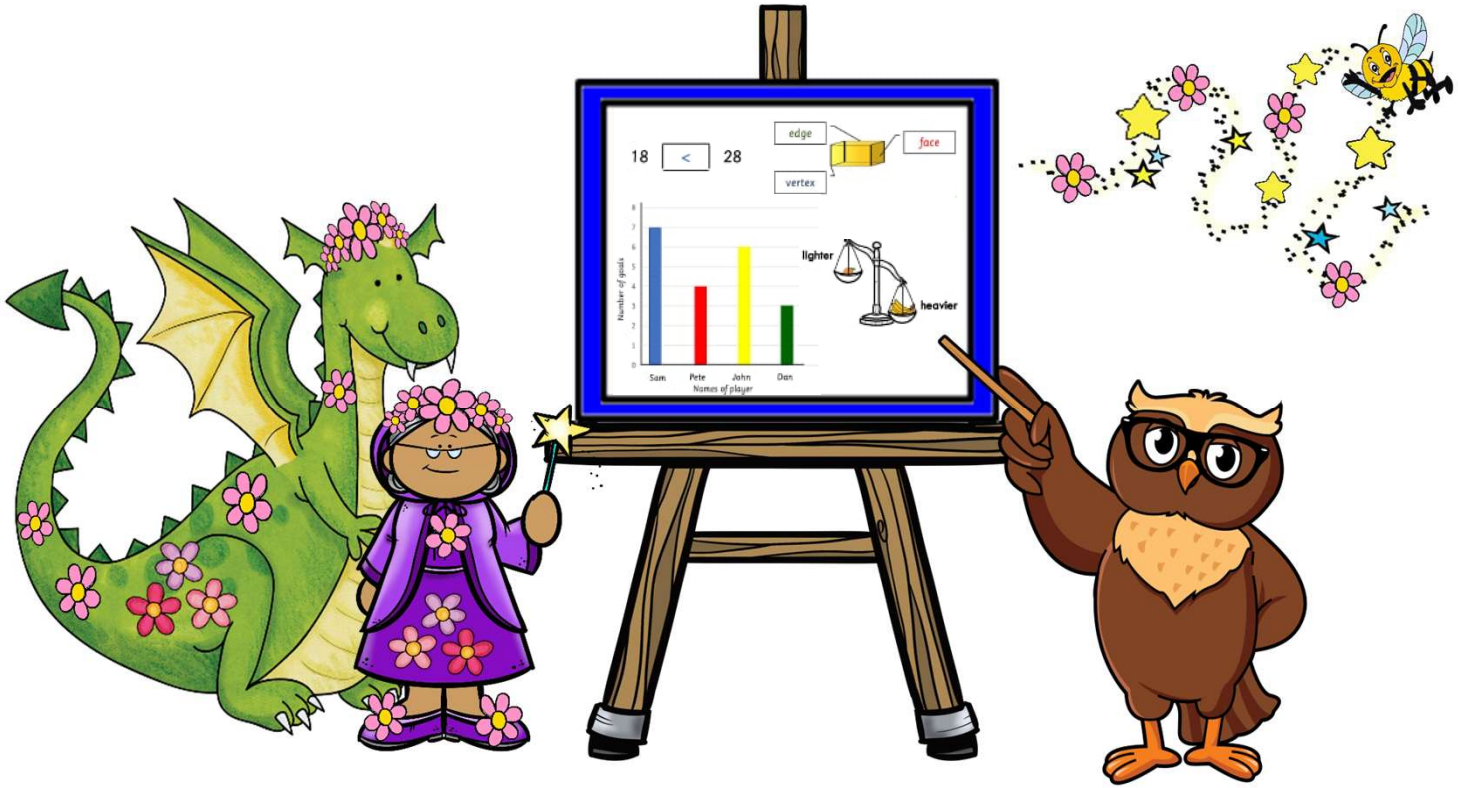
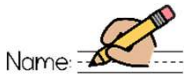
MATHEMATICS

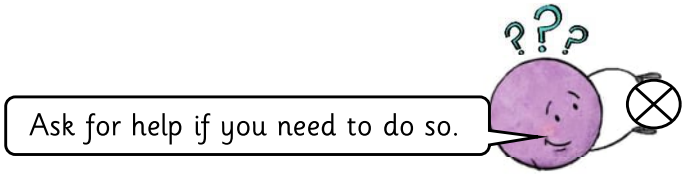
STAGE 2



THIS YEAR 2 LEARNER BOOK A

BELONGS TO:





Can you recognise numbers from 0 – 100?

Did you know?
The sequence of natural numbers never ends and is infinite (boundless, endless)

Numbers

The 100 square.

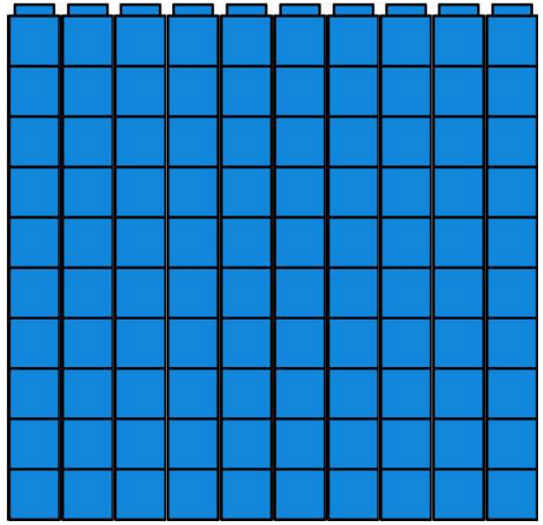
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

In Year 1 we were introduced to the numbers 1 - 20

In Year 2 we will work with the number range 1 - 100

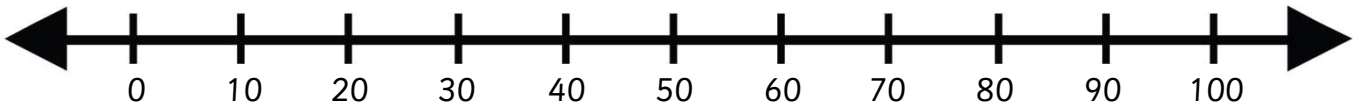
one unit

one ten

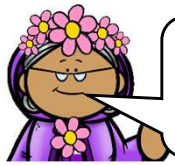


one hundred

Number line from 0 – 100 (every 10th increment marked)



Can you complete the number names?



We are revisiting the numbers zero to ten.

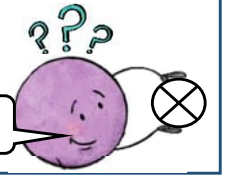
Just like this!

Trace

Numbers

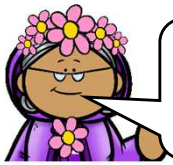
Complete the following **number names** from zero to ten.
Trace the number names.

0	zero	1	one
2	two	3	three
4	four	5	five
6	six	7	seven
8	eight	9	nine
10	ten		



Ask for help if you need to do so.

Can you complete the number names?



We are revisiting the numbers ten and twenty as well as teen numbers from 11 to 19.

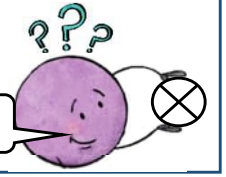
Just like this!

Trace

Numbers

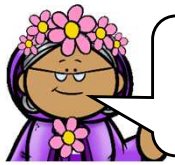
Complete the following **number names** from ten to twenty.
Trace the number names.

10	ten	11	eleven
12	twelve	13	thirteen
14	fourteen	15	fifteen
16	sixteen	17	seventeen
18	eighteen	19	nineteen
20	twenty		



Ask for help if you need to do so.

Can you complete this number activity using the numbers zero to twenty?



Count on from 0 and then fill in the missing numbers.

Just like this!

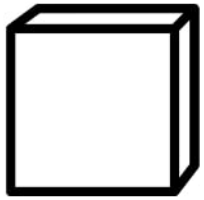
Fill in 1 Draw Ring

Numbers

Fil in the missing numbers in the correct place, on the number line.

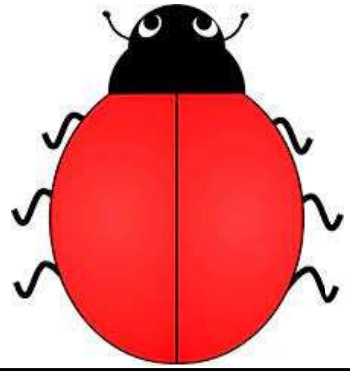
0 ☐ 2 3 4 ☐ 6 ☐ 8 9 10 ☐ 12 13 ☐ 15 ☐ 17 18 ☐ 20

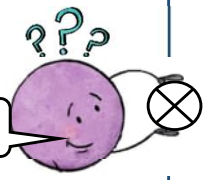
Draw six dots on the dice.



Draw eight sweets in the jar.

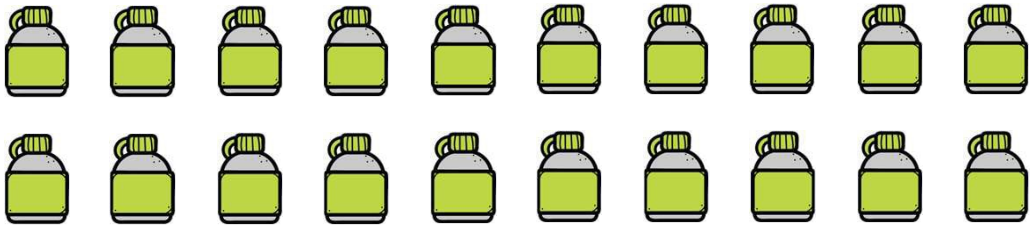
Draw ten dots on the ladybug.





Ask for help if you need to do so.

Draw a ring round twelve water bottles.



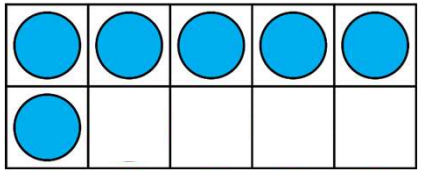
Draw fifteen squares.

Look back!
To page 4 and 5 in this book.

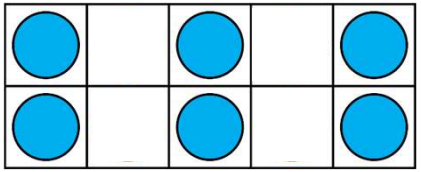
Can you recognise the number of objects in unfamiliar patterns up to 10, without counting?

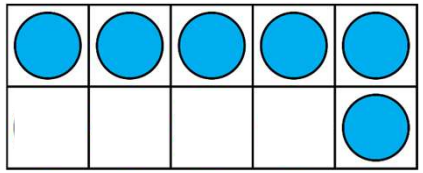
Numbers

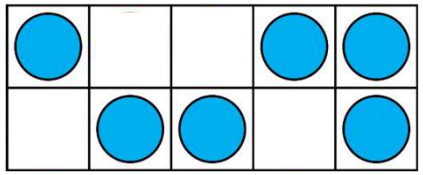
Here are 6 counters on the ten frame.

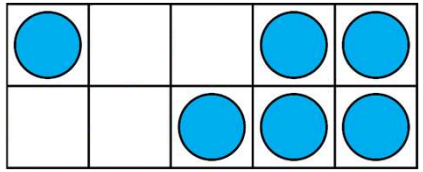


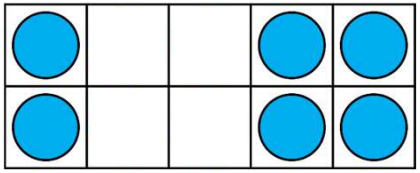
We can arrange 6 counters in different ways on the ten frame (unfamiliar patterns).

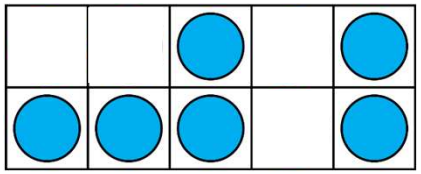




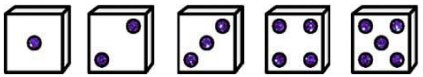




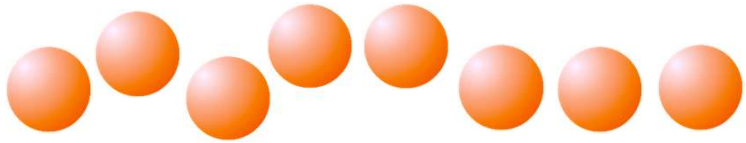




Can you remember the familiar patterns from Year 1?



Here are 8 circles in an unfamiliar pattern.



You can use different strategies to count the number of circles

- You can count in twos.
- There is a group of five and a group of three.
- There is a group of three and a group of three and a group of two.
- There is a group of four and a group of four etc.

Did you know?
The number of objects remains the same even if rearranged. This is called conservation of number.

Can you complete this activity?

A strategy you can use to count the objects in an unfamiliar pattern is to recognise groups of two, groups of four etc. This will help you to say how many there are without counting individually.

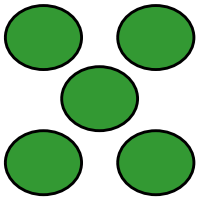
Just like this!

Count  Write 

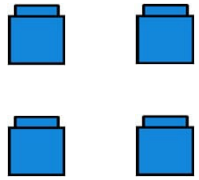
Numbers

Some arrangements of numbers are familiar, so you don't have to count the number of objects.

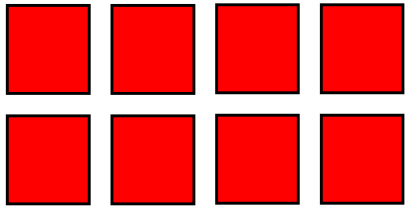
..... stars.



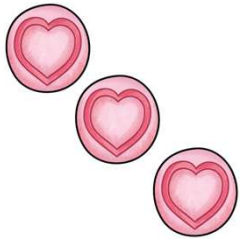
..... dots.



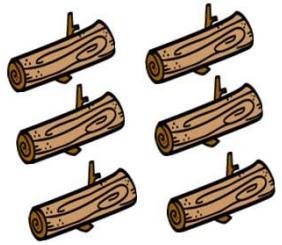
..... blocks.



..... squares.

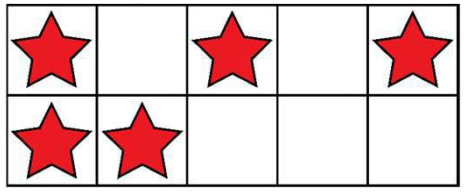


..... sweets.

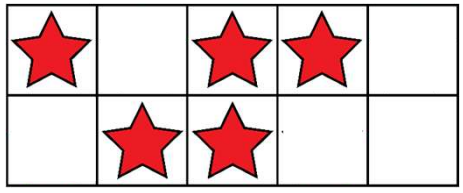


..... logs.

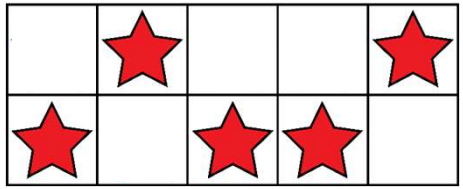
How many stars in each of the ten frames below?



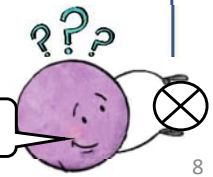
..... stars.



..... stars.



..... stars.



Ask for help if you need to do so.

Can you complete this activity?

The number names are numbers written in words.

Just like this!

Write  Count  Fill in 7

Numbers

Write the number name next to these numbers.

3

5

7

9

11

12

15

17

19

20

How many hats are there?

Write the correct number.

There are ..... hats.

Look back!

To page 4 and 5 in this book.

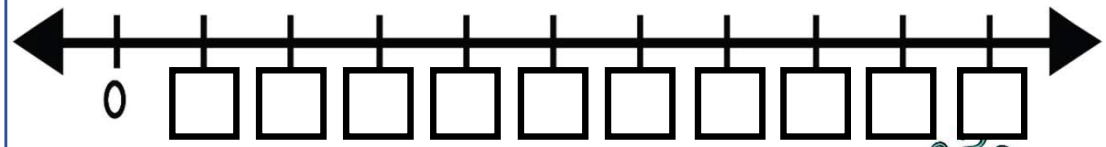
Fill in the missing symbol.

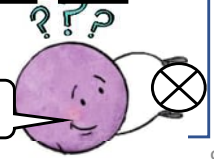
The number name is **seven** and the symbol is ☐ .

The number name is **thirteen** and the symbol is ☐ .

The number name is **seventeen** and the symbol is ☐ .

Fil in the number 8 in the correct place, on the number line.





Ask for help if you need to do so.

Can you complete this activity?

A strategy you can use to count the objects in an unfamiliar pattern is to recognise groups of two, groups of four etc. This will help you to say how many there are, without counting individually.

Just like this!

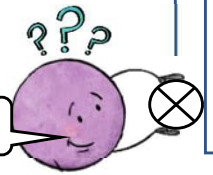
Count  Write 

Numbers

Here are six stars arranged in a familiar pattern.

Here are six stars arranged in an unfamiliar pattern.

Can you draw another six stars that are arranged in a **different** unfamiliar pattern than above.



Ask for help if you need to do so.

Can you draw ten circles arranged in a familiar pattern?

Now, arrange the ten circles in an unfamiliar pattern.

Can you draw ten circles that is arranged in a **different** unfamiliar pattern?

Look back!
To page 7 in this book.

Can you read and write number names from 0 – 100?

Numbers

Numbers from 0 -100

0 – zero
1 – one
2 – two
3 – three
4 – four
5 – five
6 – six
7 – seven
8 – eight
9 – nine
10 – ten
11 – eleven
12 – twelve
13 – thirteen
14 – fourteen
15 – fifteen
16 – sixteen
17 – seventeen
18 – eighteen
19 – nineteen
20 – twenty
30 – thirty
40 – forty
50 – fifty
60 – sixty
70 – seventy
80 – eighty
90 - ninety
100 – one hundred

Write the number twenty-four in digits.

24

Write the number name for 28.

twenty-eight

Complete the table.

Numeral	Number in words
7	seven
18	eighteen
31	thirty-one
49	forty-nine

Did you know?
Numbers from 21 to 99 are hyphenated. This means a short dash (hyphen) used to join parts of words together e.g. twenty-eight.

Can you complete the number names?

Remember to write the correct number name after your hyphen.

Just like this!

Write

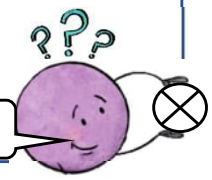
Numbers

Complete the following **number names** from twenty to thirty.

I have done the first one for you.

20	twenty	21	twenty - .....
22	twenty -	23	twenty - .....
24	twenty -	25	twenty - .....
26	twenty -	27	twenty - .....
28	twenty -	29	twenty - .....

30 ____



Ask for help if you need to do so.

Can you complete these tasks using the number range 0-40?

Follow the 'bossy verbs' to complete the instructions.

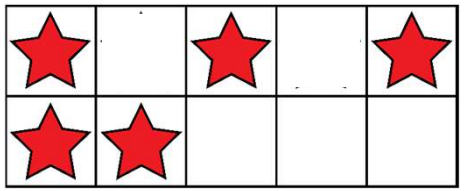
Just like this!

Count Write Fill in Match :

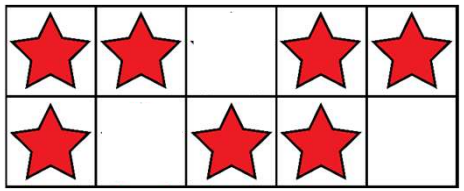
Numbers

How many?

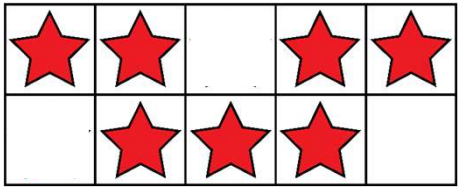
How many stars in each of the ten frames below?



..... stars.



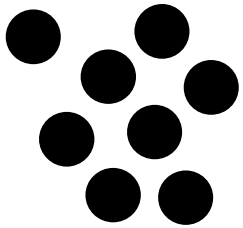
..... stars.



..... stars.

Look back!
To page 11 in this book.

How many dots?



..... dots.

Write the following **number names.**

31 thirty - .....

32

33

34

Ask for help if you need to do so.

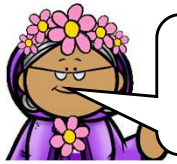
Match the words in the left column to the correct number in the right column.

eighteen	19
nineteen	21
twenty-one	28
twenty-eight	18

Complete the table below.

21	
	twenty-seven
35	

Can you complete these tasks using the number range 0-30?



Say the number aloud and then look for the matching number name.

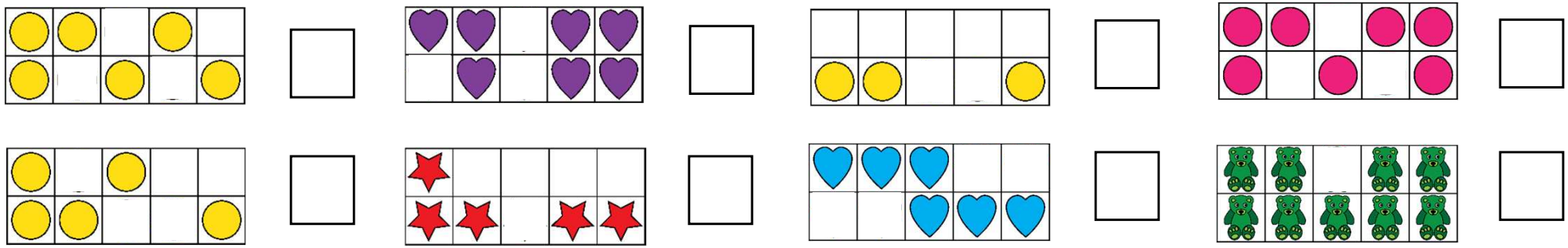
Just like this!

Write 6 Match :

Numbers

How many?

In each case, write the correct number in the box next to each frame.



In the space below, match the correct numeral with the correct number name by drawing a line to link them.

I have done the first one for you.

30

twenty-five

one

5

twenty-three

10

twenty-four

twenty-six

21

28

1

19

17

twenty-one

thirteen

thirty

25

seventeen

26

ten

five

24

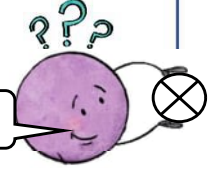
13

nineteen

23

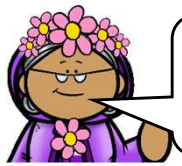
twenty-eight

Look back!
To page 11 in this book.



I can finish this task on my own!

Can you estimate?



Ask your friend what his / her estimation is. Discuss estimation made by self and others.

Just like this!

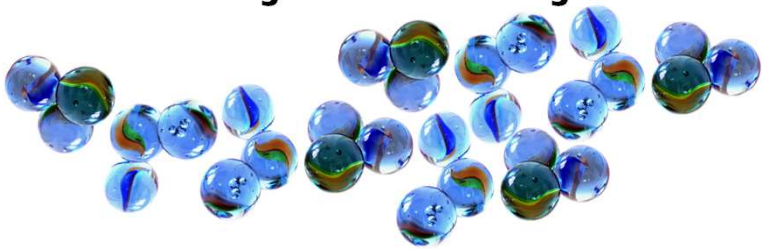
Ring

Numbers

Estimation

Estimating means to take a good guess.
It is **not exact.**

How many marbles do you see?

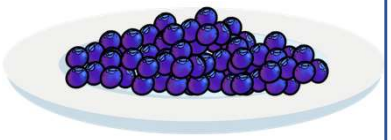


Estimate (take a guess, do not count): 26
Actual number (pick up marbles and count): 30

Let us look at the following estimates.

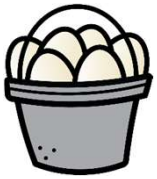
There are about 5 blueberries on the teaspoon.

There are about 50 blueberries in the bowl.



There are about 100 blueberries on the plate.

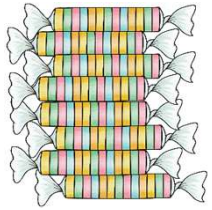
Put a ring around the **best estimate.**
I have done the first one for you.



almost 20 | almost 50 | almost 100

almost 20 | almost 50 | almost 100

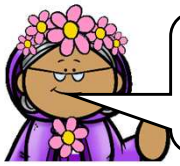
almost 20 | almost 50 | almost 100



almost 20 | almost 50 | almost 100

Did you know?
Estimation is a rough answer.

Can you estrimate how many objects in each group?



Without counting the objects, how many objects do you think there are in each case?

Just like this!

Ring

Numbers

In each case put a ring around the **best estimate** for the number of objects / people / things.

oranges		almost 10	almost 20	almost 50
keys on keyboard		almost 10	almost 20	almost 50
blueberries		almost 10	almost 20	almost 50
stacks of pots		almost 10	almost 20	almost 50

In each case, state if the objects are more or less than 50.
Ring the correct answer.

books on shelf

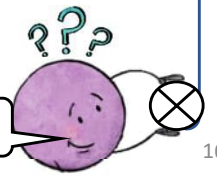
more / less

sweets in jar

more / less

pile of leaves

more / less



Ask for help if you need to do so.

Can you complete these tasks using the number range 0-40?

Look back to page 11 to help you with the correct spelling of the number names

Just like this!

Fill in forty-two

Numbers

Write the following **number names.**

43 forty- .....

45 forty- .....

47

48

49

50

Write the number twenty-three.

Write the number twenty-seven.

Write the number thirty-one.

Write the number thirty-five.

Look back!

To page 11 in this book.

Complete the table below.

Number	Number name
	twenty-nine
30	
32	
	thirty-four
36	
38	
	forty

Ask for help if you need to do so.

Can you complete these tasks using the number range 0 - 100?

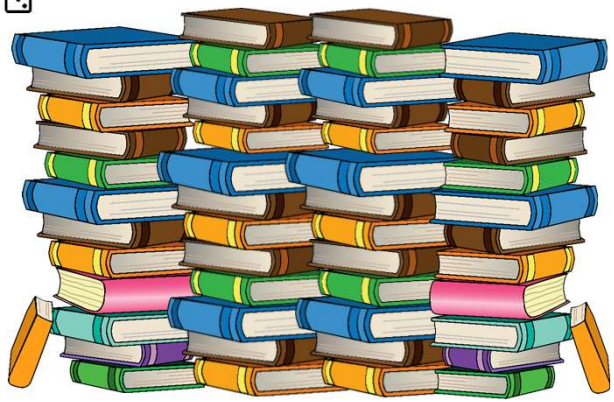
Today we are going to write the number names up to sixty.

Just like this!

Ring Fill in Match

Numbers

Estimate.



Number of books
about 20 about 50 about 100

Number of sweets on bracelet
about 20 about 50 about 100

Look back!
To page 11 and 15 in this book.

Write the following **number names.**

50	*fifty*
51	*fifty - .....*
53	*fifty - .....*
54	
56	
60	

Match the words in the left column to the equivalent number in the right column.

twenty-one	31
forty-one	22
thirty-one	34
twenty-two	42
thirty-two	21
forty-two	41
thirty-four	32

I can finish this task on my own!

Can you count on and back?

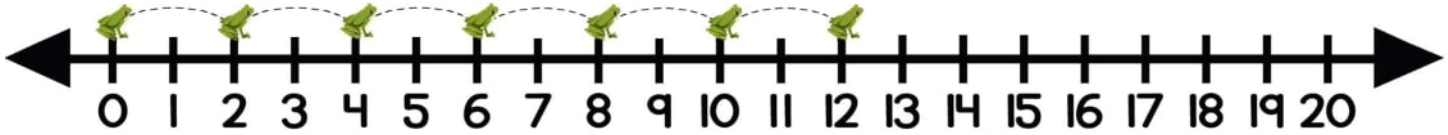
Did you know?
We count to know how many of something there are. This amount is called a quantity.

Numbers

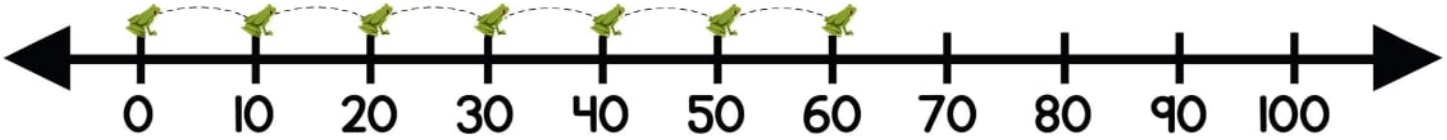
We can count on and back in ones, twos and tens.

Count on in ones, starting from zero.

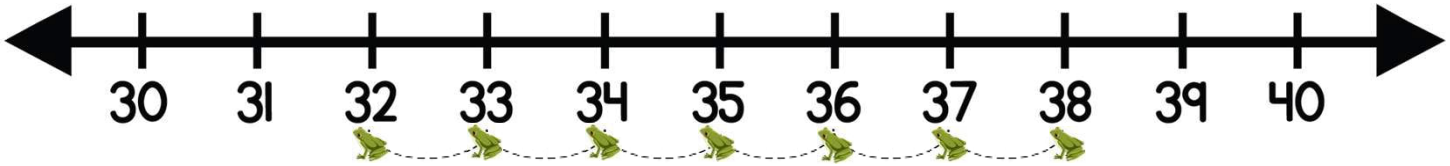
- Count on in twos, starting from zero.



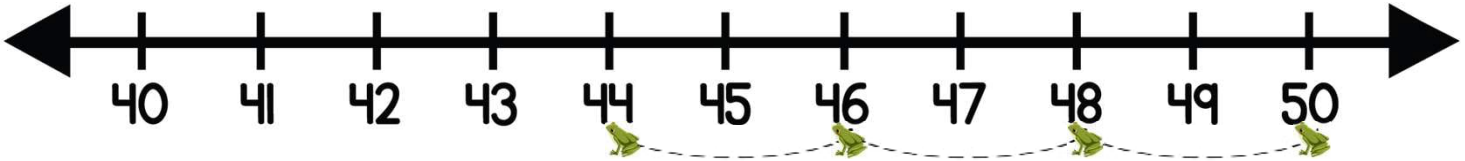
- Count on in tens, starting from zero.



- **Count back** in ones, starting from thirty-eight.



- **Count back** in twos, starting from fifty.



We can start counting from any number.

Count on in ones.

