

Progress check

Year 3

Mathematics

Paper 2: reasoning and problem solving

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
Teacher						

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Instructions

You **may not** use a calculator to answer any questions in this test.

Questions and answers

You have **35 minutes** to complete this test.

Follow the instructions for each question.

Work as quickly and as carefully as you can.

For this assessment you will require a ruler.

If you need to do working out, you can use the space around the question.

Some questions have a method box like this:

Show your method

For these questions you may get a mark for showing your method.

If you cannot do one of the questions, **go on to the next one.**

You can come back to it later, if you have time.

If you finish before the end, **go back and check your work.**

Marks

The number under each line at the side of the page tells you the maximum number of marks for each question.

1

Max is counting in tens from zero.

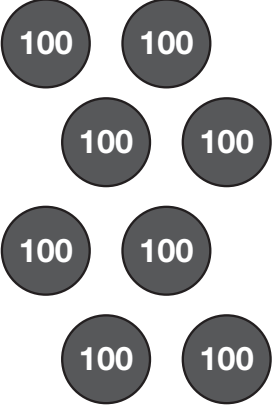

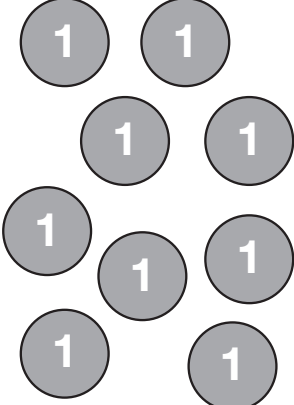
Circle the numbers Max will say.

10 30 25 50 12 100

1 mark


2

Emma is using place value counters to represent a number.

100s	10s	1s
		

Write Emma's number in words.

1 mark

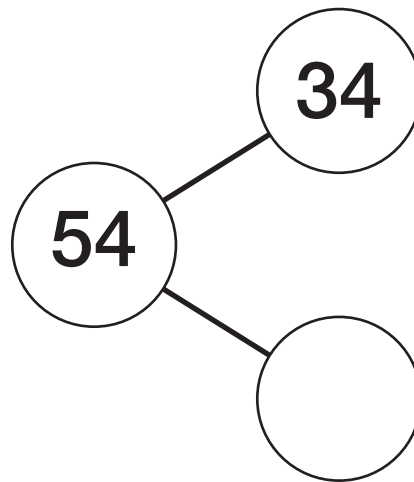
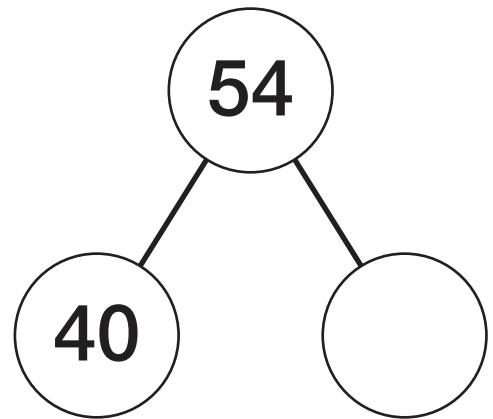
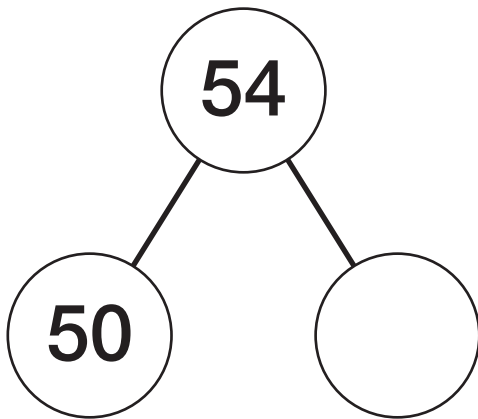
Emma adds this counter to her grid 

What is Emma's new number?

1 mark

3

Complete the part-whole models.



2 marks

4

Complete the missing values.

$$6 \text{ tens} + 3 \text{ ones} = \boxed{}$$

$$3 \text{ ones} + 6 \text{ tens} = \boxed{}$$

1 mark

5

Some counters are placed over numbers on a number track.



