Cambridge Assessment International Education

Cambridge Primary Progression Test

Mathematics paper 2

Stage 4

35 minutes

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

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.

1 The tally chart shows the favourite colours for a group of children.

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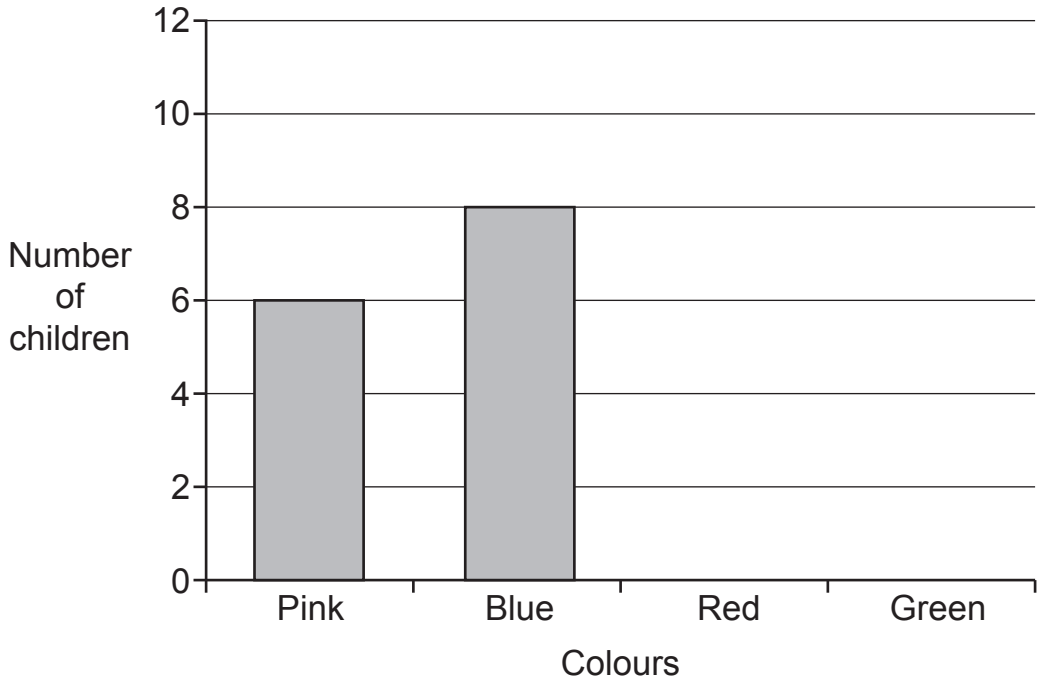
Colour	Tally	Frequency
Pink	𝍸 |	
Blue		8
Red	||||	
Green	𝍸	5

(a) Complete the tally chart. [1]

(b) Use your tally chart to complete the bar chart.



[1]

2 Here are two mathematical symbols.

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> <

Write the correct symbol in each box.

2370 ☐ 2730

3006 ☐ 3100

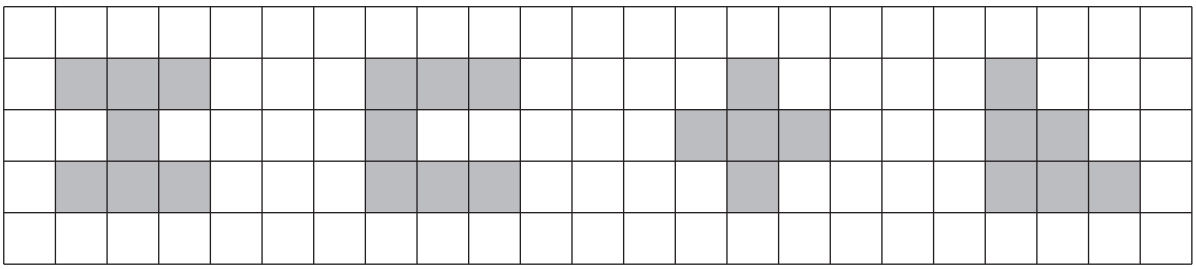
4321 ☐ 4312

[1]

3 Here are four shapes made from squares.

How many lines of symmetry does each shape have?

Write the correct number in each box.



