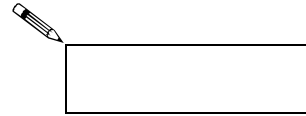


1. Write **one** number which fits **all three** of these statements.

It is a multiple of 4

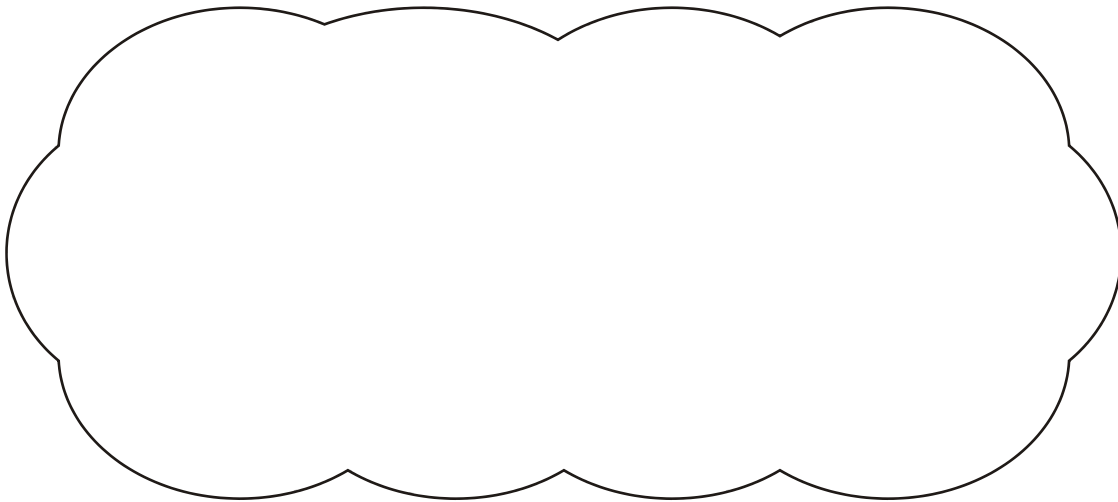
It is a multiple of 6

It ends in '8'



