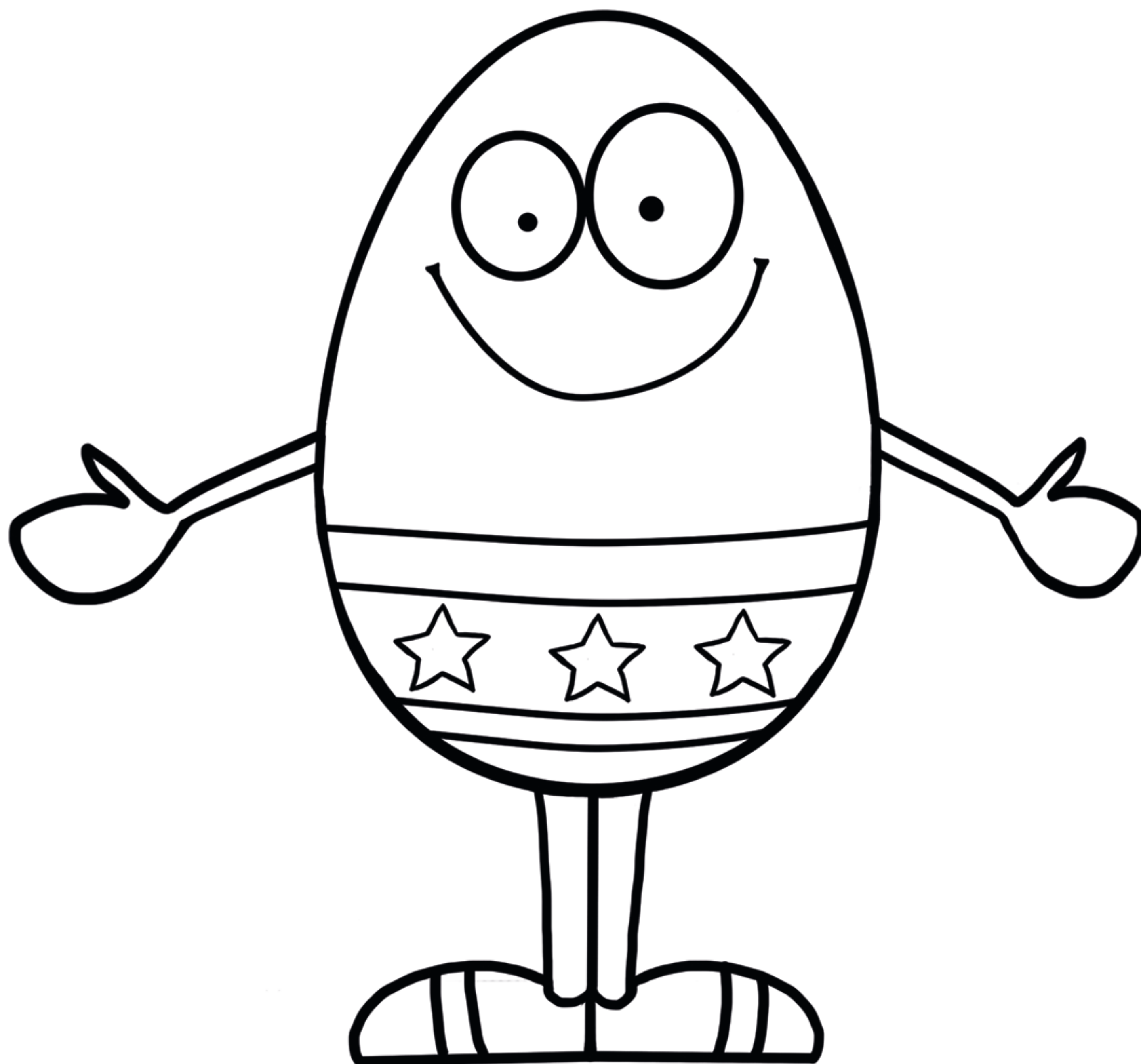


# KS2 SAT Revision

## Ten for Ten

Easter Practice Booklet

**MATHEMATICS**



EGG-STRA SUPPORT

Name: \_\_\_\_\_



# **Ten for Ten**

## **Easter Practice Booklet**

### **KS2 Mathematics**

The SATs are just around the corner, but no need to panic! Just use this booklet to do your 10 minutes practice for 10 days during the Easter holiday and you'll be ready for action when you get back to school : D

Each day, after you've completed the arithmetic and the reasoning section, mark your work yourself using the answer pack or go through it with your parents. This is important so you know what you can do and what you still need to work on.

Good luck!

# Day 1 - Arithmetic

1

$$1016 - 200 =$$

1 mark

2

$$423 \times 2$$

1 mark

3

$$84 \div 6 =$$

1 mark







- 4 This table shows how many journeys a taxi driver made on five days and how much money he collected.

	number of journeys	money collected
Monday	23	£85
Tuesday	36	£112
Wednesday	18	£69
Thursday	31	£124
Friday	35	£109

How much money did he collect on the day that he made the most journeys?



How much more money did he collect on Monday than on Wednesday?



- 5 Tick (✓) **two** cards that give a **total of 5**



$1\frac{1}{4}$

$1\frac{1}{2}$

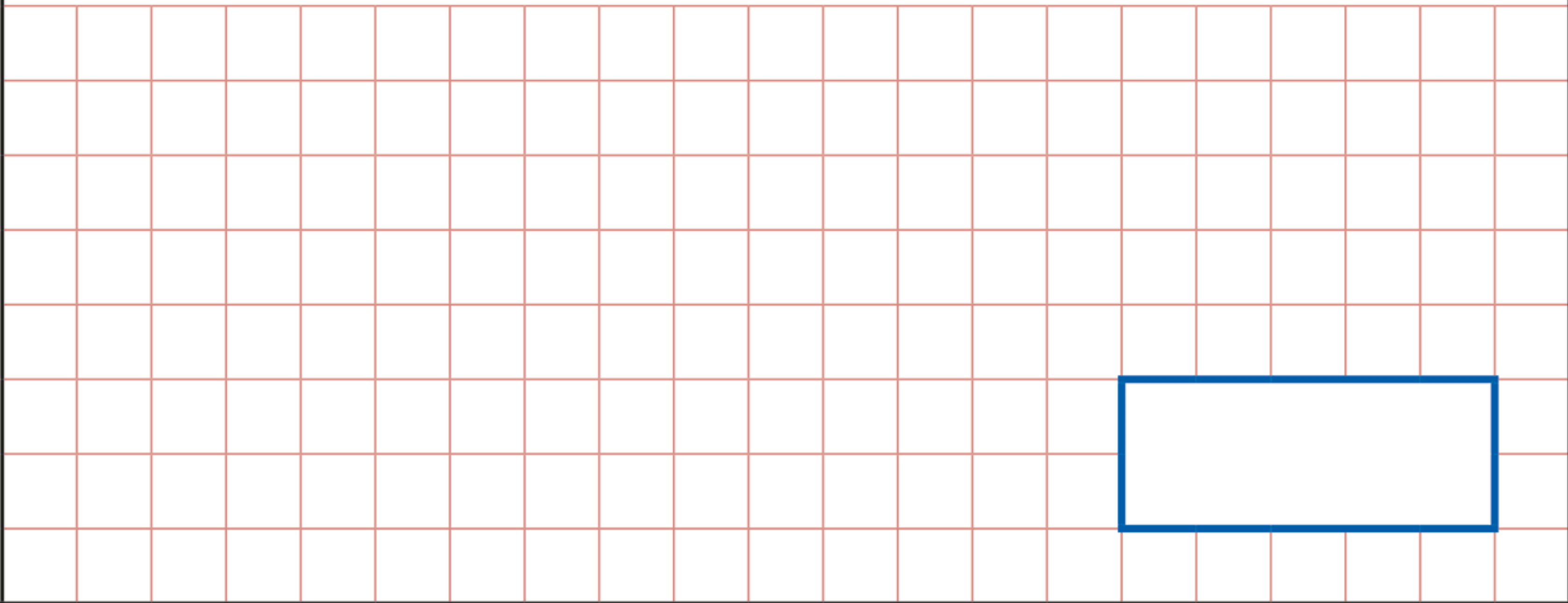
$1\frac{3}{4}$

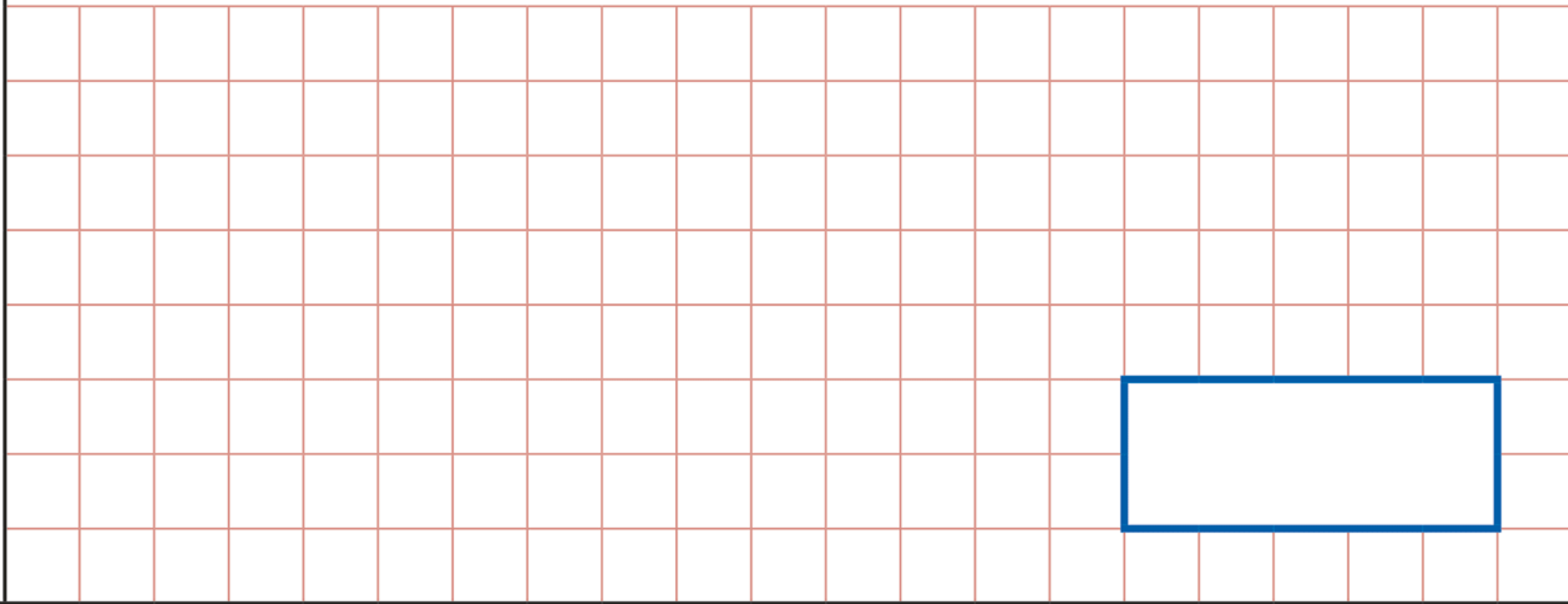
$3\frac{1}{2}$

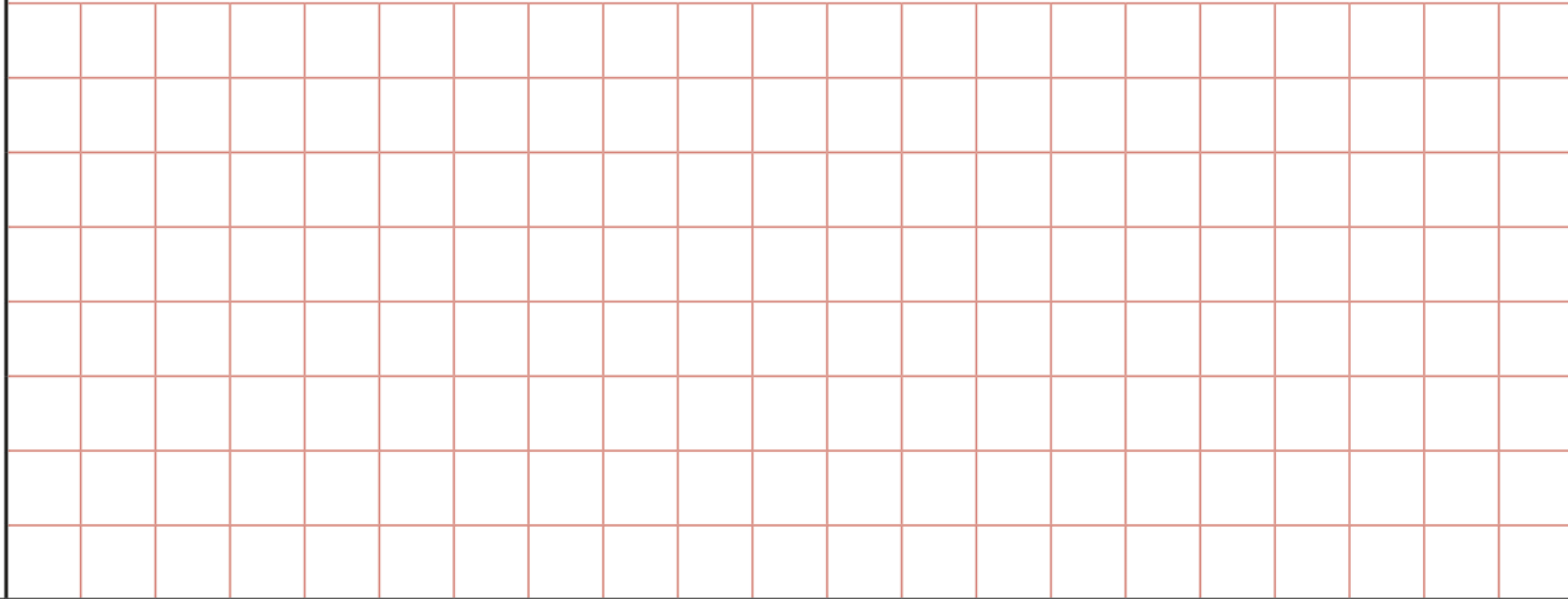
$3\frac{3}{4}$

$4\frac{1}{4}$

# Day 2 - Arithmetic

<b>1</b>	$7.4 + 0.3 =$  <input data-bbox="1372 876 1727 1029" type="text"/>	<input data-bbox="1840 876 1947 979" type="checkbox"/> 1 mark
----------	---	--

<b>2</b>	$73 \times 3$  <input data-bbox="1372 1728 1727 1881" type="text"/>	<input data-bbox="1840 1728 1947 1831" type="checkbox"/> 1 mark
----------	---	--

<b>3</b>	<input data-bbox="372 2060 734 2213" type="text"/> $= 375 - 9$ 	<input data-bbox="1840 2590 1947 2693" type="checkbox"/> 1 mark
----------	--	--

4

$$4,048 \div 11 =$$

1 mark

5

$$21 \times 59 =$$

1 mark

6

$$8.7 - 5.92 =$$

1 mark

# Day 2 - Reasoning

1 Write the correct sign  $>$ ,  $<$  or  $=$  in each of the following.

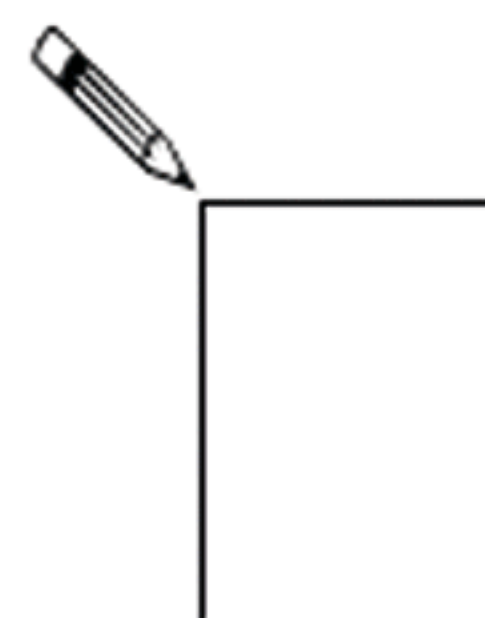
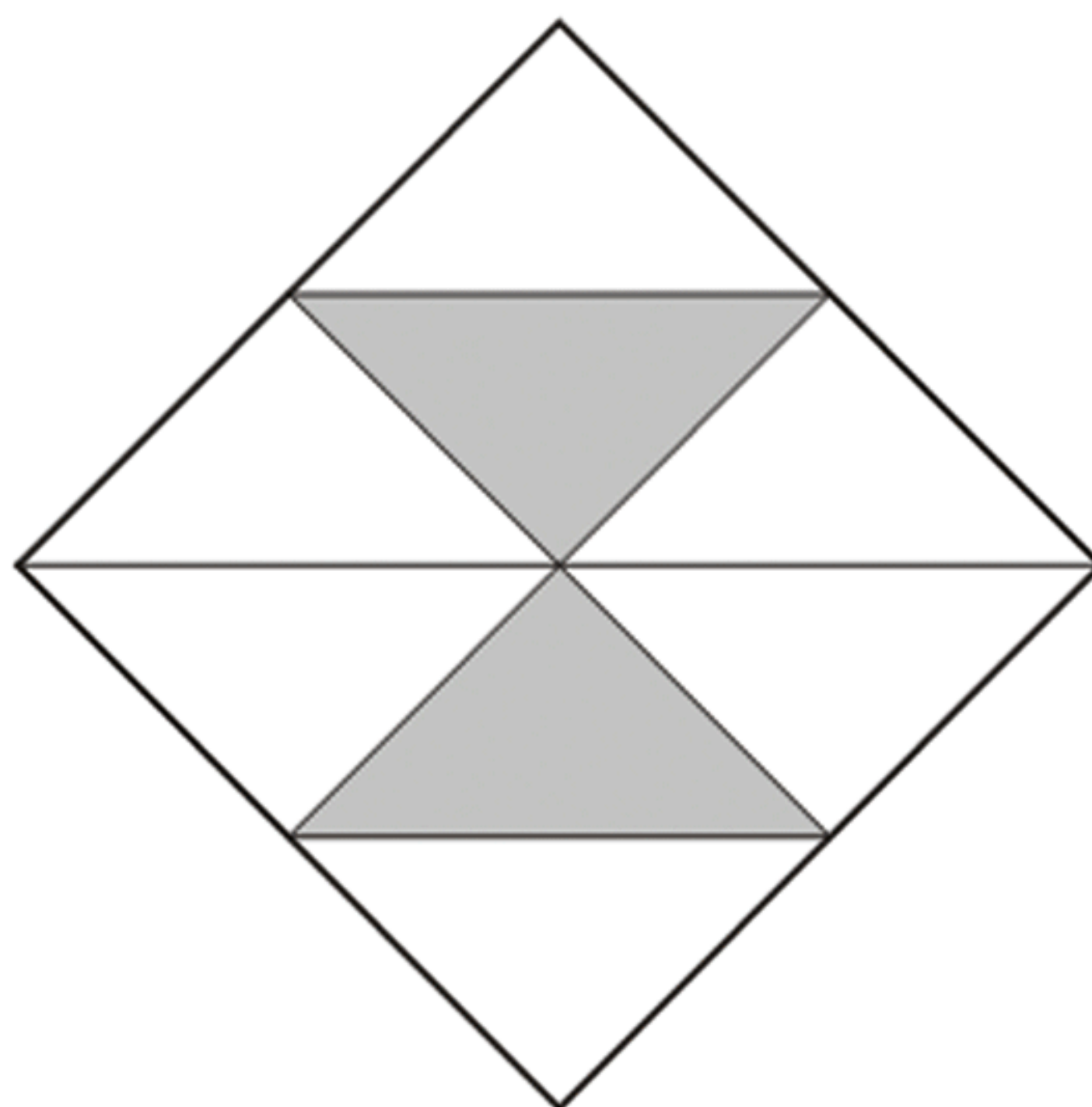


