Autumn 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 2, 3, 4, 5, 8 and 10 including deriving multiples of 10
- Multiplication of three numbers
- Find a half, a third, a quarter, two quarters or three quarters of an amount

Review: Formal written method for short multiplication

A teaching suggestion

Step 1 Show the children 57 × 4. Start by partitioning 57 into 50 and 7.

Step 2 Multiply 4 × 50 and 4 × 7, giving 200 and 28, and then add these to give 228.

Step 3 Explain that there is a quicker way to do this. Display:

$$\begin{array}{r} 57 \\ \times\ \ 4 \\ \hline \\ \hline \end{array}$$

Step 4 Emphasise that the digit 5 still represents 50, but the 0 is hidden behind the 7.

Step 5 Explain that, as with addition and subtraction, we work with the ones column first: 4 × 7 is 28, so we write the 28 with the 2 in the tens column and the 8 in the ones column (so it still reads as 28).

$$\begin{array}{r} 5\ 7 \\ \times\ \ 4 \\ \hline 2\ 8 \end{array}$$

Step 6 Next multiply the tens by 4, giving 20 tens, and then add in the extra 2 tens, giving 22 tens. Write the answer in.

Step 7 Do lots of examples with the children, and then let them work with partners to complete similar calculations. When they are confident, encourage them to work independently.

Question number	Question	Answer	Marks	Related test
1	19 − 6 = ☐	13	1	Y1 Summer Test 4
2	8 + 9 + 2 = ☐	19	1	Y2 Spring Test 6
3	375 + 4 = ☐	379	1	Y3 Autumn Test 6
4	☐ = 4 × 7	28	1	Y3 Spring Test 4
5	426 + 50 = ☐	476	1	Y3 Autumn Test 6
6	36 + 49 = ☐	85	1	Y3 Autumn Test 2
7	☐ = 36 ÷ 3	12	1	Y3 Spring Test 1
8	$\frac{1}{6} + \frac{4}{6}$ = ☐	$\frac{5}{6}$	1	Y3 Spring Test 6
9	90 − 26 = ☐	64	1	Y3 Autumn Test 3
10	$\frac{1}{3}$ of 24 = ☐	8	1	Y2 Summer Test 5
11	8 × 5 × 4 = ☐	160	1	Y3 Summer Test 5
12	$\frac{5}{8} - \frac{2}{8}$ = ☐	$\frac{3}{8}$	1	Y3 Spring Test 6
13	8 × 9 = ☐	72	1	Y3 Summer Test 3
14	36 + ☐ = 93	57	1	Y3 Autumn Test 1, Y3 Autumn Test 3
15	120 ÷ 4 = ☐	30	1	Y3 Spring Test 2, Y3 Spring Test 4
16	71 − ☐ = 34	37	1	Y3 Autumn Test 1, Y3 Autumn Test 3
17	☐ = 50 × 6	300	1	Y3 Spring Test 2
18	27 × 3 = ☐	81	1	Y4 Autumn Test 1, Y3 Spring Test 1
19	$\frac{3}{4}$ of 24 = ☐	18	1	Y3 Autumn Test 4
20	54 × 4 = ☐	216	1	Y4 Autumn Test 1, Y3 Spring Test 4
	Total marks		**20**	

Autumn Test 1

Name: ..... **Class:** ..... **Date:** .....

1 $19 - 6 = \square$ ☐

2 $8 + 9 + 2 = \square$ ☐

3 $375 + 4 = \square$ ☐

4 $\square = 4 \times 7$ ☐

5 $426 + 50 = \square$ ☐

6
$$\begin{array}{r} 3\,6 \\ +\ 4\,9 \\ \hline \end{array}$$
☐

7 $\square = 36 \div 3$ ☐

8 $\frac{1}{6} + \frac{4}{6} = \square$ ☐

9
$$\begin{array}{r} 9\,0 \\ -\ 2\,6 \\ \hline \end{array}$$
☐

10 $\frac{1}{3}$ of $24 = \square$ ☐

11 $8 \times 5 \times 4 = \square$ ☐

12 $\frac{5}{8} - \frac{2}{8} = \square$ ☐

Autumn Test 1 (continued)

13 $8 \times 9 = \square$ ☐

14 $36 + \square = 93$ ☐

15 $120 \div 4 = \square$ ☐

16 $71 - \square = 34$ ☐

17 $\square = 50 \times 6$ ☐

18
$$\begin{array}{r} 27 \\ \times\ \ 3 \\ \hline \end{array}$$
☐

19 $\frac{3}{4}$ of $24 = \square$ ☐

20
$$\begin{array}{r} 54 \\ \times\ \ 4 \\ \hline \end{array}$$
☐

Total marks	/20

How well did you do?

Colour the numbers of the questions you got correct.

8x table	11	13					
Tables with multiples of 10	11	15	17				
Multiply three numbers	11						
Formal written short x	18	20					
Fractions of an amount	10	19					
± fractions within 1	8	12					
Missing number statements	14	16					
+	2	3	5	6	8		
–	1	9	12	14	16		
x	4	11	13	17	18	19	20
÷	7	10	15	19			

Autumn Test 2

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 2, 3, 4, 5, 8 and 10 including deriving multiples of 10
- Multiplication of three numbers
- Formal written method for short multiplication
- Find a half, a third, a quarter, two quarters or three quarters of an amount

Review: Formal written method for short division

A teaching suggestion

Step 1 Display 96 ÷ 4 and explain that the children are going to do this calculation using the 'bus shelter'. Then display $\overline{}$

Step 2 Explain that the first number in the calculation goes inside the bus shelter (but it is not necessarily the larger number) and that the other number sits outside. $4\overline{)\,9\,6}$

Step 3 The number outside wants to go **in**, so first ask: 'How many groups of 4 (tens) in 9 (tens)?'. Using objects to demonstrate, show that 9 tens has two groups of 4 tens and 1 ten left over. Write this in, demonstrating where to write the answers.

$$4\overline{)\,9\,{}^{1}6}\quad\text{(2 above the 9)}$$

Step 4 Ask: 'How many groups of 4 (ones) in 16 (ones)?'. Again, use equipment to demonstrate the answer, 4, and write it in the correct place.

$$4\overline{)\,9\,{}^{1}6}\quad\text{(2 4 above the 9 and 16)}$$

Step 5 Complete lots of examples with the children before they try independently.

Question number	Question	Answer	Marks	Related test
1	$6 + 8 = \square$	14	1	Y1 Summer Test 1
2	$\square = 6 \times 10$	60	1	Y2 Autumn Test 2
3	$429 - \square = 200$	229	1	Y3 Spring Test 1
4	$12 \div 4 = \square$	3	1	Y3 Spring Test 4
5	$36 + 35 = \square$	71	1	Y3 Autumn Test 2
6	$\frac{1}{2}$ of $26 = \square$	13	1	Y2 Spring Test 2
7	$\frac{3}{9} + \frac{2}{9} = \square$	$\frac{5}{9}$	1	Y3 Spring Test 6
8	$72 - 24 = \square$	48	1	Y3 Autumn Test 3
9	$2 \times 9 \times 5 = \square$	90	1	Y3 Summer Test 5
10	$\square = \frac{4}{10} - \frac{1}{10}$	$\frac{3}{10}$	1	Y3 Spring Test 6
11	$23 + \square = 72$	49	1	Y3 Autumn Test 1, Y3 Autumn Test 3
12	$60 \times 4 = \square$	240	1	Y3 Spring Test 2, Y3 Spring Test 4
13	$85 + 48 = \square$	133	1	Y3 Summer Test 2
14	$\square - 27 = 33$	60	1	Y3 Autumn Test 1, Y3 Autumn Test 2
15	$350 \div 5 = \square$	70	1	Y3 Spring Test 2, Y2 Spring Test 5
16	$\square = \frac{2}{4}$ of 16	8	1	Y3 Autumn Test 4
17	$26 \times 3 = \square$	78	1	Y4 Autumn Test 1, Y3 Spring Test 1
18	$78 \div 2 = \square$	39	1	Y4 Autumn Test 2, Y2 Spring Test 1
19	$32 \times 8 = \square$	256	1	Y4 Autumn Test 1, Y3 Summer Test 3
20	$92 \div 4 = \square$	23	1	Y4 Autumn Test 2, Y3 Spring Test 4
		Total marks	**20**	

Autumn Test 2

Name: ..... **Class:** ..... **Date:** .....

1 $6 + 8 = \square$ ☐

2 $\square = 6 \times 10$ ☐

3 $429 - \square = 200$ ☐

4 $12 \div 4 = \square$ ☐

5
$$\begin{array}{r} 3\ 6 \\ +\ 3\ 5 \\ \hline \end{array}$$
☐

6 $\frac{1}{2}$ of $26 = \square$ ☐

7 $\frac{3}{9} + \frac{2}{9} = \square$ ☐

8
$$\begin{array}{r} 7\ 2 \\ -\ 2\ 4 \\ \hline \end{array}$$
☐

9 $2 \times 9 \times 5 = \square$ ☐

10 $\square = \frac{4}{10} - \frac{1}{10}$ ☐

11 $23 + \square = 72$ ☐

12 $60 \times 4 = \square$ ☐

Autumn Test 2 (continued)

13

$$\begin{array}{r} 85 \\ +\ 48 \\ \hline \end{array}$$

14 $\square - 27 = 33$

15 $350 \div 5 = \square$

16 $\square = \frac{2}{4}$ of 16

17

$$\begin{array}{r} 26 \\ \times\ \ 3 \\ \hline \end{array}$$

18 $2\overline{)78}$

19

$$\begin{array}{r} 32 \\ \times\ \ 8 \\ \hline \end{array}$$

20 $4\overline{)92}$

Total marks	/20

How well did you do?

Colour the numbers of the questions you got correct.

8x table	19					
Tables with multiples of 10	12	15				
Multiply three numbers	9					
Formal written short x	17	19				
Formal written short ÷	18	20				
Fractions of an amount	6	16				
± fractions within 1	7	10				
Missing number statements	3	11	14			
+	1	5	7	13	14	
–	3	8	10	11		
x	2	9	12	16	17	19
÷	4	6	15	16	18	20

Autumn Test 3

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
- Multiplication and division by 2, 3, 4, 5, 8 and 10 including deriving multiples of 10
- Multiplication of three numbers
- Missing number statements with all four operations
- Formal written method for short multiplication and short division
- Find a half, a third, a quarter, two quarters or three quarters of an amount

Review: Missing number statements with multiplication and division

A teaching suggestion

Step 1 Show the children the calculation $7 \times 8 = 56$ and ask them to write all the related calculations. Generate this list:

$8 \times 7 = 56$
$7 \times 8 = 56$
$56 \div 7 = 8$
$56 \div 8 = 7$

Step 2 Show the children the missing number statement $56 \div \square = 8$ and discuss how to use the listed calculations to solve this problem.

Step 3 Show the children the calculation $3 \times \square = 12$ and discuss how their knowledge of tables could help them answer the calculation.

Step 4 Agree that the answer is 4, and that this could be found using $12 \div 3 = 4$.

Step 5 Extend to using more complicated examples (e.g. $4 \times \square = 56$).

Step 6 Complete lots of examples with the children, then allow them to work with a partner before working independently.

