

## Content and Scope with SLOs

## Assessment Sheet 1

**1.2 Numbers up to 100**

- iii.** Recognise the place value of a 3-digit number.
- iv.** Identify the place value of a specific digit in a 3-digit numbers.
- v.** Compare 2-digit numbers with 3-digit numbers (hundreds, tens and ones).
- vi.** Compare 3-digit numbers with 3-digit numbers (hundreds, tens and ones)
- viii.** Arrange numbers up to 999, written in mixed form, in increasing or decreasing order).

- 1.** Encircle the 1-digit numbers, tick (✓) the 2-digit numbers and cross (X) the 3-digit numbers.

|     |    |     |     |    |     |
|-----|----|-----|-----|----|-----|
| 820 | 32 | 370 | 9   | 56 | 299 |
| 99  | 29 | 7   | 750 | 88 | 999 |

- 2.** Write the place value of each coloured digit.

- |                       |                       |
|-----------------------|-----------------------|
| a. 29 <b>5</b> _____  | b. 7 <b>0</b> 2 _____ |
| c. <b>3</b> 84 _____  | d. 69 <b>5</b> _____  |
| e. 4 <b>1</b> 9 _____ | f. <b>9</b> 99 _____  |

- 3.** Write the number that has:

- a. 6 ones, 7 hundreds, 2 tens

\_\_\_\_\_

- b. 7 tens, 8 hundreds, 3 ones

\_\_\_\_\_

- c. 8 ones, 6 tens, 1 hundreds

\_\_\_\_\_

- d. 4 hundreds, 5 ones, 2 tens

\_\_\_\_\_

4. The toucan's beak always points to the smaller number. Colour the number, from each pair, that the toucan should peck.

a.  $\frac{654}{299}$

b.  $\frac{712}{698}$

c.  $\frac{514}{208}$

d.  $\frac{325}{610}$

e.  $\frac{942}{850}$

f.  $\frac{610}{795}$



5. Write in increasing order.

a. 214    98    190    790

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b. 129    93    100    895

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c. 156    612    175    492

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d. 555    333    777    111

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6. Write in decreasing order.

a. 49    419    451    499

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b. 819    297    387    790

---

c. 876    568    867    655

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d. 211    671    444    832

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## Content and Scope with SLOs

## Assessment Sheet 2

**2.2. Addition of 3-digit numbers (with carrying)****i-iii.** Add 3-digit number and ones, 2-digit number, and 3-digit number without carrying.**2.3. Addition of 3 - digit numbers (with carrying)****i-iii.** Add 3-digit number and 1-digit number, 2-digit number, and 3-digit numbers with carrying of tens and hundreds.**2.5. Subtraction of 3 - digit numbers (without borrowing)****i-iii.** Subtract 1-digit number, 2-digit number, and 3 digit-number from 3-digit number without borrowing.**2.6. Subtraction of 3-digit numbers (with borrowing)****i-iii.** Subtract 1-digit number, 2-digit number, and 3-digit number from 3 - digit number with borrowing.**v.** Analyse simple situations identifying correct operation of addition and subtraction with carrying/borrowing in mixed form .**1. Add the following.**