$$(10 + 5) - 9 \quad \square \quad (10 + 9) - 5$$

$$3 \times (4 + 5) \quad \square \quad (3 \times 4) + 5$$

$$(10 \times 4) \div 2 \quad \square \quad 10 \times (4 \div 2)$$

2 Here is a square.



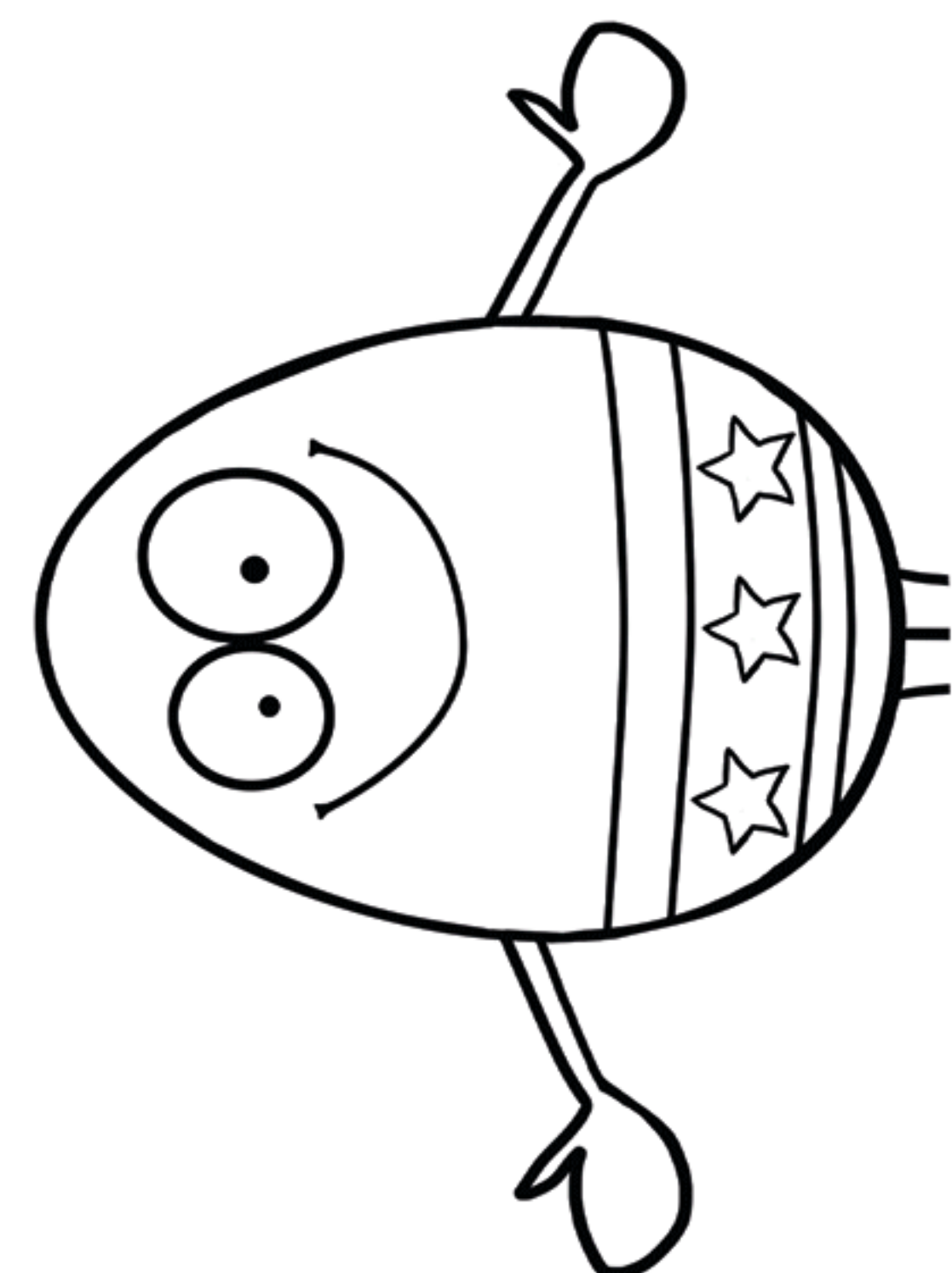
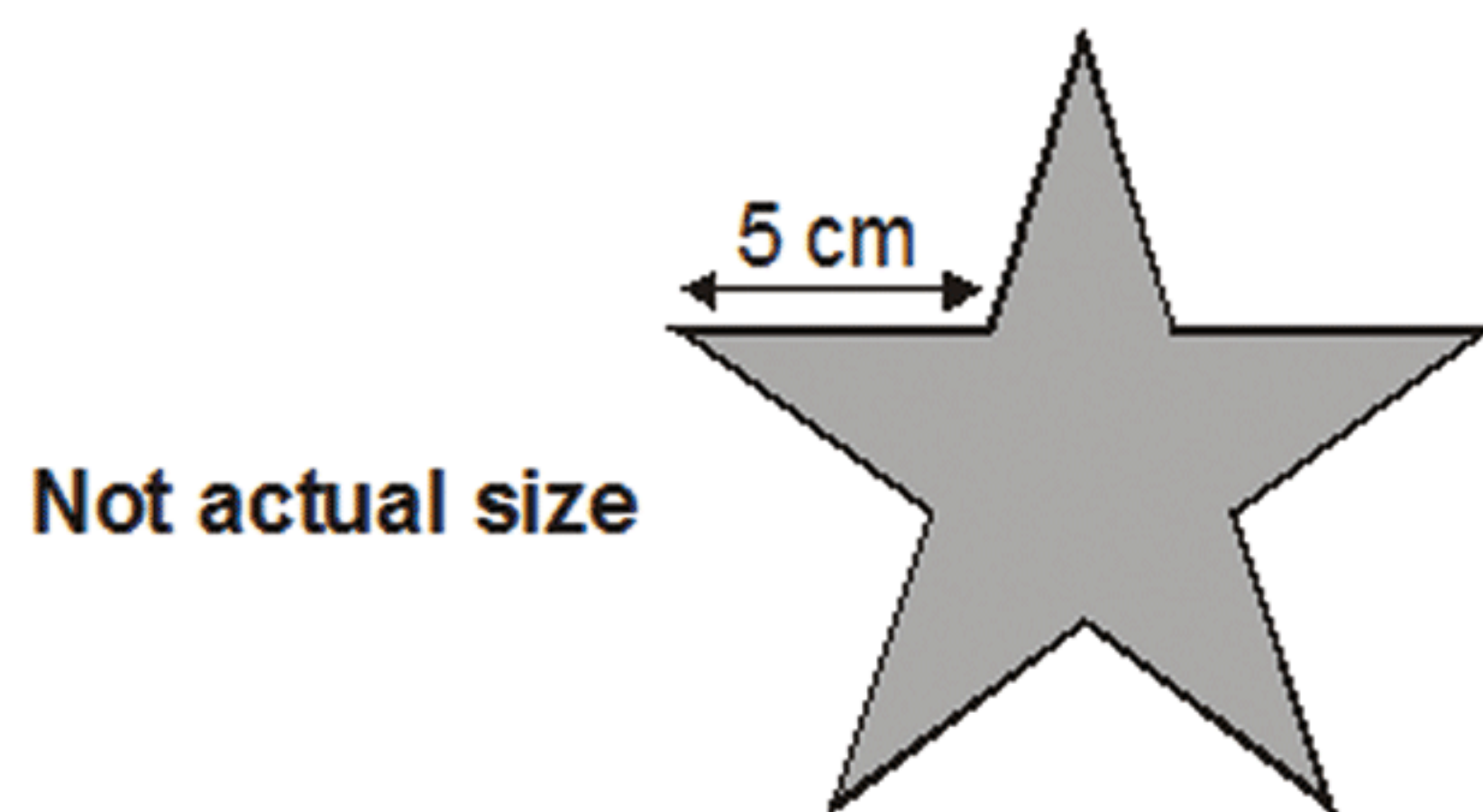
What fraction of the square is shaded?

3 Write in the missing numbers in this multiplication grid.

	$\times$	5	<input type="text"/>	<input type="text"/>
4		20	36	32
<input type="text"/>		35	63	56
<input type="text"/>		30	54	48

4 Millie has some star-shaped tiles.

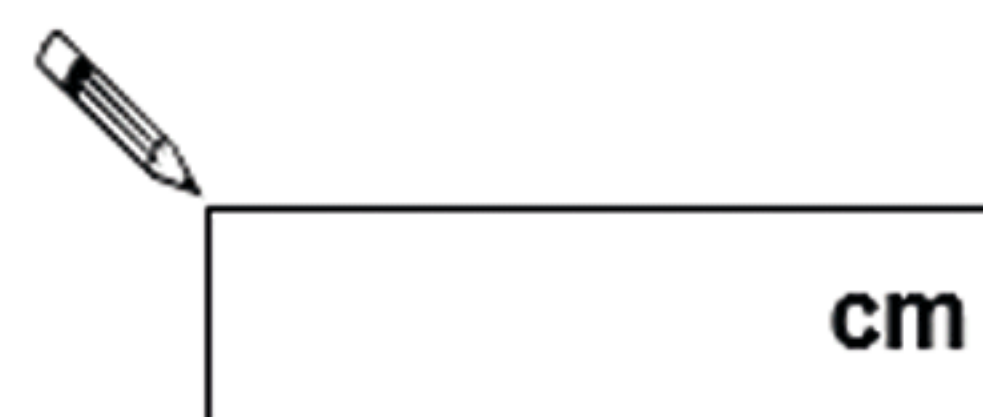
Each edge of a tile is 5 centimetres long.



She puts two tiles together to make this shape.



Work out the perimeter of Millie's shape.



cm

5 Here is a repeating pattern of shapes.

Each shape is numbered.



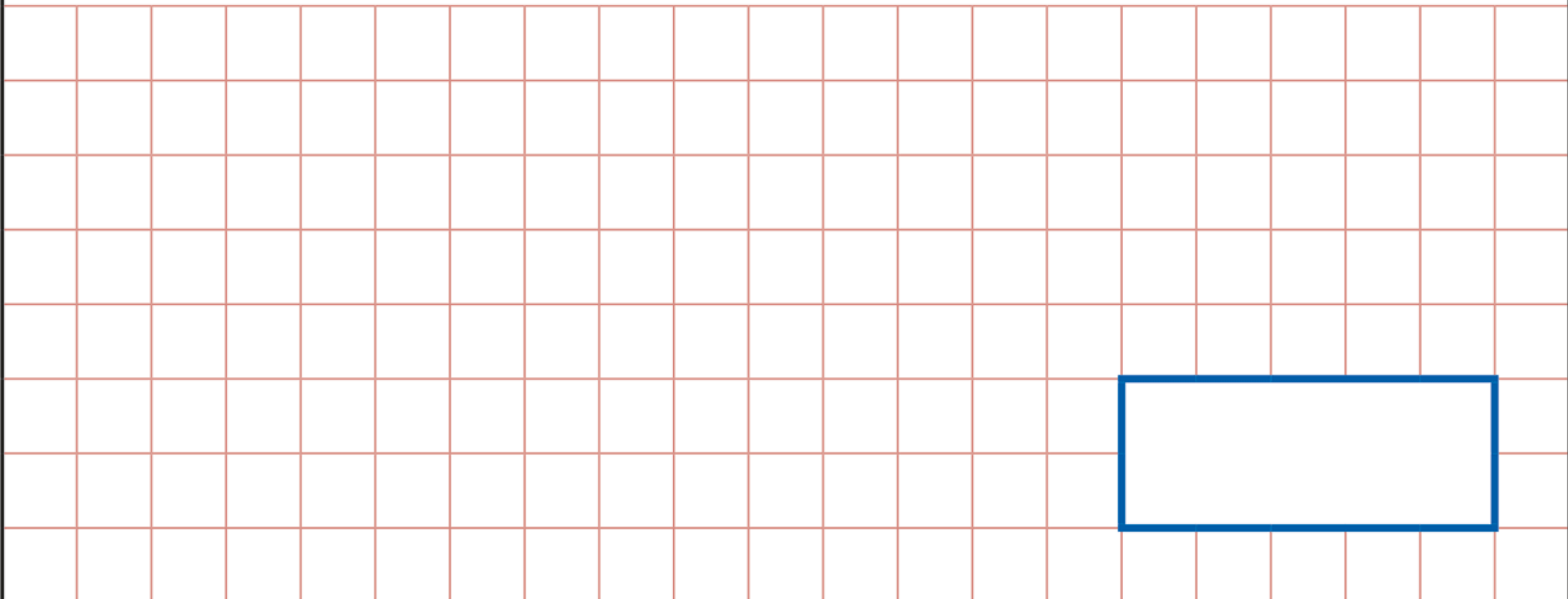
The pattern continues in the same way.

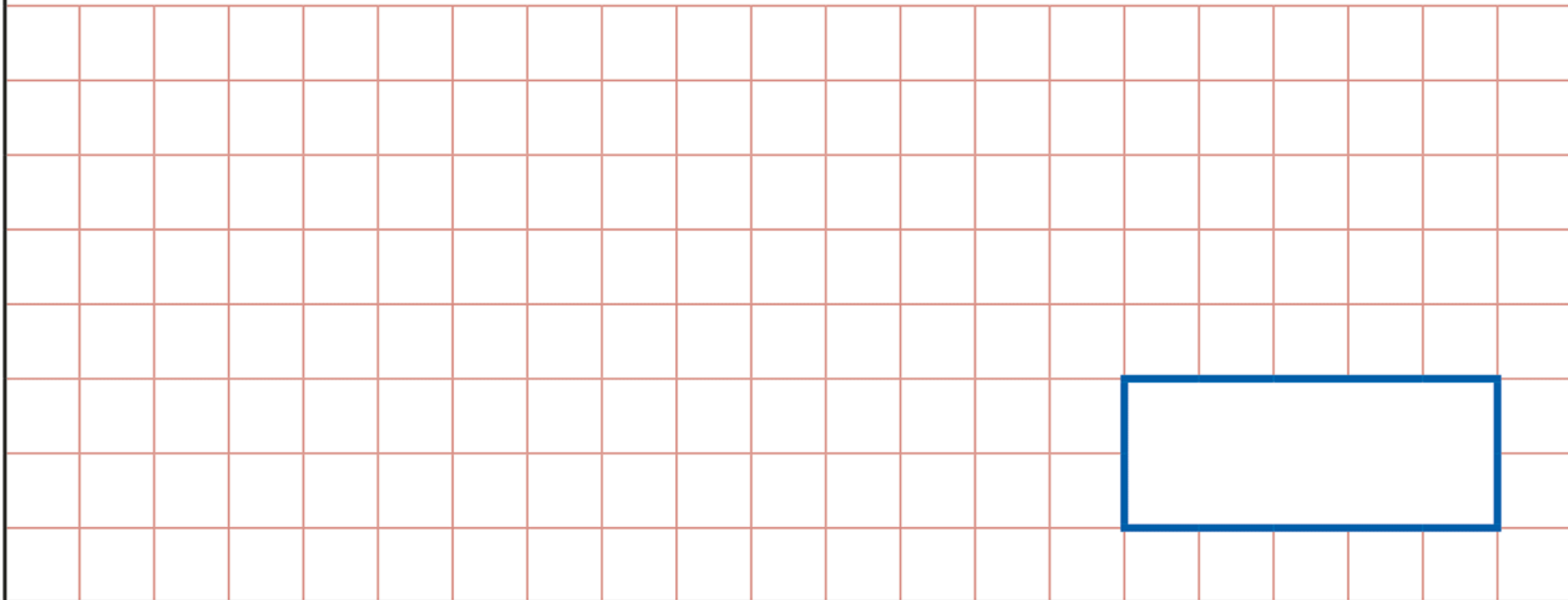
Write the numbers of the next two **stars** in the pattern.

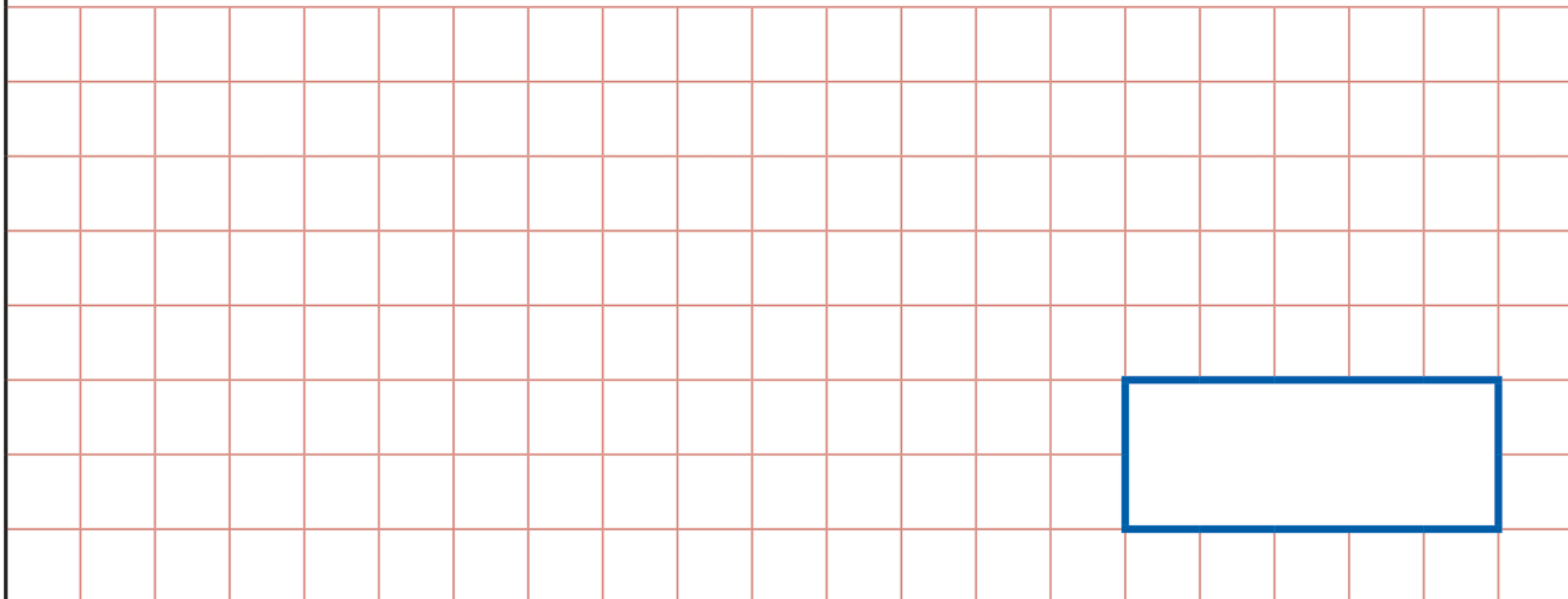


and

# Day 3 - Arithmetic

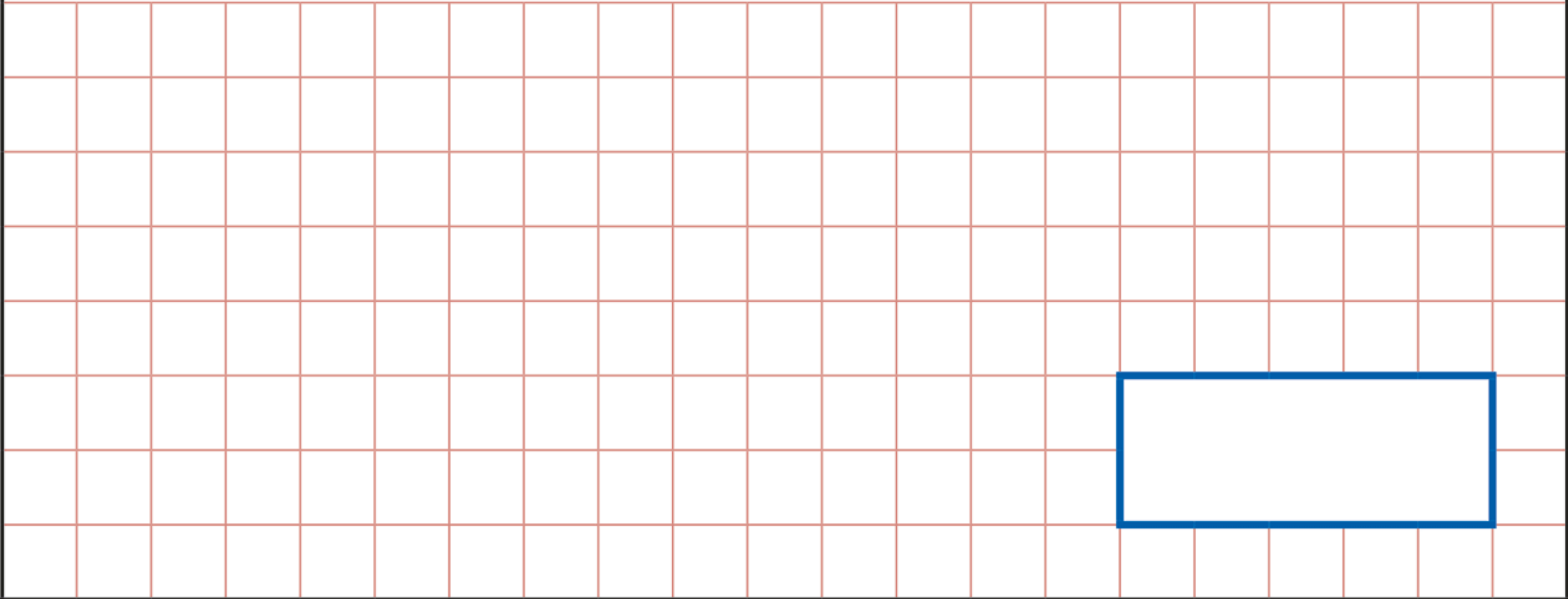
<b>1</b>	$1086 + 294 =$ 	<input data-bbox="1840 876 1947 984" type="checkbox"/> 1 mark
----------	---	--

