

Assess and Review – Part A

Duration: about 40 minutes

Resources

pencils
rulers
red, blue and yellow coloured pencils

Objective	What to ask	Answer	Mark
1. Read and write whole numbers to at least 10 000 in figures and words	<i>Write the number seven thousand, two hundred and ninety-one</i>	7291	1
2. Read and write whole numbers to at least 10 000 in figures and words and know what each digit represents	<i>What place value does the four represent in the number: three thousand, six hundred and forty-two?</i>	tens	1
3. Partition numbers into thousands, hundreds, tens and units	<i>Write down the number that has nine thousands, two hundreds, five tens and one unit</i>	9251	1
4. Add 100 to any integer	<i>What number is 100 more than 4569?</i>	4669	1
5. Round any three-digit number to the nearest 100	<i>What is 768 rounded to the nearest 100?</i>	800	1
6. Consolidate knowing by heart addition facts for all numbers to 20	<i>12 add 7?</i>	19	1
7. Consolidate knowing by heart subtraction facts for all numbers to 20	<i>16 subtract 9?</i>	7	1
8. Identify near doubles, using known doubles	<i>120 plus 130?</i>	250	1
9. Choose and use appropriate number operations to solve problems	<i>I am going to tell you a word problem. I want you to put a circle around the calculation that will give you the answer to the problem. 16 people are in a queue at the bank. 7 people get served. How many people are still waiting?</i>	$16 - 7$	1
10. Use all four operations to solve word problems involving numbers in 'real life', using one step	<i>There are 52 playing cards in a pack. Brian deals 7 to Sylvia. How many are left?</i>	45	1

Part A Total: 10



Assess and Review – Part B

Objective	Instructions	Answer	Mark
1. Read and write whole numbers to at least 10 000 in figures and words	Write the number 4879 in words	four thousand, eight hundred and seventy-nine	1
2. Read and write whole numbers to at least 10 000 in figures and words and know what each digit represents	Circle the digit that represents hundreds in each of these numbers	1 and 0	1
3. Partition numbers into thousands, hundreds, tens and units	What's the number? Write the number in figures	3604	1
4. Subtract 1, 10, 100 or 1000 from any integer	Complete the table	see page 440	2 *
5. Count on in hundreds from any whole number up to 10 000	Continue the pattern	6015, 6115, 6215	1
6. Round any three-digit number to the nearest 10	Round each of these numbers to the nearest 10	570, 840	1
7. Round any three-digit number to the nearest 100	Round each of these numbers to the nearest 100	400, 300	1
8. Record estimates and readings from scales to a suitable degree of accuracy	Measure the length of the line	$8\frac{1}{2}$ cm or 8.5 cm	1
9. Record estimates and readings from scales to a suitable degree of accuracy	In the box draw a line $5\frac{1}{2}$ cm		1 *
10. Consolidate knowing by heart addition facts for all the numbers to 20	Complete the table	see page 440	2 *
11. Consolidate knowing by heart subtraction facts for all the numbers to 20	Complete the table	see page 440	2 *
12. Add a pair of two-digit numbers (not crossing 10 or 100 boundary)	Complete the calculation	78	1
13. Subtract a pair of two-digit numbers (not crossing 10 or 100 boundary)	Complete the calculation	33	1
14. Identify near doubles, using known doubles	Complete the calculation	310	1
15. Use informal paper and pencil methods to support, record or explain additions	Complete the calculation	512	2 *
16. Use informal paper and pencil methods to support, record or explain additions	Complete the calculation	531	2 *
17. Use informal paper and pencil methods to support, record or explain subtractions	Complete the calculation	488	2 *

Objective	Instructions	Answer	Mark
18. Use informal paper and pencil methods to support, record or explain subtractions	Complete the calculation	368	2*
19. Use all four operations to solve word problems involving numbers in 'real life', using one step. Choose and use the appropriate number operations and appropriate ways of calculating to solve problems	Solve the word problem	41	2*
20. Use all four operations to solve word problems involving numbers in 'money', using one step. Choose and use the appropriate number operations and appropriate ways of calculating to solve problems	Solve the word problem	54p or £0.54	2*
21. Know the equivalent of one half, one quarter, three quarters and one tenth of 1 kilometre in m, 1 metre in cm	Complete the table	see page 440	2*
22. Record metres and centimetres using decimals, and other measurements using mixed units	Complete the statement	160	1
23. Convert up to 1000 centimetres in metres and vice versa	Complete the statement	45	1
24. Measure and calculate the perimeter of rectangles and simple shapes using counting methods and standard units (cm)	Find the perimeter of the rectangle	18 cm	1
25. Measure and calculate the area of rectangles and simple shapes using counting methods and standard units (cm ²)	Find the area of the rectangle	20 cm ²	1
26. Describe and visualise 3-D shapes, including the tetrahedron	Complete the sentence	see page 440	1
27. Describe and visualise 2-D shapes, including the heptagon	Draw a heptagon	Any seven-sided shape	1
28. Recognise equilateral and isosceles triangles	Place a tick inside the equilateral triangles and a cross inside the isosceles triangles	see page 440	1
29. Classify polygons using criteria such as number of right angles, whether or not they are regular, symmetry properties	Place a tick inside the regular polygons and a cross inside the irregular polygons	see page 440	1
30. Recognise positions and directions	Write down the co-ordinates for points A and B	(2,4), (5,2)	1

Part B Total: 40**Part A and B Total: 50**

What to do with the children who finish the test quickly:

- ➡ Referring to the border on Part A, ask the children to colour all the equilateral triangles red, isosceles triangles blue and right-angled triangles yellow

*(Teacher discretion)



Y4

Autumn Term, First Half

Assess and Review – Part B

Answers:

Question 4

4618	
–1	4617
–10	4608
–100	4518
–1000	3618

Question 10

+	8	6	7	10
6	14	12	13	16
9	17	15	16	19
5	13	11	12	15

Question 11

–	9	6	11	5
17	8	11	6	12
13	4	7	2	8
18	9	12	7	13

Question 21

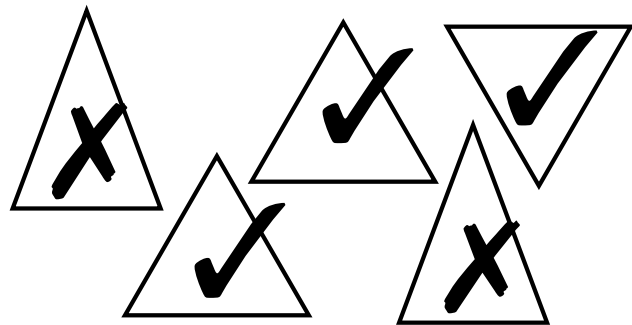
	1 km	1 m
$\frac{1}{2}$	500 m	50 cm
$\frac{1}{4}$	250 m	25 cm
$\frac{3}{4}$	750 m	75 cm
$\frac{1}{10}$	100 m	10 cm

Question 26

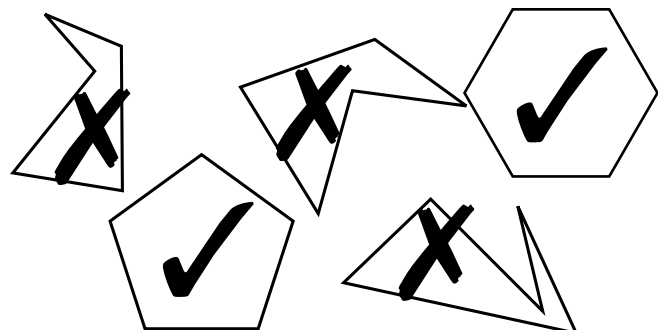
A tetrahedron is a solid shape which has four faces.

Each face is an equilateral triangle.

Question 28



Question 29



Assess and Review – Part A

Duration: about 40 minutes

Resources

pencils

Objective	What to ask	Answer	Mark
1. Recognise and extend number sequences formed by counting from any number in steps of constant size	Continue the sequence: 25, 50, 75, 100, 125...	150, 175, 200	1
2. Recognise odd and even numbers up to 1000	Circle all the even numbers	578, 796, 910	1
3. Know by heart multiplication facts for the 4 times tables	8 times 4?	32	1
4. Derive quickly division facts corresponding to the 3 times tables	21 divided by 3?	7	1
5. Derive quickly doubles of all whole numbers to 50	Double 34?	68	1
6. Multiply whole numbers by 10	What is 326 multiplied by 10?	3260	1
7. Use fraction notation	Write three quarters as a fraction	$\frac{3}{4}$	1
8. Find a small difference by counting up	What is the difference between 4002 and 3998?	4	1
9. Write a subtraction fact corresponding to a given addition fact	14 add 5 equals 19. Write a corresponding subtraction fact	$19 - 14 = 5$ or $19 - 5 = 14$	1
10. Add a pair of two-digit numbers	What is 42 add 53?	95	1

Part A Total: 10

Assess and Review – Part B

Objective	Instructions	Answer	Mark
1. Recognise and extend number sequences formed by counting from any number in steps of constant size	Continue the sequence	84, 87, 90	1
2. Recognise odd and even numbers up to 1000	Circle all the odd numbers	393, 481, 955 and 109 circled	1
3. Recognise odd and even numbers up to 1000, including the outcome of sums and differences of pairs of odd/even numbers	Complete these statements	Even Even Odd	1
4. Solve mathematical problems or puzzles	Solve the puzzle	see page 444	1
5. Know by heart multiplication facts for the 4 times tables	Complete the calculation	24	1
6. Derive quickly division facts corresponding to the 2 times tables	Complete the calculation	7	1
7. Derive quickly division facts corresponding to the 3 times tables	Complete the calculation	9	1
8. Multiply whole numbers by 10	Complete the calculation	4520	1
9. Divide whole numbers by 10	Complete the calculation	300	1
10. Use doubling and halving, starting from known facts	Double 34?	68	1
11. Use doubling and halving, starting from known facts	Half of 56?	28	1
12. Use doubling and halving, starting from known facts	What is $\frac{1}{4}$ of 600?	150	1
13. Use informal pencil and paper methods to support, record or explain multiplications	Complete the calculation	234	2 *
14. Use informal pencil and paper methods to support, record or explain multiplications	Complete the calculation	378	2 *
15. Use informal pencil and paper methods to support, record or explain divisions	Complete the calculation	14	2 *
16. Use informal pencil and paper methods to support, record or explain divisions	Complete the calculation	47	2 *
17. Use all four operations to solve word problems involving numbers in 'real life' using one step. Choose and use appropriate number operations and appropriate ways of calculating to solve problems	Solve the word problem	7	2 *