$$\begin{array}{r} \text{a.} \quad 215 \\ + \quad 10 \\ \hline \end{array}$$

$$\begin{array}{r} \text{b.} \quad 320 \\ + \quad 16 \\ \hline \end{array}$$

$$\begin{array}{r} \text{c.} \quad 433 \\ + 152 \\ \hline \end{array}$$

$$\begin{array}{r} \text{d.} \quad 356 \\ + 310 \\ \hline \end{array}$$

$$\begin{array}{r} \text{e.} \quad 232 \\ + 717 \\ \hline \end{array}$$

$$\begin{array}{r} \text{f.} \quad 362 \\ + 425 \\ \hline \end{array}$$

$$\begin{array}{r} \text{g.} \quad 113 \\ + \quad 9 \\ \hline \end{array}$$

$$\begin{array}{r} \text{h.} \quad 250 \\ + \quad 70 \\ \hline \end{array}$$

$$\begin{array}{r} \text{i.} \quad 398 \\ + 489 \\ \hline \end{array}$$

$$\begin{array}{r} \text{j.} \quad 247 \\ + 368 \\ \hline \end{array}$$

$$\begin{array}{r} \text{k.} \quad 575 \\ + 295 \\ \hline \end{array}$$

$$\begin{array}{r} \text{l.} \quad 471 \\ + 171 \\ \hline \end{array}$$

**2.** Subtract the following.

$$\begin{array}{r} \text{a.} \quad 4 \ 9 \ 4 \\ - \quad 2 \ 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{b.} \quad 7 \ 9 \ 8 \\ - \quad 3 \ 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{c.} \quad 4 \ 2 \ 6 \\ - \quad 3 \ 2 \ 0 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{d.} \quad 6 \ 8 \ 5 \\ - \quad 1 \ 5 \ 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{e.} \quad 9 \ 6 \ 9 \\ - \quad 3 \ 6 \ 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{f.} \quad 7 \ 8 \ 6 \\ - \quad 4 \ 1 \ 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{g.} \quad 4 \ 0 \ 0 \\ - \quad 6 \ 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{h.} \quad 6 \ 1 \ 5 \\ - \quad 7 \ 0 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{i.} \quad 5 \ 2 \ 7 \\ - \quad 1 \ 9 \ 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{j.} \quad 4 \ 3 \ 4 \\ - \quad 2 \ 9 \ 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{k.} \quad 9 \ 1 \ 0 \\ - \quad 1 \ 7 \ 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} \text{l.} \quad 9 \ 0 \ 0 \\ - \quad 1 \ 9 \ 9 \\ \hline \\ \hline \end{array}$$

**3.** Solve the following real-life problems.

- a. Ahmed spends Rs 555 at a toy shop, and then another Rs 60 on chocolates. How much does he spend in total?

- b. There are 112 silver cars, 123 grey cars, and 14 white cars parked in a parking lot. How many cars are there altogether?

- c. Arsalan had 125 fishes. He sold 75 fishes by lunch. How many fishes were left to be sold?

- d. Sohail has to send 336 invites to guests for the annual school function. He has sent 95 invites. How many invites are left?

- e. In a cricket game, Team A has scored 265 runs. Team B has scored 159 runs. How much more runs did Team A make than Team B?

## Assessment Sheet 3

## Content and Scope with SLOs

**2.7. Multiplication**

- iv. Multiply numbers within multiplication table.
- v. Write number sentence for multiplication from the picture such as  $2 \times \square = 6$ .
- vi. Solve number stories on multiplication up to 1-digit numbers.

**2.8. Division**

- iii. Divide numbers within the multiplication tables with remainder zero.
- iv. Solve number stories involving division up to 1-digit numbers.

**1. Multiply the following.**

$6 \times 5 = \square$

$5 \times 2 = \square$

$10 \times 7 = \square$

$3 \times 5 = \square$

$9 \times 2 = \square$

$10 \times 1 = \square$

$4 \times 2 = \square$

$5 \times 5 = \square$

**2. Solve the following real-life problems.**

- a. Nida uses 3 cups of sugar to bake a cake. How many cups of sugar will she use if she has to bake 6 cakes?

- b. There are 9 cars in the parking lot. Each car has 4 tyres. How many tyres are there in total?

- c. Moiz goes for his cricket training 4 days a week. If he plays cricket for 3 hours daily, how many hours does he spend training for cricket each week?

**3.** Divide the following.

$18 \div 2 = \boxed{\phantom{00}}$

$45 \div 5 = \boxed{\phantom{00}}$

$80 \div 10 = \boxed{\phantom{00}}$

$20 \div 2 = \boxed{\phantom{00}}$

$25 \div 5 = \boxed{\phantom{00}}$

$2 \div 2 = \boxed{\phantom{00}}$

**4.** Solve the following real-life problems.

- a. 10 children are invited to a birthday party. There are 30 gifts to be distributed amongst them. How many gifts does each child get?

