How to use the New National Curriculum Analysis Quiz.

The analysis test is designed to assess whether pupils have any gaps in their knowledge when they start being taught the new National curriculum. The tests assess the key areas of learning that pupils are expected to have already achieved. Gaps in these areas of learning will affect the pupils’ readiness to be taught the new Year 4 programme of study.

How to implement the tests

The tests are not timed and pupils’ should attempt as many questions as possible to give a clear insight into their attainment. Each question assesses a different performance descriptor. The test questions are not set out in order of difficulty and pupils’ may find some later questions easier.

Using the Tests

Pupils’ may answer the questions in any order and should be offered additional paper for working out. When appropriate, pupils’ should use formal calculation methods as this offers opportunities to score extra marks.

Teachers may analyse their class’ performance against the new National Curriculum performance descriptor in greater detail by using our accompanying mark scheme. www.learningclip.co.uk/maths2014

The balance of marks within the test reflects the new structure of the new national Curriculum. More marks are now awarded for greater fluency using number. The curriculum has replaced levels with judgements based upon their attainment against performance descriptors. Pupils’ may have assistance with reading the test but must not be given any advantage answering the questions if they are given help with reading.
Write in the missing numbers in these sequences.

1. 0 4 8 12 16 20  
   0 8 16 32 40  
   700 600 500  
   450  

2. Put these numbers in order of size starting with the smallest.
   99 90 909 990 199

3. Write in the missing numbers.
   +10 +10

   106

4. Here is part of a numberline. Write in the missing number.
   40  
   50

5. Write these numbers in numerals (e.g. 305).
   One hundred and six
   Three hundred and forty three

6. Calculate:
   3 x 6 =  
   4 x 8 =  
   7 x 3 =  
   7 x 8 =  

© 2014 Learning Clip Ltd
Calculate the following. Remember to *show your working out*.

<p>| | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>124 + 5 =</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>9 + 362 =</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>338 + 40 =</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>70 + 241 =</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>583 + 200 =</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>274 + 300 =</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>171 + 46 =</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>283 + 128 =</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>287 - 64 =</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>587 - 349 =</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 mark 1 mark 1 mark 1 mark 1 mark 1 mark 1 mark 1 mark 2 marks 2 marks 2 marks 2 marks

© 2014 Learning Clip Ltd

www.learningclip.co.uk
17. \[13 \times 3 = \boxed{39}\]

18. \[23 \times 4 = \boxed{92}\]

19. Match the fraction to the division.

- \[7 \div 10 = \frac{8}{10}\]
- \[8 \div 10 = \frac{7}{10}\]
- \[2 \div 10 = \frac{3}{10}\]
- \[3 \div 10 = \frac{2}{10}\]

20. Order the fractions from smallest to largest.

\[
\frac{3}{8}, \quad \frac{2}{8}, \quad \frac{5}{8}, \quad \frac{1}{8}
\]

Smallest: \[\boxed{\frac{1}{8}}\]; Largest: \[\boxed{\frac{5}{8}}\]

21. Calculate

\[
\frac{4}{7} + \frac{2}{7} = \boxed{\frac{6}{7}}
\]

\[
\frac{7}{10} - \frac{3}{10} = \boxed{\frac{4}{10}}
\]