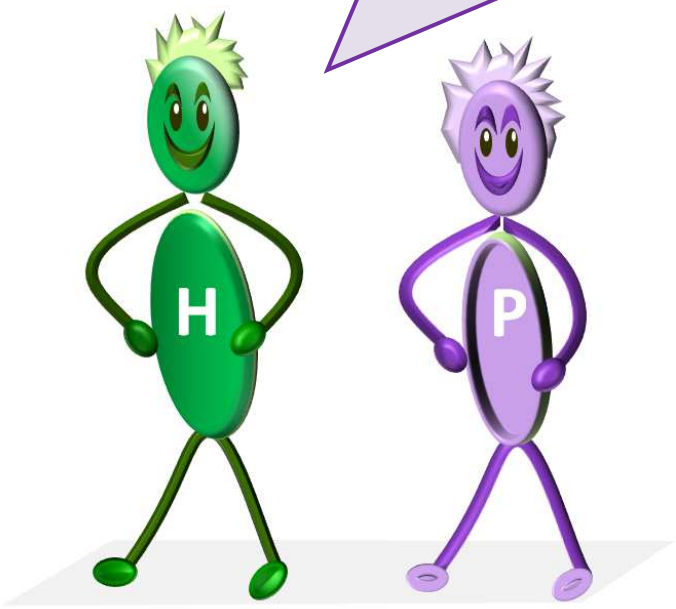
Henry and Poppy

have fun with numbers

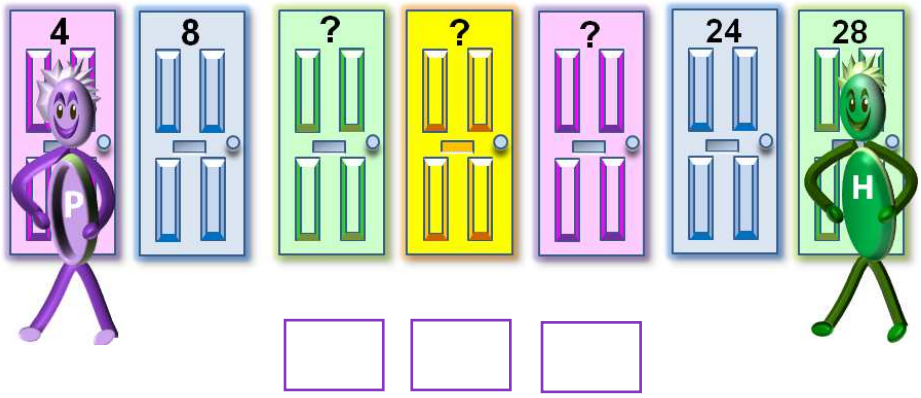
Year 3 maths

(for 7-8 year olds)

We had fun making these questions for you. Enjoy them.



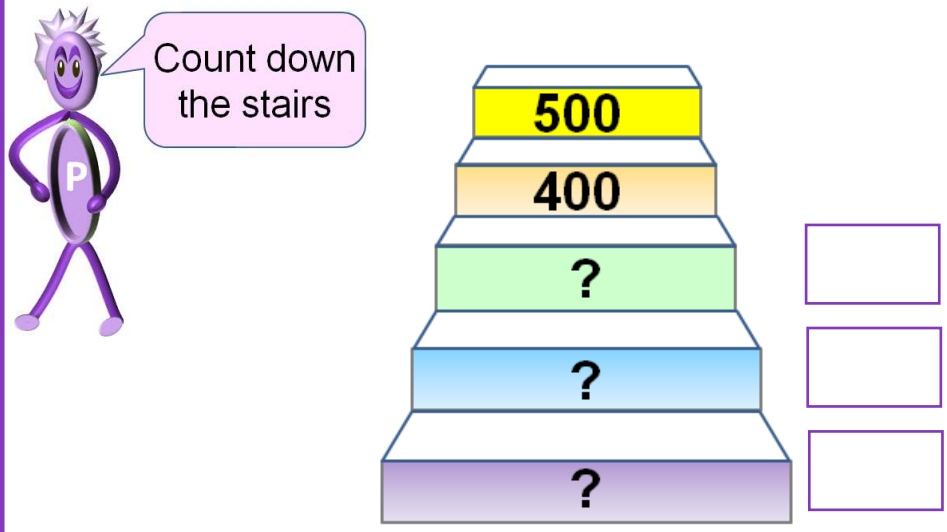
1 Write the missing door numbers



1 mark

3N1b Count from 0 in multiples of **4**, 8, 50 and 100

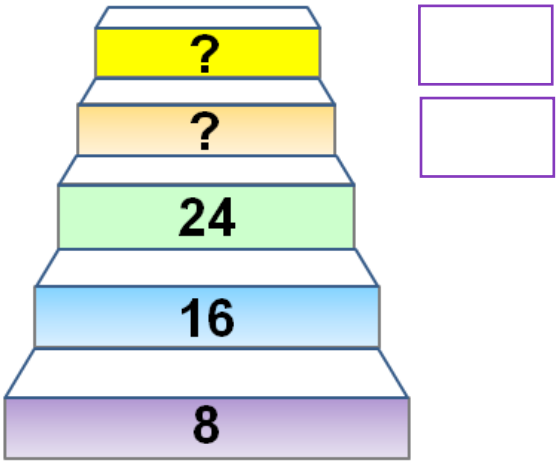
2 Write the missing numbers



1 mark

3N1b Counting (in multiples) : Count from 0 in multiples of 4, 8, 50 and **100**

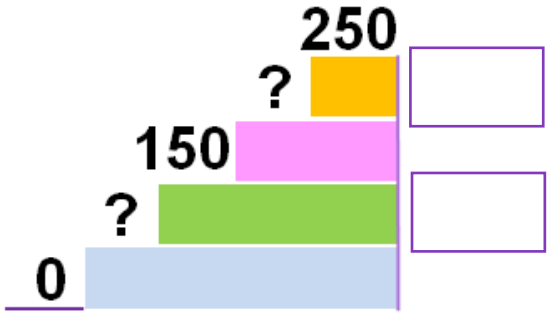
3 Write the missing numbers



1 mark

3N1b Counting (in multiples) : Count from 0 in multiples of 4, **8**, 50 and 100

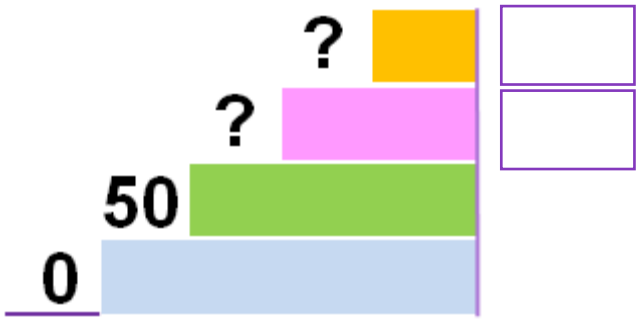
4 Write the missing numbers



1 mark

3N1b Counting (in multiples) : Count from 0 in multiples of 4, 8, **50** and 100

5 Write the missing numbers



1 mark

3N1b Counting (in multiples) : Count from 0 in multiples of 4, 8, **50** and 100

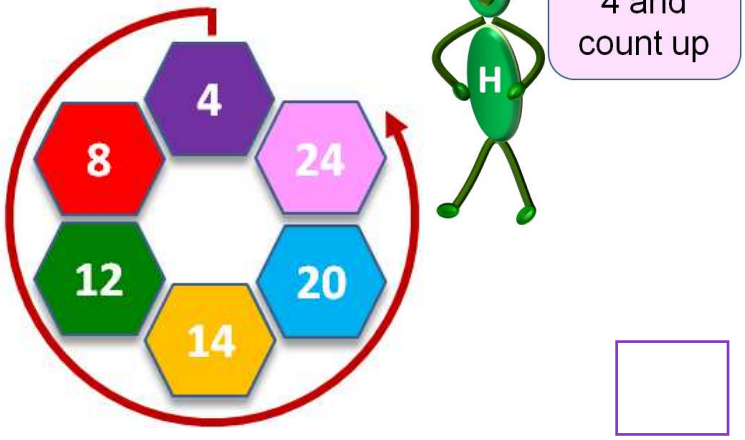
6 Write the missing numbers

200	250	?	?	400
16	24	?	40	?
44	?	?	32	28

3 marks

3N1b Counting (in multiples) : Count from 0 in multiples of **4, 8, 50** and 100

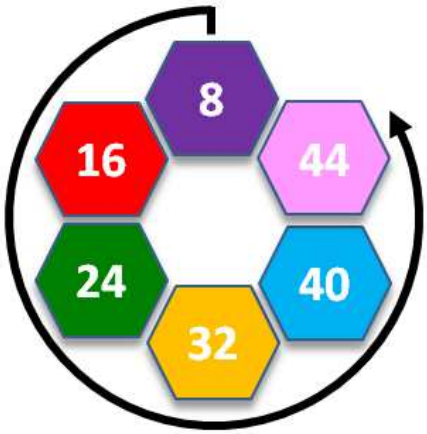
7 Which number is wrong



1 mark

3N1b Counting (in multiples) : Count from 0 in multiples of **4**, 8, 50 and 100

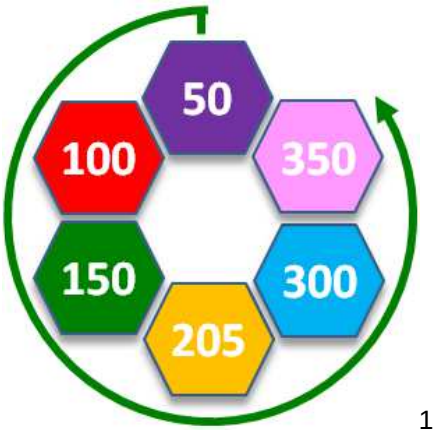
8 Which number is wrong



1 mark

3N1b Counting (in multiples) : Count from 0 in multiples of 4, **8**, 50 and 100

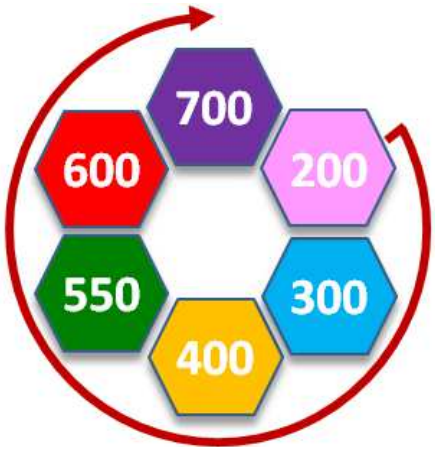
9 Which number is wrong



1 mark

3N1b Counting (in multiples) : Count from 0 in multiples of 4, 8, **50** and 100

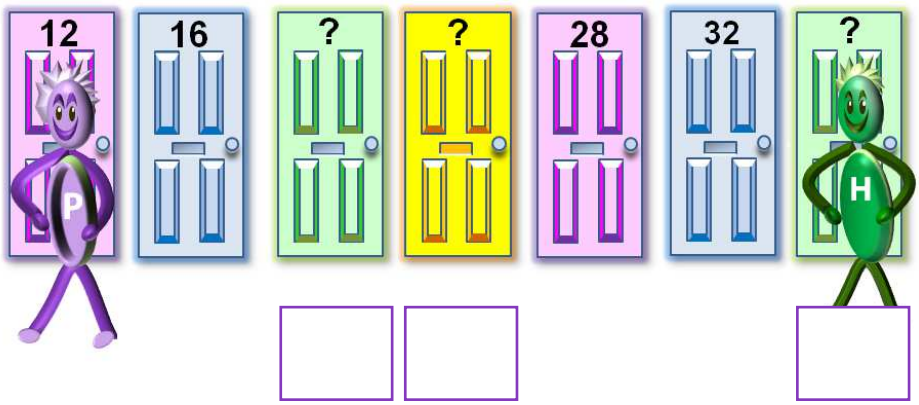
10 Which number is wrong



1 mark

3N1b Counting (in multiples) : Count from 0 in multiples of 4**, 8,** 50 and **100**

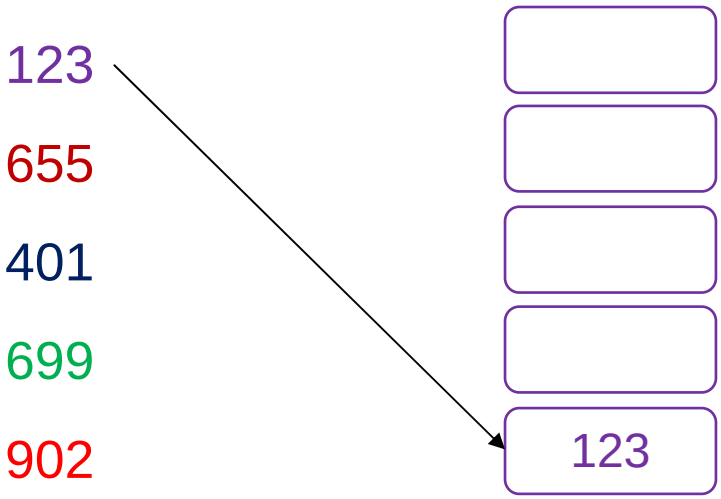
11 Write the missing door numbers



1 mark

3N1b Counting (in multiples) : Count from 0 in multiples of 4, **8**, 50 and 100

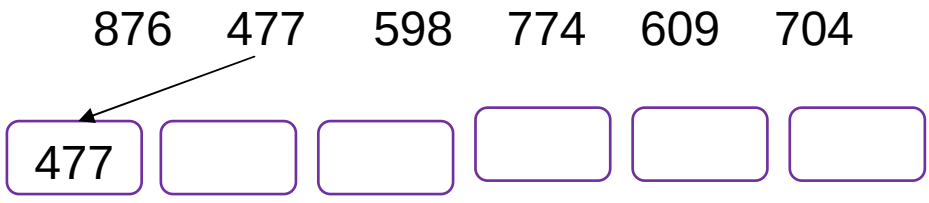
1 Put these numbers in order



1 mark

3N2a Read, write, order and compare numbers: compare and order numbers up to 1000; read and write numbers up to 1000 in numerals and in words

2 Put these numbers in order



1 mark

3N2a Read, write, order and compare numbers: compare and order numbers up to 1000; read and write numbers up to 1000 in numerals and in words

3

Write in words the number **801**.

1 mark

Write in words the number **137**.

1 mark

Write in words the number **623**.

1 mark

3N2a Read, write, order and compare numbers compare and order numbers up to 1000; read and write numbers up to 1000 in numerals and in words

4

Write **212** in **WORDS**

Write **nine hundred and six** as a **NUMBER**

1 mark

3N2a Read, write, order and compare numbers compare and order numbers up to 1000; read and write numbers up to 1000 in numerals and in words

5

Write **617** in **WORDS**

Write **Three hundred and seventy two** as a **NUMBER**

1 mark

3N2a Read, write, order and compare numbers compare and order numbers up to 1000; read and write numbers up to 1000 in numerals and in words

6

For each number word, tick (✓) the correct number. The first one is done for you.

☑ **106**	**One hundred and six**	**160** ☐
☐ **30047**	**Three hundred and forty seven**	**347** ☐
☐ **728**	**Seven hundred and twenty eight**	**7028** ☐

1 mark

1 mark

1 mark

3N2a Read, write, order and compare numbers compare and order numbers up to 1000; read and write numbers up to 1000 in numerals and in words

1

Poppy has 50 pence but Henry has 10 pence **more**.
How much does Henry have.

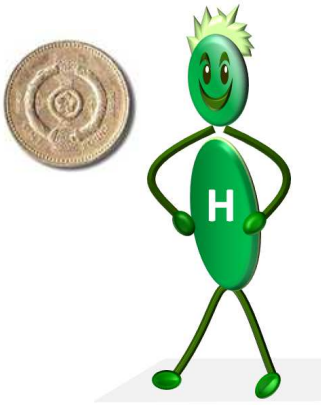
pence

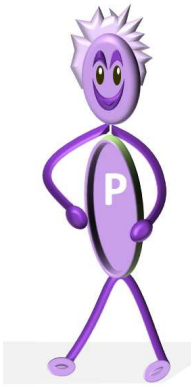
1 mark

3N2b Read, write, order and compare numbers Find 10 or 100 more or less than a given number

2

Henry has £1 but Poppy has ten pence **less**.
How much does Poppy have.





1 mark

pence

3N2b Read, write, order and compare numbers Find 10 or 100 more or less than a given number

3

What is one hundred more than **15**?

1 mark

3N2b Read, write, order and compare numbers Find 10 or 100 more or less than a given number

4

What is one hundred less than **665**?

