Western Cape Government

Education

GRADE: 3
SUBJECT: MATHEMATICS

TERM ONE
FORMAL ASSESSMENT TASK (FAT) 1

Name: _____

Class: _____ Date: _____

School: _____ Teacher: _____

FAT	Activity/Form	Learner's mark	Learner's %
TOTAL			

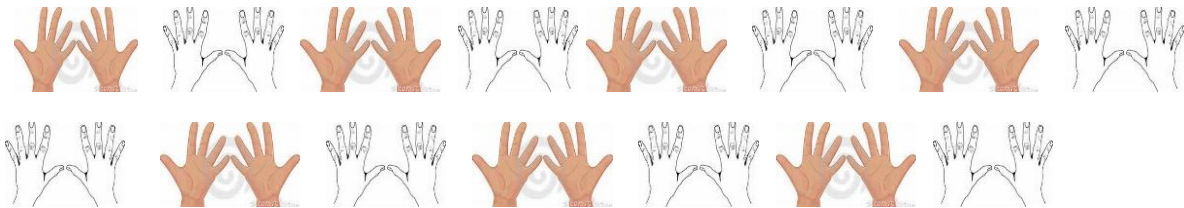**Term 1**

NUMBERS, OPERATIONS AND RELATIONSHIPS

Activity 1

1. How many socks? _____   How many children? _____   (2)

2. How many hands?_____   How many fingers?_____   (2)

3. Complete: (8)

number name	number symbol	tens	ones	number sentence
seventy-eight				
forty -four				

4. Calculate the following by using the 'breaking down' method.
    (a) 45 + 36 =   (2)

Work space:

NUMBERS, OPERATIONS AND RELATIONSHIPS
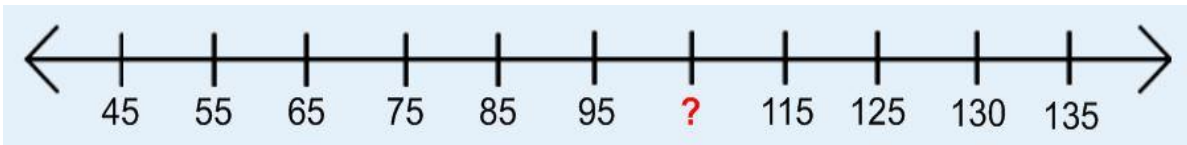
(b) 50 – 23 =   (2)

Work space:

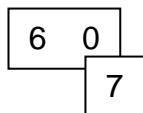5. (a) Replace the   ?   with the correct number .   (1)

45   55   65   75   85   95   ?   115   125   130   135

(b)   Show the following sum: **55 + 20 =**   on the number line.   (1)

6. Make the number sentence true.   15 * 25 * 10 = 30   (2)

Rewrite the sum in the box below.

7.   Look at the flard / place value cards.

6 0
7

(a) Write down the number that it represents. _____   (1)

(b) Round off the number to the nearest ten. _____   (1)

(c) How would the number in (a) change if you change the tens to | 9 0 | (1)

Write the number sentence for the above here: _____

8. Thato sells hot dogs at R4 each. Make a table to help him find the amount for large orders.   (3)

Number of hot dogs	1	2	3	4	5	6
Cost in R	4	8	12			

9. Mrs Honey buys a burger, coke and ice cream. If she pays for all three items with a R20 note, how much change does she get? **Circle the correct answer.**   (1)

R8,50   R2,50   R3,00

(a) R13,00   (b) R8,50   (c) R9,50   (d) R14,00   (e) R6,00

10. Teacher has 45 pieces of chalk. She was given another 40 pieces. She shared the chalk equally amongst four of her learners. How many pieces of chalk did each get and how many were left?   (2)

Work space:

PATTERNS, FUNCTIONS AND ALGEBRA

1. What are the next numbers?

    (a) 145, 144, 143, _____, _____, _____   (1)

    (b) 135, 145, 155, _____, _____, _____   (1)

2. Use the numbers in the box to complete the patterns that follow.

					140
145					
	65			116	
		120		100	
99					125

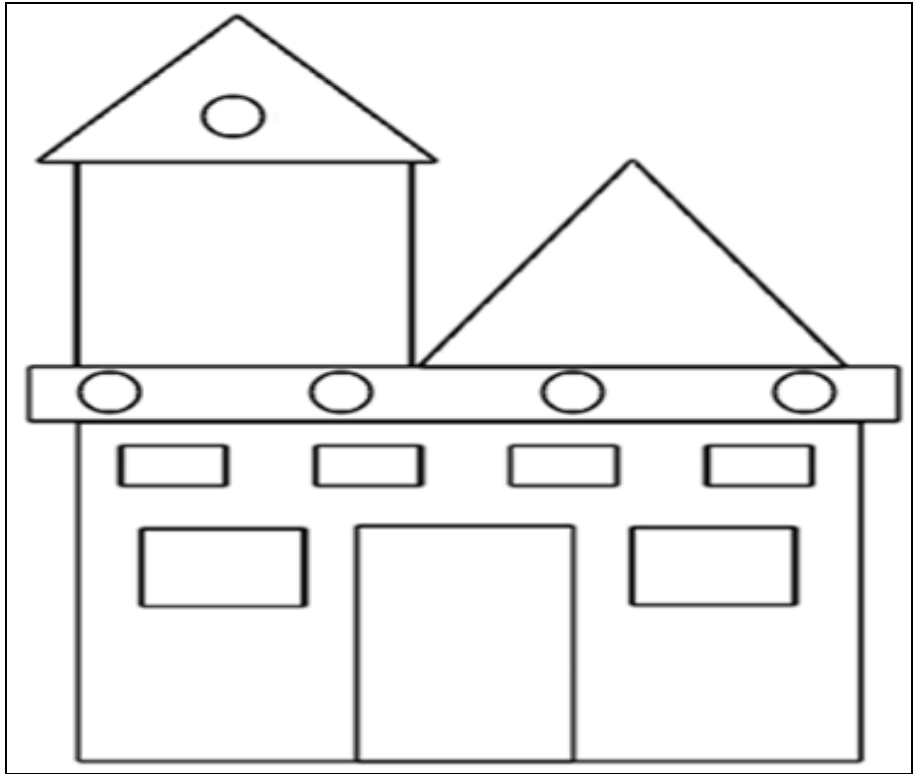   (a) 96, 97, 98, _____, _____, 101   (1)

