SECTION 4

Formal Assessment Tasks

Term 1

Teacher Copy

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Grade 3</td></tr>
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Oral/Practical Response: Work in small groups

LO1 AS 1.1 Counts forwards and backwards in the intervals specified in Grade 2 with increased number ranges

The learners count forwards and backwards in multiples of 1, 2, 5 and 10 on a number grid.

Written
Worksheet 1: Learners fill in the missing numbers on a number line.

Oral/Practical Response: Work in small groups
LO1 AS 3 Knows, reads and writes number symbols and names from 1 to at least 1 000.
Learners write number names and number symbols in the number range 1 - 300.

Written
Worksheet 1: Learners write number names and symbols.

Oral/Practical Response: Work in small groups

LO1 AS 4.1 Orders, describes and compares the following numbers: whole numbers to at least 3 digit numbers:

The teacher gives learners number cards in the number range 0 - 300 e.g. 145, 223, 112, 219, 227 and 144. The learners order the numbers from the biggest to the smallest and the smallest to the biggest.
The teacher asks questions, e.g. what comes before/ after / between / biggest / smallest / 1 more / 1 less /
2 more / 2 less etc. a specific number in the number range 0 - 300.

Written:
Worksheet 2: Learners order numbers from the biggest to the smallest and answer questions about the numbers on a worksheet.

Oral/Practical Response: Work in small groups

LO 1 AS5 Recognizes the place value of digits in whole numbers to at least 3-digit numbers.

Learners identify the place value of different numbers in the number range 0 - 300, e.g. 11<u>4</u> 4 units or 4, 1<u>2</u>3 20 or 2 tens etc.

Oral/Practical Response: Work in small groups
LO1 AS7 Solves and explains solutions to practical problems that involve equal sharing and grouping and that lead to solutions that also include unitary and non-unitary fractions (e.g. ¼, ¾).
The teacher asks word problems in the number range 0 - 300. Learners use concrete apparatus, drawings or calculations to solve their problems,
e.g. A farmer has 250 cows. He puts 50 cows in a camp. How many camps does he need?
Share 35 biscuits between 2 children. How many biscuits will each child have?
The teacher buys 3 bags of tennis balls. There are 48 balls in each bag. How many tennis balls are there?
HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards.

Written:
Worksheet 4: Learners solve word problems on a worksheet.

| Formal Assessment Task 1 : Term 1 |
| Grade 3 |

☝ **Oral/Practical Response: Work in small groups**

LO1 AS 8.1 Can perform calculations, using appropriate symbols, to solve problems involving: addition and subtraction of whole numbers with at least 3 digits

The teacher asks word problems with addition and subtraction sums in the number range 0 - 300. The learners solve the problems using counters, drawings or calculations.
e.g. Vonnie found 62 shells at the beach. She kept 35 of them and gave the rest to her sister. How many shells did she give away?
Lulu and Lisa collect dolls. Lulu has 65 dolls and Lisa has 83 dolls. How many dolls do they have together? How many more dolls does Lisa have?
HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards.

✏ **Written**
Worksheet 3: Learners use expanded notation to do addition and subtraction calculations.
Worksheet 4: Learners solve word problems on a worksheet.

☝ **Oral/Practical Response: Work in small groups**

LO 1 AS8.2 Can perform calculations, using appropriate symbols, to solve problems involving:

multiplication of at least whole 2-digit by 1-digit numbers.

The teacher asks word problems in the number range 0 - 300. The learners solve the problems using counters, drawing or calculations,

e.g. There are 54 sticker on a page. How many sticker are there on 5 pages?

HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards.

✏ **Written**
Worksheet 4: Learners solve word problems on a worksheet.

☝ **Oral/Practical Response: Work in small groups**

LO1 AS9.1 and 9.2. Performs mental calculations involving: addition and subtraction for numbers to at least 50, multiplication of whole numbers with solutions to at least 50.

Mental maths: Addition, subtraction and multiplication to 20. The teacher shows flash cards with number combinations to the learners. Each learner answers at least 10 sums.

☝ **Oral/Practical Response: Work in small groups**

LO1 AS10.1 Uses the following techniques: building up and breaking down numbers.

The teacher gives each learner a number between 0 - 300. The learners write 5 sums where the answer equals their given number.
 HINT: The learners write their sums in their class workbooks, on slates or white boards.