1 mark

3N2b Read, write, order and compare numbers Find 10 or 100 more or less than a given number

1

What are the hundreds, tens and ones in **694.**

Hundreds	Tens	Ones

1 mark

3N3 Place Value : Roman numerals : recognise the place value of each digit in a three-digit number (hundreds, tens, ones)

2

These are the 100's, 10's and 1's in a number**.**

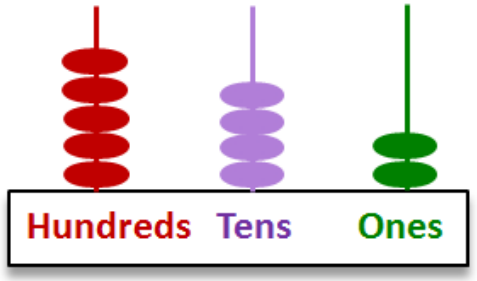
What is the number?

Hundreds	Tens	Ones
500	30	5

1 mark

3N3 Place Value : Roman numerals : recognise the place value of each digit in a three-digit number (hundreds, tens, ones)

1 Write down the numbers on the hundreds/tens/units abacus



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3N3 Place Value : recognise the place value of each digit in a three-digit number (hundreds, tens, ones)

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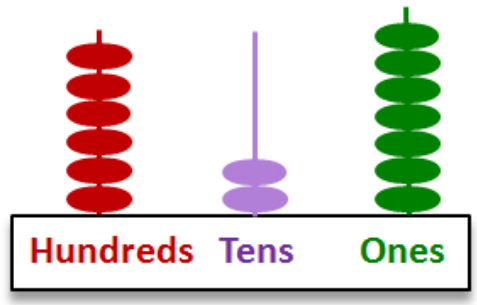

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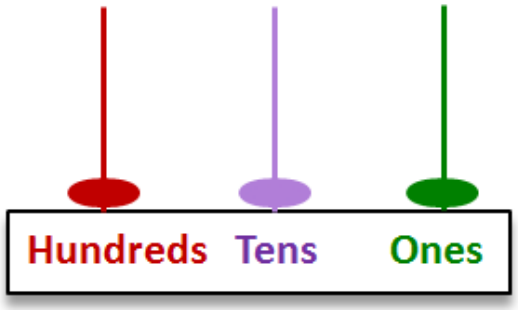
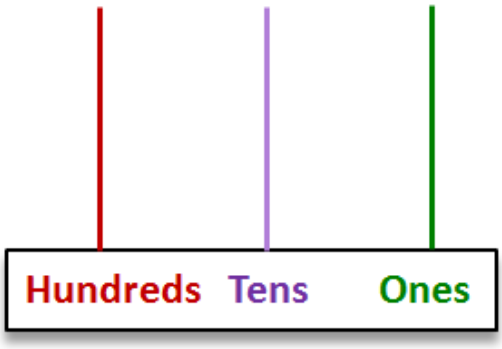


1 mark

3N3 Place Value : recognise the place value of each digit in a three-digit number (hundreds, tens, ones)

4 Draw beads on the tens/units abacus to make the numbers.

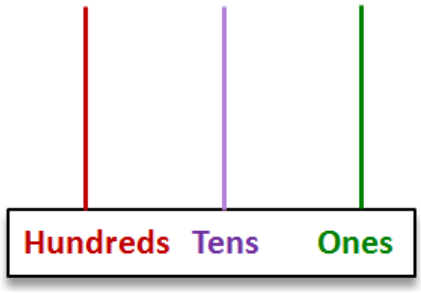


3 4 5

1 mark

3N3 Place Value : recognise the place value of each digit in a three-digit number (hundreds, tens, ones)

5 Draw beads on the tens/units abacus to make the numbers.

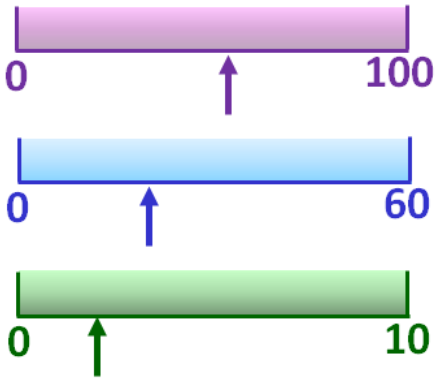


5 1 3

1 mark

3N3 Place Value: recognise the place value of each digit in a three-digit number (hundreds, tens, ones)

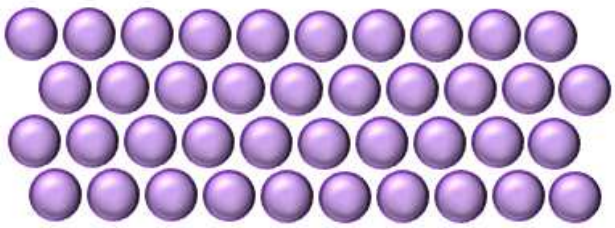
1 Estimate each pointer value.



1 mark

3N4 Identify, represent and estimate; rounding : identify, represent and estimate numbers using different representations

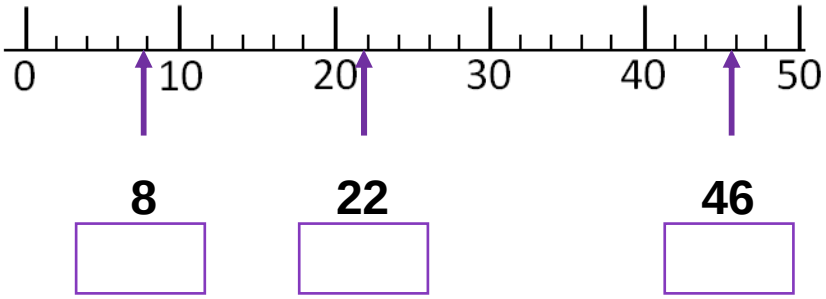
2 Estimate the number of balls.



1 mark

3N4 Identify, represent and estimate; rounding : identify, represent and estimate numbers using different representations

3 Round these numbers to the nearest 10



8 **22** **46**

1 mark

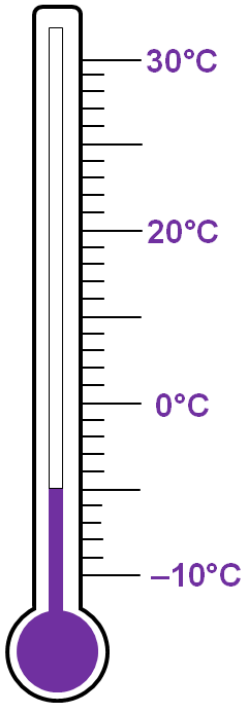
3N4 Identify, represent and estimate; rounding : identify, represent and estimate numbers using different representations

4 Estimate where **13** is with an **arrow** on the number line

1 mark

3N4 Identify, represent and estimate; rounding : identify, represent and estimate numbers using different representations

1 What is the thermometer reading?

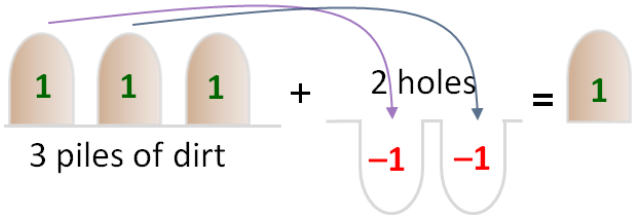


1 mark

3N5: Negative numbers

Let's do sums with piles of dirt and holes.

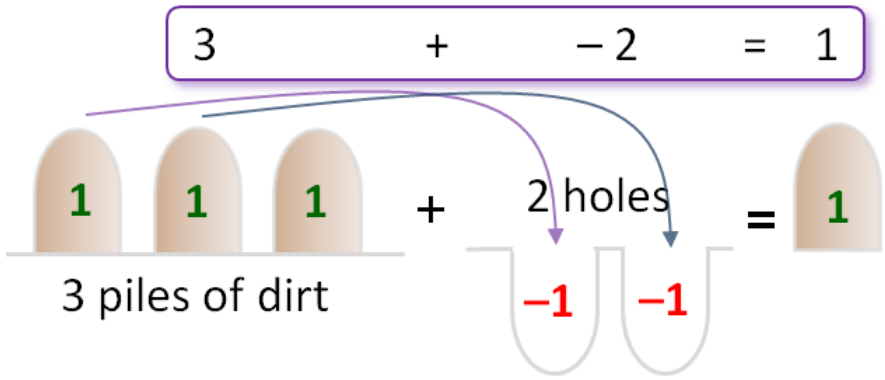
Poppy has **3 piles** and Henry has **2 holes**.



They fill in the holes with dirt and get **1 pile** left.

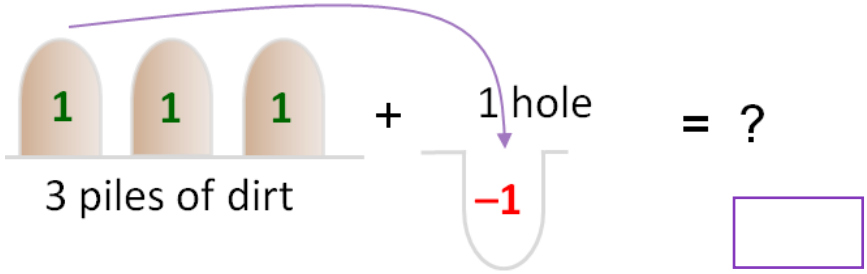
so 3 + – 2 = 1

1 Look at these piles of dirt and holes



The holes are minus numbers.

3 + – 1 = ?



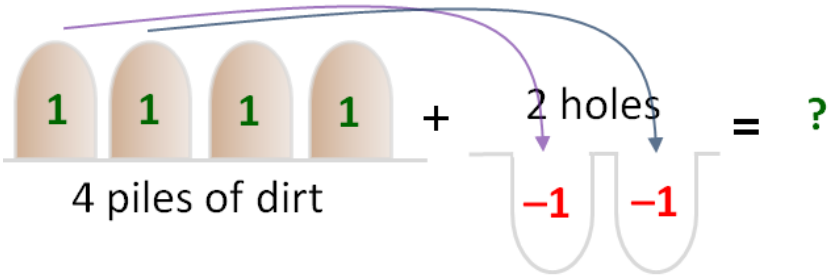
1 mark

3N5: Negative numbers

2

What is

4 + – 2 = ?



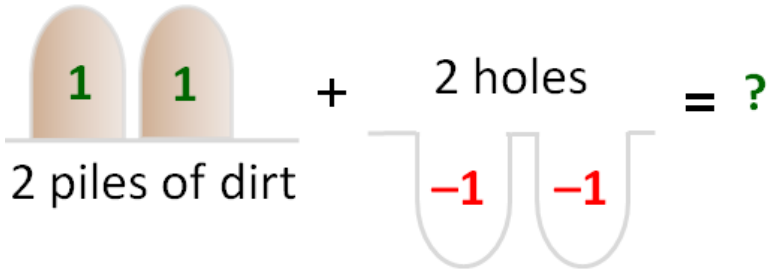
1 mark

3N5: Negative numbers

3

What is

2 + – 2 = ?



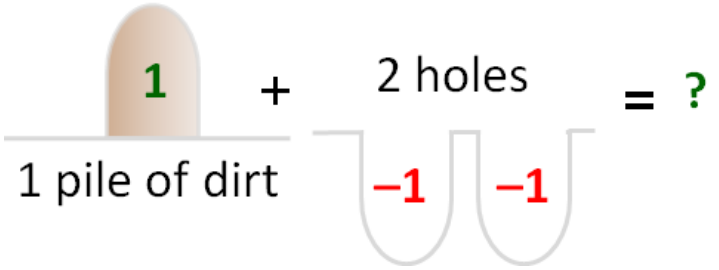
1 mark

3N5: Negative numbers

4

What is

1	+	– 2	=	?



1 mark

3N5: Negative numbers

5

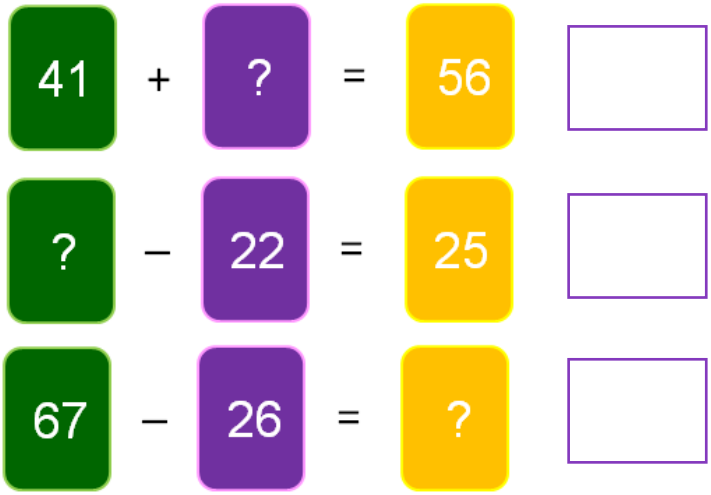
What is

5	+	– 4	=	
8	+	– 1	=	
3	+	– 5	=	

3 marks

3N5: Negative numbers

1 What are the missing numbers (?).



1 mark

3N6: Solve number problems

2 Match the answers with a line.

1 mark

3N6: Number problems

1

$115 + 4 =$ ☐

1 mark

3C1: Add and subtract numbers mentally, including**: a three-digit number and ones** ; a three-digit number and tens ;a three-digit number and hundreds

2

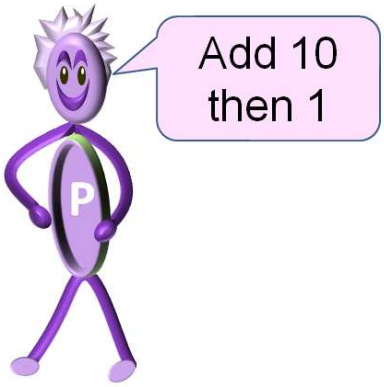
$100 – 10 =$ ☐

1 mark

3C1: Add and **subtract** numbers mentally, including**: a three-digit number and ones** ; a three-digit number and tens ;a three-digit number and hundreds

3

235 + 11 = ☐



1 mark

3C1: Add and subtract numbers mentally, including: a three-digit number and ones ; **a three-digit number and tens ;**a three-digit number and hundreds

4

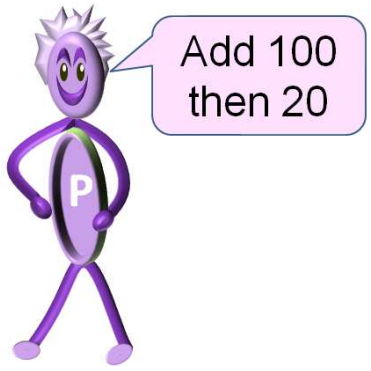
450 – 32 = ☐

1 mark

3C1: Add and **subtract** numbers mentally, including: a three-digit number and ones ; **a three-digit number and tens ;**a three-digit number and hundreds

5

550 + 120 = ☐



1 mark

3C1: Add and subtract numbers mentally, including: a three-digit number and ones ; a three-digit number and tens ;**a three-digit number and hundreds**

6

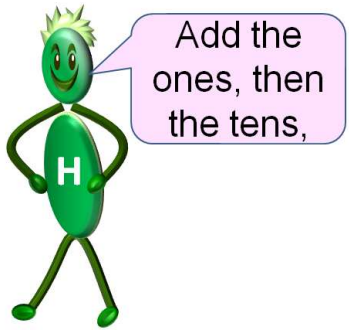
270 – 130 = ☐

1 mark

3C1: Add and **subtract** numbers mentally, including: a three-digit number and ones ; a three-digit number and tens ;**a three-digit number and hundreds**

1

$$\begin{array}{r} 1\ 2 \\ 2\ 3 + \\ \hline \square \end{array}$$



1 mark

3C2: Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction

2

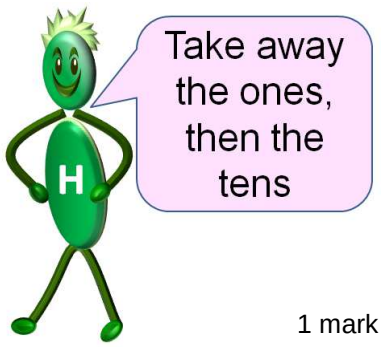
$$\begin{array}{r} 1\ 2\ 3 \\ 4\ 5 + \\ \hline \square \end{array}$$

1 mark

3C2: Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction

3

$$\begin{array}{r} 6\ 7 \\ 4\ 5 - \\ \hline \square \end{array}$$



1 mark

3C2: Add and **subtract** numbers with up to three digits, using **formal written** methods of columnar addition and subtraction

4

$$\begin{array}{r} 3\ 4\ 6 \\ 3\ 5 - \\ \hline \square \end{array}$$

1 mark

3C2: Add and **subtract** numbers with up to three digits, using **formal written** methods of columnar addition and subtraction

5

$$\begin{array}{r} 4\ 5\ 6 \\ 4\ 3\ + \\ \hline \square \end{array}$$

1 mark

3C2: Add and **subtract** numbers with up to three digits, using **formal written** methods of columnar addition and subtraction

6

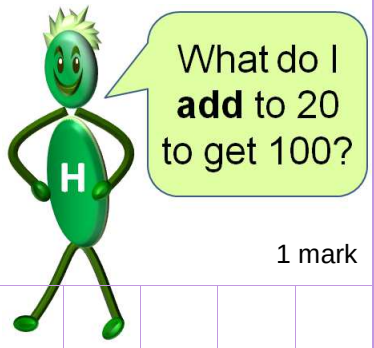
$$556 + 655 =$$

1 mark

3C2: Add and subtract numbers with up to three digits, using formal written methods of columns for addition and subtraction.