<b>2</b>	$63 \div 9 =$ 	<input data-bbox="1840 1728 1947 1837" type="checkbox"/> 1 mark
----------	---	--

<b>3</b>	$4.9 + 9.003 =$ 	<input data-bbox="1840 2593 1947 2701" type="checkbox"/> 1 mark
----------	---	--

4

$$283,998 - 55,704 =$$



1 mark

5

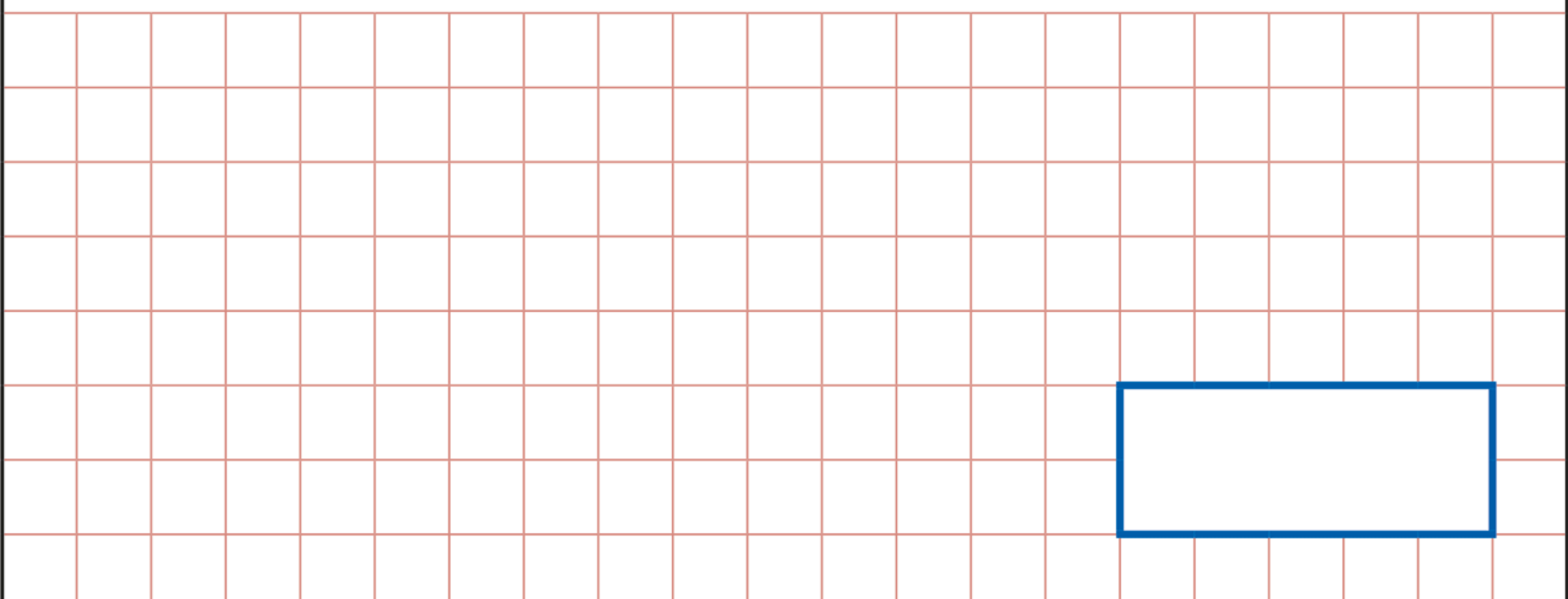
$$1.205 \times 100 =$$



1 mark

6

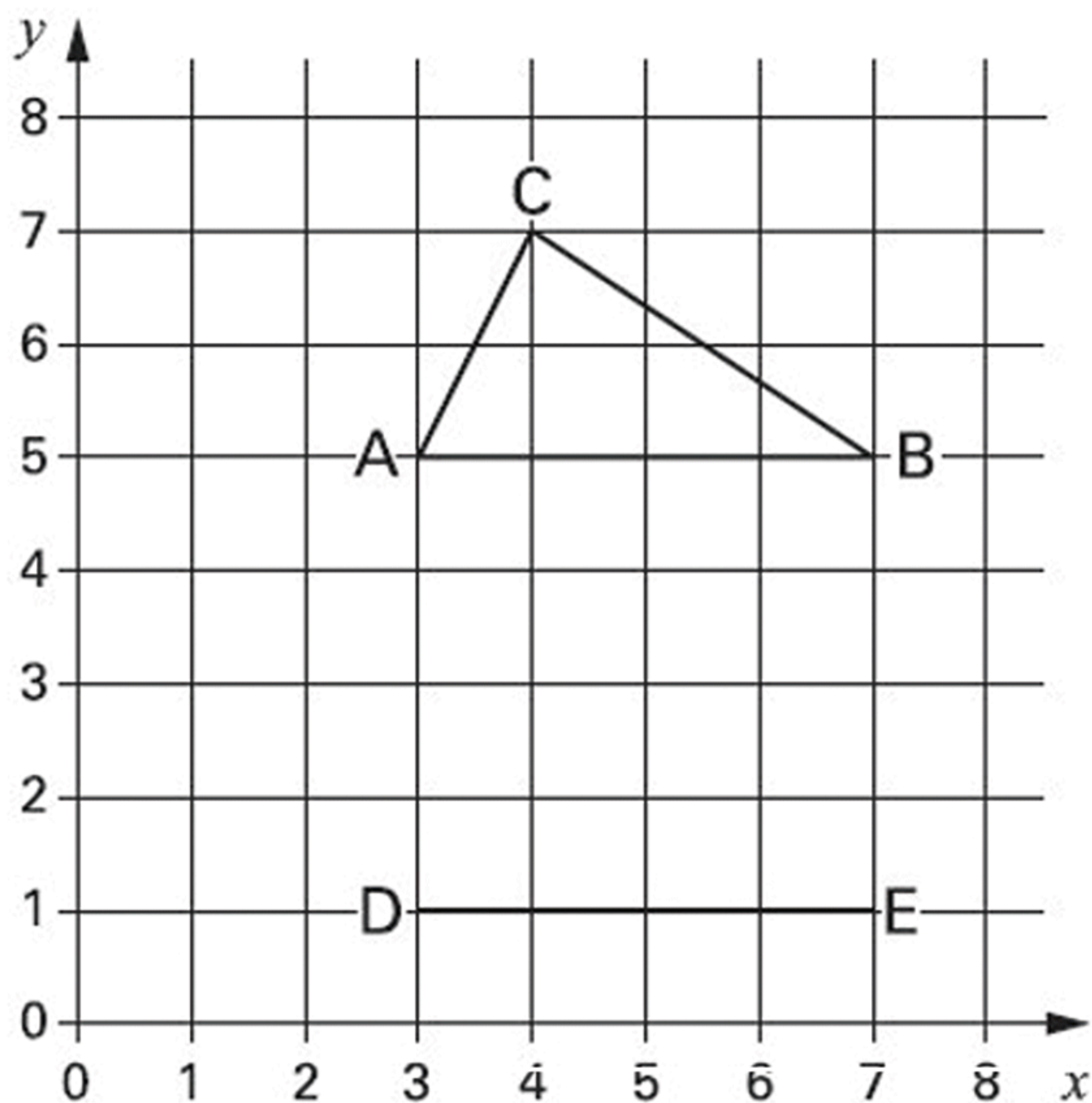
$$50 + 7 \times 5 =$$



1 mark

# Day 3 - Reasoning

1 Kyle has drawn triangle **ABC** on this grid.



Holly has started to draw an **identical** triangle **DEF**.


What will be the coordinates of point F ?

2 Use **each** number card **once** to make the answer to each calculation an **even** number.

3

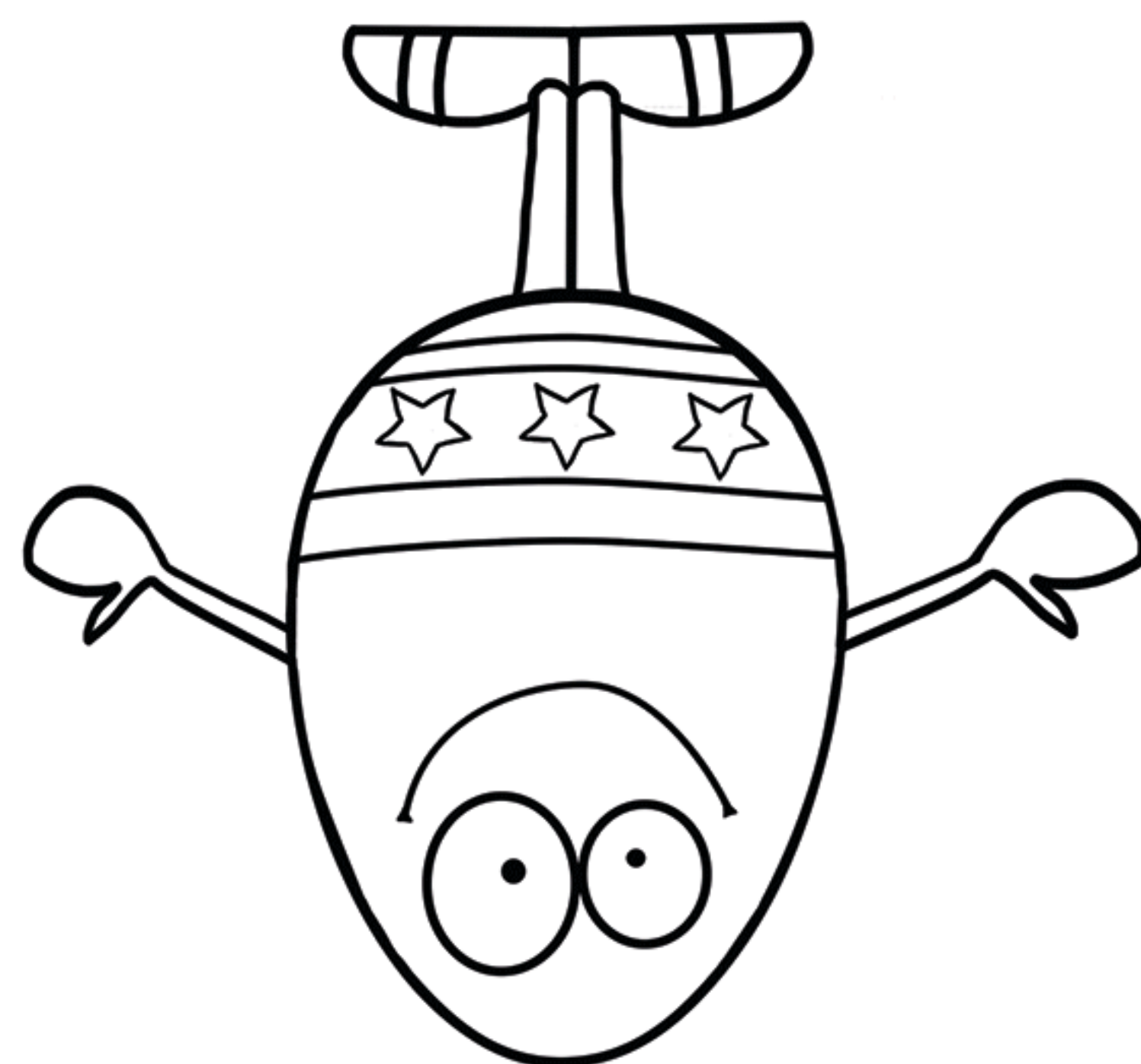
4

5

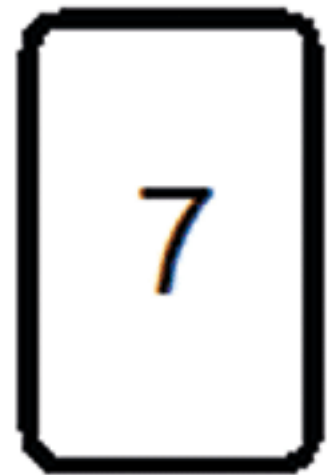
  $5 \times$

$12 \div$

$9 +$



3 Here are four digit cards.

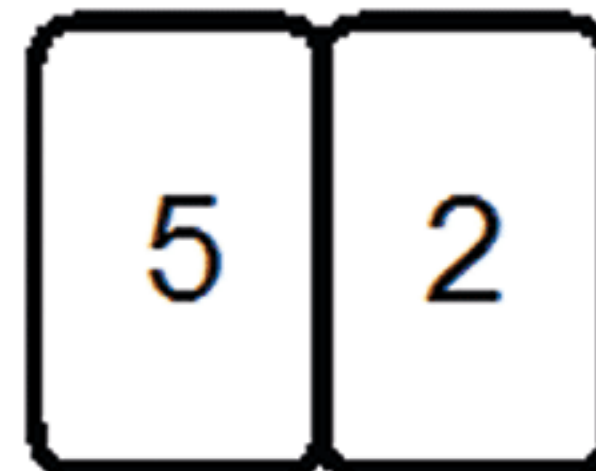


Choose two cards each time to make the following two-digit numbers.

The first one is done for you.



an even number



a multiple of 9



a square number



a factor of 96



4 The first two numbers in this sequence are 2.1 and 2.2

The sequence then follows the rule

**'to get the next number, add the two previous numbers'**

Write in the next two numbers in the sequence.



2.1

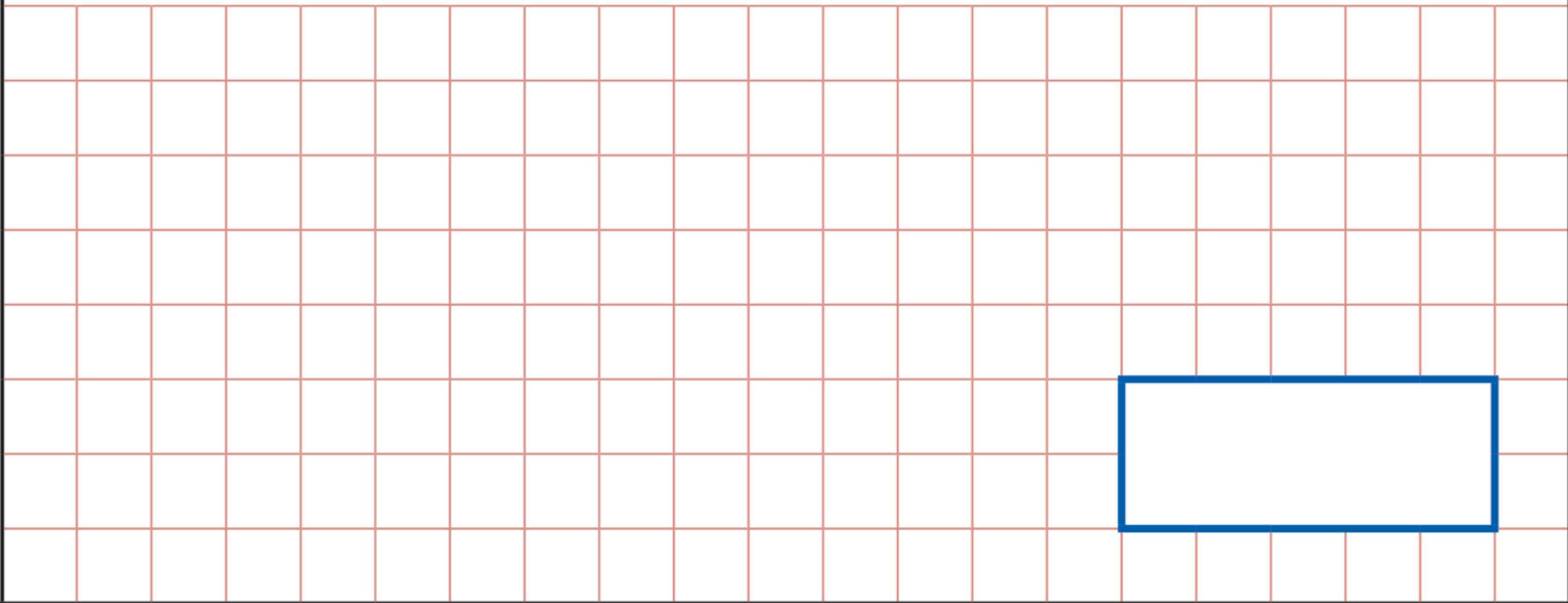
2.2

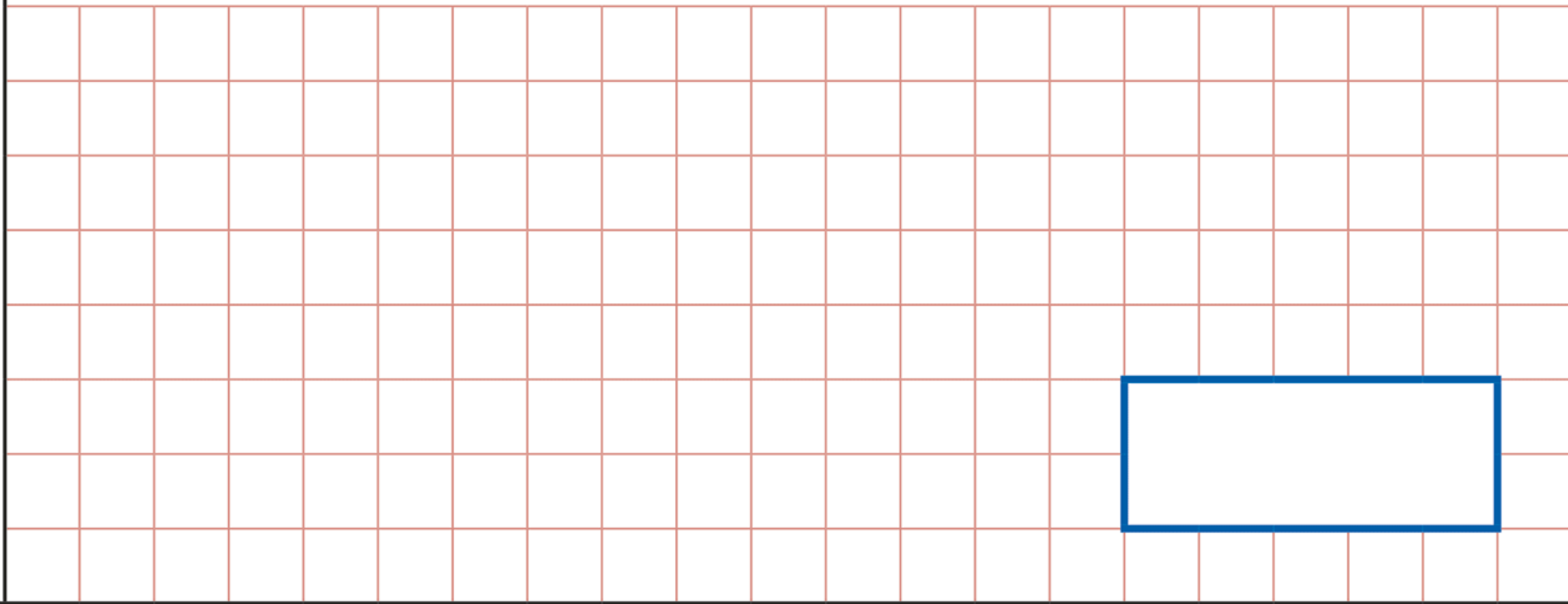
4.3

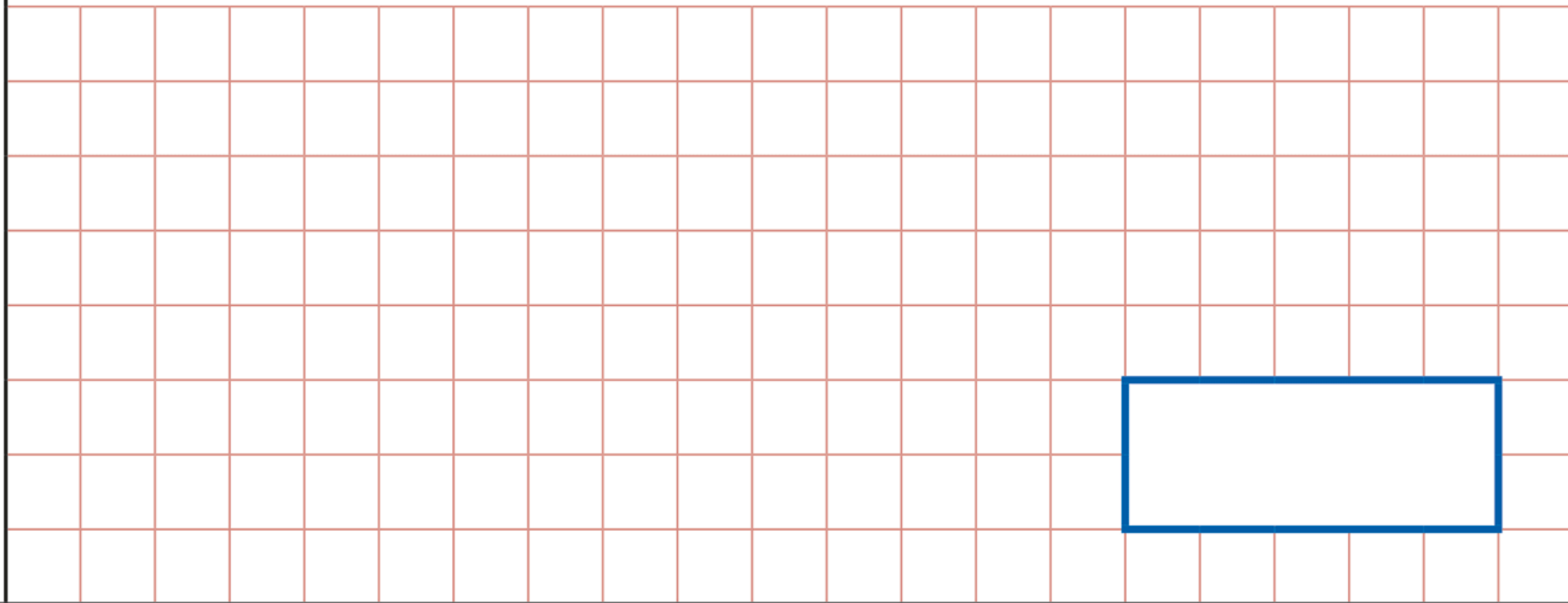
6.5



# Day 4 - Arithmetic

<b>1</b>	$666 - 8 =$ 	<input data-bbox="1840 876 1947 979" type="checkbox"/> 1 mark
----------	--	--

