

Half-yearly assessment

Name : _____

Whole Numbers

Understanding: **Limited** **Basic** **Sound**

- Think of a 5-digit number greater than 30 000. Write:
 - your number in numerals. 43285
 - your number in words. forty three thousand two hundred and eighty five
 - the number before your number. 43284
 - the number after your number. 43286
 - Is your number odd or even? odd How do you know?
Five is an odd number
- Compare these numbers by using $<$ or $>$.
 - 67030 $<$ 76360
 - 49909 $>$ 49099
- Arrange these numbers from largest to smallest: 39804, 4876, 20010, 41766.
41766, 39804, 20010, 4876
- Count forwards by tens.
 - 4234, 4244, 4254, 4264, 4274, 4284
 - 7966, 7976, 7986, 7996, 8006, 8016

Addition and Subtraction

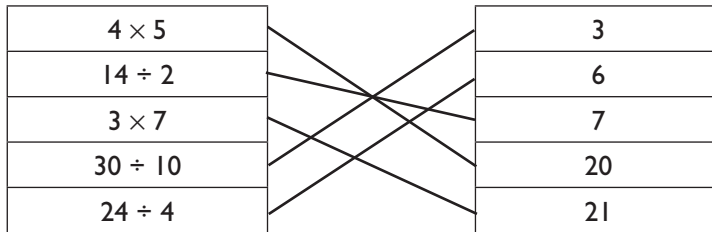
Understanding: **Limited** **Basic** **Sound**

- $89 + 10 =$ 99
 - $145 - 10 =$ 135
 - $295 + 20 =$ 315
 - $342 - 30 =$ 312
- Record each answer on the open number line.
 - $267 + 24 =$ 291
 - $176 - 38 =$ 138
- $12 + 52 + 88 =$ 152
 - $22 + 67 + 33 =$ 122
- Make up a subtraction problem about cars where the answer is 131.
Students' answers will vary.
- $8 + 4 =$ 12
 - $14 - 5 =$ 9
 - $80 + 40 =$ 120
 - $140 - 50 =$ 90
 - $800 + 400 =$ 1200
 - $1400 - 500 =$ 900

Multiplication and Division

Understanding: **Limited** **Basic** **Sound**

10. Draw lines to match equivalent cards.



11. Use mental strategies to solve:

a) $4 \times 12 = \underline{\quad 48 \quad}$ b) $6 \times 15 = \underline{\quad 90 \quad}$
 c) $7 \times 21 = \underline{\quad 147 \quad}$

12. Share 18 balls between 3 children. 6 balls per child

13. Write a division problem that has an answer of:

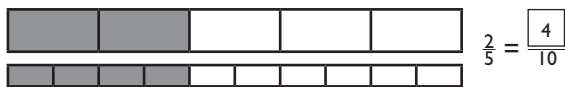
a) 4 12 ÷ 3 b) 1 15 ÷ 15

Fractions and Decimals

Understanding: **Limited** **Basic** **Sound**

14. Order these fractions from smallest to largest: $1, \frac{1}{8}, \frac{1}{2}, \frac{1}{4}$
 $\frac{1}{8}, \frac{1}{4}, \frac{1}{2}, 1$

15. Fill in the blank, and shade how many tenths.



16. Write each as a mixed numeral.



17. Colour the decimals that when rounded to the nearest whole number would round to 5.

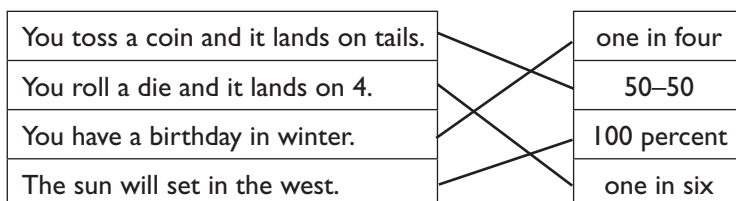


18. a) $3.5 \times 10 = \underline{\quad 35 \quad}$ b) $7.54 \times 10 = \underline{\quad 75.4 \quad}$ c) $18.6 \div 10 = \underline{\quad 1.86 \quad}$
 d) $13.6 \div 10 = \underline{\quad 1.36 \quad}$ e) $4.21 \times 100 = \underline{\quad 421 \quad}$ f) $6.5 \times 100 = \underline{\quad 650 \quad}$

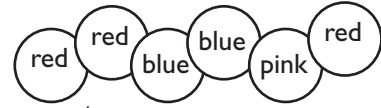
Chance

Understanding: **Limited** **Basic** **Sound**

19. Match the event to the chance.



20. One coloured ball is chosen at random. Use the language of chance to write two statements about this collection of 6 balls.