✏ **Written**

LO2 AS 2: Copies and extends simple number sequences to at least 1000.

Worksheet 5: Learners copy and complete a number pattern in the number range 0 - 300.

	Formal Assessment Task 2 : Term 1 **Grade 3**

✋ ✏	**Oral/Practical Response: Work in small groups** LO1 AS 1.1 Counts forwards and backwards in: the intervals specified in Grade 2 with increased number ranges. **Learners count forwards and backwards in intervals of 1, 2, 5 and 10 in the number range 0 - 300. The learners may use a number line, a number grid or an abacus.** **Written** **Worksheet 6: Learners count in 2's, 5's, 10's and 1's.**

✋	**Oral/Practical Response: Work in small groups** LO1 AS 4.2 Orders describes and compares the following numbers: common fractions including halves, quarters and thirds. (½, ¼, ⅓ etc.) **The teacher gives each learner 2 squares. The learners fold and colour the fractional parts: one half and one quarter. Learners order the fractions from the smallest to the biggest. Learners answer questions about the fractions,** **e.g. Which is the biggest:** ½ **or** ¼**,** **Which is the smallest: 1 or a** ½

✋	**Oral/Practical Response: Work in small groups**
	LO1 AS6. Solves money problems involving totals and change in rands and cents, including converting between rands and cents.
	  • **Using real or play money. The learners pack out the exact amount to pay for an item costing a given amount, e.g. R155 or R20, 75**
	  • **Using real or play money. Learners pack out a given amount. They add or subtract another amount. They calculate the total,**
	  e.g. R135 + R29 + R101 , R246 - R123
	HINT: The learners write their calculations in their class workbooks, on slates or white boards.
	  • **The teacher asks word problems in the number range 0 - 300. Learner may use play money, drawings or calculations to solve the problems.**
	  e.g. Jack gave the cashier a R50 note to pay for a calculator that
	  cost R39.95. How much change should Jake get?
	HINT: The learners write their calculations in their class workbooks, on slates or white boards.
	
	Written
	Worksheet 9: Learners solve money word problems.

✏	**Written** LO1 AS 8.1 Can perform calculations, using appropriate symbols, to solve problems involving: addition and subtraction of whole numbers with at least 3 digits **Worksheet 6 : Learners write the answers to addition and subtraction sums on a worksheet.** **Learners calculate the answers to word problems on a worksheet.** **Worksheet 9: Learners solve word problems.**

✋ ✏	**Oral/Practical Response: Work in small groups** LO 1 AS8.2 Can perform calculations, using appropriate symbols, to solve problems involving: multiplication of at least whole 2-digit by 1-digit numbers. **The teacher asks word problems in the number range 0 - 300. The learners solve the problems using counters, drawing or calculations,** **e.g. Each learner receives an apple, an orange, a peach and a banana. If there are 32 learners in a class, how many fruit will the class receive?** **HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards.** **Written** **Worksheet 7 : Learners multiply a whole two digit number by a one digit number.** **Worksheet 9: Learners solve word problems.**

Formal Assessment Task 2 : Term 1
Grade 3

✋ **Oral/Practical Response: Work in small groups**

LO1 AS10.1 Uses the following techniques: building up and breaking down numbers.

✏ **The teacher gives each learner a number between 0 - 300. The learners write 5 sums where the answer equals their given number.**
 HINT: The learners write their sums in their class workbooks, on slates or white boards.
Written
Worksheet 7: Learners build up and break down numbers.

✋ **Oral/Practical Response: Work in small groups**

LO 1 AS10.2 Uses the following techniques: doubling and halving

✏ **The learners double and halve numbers in the number range 1 - 300. The learners may use flard cards, the number line or a number grid.**
HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards.
Written
Worksheet 8: Learners double and halve numbers.

✏ **Written**
LO2 AS 2: Copies and extends simple number sequences to at least 1000
Worksheet 10: Learners copy and complete a number pattern in the number range 0 - 300.

✏ **Written**
LO3 AS 4: Determines lines of symmetry in two-dimensional shapes using paper folding and reflection
Worksheet 10: The teacher gives each learner a photocopy of graph paper. Learners draw the reflection of the given 2D-shape on the graph paper.

✋ **Oral/Practical Response: Work in small groups**
LO4 AS 1: Reads and writes analogue and digital clock time in terms of hours, half-hours, quarters of an hour and minutes
Learners read and write hours and minutes on a digital and analogue clock. Each learner reads at least 5 different times on the clock.
HINT: The learners write the time in their class workbooks, on slates or white boards.