- b. There are 36 beads of 4 colours equally distributed among them. How many beads are there of each colour?

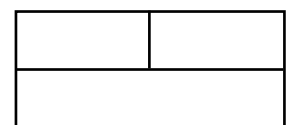
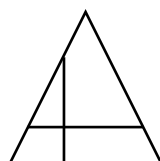
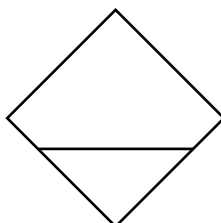
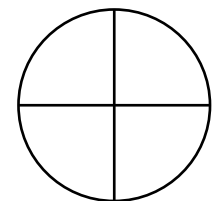
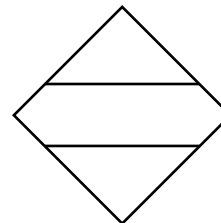
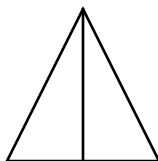
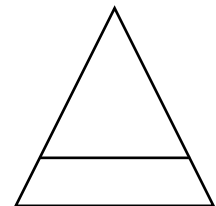
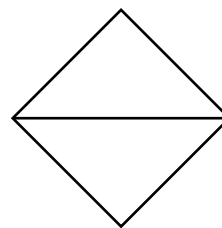
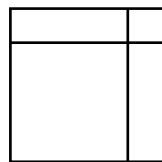
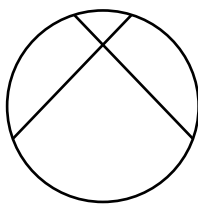
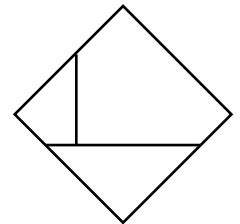
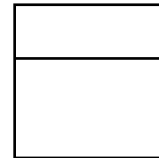
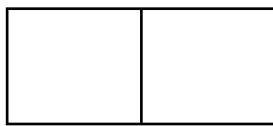
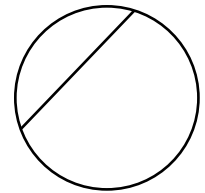
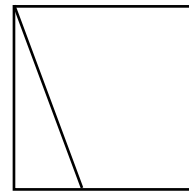
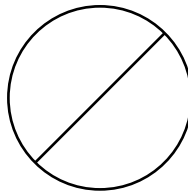
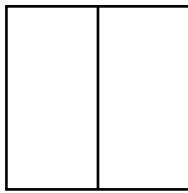
- c. There were 28 tourists waiting to be taken to the museum in taxis that seated 4 persons each. How many taxis were used?

## Assessment Sheet 4

## Content and Scope with SLOs

**3.1. Fractions**

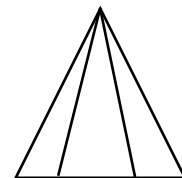
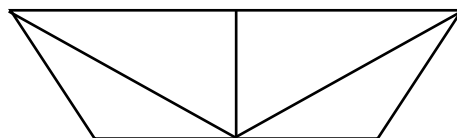
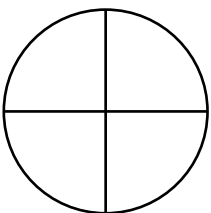
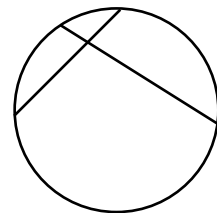
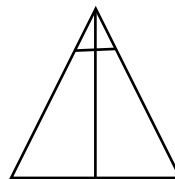
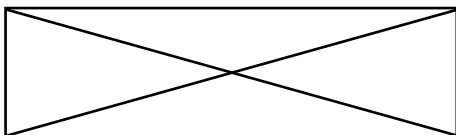
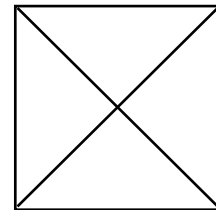
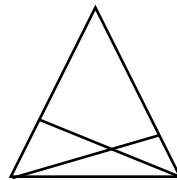
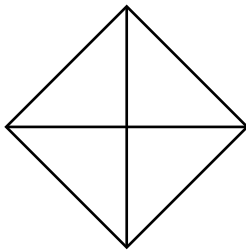
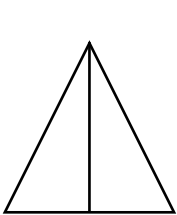
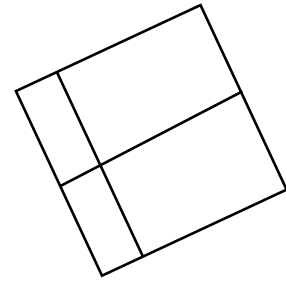
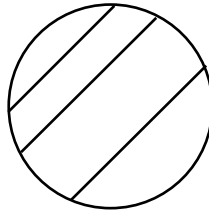
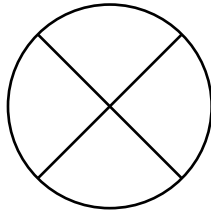
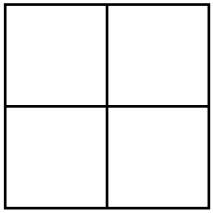
- ii.** Identify half, one third and quarter with the help of objects and figures (without writing  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ).
- iv.** Shade the equal parts of a given figure to match a given fraction.

