

Odd and Even Numbers - Questions

Key Stage 2: 2004 Paper A

1.

5

Use **each** number card **once** to make the answer to each calculation an **even** number.



 5 ×

12 ÷

9 +

5i

5ii

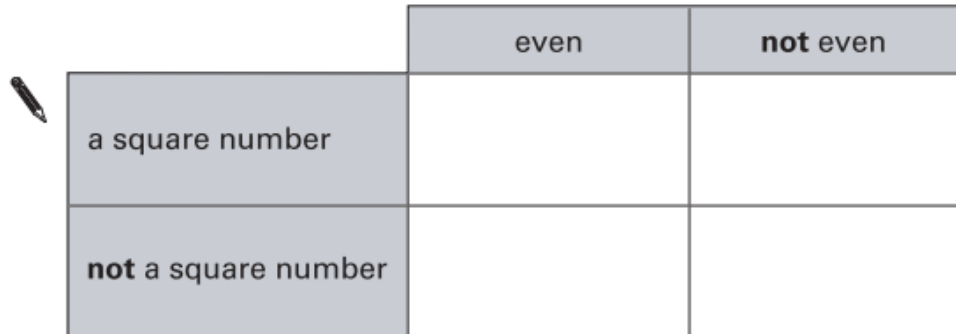
2 marks

2.

12

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		

12i
 12ii
2 marks

3.

19

Julie says,

'I added three odd numbers and my answer was 50'

Explain why Julie cannot be correct.



.....
.....
.....

19
1 mark

1.


8

Nisha says,

*'When you halve any even number,
the answer is always an odd number.'*



Is she correct?
Circle **Yes** or **No**.

 Yes / No

Explain how you know.

A large, empty, cloud-shaped outline intended for the student to write their explanation. A small pencil icon is positioned to the left of the top-left corner of the cloud.

8

1 mark

2.

9

Here are four labels.

even	multiples of 9	not even	not multiples of 9
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Write each label in the correct position on the sorting diagram below.



	72 54	56 84
	63 45	49 75

Key Stage 2: 2010 Paper A


1.

10

Here is a Carroll diagram for sorting numbers.

Write these **five** numbers in the correct places on the diagram.

25 247 7002 49 990



A Carroll diagram with two columns and two rows. The top row is shaded and contains the labels 'odd' and 'not odd'. The left column is shaded and contains the labels 'a 3-digit number' and 'not a 3-digit number'. A pencil icon is positioned to the left of the 'a 3-digit number' cell. The four cells in the bottom-right quadrant are empty for sorting numbers.

	odd	not odd
a 3-digit number		
not a 3-digit number		

10i

10ii

2 marks

Key Stage 2: 2010 Paper A

2.

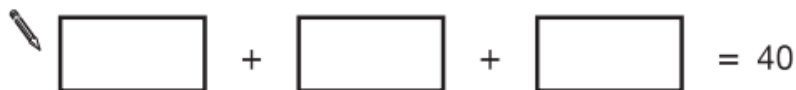
17

Three **different** numbers add up to 40

The numbers are all even.

Each number is less than 20

Write what the three **different** numbers could be.



A pencil icon is positioned to the left of the first box. The equation consists of three empty rectangular boxes, each followed by a plus sign, and then an equals sign followed by the number 40.

$$\square + \square + \square = 40$$

17

1 mark

1.

1

Holly made a number using these digit cards.



The **hundreds** digit is greater than 4

Holly's number is **odd**.

What number did Holly make?

A small pencil icon is positioned to the left of three empty rectangular boxes arranged horizontally, intended for writing a three-digit number.

 ¹
1 mark

1.

25


Three whole numbers add up to 50



Seb says,

'All three numbers must be even numbers.'

Is Seb correct?
Circle **Yes** or **No**.

 Yes / No

Explain how you know.

A large, empty, cloud-shaped outline intended for the student to write their explanation. A small pencil icon is positioned to the left of the top-left corner of the cloud.

1.

1


x stands for an **odd** number.

y stands for an **even** number.

Look at the expressions below.

For each expression, tick to show if it is odd or even.

The first one is done for you.

	odd	even
 $x + y$	<input checked="" type="checkbox"/>	<input type="checkbox"/>
$x + 2y$	<input type="checkbox"/>	<input type="checkbox"/>
$2(x + y)$	<input type="checkbox"/>	<input type="checkbox"/>
xy	<input type="checkbox"/>	<input type="checkbox"/>
$x^2 + y$	<input type="checkbox"/>	<input type="checkbox"/>

2 marks