<b>2</b>	$3.7 + 4.008 =$ 	<input data-bbox="1840 1728 1947 1831" type="checkbox"/> 1 mark
----------	---	--

<b>3</b>	$5 \times 6 \times 9 =$ 	<input data-bbox="1840 2593 1947 2695" type="checkbox"/> 1 mark
----------	---	--

4

$$1,170 \div 13 =$$

1 mark

5

$$40 \times 500 =$$

1 mark

6

$$3 \times 9 \times 5 =$$

1 mark

# Day 4 - Reasoning

1 Alan has **45 beans**.

He plants **3 beans** in each of his pots.


How many pots does he need?

  
 pots

Leila puts **4 seeds** in each of her pots.

She uses **6 pots** and has **1 seed** left over.

How many seeds did she start with?

2



Choose **three** of these number cards to make an **even** number that is **greater than 400**

3

Write in the missing numbers.

  
 $55 + \boxed{\phantom{00}} = 120$

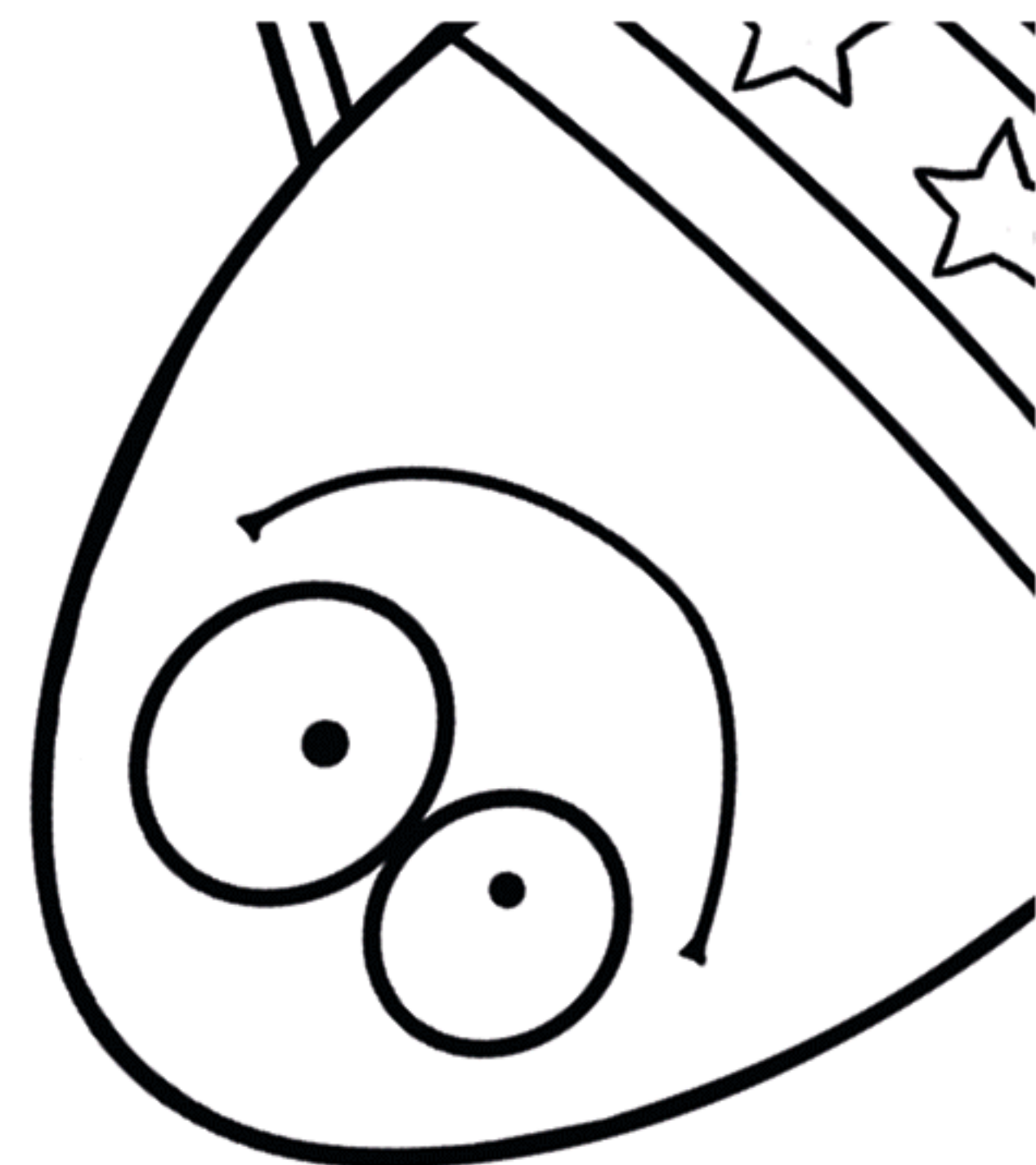
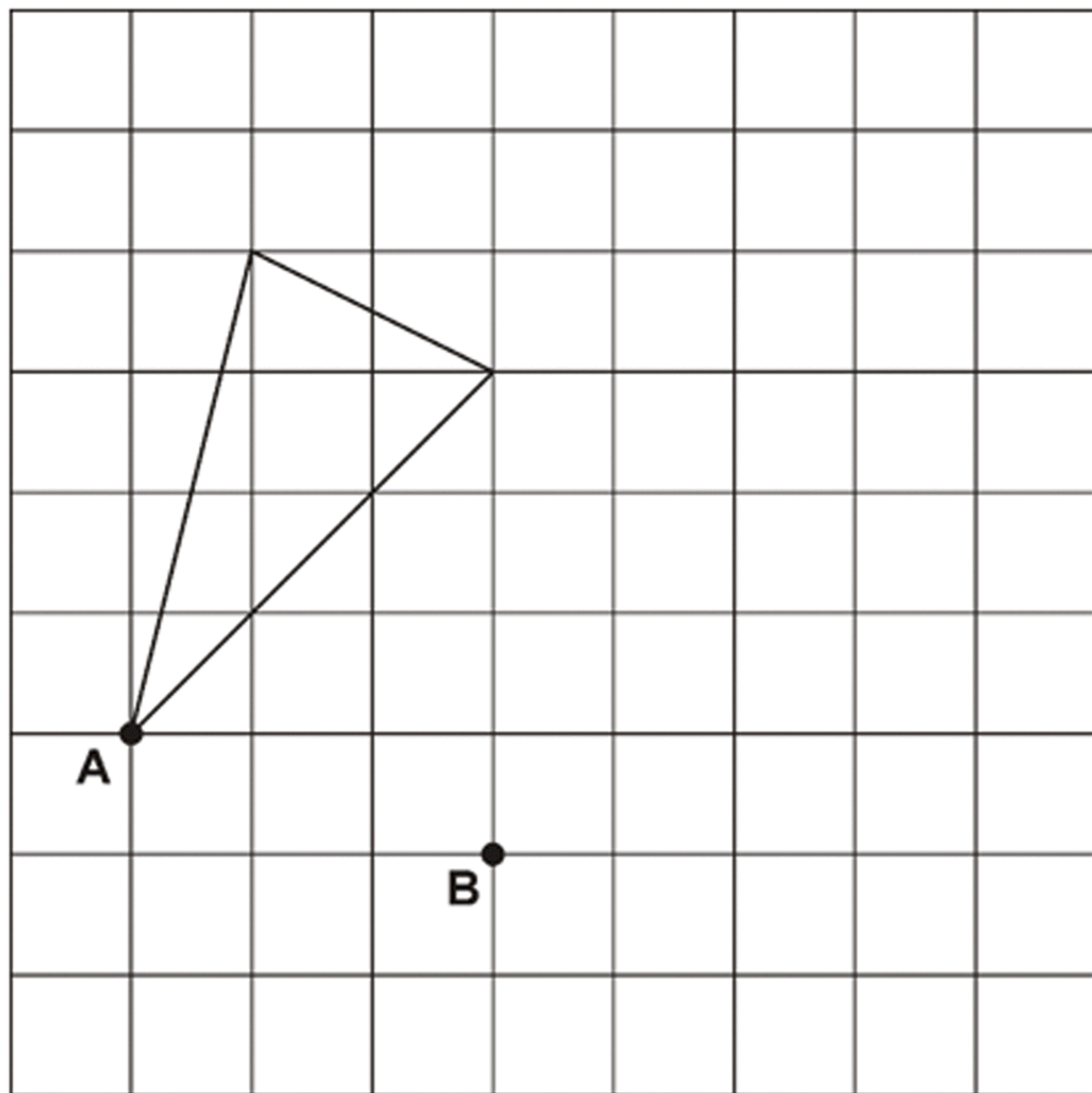
$600 \times 4 = \boxed{\phantom{0000}}$

4 Here is a triangle on a square grid.

The triangle is translated so that point **A** moves to point **B**.

Draw the triangle in its new position.

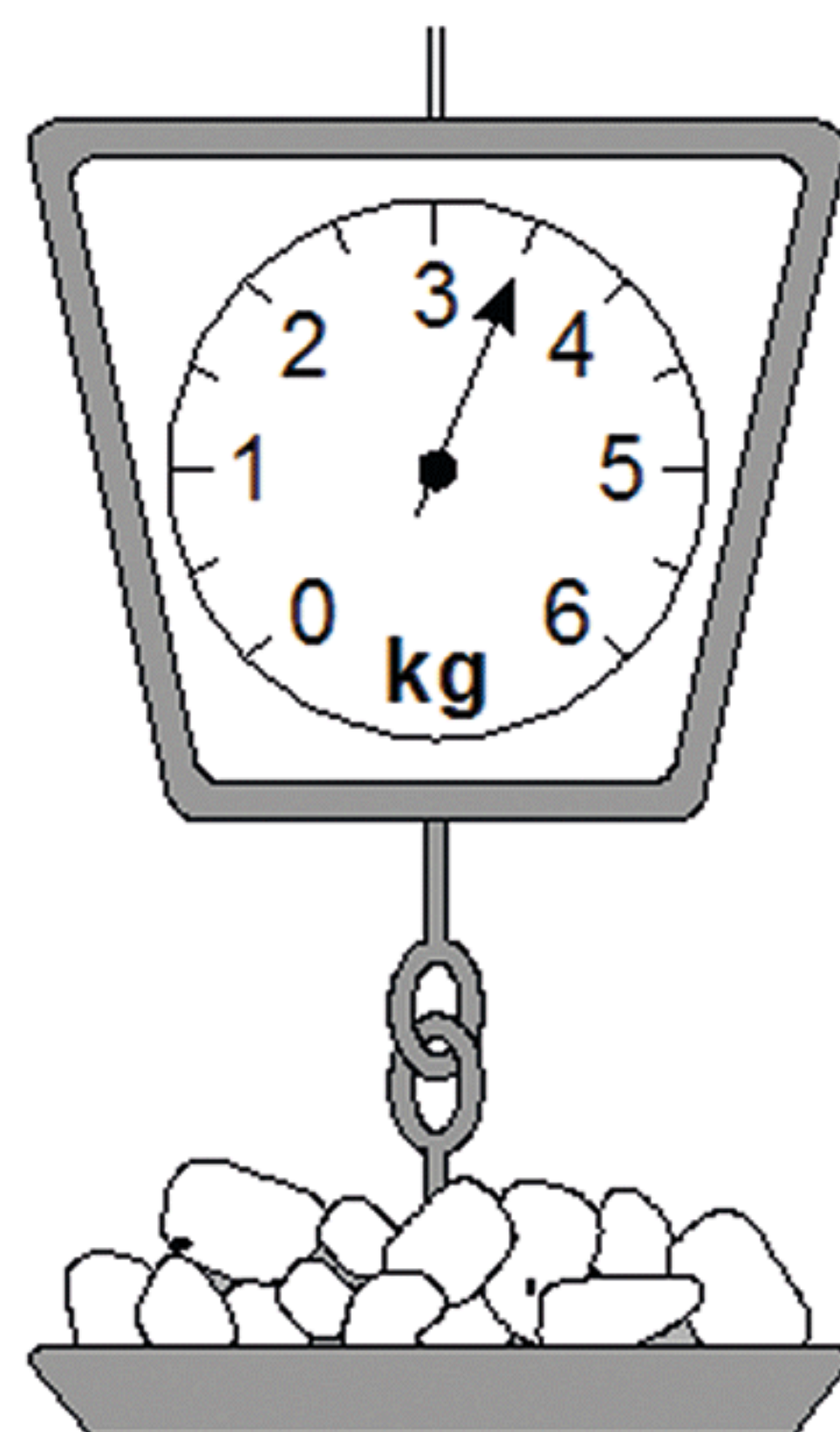
Use a ruler.



5 This table shows the weight of some fruits and vegetables.

Complete the table.

	grams	kilograms
potatoes	3500	3.5
apples		1.2
grapes	250	
ginger		0.03



# Day 5 - Arithmetic

1

$$5 \times 8 \times 9 =$$

A large grid of red lines on a white background, intended for students to write their working out for the multiplication problem. The grid is approximately 15 columns wide and 15 rows high.

1 mark

2

$$\frac{4}{6} + \frac{2}{6} =$$

A large grid of red lines on a white background, intended for students to write their working out for the fraction addition problem. The grid is approximately 15 columns wide and 15 rows high.

1 mark

3

$$8^2 + 16 =$$


A large grid of red lines on a white background, intended for students to write their working out for the exponentiation and addition problem. The grid is approximately 15 columns wide and 15 rows high.


1 mark

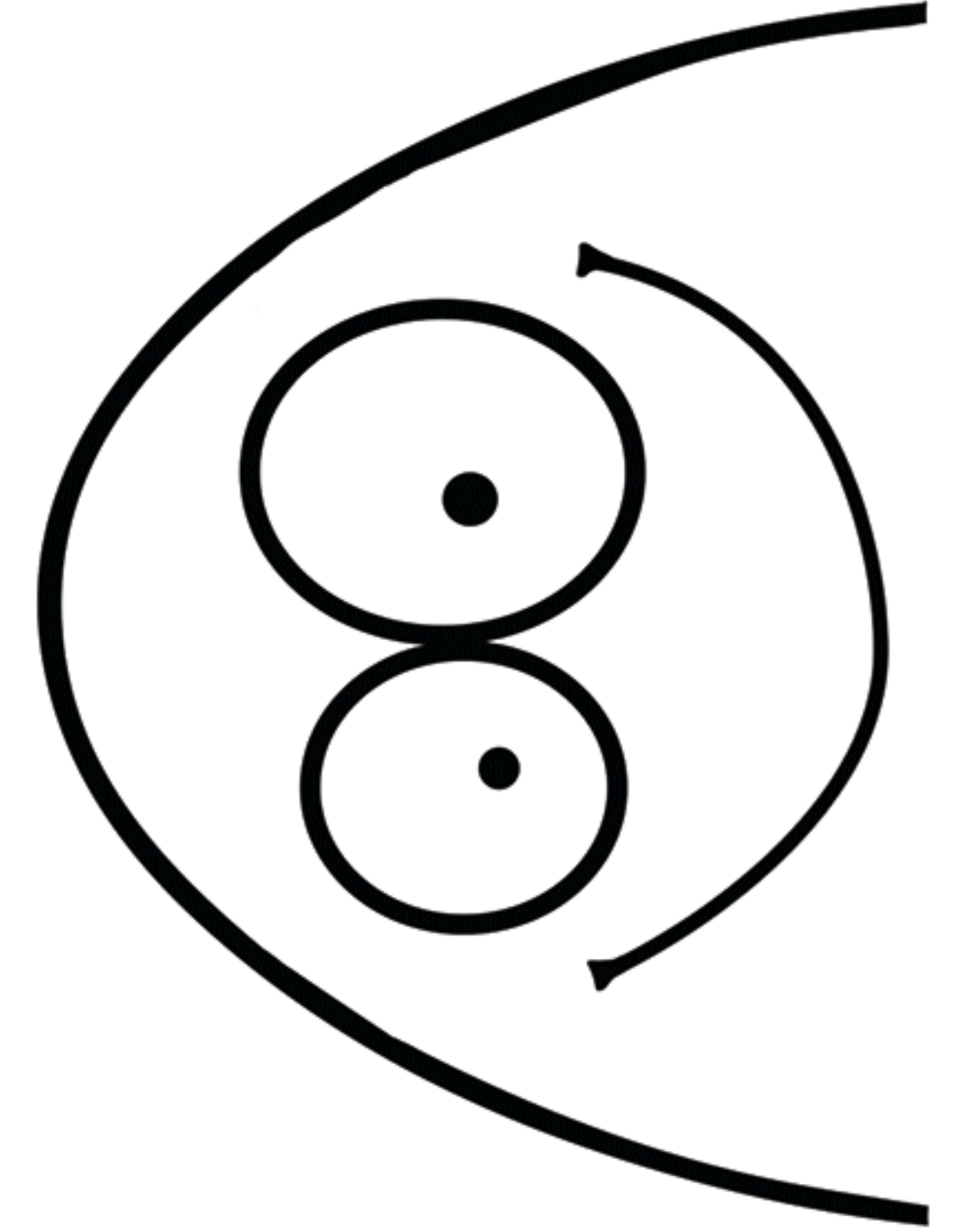


# Day 5 - Reasoning

1 Write in the **missing** numbers.

  $(3 \times 4) + \square = 19$

  $(5 \times 5) - \square = 23$



2 Write in the missing digits to make this correct.

$$\begin{array}{r} \square 4 \square \\ \times \quad 6 \\ \hline 2052 \end{array}$$


Lewis makes a call from a telephone box.

3 He has **£2** in coins.

He uses these five coins to make the call.



How much money has he got **left** from the **£2**?

