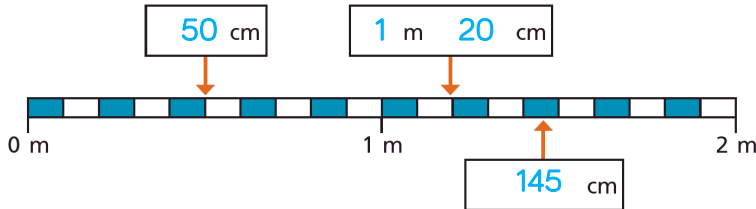
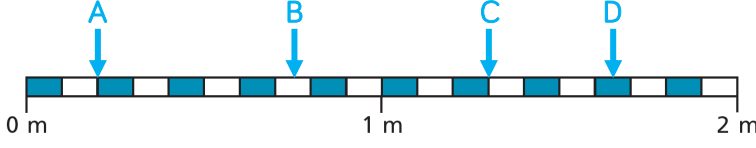


Y3 – Spring – Block 4 – Step 1 – Measure length Answers

| Question | Answer | | | | | | |
|--------------------------|---|--------------------------|----------------------------|--------------------|--------------------------|-------------------------------------|--------------------------|
| 1 | a) 4 cm b) 7 cm c) 2 cm | | | | | | |
| 2 | a) 60 mm b) 87 mm c) 35 mm | | | | | | |
| 3 | a) accurate 5 cm line b) accurate 75 mm line c) accurate 42 mm line | | | | | | |
| 4 | The paintbrush is 13 cm long. | | | | | | |
| 5 | The toy car is 9 cm long. | | | | | | |
| 6 | The baby giraffe is 2 m and 40 cm tall. | | | | | | |
| 7 | <table style="width: 100%; text-align: center;"> <tr> <td style="border: 1px solid black; background-color: #d8bfd8; padding: 5px;">20 cm</td> <td style="border: 1px solid black; background-color: #d8bfd8; padding: 5px;">2 m</td> <td style="border: 1px solid black; background-color: #d8bfd8; padding: 5px;">20 m</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table> | 20 cm | 2 m | 20 m | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 20 cm | 2 m | 20 m | | | | | |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | | | | |
| 8 | multiple possible answers, e.g.: <table border="1" style="width: 100%; text-align: center; margin-top: 10px;"> <thead> <tr style="background-color: #90ee90;"> <th style="padding: 5px;">Less than 10 cm long</th> <th style="padding: 5px;">Between 10 cm and 1 m long</th> <th style="padding: 5px;">More than 1 m tall</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px; color: #00b0f0;">rubber</td> <td style="padding: 5px; color: #00b0f0;">chair</td> <td style="padding: 5px; color: #00b0f0;">bookcase</td> </tr> </tbody> </table> | Less than 10 cm long | Between 10 cm and 1 m long | More than 1 m tall | rubber | chair | bookcase |
| Less than 10 cm long | Between 10 cm and 1 m long | More than 1 m tall | | | | | |
| rubber | chair | bookcase | | | | | |

Y2 – Spring – Block 5 – Step 2 – Measure length (m) Answers

| Question | Answer |
|----------|--|
| 1 | child's estimates of the lengths of objects |
| 2 | Yes. m is the abbreviation for metres and cm is the abbreviation for centimetres. a) Dexter is 1 m and 8 cm tall. b) Dani is 1 m and 21 cm tall. c) Scott is 1 m and 11 cm tall. |
| 3 | 1 m and 13 cm |
| 4 | child's measurement of classroom |
| 5 | a) 1 m b) multiple possible answers, e.g.: Mummy Bear could be 1 m and 35 cm tall. Children should have the same answer for part a). In part b), they should all have 1 m for the first part but any number of centimetres less than 100 for the second part. |