**1.** Encircle figures that are divided into halves.

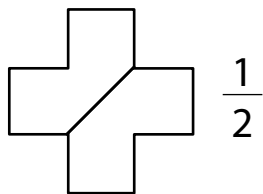
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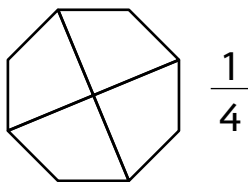
**2.** Encircle figures that are divided into quarters.



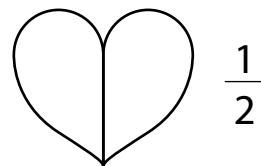
3. For each shape, colour according to the fraction given. Write fraction names in the blank below.



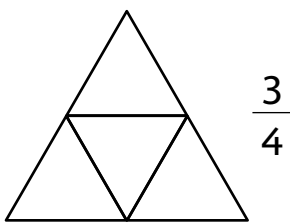
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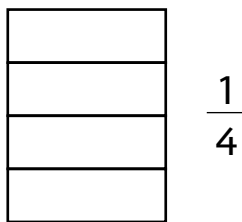
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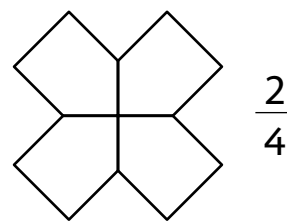
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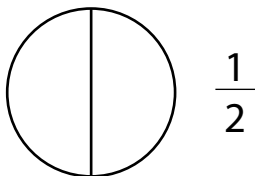
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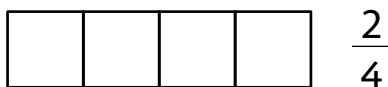
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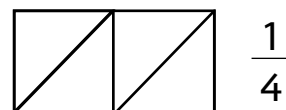
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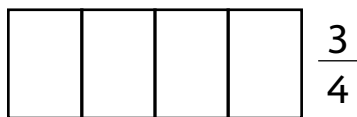
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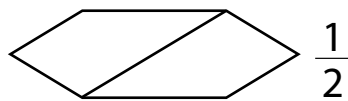
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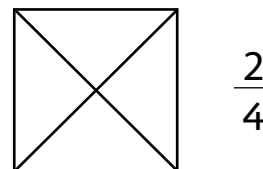
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## Content and Scope with SLOs

## Assessment Sheet 5

**4.1 Length**

- ii. Recognize the units of length (meter and centimeter).
- iii. Use standard metric units of length (meter and centimeter) and their abbreviation to measure and record lengths of variety of objects.
- iv. Use addition and subtraction within 100 to solve real life situations involving lengths in same units.

