



Hinchingbrooke School

Inspiring excellence Fulfilling potential



Hinchingbrooke Transition

Year 6 Get Ahead Booklet

Summer 2017



Hello!

On behalf of the Year 7 team, welcome to Hinchingsbrooke School! We hope you will enjoy your time here and that you are ready to take advantage of all that our school has to offer.

The more you put in to life at Hinchingsbrooke, the more you will get back from it. We want you to feel ready and prepared for secondary school life and as part of this, we would like you to complete a few tasks between now and September.

These tasks will help you to prepare for some of your new lessons and introduce you to some of the topics you will be studying.

Your teachers for English, Maths, Science, History and Geography will ask to see this work in your first week and you will stick it in to your new exercise books so please complete all work on paper and keep it safe until September. You can produce work by hand or do it on a computer and print it out.

If you have any questions about the tasks you can email lowerschool@hinchbk.cambs.sch.uk or alternatively ask any of our teachers when they come to visit. You will also meet some teachers on Taster Day so could ask questions then too.

To help us to get to know you better, we would also like you to complete a couple more tasks over the summer holidays, which you will need to bring with you on your first day in September:

“All About Me Capsule”

On your first day in September bring a shoebox or equivalent with your name and form group written clearly on it. Inside place a few things that tell people about you. You could also decorate the box if you wish. Please make sure you do not place anything valuable in the box or anything that you do not wish to risk being lost or damaged.

We will be using these boxes as part of a form time activity and House Points will be awarded for the best boxes



“Best of Me” folder

Compile a folder or set of sheets with an example of your best work including a creative subject. This can be work produced for these get Ahead tasks or may be something you produced in Year 6. During your first lessons in each of your new subjects your teacher will ask you to stick this work in your exercise book or portfolio. Your teacher can then look at this work to give them an idea of what you are capable of.

Again, if you have any questions you can speak to your Form Tutor or any of the Lower School team on Taster Day.

English

These tasks will help to prepare you for your Year 7 English by focusing on reading and writing skills you will use in lessons

Summer Reading Challenge

Read at least 3 books from the following:

- A book you own but haven't read
- A book that was made into a movie
- A book you pick solely for the cover
- A book your friend loves
- A book with a colour in the title
- A book you loved...read it again
- A book based on a true story
- A book with a Lion, Witch or Wardrobe
- A book by an author you have read before
- A book published this year
- A book of poems
- A book that is more than 10 years old
- A book "everyone" but you has read
- A Diary
- A book with a cat on the cover
- A book your parents read when they were your age
- A book that is first in a series
- A book that takes place in another country
- A book with someone's name in the title
- A book that you think looks boring

Writing

Complete at least one of the following tasks:

- Write a **review** of one of the books you have read for the Reading Challenge
- Keep a **diary** for a week
- Creative Writing. Write either:

An **acrostic poem** OR

A **short story** (no more than 1 side of A4)

Your poem or story should be entitled either '**LEAVING**' or '**NEW BEGINNINGS**'

What will I study in Year 7 English?

	Term 1		Term 2		Term 3	
Year 7	Myths/ Legends & Beowulf Writing task: Create your own myth 	The Arthurian Legend Writing task: Screenplay for new Merlin episode 	Shakespearean Comedy Reading task: 'How he made them laugh'. How does Shakespeare create humour in his comedies? 	The Romantics Reading task: 'From Daffodils to the Guillotine': the Romantic Poets and the French Revolution 	Victorian Monsters 1. Writing task: HBK Horror! Create and describe your own Gothic ghoul  2. Speaking task (role play): Interview with Jekyll to show his split personality	Sherlock Holmes Writing task: Continuing Conan! Write a Sherlock style narrative in the style of Arthur Conan Doyle 

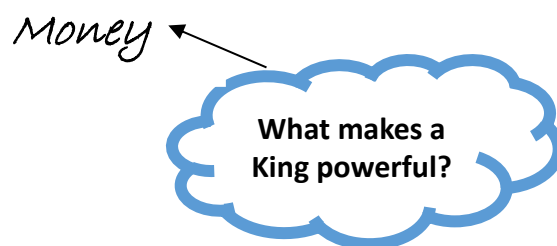
History

King Canute

In 1016, the Danish (or Viking) King Sweyn died and his son Canute became King. Canute became king of England, Denmark, Norway and southern Sweden. Canute brought peace and prosperity to England. He supplied a firm, fair government and maintained an army. Canute said: "I have vowed to God to govern my kingdoms with equity and to act fairly in all things". Although he was a Dane (a Viking), Canute tried to please the English people he was ruling and did everything he could to bring the English people and the Danes together in harmony. He even chose Englishmen for the Church and for his court. Two of his sons succeeded him as kings in 1035 and 1042: Harold I, known as Harefoot, and Harthacanute.

Using your own research and the information above, complete the following tasks:

1. Add as many different points as you can to the spider diagram below. One has been done for you.



2. Using information from the paragraph above, write an answer to the following question.

"Why was King Canute powerful?" (You can use the sentences below if you get stuck)

King Canute was a powerful ruler.

For example he...

This made him powerful because...

He also ...

This gave him power because...

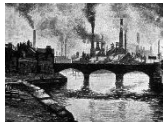
3. Using books or the web, research and explain one interesting fact about King Canute.

I found out that...

WANT TO IMPRESS?

You could begin by visiting this website (<http://www.historyextra.com/article/bbc-history-magazine/8-things-you-probably-didn%E2%80%99t-know-about-king-cnut-viking>) and could display your fact creatively as a poster!

What will I study in Year 7 History?

Year 7	Term 1		Term 2		Term 3	
	Norman Conquest 	Medieval Middleswell 	Wars of the Roses 	The Tudors 	Civil War and Revolution 	Industrial Revolution 

If you would like to find out more about History at Hinchingbrooke, please use the link below to access our department website.

<http://www.hinchingbrookeschool.co.uk/history/year7and8%20history.htm>

Geography

These tasks will help to prepare you for your Year 7 Geography lessons by focusing on knowledge and skills you will use in lessons.

Task: Mapping the location of volcanoes.

You should complete this task on one piece of A4 plain paper. You could complete this work on the computer, but it is not essential! To see an example of this work, use the link at the bottom of this page.

1. Add a title to your work: Mapping the location of volcanoes.
2. Add a world map to your work.
3. Find out where the following volcanoes are located and put a dot to show their location on your world map: Mount St Helens, Mount Vesuvius, Mount Etna, Mount Pinatubo, Eyjafjallajökull, Nevado del Ruiz, Soufrière Hills, Popocatépetl, Cotopaxi and Mount Nyiragongo.
4. Around the edge of your map, add a 'fact file' box for each volcano. Each box should include;
 - The **name** of the volcano
 - Which **continent** it is in
 - Which **country** it is in
 - The last time it **erupted**
5. Add an arrow to connect the dot on the map to the volcano's fact file box.

