

Belmont

Mill Hill Preparatory School



Lower School

Entrance Assessment

For Entry in September 2012

PLEASE NOTE THAT NO SPECIMEN OR PAST PAPERS ARE ISSUED

PLEASE SEE FOOTNOTE

The entrance procedure at 7+, 8+ and 9+ consists of a short informal interview and an English/Maths test. The interview involves finding out about their areas of academic interest as well as their hobbies and pastimes.

In the English section of the test, they are required to read aloud and write a short story. The Maths section may include the following:

7+ Entry to Year 3

- Place value: hundred, tens and units
- Number bonds up to 20
- Counting money
- Number lines
- Addition and subtraction of tens and units
- Short multiplication and division
- Time tables: 2, 3, 5 and 10
- Time: 12 hour clock
- Naming of shapes
- Awareness of simple fractions

8+ Entry to Year 4

- Topics at 7+
- Place value: thousands, hundreds, tens and units
- Compass direction
- Negative numbers on a number line
- Simple bar charts and databases
- Clockwise and anti-clockwise
- Right angles
- Simple Venn diagrams

9+ Entry to Year 5

- Topics at 7+ and 8+
- Function machines
- Simple problem solving
- Graphs
- Data handling
- Symmetry
- Measure: length, area, time, capacity and mass
- Area
- Times tables up to 10
- Money: using four operations

10+Entry to Year 6

- Topics at 7+ and 8+ and 9+
- Number including patterns, fractions & percentages
- Place value: thousand, hundred, tens and units.
- Measure: length, area, time.
- Data handling: line graphs, bar graphs, tables
- Shape & Space: Symmetry, shape recognition, properties
- Simple problem solving
- Capacity and mass
- Times tables up to 10
- Money problems: using four operations
- Using a simple calculator
- Units
- Number bonds to 20
- Counting money
- Number lines
- Addition and subtraction of tens and units
- Short multiplication and division
- Times tables: 2, 3, 5 and 10
- Time: 12 hour clock
- Naming of shapes
- Awareness of simple fractions

Footnote

We aim to make our assessments appropriate for boys and girls from all educational backgrounds. Provided that their reading is well-founded, there should never be a need for coaching. Indeed, coaching may do positive harm, in that it can artificially raise a child's level of attainment so that he/she has great difficulty in maintaining it later on and great unhappiness and tension ensues.

A reference is sought from the child's current school. A supportive reference is a very important part of the selection process.

July 2011