✋ **Oral/Practical /Written**
LO4 AS 2.2 and 2.3 Solves problems involving calculations with and conversions between:
Hours ↔ days **,** Days ↔   months
The learners use a calendar to convert days to months,
e.g. How many days do February, July and November have?
Which months have 31 days?
Which months have 30 days?
How many hours in one day?
How many hours in 3ƒ days?
Change 220 hours to days and hours
HINT: The learners write their calculations in their class workbooks, on slates or white boards.

✋ **Oral/Practical Response: Work in small groups**

LO 4 AS 5: Estimates, measures, compares and orders three-dimensional objects using non-standard and standard measures: Length (e.g. desk lengths, metres)

Learners estimate the length of a metre on the floor. The learners use a <u>one metre length string</u> to check their estimation.
Learners choose three things in the classroom or in the school environment they think are:
  - **About one metre long**
  - **More than 3 metres long**
  - **About half a metre**

✏ **Learners use the <u>one metre length string</u> to measure the actual length of the three things they have chosen.**
Written
Worksheet 11 ; Learners measure answer questions.

Formal Assessment Task 3 : Term 1
Grade 3

Written

LO1 AS 1.2 Counts forwards and backwards in: twenties, twenty-fives, fifties and hundreds between 0 and at least 1 000.

Worksheet 12 : Learners count forwards and backwards in 20's, 25's 50's and 100's in the number range 0 - 300.

Written

LO 1 AS 3: Knows, reads and writes number symbols and names from 1 to at least 1 000.

Worksheet 12: The learners write the number names and symbols of numbers in the number range 1 - 300.

Written

LO1 AS 4.1 Orders, describes and compares the following numbers: whole numbers to at least 3 digit numbers:

Worksheet 13 : Learners order numbers from the biggest to the smallest or the smallest to the biggest.   Learners complete a grid making number 2 more, 3 less, before, after etc.

Oral/Practical Response: Work in small groups

LO1 AS7 Solves and explains solutions to practical problems that involve equal sharing and grouping and that lead to solutions that also include unitary and non-unitary fractions (e.g. *ƒ*, ‰).

The teacher asks word problems in the number range 0 - 300. Learners use concrete apparatus, drawings or calculations to solve their problems,

e.g. There are 120 grade 3 learners in a school. The school has booked 6 buses to take the learners on an outing. How many learners must go in each bus?

Bruce's mom bought 17 pies. She divides it equally amongst her 4 children. How many pies will each child have?

Daisy the cow gives 23 litres of milk in a day. How many litres of milk will she give in a week?

HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards.

Written:

Worksheet 14: Learners complete word problems on a worksheet.

Oral/Practical Response: Work in small groups

LO1 AS 8.1 Can perform calculations, using appropriate symbols, to solve problems involving: addition and subtraction of whole numbers with at least 3 digits

The teacher asks word problems with addition and subtraction sums in the number range 0 - 300.

The learners solve the problems using counters, drawings or calculations.

e.g. The farmer picks 189 apples and 104 oranges. How many more apples than oranges?

The farmer has 3 orchards. He plants 123 trees in the first orchard, 99 trees in the second orchard and 71 trees in the third orchard. How many trees did he plant?

HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards.

Written

LO1 AS 8.1 Can perform calculations, using appropriate symbols, to solve problems involving: addition and subtraction of whole numbers with at least 3 digits

Worksheet 14; Learners complete word problems on a worksheet.

Worksheet 15 and 16: Learners write the answers to addition and subtraction sums on a worksheet.

Oral/Practical Response: Work in small groups

LO 1 AS 8.3 Can perform calculations, using appropriate symbols, to solve problems involving:

division of at least whole 2-digit by 1-digit numbers;

The learners divide a two-digit number by a one-digit number. The teacher asks word problems with division in the number range 0 - 99. The learners solve the problems using counters, drawings or calculations,

e.g. 33 ̦ 2, 75 ̦ 3, 91 ̦ 3 etc.

Takalani has 84 sweets. She put 3 sweets in a packet. How many plastic bags does she need?

HINT: The learners write their drawings or calculations in their class workbooks, on slates or white boards.