**Measurement: Length, Mass, Capacity**

1. Choose the correct unit to measure the following objects.

- a. Length of a pencil cm / m
- b. Length of a room m / cm
- c. Height of a tree cm / m
- d. Length of a laptop screen m / cm

2. Measure the lengths of the following lines (in cm).

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

3. Solve the following.

- |              |             |              |             |
|--------------|-------------|--------------|-------------|
| a.    4 5 cm | b.    7 6 m | c.    6 9 cm | d.    3 0 m |
| + 3 2 cm     | + 2 1 m     | + 2 0 cm     | + 4 9 m     |
| _____        | _____       | _____        | _____       |

|    |                                                                           |    |                                                                         |    |                                                                           |    |                                                                         |
|----|---------------------------------------------------------------------------|----|-------------------------------------------------------------------------|----|---------------------------------------------------------------------------|----|-------------------------------------------------------------------------|
| e. | $\begin{array}{r} 70 \text{ cm} \\ - 18 \text{ cm} \\ \hline \end{array}$ | f. | $\begin{array}{r} 30 \text{ m} \\ - 25 \text{ m} \\ \hline \end{array}$ | g. | $\begin{array}{r} 60 \text{ cm} \\ - 29 \text{ cm} \\ \hline \end{array}$ | h. | $\begin{array}{r} 83 \text{ m} \\ - 34 \text{ m} \\ \hline \end{array}$ |
|----|---------------------------------------------------------------------------|----|-------------------------------------------------------------------------|----|---------------------------------------------------------------------------|----|-------------------------------------------------------------------------|

**4.** Solve the following real-life problems.

- a. The length of Ayesha's shirt is 100 cm and the length of Sarah's shirt is 90 cm. What is the difference between the lengths of their shirts?

- b. The height of a tower is 35 m and the height of the tower next to it is 23 m. What is the total height of both towers?

- c. The length of the park is 60 m. Hassan walked 39 m. How much more does he need to walk?

**4.2 Mass**

- iii. Use standard metric units of mass (kilograms and grams) and their abbreviation to measure and record mass of variety of objects.
- iv. Use addition and subtraction within 100 to solve real life situations involving mass in same units.