Taking it further...

For an extra level of challenge, you **could** complete research about the Yellowstone supervolcano and answer the questions below;

1. Where is the Yellowstone supervolcano located?
2. How does a supervolcano look different to a normal volcano?
3. How often do supervolcanoes (e.g. Yellowstone supervolcano) erupt?
4. What would be the likely effects if a supervolcano erupted?

What will I study in Year 7 Geography?

Year 7	Term 1		Term 2		Term 3	
	Earthquakes and Volcanoes 	Japan 	Energy and Sustainability 	Brazil 	Geographical Skills 	Coasts and Tourism 

If you need any help with this work, or would like to find out more about Geography at Hinchingbrooke, please use the link below to access our department website. There is a specific page for Year 6 Transition Work.

<http://www.hinchingbrookeschool.co.uk/geography/geography.html>

Science



If you wanted to build a Lego house, you would use lots of different pieces: roof tiles, doors, window and plain bricks. When you put them together you can make something amazing!

Living animals and plants are just like Lego houses; they are made of lots of smaller pieces which, when put together, make something amazing. But what are living things made of?



They are made of cells!



These are human cheek cells – you will get to see these under the microscope when you come to Hinchingbrooke in Year 7.

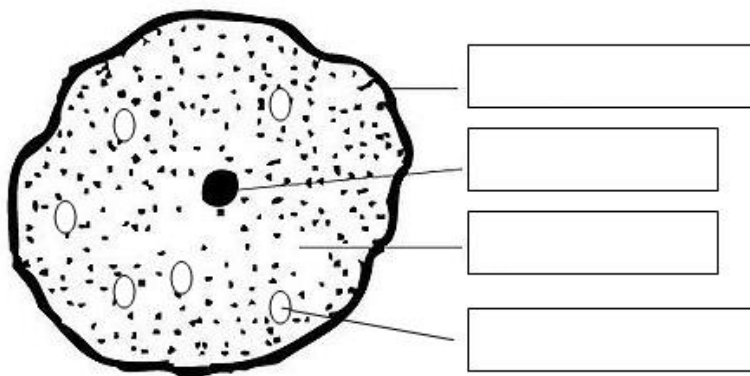
Find out more about animal cells.

You are made of cells, so you are going to find out why they are so important. Below are three tasks: bronze, silver and gold. Everyone needs to do the bronze task. You can then choose to move onto silver, or to complete all three tasks. If you complete the gold task, take a picture of your work and e-mail it to me: eco@hinchbk.cambs.sch.uk. The best will win a small prize when you start in Year 7.

Bronze task:

Label the diagram of the animal cell.

Animal cell



Nucleus

cell membrane

cytoplasm

mitochondria

Silver task:

Research what each of these four things do. Be careful not to make your answer too complicated; use KS2 or KS3 websites.

Part of the cell	What it does
Nucleus	
Cell membrane	
Cytoplasm	
Mitochondria	

Gold task:

Make a 3-D model of an animal cell and label the four parts you have investigated above.

Maths

The focus of the following tasks is to further embed your numeracy skills and to help you develop your problem solving skills and resilience. We want our students at Hinchingsbrooke to not only be able to 'do the maths' but to now start building on figuring out **what maths** the question wants them to do.

Numeracy is the foundation of all maths and is effectively your passport to the world! Solid numeracy skills will enable you to access any problem solving type questions as once you have figured out what maths the question wants you to do you can then use and apply your numeracy skills to solve the problem.

These tasks will also build on your resilience. You might not get the answer correct first time, it might not be obvious to you what maths, method or approach you should use. But **you must not give up!** Try different strategies; for example get a friend or someone at home to check your work.

Once you believe that you have either got the correct answer or you have tried more than two strategies or approaches, click on the 'Youtube' link to watch a video showing you what the correct answer is and a suggested approach.

You are not expected to try every single question but we would strongly recommend choosing **at least three numeracy skills to work on and then **three problem solving questions** to work on. If you want a challenge then please have a go at completing six problem solving questions.**

Good luck and enjoy it!

Numeracy Skills	Problem - Solving Questions
BIDMAS	Use each number once
Column Method	Money problems
Long Multiplication	Working backwards
Division	Algebra and unknowns
Place Value	Proportion and ratio
Multiply by 10, 100, 1000	Problem solving (general)
Fractions, decimals and percentage equivalence	Explanation through the use of a counter example

Y6 SATs

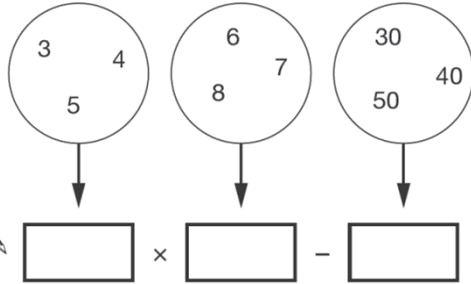
BIDMAS

Help Code : 001

BOOSTER

RECOMMENDED! - mental maths TES resource
Interactive + Self-Marking [CLICK HERE](#)

2 Write one number from each circle to make this calculation correct.



2011A KS2 Q2

12

Write the correct sign $>$, $<$ or $=$ in each of the following.



$(10 + 5) - 9$ $\square$ $(10 + 9) - 5$

$3 \times (4 + 5)$ $\square$ $(3 \times 4) + 5$

$(10 \times 4) \div 2$ $\square$ $10 \times (4 \div 2)$



2005A KS2 Q12

B (ackets)

Indices ² ³

Divide $\div$

Multiply $\times$

Add $+$

Subtract $-$

**If it's
higher on
the list it
MUST be
done
first !**

14

Here are five number cards.

2010A KS2 Q14



$\frac{1}{2}$

$1\frac{1}{2}$

2

$2\frac{1}{2}$

$3\frac{1}{2}$

Use **three** of the number cards to make this calculation correct.

$(\square + \square) \times \square = 10$

21

Calculate $900 \div (45 \times 4)$



2004A KS2 Q21

1

Write in the missing numbers.



$45 + \square = 110$

$(4 \times 5) - \square = 12$

$60 \times 3 = \square$



2001A KS2 Q1

BIDMAS PRACTICE...