| Question | Answer | | | | | | | | | | | | | | | | |
|----------|--|--------|----------|--------|---------------|--------|---------------|--------|---------------|--------|---------------|--------|---------------|--------|---------------|--------|---------------|
| 1 | a) There are 300 cm in 3 m. b) There are 600 cm in 6 m. c) There are 500 cm in 5 m. | | | | | | | | | | | | | | | | |
| 2 | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">cm</th> <th style="width: 50%;">m and cm</th> </tr> </thead> <tbody> <tr> <td>310 cm</td> <td>3 m and 10 cm</td> </tr> <tr> <td>320 cm</td> <td>3 m and 20 cm</td> </tr> <tr> <td>330 cm</td> <td>3 m and 30 cm</td> </tr> <tr> <td>340 cm</td> <td>3 m and 40 cm</td> </tr> <tr> <td>350 cm</td> <td>3 m and 50 cm</td> </tr> <tr> <td>360 cm</td> <td>3 m and 60 cm</td> </tr> <tr> <td>370 cm</td> <td>3 m and 70 cm</td> </tr> </tbody> </table> | cm | m and cm | 310 cm | 3 m and 10 cm | 320 cm | 3 m and 20 cm | 330 cm | 3 m and 30 cm | 340 cm | 3 m and 40 cm | 350 cm | 3 m and 50 cm | 360 cm | 3 m and 60 cm | 370 cm | 3 m and 70 cm |
| cm | m and cm | | | | | | | | | | | | | | | | |
| 310 cm | 3 m and 10 cm | | | | | | | | | | | | | | | | |
| 320 cm | 3 m and 20 cm | | | | | | | | | | | | | | | | |
| 330 cm | 3 m and 30 cm | | | | | | | | | | | | | | | | |
| 340 cm | 3 m and 40 cm | | | | | | | | | | | | | | | | |
| 350 cm | 3 m and 50 cm | | | | | | | | | | | | | | | | |
| 360 cm | 3 m and 60 cm | | | | | | | | | | | | | | | | |
| 370 cm | 3 m and 70 cm | | | | | | | | | | | | | | | | |
| 3 |  | | | | | | | | | | | | | | | | |
| 4 |  | | | | | | | | | | | | | | | | |
| 5 | <p>a)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="background-color: #d9ead3;">160 cm</td> </tr> <tr> <td style="width: 50%;">1 m</td> <td style="width: 50%;">60 cm</td> </tr> </table> <p>b)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="background-color: #d9ead3;">268 cm</td> </tr> <tr> <td style="width: 50%;">2 m</td> <td style="width: 50%;">68 cm</td> </tr> </table> <p>c)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="background-color: #d9ead3;">410 cm</td> </tr> <tr> <td style="width: 50%; background-color: #d9ead3;">4 m</td> <td style="width: 50%; background-color: #d9ead3;">10 cm</td> </tr> </table> <p>d)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="background-color: #d9ead3;">205 cm</td> </tr> <tr> <td style="width: 50%; background-color: #d9ead3;">2 m</td> <td style="width: 50%; background-color: #d9ead3;">5 cm</td> </tr> </table> | 160 cm | | 1 m | 60 cm | 268 cm | | 2 m | 68 cm | 410 cm | | 4 m | 10 cm | 205 cm | | 2 m | 5 cm |
| 160 cm | | | | | | | | | | | | | | | | | |
| 1 m | 60 cm | | | | | | | | | | | | | | | | |
| 268 cm | | | | | | | | | | | | | | | | | |
| 2 m | 68 cm | | | | | | | | | | | | | | | | |
| 410 cm | | | | | | | | | | | | | | | | | |
| 4 m | 10 cm | | | | | | | | | | | | | | | | |
| 205 cm | | | | | | | | | | | | | | | | | |
| 2 m | 5 cm | | | | | | | | | | | | | | | | |