Y4 Teacher's Notes

Autumn Term, Second Half

Objective	Instructions	Answer	Mark
18. Use all four operations to solve word problems involving numbers in money using one step. Choose and use appropriate number operations and appropriate ways of calculating to solve problems	Solve the word problem	24p or £0.24	2 *
19. Use fraction notation	Write seven tenths as a fraction	$\frac{7}{10}$	1
20. Recognise simple fractions that are several parts of a whole, such as $\frac{2}{3}$, $\frac{5}{8}$	What fraction of the set of cubes is ringed?	$\frac{2}{8}$ or $\frac{1}{4}$	1
21. Recognise simple fractions that are several parts of a whole...and mixed numbers such as $5\frac{3}{4}$	What fraction of the egg cartons has eggs in them?	$3\frac{1}{6}$	1
22. Begin to relate fractions to division	Write $\frac{1}{2}$ of 18 as a division calculation	$18 \div 2 =$	1
23. Find simple fractions such as $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{10}$... of numbers and quantities	$\frac{1}{4}$ of 20?	5	1
24. Find fractions such as $\frac{2}{3}$, $\frac{3}{4}$, $\frac{3}{5}$, $\frac{7}{10}$... of shapes	Show how this container would look after $\frac{7}{10}$ has been filled with water	Container coloured up to the division labelled 7	1
25. Write a subtraction fact corresponding to a given addition fact and vice versa	$13 + 6 = 19$. Write a corresponding subtraction fact	$19 - 6 = 13$ or $19 - 13 = 6$	1
26. Use informal pencil and paper methods to support, record or explain additions	Complete the calculation	945	2 *
27. Use informal pencil and paper methods to support, record or explain subtractions	Complete the calculation	134	2 *
28. Read the time from an analogue clock to the nearest minute, and from a 24-hour digital clock	What time does this clock show? How would it appear on a digital clock?	12 minutes past 11 11:12	1
29. Solve a problem by collecting quickly, organising, representing and interpreting data in tables, charts, graphs and diagrams, for example: tally charts and frequency tables	Complete the table	see page 444	2 *
30. Solve a problem by collecting quickly, organising, representing and interpreting data in tables, charts, graphs and diagrams, for example: pictograms – symbol representing 10 units.	Complete the pictogram	see page 444	2 *

What to do with the children who finish the test quickly:

- ☞ Referring to the border on Part A, ask the children to:
- write multiples of 2 in the squares
 - write multiples of 3 in the triangles
 - write multiples of 4 in the rectangles
 - write multiples of 5 in the circles

Part B Total: 40

Part A and B Total: 50

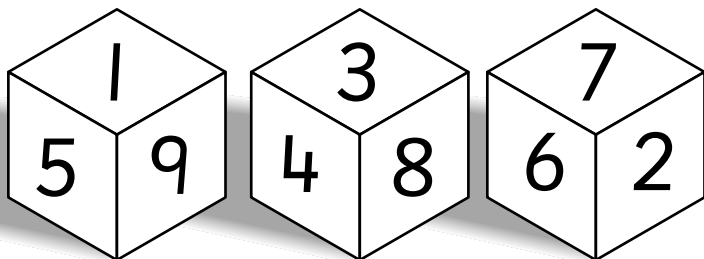
*(Teacher discretion)



Assess and Review – Part B

Answers:

Question 4



Question 29

other solutions are possible

Coin	Tally	Frequency
10p		7
20p		11
50p		13
£1		9

Question 30

Number of coins collected for dinner money in one week

Coins	£1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
	50p	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	D	
	20p	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			
	10p	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	D			

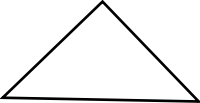
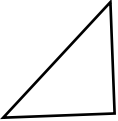
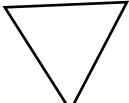
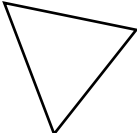



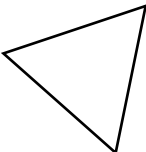

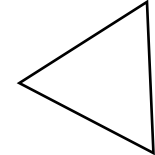
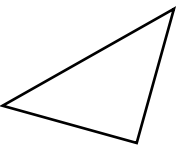
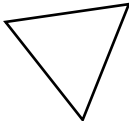
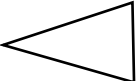
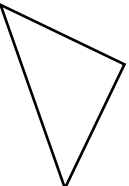
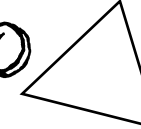
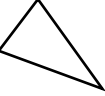
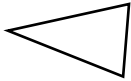
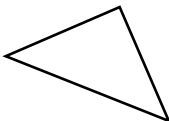
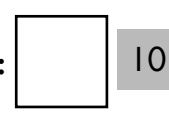
☐ represents 10 coins




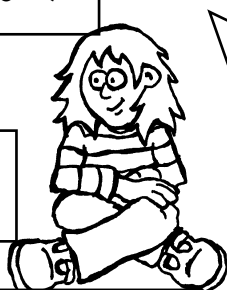
Y4

Autumn Term, First Half

Assess and Review – Part A

Name: _____

  1. <input style="width: 100px; height: 40px;" type="text"/>	  2. <input style="width: 100px; height: 40px;" type="text"/>	  3. <input style="width: 100px; height: 40px;" type="text"/>	  4. <input style="width: 100px; height: 40px;" type="text"/>	  6. <input style="width: 100px; height: 40px;" type="text"/>	  7. <input style="width: 100px; height: 40px;" type="text"/>	  8. <input style="width: 100px; height: 40px;" type="text"/>	  9. <div style="border: 1px solid black; padding: 5px; display: inline-block;"> 16×7 $16 \div 7$ $16 - 7$ $16 \div 7$ </div>
 5. <input style="width: 100px; height: 40px;" type="text"/>	  10. <input style="width: 100px; height: 40px;" type="text"/>						

Jottings

Part A Total: 10

Y4

Autumn Term, First Half

Name: _____

15. $426 + 86 =$ 2

Jottings

16. $342 + 189 =$ 2

Jottings

17. $563 - 75 =$ 2

Jottings

18. $724 - 356 =$ 2

Jottings

19. A video shop had 75 new videos delivered. 34 were already booked.

How many can go on the shelves? 2

Jottings

20. A book was priced at 69p. In the sale it had 15p off?

How much does it cost in the sale? 2

Jottings

21. Complete the table 2

	1 km	1 m
$\frac{1}{2}$	m	cm
$\frac{1}{4}$	m	cm
$\frac{3}{4}$	m	cm
$\frac{1}{10}$	m	cm

22. $1.6 \text{ m} =$ centimetres 1

23. $4500 \text{ cm} =$ metres 1

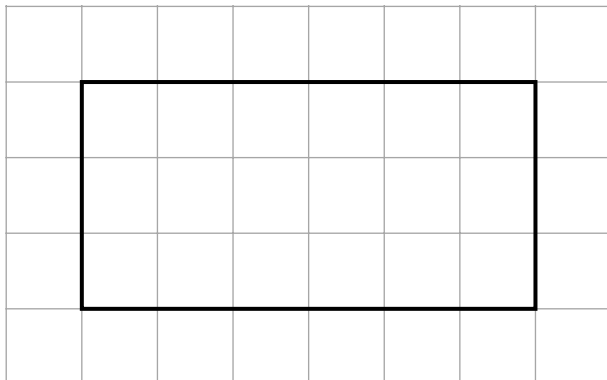


Y4

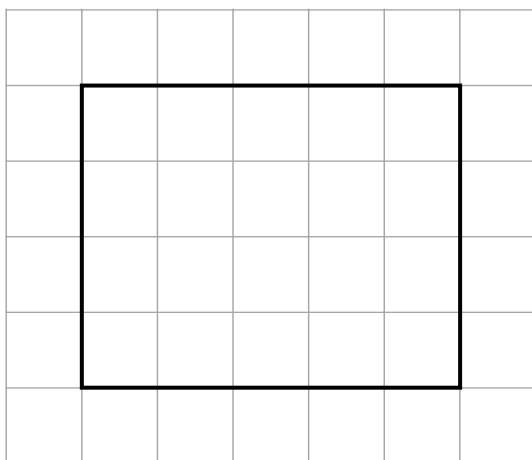
Autumn Term, First Half

Name: _____

24. Find the perimeter of the rectangle



25. Find the area of the rectangle



26. A tetrahedron is a solid shape which has

faces.
Each face is an

triangle.

