

Phase 4 Expressions and Equations Assessment

Phase 4 Progression Overview	Assessment Note	Marks
<p><i>Addition and Subtraction</i> Within 1000, I have Investigated a variety of numerical expressions using pictures or symbols as minuends and subtrahends</p>	Question 1	2
<p><i>Multiplication and Division</i> I can use my known multiplication facts (2, 3, 4, 5 and 10) to investigate a variety of numerical expressions using pictures or symbols as multiplicands and multipliers. e.g. $\blacklozenge \times 4 = 24$ and $4 \times \blacklozenge = 24$</p>	Question 2	2
<p>I understand and can accurately use the terms 'equal to', 'not equal to', 'less than', 'greater than', and the related symbols ($=$, \neq, $>$, $<$) when comparing quantities.</p>	Question 3	3
<p>I can apply an understanding of the equals sign as a balance, and knowledge of number facts, to solve simple algebraic problems where a picture or symbol is used to represent a number, for example, $\blacklozenge + 17 = 30$ and $\blacklozenge \times 6 = 30$.</p>	Question 4	2
TOTAL MARKS		/9

	Question	Mark
1	<p><i>Addition and Subtraction</i> Within 1000, I have Investigated a variety of numerical expressions using pictures or symbols as minuends and subtrahends</p> <p>a.) Find the missing number in this number sentence</p> $\boxed{} + 150 = 500$ <p>b.) Find the missing number in this number sentence</p> $800 - \boxed{} = 620$	2
2	<p><i>Multiplication and Division</i> I can use my known multiplication facts (2, 3, 4, 5 and 10) to investigate a variety of numerical expressions using pictures or symbols as multiplicands and multipliers. e.g. $\blacklozenge \times 4 = 24$ and $4 \times \blacklozenge = 24$</p> <p>a.) Complete this number sentence:</p> $\boxed{} \times 2 = 16$ <p>b.) Complete this number sentence:</p> $5 \times \boxed{} = 20$	2

3 I understand and can accurately use the terms 'equal to', 'not equal to', 'less than', 'greater than', and the related symbols (=, ≠, <, >) when comparing quantities.

a.) Use =, < or > to fill in the gap

$$637 \quad \boxed{} \quad 674$$

b.) Use =, < or > to fill in the gap

$$820 \quad \boxed{} \quad 800 + 20$$

c.) Use =, < or > to fill in the gap

$$200 + 30 + 1 \quad \boxed{} \quad 213$$

3

4 I can apply an understanding of the equals sign as a balance, and knowledge of number facts, to solve simple algebraic problems where a picture or symbol is used to represent a number, for example, $\blacklozenge + 17 = 30$ and $\blacklozenge \times 6 = 30$.

a.) Is the number sentence, true or false?

$$\boxed{} + 40 = 100$$

If the missing number is 60. Is the number sentence, true or false?

b.) Is the number sentence, true or false?

$$70 - \boxed{} = 20$$

If the missing number is 40. Is the number sentence, true or false?

2