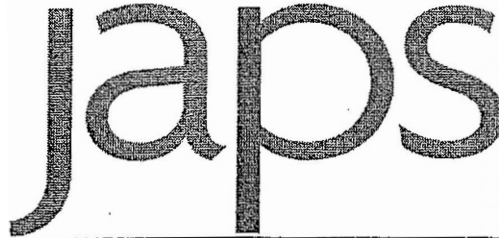




James Allen's Preparatory School 7-11
James Allen's Pre-Preparatory School 4-7



7+ ENTRANCE TEST

MATHEMATICS

SPECIMEN PAPER

NAME:.....

FINAL SCORE:.....

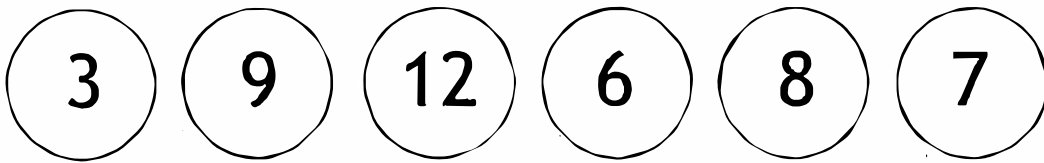
NOTE TO PARENTS

Please do not be alarmed if some of the elements of the Maths Test appear too difficult for your child. Pupils from different schools will have covered different aspects of Key Stage One Maths work by the time of our assessment in January of Year Two: since we do not know exactly what your child will have covered by then, we set a paper that covers all Year Two Maths work. Most children have covered about 70% of it by January, so effectively they are being marked out of 70% - I hope that makes it seem less alarming! The children are reassured that it does not matter if they leave out some of the questions. In practice, they actually seem to enjoy it!

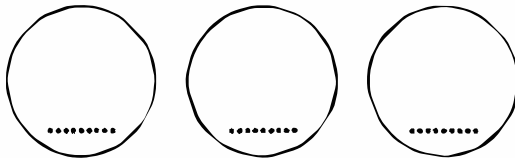
1. Fill in the blanks here:

There are hours in a day and days in a week.

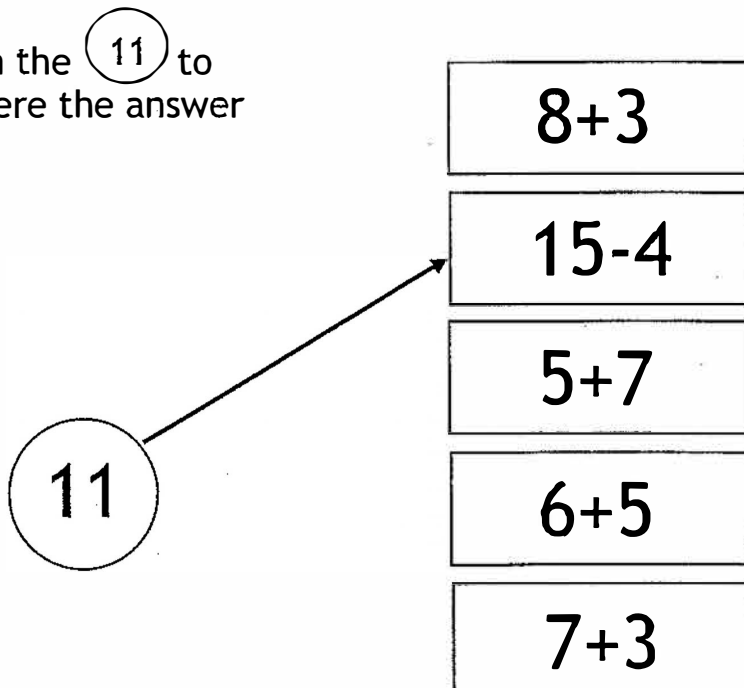
2.



Which of these numbers are **odd**?

