RAFFLES GIRLS' PRIMARY SCHOOL
Primary Two Mathematics
Review Assessment 1-1
Numbers to 1000

Name: _____ ( )

Date: _____

Class: P 2 ( )

Your Score **Out of 15 marks**	
Parent's Signature	

SECTION A (3 × 1 mark)

For each question, four options are given. Choose the correct answer and write its number (1, 2, 3 or 4) in the brackets provided.

1. 10 more than 560 is _____

(1) 460

(2) 550

(3) 570

(4) 660 ( )

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2. Three hundred and sixty-seven written in numbers is

_____ .

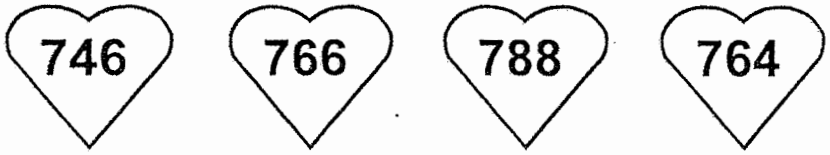
(1) 366

(2) 367

(3) 376

(4) 377 ( )

3. Arrange the numbers in order. Begin with the **greatest.**



(1) 746, 764, 766, 768

(2) 766, 788, 764, 746

(3) 788, 766 , 746, 764

(4) 788, 766, 764, 746 ( )

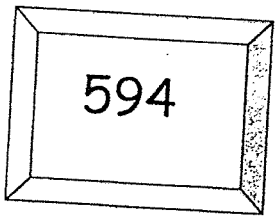
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Section B: (6 X 2 marks)

Read the questions carefully. Write the correct answers in the spaces provided.

4. Write the numbers in **words**.

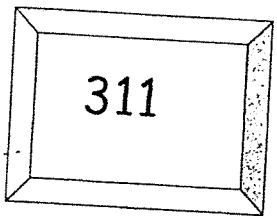
(a)



_____

_____

(b)



_____

_____

5. Fill in the blanks with the correct answer.

a. _____ is 10 more than 611.

b. 100 less than 372 is _____.

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6. Fill in the blanks with the correct answer.

a. In 209, the digit 2 is in the _____ place.

b. In 537, the value of the digit 3 is _____ .

7. Fill in the blanks using the numbers in the box below.

483	254	382	
981	922	716	

a) The greatest **even** number is _____.

b) The smallest **odd** number is _____ .

8. Complete the number pattern.

_____, 305, 315, 325, 335, _____, 355, 365

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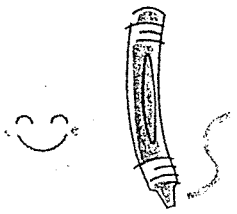
9. Alice uses the number cards below to form a 3-digit number.

The digit in the tens place is twice the digit in the ones place.

The digit in the hundreds place is 3 more than the digit in the ones place.

1	2	3	4

The 3-digit number is _____ .



Have you checked your work?

I have:

☐ *checked through my work carefully at least 2 times after I completed it.*

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RAFFLES GIRLS' PRIMARY SCHOOL

Primary Two Mathematics

Revision

Numbers to 1000, Addition and Subtraction Within 1000,

Name: _____ ( )

Date: _____

Class: Pr 2 ( )

SECTION A

For each question, four options are given. Choose the correct answer and write its number (1, 2, 3 or 4) in the brackets provided.

1. 470, 490, [ ], 530, 550

   The missing number in the box is _____.

   (1) 480 (3) 500

   (2) 491 (4) 510 ( )

2. 8 hundreds + 17 tens + 6 ones = _____.

   (1) 823 (3) 967

   (2) 876 (4) 976 ( )

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3. What is 100 more than 263?

(1) 264 (3) 363

(2) 273 (4) 463 ( )

4. Find the value of 657 + 289.

(1) 836 (3) 936

(2) 846 (4) 946 ( )

5. Which one of the following subtraction equations will give the **smallest** answer?

(1) 399 - 246 (3) 774 - 526

(2) 520 - 287 (4) 968 - 729 ( )

6. 10 less than 257 is _____.

(1) 247 (3) 258

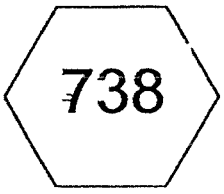
(2) 256 (4) 267 ( )

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Section B

Read the questions carefully. Write the correct answers in the spaces provided.

7. Write the following in words.



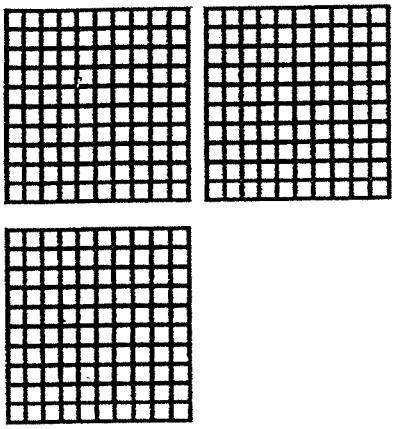
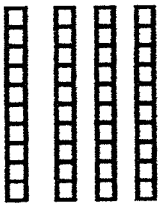
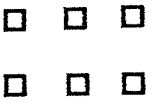
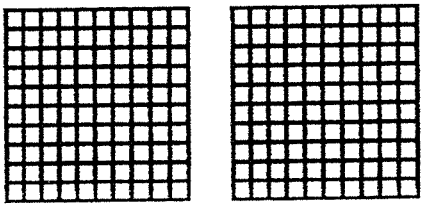
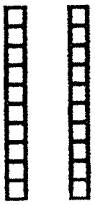
8. 10 more than ☐ is 642.

