



**Q2.**

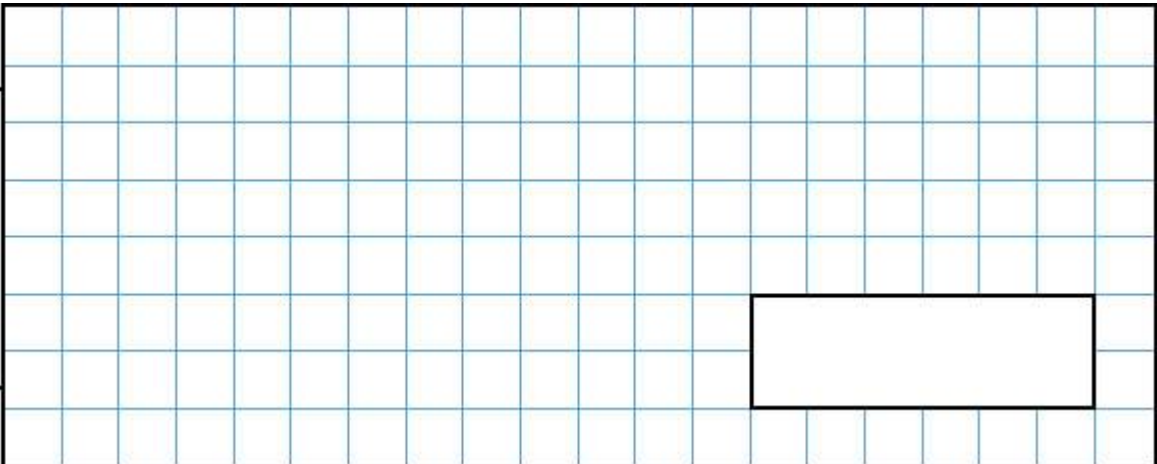
At the start of June, there were 1,793 toy cars in the shop.

During June,

- 8,728 more toy cars were delivered
- 9,473 toy cars were sold.

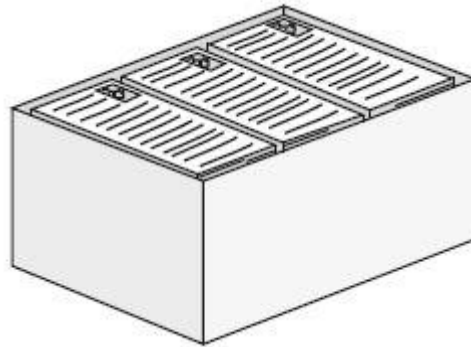
How many toy cars were left in the shop at the end of June?

Show your method



2 marks

**Q3.**



There are 2,400 leaflets in a box.

William and Ally take 450 leaflets each.

Adam and Chen share the rest of the leaflets equally.

How many leaflets does Adam get?

Show your method

2 marks

**Q4.**

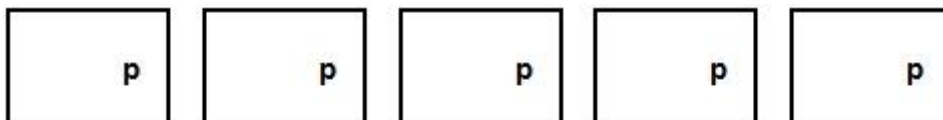
Liam has five coins.

Three of the coins add up to **30p**.

Three of the coins add up to **40p**.

All five coins add up to **£1**

What are the coins that Liam has?



1 mark

**Q5.** Seb saved up for a new skateboard that cost £40



The table shows how much money he saved each week.

Week number	1	2	3	4	5	6	7	8	9	10
Amount saved	£5	£4	£2	£4	£3	£4	£6	£4	£3	£5

In which week did Seb reach **half** the amount he needed for the skateboard?

**Week**

1 mark

If Seb had saved an extra £1 each week, in which week would he have reached his target of £40?

**Week**

1 mark

**Q6.** Chen and Megan each buy a sandwich.

Chen gets 5p change from £2

Megan gets £2.25 change from £5

How much **more** does Megan pay than Chen?

Show your method

2 marks

**Q7.** The numbers in this sequence increase by 10 each time.

3      13      23      ...

The sequence continues in the same way.

Write **two** numbers from the sequence that add to make a total of **96**

and

1 mark

Explain why it is **not** possible to find **three** numbers from the sequence that add to make a total of **96**

1 mark

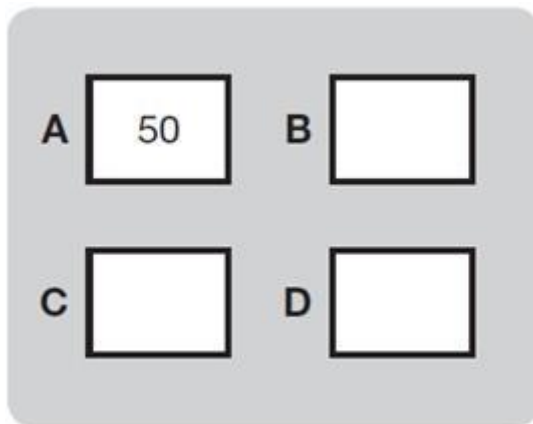
**Q8.**

The number in **A** is **twice** the number in **D**.