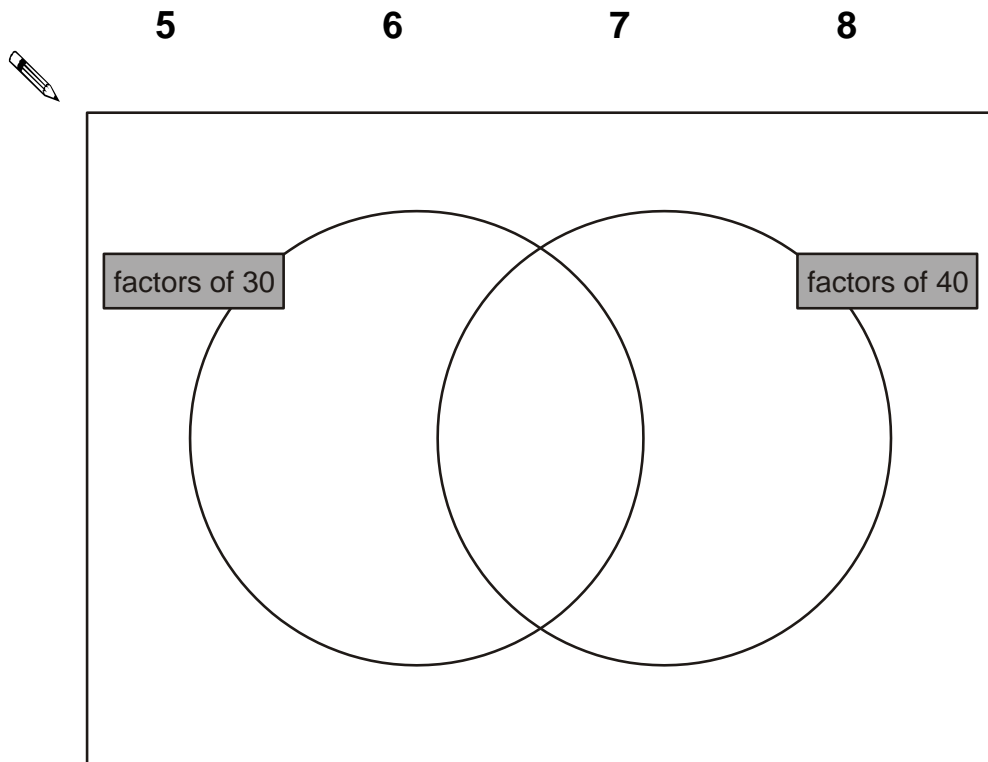
1 mark

Explain why a number which ends in '3' **cannot** be a multiple of 4



1 mark

2. Write these numbers in the correct places on the diagram.



2 marks

3. Here is a number sentence.

$$\boxed{?} + 27 > 85$$

Circle **all** the numbers below that make the number sentence correct.

 30 40 50 60 70

1 mark

4. Circle the **two** prime numbers.

 29 39 49 59 69

1 mark

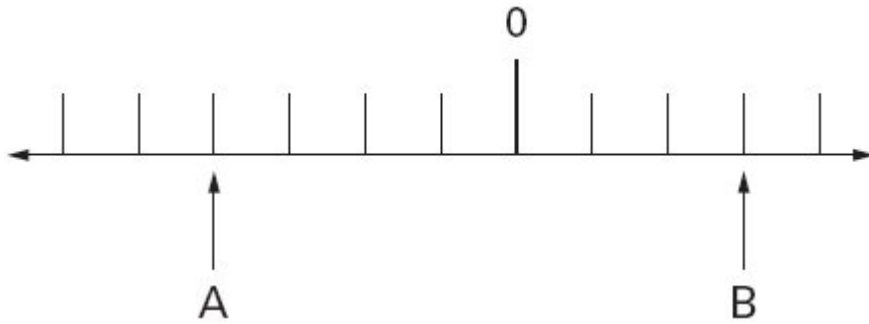
5. Circle **three** numbers that add to make a **multiple of 10**



11 12 13 14 15 16 17 18 19

1 mark

6. **A** and **B** are two numbers on the number line below.



The **difference** between **A** and **B** is 140

Write the values of **A** and **B**.



Show your **working**.
You may get a mark.

A = B =

2 marks

7. Here is a sorting diagram for numbers.

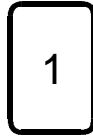
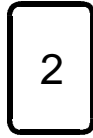
Write a number **less than 100** in each space.



	even	not even
a square number		
not a square number		

2 marks

8. Here are four digit cards.

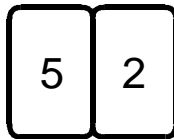


Choose two cards each time to make the following two-digit numbers.

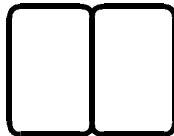
The first one is done for you.



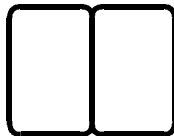
an even number



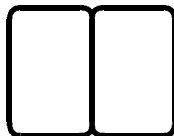
a multiple of 9



a square number



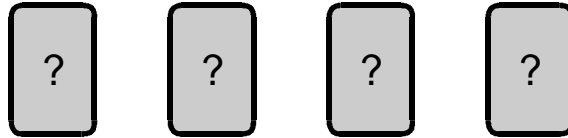
a factor of 96



2 marks

9. Debbie has a pack of cards numbered from 1 to 20

She picks four different number cards.



Exactly three of the four numbers are multiples of 5

Exactly three of the four numbers are even numbers.