9.
$$\begin{array}{r} 452 \\ +\ 237 \\ \hline \\ \hline \end{array}$$

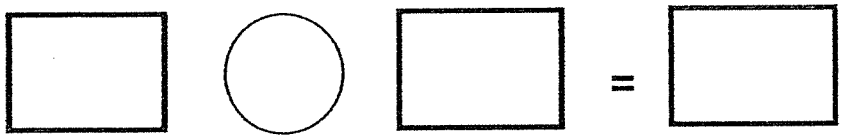
10.
$$\begin{array}{r} 786 \\ -\ 425 \\ \hline \\ \hline \end{array}$$

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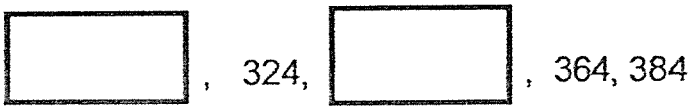
11.

Hundreds	Tens	Ones
		
		

Write the **addition equation** based on the diagram above.



12. Fill in the missing numbers.



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13. Fill in the missing number in the box.

$$\begin{array}{r} \square\,74 \\ +\,4\square\,7 \\ \hline 701 \end{array}$$

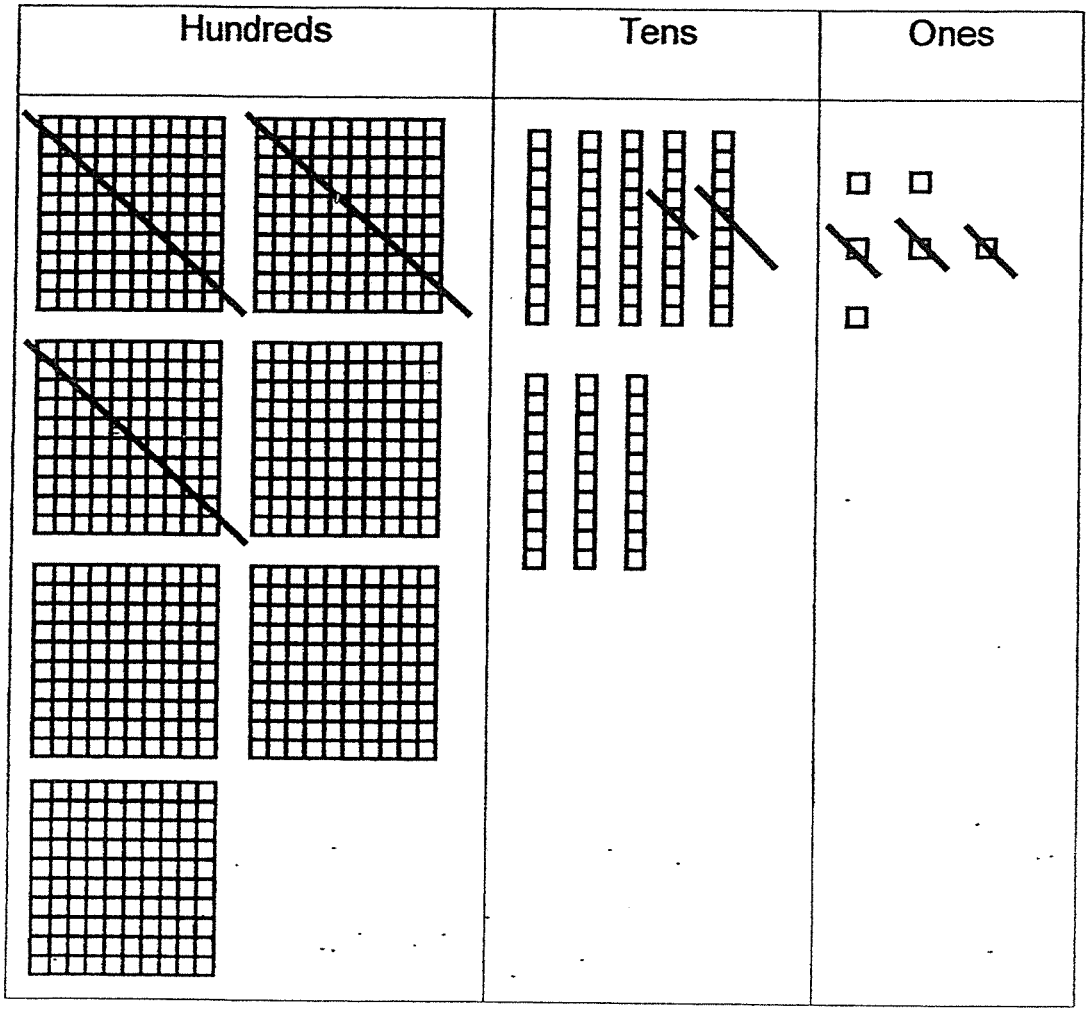
14. Use the numbers shown in the box below to form the greatest 3-digit **odd** number.

5, 1, 0, 8, 4		

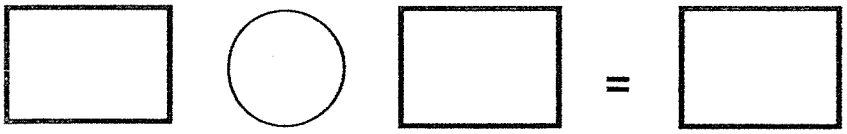
15. 5 hundreds – 21 tens = ☐

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16.



Write the **subtraction equation** based on the diagram above.



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17.

468	478	578	588	?

In the above number pattern, the missing number is ☐

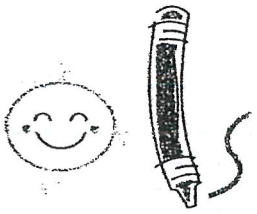
18. I am a 3-digit even number between 200 and 300.

The digit in the tens place is 10 less than 15

The digit in the ones place is twice the digit in the hundreds place.

What number am I?

☐



Have you checked your work?

I have:

☐ *checked through my work carefully at least 2 times after I completed it.*
[Independent Learner, Cautiousness, Responsibility]

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RAFFLES GIRLS' PRIMARY SCHOOL

Primary Two Mathematics

Review Assessment 1

Numbers to 1000, Addition and Subtraction Within 1000

Name: _____ ( )

Date: _____

Class: Pr 2 ( )

Your Score Out of 30 marks	
Parent's Signature	

SECTION A (6 × 1 mark)

For each question, four options are given. Choose the correct answer and write its number (1, 2, 3 or 4) in the brackets provided.