The number in **B** is **5 less** than the number in **C**.

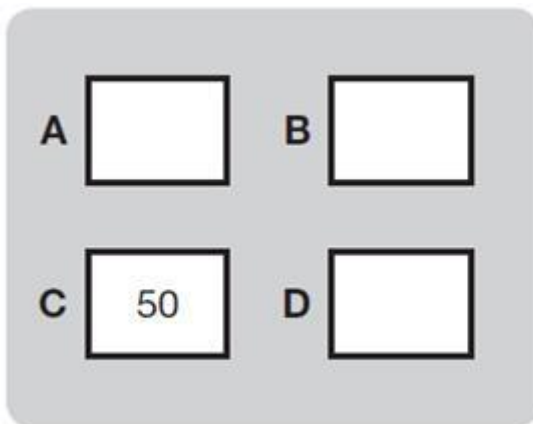
The number in **D** is **10 more** than the number in **B**.

Write the missing numbers in this diagram.



1 mark

Now use the same rule for this diagram.



1 mark

**Q9.**

Write numbers in the boxes to make this calculation correct.

$$50 - \square = \square + 10$$

1 mark









**Q13.**

Liam has two different sizes of rectangle.



He makes this pattern with them.



**Not actual size**

Calculate the lengths of **A** and **B**.

A =  cm

1 mark

B =  cm

1 mark

**Q14.**

Three **different** numbers add up to 40

The numbers are all even.

Each number is less than 20

Write what the three **different** numbers could be.

$$\boxed{\phantom{00}} + \boxed{\phantom{00}} + \boxed{\phantom{00}} = 40$$

1 mark



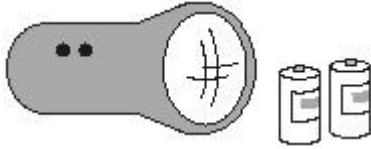




**Q18.**

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 method	

£

2 marks

**Q19.** The signs are missing from these number sentences.

Write in the missing signs, **+** **-** **×** or **÷**

The first has been done for you.

$$6 \quad (\times) \quad 5 = 40 \quad (-) \quad 10$$

$$20 \quad (\quad) \quad 8 = 4 \quad (\quad) \quad 7$$

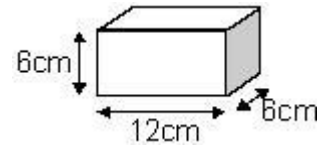
$$21 \quad (\quad) \quad 3 = 15 \quad (\quad) \quad 8$$

1 mark

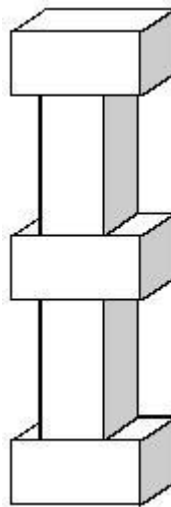
**Q20.**

Martin has some bricks.

They are 12 cm long, 6 cm high and 6 cm deep.



He builds this tower with **five** bricks.



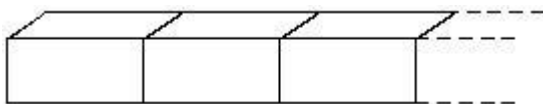
How tall is the tower?

cm

1 mark

Each brick is 12 cm long.

Martin makes a line of bricks **132 cm long**.



How many bricks does he use?

1 mark



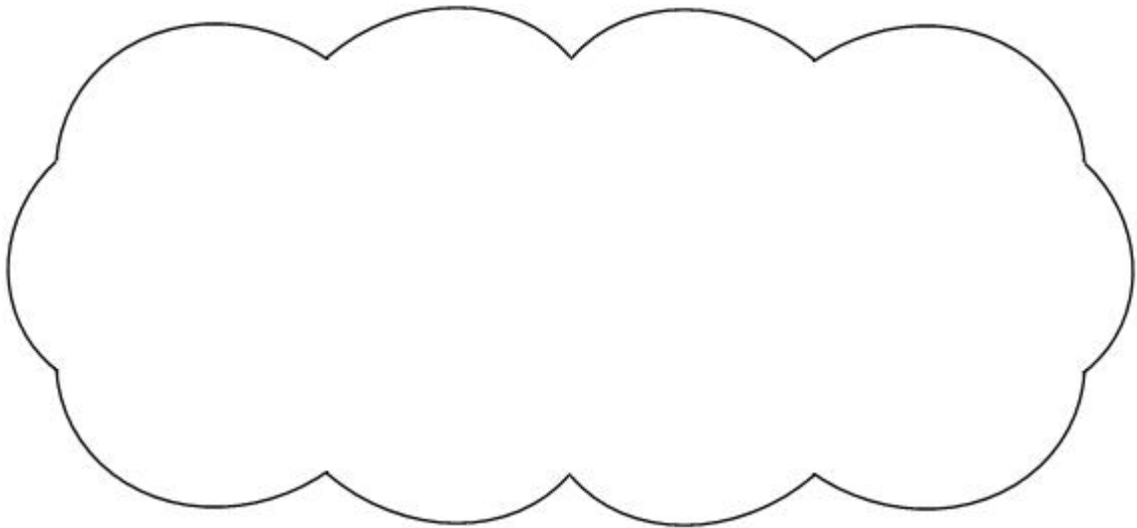
**Q21.**

Here is part of a number square.