1

$100 - \square = 20$

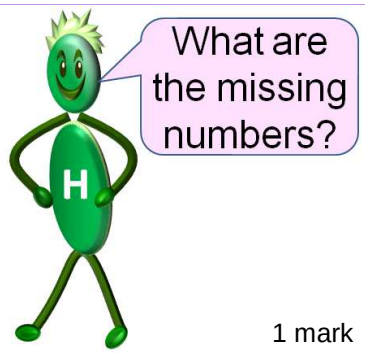


1 mark

3C3: Estimate the answer to a calculation and use inverse operations to check answers

2

$$\begin{array}{r} \square\square \\ 5 + \\ \hline 2\ 0 \end{array}$$



1 mark

3C3: Estimate the answer to a calculation and use inverse operations to check answers

3

$$\begin{array}{r} 1\ 2 \\ \square\square \\ \hline 3\ 6 \end{array} \quad +$$

1 mark

3C3: Estimate the answer to a calculation and use inverse operations to check answers

4

$$\begin{array}{r} \square\square \\ 5\ - \\ \hline 3\ 5 \end{array}$$

1 mark

3C3: Estimate the answer to a calculation and use inverse operations to check answers

3

$$\begin{array}{r} 5\ 8 \\ \square\square \\ \hline 3\ 6 \end{array} -$$

What are the missing numbers?

1 mark

3C3: Estimate the answer to a calculation and use inverse operations to check answers

5

$$\begin{array}{r} 5\ 3 \\ \square\square\ 8 + \\ \hline 1\ 9\ 1 \end{array}$$

1 mark

3C3: Estimate the answer to a calculation and use inverse operations to check answers

1

$$\begin{array}{r} 3\ 4\ 1 \\ 4\ 2\ 7 + \\ \hline \square\square\square \end{array}$$

1 mark

3C4: Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

2

$$\begin{array}{r} 5\ 6\ 7 \\ 3\ 2\ 1\ - \\ \hline \square\square\square \end{array}$$

1 mark

3C4: Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

3

$$\begin{array}{r} 3\ 6\ 5 \\ 5\ 2\ 7\ + \\ \hline \square\square\square \end{array}$$

1 mark

3C4: Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

4

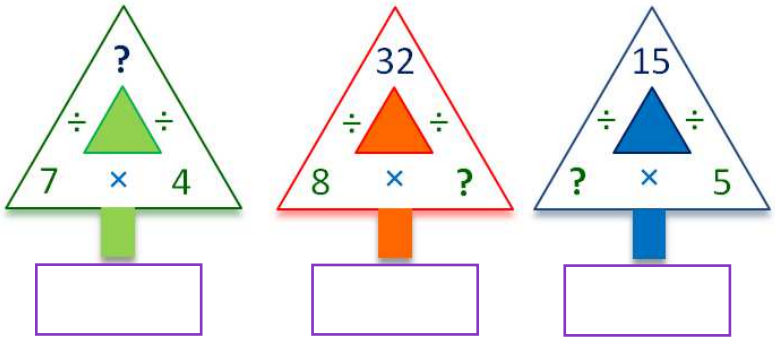
$$\begin{array}{r} 3\ 5\ 6 \\ 3\ 5\ 6 + \\ \hline \square\square\square \end{array}$$

1 mark

3C4: Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

1

What is the missing number?

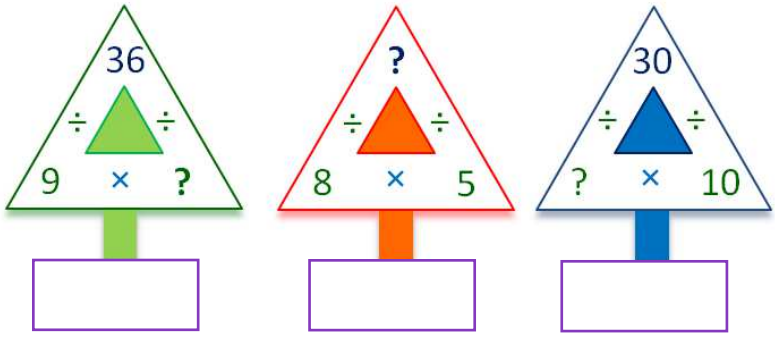


1 mark

3C6: Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

2

What is the missing number?



1 mark

3C6: Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

3

$15 \div 3 =$ ☐

1 mark

3C6: Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

4

$32 \div 4 =$ ☐

1 mark

3C6: Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

5

$40 \div 8 =$ ☐

1 mark

3C6: Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

6

$9 \times 4 =$ ☐

1 mark

3C6: Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

7 Use the grid to do 3 × 8

×	3
8	

1 mark

3C6: Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

8 Use the grid to do 12 × 4

×	10	2
4		

1 mark

3C6: Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

9 Use the grid to do 11 × 8

×	10	1
8		

1 mark

3C6: Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

10 Use the grid to do 23 × 3

×	20	3
3		

1 mark

3C6: Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

11 Use the grid to do 34 × 3

×	30	4
3		

1 mark

3C6: Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

1 Use the grid to work out

12	24	36	48	60	72	84	96	108	120	132	144
11	22	33	44	55	66	77	88	99	110	121	132
10	20	30	40	50	60	70	80	90	100	110	120
9	18	27	36	45	54	63	72	81	90	99	108
8	16	24	32	40	48	56	64	72	80	88	96
7	14	21	28	35	42	49	56	63	70	77	84
6	12	18	24	30	36	42	48	54	60	66	72
5	10	15	20	25	30	35	40	45	50	55	60
4	8	12	16	20	24	28	32	36	40	44	48
3	6	9	12	15	18	21	24	27	30	33	36
2	4	6	8	10	12	14	16	18	20	22	24
	2	3	4	5	6	7	8	9	10	11	12

$28 \div 4$ 8×3 11×3 $48 \div 8$

4 marks

3C7: Write and calculate mathematical statements for multiplication and division using the multiplication tables that children know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods

2 Use the grid to work out

12	24	36	48	60	72	84	96	108	120	132	144
11	22	33	44	55	66	77	88	99	110	121	132
10	20	30	40	50	60	70	80	90	100	110	120
9	18	27	36	45	54	63	72	81	90	99	108
8	16	24	32	40	48	56	64	72	80	88	96
7	14	21	28	35	42	49	56	63	70	77	84
6	12	18	24	30	36	42	48	54	60	66	72
5	10	15	20	25	30	35	40	45	50	55	60
4	8	12	16	20	24	28	32	36	40	44	48
3	6	9	12	15	18	21	24	27	30	33	36
2	4	6	8	10	12	14	16	18	20	22	24
	2	3	4	5	6	7	8	9	10	11	12

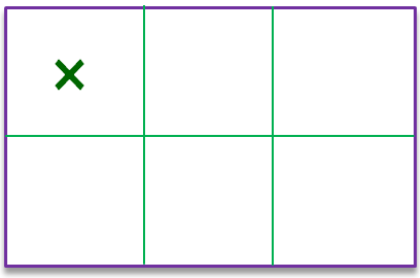
36 ÷ 4 ☐ 5 × 8 ☐ 12 × 5 ☐ 96 ÷ 8 ☐

4 marks

3C7: Write and calculate mathematical statements for multiplication and division using the multiplication tables that children know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods

3 Use the grid to work out

16 × 3



☐

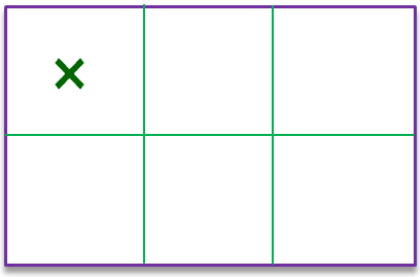
1 mark

3C7: Write and calculate mathematical statements for multiplication and division using the multiplication tables that children know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods

4

Use the grid to work out

22×4



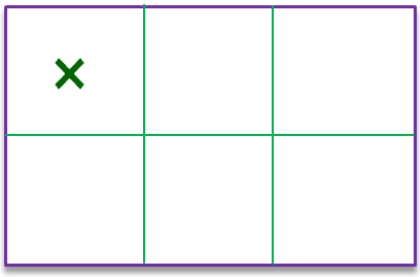
1 mark

3C7: Write and calculate mathematical statements for multiplication and division using the multiplication tables that children know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods

5

Use the grid to work out

34×8



1 mark

3C7: Write and calculate mathematical statements for multiplication and division using the multiplication tables that children know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods

1 What are the missing numbers?

$10 \times \square = 60$ 1 mark

$20 \div \square = 4$ 1 mark

3C8: Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects

2 What are the missing numbers?

$20 \times \square = 60$ 1 mark

$40 \div \square = 4$ 1 mark

3C8: Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects

3 What are the missing signs?

2 + 3 = 5 ☐ 0

1 mark

+ − × ÷

10 ☐ 2 = 5 × 1

1 mark

3C8: Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects

4 What are the missing signs?

2 + 3 = 5 ☐ 0

1 mark

+ − × ÷

10 ☐ 2 = 5 × 1

1 mark

3C8: Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects

5 What are the missing signs?

8 – 3 = 4 ☐ 1

1 mark

+ − × ÷

8 ☐ 2 = 2 + 2

1 mark

3C8: Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects

6 What are the missing signs?

3 ☐ 4 = 5 ☐ 2

1 mark

+ − × ÷

10 ☐ 2 = 5 ☐ 4

1 mark

3C8: Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects

7 What are the missing signs?

6 ☐ 4 = 2 ☐ 12

1 mark

+ − × ÷

24 ☐ 8 = 6 ☐ 2

1 mark

3C8: Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects

8 What are the missing signs?

6 ☐ 4 = 12 ☐ 2

1 mark

+ − × ÷

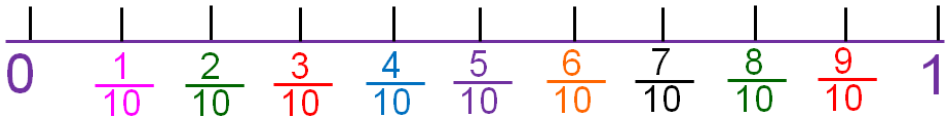
6 ☐ 5 = 5 ☐ 4

1 mark

3C8: Solve problems, including missing number problems, involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects

1

Use the $\frac{1}{10}^{th}$ number line.



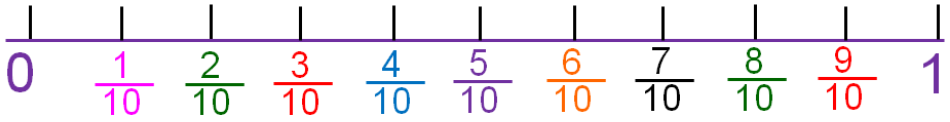
$$\frac{4}{10} + \frac{1}{10} = \square$$

1 mark

3F1a - Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10

2

Use the $\frac{1}{10}^{th}$ number line.



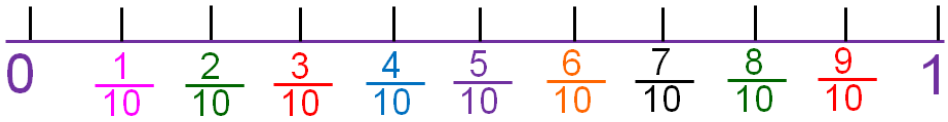
$$\frac{6}{10} - \frac{3}{10} = \square$$

1 mark

3F1a - Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10

3

Use the $\frac{1}{10}^{th}$ number line.



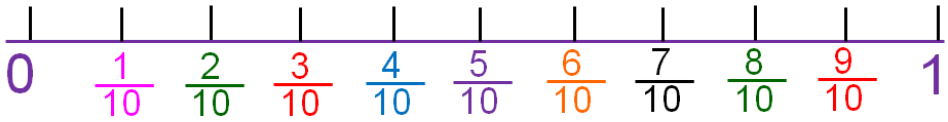
$$\frac{1}{10} + \frac{3}{10} + \frac{2}{10} = \square$$

1 mark

3F1a - Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10

4

Use the $\frac{1}{10}^{th}$ number line.



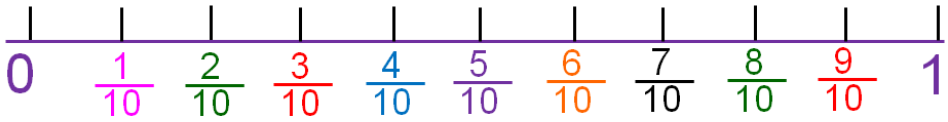
$$\frac{9}{10} - \frac{3}{10} - \frac{4}{10} = \square$$

1 mark

3F1a - Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10

5

Use the $\frac{1}{10}^{th}$ number line.



$$\frac{9}{10} - \frac{3}{10} + \frac{4}{10} = \square$$

1 mark

3F1a - Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10

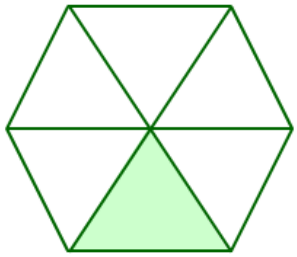
6

What is the missing number?

1 mark

3F1a - Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10

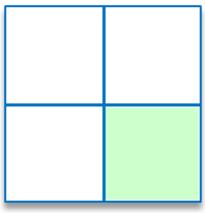
1 What fraction of this shape is shaded?



1 mark

3F1b: Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominator.

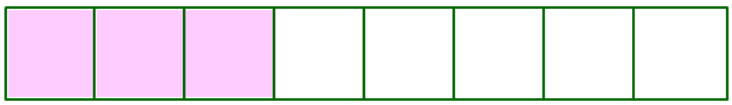
2 What fraction of this shape is shaded?



1 mark

3F1b: Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominator.

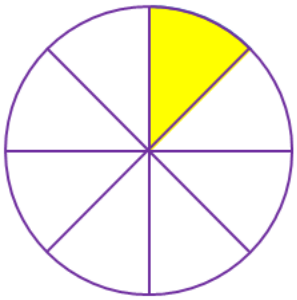
3 What fraction of this shape is shaded?



1 mark

3F1b: Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominator.

4 What fraction of this shape is shaded?



1 mark

3F1b: Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominator.

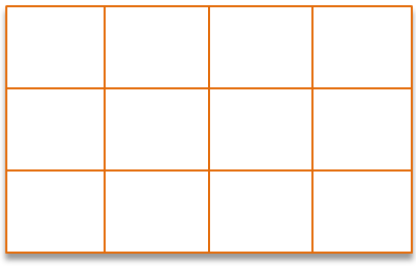
5 Shade $\frac{1}{2}$ of this shape.

1 mark

3F1b: Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominator.

6

Shade $\frac{1}{3}$ of this shape.

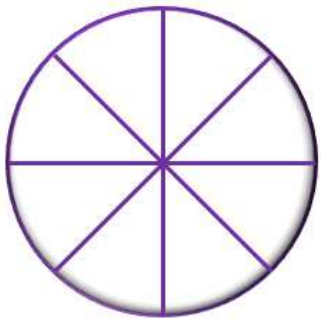


1 mark

3F1b: Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominator.

7

Shade $\frac{3}{4}$ of this shape.



1 mark

3F1b: Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominator.

8

$\frac{1}{4}$ of 12 = ☐

$\frac{1}{2}$ of 8 = ☐

2 marks

3F1b: Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominator.