1. 115, 116, 117, [ ], 119, 120, 121

The missing number in the box is _____.

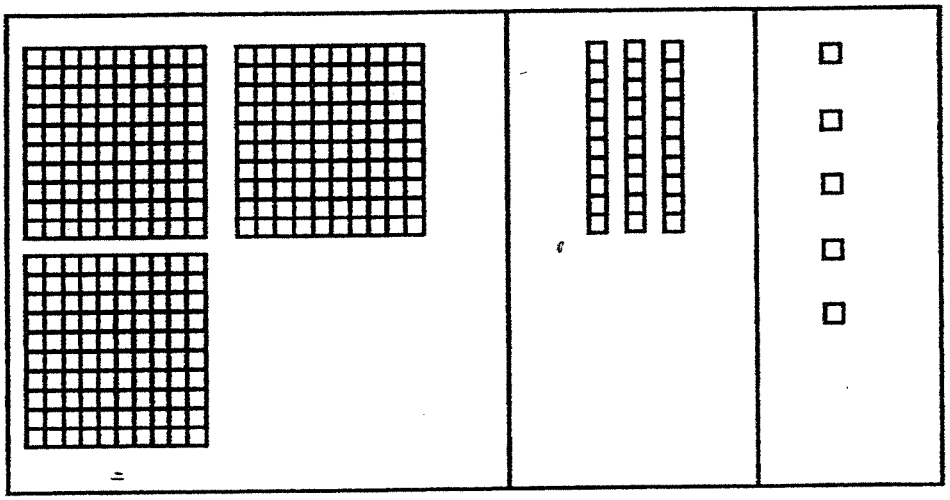
(1) 118 (3) 188

(2) 181 (4) 108 ( )

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2. Which one of the following shows the correct number of "□" ?



(1) three hundred and thirty-two (3) 333

(2) 3 hundreds 3 tens 5 ones (4) 300 + 3 + 5 ( )

3. Complete the number pattern.

260, 265, 270, 275, ☐

(1) 274 (3) 276

(2) 280 (4) 285 ( )

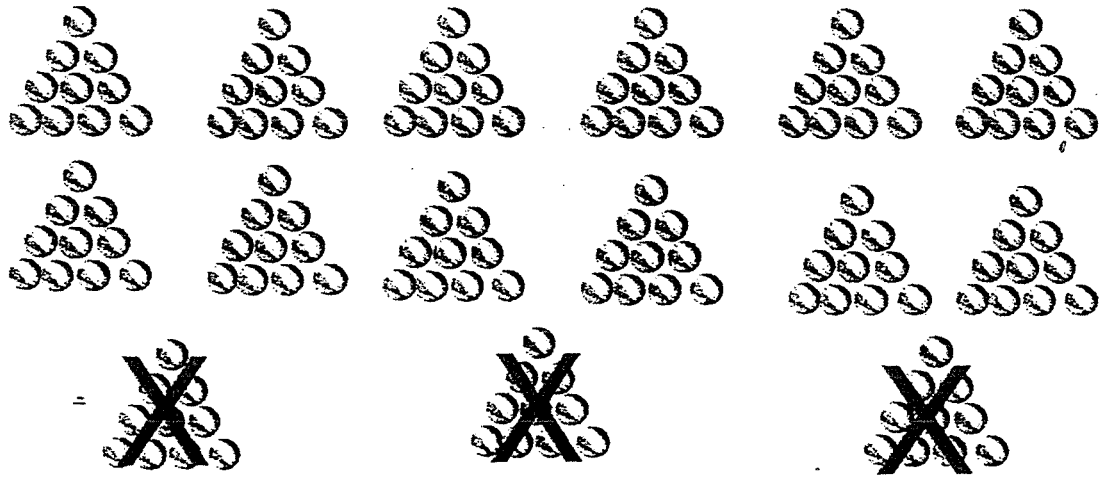
4. Add 384 to 171.

(1) 455 (3) 213

(2) 555 (4) 456 ( )

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5. Choose the correct **subtraction equation** for the number of marbles below.



(1) 150 - 30 (3) 150 - 3

(2) 120 - 30 (4) 120 - 3 ( )

6. Arrange the following numbers. Begin with the **smallest** number.

456, 445, 654, 645

(1) 445, 456, 654, 645 (3) 456, 445, 645, 654

(2) 445, 456, 645, 654 (4) 445, 654, 645, 456 ( )

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Section B: (12 X 2 marks)

Read the questions carefully. Write the correct answers in the spaces provided.

7. a) 137 + 411 = _____

   b) 213 + 152 = _____

8. Fill in the missing number in the blank below.

   100 + _____ + 8 = 228

9. Using the numbers below, form one addition equation.

   312 200 112 300

   _____ + _____ = _____

10. 250 is 10 more than _____

11. a) 460 - 130 = _____

    b) 752 - 241 = _____

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12. Fill in the missing numbers.

83, 103, 123, 143, ☐, 183, ☐

13. Form one subtraction equation based on the number cards below.

348		126	
	26		100

a) _____ - _____ = _____

14. Use the number cards below to form the **greatest** 3- digit **even** number.

8	5	0	9	3

_____

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15. Fill in the missing number in the boxes.

a)

$$\begin{array}{r} 2\ 1\ \square \\ +\ 6\ 1\ 6 \\ \hline 8\ 3\ 5 \\ \hline \end{array}$$

b)

$$\begin{array}{r} 5\ 5\ 6 \\ +\ 1\ \square\ 6 \\ \hline 7\ 1\ 2 \\ \hline \end{array}$$

16. Fill in the missing number in the boxes.

a)

$$\begin{array}{r} 7\ \square\ 6 \\ -\ 4\ 2\ 1 \\ \hline 3\ 1\ 5 \\ \hline \end{array}$$

b)

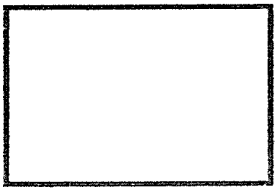
$$\begin{array}{r} 9\ 0\ 0 \\ -\ \square\ 2\ 6 \\ \hline 5\ 7\ 4 \\ \hline \end{array}$$

17. I am a 3-digit odd number between 400 and 500.

The digit in the tens place is the **greatest** number.