**1. Read and write the mass on in given scales.**
 g

 g

 g

 kg

 kg

 kg
**2. Solve the following.**

a. 
$$\begin{array}{r} 56 \text{ g} \\ + 14 \text{ g} \\ \hline \end{array}$$

b. 
$$\begin{array}{r} 29 \text{ kg} \\ + 68 \text{ kg} \\ \hline \end{array}$$

c. 
$$\begin{array}{r} 72 \text{ g} \\ + 14 \text{ g} \\ \hline \end{array}$$

d. 
$$\begin{array}{r} 60 \text{ kg} \\ + 26 \text{ kg} \\ \hline \end{array}$$

e. 
$$\begin{array}{r} 52 \text{ g} \\ - 33 \text{ g} \\ \hline \end{array}$$

f. 
$$\begin{array}{r} 49 \text{ kg} \\ - 40 \text{ kg} \\ \hline \end{array}$$

g. 
$$\begin{array}{r} 90 \text{ g} \\ - 75 \text{ g} \\ \hline \end{array}$$

h. 
$$\begin{array}{r} 70 \text{ kg} \\ - 42 \text{ kg} \\ \hline \end{array}$$

**3.** Solve the following real-life problems.

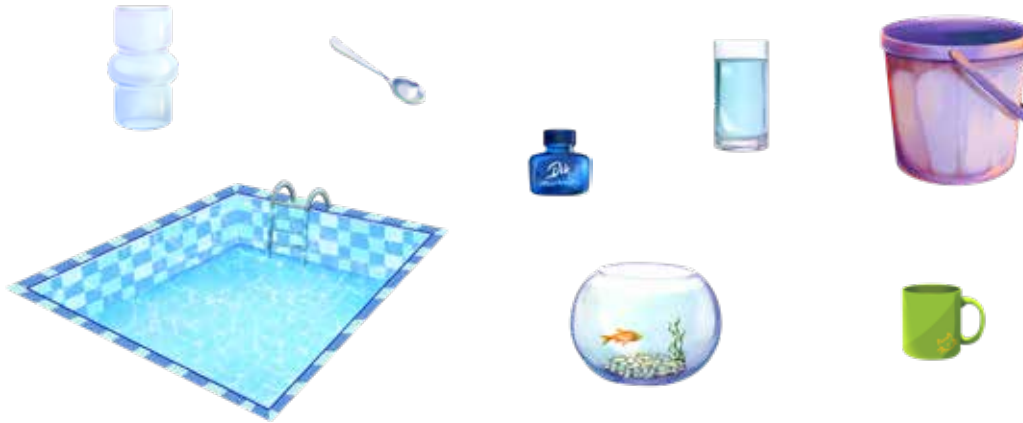
- a. Ali weighs 25 kg and Saad weighs 27 kg. What is their total mass?

- b. Ayesha has 75 g of peanuts. She eats 59 g. What is the mass of peanuts left?

- c. A car weighs 90 kg and a rickshaw weighs 72 kg. How much more does the car weigh than the rickshaw?

**3.3 Capacity**

- i. Compare capacity of different objects using nonstandard units (jug, glass, cup, etc.).
- iii. Use addition and subtraction within 100 to solve real life situations involving capacity in same units.

**1. Number the objects in order of capacity — smallest to biggest.****2. Solve the following real-life problems.**

- a. A water tanker has a capacity of 99 l. After watering the park, 50 l was left. How much water was used to water the park?

- b. A larger pond has a capacity of 75 l of water and a smaller pond has a capacity of 25 l of water. What is the total capacity of both ponds?

**Assessment Sheet 8****Content and Scope with SLOs****5.1. Time**

- ii. Read and write the time from a clock in hours and minutes (with five-minute intervals)  
e.g. read 8:15 as eight fifteen and 8:50 as eight fifty.
- iv. Draw hands of a clock to show time in hours and minutes (with five minutes intervals).
- v. Use Solar calendar to find a particular date/day.

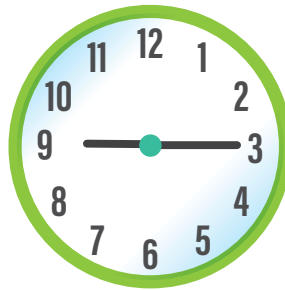
**1. Read and write the time on the given clocks in numbers and words.**

a.




\_\_\_\_\_

b.



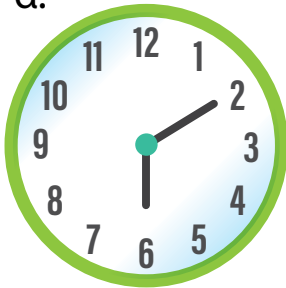

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c.



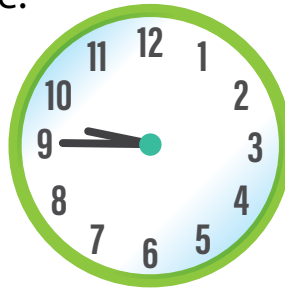

\_\_\_\_\_

d.



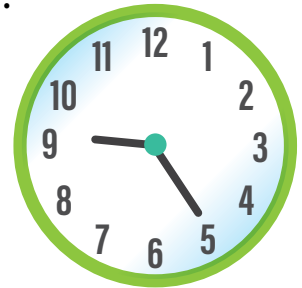

\_\_\_\_\_

e.



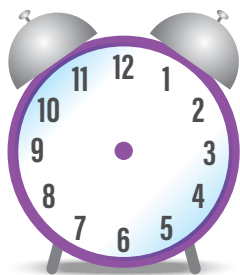

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f.

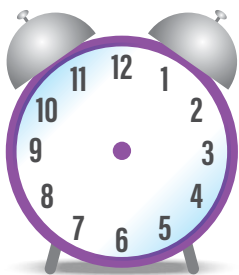



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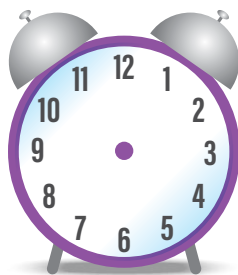
2. Draw the hands on the clocks according to the time written under each.



