This bar chart shows how many people went to a school play.

Estimate the number of people who went there on Thursday and Friday altogether.

Each person paid £2.25 for a ticket to get in.

How much ticket money was collected on Wednesday?
Nadia is working with whole numbers.

She says, ‘If you add a two-digit number to a two-digit number you cannot get a four-digit number’.

Is she correct? Circle Yes or No.

Yes / No

Explain why.
Look at each of these diagrams.
Put a tick (✓) if it is the **net of a square based pyramid**.
Put a cross (✗) if it is **not**.

Here is part of a number line.
Write the number shown by the arrow.

997  998  999
Here is a shaded shape on a grid. The shape is rotated 90° clockwise about point A.

Draw the shape in its new position on the grid.

You may use tracing paper.

Calculate 60% of 765
Put a tick (✓) in the correct box for each calculation.

Use a calculator.
The first one has been done for you.

<table>
<thead>
<tr>
<th>Calculation</th>
<th>less than 1000</th>
<th>equal to 1000</th>
<th>more than 1000</th>
</tr>
</thead>
<tbody>
<tr>
<td>$8.9 \times 9.9 \times 11.9$</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>$(786 - 387) \div 0.41$</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$95.4 + (91 \times 9.95)$</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$12.5 \times (21.1 + 58.9)$</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$n$ stands for a number.

Complete this table of values.

<table>
<thead>
<tr>
<th>$n$</th>
<th>$5n - 2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>38</td>
</tr>
</tbody>
</table>
Carol went on a **40-kilometre** cycle ride.

This is a graph of how far she had gone at different times.

---

How many minutes did Carol take to travel the **last 10 kilometres** of the ride?

---

Use the graph to estimate the distance travelled in the **first 20 minutes** of the ride.

---

Carol says,

> ‘I travelled further in the first hour than in the second hour’.

Explain how the graph shows this.
Here is a shape on a square grid.

For each sentence, put a tick (✓) if it is true. Put a cross (✗) if it is not true.

Angle C is an **obtuse** angle.  

Angle D is an **acute** angle.  

Line AD is **parallel** to line BC.  

Line AB is **perpendicular** to line AD.
Here is a map of part of France.

The map shows that the distance from Calais to Paris is **320 kilometres**.

**5 miles** is approximately **8 kilometres**.

Use these facts to calculate the approximate distance in **miles** from Calais to Paris.

Samira bought this present in France.

She paid **44.85 French Francs** for it.

9.75 French Francs equal **£1**

What was the cost of the present in **pounds and pence**?
Katie made two spinners, A and B.

She says,

‘Scoring a 1 on spinner A is just as likely as scoring a 1 on spinner B’.

Explain why Katie is correct.