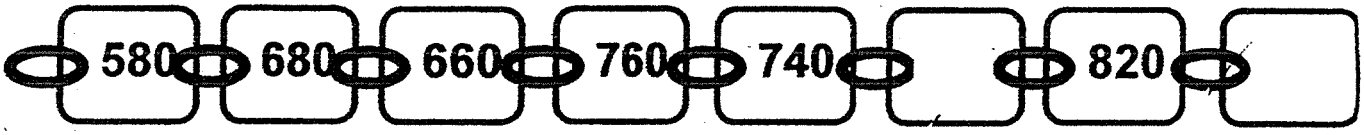
The digit in the ones place is 3 less the digit in the hundreds place.

What number am I?

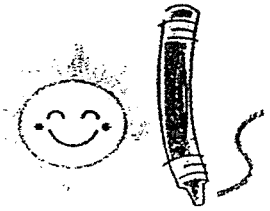


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18. Complete the number pattern below.



Have you checked your work?



I have:

- ☐ *checked through my work carefully at least 2 times after I completed it. [Independent Learner, Cautiousness, Responsibility]*

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RAFFLES GIRLS' PRIMARY SCHOOL

Primary Two Mathematics

Review Assessment 2

Units 4 to 8: Addition & Subtraction
Multiplication & Division

Name: _____ ( )

Date: _____

Class: Pr 2 ( )

Your Score Out of 30 marks	
Parent's Signature	

Section A (5 x 1 mark)

Choose the correct answer and write its number in the brackets provided.

1. 4 groups of 5 is the same as _____.

(1) 4 + 5

(2) 5 + 5 + 5 + 5

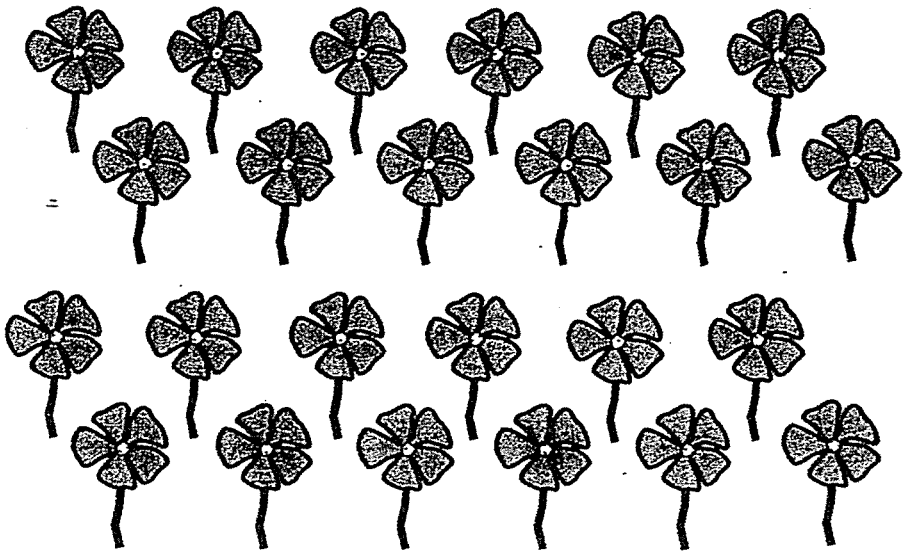
(3) 4 + 4 + 4 + 4

(4) 5 + 5 + 5 + 5 + 5 ( )

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2. Mrs Loh puts 24 flowers equally into some vases.
Each vase has 3 flowers.
How many vases does she need?



(1) 8
(2) 9
(3) 24
(4) 27
( )

3. After selling 148 tarts, a baker had 95 tarts left.
How many tarts did he have at first?

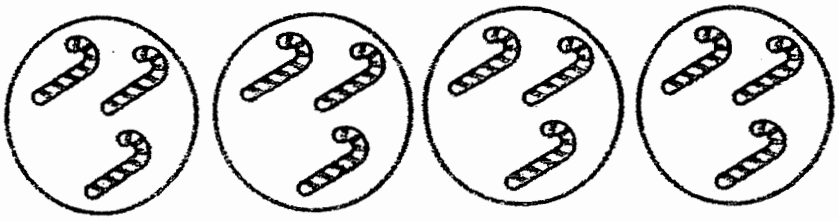
(1) 53
(2) 143
(3) 233
(4) 243
( )

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4. Sammi has 4 bags of candies.

There are 3 candies in each bag.

How many candies does she have altogether?



(1) 7

(2) 9

(3) 12

(4) 15

( )

5. **16 ÷ 2 = ☐ x 2**

(1) 16

(2) 14

(3) 8

(4) 4

( )

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Section B (8 x 2 marks)

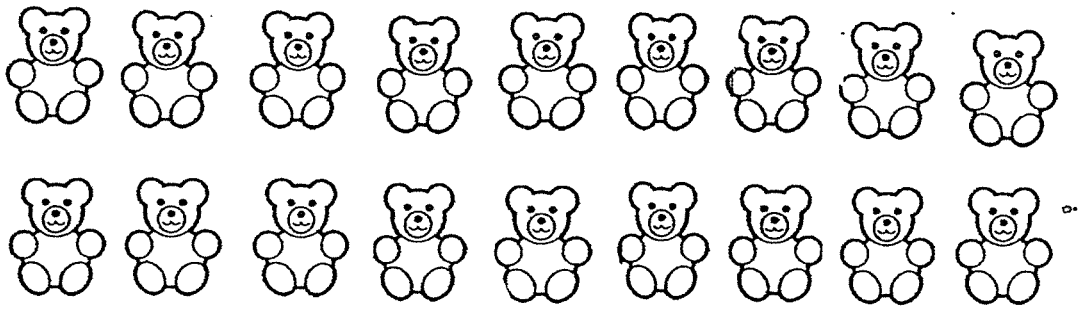
Work out these questions carefully and write the answers in the boxes provided.