27. Draw a heptagon



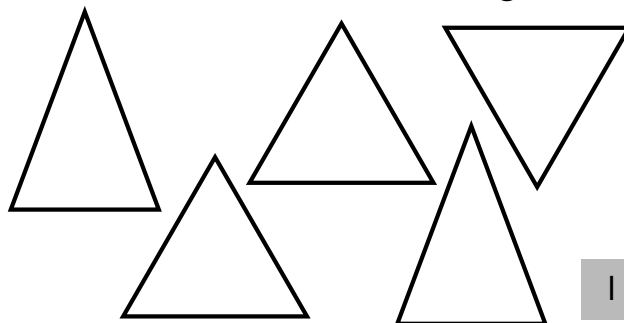
Part B Total:

40

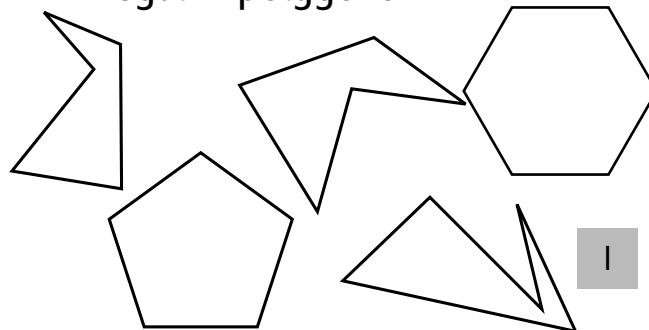
Part A and B Total:

50

28. Place a tick inside the equilateral triangles and a cross inside the isosceles triangles



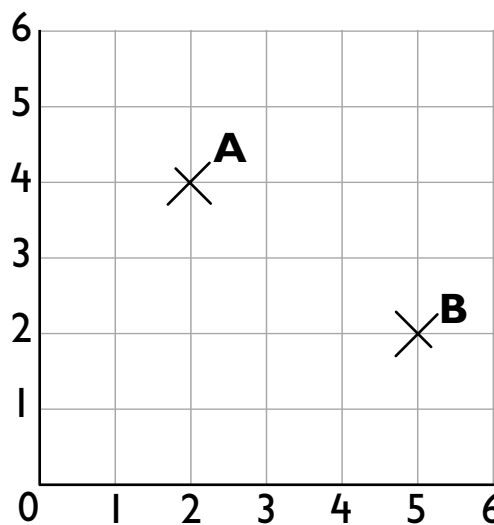
29. Place a tick inside the regular polygons and a cross inside the irregular polygons



30. Write down the co-ordinates for points A and B

Point A

Point B



Y4

Autumn Term, Second Half

Assess and Review – Part A

Name: _____

1.

6.

2.

578 469 321

796 910 863

7.

3.

8.

4.

9.

5.

10.

Jottings

Part A Total:

10



Y4

Autumn Term, Second Half

Assess and Review – Part B

Name: _____

1. Continue the sequence.

72, 75, 78, 81, , , 1

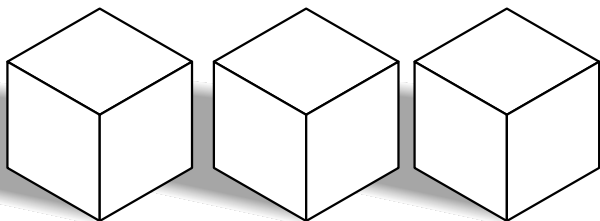
2. Circle all the odd numbers 1

654 393 562 481 955 278 109

3. Complete these statements 1

Even number + Even number = Odd number + Odd number = Even number + Odd number =

4. Using each of the numbers 1 to 9 write three numbers in each box, so that each box has a total of 15 1

5. $6 \times 4 =$ 16. $14 \div 2 =$ 17. $27 \div 3 =$ 18. $452 \times 10 =$ 19. $3000 \div 10 =$ 110. Double 34 = 111. Half of 56 = 112. What is $\frac{1}{4}$ of 600? 113. $26 \times 9 =$ 2

Jottings

14. $54 \times 7 =$ 2

Jottings

15. $84 \div 6 =$ 2

Jottings

16. $376 \div 8 =$ 2

Jottings

Y4

Autumn Term, Second Half

Name: _____

17. There are 5 party invitation cards in a pack.

If Martin wants to invite 35 children to his party, how many packs does he need to buy?

2

Jottings

18. Natalie had 83p in her purse. She paid 59p for a hair slide. How much had she left?

2

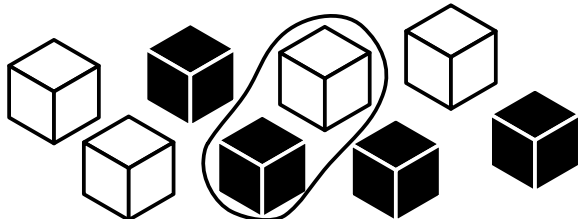
Jottings

19. Write seven tenths as a fraction.

1

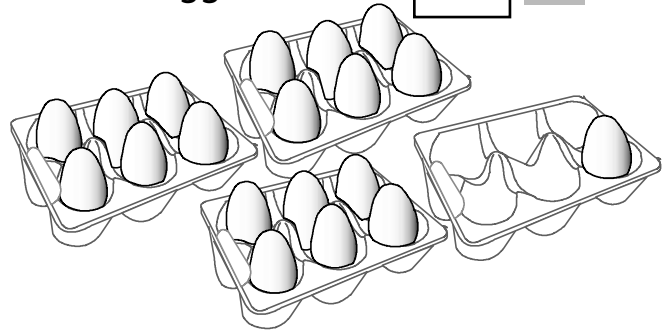
20. What fraction of the set of cubes is ringed?

1



21. What fraction of the egg cartons has eggs in them?

1



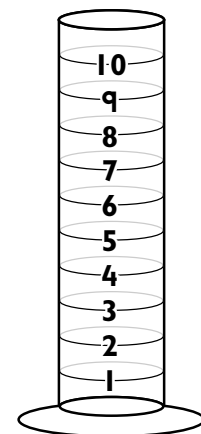
22. Write $\frac{1}{2}$ of 18 as a division calculation.

1

23. $\frac{1}{4}$ of 20 =

1

24. Show how this container would look after $\frac{7}{10}$ has been filled with water.



1

25. $13 + 6 = 19$

Write a subtraction fact that corresponds to the above addition.

1

Y4

Autumn Term, Second Half

Name: _____

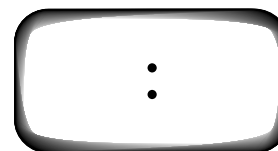
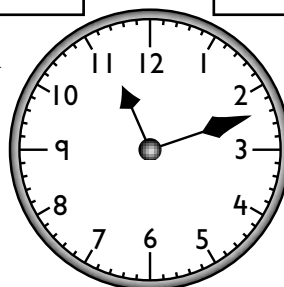
26. $567 + 378 =$ 2

Jottings

27. $632 - 498 =$ 2

Jottings

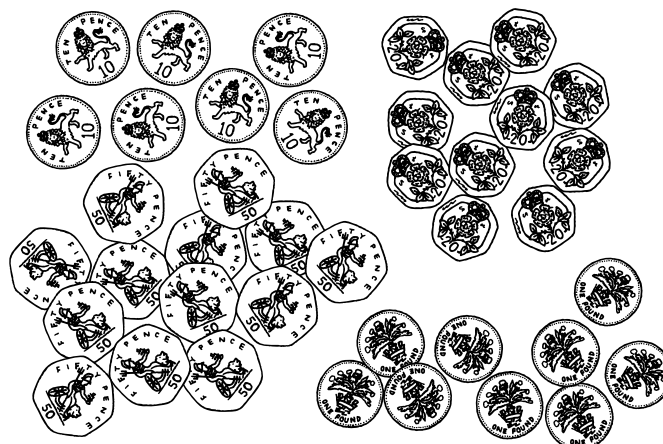
28. What time does this clock show? How would it appear on a digital clock?



1

29. Here are some of the coins a teacher collected for dinner money in one day. Complete the table below to show how many of each coin there is. 2

Coin	Tally	Frequency
10p		
20p		
50p		
£1		



30. This table shows the total number of coins collected for dinner money in one week. Complete the pictogram below to show how many of each coin there was.

Coin	Tally	Frequency
10p		35
20p		40
50p		55
£1		50

2

Number of coins collected for dinner money in one week

Coins	£1							
	50p							
	20p							
	10p							

○ represents 10 coins

Part B Total:	<input type="text"/>	40
Part A and B Total:	<input type="text"/>	50

Assess and Review – Part A

Duration: about 40 minutes

Resources

pencils

Objective	What to ask	Answer	Mark
1. Divide any integer up to 1000 by 10 (whole-number answers) and understand the effect	What is 780 divided by 10?	78	1
2. Use symbols correctly, including less than (<), greater than (>) and equals (=)	Which symbol: less than, greater than or equals to, makes this statement correct?	345 < 354	1
3. Give one or more numbers lying between two given numbers	Write any two numbers that lie between 4000 and 4100	Any two numbers from 4000 to 4100	1
4. Round any positive integer less than 1000 to the nearest 10	What is 571 rounded to the nearest 10?	570	1
5. Derive quickly all number pairs that total 100	46 and what other number equal 100?	54	1
6. Derive quickly all multiples of 50 with a total of 1000	650 and what other number equal 1000?	350	1
7. Add 3 or 4 small numbers, finding pairs that total 10, or 9 or 11	What is the total of these numbers: 4, 7, 6 and 2?	19	1
8. Subtract a pair of two-digit numbers	76 subtract 54?	22	1
9. Add three two-digit multiples of 10	What is 50 add 70 add 20?	140	1
10. Use all four operations to solve word problems involving numbers in money, using one step	Jack buys three small Easter eggs at 12p each. How much money has he spent?	36p or £0.36 or 36	1