Written

Worksheet 14: Learners calculate the answers to word problems on a worksheet

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✏ **Written**

LO1 9.1 and 9.2 . Performs mental calculations involving: addition and subtraction for numbers to at least 50, multiplication of whole numbers with solutions to at least 50

Worksheet 17 : Mental maths: Addition, subtraction and multiplication in the number range 0 - 20. Learners write the answers.

✏ **Written:**

LO 1 AS10.2 Uses the following techniques: doubling and halving

Worksheet 18: Learners double and halve number in the number range 1 - 300.

✋ **Written**

LO 2 AS 2: Copies and extends simple number sequences to at least 1000.

Worksheet 18: Learners copy and complete a number pattern in the number range 0 - 300.

✋ **Oral/Practical Response: Work in small groups**
LO2 AS 3: Creates own patterns
Learners create their own number pattern in the number range 0 - 300. Learners may use a number line or a number grid.
HINT: Learners write their patterns in their class workbooks, on slates or white boards.

✋ **Oral/Practical Response: Work in small groups**
LO 2 AS 4 Describes observed patterns
The learners describe their own or a given number pattern in the number range 0 - 300.

✏ **Written**
LO3 AS 1: Recognises, identifies and names two-dimensional shapes and three-dimensional objects in the environment and in pictures including: boxes (prisms), balls (spheres) and cylinders, triangles, squares and rectangles, circles, cones and pyramids.
Worksheet 19: Learners recognise, identify and name 2D-shapes and 3D-objects.

✋ **Oral/Practical Response: Work in small groups**
LO 5 AS 1: Collects data (alone and/or as a member of a group or team) in the classroom and school environment to answer questions posed by the teacher and class (e.g 'How many learners walk to school?)
Learners collect class lists of different classes in their school.
HINT: Number of learners not to exceed 300.

✋ **Oral/Practical Response: Work in small groups**
LO 5 AS 2: Sorts, orders and organises own and supplied data by one or more attributes for a particular reason
The learners sort the names according to the alphabet.

✏ **Written Response:**
LO5 AS 3: Draws pictures and constructs pictographs and bar graphs that have a 1-1 correspondence between own data and representation
Learners draw their representations on a graph.

✋ **Oral/Practical: Work in small groups**
LO 5 AS 4: Reads, interprets and reports on information in own and peer's representations of data
Learners talk about their representations.

✏ **Written Response:**
AS 5: Reads and interprets data presented in simple tables and lists
Worksheet 20: Learners answer questions about a given graph.

SECTION 5

Formal Assessment Tasks

Term 1

Learner Copy

Name: _____ Date: _____

Fill in the missing numbers on the number line

168   169   170

195   190   185

LO 1AS 1.1 Counts forwards and backwards in the intervals specified in Grade 2 with increased number ranges;	1	2	3	4
	Unable to count forwards and backwards in ones, twos, fives and tens from 0 - 300.	Counts forwards and backwards in ones, twos, fives and tens from 0 - 300. Makes errors and relies on prompting from the teacher.	Counts forwards and backwards in ones, twos, fives and tens from 0 to 300. Makes a careless mistake, but corrects it.	Counts forwards and backwards in ones, two, fives and tens from 0 - 300 accurately and confidently.

Complete the grid

Number name	Symbol
Seventy - nine	
	95
One hundred and nine	
	135
Two hundred	

LO1 AS 3 Knows, reads and writes number symbols and names from 1 to at least 1 000.	1	2	3	4
	Any one correct.	Any 2 correct.	Any 3 - 4 correct.	All 5 correct.

Name: _____ Date: _____

Look at the numbers on the balls to answer the questions

Write the numbers in order from the biggest to the smallest.
Write down the second largest number and add ten to it. What is the answer?
Write down the smallest number and double it.
Halve the biggest number.

Which number is 2 less than 159?	
Which is the biggest number? 195 or 159	
Which number is 5 more than 167?	
Which number comes after 174?	

	1	2	3	4
LO1 AS 4.1 Orders, describes and compares the following numbers whole numbers to at least 3 digit numbers:	Unable to order numbers 0 - 300 from smallest to biggest. Unable to compare numbers using more, less and between.	Need support to order numbers 0 - 300 from smallest to biggest. Need support to compare numbers using more, less and between.	Orders most numbers 0 - 300 from smallest to biggest. Makes a careless mistake, but corrects it. Compares most numbers using more, less and between correctly. Makes a careless mistake, but corrects it.	Orders numbers 0 - 300 from smallest to biggest accurately. Compares numbers accurately using more, less and between.