- | | | | |
|-------------------------------|-----------------------------|-----------------------------|----------------------------------|
| 1). $7 + 6 \times 2$ | 2). $5 \times 3 + 4$ | 3). $9 \div 3 + 5$ | 4). $7 - 10 \div 2$ |
| 5). $7 + 12 \div 4$ | 6). $21 \div 7 - 2$ | 7). $12 - 42 \div 6$ | 8). $14 + 30 \div 5$ |
| 9). $19 - 15 \div 3$ | 10). $12 + 18 \div 6$ | 11). $(3 + 5) \times 2$ | 12). $12 \div (7 - 3)$ |
| 13). $15 \times (9 - 7)$ | 14). $(16 - 13) \div 3$ | 15). $(11 + 9) \div 4$ | 16). $7 + 24 \div 6$ |
| 17). $22 - 6 \times 3$ | 18). $4 \times 5 - 12$ | 19). $40 \div (12 - 4)$ | 20). $(24 - 9) \div 3$ |
| 21). $4 + 3^2$ | 22). $17 - 4^2$ | 23). $10 - 2^3$ | 24). $7 + 5^2$ |
| 25). $(3 + 2)^2$ | 26). $(14 \div 2)^2$ | 27). $(6 - 2)^2$ | 28). $6 - 2^2$ |
| 29). $(2 \times 4)^2$ | 30). $10 + 7^2$ | 31). $3^3 - 7$ | 32). $7^2 - 20$ |
| 33). 3×4^2 | 34). $20 \div 2^2$ | 35). $36 - 3^2$ | 36). $(16 \div 8)^2$ |
| 37). $6^2 \div 4$ | 38). $(4 + 6)^3$ | 39). $4^3 \div 8$ | 40). 4×5^2 |
| 41). $6 + 12 \div 4 - 2$ | 42). $(3 + 9) \div (2 + 1)$ | 43). $6 + 4 \div 2 + 3^2$ | 44). $(6 + 2)^2 - 1$ |
| 45). $30 \div (4 \div 2) + 3$ | 46). $5 \times (2 + 3) - 4$ | 47). $36 \div (6 \div 2)^2$ | 48). $(8 \div 4) \times 3 - 2^2$ |

e.g.

Q48

$$\underline{(8 \div 4)} \times 3 - 2^2$$

do brackets first

$$2 \times 3 - \underline{2^2}$$

do indices next

$$\underline{2} \times 3 - 4$$

do multiply next

$$6 - 4$$

do subtract last

2

FINAL ANSWER = 2

Y6 SATs

Answers below

41). 7	33). 48	25). 25	17). 4	9). 14	1). 19	42). 4	34). 5	26). 49	18). 8	10). 15	2). 19	43). 17	35). 27	27). 16	19). 5	11). 16	3). 8	44). 63	36). 4	28). 2	20). 5	12). 3	4). 2	45). 18	37). 9	29). 64	21). 13	13). 30	5). 10	46). 21	38). 1000	30). 59	22). 1	14). 1	6). 1	47). 4	39). 8	31). 20	23). 2	15). 5	7). 5	48). 2	40). 100	32). 29	24). 32	16). 11	8). 20
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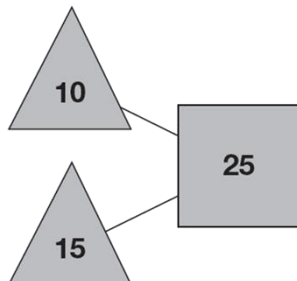
Y6 SATs

Column Methods Add & Subtract

Help Code : 002

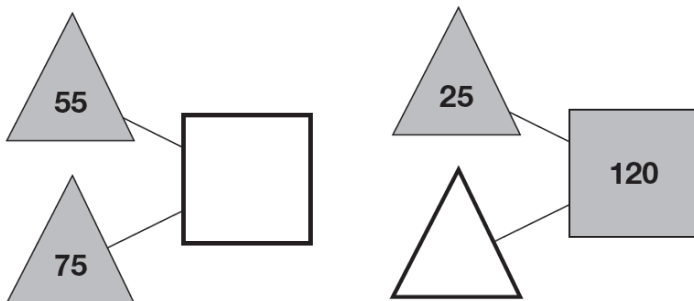
RECOMMENDED! - mental maths TES resource
Interactive + Self-Marking [CLICK HERE](#)

1 The numbers in the two triangles add up to the number in the square.



2013A KS2 Q1

Using the **same** rule, write in the missing numbers.



3 Circle the number that is closest to 300



338 3030 288 313 130

12 These are the prices of cheese in a shop.



Cheddar cheese
82p for 100 grams

Edam cheese
66p for 100 grams

Cottage cheese
45p for 100 grams

Mina buys **200g** of Cheddar cheese and **150g** of Edam cheese.

How much does she pay altogether?

Show
your
working



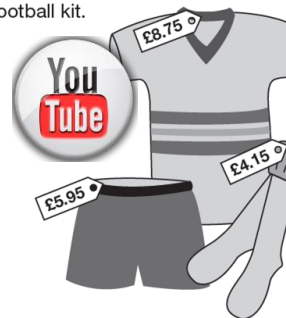
2012A KS2 Q12

£

BOOSTER

8 The table shows the cost of a new football kit.

Item	Cost
Shirt	£8.75
Shorts (1 pair)	£5.95
Socks (1 pair)	£4.15



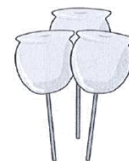
Altogether, how much does the complete football kit cost?

2013A KS2 Q8

£

4 Kirsty, Seb and Mina made toffee apples to sell at the school fair.

They made **80** toffee apples altogether.



Kirsty sold **12** toffee apples.

Seb sold **25** toffee apples.

Mina sold **17** toffee apples.

2012A KS2 Q4

How many toffee apples were left?

Show
your
working



7 Calculate **507 - 291**



2012A KS2 Q7

6

Joe has a box of 72 chocolates.

2011A KS2 Q6



He gives 18 of the chocolates to his friends.

How many chocolates are left in the box?



Holly has a box of mints.

She has 10 friends.

She gives them 5 mints each.

She has 13 mints left.



How many mints were in the box at the start?





4 Liam, Sarah and Amy buy lunch at a salad bar.

2010A KS2 Q4

salad bar

Salads		Desserts	
cheese	£1.20	banana	25p
egg	90p	apple pie	50p
tuna	£1.60	yogurt	35p

Liam has £2.50 to spend.

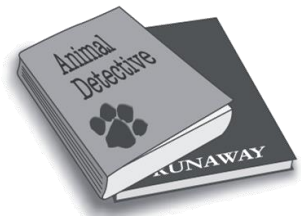
He buys a tuna salad and an apple pie.

How much money has he got left?

 p

12

2011A KS2 Q12



Dev and Joe each buy a book.

Dev pays with a £5 note and gets £1.05 change.

Joe's book costs £7

How much **more** does Joe's book cost than Dev's book?Show
your
working£

Amy chooses two of these cards.

11

23

33

43

2

She adds the numbers on her two cards together.
She rounds the result to the nearest 10

Her answer is 60

2010A KS2 Q2

Which two cards did Amy choose?



and

Sarah buys a cheese salad and a yogurt.