6. There were 624 men at a party.
   There were 187 fewer women than men.
   How many women were there at the party?

   =

7. 5 + 5 + 5 + 5 + 5 + 5 = ☐ groups of 5.

8. Divide 18 teddy bears into groups of 2.
   Write a division equation to show the number of groups of bears.



☐ ◯ ☐ = ☐

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9. Use only the numbers below to form a **division** equation.





10. 2 groups of 10 = ☐

= ☐

11. I am thinking of a 2- digit number.

When I divide this number by 3, I get 5.

What do I get when I add 4 to this 2- digit number?

☐

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12. Jean collected 243 stickers.

She collected 157 fewer stickers than Amelia.

How many stickers did Amelia collect?

13. 9 X 10 = ☐ less than 100

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Section C (3 x 3 marks)

Show all number equations and working clearly in the space provided.

14. Mrs Yeo baked 350 cakes. Then, she bought another 188 cakes.

a) How many cakes did she have in all?

She had _____ cakes in all.

b) After giving away some cakes, she then had 260 cakes left.
How many cakes did she give away?

She gave away _____ cakes.

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15. Amy has 79 kittens. She gives away 43 kittens.

a) How many kittens does she have now?

She has _____ kittens now.

b) Amy then puts the rest of the kittens equally into 4 baskets.
How many kittens are there in each basket?

There are _____ kittens in each basket.

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16. A notebook cost **twice** as much as an eraser.
Ethan bought 1 notebook and 2 erasers for $16.

a) How much did **one** eraser cost?

One eraser cost $_____.

b) How much did **one** notebook cost?

One notebook cost $ _____

---------- End of Paper ----------

I have:
☐ *checked through my work carefully at least 2 times after I completed it.*
[Independent Learner, Cautiousness, Responsibility]

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RAFFLES GIRLS' PRIMARY SCHOOL
Primary Two Mathematics
Review Assessment

Money, Fractions, Mass and Length

Name: _____ ( )

Date : _____

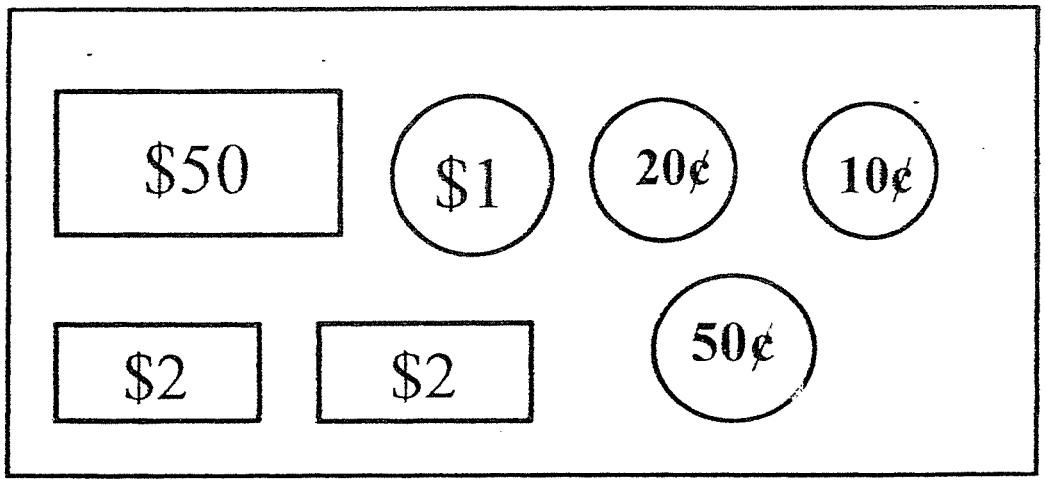
Class: Pr 2 ( )

Your Score Out of 30 marks	
Parent's Signature	

Section A (5 x 1 mark)

Choose the correct answer and write its number in the brackets provided.

1. How much money is shown below?



(1) $54.70 (3) $55.70

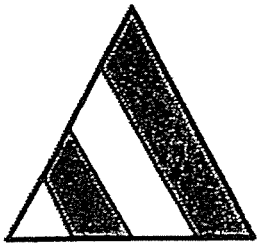
(2) $54.80 (4) $55.80 ( )

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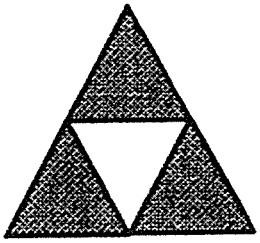
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2. Which figure below shows that $\frac{1}{4}$ of its shape is **shaded**?

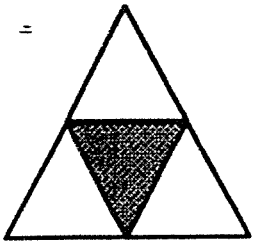
(1)



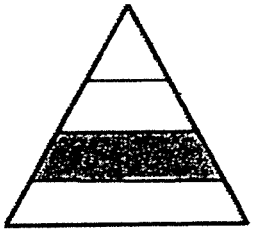
(3)



(2)

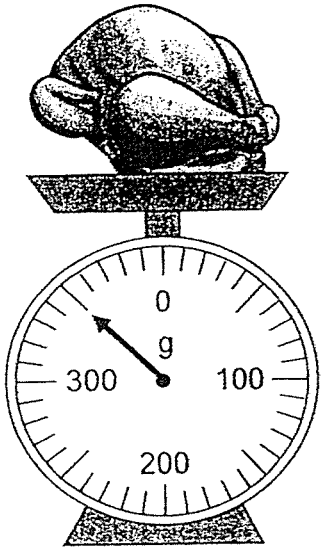


(4)



( )