Question number	Question	Answer	Marks	Related test
1	$\square = 20 - 14$	6	1	Y1 Summer Test 5
2	$7 + 5 + \square = 15$	3	1	Y3 Autumn Test 1, Y2 Spring Test 6
3	$\frac{1}{4}$ of $12 = \square$	3	1	Y2 Summer Test 1
4	$2 \times 11 \times 5 = \square$	110	1	Y3 Summer Test 5
5	$461 + 20 = \square$	481	1	Y3 Autumn Test 6
6	$\square + 9 = 15$	6	1	Y3 Autumn Test 1, Y1 Summer Test 1
7	$29 + 52 = \square$	81	1	Y3 Autumn Test 2
8	$6 \times 8 = \square$	48	1	Y3 Summer Test 3
9	$65 - 28 = \square$	37	1	Y3 Autumn Test 3
10	$\square + 200 = 324$	124	1	Y3 Autumn Test 1, Y3 Spring Test 3
11	$\frac{1}{7} + \frac{4}{7} = \square$	$\frac{5}{7}$	1	Y3 Spring Test 6
12	$\square = 6 \times 7 \times 5$	210	1	Y3 Summer Test 5
13	$\frac{3}{4}$ of $8 = \square$	6	1	Y3 Autumn Test 4
14	$17 \times 3 = \square$	51	1	Y4 Autumn Test 1, Y3 Spring Test 1
15	$48 + 63 = \square$	111	1	Y3 Summer Test 2
16	$90 \div 5 = \square$	18	1	Y4 Autumn Test 2, Y2 Spring Test 5
17	$28 \times 4 = \square$	112	1	Y4 Autumn Test 1, Y3 Spring Test 4
18	$75 \div \square = 5$	15	1	Y4 Autumn Test 2, Y4 Autumn Test 3
19	$560 \div 8 = \square$	70	1	Y3 Spring Test 2, Y3 Summer Test 3
20	$3 \times \square = 87$	29	1	Y4 Autumn Test 2, Y4 Autumn Test 3
		Total marks	**20**	

Autumn Test 3

Name: ..... **Class:** ..... **Date:** .....

1 $\square = 20 - 14$

2 $7 + 5 + \square = 15$

3 $\frac{1}{4}$ of $12 = \square$

4 $2 \times 11 \times 5 = \square$

5 $461 + 20 = \square$

6 $\square + 9 = 15$

7
$$\begin{array}{r} 2\,9 \\ +\ 5\,2 \\ \hline \end{array}$$

8 $6 \times 8 = \square$

9
$$\begin{array}{r} 6\,5 \\ -\ 2\,8 \\ \hline \end{array}$$

10 $\square + 200 = 324$

11 $\frac{1}{7} + \frac{4}{7} = \square$

12 $\square = 6 \times 7 \times 5$

Autumn Test 3 (continued)

13 $\frac{3}{4}$ of 8 = ☐ ☐

14
$$\begin{array}{r} 17 \\ \times\ \ 3 \\ \hline \end{array}$$
☐

15
$$\begin{array}{r} 48 \\ +\ 63 \\ \hline \end{array}$$
☐

16 $5\overline{)90}$ ☐

17
$$\begin{array}{r} 28 \\ \times\ \ 4 \\ \hline \end{array}$$
☐

18 75 ÷ ☐ = 5 ☐

19 560 ÷ 8 = ☐ ☐

20 3 × ☐ = 87 ☐

Total marks	/20

How well did you do?

Colour the numbers of the questions you got correct.

8x table	8	19				
Tables with multiples of 10	16	19				
Multiply three numbers	4	12				
Formal written short x	14	17				
Formal written short ÷	16	18	20			
Fractions of an amount	3	13				
± fractions within 1	11					
Missing number statements	2	6	10	18	20	
+	2	5	7	11	15	
–	1	2	6	9	10	
x	4	8	12	13	14	17
÷	3	13	16	18	19	20

Autumn Test 4

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
- Multiplication and division by 2, 3, 4, 5, 8 and 10 including deriving multiples of 10
- Multiplication of three numbers
- Missing number statements with all four operations
- 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: Multiplication by 0

A teaching suggestion

Step 1 Tell the children you are going to count crayons in pots. Show two pots, each containing three crayons.

Step 2 Ask the children how to write what you are showing them ($3 \times 2 = 6$ or $2 \times 3 = 6$).

Step 3 Show an empty pot. Write $1 \times 0 = 0$ (i.e. 1 pot with 0 crayons = 0 crayons).

Step 4 Show three empty pots and discuss how to write it ($3 \times 0 = 0$ or $0 \times 3 = 0$).

Step 5 Repeat with different numbers of empty pots.

Step 6 When the children are confident that the number of crayons is always zero, however many empty pots you show, move to mental calculations. Ensure the children are confident that the answer is always zero.

Question number	Question	Answer	Marks	Related test
1	$3 + 4 + 6 = \square$	13	1	Y2 Spring Test 6
2	$8 \times 2 = \square$	16	1	Y3 Summer Test 3, Y2 Spring Test 1
3	$\square = 3 \times 0$	0	1	Y4 Autumn Test 4
4	$50 + \square = 76$	26	1	Y3 Autumn Test 1, Y3 Autumn Test 3
5	$55 \div 5 = \square$	11	1	Y2 Spring Test 5
6	$\frac{1}{3}$ of $15 = \square$	5	1	Y3 Spring Test 1, Y2 Summer Test 5
7	$87 - 58 = \square$	29	1	Y3 Autumn Test 3
8	$\square = 4 \times 3 \times 5$	60	1	Y3 Summer Test 5
9	$\frac{1}{10} + \frac{4}{10} = \square$	$\frac{5}{10}$ or $\frac{1}{2}$	1	Y3 Spring Test 6
10	$3 \times 90 = \square$	270	1	Y3 Spring Test 1, Y3 Spring Test 2
11	$\square - 22 = 69$	91	1	Y3 Autumn Test 1, Y2 Spring Test 4
12	$25 \times 0 = \square$	0	1	Y4 Autumn Test 4
13	$\square = 160 \div 2$	80	1	Y3 Spring Test 2, Y2 Spring Test 1
14	$36 + \square = 85$	49	1	Y3 Autumn Test 1, Y3 Autumn Test 3
15	$72 \div 4 = \square$	18	1	Y4 Autumn Test 2, Y3 Spring Test 4
16	$24 \times 3 = \square$	72	1	Y4 Autumn Test 1, Y3 Spring Test 1
17	$\frac{3}{4}$ of $44 = \square$	33	1	Y3 Autumn Test 4
18	$\square \div 4 = 34$	136	1	Y4 Autumn Test 1, Y4 Autumn Test 3
19	$78 \times 0 = \square$	0	1	Y4 Autumn Test 4
20	$\square \div 2 = 29$	58	1	Y4 Autumn Test 2, Y4 Autumn Test 3
		Total marks	**20**	

Autumn Test 4

Name: ..... **Class:** ..... **Date:** .....

1 $3 + 4 + 6 = \square$ ☐

2 $8 \times 2 = \square$ ☐

3 $\square = 3 \times 0$ ☐

4 $50 + \square = 76$ ☐

5 $55 \div 5 = \square$ ☐

6 $\frac{1}{3}$ of $15 = \square$ ☐

7
$$\begin{array}{r} 87 \\ -\ 58 \\ \hline \end{array}$$
☐

8 $\square = 4 \times 3 \times 5$ ☐

9 $\frac{1}{10} + \frac{4}{10} = \square$ ☐

10 $3 \times 90 = \square$ ☐

11 $\square - 22 = 69$ ☐

12 $25 \times 0 = \square$ ☐

Autumn Test 4 (continued)

13 $\square = 160 \div 2$ ☐

14 $36 + \square = 85$ ☐

15 $4\overline{)72}$ ☐

16
$$\begin{array}{r} 24 \\ \times\ \ 3 \\ \hline \end{array}$$
☐

17 $\frac{3}{4}$ of $44 = \square$ ☐

18 $\square \div 4 = 34$ ☐

19
$$\begin{array}{r} 78 \\ \times\ \ 0 \\ \hline \end{array}$$
☐

20 $\square \div 2 = 29$ ☐

Total marks	/20

How well did you do?

Colour the numbers of the questions you got correct.

x 0	3	12	19							
Tables with multiples of 10	10	13								
Multiply three numbers	8									
Formal written short x	16	18	20							
Formal written short ÷	15									
Fractions of an amount	6	17								
± fractions within 1	9									
Missing number statements	4	11	14	18	20					
+	1	9	11							
−	4	7	14							
x	2	3	8	10	12	16	17	18	19	20
÷	5	6	13	15	17					

Autumn Test 5

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 2, 3, 4, 5, 8 and 10 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: The eleven times table

A teaching suggestion

Step 1 Count in elevens, forwards and backwards, using a number line and circling the numbers. Emphasise the simplicity of the pattern up to 99.

Step 2 Look at the answers over 99. The children already know 11 × 10 from the ten times table, and should know 11× any number up to 10 from learning times tables up to any single-digit number ×12. However, they often need reinforcement for 11 × 11 and 12 × 11. Show that 11 × 11 = 10 × 11 + 1 × 11 = 110 + 11 = 121 and 12 × 11 = 10 × 11 + 2 × 11 = 110 + 22 = 132.

Step 3 Sing or rap the eleven times table.

Step 4 Use call and response games for multiplication fact recall, for example:

'8 × 11 you know it well,
8 × 11 you've got to tell.'
(Children shout: 'It's 88!')

Step 5 Use call and response games for division fact recall, for example:

'77 can be made with elevens.
How many elevens? Shout to the heavens!' (Children shout: 'It's 7!')

Step 6 When the children are competent, mix up questions about the different tables they know.

Question number	Question	Answer	Marks	Related test
1	5 + 8 + 5 = ☐	18	1	Y2 Spring Test 6
2	3 × ☐ = 33	11	1	Y4 Autumn Test 3, Y3 Spring Test 1
3	4 × 4 = ☐	16	1	Y3 Spring Test 4
4	☐ = 438 − 20	418	1	Y3 Autumn Test 6
5	6 × 0 = ☐	0	1	Y4 Autumn Test 4
6	$\frac{7}{9} - \frac{2}{9} =$ ☐	$\frac{5}{9}$	1	Y3 Spring Test 6
7	☐ + 400 = 826	426	1	Y3 Autumn Test 1, Y3 Spring Test 3
8	60 ÷ 2 = ☐	30	1	Y2 Spring Test 1, Y3 Spring Test 2
9	☐ = $\frac{1}{3}$ of 27	9	1	Y2 Summer Test 5
10	47 + 85 = ☐	132	1	Y3 Summer Test 2
11	90 − 43 = ☐	47	1	Y3 Autumn Test 3
12	6 × 9 × 5 = ☐	270	1	Y3 Summer Test 5
13	48 ÷ 8 = ☐	6	1	Y3 Summer Test 3
14	38 × ☐ = 0	0	1	Y4 Autumn Test 3, Y4 Autumn Test 4
15	☐ − 16 = 82	98	1	Y3 Autumn Test 1, Y2 Spring Test 4
16	37 × 2 = ☐	74	1	Y4 Autumn Test 1, Y2 Spring Test 1
17	64 ÷ 4 = ☐	16	1	Y4 Autumn Test 2, Y3 Spring Test 4
18	11 × 12 = ☐	132	1	Y4 Autumn Test 5
19	☐ ÷ 3 = 75	225	1	Y4 Autumn Test 1, Y4 Autumn Test 3
20	☐ × 5 = 85	17	1	Y4 Autumn Test 2, Y4 Autumn Test 3
	Total marks		**20**	

Autumn Test 5

Name: ..... **Class:** ..... **Date:** .....

1 $5 + 8 + 5 = \square$ ☐

2 $3 \times \square = 33$ ☐

3 $4 \times 4 = \square$ ☐

4 $\square = 438 - 20$ ☐

5 $6 \times 0 = \square$ ☐

6 $\frac{7}{9} - \frac{2}{9} = \square$ ☐

7 $\square + 400 = 826$ ☐

8 $60 \div 2 = \square$ ☐

9 $\square = \frac{1}{3}$ of 27 ☐

10
$$\begin{array}{r} 47 \\ +\ 85 \\ \hline \end{array}$$
☐

11
$$\begin{array}{r} 90 \\ -\ 43 \\ \hline \end{array}$$
☐

12 $6 \times 9 \times 5 = \square$ ☐

Autumn Test 5 (continued)

13 $48 \div 8 = \square$ ☐

14 $38 \times \square = 0$ ☐

15 $\square - 16 = 82$ ☐

16
$$\begin{array}{r} 37 \\ \times\ \ 2 \\ \hline \end{array}$$
☐

17 $4 \overline{)64}$ ☐

18 $11 \times 12 = \square$ ☐

19 $\square \div 3 = 75$ ☐

20 $\square \times 5 = 85$ ☐

Total marks	/20

How well did you do?