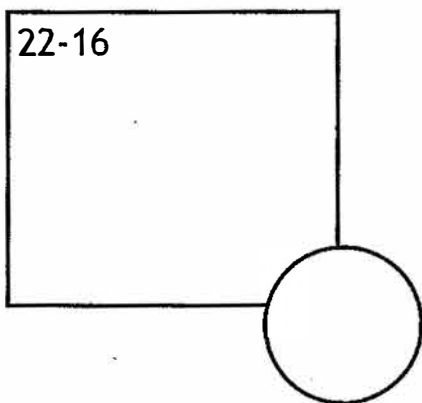


3. Draw arrows from the **11** to two other boxes where the answer is 11:

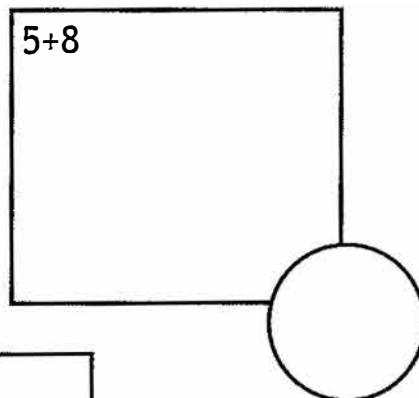


4. Do as many of these as you can. Write your answers in the circles:

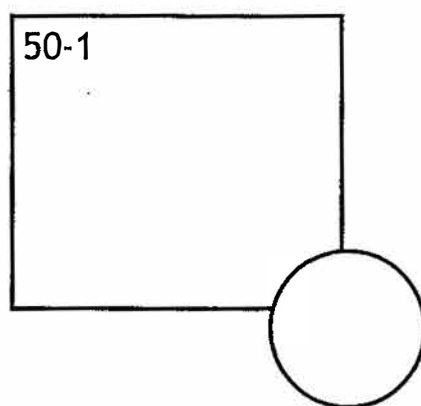
$22-16$



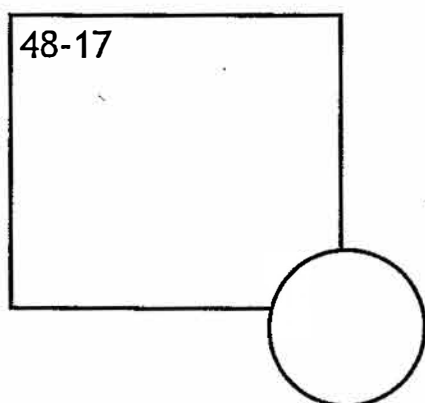
$5+8$



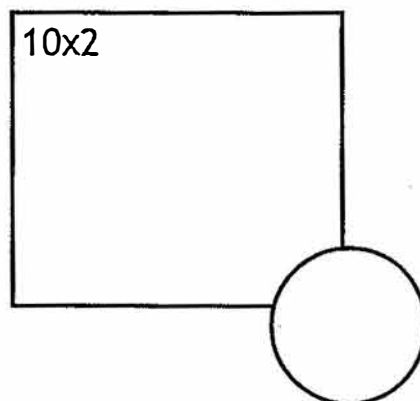
$50-1$



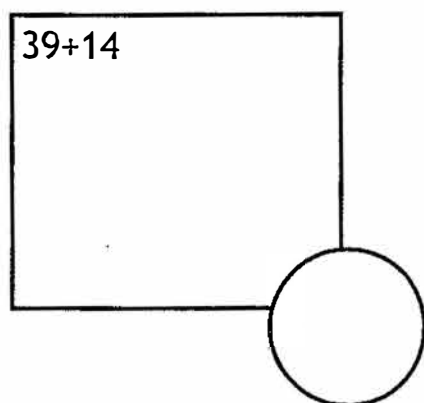
$48-17$



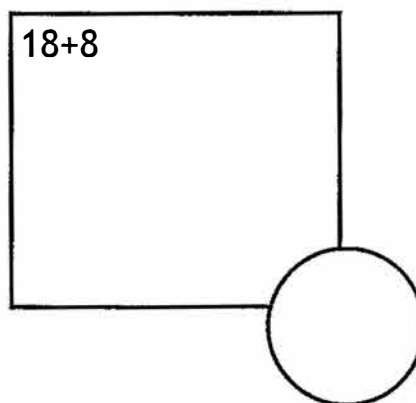