☐ ☐ ☐ ☐

[2]

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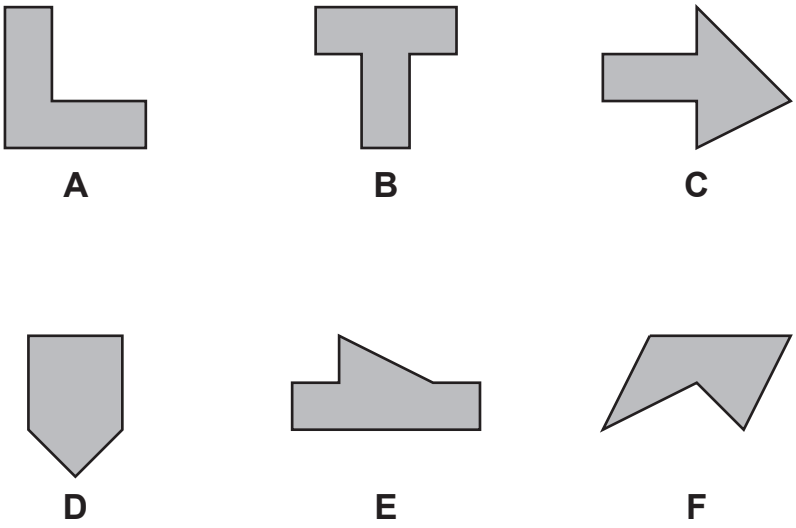
4 Here are six shapes.

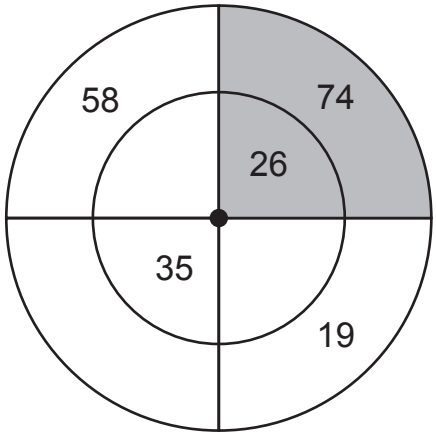


Write the letters of all the shapes that are heptagons.

..... [1]

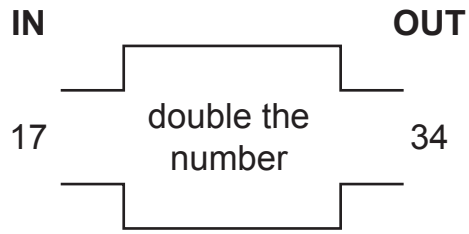
5 Complete the diagram so that the numbers in each quarter total 100

One has been done for you.



[1]

6 Safia puts numbers into a function machine.



She records the results in a table.

Complete the table.

IN	OUT
17	34
26	
370	
	1200

[2]

7 Here are four calculations.

Tick (✓) the calculation that gives the **largest** answer.

602 – 99 ☐

905 – 396 ☐

704 – 297 ☐

806 – 198 ☐

[1]

8 Write a number in each box to complete these equivalent fractions.

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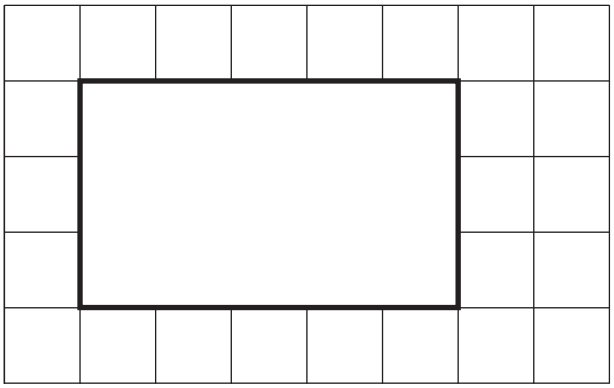
$$\frac{1}{2} = \frac{5}{\square} = \frac{\square}{8}$$

[1]

9 Here is a rectangle drawn on a grid of centimetre squares.



Find the area of the rectangle.

..... cm^2 [1]

10 Write the missing fractions.

(a)

$$\frac{1}{3} + \frac{\quad}{\quad} = 1$$

[1]

(b)

$$\frac{3}{5} + \frac{\quad}{\quad} = 1$$

[1]

For Teacher's Use

11 Yuri has 4 number cards.

1	2	6	7

He puts each card onto the diagram to make a number.

He puts the 6 in the thousands box.

He puts the 1 in the tens box.

What is the smallest number he can now make?

..... [1]

12 Here is a calendar for February.

February						
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			

(a) What is the date of the second Tuesday in February?

..... [1]

(b) There are 31 days in January.

What is the date of the last Friday in January?

..... [1]

[Turn over

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13 Here are four digit cards.