Colour the numbers of the questions you got correct.

x 0	5	14					
11x table	2	18					
Tables with multiples of 10	8						
Multiply three numbers	12						
Formal written short x	16	19					
Formal written short ÷	17	20					
Fractions of an amount	9						
± fractions within 1	6						
Missing number statements	2	7	14	15	19	20	
+	1	10	15				
−	4	6	7	11			
x	3	5	12	16	18	19	
÷	2	8	9	13	14	17	20

Autumn Test 6

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 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: Multiplication and division by 1

A teaching suggestion

Step 1 Tell the children you are going to count crayons in pots. Show two pots, each containing one crayon. Ask them how to write what you are showing them: $2 \times 1 = 2$ or $1 \times 2 = 2$.

Step 2 Show six pots containing one crayon each and discuss how to write it: $6 \times 1 = 6$ or $1 \times 6 = 6$.

Step 3 Repeat with different numbers of pots each containing one crayon.

Step 4 Show the children a pot of ten crayons and ask them to group the crayons in groups of one. Agree that they can make ten groups of one crayon, and that ten groups of one is ten, so $10 \div 1 = 10$.

Step 5 Agree that, if each pot contains one crayon, the answer is always the same as the number of pots, and also that if one pot contains all the crayons the answer is always the same as the number of crayons.

Question number	Question	Answer	Marks	Related test
1	$\square = 6 \times 10$	60	1	Y2 Autumn Test 2
2	$5 \times 11 = \square$	55	1	Y4 Autumn Test 5, Y2 Spring Test 5
3	$211 + 400 = \square$	611	1	Y3 Spring Test 3
4	$9 \times 0 = \square$	0	1	Y4 Autumn Test 4
5	$88 \div 11 = \square$	8	1	Y4 Autumn Test 5
6	$\frac{2}{6} + \frac{3}{6} = \square$	$\frac{5}{6}$	1	Y3 Spring Test 6
7	$13 \div 1 = \square$	13	1	Y4 Autumn Test 6
8	$465 - \square = 30$	435	1	Y3 Autumn Test 1, Y3 Autumn Test 6
9	$36 \div \square = 9$	4	1	Y4 Autumn Test 3, Y3 Spring Test 4
10	$72 - 26 = \square$	46	1	Y3 Autumn Test 3
11	$\square = 4 \times 8$	32	1	Y3 Spring Test 4, Y3 Summer Test 3
12	$\frac{3}{4}$ of $28 = \square$	21	1	Y3 Autumn Test 4
13	$21 = 21 \times \square$	1	1	Y4 Autumn Test 3, Y4 Autumn Test 6
14	$3 \times 5 \times 4 = \square$	60	1	Y3 Summer Test 5
15	$56 \div 4 = \square$	14	1	Y4 Autumn Test 2, Y3 Spring Test 4
16	$22 \times 5 = \square$	110	1	Y4 Autumn Test 1, Y2 Spring Test 5
17	$73 + 87 = \square$	160	1	Y3 Summer Test 2
18	$\square - 24 = 59$	83	1	Y3 Autumn Test 1, Y3 Autumn Test 2
19	$2 \times \square = 92$	46	1	Y4 Autumn Test 2, Y4 Autumn Test 3
20	$\square \div 3 = 36$	108	1	Y4 Autumn Test 3, Y3 Spring Test 1
	Total marks		**20**	

Autumn Test 6

Name: ..... **Class:** ..... **Date:** .....

1 $\square = 6 \times 10$ ☐

2 $5 \times 11 = \square$ ☐

3 $211 + 400 = \square$ ☐

4 $9 \times 0 = \square$ ☐

5 $88 \div 11 = \square$ ☐

6 $\frac{2}{6} + \frac{3}{6} = \square$ ☐

7 $13 \div 1 = \square$ ☐

8 $465 - \square = 30$ ☐

9 $36 \div \square = 9$ ☐

10
$$\begin{array}{r} 72 \\ -\ 26 \\ \hline \end{array}$$
☐

11 $\square = 4 \times 8$ ☐

12 $\frac{3}{4}$ of $28 = \square$ ☐

Autumn Test 6 (continued)

13 $21 = 21 \times \square$ ☐

14 $3 \times 5 \times 4 = \square$ ☐

15 $4 \overline{)56}$ ☐

16
$$\begin{array}{r} 22 \\ \times\ \ 5 \\ \hline \end{array}$$
☐

17
$$\begin{array}{r} 73 \\ +\ 87 \\ \hline \end{array}$$
☐

18 $\square - 24 = 59$ ☐

19 $2 \times \square = 92$ ☐

20 $\square \div 3 = 36$ ☐

Total marks	/20

How well did you do?

Colour the numbers of the questions you got correct.

x 0; x 1; ÷ 1	4	7	13					
11x table	2	5						
Multiply three numbers	14							
Formal written short x	16	20						
Formal written short ÷	15	19						
Fractions of an amount	12							
± fractions within 1	6							
Missing number statements	7	8	9	18	19	20		
+	3	6	17	18				
–	8	10						
x	1	2	4	11	12	14	16	20
÷	5	7	9	12	13	15	19	

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:

$$\begin{array}{r} 58 \\ +\ 79 \\ \hline 137 \\ \hline 1\ 1 \end{array}$$

Step 2 Now display the calculation:

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

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:

$$\begin{array}{r} 5247 \\ +\ 2685 \\ \hline 7932 \\ \hline 1\ 1 \end{array}$$

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

Spring Test 1

Name: ..... **Class:** ..... **Date:** .....

1 $375 + 200 = \square$ ☐

2 $\square = 3 \times 5$ ☐

3 $7 \div 1 = \square$ ☐

4 $2 \times 0 = \square$ ☐

5 $66 \div 11 = \square$ ☐

6 $\square = 73 \times 1$ ☐

7 $\frac{1}{3}$ of $21 = \square$ ☐

8 $64 = \square \times 8$ ☐

9 $\frac{4}{11} - \frac{2}{11} = \square$ ☐

10
$$\begin{array}{r} 57 \\ -\ 19 \\ \hline \end{array}$$
☐

11 $7 \times 5 \times 4 = \square$ ☐

12 $\square + 34 = 65$ ☐

13
$$\begin{array}{r} 37 \\ +\ 94 \\ \hline \end{array}$$
☐

14
$$\begin{array}{r} 84 \\ -\ 38 \\ \hline \end{array}$$
☐

Spring Test 1 (continued)

15 $\square = 80 \times 5$ ☐

16 $\frac{2}{4}$ of $32 = \square$ ☐

17
$$\begin{array}{r} 33 \\ \times\ \ 5 \\ \hline \end{array}$$
☐

18 $4 \overline{)\,96}$ ☐

19
$$\begin{array}{r} 2735 \\ +\ 2317 \\ \hline \end{array}$$
☐

20 $86 \div \square = 2$ ☐

21 $\square \times 3 = 54$ ☐

22
$$\begin{array}{r} 3465 \\ +\ 2689 \\ \hline \end{array}$$
☐

Total marks	/22

How well did you do?

Colour the numbers of the questions you got correct.

Addition of four-digit numbers	19	22						
x 0; x 1; ÷ 1	3	4	6					
11x table	5							
Tables with multiples of 10	15							
Multiply three numbers	11							
Formal written short x	17							
Formal written short ÷	18	20	21					
Fractions of an amount	7	16						
± fractions within 1	9							
Missing number statements	8	12	20	21				
+	1	13	19	22				
–	9	10	12	14				
x	2	4	6	11	15	16	17	
÷	3	5	7	8	16	18	20	21

Spring Test 2

Teacher guidance

Skills and knowledge needed for this test:

- Addition and subtraction of two three-digit numbers crossing column boundaries
- Addition of two numbers up to four digits
- Addition and subtraction of fractions with the same denominator, within 1
- 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
- Missing number statements with all four operations
- 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: The nine times table

A teaching suggestion

Step 1 Count in nines, forwards and backwards, using a number line and circling the numbers.

Step 2 Discuss the pattern of the ones and the tens (the tens increase by 1 and the ones decrease by 1).

Step 3 Ask the children to add the digits in each answer (they always add up to 9).

Step 4 Sing or rap the nine times table.

Step 5 Use call and response games for multiplication fact recall, for example:

'9 × 7 you know it well,
9 × 7 you've got to tell.'
(Children shout: 'It's 63!')

Step 6 Use call and response games for division fact recall, for example:

'36 can be made with nines.
How many nines? You know it fine!'
(Children shout: 'It's 4!')

Step 7 When the children are competent, mix up questions about different tables they know.

Question number	Question	Answer	Marks	Related test
1	$\square = 5 \times 11$	55	1	Y4 Autumn Test 5, Y2 Spring Test 5
2	$40 = 563 - \square$	523	1	Y3 Autumn Test 1, Y3 Spring Test 3
3	$1 \times 0 = \square$	0	1	Y4 Autumn Test 4
4	$\frac{1}{4}$ of $20 = \square$	5	1	Y2 Summer Test 1
5	$23 \times 1 = \square$	23	1	Y4 Autumn Test 6
6	$\frac{7}{8} - \frac{2}{8} = \square$	$\frac{5}{8}$	1	Y3 Spring Test 6
7	$\square = 2 \times 9 \times 5$	90	1	Y3 Summer Test 5
8	$4 \times 9 = \square$	36	1	Y4 Spring Test 2, Y3 Spring Test 4
9	$23 + 38 = \square$	61	1	Y3 Autumn Test 2
10	$298 + 8 = \square$	306	1	Y3 Autumn Test 6
11	$19 \div 1 = \square$	19	1	Y4 Autumn Test 6
12	$80 - 33 = \square$	47	1	Y3 Autumn Test 3
13	$\square = 90 \times 2$	180	1	Y3 Spring Test 2, Y2 Spring Test 1
14	$63 \div 9 = \square$	7	1	Y4 Spring Test 2
15	$64 + 77 = \square$	141	1	Y3 Summer Test 2
16	$26 \times 4 = \square$	104	1	Y4 Autumn Test 1, Y3 Spring Test 4
17	$83 - \square = 55$	28	1	Y3 Autumn Test 1, Y3 Autumn Test 3
18	$46 \times 5 = \square$	230	1	Y4 Autumn Test 1, Y2 Spring Test 5
19	$84 \div 3 = \square$	28	1	Y4 Autumn Test 2, Y3 Spring Test 1
20	$\square \times 2 = 98$	49	1	Y4 Autumn Test 2, Y4 Autumn Test 3
21	$7438 + 1658 = \square$	9096	1	Y4 Spring Test 1
22	$95 \div \square = 5$	19	1	Y4 Autumn Test 2, Y4 Autumn Test 3
	Total marks		**22**	

Spring Test 2

Name: ..... **Class:** ..... **Date:** .....

1	$\square = 5 \times 11$	☐
2	$40 = 563 - \square$	☐
3	$1 \times 0 = \square$	☐
4	$\frac{1}{4}$ of $20 = \square$	☐
5	$23 \times 1 = \square$	☐
6	$\frac{7}{8} - \frac{2}{8} = \square$	☐
7	$\square = 2 \times 9 \times 5$	☐
8	$4 \times 9 = \square$	☐
9	$\begin{array}{r} 2\,3 \\ +\,3\,8 \\ \hline \end{array}$	☐
10	$298 + 8 = \square$	☐
11	$19 \div 1 = \square$	☐
12	$\begin{array}{r} 8\,0 \\ -\,3\,3 \\ \hline \end{array}$	☐
13	$\square = 90 \times 2$	☐
14	$63 \div 9 = \square$	☐

Spring Test 2 (continued)

15

$$\begin{array}{r} 64 \\ +\ 77 \\ \hline \end{array}$$

16

$$\begin{array}{r} 26 \\ \times\ \ 4 \\ \hline \end{array}$$

17 $83 - \square = 55$

18

$$\begin{array}{r} 46 \\ \times\ \ 5 \\ \hline \end{array}$$

19 $3\overline{)84}$

20 $\square \times 2 = 98$

21

$$\begin{array}{r} 7438 \\ +\ 1658 \\ \hline \end{array}$$

22 $95 \div \square = 5$

Total marks	/22

How well did you do?

Colour the numbers of the questions you got correct.

