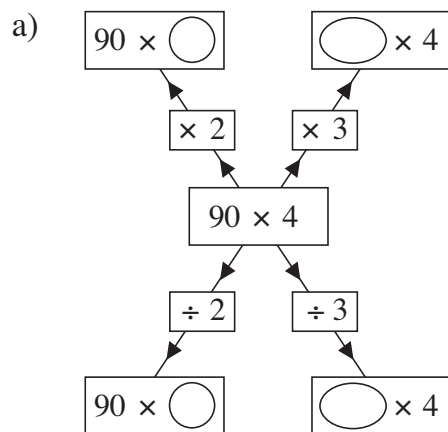
2

Bunny can only escape from the maze by passing through numbers which add up to 1200. Draw possible paths he could take. Use a different colour for each one.



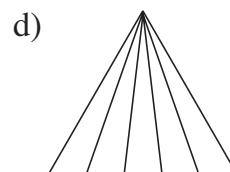
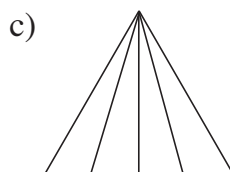
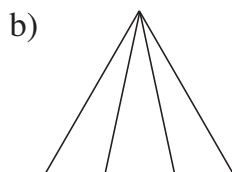
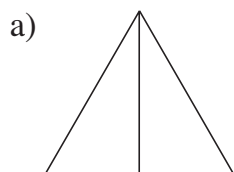
3

Fill in the missing numbers.



4

How many triangles can you see in each diagram?



.....

.....

.....

.....