

National curriculum tests

Key stage 2

Mathematics

Paper 1: arithmetic

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						

SAMPLE BOOKLET

Published July 2015

This sample test indicates how the national curriculum will be assessed from 2016. Further information is available on GOV.UK at www.gov.uk/sta.



PUPIL ID NUMBER



S 0 0 0 8 0 A 0 1 2 0

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Instructions

You **may not** use a calculator to answer any questions in this test.

Questions and answers

You have **30 minutes** to complete this test.

Work as quickly and as carefully as you can.

Put your answer in the box for each question.

For questions expressed as common fractions, you should give your answers as common fractions.

All other answers should be given as either whole or decimal numbers.

If you cannot do one of the questions, **go on to the next one**. You can come back to it later if you have time.

If you finish before the end, **go back and check your work**.

Marks

The number under each box at the side of the page tells you the maximum number of marks for each question.

In this test, long division and long multiplication questions are worth **2 marks each**. You will be awarded 2 marks for a correct answer.

You may get 1 mark for showing a formal method.

All other questions are worth **1 mark each**.

If you finish before the end, go back and check your work.



1

$$979 + 100 =$$

1 mark

2

$$123 \times 2 =$$

1 mark

3

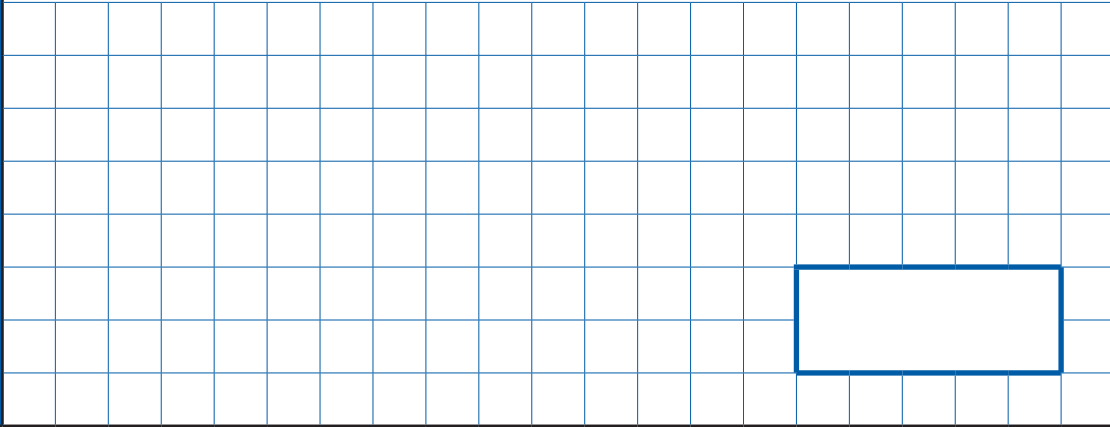
$$6.1 + 0.3 =$$

1 mark



4

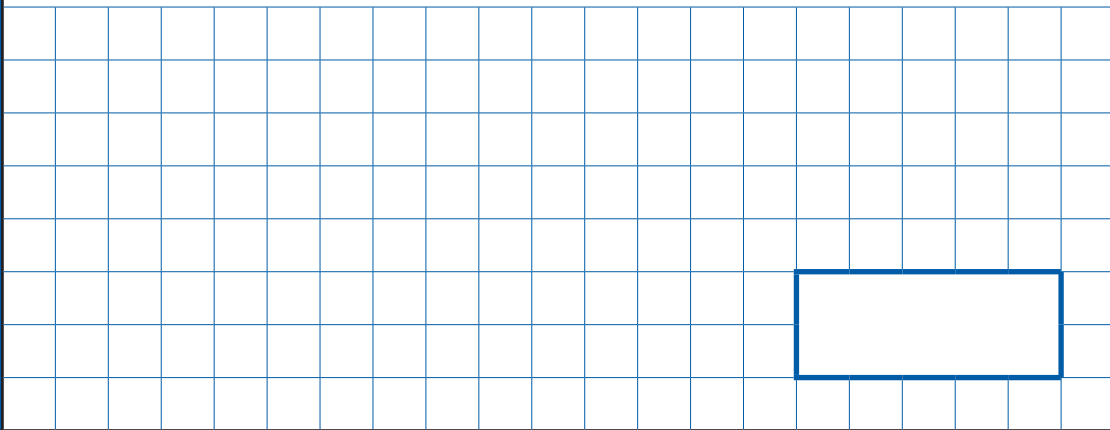
$$24 \times 3 =$$



1 mark

5

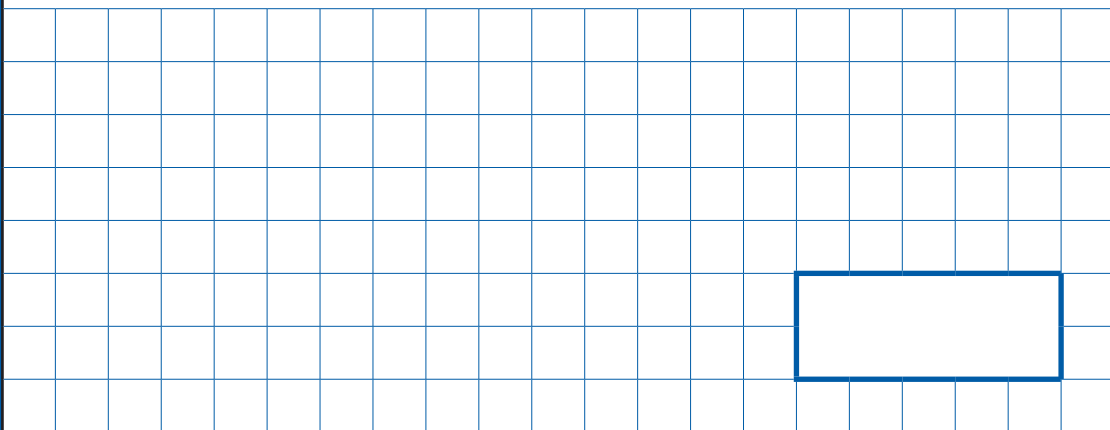
$$1,034 + 586 =$$



1 mark

6

$$48 \div 6 =$$



1 mark



S 0 0 0 8 0 A 0 5 2 0

7

$$472 - 9 =$$

1 mark

8

$$2.5 + 0.05 =$$

1 mark

9

$$5 \times 4 \times 7 =$$

1 mark



10

$$\frac{4}{5} - \frac{1}{5} =$$

1 mark

11

$$630 \div 9 =$$

1 mark

12

$$1.28 \times 100 =$$

1 mark



13

$4^2 =$

1 mark

14

$50,000 - 500 =$

1 mark

15

$100 \times 100 =$

1 mark



16

$$1,440 \div 12 =$$

A large grid for working out the division problem. The grid is 20 columns wide and 10 rows high. A rectangular box is drawn in the bottom right corner of the grid, spanning 6 columns and 2 rows, intended for the final answer.

1 mark

17

$$20\% \text{ of } 1,500 =$$

A large grid for working out the percentage problem. The grid is 20 columns wide and 10 rows high. A rectangular box is drawn in the bottom right corner of the grid, spanning 6 columns and 2 rows, intended for the final answer.

1 mark

18

$$1.52 \times 6 =$$

A large grid for working out the multiplication problem. The grid is 20 columns wide and 10 rows high. A rectangular box is drawn in the bottom right corner of the grid, spanning 6 columns and 2 rows, intended for the final answer.