+ four-digit numbers	21							
x 0; x 1; ÷ 1	3	5	11					
9x and 11x tables	1	7	8	14				
Tables with multiples of 10	13							
Multiply three numbers	7							
Formal written short x	16	18						
Formal written short ÷	19	20	22					
Fractions of an amount	4							
± fractions within 1	6							
Missing number statements	2	17	20	22				
+	9	10	15	21				
–	2	6	12	17				
x	1	3	5	7	8	13	16	18
÷	4	11	14	19	20	22		

Spring Test 3

Teacher guidance

22 minutes

Skills and knowledge needed for this test:

- Addition and subtraction of two three-digit numbers crossing column boundaries
- Addition of two numbers up to four digits
- 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, 9, 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: Subtraction of two numbers up to four digits

A teaching suggestion

Step 1 Explain that the children are going to play the 'Pirate Game'. Display the number 5471, explaining this is the treasure. Select four children. Give one five cards with '1000' written on, the next four cards saying '100', the next seven cards saying '10' and the last one card with '1' written on. You are the pirate.

Step 2 Underneath the 5471 write '− 2655'. Explain that this has to be 'paid' to the pirate.

Step 3 Ask the 'ones' child for 5. They do not have it so must ask the 'tens' child to help. The 'tens' child responds: 'I'm only giving you one!' and gives one of their tens to the 'ones' child, who swaps it for 10 ones as 'ones' children cannot hold tens!

Step 4 Alter the displayed sum to show that the 'tens' child is now holding 6 tens and the 'ones' child is holding 11 ones: The ones and tens can now be subtracted, and the answers written in. Ask the 'hundreds' child for 6, which they do not have, so they ask the 'thousands' child to help. The 'thousands' child responds: 'I'm only giving you one!' and gives one of the thousands to the 'hundreds' child, who immediately swaps it for 10 hundreds as 'hundreds' children cannot hold thousands!

$$\begin{array}{r} 5\,4\,\cancel{6}^{5}\,{}^{1}1 \\ -\ 2\,6\,5\,5 \\ \hline \end{array}$$

Step 5 Alter the displayed sum to show that the 'thousands' child is now holding 4 thousands and the 'hundreds' child is holding 14 hundreds: The subtraction can now be completed.

$$\begin{array}{r} {}^{4}\cancel{5}\,{}^{1}4\,{}^{6}\cancel{7}\,{}^{1}1 \\ -\ 2\,6\,5\,5 \\ \hline 1\,6 \end{array}$$

Step 6 Play the game with different subtractions. Allow the children to be dramatic!

Question number	Question	Answer	Marks	Related test
1	$8 = \square \times 8$	1	1	Y4 Autumn Test 3, Y4 Autumn Test 6
2	$480 - 300 = \square$	180	1	Y3 Spring Test 3
3	$6 \times 0 = \square$	0	1	Y4 Autumn Test 4
4	$\square = 3 \times 9$	27	1	Y4 Spring Test 2, Y3 Spring Test 1
5	$18 \div 1 = \square$	18	1	Y4 Autumn Test 6
6	$\frac{2}{5} + \frac{2}{5} = \square$	$\frac{4}{5}$	1	Y3 Spring Test 6
7	$\square = 121 \div 11$	11	1	Y4 Autumn Test 5
8	$53 - 26 = \square$	27	1	Y3 Autumn Test 3
9	$50 \times 8 = \square$	400	1	Y3 Spring Test 2, Y3 Summer Test 3
10	$\square \times 8 = 24$	3	1	Y4 Autumn Test 3, Y3 Summer Test 3
11	$560 + \square = 590$	30	1	Y3 Autumn Test 1, Y3 Autumn Test 6
12	$72 \div 9 = \square$	8	1	Y4 Spring Test 2
13	$58 + 77 = \square$	135	1	Y3 Summer Test 2
14	$\square = 96 \div 8$	12	1	Y3 Summer Test 3
15	$76 \div 4 = \square$	19	1	Y4 Autumn Test 2, Y3 Spring Test 4
16	$3723 + 1454 = \square$	5177	1	Y4 Spring Test 1
17	$56 \times 3 = \square$	168	1	Y4 Autumn Test 1, Y3 Spring Test 1
18	$42 = 3 \times \square$	14	1	Y4 Autumn Test 2, Y4 Autumn Test 3
19	$5142 - 2536 = \square$	2606	1	Y4 Spring Test 3
20	$\square - 57 = 46$	103	1	Y3 Autumn Test 1, Y3 Summer Test 2
21	$3364 + 3777 = \square$	7141	1	Y4 Spring Test 1
22	$6325 - 1427 = \square$	4898	1	Y4 Spring Test 3
		Total marks	**22**	

Spring Test 3

Name: ..... **Class:** ..... **Date:** .....

1 $8 = \square \times 8$ ☐

2 $480 - 300 = \square$ ☐

3 $6 \times 0 = \square$ ☐

4 $\square = 3 \times 9$ ☐

5 $18 \div 1 = \square$ ☐

6 $\frac{2}{5} + \frac{2}{5} = \square$ ☐

7 $\square = 121 \div 11$ ☐

8
$$\begin{array}{r} 53 \\ -\ 26 \\ \hline \end{array}$$
☐

9 $50 \times 8 = \square$ ☐

10 $\square \times 8 = 24$ ☐

11 $560 + \square = 590$ ☐

12 $72 \div 9 = \square$ ☐

13
$$\begin{array}{r} 58 \\ +\ 77 \\ \hline \end{array}$$
☐

14 $\square = 96 \div 8$ ☐

Spring Test 3 (continued)

15 $4 \overline{)76}$ ☐

16
$$\begin{array}{r} 3723 \\ +\ 1454 \\ \hline \end{array}$$
☐

17
$$\begin{array}{r} 56 \\ \times\ \ 3 \\ \hline \end{array}$$
☐

18 $42 = 3 \times$ ☐ ☐

19
$$\begin{array}{r} 5142 \\ -\ 2536 \\ \hline \end{array}$$
☐

20 ☐ $- 57 = 46$ ☐

21
$$\begin{array}{r} 3364 \\ +\ 3777 \\ \hline \end{array}$$
☐

22
$$\begin{array}{r} 6325 \\ -\ 1427 \\ \hline \end{array}$$
☐

Total marks	/22

How well did you do?

Colour the numbers of the questions you got correct.

± four-digit numbers	16	19	21	22				
x 0; x 1; ÷ 1	1	3	5					
9x and 11x tables	4	7	12					
Tables with multiples of 10	9							
Formal written short x	17							
Formal written short ÷	15	18						
± fractions within 1	6							
Missing number statements	1	10	11	18	20			
+	6	13	16	20	21			
–	2	8	11	19	22			
x	3	4	9	17				
÷	1	5	7	10	12	14	15	18

Spring Test 4

Teacher guidance

Skills and knowledge needed for this test:

- Addition and subtraction of two four-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, 9, 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: The six times table

A teaching suggestion

Step 1 Count in sixes, forwards and backwards, using a number line and circling the numbers.

Step 2 Compare the six times, three times and two times tables, emphasising that numbers in the six times table are in both the other tables because $2 \times 3 = 6$.

Step 3 Write out the three times table and double each answer. Discuss and compare and then agree that this is the six times table. Discuss how the children could use their knowledge of the three times table to work out facts in the six times table (e.g. $3 \times 4 = 12$, which doubles to 24, so $6 \times 4 = 24$).

Step 4 Sing or rap the six times table.

Step 5 Use call and response games for multiplication fact recall, for example:

'6 × 7 you know it well,
6 × 7 you've got to tell.'
(Children shout: 'It's 42!')

Step 6 Use call and response games for division fact recall, for example:

'36 can be made with sixes.
How many sixes? Give me no mixes!'
(Children shout: 'It's 6!')

Step 7 When the children are competent, mix up questions about different tables they know.

Question number	Question	Answer	Marks	Related test
1	$5 \div 1 = \square$	5	1	Y4 Autumn Test 6
2	$\frac{1}{3}$ of $18 = \square$	6	1	Y2 Summer Test 5
3	$\square = 120 \times 0$	0	1	Y4 Autumn Test 4
4	$68 \times 1 = \square$	68	1	Y4 Autumn Test 6
5	$\frac{3}{10} + \frac{6}{10} = \square$	$\frac{9}{10}$	1	Y3 Spring Test 6
6	$6 \times 3 = \square$	18	1	Y4 Spring Test 4, Y3 Spring Test 1
7	$\square = 70 \times 2$	140	1	Y3 Spring Test 2, Y2 Spring Test 1
8	$8 \times 9 = \square$	72	1	Y4 Spring Test 2, Y3 Summer Test 3
9	$242 = 542 - \square$	300	1	Y3 Autumn Test 1, Y3 Summer Test 1
10	$450 \div 9 = \square$	50	1	Y4 Spring Test 2, Y3 Spring Test 2
11	$61 - 46 = \square$	15	1	Y3 Autumn Test 3
12	$\square = 30 \div 6$	5	1	Y4 Spring Test 4
13	$576 + 267 = \square$	843	1	Y3 Summer Test 1
14	$6 \times 7 \times 5 = \square$	210	1	Y3 Summer Test 5
15	$45 + 76 = \square$	121	1	Y3 Summer Test 2
16	$652 - \square = 355$	297	1	Y3 Autumn Test 1, Y3 Summer Test 1
17	$\square + 46 = 94$	48	1	Y3 Autumn Test 1, Y3 Autumn Test 3
18	$24 \times 8 = \square$	192	1	Y4 Autumn Test 1, Y3 Summer Test 3
19	$90 \div 6 = \square$	15	1	Y4 Autumn Test 2, Y4 Spring Test 4
20	$3752 + 2654 = \square$	6406	1	Y4 Spring Test 1
21	$95 \div \square = 5$	19	1	Y4 Autumn Test 2, Y4 Autumn Test 3
22	$6742 - 3855 = \square$	2887	1	Y4 Spring Test 3
	Total marks		**22**	

Spring Test 4

Name: ..... **Class:** ..... **Date:** .....

1 $5 \div 1 =$ ☐ ☐

2 $\frac{1}{3}$ of $18 =$ ☐ ☐

3 ☐ $= 120 \times 0$ ☐

4 $68 \times 1 =$ ☐ ☐

5 $\frac{3}{10} + \frac{6}{10} =$ ☐ ☐

6 $6 \times 3 =$ ☐ ☐

7 ☐ $= 70 \times 2$ ☐

8 $8 \times 9 =$ ☐ ☐

9 $242 = 542 -$ ☐ ☐

10 $450 \div 9 =$ ☐ ☐

11
$$\begin{array}{r} 61 \\ -\ 46 \\ \hline \end{array}$$
☐

12 ☐ $= 30 \div 6$ ☐

13
$$\begin{array}{r} 576 \\ +\ 267 \\ \hline \end{array}$$
☐

14 $6 \times 7 \times 5 =$ ☐ ☐

Spring Test 4 (continued)

15

$$\begin{array}{r} 45 \\ +\ 76 \\ \hline \end{array}$$

16 $652 - \square = 355$

17 $\square + 46 = 94$

18

$$\begin{array}{r} 24 \\ \times\ \ 8 \\ \hline \end{array}$$

19 $6\overline{)90}$

20

$$\begin{array}{r} 3752 \\ +\ 2654 \\ \hline \end{array}$$

21 $95 \div \square = 5$

22

$$\begin{array}{r} 6742 \\ -\ 3855 \\ \hline \end{array}$$

Total marks	/22

How well did you do?

Colour the numbers of the questions you got correct.

± four-digit numbers	20	22					
x 0; x 1; ÷ 1	1	3	4				
6x, 9x and 11x tables	6	8	10	12	14	19	
Tables with multiples of 10	7	10					
Multiply three numbers	14						
Formal written short x	18						
Formal written short ÷	19	21					
Fractions of an amount	2						
± fractions within 1	5						
Missing number statements	9	16	17	21			
+	5	13	15	20			
–	9	11	16	17	22		
x	3	4	6	7	8	14	18
÷	1	2	10	12	21		

Spring Test 5

Teacher guidance

Skills and knowledge needed for this test:

- Addition and subtraction of two four-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, 6, 8, 9, 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 and subtraction of fractions with the same denominator

A teaching suggestion

Step 1 Cut a circle into fifths and count the fifths together. Hold up different amounts and ask the children to call out what you are holding (e.g. four fifths).