1

Draw a line to match

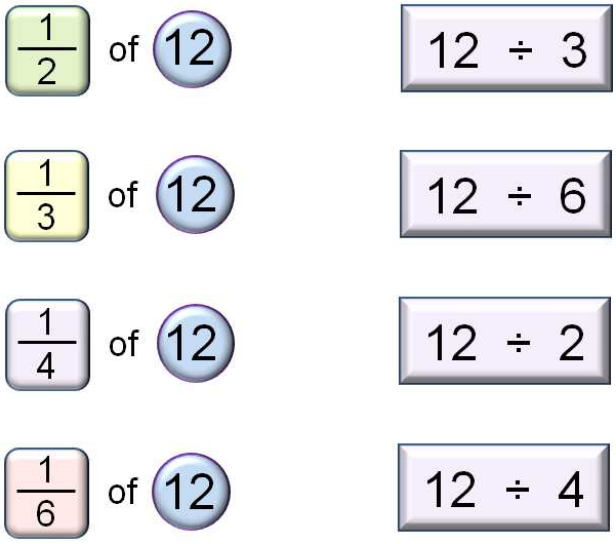
$\frac{1}{2}$ of 8	9 ÷ 3
$\frac{1}{3}$ of 9	12 ÷ 4
$\frac{1}{4}$ of 8	8 ÷ 2
$\frac{1}{4}$ of 12	8 ÷ 4

2 marks

3F1c: Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominator

2

Draw a line to match

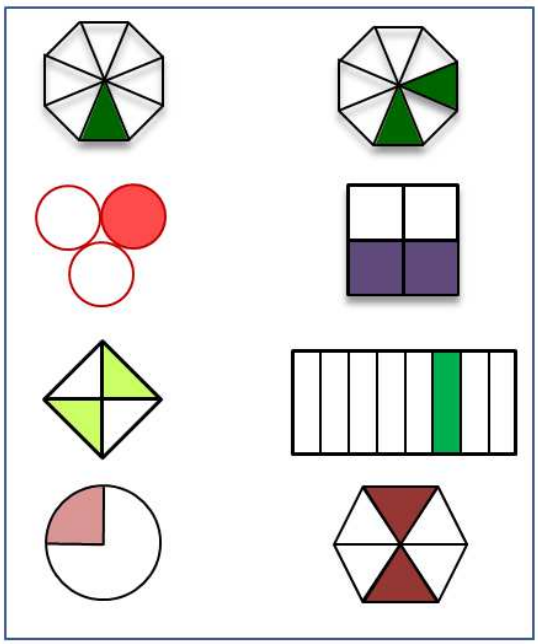


2 marks

3F1c: Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominator

1

Draw a line to match fractions

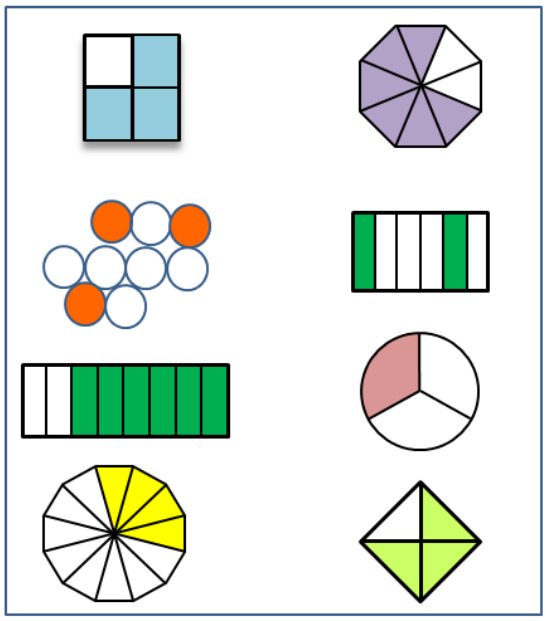


1 mark

3F2: Recognise and show, using diagrams, **equivalent fractions** with small denominator

2

Draw a line to match fractions

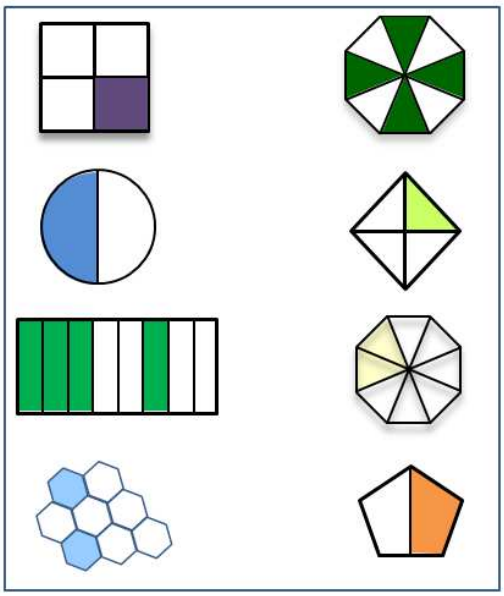


1 mark

3F2: Recognise and show, using diagrams, **equivalent fractions** with small denominator

3

Draw a line to match fractions

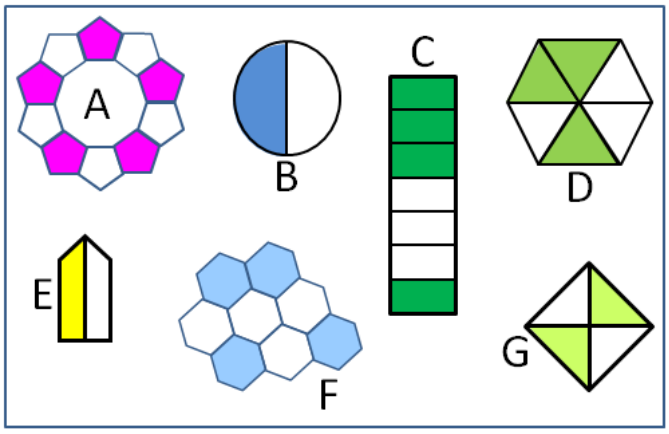


1 mark

3F2: Recognise and show, using diagrams, **equivalent fractions** with small denominator

4

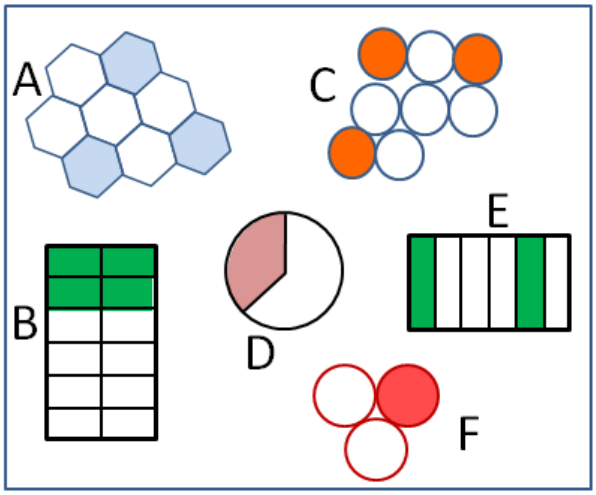
Which fraction is different



1 mark

3F2: Recognise and show, using diagrams, **equivalent fractions** with small denominator

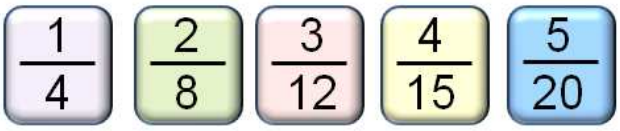
5 Which fraction is different



1 mark

3F2: Recognise and show, using diagrams, **equivalent fractions** with small denominator

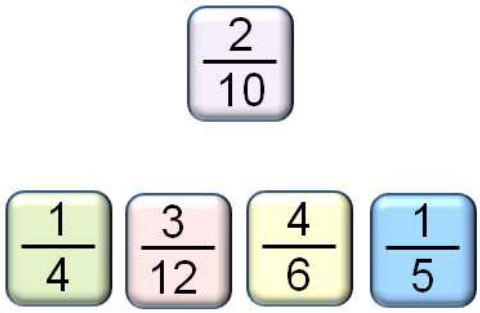
6 Which fraction is different (✓)



1 mark

3F2: Recognise and show, using diagrams, **equivalent fractions** with small denominator

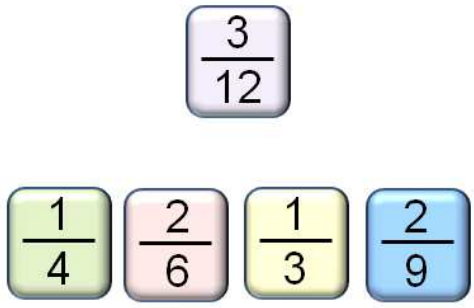
7 Match the top fraction with a line



1 mark

3F2: Recognise and show, using diagrams, **equivalent fractions** with small denominator

8 Match the top fraction with a line



1 mark

3F2: Recognise and show, using diagrams, **equivalent fractions** with small denominator

9

Match the top fraction with a line

$\frac{1}{2}$

$\frac{2}{6}$ $\frac{4}{8}$ $\frac{3}{5}$ $\frac{5}{9}$

1 mark

3F2: Recognise and show, using diagrams, **equivalent fractions** with small denominator

1

Order these fractions

Smallest Largest

1 mark

3F3: Compare and order unit fractions and fractions with the same denominator

2

Order these fractions

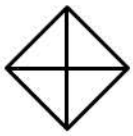
Smallest Largest

1 mark

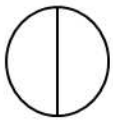
3F3: Compare and order unit fractions and fractions with the same denominator

1

Add the fractions and colour the shape

$\frac{1}{4} + \frac{1}{4} =$ 

$\frac{1}{3} + \frac{1}{3} =$ 

$\frac{1}{2} + \frac{1}{2} =$ 

1 mark

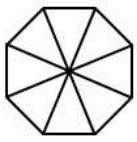
3F4: Add and subtract fractions with the same denominator within one whole [eg: ⅛ + ⅜ = ⅝]

2

Add the fractions and colour the shape

$\frac{1}{5} + \frac{2}{5} =$ 

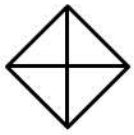
$\frac{1}{6} + \frac{3}{6} =$ 

$\frac{3}{8} + \frac{2}{8} =$ 

1 mark

3F4: Add and subtract fractions with the same denominator within one whole [eg: ⅛ + ⅜ = ⅝]

3 Subtract the fractions and colour the shape

$\frac{3}{4} - \frac{1}{4} =$ ☐ 

$\frac{2}{3} - \frac{1}{3} =$ ☐ 

$\frac{1}{2} - \frac{1}{2} =$ ☐ 

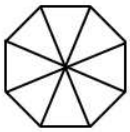
1 mark

3F4: Add and subtract fractions with the same denominator within one whole [eg: ⅛ + ⅜ = ⅝]

4 Subtract the fractions and colour the shape

$\frac{4}{5} - \frac{2}{5} =$ ☐ 

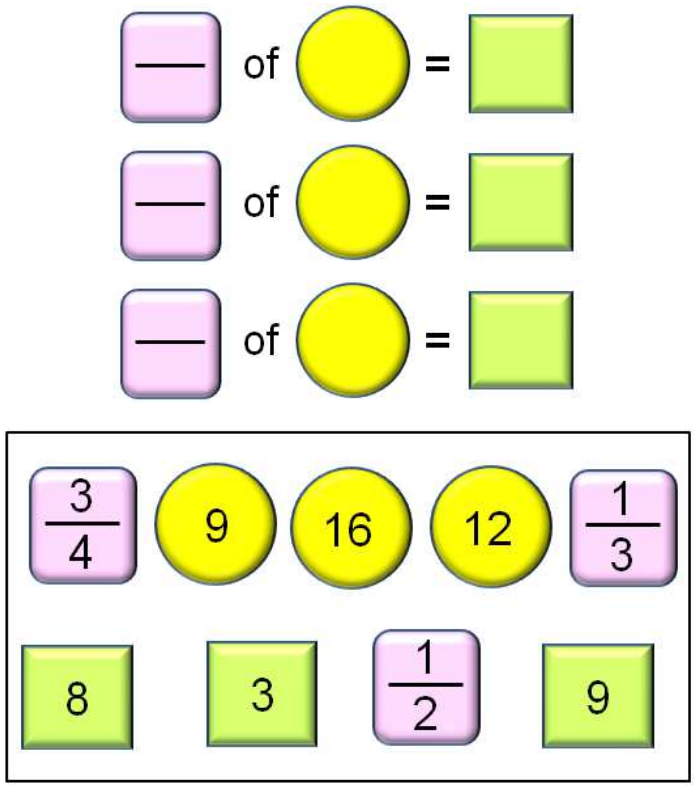
$\frac{5}{6} - \frac{1}{6} =$ ☐ 

$\frac{7}{8} - \frac{3}{8} =$ ☐ 

1 mark

3F4: Add and subtract fractions with the same denominator within one whole [eg: ⅛ + ⅜ = ⅝]

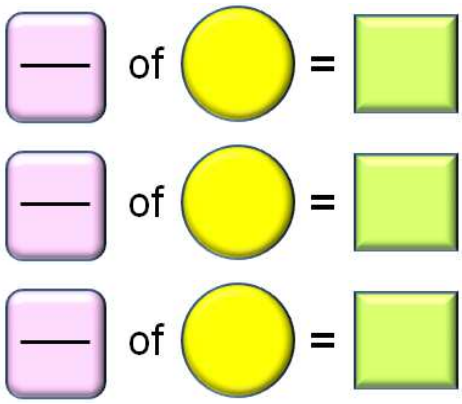
1

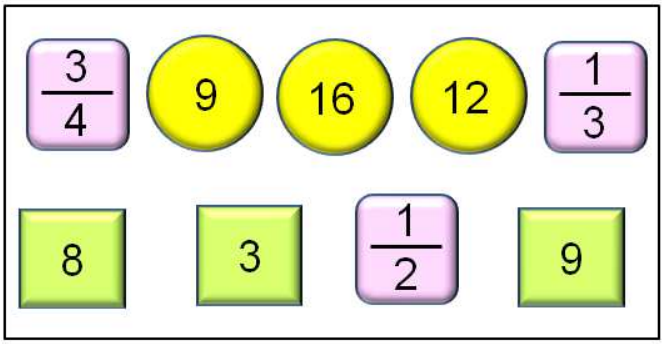


1 mark

3F10 - Solve problems that involve **3F1–3F4**

2





1 mark

3F10 - Solve problems that involve **3F1–3F4**

1

Match the measurements with lines.