Y3 – Spring – Block 4 – Step 2 – Equivalent lengths – m and cm Answers (continued)

| Question | Answer |
|----------|---|
| 6 | a) 240 cm = 2 m and 40 cm b) 319 cm = 3 m and 19 cm c) 508 cm = 5 m and 8 cm d) 2 m and 15 cm = 215 cm e) 8 m and 3 cm = 803 cm |
| 7 | 2 m and 10 cm |

Y3 – Spring – Block 4 – Step 3 – Equivalent lengths – mm and cm Answers

| Question | Answer | | | | | | | | | | | | | | | | |
|---------------|--|-------|--|-------------|-------------|------|--|-------------|-------------|---------------|--|-------|------|---------------|--|-------|-------|
| 1 | a) There are 30 mm in 3 cm. b) There are 70 mm in 7 cm. c) There are 40 mm in 4 cm. | | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | | | |
| 3 | The scissors are 8 cm and 4 mm long. The scissors are 84 mm long. | | | | | | | | | | | | | | | | |
| 4 | child's measurements of items in the classroom | | | | | | | | | | | | | | | | |
| 5 | a) Filip's tower is 180 mm tall. b) Kim uses 10 cubes. | | | | | | | | | | | | | | | | |
| 6 | a) <table border="1" data-bbox="261 992 568 1096"> <tr><td colspan="2">62 mm</td></tr> <tr><td>6 cm</td><td>2 mm</td></tr> </table> b) <table border="1" data-bbox="261 1106 568 1210"> <tr><td colspan="2">4 mm</td></tr> <tr><td>0 cm</td><td>4 mm</td></tr> </table> c) <table border="1" data-bbox="261 1220 568 1324"> <tr><td colspan="2">301 mm</td></tr> <tr><td>30 cm</td><td>1 mm</td></tr> </table> d) <table border="1" data-bbox="261 1334 568 1437"> <tr><td colspan="2">310 mm</td></tr> <tr><td>30 cm</td><td>10 mm</td></tr> </table> | 62 mm | | 6 cm | 2 mm | 4 mm | | 0 cm | 4 mm | 301 mm | | 30 cm | 1 mm | 310 mm | | 30 cm | 10 mm |
| 62 mm | | | | | | | | | | | | | | | | | |
| 6 cm | 2 mm | | | | | | | | | | | | | | | | |
| 4 mm | | | | | | | | | | | | | | | | | |
| 0 cm | 4 mm | | | | | | | | | | | | | | | | |
| 301 mm | | | | | | | | | | | | | | | | | |
| 30 cm | 1 mm | | | | | | | | | | | | | | | | |
| 310 mm | | | | | | | | | | | | | | | | | |
| 30 cm | 10 mm | | | | | | | | | | | | | | | | |

Y2 – Spring – Block 5 – Step 3 – Compare lengths Answers

| Question | Answer |
|----------|---|
| 1 | The rubber is longer than the sharpener. The sharpener is shorter than the rubber. |
| 2 | a) < b) = c) > |
| 3 | multiple possible answers, e.g.: a) 35 cm b) 20 m c) 10 cm d) 15 m Yes, there are many possible answers for each part. |
| 4 | <p style="text-align: center;">centimetres metres</p> <p>a) the height of a baby <input checked="" type="checkbox"/> <input type="checkbox"/></p> <p>b) the length of a pencil <input checked="" type="checkbox"/> <input type="checkbox"/></p> <p>c) the height of a school <input type="checkbox"/> <input checked="" type="checkbox"/></p> <p>d) the height of your teacher <input type="checkbox"/> <input checked="" type="checkbox"/></p> <p>Part d) could be either centimetres or metres. child's suggestions for objects that are measured in metres</p> |
| 5 | a) > b) > c) < |
| 6 | a) The units are different. b) > |
| 7 | a) 10 cm b) 50 cm c) 15 cm d) 30 cm |

