

How to handle this assessment

Ideally, learners should work on their own so that you can get a sense of if/ where they require additional support.

The whole assessment does not necessarily need to be done on the same day.

Provide counters, counting grids, number lines and concrete apparatus (example: building blocks) for use during the assessment.

Whole numbers

1. a. 345; 402; 615; 791; 922; 1 635; 1 663; 2 718; 4 208; 4 537
b. Even numbers: 402; 922; 2 718; 4 208;
Odd numbers: 345; 615; 791; 1 635; 1 663; 4 537
2. a. Nine thousand five hundred and forty eight
b. Four thousand seven hundred and twenty three
c. Five thousand and seventy six
d. One thousand two hundred and eighty seven.
3. a. $8\ 457 = 8\ 000 + 400 + 50 + 7$ b. $4\ 672 = 4\ 000 + 600 + 70 + 2$
c. $2\ 491 = 2\ 000 + 400 + 90 + 1$ d. $3\ 474 = 3\ 000 + 400 + 70 + 4$
- 4.

		Rounded to nearest 10	Rounded to nearest 100	
a.	5 126	5 130	5 100	1000
b.	7 328	7 330	7 300	5000
c.	1 542	1 540	1 500	7000
d.	6 951	6 950	7 000	2000

Addition and subtraction

5.

	Number	Add 600	Subtract 400	Add 7 000	Subtract 2 000
a.	6540	7 140	6 140	13 540	4 540
b.	4 120	4 720	3 720	11 120	2 120
c.	9 840	10 440	9 440	16 840	7 840
d.	5 480	6 080	5 080	12 480	3 480
e.	3 360	3 960	2 960	10 360	1 360
f.	2 990	3 590	2 590	9 990	990

6. a. $13\ 549 + 6\ 547 = 20\ 096$ b. $5\ 873 + 6\ 492 = 12\ 365$ c. $9\ 873 - 2\ 164 = 7\ 709$
d. $11\ 264 - 7\ 512 = 3\ 752$ e. $8\ 752 + 11\ 467 = 20\ 219$ f. $8\ 327 - 5\ 472 = 2\ 855$

Number sentences

7. a. $54 - 12 = 42$, therefore $42 + 12 = 54$ b. $32 \times 3 = 96$, therefore $96 \div 3 = 32$
c. $600 \div 10 = 60$, therefore $60 \times 10 = 600$
d. $1\ 482 + 200 = 1\ 682$, therefore $1\ 682 - 200 = 1\ 482$
8. $450 - 50 = 400$ $625 - 50 = 575$
 $375 - 50 = 325$ $1720 - 50 = 1670$
 $1\ 050 - 50 = 1\ 000$ $1110 - 50 = 1060$
9. a. $343 \div 7 = 49$ bags b. $12 \times R200 = R2\ 400$