15, 16, 17, 18, 19, 20.

Count on in twos.

16, 18, 20, 22, 24, 26.

Count on in tens.

0, 10, 20, 30, 40, 50.

Count back in ones.

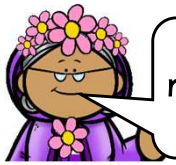
27, 26, 25, 24, 23, 22.

Count back in tens.

50, 40, 30, 20, 10, 0.

As the year progress we will increase the number range.

Can you count by grouping in twos, fives and tens?



When counting, draw a ring around the groups of twos, fives or tens.

Just like this!

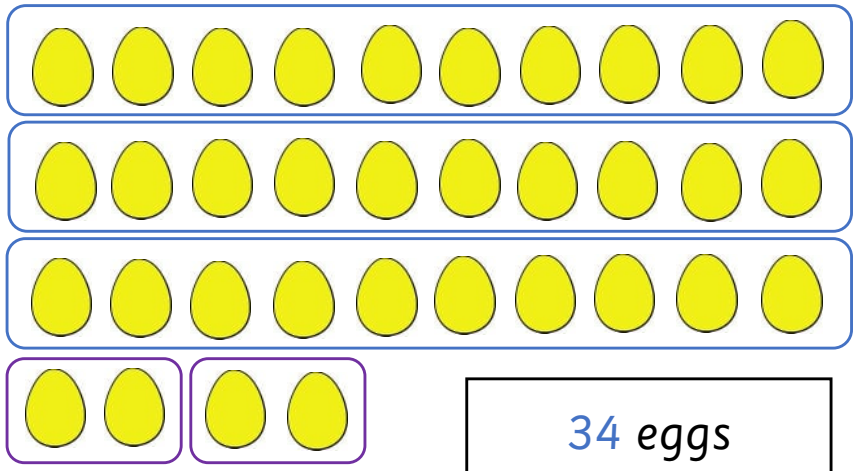
Group

Numbers

Counting objects.

Count the following objects by grouping objects in twos, fives or tens.

I have done the first one for you.

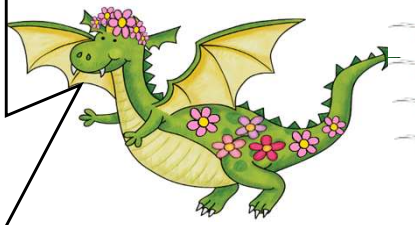


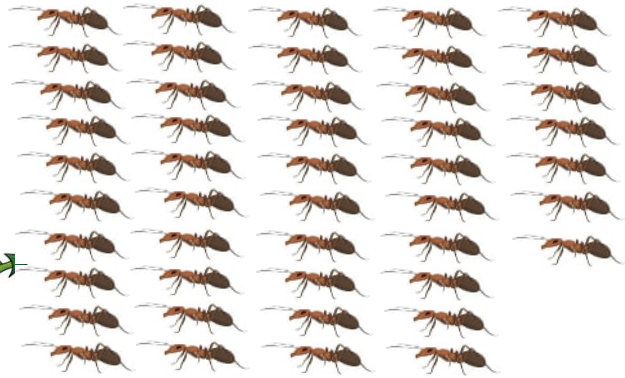
34 eggs

..... balls

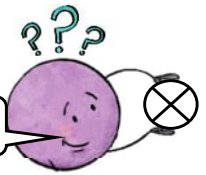
When counting the eggs, I made three groups of ten and two groups of two. Grouping objects makes it easier to count.

Can you count the balls and the ants by using groups of twos, fives or tens?





..... ants

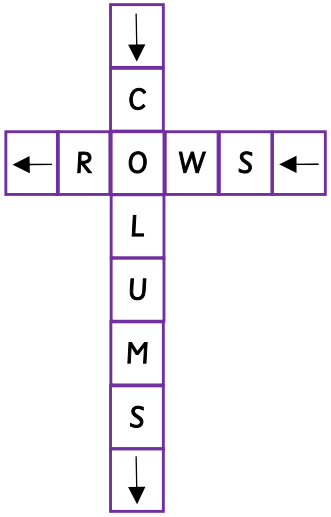


Ask for help if you need to do so.

Let's see if you can remember how to represent data using a Carroll diagram and a Pictogram.

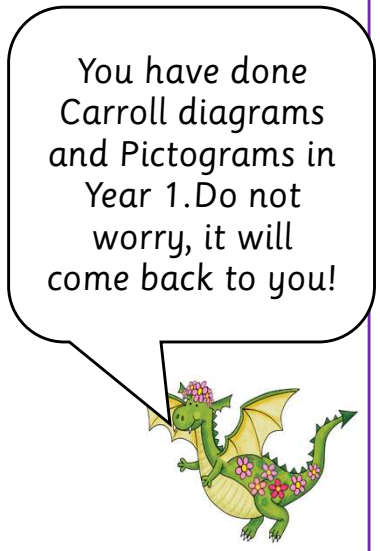
Carroll diagram.

A Carroll diagram is a way of showing information using rows and columns.
Study the example below. Here are some objects you can find in the bedroom.



Sort the objects in the **correct place** on the **Carroll diagram**.

Blue objects	Not blue objects
	



Pictogram.

A Pictogram is a chart that shows data in the form of pictures.

Title → How many apples do some children eat weekly?

Key → Key:  represents one apple.

Labels

Pam	
Jane	
Ben	

Pam eats **four** apples. Jane eats **two** apples. Ben eats **three** apples.

Let's see if you can remember the properties of 2D shapes.

You know these four shapes from Year 1!

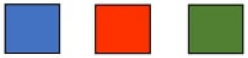
Geometry Square

Here is a square.

A square is a 2D shape. It has four sides. They are all straight.

Can you trace the word square?

square



We can find squares all around us.
Here are some squares found at school and at home.

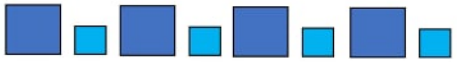

A window


A chocolate


A chess board

A road sign

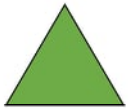
We can make a pattern using different squares.



Did you know?
The word square comes from the French word 'esquarre' meaning honest or fair.

Geometry Triangle

Here is a triangle.



A triangle is a 2D shape. It has 3 sides and the sides are all straight.

Can you trace the word triangle?

triangle

We can find triangles all around us.
Here are some triangles found at school and at home.

Tri

Three

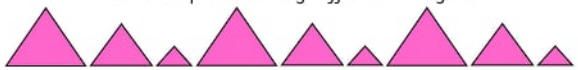

An instrument


A tortilla chip


A pizza slice


A hanger

We can make a pattern using different triangles.



Did you know?
Triangle comes from the Latin word 'triangulus' which means 'having three angles'.

Geometry Circle

Here is a circle.

A circle is a 2D shape. It has curved sides.

Can you trace the word circle?

circle

We can find circles all around us.
Here are some circles found at school and at home.

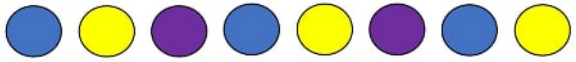

A button


An orange slice


A pizza


A plate

We can make a pattern using different circles.



Did you know?
The circle is one of the hardest shapes to draw. It is almost impossible to draw a **perfect** circle.

Geometry Rectangle

Here is a rectangle.

Can you trace the word rectangle?

rectangle

A rectangle is a 2D shape. It has 4 sides and all the sides are straight.

We can find rectangles all around us.
Here are some rectangles found at school and at home.


A notebook


A door


A window

A ruler

We can make a pattern using different rectangles.

Did you know?
Rectangle comes from the Latin word 'rectus' which means 'right' or straight'.

Let's see if you can remember how to estimate, add and subtract numbers.

In Year 1 we did adding and subtracting! Take a look!

Words you need to know.

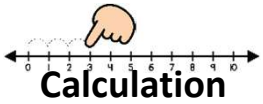
Estimate: Get a number that is as close as possible to the actual number without counting or measuring.

Add: To combine two sets (joining). We use the symbol '+' when we write an addition problem.

Subtract: To take away (partitioning). We use the symbol '-' when we write a subtraction problem.

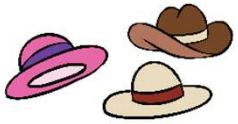
Did you know?

The **symbol** to represent addition is **+** and the symbol to represent subtraction is **-**.



How to write a number sentence with addition and subtraction stories.

Pete has **three** hats. His mom buys him **one** more hat for his birthday.
How many hats does Pete have **altogether**?



Number sentence: 3 + 1 = 4

Plus sign

= as same as / equals sign

There are **seven** pencils in a pencil holder. Sam takes out **two** pencils.
How many pencils are **left in the pencil holder?**

Number sentence: 7 - 2 = 5

Minus sign

= as same as / equals sign

Can you complete this mixed activity?

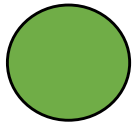
All number lines are marked in different increments. On the examples below, every 10th increment are marked.

Just like this!

Write Match Draw

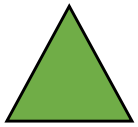
Geometry

Draw a line to join each drawing of a 2D shape to the correct name.



triangle

square



rectangle

circle

Ask for help if you need to do so.

Complete.

A square has ..... sides.

A triangle has ..... sides.

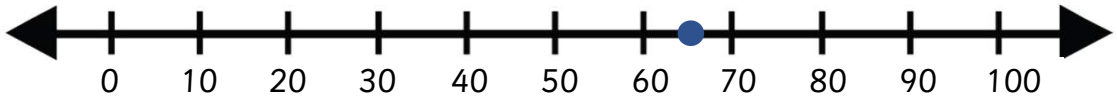
A rectangle has ..... sides.

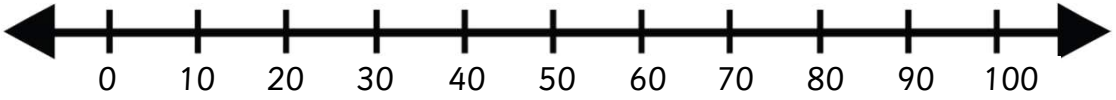
Look back!
To page 3 and 22 in this book.

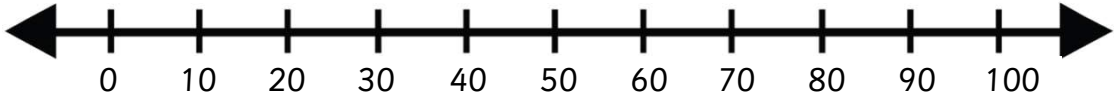
Numbers

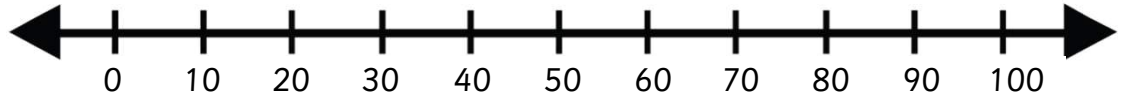
Make a dot on the number line, to show the position of each of the numbers.

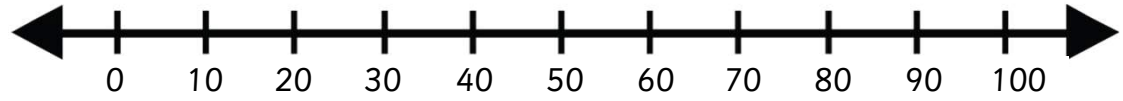
I have done the first one for you.

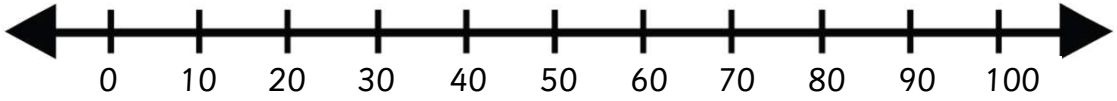
65


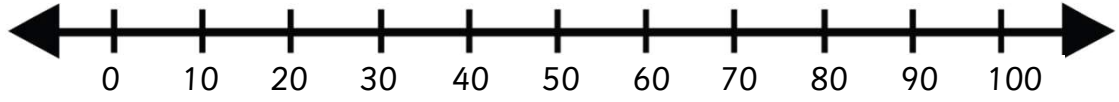
35


15


45


5


55


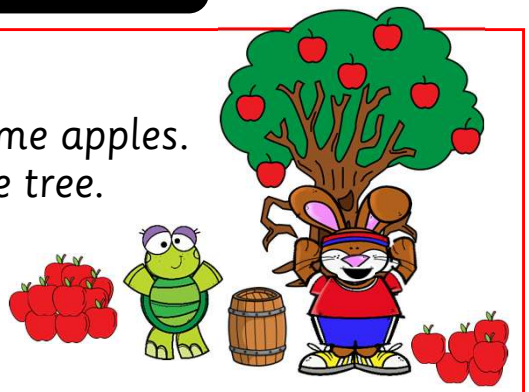
25


Let's see if you can remember how to complete word problems, using the steps for problem solving.

Calculation

Here is a word problem.

On the 5th of August Tommy Tortoise and Henry Hare decided to pick some apples. Tommy picks 10 apples from the tree. Henry picks 6 apples from the tree. How many apples do they pick altogether?



Complete the steps for problem solving.

1. Read the word problem.

On the 5th of August Tommy Tortoise and Henry hare decided to pick some apples. Tommy picks 10 apples from the tree. Henry picks 6 apples from the tree. How many apples do they pick altogether?

2. Underline the key words. altogether words

Keywords are the numbers, objects and words that tell you if your result will get more or less.

On the 5th of August Tommy Tortoise and Henry Hare decided to pick some apples. Tommy picks 10 apples from the tree. Henry picks 6 apples from the tree. How many apples do they pick altogether?

3. Which numbers will I need? 10 apples 6 apples

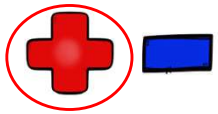
Only relevant numbers. (not all the numbers in the word problem e.g. not the date in this case)

4. Make an illustration.

5. How am I going to get to the result (answer)?

the correct term.

5.1 My result will be more / less. *If the result is getting more use + and if the result is getting less use -.*

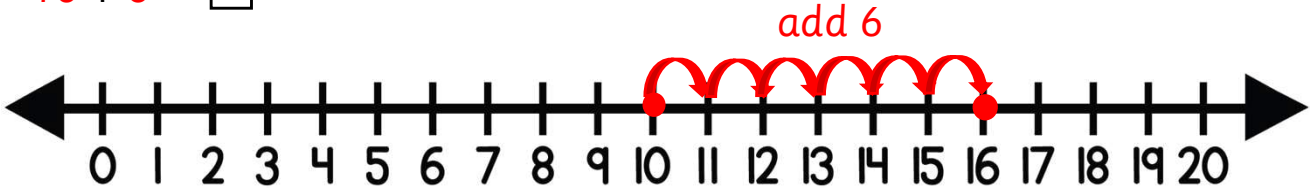
5.2. The operation I will use is 

Did you know?
+ is used when the result is more and – when the result is less.

6. a number sentence. 10 + 6 = ☐

7. Show working out.

10 + 6 = ☐



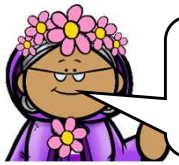
10 + 6 = 16

8. My conclusion: They picked 16 apples altogether. (this is your answer sentence).

9. My result is correct. Yes ☑ No ☐

Give a reason: My result is correct because together they have more apples.

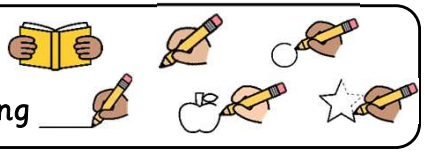
Can you complete the steps for problem solving?



Keywords are the numbers as well as the words telling you if your result will be more or less.

Just like this!

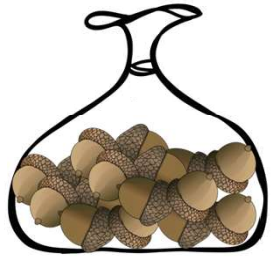
Steps for Problem solving



Calculation

Here is a word problem.

There are 15 acorns in the bag. You take out three acorns.
How many acorns are left in the bag?



Complete the steps for problem solving.

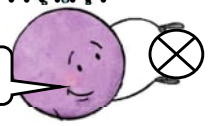
1. Read the word problem. I  the word problem Tick ☐

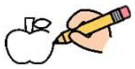
2. Underline the key words. I  the key words Tick ☐

3. Which numbers will I need?  the numbers .....

4. Make an illustration.

Ask for help if you need to do so.





5. How am I going to get to the result (answer)?

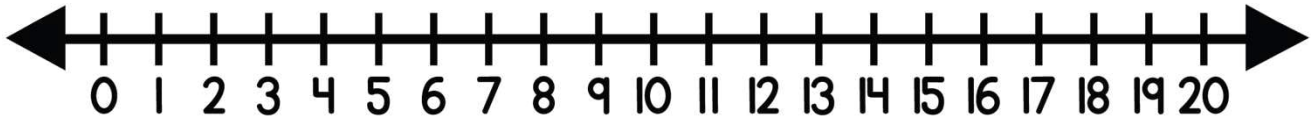
the correct term.

5.1 My result will be more / less

5.2. The operation(s) I will use is

6. a number sentence.

7. Show working out.



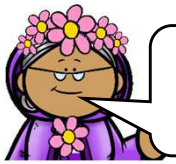
8. My conclusion: There are …… acorns left in the bag.

9. My result is correct. Yes ☐ No ☐

Give a reason: My result is correct because there are less acorns in the bag.

Look back!
To page 24 and 25 in this book.

Can you complete this mixed activity?



You can use the number line below to help you count on.

Just like this

Count  Write 

Statistics

Here is a **pictogram**.
It shows the number of tea cups Cinderella and her friends washed.

Pictogram shows number of tea cups washed by the friends.

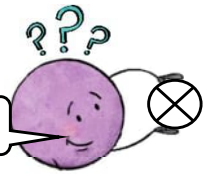
 = 1 tea cup

Ella	
Dora	
Bee	

How many tea cups did Ella wash? ..... tea cups.

How many tea cups did Bee wash? ..... tea cups.

How many tea cups did Dora wash? ..... tea cups.



Ask for help if you need to do so.

Numbers

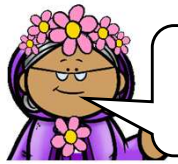
Count on. Write the next two **numbers**.

21,	22,	23,	24,	..... ,	.....
12,	14,	16,	18,	..... ,	.....
19,	21,	23,	25,	..... ,	.....

Look back!

To page 19 and 21 in this book.

Can you complete this mixed activity?



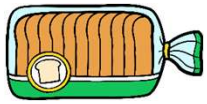
You can use counters to help you with the calculation problems.

Just like this!

Write in correct cell ☐☐ Fill in 7

Statistics

Here are some items you can find in the kitchen.

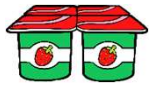


bread

knife

chips

cake stand

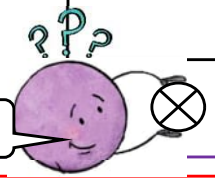


yoghurt

eggs

Write the name of **each object** in the correct cell on the Carroll diagram.

Things I can eat	Things I can not eat



I can finish this task on my own!

Look back!

To page 21 and 23 in this book.

Calculation

Complete the following calculation problems.

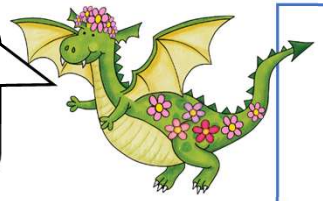
I have done the first one for you.

7	+	1	=	8	3	-	2	=		5	+	2	=	
4	+	2	=		6	-	1	=		10	+	1	=	
3	+	3	=		8	-	2	=		6	+	2	=	

Can you recognise even and odd numbers?

In each case look at the digit in the ones place, it will tell you if the number is even or odd.

Wow this is so cool!
Even numbers have the digit 0, 2, 4, 6 or 8 in the ones place.
Odd numbers have the digit 1, 3, 5, 7 or 9 in the ones place.



Numbers

24 52 40 16 18

I am going to place all the **even numbers** in the bucket! Even numbers have the digit 0, 2, 4, 6 or 8 in the ones place.

Did you know?
An even number of objects can be shared into two equal groups.
An odd number of objects cannot be shared into two equal groups.

31 45 23 27 29

I will pick up all the **odd numbers**! Odd numbers have a 1, 3, 5, 7 or 9 in the ones place.

Can you recognise even and odd numbers?

You can recognise even and odd numbers by looking at the digit in the ones place.

Just like this!

Fill in 2 Ring Write ___

Numbers

Ella is thinking of a number.

I am thinking of an **even number** between 20 and 30.

Write down three possible numbers she could be thinking of.

Here is part of a number square.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

- Shade all the even numbers red.
- Shade all the even numbers blue.
- Write any **even number** in words.

.....

Complete the statements below.

The rule for **even numbers** state that they have the digit ....., ..., ..., ... or ..... in the ones place.

The rule for **odd numbers** state that they have the digit ....., ..., ..., ... or ..... in the ones place.

Ask for help if you need to do so.

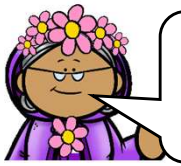
Here is a list of numbers.
Put a ring around all the **even numbers**.

12 17 21 24 29 30

Here is a list of numbers.
Put a ring around all the **odd numbers**.

32 35 36 37 39 40

Can you complete this activity using the numbers from 0 – 100?



You can use the number line below to help you to count back.

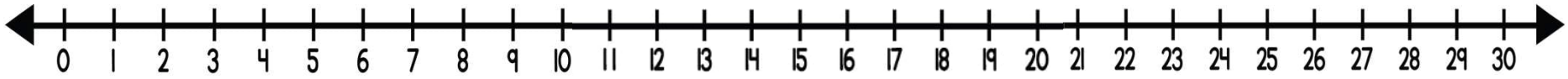
Just like this!

Write _____ Ring

Numbers

Count back. Write the next two **numbers.**

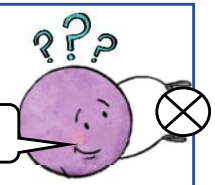
19,	17,	15,	13,	……. ,	…….
70,	60,	50,	40,	……. ,	…….
32,	30,	28,	26,	……. ,	…….
24,	23,	22,	21,	……. ,	…….



Look back!

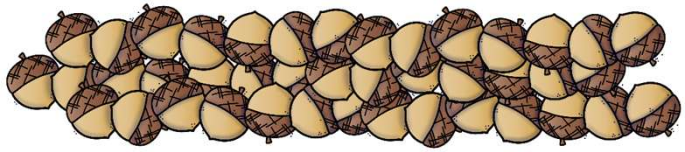
To page 19, 22 and 31 in this book.

In each case put a ring around the **best estimate** *for the number of objects / people / things*



I can finish this task on my own!

number of acorns

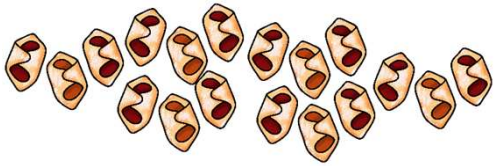


almost 20 almost 50 almost 100

number of windows

almost 20 almost 50 almost 100

number of jam tarts

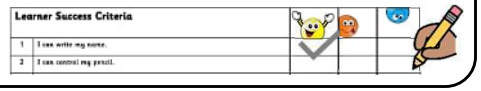


almost 20 almost 50 almost 100

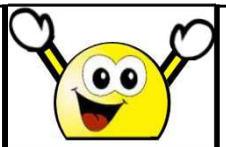
At the end of 6 new objectives...

Think carefully and follow the instructions to complete your table.

Just like this! Tick ✓ one column per row.



Key	 I got this!	 I'm getting this! [with my teacher's help]	 I can't do this yet!

Learner Success Criteria				
1	I can recognise numbers from 0 – 100.			
2	I can recognise the number of objects in an unfamiliar pattern up to10, without counting.			
3	I can recite, read and write number names from 0 – 100.			
4	I can estimate the number of objects or people (up to 100).			
5	I can count on and count back in ones, twos and tens, starting from any number (0 – 100).			
6	I can recognise the characteristics of odd and even numbers (from 0 – 100).			
7	I remember how to record, organise and represent data using a Carroll diagram and a Pictogram.			
8	I remember the properties of 2D shapes.			
9	I remember how to estimate, add and subtract numbers and use the steps for problem solving.			

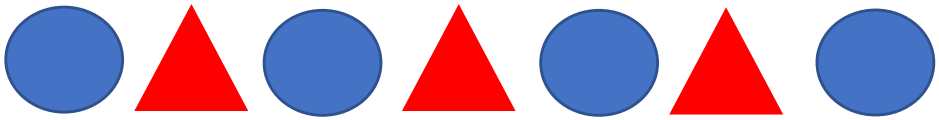
I still need my teacher to help me with number or numbers...

Write down the number of your favourite type of activity.

Can you complete a numerical sequence?

Numbers

Here is a sequence using circles and triangles.

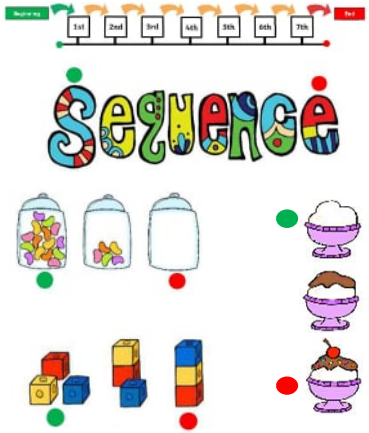


The sequence follows a pattern so we can determine the next shape.

The next shape will be a  .

Did you know?
A sequence is an ordered list of numbers or objects. Some sequences follow a specific pattern that can be used to extend them.

sequence (say see-kwens)
NOUN sequences



Numerical sequence.

You need to recognise & describe your sequence before you extend it!

Here is a sequence.

0, 3, 6, 9, ☐ ☐

The above sequence follows the pattern ‘add 3’.
We can now continue the sequence.

0, 3, 6, 9, 12, 15.

Recognise & describe the sequence – I am counting forward in constant steps of 3.

Extend the sequence – the next two numbers will be 12 and 15.

Can you complete the sequences below?

Write the nest two numbers in the sequences below.

Just like this!

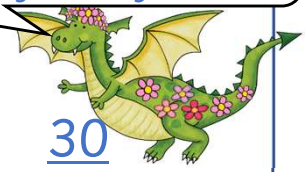
Write

Numbers

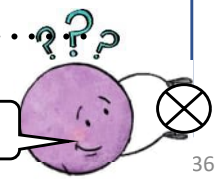
Complete the number sequence down below.

I have done the first one for you.

Look for patterns e.g. the tens digit stays the same and the ones digit changes.



20,	+2	22,	+2	24,	+2	26,	+2	28,	+2	30	
43,	☐	44,	☐	45,	☐	46,	☐	..... ,	☐	.....	
16,	☐	18,	☐	20,	☐	22,	☐	..... ,	☐	.....	
0,	☐	10,	☐	20,	☐	30,	☐	..... ,	☐	.....	
25,	☐	26,	☐	27,	☐	28,	☐	..... ,	☐	.....	
36,	☐	35,	☐	34,	☐	33,	☐	..... ,	☐	.....	
20,	☐	18,	☐	16,	☐	14,	☐	..... ,	☐	.....	
100,	☐	90,	☐	80,	☐	70,	☐	..... ,	☐	.....	



Ask for help if you need to do so.

Can you complete this number activity?

Use the number range from 0 – 70 to complete this activity

Just like this!

Fill in forty-two Underline

Numbers

Complete the table below.

Number	Number name
	twenty-four
37	
39	
	forty-four
48	
52	
	fifty-six
70	

Write the number fifty-three.

Write the number sixty.

Write the number sixty-one.

Write the number sixty-eight.

Write the number seventy.

Look back!

To page 11 and 35 in this book.

Here is a **number sequence**.

11, 13, 15, 17, ...

The sequence continues in the same way.

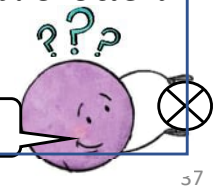
Write down the next two numbers in the sequence.

Here is another **sequence**.

5, 10, 15, 20, ...

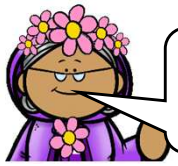
Underline the correct term to complete the statement to say how the sequence was formed.

The sequence is you add / subtract one/ two / five each time.

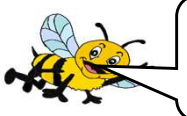


Ask for help if you need to do so.

Can you complete this mixed activity?



The number name is red. Use a red pencil, when requested.



Just like this!

Write Shade Ring Group

Numbers

Here is a 40 square.

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	32	33	34	35	36	37	38	39	40

Write the number twenty-four in figures .....

Write the number 40 in words .....

Write the number one more than 29 in words .....

Write the number one less than 15 in words .....

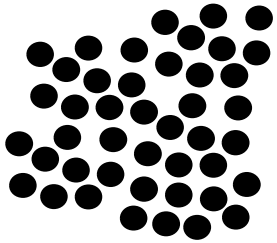
What is 10 more than 3? Shade your answer red.

Draw a ring around all the even numbers more than 30.

Look back!

To page 11, 15 and 19 in this book.

Here are some dots.



Estimate the number of dots

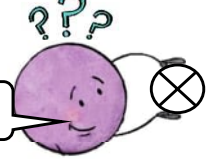
..... dots.

Count how many dots by grouping in twos to make it easier to count.
Use a red pencil to group.

..... dots.

How many rice grains in the bowl?

more than 100 less than 100



I can finish this task on my own!

Can you recognise money notation?

Money

Recognise the currency symbol for your country.

France → € USA → $ England → £ South Africa - R

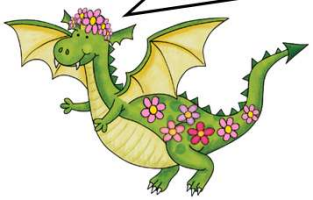
$1 = 100c

We use **dollar** notation as the internationally recognised currency.

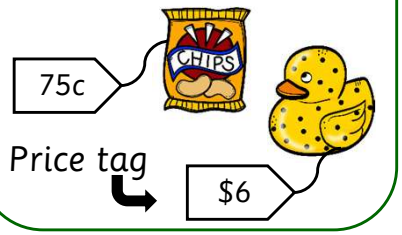
coins

notes

Can you recognise the currency symbol for your country?