The chance of choosing a red ball at random is $\frac{1}{3}$

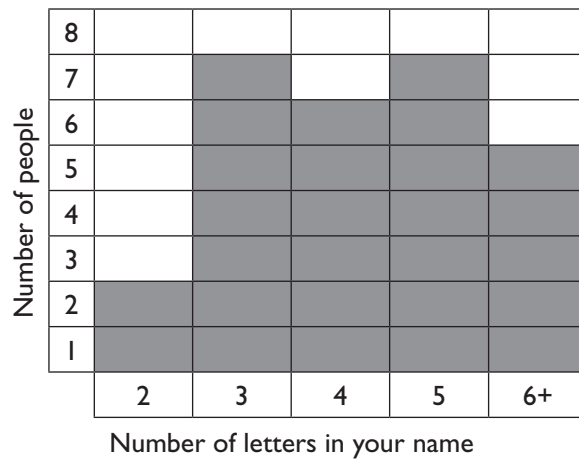
The chance of choosing a pink ball at random is $\frac{1}{6}$

Data

Understanding: **Limited** **Basic** **Sound**

21. Construct a column graph using the information in the table.

Number of letters in your name	
2	
3	
4	
5	
6+	

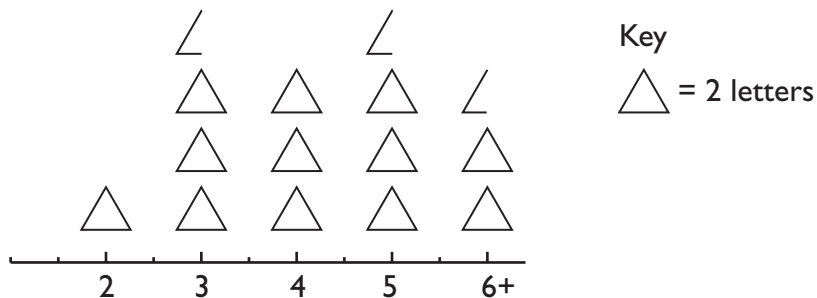


22. Write two sentences about this data.

The least number of times each letter occurs is 2.

There were 7 people who had 3 letters in their name, and 7 people who had 5 letters in their name.

23. Draw a picture graph to represent the data. Don't forget a key.



Length

Understanding: **Limited** **Basic** **Sound**

24. Name an object in the classroom with a length that would be best measured in:

- a) millimetres _____ *thumb tack*
 b) centimetres _____ *stapler*
 c) metres _____ *table*

25. Complete the table.

Length of boat	m and cm	cm	Decimal notation
Boat 1	<i>5m 75cm</i>	<i>575cm</i>	<i>5.75 m</i>
Boat 2	<i>4m 30cm</i>	<i>430 cm</i>	<i>4.3m</i>
Boat 3	<i>3 m 8 cm</i>	<i>308cm</i>	<i>3.08m</i>

26. Use a ruler to measure the length of each line and then complete the table.



Line	Length	cm and mm
A		<i>5.5cm 55mm</i>
B		<i>3.6cm 36mm</i>

What is the total length of both lines? *9.1cm*

Area

Understanding: **Limited** **Basic** **Sound**

27. Name a surface in the classroom that has an area:

- a) less than 1 m^2 _____ *piece of A4 paper*
 b) of about 1 m^2 _____ *table top*
 c) greater than 1 m^2 _____ *classroom floor*

28. Explain how you could construct a square metre.

Students' answers will vary.

Volume and Capacity

Understanding: **Limited** **Basic** **Sound**

29. Name an object with a capacity that would be best measured in:

- a) millilitres _____ *eye dropper*
 b) litres _____ *milk carton*

30. How many millilitres in:

- a) 3 L? _____ *3000mL* b) 2 L 400 mL? _____ *2400mL*
 c) $5\frac{1}{2}$ L? _____ *5500mL* d) $\frac{3}{4}$ L? _____ *750mL*

Mass

Understanding: **Limited** **Basic** **Sound**

31. Name an object in the classroom with mass that would be best measured in:

a) grams paper b) kilograms chair

32. Order the fruit from lightest to heaviest.

Fruit	apple	berry	peach	pear
Mass	225 g	25 g	180 g	250 g

berry, peach, apple, pear

33. Which two pieces of fruit have a total mass of 430 g?

peach and pear

Time

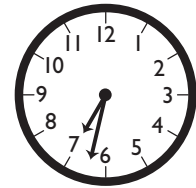
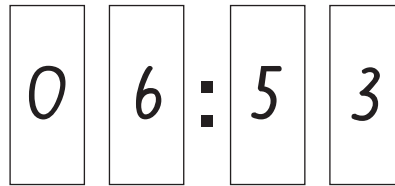
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34. Sam wakes up at 7 minutes to 7.

Draw this time on the digital clock.

He leaves for school 40 minutes later.

Draw this time on the analog clock.



35. Use the word bank below to choose the best unit to measure:

- a) how long it is until you turn 21 years
- b) the time it takes to eat a salad minute
- c) the length of a school term weeks
- d) the time it takes to pour a drink seconds
- e) how long you sleep at night hours
- f) the length of winter months
- g) the length of a school camp days

seconds minute hours days weeks months years

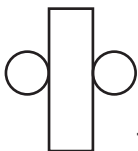
36. Explain why 2 days is longer than 40 hours.

There are 24 hours in a day, two days total 48 hours.

thus 2 days is longer than 40 hours.

3D Space

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37. This is the net of a cylinder

