

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.

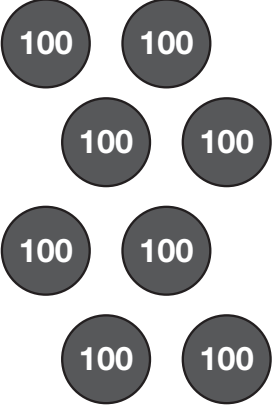

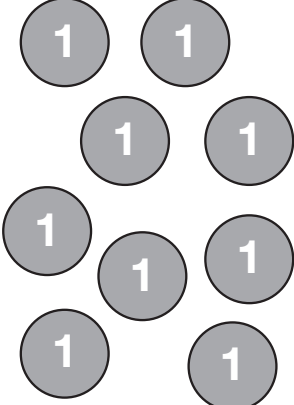
Circle the numbers Max will say.

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

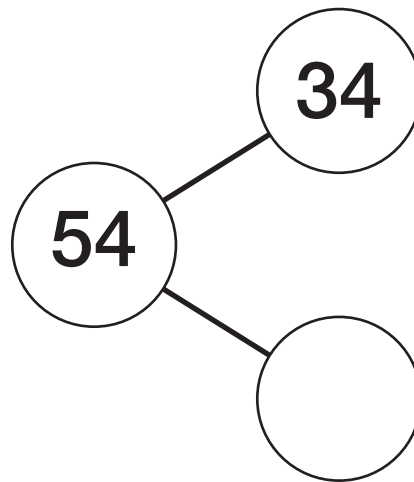
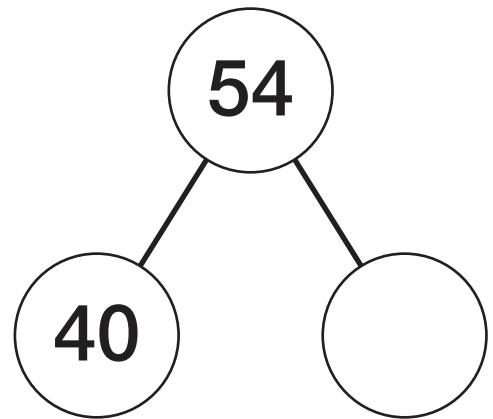
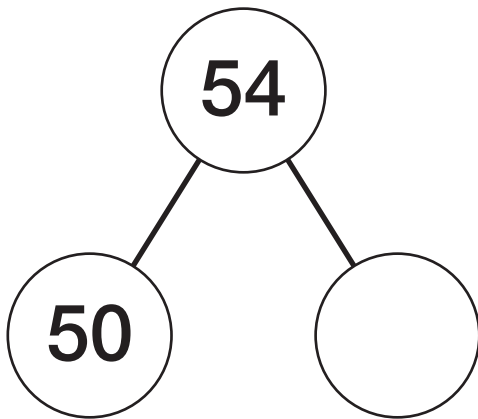
Emma adds this counter to her grid 

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.

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

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

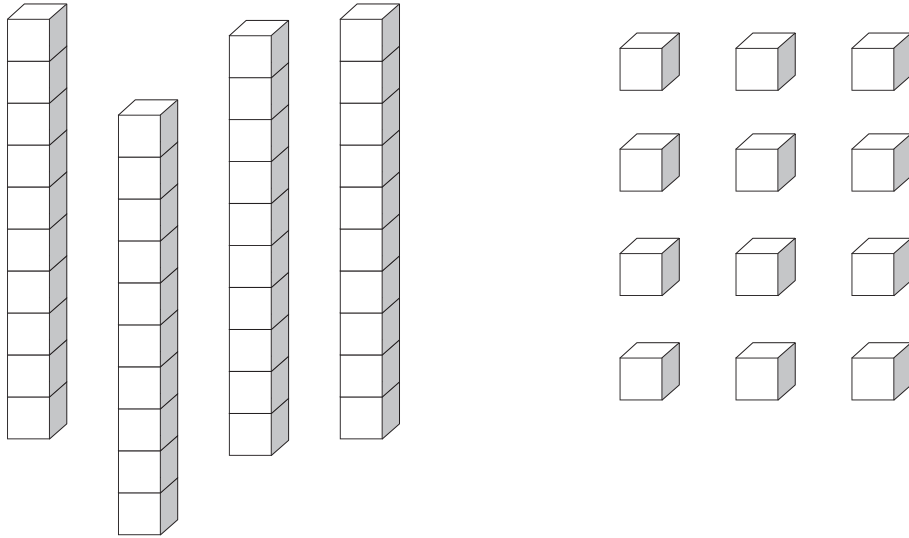
$$\text{elephant} + \text{elephant} = 20$$

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

Show your working.