Step 2 Hold one fifth in one hand and two fifths in the other hand. Ask the children what you are holding in each hand and then what you are holding altogether. Agree that you are always holding fifths, so:

$$\frac{1}{5} + \frac{2}{5} = \frac{3}{5}$$

Step 3 Next, hold three fifths in one hand and four fifths in the other hand. Ask the children what you are holding in each hand and then what you are holding altogether. Agree that you are always holding fifths, so:

$$\frac{3}{5} + \frac{4}{5} = \frac{7}{5}$$

Step 4 Show how the seven fifths can be used to make one circle and you still have two fifths left. Show the children how to write this as a mixed number:

$$1\frac{2}{5}$$

Step 5 Repeat lots of examples together. Then ask the children to work with a partner and then independently.

Question number	Question	Answer	Marks	Related test
1	$3 \times 3 = \square$	9	1	Y3 Spring Test 1
2	$\square = 12 \times 1$	12	1	Y4 Autumn Test 6
3	$45 - \square = 25$	20	1	Y3 Autumn Test 1, Y2 Spring Test 4
4	$3 \times 0 = \square$	0	1	Y4 Autumn Test 4
5	$75 + 85 = \square$	160	1	Y3 Summer Test 2
6	$\square = 9 \times 11$	99	1	Y4 Autumn Test 5, Y4 Spring Test 2
7	$\frac{5}{8} - \frac{2}{8} = \square$	$\frac{3}{8}$	1	Y3 Spring Test 6
8	$42 = \square \times 6$	7	1	Y4 Autumn Test 3, Y4 Spring Test 4
9	$456 \div 1 = \square$	456	1	Y4 Autumn Test 6
10	$356 - 178 = \square$	178	1	Y3 Summer Test 1
11	$\square \times 6 = 84$	14	1	Y4 Autumn Test 2, Y4 Autumn Test 3
12	$\square = \frac{3}{4}$ of 32	24	1	Y3 Autumn Test 4
13	$405 - 237 = \square$	168	1	Y3 Summer Test 1
14	$76 \div 2 = \square$	38	1	Y4 Autumn Test 2, Y2 Spring Test 1
15	$6396 + 2547 = \square$	8943	1	Y4 Spring Test 1
16	$360 \div 6 = \square$	60	1	Y4 Spring Test 4, Y3 Spring Test 2
17	$45 \times 3 = \square$	135	1	Y4 Autumn Test 1, Y3 Spring Test 1
18	$\frac{1}{6} + \frac{5}{6} = \square$	$\frac{6}{6}$ or 1	1	Y3 Spring Test 6
19	$5830 - 3851 = \square$	1979	1	Y4 Spring Test 3
20	$\square - 1843 = 5421$	7264	1	Y4 Spring Test 1, Y3 Autumn Test 1
21	$400 - 235 = \square$	165	1	Y3 Summer Test 1
22	$\frac{5}{8} + \frac{6}{8} = \square$	$\frac{11}{8}$ or $1\frac{3}{8}$	1	Y4 Spring Test 5
	Total marks		**22**	

Spring Test 5

Name: ..... **Class:** ..... **Date:** .....

1 $3 \times 3 = \square$ ☐

2 $\square = 12 \times 1$ ☐

3 $45 - \square = 25$ ☐

4 $3 \times 0 = \square$ ☐

5
$$\begin{array}{r} 75 \\ +\ 85 \\ \hline \end{array}$$
☐

6 $\square = 9 \times 11$ ☐

7 $\frac{5}{8} - \frac{2}{8} = \square$ ☐

8 $42 = \square \times 6$ ☐

9 $456 \div 1 = \square$ ☐

10
$$\begin{array}{r} 356 \\ -\ 178 \\ \hline \end{array}$$
☐

11 $\square \times 6 = 84$ ☐

12 $\square = \frac{3}{4}$ of 32 ☐

13
$$\begin{array}{r} 405 \\ -\ 237 \\ \hline \end{array}$$
☐

14 $2\overline{)76}$ ☐

Spring Test 5 (continued)

15

$$\begin{array}{r} 6396 \\ +\ 2547 \\ \hline \end{array}$$

16 $360 \div 6 =$ ☐

17

$$\begin{array}{r} 45 \\ \times\ \ 3 \\ \hline \end{array}$$

18 $\frac{1}{6} + \frac{5}{6} =$ ☐

19

$$\begin{array}{r} 5830 \\ -\ 3851 \\ \hline \end{array}$$

20 ☐ $- 1843 = 5421$

21

$$\begin{array}{r} 400 \\ -\ 235 \\ \hline \end{array}$$

22 $\frac{5}{8} + \frac{6}{8} =$

Total marks	/22

How well did you do?

Colour the numbers of the questions you got correct.

± four-digit numbers	15	19	20			
x 0; x 1; ÷ 1	2	4	9			
6x, 9x and 11x tables	6	8	11	16		
Tables with multiples of 10	16					
Formal written short x	17					
Formal written short ÷	11	14				
Fractions of an amount	12					
± fractions	7	18	22			
Missing number statements	3	8	11	20		
+	5	15	18	20	22	
–	3	7	10	13	19	21
x	1	2	4	6	12	17
÷	8	9	11	12	14	16

Spring Test 6

Teacher guidance

Skills and knowledge needed for this test:

- Addition and subtraction of two four-digit numbers crossing column boundaries
- Addition and subtraction of fractions with the same denominator
- Missing number statements with all four operations
- Multiplication and division by 1, 2, 3, 4, 5, 6, 8, 9, 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: The seven times table

A teaching suggestion

Step 1 Count in sevens, forwards and backwards, using a number line and circling the numbers.

Step 2 Play the game 'Hack'. The children stand in a circle and take turns counting from 1, but every time they come to a multiple of 7 they say 'hack' instead of the number (e.g. 1, 2, 3, 4, 5, 6, hack, 8, 9 and so on, round the circle).

Step 3 When the children are competent, this can be added to 'buzz' for the three times table and 'twang' for the four times table (e.g. 1, 2, buzz, twang, 5, buzz, hack, twang, buzz, 10, 11, buzz-twang, 13, hack and so on).

Step 4 Sing or rap the seven times table.

Step 5 Use call and response games for multiplication fact recall, for example:

'9 × 7 you know it well,
9 × 7 you've got to tell.'
(Children shout: 'It's 63!')

Step 6 Use call and response games for division fact recall, for example:

'14 can be made with sevens.
How many sevens? Shout to the heavens.' (Children shout: 'It's 2!')

Step 7 When the children are competent, mix up questions about different tables they know.

Question number	Question	Answer	Marks	Related test
1	$623 - 400 = \square$	223	1	Y3 Spring Test 3
2	$4 \times 1 = \square$	4	1	Y4 Autumn Test 6
3	$85 - 27 = \square$	58	1	Y3 Autumn Test 3
4	$\square = 17 \times 0$	0	1	Y4 Autumn Test 4
5	$\frac{1}{3}$ of $30 = \square$	10	1	Y2 Summer Test 5
6	$7 \times 8 = \square$	56	1	Y4 Spring Test 6, Y3 Summer Test 3
7	$65 = 65 \div \square$	1	1	Y4 Autumn Test 6
8	$\frac{6}{9} - \frac{1}{9} = \square$	$\frac{5}{9}$	1	Y3 Spring Test 6
9	$\square = 7 \times 8 \times 5$	280	1	Y3 Summer Test 5
10	$42 \div 7 = \square$	6	1	Y4 Spring Test 6
11	$\square = 270 \div 9$	30	1	Y4 Spring Test 2, Y3 Spring Test 2
12	$38 + 85 = \square$	123	1	Y3 Summer Test 2
13	$34 \times 6 = \square$	204	1	Y4 Autumn Test 1, Y4 Spring Test 4
14	$6342 + 2798 = \square$	9140	1	Y4 Spring Test 1
15	$\square \div 6 = 23$	138	1	Y4 Autumn Test 1, Y4 Autumn Test 3
16	$\frac{3}{7} + \frac{5}{7} = \square$	$\frac{8}{7}$ or $1\frac{1}{7}$	1	Y4 Spring Test 5
17	$8020 - 1435 = \square$	6585	1	Y4 Spring Test 3
18	$328 \div \square = 8$	41	1	Y4 Autumn Test 2, Y4 Autumn Test 3
19	$\square - 342 = 481$	823	1	Y3 Autumn Test 1, Y3 Summer Test 1
20	$\square \div 4 = 132$	528	1	Y4 Autumn Test 3, Y4 Autumn Test 1
21	$\frac{3}{4}$ of $52 = \square$	39	1	Y3 Autumn Test 4
22	$700 - 214 = \square$	486	1	Y3 Summer Test 1
		Total marks	**22**	

Spring Test 6

Name: ..... **Class:** ..... **Date:** .....

1 $623 - 400 = \square$

2 $4 \times 1 = \square$

3
$$\begin{array}{r} 85 \\ -\ 27 \\ \hline \end{array}$$

4 $\square = 17 \times 0$

5 $\frac{1}{3}$ of $30 = \square$

6 $7 \times 8 = \square$

7 $65 = 65 \div \square$

8 $\frac{6}{9} - \frac{1}{9} = \square$

9 $\square = 7 \times 8 \times 5$

10 $42 \div 7 = \square$

11 $\square = 270 \div 9$

12
$$\begin{array}{r} 38 \\ +\ 85 \\ \hline \end{array}$$

13
$$\begin{array}{r} 34 \\ \times\ \ 6 \\ \hline \end{array}$$

14
$$\begin{array}{r} 6342 \\ +\ 2798 \\ \hline \end{array}$$

Spring Test 6 (continued)

15 $\square \div 6 = 23$ ☐

16 $\frac{3}{7} + \frac{5}{7} = \square$ ☐

17
$$\begin{array}{r} 8020 \\ -\ 1435 \\ \hline \end{array}$$
☐

18 $328 \div \square = 8$ ☐

19 $\square - 342 = 481$ ☐

20 $\square \div 4 = 132$ ☐

21 $\frac{3}{4}$ of $52 = \square$ ☐

22
$$\begin{array}{r} 700 \\ -\ 214 \\ \hline \end{array}$$
☐

Total marks	/22

How well did you do?

Colour the numbers of the questions you got correct.

± four-digit numbers	14	17						
x 0; x 1; ÷ 1	2	4	7					
6x, 7x, 9x and 11x tables	6	9	10	11	13			
Tables with multiples of 10	11							
Multiply three numbers	9							
Formal written short x	13	15	20					
Formal written short ÷	18							
Fractions of an amount	5	21						
± fractions	8	16						
Missing number statements	7	15	18	19	20			
+	12	14	16	19				
–	1	3	8	17	22			
x	2	4	6	9	13	15	20	21
÷	5	7	10	11	18	21		

Summer Test 1

Teacher guidance

Skills and knowledge needed for this test:

- Addition and subtraction of two four-digit numbers crossing column boundaries
- Addition and subtraction of fractions with the same denominator
- Missing number statements with all four operations
- Multiplication and division by 1 to 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: Multiplication of three-digit numbers by a single-digit number

A teaching suggestion

Step 1 Show the children 152 × 6. Start by partitioning 152 into 100, 50 and 2. Multiply 6 × 100, 6 × 50 and 6 × 2, giving 600, 300 and 12. Add these to give 912.

Step 2 Display:

$$\begin{array}{r} 152 \\ \times\ \ 6 \\ \hline \end{array}$$

Step 3 Emphasise that the digit 5 still represents 50, but that the 0 is hidden behind the 2, and that the digit 1 still represents 100, but the 00 is hidden behind the 52.

Step 4 Remind the children to work with the ones column first. 6 × 2 is 12 so we write the 12 with the 1 in the tens column and the 2 in the ones column (so it still reads as 12).

$$\begin{array}{r} 1\ 5\ 2 \\ \times\ \ \ 6 \\ \hline \ \ \ 2 \\ \ 1\ \ \ \end{array}$$

Step 5 Next multiply the 5 tens by 6, giving 30 tens, and then add in the extra 1 ten, giving 31 tens. Write the answer, making sure it reads as 31.

$$\begin{array}{r} 1\ 5\ 2 \\ \times\ \ \ 6 \\ \hline 1\ 2 \\ 3\ 1\ \ \end{array}$$

Step 6 Next multiply the 1 hundred by 6, giving 6 hundreds, and then add in the extra 3 hundreds, giving 9 hundreds. Write the answer.

$$\begin{array}{r} 1\ 5\ 2 \\ \times\ \ \ 6 \\ \hline 9\ 1\ 2 \\ 3\ 1\ \ \end{array}$$

Step 7 Do similar calculations together, in pairs, and then independently.