100cm	1000 m
10 mm	1 cm
1 km	5 cm
½ m	50 cm
50 mm	1 m

1 mark

3M1a: Compare lengths (m/cm/mm)

2

200 cm = ☐ metres

10 mm = ☐ centimetres

100 mm = ☐ centimetres

200 cm = ☐ metres

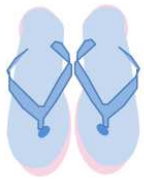
5 metres = ☐ milimetres

5 marks

3M1a: Compare lengths (m/cm/mm)

1

Estimate the closest weight (✓)

	25g	250g	2.5kg
	☐	☐	☐
	☐	☐	☐

1 mark

3M1b: Compare mass (kg/g)

2

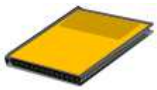
Estimate the closest weight (✓)

	10g	100g	1kg
	☐	☐	☐
	☐	☐	☐

1 mark

3M1b: Compare mass (kg/g)

3

Each schoolbook is 200grams 

A case can carry 1kg of books 

How many books can the case carry

☐ books

1 mark

3M1b: Compare mass (kg/g)

1

Estimate the closest volume (✓)

	10ml	50ml	1000ml
	☐	☐	☐

1 mark

3M1c: Compare volume (l/ml)

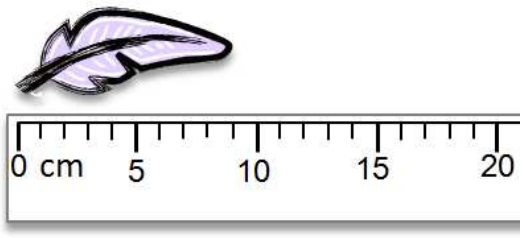
2 Estimate the closest volume (✓)

	100ml	1 litre	10 litres
	☐	☐	☐
	☐	☐	☐

1 mark

3M1c: Compare volume (l/ml)

1 How long is the feather (✓)

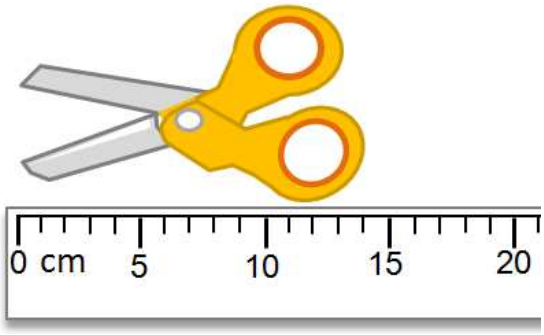


5cm	9cm	10cm
☐	☐	☐

1 mark

3M2a: Measure lengths (m/cm/mm)

2 How long are the scissors (✓)

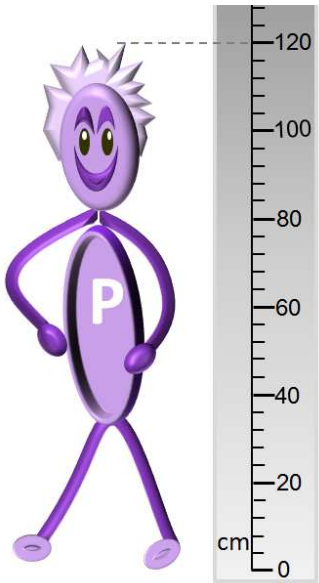


10cm ☐ 13cm ☐ 14cm ☐ 15cm ☐

1 mark

3M2a: Measure lengths (m/cm/mm)

3 How tall is Poppy?



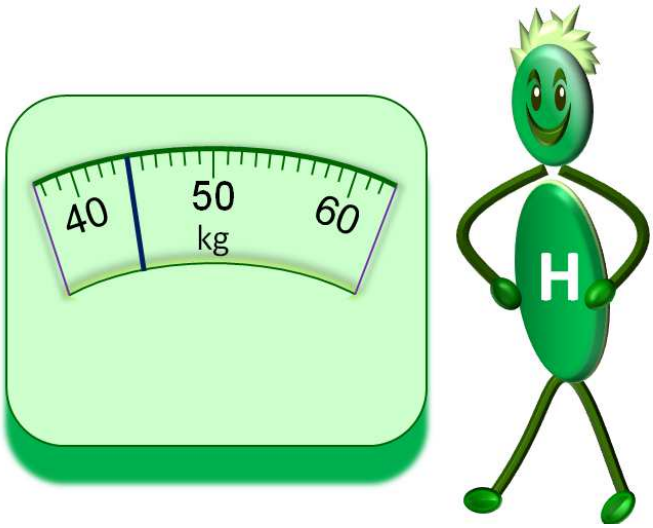
☐ cm

1 mark

3M2a: Measure lengths (m/cm/mm)

1

How much did Henry weigh (✓)

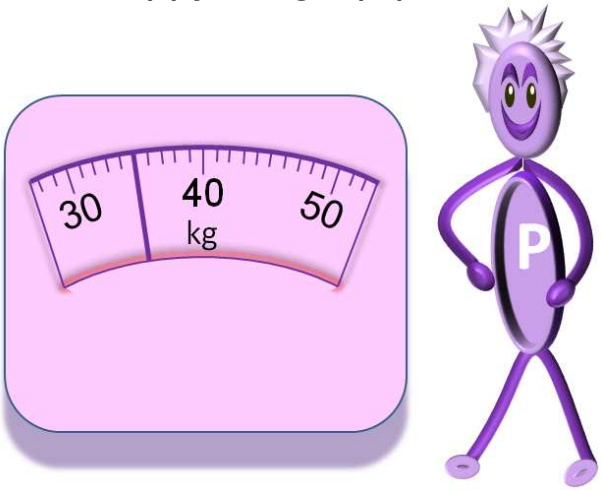


40kg	44kg	48kg	50kg
☐	☐	☐	☐

1 mark

3M2b: Measure mass (kg/g)

2 How much did Poppy weigh (✓)

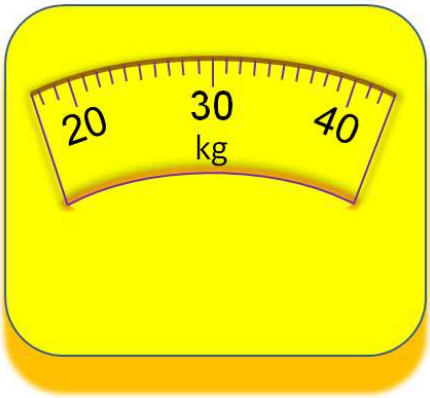


30kg ☐ 32kg ☐ 35kg ☐ 40kg ☐

1 mark

3M2b: Measure mass (kg/g)

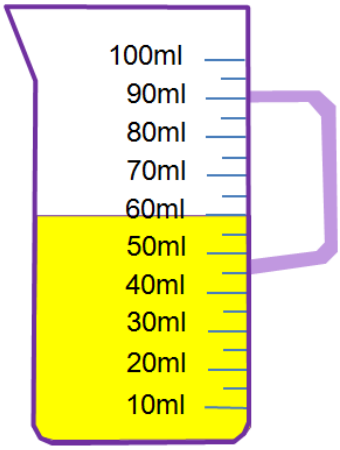
3 Mark the scales to show 33 kg



1 mark

3M2b: Measure mass (kg/g)

1 How much juice is in the jug?

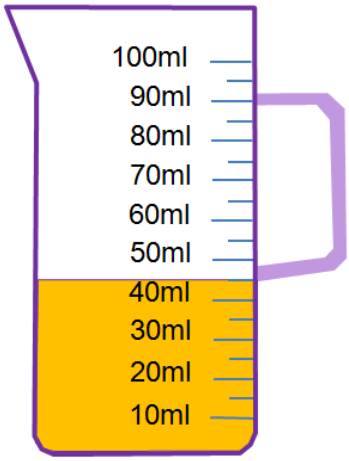


ml

1 mark

3M2c: Measure volume/capacity (l/ml)

2 How much juice is in the jug?

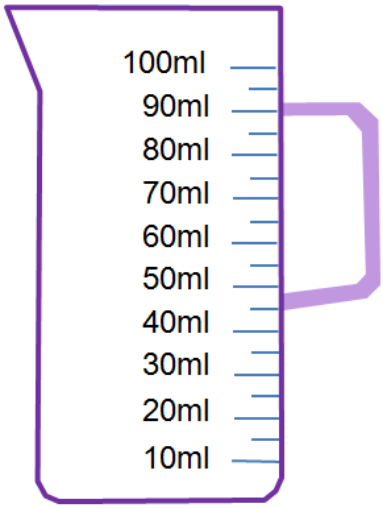


ml

1 mark

3M2c: Measure volume/capacity (l/ml)

3 Shade the jug to show 70ml.

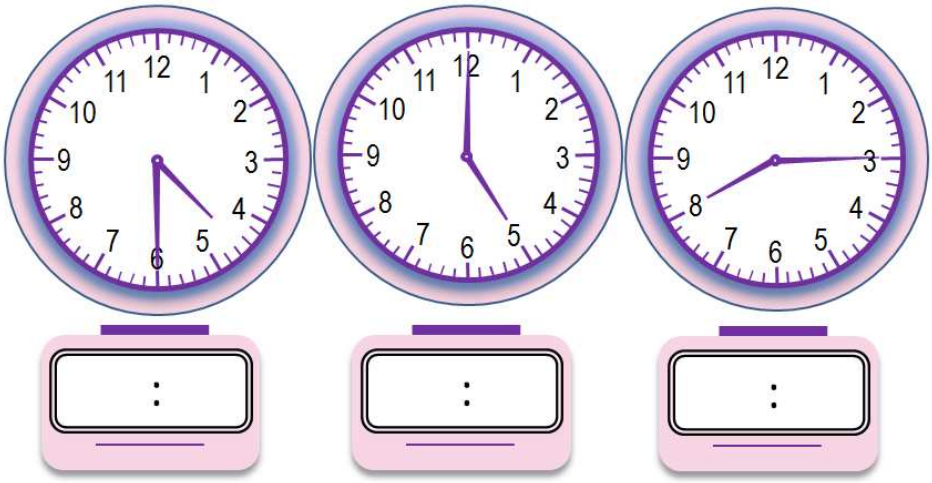


1 mark

3M2c: Measure volume/capacity (l/ml)

1

Write the time on the digital clocks.

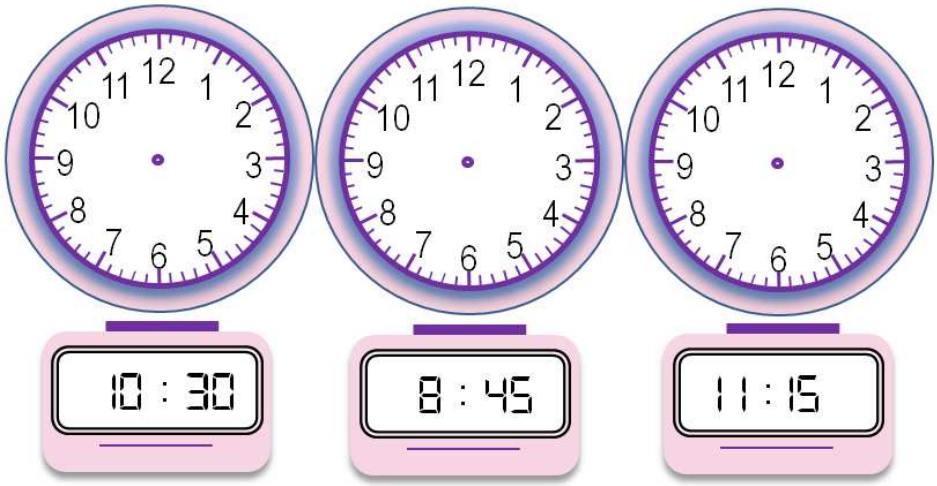


3 marks

3M4a: Tell and write the time from an analogue clock; 12-hour clocks

2

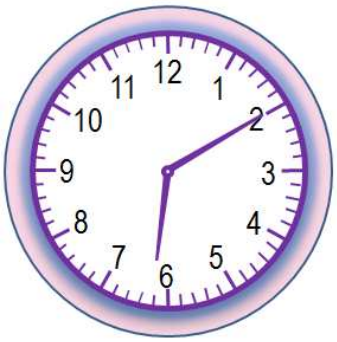
Draw the hands on the clock face



3 marks

3M4a: Tell and write the time from an analogue clock; 12-hour clocks

3 What time is it (✓).



2:30 ☐ 7:10 ☐ 6:10 ☐ 2:06 ☐

1 mark

3M4a: Tell and write the time from an analogue clock; 12-hour clocks

4 What time is it (✓).

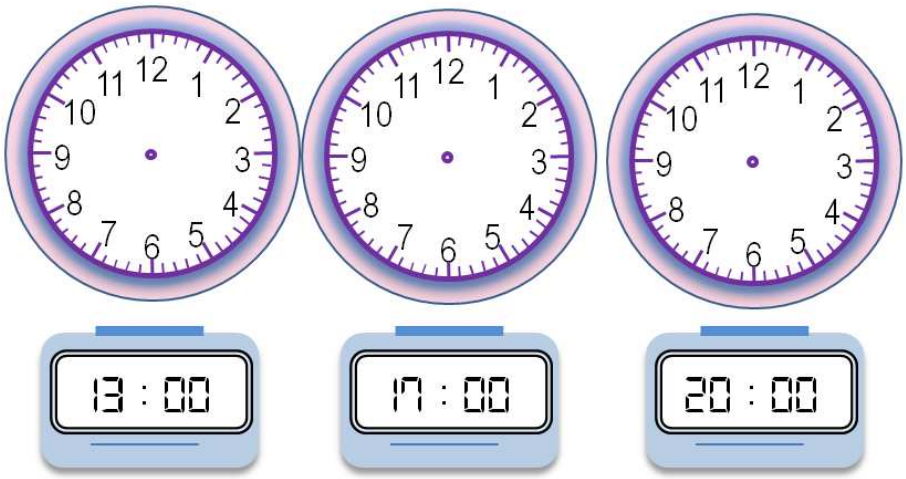
11:03 ☐ 3:11 ☐ 2:55 ☐ 11:15 ☐

1 mark

3M4a: Tell and write the time from an analogue clock; 12-hour clocks

1

Draw the hands on the clock face



3 marks

3M4b: Tell and write the time from an analogue clock; 24-hour clocks

2

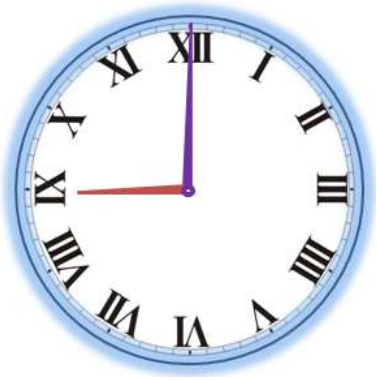
What time is it (✓).

15:05	14:55	13:11	11:15
☐	☐	☐	☐

1 mark

3M4b: Tell and write the time from an analogue clock; 24-hour clocks

1 What time is it (✓).

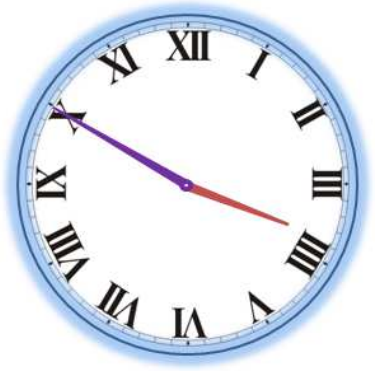


12:15	3:00	9:00	6:00
☐	☐	☐	☐

1 mark

3M4c Tell and write the time from an analogue clock, including using Roman numerals from I to XII

2 What time is it (✓).



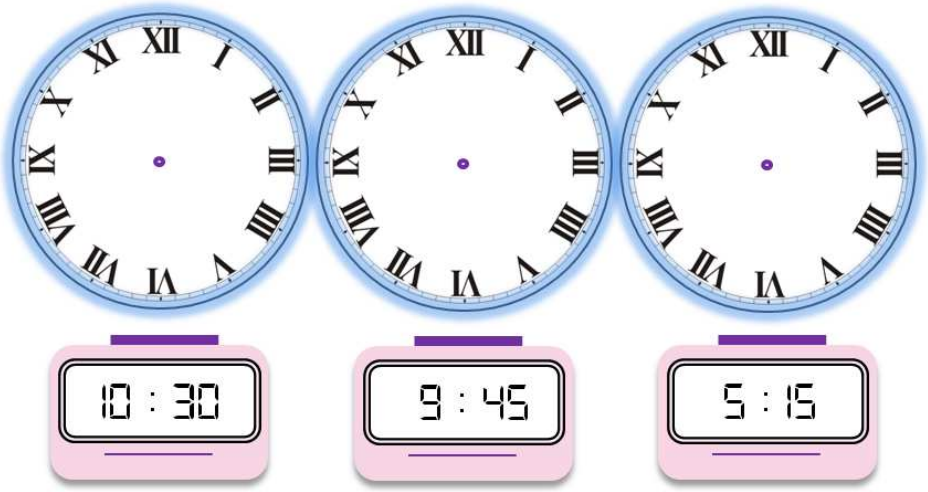
10:04	3:50	4:10	10:20
☐	☐	☐	☐

1 mark

3M4c Tell and write the time from an analogue clock, including using Roman numerals from I to XII

3

Draw the hands on the clock face

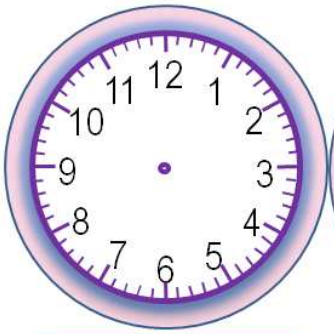


3 marks

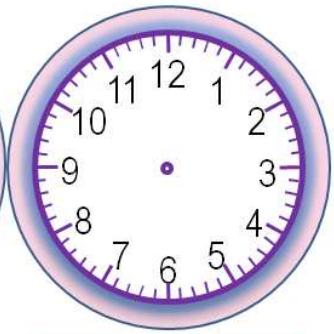
3M4c Tell and write the time from an analogue clock, including using Roman numerals from I to XII

1

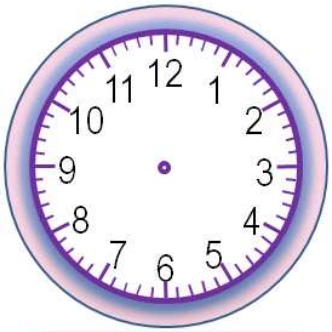
Draw the hands on the clock face



Eight minutes past four



Twenty three minutes to six



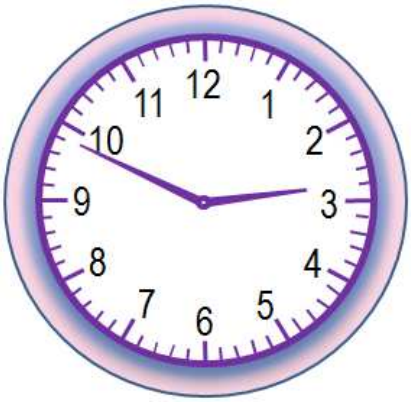
Fifty two minutes past eight

3 marks

3M4d: Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock/a.m./p.m.,morning, afternoon,noon and midnight

2

What time is it?