3. The mass of the chicken is _____ g.



(1) 340

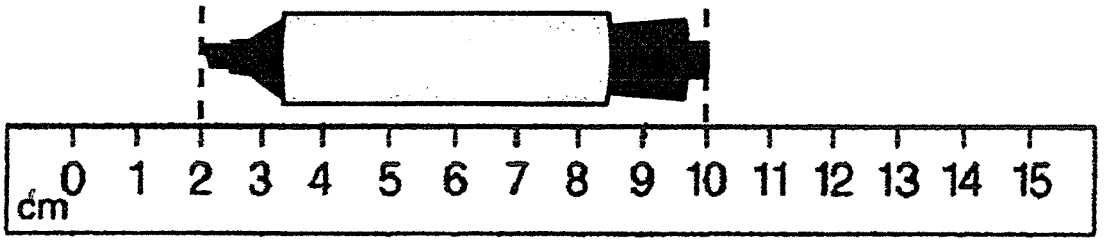
(2) 350

(3) 360

(4) 450 ( )

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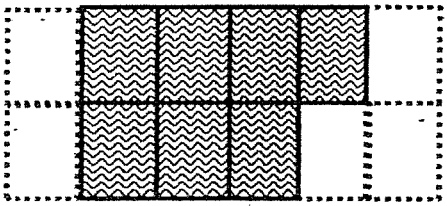
4. The length of the marker is _____ cm.



(1) 10 (3) 3

(2) 2 (4) 8 ( )

5. Benny cut a bar of chocolate into 12 equal parts. He gave 5 parts to his friend. What fraction of the chocolate was left?



(1) $\frac{2}{12}$ (3) $\frac{4}{12}$

(2) $\frac{3}{12}$ (4) $\frac{7}{12}$ ( )

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Section B (8 x 2 marks)

Work out the following questions carefully and write the answers in the boxes or blanks provided.

6. Arrange the fractions in order. Begin with the **smallest.**

$\frac{5}{10}$	$\frac{2}{10}$	$\frac{10}{10}$	$\frac{8}{10}$

=

[ ] , [ ] , [ ] , [ ]

smallest

7. Fill in the box with a suitable number.

(a) \$1.00 = [ ] twenty-cent coins

(b) \$10.00 = [ ] one-dollar coins

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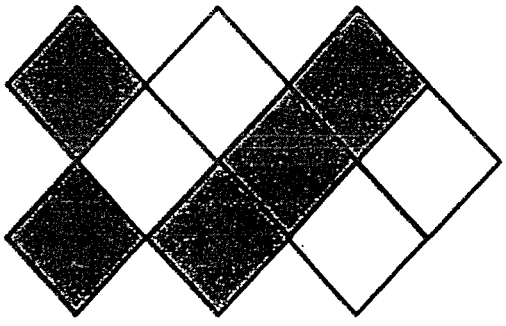
8. The lamp post is ☐ m shorter than the building.



Lamp post **Building**

☐ m

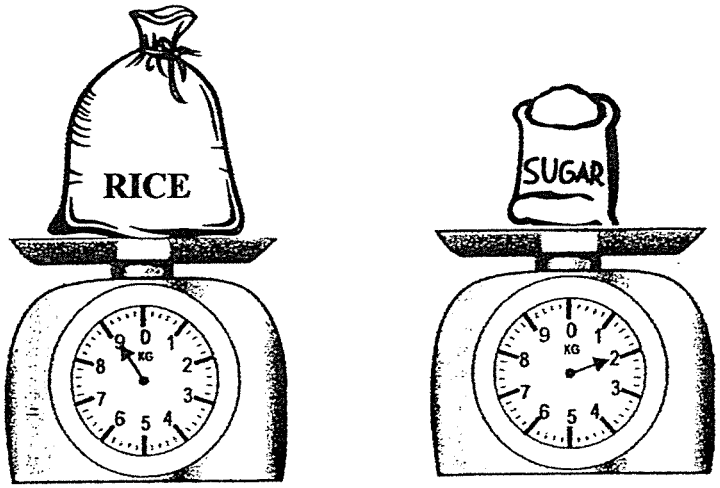
9. What fraction of the figure below is **unshaded**?



☐

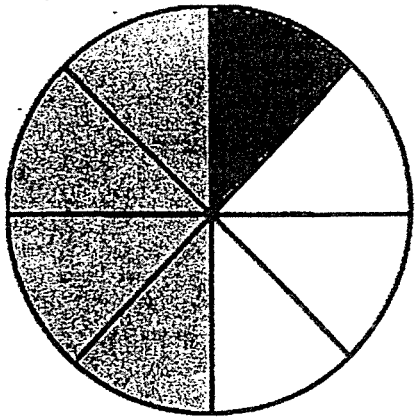
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10. The sack of rice is _____ kg heavier than the bag of sugar.



11. A pizza is cut into 8 equal slices as shown below.

Doris ate $\frac{4}{8}$ of a pizza. Fred ate $\frac{1}{8}$ of the same pizza.



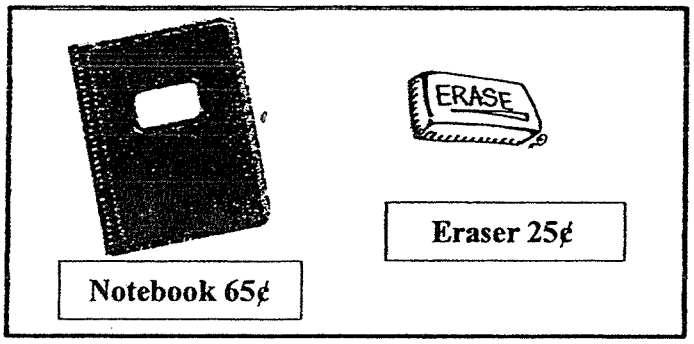
a) They ate _____ of the pizza altogether.

b) The fraction of the pizza left is _____

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12. Tim bought a notebook for 65¢ and an eraser for 25¢.

He gave the cashier $2. How much change did he receive?



13. a) _____ and $\frac{2}{6}$ make 1 whole.

b) $\frac{1}{9}$ and _____ make 1 whole.

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Section C (3 x 3 marks)

Show all number equations and working clearly in the space provided.

