

Singleton Church of England Primary School



Math's Assessment – Year 5

Block 1



Question Number	Score		
1.		30.	
2.		31.	
3.		32.	
4.		33.	
5.		34.	
6.		35.	
7.		36.	
8.		37.	
9.		38.	
10.		39.	
11.		40.	
12.		41.	
13.		42.	
14.		43.	
15.			
16.			
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19.			
20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
Total Marks			

Name	
Class	
Date	

Unit 1 Place Value

KLIPs

- Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.
- Read, write, order and compare numbers with up to 3 decimal places.
- Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
- Round decimals with two decimal places to the nearest whole number and to one decimal place.
- Multiply/divide whole numbers and decimals by 10, 100 and 1000.
- Read Roman numerals to 1000 (M); recognise years written as such.
- Solve number and practical problems that involve all of the above.

1

Complete the following using $<$, $>$ or $=$

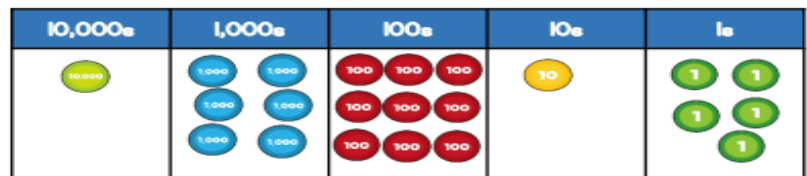
12,900 2,980

57,000 570,000

999,999 1 million

2

What number is represented below?



Georgia says that the number is multiple of 5
Is Georgia correct? Explain your answer.

3

Which is the greater number? Explain your answer.

XCIX

CX

4 Fill in the missing numbers

Tenths = 3.9

Hundredths = 0.22

Hundredths = 8

5 An apple weighs about 0.1kg. Approximately how many apples are there in a 1.8kg bag?

6 I have a 0.35m length of wooden rod. How many 0.01m lengths can I cut it into?

7 Mrs Jasper is juicing oranges. Each orange makes about 0.1 litres of juice. If Mrs Jasper juices 22 oranges, approximately how many litres of orange juice will she get?

8
Canned drinks come in packs of 10. There are 10 packs in each box. 10 boxes are placed in a crate. If 10 crates cost £2700 and the shopkeeper sells the drinks for 55p how much profit does he make?

9. Match the numbers on the left with the equivalent fractions on the right.

0.20

$\frac{2}{100}$

0.02

$\frac{21}{100}$

0.12

$\frac{2}{10}$

0.21

$\frac{12}{100}$

10
Complete the missing numbers.

$$47,603 = 40,000 + \text{.....} + 600 + 3$$

$$\text{.....} = 50,000 + 300 + 70 + 4$$

$$80,000 + 7,000 + \text{.....} = 88,300$$

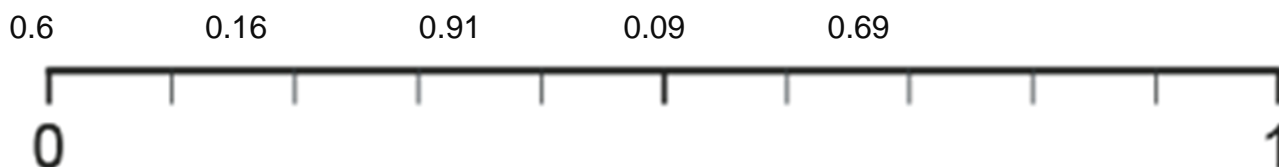
11
Arrange the digit cards to make an **odd** number between 70,000 and 100,000