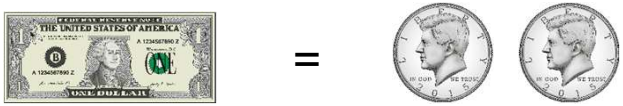


We buy things with money.

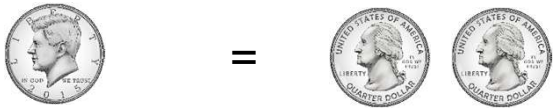


Did you know?
Each country has its own currency. Each country also has a different currency symbol e.g. $, €, R, £.

Compare values of different combinations of coins and notes.



1 dollar ($1) is the same as two 50c (50 cent) coins.



50c is the same as two 25c coins.

25c is the same as two 10c coins and a 5c coin.

Can you complete this activity on money?

You can draw a circle with the money value inside when drawing coins.

Just like this!

Ring

Draw

Money

Here are three different coins that we use in the USA.

5 cents 10 cents 25 cents

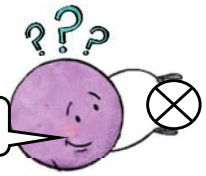
I use three coins to make different money values. Put a ring around the combination that is equal to 25c.

Option 1 

Option 2 

Option 3 

Option 4 



Ask for help if you need to do so.

Here are two different coins that we use in the USA.

5 cents 10 cents

Show three **different** ways of making 25c using these coins.

I have done the first one for you.

Option 1 

Option 2

Option 3

Can you complete this mixed activity?

Read the instructions carefully and then complete this activity.

Just like this!

Fill in twenty Write in correct cell Write

Numbers

Write 34 in words.

Write the number sixty in digits.

Write 67 in words.

Write the number twelve in digits.

Write 72 in words.

Write the number fifteen in digits.

Look back!

To page 11, 19 and 21 in this book.

Statistics

Here are some objects / things / people.


person


blocks


star


cat


sofa

Write the name of **each object / thing / person** in the correct cell on the Carroll diagram.

Things that can move	Things that can not move

Count on in ones.

61, 62, 63, 64, ..., ...

Count back in ones.

50, 49, 48, 47, ..., ...

Ask for help if you need to do so.

Can you complete this mixed activity?

Follow the 'bossy verbs' to complete the instructions.

Just like this!

Fill in 28 Write _____

Numbers

Here is a **number pattern**.

26, 28, 30, 32, ...

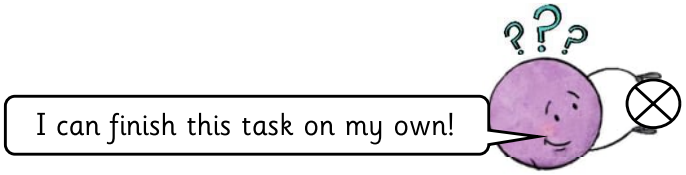
The pattern continues in the same way.

Write down the next two numbers in the pattern.

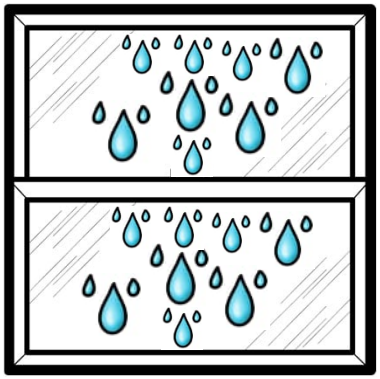
Here is another pattern.

Write the next two numbers in the pattern.

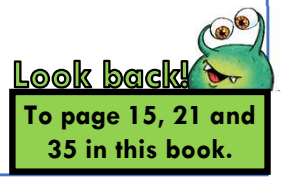
70, 60, 50, 40, ..., ...



Estimate the number of raindrops on this window.



..... raindrops.



Statistics

Here is a **pictogram**.

It shows the number of books Ella and Flora read.

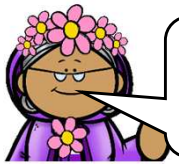
Pictogram shows the number of books Ella and Flora read.

 = 1 book

Flora	
Ella	

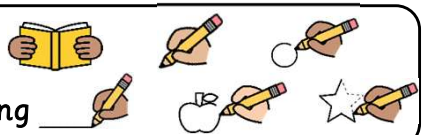
- **How many** books did Flora read? ..... books.
- **How many** books did Ella read? ..... books.
- **Who** read the most books? .....

Can you complete the steps for problem solving?



Keywords are the numbers as well as the words telling you if your result will be more or less.

Just like this!



Steps for Problem solving

Calculation

Here is a word problem.

Ella wants to thank her 12 mice friends for helping her clean the house.
She makes 16 small cakes and 3 large cakes, to surprise her friends.
How many cakes does Ella make altogether?

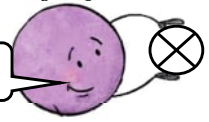
Complete the steps for problem solving.

1. Read the word problem. I  the word problem Tick ☐

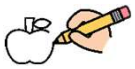
2. Underline the key words. I  the key words Tick ☐

3. Which numbers will I need?  the numbers .....

4. Make an illustration.



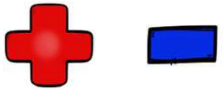
Ask for help if you need to do so.



5. How am I going to get to the result (answer)?

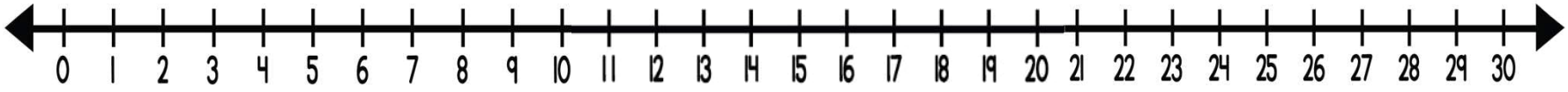
the correct term.

5.1 My result will be more / less

5.2. The operation(s) I will use is 

6. a number sentence.

7. Show working out.



8. My conclusion: There are …… cakes altogether.

9. My result is correct. Yes ☐ No ☐

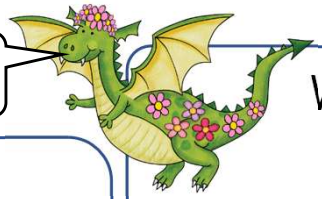
Give a reason: My result is correct because altogether there are more cakes.

To page 24 and 25 in this book.

Can you compare and order numbers?

A 2-digit number has two digits e.g. 12 and 31 and 64 are all two- digit numbers.

Hey! I remember the crocodile mouth faces the bigger number!



Numbers

When we compare numbers we use three symbols in Maths.

Equal to = **Bigger than >** **Smaller than <**

20 is **bigger than 12** can also be written as

$20 > 12$

12 is **smaller than 20** can also be written as

$12 < 20$

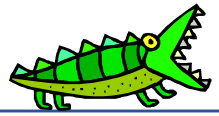
12 is **equal to** 10 + 2 can also be written as

$12 = 10 + 2$

An easy way to remember the symbols is using the crocodile mouth.

The crocodile mouth always faces the bigger number.

20  12

12  20

Write the set of numbers from smallest to biggest.

17 24 21 13 16 28

13 16 17 21 24 28

smallest biggest

Here are three mathematical terms

< > =

In each case write the correct symbol in the empty box.

17	>	15	11	>	10
18	<	28	27	>	23
24	<	25	21	=	21

Did you know?

We can use words and symbols to say whether sizes are more than, less than or equal. When two values are equal, (or the same as) we use the 'equals' sign =.

Can you compare and order numbers?

Use the symbols <, > or = to compare and order numbers.

Just like this!

Ring  Write  Fill in 14

Numbers

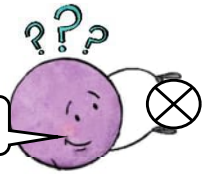
In each case state if the statement are **true** (√) or **false** (x).
Put a ring around the correct term.
I have done the first one for you.

- 15 > 17 true *false*
- 18 < 20 true *false*
- 12 < 20 true *false*
- 17 > 18 true *false*

Write the set of numbers from **smallest to biggest**.

21	36	16	13	31	23
.....	.....	.....	.....	.....	.....

smallest **biggest**



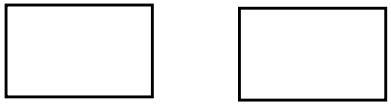
Ask for help if you need to do so.

Here are some numbers smaller than 100 in the box.

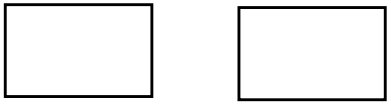
23	18	61	39	14
72	26	58	88	
71	35	47	94	89

Use these numbers to complete the instructions.

Write down any two **even numbers** in the space below.



Write down any two **odd numbers** in the space below.



Write down the **biggest number**.

Let's see if you can remember how to represent data using a Venn diagram.

Statistics

Venn diagram.

A Venn diagram is a way of showing information using two circles inside a rectangle.

Here is a Venn diagram (only one circle in Year 1).
Sort the following images by placing them in the correct cell on the Venn diagram.

The Venn diagram only has **one circle** in Year 1

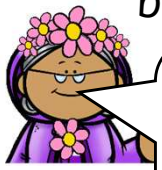

dice


dog

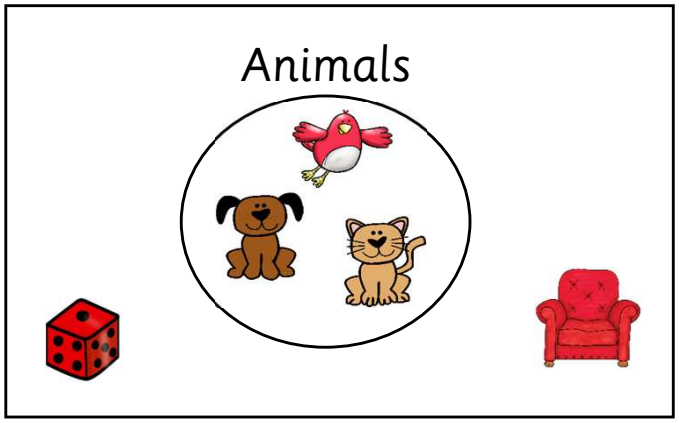

cat


sofa


bird



Sorting objects using a Venn diagram is easy! You place the 'animals' inside the circle and the 'not animals' outside the circle. Just like that!



I remember I must place the objects that belongs to the set inside the circle!

Did you know?
The Venn diagram is a diagram used to group objects. A circle stands for a set of objects or a group of objects. If the objects belong to the set of objects, these are placed inside the circle. If the objects do not belong to the set of objects, these are placed outside the circle.

Words you need to know:

Categorical data: Data which is divided into categories or groups.

Let's see if you can remember how to represent data using a Bar graph.

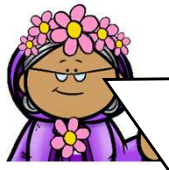
Statistics

Bar graph.

A Bar graph is used to show the frequency of individual events.

After you collected your data, you organise it in a table.

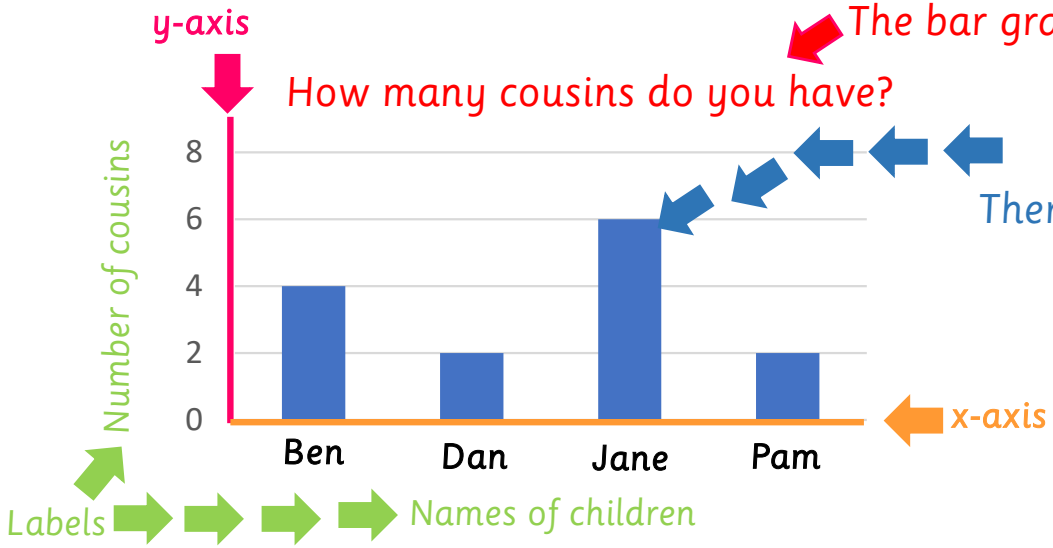
How many cousins do you have?	
Name of student	Number of cousins
Ben	4
Dan	2
Jane	6
Pam	2



Steps to follow:
- **Collect** data.
- **Organise** your data in a table.
- **Represent** data on the Bar graph.

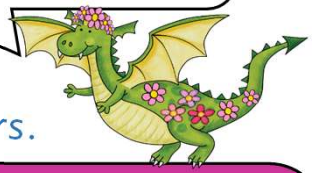
Today we are **collecting** the following data: We are going to ask some students how many cousins they have! Then we **organise** our results in the table.
Lastly, we **represent** our data on a bar graph.

Represent this data using a Bar graph.



A bar graph has an x-axis and a y-axis.

I can remember how to draw a Bar graph! We did it in Year 1!



Did you know?
A Bar graph is used to display and compare information. The height of each bar is proportional to the amount of data it represents. The higher the bar the larger the number or amount of data.

Let's see if you can remember how compose, decompose and regroup numbers.

Did you know?
A digit gets value when you place it in a number.

Numbers

In Mathematics we get 10 digits.

0 1 2 3 4 5 6 7 8 9

These digits are used to build numbers.

The digit 1 is used to build the number 1!

1

The digit 3 is used to build the number 3!

3

The digit 1 and 3 are used to build the number 13!

13

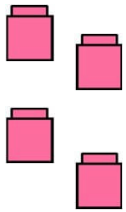
Words you need to know:

Compose: To put a number together
e.g. 10 and 2 will **compose** the number 12.

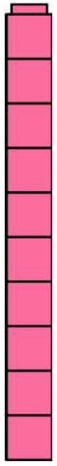
Decompose: To break number up into parts
e.g. if you **decompose** 12 you will get 10 plus 2.

Regroup: To express a number in different ways
e.g. 12 = 10 + 2, 12 = 9 + 3
or 12 = 6 + 6 etc.

Here are some unifix blocks.



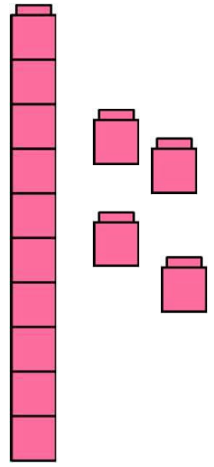
4 ones



If you stack **10 ones** together it makes **one group of ten.**

If you put **these** Unifix blocks together you will get **14** or **1 ten and 4 ones.**

These are BIG words!! Can you remember these words from Year 1?



14

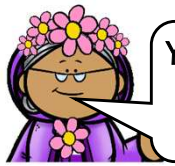
or

1 ten 4 ones

or

10 + 4

Can you complete this mixed activity?



You will be able do these on your own, however ask your teacher for help if you need to do so.

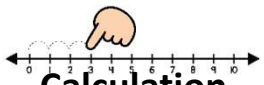
Just like this!

Fill in 8 Write _____ Sort

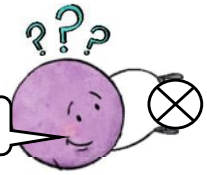
Complete the following calculation problems.

I have done the first one for you.

7	+	1	=	8	9	-	2	=	
6	+	2	=		5	-	1	=	
4	+	3	=		7	-	2	=	
1	+	3	=		5	-	2	=	
7	+	2	=		4	-	4	=	
8	+	1	=		2	-	1	=	
5	+	3	=		9	-	3	=	



Calculation



Ask for help if you need to do so.

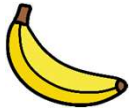
Numbers

Write the numbers in words.

- 47 .....
- 51 .....
- 63 .....

Sort the following images by writing the name of each object in the correct cell on the Venn diagram.

apple



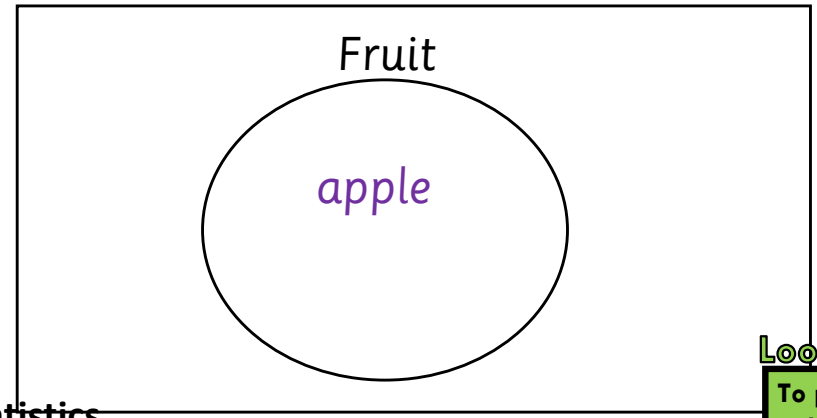
banana

cat

money

plum

I have done the first one for you.



Statistics

Look back!

To page 11, 23 and 47 in this book.

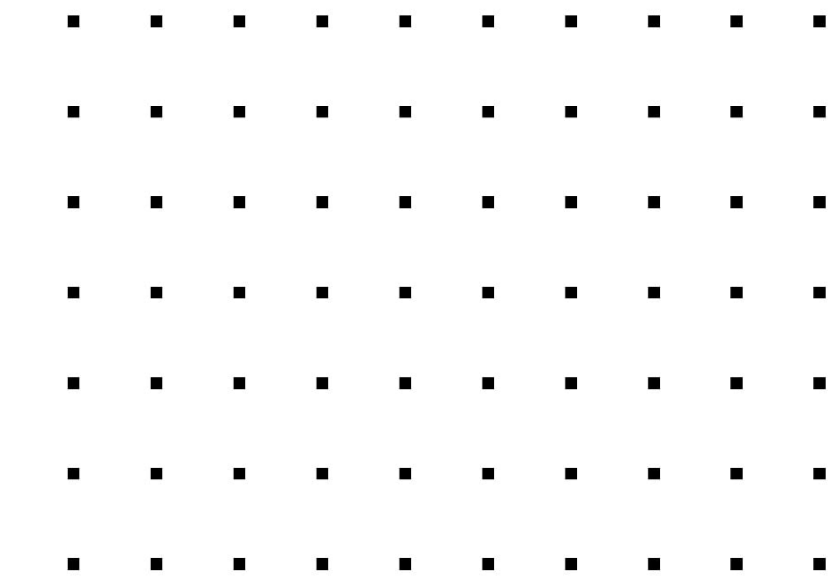
Can you complete this mixed activity?

Follow the 'bossy verbs' to complete the instructions.

Just like this!
Join : Fill in Shade 62 Write

Geometry

Join some of the dots to make a rectangle.



Estimate the number of cups.

..... cups.

Look back!
To page 15, 22, 31 and 45 in this book.

Numbers

Here are three mathematical terms

< > =

In each case write the correct symbol in the empty box.

18		19		21		10	
24		21		29		32	
24		34		30		20	
40		38		27		37	

Here is part of a number square.

61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80

Shade all the **odd numbers**.

Ask for help if you need to do so.

Can you complete this mixed activity?

You can use unifix blocks (counting blocks) to help you!

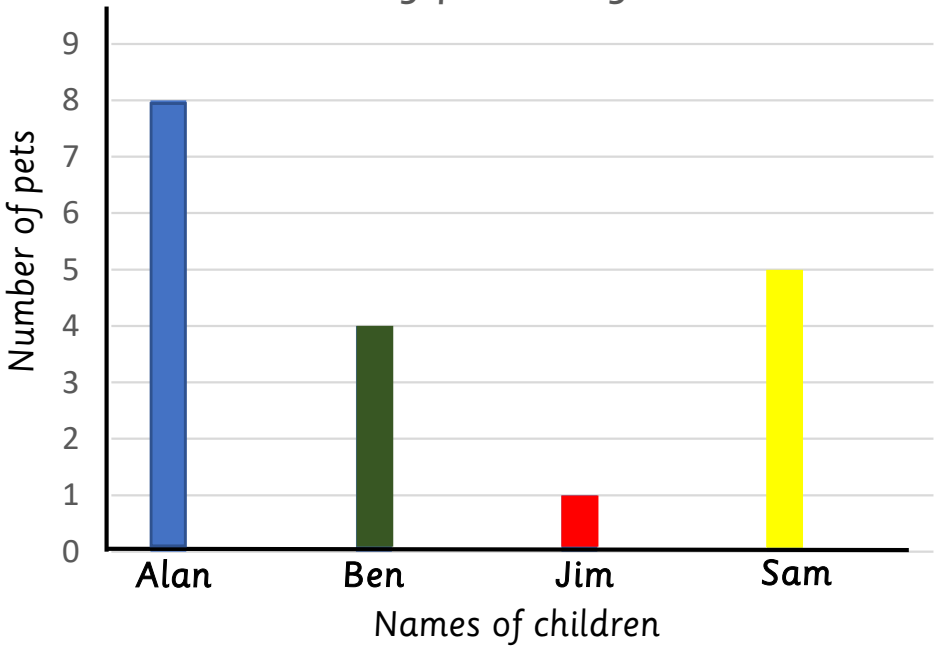
Just like this!

Fill in 12 Write ____

Statistics

Here is a Bar graph.

How many pets do you have?



Use the information on the Bar graph to answer the following questions.

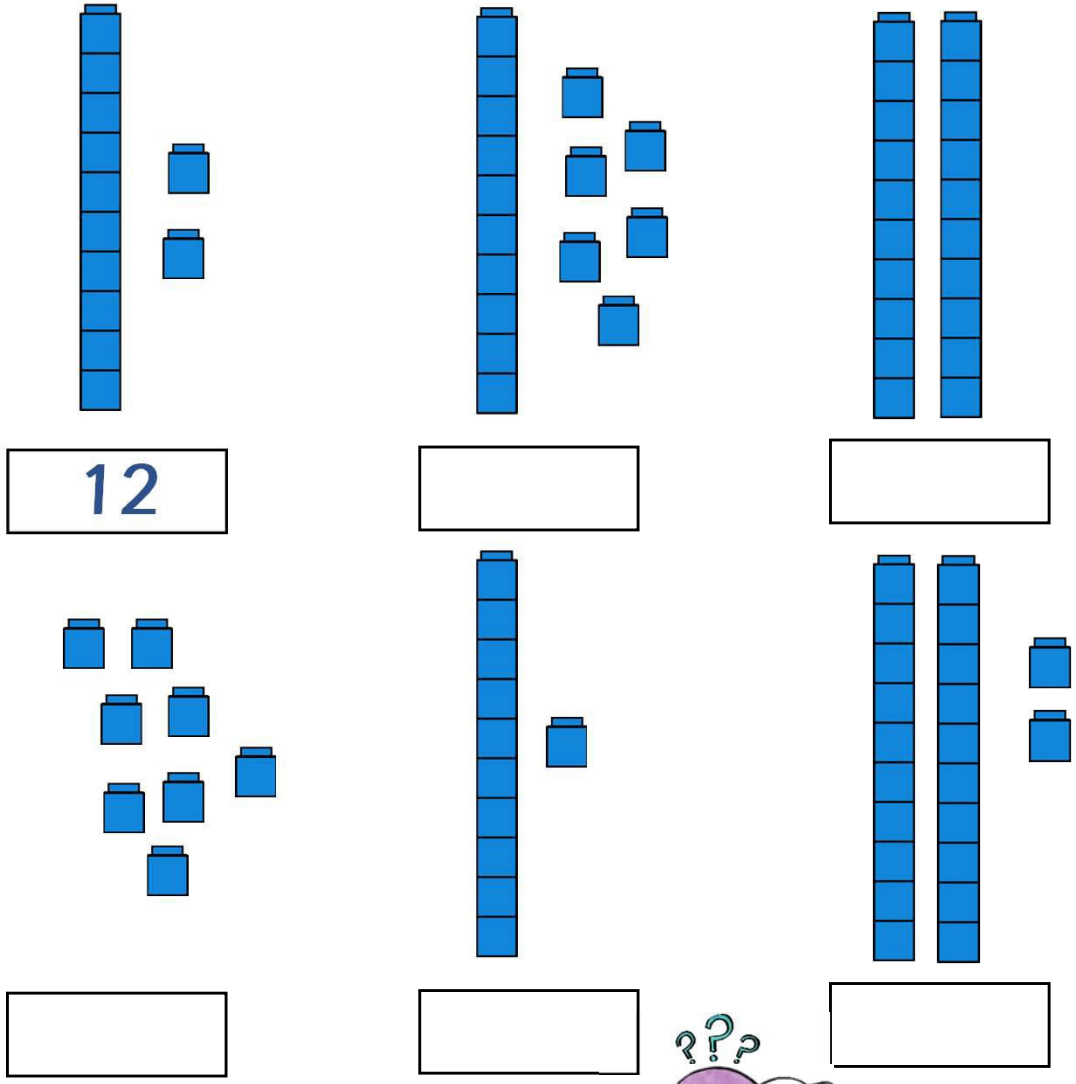
- Who has the most pets? .....
- How many pets does Ben have? .....
- Who has only 1 pet? .....

Look back!
To page 48 and 49 in this book.

Numbers

Write down the **number** represented by the following symbols.

I have done the first one for you.



I can finish this task on my own!

Can you understand and explain the relationship between addition and subtraction?

Words you need to know.

Addition: To combine two sets (joining). We use the symbol '+' when we write an addition problem.

Subtraction: To take away (partitioning). We use the symbol '-' when we write a subtraction problem.

Did you know?

The inverse meaning in Maths is a function which reverses the order of operation of another function.

Calculation

The relationship between addition and subtraction.

$1 + 2 = 3$ is **the same as** $2 + 1 = 3$.

So,

If $1 + 2 = 3$ and $2 + 1 = 3$ then $3 - 1 = 2$ and $3 - 2 = 1$.

$1 + 2 = 3$ and $3 - 2 = 1$ are called **inverses**.

$2 + 1 = 3$ and $3 - 1 = 2$ are also called **inverses**.

You can 'turn around' your addends in an addition problem and still get the same answer.

Can you complete the following calculation to show the relationship between addition and subtraction?

Just like this!

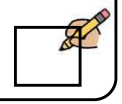
Fill in 10

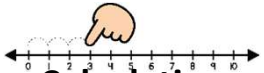
If $3 + 7 = 10$ and $7 + 3 =$ ☐ then $10 - 3 =$ ☐ and $10 - 7 =$ ☐.

Can you complete this mixed activity?

Follow the 'bossy verbs' to complete the instructions.

Just like this!

Ring  Fill in 



Calculation

Complete the following calculations to show the relationship between addition and subtraction.

I have done the first one for you.

If 3 + 7 = 10 *and* 7 + 3 = 10 *then* 10 – 3 = 7 *and* 10 – 7 = 3.

If 5 + 1 = 6 *and* 1 + 5 = ☐ *then* 6 – 1 = ☐ *and* 6 – 5 = ☐.

If 4 + 3 = 7 *and* 3 + 4 = ☐ *then* 7 – 4 = ☐ *and* 7 – 3 = ☐.

If 6 + 2 = 8 *and* 2 + 6 = ☐ *then* 8 – 6 = ☐ *and* 8 – 2 = ☐.

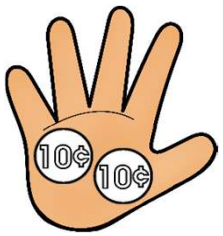
Money

Here are three different coins that we use in the USA.

5 cents **10 cents** **25 cents**

Ben takes one coin and Sam takes two coins.
Put a ring around the person with the most money.

Ben



Sam

Numbers

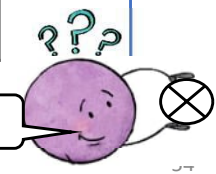
Put a number in each empty box to make the statement true.

28 < ☐

11 < ☐

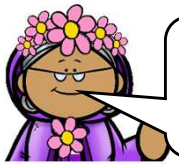
54 > ☐

37 > ☐



Ask for help if you need to do so.

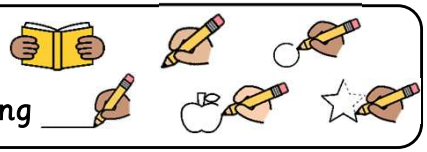
Can you complete the steps for problem solving?



Keywords are the numbers as well as the words telling you if your result will be more or less.

Just like this!

Steps for Problem solving



Calculation

Here is a word problem.

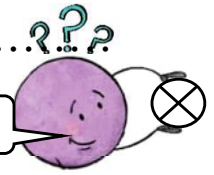
Flora the fairy has a list of duties on her to-do-list.
There are 28 different duties on the list. She has completed 7 of her duties already.
How many duties are still left on her to-do-list?

Complete the steps for problem solving.

1. Read the word problem. I  the word problem Tick ☐

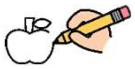
2. Underline the key words. I  the key words Tick ☐

3. Which numbers will I need?  the numbers .....



Ask for help if you need to do so.

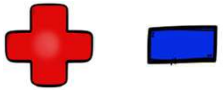
4. Make an illustration.



5. How am I going to get to the result (answer)?

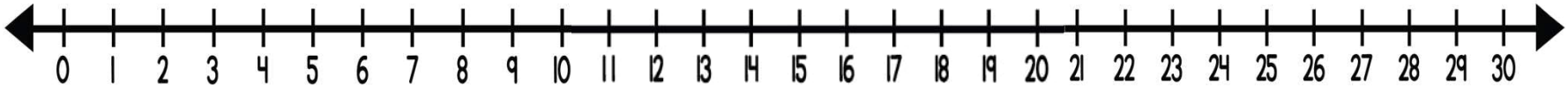
the correct term.

5.1 My result will be more / less

5.2. The operation(s) I will use is 

6. a number sentence.

7. Show working out.



8. My conclusion: There are …… duties left on the to-do-list.

9. My result is correct. Yes ☐ No ☐

Give a reason: My result is correct because the duties on the list became less.

To page 24 and 25 in this book.

