



THIRD SPACE  
LEARNING

# Key Stage 2 SATs

## Mathematics Practice Test and Mark Scheme Paper 1: Arithmetic



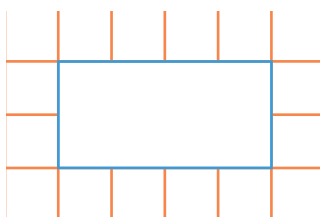
First name	
Last name	
Class	
School	
Score	

## Instructions

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

## Questions and answers

- Work as quickly and as carefully as you can.
- Put your answer in the box for each question.



- All answers should be given as a single value.
- For questions expressed as common fractions or mixed numbers, you should give your answers as common fractions or mixed numbers.
- If you cannot do a question, **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 **TWO** marks each. You will be awarded **TWO** marks for a correct answer. You may get **ONE** mark for showing a formal method.
- All other questions are worth **ONE** mark each.
- If you finish before the end, **go back and check your work**.

1  $997 + 10 =$

1 mark

2  $39 + 621 =$

1 mark

3  $1,023 - 100 =$

1 mark

4

$$\boxed{\phantom{0000}} = 607 + 598$$

1 mark

5

$$396 - 9 =$$

1 mark

6

$$542 \times \boxed{\phantom{0000}} = 542$$

1 mark

7  $86 \div 2 =$

1 mark

8  =  $1000 - 75$

1 mark

9  $79,968 + 3,403 =$

1 mark

10  $3 \times 6 \times 5 =$

1 mark

11  $768 \times 5 =$

1 mark

12  $90 \times 40 =$

1 mark

13  $902 \div 100 =$

1 mark

14  $2.061 + 5.52 =$

1 mark

15  $267.54 - 93.4 =$

1 mark

**16**  $536 \div 4 =$

1 mark

**17**  $284,381 - 13,999 =$

1 mark

**18**  $5^2 - 14 =$

1 mark



19

$= 1.007 \times 10$

1 mark

20

$8 - 1.99 =$

1 mark

21

$$\begin{array}{r} 62 \\ \times 25 \\ \hline \end{array}$$

Show  
your  
method

1 mark

**22**  $30\%$  of  $2,400 =$

1 mark

**23**  $1,265 \div 11 =$

1 mark

**24**  $23 \times 5.4 =$

1 mark

25

$$\frac{4}{9} + \frac{7}{9} =$$

1 mark

26

$$\frac{3}{4} - \frac{1}{8} =$$

1 mark

27

$$5\% \text{ of } 680 =$$

1 mark

<b>28</b>	$7\ 0\ 8\ 5$
	$\begin{array}{r} \times \phantom{0000} \\ \phantom{0}43 \end{array}$
Show your method	
	<input style="width: 40px; height: 20px;" type="text"/>
	1 mark

<b>29</b>	$2\ 6\ 8\ 8\ 4$
	$\begin{array}{r} \times \phantom{00000} \\ \phantom{0}43 \end{array}$
Show your method	
	<input style="width: 40px; height: 20px;" type="text"/>
	1 mark

<b>30</b>	$\frac{7}{8} + 2\frac{5}{16} =$
	<input style="width: 40px; height: 20px;" type="text"/>
	1 mark

31

$$\frac{6}{11} \div 3 =$$

1 mark

32

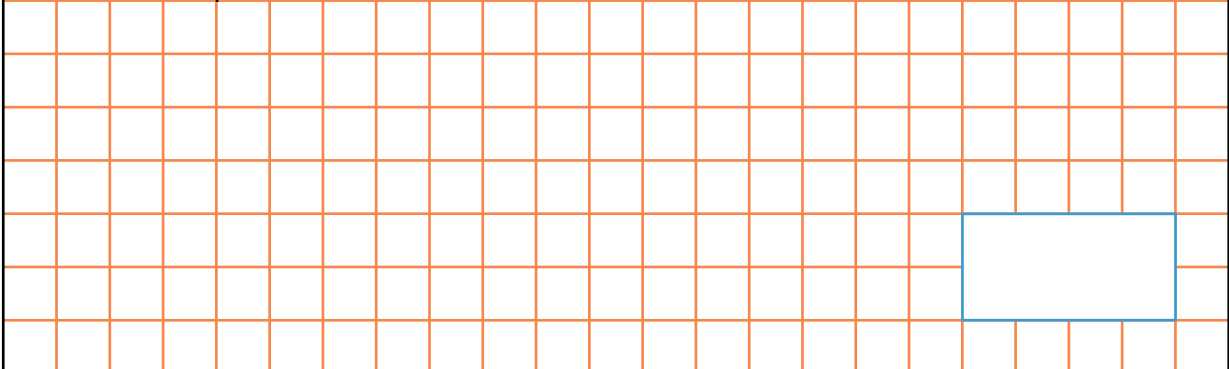
$$\frac{1}{2} \times \frac{3}{4} =$$

1 mark

33

$$1 \frac{1}{5} - \frac{1}{2} =$$

1 mark

34		
Show your method	4 7   1 2 6 9	<input type="checkbox"/> 1 mark
		

35	$\frac{3}{7} \times 175 =$	<input type="checkbox"/> 1 mark
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36	$8^2 - 3 \times 2$	<input type="checkbox"/> 1 mark
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The instructions and principles of this mark scheme closely follow the guidance in the 2016 national curriculum tests. We have deliberately not set a limited time for the test paper as a teacher may want to vary it according to the standard individual children are working at.