All four of the numbers add up to less than 40

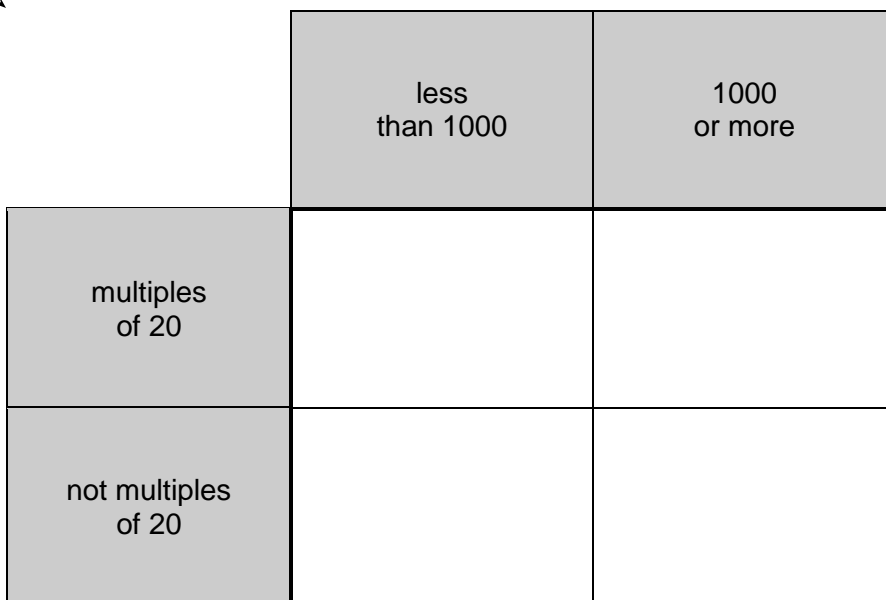
Write what the numbers could be.

Four empty rectangular boxes with rounded corners, arranged in a horizontal row. A small pencil icon is positioned to the left of the first box.

1 mark

10. Here is a diagram for sorting numbers.

Write **one number** in each white section of the diagram.



2 marks

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



18

32

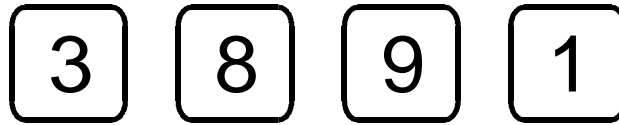
56

68

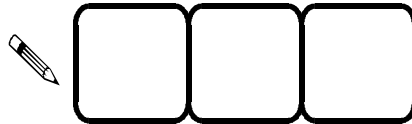
72

1 mark

12.