Can you recognise the complements of 20 and complements of multiples of 10 (up to 100)?

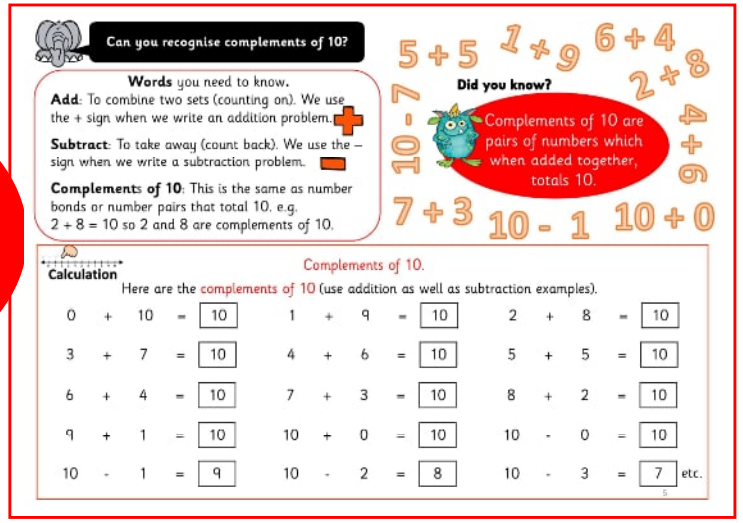
Words you need to know.

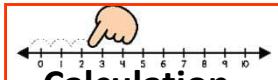
Complements of 20: This is the same as number bonds or number pairs that total 20. e.g. 12 + 8 = 20 so 12 and 8 are complements of 20.

Multiples of 10: Numbers that can be divided exactly by 10, leaving no remainder.

Multiples of 10 are 10, 20, 30 , 40, 50, 60, 70, 80, 90, 100, etc.

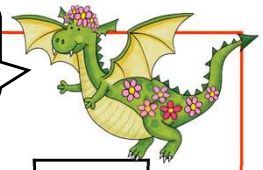
Did you know?





Calculation

I remember the complements of 10!



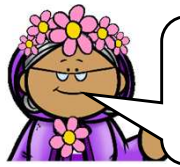
Complements of 20.

15	+	5	=	20	20	-	5	=	15	14	+	6	=	20
20	-	14	=	6	8	+	12	=	20	20	-	12	=	8
16	+	4	=	20	20	-	4	=	16	19	+	1	=	20 etc.

Complements of multiples of 10 (up to 100).

90	+	10	=	100	50	+	50	=	100	100	-	20	=	80
40	+	60	=	100	80	+	20	=	100	100	-	30	=	70 etc.

Can you complete this mixed activity?



Think carefully and then complete the activity page below.

Just like this!

Fill in 2

Calculation

Fill in a number in each empty box to complete the complements.

I have done the first one for you.

Ask for help if you need to do so.

15	+	5	=	20	12	+		=	20	11	+		=	20
20	-		=	10	20	-		=	6	20	-		=	15
16	+		=	20	2	+		=	20	19	+		=	20
90	+		=	100	50	+		=	100	100	-		=	70
40	+		=	100	10	+		=	100	100	-		=	80

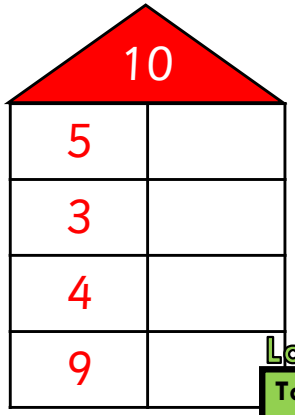
Numbers

What number am I composing?

I have done the first one for you.

1 ten	8 units	→	18	1 ten	0 units	→	
0 tens	5 units	→		1 ten	9 units	→	
1 tens	7 units	→		2 tens	0 units	→	

Complete the number house.



Look back!

To page 23, 49 and 57 in this book.

Can you complete this mixed activity?

On the examples below, every 10th increment are marked on each number line.

Just like this!

Ring Write Fill in 25 Draw

Geometry

Complete.

Draw a ring around the rectangle.

What shape am I describing?

I am a 2D shape with four equal sides.

.....

I am a 2D shape with three equal sides.

.....

I am a 2D shape with curved sides.

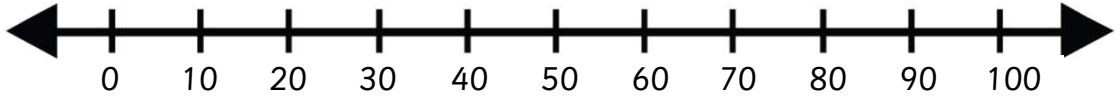
.....

Look back!

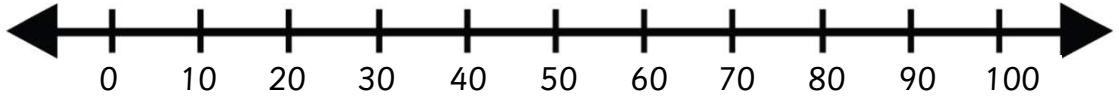
To page 11 and 22 in this book.

Numbers

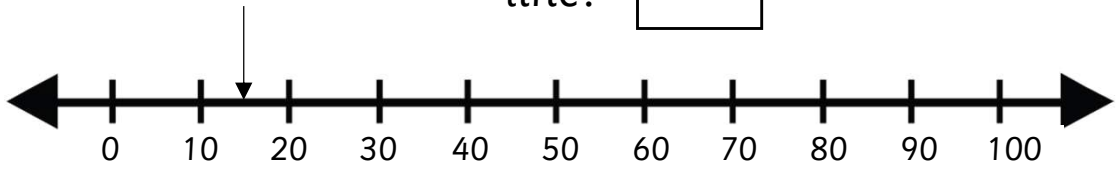
Draw an arrow to show the number 65 on the number line.



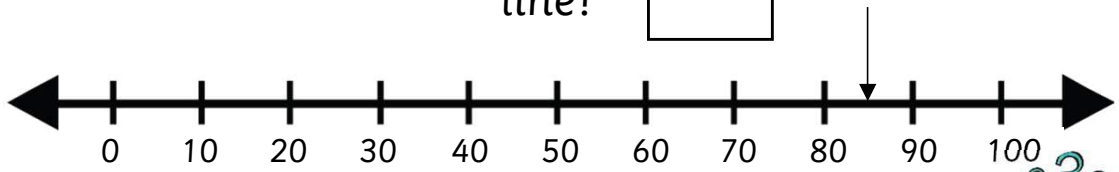
Draw an arrow to show the number 45 on the number line.



Which number is shown on the number line? ☐

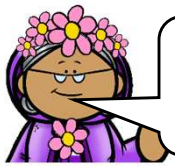


Which number is shown on the number line? ☐



Ask for help if you need to do so.

Can you complete this number activity?



Today we are working with numbers up to 80.

Just like this!

Fill in 16 Shade 42 Write ____

Numbers

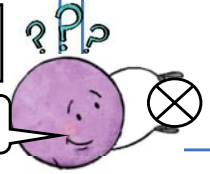
Put a number in each empty box to make the statement true.

I have done the first one for you.

18	<	20
41	<	
30	>	
23	>	

Write down 1 more than each number.

23	1 more →		45	1 more →	
51	1 more →		59	1 more →	
63	1 more →		65	1 more →	



I can finish this task on my own!

Write these numbers in words.

- 11 .....
- 24 .....
- 32 .....
- 45 .....

Here is part of a number square.

41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80

Shade all the **even numbers**.

Look back!
To page 11, 19, 31 and 45 in this book.

Can you understand and explain the value of each digit in a 2-digit number?

Did you know?
The value of a digit is given by its position in a number.

Numbers

In Mathematics we have 10 digits.

0 1 2 3 4 5 6 7 8 9

Let us take two digits, the digit 1 and the digit 2.

1 2

We can use these digits to build 1-digit numbers as well as 2-digit numbers.

1-digit numbers 1 , 2

2-digit numbers 11, 12, 21, 22

Let us look at the value of the digit 1 in these numbers. Remember a digit's value is determined by the position in a number.

11 — 1 ten and 1 unit

12 — 1 ten

21 — 1 unit

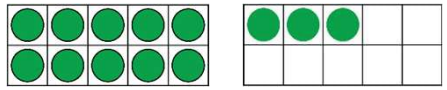
Can you remember the place value chart?

T	U
1	2

1 ten and 2 units
10 + 2

Remember your tens and units.

13 is 1 ten and 3 units.



Here are four digits.

0 3 4 6

Let us create 2-digit numbers.

34 40 43 64

Can you create a different 2-digit number?
Write your number in the box.

Just like this!
Fill in 43

Here are two different digits.

3 7

Create the biggest and smallest number you can by using each digit once in each number.

Smallest number 37 **Biggest number** 73

Can you complete this mixed activity?

Digits are the building blocks for numbers: 1 and 2 can build the numbers 12 and 21.

Just like this!

Fill in 24 Write ____ Trace Group

Geometry

Here is a shape.

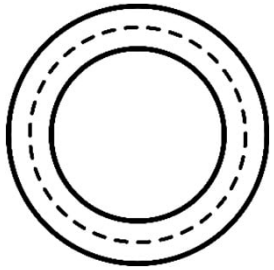
Complete the properties of the above shape.

The name of the shape is .....

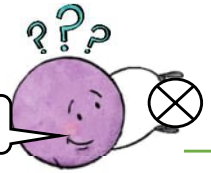
This shape has ..... sides.

The sides are straight / curved.

Can you trace the circle?



Ask for help if you need to do so.



Numbers

Here are three different digits.

2 4 7

Build four different **2-digit numbers**.

Write down the biggest number from the above set.

Look back!
To page 15, 22 and 61 in this book.

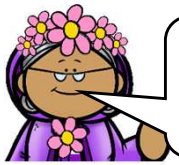
Estimate the number of stars.

..... stars.

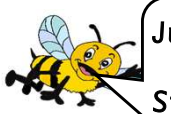
Count the actual amount of stars by grouping into fives to make it easier to count.

..... stars.

Can you complete the steps for problem solving?



Keywords are the numbers as well as the words telling you if your result will be more or less.



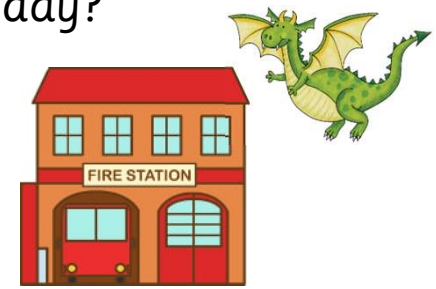
Just like this!

Steps for Problem solving

Calculation

Here is a word problem.

Dora the dragon is visiting the Fire Station with some friends at 3 o'clock today.
Eleven children and seven adults are accompanying Dora to the station.
How many people visited the Fire Station altogether today?



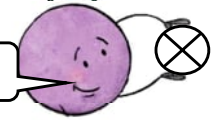
Complete the steps for problem solving.

1. Read the word problem. I  the word problem Tick ☐

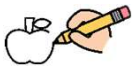
2. Underline the key words. I  the key words Tick ☐

3. Which numbers will I need?  the numbers .....

4. Make an illustration.



Ask for help if you need to do so.



5. How am I going to get to the result (answer)?

 the correct term.

5.1 My result will be more / less

5.2. The operation(s) I will use is  

6.  a number sentence.

7. Show working out.

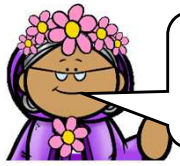
8. My conclusion: There are …… people at the Fire Station today. 

9. My result is correct. Yes ☐ No ☐

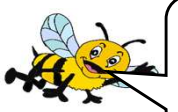
Give a reason: My result is correct because together the children and adults are more.

To page 24 and 25 in this book.

Can you complete this mixed activity?



Follow the 'bossy verbs' to complete the instructions.



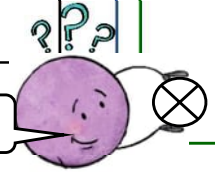
Just like this!

Fill in twenty / 20 Match

Numbers

Complete the table below.

31	
	thirty-three
40	
48	
	fifty-one
54	
57	
	sixty



I can finish this task on my own!

Complete the following.

29	**1 more** →		43	**1 more** →	
16	**2 more** →		24	**2 more** →	
20	**5 more** →		35	**5 more** →	
6	**10 more** →		13	**10 more** →	

Money

Draw a line to join equal amounts of money.

one dollar	5c
five dollars	$1
five cent	$1,05
one dollar and five cents	$5

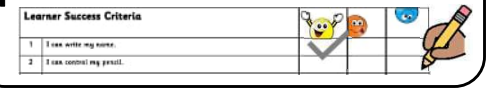
Look back!

To page 11, 19 and 39 in this book.

At the end of 6 new objectives...

Think carefully and follow the instructions to complete your table.

Just like this! Tick ✓ one column per row.



Key

I got this!

I'm getting this! [with my teacher's help]

I can't do this yet!

Learner Success Criteria				
1	I can recognise, describe and extend numerical sequences (from 0 – 100).			
2	I can recognise value and money notation used in local currency and compare values of different combinations of coins and notes.			
3	I can understand the relative size of quantities to compare and order 2-digit numbers.			
4	I can understand the relationship between addition and subtraction.			
5	I can recognise the complements of 20 and complements of multiples of 10 (up to 100).			
6	I can understand and explain the value of each digit in a 2-digit number.			
7	I remember how to record, organise and represent data using a Venn diagram and a Bar graph.			
8	I remember how to compose, decompose and regroup numbers (between 10 and 20).			

I still need my teacher to help me with number or numbers...

Write down the number of your favourite type of activity.

Can you compose, decompose and regroup 2-digit numbers, using tens and units?

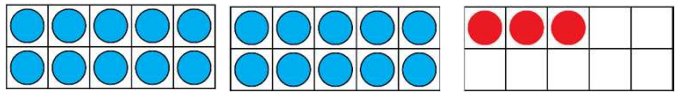
In year 1 we were introduced to tens and units!

Numbers

Here is the number twenty-three.

23

23 is 2 tens and 3 units.



2 tens / 2 groups of ten / 20 3 units / 3

$$23 = 20 + 3$$

$$20 + 3 = 23$$

If I've got 6 ones and 4 tens, what 2-digit number do I have?

You've got 46!!! 4 tens and 6 units makes 46!

Here is the place value chart, showing 46.

T	U
4	6

4 tens and 6 units

40 + 6

Words you need to know.

Compose: To put a number together
e.g. 20 and 3 will **compose** the number 23.

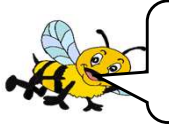
Decompose: To break number up into parts
e.g. if you **decompose** 23 you will get 20 plus 3.

Regroup: To express a number in different ways
e.g. 23 = 20 + 3, 23 = 21 + 2
or 23 = 10 + 10 + 3 and many other ways.

Did you know?
Compose and decompose focus on every individual place value position.

Can you compose numbers?

To compose a number means to put together the parts: in this case tens and units.

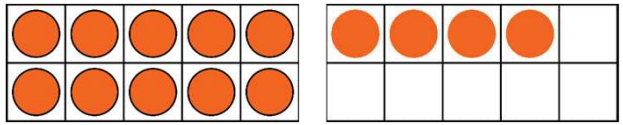


Just like this!

Fill in 20

Numbers

Here is some ten frames showing the number 14.

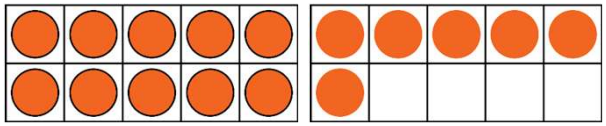


1 ten and 4 units

10 + 4 = 14

Here is more ten frames showing different numbers.

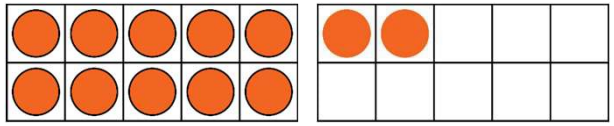
Complete the statements below.



☐ ten and ☐ units

10 + ☐

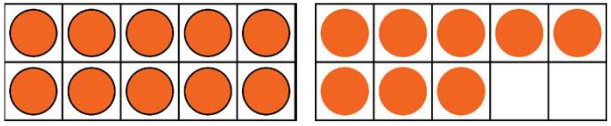
☐



☐ ten and ☐ units

10 + ☐

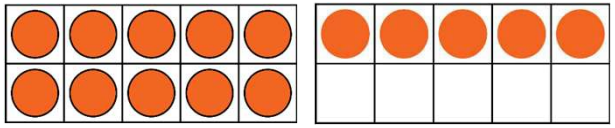
☐



☐ ten and ☐ units

10 + ☐

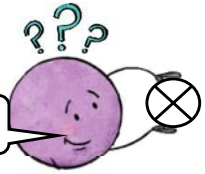
☐



☐ ten and ☐ units

10 + ☐

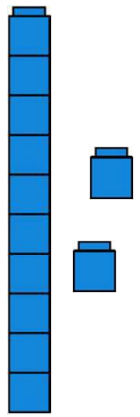
☐



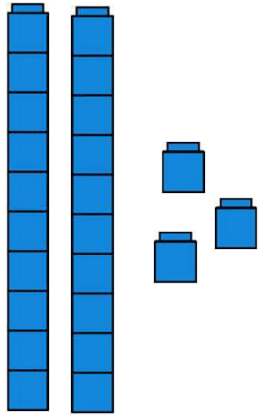
Ask for help if you need to do so.

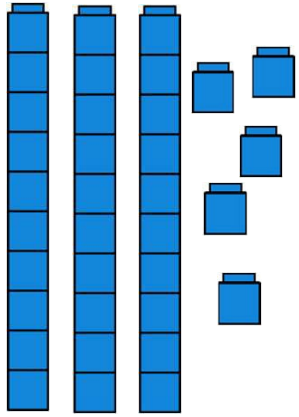
Write down the number represented by the following symbols.

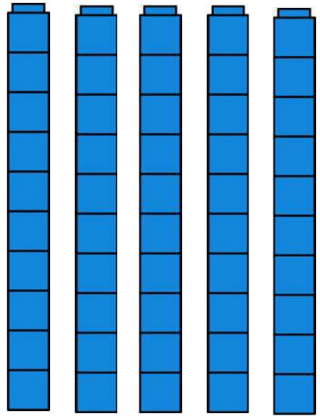
I have done the first one for you.



12

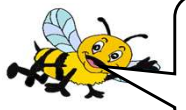






Can you complete this mixed activity?

Read carefully and then follow the instructions to complete this page.

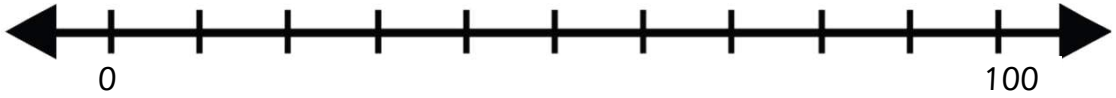


Just like this!

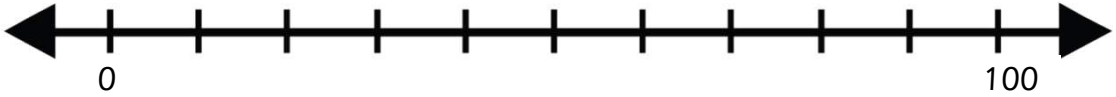
Fill in 2 Fill in Draw

Numbers

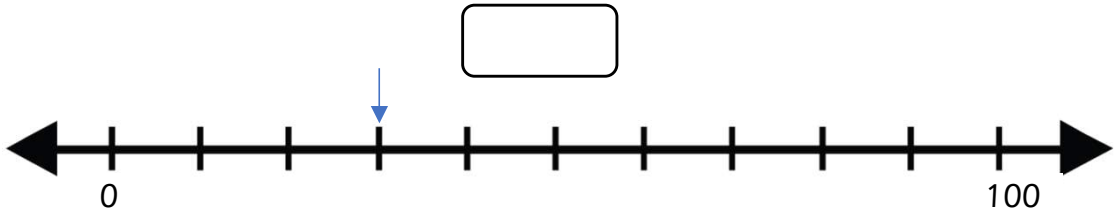
Draw an arrow to show the number 80 on the number line.



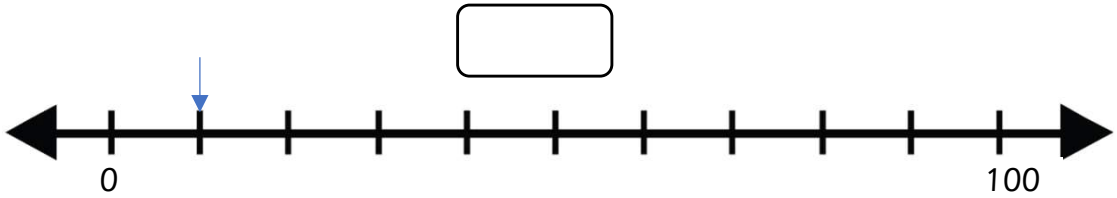
Draw an arrow to show the number 25 on the number line.



Which number is shown on the number line?

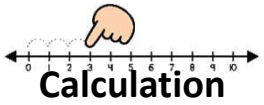


Which number is shown on the number line?



Complete the following calculation problems.

12	+	8	=	
7	+		=	20
10	+		=	20



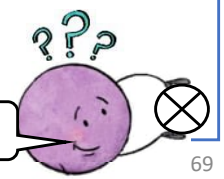
Calculation

Look back!

To page 11, 45 and 57 in this book.

Write < or > in each box to make the statement true.

51		48
60		6
1 ten		1 unit
34		43

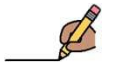


Ask for help if you need to do so.

Can you complete this mixed activity?

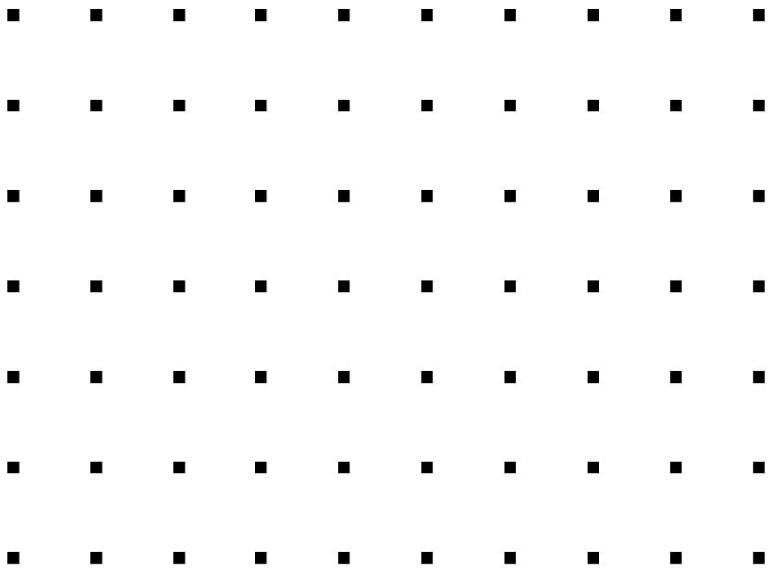
We are working with the number range from 0 – 100 today.

Just like this!

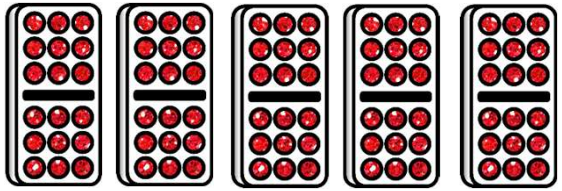
Join  Ring  Shade  Write 

Geometry

Join some of the dots to make a triangle.



Estimate the number of dots on the dominoes.



Ring the best estimate.

almost 50 almost 100

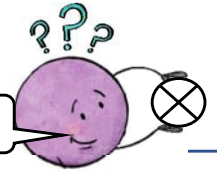
Numbers

Here is part of a number square.

81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Shade all the **even numbers**.

- Write the number 97 in words .....
- Write the number 1 more than 90 .....
- Write the number 1 less than 84 .....
- Write the number 10 more than 88 .....
- Is the number 89 odd or even? .....



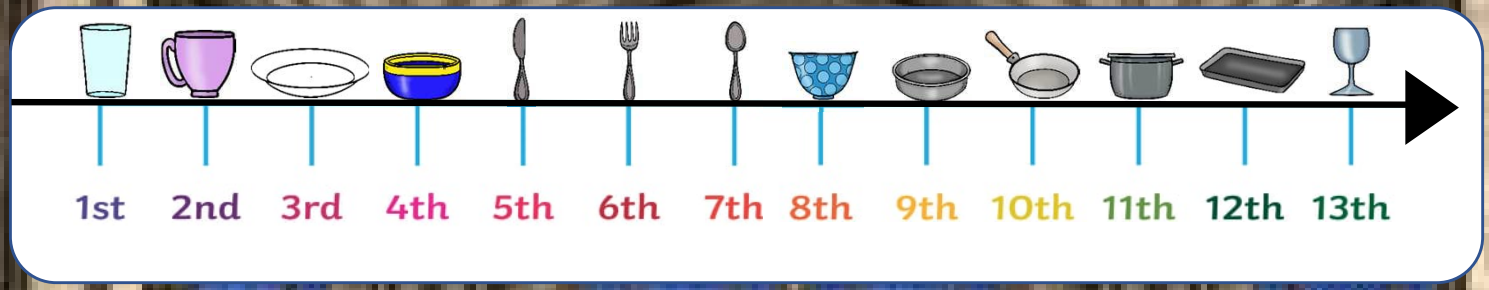
I can finish this task on my own!

Look back!

To page 15, 19, 22 and 31, in this book.

Can you recognise and use ordinal numbers?

Did you know?
An **ordinal number** is a number that tells the position of something in a list.



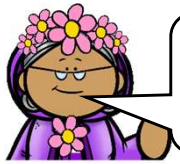
I will wash all the dishes. First the glass, second the cup and third the plate. I will keep going until all the dishes are clean!

Scrub the pot Cinderella!

Clean the plate Cinderella!

Wash the cup Cinderella!

Can you write the correct ordinal number?



You can write the name first or the ordinal number 1st .

Just like this!

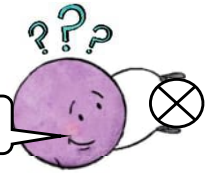
Write

Here are some coloured stars.

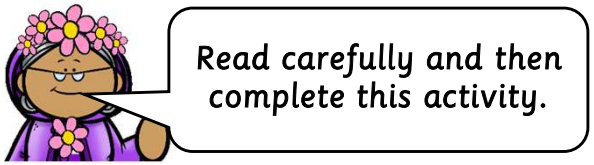
Choose an ordinal number to complete each of the statements below.

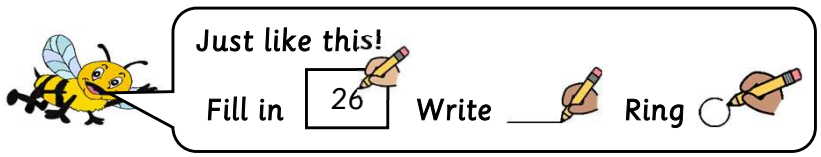
1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th

- The pink star is ..... in line.
- The purple star is ..... in line.
- The green star is ..... in line.
- The yellow star is ..... in line.
- The blue star is ..... in line.
- The orange star is ..... in line.
- The red star is ..... in line.
- The silver star is ..... in line.
- The gold star is ..... in line.



Ask for help if you need to do so.





Numbers

Here are four numbers.

22 32 33 23

Ring the number twenty-three.

Here are four numbers.

27 35 38 41

Ring the even number.

Here are four numbers.

14 29 34 46

Ring the odd number.

Write the number thirty-six in digits.

Look back!

To page 11, 31 and 61 in this book.

List the 10 digits.

Pick two different digits and write them in the open spaces below.

Use these digits to build four different 2-digit numbers.

What is the value of the 2 in each number?

I have done the first one for you.

12 → 2 units

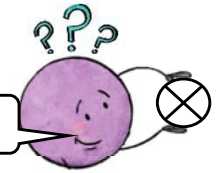
42 → _____

2 → _____

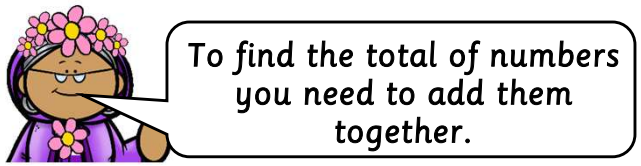
24 → _____

27 → _____

32 → _____



Ask for help if you need to do so.



Numbers

Here is a place value chart showing the number 34.

10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9

Here is another place value chart.

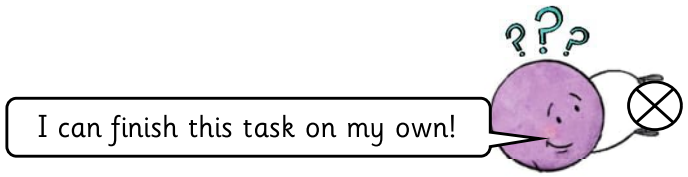
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9

Shade some blocks to show the number 17.

Here is another place value chart.

10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9

Shade some blocks to show the number 26.



To page 45, 57 and 67 in this book.

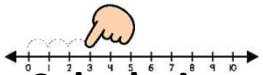
Write the set of numbers from **smallest to biggest.**

35 58 38 53 31 18

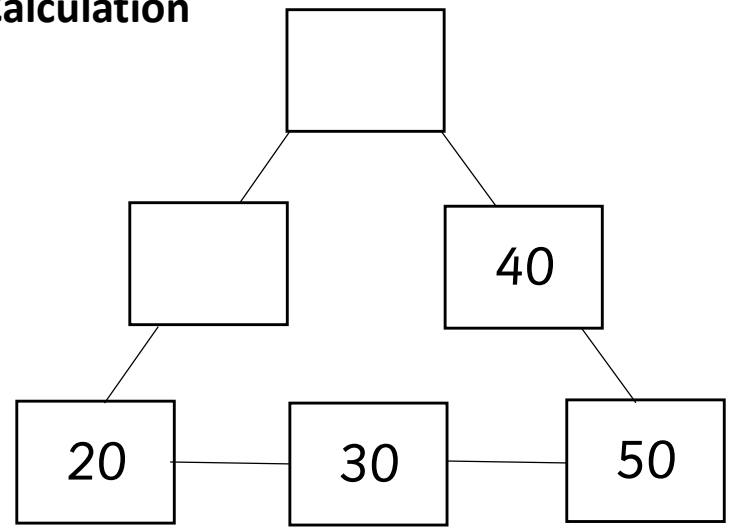
....

smallest biggest

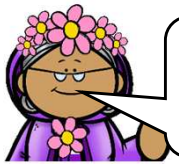
Complete the diagram so that each line totals 100.