Name: _____   Date: _____

Use the expanded notation method to do the calculations.

147 + 103 = ☐	201 - 99 = ☐	127 + 31 + 112 = ☐
288 - 144 = ☐	176 + 84 = ☐	145 - 75 = ☐

Complete the grid

	+ 10	- 20	+ 25	- 100	+ 30	- 50
142						
137						
101						

	1	2	3	4
LO1AS 8.1 Can perform calculations, using appropriate symbols, to solve problems involving addition and subtraction of whole numbers with at least 3 digits	Unable to calculate the answers to the addition and subtraction sums.	Able to calculate the answers to addition and subtraction sums. Relies on concrete apparatus and prompting from the teacher.	Able to calculate the answers to the addition and subtractions sums. Makes a careless mistake, but corrects it.	Calculates the answers to the addition and subtraction sums accurately and with ease.

Name: _____ Date: _____

Solve the following word problems: Do the calculations on a piece of paper or in your workbook.

A farmer bought 125 orange trees and 118 apple trees to plant. How many trees did he buy? 85 of the orange trees died.
How many orange trees are left? _____

There are 28 children at Tembi's birthday party. Her mom bought 54 cupcakes and 90 marshmallow fish from the farm stall.
How many cupcakes could each child have if it were shared equally? _____

How many marshmallow fish could each child have? _____

The game ranger counted the legs of 51 buck. How many legs did he count? _____

Catz drink 25 millilitres of milk a day. How much does she drink in one week? _____

A farmer has 215 sheep. The ewes then have 47 lambs. He sells 50 sheep.
How many sheep does he have now? _____

	1	2	3	4
LO1 AS 7 practical problems solving equal sharing and grouping **LO1 AS8.1 and 8.2** Practical problems involving addition, subtraction and multiplication	Unable to calculate the answers to the word problems.	Able to solve some of the word problems. Relies on concrete apparatus and prompting from the teacher.	Able to solve the word problems. Makes a careless mistake, but corrects it.	Solves the word problems accurately and with ease.

Name: _____ Date: _____

Complete the number patterns

11	**21**					**71**			

	144	**148**			**160**				

201	**200**								**192**

275			**200**	**175**					

200	**203**	**206**						**224**	

185			**170**	**165**					

	1	2	3	4
LO2AS 2 Copies and extends simple number sequences to at least 1000	Unable to copy and complete a number pattern in the number range 0 - 300.	Can copy, but find it difficult to determine and complete the number pattern in the number range 0 - 300.	Can copy, determine and complete the number pattern in the number range 0 - 300. Sometimes make careless mistake, but corrects it.	Can copy, determine and complete the number pattern accurately and with ease in the number range 0 - 300.

Name: _____   Date: _____

Counting

Begin at 90. Count on in 2's to 122.
Begin at 122. Count on in 5's to 162.
Begin at 241. Count back in 10's to 141.
Begin at 300. Count back in 1's to 287.

|	1	2	3	4
LO1AS 11 Counts forwards and backwards in the intervals specified in Grade 2 with increased number ranges;	Unable to count forwards and backwards in ones, twos, fives and tens from 0 - 300.	Counts forwards and backwards in ones, twos, fives and tens from 0 - 300. Makes errors and relies on prompting from the teacher.	Counts forwards and backwards in ones, twos, fives and tens from 0 to 300. Makes a careless mistake, but corrects it.	Counts forwards and backwards in ones, two, fives and tens from 0 - 300 100 accurately and confidently.
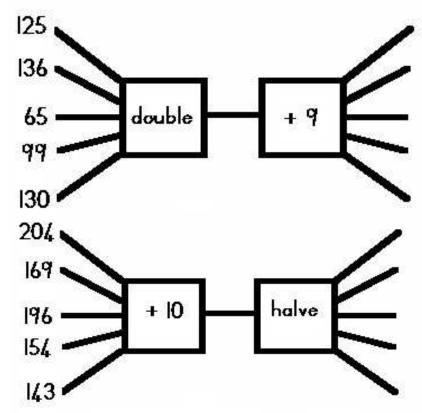
Use the expanded notation method to do the calculations.