14. Suzy is 135 cm tall.
Rosie is 46 cm shorter than Suzy.
Ben is 10 cm taller than Rosie.
How tall is Ben?

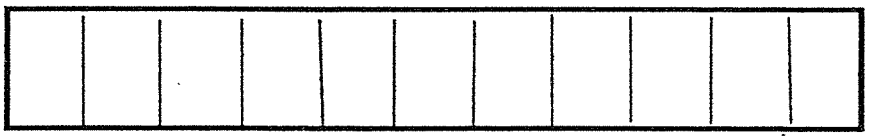
Working

Ben is _____ cm tall.

15. Hazel ate $\frac{4}{11}$ of a cake.

Her brother ate $\frac{3}{11}$ of it.

a) Colour to show the amount of cake eaten by them.



b) Fraction of the cake left was _____.

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16. James wants to buy a bicycle which costs $352.

He only has $189.

His mother gives him $32.

How much more money does he need?

Working

He needs _____ more.

---------- End of Paper ----------

I have:

☑ *checked through my work carefully at least 2 times after I completed it.*
[Independent Learner, Cautiousness, Responsibility]

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RAFFLES GIRLS' PRIMARY SCHOOL
Primary Two Mathematics
Review Assessment 2

Units 4 to 8: Addition, Subtraction, Multiplication and Division

Name: _____ ( )

Date: _____

Class: Pr 2 ( )

Your Score Out of 30 marks	
Parent's Signature	

Section A (5 x 1 mark)

Choose the correct answer and write its number in the brackets provided.

1. 6 fours is the same as _____

   (1) 64 (3) 10

   (2) 2 (4) 24 ( )

2. Put the stars into 4 equal groups. How many stars are there in each group?



   (1) 8 (3) 3

   (2) 2 (4) 4 ( )

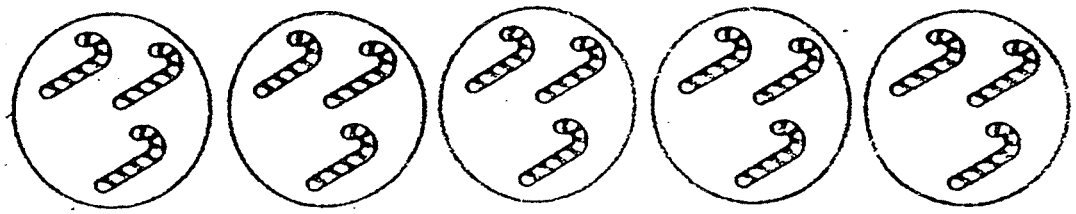
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3. The sum of 356 and 231 is _____.

(1) 125 (3) 325

(2) 187 (4) 587 ( )

4. Which one of the following statement does this picture represent?



(1) 5 threes (3) 5 + 5 + 5 = 15

(2) 5 + 3 =8 (4) 3 fives ( )

5. 2 students share 18 stickers equally.

How many stickers does each student get?

(1) 6 (3) 3

(2) 2 (4) 9 ( )

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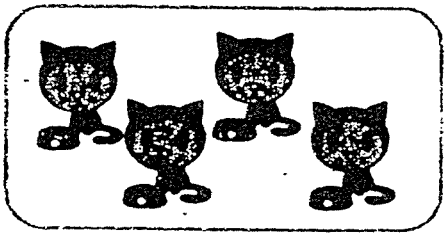
Section B (8 x 2 marks)

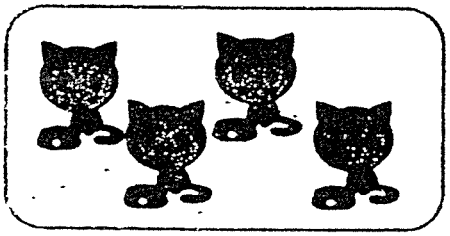
Work out these questions carefully and write the answers in the boxes provided.

6. Fill in the box with the answer.

508 - ☐ = 372

7. Write two related **division** equations for the picture below.



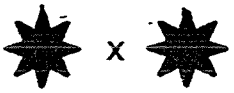


☐ ○ ☐ = ☐

☐ ○ ☐ = ☐

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8. If  = 30,

then  = ☐

9. There were 30 girls in the swimming pool. Some boys joined in. There are 68 children now. How many boys are there?

☐ boys

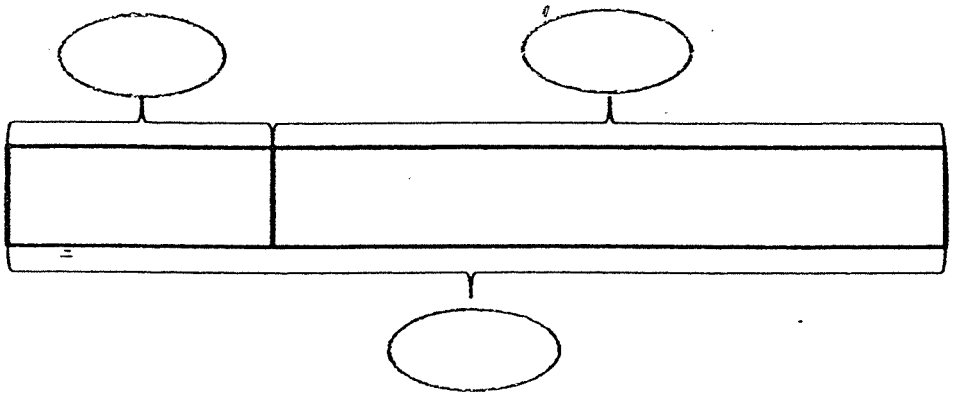
10. Mary made 8 cupcakes a day. She made the same number of cupcakes each day. Write a **multiplication** equation to show the number of cupcakes she made in 3 days.

☐ ○ ☐ = ☐

11. 7 X 4 = ☐ less than 40.

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12. Mr. Tan planted 48 pots of plants in January and 120 in February. How many pots of plants did he plant altogether? Complete the model below by filling in the ovals with the answers.



13. I am thinking of a number...
When I multiply the number by 3, the answer is 27.
What number do I get if I subtract 4 from it?

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Section C (3 x 3 marks)

Show all number sentences and working clearly in the space provided.

14. Ben has 289 stamps in his album.
Gladys has 123 more stamps than Ben.
How many stamps do both Ben and Gladys have altogether?