10×2



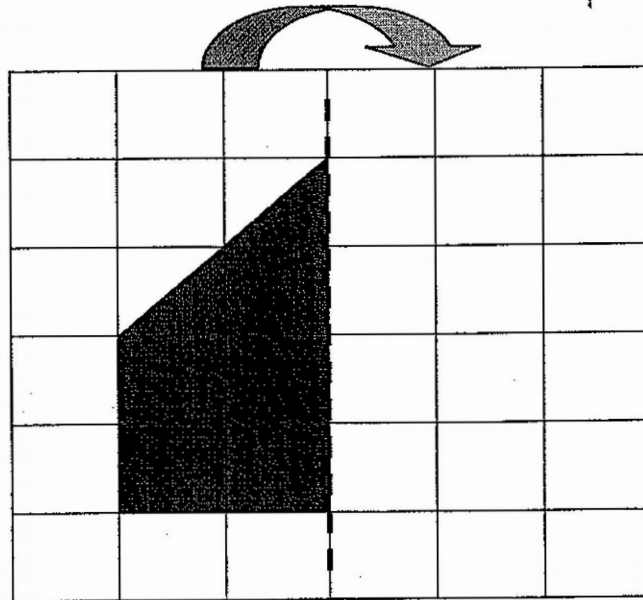
$39+14$



$18+8$



5. Draw how this shape will look if you reflect it in a mirror:

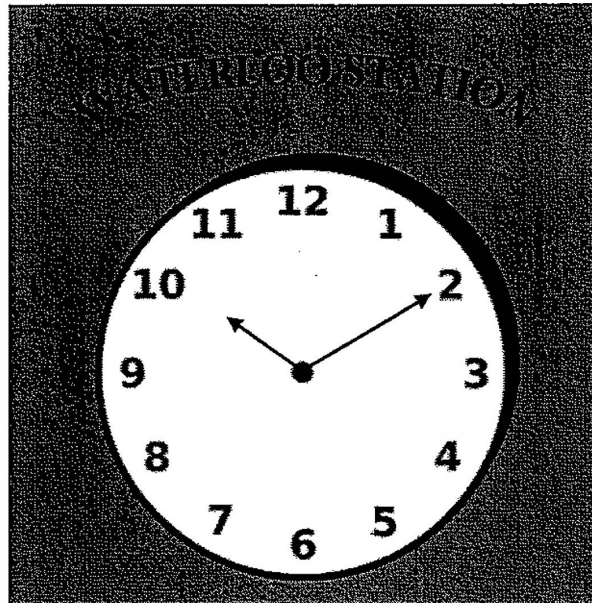


(The mirror-line has been drawn in for you.)

6. Write down the next two numbers in each of these:

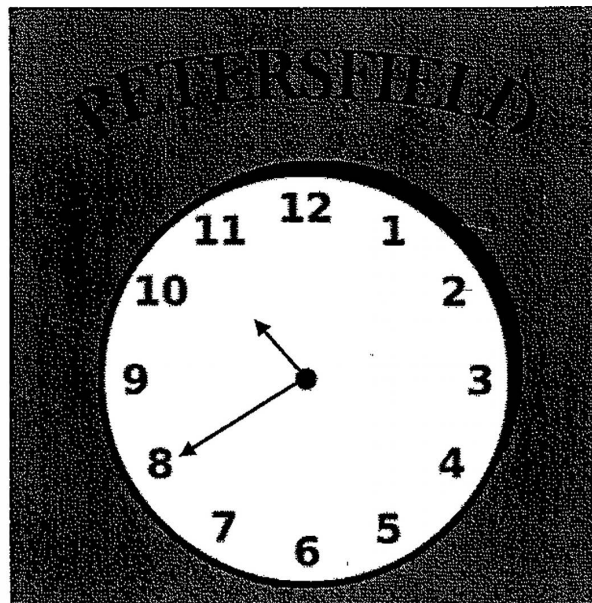
- 22, 20, 18, 16, _____, _____
- 5, 10, 15, 20, 25, _____, _____
- 104, 103, 102, 101, _____, _____
- 1, 2, 4, 7, 11, _____, _____