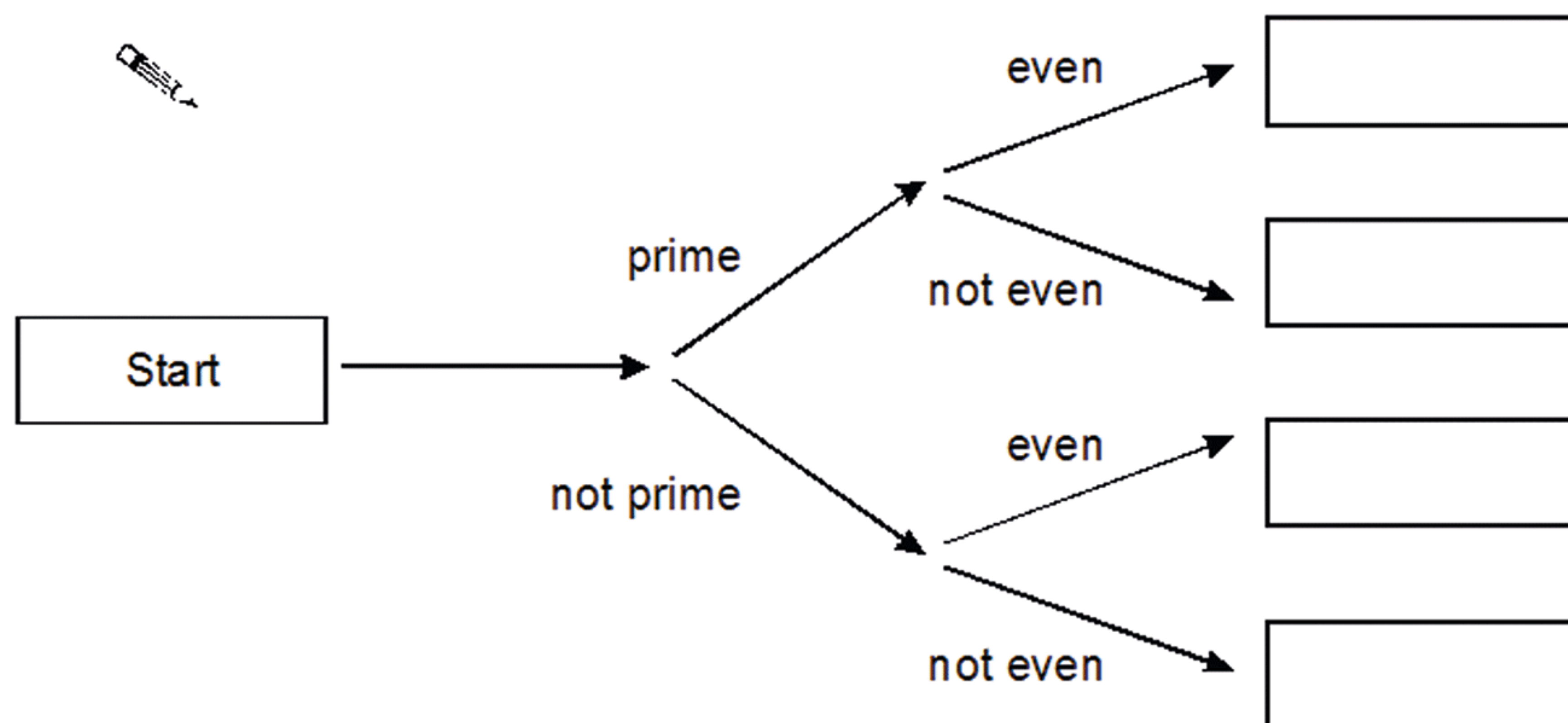


4 Here is a diagram for sorting numbers.

Write these three numbers in the correct boxes.

You may not need to use all of the boxes.

9      17      20



5 Parveen buys 3 small bags of peanuts.



She gives the shopkeeper £2 and gets 80p change.

What is the cost in pence of one bag of peanuts?

Show your working.  
You may get a mark.

p

# Day 6 - Arithmetic

1

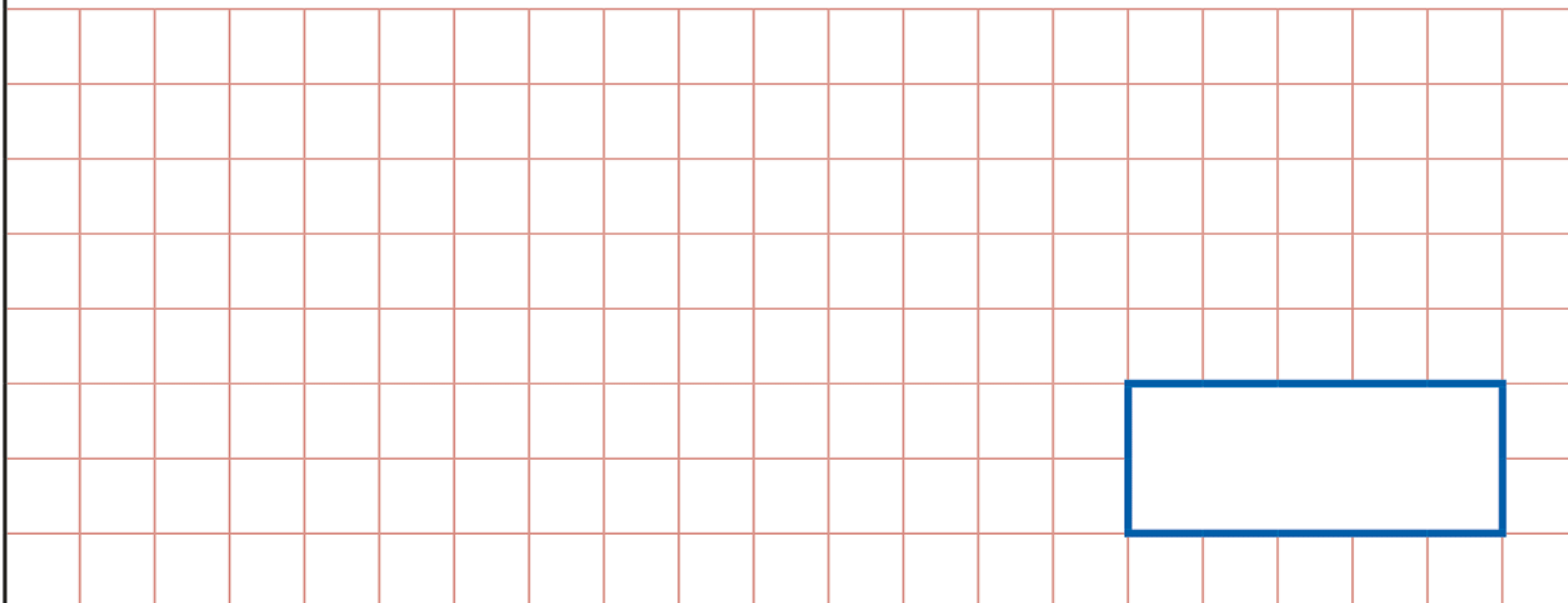
$$540 \div 2 =$$



1 mark

2

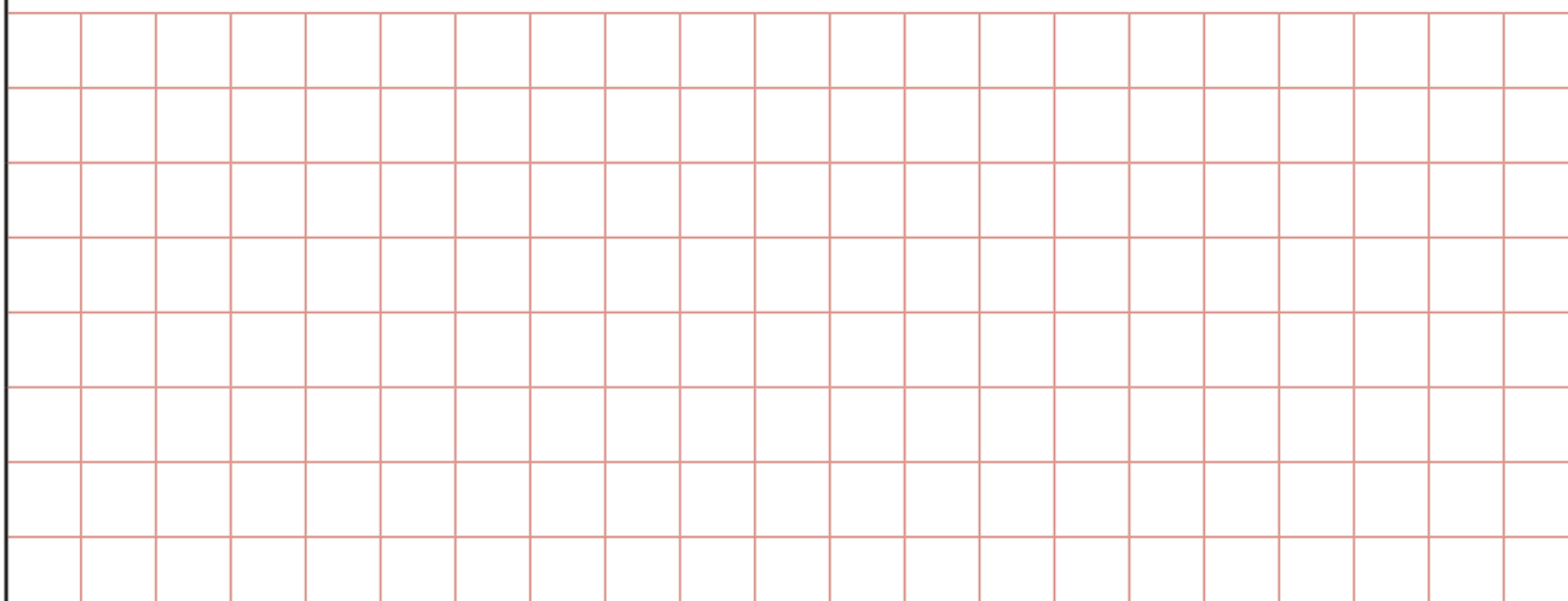
$$81 \times 1000 =$$



1 mark

3

$$\boxed{\phantom{0000}} = 540 \div 9$$



1 mark

4

$$4,410 \div 7 =$$

1 mark

5

$$19 + 3 \times 3 =$$

1 mark

6

$$17 \div 2 =$$

1 mark

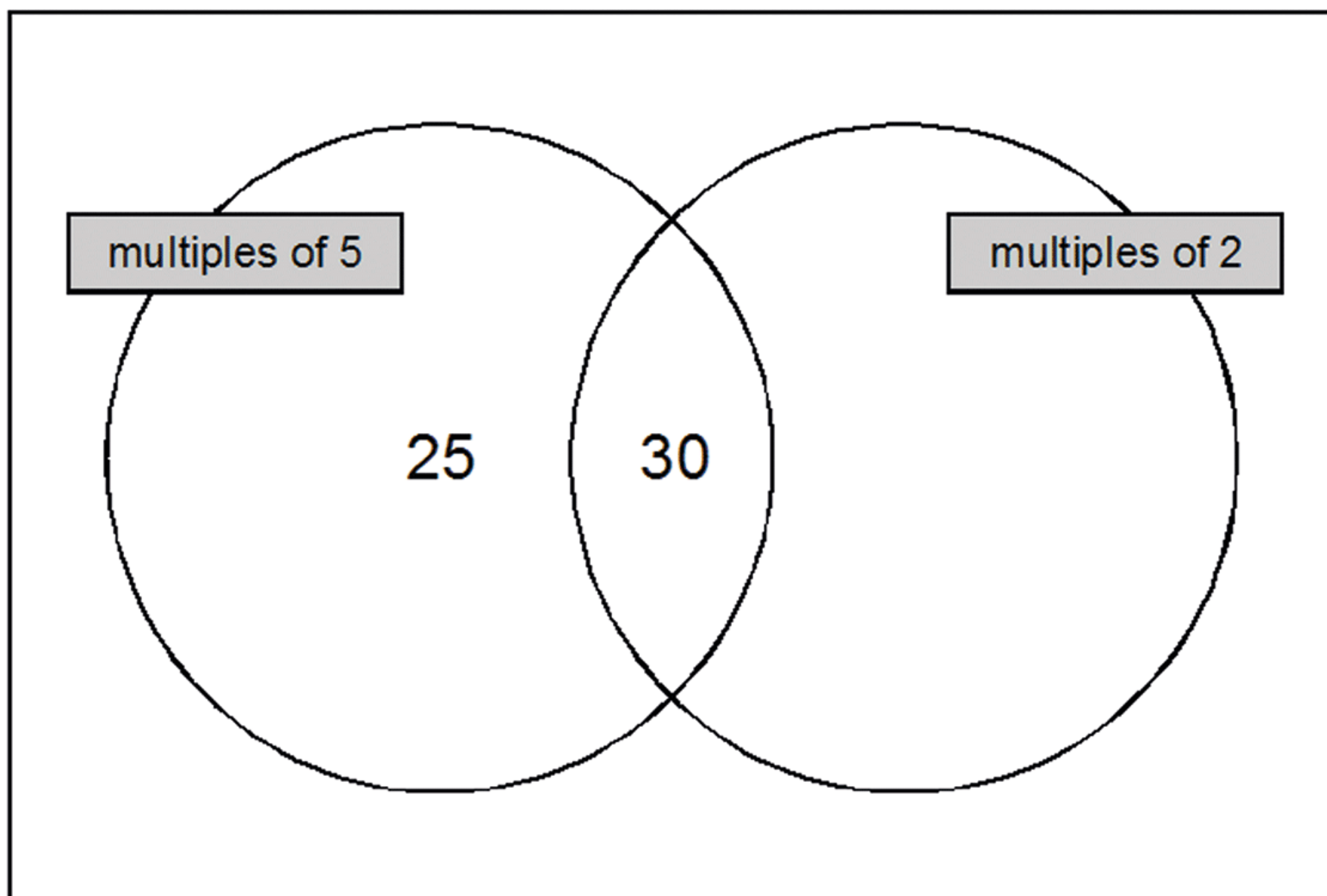
# Day 6 - Reasoning

1 Write **each** of these numbers in its correct place on the sorting diagram.

40

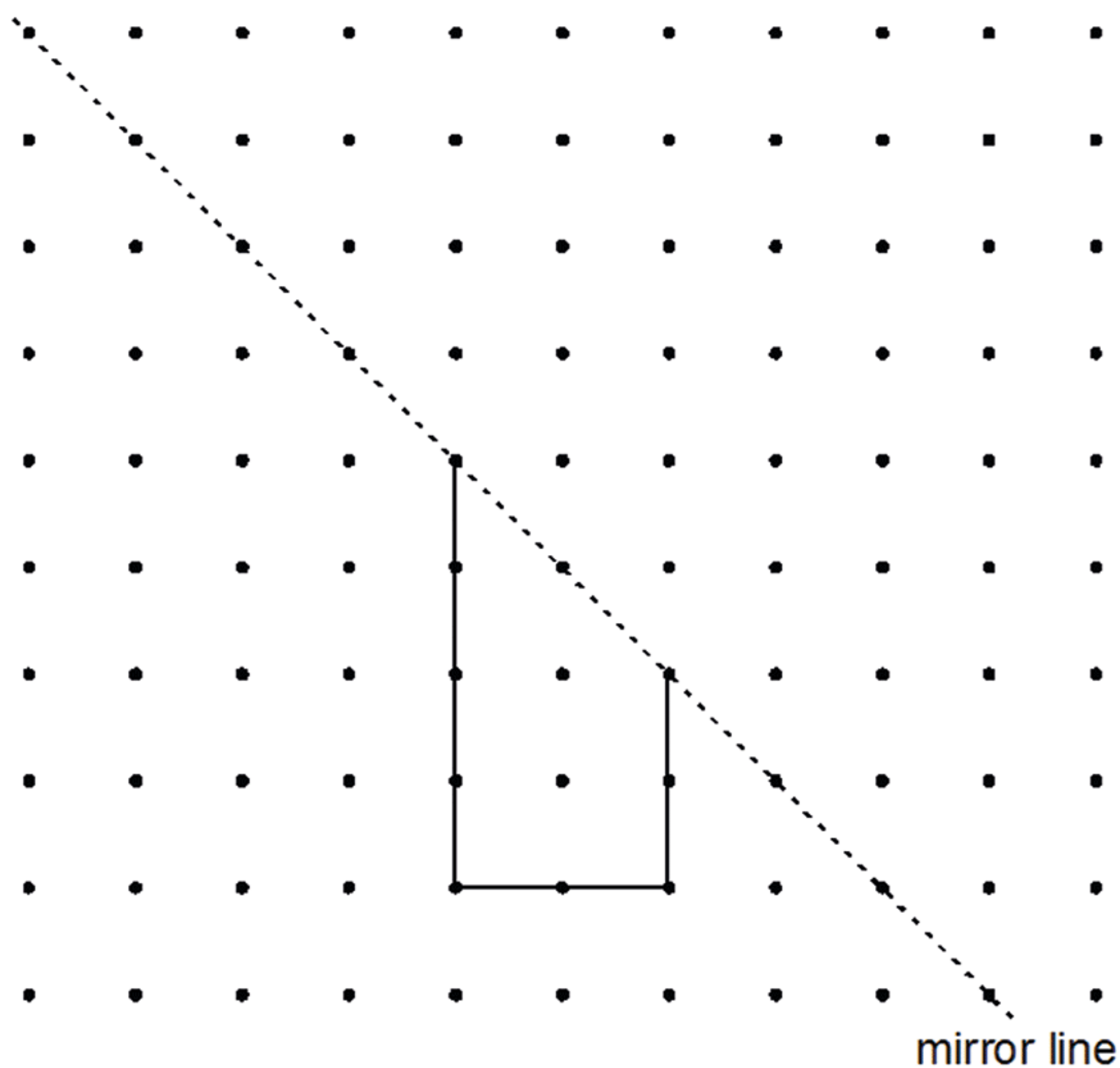
8

15



2 Use a ruler to draw the **reflection** of this shape in the mirror line.

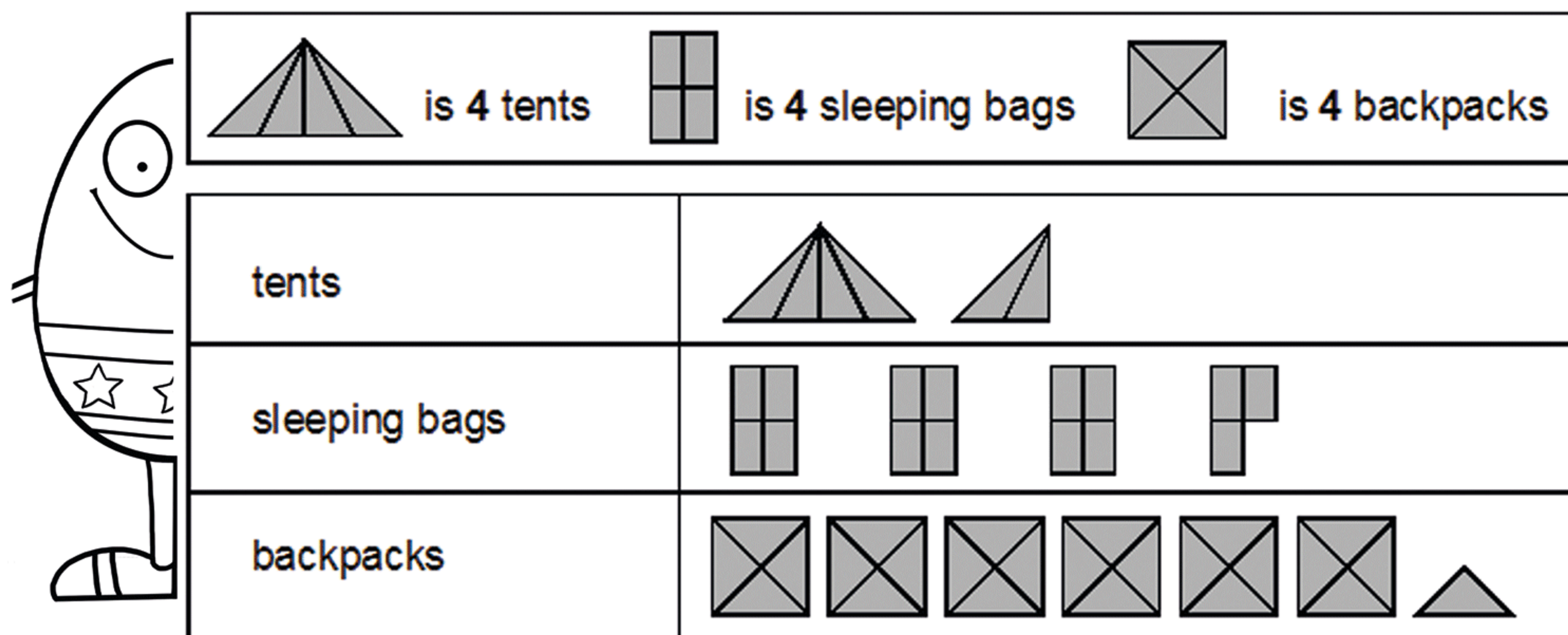
You may use a mirror or tracing paper.