The national curriculum test allows 30 minutes to complete this test.

Key Stage 2 SATs  
 Mathematics Practice Test Mark Scheme  
 Paper 1: Arithmetic

Q	Requirement	Mark	Additional guidance	Content Domain Ref	Requirement
1	1007	1m		3N2b	Number
2	660	1m		3C2	Calculations
3	923	1m		3N2b	Number
4	1205	1m		3C2	Calculations
5	387	1m		3C1	Calculations
6	1	1m		4C6b	Calculations
7	43	1m		3C7	Calculations
8	925	1m		5C1	Calculations
9	83,371	1m		5C2	Calculations
10	90	1m		4C6b	Calculations
11	3840	1m		4C7	Calculations
12	3600	1m		5C6a	Calculations
13	9.02	1m		5C6b	Calculations
14	7.581	1m		5F8	Fractions
15	174.14	1m		5F8	Fractions
16	134	1m		5C7b	Calculations
17	270,382	1m		5C2	Calculations
18	11	1m		6C9	Calculations
19	10.07	1m		6F9a	Fractions
20	6.01	1m		4F8	Fractions



Q	Requirement	Mark	Additional guidance	Content Domain Ref	Requirement
21	<p>Award <b>TWO</b> marks for the correct answer of 1,550</p> <p>If the answer is incorrect, award <b>ONE</b> mark for the formal method of long multiplication with no more than <b>ONE</b> arithmetical error, e.g.</p> $\begin{array}{r} 62 \\ \times 25 \\ \hline 310 \\ 1240 \\ \hline 1650 \text{ (error)} \end{array}$ <p>or</p> $\begin{array}{r} 62 \\ \times 25 \\ \hline 310 \\ 1240 \\ \hline 1650 \text{ (error)} \end{array}$	Up to 2m	<p>Working must be carried through to reach a final answer for the award of <b>ONE</b> mark.</p> <p>Do not award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens:</p> $\begin{array}{r} 62 \\ \times 25 \\ \hline 310 \\ 124 \text{ (place value error)} \\ \hline 434 \end{array}$	5C7a	Calculations
22	720	1m	<b>Do not</b> accept 720%	6R2	Ratio
23	115	1m		5C6a	Calculations
24	124.2	1m		6F9b	Fractions

Q	Requirement	Mark	Additional guidance	Content Domain Ref	Requirement
25	1 2/9 <b>OR</b> 11/9	1m	Accept equivalent fractions or the exact decimal equivalent, e.g. 1.222... (accept any unambiguous indication of the recurring digits).  Do not accept rounded or truncated decimals.	4F4	Fractions
26	$\frac{5}{8}$	1m	Accept equivalent fractions or an exact decimal equivalent, e.g. 0.625	5F4	Fractions
27	34	1m	Do not accept 34%	6R2	Ratio
28	Award <b>TWO</b> marks for the correct answer of 304,655  If the answer is incorrect, award <b>ONE</b> mark for the formal method of long multiplication with no more than <b>ONE</b> arithmetical error, e.g.  $\begin{array}{r} 7085 \\ \times \quad 43 \\ \hline 21255 \\ 283200 \\ \hline 204455 \end{array} \quad \text{or} \quad \begin{array}{r} 7085 \\ \times \quad 43 \\ \hline 21255 \\ 283200 \\ \hline 204455 \end{array} \quad \text{(error)}$	Up to 2m	Working must be carried through to reach a final answer for the award of <b>ONE</b> mark.  Do not award any marks if the error is in the place value, e.g. the omission of the zero when multiplying by tens:  $\begin{array}{r} 7085 \\ \times \quad 43 \\ \hline 21255 \\ 28340 \text{ (place value error)} \\ \hline 49595 \end{array}$	6C7a	Calculations