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



1 mark

13. Circle the number **closest** in value to **0.1**



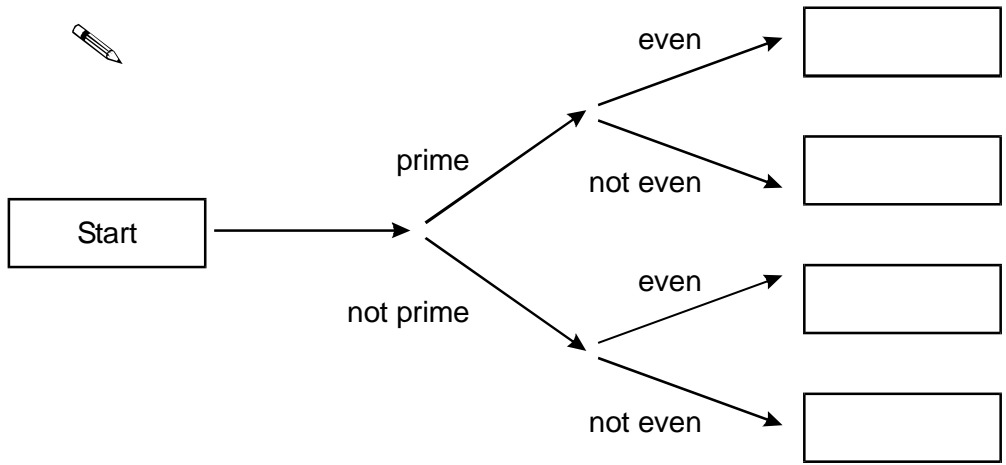
1 mark

14. 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

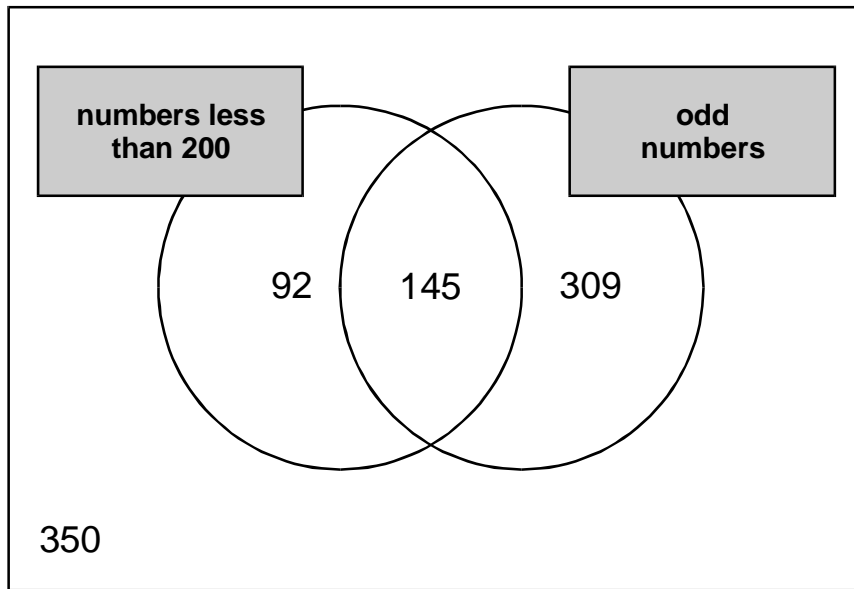


2 marks

15. Write these numbers in the correct places on the Venn diagram.

Some numbers are already placed.

99 170 221



2 marks

16. Write the **three prime numbers** which multiply to make **231**



$$\boxed{} \times \boxed{} \times \boxed{} = 231$$

1 mark

17. Circle the number which is **nearest in value to 750**



570 699 810 852 1050

1 mark

18. Millie and Ryan play a number game.

What's my number?



Is it under 20? Yes

Is it a multiple of 3? Yes

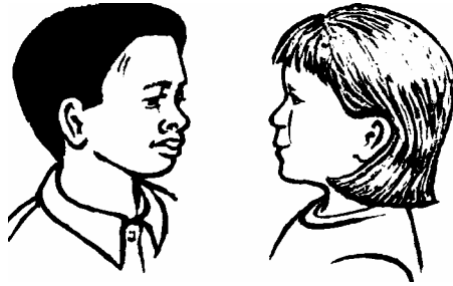
Is it a multiple of 5? Yes

What is the number?

A simple line drawing of a pencil pointing towards a rectangular box. The pencil is positioned at the top-left corner of the box, with its tip pointing into the box. The box is empty and intended for the student to write the number.


1 mark

They play the game again.



- | | |
|-----------------------|-----|
| Is it under 20? | No |
| Is it under 25? | Yes |
| Is it odd? | Yes |
| Is it a prime number? | Yes |

What is the number?



1 mark

19. Circle **one number** on the grid which can be **divided by 9** with a **remainder of 1**.



97	98	99
107	108	109
117	118	119

1 mark

20. Circle the **three** numbers which **divide by 5** with **no remainder**.

84	85	86
91	92	93
98	99	100
105	106	107

1 mark

21. A number **multiplied by itself** gives the answer **49**.

Circle the number.



2 3 4 5 6 7 8 9

1 mark

22. Write what the **missing** numbers could be.



is an **odd** number, and **is greater than 15**.

is a number **greater than 100** and can be **divided by 4**, with **no remainder**.

2 mark