7. Laura is going to visit her grandparents in Petersfield. When she sets off from London this what the clock says:



What time is this? _____

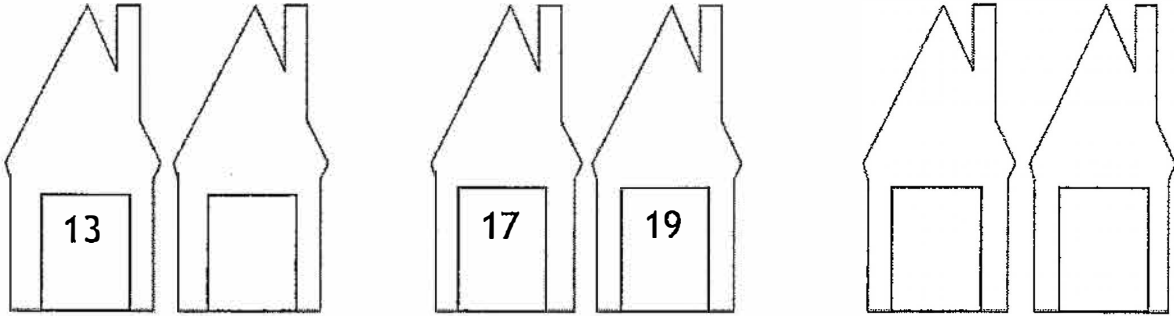
When Laura get to Petersfield this is what the station clock says:



What time is this? _____

How long was the journey? _____

8. This is part of the street where Tasha lives:



As you can see, three door numbers are missing.
Write in the numbers which should be there.