1 mark



19

$$\frac{1}{9} + \frac{4}{9} =$$

1 mark

20

$$5,756 + 8,643 =$$

1 mark

21

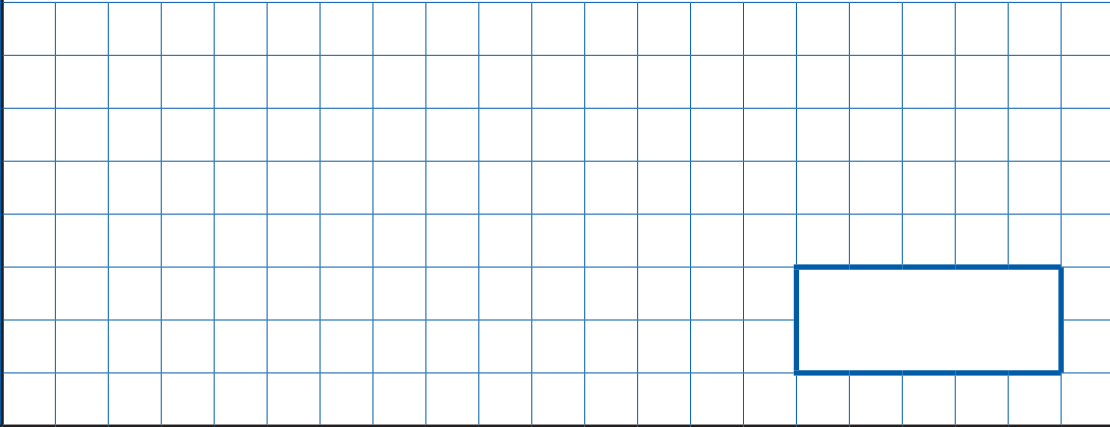
$$7,505 \div 5 =$$

1 mark



22

$$12 - 6.01 =$$

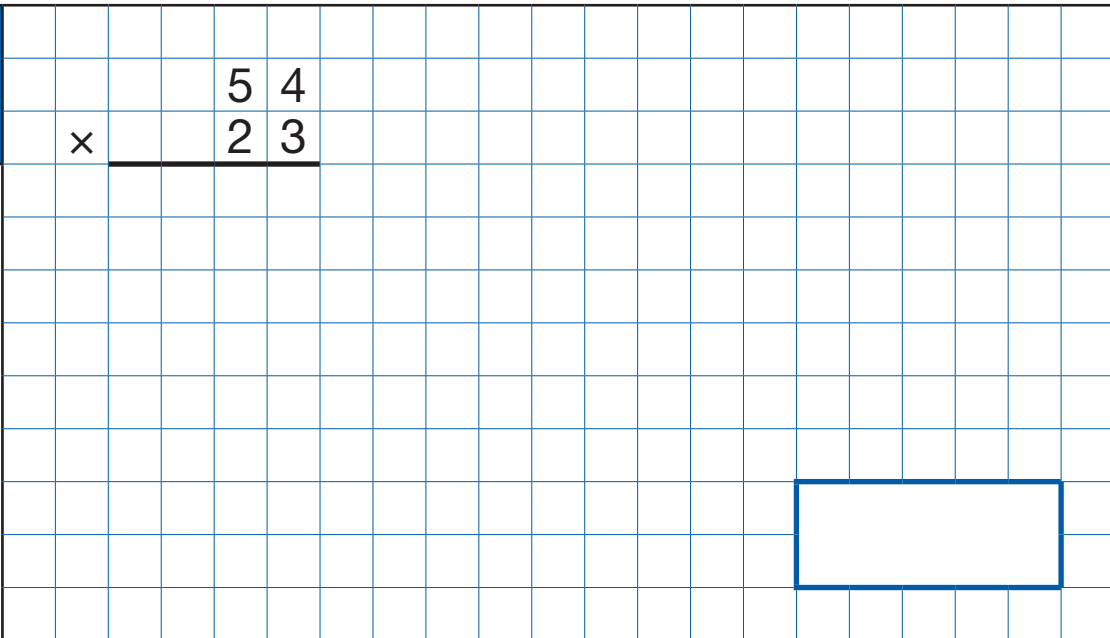


1 mark

23

$$\begin{array}{r} 54 \\ \times 23 \\ \hline \end{array}$$

Show
your
method



2 marks



24

$15.4 - 8.88 =$

A large grid for showing the method of solving the subtraction problem. The grid is 20 columns wide and 10 rows high. A rectangular box is drawn in the bottom right corner of the grid, spanning 6 columns and 2 rows.

1 mark

25

1 3 | 3 0 1 6

Show your method

A large grid for showing the method of solving the division problem. The grid is 20 columns wide and 10 rows high. A rectangular box is drawn in the bottom right corner of the grid, spanning 6 columns and 2 rows.

