

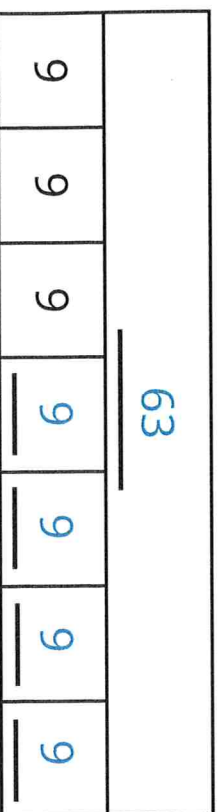
Name _____

1 Match each statement to the correct bar model.

6 bags of 8 sweets	6	6	6	6	6	6
6 bags of 6 sweets	8	8	8	8	8	8
8 bags of 8 sweets	8	8	8	8	8	8

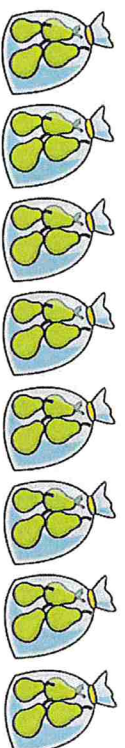
1 mark

2 Complete the bar model to show 7×9



1 mark

3 Each bag contains 4 pears.



Complete the fact family to represent the pears.

8	X	4	=	32
4	X	8	=	32
32	÷	4	=	8
32	÷	8	=	4

1 mark

4 Work out

$12 \times 9 = 108$

1 mark

$8 \times 7 = 56$

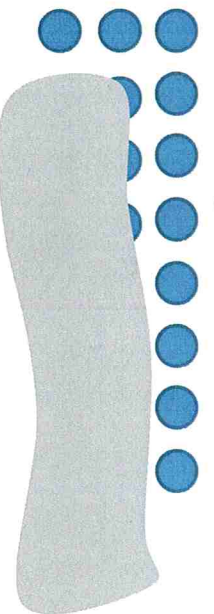
1 mark

5 Circle **all** the multiples of 6

- 18 26 66 106 126

2 marks

6 Leon makes an array using counters. Part of the array is covered.



Write down a multiplication that the array shows.

X Also accept 8×3

How many counters are in the array?

24

1 mark

1 mark

7 Apples cost 12p and oranges cost 9p. Annie spends 120p in total on apples and oranges.

She buys 7 apples.

How many oranges does she buy?

2 marks for correct answer of 4

1 mark for method with no more than one arithmetic error.

4

2 marks

8 The product of two numbers is 36. The sum of the two numbers is 13.

Circle the two numbers.

- 2 3 4 6 9 12

1 mark

9 What is the value of the square?

$5 \times \square = 10 \times \square$

$\square = 0$

1 mark

10 A sticker book can fit 12 stickers on each page. 9 out of 16 pages of the book are full.

How many **more** stickers are needed to complete the sticker book?

2 marks for correct answer of 84

1 mark for method with no more than one arithmetic error.

84

2 marks

Spring Test 1

Teacher guidance



Skills and knowledge needed for this test:

- Addition and subtraction of two three-digit numbers crossing column boundaries
- Addition and subtraction of fractions with the same denominator, within 1
- Missing number statements with all four operations
- Multiplication and division by 1, 2, 3, 4, 5, 8, 10 and 11 including deriving multiples of 10

- Multiplication by 0
- Multiplication of three numbers
- Formal written method for short multiplication and short division
- Find a half, a third, a quarter, two quarters or three quarters of an amount

New: Addition of two numbers up to four digits

A teaching suggestion

Step 1 Review the addition of two two-digit numbers where the answer is greater than 100, using columns for the written calculation, for example:

$$\begin{array}{r} 58 \\ + 79 \\ \hline 137 \\ 11 \end{array}$$

Step 2 Now display the calculation:

$$\begin{array}{r} 5247 \\ + 2685 \\ \hline \end{array}$$

Step 3 Work through the calculation, emphasising that you start with the ones and work left across the columns. Remind the children what to do when the answer to a column is a number with more than one digit (e.g. $7 + 5 = 12$, so put the 2 in the ones column and the 1 in the tens column under the line so that the answer still reads 12).