**3** A camping shop sells **tents**, **sleeping bags** and **backpacks**.

This chart shows how many of each they sold in June.

**Items sold in June**



The shop had **20** sleeping bags at the **beginning of June**.

How many of these sleeping bags did the shop have left at the **end of June**?



In **July**, the shop sold **three times as many tents** as in June.

How many tents did the shop sell in **July**?

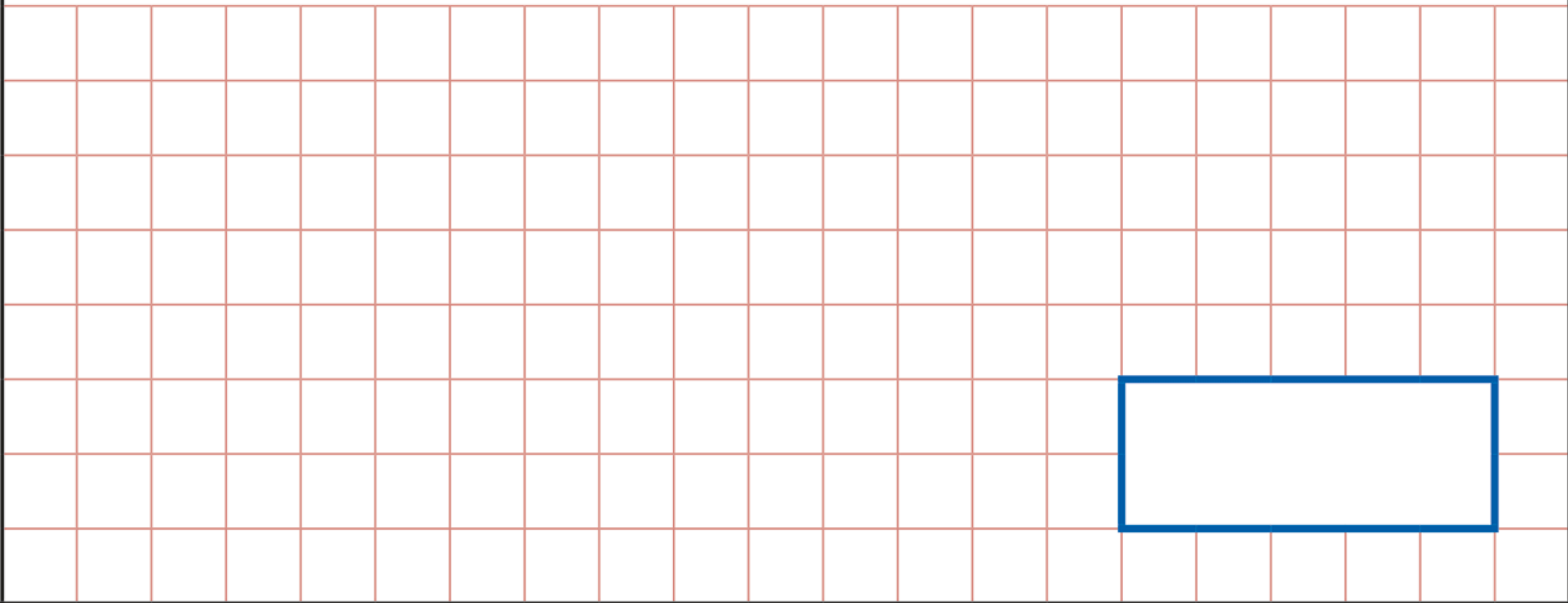


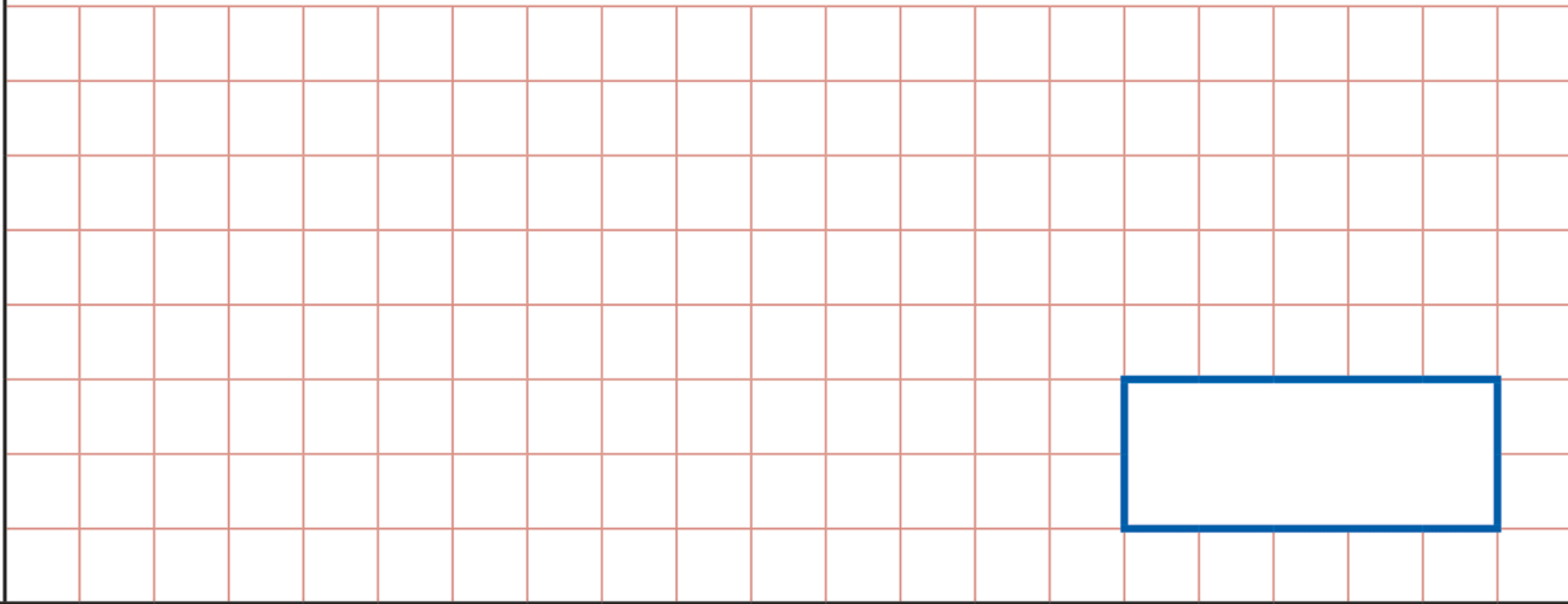
**4** Write in the **missing** numbers.

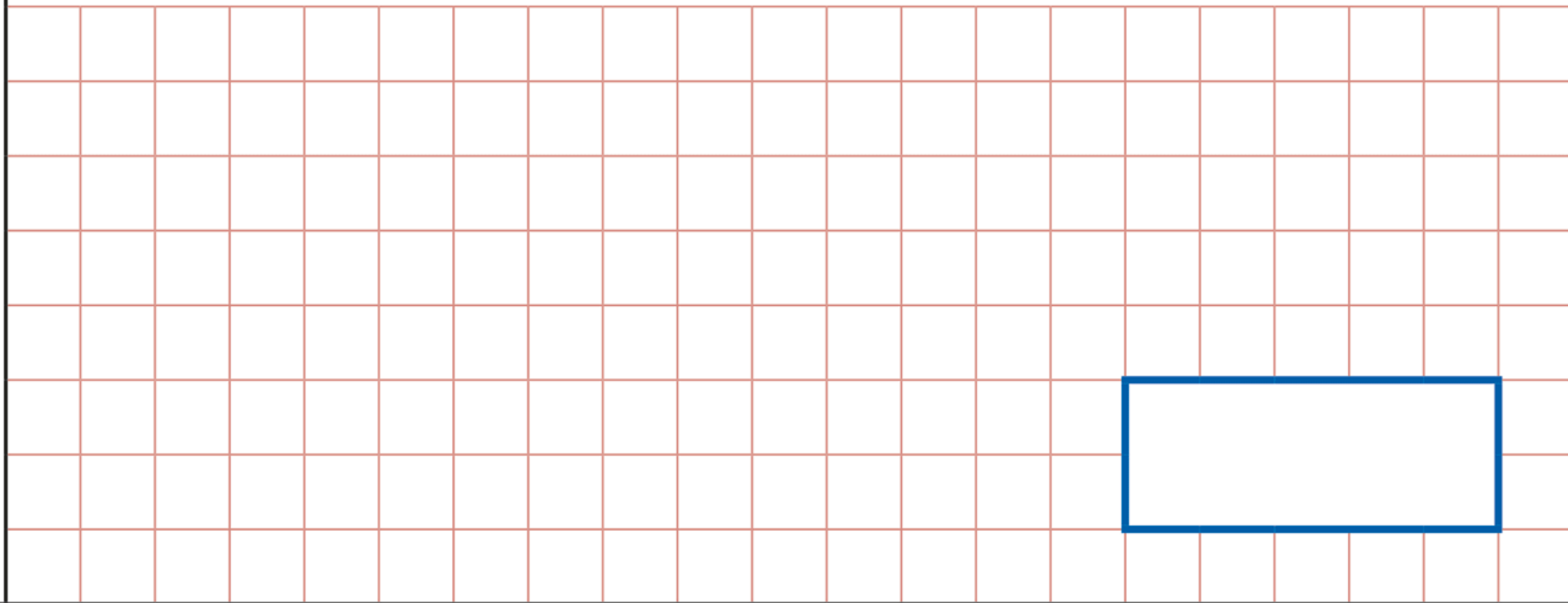
 $150 + \boxed{\phantom{000}} = 500$

 $172 - \boxed{\phantom{000}} = 60$

# Day 7 - Arithmetic

<b>1</b>	$3^2 + 13 =$ 	<input data-bbox="1840 876 1947 984" type="checkbox"/> 1 mark
----------	---	--

<b>2</b>	$50,000 - 800 =$ 	<input data-bbox="1840 1728 1947 1837" type="checkbox"/> 1 mark
----------	--	--

<b>3</b>	$32.8 \times 1000 =$ 	<input data-bbox="1840 2593 1947 2701" type="checkbox"/> 1 mark
----------	--	--

4

$$6,642 + 7,947 =$$

1 mark

5

$$13 - 8.05 =$$

1 mark

6

$$69 \times 2 =$$

1 mark

# Day 7 - Reasoning

1 A shop sells flowers.



**Roses**  
40p each



**Daffodils**  
99p for a bunch

John buys 3 bunches of daffodils.

How much does he pay altogether?

Karpal has **£4.00** to spend on **roses**.

How many **roses** can she buy for **£4.00**?

2 Put a tick (✓) in **each row** to complete this table.


One has been done for you.

	greater than $\frac{1}{2}$	less than $\frac{1}{2}$
0.9	✓	
0.06		
$\frac{11}{20}$		
0.21		


- 3 This table shows the numbers of children who went walking, sailing or climbing at an outdoor centre.

	May	June	July
walking	25	80	75
sailing	15	42	50
climbing	18	27	23

How many children went **sailing** in **May, June and July** altogether?



How many **more** children went **walking** in **June** than **climbing** in **June**?



- 4 Each card on the left matches one on the right.

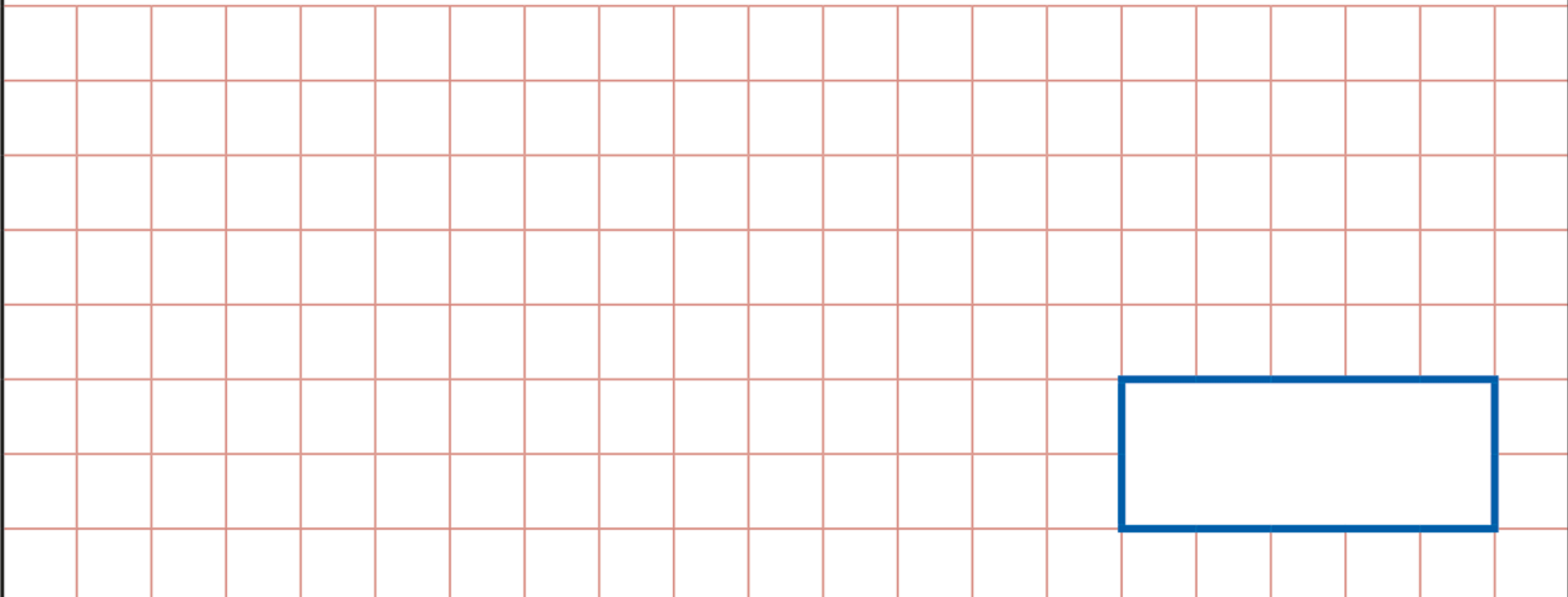
Draw lines to match the cards which are **equal** in value.

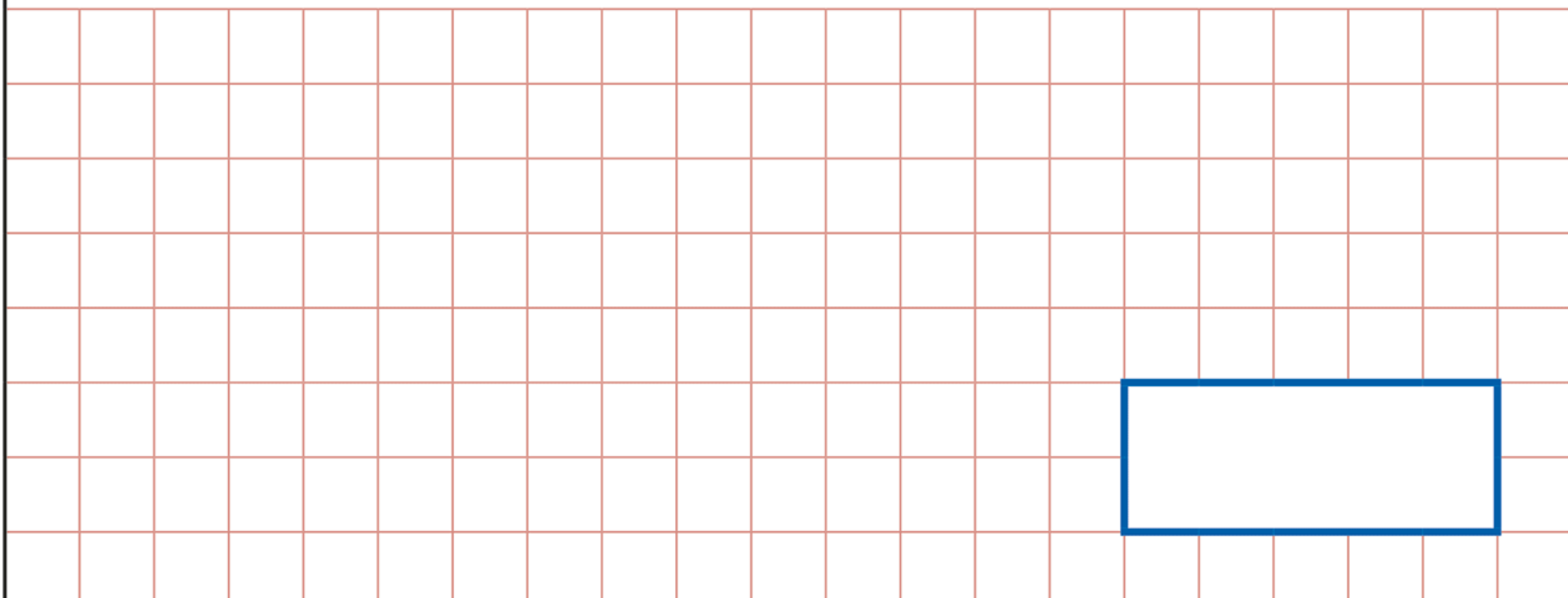
One has been done for you.

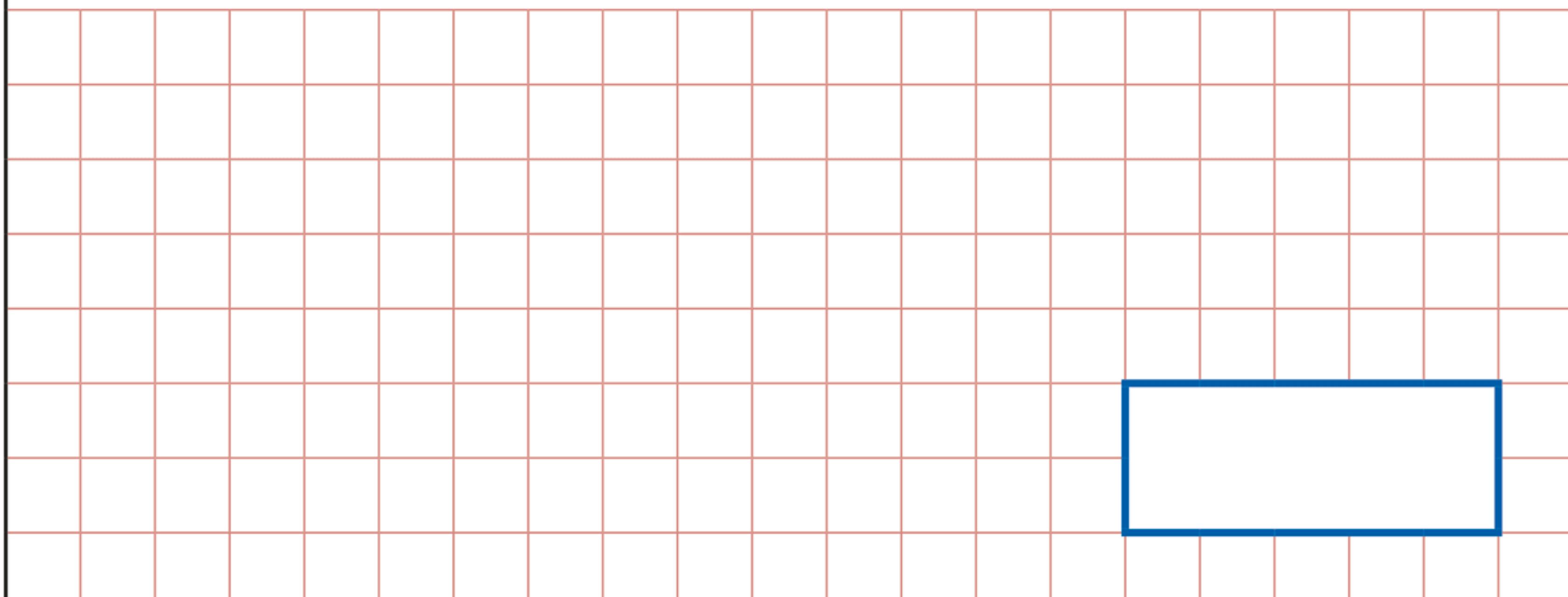


$3 \times 6$	$2 \times 25$
$10 \times 5$	$9 \times 2$
$5 \times 8$	$50 \times 2$
$9 \times 10$	$3 \times 30$
$5 \times 20$	$10 \times 4$

# Day 8 - Arithmetic

<b>1</b>	$50 \times 10 =$ 	<input data-bbox="1840 876 1947 979" type="checkbox"/> 1 mark
----------	---	--

<b>2</b>	$4096 - 200 =$ 	<input data-bbox="1840 1725 1947 1828" type="checkbox"/> 1 mark
----------	--	--

<b>3</b>	$\frac{4}{8} - \frac{3}{8} =$ 	<input data-bbox="1840 2590 1947 2693" type="checkbox"/> 1 mark
----------	---	--

4

$$3,912 \div 6 =$$

1 mark

5

$$45 \times 44 =$$

1 mark

6

$$868 + 200 =$$

1 mark

# Day 8 - Reasoning

1 Write the number 53,148 in **words**.

---

2 The numbers in this sequence increase by 30 each time.

20    50    80    110    ...

