

Week 7

Number Lines

Name: _____

Class: _____

Date: _____

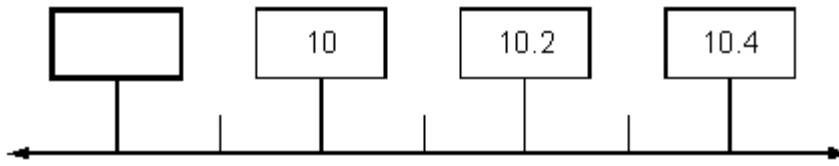
Time: **21 minutes**

Marks: **21 marks**

Comments:

1

Write in the **missing** number on this number line.



1 mark

2

On sports day children get points for how far they jump.

Standing Long Jump		
Over	80cm	1 point
Over	100cm	2 points
Over	120cm	3 points
Over	140cm	4 points
Over	160cm	5 points
Over	180cm	6 points

Joe jumped 138cm.

How many points does he get?

points

1 mark

Sam said, “**I jumped 1.5 metres. I get 4 points**”.

Give a reason why Sam is correct.

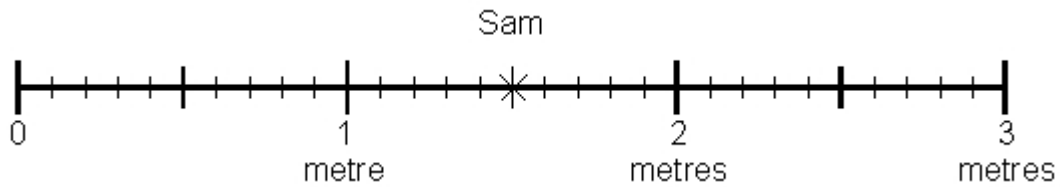
1 mark

Each child puts a cross on a line to show how far they jumped.

Sam puts her cross at 1.5 metres.

Lynn jumps **1.14** metres.

Put a cross on the line for Lynn's jump.

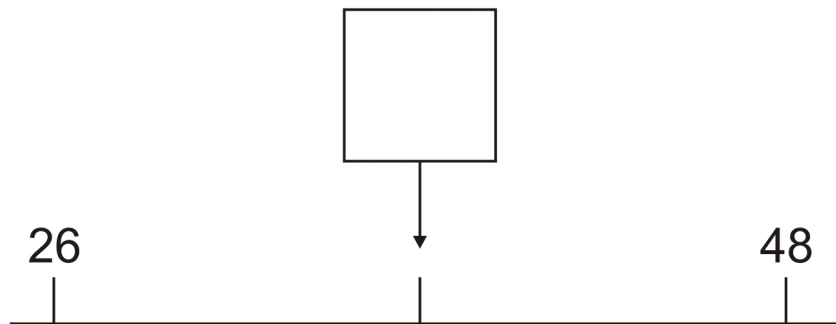


1 mark

3

Work out the number halfway between 26 and 48

Write it in the box

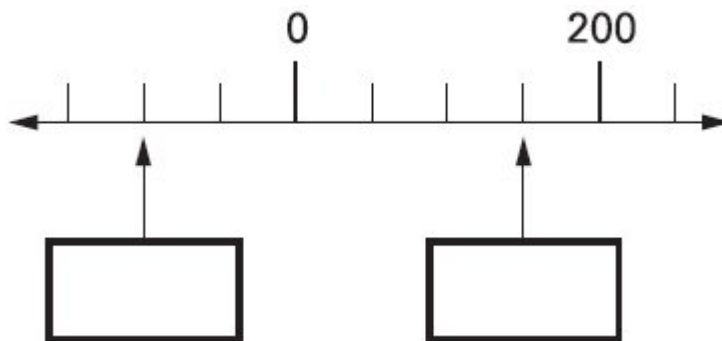


1 mark

4

Here is part of a number line.

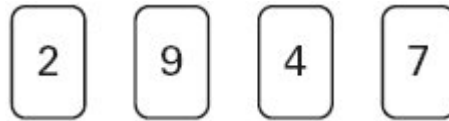
Write the missing numbers in the boxes.



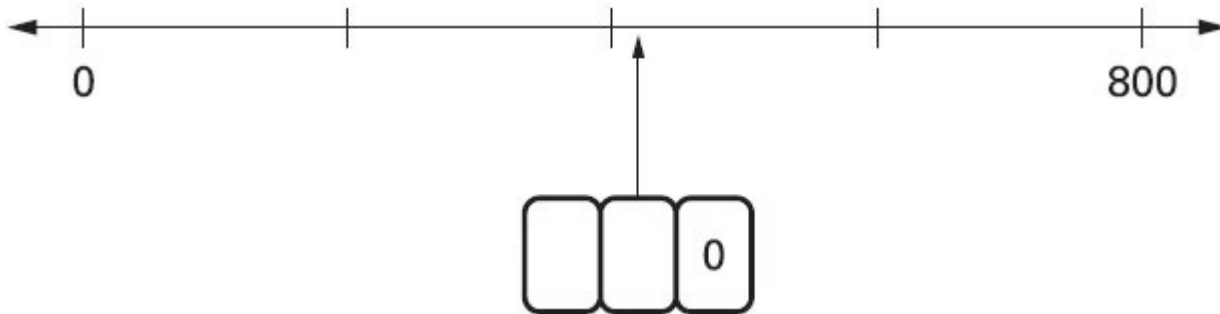
2 marks

5

Here are four digit cards.



Use **two** of the four cards to make the number on the number line.

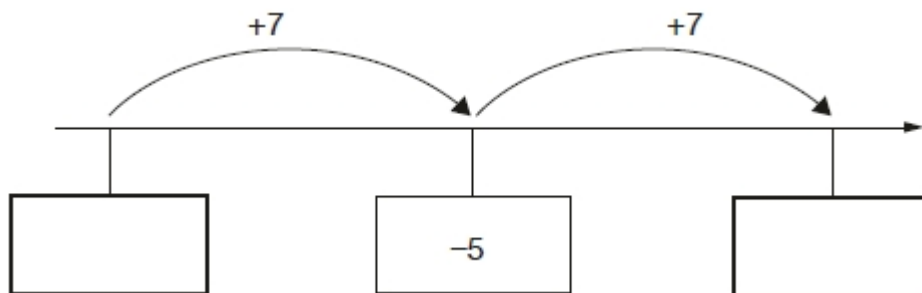


1 mark

6

Here is part of a number line.

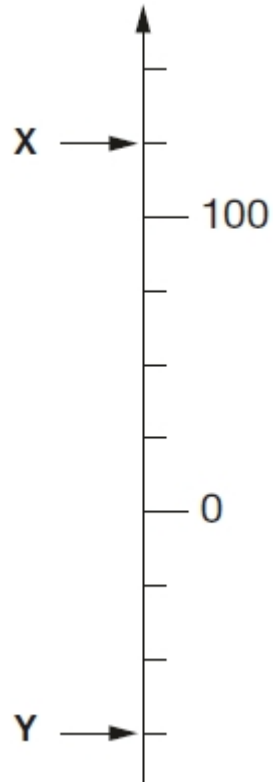
Write the missing numbers in the boxes.



2 marks

7

Here is part of a number line.



What is the value of **X**?

X =

1 mark

What is the value of **Y**?

Y =

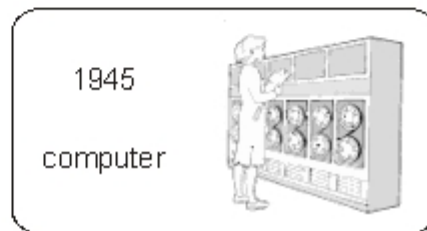
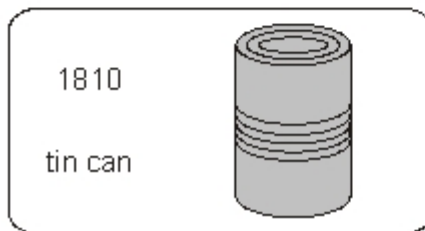
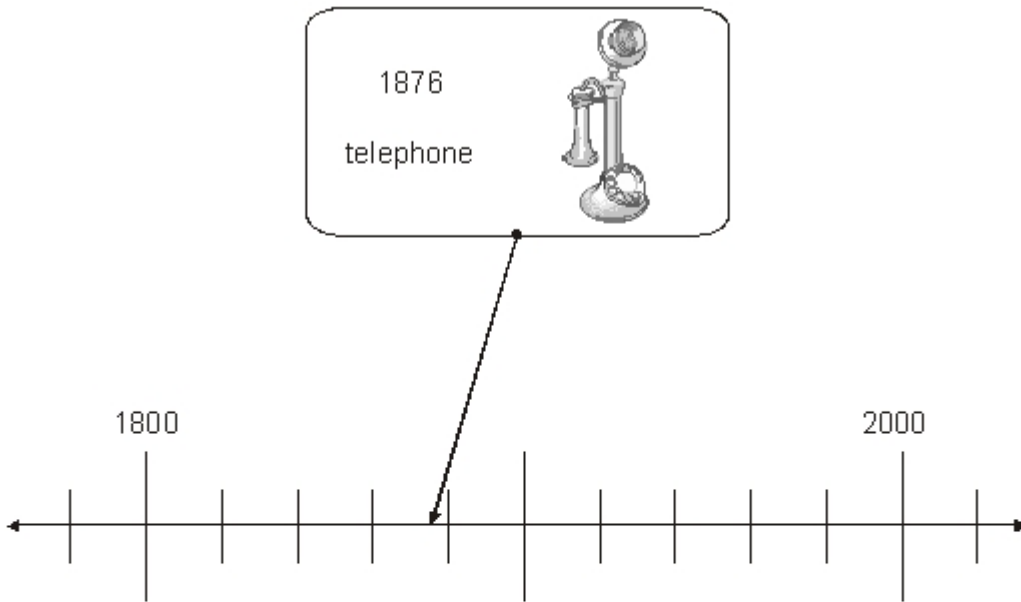
1 mark

8

Here is part of a time line.

Draw a line from each invention to the correct point on the time line.

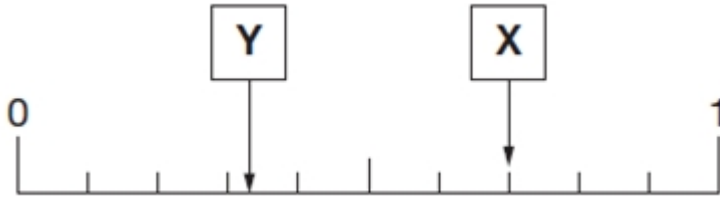
One has been done for you.



2 marks

9

Here is a number line.



What is the value of **X**?

X =

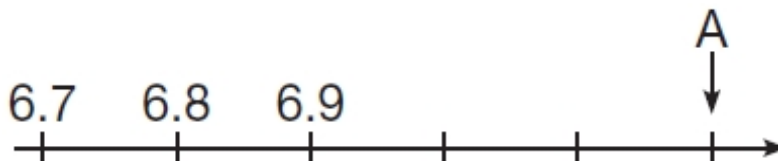
1 mark

Estimate the value of **Y**.

Y =

1 mark

10



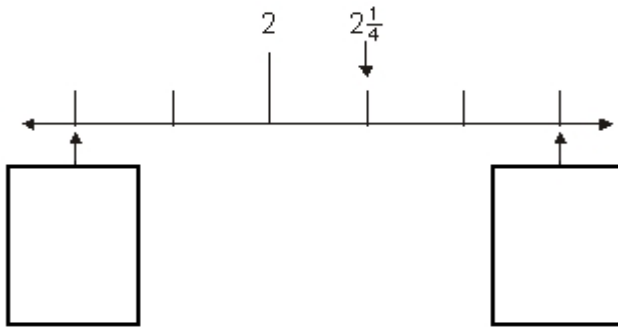
What number is marked at A?

1 mark

11

Here is part of a number line.

Write in the two missing numbers.

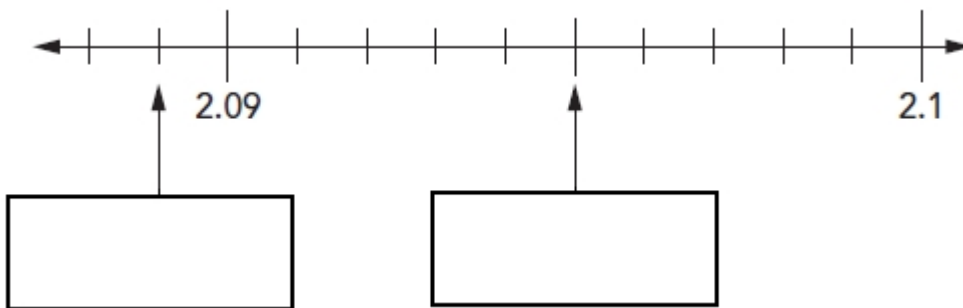


2 marks

12

This is part of a number line.

Write in the missing numbers.



1 mark

1 mark

Mark schemes

1

9.8

[1]

2

(a) 3

Do not allow 3.5 OR any other decimal or fraction.

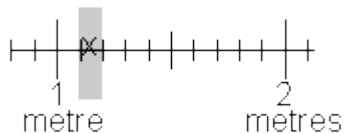
1

(b) The explanation should include evidence of conversion of 1.5m to cm
OR 140 to 160 cm to m. This may be implicit, eg:

- “Because 1.5 is between 140 and 160.”
- “She would need another 10 cm to get 5 points.”

1

(c) Cross on the line **between** 1.1 and 1.2, **exclusive**.



Accept marks other than a cross if in correct position.

1

[3]

3

37

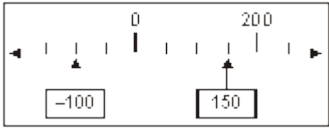
[1]

4

- (a) -100 written in the left-hand box.
Do not accept 100–

1

- (b) 150 written in the right-hand box.



1

[2]

5

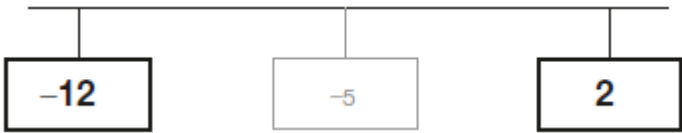


U1

[1]

6

Award **TWO** marks for both numbers correct as shown.



If the answer is incorrect, award **ONE** mark for one number correct.
Do not accept 12–
Accept +2 in the right-hand box.

Up to 2

[2]

7

- (a) $X = 125$

1

- (b) $Y = -75$

Do not accept 75–

1

[2]

8

- (a) Answer for tin can joined to the time line in the range 1805 to 1815 exclusive.

1

- (b) Answer for computer joined to the time line in the range 1940 to 1950 exclusive.

1

[2]

9

- (a) 0.7

Accept equivalent fractions.

1

- (b) Answer in the range 0.3 to 0.35 exclusive

Accept fractions, eg $\frac{1}{3}$

Do not accept 0.3 **OR** 0.35

1

*If the answer to (a) is in the range 0.3 to 0.35 exclusive **AND** the answer to (b) is 0.7, then award **ONE** mark for (b).*

[2]

10

7.2

[1]

11

- (a) $1\frac{1}{2}$ in the first box

Accept equivalent fractions or decimals, eg 1.5

1

- (b) $2\frac{3}{4}$ in the second box

Accept equivalent fractions or decimals, eg 2.75

1

[2]

12

2.089 in first box

1

2.095 in second box

1

Accept equivalent fractions

[2]