2 marks



26

$$\frac{1}{4} \times \frac{1}{8} =$$

1 mark

27

$$95\% \text{ of } 240 =$$

1 mark

28

$$234,897 - 45,996 =$$

1 mark



29

$$\begin{array}{r} 678 \\ \times 54 \\ \hline \end{array}$$

Show
your
method

2 marks

30

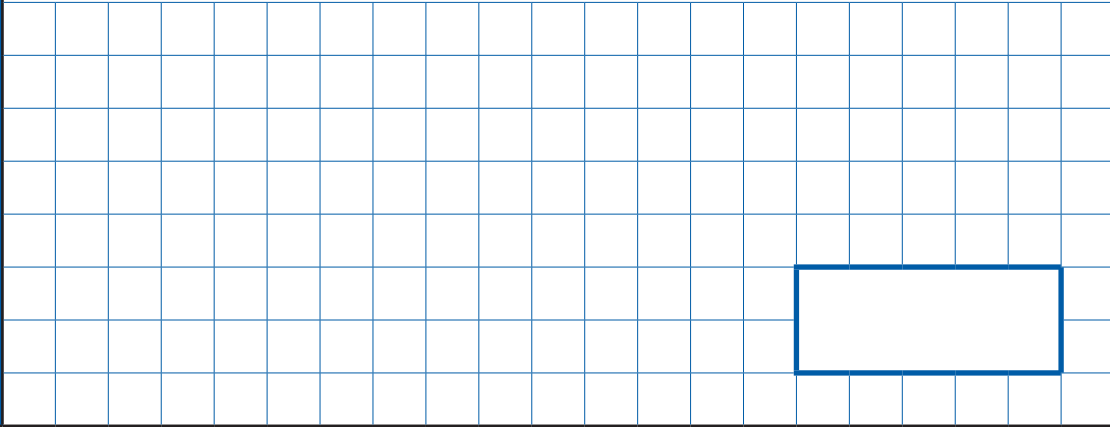
$$17 \times 1\frac{1}{2} =$$

1 mark



31

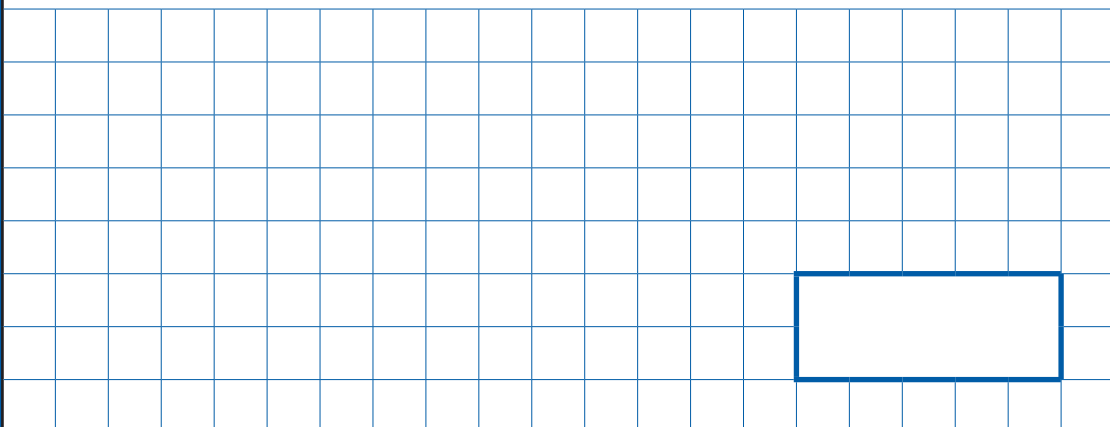
$$20 - 4 \times 2 =$$



1 mark

32

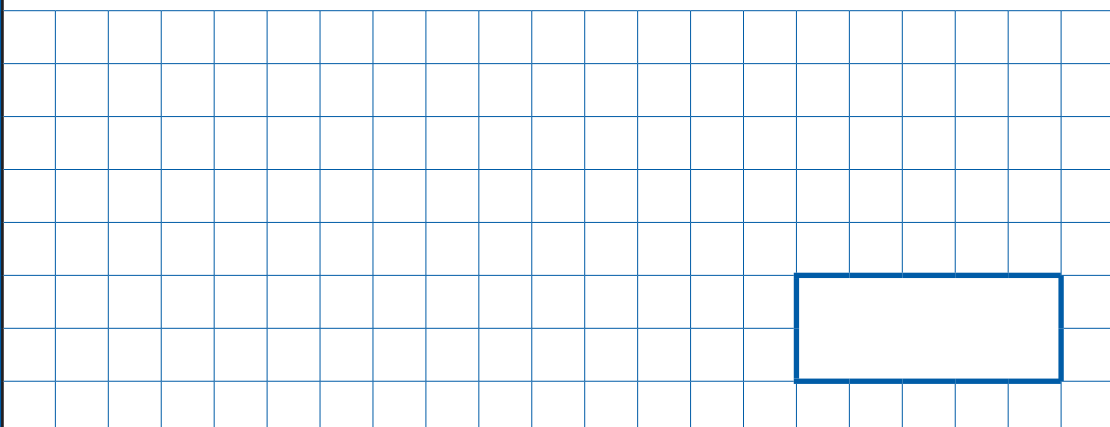
$$\frac{2}{5} \div 2 =$$



1 mark

33

$$1\frac{1}{5} - \frac{1}{4} =$$



1 mark



S 0 0 0 8 0 A 1 5 2 0

34

3 7 | 2 3 3 1

Show
your
method

2 marks

35

$$\frac{3}{4} + \frac{7}{8} =$$

1 mark



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