

# Cambridge Primary Progression Test

## **Mathematics paper 1**

### Stage 3



#### 35 minutes

Name .....

Additional materials: Ruler

Set square

Tracing paper (optional)

Calculators are not allowed.

### **READ THESE INSTRUCTIONS FIRST**

Answer all questions in the spaces provided on the question paper.

You should show all your working on the question paper.

The number of marks is given in brackets [] at the end of each question or part question.

The total number of marks for this paper is 25.

For Teac	For Teacher's Use									
Page	Mark									
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
Total										

1 Write these numbers in order starting with the <b>sr</b>	mallest
--	---------

For Teacher's Use

35

55

33

53

smallest largest

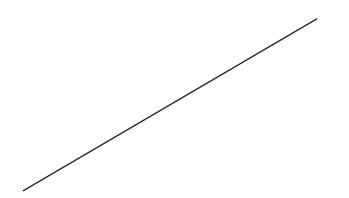
[1]

**2** Write a number in the box to make the calculation correct.

[1]

3 Measure this line to the nearest centimetre.

Use a ruler.

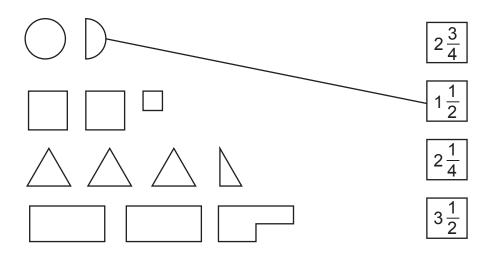


..... cm [1]

4 Draw a line to join each diagram to the correct mixed number.

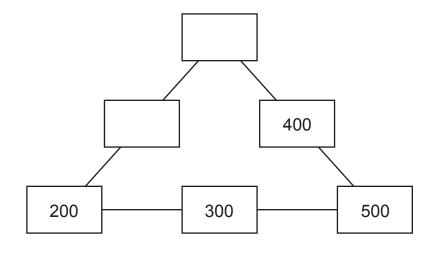
For Teacher's Use

One has been done for you.



[1]

**5** Complete the diagram so that each line totals 1000

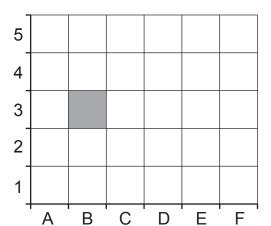


[1]

**6** Calculate 40 ÷ 5

.....[1]





Square B3 is shaded.

Put a cross (x) in square E2

[1]

For Teacher's Use

- 8 Oliver has 24 beads.
  - $\frac{1}{2}$  of the beads are black.

How many beads are black?

..... beads [1]

Lily's birthday is on 25th March.

	March														
M	T W T F S S														
		1	2	3	4	5									
6	7	8	9	10	11	12									
13	14	15	16	17	18	19									
20	21	22	23	24	25	26									
27	28	29	30	31											

(a)	What c	day c	of the	week i	s Lily's	s birthday?
-----	--------	-------	--------	--------	----------	-------------

			[1]
--	--	--	-----

(b) Lily says,

'Today is the 3rd March. How many days is it to my birthday?'

																-l	-		1
																 days	L	1	J

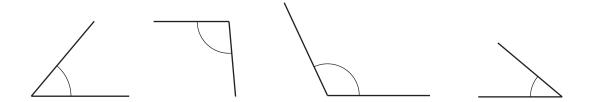
**10** Complete the multiplication grid.

×		10
3	6	
		50

[2]

11 Draw a ring around all the angles that are **smaller than** a right angle.

For Teacher's Use



[1]

12 Chen has 1000 grams of rice in a bag.

He uses 250 grams of rice.

How much rice is left in the bag?

..... grams [1]

**13** Draw an arrow ( $\downarrow$ ) to show 370 on the number line.



[1]

**14** Write < or > in each box to make these statements correct.

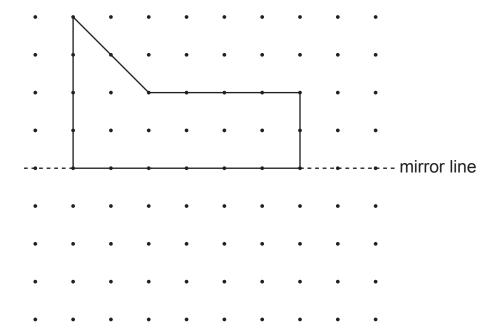
For
Teacher's
Use

[1]

15	Calculate	17 × 5
10	Calculate	17 ^ 0



**16** Draw the reflection of the shape in the mirror line.



[1]

**17** Write a number in each box to complete the sequence.

For
Teacher's
Use

[1]

	-3		-3		-3	
19		16		13		

**18** Safia asks the students in her class if they can swim.

Here are her results.

	girls	boys
can swim	8	9
cannot swim	2	10

(a) How many boys cannot swim?	
--------------------------------	--

bo	oys [1]
----	---------

(b) Safia says,

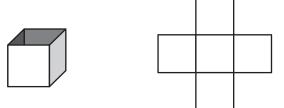
'More students can swim than cannot.'

Explain why Safia is correct.

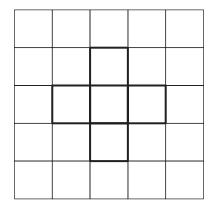
[41]	 •	 
[4]		
		[1]

19	Yuri r	makes a	hox	without	а	lid	usina	this	net
10	IUIII	Haites a	DUA	without	ч	IIG	uonig	uiio	HOL.





Add a square to this net so it folds into a **box with a lid**.



[1]

**20** A farmer shares 60 apples equally into 5 baskets.

How many apples are in each basket?

..... apples [1]

21	Raiiv	thinks	of a	whole	number
_	1 (0)11		OI G	** 1 1 0 1 0	110111001

For Teacher's Use

He rounds the number to the nearest 10

The answer is 70

What is the **smallest** number that Rajiv could choose?

Г1
----

22 Here are four digit cards.

0	1	5	6
---	---	---	---

Use all the cards to make this calculation correct.

	4	+	3		=		
--	---	---	---	--	---	--	--

[1]

Copyright © UCLES, 2018

Cambridge Assessment International Education is part of the Cambridge Assessment Group.

Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

© UCLES 2018