Numeracy - Year 3 Assessment and Review. Autumn Term [1b]

This work is to test you on your numeracy work done in the last half term. Read the questions carefully, and don’t forget to check them when you have finished.

1. Count these hearts by putting them into groups of 5.

   Answer: ____________________

2. What comes next? Fill in the missing numbers.

   32, 42, 52, 62, ______, ______, ______
   173, 163, 153, ______, ______, ______.
   250, 350, 450, ______, ______, 750, ______.

3. Write three numbers in each circle.

   Odd numbers

   Even numbers
4. Place these numbers into the circles so that each side of the triangle adds up to 9.

1, 2, 3, 4, 5, 6.

5. Show the different ways that you can use these digits and symbols to write number sentences:

\[
\begin{array}{ccc}
15 & 3 & 45 \\
= & x & -: -
\end{array}
\]

Write your answers here.

6. Write this number sentence in a simpler way:

\[
5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 + 5 = 45
\]
7. Each number is multiplied by 10. Draw a line from the number to the correct answer. The first one is done for you.

21          201
            730
36          440
            210
73          3,208
            3,280
44          210
            360
328         306

8. Solve this problem. Show how you worked it out.

A set of pens costs £3.00. Jodie saves 20 pence a week. How many weeks does it take her to save enough money to buy the pens?

Working out:

Answer:__________________
9. Colour half of each shape

[Diagram of shapes]

10. Colour \( \frac{1}{4} \) of these tables:

[Diagrams of tables]

11. Colour \( \frac{2}{3} \) of these tables:

[Diagrams of tables]

12. Put in the symbols \([ + \text{ or } - \] to complete these number sentences correctly:

\[
13 \quad \square \quad 5 \quad = \quad 18 \quad 18 \quad \square \quad 5 \quad = \quad 13
\]

13. Solve this problem:

A cake went in the oven at 10:15. It came out at 10:45. How many minutes was it in the oven?

Show your working out.

Answer: __________________________ minutes.
14. You can find the difference between numbers by counting up using a number line like this:

\[ 605 \quad 596 = \]

\[ 596 \quad +4 \quad +5 \quad [100] \quad 605 \]

\[ 4 + 5 = 9. \quad \text{So} \quad 605 \quad 596 = 9. \]

Use these number lines to solve these sums:

A] \[ 403 \quad 394 = \]

B] \[ 604 \quad 592 = \]
15. Draw a line from the event to the time which is most appropriate. The first one is done for you.

An English lesson .................. 15 minutes
Playtime .................................. 4 seconds
Comb your hair .................. half an hour
Count to 10 .......................... 1 year
Brush your teeth .................. 1 hour
From one birthday to the next .... 3 minutes
Drive 100 miles .................. 2 minutes
Have a bath .................. 3 ½ hours

Well done. You have now completed this assessment.