Part A Total: 10



Assess and Review – Part B

Objective	Instructions	Answer	Mark
1. Read and write whole numbers to at least 10 000 in figures and words.	<i>Write the number eight thousand two hundred and nine in figures</i>	8209	1
2. Multiply any integer up to 1000 by 10, and understand the effect	<i>Complete the calculation</i>	6070	1
3. Divide any integer up to 1000 by 10, (whole number answers), and understand the effect	<i>Complete the calculation</i>	900	1
4. Read and write the vocabulary of comparing and ordering numbers	<i>Place these numbers in order starting with the smallest</i>	4690, 6480, 6840, 8064, 8646	1
5. Use symbols correctly, including less than (<), greater than (>) and equals (=)	<i>Make this statement true</i>	>	1
6. Give one or more numbers lying between two given numbers	<i>Fill in the missing numbers</i>	5762, 5765	1
7. Round any positive integer less than 1000 to the nearest 10	<i>Round 784 to the nearest 10</i>	780	1
8. Record estimates and readings from scales to a suitable degree of accuracy	<i>Roughly what measurement is shown on the scales?</i>	Nearly 90 kg*	1
9. Recognise negative numbers in context	<i>What temperature does the thermometer show?</i>	-3°C	1
10. Consolidate knowing by heart addition facts for all numbers to 20	<i>Complete the table</i>	see page 456	2*
11. Consolidate knowing by heart subtraction facts for all numbers to 20	<i>Complete the table</i>	see page 456	2*
12. Derive quickly all number pairs that total 100	<i>Complete the calculation</i>	63	1
13. Derive quickly all pairs of multiples of 50 with a total of 1000	<i>Complete the calculation</i>	550	1
14. Add a pair of two-digit numbers (crossing 10 but not 100)	<i>Complete the calculation</i>	84	1
15. Subtract a pair of two-digit numbers (crossing 10 but not 100)	<i>Complete the calculation</i>	28	1
16. Add 3 or 4 small numbers, finding pairs totalling 10, or 9 or 11	<i>Complete the calculation</i>	23	1

Y4 Teacher's Notes

Spring Term, First Half

Objective	Instructions	Answer	Mark
17. Add 3 two-digit multiples of 10	Complete the calculation	190	1
18. Develop and refine written methods for column addition of two whole numbers less than 1000	Complete the calculation	283	2*
19. Develop and refine written methods for column addition of two whole numbers less than 1000	Complete the calculation	736	2*
20. Develop and refine written methods for column subtraction of two whole numbers less than 1000	Complete the calculation	636	2*
21. Develop and refine written methods for column subtraction of two whole numbers less than 1000	Complete the calculation	675	2*
22. Develop and refine written methods for money calculations	Complete the calculation	£8.58 or 8.58	2*
23. Develop and refine written methods for money calculations	Complete the calculation	£5.28 or 5.28	2*
24. Use all four operations to solve word problems in 'real life' using two steps. Choose and use appropriate number operations and appropriate ways of calculating to solve problems	Solve the word problem	21	2*
25. Use all four operations to solve word problems in money using two steps. Choose and use appropriate number operations and appropriate ways of calculating to solve problems	Solve the word problem	49p or £0.49	2*
26. Record measurements using mixed units	Complete the statement	2 kilograms and 750 grams	1
27. Visualise 3-D shapes from 2-D drawings and identify simple nets of solid shapes	Circle the 2-D drawing that is not a net of a closed cube	see page 456	1
28. Recognise simple examples of horizontal and vertical lines	Place a cross on the two lines that are vertical to each other.	see page 456	1
29. Use the eight compass directions N, S, E, W, NE, NW, SE, SW	Complete the compass	see page 456	1
30. Start to draw, measure and order a set of angles less than 180°	How many degrees does the minute hand travel from 12 o'clock to quarter past the hour?	45°	1

Part B Total: 40**Part A and B Total: 50**

What to do with the children who finish the test quickly:

- ➡ Referring to the border on Part A, ask the children to write down different ways they can make 24 using some or all of these numbers. (NB: Numbers can be used more than once in the same calculation.)
2, 3, 5, 6, 8, 12

* (Teacher discretion)



Y4

Spring Term, First Half

Assess and Review – Part B

Answers:

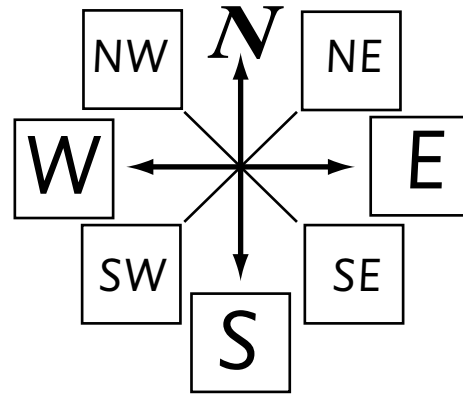
Question 10

+	9	5	7	12
7	16	12	14	19
4	13	9	11	16
8	17	13	15	20

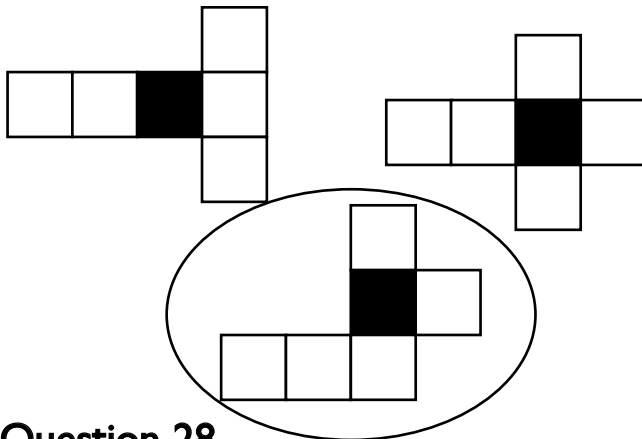
Question 11

–	6	13	9	4
19	13	6	10	15
14	8	1	5	10
17	11	4	8	13

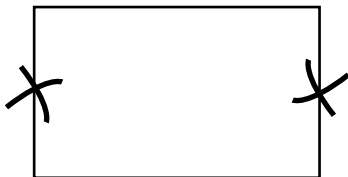
Question 29



Question 27



Question 28



Assess and Review – Part A

Duration: about 40 minutes

Resources

pencils
rulers

Objective	What to ask	Answer	Mark
1. Recognise and extend number sequences formed by counting from any number in steps of constant size, extending beyond zero when counting back	Continue the sequence: 3, 2, 1, 0, -1...	-2, -3, -4	1
2. Divide a whole number of pounds by 2 to give £.p	What is £9 divided by 2? Write your answer in pounds and pence	£4.50	1
3. Begin to know multiplication facts for the 6 times table	7 multiplied by 6?	42	1
4. Begin to know multiplication facts for the 8 times table	9 times 8?	72	1
5. Derive quickly division facts corresponding to the 4 times table	What is 32 divided by 4?	8	1
6. Multiply a whole number by 10	What is 485 multiplied by 10?	4850	1
7. Use closely related facts to multiply	What is 12 times 6?	72	1
8. Use all four operations to solve word problems involving numbers in 'real life', using one step	An insect has 6 legs. How many insects are there if Philippe has counted 30 legs?	5	1
9. Identify two simple fractions that total 1	Write two fractions that make a whole	Answers will vary, e.g. $\frac{1}{2}$ and $\frac{1}{2}$ $\frac{1}{4}$ and $\frac{3}{4}$	1
10. Understand decimal notation and place value for tenths and hundredths, and use it in context	Write the decimal fraction equivalent to four tenths	0.4	1

Part A Total: 10

Assess and Review – Part B

Objective	Instructions	Answer	Mark
1. Recognise and extend number sequences formed by counting from any number in steps of constant size	Continue the number sequence	81, 77, 73	1
2. Recognise and extend number sequences formed by counting from any number in steps of constant size, extending beyond zero when counting back	Continue the number sequence	-10, -15, -20	1
3. Solve mathematical problems or puzzles	Solve the puzzle	$53 - 7 = 46$	1
4. Divide a whole number of pounds by 4 to give £.p	Complete the calculation	£3.20 or 320p	1
5. Divide a whole number of pounds by 5 to give £.p	Complete the calculation	£4.07 or 407p	1
6. Know by heart multiplication facts for the 2, 3 and 5 times tables	Complete the table	see page 460	2*
7. Begin to know multiplication facts for the 6 times table	Complete the table	see page 460	2*
8. Begin to know multiplication facts for the 8 times table	Complete the table	see page 460	2*
9. Derive quickly division facts corresponding to the 4 times table	Complete the calculation	7	1
10. Derive quickly division facts corresponding to the 5 times table	Complete the calculation	9	1
11. Derive quickly division facts corresponding to the 10 times table	Complete the calculation	7	1
12. Derive quickly doubles of multiples of 10 to 500	Double 260	520	1
13. Derive quickly doubles of multiples of 10 to 500 and the corresponding halves	Halve 860	430	1
14. Multiply a whole number by 10	Complete the calculation	65 000	1
15. Divide a whole number by 10	Complete the calculation	426	1
16. Use closely related facts to multiply	Complete the calculation	143	1
17. Develop and refine written methods for TU × U	Complete the calculation	344	2*
18. Develop and refine written methods for TU × U	Complete the calculation	372	2*





Y4 Teacher's Notes

Spring Term, Second Half

Objective	Instructions	Answer	Mark
19. Use all four operations to solve word problems involving numbers in measures using two steps. Choose and use appropriate number operations and appropriate ways of calculating to solve problems	Solve the word problem	900	2*
20. Use all four operations to solve word problems involving numbers in money using two steps. Choose and use appropriate number operations and appropriate ways of calculating to solve problems	Solve the word problem	24p or £0.24	2*
21. Recognise the equivalence of simple fractions	Match the equivalent fractions	see page 460	2*
22. Identify two simple fractions with a total of 1	Complete the calculation	Answers will vary	1
23. Order simple fractions	Tick the fractions that are greater than one half	$\frac{3}{4}$, $\frac{5}{8}$, $\frac{2}{3}$	1
24. Understand decimal notation and place value for tenths and hundredths and use it in context	For each pair of weights tick the one that is the lighter	4.5 kg, 3.47 kg	1
25. Order amounts of money	Order the money, starting with the smallest amount	£2.59 £2.95 529p £5.92 925p	1
26. Convert a sum of money such as £13.25 to pence	How many pence altogether in £17.43?	1743 or 1743p	1
27. Convert a length such as 125 cm to metres	Complete the statement	1.25 metres	1
28. Order decimals with one decimal place	Order the decimal fractions, starting with the smallest	3.5, 4.2, 4.7, 5.2, 6.6	1
29. Solve a problem by collecting quickly, organising, representing and interpreting data in tables, charts, graphs and diagrams, for example: bar charts – intervals labelled in 10s	Complete the bar chart	see page 460	2*
30. Solve a problem by collecting quickly, organising, representing and interpreting data in tables, charts, graphs and diagrams, for example: bar charts - intervals labelled in 10s	Referring to the completed bar chart answer the following questions	see page 460	2*

What to do with the children who finish the test quickly:

- Referring to the border on Part A, tell the children that for each of the following questions they have to use each of the numbers only once and any of the four operations to make the total in star.