The shaded numbers are part of a sequence.

113	114	115	116
123	124	125	126
133	134	135	136
143	144	145	146

Explain the rule for the sequence.



1 mark

**Q22.**

Jordan, Anna and Ryan collect picture cards.

Cards are worth either **50** points or **100** points.

The table shows the cards they have.

Complete the table for Anna and Ryan.

	50 points	100 points	total number of points
Jordan	5 cards	2 cards	450 points
Anna	3 cards	<input type="text"/> cards	550 points
Ryan	4 cards	6 cards	<input type="text"/> points

1 mark

**Q23.**

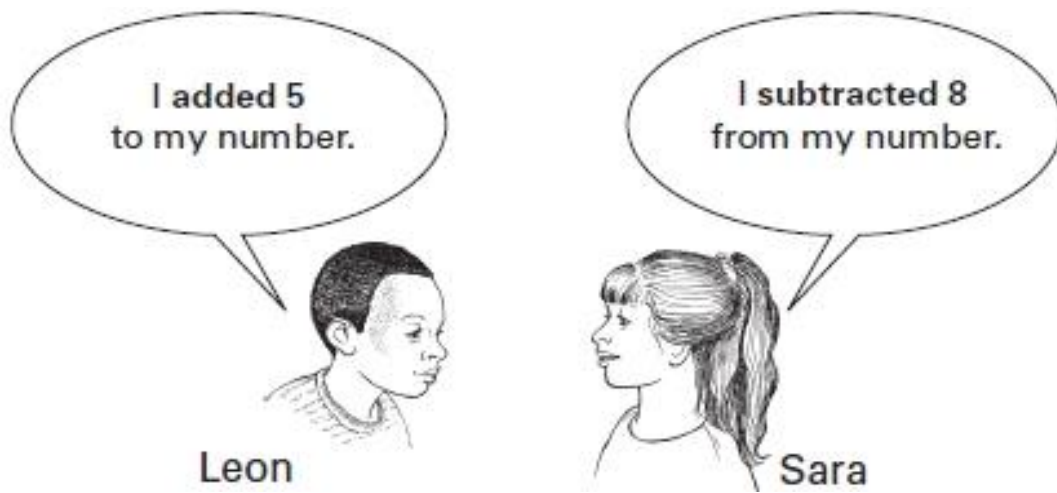
Write in the missing digits.

$$\begin{array}{|c|c|c|} \hline 4 & \square & 4 \\ \hline \end{array} + \begin{array}{|c|c|c|} \hline 3 & 8 & \square \\ \hline \end{array} = \begin{array}{|c|c|c|} \hline 8 & 5 & 1 \\ \hline \end{array}$$

1 mark

**Q24.**

Leon and Sara each started with **different** numbers.



Leon and Sara both get the **same** answer.

What numbers could they have started with?

Leon

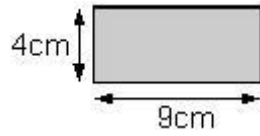
Sara

1 mark

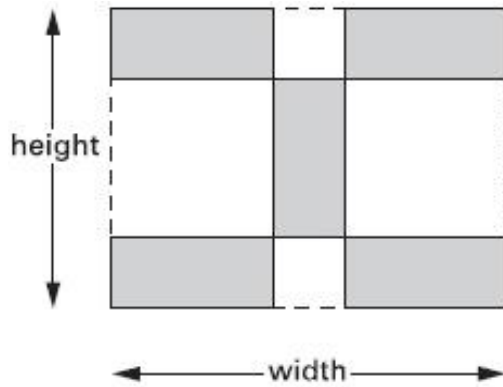
**Q25.**

Kim has some rectangular tiles.

Each one is **4 centimetres** by **9 centimetres**.



She makes a design with them.



Calculate the **width** and **height** of her design.

width =  **cm**

Height =  **cm**

2 mark

**Q26.**

Here is the cost of pizzas.

<i>PIZZAS</i>		
	<b>Small</b>	<b>Medium</b>
Ham	£4.20	£5.50
Salami	£4.40	£5.75
Mushroom	£4.50	£6.00
Cheese	£3.80	£4.95
Tuna	£4.25	£5.40
	Extra tomato	50p
	Extra cheese	60p

Jill orders **one small cheese** pizza with **extra tomato**.

What is the **total** cost?

£
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1 mark

Ben buys **one small** pizza and **one medium** pizza.  
They cost him **£10**

Which **two** could they be?

one **small** \_\_\_\_\_ pizza

and one **medium** \_\_\_\_\_ pizza

1 mark

**Q27.**

Nadia is working with **whole** numbers.

She says,

***'If you add a two-digit number to a two digit number you cannot get a four-digit number.'***

Is she correct? Circle Yes or No.

**Yes / No**

Explain why.