What is the number underneath A?

1 mark

Find the difference between the numbers underneath B and D.

1 mark

6

There are 100 children at a school fair.
57 of the children are boys.
The rest of the children are girls.

How many girls are there?

girls

1 mark

7

Apples come in bags of 4 and bags of 5
Tim has 50 apples altogether.
He has five bags of 4 apples.

How many bags of 5 apples does Tim have?

Show
your
method

2 marks

10

Complete the missing numbers.

1 more than 907 is

is ten more than 333

100 less than

is 677

500 is

hundreds less than 700

2 marks

11

Fill in the boxes to make the subtraction correct.

$$\begin{array}{r}
 \square 6 2 \\
 - 1 5 \square \\
 \hline
 2 \square 9 \\
 \hline
 \end{array}$$

2 marks

Work out the missing value.

$$\text{turtle} + \text{turtle} + \text{turtle} = 24$$

$$\text{penguin} + \text{penguin} + \text{penguin} + \text{penguin} = 12$$

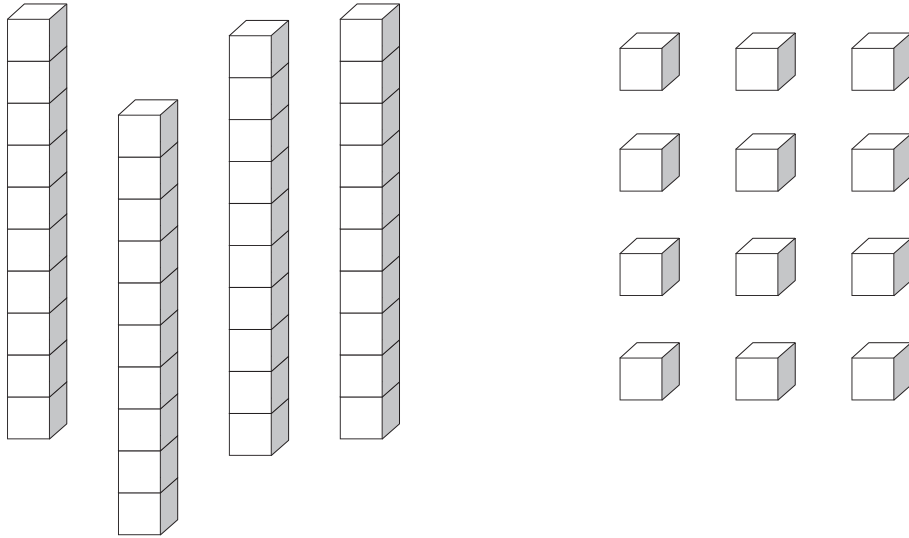
$$\text{elephant} + \text{elephant} = 20$$

$$\text{turtle} + \text{penguin} + \text{elephant} = \boxed{}$$

Show your working.

13

Beth makes a number.