Y2 – Spring – Block 5 – Step 3 – Compare lengths Answers

| Question | Answer |
|----------|--|
| 1 | child's estimates of the lengths of objects |
| 2 | Yes. m is the abbreviation for metres and cm is the abbreviation for centimetres. a) Dexter is 1 m and 8 cm tall. b) Dani is 1 m and 21 cm tall. c) Scott is 1 m and 11 cm tall. |
| 3 | 1 m and 13 cm |
| 4 | child's measurement of classroom |
| 5 | a) 1 m b) multiple possible answers, e.g.: Mummy Bear could be 1 m and 35 cm tall. Children should have the same answer for part a). In part b), they should all have 1 m for the first part but any number of centimetres less than 100 for the second part. |

Y3 – Spring – Block 4 – Step 4 – Compare lengths Answers

| Question | Answer |
|----------|--|
| 1 | a) = b) > c) > d) < 10 mm = 1 cm and 100 cm = 1 m |
| 2 | a) Alex's tower is the tallest. b) Eva's tower is the shortest. c) Mo's tower is taller than Dexter's. d) Eva's tower is shorter than Alex's. |
| 3 | 950 mm 1 m 50 mm 1 m 25 cm 160 cm 200 cm |
| 4 | Whitney Tommy Rosie Jack |
| 5 | child's measurements of height and foot length of classmates child's conclusions from their measurements |
| 6 | child's measurements of height and jump length of classmates child's conclusions from their measurements |
| 7 | sunflower A: Amir sunflower B: Dora sunflower C: Teddy sunflower D: Mo sunflower E: Annie |

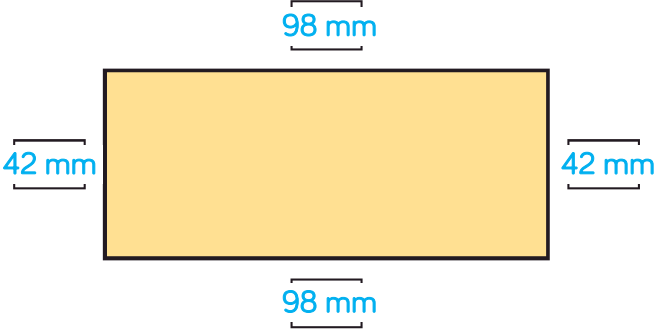
Y3 – Spring – Block 4 – Step 5 – Add lengths Answers

