



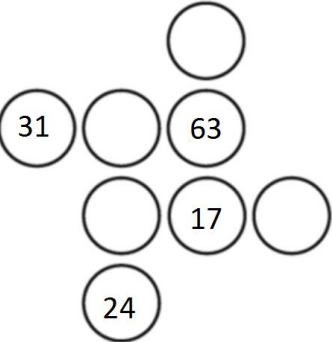
Year 7 Addition, Subtraction, Multiplication and Division PRACTICE PAPER 1 Hour Non-Calculator

Question	Type of Question	Marks Awarded		Marks Available	Objective Covered	RAG (Pre)	RAG (Post)
1	Skill			4	I understand mathematical language including odd, even, consecutive and integer.		
2	Skill			4	I can round numbers to significant figures.		
3	Skill			2	I can add positive integers using a formal written method.		
4	Skill			2	I can subtract positive integers using a formal written method.		
5	Skill			2	I know my times tables up to 12 x 12.		
6	Skill			5	I can multiply positive integers using a formal written method.		
7	Skill			2	I can use times table facts to divide numbers.		
8	Skill			4	I can divide positive integers using a formal written method.		
9	Mastery			3	I understand place value.		
10	Mastery			2	I can add and subtract numbers using a formal written method.		
11	Mastery			2	I can add and subtract using a formal written method.		
12	Mastery			1	I know my times tables up to 12 x 12.		
13	Mastery			2	I can multiply positive integers using a formal written method.		
14	Greater Depth			3	I can use mental methods to add numbers and look for patterns in the numbers.		
15	Greater Depth			4	I can add and subtract using mental calculations.		
16	Greater Depth			6	I can add and subtract using mental calculations.		
17	Greater Depth			3	I multiply numbers by powers of 10.		
18	Greater Depth			2	I can multiply positive integers using a formal written method.		
19	Greater Depth			2	I can use times table facts to divide numbers.		
20	Greater Depth			2	I can divide positive integers using a formal written method.		

Skill	Mastery	Greater Depth	Total	%
<u>25</u>	<u>10</u>	<u>22</u>	<u>57</u>	

<p>1. Write down:</p> <p>a) an even number under 50</p> <p>b) an odd number over 100</p> <p>c) an integer</p> <p>d) Four consecutive numbers greater than 20</p> <p>S (4 marks)</p>	<p>a)</p> <p>b)</p> <p>c)</p> <p>d)</p>
<p>2. Round these numbers to the number of significant figures given in the brackets.</p> <p>S (4 marks)</p>	<p>a) 43 (1)</p> <p>b) 407 (2)</p> <p>c) 0.039 (1)</p> <p>d) 0.7943 (3)</p>
<p>3. Find the sum of 746 and 483</p> <p>S (2 marks)</p>	
<p>4. Find the difference between 746 and 483.</p> <p>S (2 marks)</p>	
<p>5. Calculate:</p> <p>a) 5×9</p> <p>b) 7×8</p> <p>S (2 marks)</p>	<p>a)</p> <p>b)</p>

<p>6. Calculate</p> <p>a) 7×29</p> <p>b) 286×57</p> <p>S(5 marks)</p>	<p>a)</p> <p>b)</p>
<p>7. Calculate:</p> <p>a) $36 \div 9$</p> <p>b) $56 \div 7$</p> <p>S (2 marks)</p>	<p>a)</p> <p>b)</p>
<p>8. Calculate:</p> <p>a) $963 \div 3$</p> <p>b) $3289 \div 4$</p> <p>S (4 marks)</p>	<p>a)</p> <p>b)</p>
<p>9. Fill in the blanks. What can we say about 67,000?</p> <p>M (3 marks)</p>	<p>It is made of 60,000 and _____ altogether.</p> <p>It is made of _____ hundreds.</p> <p>What is the value of the 6?</p>

<p>10. Fill in the blanks. Remember, 1 mark is for your calculations. $50 + \dots + 87 = 250$</p> <p>M (2 marks)</p>													
<p>11. Set out and solve these calculations using the column method. $7071 - \dots = 3948$</p> <p>M (2 marks)</p>													
<p>12. Explain why 8×10 and $4 \times 2 \times 5 \times 2$ are the same.</p> <p>M (1 mark)</p>													
<p>13. Mr Fehr drank 3 cups of coffee yesterday. Mrs Anand drank twice as many as Mr Fehr. How many cups did they drink altogether?</p> <p>M(2 marks)</p>													
<p>14. Complete the diagram so that the three numbers in each row and column add up to 130.</p> <p>G (3 marks)</p>	 <p>The diagram consists of a 3x3 grid of circles. The numbers in the circles are as follows:</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>31</td> <td></td> <td>63</td> </tr> <tr> <td></td> <td></td> <td>17</td> </tr> <tr> <td></td> <td>24</td> <td></td> </tr> </table>				31		63			17		24	
31		63											
		17											
	24												

<p>15. Decide if these statements are true or false. You must explain your reasons. a) $4000 - 2000 = 3999 - 1999$ b) $3461 - 1357 = 3462 - 1356$</p> <p>G (4 marks)</p>	<p>a)</p> <p>b)</p>
<p>16. Mrs Pattison and Mr Torindo have been asked to work out $6943 + 784$ and $6943 - 784$.</p> <p>a) Mrs Pattison says '784 is 16 less than 800 and 800 is 200 less than 1000, so I can work out the addition by adding on 1000 and then taking away 200 and then taking away 16.' What answer does Mrs Pattison get? Is she correct? Give a reason for your answer.</p> <p>b) Mr Torindo says '784 is 16 less than 800 and 800 is 200 less than 1000 so I can work out the subtraction by taking away 1000 and then taking away 200 and then taking away 16.' What answer does Mr Torindo get? Is he correct? Give a reason for your answer</p> <p>c) If you disagree with either Mrs Pattison or Mr Torindo, can you correct their reasoning?</p> <p>G (6 marks)</p>	<p>a)</p> <p>b)</p> <p>c)</p>

<p>17. Calculate the following:</p> <p>a) 7×6 b) 7×60 c) 70×6 d) 70×60 e) 700×6</p> <p>G(3 marks)</p>	<p>a) b) c) d) e)</p>
<p>18. Mrs Anand has 4 times as many shoes as Mrs Pattison. Together they have 45 pairs of shoes. How many more pairs of shoes does Mrs Anand have compared to Mrs Pattison?</p> <p>G(2 marks)</p>	
<p>19. A 2m length of fabric is cut into equal pieces, a piece measuring 2cm remains. What might the equal parts be?</p> <p>G (2 marks)</p>	
<p>20. Mr Fehr is reading a maths book. It is 805 pages long. He reads an average of 12 pages per day. How many days did it take him to read the book?</p> <p>G (2 marks)</p>	