Amy buys an egg salad.

How much **more** does Sarah pay than Amy?Show
your **working**.
You may get
a mark.

Y6 SATs

Long Multiplication BOOSTER

Help Code : 011

RECOMMENDED! - mental maths TES resource
Interactive + Self-Marking [CLICK HERE](#)



Kirsty sold her 12 toffee apples for 50p each.

2012A KS2 Q4

How much money did she collect?



Calculate 560×28



2012A KS2 Q18

Show
your
working



Calculate 509×24

2001A KS2 Q18

Show
your **working**.
You may get
a mark.



Calculate 602×57

2009A KS2 Q19



Show
your **working**.
You may get
a mark.



Calculate 143×37

2005A KS2 Q20



Show
your **working**.
You may get
a mark.



Calculate 417×20



2002A KS2 Q14

Y6 SATs

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YouTube

Calculate $816 \div 24$

2013A KS2 Q19

Show
your
working

YouTube

Calculate $144 \div 6$

2012A KS2 Q14



YouTube

Calculate $544 \div 32$

2011A KS2 Q21

Show
your
working

YouTube

Calculate $364 \div 7$

2008A KS2 Q13



YouTube

Calculate $56 \div 4$

2005A KS2 Q5



Division

Help Code : 004

BOOSTER

YouTube

These are the prices of cheese in a shop.

2012A KS2 Q12b



Cheddar cheese
82p for 100 grams

Edam cheese
66p for 100 grams

Cottage cheese
45p for 100 grams

Seb buys some cottage cheese for £1.35

How many grams of cottage cheese does he get?

 g

YouTube

Write the missing number to make this calculation correct.



$11 \times \square = 1111$

2010A KS2 Q23

YouTube

Calculate $48 \div 3$



2009A KS2 Q7

YouTube

Calculate $504 \div 21$

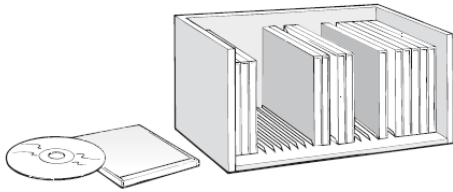
Show
your **working**.
You may get
a mark.

2007A KS2 Q20



Here is a CD rack.

2006A KS2 Q4



One rack holds **25** CDs.

David has **83** CDs.

How many racks does he need to hold **all** his CDs?



Calculate $848 \div 16$

2006A KS2 Q22

Show your **working**.
You may get a mark.



Calculate $900 \div (45 \times 4)$

2004A KS2 Q21



2004A KS2 Q6



Alan has **45** beans.

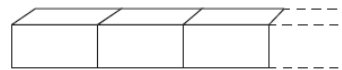
He plants **3** beans in each of his pots.

How many pots does he need?

pots

Each brick is 12cm long.

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



How many bricks does he use?



A packet contains **1.5 kilograms** of guinea pig food.

Remi feeds her guinea pig **30 grams** of food each day.

2003A KS2 Q19



How many days does the packet of food last?

Show your **working**.
You may get a mark.

days

22

Calculate $924 \div 22$

2002A KS2 Q22

Show your **working**.
You may get a mark.



11

Calculate $847 \div 7$



2001A KS2 Q11

22

Write in the missing number.



2003A KS2 Q22

$50 \div \boxed{} = 2.5$

Y6 SATs

RECOMMENDED! - mental maths TES resource
Interactive + Self-Marking [CLICK HERE](#)

PLACE VALUE

Help Code : 015

Circle the number that is closest to 300



338 3030 288 313 130

You
Tube

2011A KS2 Q1

Holly made a number using these digit cards.



You
Tube

The **hundreds** digit is greater than 4

Holly's number is **odd**.

What number did Holly make?



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2008A KS2 Q14 Here are four digit cards.

You
Tube

9

4

1

2

Use each digit card **once** to make
the decimal number **nearest to 20**



		.		
--	--	---	--	--

2012A KS2 Q2

Write these prices in order, starting with the **smallest**.

£20.50

£25

£2.50

£20.05



£

£

£

£

smallest

You
Tube

2011A KS2 Q17

Calculate **3.81 + 18.3**



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You
Tube

2010A KS2 Q1

Write these prices in order, starting with the smallest.

72p

£2.70

£0.27

£7.20

£2.07



--

smallest

--

--

--

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You
Tube

2007A KS2 Q16

Circle **all** the numbers that are **greater than 0.6**

0.5

0.8

0.23

0.09

0.67

You
Tube

2006A KS2 Q1



Write these numbers in order of size, starting with the smallest.

901 1091 910 109 190

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smallest

2002A KS2 Q9



3 8 9 1

Choose **three** of these number cards to make an **even** number that is **greater than 400**

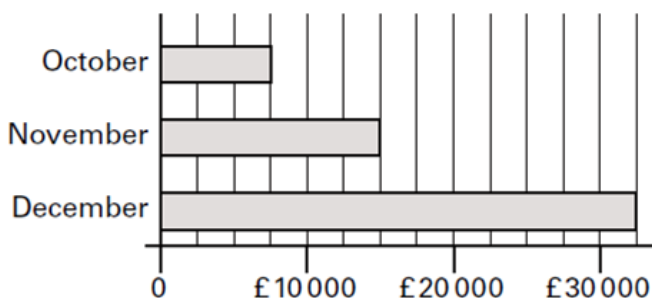


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2001 KS2 Q22



This chart shows the amount of money spent in a toy shop in three months.



How much **more** money was spent in the shop in **December** than in **November**?

 £

--

2005A KS2 Q9



Here are some digit cards.

2 4 6 6

Write **all** the **three-digit** numbers, **greater than 500**, that can be made using these cards.

One has been done for you.

 626

2001A KS2 Q2



£5.40

72p

£2.88

£0.65

£10

Write these amounts of money in **order of size**, starting with the **smallest** amount.

--	--	--	--	--

smallest

2000A KS2 Q18



Circle two different numbers which **multiply** together to make **1 million**.

 10 100 1000 10000 100000

Stepan says,

'In November there was a 100% increase on the money spent in October.'

Is he correct?
Circle Yes or No.



Yes / No

Explain how you can tell from the chart.



.....

.....

.....

Y6 SATs

× and ÷

Help Code : 010

By 10, 100 and 1000

BOOSTER

RECOMMENDED! - mental maths TES resource
Interactive + Self-Marking [CLICK HERE](#)

2011A KS2 Q20

YouTube

Complete these calculations.

 $15 \times 100 = \boxed{}$

$\boxed{} \times 10 = 1500$

$\boxed{} \div 100 = 150$

$150 \div 10 = \boxed{}$

More practice with the multiply symbol

YouTube

Here are five number cards.

0.47

10

100

1000

4.07

Use **four** of the cards to complete these calculations.

 $47 \div \boxed{} = \boxed{}$

$\boxed{} \times \boxed{} = 40.7$

- | | | |
|--|---|---|
| 1). $6 \times \underline{\hspace{1cm}} = 60$ | 2). $\underline{\hspace{1cm}} \times 100 = 500$ | 3). $9 \times 1000 = \underline{\hspace{1cm}}$ |
| 4). $\underline{\hspace{1cm}} \times 10 = 70$ | 5). $3 \times \underline{\hspace{1cm}} = 3000$ | 6). $\underline{\hspace{1cm}} \times 10000 = 80000$ |
| 7). $16 \times 1000 = \underline{\hspace{1cm}}$ | 8). $\underline{\hspace{1cm}} \times 100 = 5000$ | 9). $73 \times \underline{\hspace{1cm}} = 730$ |
| 10). $\underline{\hspace{1cm}} \times 100 = 5600$ | 11). $68 \times 1000 = \underline{\hspace{1cm}}$ | 12). $\underline{\hspace{1cm}} \times 1000 = 93000$ |
| 13). $4.7 \times 10000 = \underline{\hspace{1cm}}$ | 14). $\underline{\hspace{1cm}} \times 10 = 67$ | 15). $9.7 \times \underline{\hspace{1cm}} = 97000$ |
| 16). $0.8 \times \underline{\hspace{1cm}} = 800$ | 17). $1.7 \times 1000 = \underline{\hspace{1cm}}$ | 18). $6.3 \times \underline{\hspace{1cm}} = 63$ |
| 19). $31.3 \times \underline{\hspace{1cm}} = 3130$ | 20). $\underline{\hspace{1cm}} \times 100 = 1230$ | 21). $\underline{\hspace{1cm}} \times 1000 = 89300$ |
| 22). $47.5 \times \underline{\hspace{1cm}} = 475$ | 23). $0.5 \times \underline{\hspace{1cm}} = 5000$ | 24). $2.1 \times 100 = \underline{\hspace{1cm}}$ |
| 25). $3.42 \times 1000 = \underline{\hspace{1cm}}$ | 26). $5.62 \times \underline{\hspace{1cm}} = 562$ | 27). $9.03 \times \underline{\hspace{1cm}} = 9030$ |
| 28). $\underline{\hspace{1cm}} \times 100 = 341$ | 29). $\underline{\hspace{1cm}} \times 10 = 3.4$ | 30). $6.01 \times 1000 = \underline{\hspace{1cm}}$ |
| 31). $0.67 \times \underline{\hspace{1cm}} = 6700$ | 32). $\underline{\hspace{1cm}} \times 10 = 6$ | 33). $\underline{\hspace{1cm}} \times 1000 = 70$ |

More practice with the divide symbol

- 1). $60 \div \underline{\quad} = 6$
- 2). $\underline{\quad} \div 100 = 5$
- 3). $9000 \div 1000 = \underline{\quad}$
- 4). $\underline{\quad} \div 10 = 70$
- 5). $3000 \div \underline{\quad} = 30$
- 6). $\underline{\quad} \div 100 = 80$
- 7). $1600 \div 1000 = \underline{\quad}$
- 8). $\underline{\quad} \div 100 = 5.6$
- 9). $7300 \div \underline{\quad} = 730$
- 10). $\underline{\quad} \div 100 = 720$
- 11). $680 \div 1000 = \underline{\quad}$
- 12). $\underline{\quad} \div 1000 = 9.3$
- 13). $47 \div 100 = \underline{\quad}$
- 14). $\underline{\quad} \div 10 = 0.6$
- 15). $970 \div \underline{\quad} = 9.7$
- 16). $800 \div \underline{\quad} = 0.8$
- 17). $170 \div 1000 = \underline{\quad}$
- 18). $6.3 \div \underline{\quad} = 0.63$
- 19). $313 \div \underline{\quad} = 3.13$
- 20). $\underline{\quad} \div 100 = 12.3$
- 21). $\underline{\quad} \div 1000 = 89.3$
- 22). $475 \div \underline{\quad} = 47.5$
- 23). $50 \div \underline{\quad} = 0.5$
- 24). $21 \div 100 = \underline{\quad}$
- 25). $34.2 \div 1000 = \underline{\quad}$
- 26). $562 \div \underline{\quad} = 56.2$
- 27). $903 \div \underline{\quad} = 9.03$
- 28). $\underline{\quad} \div 100 = 34.1$
- 29). $\underline{\quad} \div 10 = 3.4$
- 30). $601 \div 100 = \underline{\quad}$
- 31). $67 \div \underline{\quad} = 0.67$
- 32). $\underline{\quad} \div 10 = 6$
- 33). $\underline{\quad} \div 1000 = 70$



More practice - multiply ANSWERS

- | | | | | | |
|-----------|------------|-----------|------------|-----------|------------|
| 36). 0.08 | 35). 5080 | 34). 300 | 33). 0.07 | 32). 0.6 | 31). 10000 |
| 30). 6010 | 29). 0.34 | 28). 3.41 | 27). 1000 | 26). 100 | 25). 3420 |
| 24). 210 | 23). 10000 | 22). 10 | 21). 89.3 | 20). 12.3 | 19). 100 |
| 18). 10 | 17). 1700 | 16). 1000 | 15). 10000 | 14). 6.7 | 13). 47000 |
| 12). 93 | 11). 68000 | 10). 56 | 9). 10 | 8). 50 | 7). 16000 |
| 6). 8 | 5). 1000 | 4). 7 | 3). 9000 | 2). 5 | 1). 10 |

More practice - divide ANSWERS

- | | | | | | | | | |
|------------|-----------|------------|-----------|----------|------------|-------------|------------|----------|
| 28). 3410 | 29). 34 | 30). 30 | 31). 6.01 | 32). 100 | 33). 70000 | 34). 0.03 | 35). 0.058 | 36). 7 |
| 19). 100 | 20). 1230 | 21). 89300 | 22). 10 | 23). 100 | 24). 0.21 | 25). 0.0342 | 26). 10 | 27). 100 |
| 10). 72000 | 11). 0.68 | 12). 9300 | 13). 0.47 | 14). 6 | 15). 100 | 16). 1000 | 17). 0.17 | 18). 10 |
| 10). 2 | 2). 500 | 3). 9 | 4). 700 | 5). 100 | 6). 8000 | 7). 1.6 | 8). 560 | 9). 10 |

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BOOSTER

Write these in order of size, starting with the smallest.

$\frac{2}{3}$

0.5

$\frac{3}{5}$

0.65



smallest

2013A KS2 Q22



2012A KS2 Q23

Write these in order of size, starting with the smallest.

$\frac{3}{4}$

0.34

0.7

43%



smallest



2010A KS2 Q20

Circle the fraction that is greater than $\frac{1}{2}$ but less than $\frac{3}{4}$



$\frac{7}{8}$

$\frac{2}{5}$

$\frac{1}{3}$

$\frac{5}{8}$

$\frac{3}{6}$



Two of the fractions below are **equivalent**.

2009A KS2 Q22

Circle them.



$\frac{2}{3}$

$\frac{6}{10}$

$\frac{9}{12}$

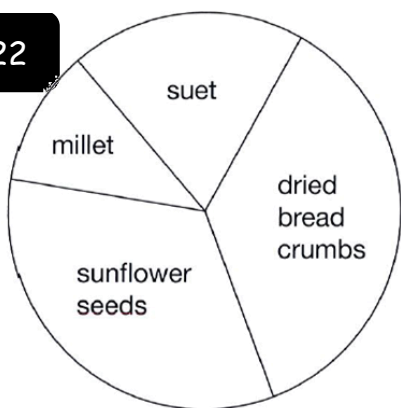
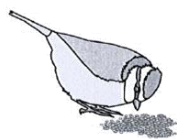
$\frac{10}{15}$

$\frac{16}{20}$



This pie chart shows the ingredients to make a food mixture for wild birds.

2012A KS2 Q22



Estimate the **percentage** of mixture that is suet.

%

Mina uses 100 grams of millet in the mixture.

Estimate how many grams of sunflower seeds she should use.

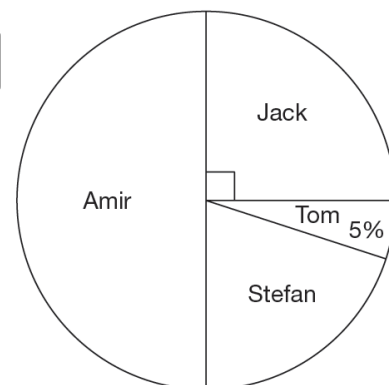
g



40 children predicted who would win the boys' race at sports day.

This pie chart shows their predictions.

2009A KS2 Q21



What percentage of the children predicted that Stefan would win?

%

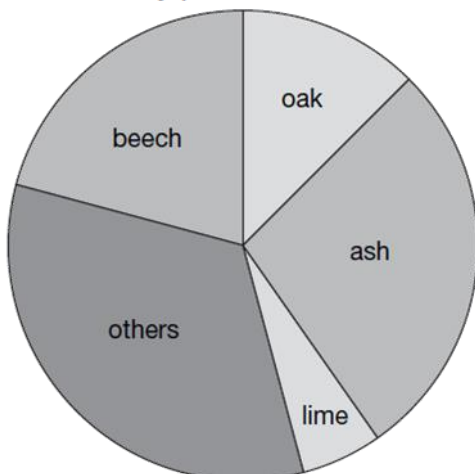
10 children predicted the winner of the race **correctly**.

Who won the race?

Explain how you know.



Class 6 did a survey of the number of trees in a country park.



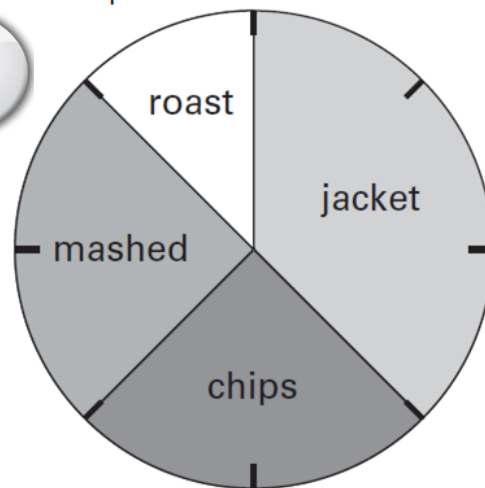
Estimate the **fraction** of trees in the survey that are oak trees.

2006A KS2 Q20

The children counted 60 **ash** trees.

Use the pie chart to estimate the **number** of **beech** trees they counted.

This pie chart shows how the children in Class 6 best like their potatoes cooked.



32 children took part in the survey.

Look at the four statements below.

For each statement put a tick (✓) if it is **correct**. Put a cross (✗) if it is **not correct**.

10 children like chips best.

☐

25% of the children like mashed potatoes best.

☐

$\frac{1}{5}$ of the children like roast potatoes best.

☐

12 children like jacket potatoes best.

☐

2005A KS2 Q18

Y6 SATs

Use Each Number Once

Help Code : 027

RECOMMENDED! - mental maths TES resource
Interactive + Self-Marking [CLICK HERE](#)

The four sums below can be completed using only the numbers 1 to 8

Use each number **once** to complete the sums.

One sum has been done for you.

1 2 3 4 ~~5~~ ~~6~~ 7 8

$$1 + \boxed{5} + \boxed{6} = 12$$

 $2 + \boxed{} + \boxed{} = 12$

$$3 + \boxed{} + \boxed{} = 12$$

$$6 + \boxed{} + \boxed{} = 12$$

2008A KS2 Q14

Here are four digit cards.

9 4 1 2

Use each digit card **once** to make the decimal number **nearest to 20**

 .

2007A KS2 Q2



Circle **one** number in **each** box to make a total of 1000

150		150
250	200	250
350	400	350
450		450

2004A KS2 Q5



Use **each** number card **once** to make the answer to each calculation an **even** number.

3 4 5

 $5 \times \boxed{}$

$$12 \div \boxed{}$$

$$9 + \boxed{}$$

Y6 SATs

Money £££ Problem\$ BOOSTER

Help Code : 022

RECOMMENDED! - mental maths TES resource
Interactive + Self-Marking [CLICK HERE](#)

Megan and Chen are washing cars.

Megan gets £39 and Chen gets £55

They share what they get **equally** between them.



How much does each of them get?

Show your working

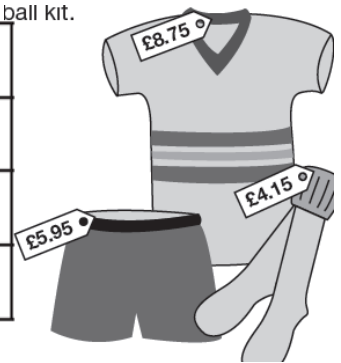
£

2013A KS2 Q8

The table shows the cost of a new football kit.

Item	Cost
Shirt	£8.75
Shorts (1 pair)	£5.95
Socks (1 pair)	£4.15

ball kit.



Altogether, how much does the complete football kit cost?



Show your working

£

2013A KS2 Q9

Here are some sentences about an amount of money.

Mark each sentence with a tick (✓) if it is correct.
Put a cross (✗) if it is not correct.

One has been done for you.



£1.03 can be made with exactly 1 coin.

☒

£1.03 can be made with exactly 2 coins.

☐

£1.03 can be made with exactly 3 coins.

☐

£1.03 can be made with exactly 4 coins.

☐

2012A KS2 Q2

Write these prices in order, starting with the **smallest**.



£20.50
£25
£2.50
£20.05

£ £ £ £

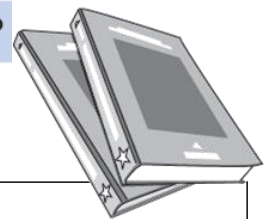
smallest

2013A KS2 Q16

Alfie buys **two** books, each at the same price.

He pays with a £10 note and gets £2.30 change.

What is the cost of **one** book?



Show your working

£

2010A KS2 Q1

Write these prices in order, starting with the **smallest**.



72p £2.70 £0.27 £7.20 £2.07

smallest

2012A KS2 Q12



These are the prices of cheese in a shop.



Cheddar cheese
82p for 100 grams

Edam cheese
66p for 100 grams

Cottage cheese
45p for 100 grams

Mina buys **200g** of Cheddar cheese and **150g** of Edam cheese.

How much does she pay altogether?

Show your working

£

Seb buys some cottage cheese for £1.35

How many grams of cottage cheese does he get?

g

Sarah buys a cheese salad and a yogurt.

Amy buys an egg salad.

How much **more** does Sarah pay than Amy?

Show your working. You may get a mark.

2011A KS2 Q12



Dev and Joe each buy a book.

Dev pays with a £5 note and gets £1.05 change.

Joe's book costs £7

How much **more** does Joe's book cost than Dev's book?

Show your working

£

2010A KS2 Q4

Liam, Sarah and Amy buy lunch at a salad bar.

salad bar			
Salads		Desserts	
cheese	£1.20	banana	25p
egg	90p	apple pie	50p
tuna	£1.60	yogurt	35p

Liam has £2.50 to spend.

He buys a tuna salad and an apple pie.

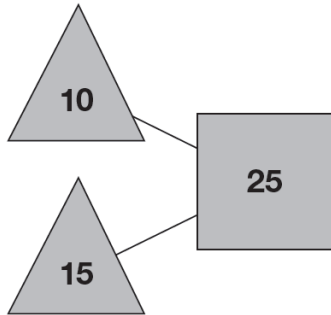
How much money has he got left?

p

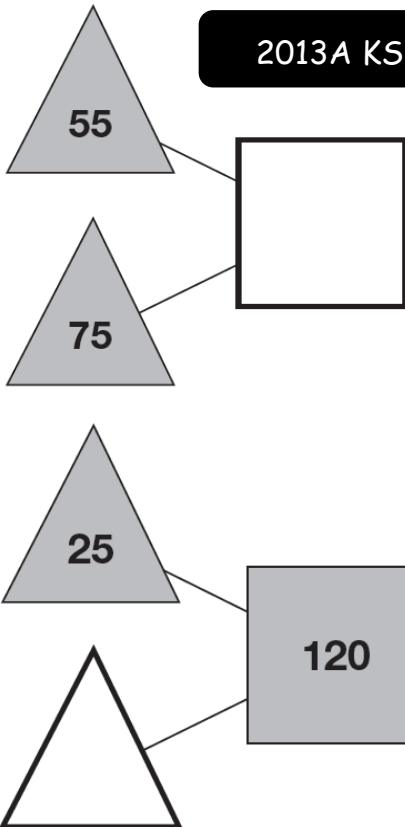
Y6 SATs

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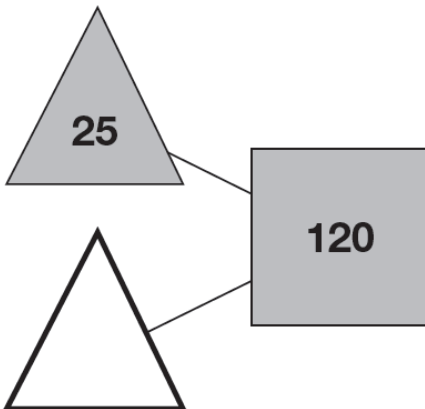
The numbers in the two triangles add up to the number in the square.



Using the **same** rule, write in the missing numbers.



2013A KS2 Q1



2010A KS2 Q23



Write the missing number to make this calculation correct.

 $11 \times \boxed{} = 1111$

Working Backwards BOOSTER

Help Code : 028

2013A KS2 Q12



Complete these calculations.

$15 \times 100 = \boxed{}$

$\boxed{} \times 10 = 1500$

$\boxed{} \div 100 = 150$

$150 \div 10 = \boxed{}$

2011A KS2 Q7



Holly takes **half an hour** to walk from home to school.

She arrives at school at 8:25am.

At what time did she leave home?

 $\boxed{}$ am

Dev leaves school at half past three

He arrives home at ten past four.



How many minutes did it take him to get home?

 $\boxed{}$ minutes

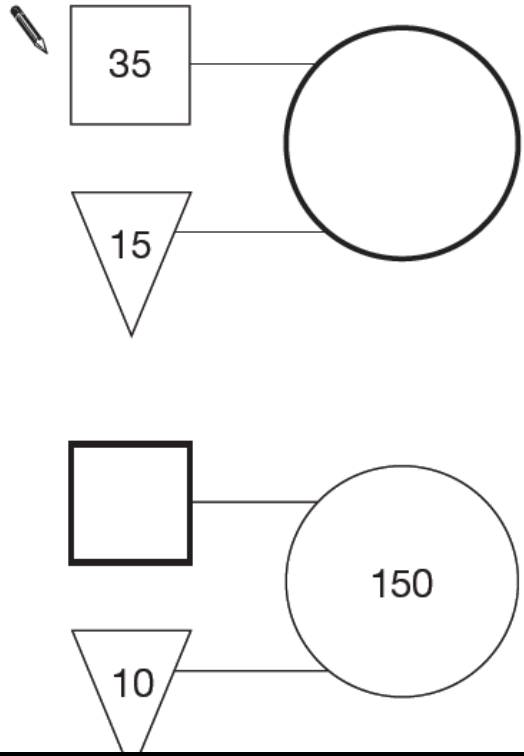
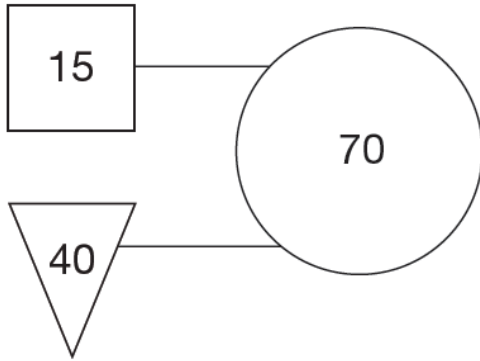
2009A KS2 Q4

In this diagram the rule is

Use the same rule to write in the missing numbers below.



'double the number in the square and add the number in the triangle to make the number in the circle'.



2004A KS2 Q1

Write in the missing numbers.



$$\boxed{} + 85 = 200$$

$$4 \times \boxed{} = 120$$

$$120 - 51 = \boxed{}$$

2002A KS2 Q2

Write in the missing numbers.



$$5 \times 70 = \boxed{}$$

$$4 \times \boxed{} = 200$$

2001 KS2 Q1

Write in the missing numbers.



$$45 + \boxed{} = 110$$

$$(4 \times 5) - \boxed{} = 12$$

$$60 \times 3 = \boxed{}$$

2003A KS2 Q1

Write in the missing numbers.

$$55 + \boxed{} = 120$$



$$600 \times 4 = \boxed{}$$

Y6 SATs

Algebra & Unknowns BOOSTER

Help Code : 017

RECOMMENDED! - mental maths TES resource
Interactive + Self-Marking [CLICK HERE](#)

2013A KS2 Q15



Four children are in a race.

Chen is 2 metres ahead of Alfie.

Nina is 5 metres behind Megan.

Alfie is 3 metres behind Megan.

Write the names of the runners in order, starting with the child who is furthest ahead.

_____ furthest ahead

2012A KS2 Q21



Mina has **5 more** marbles than Kirsty.

Kirsty has **2 more** marbles than Seb.

Altogether they have **30** marbles.

How many marbles does each child have?

Show your working

Mina

Kirsty

Seb

2013A KS2 Q24



A cake costs 15p more than a biscuit.

Megan bought a cake and two biscuits for 90p.

How much do a cake and a biscuit each cost?

Show your working

Cost of a cake

Cost of a biscuit

2010A KS2 Q15



An iced cake costs 10p more than a plain cake.

Sarah bought two of each cake.

They cost £1 altogether.



What is the cost of an **iced** cake?

Show your working.
You may get a mark.

p

2006A KS2 Q23

k stands for a whole number.

$k + 7$ is greater than 100

$k - 7$ is less than 90

Find **all** the numbers that k could be.



2004A KS2 Q22

Liam thinks of a number.

He **multiplies the number by 5** and then **subtracts 60** from the result.



His answer equals the number he started with

What was the number Liam started with?



Show
your **working**.
You may get
a mark.



2000A KS2 Q12

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

I **added 5**
to my number.

I **subtracted 8**
from my number.

Leon

Sara

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

What numbers could they have started with?



Leon

Sara



Y6 SATs

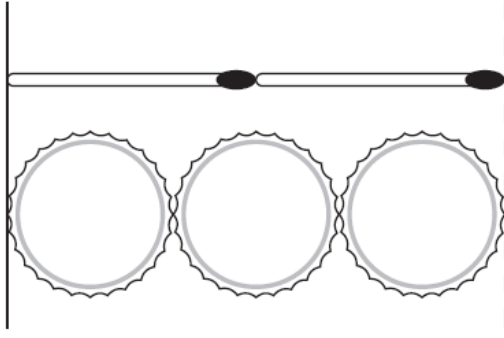
Proportion & Ratio

Help Code : 024

RECOMMENDED! - mental maths TES resource
Interactive + Self-Marking [CLICK HERE](#)

BOOSTER

Two matchsticks have the same length as three bottle tops.



How many bottle tops will have the same length as 50 matchsticks?

Show your working. You may get a mark.

2000A KS2 Q15

Peanuts cost **60p** for **100 grams**.



What is the cost of **350 grams** of peanuts?

Show your working. You may get a mark.

Raisins cost **80p** for **100 grams**.

Jack pays **£2** for a bag of raisins.

How many **grams of raisins** does he get?

Show your working. You may get a mark.

g

2004A KS2 Q18

Mari is the presenter of a weekly radio show.



She always plays **five** new songs for every **two** old songs.

Last week she played **15 new** songs.

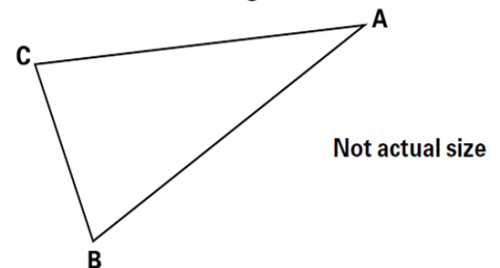
How many songs did she play **altogether**?

Show your working. You may get a mark.

2001A KS2 Q21

Triangle **ABC** is isosceles and has a perimeter of 20 centimetres.

Sides **AB** and **AC** are each **twice** as long as **BC**.



Calculate the length of the side **BC**. Do not use a ruler.

Show your working. You may get a mark.

cm

Y6 SATs

Problem Solving BOOSTER

Help Code : 023

RECOMMENDED! - mental maths TES resource
Interactive + Self-Marking [CLICK HERE](#)

2006A KS2 Q7

Lin needs to solve this problem.

'How many children are in the class?'



Tick (✓) **all** the information that Lin needs to solve her problem.

☐

There are 9 girls in the class.

☐

5 girls in the class wear glasses.

☐

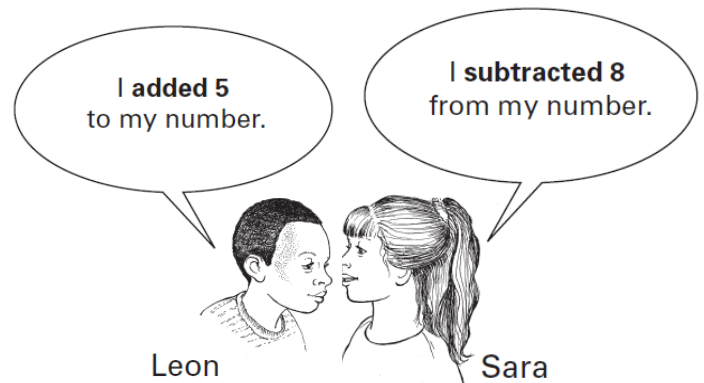
There are twice as many boys as girls in the class.



2000A KS2 Q12



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



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

What numbers could they have started with?

Leon

Sara

Y6 SATs

Explain by Counterexample

Help Code : 020

RECOMMENDED! - mental maths TES resource
Interactive + Self-Marking [CLICK HERE](#)

BOOSTER

2004A KS2 Q19



Julie says,

*'I added three odd numbers and
my answer was 50'*

Explain why Julie cannot be correct.

.....

.....

.....

2009A KS2 Q12



Amir says,

*'All numbers that end in a 4
are multiples of 4'.*



Yes / No

Is he correct?
Circle **Yes** or **No**.

Explain how you know.