Ben and Gladys have _____ stamps altogether.

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15. Susan baked 48 apple pies. After selling 18 apple pies, she shared the rest together with her 4 friends. How many apple pies did each friend get?

Each of her friend got _____ apple pies.

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16. There were twice as many hamsters as rabbits in a pet shop. After 3 rabbits were sold, there were 5 rabbits left. How many hamsters were there in the pet shop?

There were _____ hamsters in the pet shop.

---------- End of Paper ----------

I have:

☑ *checked through my work carefully at least 2 times after I completed it.*
[Independent Learner, Cautiousness, Responsibility]

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ANSWER KEY

LEVEL : PRIMARY 2
SCHOOL : RAFFLES GIRLS' PRIMARY SCHOOL
SUBJECT : MATHEMATICS
TERM : REVIEW ASSESSMENT 1-1 , 2-1 , 3-1

REVIEW ASSESSMENT 1-1
SECTION A

Q1	Q2	Q3
3	2	4

SECTION B

Q4 a) five hundred and ninety-four.
b) three hundred and eleven.

Q5 a) 621
b) 272

Q6 a) hundreds
b) 30

Q7 a) 922
b) 483

Q8

295, 305, 315, 325, 335, 345, 355, 365

Q9) 421

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ANSWER KEY

LEVEL : PRIMARY 2
SCHOOL : RAFFLES GIRLS' PRIMARY
SUBJECT : MATHEMATICS

Revision (Numbers to 1000, Addition and Subtraction Within 1000)

Q1	4	Q2	4	Q3	3	Q4	4	Q5	1	Q6	1

Q7 Seven hundred and thirty eight.

Q8 10 more than [632] is 642.

Q9 689

Q10 361

Q11 [346] + [223] = [569]

Q12 [304], 324, [344], 364, 384

Q13
[2]	7	4
+ 4	[2]	7

Q14 [851]

Q15 5 hundreds – 21 tens (210) = [290]

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Q16 | 786 | - | 323 | = | 463 |

Q17 In the above number pattern, the missing number is | 688 |

Q18 | 254 |

Review Assessment 1 (Numbers to 1000, Addition & Subtraction Within 1000)

Q1	1	Q2	2	Q3	2	Q4	2	Q5	1	Q6	2

Q7 (a) 137 + 411 = 548

(b) 213 + 152 = 365

Q8 100 + 120 + 8 = 228

Q9 200 + 112 = 312

Q10 250 is 10 more than 240

Q11 (a) 460 – 130 = 330

(b) 752 – 241 = 511

Q12 83, 103, 123, 143, | 163 | , 183, | 203 |

Q13 (a) 126 – 100 = 26

Q14 980

Q15 (a) | 9 | (b) | 5 |

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Q16 (a) 3 (b) 3

Q17 491

Q18 580 +100} 680 −20} 660 +100} 760 −20} 740 +100} 840 −20} 820 +100} 920

Review Assessment 2 (Addition & Subtraction, Multiplication & Division)

Q1	2	Q2	1	Q3	4	Q4	3	Q5	4

Q6 624 − 187 = 437

Q7 5 + 5 + 5 + 5 + 5 + 5 = 6 groups of 5.

Q8 18 ÷ 2 = 9

Q9 27 ÷ 3 = 9

Q10 2 groups of 10 = 2 x 10

= 20

Q11 19

Q12 243 + 157 = 400

Q13 9 x 10 = 10 less than 100

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Q14 (a) 350 + 188 = 538

She had 538 cakes in all.

(b) 538 – 260 = 278

She gave away 278 cakes.

Q15 (a) 79 – 43 = 36

She has 36 kittens now.

(b) 36 ÷ 4 = 9

There are 9 kittens in each basket.

Q16 (a) 16 ÷ 4 = 4

One eraser cost $4.

(b) 4 x 2 = 8

One notebook cost $8.

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Review Assessment (Money, Fractions, Mass and Length)

Q1	4	Q2	2	Q3	2	Q4	4	Q5	4

Q6

$\frac{2}{10}$	$\frac{5}{10}$	$\frac{8}{10}$	$\frac{10}{10}$

smallest

Q7 (a) $1.00 = [5] twenty-cent coins

(b) $10.00 = [10] one-dollar coins

Q8 [18] m

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Q9 $\boxed{\frac{4}{9}}$

Q10 The sack of rice is 7 kg heavier than the bag of sugar.

Q11 (a) They ate $\frac{5}{8}$ of the pizza altogether.

(b) The fraction of the pizza left is $\frac{3}{8}$.

Q12 65¢ + 25¢ = 90¢

$2 - 90¢ = $\boxed{\$1.10}$

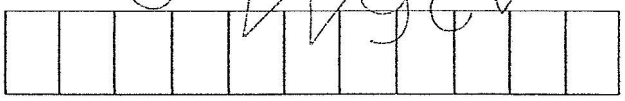
Q13 (a) $\frac{4}{6}$ and $\frac{2}{6}$ make 1 whole.

(b) $\frac{1}{9}$ and $\frac{8}{9}$ make 1 whole.

Q14 135 – 46 = 89
89 + 10 = 99

Ben is 99 cm tall.

Q15 (a)



(b) Fraction of the cake left was $\frac{4}{11}$.

Q16 $189 + $32 = $221
$352 - $221 = $131

He needs $131 more.

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SCHOOL : RAFFLES GIRLS' PRIMARY SCHOOL
SUBJECT : MATHEMATICS
LEVEL : PRIMARY 2

Review Assessment 2

Section A

1) 4
2) 3
3) 4
4) 1
5) 4

Section B

6) 136
7) 4÷4=1
8÷2=4
8) 100
9) 38 boys
10) 8x3= 24
11) 12
12) 48, 120, 168
13) 5

Section C

14) 289+123=412
412+289=701
Ben and Gladys have 701 stamps altogether.

15) 48-18=30
30÷5=6
Each of her friend got 6 apple pies.

16) 3+5=8 (rabbits at first)
8x2=16
There were 16 hamsters in the pet shop.

END.

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