13

Beth makes a number.



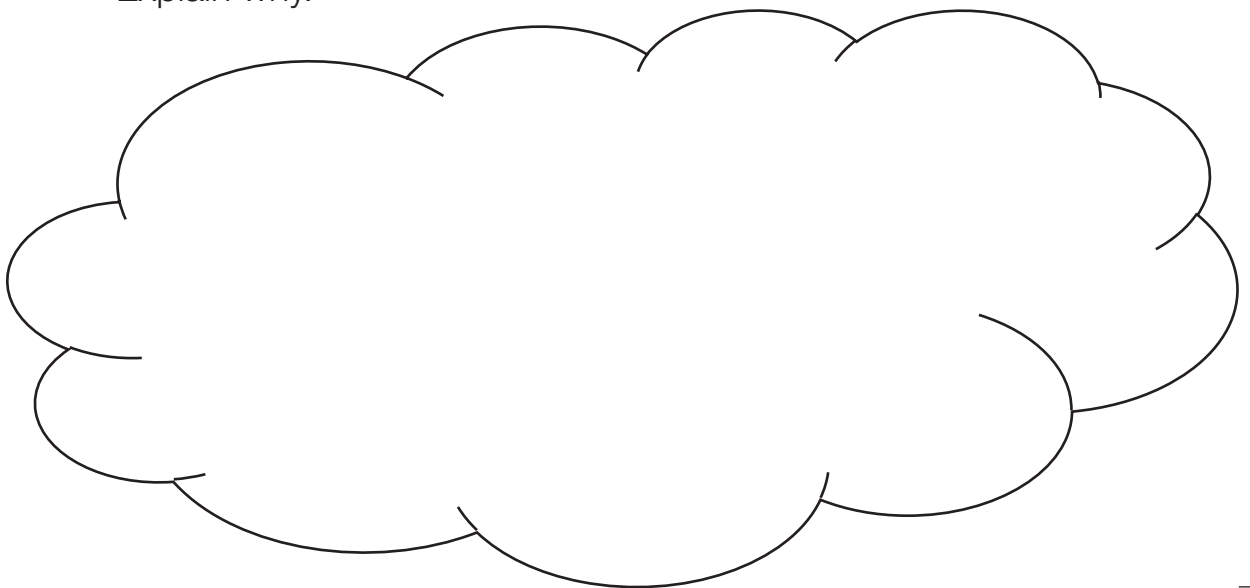
Beth thinks she has made 412

Do you agree?

Yes

No

Explain why.



1 mark

14

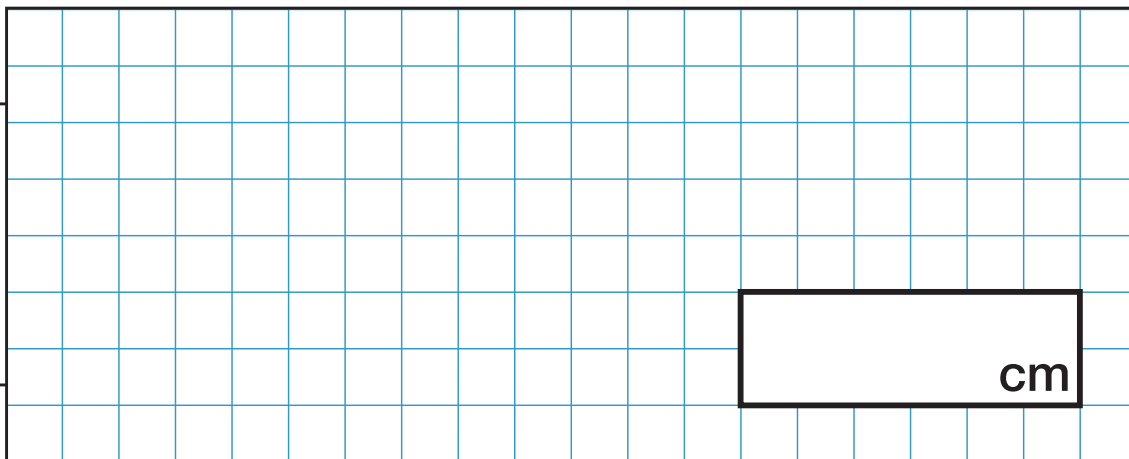
Jack has a piece of string.