The sequence continues in the same way.

Which number in the sequence will be **closest to 300**?

Show your method

3 Here is a number written in Roman numerals.

CXV

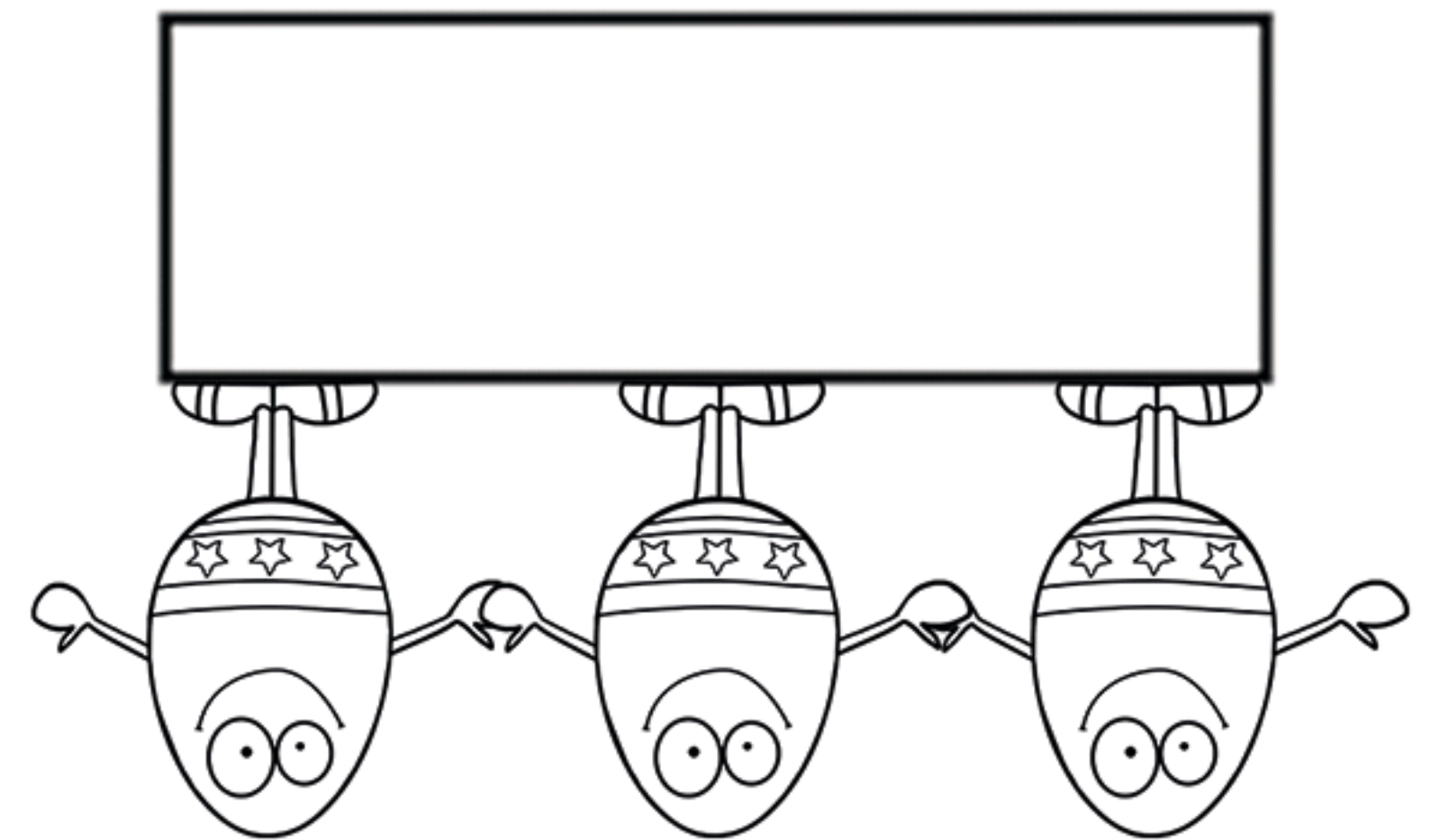
Write the number in figures.

4 Look at this number.

23,451.96

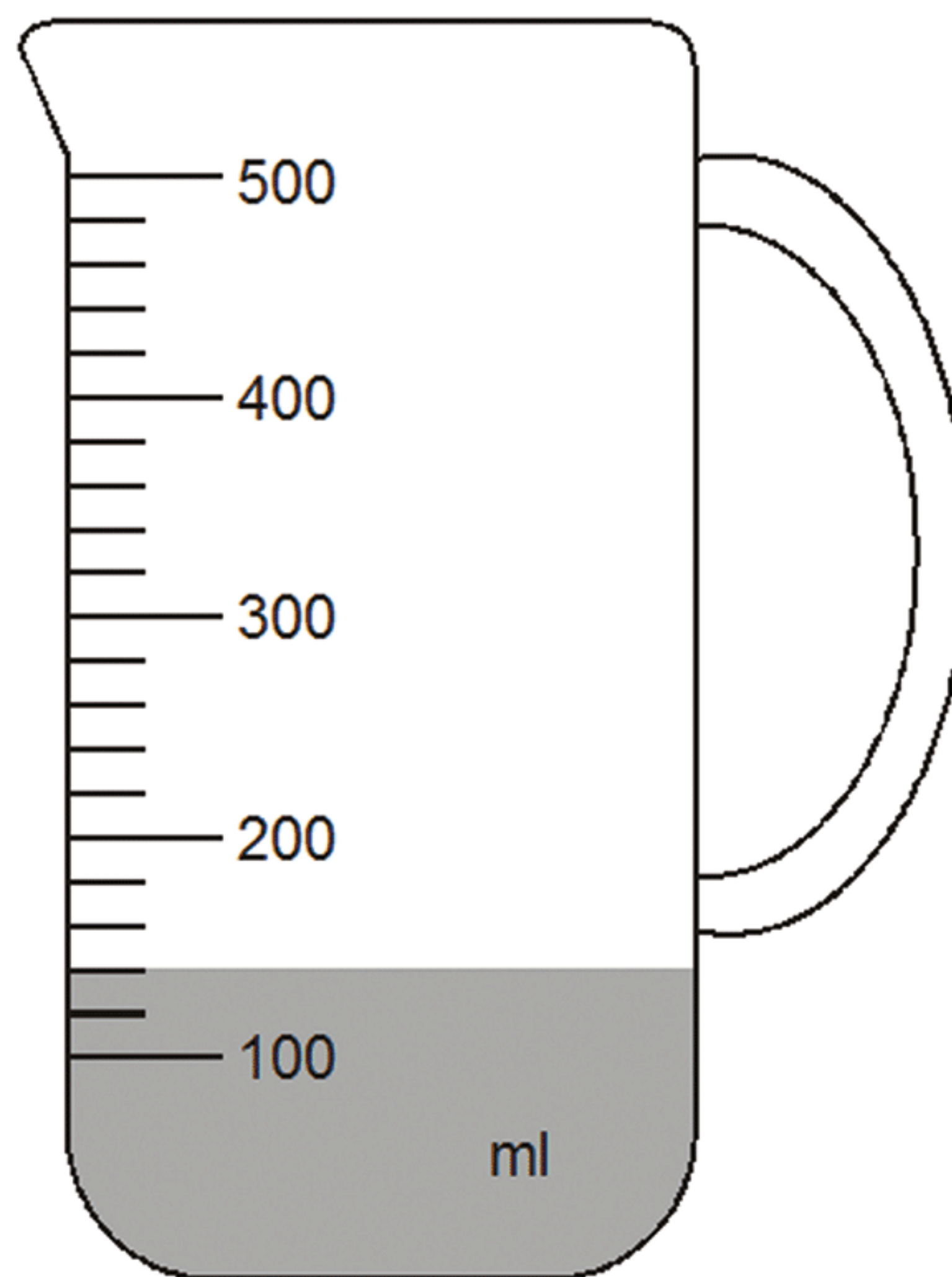
Write the **digit** that is in the hundreds place.

Write the **digit** that is in the hundredths place.



5 Mr Khan makes a blackcurrant drink for a party.

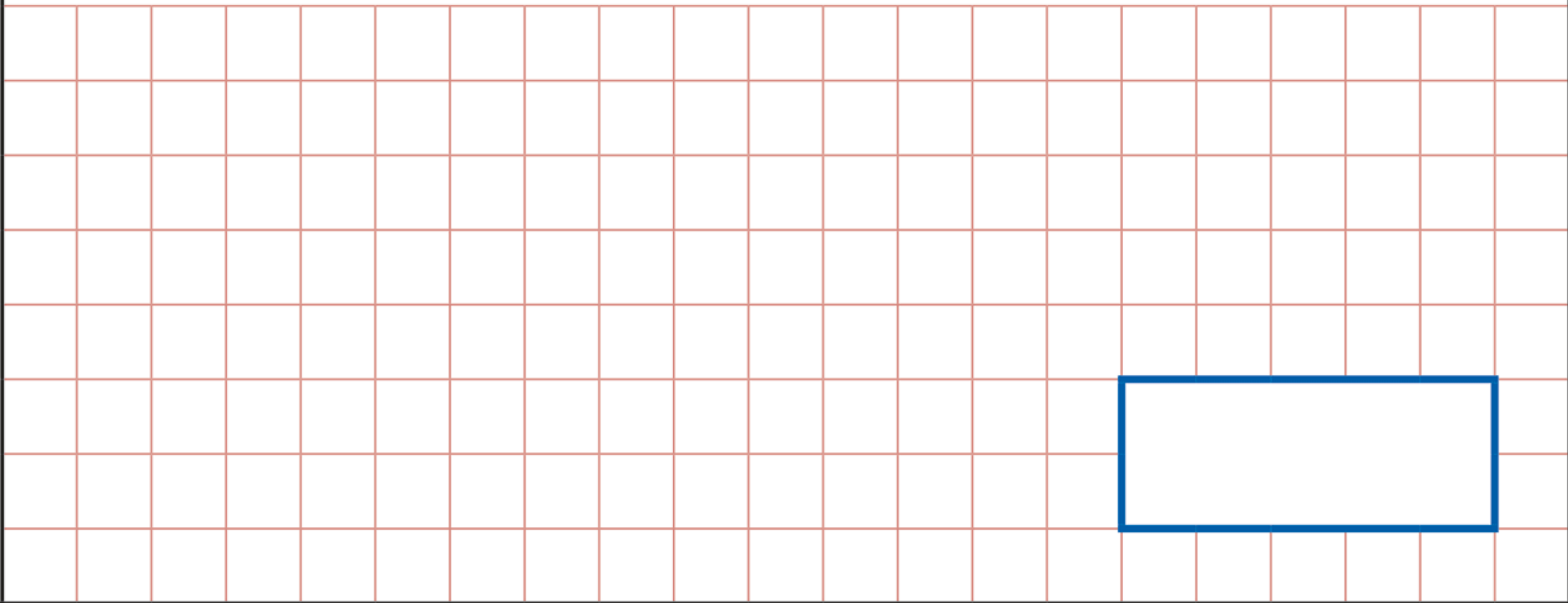
He pours blackcurrant squash into a jug.

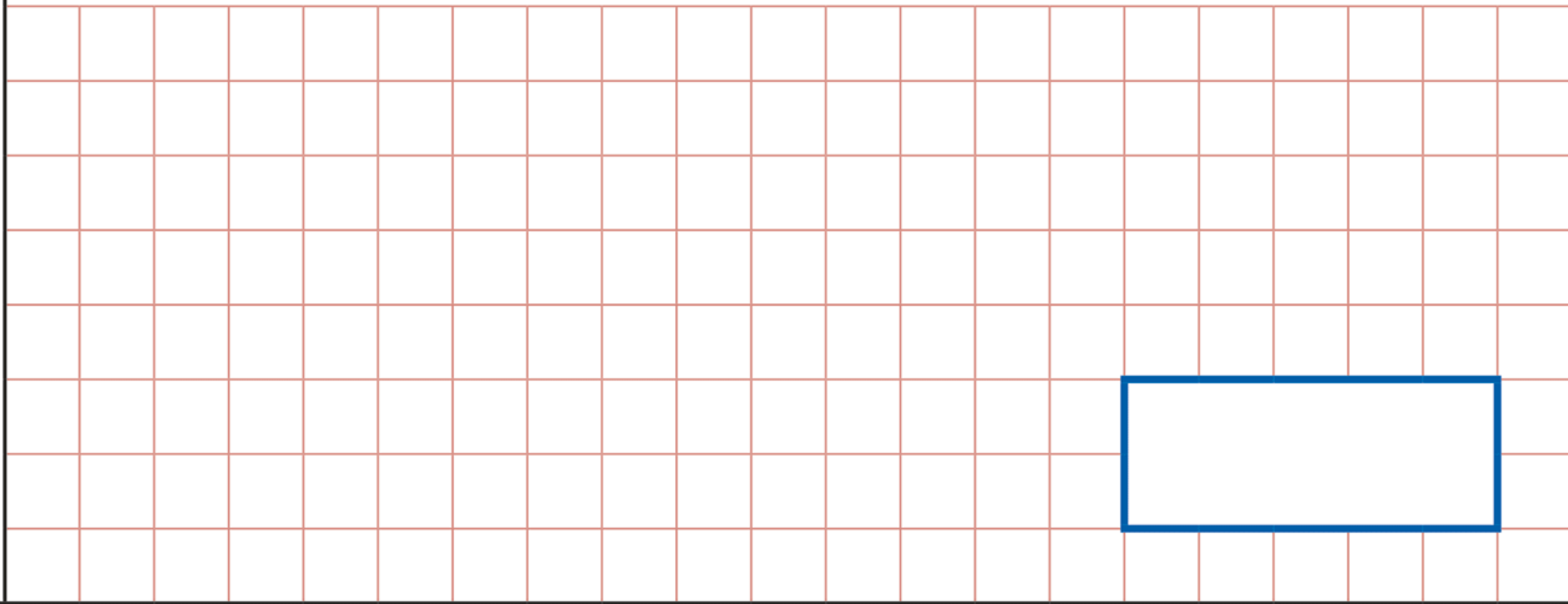


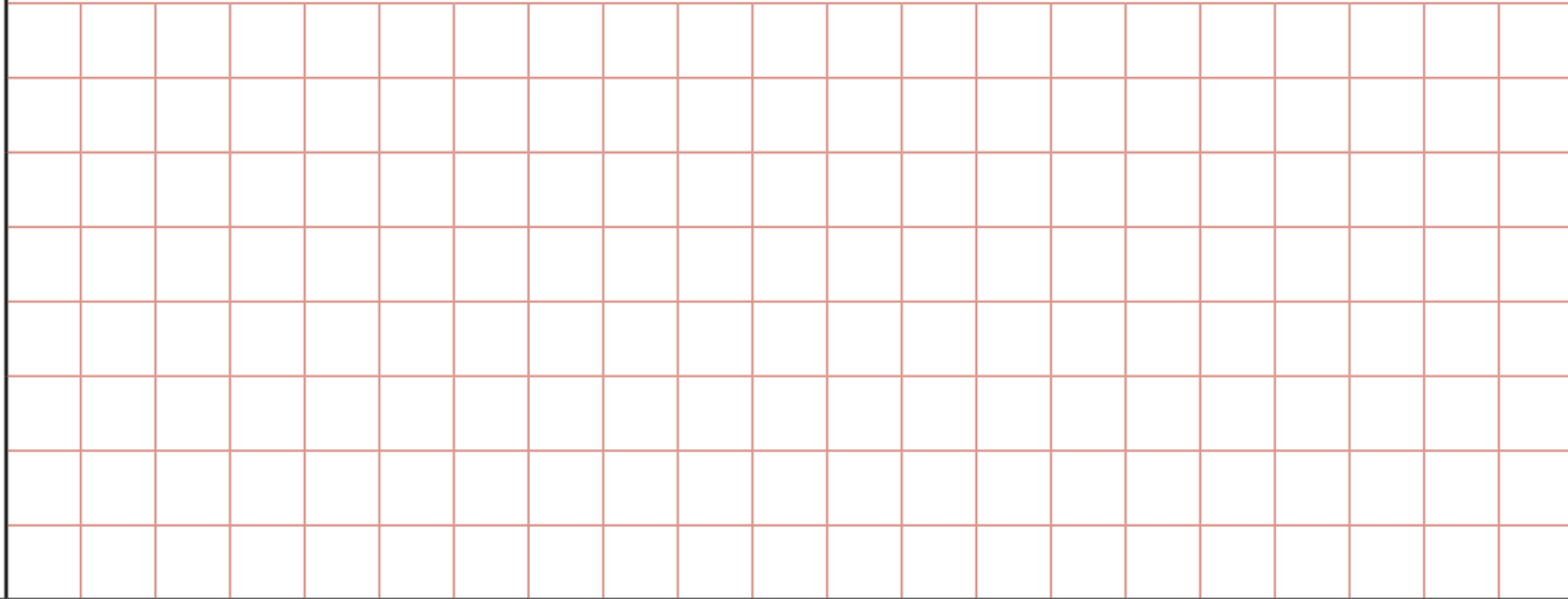
How much water must he add to make **500 millilitres** of drink?

A pencil icon pointing to a rectangular box for writing the answer. The box has the label 'ml' at the bottom right.

# Day 9 - Arithmetic

<b>1</b>	$424 \times 2 =$ 	<input data-bbox="1840 876 1947 979" type="checkbox"/> 1 mark
----------	---	--

<b>2</b>	$7.2 + 0.4 =$ 	<input data-bbox="1840 1728 1947 1831" type="checkbox"/> 1 mark
----------	---	--

<b>3</b>	<input data-bbox="372 2066 734 2213" type="text"/> $= 30,000 - 800$ 	<input data-bbox="1840 2596 1947 2698" type="checkbox"/> 1 mark
----------	---	--

4

$14 - 6.09 =$

1 mark

5

$1,080 \div 12 =$

1 mark

6

$$\begin{array}{r} \phantom{\times} \phantom{00} 599 \\ \times \phantom{00} 38 \\ \hline \end{array}$$

Show  
your  
method

2 marks

# Day 9 - Reasoning

1 Liam hires a bike.

He has to return it by 3 pm.

The time is 2:25 pm.

How many minutes has he got left?



minutes

Amy hires a bike for 45 minutes.

She takes the bike out at 3:30 pm.

At what time must she return the bike?

pm

2 Here is a sorting diagram for numbers.

Write a number **less than 100** in each space.



	even	not even
a square number		
not a square number		

3

Ali puts these five numbers in their correct places on a number line.