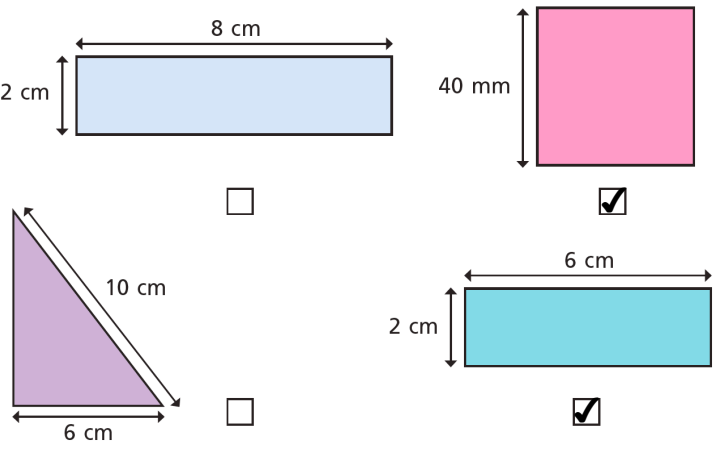
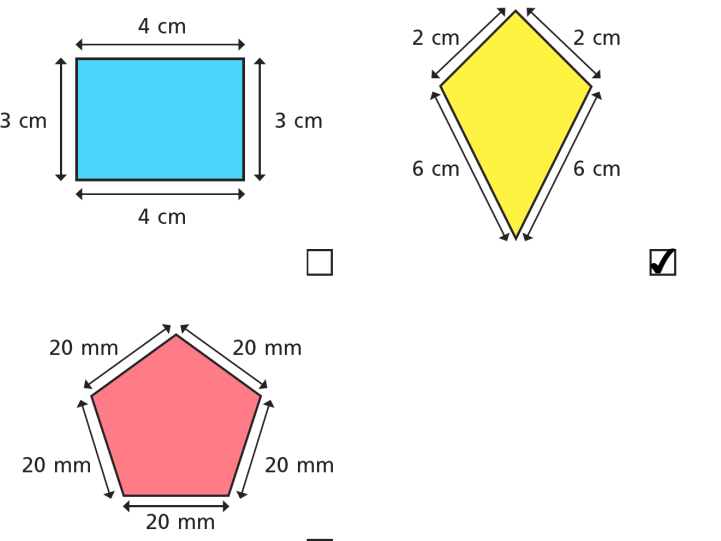
| Question | Answer | | | | | | | | | | | | | | | | | | | | |
|----------|---|-------|-----------|--------|------|-------|------|-------|-------|-----------|--------|-------|-------|-----|-----------|--------|------|-------|-------|-----|--------|
| 1 | a) 195 cm b) 35 cm | | | | | | | | | | | | | | | | | | | | |
| 2 | a) 1 m b) 15 cm c) 80 cm d) 8 mm | | | | | | | | | | | | | | | | | | | | |
| 3 | 1 m and 35 cm | | | | | | | | | | | | | | | | | | | | |
| 4 | The new tower is 280 cm tall. This is the same as 2 m and 80 cm. | | | | | | | | | | | | | | | | | | | | |
| 5 | a) Whitney's pattern is 26 cm long. Eva's pattern is 37 cm long. b) pattern containing 4 red bricks and 2 white bricks | | | | | | | | | | | | | | | | | | | | |
| 6 | <table border="1"> <thead> <tr> <th>Name</th> <th>Hop</th> <th>Skip</th> <th>Jump</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Jack</td> <td>80 cm</td> <td>60 cm</td> <td>1 m 20 cm</td> <td>260 cm</td> </tr> <tr> <td>Tommy</td> <td>70 cm</td> <td>1 m</td> <td>1 m 10 cm</td> <td>280 cm</td> </tr> <tr> <td>Alex</td> <td>75 cm</td> <td>75 cm</td> <td>1 m</td> <td>250 cm</td> </tr> </tbody> </table> | Name | Hop | Skip | Jump | Total | Jack | 80 cm | 60 cm | 1 m 20 cm | 260 cm | Tommy | 70 cm | 1 m | 1 m 10 cm | 280 cm | Alex | 75 cm | 75 cm | 1 m | 250 cm |
| Name | Hop | Skip | Jump | Total | | | | | | | | | | | | | | | | | |
| Jack | 80 cm | 60 cm | 1 m 20 cm | 260 cm | | | | | | | | | | | | | | | | | |
| Tommy | 70 cm | 1 m | 1 m 10 cm | 280 cm | | | | | | | | | | | | | | | | | |
| Alex | 75 cm | 75 cm | 1 m | 250 cm | | | | | | | | | | | | | | | | | |
| 7 | ten possible answers: $A + 3 \times B$ $A + B + C$ $A + 2 \times D$ $2 \times A$ $B + C + 2 \times D$ $2 \times B + 2 \times C$ $4 \times B + C$ $6 \times B$ $3 \times C$ $4 \times D$ | | | | | | | | | | | | | | | | | | | | |