Q	Requirement	Mark	Additional guidance	Content Domain Ref	Requirement
29	<p>Award <b>TWO</b> marks for the correct answer of 34</p> <p>If the answer is incorrect, award <b>ONE</b> mark for the formal methods of division with no more than <b>ONE</b> arithmetical error, i.e.</p> <ul style="list-style-type: none"> <li>long division algorithm, e.g.</li> </ul> $\begin{array}{r} 34 \text{ r } 8 \\ 26 \overline{) 884} \\ \underline{- 780} \quad (30 \times 26) \\ 104 \\ \underline{- 78} \quad (3 \times 26) \\ 34 \text{ (error)} \\ \underline{- 26} \quad (1 \times 26) \\ 8 \end{array} \quad \text{or} \quad \begin{array}{r} 33 \text{ (error)} \\ 26 \overline{) 884} \\ \underline{- 78} \quad (3 \times 26) \\ 104 \\ \underline{- 104} \quad (4 \times 26) \\ 0 \end{array}$ <ul style="list-style-type: none"> <li>short division algorithm, e.g.</li> </ul> $26 \overline{) 884} \begin{array}{l} 34 \text{ (error)} \\ 104 \end{array}$	Up to 2m	<p>Working must be carried through to reach a final answer for the award of <b>ONE</b> mark.</p> <p>Short division methods must be supported by evidence of appropriate carrying figures to indicate the use of a division algorithm, and be a complete method. The carrying figure must be less than the divisor.</p>	6C7b	Calculations
30	3 3/16 <b>OR</b> 51/16	1m	<p>Accept equivalent fractions or an exact decimal equivalent, e.g. 3.1875</p> <p>Do not accept for e.g. 2 19/16</p>	6F4	Fractions

Q	Requirement	Mark	Additional guidance	Content Domain Ref	Requirement
31	$\frac{2}{11}$	1m	Accept equivalent fractions or an exact decimal equivalent, e.g. 0.1818... (accept any unambiguous indication of the recurring digits).	6F5b	Fractions
32	$\frac{3}{8}$	1m	Accept equivalent fractions or the exact decimal equivalent, e.g. 0.375  Do not accept rounded or truncated decimals.	6F5a	Fractions
33	$\frac{7}{10}$	1m	Accept equivalent fractions or the exact decimal equivalent e.g. 0.7	6F4	Fractions
34	<p>Award <b>TWO</b> marks for the correct answer of 27</p> <p>If the answer is incorrect, award <b>ONE</b> mark for the formal methods of division with no more than <b>ONE</b> arithmetical error, i.e.</p> <ul style="list-style-type: none"> <li>long division algorithm, e.g.</li> </ul> $  \begin{array}{r}  27 \text{ r } 20 \\  47 \overline{) 1269} \\  \underline{-940} \quad (20 \times 47) \\  329 \\  \underline{-235} \text{ (error)} (5 \times 47) \\  114 \\  \underline{-94} \quad (2 \times 47) \\  20  \end{array}  \quad \text{or} \quad  \begin{array}{r}  26 \text{ r } 27 \\  47 \overline{) 1269} \\  \underline{-96} \text{ (error)} (2 \times 47) \\  309 \\  \underline{-282} \quad (6 \times 47) \\  27  \end{array}  $	Up to 2m	Working must be carried through to reach a final answer for the award of <b>ONE</b> mark.  Short division methods must be supported by evidence of appropriate	6C7b	Calculations

Q	Requirement	Mark	Additional guidance	Content Domain Ref	Requirement
	<ul style="list-style-type: none"> <li>short division algorithm, e.g.</li> </ul> $  \begin{array}{r}  26 \text{ (error)} \\  47 \overline{)126^{\text{32}}9}  \end{array}  $		carrying figures to indicate the use of a division algorithm, and be a complete method. The carrying figure must be less than the divisor.		
35	75	1m		5F5	Fractions
36	58	1m		6C9	Calculations

# KS2 Maths SATs Booster

Starting January 2017



We help Year 6 pupils to reach their potential in SATs. Our tutors will be working 1-to-1 with over 5,000 pupils each week, helping to prepare them for their upcoming SATs.

## How it works

1. The class teacher chooses what each pupil learns
2. Each pupil completes a weekly 60 minute 1-to-1 lesson with their own Maths specialist tutor
3. Pupils revise key concepts, tackle practice questions and plug learning gaps to prepare for SATs
4. The class teacher receives weekly and termly progress reports, which are also useful for Governors and Ofsted
5. After the SATs, schools swap in their Year 5 pupils to accelerate progress and prepare them for Year 6



"Our Third Space pupils made great progress and absolutely smashed their Maths SATs!"  
Alex Knight Edwalton Primary School, 2016

Contact us by  
Nov 25th to  
receive your  
£100 discount

## Impact

"Our Third Space pupils did very well in the SATs tests, the progress appears excellent in Maths - we're delighted!" Nicola Noble, Assistant Head  
Dunn Street Primary School, 2016

"I feel much more confident when I think of SATs because I used to be very worried but now I'm not. Third Space has helped me a lot in Maths and I am very happy because of that!"  
Year 6 Pupil, Battle Primary

"96% of our pupils achieve expected standard in Maths SATs - our Third Space pupils did really well and all achieved expected progress."  
James McCormack, Deputy Head  
Selborne Primary School 2016

"The children performed at a much higher level than we expected in their SATs. Over 15 weeks, the average progress was 3.4 APS."  
Toni Beech, Deputy Head  
Pinfold Street Primary School, 2014

## Speak to us!

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