Calculation



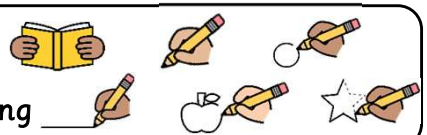
Can you complete the steps for problem solving?



Keywords are the numbers as well as the words telling you if your result will be more or less.

Just like this!

Steps for Problem solving



Calculation

Here is a word problem.

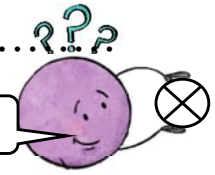
Ella loves chocolate chip cookies. There are 10 chocolate chip cookies left in the house. She buys another box of 12 cookies. How many chocolate chip cookies are in the house now?

Complete the steps for problem solving.

1. Read the word problem. I  the word problem Tick ☐

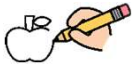
2. Underline the key words. I  the key words Tick ☐

3. Which numbers will I need?  the numbers .....



Ask for help if you need to do so.

4. Make an illustration.



5. How am I going to get to the result (answer)?

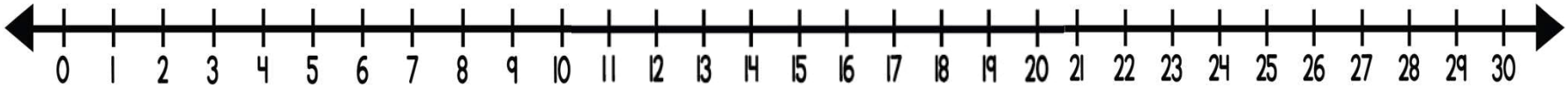
the correct term.

5.1 My result will be more / less

5.2. The operation(s) I will use is

6. a number sentence.

7. Show working out.

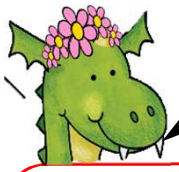


8. My conclusion: There are …… chocolate chip cookies altogether.

9. My result is correct. Yes ☐ No ☐

Give a reason: My result is correct because altogether the chocolate chip cookies are more.

Look back!
To page 24 and 25 in this book.



Can you add and subtract numbers?

Words you need to know.

Estimate: Get a number that is as close as possible to the actual number without counting or measuring.

Add: To combine two sets (joining). We use the symbol '+' when we write an addition problem.

Subtract: To take away (count back). We use the symbol '–' when we write a subtraction problem.

Did you know?

We can present calculations in different formats.

Horizontal: 21 + 15 = 36 or

Vertical:

	T	U
	2	1
+	1	5
	3	6

Vertical addition and subtraction separate the numbers into tens and units.

Calculation

Add four or five small numbers.

1 + 1 + 2 + 3 = 7

Add and subtract numbers that do not require regrouping.

Remember horizontal is side to side and vertical is up or down

20 + 3 = 23

20 – 3 = 17

16 – 10 = 6

Add and subtract only within the group of 10 (no regrouping).

Use different formats (horizontal and vertical addition and subtraction).

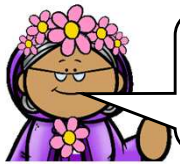
21 + 15 = 36

$$\begin{array}{r} 21 \\ +\ 15 \\ \hline 36 \end{array}$$

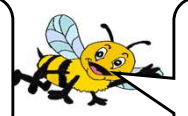
45 - 22 = 23

$$\begin{array}{r} 45 \\ -\ 22 \\ \hline 23 \end{array}$$

Can you complete this mixed activity?



Today we are practicing horizontal addition (side to side).



Just like this!

Fill in 2 Write correct cell Join

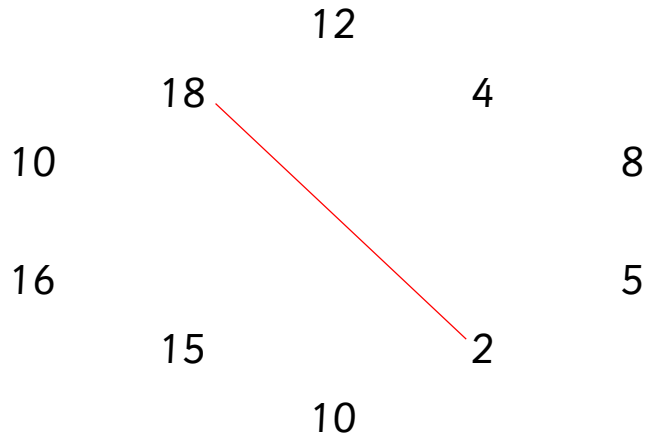
Calculation

Complete the following calculation problems.

I have done the first one for you.

14	+	12	=	26		20	+	6	=		
40	+	6	=			24	-	2	=		
31	+	5	=			28	-	8	=		
23	+	11	=			20	-	10	=		
41	+	20	=			38	-	3	=		

The line shows a pair of numbers that add up to 20.
Draw four more lines to join numbers that add up to 20.



Look back!

To page 21, 57 and 77 in this book.

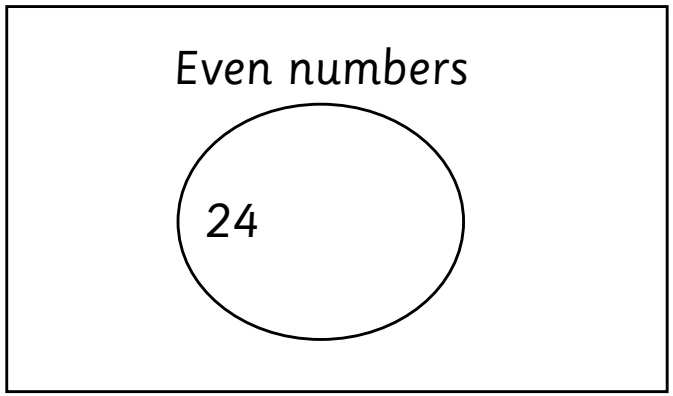
Statistics

Here is a list of numbers.

24 25 37 42 49

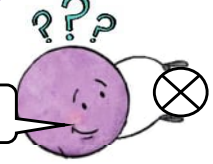
Place these numbers in the correct cell of the Venn diagram.

I have done the first one for you.



Can you add your own number inside the circle?

Can you add your own number inside the rectangle?



Ask for help if you need to do so.

Can you complete this mixed activity?

There are many different ways to regroup a number.

Just like this!

Fill in 20 + 3 Write ____ Ring Fill in straight

Numbers

Regroup the following numbers.

I have done the first one for you.

Number	Option 1	Option 2	Option 3
23	20 + 3	21 + 2	10 + 10 + 3
16			
24			
35			

Money

What is your local currency in your country?
Ring your answer.

£ R $ € Other

Here are some coins we use in every day life.

Which combination can I use to make .....

.... $1,10? → $1 and 10c .... 80c → .....

.... 60c → .... $2 → .....

.... $1,20 → .... $1,50 → .....

Here is a statement.

I love Mathematics.

Put a ring around the 11th letter in the statement.

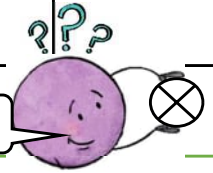
Look back!

To page 22, 39, 67 and 71 in this book.

Geometry

Complete the table below.

Image	Name of shape	Number of sides	Straight / curved sides
			
			
			
			



Ask for help if you need to do so.

Can you complete this mixed activity?

A 2-digit number has two digits e.g. 12, 34, 57, 81, 94 etc.

Just like this!

Write in correct cell

Make dot

Add 12 + 12

Ring

Statistics

Here are some numbers between 0 and 101.

5 12 7 28 100 57

Write **each number** in the correct cell on the Carroll diagram.

2-digit numbers	Not 2-digit numbers

Look back!
To page 11, 15, 21 and 77 in this book.

The farmer loads a pile of leaves on his truck.

Ring the best estimate for the number of leaves.

more than 20 / 50 / 100

Calculation

Add the following numbers. Use the vertical method.

I have done the first one for you.

I can finish this task on my own!

24	12	21	32	40
+ 23	+ 13	+ 16	+ 20	+ 18
47				

Numbers

Make a dot on the number line to show the number sixty.

0 100

Let's see if you can still recognise time to the hour.

I can show o'clock on the clock! We did it in Year 1!

Time

The analogue clock.

The round circle is called the face of the clock. An analogue clock has two hands (arrows).

There are 60 minutes in an hour (each dot around the edge of the analogue clock represents 1 minute).

Hands of the clock

Long hand moves around the clock to measure how many minutes have passed. I takes 1 minute for the long hand to move from one dot to the next.

Short hand moves around the clock to measure how many hours have passed. When the short hand points to the 3, it tells us it is 3 o'clock.

Rotations can occur in two directions.

clockwise

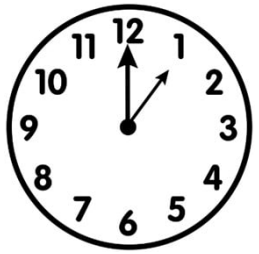
anticlockwise

Did you know?
'Time flies' means time pass very quickly!

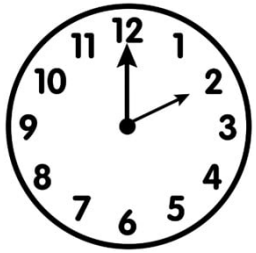
O' clock on the analogue clock.

When you read the time to the hour it is called o'clock.
When is it o'clock the long hand is on the 12 and the short hand points to the hour.

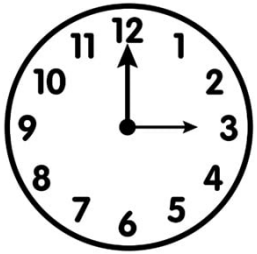
1 o'clock



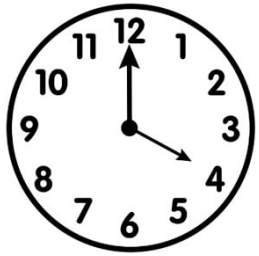
2 o'clock



3 o'clock



4 o'clock



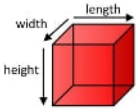
etc.

Let's see if you can remember the properties of 3D shapes.

You know these 3D shapes from Year 1!

Geometry Cube

Here is a cube.



A 3D shape (solid) has dimensions in three directions: length, width and height.

The face of a 3D shape is the flat side of the solid.

A cube has 6 faces and they are all square.

We can find cubes all around us.
Here are some cubes found at school and at home.


A gift box

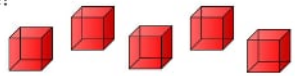

A dice


An ice cube


A rubik's cube

Can you trace the word cube?

cube



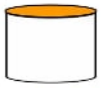
Did you know?
A cube is a solid object bounded by six square faces.

Geometry Cylinder

Here is a cylinder.

A 3D shape (solid) has dimensions in three directions: length, width and height.

The face of a 3D shape is the flat side of the solid.



A cylinder has 2 circular faces and one curved surface.

We can find cylinders all around us.
Here are some cylinders found at school and at home.


A can


A glass


An tyre

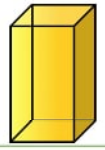

A toilet roll

Can you trace the word cylinder?

Did you know?
A cylinder has a top and a bottom in the shape of a circle. The top and bottom are flat and always the same size.

Geometry Cuboid

Here is a cuboid.



A 3D shape (solid) has dimensions in three directions: length, width and height.

The face of a 3D shape is the flat side of the solid.

A cuboid has 6 faces and they either square or rectangular.

We can find cuboids all around us.
Here are some cuboids found at school and at home.


A LEGO block

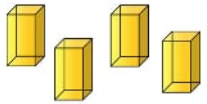

A juice box


An shoe box


A glass vase

Can you trace the word cuboid?

cuboid



Did you know?
Another name for a cuboid is a rectangular prism.

Geometry Cone

Here is a cone.

A 3D shape (solid) has dimensions in three directions: length, width and height.

The face of a 3D shape is the flat side of the solid.

A cone has 1 circular face and one curved surface.

We can find cones all around us.
Here are some cones found at school and at home.


An ice cream cone


A snow cone


An traffic cone


A party hat

Can you trace the word cone?

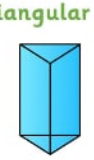
cone

Did you know?
Our eyes have 6 – 7 millions cones to help them adjust to colour sensitivity.

Let's see if you can remember the properties of 3D shapes.

You know these 3D shapes from Year 1!

Geometry Triangular prism



A 3D shape (solid) has dimensions in three directions: length, width and height.

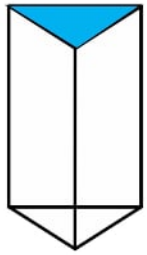
Here is a triangular prism.

We can find triangular prisms all around us.
Here are some triangular prisms found in the environment.

A chocolate bar

A tent

The face of a 3D shape is the flat side of the solid.



A triangular prism has 5 faces and they are either rectangles or triangles.

Can you trace the word triangular prism?

triangular prism

Did you know?
A triangular prism has two ends that are the same size and shape.

Geometry Pyramid

A 3D shape (solid) has dimensions in three directions: length, width and height.

Here is a pyramid.

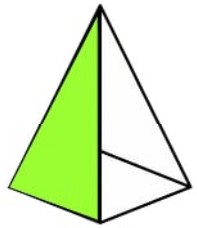
We can find pyramids all around us.
Here are some pyramids found in the environment.

A caution sign

A pyramid

A metronome

The face of a 3D shape is the flat side of the solid.



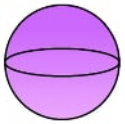
A pyramid has 5 faces and they are either squares or triangles.

Can you trace the word pyramid?

pyramid

Did you know?
About 100 000 workers spend 20 years building the great Pyramid.

Geometry Sphere



A 3D shape (solid) has dimensions in three directions: length, width and height.

Here is a sphere.

A sphere has no faces, however it has a curved surface..

A sphere has one curved surface.

We can find spheres all around us.
Here are some spheres found in the environment.

A balloon

A basketball

A marble

An ornament

Can you trace the word sphere?

sphere

Did you know?
The distance from the centre of a sphere to any point on the surface is equal.

Words you need to know.

3D shape: A solid shape that has dimensions in 3 directions: length, width and height

Face: The flat side of a 3D shape.

Vertex: Each corner of a 3D shape.

Edge: Two faces meet at an edge.

Can you complete this mixed activity?

We are revisiting time and shapes from Year 1. Ask for help if you need to do so.

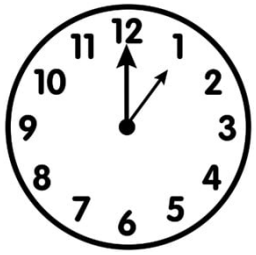
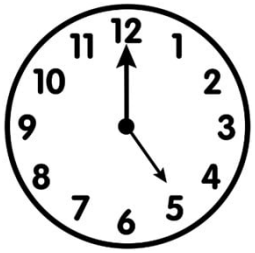
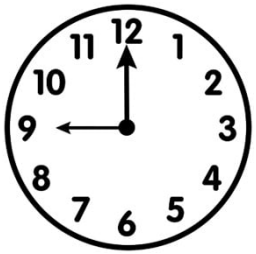
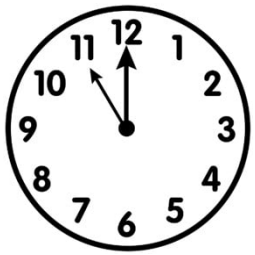
Just like this!

Write time 1 o'clock Write _____ Join :

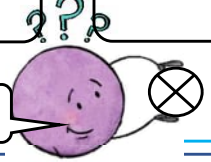
Time

Write down the time shown on the clock.

I have done the first one for you.

1 o'clock



Ask for help if you need to do so.

Numbers

Here are some number cards.

16 35 21 28 25

- Write the number 28 in words .....
- Write down the biggest number in the set .....
- Write down the number that is 10 more than 15 .....
- Write down any odd number in the set .....

Look back!

To page 11, 35, 81, 82 and 83 in this book.

Write the next three numbers in each sequence.

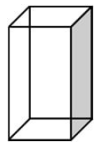
34, 35, 36, ..., ..., ...

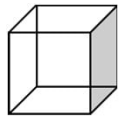
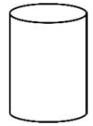
20, 22, 24, ..., ..., ...

25, 30, 35, ..., ..., ...

Geometry

Draw a line to join each drawing to the correct name.



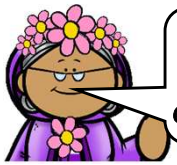
cube

cuboid

cone

cylinder

Can you complete this mixed activity?



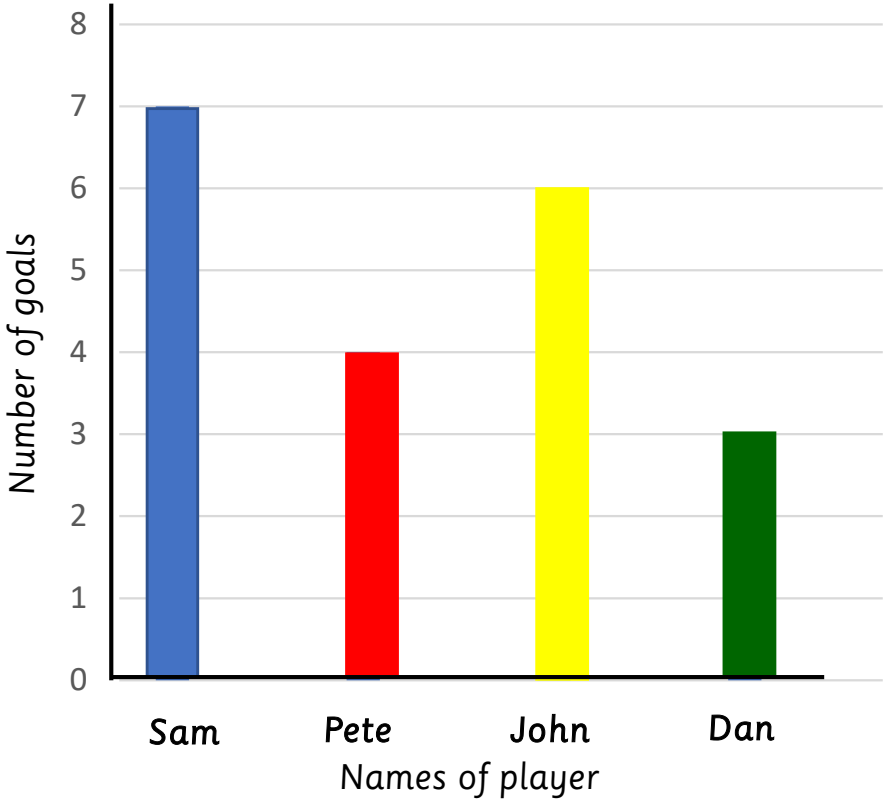
Read the instructions carefully and then complete the activity page.

Just like this!

Fill in 12 Write

Statistics

Here is a bar graph.



Use the information on the Bar graph to answer the following questions.

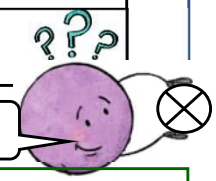
- Who scored the most goals?.....
- How many goals did John score? .....
- Who scored four goals? .....

Numbers

Complete the table below

I have done the first one for you.

Numeral	Number in words
17	seventeen
28	
	thirty-nine
44	



Ask for help if you need to do so.

Money

Complete the table below

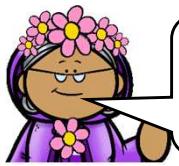
I have done the first one for you.

Amount	Amount in words
50c	fifty cents
$1	
	one dollar and ten cents
$1,25	

Look back!

To page 11, 39 and 48 in this book.

Can you complete this mixed activity?



Follow the 'bossy verbs' to complete the instructions.

Just like this!

Fill in circle Ring Write

Geometry

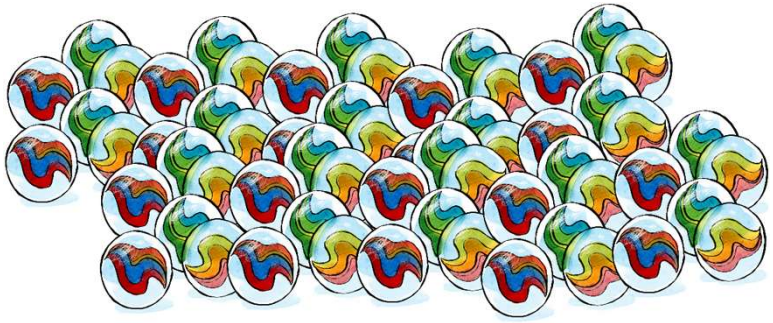
What shape am I describing? Write the name of the correct shape inside the box.

- I am a 2D shape. I have three sides. All my sides are equal. ☐
- I am a 2D shape. I have four equal sides. ☐
- I am a 2D shape. I have curved sides. ☐

Word Bank

circle triangle rectangle square

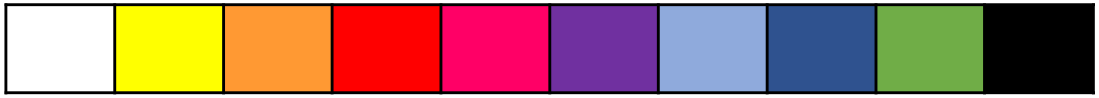
Estimate the number of marbles.



..... marbles.

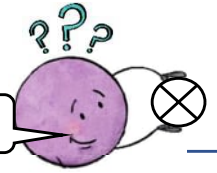
Numbers

Here is a coloured grid.



Ring the correct answer.

- What colour is the 5th block? red / pink / blue
- What colour is the 9th block? green / purple / blue
- What colour is the 10th block? red / black / green
- The yellow block is ..... in line.
- The red block is ..... in line.
- The orange block is ..... in line.
- The light blue block is ..... in line.



I can finish this task on my own!

Look back!

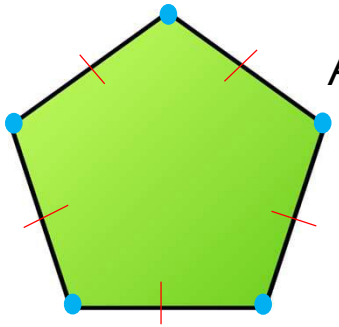
To page 15, 22 and 71 in this book.

Can you identify and describe a pentagon?

Geometry

Properties of a pentagon.

A pentagon has 5 sides.



A pentagon is a 2D shape.

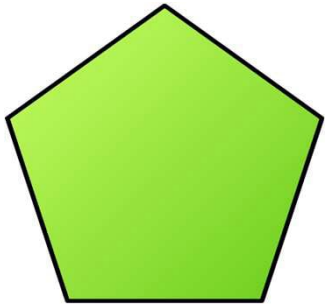
A pentagon has 5 vertices.

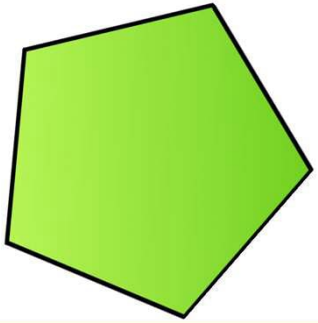
A pentagon is a polygon.

If all the sides of a pentagon are equal, it called a ***regular polygon****.*

All the sides of a regular polygon are equal.

Recognise pentagons in different orientations.





Words you need to know:

Polygon: A closed, flat shape with straight sides.
A regular polygon has sides of equal length.

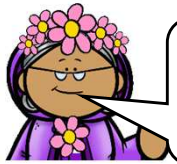
Vertex: The corner of a shape. More than one vertex is called vertices.

Can you trace the word pentagon?

pentagon

Did you know?
The Pentagon is one of the largest office building in the world. It is shaped like a regular pentagon.

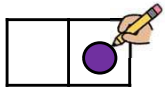
Can you complete this mixed activity?



The colour name is red. Use a red pencil to complete the maze.

Just like this!

Compete maze 

Redraw in correct cell 

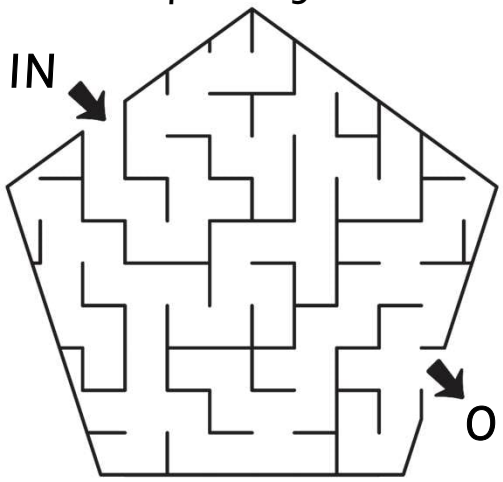
Trace 

Fill in 23 

Join 

Geometry

Here is a pentagon maze.



- Trace the outline of the pentagon, using a red pencil.
- Now see if you can complete the maze. Start at IN and finish at OUT.

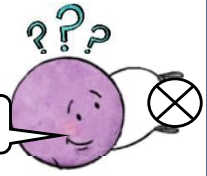
Numbers

Here are three numbers.

23	42	34

Use **two of the above numbers** to complete the statement.

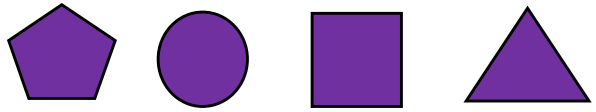
	>	



Ask for help if you need to do so.

Statistics

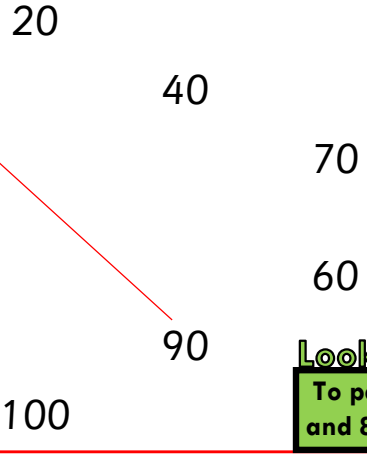
Here are four shapes.



Redraw each shape in the correct cell of the Carroll diagram.

Shapes with curved sides	Shapes with straight sides

The line shows a pair of numbers that add up to 100. Draw four more lines to join numbers that add up to 100.

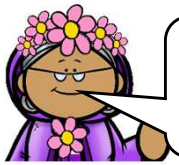


Calculation

Look back!

To page 21, 45, 57 and 87 in this book.

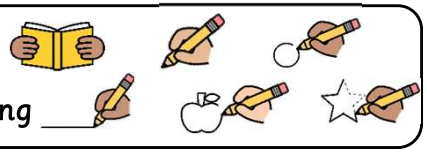
Can you complete the steps for problem solving?



Keywords are the numbers as well as the words telling you if your result will be more or less.

Just like this!

Steps for Problem solving



Calculation

Here is a word problem.

8 mice friends are hard at work making Ella a beautiful necklace for the ball.
They collected 36 different beads to make a necklace.
The mice use 15 beads to make a beautiful necklace. How many beads are left over?

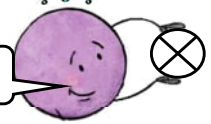
Complete the steps for problem solving.

1. Read the word problem. I  the word problem Tick ☐

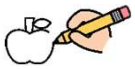
2. Underline the key words. I  the key words Tick ☐

3. Which numbers will I need?  the numbers .....???.

4. Make an illustration.



Ask for help if you need to do so.



5. How am I going to get to the result (answer)?

the correct term.

5.1 My result will be more / less

5.2. The operation(s) I will use is

6. a number sentence.

7. Show working out.

-

You do not need a number line anymore, you can use the vertical method to show working out.

8. My conclusion: There are …… beads left over.

9. My result is correct. Yes ☐ No ☐

Give a reason: My result is correct because the total number of the beads became less.

Look back!

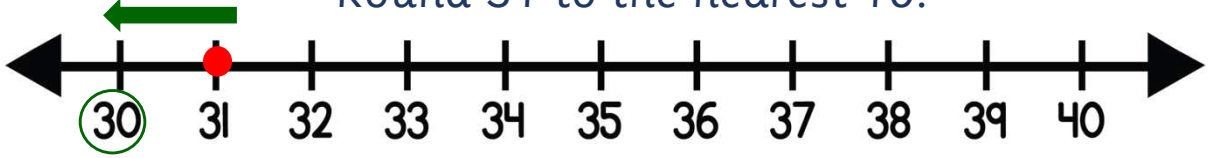
To page 24 and 25 in this book.

Can you round 2-digit numbers to the nearest 10?

Numbers

Rounding numbers to the nearest 10 (rounding down).

Round 31 to the nearest 10.

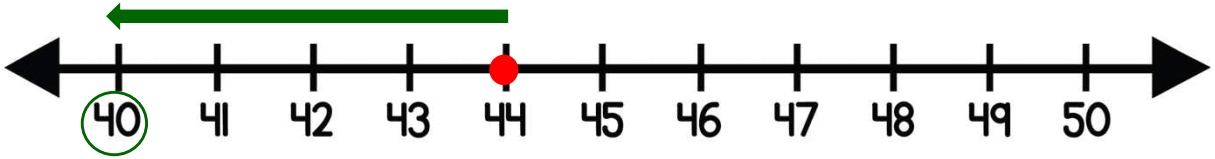


31 rounds to 30 *because it is 1 away from 30 and 9 away from 40 so therefore it is closer to 30.*

Show the pair of multiples of 10 on a number line (31 is between 30 and 40).

Plot the number 31 on the number line.

Round 44 to the nearest 10.

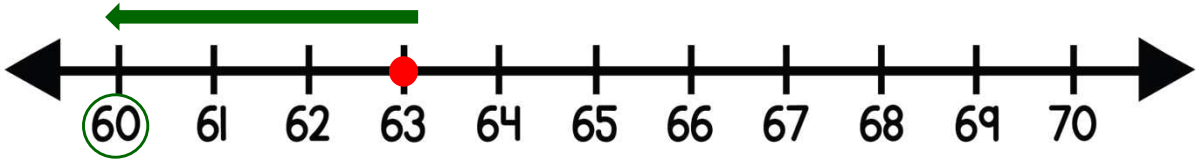


44 rounds to 40 *because it is 4 away from 40 and 6 away from 50 so therefore it is closer to 40.*

Show the pair of multiples of 10 on a number line (44 is between 40 and 50).

