

Autumn Test 4

Name: Class: Date:

1	$3 + \square = 6 \times 2$	<input type="checkbox"/>
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2	$\square = 39 \times 100$	<input type="checkbox"/>
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3	$1 - 0.5 = \square$	<input type="checkbox"/>
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4	$12^2 = \square$	<input type="checkbox"/>
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5	$\frac{8}{5} + \frac{4}{5} = \square$	<input type="checkbox"/>
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6	$5000 \div 10 = \square$	<input type="checkbox"/>
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7	$8 = 72 \div \square$	<input type="checkbox"/>
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8	$\frac{3}{4} - \frac{3}{8} = \square$	<input type="checkbox"/>
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9	$6.2 \times 100 = \square$	<input type="checkbox"/>
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10	$16 + 2 = 3 \times \square$	<input type="checkbox"/>
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11	$10^3 = \square$	<input type="checkbox"/>
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12	$\square = \frac{4}{9} \text{ of } 18$	<input type="checkbox"/>
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13	$6423.6 \div 1000 = \square$	<input type="checkbox"/>
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14	$\frac{7}{3} - \frac{1}{6} = \square$	<input type="checkbox"/>
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15	$3 \times 5 = \square - 5$	<input type="checkbox"/>
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16	$\frac{3}{7} \text{ of } 21 = \square$	<input type="checkbox"/>
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Autumn Test 4 (continued)

17 $5022 - 3045 =$

18 $150 =$ $\times 25$

19 $12 +$ $= 19 - 2$

20 $3 \overline{)4787}$

21
$$\begin{array}{r} 657 \\ \times 93 \\ \hline \end{array}$$
 (2 marks)

22 $400 -$ $= 288$

23 $8 \overline{)9232}$

24
$$\begin{array}{r} 3816 \\ \times \quad 8 \\ \hline \end{array}$$

25 $5676 = 2 \times$

26 $\div 147 = 9$

Autumn Test 4

Teacher guidance

Skills and knowledge needed for this test:

- Addition and subtraction of two numbers with more than four digits
- Addition and subtraction of fractions with multiples of the same denominator
- Complements of 1
- Multiplication and division of whole numbers and decimals by 10, 100 and 1000
- Square and cube numbers
- Formal written method for short multiplication and short division with remainders
- Formal written method for long multiplication of up to three digits by a two-digit number
- Finding fractions of amounts
- Missing number calculations with all four operations



Review: Balanced calculations

A teaching suggestion

- Step 1** Discuss the meaning of the = sign. Establish that whatever is on one side of the sign needs to be equal to whatever is on the other side. Show the children a pair of balance scales and demonstrate by getting five identical objects and putting three on one side and two on the other. The scales are not balanced; they are not equal.
- Step 2** Display $7 \times 6 = 11 + \square$. Clearly 7×6 does not equal 11, so this calculation does not yet balance. Something needs to be done to the 11. Ask the children to solve the problem, and then display the completed sum $7 \times 6 = 11 + 31$.
- Step 3** Complete several examples together and then start to move the position of the missing number. The position that causes most errors is $32 \div 8 = \square$.

Question number	Question	Answer	Marks	Related test
1	$3 + \square = 6 \times 2$	9	1	Y6 Autumn Test 4
2	$\square = 39 \times 100$	3900	1	Y5 Autumn Test 5
3	$1 - 0.5 = \square$	0.5	1	Y5 Summer Test 4
4	$12^2 = \square$	144	1	Y5 Autumn Test 4
5	$\frac{8}{5} + \frac{4}{5} = \square$	$2\frac{2}{5}$ (or equiv)	1	Y6 Autumn Test 2
6	$5000 \div 10 = \square$	500	1	Y5 Autumn Test 5
7	$8 = 72 \div \square$	9	1	Y4 Autumn Test 3, Y3 Summer Test 5
8	$\frac{3}{4} - \frac{3}{8} = \square$	$\frac{3}{8}$ (or equiv)	1	Y5 Spring Test 6
9	$6.2 \times 100 = \square$	620	1	Y5 Spring Test 2
10	$16 + 2 = 3 \times \square$	6	1	Y6 Autumn Test 4
11	$10^3 = \square$	1000	1	Y5 Spring Test 1
12	$\square = \frac{4}{9}$ of 18	8	1	Y6 Autumn Test 3
13	$6423.6 \div 1000 = \square$	6.4236	1	Y5 Spring Test 2
14	$\frac{7}{3} - \frac{1}{6} = \square$	$2\frac{1}{2}$ (or equiv)	1	Y6 Autumn Test 2