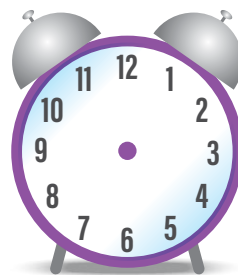
2 o'clock



quarter past 4



quarter to 7



35 minutes  
past 9

3. Look at the solar calendar and answer the questions.

| February |         |           |          |        |          |        |
|----------|---------|-----------|----------|--------|----------|--------|
| Monday   | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|          |         | 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      |           |          |        |          |        |

- a. What is the last day of February?

\_\_\_\_\_

- b. What is the date on the first Saturday of the month?

\_\_\_\_\_

- c. What day of the week is on 15th of February?

\_\_\_\_\_

- d. How many Tuesdays are in the month?

\_\_\_\_\_

- e. Write the dates of all the Sundays.

\_\_\_\_\_

**Assessment Sheet 9****Content and Scope with SLOs****6.1. Two dimensional (2-D) figures**

- i. Identify the figures like square, rectangle, triangle, circle, semi-circle, and quarter-circle.

**6.2. Straight lines and curves**

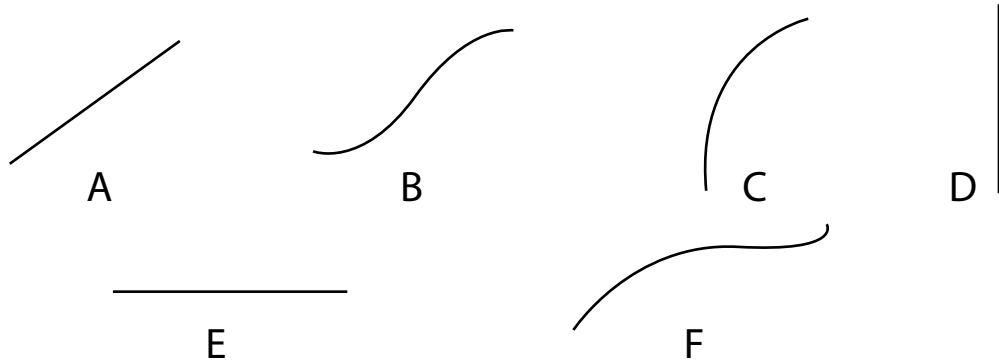
- i. Differentiate between a straight line and a curve.  
 ii. Identify straight lines and curves from the given drawings.

**6.3. Patterns**

- i. Make/ complete geometrical patterns on square grid according to one or two of the following attributes:
- Shape                      • Size                      • Orientation

**6.4. Three dimensional (3-D) objects**

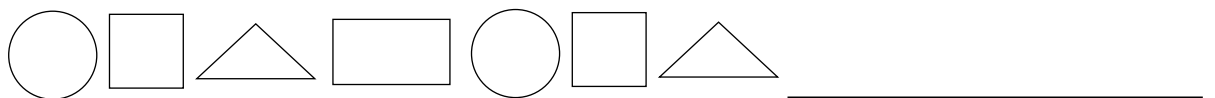
- i. Recognise and name 3-D objects (cubes, cuboids, cylinder, cone, sphere).

**1. Classify each of the following lines as straight or curved.**

| straight | curved |
|----------|--------|
|          |        |
|          |        |
|          |        |

**2. Complete and colour the patterns:**

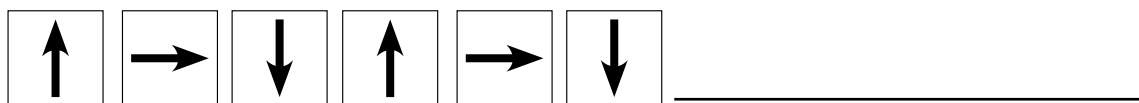
- a. according to shape.



b. according to size.



c. according to orientation.



3. Identify and colour the 2D shapes **red** and 3D shapes **green**.