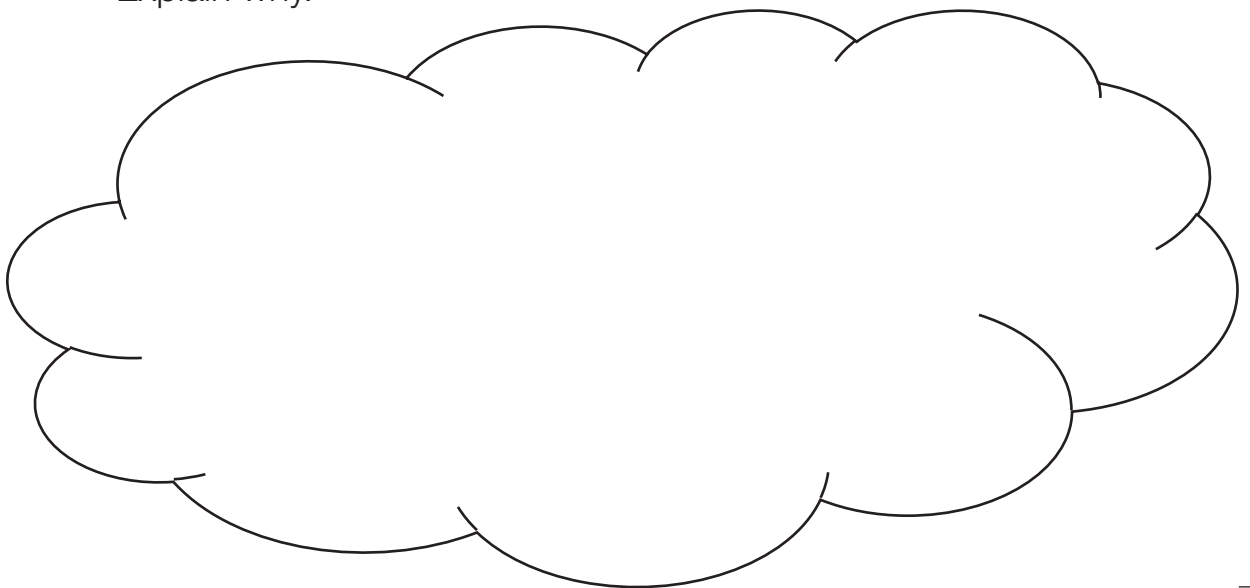
Beth thinks she has made 412

Do you agree?

Yes

No

Explain why.



1 mark

14

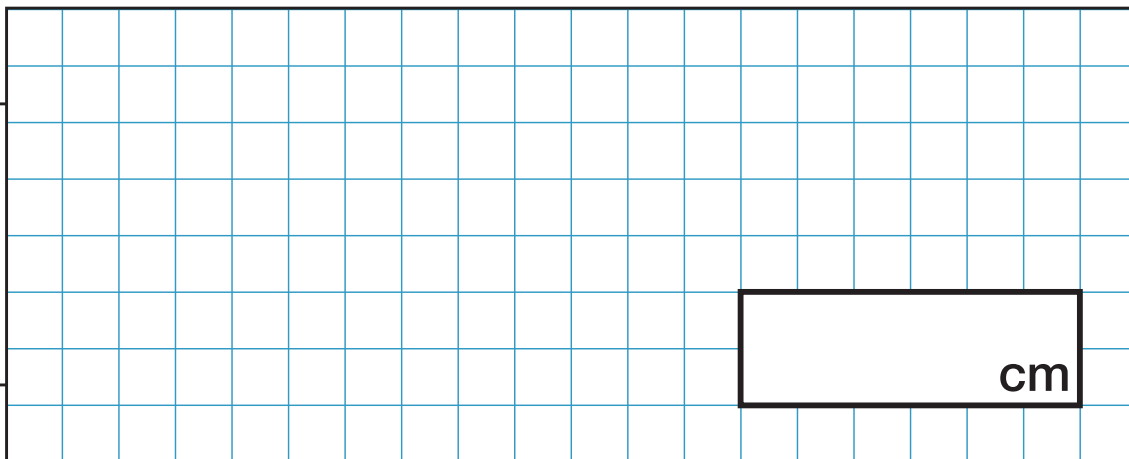
Jack has a piece of string.

He cuts seven equal pieces of 5 cm.

He has 4 cm of string left.

How long was the piece of string to start with?