- a) 3, 6, 7, 20  b) 4, 5, 9, 15 
 c) 4, 9, 12, 30  d) 5, 8, 12, 16 

Part B Total: 40

Part A and B Total: 50

*(Teacher discretion)



Assess and Review – Part B

Answers:

Question 6

×	7	4	6	9
2	14	8	12	18
5	35	20	30	45
3	21	12	18	27

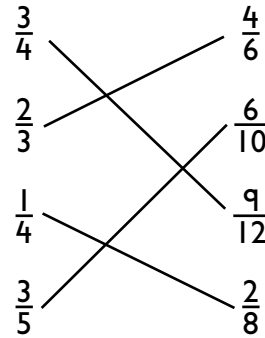
Question 7

×	6
7	42
6	36
9	54
4	24
8	48

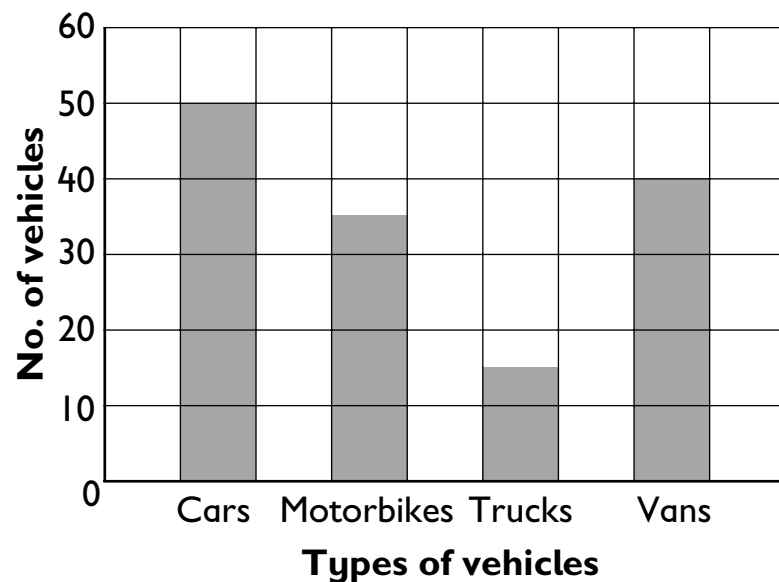
Question 8

×	8
5	40
9	72
3	24
7	56
8	64

Question 21



Question 29



Question 30

- a) 25
- b) 140
- c) 10
- d) cars. There are more cars on the road than any other vehicle.

Assess and Review – Part A

Name:

1.

2. 345 354

3.

4.

5.


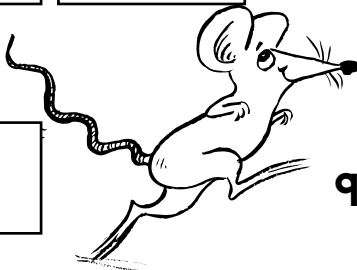

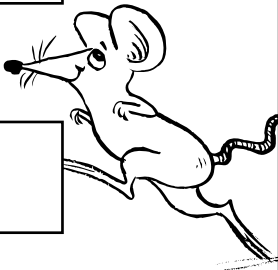
6.

7.

8.

9.

10.

Jottings

	Part A Total: <input type="text" value="10"/>
--	--

Y4

Spring Term, First Half

Assess and Review – Part B

Name: _____

1. Write the number **eight thousand two hundred and nine** in figures.

I

2. $607 \times 10 =$

I

3. $9000 \div 10 =$

I

4. Place these numbers in order starting with the smallest.

6840,

8064,

4690,

8646,

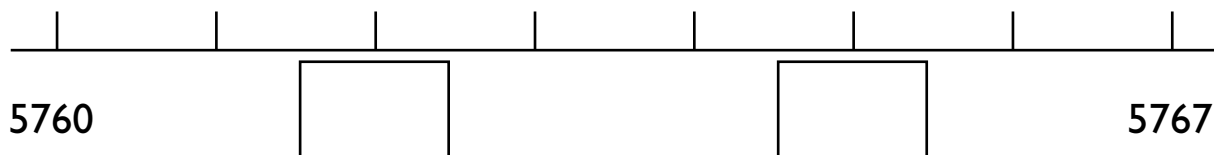
6480

5. Use the $<$, $>$ or $=$ to make this statement true.

56

47

6. Fill in the missing numbers.

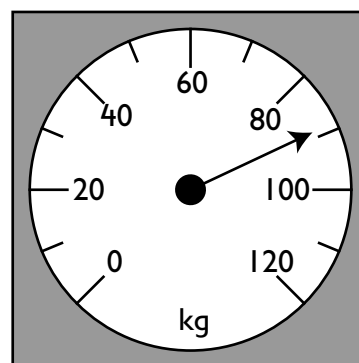


7. Round 784 to the nearest 10.

I

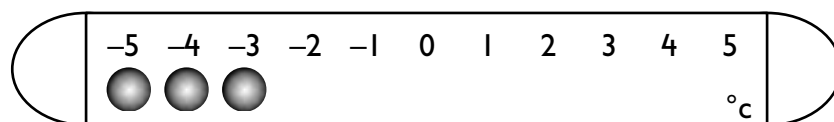
8. Roughly what measurement is shown on the scales?

I



9. What temperature does the thermometer show?

I



Y4

Spring Term, First Half

Name: _____

10. Complete the table. 2

+	9	5	7	12
7				
4				
8				

11. Complete the table. 2

-	6	13	9	4
19				
14				
17				

12. $37 + \square = 100$ 1

13. $450 + \square = 1000$ 1

14. $48 + 36 = \square$ 1

15. $85 - 57 = \square$ 1

16. $7 + 8 + 6 + 2 = \square$ 1

17. $50 + 80 + 60 = \square$ 1

18. $247 + 36 = \square$ 2

Jottings

\square 2

19. $682 + 54 =$

Jottings

20. $674 - 38 = \square$ 2

Jottings

21. $729 - 54 = \square$ 2

Jottings

22. $£5.73 + £2.85 = \square$ 2

Jottings

23. $£9.47 - £4.19 = \square$ 2

Jottings

Y4

Spring Term, First Half

Name: _____

24. A supermarket has 6 checkouts open. There are 4 people waiting at each checkout. If one person from three of the checkouts has just been served, how many people are still waiting?

 2

Jottings

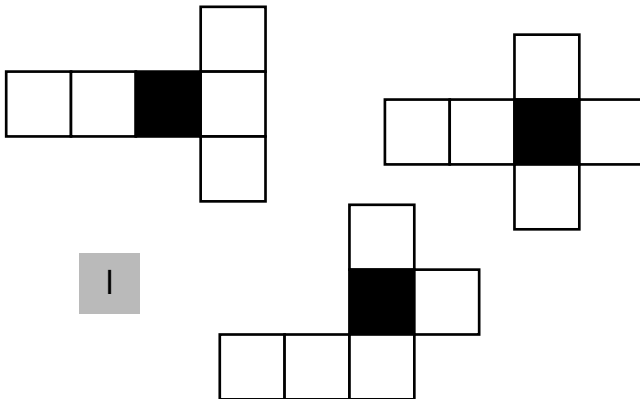
25. For lunch Jaypak buys a slice of pizza worth 55p, some chips at 60p and a drink for 36p. How much change will he receive from £2?

 2

Jottings

26. 2750 grams is the same as kilograms and grams. 1

27. Circle the 2D drawing that is not a net of a closed cube.



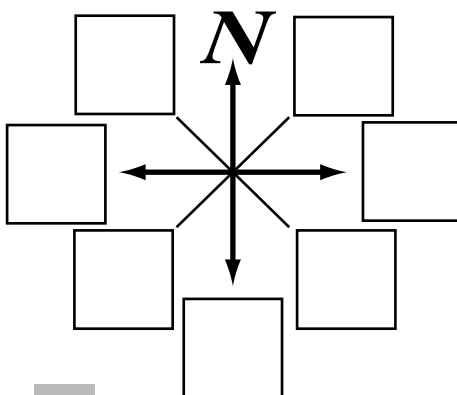
1

28. Place a cross on the two lines that are vertical to each other.



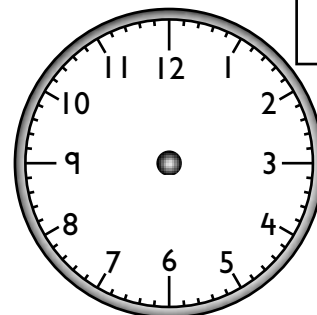
1

29. Complete the compass.



1

30. How many degrees does the minute hand travel from 12 o'clock to quarter past the hour?

 1
Part B Total: 40Part A and B Total: 50

Y4

Spring Term, Second Half

Assess and Review – Part A

Name: _____

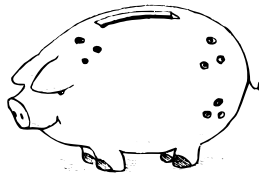
a)

d)

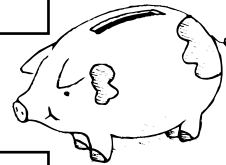
1.

6.

2.