1 4 6 8 9

Round your number to the nearest 1,000

Round your number to the nearest 10,000

12
Place each of these numbers on the number line.



Multiplication and Division Unit 2 / 3

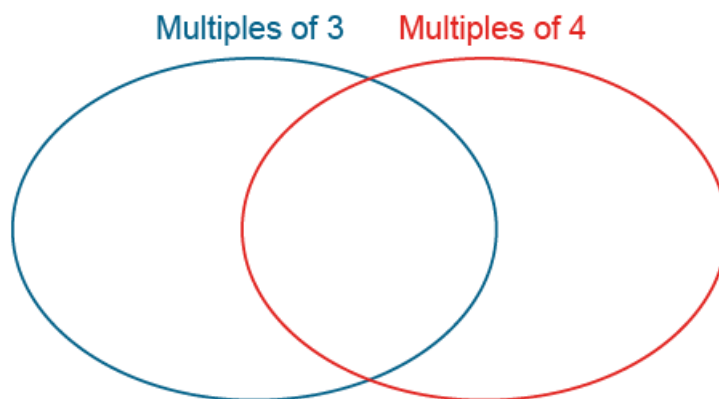
- Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method).
- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
- Establish whether a number up to 100 is prime and recall prime numbers up to 19.
- Recognise and use square (2) and cube (3) numbers, and notation.
- Use partitioning to double or halve any number, including decimals to two decimal places.
- Multiply and divide numbers mentally drawing upon known facts.
- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
- Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.
- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.

Please note morning maths arithmetic papers will address assessment of written calculations

<p>13</p> <p>Josh cycles 255 metres in 1 minute. If he keeps cycling at the same speed, how far will he cycle in 8 minutes?</p>	<p>14</p> <p>Jen and Max each have 5 digit cards.</p> <div style="display: flex; justify-content: center; gap: 10px;"> <div style="border: 1px solid black; padding: 5px; display: inline-block;">1</div> <div style="border: 1px solid black; padding: 5px; display: inline-block;">4</div> <div style="border: 1px solid black; padding: 5px; display: inline-block;">5</div> <div style="border: 1px solid black; padding: 5px; display: inline-block;">7</div> <div style="border: 1px solid black; padding: 5px; display: inline-block;">8</div> </div> <p>Jen arranges her cards to make a 3-digit and 2-digit number.</p> <div style="display: flex; justify-content: center; align-items: center; gap: 10px;"> <div style="border: 1px solid black; padding: 5px; display: inline-block;">1</div> <div style="border: 1px solid black; padding: 5px; display: inline-block;">5</div> <div style="border: 1px solid black; padding: 5px; display: inline-block;">7</div> <div style="font-size: 24px;">×</div> <div style="border: 1px solid black; padding: 5px; display: inline-block;">4</div> <div style="border: 1px solid black; padding: 5px; display: inline-block;">8</div> </div> <p>She multiplies the two numbers together. What is her answer?</p>
<p>15</p> <p>Max arranges his cards to make a 3-digit and 2-digit number. He multiplies his numbers and his answer ends in a 5. What could the 3-digit and 2-digit number be?</p> <div style="display: flex; align-items: center; justify-content: center; gap: 10px;"> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;"> </div> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;"> </div> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;"> </div> <div style="font-size: 24px;">×</div> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;"> </div> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center;"> </div> </div>	<p>16</p> <p>A jacket costs £53. Eight Jackets and three skirts cost £653. How much does a skirt cost ?</p> <p>17</p> <p>Give two 2-digit factors of 270.</p>
<p>18</p> <p>Use the following to complete the equations: Use each term only once. $\times 10$ $\times 100$ $\div 10$ $\div 100$</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div>543 = 5.43</div> <div>0.12 = 1.2</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div>51.5 = 5,150</div> <div>40.3 = 4.03</div> </div>	

19

Write all of the numbers from 1 to 30 in the correct places on this Venn diagram



20

Fill in the table with examples of 2-, 3- and 4-digit numbers that are multiples of 9, 25 and 50.

	2-digit number	3-digit number	4-digit number
Multiples of 9			
Multiples of 25			
Multiples of 50			

21

There are 6 eggs in a box. If a farmer needs to deliver 1,275 boxes of eggs to a supermarket, how many eggs does she need?

22

$$\begin{array}{r}
 \square 16 \\
 \times \quad \square \\
 \hline
 2,864 \\
 2
 \end{array}$$

$$\begin{array}{r}
 \square 5 \square 7 \\
 \times \quad 4 \\
 \hline
 6,108 \\
 2 \ 1 \ 2
 \end{array}$$

23

174 children are going on a trip. 4 children can fit into each room in the hostel. How many rooms are needed?