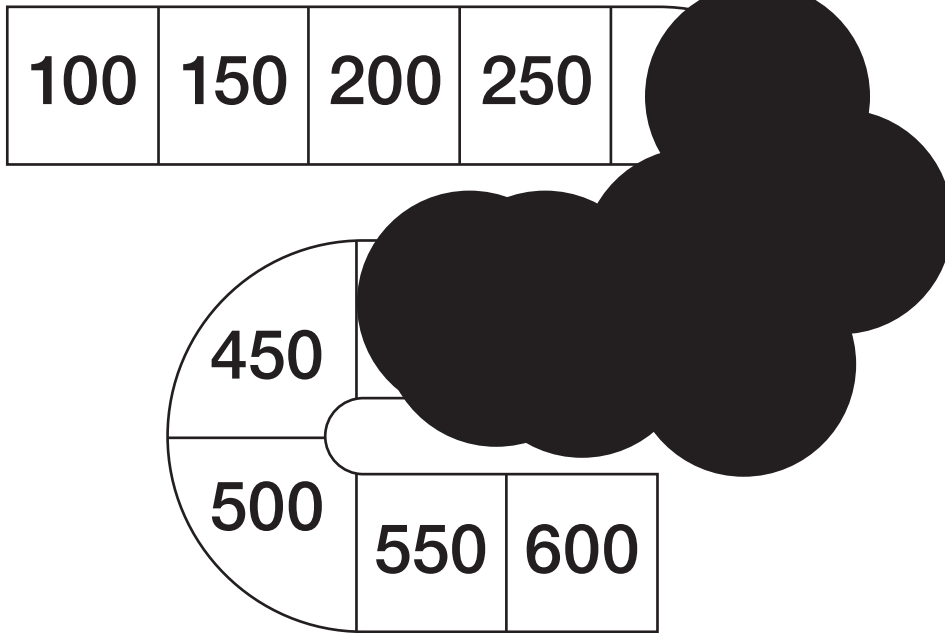
Show
your
method



2 marks

15

Here is a number track.

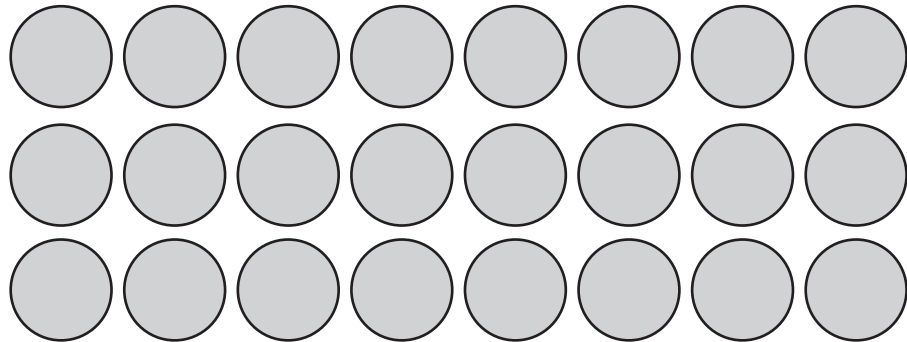


Ian has spilt paint over part of the track.

List all of the numbers covered by the paint.

2 marks

Here is an array of counters.



Use the array to complete the mathematical statements.

$$\square \times 8 = \square$$

$$8 \times \square = \square$$

$$\square \div 8 = \square$$

$$\square \div \square = 8$$

2 marks

17

Libby has 430 marbles.

Jamal has 121 fewer than Libby.

Jamal is trying to collect 500 marbles.

How many more marbles does Jamal need?

Show
your
method

The grid is 20 units wide and 10 units high. A small rectangular box with a black border is positioned on the grid, containing the word "marbles". The box is approximately 10 units wide and 2 units high, starting from the 15th vertical line and the 7th horizontal line from the top-left corner.

2 marks

18

Put the **same** digit in each box to make the statements correct.

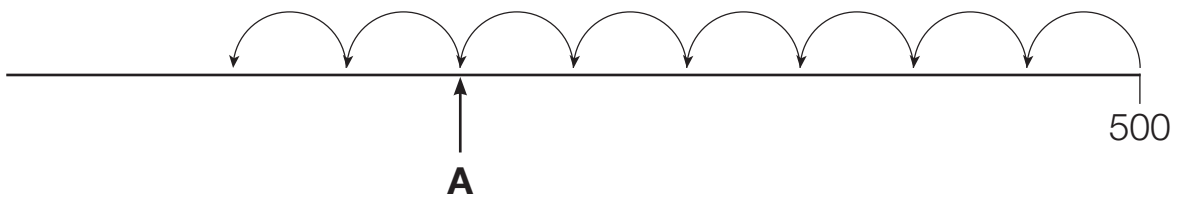
$$34\boxed{} < 3\boxed{}4$$

$$6\boxed{}3 > \boxed{}63$$

1 mark

19

Kate is counting backwards in 5s from 500



What number is A pointing to?

1 mark

END OF TEST

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