Plot the number 44 on the number line.

Round 63 to the nearest 10.



63 rounds to 60 *because it is 3 away from 60 and 7 away from 70 so therefore it is closer to 60.*

Show the pair of multiples of 10 on a number line (63 is between 60 and 70).

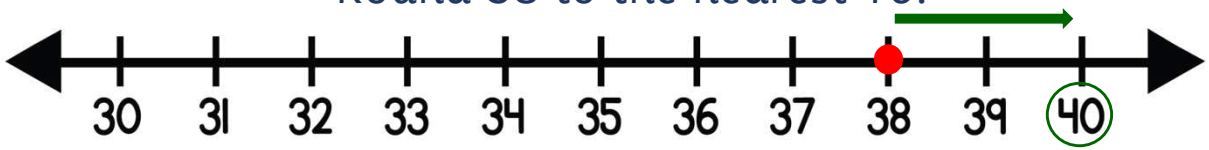
Plot the number 63 on the number line.

A 2-digit number **rounds down** with 4 ones or less.

Can you round 2-digit numbers to the nearest 10?

Rounding numbers to the nearest 10 (rounding up).

Round 38 to the nearest 10.

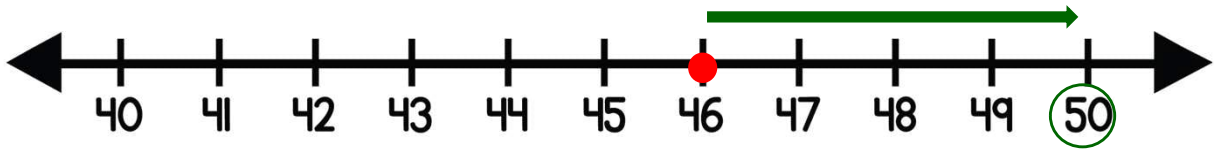


38 rounds to 40 *because it is 8 away from 30 and 2 away from 40 so therefore it is closer to 40.*

Show the pair of multiples of 10 on a number line (38 is between 30 and 40).

Plot the number 38 on the number line.

Round 46 to the nearest 10.

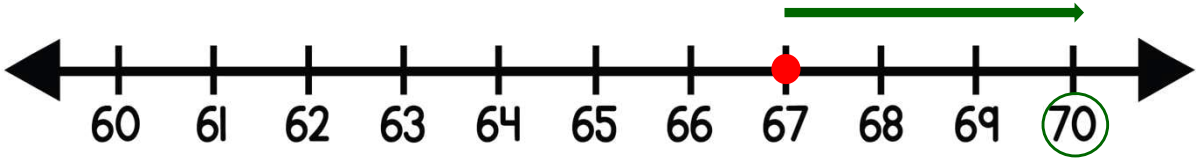


46 rounds to 50 *because it is 6 away from 40 and 4 away from 50 so therefore it is closer to 50.*

Show the pair of multiples of 10 on a number line (46 is between 40 and 50).

Plot the number 46 on the number line.

Round 67 to the nearest 10.



67 rounds to 70 *because it is 7 away from 60 and 3 away from 70 so therefore it is closer to 70.*

Show the pair of multiples of 10 on a number line (67 is between 60 and 70).

Plot the number 67 on the number line.

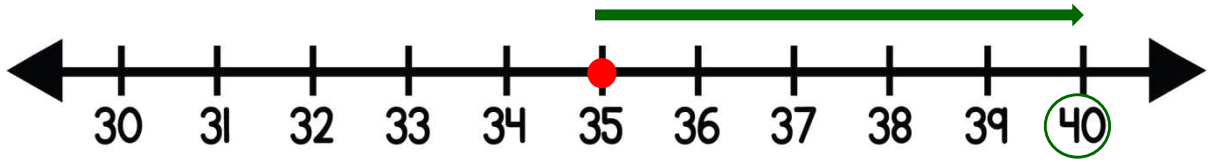
A 2-digit number **rounds up** with 5 ones or more.

Can you round 2-digit numbers to the nearest 10?

Numbers

Rounding numbers to the nearest 10 that has a 5 in the ones place.

Round 35 to the nearest 10.

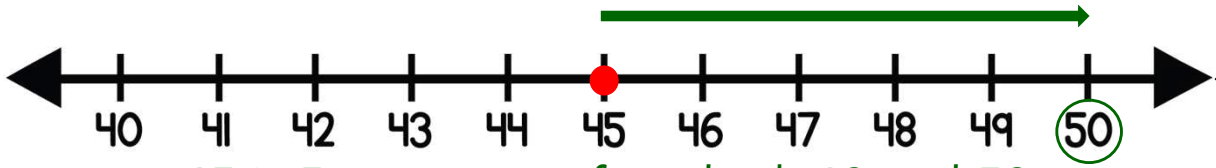


35 is 5 steps away from both 30 and 40.
When the number is an equal number of steps away we **round up**. Therefor **35 is rounded to 40**.

Show the pair of multiples of 10 on a number line (35 is between 30 and 40).

Plot the number 35 on the number line.

Round 45 to the nearest 10.



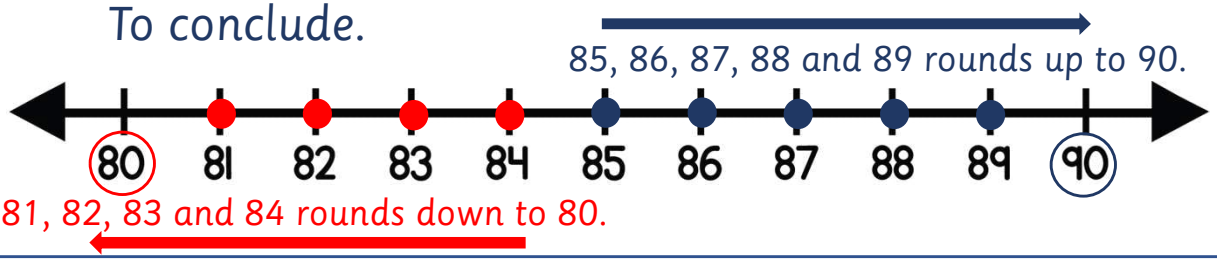
45 is 5 steps away from both 40 and 50.
When the number is an equal number of steps away we **round up**. Therefor **45 is rounded to 50**.

Show the pair of multiples of 10 on a number line (45 is between 40 and 50).

Plot the number 45 on the number line.

A 2-digit number rounds up with 5 ones.

To conclude.



Did you know?
Rounding is used as an approximate size of numbers when an exact number is not needed. With rounding you simplify numbers to make it easier to estimate and calculate mentally.

Can you round these numbers to the nearest 10?

Look back to the previous pages to help you.

Just like this!

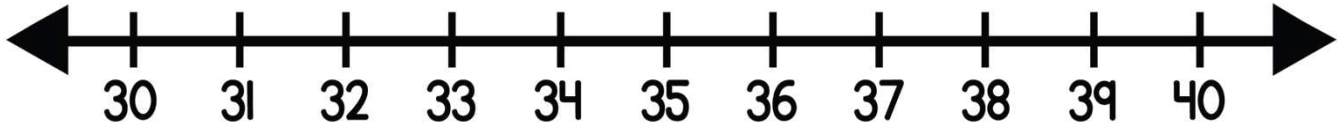
Round numbers 

Fill in 40

Round the following 2-digit numbers to the nearest 10.

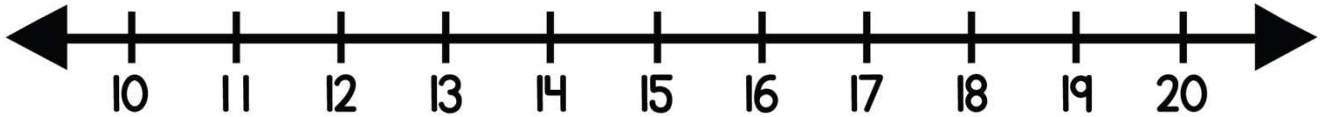
Use the number line provided.

Round 37 to the nearest 10. ☐

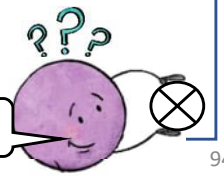


Round 23 to the nearest 10. ☐

Round 15 to the nearest 10. ☐



Round 29 to the nearest 10. ☐



Ask for help if you need to do so.

Let's see if you can still remember that a shape can be split into two equal parts or two unequal parts and that halves can be combined to make wholes.

Fractions

Words you need to know.

Fraction: Comparing a part of an object (part-whole continuous). A fraction is part of a whole thing or a group of things.

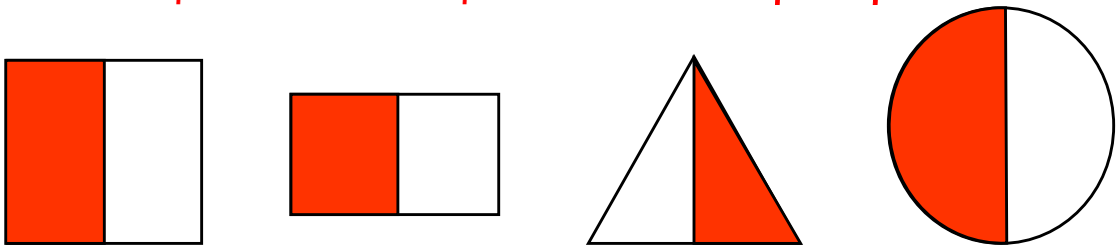
Half: When a shape, object or group of objects are divided into two **equal parts**.

Can you trace the word fraction?

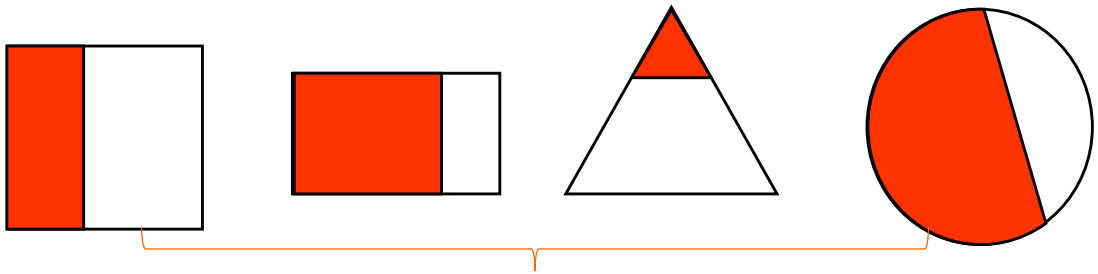
fraction

You can find half of shapes by folding or shading.

Shapes that are split into two **equal parts**.



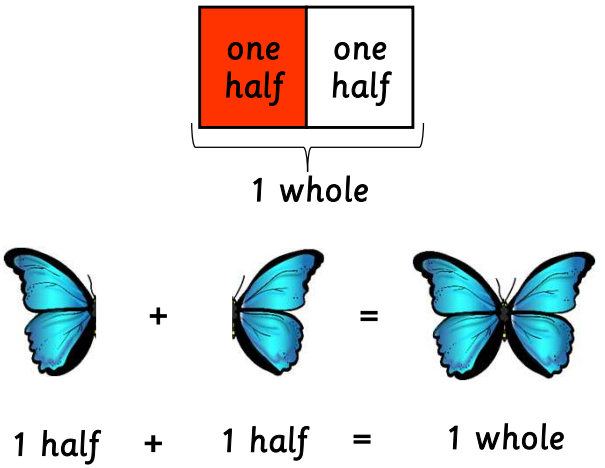
Shapes that are split into two **unequal parts**.



not equal parts in other words these parts are not fractions

Did you know?
Some things can not be divided in half like people and animals.

Understand that halves can be combined to make wholes.



1 half + 1 half = 1 whole

Can you complete this mixed activity?

Follow the 'bossy verbs' to complete the instructions.

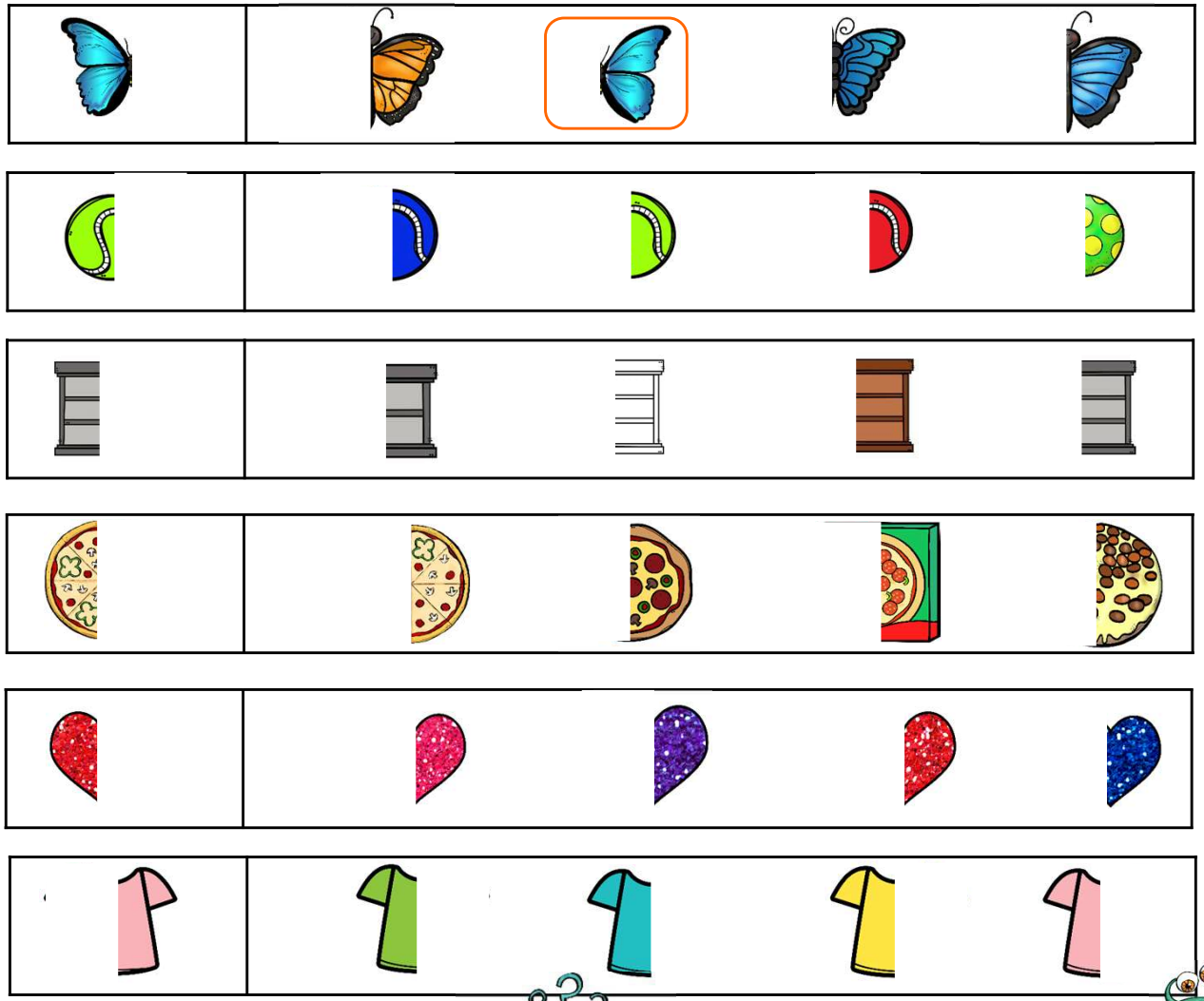
Just like this!

Ring Write

Fractions

Ring the image that shows the other half.

I have done the first one for you.



Ask for help if you need to do so.

Look back!

To page 19, 81 and 95 in this book.

Numbers

Here is a number.

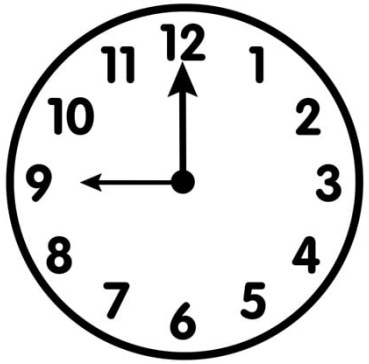
forty-one

Write the number 1 more.

Write the number 10 more.

Time

Here is a clock face.



Put a ring around the time shown.

9 o'clock 12 o'clock

Can you identify, describe, sort, name and sketch a hexagon?

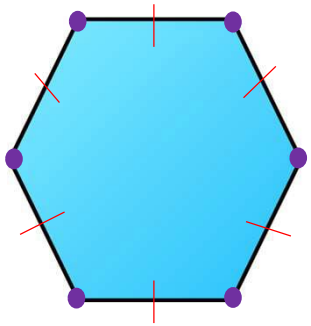
Just like this!

Trace

Geometry

Properties of a hexagon.

A hexagon has 6 sides.



A hexagon is a 2D shape.

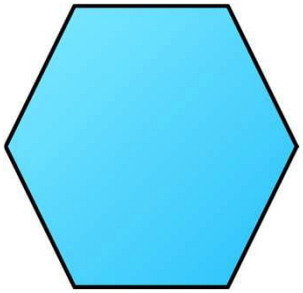
A hexagon has 6 vertices.

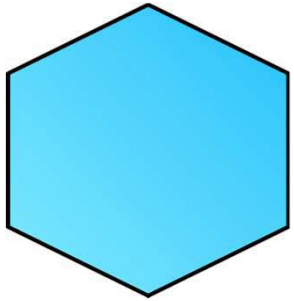
A hexagon is a polygon.

All the sides of a regular polygon are equal.

If all the sides of a hexagon are equal, it called a **regular polygon**.

Recognise hexagons in different orientations.





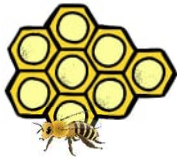
Words you need to know:

Polygon: A closed, flat shape with straight sides.
A regular polygon has sides of equal length.

Vertex: The corner of a shape. More than one vertex is called vertices.

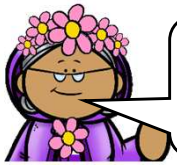
Can you trace the word hexagon?

hexagon



Did you know?
Bees choose hexagons to build flat honeycombs. The hexagon uses the least amount of material to hold the most weight.

Can you complete this mixed activity?



Follow the 'bossy verbs' to complete the instructions.

Just like this!

Fill in 23 Write _____ Shade

Numbers

Ella counts back in twos from 50.

She says:

I will say the number 27.

Is she correct? Yes ☐ No ☐

Explain your answer.

.....

Here is a **number sequence**.

1, 11, 21, 31, ...

The sequence continues in the same way.

Write down the next two numbers in the sequence.

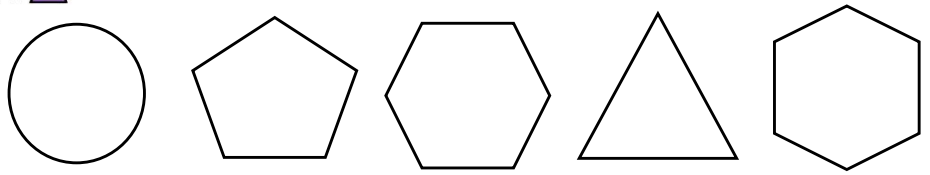
☐ ☐

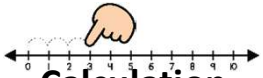
Look back!

To page 31, 35, 53 and 97 in this book.

Geometry

Shade all the hexagons.





Calculation

Here are three number cards.

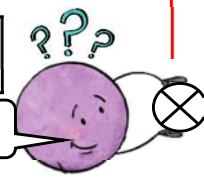
7	3	10

I use the three cards to make some calculations.

7	+	3	=	10
3	+	7	=	10

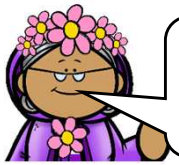
Write down two subtraction problems using these cards.

☐	-	☐	=	☐
☐	-	☐	=	☐



Ask for help if you need to do so.

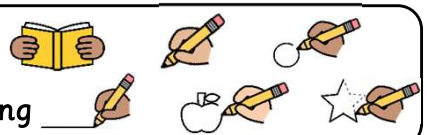
Can you complete the steps for problem solving?



Keywords are the numbers as well as the words telling you if your result will be more or less.

Just like this!

Steps for Problem solving



Calculation

Here is a word problem.

Ella needs to wash 14 shirts and 22 shorts.
How many items does she have to wash in total?

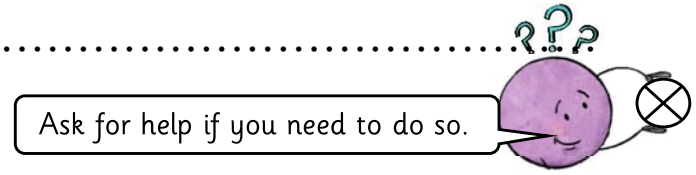
Complete the steps for problem solving.

1. Read the word problem. I  the word problem Tick ☐

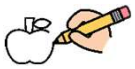
2. Underline the key words. I  the key words Tick ☐

3. Which numbers will I need?  the numbers .....

4. Make an illustration.



Ask for help if you need to do so.



5. How am I going to get to the result (answer)?

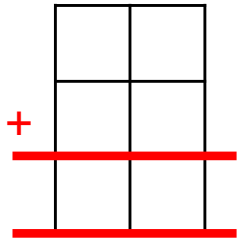
the correct term.

5.1 My result will be more / less

5.2. The operation(s) I will use is

6. a number sentence.

7. Show working out.



You do not need a number line anymore, you can use the vertical method to show working out.

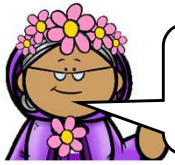
8. My conclusion: Cinderella needs to wash …… clothing items in total.

9. My result is correct. Yes ☐ No ☐

Give a reason: My result is correct because the total of the clothing items are more.

Look back!
To page 24 and 25 in this book.

Can you complete this mixed activity?



Think carefully and then complete the questions below.

Just like this!

Shade  Calculate

$$\begin{array}{r} 12 \\ +\ 12 \\ \hline \end{array}$$

Numbers

Here is a place value chart showing the number 34.

10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9

Here is another place value chart.

10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9

Shade some blocks to show the number 43.

Here is another place value chart.

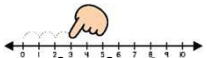
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9

Shade some blocks to show the number 59.

Look back!

To page 67 and 77 in this book.

Calculation



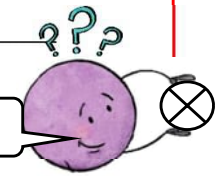
Add the following numbers.
Use the vertical method.

$$\begin{array}{r} 22 \\ +\ 14 \\ \hline \\ \hline \end{array} \qquad \begin{array}{r} 35 \\ +\ 13 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 41 \\ +\ 18 \\ \hline \\ \hline \end{array} \qquad \begin{array}{r} 63 \\ +\ 5 \\ \hline \\ \hline \end{array}$$

Subtract the following numbers.
Use the vertical method.

$$\begin{array}{r} 28 \\ -\ 24 \\ \hline \\ \hline \end{array} \qquad \begin{array}{r} 47 \\ -\ 24 \\ \hline \\ \hline \end{array}$$

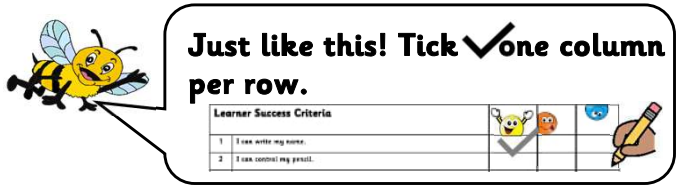


I can finish this task on my own!

At the end of 6 new objectives...

Think carefully and follow the instructions to complete your table.

Just like this! Tick ✓ one column per row.



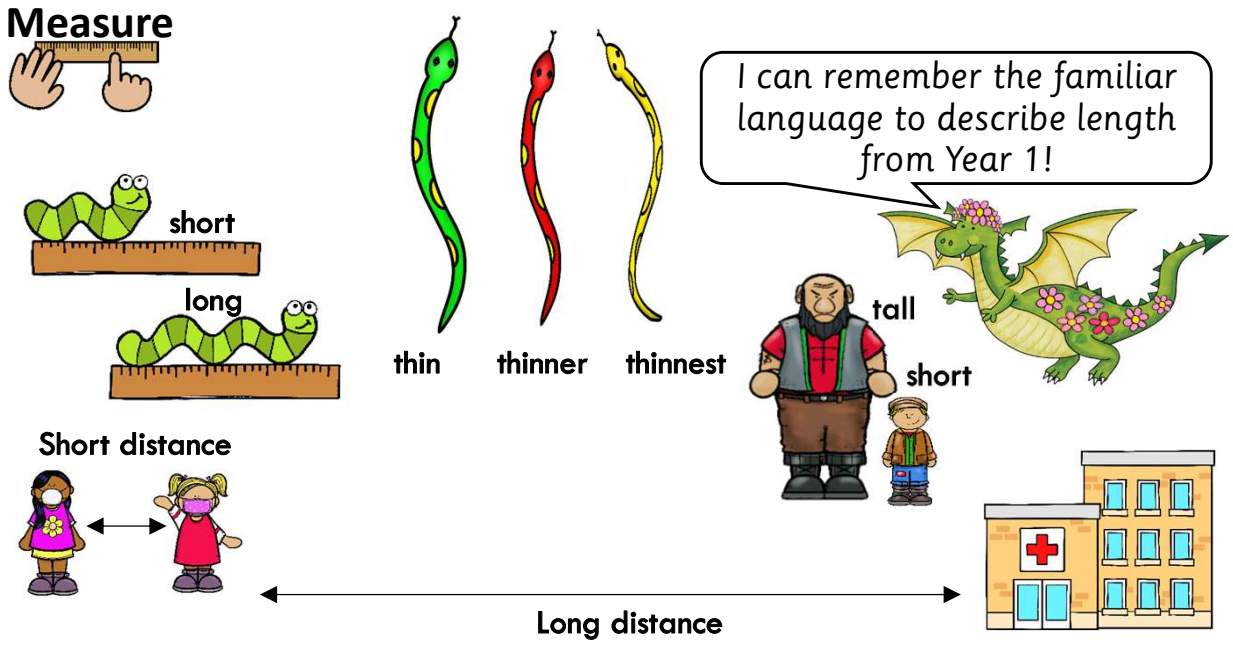
Key					
	I got this!		I'm getting this! [with my teacher's help]		I can't do this yet!

Learner Success Criteria				
1	I can compose, decompose and regroup 2-digit numbers, using tens and units.			
2	I can recognise and use ordinal numbers.			
3	I can estimate, add and subtract whole numbers with up to two digits.			
4	I can identify, describe, sort, name and sketch a pentagon by its properties, including reference to regular polygon, number of sides and vertices.			
5	I can round 2-digit numbers to the nearest 10.			
6	I can identify, describe, sort, name and sketch a hexagon by its properties, including reference to regular polygon, number of sides and vertices.			
7	I remember how to recognise time to the hour.			
8	I remember how to identify, describe and sort 3D shapes by their properties.			
9	I remember how a shape can be split into two equal parts or two unequal parts and visualise that halves can be combined to make wholes.			

I still need my teacher to help me with number or numbers...

Write down the number of your favourite type of activity.

Can you understand that length is a fixed distance between points?



Measure length using non-standard units.

This bar is 11 handspans long.

This bar is 6 'feet' long.

This bar is 8 blocks long.

Length.

When we measure an object's length, we want to know how long it is.

Units of measurement.

Non-standard units.

Non-standard units are units we use to measure length that is not typically used like handspan, foot span, finger width or objects like a pencil.

Standard units.

Standard units of measurement are a value that is fixed and cannot be changed e.g. centimetre and metre. Centimetre (cm) are used to measure short lengths and metre (m) for longer lengths.

Did you know?

It is better to measure length with standard units for more accuracy. The measurement will be the same for all when we use standard units.

Can you complete this mixed activity?

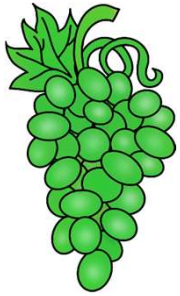
We can use non-standard units to measure length e.g. our handspan, foot span etc.

Just like this!

Fill in 5 Ring Write

Numbers

Here is a bunch of grapes.

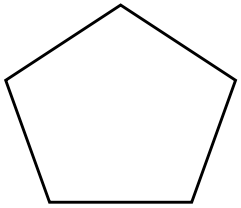


Ring the best estimate for the number of grapes.

almost 20 almost 50

Geometry

Here is a shape.



Complete the properties of this shape.

I am a .....

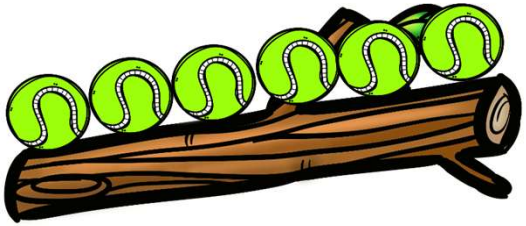
I have ..... sides.

Measure

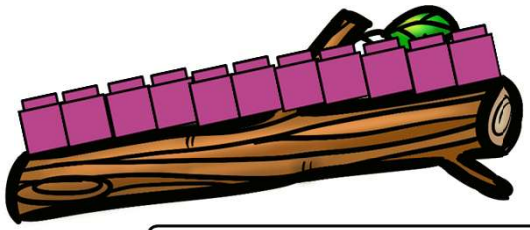
Measure the length of the following branch by using non-standard units.

This branch is ☐ handspans long.

This branch is ☐ 'feet' long.



This branch is ☐ tennis balls long.



This branch is ☐ building blocks long.

Ask for help if you need to do so.

Look back!
To page 15, 87 and 103 in this book.

Can you complete this mixed activity?

Think carefully and then complete the activity page below.

Just like this!

Fill in ☐ Ring ◯ Draw 🍎 Match :

Calculation

Complete the following calculations to show the relationship between addition and subtraction.

I have done the first one for you.

If 3 + 7 = 10 *and* 7 + 3 = 10 *then* 10 – 3 = 7 *and* 10 – 7 = 3.

If 3 + 2 = 5 *and* 2 + 3 = ☐ *then* 5 – 2 = ☐ *and* 5 – 3 = ☐.