24

$$\begin{array}{r}
 543 \\
 \square \overline{) 2,7215}
 \end{array}$$

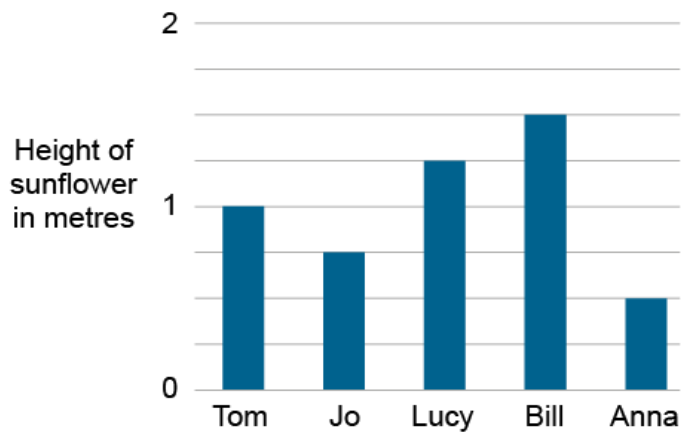
$$\begin{array}{r}
 21\square \\
 7 \overline{) 1,\square 256}
 \end{array}$$

Unit 6 Data Handling

- Complete and interpret information in a variety of sorting diagrams (including those used to sort properties of numbers and shapes).
- Complete, read and interpret information in tables and timetables.
- Solve comparison, sum and difference problems using information presented in all types of graph including a line graph.
- Calculate and interpret the mode, median and range.

25

5 children have been growing sunflowers. The bar chart shows how tall each child's sunflower has grown. How tall is each flower?'



26

Tom =

Jo =

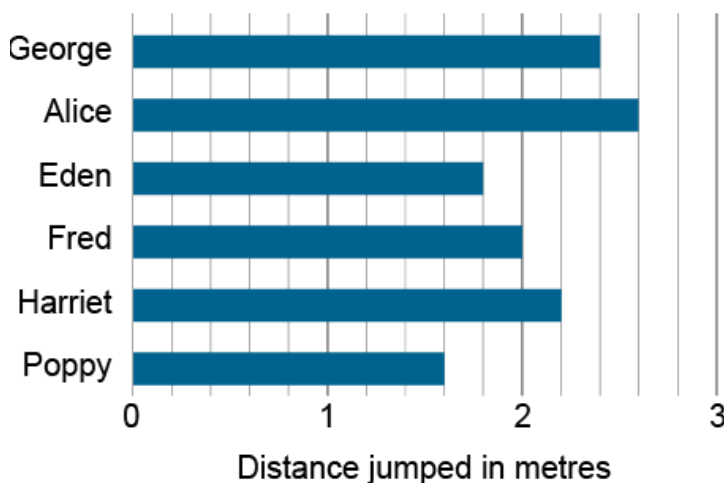
Lucy =

Bill =

Anna +

27.

The bar chart below shows long-jump distances for 6 children.

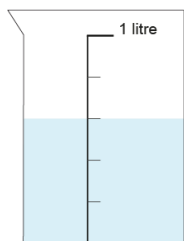


a. How far did the winning child jump?

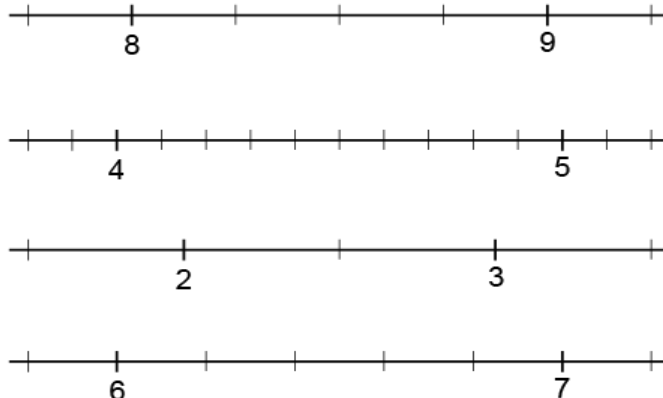
b. What was the difference between the two longest jumps?

28.

Here is a 1 litre beaker with some liquid in. How much more liquid, in litres, do I need to add to the beaker to make 1 litre?