Question number	Question	Answer	Marks	Related test
1	$\square = 2 \times 5 \times 2$	20	1	Y3 Summer Test 5
2	$14 \times 1 = \square$	14	1	Y4 Autumn Test 6
3	$10 \times 0 = \square$	0	1	Y4 Autumn Test 4
4	$\square + 16 = 42$	26	1	Y3 Autumn Test 1, Y3 Autumn Test 3
5	$120 \div 3 = \square$	40	1	Y3 Spring Test 1, Y3 Spring Test 2
6	$63 = \square \times 7$	9	1	Y4 Autumn Test 3, Y4 Spring Test 6
7	$65 \div 1 = \square$	65	1	Y4 Autumn Test 6
8	$\frac{9}{12} - \frac{2}{12} = \square$	$\frac{7}{12}$	1	Y3 Spring Test 6
9	$78 \div 3 = \square$	26	1	Y4 Autumn Test 2, Y3 Spring Test 1
10	$\square = 54 \div 6$	9	1	Y4 Spring Test 4
11	$62 + 88 = \square$	150	1	Y3 Summer Test 2
12	$38 \times 4 = \square$	152	1	Y4 Autumn Test 1, Y3 Spring Test 4
13	$660 \div 11 = \square$	60	1	Y4 Autumn Test 5, Y3 Spring Test 2
14	$70 \times 7 = \square$	490	1	Y4 Spring Test 6, Y3 Spring Test 2
15	$\square \div 5 = 27$	135	1	Y4 Autumn Test 1, Y4 Autumn Test 3
16	$3409 + 4826 = \square$	8235	1	Y4 Spring Test 1
17	$248 \times 2 = \square$	496	1	Y4 Summer Test 1
18	$\square = \frac{3}{4}$ of 60	45	1	Y3 Autumn Test 4
19	$624 - 245 = \square$	379	1	Y3 Summer Test 1
20	$\square \times 6 = 96$	16	1	Y4 Autumn Test 2, Y4 Autumn Test 3
21	$\frac{8}{9} + \frac{3}{9} = \square$	$\frac{11}{9}$ or $1\frac{2}{9}$	1	Y4 Spring Test 5
22	$269 \times 4 = \square$	1076	1	Y4 Summer Test 1
23	$84 \div \square = 6$	14	1	Y4 Autumn Test 2, Y4 Autumn Test 3
24	$4300 - 1628 = \square$	2672	1	Y4 Spring Test 3
25	$134 \times 6 = \square$	804	1	Y4 Summer Test 1
	Total marks		**25**	

Summer Test 1

Name: ..... **Class:** ..... **Date:** .....

1 $\square = 2 \times 5 \times 2$ ☐

2 $14 \times 1 = \square$ ☐

3 $10 \times 0 = \square$ ☐

4 $\square + 16 = 42$ ☐

5 $120 \div 3 = \square$ ☐

6 $63 = \square \times 7$ ☐

7 $65 \div 1 = \square$ ☐

8 $\frac{9}{12} - \frac{2}{12} = \square$ ☐

9 $3\overline{)78}$ ☐

10 $\square = 54 \div 6$ ☐

11
$$\begin{array}{r} 62 \\ +\ 88 \\ \hline \end{array}$$
☐

12
$$\begin{array}{r} 38 \\ \times\ \ 4 \\ \hline \end{array}$$
☐

13 $660 \div 11 = \square$ ☐

14 $70 \times 7 = \square$ ☐

Summer Test 1 (continued)

15 $\square \div 5 = 27$

16
$$\begin{array}{r} 3\,4\,0\,9 \\ +\ 4\,8\,2\,6 \\ \hline \end{array}$$

17
$$\begin{array}{r} 2\,4\,8 \\ \times\quad 2 \\ \hline \end{array}$$

18 $\square = \frac{3}{4}$ of 60

19
$$\begin{array}{r} 6\,2\,4 \\ -\ 2\,4\,5 \\ \hline \end{array}$$

20 $\square \times 6 = 96$

21 $\frac{8}{9} + \frac{3}{9} = \square$

22
$$\begin{array}{r} 2\,6\,9 \\ \times\quad 4 \\ \hline \end{array}$$

23 $84 \div \square = 6$

24
$$\begin{array}{r} 4\,3\,0\,0 \\ -\ 1\,6\,2\,8 \\ \hline \end{array}$$

25
$$\begin{array}{r} 1\,3\,4 \\ \times\quad 6 \\ \hline \end{array}$$

Total marks	/25

How well did you do?

Colour the numbers of the questions you got correct.

± four-digit numbers	16	24								
x 0; x 1; ÷ 1	2	3	7							
6x, 7x, 9x and 11x tables	6	10	13	14	20	23	25			
Tables with multiples of 10	5	13								
Multiply three numbers	1									
Formal written short x, to HTO x O	12	15	17	18	22	25				
Formal written short ÷	9	20	23							
Fractions of an amount	18									
± fractions	8	21								
Missing number statements	4	6	15	20	23					
+	11	16	21							
–	4	8	19	24						
x	1	2	3	12	14	15	17	18	22	25
÷	5	6	7	9	10	13	18	20	23	

Summer Test 2

25 minutes

Teacher guidance

Skills and knowledge needed for this test:

- Addition and subtraction of two four-digit numbers crossing column boundaries
- Addition and subtraction of fractions with the same denominator
- Missing number statements with all four operations
- Multiplication and division by 1 to 11 including deriving multiples of 10
- Multiplication by 0
- Multiplication of three numbers
- Formal written method for short multiplication (to HTO) and short division (to TO)
- Find a half, a third, a quarter, two quarters or three quarters of an amount

New: The twelve times table

A teaching suggestion

Step 1 Count in twelves, forwards and backwards, using a number line and circling the numbers. Identify answers the children already know from other tables.

Step 2 Compare the twelve, six, three and two times tables, emphasising that numbers in the twelve times table are in the other three tables as well. This is because $2 \times 3 = 6$ and $2 \times 6 = 12$.

Step 3 Write out the six times table and double each answer. Discuss and compare and agree that this is the twelve times table. Discuss how the children could use their knowledge of the six times table to work out facts in the twelve times table (e.g. $6 \times 5 = 30$, which doubles to 60, so $12 \times 5 = 60$).

Step 4 Sing or rap the twelve times table.

Step 5 Use call and response games for multiplication fact recall, for example:

'12 × 3 you know it well,
12 × 3 you've got to tell.'
(Children shout: 'It's 36!')

Step 6 Use call and response games for division fact recall, for example:

'60 can be made with twelves.
How many twelves? Tell me
yourselves!' (Children shout: 'It's 5!')

Step 7 When the children are competent, mix up questions about tables they know.

Question number	Question	Answer	Marks	Related test
1	$2 \times 6 = \square$	12	1	Y4 Spring Test 4, Y2 Spring Test 1
2	$\square = 12 \times 1$	12	1	Y4 Autumn Test 6
3	$476 - 50 = \square$	426	1	Y3 Autumn Test 6
4	$\frac{1}{3}$ of $30 = \square$	10	1	Y2 Summer Test 5
5	$\square = 35 \div 1$	35	1	Y4 Autumn Test 6
6	$\frac{1}{4}$ of $16 = \square$	4	1	Y2 Summer Test 1
7	$70 - 42 = \square$	28	1	Y3 Autumn Test 3
8	$280 \div 7 = \square$	40	1	Y4 Spring Test 6, Y3 Spring Test 2
9	$\square + 35 = 81$	46	1	Y3 Autumn Test 1, Y3 Autumn Test 3
10	$234 \times 0 = \square$	0	1	Y4 Autumn Test 4
11	$5 = \square \div 12$	60	1	Y4 Autumn Test 3, Y4 Summer Test 2
12	$64 + 98 = \square$	162	1	Y3 Summer Test 2
13	$\square = 90 \times 9$	810	1	Y4 Spring Test 2, Y3 Spring Test 2
14	$\frac{3}{4}$ of $48 = \square$	36	1	Y3 Autumn Test 4
15	$3146 + 5834 = \square$	8980	1	Y4 Spring Test 1
16	$\square = \frac{5}{6} + \frac{4}{6}$	$\frac{6}{9}$ or $1\frac{3}{6}$ or $1\frac{1}{2}$	1	Y4 Spring Test 5
17	$68 \div 4 = \square$	17	1	Y4 Autumn Test 2, Y3 Spring Test 4
18	$12 \times 12 = \square$	144	1	Y4 Summer Test 2
19	$7421 - 3544 = \square$	3877	1	Y4 Spring Test 3
20	$124 \times 4 = \square$	496	1	Y4 Summer Test 1, Y3 Spring Test 4
21	$700 - \square = 343$	357	1	Y3 Autumn Test 1, Y3 Summer Test 1
22	$4821 + 2439 = \square$	7260	1	Y4 Spring Test 1
23	$\square \div 9 = 34$	306	1	Y4 Autumn Test 1, Y4 Autumn Test 3
24	$265 \times 5 = \square$	1325	1	Y4 Summer Test 1
25	$4200 - 1825 = \square$	2375	1	Y4 Spring Test 3
		Total marks	**25**	

Summer Test 2

Name: ..... **Class:** ..... **Date:** .....

1 $2 \times 6 = \square$ ☐

2 $\square = 12 \times 1$ ☐

3 $476 - 50 = \square$ ☐

4 $\frac{1}{3}$ of $30 = \square$ ☐

5 $\square = 35 \div 1$ ☐

6 $\frac{1}{4}$ of $16 = \square$ ☐

7
$$\begin{array}{r} 70 \\ -\ 42 \\ \hline \end{array}$$
☐

8 $7 \overline{)280}$ ☐

9 $\square + 35 = 81$ ☐

10 $234 \times 0 = \square$ ☐

11 $5 = \square \div 12$ ☐

12
$$\begin{array}{r} 64 \\ +\ 98 \\ \hline \end{array}$$
☐

13 $\square = 90 \times 9$ ☐

14 $\frac{3}{4}$ of $48 = \square$ ☐

Summer Test 2 (continued)

15

$$\begin{array}{r} 3\,1\,4\,6 \\ +\ 5\,8\,3\,4 \\ \hline \end{array}$$

☐

16

$$\square = \frac{5}{6} + \frac{4}{6}$$

☐

17

$$4\overline{)68}$$

☐

18

$12 \times 12 =$ ☐

☐

19

$$\begin{array}{r} 7\,4\,2\,1 \\ -\ 3\,5\,4\,4 \\ \hline \end{array}$$

☐

20

$124 \times 4 =$ ☐

☐

21

$700 -$ ☐ $= 343$

☐

22

$$\begin{array}{r} 4\,8\,2\,1 \\ +\ 2\,4\,3\,9 \\ \hline \end{array}$$

☐

23

☐ $\div 9 = 34$

☐

24

$$\begin{array}{r} 2\,6\,5 \\ \times\quad 5 \\ \hline \end{array}$$

☐

25

$$\begin{array}{r} 4\,2\,0\,0 \\ -\ 1\,8\,2\,5 \\ \hline \end{array}$$

☐

Total marks **/25**

How well did you do?

Colour the numbers of the questions you got correct.

±four-digit numbers	15	19	22	25						
x 0; x 1; ÷ 1	2	5	10							
6x, 7x, 9x, 11x and 12x tables	1	2	8	11	13	18	23			
Tables with multiples of 10	8	13								
Formal written short x, to HTO x O	20	23	24							
Formal written short ÷	17									
Fractions of an amount	4	6	14							
±fractions	16									
Missing number statements	9	11	21	23						
+	12	15	16	22						
−	3	7	9	19	21	25				
x	1	2	10	11	13	14	18	20	23	24
÷	4	5	6	8	14	17				

Summer Test 3

Teacher guidance

Skills and knowledge needed for this test:

- Addition and subtraction of two four-digit numbers crossing column boundaries
- Addition and subtraction of fractions with the same denominator
- Missing number statements with all four operations
- Multiplication and division by 1 to 12 including deriving multiples of 10
- Multiplication by 0
- Multiplication of three numbers
- Formal written method for short multiplication (to HTO) and short division (to TO)
- Find a half, a third, a quarter, two quarters or three quarters of an amount

New: Multiplication of three numbers (to TO)

A teaching suggestion

Step 1 Display $4 \times 45 \times 5$.