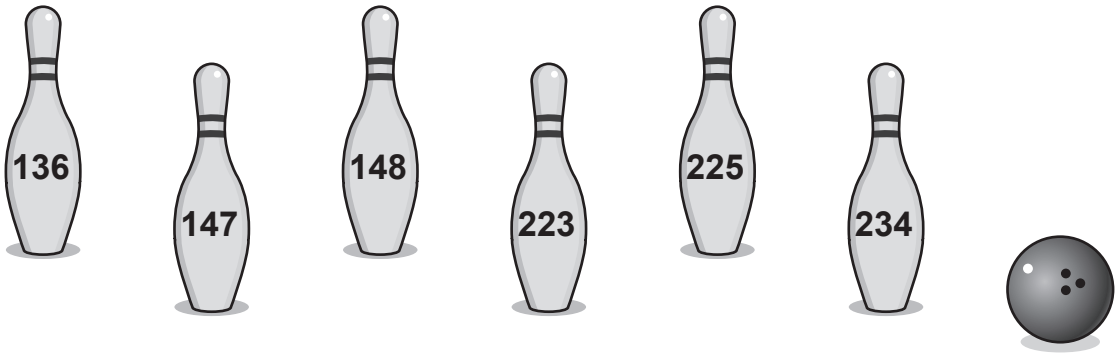
2	4	6	8

Use three of these cards to make this calculation correct.

	0	×		=	3		0

[1]

14 Here are 6 skittles.



Draw a ring around the two skittles which give a score of 371

[1]

15 Complete the statement.

2 metres + ……..…… centimetres = 2.9 metres

[1]

16 Join each shape to the correct statement.

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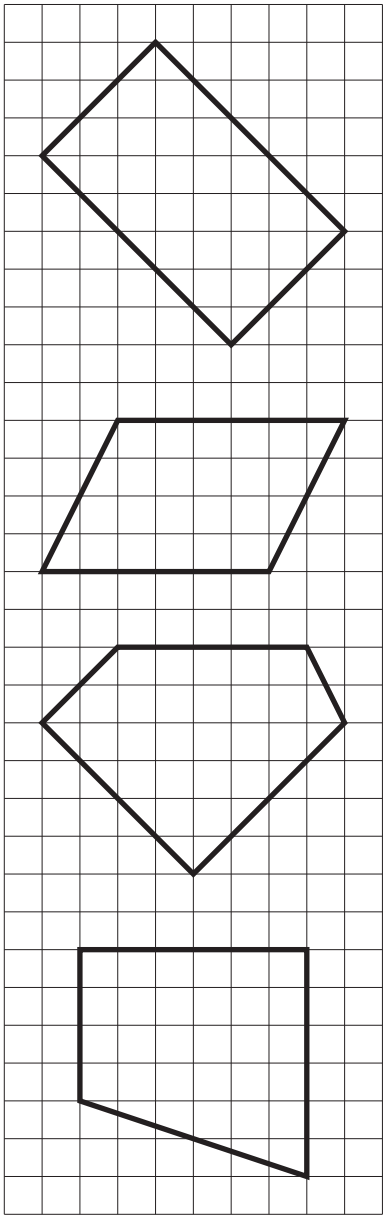


has 0 right angles

has 1 right angle

has 2 right angles

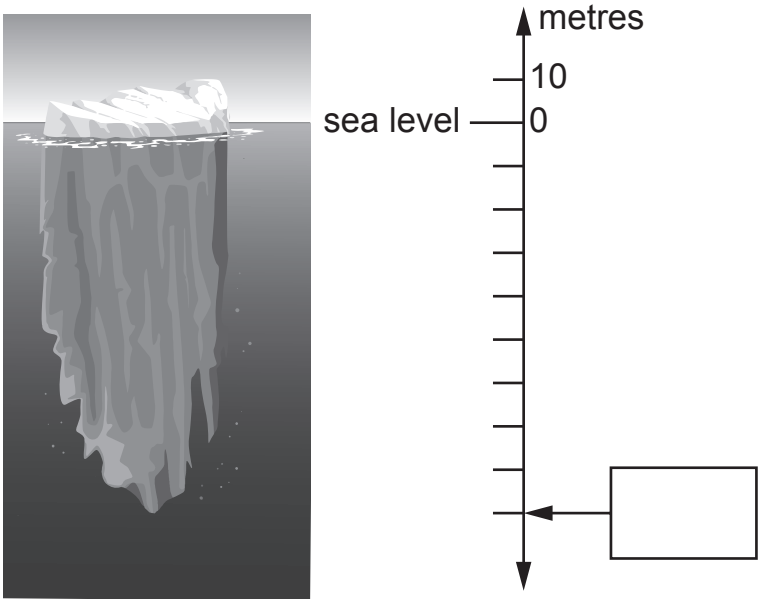
has 3 right angles

has 4 right angles

[2]

For Teacher's Use

17 Here is a diagram showing an iceberg.
Part of the iceberg is above sea level and part is below sea level.



Write the missing number in the box on the number line. [1]

18 Four students add three whole numbers to give an answer of 20

Jamila says, 'I added three odd numbers together.'
Aiko says, 'I added three even numbers together.'
Manjit says, 'I added two odd numbers and an even number together.'
Blessy says, 'I added two even numbers and an odd number together.'

Give an example of the numbers the students could have used, or put a cross (×) if they cannot be correct.

Student	Example or cross (×)
Jamila	
Aiko	
Manjit	
Blessy	

[2]