    (b) 104, 108, 112, _____, _____, 124   (1)

    (c) 160, 155, 150, _____, _____, 135   (1)

Activity 3

1. Study the drawing below. Identify, count and record if the shapes have round or straight sides and complete the table that below. (8)

Shape	How many?	Round or straight sides?
squares		
rectangles		
circles		
triangles		

MEASUREMENT

1. Look at the months below and write the **correct dates**. (4)

NOVEMBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

| DECEMBER						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

(a) The 3rd Sunday in November is on the? _____

(b) Write down the date of the second Monday in November. _____

(c) Circle the eighth of December.

(d) Tina has a birthday 5 days after Thembi's birthday that is on the tenth November.

On what date is Tina celebrating her birthday? _____.

2. Draw the hands of the clock to show that school ends at half past two. (1)

Activity 5
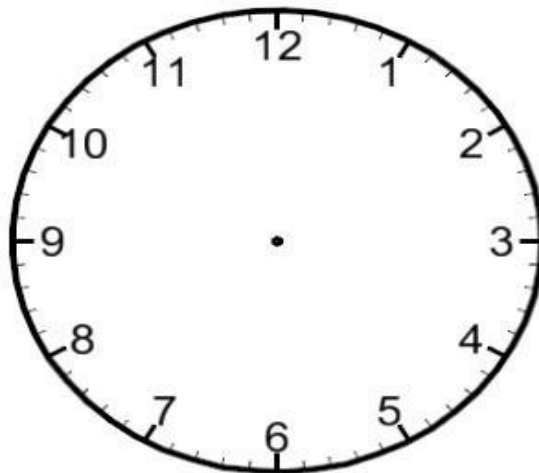
1. The graph below shows the Tuck shop sales for Friday. Use this graph to answer the questions that follow.

Tuck shop sales on Friday

Number sold: 16, 14, 12, 10, 8, 6, 4, 2, 0

pies — pizzas — hot-dogs
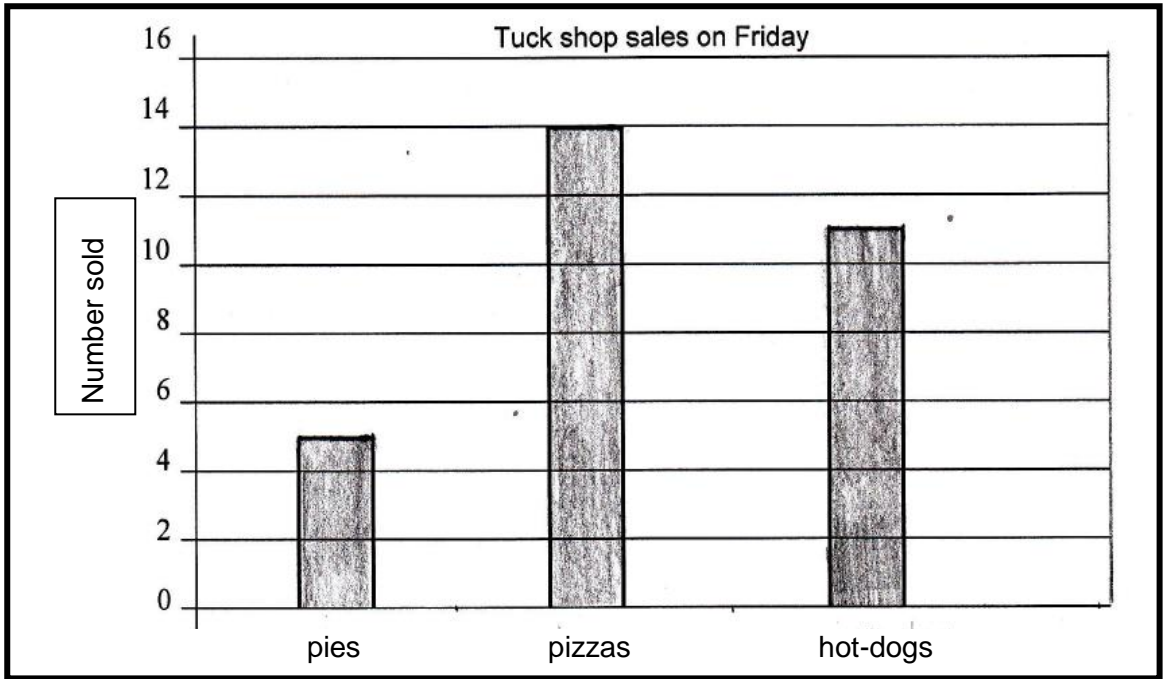
(a) The total number of pies, pizzas and hot-dogs sold are: _____.   (1)

(b) How many more pizzas were sold than pies?   _____   (1)

(c) Complete the number sentence that will show the number of pies and hot-dogs sold: (1)

_____

Total marks:50