If 5 + 4 = 9 *and* 4 + 5 = ☐ *then* 9 – 5 = ☐ *and* 9 – 4 = ☐.

If 6 + 1 = 7 *and* 1 + 6 = ☐ *then* 7 – 6 = ☐ *and* 7 – 1 = ☐.

Statistics

Here are the results of how many apples some children eat in a week.

Sue: 2 apples	Ben: 1 apple	Tom: 4 apples	Lee: 2 apples

Use this information to complete the **pictogram**.

🍎 = 1 apple

Sue	
Ben	
Tom	
Lee	

Look back!

To page 11, 21, 45, 53 and 61 in this book.

Numbers

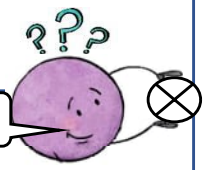
Here are four numbers.

48 44 39 47

Ring the **biggest** number.

Ring the digit with the value of 2 ones.

22

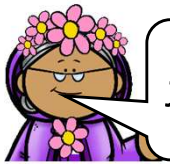


Ask for help if you need to do so.

Match the words in the left column to the equivalent number in the right column.

twenty-one	23
thirty-two	21
twenty-three	28
twenty-eight	32

Can you complete this mixed activity?



This is a rehearsal activity, you can finish this task on your own, however you can ask the teacher for help.

Just like this!

Fill in 16 Draw Write

Numbers

What number am I describing?
Write the correct number in the box.

I am bigger than 20 but smaller than 25. I am an odd number. ☐

I am between 40 and 45. I am an even number. ☐

I am ten more than the number seventeen. ☐

Write down 10 more than each number.

2	10 more → ☐		4	10 more → ☐	
20	10 more → ☐		30	10 more → ☐	
34	10 more → ☐		43	10 more → ☐	

Money

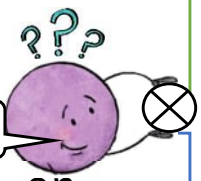
Here are some coins.

Which combination can I use to make the following amounts?
I have done the first one for you.

.... 80c → one 50c and three 10c

.... 90c → .....

.... $1,30 → .....



I can finish this task on my own!

Draw an arrow to show the number 45 on the number line.

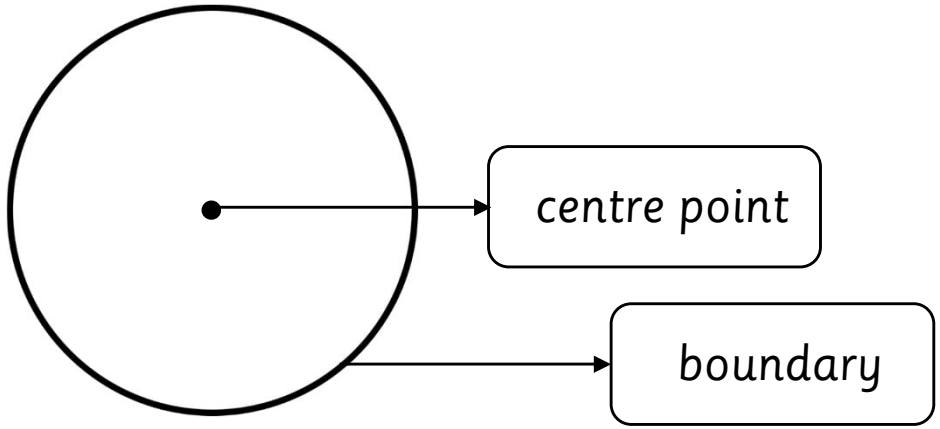
Look back!

To page 11, 19, 31 and 39 in this book.

Can you recognise the parts of a circle?

Measure

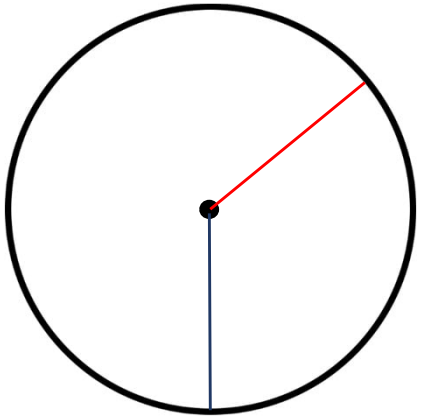
Here is a circle.
The centre point and boundary are labelled.



Can you trace the word circle?

circle

Here is a circle with a centre point.
Draw a red line and a blue line from the centre point to any point on the boundary.



Take a piece of string and cut it the same length as the red line. Now place that same string on the blue line. You will see that the blue line is the same length as the string. Therefor the red line and the blue line are the same length. This is because any point on the boundary of a circle is the same distance from the centre of a circle.

Did you know?
You can fold a paper circle in half and half again and measure the folds created. You will find that they are all the same length. Try it!

Words you need to know:

Centre point: The middle point. The point within a circle equally distant from all the points on the boundary.

Boundary: A line that marks the limit. A circle is bounded by one curved line.

Can you complete this mixed activity?

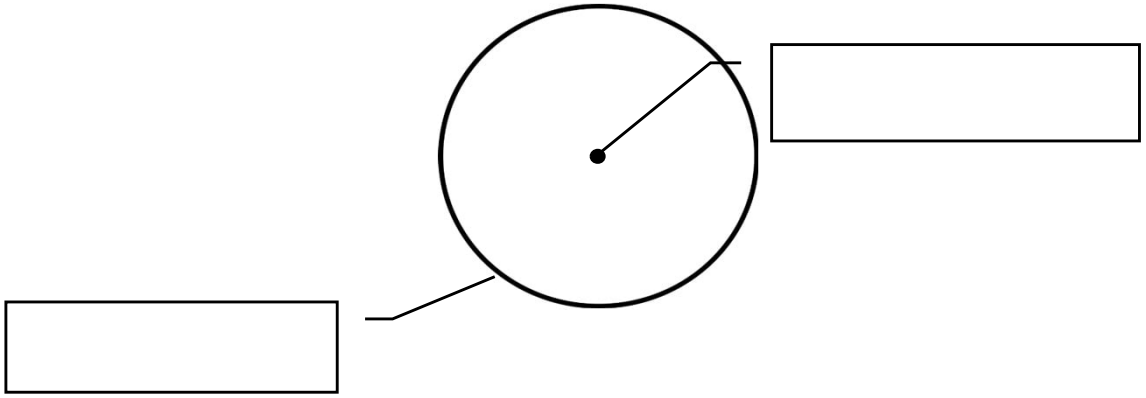
To compose a number, you need to add the parts together.

Just like this!

Label centre Write time 1 o'clock Fill in 43

Measure

Here is a circle.
Label the parts of the circle.



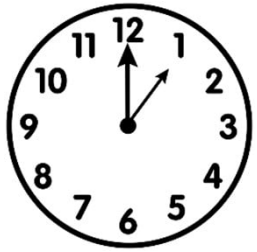
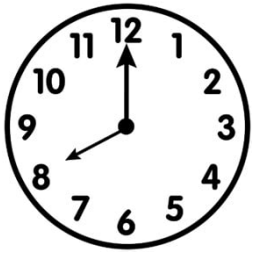
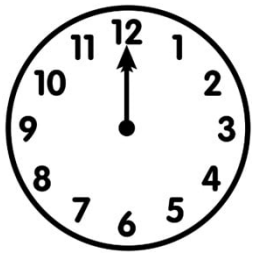
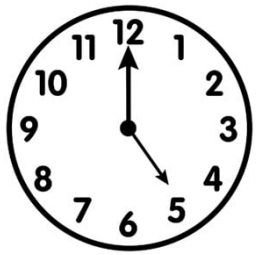
WORD BANK: centre boundary

Look back!

To page 67, 81 and 107 in this book.

Time

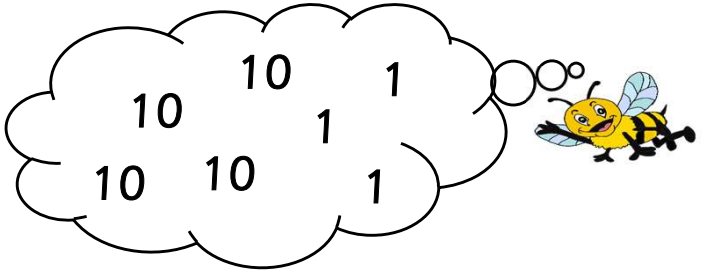
Write down the time shown on the clock.
I have done the first one for you.

1 o'clock

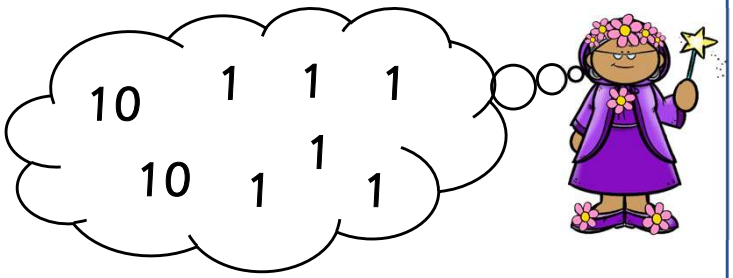
Numbers

Bee is composing a number.



Which number did Bee compose?

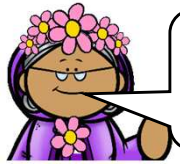
Dora is composing a number.



Which number did Dora compose?

Ask for help if you need to do so.

Can you complete this mixed activity?



Follow the 'bossy verbs' to complete the instructions.

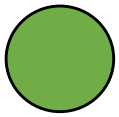
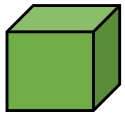
Just like this!

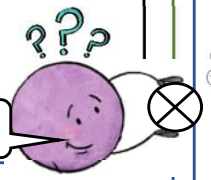
Fill in 2D Fill in 18 Shade Colour

Geometry

Complete the table below.

I have done the first one for you.

Image	Name of shape	2D / 3D	Example
	Circle	2D	Plate
			
			



Ask for help if you need to do so.

Numbers

Here is part of a number square.

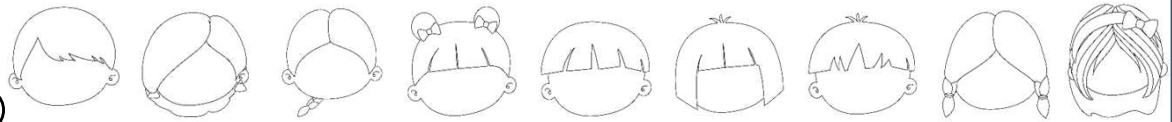
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70

Shade all the **even numbers**.

Look back!

To page 22, 31, 67 and 71 in this book.

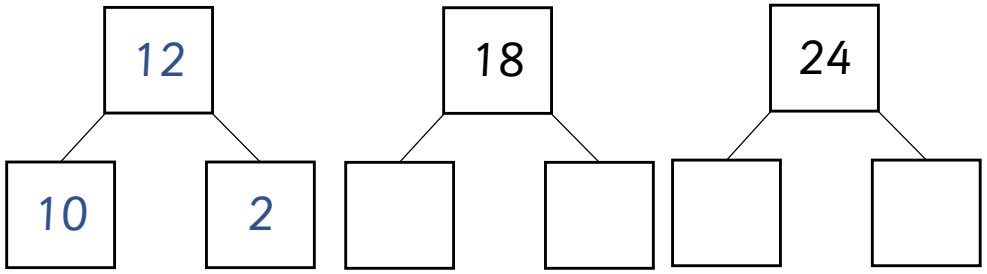
Here are the faces of 9 children.



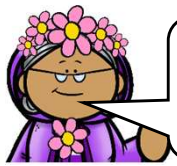
- Draw a pair of  for each child.
- Draw a  and  for each child.
- Colour the 1st, 4th and 9th child's hair black.
- Colour the 2nd, 3rd and 5th child's hair brown.
- Colour the 6th, 7th and 8th child's hair blonde.

Decompose (break up) the following numbers into tens and units.

I have done the first one for you.



Can you remember how to do these?



Read carefully and then complete the activity sheet.

Just like this!

Join : Draw dot Draw coins 5¢ 10¢ 25¢ Write ___

Numbers

Draw a line to join each number to the nearest 10.

Number	Nearest 10
21	
	20
25	
	30
31	
	40
36	

Look back!

To page 11, 39, 45, 91, 92 and 93 in this book.

Money

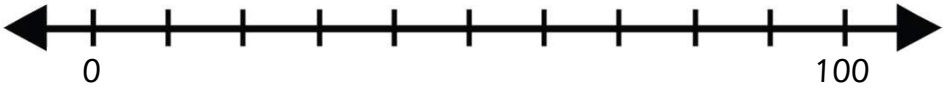
Here are some coins.

5¢ 10¢ 25¢

Show three different ways of making 30c using these coins.

Option 1	Option 2	Option 3

Make a dot on the number line to show the number 15.

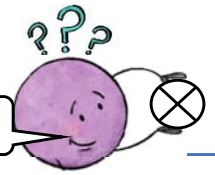


Write the set of numbers from **smallest to biggest**.

75 56 57 53 65 72

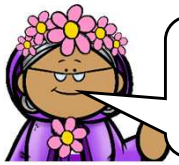
....

smallest **biggest**



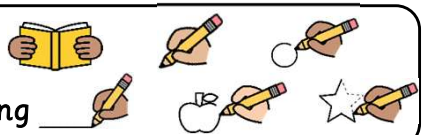
I can finish this task on my own!

Can you complete the steps for problem solving?



Keywords are the numbers as well as the words telling you if your result will be more or less.

Just like this!



Steps for Problem solving

Calculation

Here is a word problem.

Bee and his friends are filling jars with honey.
On Monday they filled 24 jars with honey. On Tuesday they filled10 more jars.
How many jars of honey have Bee and his friends filled altogether?

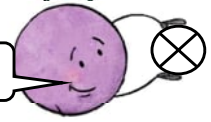
Complete the steps for problem solving.

1. Read the word problem. I  the word problem Tick ☐

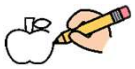
2. Underline the key words. I  the key words Tick ☐

3. Which numbers will I need?  the numbers .....

4. Make an illustration.



Ask for help if you need to do so.



5. How am I going to get to the result (answer)?

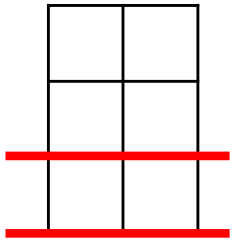
the correct term.

5.1 My result will be more / less

5.2. The operation(s) I will use is  

6. a number sentence.

7. Show working out.



You do not need a number line anymore, you can use the vertical method to show working out.

8. My conclusion: Bee and his friends filled …… jars altogether.

9. My result is correct. Yes ☐ No ☐

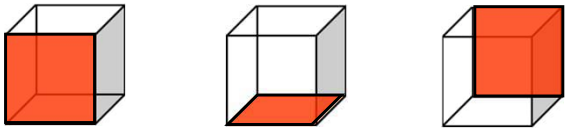
Give a reason: My result is correct because altogether the number of jars are more.

To page 24 and 25 in this book.

Can you identify, describe, sort and name 3D shapes?

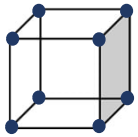
Geometry

Face of 3D shape.



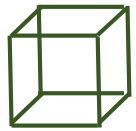
Faces (flat side of 3D shape) can be square, rectangular, triangular or circled.

Vertex of 3D shape.



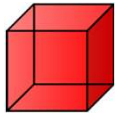
The vertex is the corner of a 3D shape. One vertex / more than one vertices.

Edge of 3D shape.

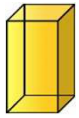


The edge is the line where two faces meet or the line between two vertices.

The number and shape of faces on 3D shapes.



A cube has 6 square faces.



A cuboid has 2 square faces and 4 rectangular faces.

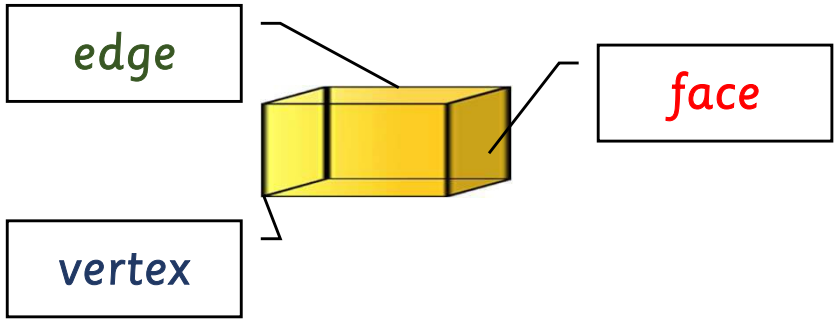
A triangular prism has 2 triangular faces and 3 rectangular faces.

A pyramid has 1 square face and 4 triangular faces.

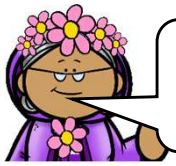
Did you know?

3D shapes can be stacked if they have flat faces and rolled if they have a curved surface.

Here is a cuboid.
The face, edge and vertex were labelled.

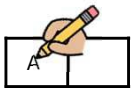


Can you recognise the properties of 3D shapes?



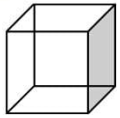
You can sort 3D shapes according to their properties.

Just like this!

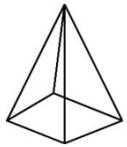
Write letter in the correct place in table  Tick 

Geometry

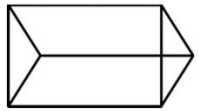
Here are five 3D shapes.



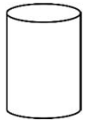
A



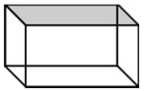
B



C



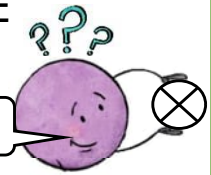
D



E

Write the letter of each shape in the correct place in the table.

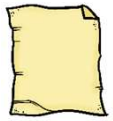
One has been done for you.



Ask for help if you need to do so.

Has no square faces	Has at least one square face
A	

Here are some items you can find at home.
In each case tick (✓) the items that are cubes.



Can you complete this mixed activity?

Read carefully and then complete the activity sheet.

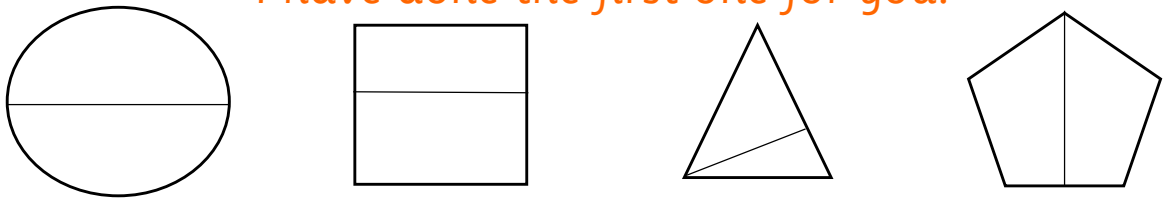
Just like this!

Tick ✓ Ring Add 12 + 12 Fill in 35

Fractions

Tick (√) all the shapes that have been shared into two equal parts.

I have done the first one for you.



√			

Measure

Here are two units of measurement.

cm m

Ring the unit of measurements that we use to measure short lengths.

Calculation

Add the following numbers.
Use the vertical method.

3 2	4 1	5 4
+ 2 5	+ 2 6	+ 2 3

Numbers

Here is a number sequence.

25, 35, 45, 55, ...

The sequence continues in the same way.
Write down the next two numbers in the sequence.

Look back!

To page 35, 77, 95, 105 and 107 in this book.

Geometry

Tick (√) 2 sentences that are correct.

A circle has straight sides. ☐

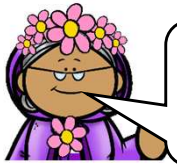
A circle has no corners. ☐

A circle is a 2D shape. ☐

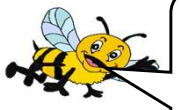
A circle has two sides. ☐

Ask for help if you need to do so.

Can you complete this mixed activity?



Follow the 'bossy verbs' to complete the instructions.



Just like this!

Write _____ Fill in 30 + 6

Geometry

Here are the names of four 2D shapes.

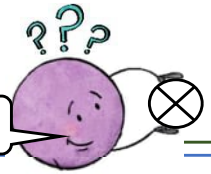
pentagon triangle hexagon square

Write the shapes in order of the number of sides.
Start with the fewest number of sides.

....

fewest number of sides

most number of sides



I can finish this task on my own!

Numbers

I can write the number 36 as ....

30 + 6	10 + 10 + 10 + 6	32 + 4

Write 27 in three different ways.

Write 27 in words.

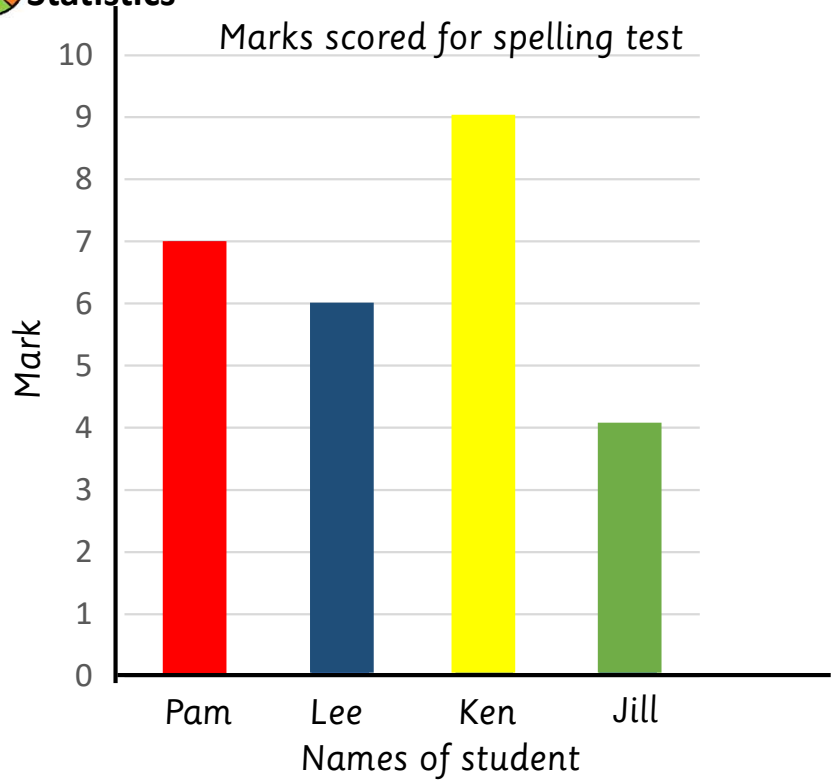
.....

Look back!

To page 22, 48 and 67 in this book.

Here Is a bar graph showing the marks students attained for a spelling test.

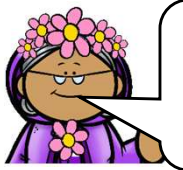
Statistics



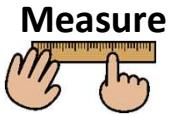
Use the information on the Bar graph to answer the following questions.

- Who scored the highest mark? .....
- How much did Lee score? .....
- Who got 4 words correct? .....

Can you draw lines, using standard units?



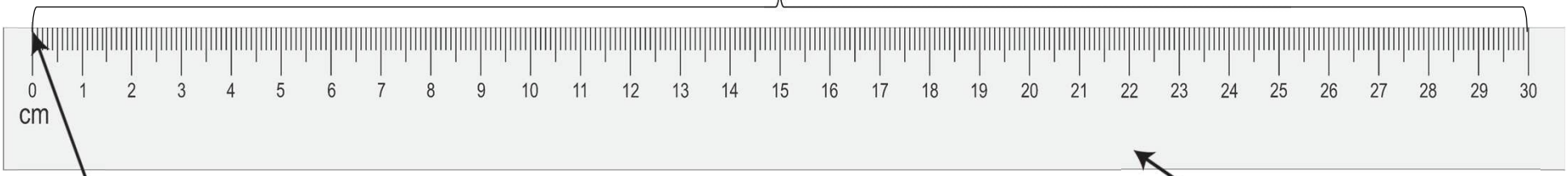
Standard units of measurement are a value that is fixed and cannot be changed. Lines can be measured in cm or m.



We use a ruler to measure and draw lines.

Here is a ruler.

A ruler is marked at regular intervals, usually centimetre (cm).



When marking measurements using a ruler, you should start from zero.

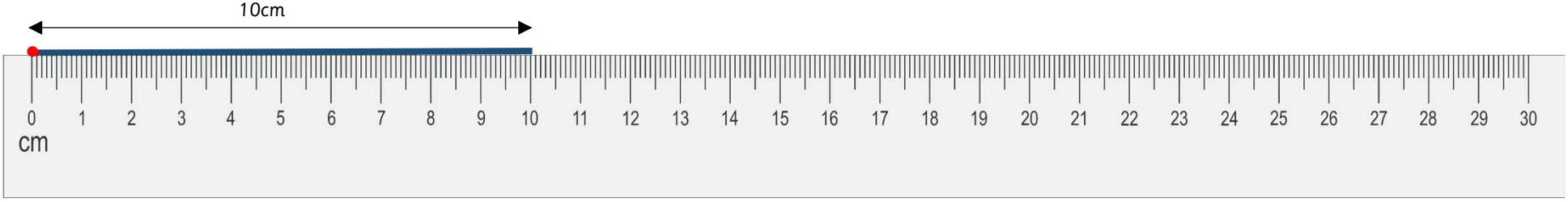
Keep your ruler straight when drawing lines or measuring lines.

A ruler is a straight strip of plastic, wood or metal.

Draw a 10cm line.

- You need a sharp  and a  .
- Make a dot for your starting point.
- Place ruler on starting point so that the zero of the ruler is on the dot.
- Make sure your ruler is straight.
- Use pencil to draw straight line up to the correct measurement.

Did you know?
You can find straight lines in nature e.g. the strands of a spider silk.



Can you measure lines, using standard units?

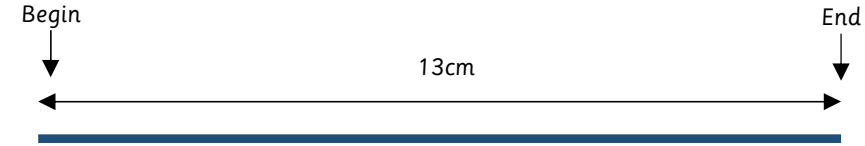
Standard units of measurement are a value that is fixed and cannot be changed. Lines can be measured in cm or m.

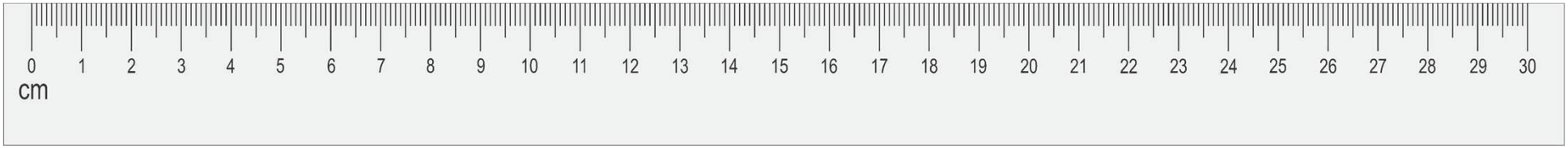
Measure

Measure the following line.

- Place ruler on the line so that the zero is at the beginning of the line.
- Make sure your ruler is straight.
- Read the measurement where the line ends.

Did you know?
Measurement matter in our daily life. We use measurement when building a house, during a sports competition, during a medical check-up and many more.





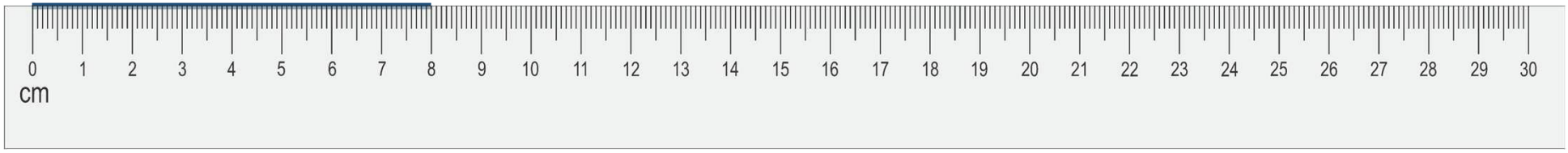
This line is 13cm long.

Measure the length of the line segment below and write the length in the open box.

Just like this!

Write 

.....cm



Can you complete this mixed activity?

Remember to keep your ruler straight when you draw a line.

Just like this!

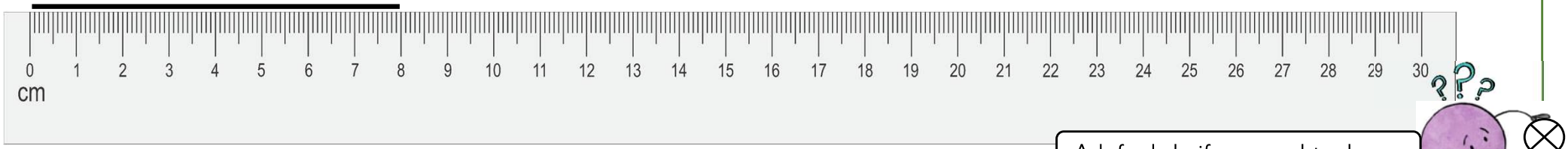
Measure and draw Share Write Complete

Measure

Draw a 5cm line. Use a ruler.

.....cm

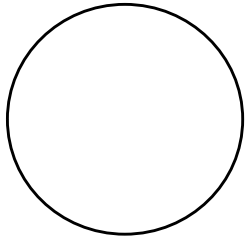
Measure the following line to the nearest centimetre.



Ask for help if you need to do so.

Fractions

Here is a circle.



Share the circle into two equal parts.

Peter eats half of a pizza.
What fraction of the pizza is left?

..... pizza

Time

Here is a clock face showing two o'clock. Complete the clock by drawing the minute hand.

Look back!
To page 95, 117 and 118 in this book.

Can you complete this mixed activity?

Read carefully and then complete this activity page.

Just like this!

Write ____ Fill in ☐ Write correct cell ☐ Add 12 + 12 = ____

Numbers

Here is a number sequence.

zero, ten, twenty, thirty, ...

Write the next two numbers in the sequence.

..... , ...

Write down all the even numbers between 70 and 80.
Write them in the box.