9. Write these numbers in order, starting with the smallest:

201, 120, 103, 21, 200

--	--	--	--	--

10. Put in the missing numbers:

$$19 + \boxed{} = 24$$

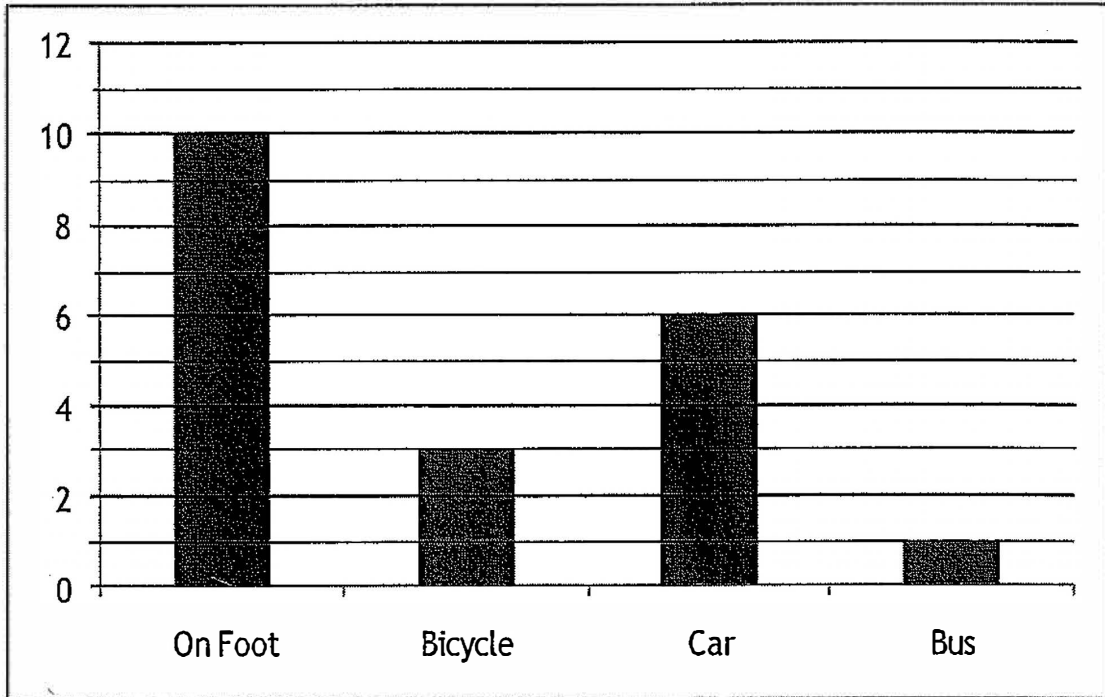
$$\boxed{} - 7 = 6$$

$$23 + 6 + 2 = \boxed{}$$

$$35 - \boxed{} = 29$$

$$7 + \boxed{} + 4 = 16$$

11. The children in Jessie's class did a survey about how they travel to school. Here are their results.



How many children travel to school by car?

Answer: _____

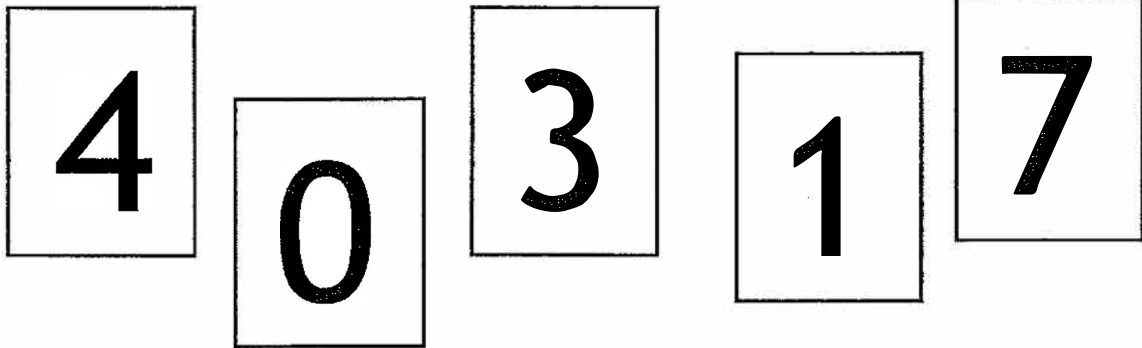
How many more children walk to school than travel by car?

Answer: _____

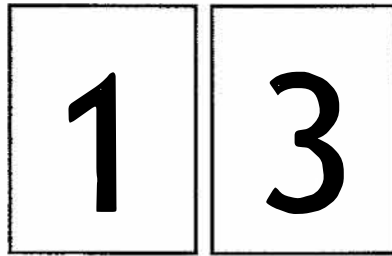
How many children are there in the class?

Answer: _____

12. Ben puts five number cards on the table:



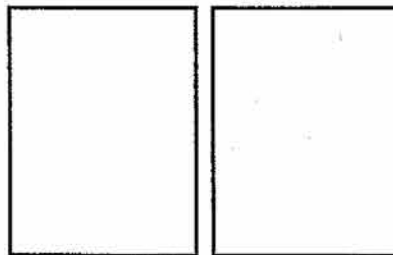
He uses two of the cards to make this number:



Is Ben's number odd or even?

Answer: _____

What is the highest number you can make using just two of these cards?



Use three of the cards to make a number which is larger than 200:

