



**Week 7**

Number Lines

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

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Time: **21 minutes**

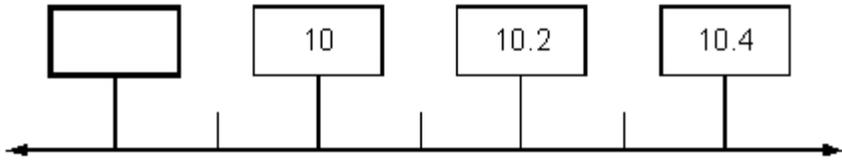
Marks: **21 marks**

Comments:

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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.

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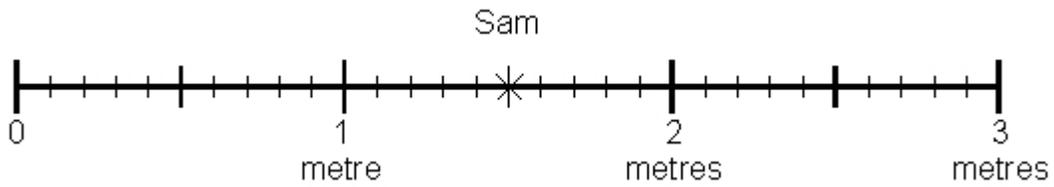
1 mark

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.

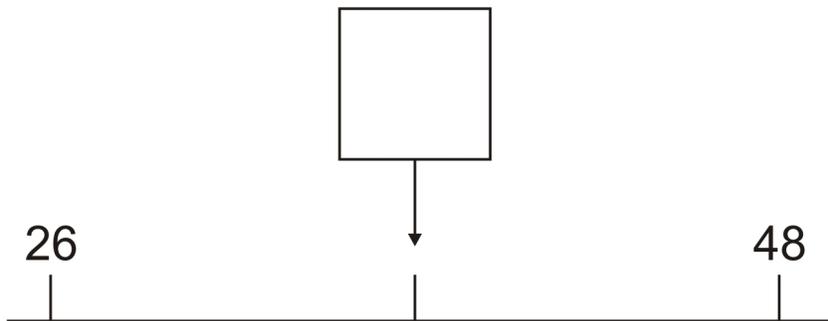
Put a cross on the line for Lynn's jump.



1 mark

**3** Work out the number halfway between 26 and 48

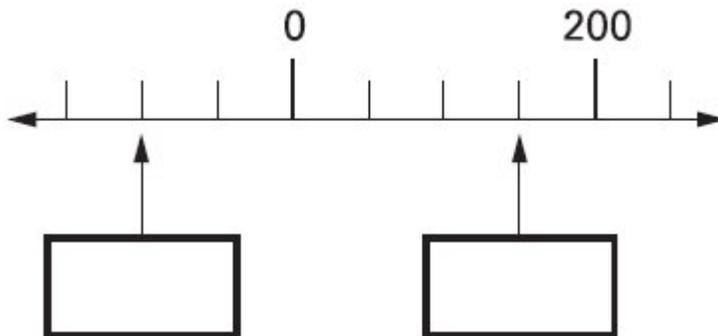
Write it in the box



1 mark

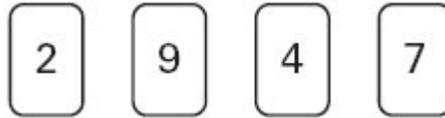
**4** Here is part of a number line.

Write the missing numbers in the boxes.

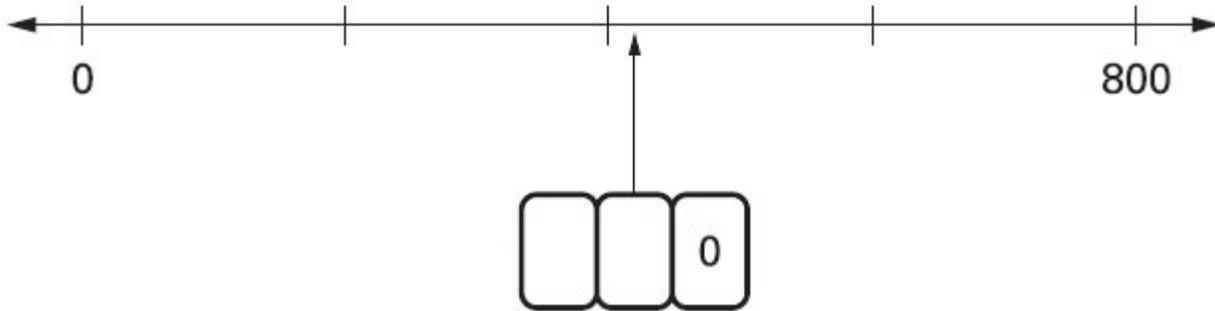


2 marks

**5** Here are four digit cards.



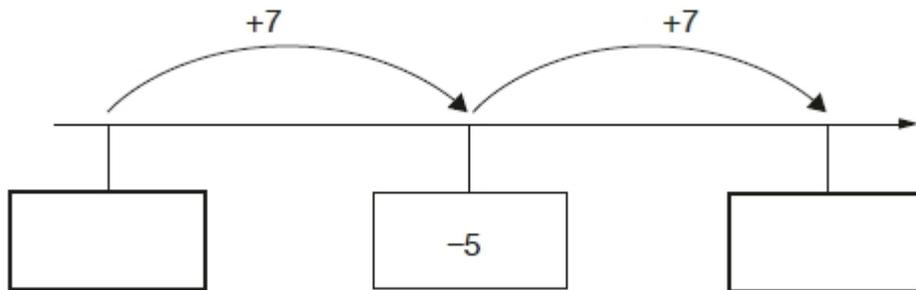
Use **two** of the four cards to make the number on the number line.



1 mark

**6** Here is part of a number line.

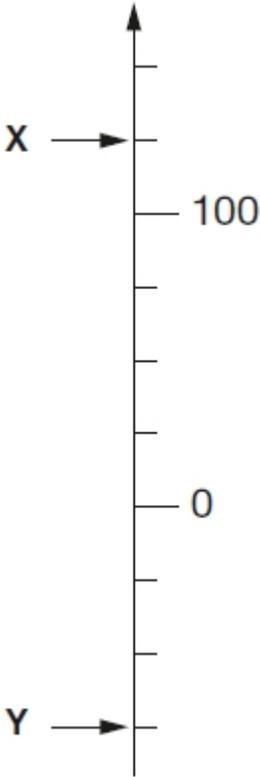
Write the missing numbers in the boxes.



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 =

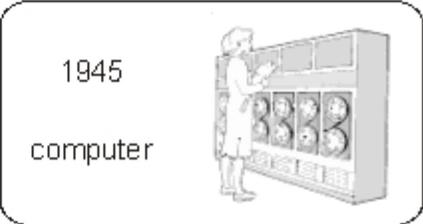
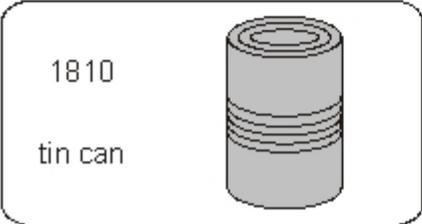
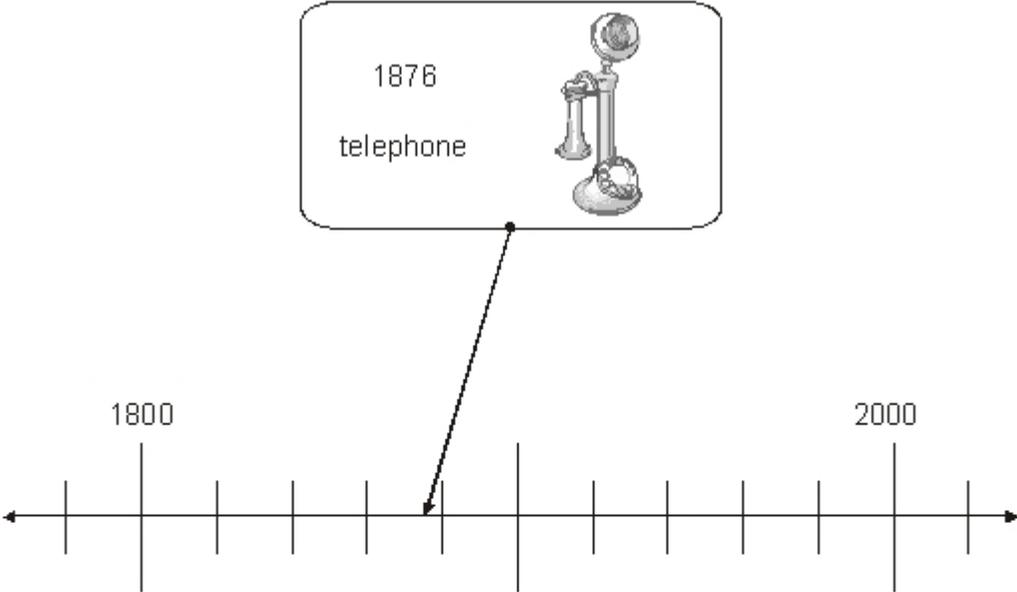
1 mark

8

Here is part of a time line.

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

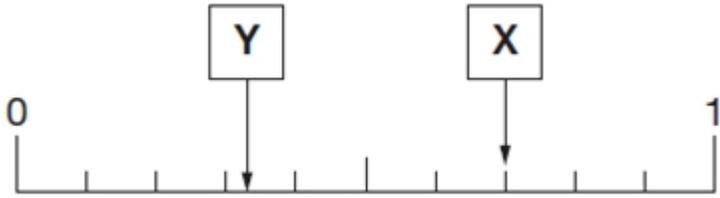
One has been done for you.



2 marks

9

Here is a number line.



What is the value of X?

X =

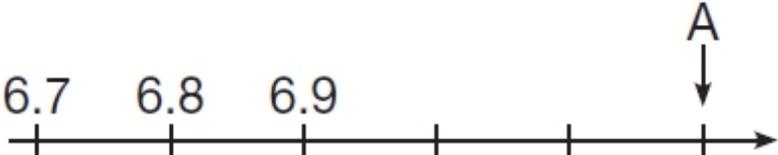
1 mark

Estimate the value of Y.

Y =

1 mark

10



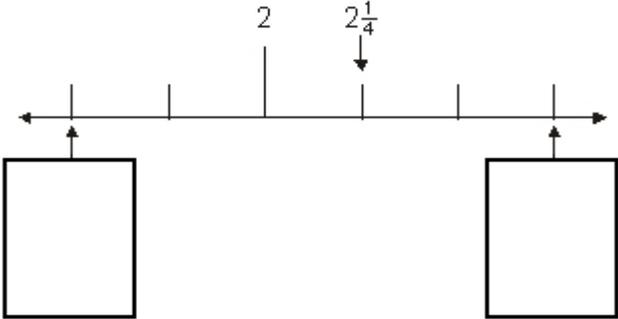
What number is marked at A?

1 mark

11

Here is part of a number line.

Write in the two missing numbers.

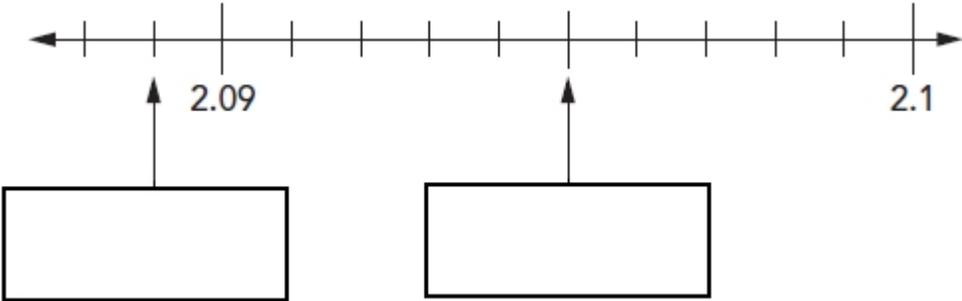


2 marks

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.*

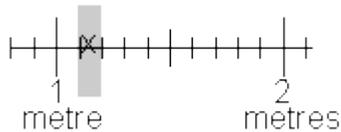
1

(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]

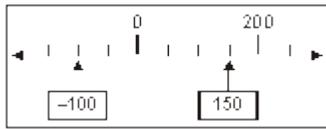
**3** 37

[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]

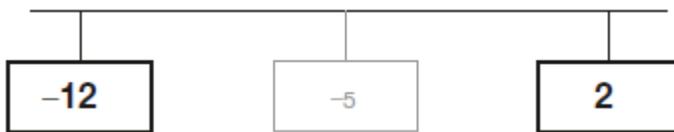
5 

4	2	0
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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).* 1
- [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]