123 + □ = 258	125 + □ + 99 = 279	254 - □ = 176
100 + **100** = 200 20 + **20 + 10** = 50 3 + **5** = 8 123 + **100 + 20 + 10 + 5** = 258 123 + **135** = 258		
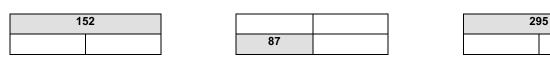
	1	2	3	4
LO1 AS 8.1 Can perform calculations, using appropriate symbols, to solve problems involving addition and subtraction of whole numbers with at least 3 digits	Unable to calculate the answers to the addition and subtraction sums.	Able to calculate the answers to addition and subtraction sums. Relies on concrete apparatus and prompting from the teacher.	Able to calculate the answers to the addition and subtractions sums. Makes a careless mistake, but corrects it.	Calculates the answers to the addition and subtraction sums accurately and with ease.

Name: _____ Date: _____

Fill in the missing numbers:

275 = ☐ + ☐ + ☐		198 = ☐ + ☐ + ☐
☐ + 40 + ☐ = 248		200 + ☐ + ☐ = 211
106 = ☐ + ☐ + ☐		☐ + ☐ + ☐ = 199

	1	2	3	4
LO1 AS 10:.1 Uses the following techniques: building up and breaking down numbers;	Unable to build up and break down numbers 1 - 300. Unable to write a number sentence.	Can build up and break down numbers to 300 using limited combinations. Needs prompting from the teacher to write the number sentences.	Can build up and break down numbers to 300 using a variety of combinations. Writes the number sentences correctly. Makes a careless mistake, but corrects it.	Able to build up and break down numbers to 300 using a variety of combinations. Writes number sentences confidently and with ease.

Complete the grid

	X 1	X 5	X 4	X 2
30				
27				
15				

	1	2	3	4
LO1 AS8.2: Can perform calculations, using appropriate symbols, to solve problems involving multiplication of at least whole 2-digit by 1-digit numbers	Unable to calculate the answers to the multiplication sums.	Able to calculate the answers to multiplication sums. Relies on concrete apparatus and prompting from the teacher.	Able to calculate the answers to multiplication sums. Makes a careless mistake, but corrects it.	Calculates the answers to the multiplication sums accurately and with ease.

Name: _____ Date: _____

125
136
65
99
130

double + 9

204
169
196
154
143

+ 10 halve

Double or half the following numbers

152	

87	

295	

139	139

300	

	104

		1	2	3	4
LO1 AS 10.2 Uses the following techniques: doubling and halving;		Unable to double numbers with answers to 300 and halve numbers to 300.	Uses concrete apparatus e.g. flard cards, number grid or the number line to double numbers with answers to 300 and halve numbers to 300. Relies on support and prompting from the teacher.	Can double numbers with answers to 300 and halve number to 300. Seldom relies on flard cards, the number grid or the number line. Makes a careless mistake, but corrects it.	Can double numbers with answers to 300 and halve number to 300 accurately and with ease.

Name: _____   Date: _____

Solve the following word problems: Do the calculations on a piece of paper or in your workbook.

Joanne earns R300 a week as a waitress. She spends R65 on the train and taxi to get to work and back. She gives half her earnings to her mother. How much money does she give to her mother?

How much money does she have left after she has paid for the train and the taxi?

A can of Coke cost R6, 40. How much will I pay for 5 cans of coke?

Jane has saved R1,87. How much more does she need if she wants to buy stickers of R6,99?

Add R132 and a R125.

The owner of the pet shop sold 275 birds and 130 goldfish. How many more birds than goldfish did he sell?

How many day visitors enter the gates in 4 small buses that take 28 passengers each?

We buy 5 packets of lollipops. There are 39 lollipops in each packet. How many lollipops do we have?

Subtract one hundred and twenty four from two hundred and three.

	1	2	3	4
LO1 AS 6 Solves money word problems **LO1 AS8.1, 8.2** Solves addition, subtraction and multiplication word problems	Unable to calculate the answers to the word problems.	Able to solve some of the word problems. Relies on concrete apparatus and prompting from the teacher.	Able to solve the word problems. Makes a careless mistake, but corrects it.	Solves the word problems accurately and with ease.