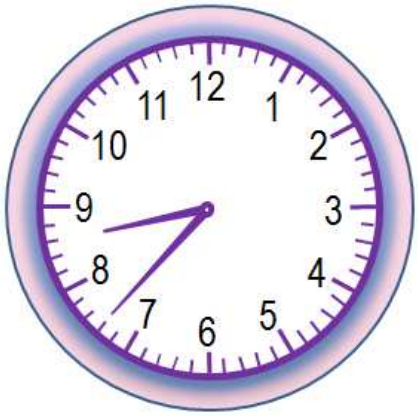
___ : ___

1 mark

3M4d: Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock/a.m./p.m.,morning, afternoon,noon and midnight

3

What time is it?



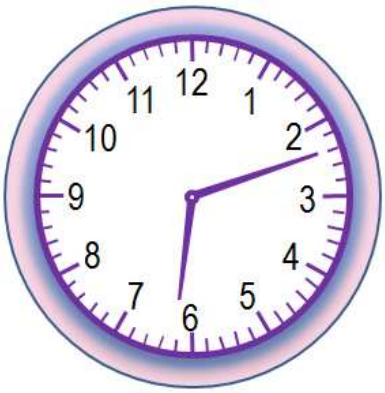
___ : ___

1 mark

3M4d: Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock/a.m./p.m.,morning, afternoon,noon and midnight

4

What time is it?



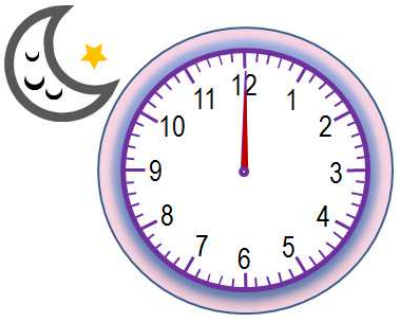
__ : __

1 mark

3M4d: Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock/a.m./p.m.,morning, afternoon,noon and midnight

5

What time of day is it (✓)

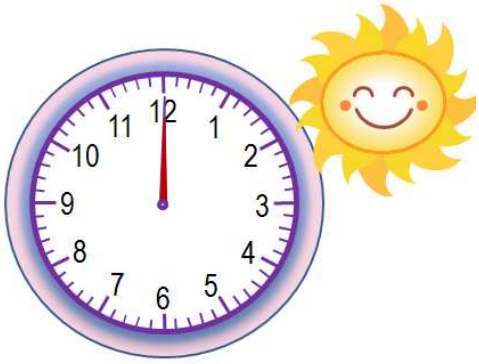


Noon	Midnight	Afternoon	Morning
☐	☐	☐	☐

1 mark

3M4d: Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock/a.m./p.m.,morning, afternoon,noon and midnight

6 What time of day is it (✓)

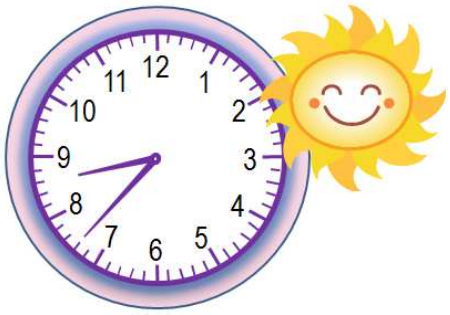


Noon	Midnight	Afternoon	Morning
☐	☐	☐	☐

1 mark

3M4d: Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock/a.m./p.m.,morning, afternoon,noon and midnight

7 What time of day is it (✓)



Noon	Midnight	Afternoon	Morning
☐	☐	☐	☐

1 mark

3M4d: Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock/a.m./p.m.,morning, afternoon,noon and midnight

8 What time of day is it (✓)

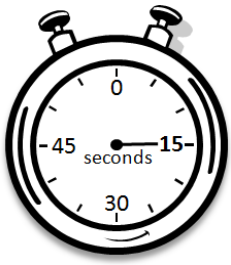
Noon	Midnight	Afternoon	Morning
☐	☐	☐	☐

1 mark

3M4d: Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock/a.m./p.m.,morning, afternoon,noon and midnight

1

How many seconds are in 1 minute(✓)



10	60	100	50
☐	☐	☐	☐

1 mark

3M4e: Know the number of seconds in a minute and the number of days in each month, year and leap year .

2

Draw a line to match the days in a month

January	30
February	31
June	28

3 marks

3M4e: Know the number of seconds in a minute and the number of days in each month, year and leap year

3

How many days are in one year (✓)

100	24	365	60
☐	☐	☐	☐

1 mark

3M4e: Know the number of seconds in a minute and the number of days in each month, year and leap year

4

How many days are in these months.

May	June	July	August

1 mark

3M4e: Know the number of seconds in a minute and the number of days in each month, year and leap year

5

How many **extra** days are in a leap year(✓)

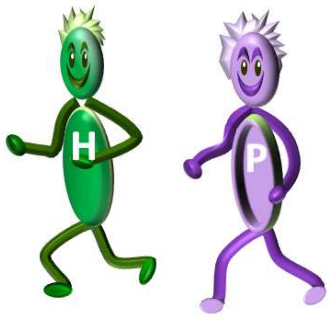
60	1	365	24
☐	☐	☐	☐

1 mark

3M4e: Know the number of seconds in a minute and the number of days in each month, year and leap year

1

Poppy and Henry went for a run.



They left at **3:15pm** and got back at **3:28pm**

How many minutes did they take?

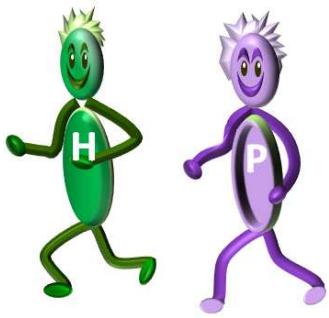
.

1 mark

3M4f: Compare durations of events [e.g. to calculate the time taken by particular events or tasks].

2

Poppy and Henry went for a run.



They left at **8:16 am** and **took 25** minutes.

What time did they get back.

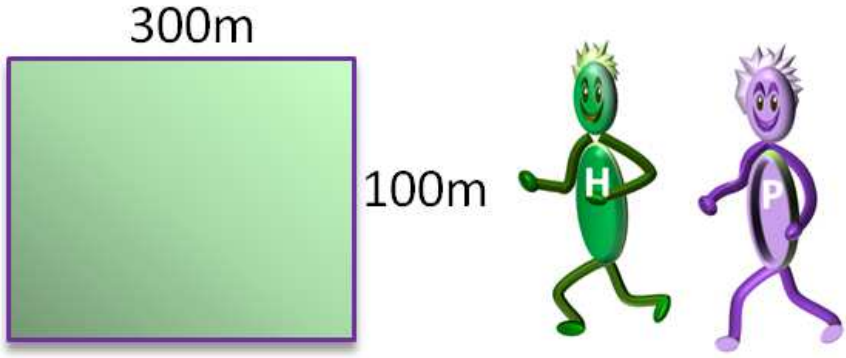
__ : __

1 mark

3M4f: Compare durations of events [e.g. to calculate the time taken by particular events or tasks].

1

Poppy and Henry ran around the school playing field.



How far did they run?

m

1 mark

3M7: Measure the perimeter of simple 2-D shapes

1

Poppy paid with 50p for an ice-cream.

How much **change** will she get?

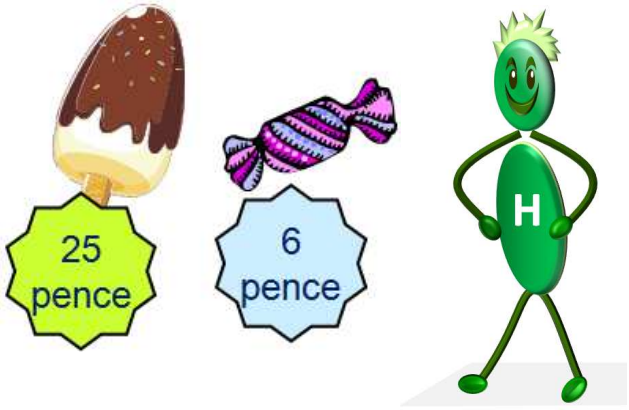
_____ p

1 mark

3M9a: Add and subtract amounts of money to give change, using both £ and p in practical contexts

2

Henry paid with £1 for a lolly and a sweet.



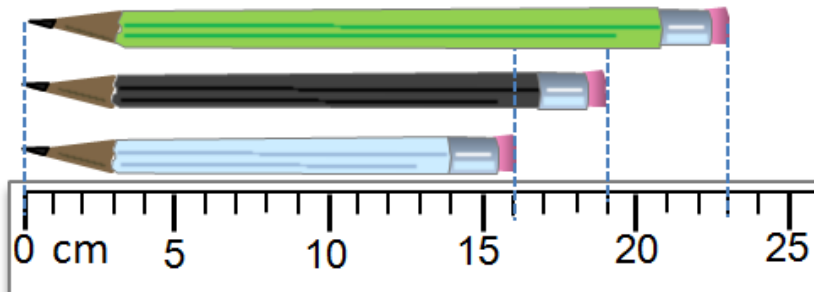
How much **change** will he get

_____ p

1 mark

3M9a: Add and subtract amounts of money to give change, using both £ and p in practical contexts

1 Look at the pencils



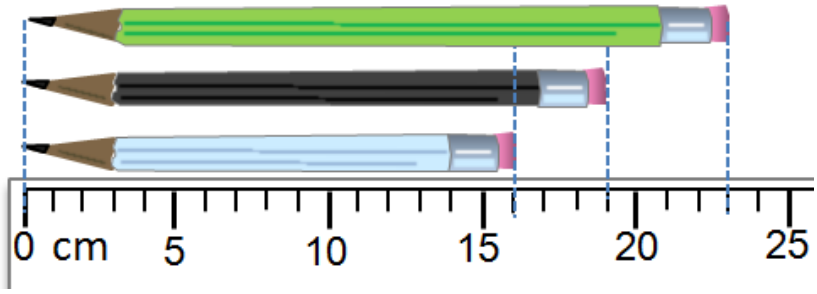
How much longer is the biggest than the smallest pencil(✓)

3cm	23cm	4cm	7cm
☐	☐	☐	☐

1 mark

3M9b: Add and subtract lengths (m/cm/mm)

2 Look at the pencils



Add up all the lengths

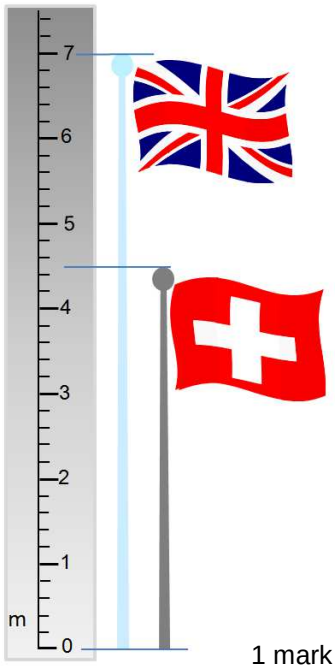
☐ cm

1 mark

3M9b: Add and subtract lengths (m/cm/mm)

3

Look at the flag poles



What is the difference in height?

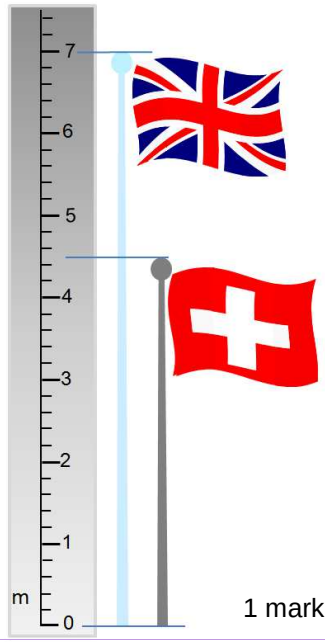
m

1 mark

3M9b: Add and subtract lengths (m/cm/mm)

4

Look at the flag poles



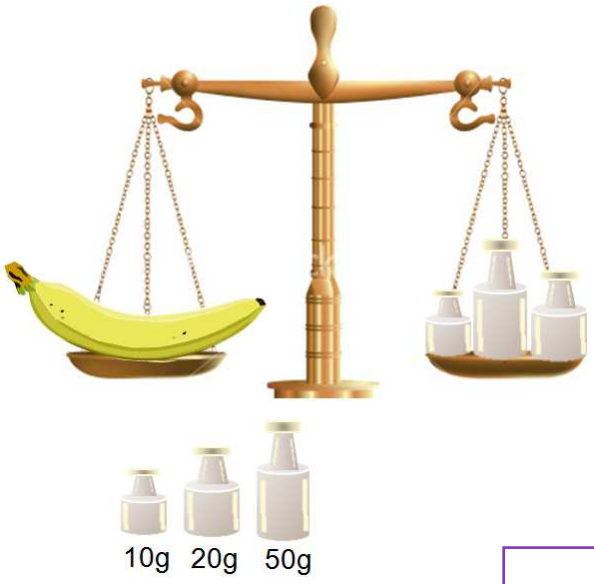
Add up the heights

m

1 mark

3M9b: Add and subtract lengths (m/cm/mm)

1 How much does the banana weigh?

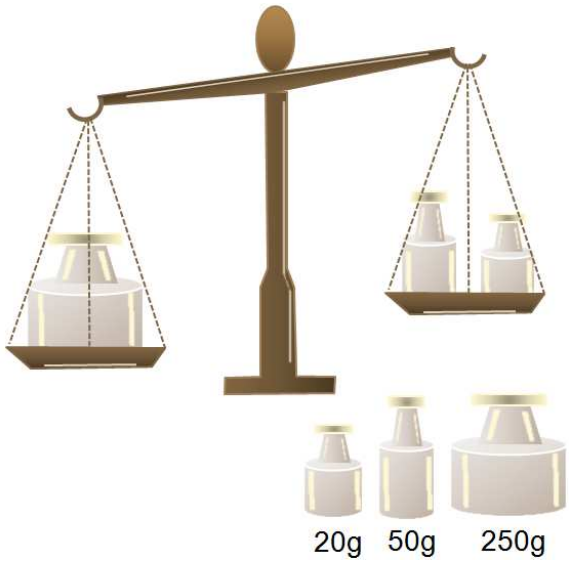


g

1 mark

3M9c: Add and subtract mass (kg/g)

2 The scales are out of balance?



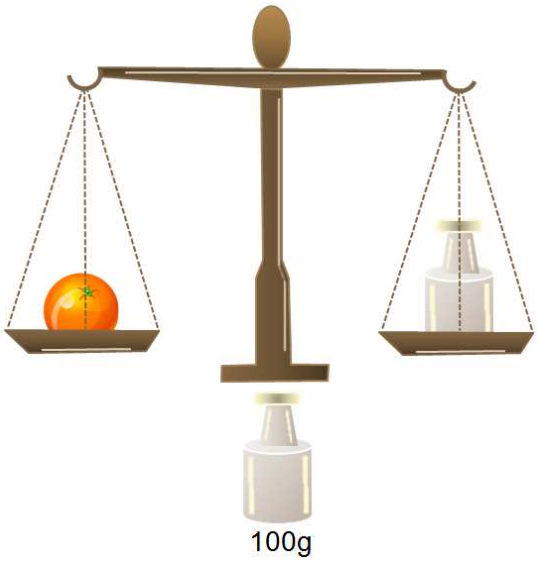
How much weight needs adding to balance them?

g

1 mark

3M9c: Add and subtract mass (kg/g)

3 One Orange weighs 100grams



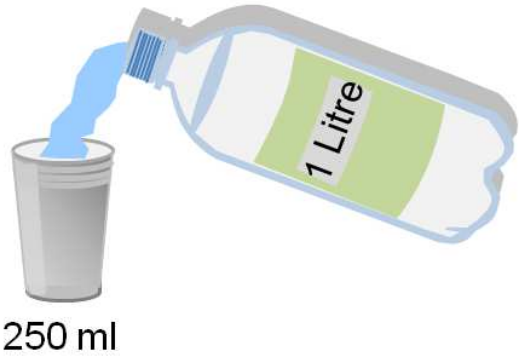
How much do **10** oranges weigh?

g

1 mark

3M9c: Add and subtract mass (kg/g)

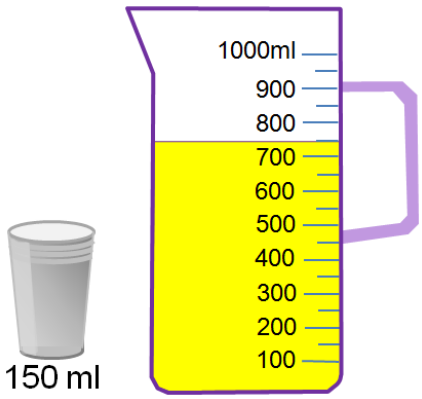
1 How many 250ml cups can you fill from a one litre bottle?