Step 2 Work through the calculation in order. First write 4×45 in columns and use the formal written method to get the answer 180. Then write 180 x 5 in columns and use the formal written method to get the answer 900.

Step 3 Now rearrange the numbers, so $4 \times 45 \times 5 = 4 \times 5 \times 45$. Explain you have done this because 4 x 5 is a simple calculation.

Step 4 Now $4 \times 5 \times 45 = 20 \times 45$. Point out that, if the children can double 45, they can do this mentally: $2 \times 45 = 90$, so $20 \times 45 = 900$.

Step 5 Complete similar examples, asking the children to identify which pair of numbers it would be best to multiply first.

Question number	Question	Answer	Marks	Related test
1	$\square = 236 + 60$	296	1	Y3 Autumn Test 6
2	$43 \times 1 = \square$	43	1	Y4 Autumn Test 6
3	$\frac{6}{7} - \frac{3}{7} = \square$	$\frac{3}{7}$	1	Y3 Spring Test 6
4	$\frac{2}{4}$ of $12 = \square$	6	1	Y3 Autumn Test 4
5	$21 \div 1 = \square$	21	1	Y4 Autumn Test 6
6	$\square = 7 \times 5$	35	1	Y4 Spring Test 6, Y2 Spring Test 5
7	$250 \div \square = 5$	50	1	Y4 Autumn Test 3, Y3 Spring Test 2
8	$504 \times 0 = \square$	0	1	Y4 Autumn Test 4
9	$76 - \square = 35$	41	1	Y3 Autumn Test 1, Y3 Autumn Test 3
10	$74 + 69 = \square$	143	1	Y3 Summer Test 2
11	$81 \div 3 = \square$	27	1	Y4 Autumn Test 2, Y3 Spring Test 1
12	$110 \times 10 = \square$	1100	1	Y4 Autumn Test 5, Y3 Spring Test 2
13	$\square = 5 \times 3 \times 6$	90	1	Y3 Summer Test 5
14	$27 \times 4 = \square$	108	1	Y4 Autumn Test 1, Y3 Spring Test 4
15	$\frac{3}{9} + \frac{6}{9} = \square$	$\frac{9}{9}$ or 1	1	Y4 Spring Test 5
16	$256 \times 2 = \square$	512	1	Y4 Summer Test 1, Y2 Spring Test 1
17	$1323 + 6787 = \square$	8110	1	Y4 Spring Test 1
18	$564 - 187 = \square$	377	1	Y3 Summer Test 1
19	$2 \times \square = 76$	38	1	Y4 Autumn Test 2, Y4 Autumn Test 3
20	$108 \div 12 = \square$	9	1	Y4 Summer Test 2
21	$458 \times 6 = \square$	2748	1	Y4 Spring Test 4, Y4 Summer Test 1
22	$\square = 2 \times 56 \times 5$	560	1	Y4 Summer Test 3
23	$5000 - 2341 = \square$	2659	1	Y4 Spring Test 3
24	$\square \div 7 = 23$	161	1	Y4 Autumn Test 1, Y4 Autumn Test 3
25	$5 \times 45 \times 4 = \square$	900	1	Y4 Summer Test 3
		Total marks	**25**	

Summer Test 3

Name: ..... **Class:** ..... **Date:** .....

1 $\square = 236 + 60$ ☐

2 $43 \times 1 = \square$ ☐

3 $\frac{6}{7} - \frac{3}{7} = \square$ ☐

4 $\frac{2}{4}$ of $12 = \square$ ☐

5 $21 \div 1 = \square$ ☐

6 $\square = 7 \times 5$ ☐

7 $250 \div \square = 5$ ☐

8 $504 \times 0 = \square$ ☐

9 $76 - \square = 35$ ☐

10
$$\begin{array}{r} 74 \\ +\ 69 \\ \hline \end{array}$$
☐

11 $3\overline{)81}$ ☐

12 $110 \times 10 = \square$ ☐

13 $\square = 5 \times 3 \times 6$ ☐

14
$$\begin{array}{r} 27 \\ \times\ \ 4 \\ \hline \end{array}$$
☐

Summer Test 3 (continued)

15 $\frac{3}{9} + \frac{6}{9} = \square$ ☐

16
$$\begin{array}{r} 256 \\ \times \quad 2 \\ \hline \end{array}$$
☐

17
$$\begin{array}{r} 1323 \\ +\,6787 \\ \hline \end{array}$$
☐

18
$$\begin{array}{r} 564 \\ -\,187 \\ \hline \end{array}$$
☐

19 $2 \times \square = 76$ ☐

20 $108 \div 12 = \square$ ☐

21
$$\begin{array}{r} 458 \\ \times \quad 6 \\ \hline \end{array}$$
☐

22 $\square = 2 \times 56 \times 5$ ☐

23
$$\begin{array}{r} 5000 \\ -\,2341 \\ \hline \end{array}$$
☐

24 $\square \div 7 = 23$ ☐

25 $5 \times 45 \times 4 = \square$ ☐

Total marks	/25

How well did you do?

Colour the numbers of the questions you got correct.

± four-digit numbers	17	23										
x 0; x 1; ÷ 1	2	5	8									
6x, 7x, 9x, 11x and 12x tables	6	13	20	21	24							
Tables with multiples of 10	7	12										
Multiply three numbers	13	22	25									
Formal written short x, to HTO x O	14	16	21	24								
Formal written short ÷	11	19										
Fractions of an amount	4											
± fractions	3	15										
Missing number statements	7	9	19	24								
+	1	10	15	17								
−	3	9	18	23								
x	2	4	6	8	12	13	14	16	21	22	24	25
÷	4	5	7	11	19	20						

Summer Test 4

25 minutes

Teacher guidance

Skills and knowledge needed for this test:

- Addition and subtraction of two four-digit numbers crossing column boundaries
- Addition and subtraction of fractions with the same denominator
- Missing number statements with all four operations
- Multiplication and division by 1 to 12 including deriving multiples of 10
- Multiplication by 0
- Multiplication of three numbers (to TO)
- Formal written method for short multiplication (to HTO) and short division (to TO)
- Find a half, a third, a quarter, two quarters or three quarters of an amount

New: Division of two digits by 10 or 100

A teaching suggestion

Step 1 Display 6 ÷ 10 = and the chart below.

Hundreds	Tens	Ones	tenths	hundredths

Step 2 Discuss where the 6 is placed (i.e. in the ones column).

Step 3 Explain that dividing by ten moves the digits one space to the right. Demonstrate by moving the 6 one space to the right and showing that the answer is 0.6.

Step 4 Demonstrate with other calculations, and then allow the children to work with a partner before working independently.

Step 5 When the children are ready, extend to dividing by 100 (moving the digits two spaces to the right) and multiplying by 10 and 100 (moving the digits to the left by one and two spaces respectively).

An alternative suggestion

Step 1 Display 6 ÷ 10 = and explain that another way to write 6 ÷ 10 is $\frac{6}{10}$, where the line represents the division sign and the number says 'six tenths'.

Step 2 Explain that another way to write six tenths is to use a decimal point. Display HTO.t and explain that the t stands for tenths, and that everything after the decimal point is part of a whole number: $\frac{6}{10} = 0.6$

Step 3 Repeat with similar calculations (e.g. $72 \div 10 = \frac{72}{10} = 7\frac{2}{10} = 7.2$).

Question number	Question	Answer	Marks	Related test
1	$25 \times 1 = \square$	25	1	Y4 Autumn Test 6
2	$\frac{4}{5} - \frac{3}{5} = \square$	$\frac{1}{5}$	1	Y3 Spring Test 6
3	$74 + 55 = \square$	129	1	Y3 Summer Test 2
4	$\square = \frac{1}{4}$ of 32	8	1	Y2 Summer Test 1
5	$21 \div 7 = \square$	3	1	Y4 Spring Test 6
6	$80 \times 0 = \square$	0	1	Y4 Autumn Test 4
7	$7 \times 12 = \square$	84	1	Y4 Spring Test 6, Y4 Summer Test 2
8	$\square \div 9 = 6$	54	1	Y4 Autumn Test 3, Y4 Spring Test 4
9	$5 \times 7 \times 4 = \square$	140	1	Y3 Summer Test 5
10	$\square = \frac{1}{3}$ of 36	12	1	Y2 Summer Test 5
11	$672 - 474 = \square$	198	1	Y3 Summer Test 1
12	$480 \div 6 = \square$	80	1	Y4 Spring Test 4, Y3 Spring Test 2
13	$45 + \square = 91$	46	1	Y3 Autumn Test 1, Y3 Autumn Test 3
14	$352 \times 2 = \square$	704	1	Y4 Summer Test 1, Y2 Spring Test 1
15	$12 \times \square = 720$	60	1	Y4 Autumn Test 3, Y4 Summer Test 2, Y3 Spring Test 2
16	$23 \times 5 \times 4 = \square$	460	1	Y4 Summer Test 3
17	$\frac{4}{10} + \frac{9}{10} = \square$	$\frac{13}{10}$ or $1\frac{3}{10}$	1	Y4 Spring Test 5
18	$57 \div 3 = \square$	19	1	Y4 Autumn Test 2, Y3 Spring Test 1
19	$\square = 6 \div 10$	0.6	1	Y4 Summer Test 4
20	$\square \div 8 = 27$	216	1	Y4 Autumn Test 1, Y4 Autumn Test 3
21	$73 \div 100 = \square$	0.73	1	Y4 Summer Test 4
22	$527 \times 6 = \square$	3162	1	Y4 Summer Test 1
23	$5003 - 3586 = \square$	1417	1	Y4 Spring Test 3
24	$98 \div \square = 7$	14	1	Y4 Autumn Test 2, Y4 Autumn Test 3
25	$56 = \square \div 10$	560	1	Y4 Autumn Test 3, Y4 Summer Test 4
		Total marks	**25**	

Summer Test 4

Name: ..... **Class:** ..... **Date:** .....

1 $25 \times 1 =$ ☐ ☐

2 $\frac{4}{5} - \frac{3}{5} =$ ☐ ☐

3
$$\begin{array}{r} 7\ 4 \\ +\ 5\ 5 \\ \hline \end{array}$$
☐ ☐

4 ☐ $= \frac{1}{4}$ of 32 ☐ ☐

5 $21 \div 7 =$ ☐ ☐

6 $80 \times 0 =$ ☐ ☐

7 $7 \times 12 =$ ☐ ☐

8 ☐ $\div 9 = 6$ ☐ ☐

9 $5 \times 7 \times 4 =$ ☐ ☐

10 ☐ $= \frac{1}{3}$ of 36 ☐ ☐

11
$$\begin{array}{r} 6\ 7\ 2 \\ -\ 4\ 7\ 4 \\ \hline \end{array}$$
☐ ☐

12 $6\overline{)480}$ ☐ ☐

13 $45 +$ ☐ $= 91$ ☐ ☐

14
$$\begin{array}{r} 3\ 5\ 2 \\ \times\ \ \ \ 2 \\ \hline \end{array}$$
☐ ☐

Summer Test 4 (continued)

15 $12 \times \square = 720$ ☐

16 $23 \times 5 \times 4 = \square$ ☐

17 $\frac{4}{10} + \frac{9}{10} =$ ☐

18 $3\overline{)57}$ ☐

19 $\square = 6 \div 10$ ☐

20 $\square \div 8 = 27$ ☐

21 $73 \div 100 = \square$ ☐

22
$$\begin{array}{r} 527 \\ \times \quad 6 \\ \hline \end{array}$$
☐

23
$$\begin{array}{r} 5003 \\ -\ 3586 \\ \hline \end{array}$$
☐

24 $98 \div \square = 7$ ☐

25 $56 = \square \div 10$ ☐

Total marks	/25

How well did you do?

Colour the numbers of the questions you got correct.