Name: _____ Date: _____

Complete the number patterns

185	187	189								
259	256				241					
244	234				184					134
100	102	105				135				

25		75	100									

	123	127										

	1	2	3	4
Unable to copy and complete a number pattern in the number range 0 - 300.	Unable to copy and complete a number pattern in the number range 0 - 300.	Can copy, but find it difficult to determine and complete the number pattern in the number range 0 - 300.	Can copy, determine and complete the number pattern in the number range 0 - 300. Sometimes make careless mistake, but corrects it.	Can copy, determine and complete the number pattern accurately and with ease in the number range 0 - 300.

Complete these symmetrical patterns.

	1	2	3	4
LO3AS 4 Determines lines of symmetry in two-dimensional shapes using paper folding and reflection	Learners are unable to draw the reflection of the 2D-shape on graph paper.	Learners cannot determine the line of symmetry (not in line with the given shape) and cannot draw the correct reflection of the 2D-shape on graph paper.	Learners can determine the line of symmetry and can draw the reflection, but make a spatial mistake.	Learners can determine the line of symmetry and can draw the reflection accurately and with ease.

Name: _____   Date: _____

A   B   C   D

Use a matchstick to measure the length of the different cylinders.
One matchstick = 1 metre

	Cylinder A	Cylinder B	Cylinder C	Cylinder D
Length in metres				

Which cylinder is the longest?	
Which cylinder is the shortest?	
Which cylinders are shorter than cylinder D?	
Which cylinder is the longest? **Cylinder A or cylinder D?**	
Arrange the cylinders from the longest to the shortest. Write the letters	

	1	2	3	4
LO4AS 5 Estimates, measures, compares and orders three-dimensional objects using non-standard and standard measures: Length (e.g desk lengths, metres)	Unable to measure the length of the different cylinders and answer questions.	Able to measure the cylinders with a matchstick, but unable to convert the number of matchsticks into metres. Unable to answer some of the questions. Needs prompting from the teacher.	Able to measure the cylinders with a matchstick and convert the number of matchsticks into metres. Able to answer the questions. Makes a careless mistake, but corrects it.	Able to measure the cylinders with a matchstick and convert the number of matchsticks into metres. Able to answer the questions. Accurately and with ease.

Name: _____   Date: _____

Complete the tables

| 250 | 50 | 140 | 200 | 200 | 280 | 250 | 200 |
| 300 | 25 | 120 | 250 | 300 | 300 | 275 | 100 |

	1	2	3	4
LO1AS 1.2 Counts forwards and backwards in: twenties, twenty-fives, fifties and hundreds between 0 and at least 1 000.	Unable to count forwards and backwards in twenties, twenty-fives, fifties and hundreds from 0 - 300.	Counts forwards and backwards in twenties, twenty-fives, fifties and hundreds from 0 - 300. Makes errors and relies on prompting from the teacher.	Counts forwards and backwards in twenties, twenty-fives, fifties and hundreds from 0 - 300. Makes a careless mistake, but corrects it.	Counts forwards and backwards in twenties, twenty-fives, fifties and hundreds from 0 - 300 accurately and confidently.

Complete the grid

Number names	Symbol
	238
Two hundred and four	
One hundred and seventy - six	
	101
	233

	1	2	3	4
LO1AS 3: Knows, reads and writes number symbols and names from 1 to at least 1 000.	Any one correct.	Any 2 correct.	Any 3 - 4 correct.	All 5 correct.

Name: _____ Date: _____

Compare the numbers.
Write the correct words: [more than, less than or equal to]

278		224		299		299

123		87		175		275

298		289		245		246

Complete the grid

2 more than 198		10 more than 283	
5 more than 218		Which number comes before 290?	
7 less than 204		Which number comes after 199?	

Order the numbers from the smallest to the biggest

273, 279, 276, 270	
199, 201, 187, 214	
158, 98, 185, 201	

Order the numbers from the biggest to the smallest

250, 50, 150, 300	
199, 299, 289, 279	
78, 45, 159, 179	

	1	2	3	4
LO1AS 4.1 Orders, describes and compares the following numbers: whole numbers to at least 3 digit numbers:	Unable to order numbers 0 - 300 from smallest to biggest. Unable to compare numbers using more, less and between.	Need support to order numbers 0 - 300 from smallest to biggest. Need support to compare numbers using more, less and between.	Orders numbers 0 - 300 from smallest to biggest. Makes a careless mistake, but corrects it. Compares numbers using more, less and between correctly. Makes a careless mistake, but corrects it.	Orders numbers 0 - 300 from smallest to biggest accurately. Compares numbers accurately using more, less and between.