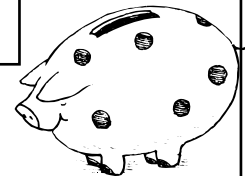


7.



3.

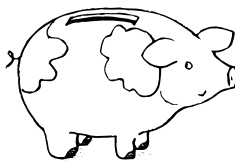
8.



4.

9.

5.



10.

b)

Jottings

c)

Part A Total:

10



Assess and Review – Part B

Name: _____

1. Continue the sequence.

1

97, 93, 89, 85,

--	--	--

2. Continue the sequence.

1

10, 5, 0, -5,

--	--	--

3. Choose three digits from the oval to make the statement true.

2, 3, 5, 7

		-		= 46
--	--	---	--	------

1

4. £12.80 ÷ 4 =

--

1

5. £20.35 ÷ 5 =

--

1

6. Complete the table.

2

×	7	4	6	9
2				
5				
3				

7. Complete the table.

2

× 6	
7	
6	
9	
4	
8	

8. Complete the table.

2

× 8	
5	
9	
3	
7	
8	

9. 28 ÷ 4 =

--

1

10. 45 ÷ 5 =

--

1

11. 70 ÷ 10 =

--

1

12. Double 260

--

1

13. Half of 860

--

1

14. 6500 × 10 =

--

1

15. 4260 ÷ 10 =

--

1

16. 13 × 11 =

--

1

Jottings

Y4

Spring Term, Second Half

Name: _____

17. $43 \times 8 =$

2

Jottings

18. $62 \times 6 =$

2

Jottings

19. Sarah bought a bag of 12 apples. Each apple weighed about 100 grams. On the way home Sarah and two of her friends ate one apple each, how many grams does the bag now weigh?

2

Jottings

20. At a school fair, Lauren bought a raffle ticket for 35p a toffee apple for 42p and a bag of sweets for 99p. How much change did she receive from £2?

2

Jottings

21. Match the equivalent fractions.

$\frac{3}{4}$

$\frac{4}{6}$

$\frac{2}{3}$

$\frac{6}{10}$

$\frac{1}{4}$

$\frac{9}{12}$

$\frac{3}{5}$

$\frac{2}{8}$

2

22. Write down two fractions with a total of 1.

1

23. Tick the fractions that are greater than one half.

$\frac{3}{4}$

$\frac{1}{3}$

$\frac{5}{8}$

$\frac{1}{7}$

$\frac{3}{10}$

$\frac{2}{3}$

1

24. For each pair of weights tick the one that is the lighter.

4.5 kg

5.5 kg

3.74 kg

3.47 kg

25. Order the money starting with the smallest amount.

529p

£2.59

925p

£2.95

£5.92

26. How many pence altogether in £17.43?

1

Y4

Spring Term, Second Half

Name: _____

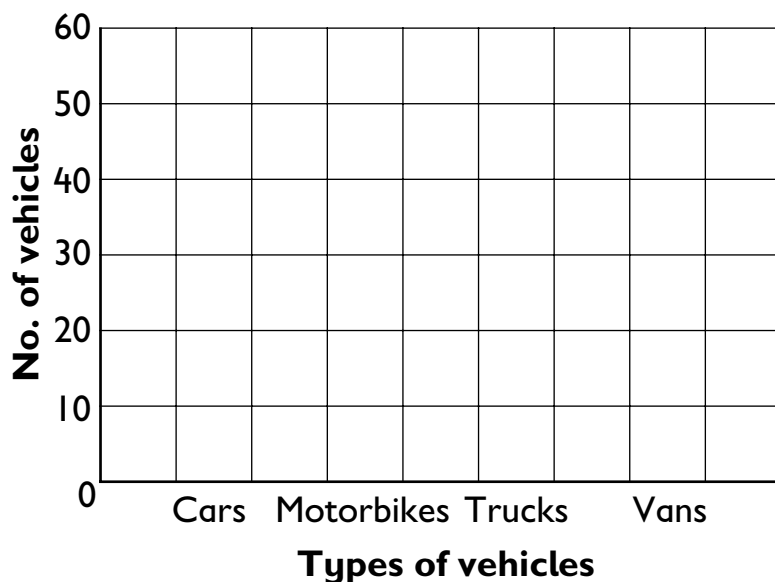
27. 125 centimetres = metres.

28. Order the decimal fractions starting with the smallest.

5.2	4.7	3.5	6.6	4.2
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

29. Use the information in the frequency table to complete the bar chart.

Number of vehicles visiting the petrol station in a morning	Frequency
Cars	50
Motorbikes	35
Trucks	15
Vans	40



30. Referring to the completed bar chart answer the following questions:

a) How many more vans than trucks visited the petrol station?

b) How many vehicles altogether visited the petrol station in the morning?

c) One quarter of the vans checked their tyres for air. How many vans is this?

d) Which type of vehicle visited the petrol station more than any other?

Why do you think this is so?

Part B Total: <input type="text"/>	<input type="text"/>	Part A and B Total: <input type="text"/>	<input type="text"/>
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Assess and Review – Part A

Duration: about 40 minutes

Resources

pencils

Objective	What to ask	Answer	Mark
1. Read and write whole numbers to at least 10 000 in figures and words	<i>Write the number five thousand and forty-two</i>	5042	1
2. Read and write whole numbers to at least 10 000 in figures and words and know what each digit represents	<i>What is the value of the 9 in four thousand, three hundred and twenty-nine?</i>	units or ones	1
3. Subtract 100 from any integer	<i>What is 548 subtract 100?</i>	448	1
4. Begin to multiply by 100	<i>Multiply 423 by 100</i>	42 300	1
5. Round any positive integer less than 1000 to the nearest 100	<i>Round 872 to the nearest 100</i>	900	1
6. Use known number facts and place value to add mentally, including any pair of two-digit whole numbers	<i>What is 46 add 37?</i>	83	1
7. Use known number facts and place value to add mentally, including any pair of two-digit whole numbers	<i>5673 plus 8?</i>	5681	1
8. Use known number facts and place value to subtract mentally	<i>Subtract 46 from 72</i>	26	1
9. Use known number facts and place value to subtract mentally	<i>468 minus 30?</i>	438	1
10. Choose and use appropriate number operations to solve problems	<i>I am going to tell you a word problem. I want you to put a circle around the calculation that will give you the answer to the problem. James lays the table with a knife, fork and 2 spoons for 8 people. How many pieces of cutlery does he need?</i>	8×4	1

Part A Total: 10



Assess and Review – Part B

Objective	Instructions	Answer	Mark
1. Read and write whole numbers to at least 10 000 in figures and words	Write the number 6023 in words	Six thousand and twenty-three	1
2. Read and write whole numbers to at least 10 000 in figures and words and know what each digit represents	Write the number in figures	1432	1
3. Add 1, 10, 100 or 1000 to any integer	Complete the table	see page 472	2*
4. Count back in thousands from any whole number up to 10 000	Continue the sequence	2402, 1402, 402	1
5. Begin to multiply by 100	Complete the table	see page 472	2*
6. Order a set of whole numbers less than 10 000	Order the numbers smallest to largest	5567, 5657, 5675, 5756, 6557	1
7. Round any positive integer less than 1000 to the nearest 10	Round each of these numbers to the nearest 10	410, 430	1
8. Round any positive integer less than 1000 to the nearest 100	Round each of these numbers to the nearest 100	600, 600	1
9. Read a variety of scales and dials to a suitable degree of accuracy	How much water is in the measuring cylinder?	370ml	1
10. Derive quickly all number pairs that total 100	Complete the calculation	47	1
11. Derive quickly all pairs of multiples of 50 with a total of 1000	Complete the calculation	250	1
12. Add the nearest multiple of 10 then adjust	Complete the calculation	93	1
13. Subtract the nearest multiple of 10 then adjust	Complete the calculation	21	1
14. Use known number facts and place value to add mentally	Complete the calculation	6517	1
15. Use known number facts and place value to add mentally	Complete the calculation	14	1
16. Use known number facts and place value to subtract mentally	Complete the calculation	900	1
17. Use known number facts and place value to subtract mentally	Complete the calculation	77	1
18. Develop and refine written methods for column addition of two whole numbers less than 1000	Complete the calculation	624	2*

Y4 Teacher's Notes

Summer Term, First Half

	Objective	Instructions	Answer	Mark
19.	Develop and refine written methods for column subtraction of two whole numbers less than 1000	Complete the calculation	365	2*
20.	Develop and refine written methods for addition of more than two such numbers	Complete the calculation	892	2*
21.	Develop and refine written methods for money calculations	Complete the calculation	£14.51 or 14.51	2*
22.	Develop and refine written methods for money calculations	Complete the calculation	£4.47 or 4.47	2*
23.	Use all four operations to solve word problems involving numbers in 'real life' using two steps. Choose and use appropriate number operations and appropriate ways of calculating to solve problems	Solve the word problem	79	2*
24.	Use all four operations to solve word problems involving numbers in money using two steps. Choose and use appropriate number operations and appropriate ways of calculating to solve problems	Solve the word problem	£12.65 or 12.65	2*
25.	Use all four operations to solve word problems involving numbers in measures using one step. Choose and use appropriate number operations and appropriate ways of calculating to solve problems	Solve the word problem	360g dried pasta, 500g pasta sauce	2*
26.	Suggest suitable units and measuring equipment to estimate and measure capacity	Would you expect a small bottle of lemonade to hold about 1250ml or 250ml?	250ml	1
27.	Sketch the reflection of a simple shape in a mirror line parallel to one side	Draw the reflection of this shape	see page 472	1
28.	Make and describe patterns involving translations	Continue the pattern	see page 472	1
29.	Begin to know that angles are measured in degrees	Complete the sentences	see page 472	1
30.	Begin to know that angles are measured in degrees	Tick the angles smaller than 45°	see page 472	1

Part B Total: 40**Part A and B Total: 50**

* (Teacher discretion)