Step 4 Display the completed calculation:

$$\begin{array}{r} 5247 \\ + 2685 \\ \hline 7932 \\ 11 \end{array}$$

Step 5 Work through lots of examples with the children, and then allow them to work with a partner before trying the calculations independently.

Question number	Question	Answer	Marks	Related test
1	$375 + 200 = \square$	575	1	Y3 Spring Test 3
2	$\square = 3 \times 5$	15	1	Y3 Spring Test 1, Y2 Spring Test 5
3	$7 \div 1 = \square$	7	1	Y4 Autumn Test 6
4	$2 \times 0 = \square$	0	1	Y4 Autumn Test 4
5	$66 \div 11 = \square$	6	1	Y4 Autumn Test 5
6	$\square = 73 \times 1$	73	1	Y4 Autumn Test 6
7	$\frac{1}{3}$ of 21 = \square	7	1	Y2 Summer Test 5
8	$64 = \square \times 8$	8	1	Y4 Autumn Test 3, Y3 Summer Test 3
9	$\frac{4}{11} - \frac{2}{11} = \square$	$\frac{2}{11}$	1	Y3 Spring Test 6
10	$57 - 19 = \square$	38	1	Y3 Autumn Test 3
11	$7 \times 5 \times 4 = \square$	140	1	Y3 Summer Test 5
12	$\square + 34 = 65$	31	1	Y3 Autumn Test 1, Y2 Spring Test 4
13	$37 + 94 = \square$	131	1	Y3 Summer Test 2
14	$84 - 38 = \square$	46	1	Y3 Autumn Test 3
15	$\square = 80 \times 5$	400	1	Y3 Spring Test 2, Y2 Spring Test 5
16	$\frac{2}{4}$ of 32 = \square	16	1	Y3 Autumn Test 4
17	$33 \times 5 = \square$	165	1	Y4 Autumn Test 1, Y2 Spring Test 5
18	$96 \div 4 = \square$	24	1	Y4 Autumn Test 2, Y3 Spring Test 4
19	$2735 + 2317 = \square$	5052	1	Y4 Spring Test 1
20	$86 \div \square = 2$	43	1	Y4 Autumn Test 2, Y4 Autumn Test 3
21	$\square \times 3 = 54$	18	1	Y4 Autumn Test 2, Y4 Autumn Test 3
22	$3465 + 2689 = \square$	6154	1	Y4 Spring Test 1
Total marks			22	

Assessment Task 2

1. A ship at sea.
2. Italy → sheep
Egypt → flower urn
Arctic → palm tree
3. "Swabbing' the deck turned out to be sweeping away the leaves"; "Bushes become icebergs".
4. They were not invited because they were taken by surprise by Mrs Tredegar's voice.
5. She enjoys their visits because she makes them tea, "trained" them as "crew", gets an atlas, suggests the "ceremony of Crossing the Line" (Equator).
6. The children pretended the sheep were polar bears: 5
They had tea and cake: 2
They got permission from their aunt: 3
They swept the decks: 1
They climbed the masts: 4

60

Al

7. They might have a ceremony or celebration/party/
more cake and tea.
8. Answers will vary.

Assessment Task 6

1. He dreamed of elephants.
They walked slowly.
The elephants were in a large group.
2. It was sunny/dusty/hot.
3. "solemn"
4. "sadly"
5. The writer felt "amazed". The writer was in awe/found it incredible/wonderful to watch.
6. They disappeared out of sight into the dusty landscape.
7. The author dreamed of elephants because he likes them: F
The elephants' feet were quiet: T
The herd kept walking without stopping: T
The author was scared by the elephants: F
8. They ignored him/her. They just walked on/past.