Name: _____ Date: _____

Solve the following word problems: Do the calculations on a piece of paper or in your workbook.

I earned R195 during the summer holidays. I shared the money equally with my four brothers. How much did each of us get?

At the athletics meeting our school won by 123 points. We had 274 points. How many points did the other school have?

At the beginning of the school year we were 288 learners. We were divided into 2 classes. How many were we in each class?

At the beginning of the day the nurse has got 162 batches of pills to hand out. She receives another 109 batches of pills. How many batches of pills does she have to hand out?

Divide 70 marbles among 5 boys. How many marbles will each one get?

212 people need to go to the soccer match into 5 buses. How many people are there in each bus?

There are 23 books on one shelf. The same number of books goes on each shelf. How many books will be put on 5 shelves?

Subtract one hundred and seventy- five from two hundred and eighty- nine.

Add ninety - nine to two hundred and nine

	1	2	3	4
LO 1 AS7 Solve equal sharing and grouping word problems **LO 1 AS 8.1, 8.2** Solve addition, subtraction and multiplication word problems	Unable to calculate the answers to the word problems.	Able to solve some of the word problems. Relies on concrete apparatus and prompting from the teacher.	Able to solve the word problems. Makes a careless mistake, but corrects it.	Solves the word problems accurately and with ease.

Name: _____   Date: _____

Use the expanded notation method to do the calculations

135 + 132 = ☐

135 ————➤100 + 30 + 5   or   100 + 100 = 200
132 ————➤100 + 30 + 2   30 + 30 = 60
           200 + 60 + 7   5 + 2 = 7
        135 + 132 = 267   200 + 60 + 7
                                                135 + 132 = 267

175 + 115 = ☐

136 + 137 = ☐

228 + 59 = ☐

	1	**2**	**3**	**4**
LO1 AS 8.1 Can perform calculations, using appropriate symbols, to solve problems involving addition and subtraction of whole numbers with at least 3 digits	Unable to calculate the answers to the addition and subtraction sums.	Able to calculate the answers to addition and subtraction sums. Relies on concrete apparatus and prompting from the teacher.	Able to calculate the answers to the addition and subtractions sums. Makes a careless mistake, but corrects it.	Calculates the answers to the addition and subtraction sums accurately and with ease.

Name: _____ Date: _____

Use any expanded notation method to do the calculations

e.g.
157 - 82 = ☐

82   80 + 2   **or**   157   100 + 50 + 7
        157 - 80 = 77   82   80 + 2
        77 - 2 = 75   50 - 80 = **70**
        157 - 82 = 75   7 - 2 = **5**
        70 + 5 = 75   **157 - 82 = 75**

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279 - 186 = ☐

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300 - 157 = ☐

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207 - 95 = ☐

	1	2	3	4
LO1 AS 8.1 Can perform calculations, using appropriate symbols, to solve problems involving addition and subtraction of whole numbers with at least 3 digits	Unable to calculate the answers to the addition and subtraction sums.	Able to calculate the answers to addition and subtraction sums. Relies on concrete apparatus and prompting from the teacher.	Able to calculate the answers to the addition and subtractions sums. Makes a careless mistake, but corrects it.	Calculates the answers to the addition and subtraction sums accurately and with ease.

Name: _____   Date: _____

Write the answers:

1.	□ X 5 = 20	
2.	19 - 6 + 7 - 10 X 2	
3.	Double 8	
4.	Halve R18 + R7 - R4	
5.	3 x 5 - 12 x 2	
6.	3 x □ = 18	
7.	7 + 9	
8.	Half 20 add 9 minus 7	
9.	Halve 16	
10.	16 + 3 - 7 - 5 - 11	
11.	2 x 5 + 9	
12.	5 x 4 - 8	
13.	17 = 8 + 2 + □	
14.	10 + 7 + 2	
15.	Halve 12 add 12 minus 5	
16.	Double 9 minus 13 add 5	
17.	7 + 6 + 4 + 2	
18.	15 - 8 - 3	
19.	16 - 9	
20.	20 - 10 + 5 - 4	

	1	2	3	4
LO1AS 9.1 and 9.2 Performs mental calculations involving addition , subtraction and multiplication for numbers to at least 50	Any 1 - 5 correct.	Any 6 - 13 correct.	Any 14 - 19 correct.	All 20 correct