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?

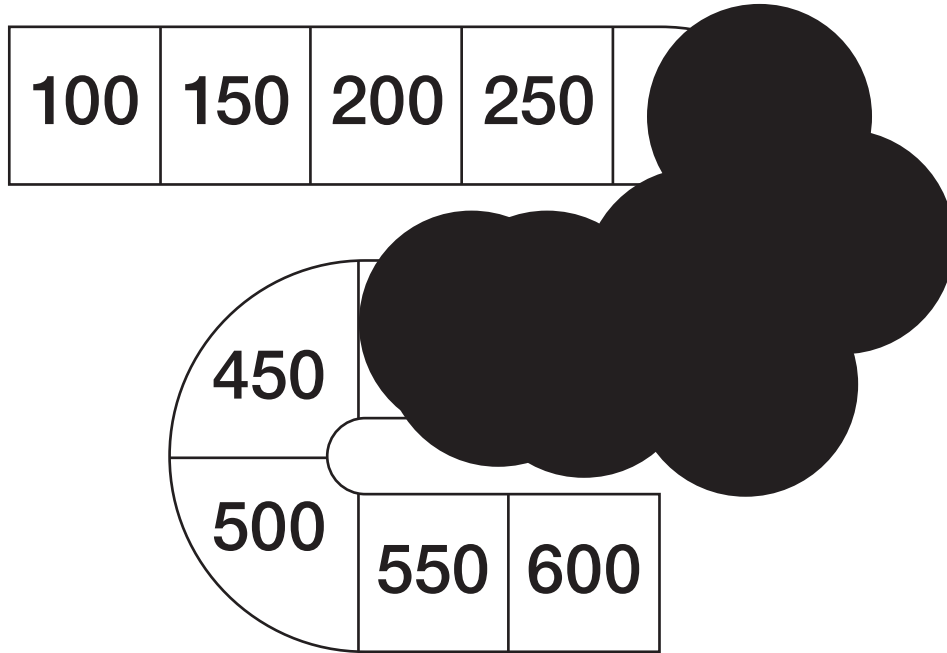
Show
your
method



2 marks

15

Here is a number track.

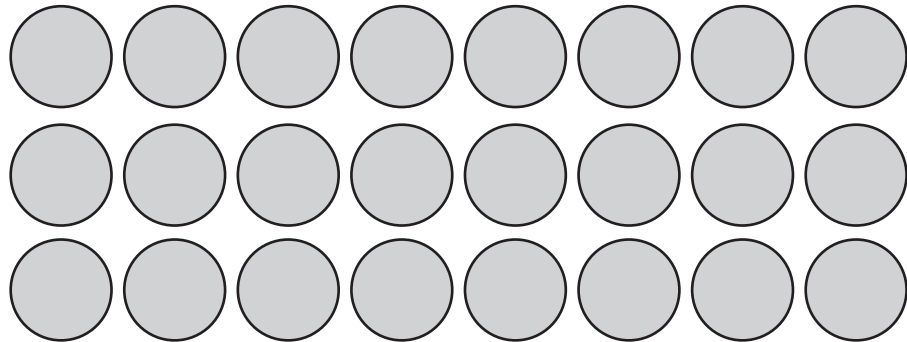


Ian has spilt paint over part of the track.

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

A large grid for showing the method to solve the problem. The grid is 20 units wide and 10 units high. A small box labeled "marbles" is placed on the grid, spanning 5 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.

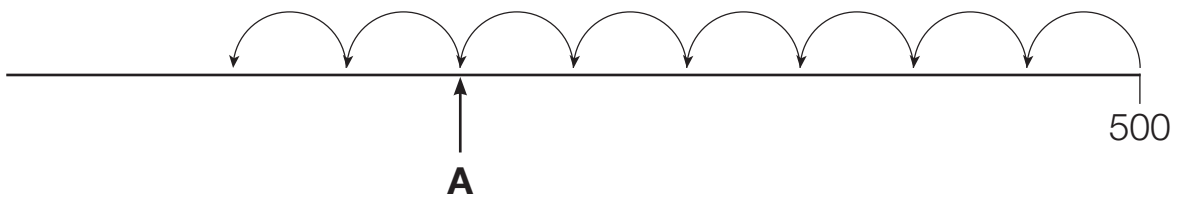
$$34\boxed{} < 3\boxed{}4$$

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

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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