What to do with the children who finish the test quickly:

➡ Referring to the border on Part A, ask the children to:

- write a different pair of numbers that total 100 in each square
- write a different pair of multiples of 50 with a total of 1000 in each circle



Y4

Summer Term, First Half

Assess and Review – Part B

Answers:

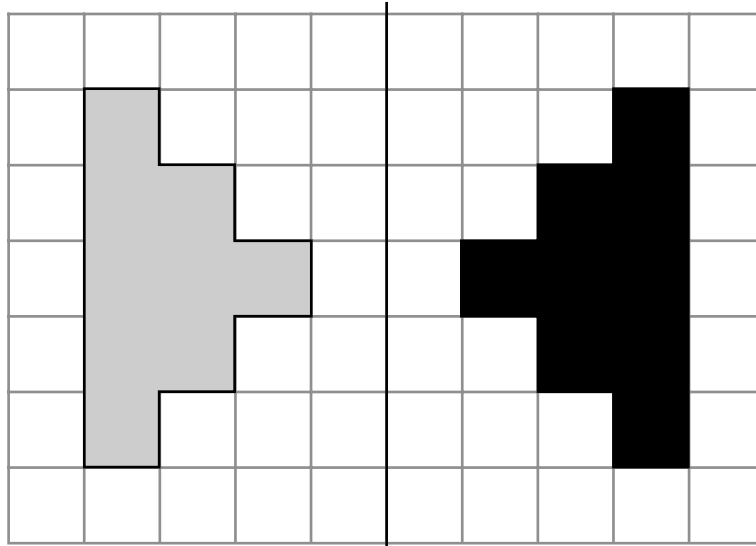
Question 3

	5110
-1	5109
-10	5100
-100	5010
-1000	4110

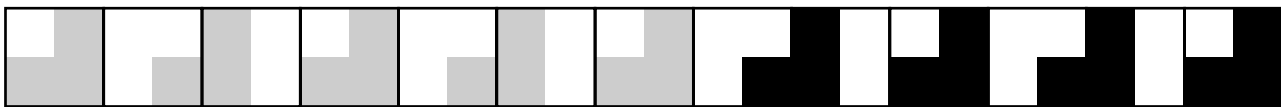
Question 5

	$\times 100$
84	8400
230	23 000
538	53 800
4	400

Question 27



Question 28



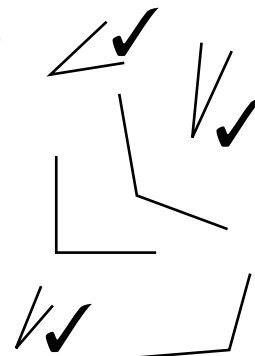
Question 29

One whole turn is 360°
or four right angles.

One right angle is a quarter turn
or 90°.

Half a right angle is 45°.

Question 30



Assess and Review – Part A

Duration: about 40 minutes

Resources

pencils

Objective	What to ask	Answer	Mark
1. Recognise and extend number sequences formed by counting from any number in steps of constant size, extending beyond zero when counting back	Continue the sequence: 10, 5, 0, -5, -10...	-15, -20, -25	1
2. Recognise multiples of 3 up to the tenth multiple	Circle the multiples of 3	9, 21, 30	1
3. Find remainders after division	What is the remainder if I divide 4 into 25?	1	1
4. Begin to know multiplication facts for the 7 times table	What is 7 times 7?	49	1
5. Begin to know multiplication facts for the 9 times table	What is 8 multiplied by 9?	72	1
6. Derive quickly doubles of multiples of 100 to 5000	Double 800	1600	1
7. Divide a whole number by 100	What is 7500 divided by 100?	75	1
8. Use known number facts and place value to multiply integers	Multiply 50 by 6.	300	1
9. Recognise the equivalence between the decimal and fraction forms of one half and one quarter and tenths	Write one quarter as a decimal fraction	0.25	1
10. Subtract any pair of two-digit numbers	53 minus 28?	25	1

Part A Total: 10

Assess and Review – Part B

Objective	Instructions	Answer	Mark
1. Recognise and extend number sequences formed by counting from any number in steps of constant size, extending beyond zero when counting back	<i>Continue the sequence</i>	0, -50, -100	1
2. Recognise multiples of 4 up to the tenth multiple	<i>Circle all the multiples of 4</i>	8, 16, 28, 36 circled	1
3. Solve mathematical problems or puzzles	<i>Solve the puzzle</i>	see page 476	1
4. Find remainders after division	<i>Complete the calculation</i>	3r1	1
5. Find remainders after division	<i>Complete the calculation</i>	15r3	1
6. Know by heart multiplication facts for the 3, 4 and 10 times tables	<i>Complete the table</i>	see page 476	2*
7. Begin to know multiplication facts for the 7 times table	<i>Complete the table</i>	see page 476	2*
8. Begin to know multiplication facts for the 9 times table	<i>Complete the table</i>	see page 476	2*
9. Derive quickly division facts corresponding to the 3 times table	<i>Complete the calculation</i>	9	1
10. Multiply whole numbers by 100	<i>Complete the calculation</i>	50 300	1
11. Divide whole numbers by 100	<i>Complete the calculation</i>	64	1
12. Multiply TU by U	<i>Complete the calculation</i>	448	1
13. Use known number facts and place value to multiply integers	<i>Complete the calculation</i>	300	1
14. Use known number facts and place value to multiply integers	<i>Complete the calculation</i>	3	1
15. Use known number facts and place value to divide integers	<i>Complete the calculation</i>	75	1
16. Use known number facts and place value to divide integers	<i>Complete the calculation</i>	130	1
17. Develop and refine written methods for $TU \div U$	<i>Complete the calculation</i>	26	2*
18. Develop and refine written methods for $TU \div U$	<i>Complete the calculation</i>	14	2*

Y4 Teacher's Notes

Summer Term, Second Half

Objective	Instructions	Answer	Mark
19. Use all four operations to solve word problems involving numbers in 'real life' using two steps. Choose and use appropriate number operations and appropriate ways of calculating to solve problems	Solve the word problems	a 14, b 4	2*
20. Use all four operations to solve word problems involving numbers in money using two steps. Choose and use appropriate number operations and appropriate ways of calculating to solve problems	Solve the word problem	£280	2*
21. Begin to use ideas of simple proportion	Complete the table	see page 476	1
22. Recognise the equivalence between the decimal and fraction forms of one half and one quarter and tenths such as 0.3	Match the fraction to its equivalent decimal	see page 476	
23. Develop and refine written methods for column addition of two whole numbers less than 1000	Complete the calculation	721	1
24. Develop and refine written methods for column subtraction of two whole numbers less than 1000	Complete the calculation	147	1
25. Develop and refine written methods for addition of more than two such numbers	Complete the calculation	785	1
26. Develop and refine written methods for money calculations	Complete the calculation	£13.41 or 13.41	1
27. Develop and refine written methods for money calculations	Complete the calculation	£2.26 or 2.26	1
28. Read simple timetables and use a calendar	Look at the calendar and answer the following questions	see page 476	2*
29. Use all four operations to solve word problems involving numbers in measures using one step. Choose and use appropriate number operations and appropriate ways of calculating to solve problems	Solve the word problem	8.50 am or 10 minutes to 9	2*
30. Solve a problem by collecting quickly, organising, representing and interpreting data in tables, charts, graphs and diagrams, for example: Venn and Carroll diagrams	Present the information contained in this Venn diagram in the Carroll diagram	see page 476	2*

Part B Total: 40

What to do with the children who finish the test quickly:

- Referring to the border on Part A, ask the children to create a different number sequence in each of the rectangles. Tell the children that at least two of the number sequences should extend beyond zero when counting back

Part A and B Total: 50

*(Teacher discretion)



Y4

Summer Term, Second Half

Assess and Review – Part B

Answers:

Question 3

$(7 \times 3) + 9 - 5 = 25$
other solutions are possible

Question 6

×	5	8	10	7
3	15	24	30	21
10	50	80	100	70
4	20	32	40	28

Question 7

×	7
9	63
7	49
2	14
8	56
5	35

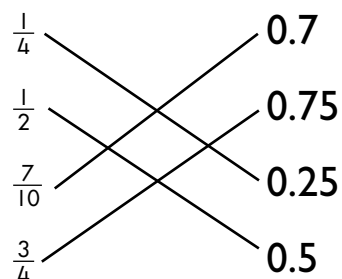
Question 8

×	9
4	36
3	27
5	45
8	72
6	54

Question 21

3	7	5	4	8	10	2	6
9	21	15	12	24	30	6	18

Question 22



Question 28

- a) Friday
- b) 23rd
- c) 4
- d) 21

Question 30

	Even numbers	Odd numbers
Numbers that have 4 tens	40 42 44 46 48	43 47
Numbers that do not have 4 tens	32 38 50 56	33 35 37 53 57 59

Y4

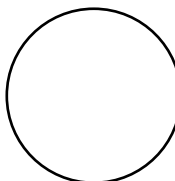

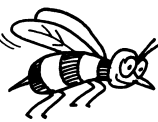

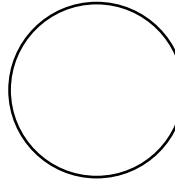
Summer Term, First Half

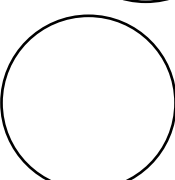


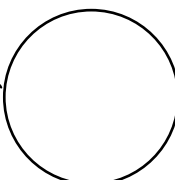
Assess and Review – Part A


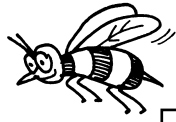
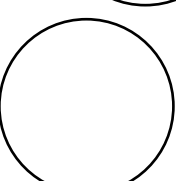
Name: _____

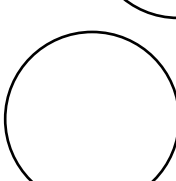

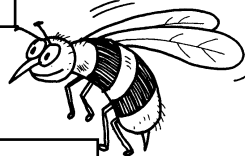
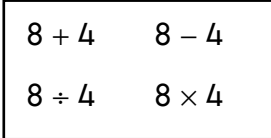

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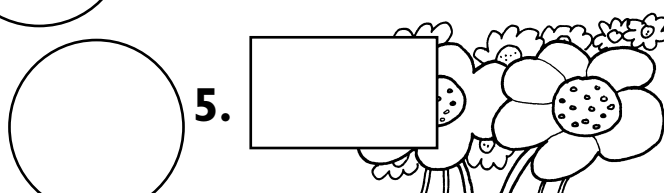
	1. 		6. 	
---	--	---	---	---

	2. 		7. 	
---	--	---	---	---

	3. 		8. 	
--	--	--	---	--



	4. 		9. 	
---	--	---	---	---

	5. 		10. 	
---	--	---	--	---



$8 + 4$	$8 - 4$
$8 \div 4$	8×4

Jottings

						Part A Total: 	
--	--	--	--	--	--	---	---

Assess and Review – Part B

Name: _____

- 1 Write the number 6023 in words.