1 mark

3M9d: Add and subtract volume (l/ml)

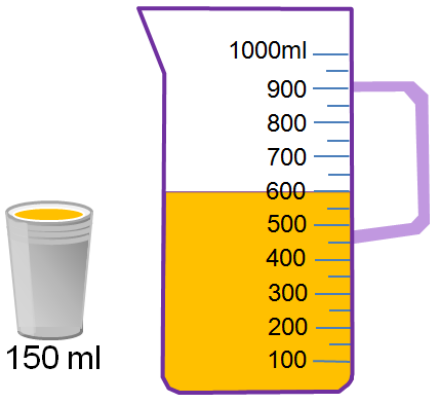
2 How many empty cups can you fill from the jug?



1 mark

3M9d: Add and subtract volume (l/ml)

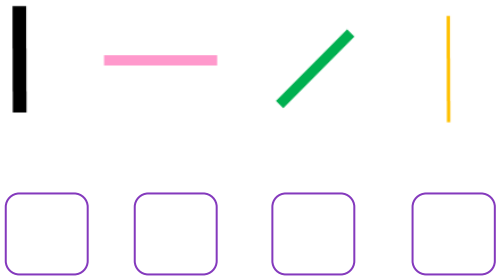
3 How many full cups do you need to fill the jug?



1 mark

3M9d: Add and subtract volume (ml/l)

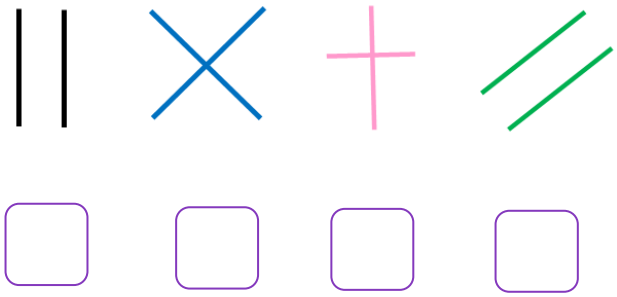
1 Which lines are vertical (✓)



1 mark

3G2 - Identify horizontal, vertical lines and pairs of perpendicular and parallel lines

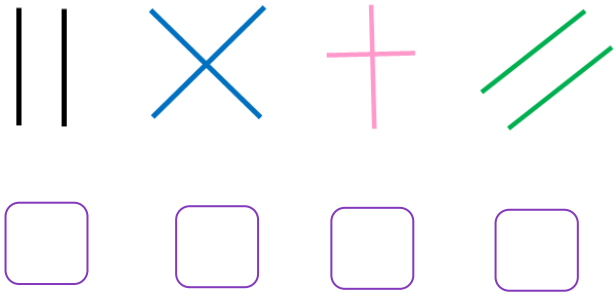
2 Which lines are parallel (✓)



1 mark

3G2 - Identify horizontal, vertical lines and pairs of perpendicular and parallel lines

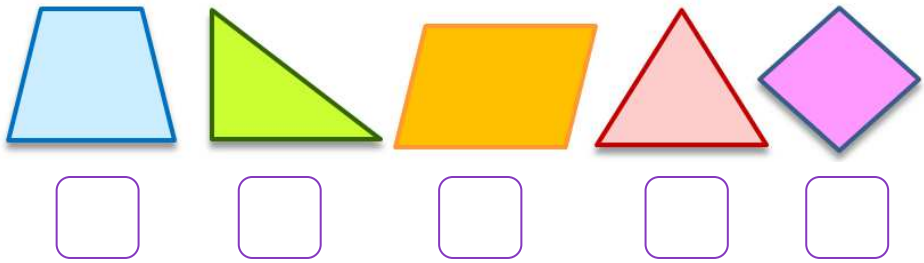
3 Which lines are perpendicular (✓)



1 mark

3G2 - Identify horizontal, vertical lines and pairs of perpendicular and parallel lines

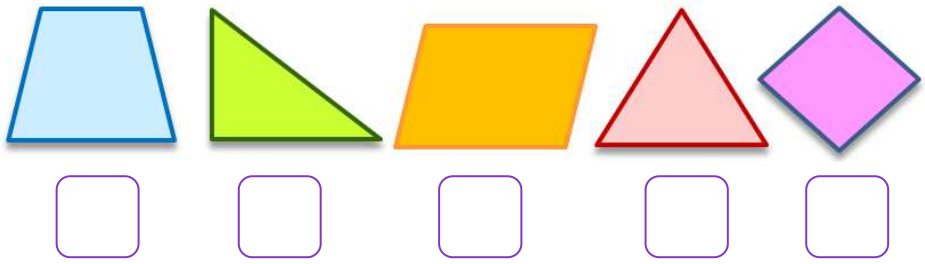
4 Which shapes have parallel sides (✓)



1 mark

3G2 - Identify horizontal, vertical lines and pairs of perpendicular and parallel lines

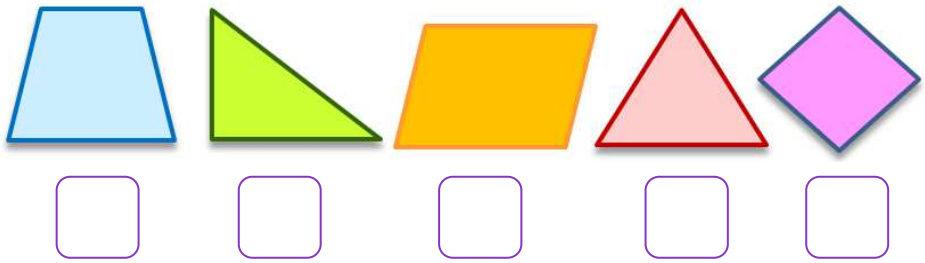
5 Which shapes have horizontal sides (✓)



1 mark

3G2 - Identify horizontal, vertical lines and pairs of perpendicular and parallel lines

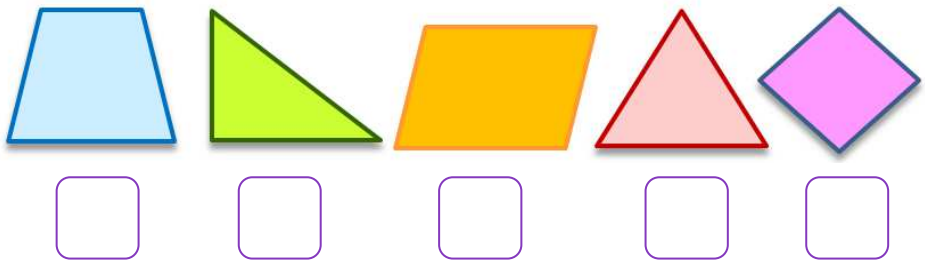
6 Which shapes have vertical sides (✓)



1 mark

3G2 - Identify horizontal, vertical lines and pairs of perpendicular and parallel lines

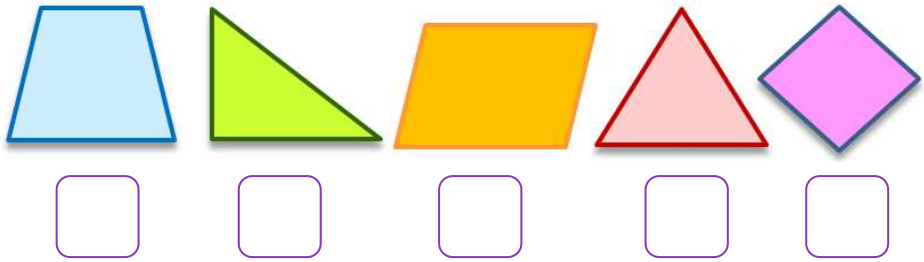
7 Which shapes has two perpendicular sides (✓)



1 mark

3G2 - Identify horizontal, vertical lines and pairs of perpendicular and parallel lines

7 Which shapes has two perpendicular sides (✓)



1 mark

3G2 - Identify horizontal, vertical lines and pairs of perpendicular and parallel lines

1 Draw a **square** on the grid

1 mark

3G3a – Draw 2-D shapes

2 Draw a **rectangle** on the grid

1 mark

3G3a – Draw 2-D shapes

3 Draw a **circle** on the grid

1 mark

3G3a – Draw 2-D shapes

4 Draw a symmetrical **triangle** on the grid

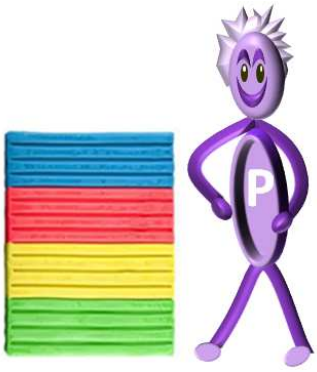
1 mark

3G3a – Draw 2-D shapes

1

Poppy has some modelling clay.

Show her how to make a **cube**



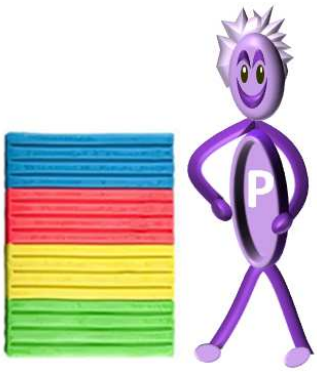
1 mark

3G3b - Make 3–D shapes using modelling materials; recognise 3–D shapes in different orientations and describe them . Requires practical equipment to assess validly

2

Poppy has some modelling clay.

Show her how to make a **sphere**



1 mark

3G3b - Make 3–D shapes using modelling materials; recognise 3–D shapes in different orientations and describe them . Requires practical equipment to assess validly

3

Henry has some modelling clay.

Show him how to make a **cone**

1 mark

3G3b - Make 3–D shapes using modelling materials; recognise 3–D shapes in different orientations and describe them . Requires practical equipment to assess validly

4

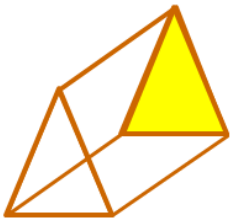
Henry has some modelling clay.

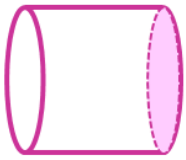
Show him how to make a **long cylinder**

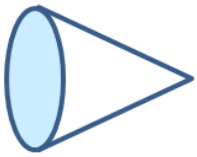
1 mark

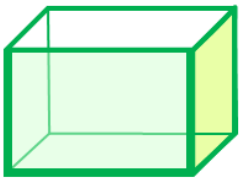
3G3b - Make 3–D shapes using modelling materials; recognise 3–D shapes in different orientations and describe them . Requires practical equipment to assess validly

5 Draw lines to match the 3D shapes with their names









cone

cylinder

triangular prism

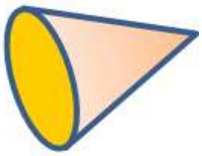
cuboid

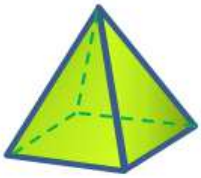
1 mark

3G3b - Make 3–D shapes using modelling materials; recognise 3–D shapes in different orientations and describe them . Requires practical equipment to assess validly

6

Match the 3D shapes and their names with a line.





cone

sphere

square based pyramid

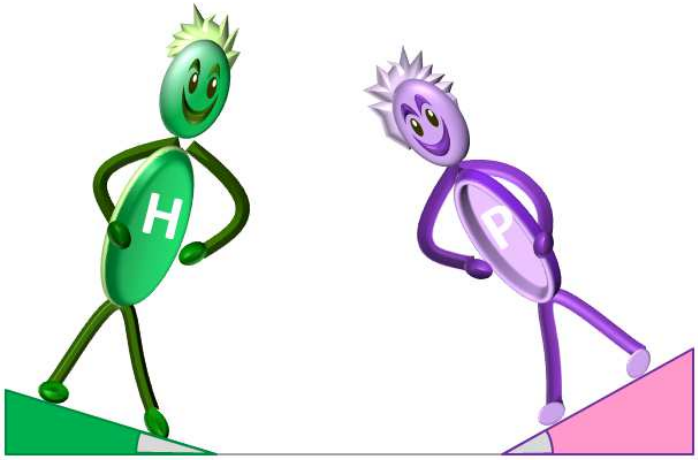
cube

1 mark

3G3b - Make 3–D shapes using modelling materials; recognise 3–D shapes in different orientations and describe them . Requires practical equipment to assess validly

1

Henry and Polly are standing at an angle.
Who has the biggest angle (✓)



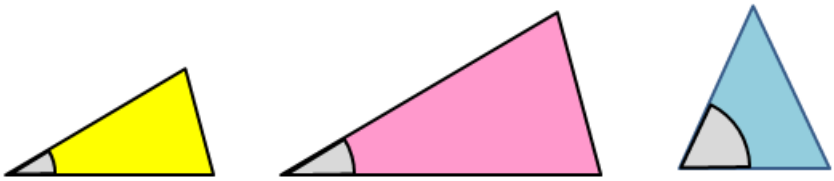
☐ ☐

1 mark

3G4a - Recognise that angles are a property of shape or a description of a turn

2

Which is the biggest angle (✓)

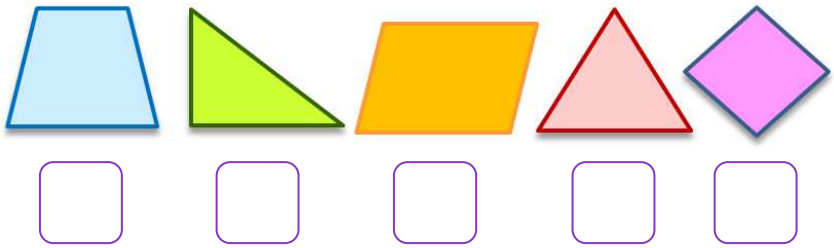


☐ ☐ ☐

1 mark

3G4a - Recognise that angles are a property of shape or a description of a turn

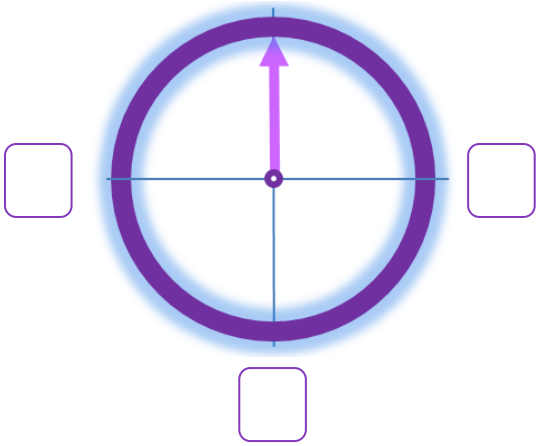
1 Which shapes have a right angle (✓)



1 mark

3G4b - Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.

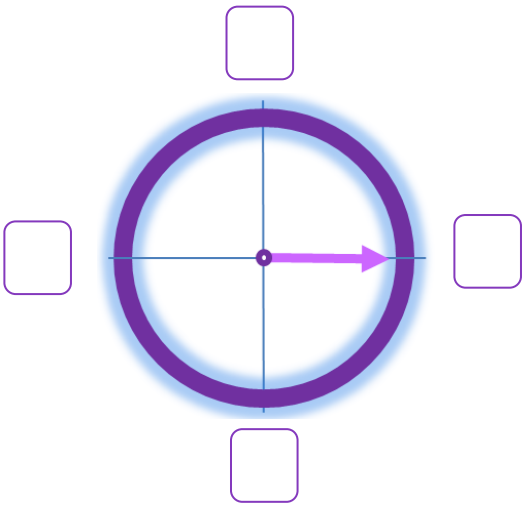
2 Where is the pointer after moving two right angles(✓)



1 mark

3G4b - Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.