Y3 – Spring – Block 4 – Step 6 – Subtract lengths Answers

| Question | Answer | | | | | | | | | |
|-----------|--|-------|---------------------|-------|-----------|-------|-------|-------|-------|-------|
| 1 | a) The toy car is 90 mm long. b) The toy boat is 12 cm long. c) The toy boat is 3 cm longer than the toy car. The toy car is 30 mm shorter than the toy boat. | | | | | | | | | |
| 2 | Jack's rope is now 2 m and 50 cm long. | | | | | | | | | |
| 3 | a) 20 cm b) 132 cm | | | | | | | | | |
| 4 | 4 m and 22 cm | | | | | | | | | |
| 5 | a) 150 cm b) 65 mm c) 7 cm and 5 mm d) 4 cm | | | | | | | | | |
| 6 | 2 m and 5 cm | | | | | | | | | |
| 7 | <table border="1" data-bbox="211 919 665 1375"> <tbody> <tr> <td data-bbox="211 919 362 1073">50 cm</td> <td data-bbox="362 919 514 1073">1 m or 100 cm</td> <td data-bbox="514 919 665 1073">50 cm</td> </tr> <tr> <td data-bbox="211 1073 362 1226">1 m 15 cm</td> <td data-bbox="362 1073 514 1226">15 cm</td> <td data-bbox="514 1073 665 1226">70 cm</td> </tr> <tr> <td data-bbox="211 1226 362 1375">35 cm</td> <td data-bbox="362 1226 514 1375">85 cm</td> <td data-bbox="514 1226 665 1375">80 cm</td> </tr> </tbody> </table> <p data-bbox="211 1411 1243 1446">Children could work out either the top centre square or the bottom left square first.</p> <p data-bbox="211 1487 472 1518">child's magic square</p> | 50 cm | 1 m or 100 cm | 50 cm | 1 m 15 cm | 15 cm | 70 cm | 35 cm | 85 cm | 80 cm |
| 50 cm | 1 m or 100 cm | 50 cm | | | | | | | | |
| 1 m 15 cm | 15 cm | 70 cm | | | | | | | | |
| 35 cm | 85 cm | 80 cm | | | | | | | | |

Y3 – Spring – Block 4 – Step 7 – Measure perimeter Answers

| Question | Answer |
|----------|--|
| 1 | <p>Answers for the worksheet will vary depending on how the sheet is printed. For the booklet (accept 20 mm either side): A = 448 mm B = 306 mm</p> |
| 2 | <p>Answer for the worksheet will vary depending on how the sheet is printed. For the booklet (accept 20 mm either side): 422 mm</p> |
| 3 | <p>Answers for the worksheet will vary depending on how the sheet is printed. a) accept 2 mm either side for each measurement</p> <div style="text-align: center;">  <p>The diagram shows a yellow rectangle. Above the top edge is a bracket labeled '98 mm'. Below the bottom edge is a bracket labeled '98 mm'. To the left of the left edge is a bracket labeled '42 mm'. To the right of the right edge is a bracket labeled '42 mm'.</p> </div> <p>b) 280 mm = 28 cm (accept 8 mm either side)</p> |
| 4 | <p>Answers for the worksheet will vary depending on how the sheet is printed. For the booklet: a) 237 mm (accept 6 mm either side) b) 212 mm (accept 10 mm either side)</p> |
| 5 | <p>child's drawing of triangle with the sides totalling 15 cm.</p> |
| 6 | <p>The opposite sides of the rectangle should be the same, but she has measured the top edge as 15 cm and the bottom edge as 50 cm.</p> |
| 7 | <p>a) yes b) yes c) no Properties of shapes can be used to find missing sides.</p> |

| Question | Answer |
|----------|--|
| 1 | a) 16 cm b) 120 mm c) 12 m |
| 2 | Eva Rosie has only added two of the sides of the rectangle. |
| 3 |  <p> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> </p> |
| 4 |  <p> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> </p> <p> perimeter of blue rectangle = $3 + 4 + 3 + 4 = 14$ cm perimeter of red pentagon = $20 + 20 + 20 + 20 + 20 = 100$ mm = 10 cm perimeter of yellow kite = $2 + 2 + 6 + 6 = 16$ cm </p> |
| 5 | a) 34 cm b) 340 mm The perimeters are the same. |
| 6 | side $a = 3$ cm |