511

499

502

555

455

Write the number **closest** to 500

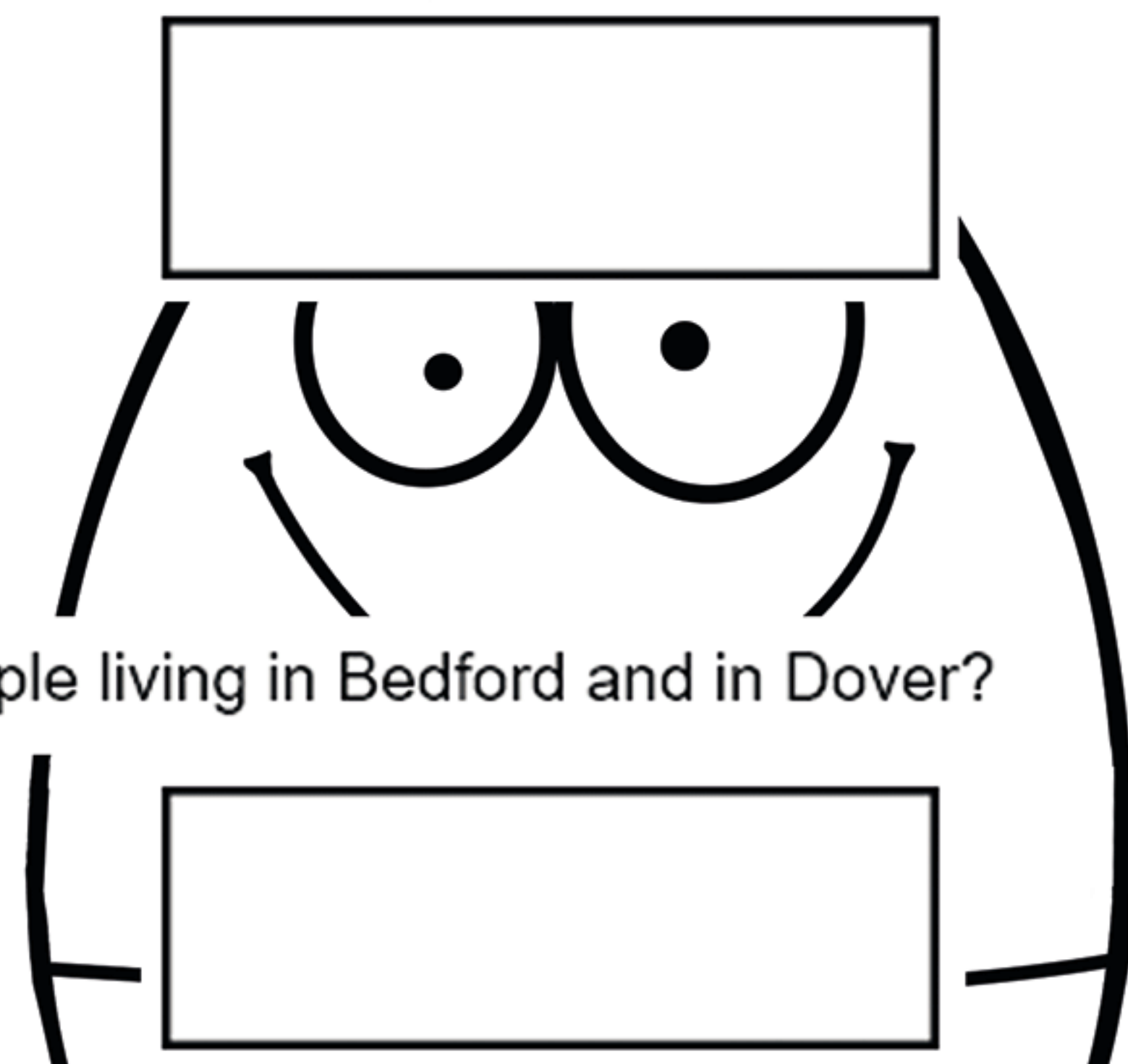
Write the number **furthest** from 500

4

This table shows the number of people living in various towns in England.

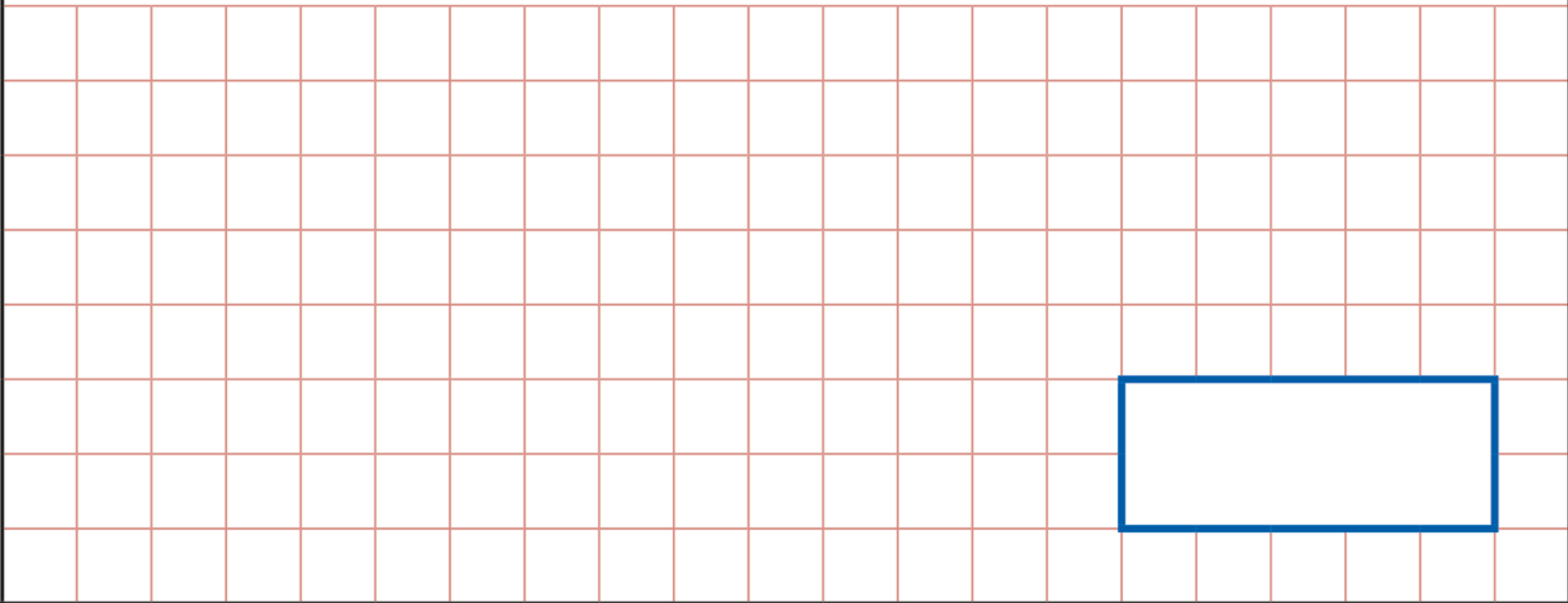
Town	Population
Bedford	82,448
Carlton	48,493
Dover	34,087
Formby	24,478
Telford	166,640

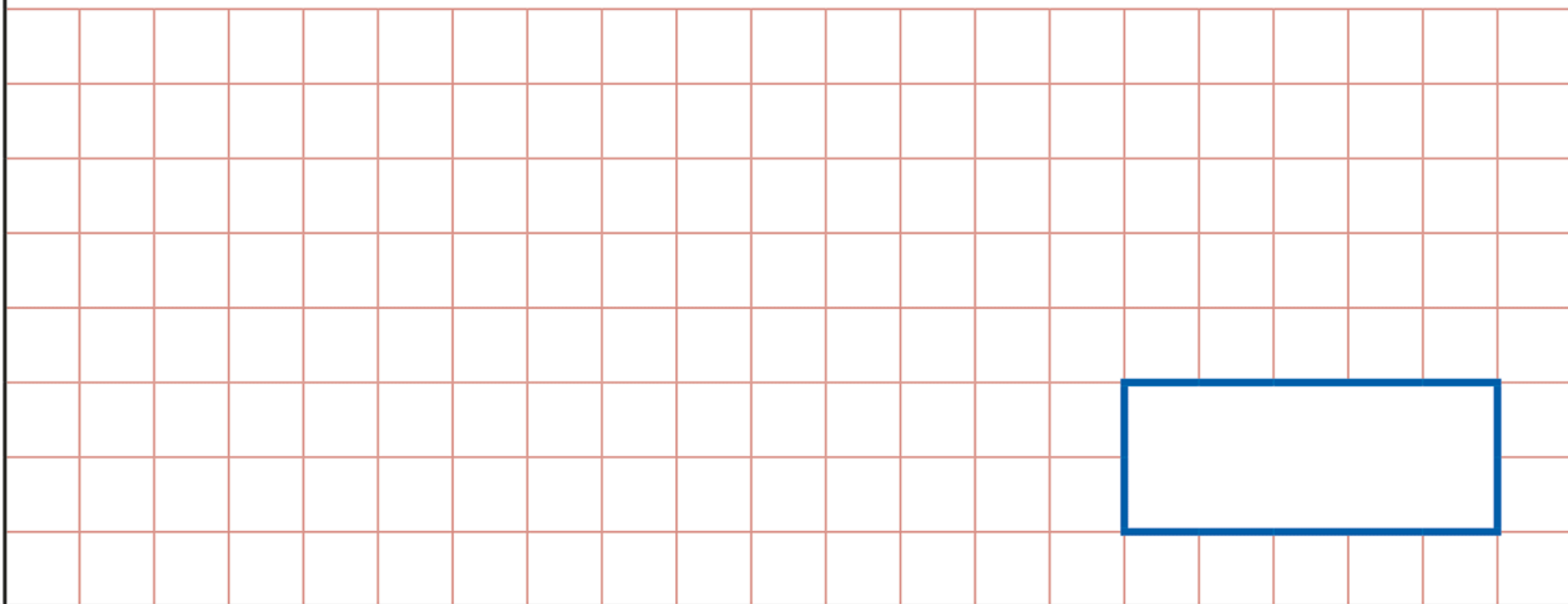
What is the **total** of the numbers of people living in Formby and in Telford?

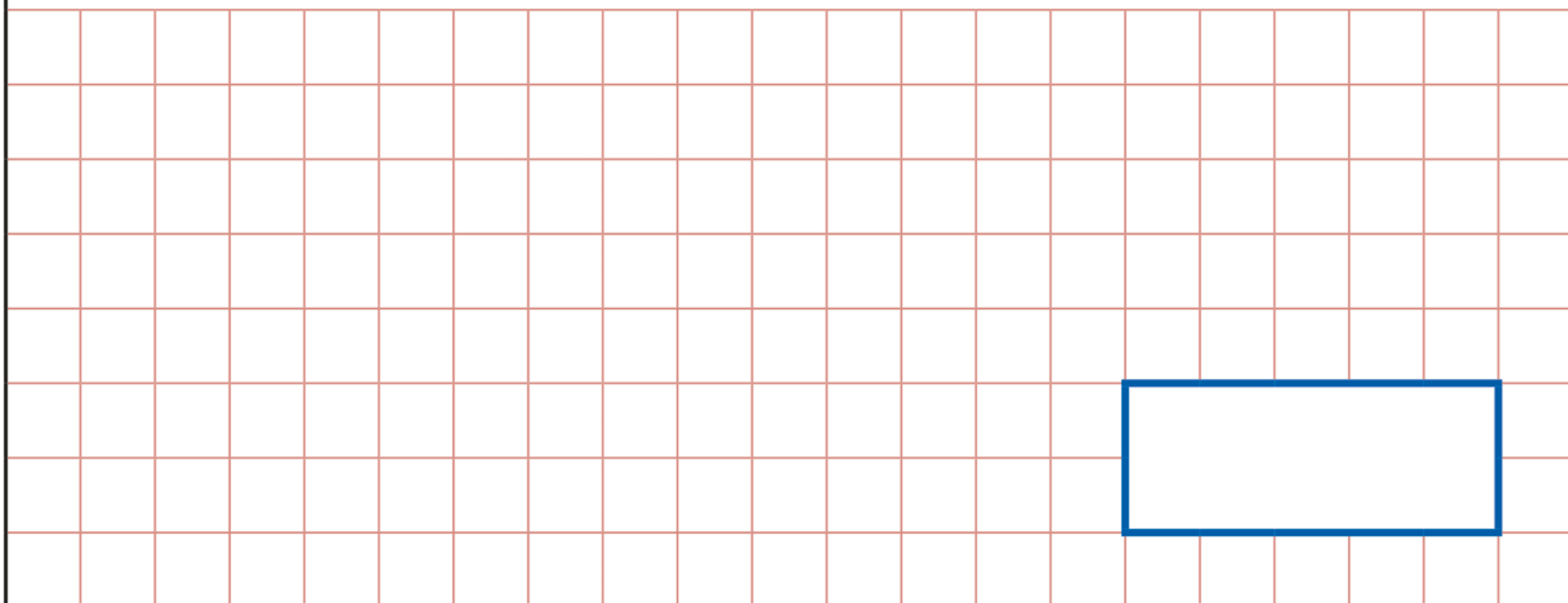


What is the **difference** between the numbers of people living in Bedford and in Dover?

# Day 10 - Arithmetic

<b>1</b>	$73 \times 4 =$ 	<input data-bbox="1840 876 1947 979" type="checkbox"/> 1 mark
----------	--	--

<b>2</b>	$2,067 + 393 =$ 	<input data-bbox="1840 1728 1947 1831" type="checkbox"/> 1 mark
----------	---	--

<b>3</b>	$20 \times 20 =$ 	<input data-bbox="1840 2596 1947 2698" type="checkbox"/> 1 mark
----------	--	--

4

$$3146 - 200 =$$

1 mark

5

$$1.68 \times 6 =$$

1 mark

6

$$0.034 \div 10 =$$

1 mark


# Day 10 - Reasoning

- 1 A film starts at 6:45pm.  
It lasts 2 hours and 35 minutes.  
What time will the film finish?



  pm

- 2 Write in the missing digits.



4		4
---	--	---

 + 

3	8	
---	---	--

 = 

8	5	1
---	---	---

- 3 Circle all the **multiples of 8** in this list of numbers.



18

32

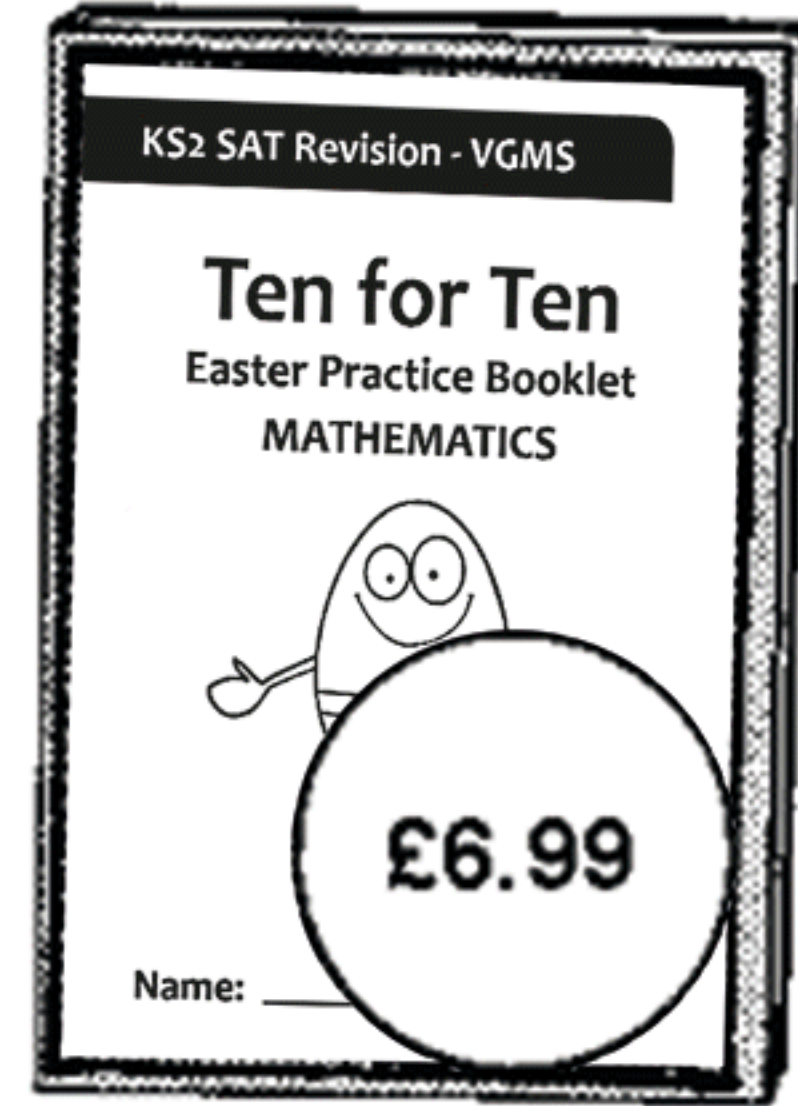
56

68

72

4

**Book Sale**  
Any 3 books for £14.50



Lee bought **these three** books in the sale for **£14.50**

How much money did he save altogether compared to the **full price** of the books?

Show your working. You may get a mark.

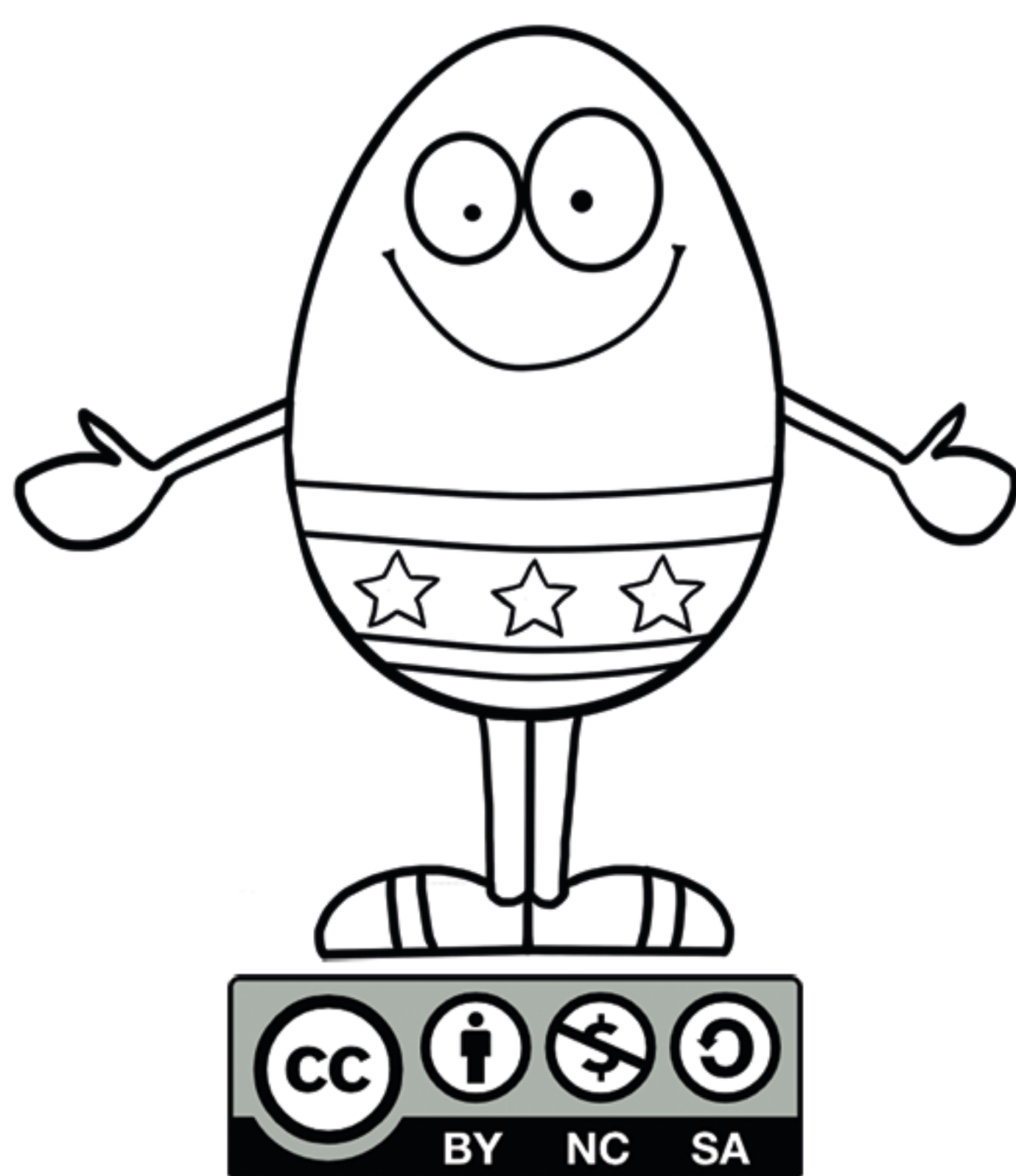
£

5 Write the missing number.

One is done for you.

180  $\xrightarrow{\text{is 20 more than}}$  160

$\xrightarrow{\text{is 20 more than}}$  237



For source files visit: <http://bit.ly/2muSRIX>

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