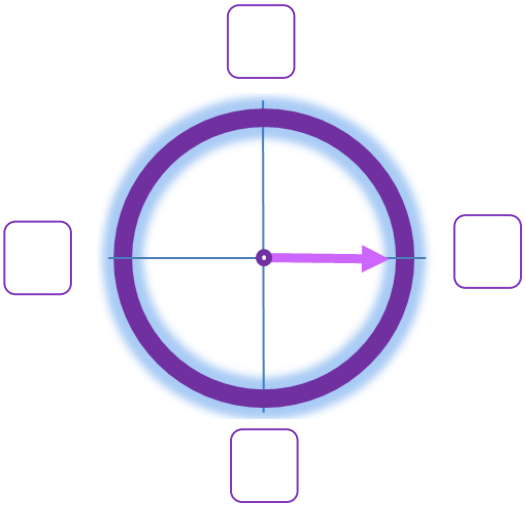
3 Where is the pointer after moving 3 right angles(✓)



1 mark

3G4b - Identify right angles, recognise that two right angles make a half-turn**, three make three quarters of a turn** and four a complete turn; identify whether angles are greater than or less than a right angle.

4 Turn pointer clockwise by four right angles (✓)

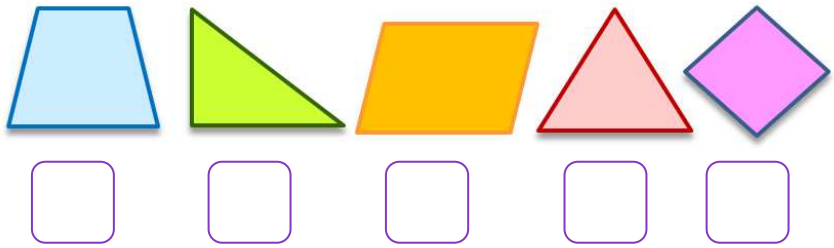


1 mark

3G4b - Identify right angles, recognise that two right angles make a half-turn**,** three make three quarters of a turn and **four a complete turn;** identify whether angles are greater than or less than a right angle.

5

Two shapes have angles bigger than a right angle (✓)

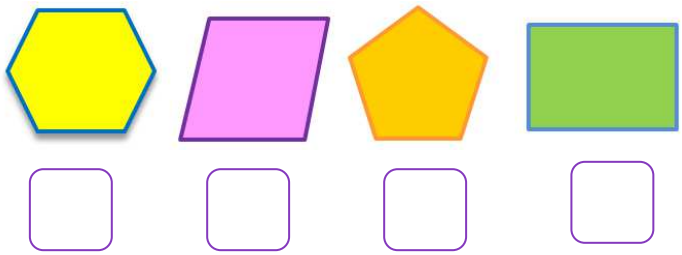


1 mark

3G4b - Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.

6

Which shape has angles smaller than a right angle (✓)

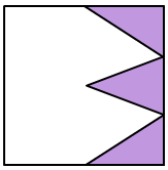


1 mark

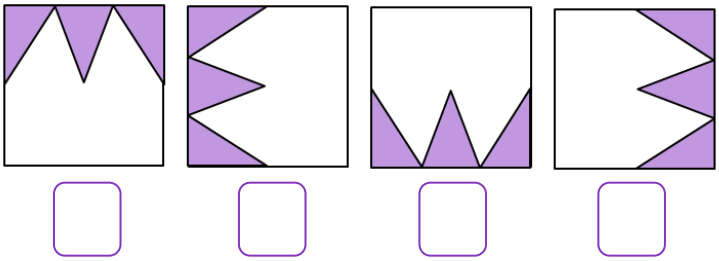
3G4b - Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.

7

This shape is turned **anti-clockwise** by three right angles



What will the tile look like **after** it has been turned (✓)

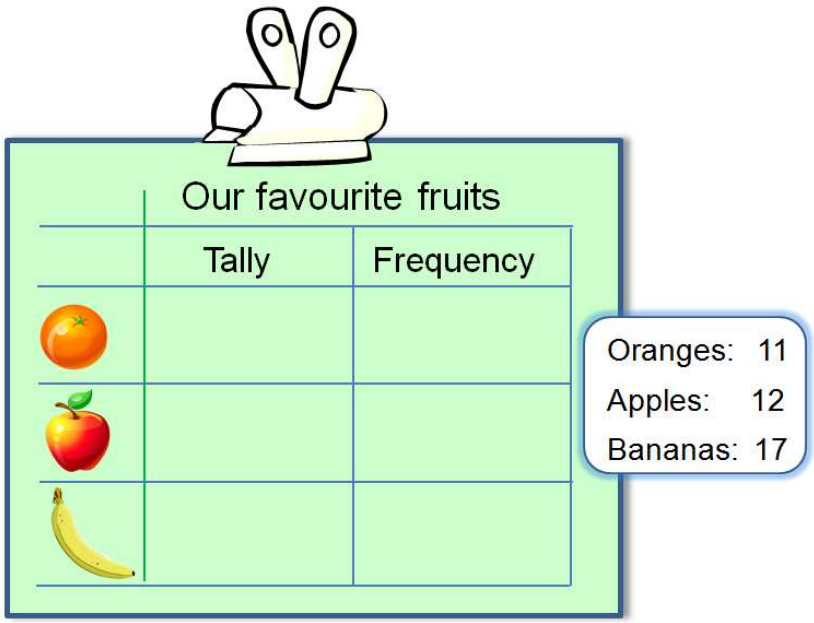


1 mark

3G4b - Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.

1

Complete this tally chart.

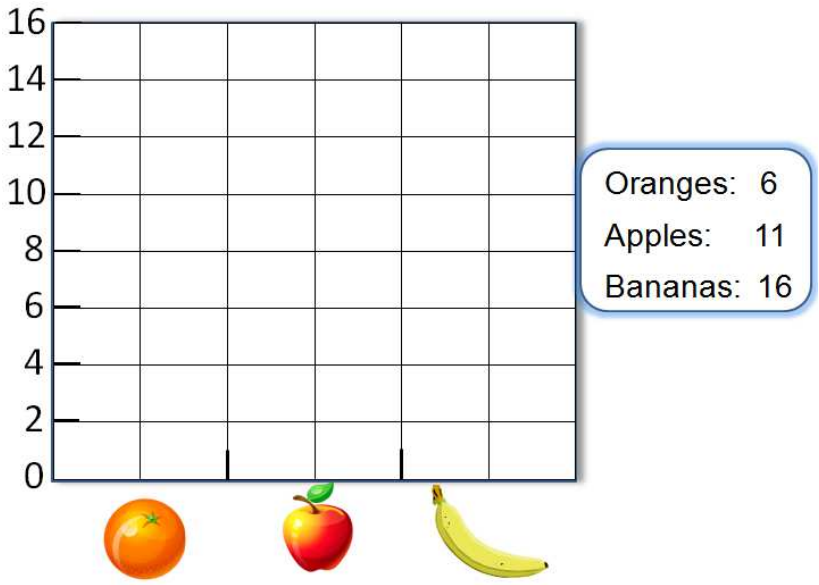


1 mark

3S1: Interpret and present data using bar charts, pictograms and tables.

2

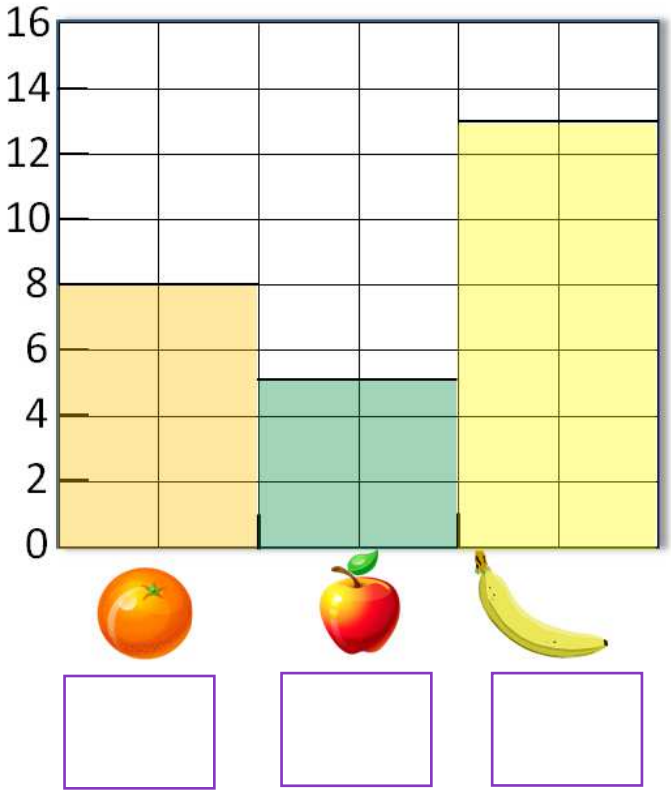
Complete this bar chart.



1 mark

3S1: Interpret and present data using bar charts, pictograms and tables.

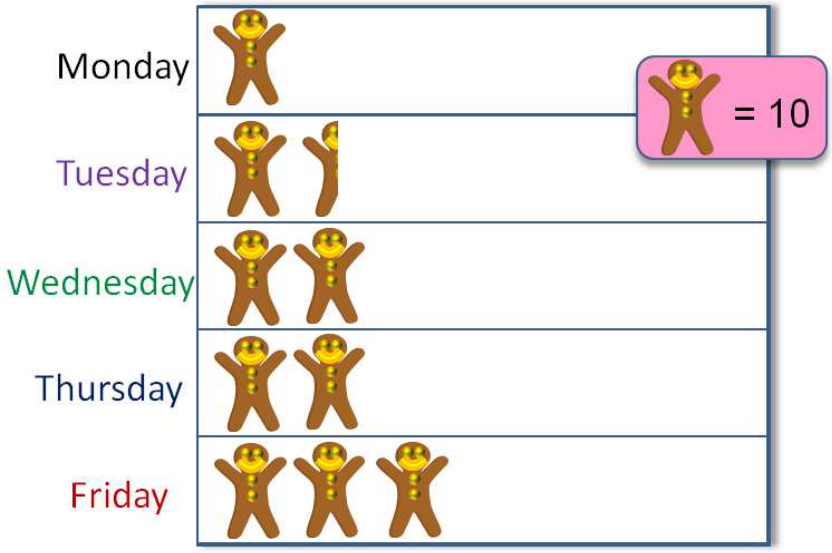
3 Read the bar chart and write the missing numbers.



1 mark

3S1: Interpret and present data using bar charts, pictograms and tables.

4 The pictogram shows how many gingerbreads were sold.



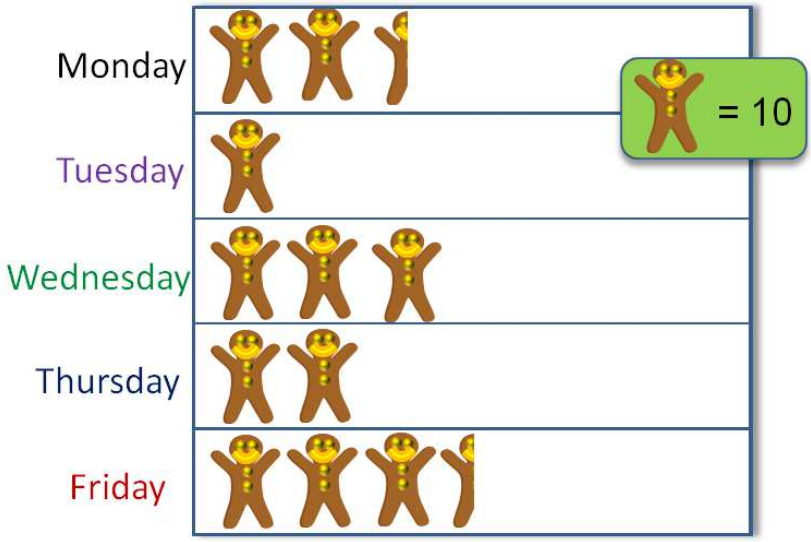
How many more were sold on Friday than Thursday ☐ ○

How many less were sold on Monday than Friday ☐ ○

2 marks

3S1: Interpret and present data using bar charts, pictograms and tables.

5 The pictogram shows how many gingerbreads were sold.



How many were sold on Monday

How many more were sold on Friday than Tuesday

How many less were sold on Monday than Friday

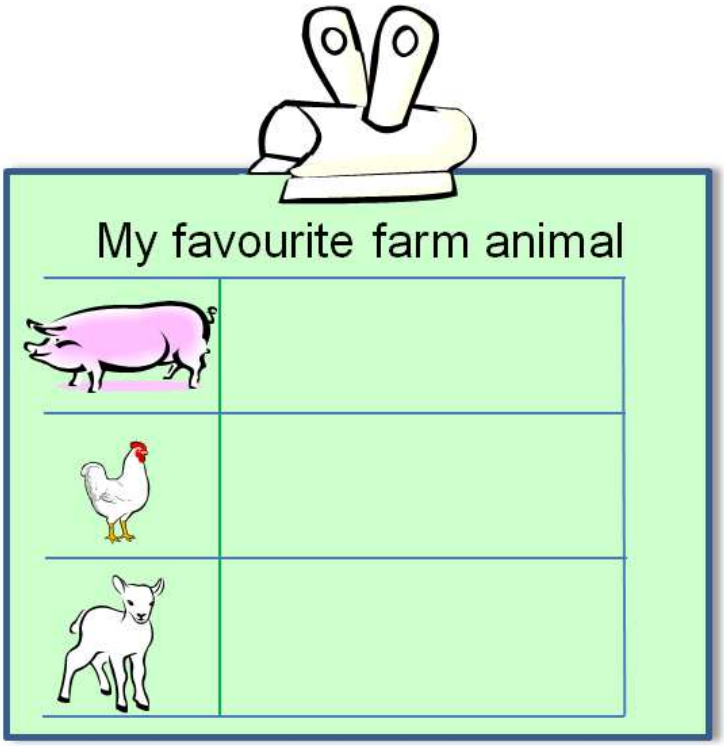
3 marks

3S1: Interpret and present data using bar charts, pictograms and tables.

1

In class asks everyone their favourite farm animal:
pig, chicken or lamb?

Complete this tally chart.

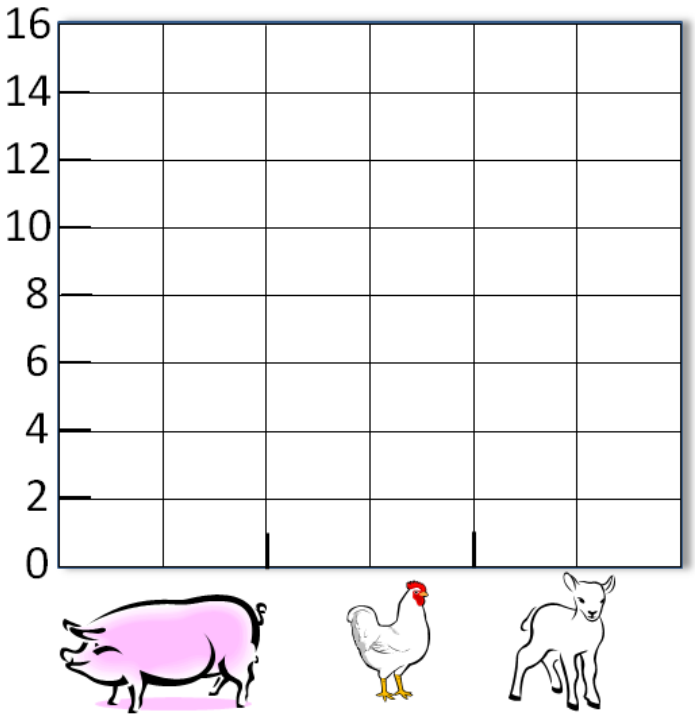


1 mark

3S2: Solve one-step and two step questions [eg: 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts, pictograms and tables

1b

With your Tally chart complete the bar chart

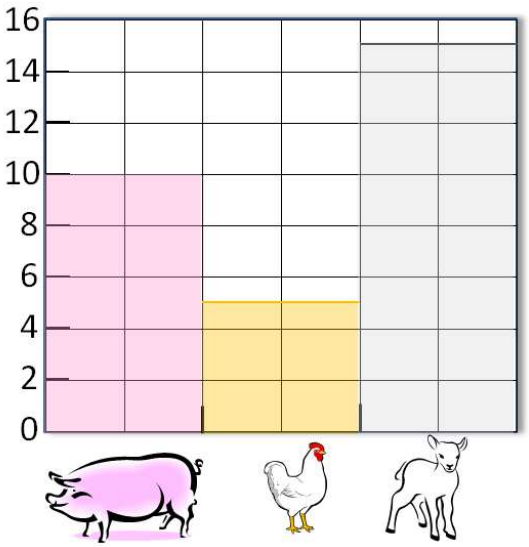


1 mark

3S2: Solve one-step and two step questions [eg: 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts, pictograms and tables

2

A class picked these as their favourite farm animals



How many more picked lambs than pigs? ☐

How many fewer picked chickens than lambs? ☐

How many animals were picked altogether? ☐

3 marks

3S2: Solve one-step and two step questions [eg: 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts, pictograms and tables