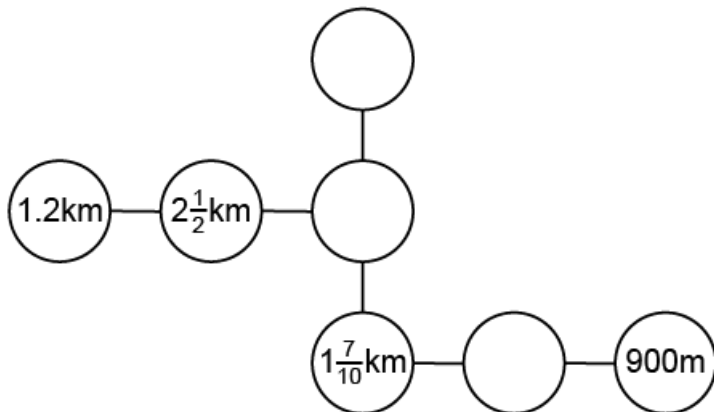


29. Complete the labelling of these scales.



30

Fill in the values in the empty circles so that each row and column of 3 circles adds to 5km



Unit 4 Fractions decimals and Percentages

- Compare and order fractions whose denominators are all multiples of the same number (*including on a number line*).
- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- Add and subtract fractions with denominators that are the same and that are multiples of the same number (*using diagrams*).
- Write statements > 1 as a mixed number (e.g. $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$).
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}, \frac{1}{4}, \frac{1}{5}, \frac{2}{5}, \frac{4}{5}$ and fractions with a denominator of a multiple of 10 or 25.

<p>31. Miss Reeves has some tangerines to give out during break-time. She has given out $\frac{5}{6}$ of the tangerines, and has 30 left. How many tangerines did Miss Reeves have to begin with?</p> <div><div></div><div></div><div></div><div></div><div></div><div>30</div></div> <p>$\frac{5}{6}$</p>		<p>32. Find:</p> <p>$\frac{3}{8}$ of 32 =</p> <p>$\frac{2}{9}$ of 45 =</p> <p>$\frac{3}{5}$ of 30 =</p> <p>$\frac{2}{7}$ of 630 =</p>
<p>33. Stan bought 15 litres of paint and used $\frac{1}{3}$ of it decorating his house. How much paint has he used?</p>	<p>34. There are 315 cows on a farm. $\frac{3}{5}$ of the cows are having calves this year. How many cows are not having calves?</p>	<p>35 Fill in the missing digits.</p> <p>$\frac{4}{8} = \frac{12}{\quad}$</p> <p>$\frac{3}{5} = \frac{\quad}{40}$</p>
<p>36. Draw lines to match the unit fractions on the left with their equivalent fractions on the right.</p> <div><div>$\frac{1}{5}$</div><div>$\frac{3}{12}$</div><div>$\frac{1}{4}$</div><div>$\frac{4}{20}$</div><div>$\frac{1}{3}$</div><div>$\frac{3}{9}$</div></div>		<p>37</p> <p>Fill in the missing symbols (<, > or =).</p> <p>$\frac{1}{10}$ <input type="text"/> 0.75</p> <p>0.4 <input type="text"/> $\frac{1}{4}$</p>

38

Write these measurements as mixed numbers.

$$1.2\text{km} =$$

$$5.75\text{m} =$$

$$25.5\text{kg} =$$

39

$$\frac{3}{10} + \frac{1}{10} + \frac{3}{10} = \frac{\boxed{}}{\boxed{}}$$

$$\frac{5}{8} + \frac{\boxed{}}{8} = 1$$

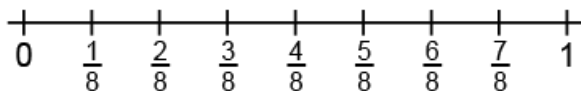
$$1 - \frac{\boxed{}}{5} = \frac{3}{5}$$

40

Mark each fraction on the number line.

$$\frac{9}{24} \quad \frac{36}{48} \quad \frac{12}{16} \quad \frac{10}{40} \quad \frac{9}{72}$$

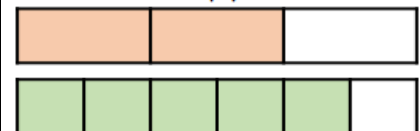
Hint: convert each fraction to an equivalent fraction with a denominator of 8.



41

Calculate $\frac{2}{3} + \frac{5}{6}$

Use the bars to help you.



Give your answer as a mixed number.

Calculate.

$$\frac{7}{10} - \frac{2}{5} = \frac{\boxed{}}{\boxed{}}$$

$$\frac{1}{3} + \frac{5}{12} - \frac{1}{6} = \frac{\boxed{}}{\boxed{}}$$

43

Which is bigger:
50% of £90 or 25% of £200?

42

There are 180 pupils in a school 75% have school dinners. How many children have school dinners?