± four-digit numbers	23									
x 0; x 1; ÷ 1	1	6								
6x, 7x, 9x, 11x and 12x tables	5	7	8	9	12	15	22	24		
Tables with multiples of 10	12	15								
Multiply three numbers	9	16								
Formal written short x, to HTO x O	14	20	22							
Formal written short ÷	12	18	24							
÷ by 10 and 100	19	21	25							
Fractions of an amount	4	10								
± fractions	2	17								
Missing number statements	8	13	15	20	24	25				
+	3	17								
−	2	11	13	23						
x	1	6	7	8	9	14	16	20	22	25
÷	4	5	10	12	15	18	19	21	24	

Summer Test 5

Teacher guidance

Skills and knowledge needed for this test:

- Addition and subtraction of two four-digit numbers crossing column boundaries
- Addition and subtraction of fractions with the same denominator
- Missing number statements with all four operations
- Multiplication and division by 1 to 12 including deriving multiples of 10
- Multiplication by 0
- Multiplication of three numbers (to TO)
- Formal written method for short multiplication (to HTO) and short division (to TO)
- Division of two digits by 10 or 100
- Find a half, a third, a quarter, two quarters or three quarters of an amount

New: Deriving multiples of 100 from multiplication tables

A teaching suggestion

Step 1 Review the times tables (e.g. the seven times table).

Step 2 Use objects to make groups of seven, for example:

3 × 7 children = 21 children
7 rulers × 5 = 35 rulers

Step 3 Lead up to:

5 hundreds × 7 = 35 hundreds =
500 × 7 = 3500

Question number	Question	Answer	Marks	Related test
1	28 × 1 = □	28	1	Y4 Autumn Test 6
2	□ = 534 + 50	584	1	Y3 Autumn Test 6
3	13 ÷ 1 = □	13	1	Y4 Autumn Test 6
4	$\frac{5}{8} - \frac{3}{8} =$ □	$\frac{2}{8}$ or $\frac{1}{4}$	1	Y3 Spring Test 6
5	□ = 28 × 0	0	1	Y4 Autumn Test 4
6	50 × 6 = □	300	1	Y4 Spring Test 4, Y3 Spring Test 2
7	354 + 429 = □	783	1	Y3 Summer Test 1
8	$\frac{2}{4}$ of 36 = □	18	1	Y3 Autumn Test 4
9	36 + 68 = □	104	1	Y3 Summer Test 2
10	235 × 3 = □	705	1	Y4 Summer Test 1, Y3 Spring Test 1
11	80 ÷ 5 = □	16	1	Y4 Autumn Test 2, Y2 Spring Test 5
12	8800 = □ × 800	11	1	Y4 Summer Test 5, Y3 Summer Test 3
13	3 ÷ 10 = □	0.3	1	Y4 Summer Test 4
14	$\frac{8}{9} + \frac{6}{9} =$ □	$\frac{14}{9}$ or $1\frac{5}{9}$	1	Y4 Spring Test 5
15	□ = 1500 ÷ 3	500	1	Y4 Summer Test 5, Y3 Spring Test 1
16	8 × 21 × 5 = □	840	1	Y4 Summer Test 3
17	6854 + 1798 = □	8652	1	Y4 Spring Test 1
18	643 × 7 = □	4501	1	Y4 Spring Test 6, Y4 Summer Test 1
19	1200 × 9 = □	10 800	1	Y4 Summer Test 2, Y4 Summer Test 5
20	87 ÷ □ = 3	29	1	Y4 Autumn Test 3, Y3 Autumn Test 2
21	26 ÷ 100 = □	0.26	1	Y4 Summer Test 4
22	9063 − 4277 = □	4786	1	Y4 Spring Test 3
23	288 = □ − 645	933	1	Y3 Autumn Test 1, Y3 Summer Test 1
24	□ × 4 = 92	23	1	Y4 Autumn Test 2, Y4 Autumn Test 3
25	85 ÷ 10 = □	8.5	1	Y4 Summer Test 4
		Total marks	**25**	

Summer Test 5

Name: ..... **Class:** ..... **Date:** .....

1 $28 \times 1 = \square$ ☐

2 $\square = 534 + 50$ ☐

3 $13 \div 1 = \square$ ☐

4 $\frac{5}{8} - \frac{3}{8} = \square$ ☐

5 $\square = 28 \times 0$ ☐

6 $50 \times 6 = \square$ ☐

7
$$\begin{array}{r} 3\,5\,4 \\ +\ 4\,2\,9 \\ \hline \end{array}$$
☐

8 $\frac{2}{4}$ of $36 = \square$ ☐

9
$$\begin{array}{r} 3\,6 \\ +\ 6\,8 \\ \hline \end{array}$$
☐

10
$$\begin{array}{r} 2\,3\,5 \\ \times\ \quad 3 \\ \hline \end{array}$$
☐

11 $5\overline{)80}$ ☐

12 $8800 = \square \times 800$ ☐

13 $3 \div 10 = \square$ ☐

14 $\frac{8}{9} + \frac{6}{9} = \square$ ☐

Summer Test 5 (continued)

15 $\square = 1500 \div 3$ ☐

16 $8 \times 21 \times 5 = \square$ ☐

17
$$\begin{array}{r} 6\,8\,5\,4 \\ +\ 1\,7\,9\,8 \\ \hline \end{array}$$
☐

18
$$\begin{array}{r} 6\,4\,3 \\ \times\ \quad 7 \\ \hline \end{array}$$
☐

19 $1200 \times 9 = \square$ ☐

20 $87 \div \square = 3$ ☐

21 $26 \div 100 = \square$ ☐

22
$$\begin{array}{r} 9\,0\,6\,3 \\ -\ 4\,2\,7\,7 \\ \hline \end{array}$$
☐

23 $288 = \square - 645$ ☐

24 $\square \times 4 = 92$ ☐

25 $85 \div 10 = \square$ ☐

Total marks	/25

How well did you do?

Colour the numbers of the questions you got correct.

± four-digit numbers	17	22								
x 0; x 1; ÷ 1	1	3	5							
6x, 7x, 9x, 11x and 12x tables	6	18	19							
Tables with multiples of 10 and 100	6	12	15	19						
Multiply three numbers	16									
Formal written short x, to HTO x O	10	18								
Formal written short ÷	11	20	24							
÷ by 10 and 100	13	21	25							
Fractions of an amount	8									
± fractions	4	14								
Missing number statements	12	20	23	24						
+	2	7	9	14	17	23				
–	4	22								
x	1	5	6	8	10	16	18	19		
÷	3	8	11	12	13	15	20	21	24	25

Summer Test 6

Teacher guidance

Skills and knowledge needed for this test:

- Addition and subtraction of two four-digit numbers crossing column boundaries
- Addition and subtraction of fractions with the same denominator
- Missing number statements with all four operations
- Multiplication and division by 1 to 12 including deriving multiples of 10 and 100
- Multiplication by 0
- Multiplication of three numbers (to TO)
- Formal written method for short multiplication (to HTO) and short division (to TO)
- Division of two digits by 10 or 100
- Find a half, a third, a quarter, two quarters or three quarters of an amount

There are no new skills. This is the end of year test.

Question number	Question	Answer	Marks	Related test
1	$30 \div 1 = \square$	30	1	Y4 Autumn Test 6
2	$674 - \square = 604$	70	1	Y3 Autumn Test 1, Y3 Summer Test 1
3	$\frac{1}{3}$ of $27 = \square$	9	1	Y2 Summer Test 5
4	$\square = 4 \times 0$	0	1	Y4 Autumn Test 4
5	$\frac{3}{4} - \frac{2}{4} = \square$	$\frac{1}{4}$	1	Y3 Spring Test 6
6	$75 \times 1 = \square$	75	1	Y4 Autumn Test 6
7	$7000 = 700 \times \square$	10	1	Y4 Autumn Test 3, Y4 Summer Test 5
8	$3135 + 2672 = \square$	5807	1	Y4 Spring Test 1
9	$72 \div 3 = \square$	24	1	Y4 Autumn Test 2
10	$246 \times 3 = \square$	738	1	Y4 Summer Test 1, Y3 Spring Test 1
11	$\square = \frac{3}{4}$ of 56	42	1	Y3 Autumn Test 4
12	$11 \times 12 = \square$	132	1	Y4 Autumn Test 5, Y4 Summer Test 2
13	$3587 + 4517 = \square$	8104	1	Y4 Spring Test 1
14	$\frac{5}{7} + \frac{5}{7} = \square$	$\frac{10}{7}$ or $1\frac{3}{7}$	1	Y4 Spring Test 5
15	$\square = 2400 \div 6$	400	1	Y4 Spring Test 4, Y4 Summer Test 5
16	$4637 - 1818 = \square$	2819	1	Y4 Spring Test 3
17	$8 \div 10 = \square$	0.8	1	Y4 Summer Test 4
18	$645 + \square = 813$	168	1	Y3 Autumn Test 1, Y3 Summer Test 1
19	$5 \times 34 \times 4 = \square$	680	1	Y4 Summer Test 3
20	$4277 = \square - 1465$	5742	1	Y4 Spring Test 1, Y3 Autumn Test 1
21	$\square = 15 \div 100$	0.15	1	Y4 Summer Test 4
22	$386 \times 8 = \square$	3088	1	Y4 Summer Test 1, Y3 Summer Test 3
23	$6000 - 2678 = \square$	3322	1	Y4 Spring Test 3
24	$38 \div 10 = \square$	3.8	1	Y4 Summer Test 4
25	$6 = \square \div 354$	2124	1	Y4 Autumn Test 3, Y4 Summer Test 1
		Total marks	**25**	

Summer Test 6

Name: ..... **Class:** ..... **Date:** .....

1 $30 \div 1 = \square$ ☐

2 $674 - \square = 604$ ☐

3 $\frac{1}{3}$ of $27 = \square$ ☐

4 $\square = 4 \times 0$ ☐

5 $\frac{3}{4} - \frac{2}{4} = \square$ ☐

6 $75 \times 1 = \square$ ☐

7 $7000 = 700 \times \square$ ☐

8
$$\begin{array}{r} 3\,1\,3\,5 \\ +\,2\,6\,7\,2 \\ \hline \end{array}$$
☐

9 $3\overline{)72}$ ☐

10
$$\begin{array}{r} 2\,4\,6 \\ \times\quad 3 \\ \hline \end{array}$$
☐

11 $\square = \frac{3}{4}$ of 56 ☐

12 $11 \times 12 = \square$ ☐

13
$$\begin{array}{r} 3\,5\,8\,7 \\ +\,4\,5\,1\,7 \\ \hline \end{array}$$
☐

14 $\frac{5}{7} + \frac{5}{7} = \square$ ☐

Summer Test 6 (continued)

15 $\square = 2400 \div 6$ ☐

16
$$\begin{array}{r} 4\,6\,3\,7 \\ -\,1\,8\,1\,8 \\ \hline \end{array}$$
☐

17 $8 \div 10 = \square$ ☐

18 $645 + \square = 813$ ☐

19 $5 \times 34 \times 4 = \square$ ☐

20 $4277 = \square - 1465$ ☐

21 $\square = 15 \div 100$ ☐

22
$$\begin{array}{r} 3\,8\,6 \\ \times \quad 8 \\ \hline \end{array}$$
☐

23
$$\begin{array}{r} 6\,0\,0\,0 \\ -\,2\,6\,7\,8 \\ \hline \end{array}$$
☐

24 $38 \div 10 = \square$ ☐

25 $6 = \square \div 354$ ☐

Total marks	/25

How well did you do?

Colour the numbers of the questions you got correct.

± four-digit numbers	8	13	16	20	23				
x 0; x 1; ÷ 1	1	4	6						
6x, 7x, 9x, 11x and 12x tables	7	12	15	25					
Tables with multiples of 10 and 100	7	15							
Multiply three numbers	19								
Formal written short x, to HTO x O	10	22	25						
Formal written short ÷	9								
÷ by 10 and 100	17	21	24						
Fractions of an amount	3	11							
± fractions	5	14							
Missing number statements	2	7	18	20	25				
+	8	13	14	20					
−	2	5	16	18	23				
x	4	6	10	11	12	19	22	25	
÷	1	3	7	9	11	15	17	21	24