1

- 2 Write the number in figures.

1

What's the number?

four hundreds

two units

three tens

one thousand

3. Complete the table.

2

	5110
–1	
–10	
–100	
–1000	

4. Continue the sequence.

1

6402, 5402, 4402, 3402, ,

5. Complete the table.

2

	$\times 100$
84	
230	
538	
4	

6. Order the following numbers smallest to largest.

1

5657

6557

5756

5567

5675

7. Round each of these numbers to the nearest 10.

1

408

432

8. Round each of these numbers to the nearest 100.

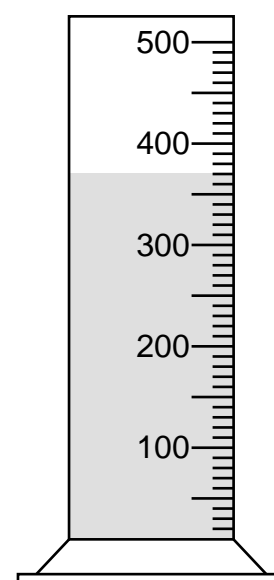
1

571

645

9. How much water is in the measuring cylinder?

1



Y4

Summer Term, First Half

Name: _____

10. $53 + \square = 100$ 1

11. $750 + \square = 1000$ 1

12. $64 + 29 = \square$ 1

13. $72 - 51 = \square$ 1

14. $6000 + 517 = \square$ 1

15. $386 + \square = 400$ 1

16. $1300 - 400 = \square$ 1

17. $\square - 40 = 37$ 1

18. $428 + 196 = \square$ 2

Jottings

19. $643 - 278 = \square$ 2

Jottings

20. $352 + 423 + 117 = \square$ 2

Jottings

21. $£4.87 + £9.64 = \square$ 2

Jottings

22. $£7.34 - £2.87 = \square$ 2

Jottings

23. 21 people are waiting for a train. When it arrives there are already 76 people on the train. Of those, 18 get off. If the 21 people all get on the train, how many passengers are there altogether? \square 2

Jottings

Y4

Summer Term, First Half

Name: _____

- 24.** At the florist Toni bought a bouquet costing £7.45 and two bunches of tulips costing £2.60 each. How much money did she spend altogether?

2

Jottings

- 25.** A pasta recipe required 90g of dried pasta for each person and 125g of pasta sauce per person. How much dried pasta and pasta sauce is needed to feed 4 people?

2

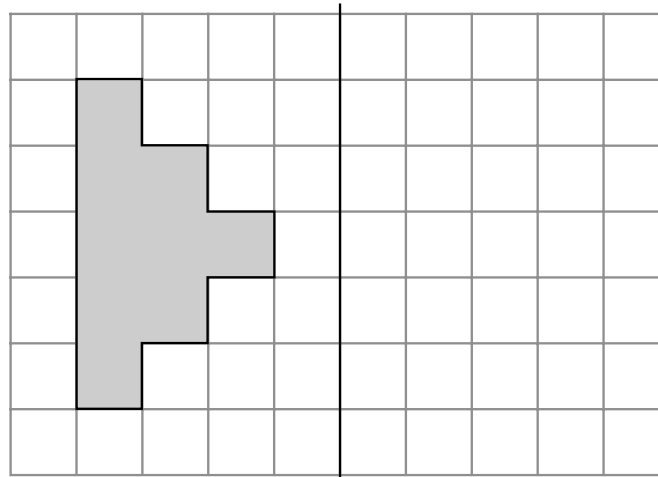
Jottings

- 26.** Would you expect a small bottle of lemonade to hold about 1250ml or 250ml?

1

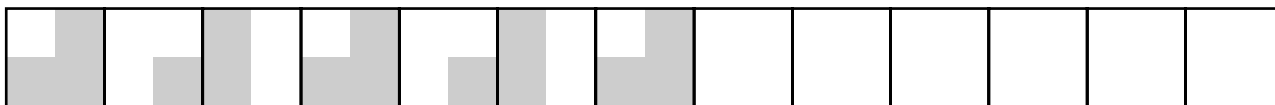
- 27.** Draw the reflection of this shape.

1



- 28.** Continue the pattern.

1



- 29.** Complete the sentences.

1

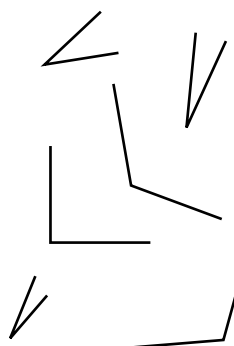
One whole turn is _____°
or four _____ angles.

One right angle is a _____ turn
or _____°.

Half a right angle is _____°.

- 30.** Tick the angles smaller than 45°.

1



Part B Total:

40

Part A and
B Total:

50

Y4

Summer Term, Second Half

Assess and Review – Part A

Name: _____

1.

6.



2.

9	13	21
23	28	30

7.

3.

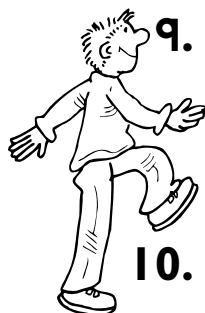


8.



4.

9.



5.

10.



Jottings

Part A Total:

10



Y4

Summer Term, Second Half

Assess and Review – Part B

Name: _____

1. Continue the sequence. 1

200, 150, 100, 50, ,,

2. Circle all the multiples of 4 1

7	8	11	16
18	28	33	36

3. Solve the puzzle. 1

Using all the digits 3, 5, 7 and 9, and any of the four operations make a total of 25.

4. $31 \div 10 =$ r 1

5. $78 \div 5 =$ r 1

6. Complete the table. 2

\times	5	8	10	7
3				
10				
4				

7. Complete the table. 2

$\times 7$	
9	
7	
2	
8	
5	

8. Complete the table. 2

$\times 9$	
4	
3	
5	
8	
6	

9. $27 \div 3 =$ 1

10. $503 \times 100 =$ 1

11. $6400 \div 100 =$ 1

12. $56 \times 8 =$ 2

Jottings

13. $50 \times 6 =$ 1

14. $18 \times$ $= 54$ 1

15. $150 \div 2 =$ 1

16. $\div 2 = 65$ 1

Y4

Summer Term, Second Half

Name: _____

17. $78 \div 3 = \square$ 2

Jottings

18. $56 \div 4 = \square$ 2

Jottings

19. Party invitation cards come in packs of 6. 2

a) How many packs do Mr and Mrs Herne need if they are going to invite 80 people to their anniversary party? \square b) How many cards will they have left over? \square

Jottings

20. For their party it is going to cost Mr and Mrs Herne £3.50 per person. If there are 80 people at the party how much will they have to pay altogether? \square 1

Jottings

21. Complete the table. 1

3	7	5	4	8	10	2	6
9	21	15	12				

22. Match the fraction with its equivalent decimal. 1

$\frac{1}{4}$ 0.7

$\frac{1}{2}$ 0.75

$\frac{7}{10}$ 0.25

$\frac{3}{4}$ 0.5

23. $438 + 283 = \square$ 1

Jottings

24. $326 - 179 = \square$ 1

Jottings

25. $386 + 243 + 156 = \square$ 1

Jottings

26. $£7.46 + £5.95 = \square$ 1

Jottings

Y4

Summer Term, Second Half

Name: _____

27. £6.04 – £3.78 =

Jottings

28. Look at the calendar and answer the following questions:

- a) Which day of the week is the 24th of March? _____
- b) What is the date of the fourth Thursday in March? _____
- c) How many Tuesdays are there in March? _____
- d) How many days are there from March 7th until March 28th? _____ 2

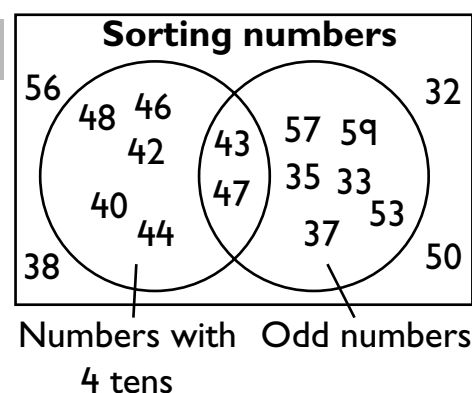
MARCH						
M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

29. James leaves for school at 8.15 am. It takes him $\frac{1}{2}$ hour to walk straight to school. However, he often stops off at the shop to buy a drink. This generally takes him about 5 minutes. At what times does he usually arrive at school? 2

Jottings

30. Present the information contained in this Venn diagram in the Carroll Diagram. 2

	Even numbers	Odd numbers
Numbers that have 4 tens		
Numbers that do not have 4 tens		



Part B Total: 40

Part A and B Total: 50