70 ☐ 80

Here are two signs.

< >

Fill in the correct sign, in each of the empty boxes.

37 ☐ 34 92 ☐ 89

There are twelve tennis balls and thirteen soccer balls in a box. How many balls are there in total?
Show calculation.

+

_____

_____

Calculation

Look back!

To page 31, 35, 45, 47 and 77 in this book.

Sort the following numbers by writing it in the correct cell on the **Venn diagram**.

14 100 94 34 49

I have done the first one for you.

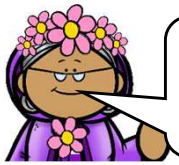
Numbers bigger than 40

14

Statistics

I can finish this task on my own!

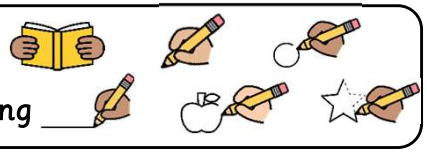
Can you complete the steps for problem solving?



Keywords are the numbers as well as the words telling you if your result will be more or less.

Just like this!

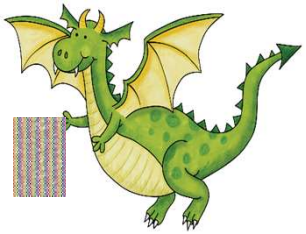
Steps for Problem solving



Calculation

Here is a word problem.

Dora has 48 pamphlets to deliver during the day. By 12 o'clock there are only 14 left.
How many pamphlets have been delivered?



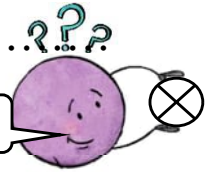
Complete the steps for problem solving.

1. Read the word problem. I  the word problem Tick ☐

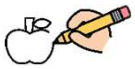
2. Underline the key words. I  the key words Tick ☐

3. Which numbers will I need?  the numbers .....

4. Make an illustration.



Ask for help if you need to do so.



5. How am I going to get to the result (answer)?

the correct term.

5.1 My result will be more / less

5.2. The operation(s) I will use is

6. a number sentence.

7. Show working out.

-

You do not need a number line anymore, you can use the vertical method to show working out.

8. My conclusion: Dora delivered …… pamphlets.

9. My result is correct. Yes ☐ No ☐

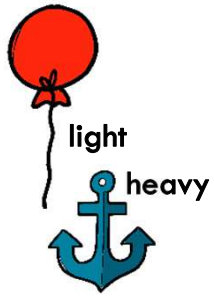
Give a reason: My result is correct because the number of pamphlets became less.

Look back!

To page 24 and 25 in this book.

Can you understand that mass is the quantity of matter in an object?

Measure Familiar language to describe mass.



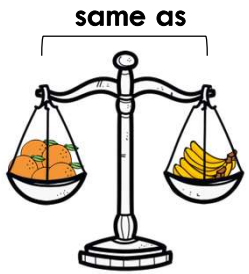
Here are some cookies in a jar.

This jar has less cookies than the 1st jar.

This jar has more cookies than the 1st jar.

Measure mass using non-standard units.

The mass of 1 orange is less than the mass of 3 bananas.



The mass of 5 oranges is the same as 7 bananas.

Mass

Mass is the measure of the amount of matter or material in an object.

Units of measurement.

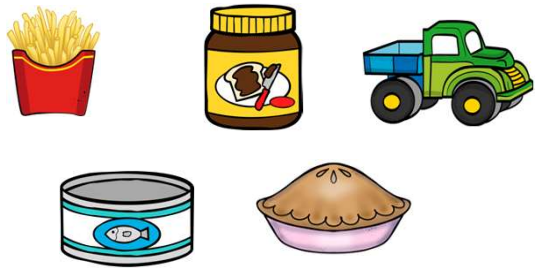
Non-standard units.

Non-standard units are not fixed in size. We cannot use these to measure the mass of an object accurately, however it can give you a very good idea of how heavy something is e.g. you can measure the amount of nuts in handfuls.

Standard units.

To measure the mass of an object accurately, we use units of measurement that are a fixed size. These are called standard units and are the same all over the worlds. The units of measurement for mass are kilograms and grams.

Measure mass using standard units.



The mass of these objects are measured in grams (g).

The mass of these people / animals and objects are measured in kilograms (kg).

I can remember the familiar language to describe mass from Year 1!

Did you know?
We can find out an object's mass using scales.

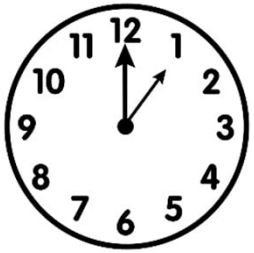
Let's see if you can still recognise time to half hour.

I can show time to half hour on the clock! We did it in Year 1!

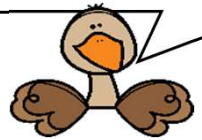
Time

Showing the time from 1 o'clock to half past 1.

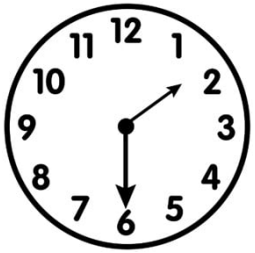
1 o'clock



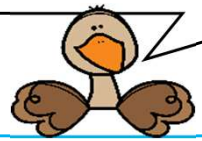
I can remember that the long hand points to the 12 and the short hand points to the specific hour when it is o'clock.



Half past 1

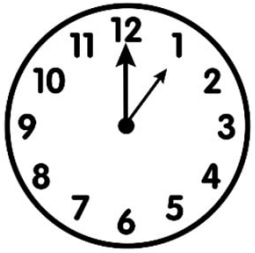


When you want to show half past 1, the long hand moves from the 12 to the 6. The long hand has moved half way through the clock face to show half past.

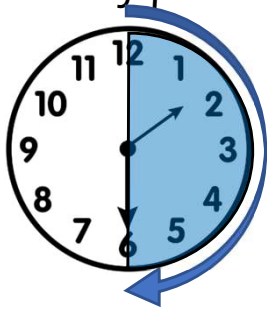


From o'clock to half past

1 o'clock



Half past 1



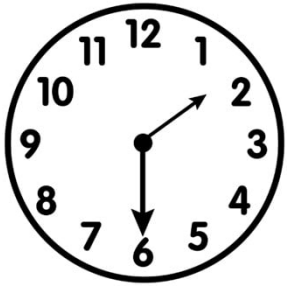
The long hand of the clock has moved half way through the clock face to show half past.

Did you know?
The earliest timekeeping devices (before clocks) were sundials. Sundials indicates the time of day by the position of the shadow of some object exposed to the sun's rays.

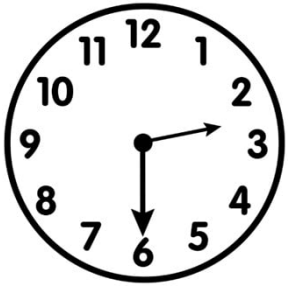
Half past on the analogue clock.

When is half past the long hand is on the 6 and the short hand is half way between the two hours.

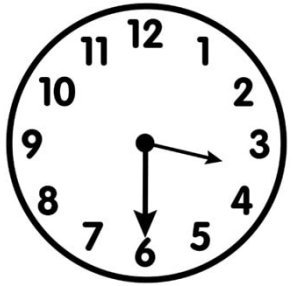
Half past 1



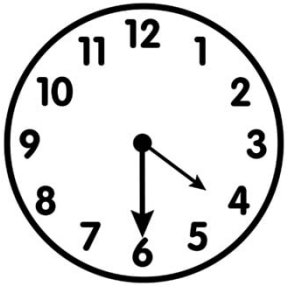
Half past 2



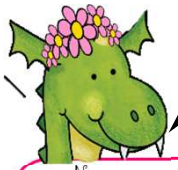
Half past 3



Half past 4



etc.



Let's see if you can still use familiar language to describe position and movement.

Did you know?
A very small, very common word that shows direction or location is called a preposition.

Position & movement

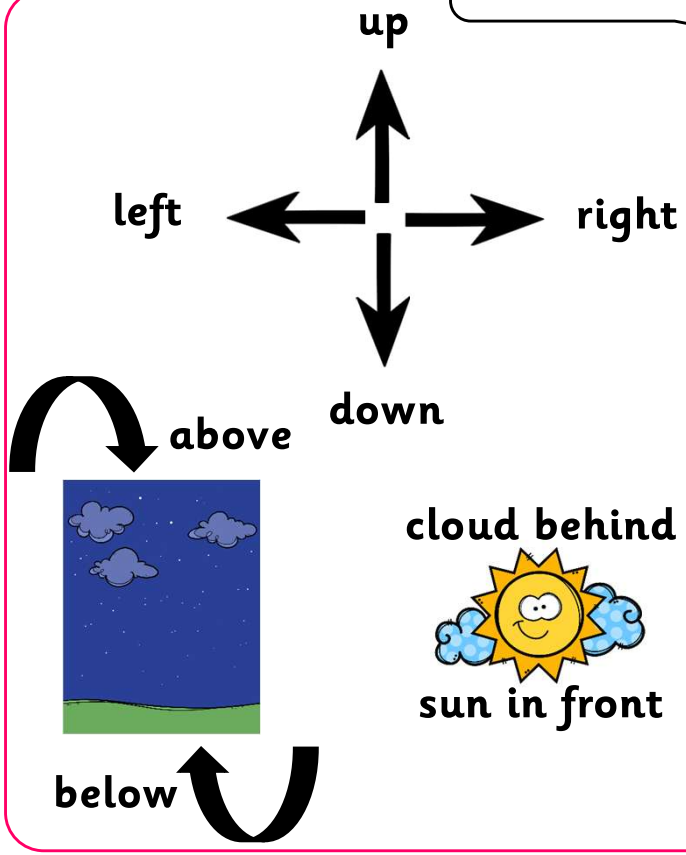
Words you need to know:

Position: A place where someone or something is located or has been put.

Movement: To go in a specific direction or manner, to change position.

Familiar words to describe position:

I used these familiar words in Year 1!



- The  is above the  .
- The  is under the  .
- The  is on the left of the  .
- The  is on the right of the  .
- The  is hiding behind the  .
- The  is sitting in front of the  .
-  is climbing up the  .
-  is climbing down the  .

Can you complete this mixed activity?

When the long hand of the clock points to the 6, it is half past.

Just like this!

Write time 1 o'clock

Group

Write _____

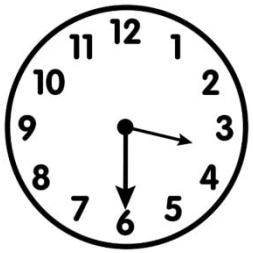
Ring

Shade

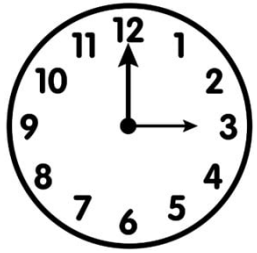
Time

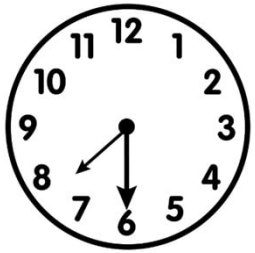
Write down the time shown on the clock.

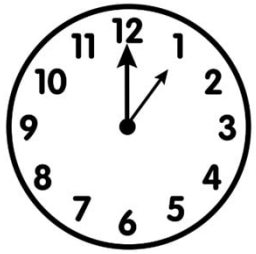
I have done the first one for you.



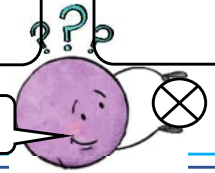
Half past 3





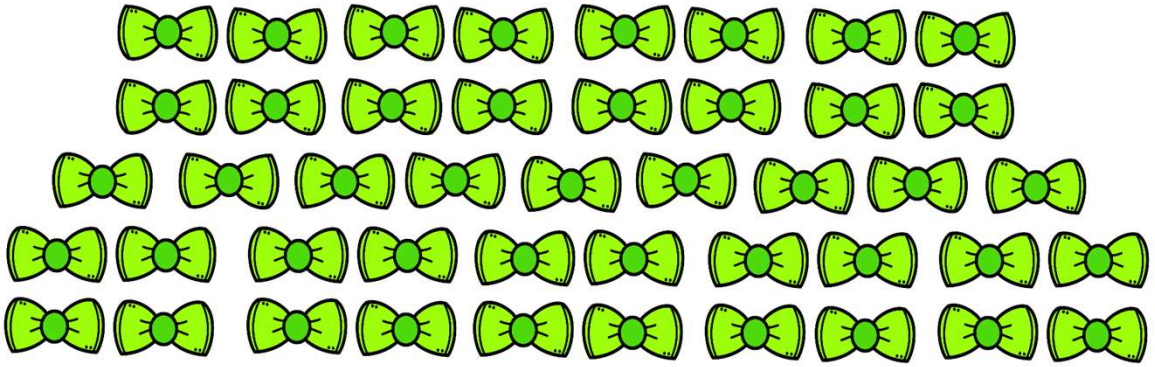


Ask for help if you need to do so.



Numbers

Count the bowties.



Count how many bowties by grouping in fives to make it easier to count. Use a red pencil to group.

..... bowties.

Look back!

To page 11, 15, 67, 82 and 126 in this book.

Write the number equivalent to ..

I have done the first one for you.

1 ten 3 units → 13

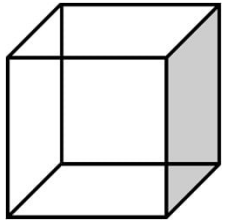
2 tens 5 units → .....

4 tens 1 unit → .....

5 tens 7 units → .....

Geometry

Here is a solid



Complete the statement below by ringing the correct term.

I am a 2D shape / 3D shape and my name is a cube / cuboid.

Shade one of the faces of the solid.

Can you complete this mixed activity?

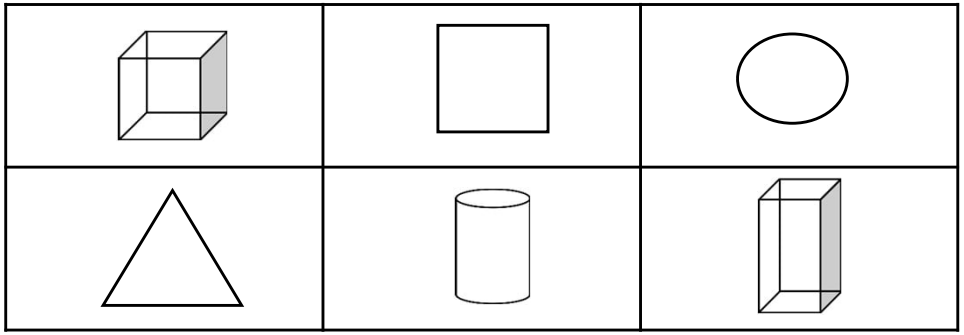
Follow the 'bossy verbs' to complete the instructions.

Just like this!

Fill in cube Round number 30 Write ____

Position & movement

Here is a table of 2D shapes and 3D shapes in different cells.



Answer the following questions.
I have done the first one for you.

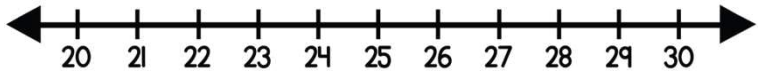
Look back!
To page 91, 92, 123 and 125 in this book.

- Which shape is in the top row on the left? Cube
- Which shape is in the bottom row on the right? ____
- Which shape is in the middle of the top row? ____
- Which shape is in the middle of the bottom row? ____
- Which shape is in the top row on the right? ____

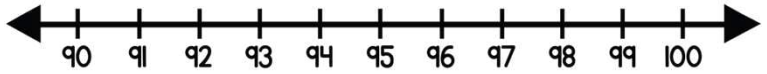
WORD BANK:
cube triangle cuboid square cylinder circle

Round the following numbers to the nearest 10.

Round 28 to the nearest 10. ____

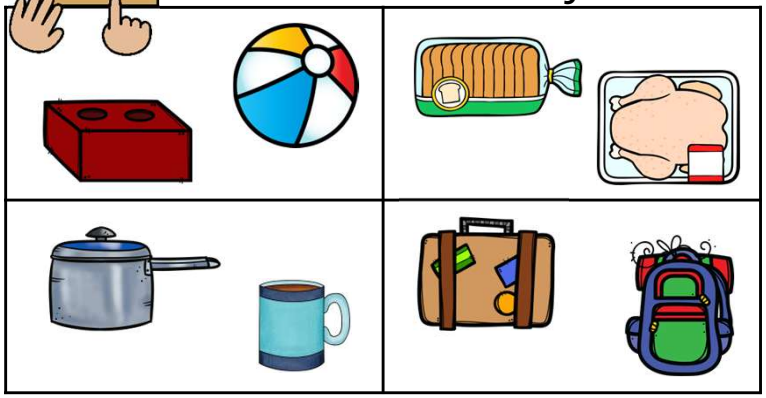


Round 94 to the nearest 10. ____



Measure

Here are some objects.



In each block, ring the heavier object.

Ask for help if you need to do so.

Can you complete this mixed activity?

Read carefully and then complete this activity.

Just like this!

Draw counter

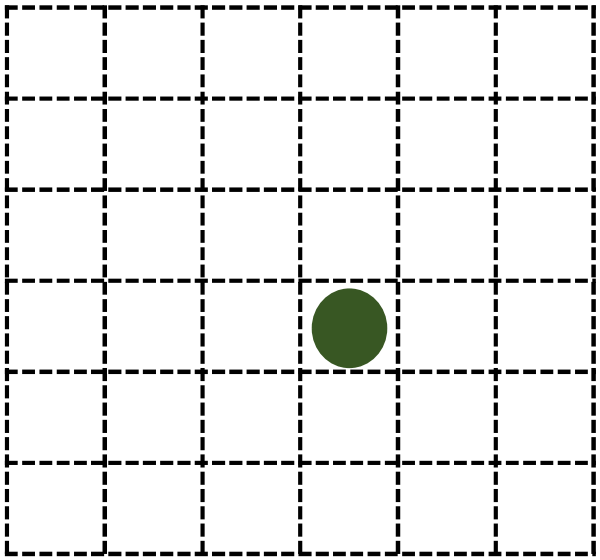
Tick

Draw lines

Write

Position & movement

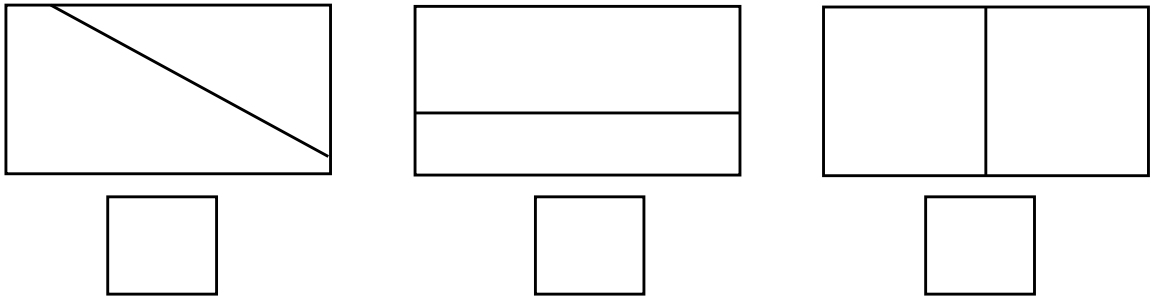
Here is a grid with a counter on.



Move the counter one block up and two blocks to the left.
Draw the new position of the counter.

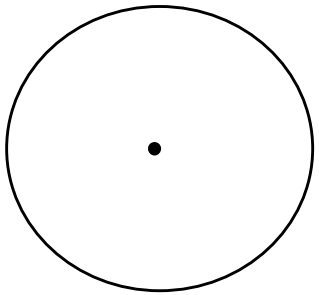
Fractions

Tick (√) the rectangle that has been shared into two equal parts.



Measure

Here is a circle.



What do you call the black dot in the middle of the circle?

.....

I can finish this task on my own!

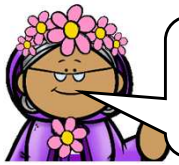
Draw two different lines from the centre point to the boundary of the circle.

Are these two lines the same length?

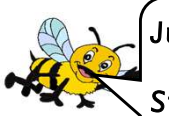
Yes / No

Look back!
To page 95, 107 and 125 in this book.

Can you complete the steps for problem solving?

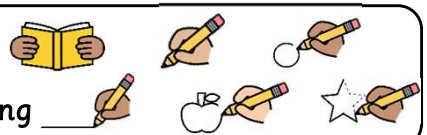


Keywords are the numbers as well as the words telling you if your result will be more or less.



Just like this!

Steps for Problem solving



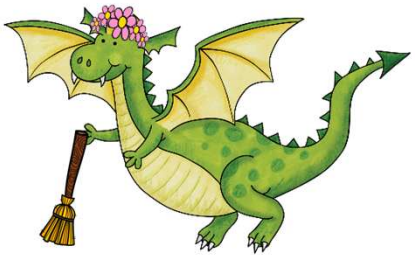
Calculation

Here is a word problem.

Cinderella and Dora are cleaning the house. First, they are going to sweep the bedroom floors. Cinderella's broom is 100cm long. Dora's broom is 20cm shorter than Cinderella's broom.

What is the length of Dora's broom?

Complete the steps for problem solving.

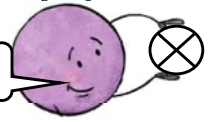


1. Read the word problem. I  the word problem Tick ☐

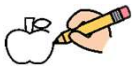
2. Underline the key words. I  the key words Tick ☐

3. Which numbers will I need?  the numbers .....

4. Make an illustration.



Ask for help if you need to do so.



5. How am I going to get to the result (answer)?

the correct term.

5.1 My result will be more / less

5.2. The operation(s) I will use is

6. a number sentence.

7. Show working out.

You do not need a number line anymore, you can use the vertical method to show working out.

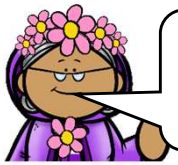
8. My conclusion: Dora's broom is …… long.

9. My result is correct. Yes ☐ No ☐

Give a reason: My result is correct because Dora's broom is shorter than Cinderella's.

Look back!
To page 24 and 25 in this book.

Can you complete this mixed activity?



Follow the 'bossy verbs' to complete the instructions.

Just like this!

Tick ✓ Fill in 36 Write ____ Ring ○

Numbers

What is the value of the 1 in each number? Tick the correct box.

Number	Value		
	1	10	100
21			
17			
100			

Complete.

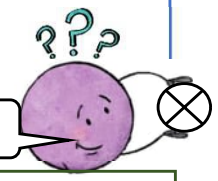
1 more: 22 → ☐		2 more: 35 → ☐	
4 more: 40 → ☐		5 more: 55 → ☐	
10 more: 60 → ☐		1 more: 61 → ☐	
2 more: 65 → ☐		5 more: 72 → ☐	

Write the set of numbers from **smallest to biggest**.

75 56 57 53 65 72

....

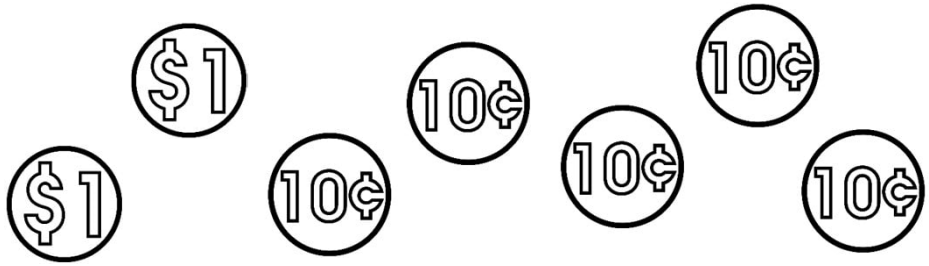
smallest biggest



Ask for help if you need to do so.

Money

Peter is going to the arcade.
He pays with the following coins to enter.



How much does Peter pay?
Put a ring around the correct amount.

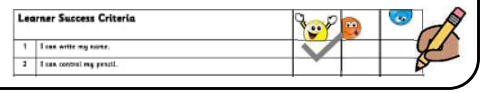
52c $42 $2,50 $2,05 $40,02

Look back!
To page 19, 39, 45 and 67 in this book.

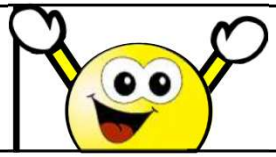
At the end of 6 new objectives...

Think carefully and follow the instructions to complete your table.

Just like this! Tick ✓ one column per row.



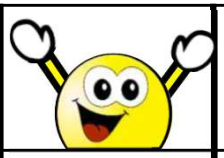
Key



I got this!

I'm getting this!
[with my teacher's help]

I can't do this yet!

Learner Success Criteria				
1	I can understand that length is a fixed distance between two points and I can estimate and measure lengths using non-standard or standard units.			
2	I can understand that a circle has a centre and any point on the boundary is at the same distance from the centre.			
3	I can identify, sort, describe and name 3D shapes by their properties, including reference to number and shapes of faces, edges and vertices.			
4	I can draw lines, using standard units.			
5	I can measure lines, using standard units.			
6	I can understand that mass is the quantity of matter in an object. I can estimate and measure familiar objects using standard & non-standard units.			
7	I remember how to recognise time to half hour.			
8	I remember how to use familiar language to describe position and movement.			

I still need my teacher to help me with number or numbers...

Write down the number of your favourite type of activity.

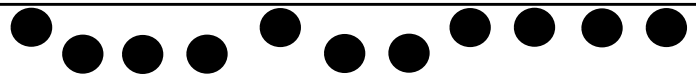
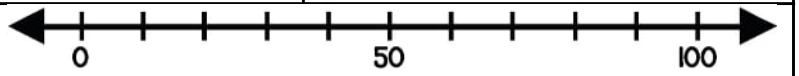
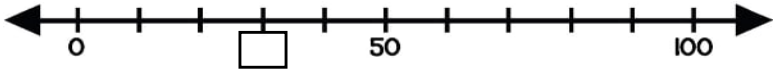
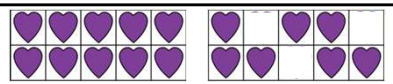
Mental maths quiz.

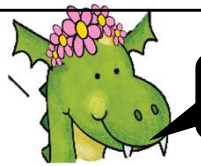
Can you answer these quick fire questions? You may use a piece of paper or white board for working out.

Just like this!

Mental maths questions	Answers
Write the numeral six in digits.	6

At the end of 10 school days

Mental maths questions		Answer
1.	How many dots do you count? 	
2.	Write the number twenty-four in digits.	
3.	Write the number 28 in words.	
4.	Make a dot on the number line to show the number 80. 	
5.	Which number goes in the box? 	
6.	Ring the number seventy-six.	16 67 76
7.	How many hearts? 	
8.	Estimate the number of children in a classroom.	almost 20 almost 50
9.	Ring the number one hundred.	10 100 1 000
10.	Write the number name for thirty-two.	



I still need my teacher to help me with number or numbers...

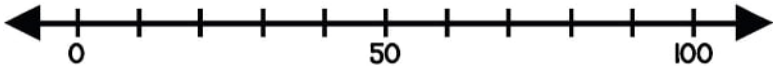
Mental maths quiz.

Can you answer these quick fire questions? You may use a piece of paper or white board for working out.

Just like this!

Mental maths questions	Answers
Write the numeral six in digits.	6

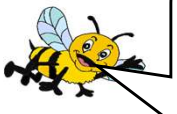
At the end of 20 school days

Mental maths questions		Answer
1.	Write the number forty-seven in words.	
2.	Write the number name for 54.	
3.	Make a dot on the number line to show the number 85. 	
4.	Estimate the number of gumballs. 	
5.	Peter counts on in fives from 35 up to 100. Will he say the number 80?	Yes / No
6.	Shade the triangle blue and the circle red.	
7.	Complete the calculation.	10 - 4 = ☐
8.	Ring the even number.	45 58 67
9.	Write the next number in the sequence: 62, 52, 42, 32, ...	
10.	Write the amount: one dollar and fifty cents.	

I still need my teacher to help me with number or numbers...

Mental maths quiz.

Can you answer these quick fire questions? You may use a piece of paper or white board for working out.



Just like this!

Mental maths questions	Answers
Write the numeral six in digits.	6

At the end of 30 school days

Mental maths questions		Answer
1.	Write the number *fifty-nine* in digits.	
2.	Write the next number in the sequence: 90, 80, 70, 60, ….	
3.	How much money? 	
4.	Fill in <, > or =.	27 ☐ 23
5.	Write down 10 more than the number thirty-four.	
6.	If 5 + 4 = 9 then 9 – 5 = ☐. Write the correct value.	
7.	Complete the calculation.	100 - 20 = ☐
8.	What is the value of the 4 in the number 42?	
9.	What even number follows the number 28?	
10.	How many sides does a rectangle have?	..... sides

I still need my teacher to help me with number or numbers...

Mental maths quiz.

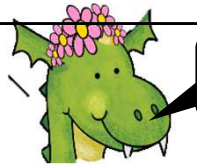
Can you answer these quick fire questions? You may use a piece of paper or white board for working out.

Just like this!

Mental maths questions	Answers
Write the numeral six in digits.	6

At the end of 40 school days

Mental maths questions		Answer
1.	Complete: 54 = ... tens ..... ones	..... tens ..... ones
2.	Ring the biggest number.	58 53 49
3.	Write the number 1 less than 80.	
4.	Colour the ninth block red.	
5.	Write the number seventy-two in digits.	
6.	What is the total of 21 and 12?	
7.	What needs to be added to 30 to get a total of 100?	
8.	The long hand of the clock is on the 12 and the short hand is on the 6. What is the time?	
9.	I look like a dice. What is my name?	cone cylinder cube
10.	Round 17 to the nearest 10.	



I still need my teacher to help me with number or numbers...

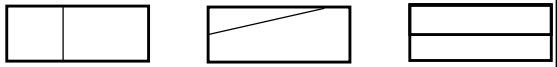
Mental maths quiz.

Can you answer these quick fire questions? You may use a piece of paper or white board for working out.

Just like this!

Mental maths questions	Answers
Write the numeral six in digits.	6

At the end of 50 school days

Mental maths questions		Answer
1.	Ring the shape that has been split into two equal parts.	
2.	How many sides does a pentagon have?	..... sides
3.	Fill in a number in the open box to make the statement true.	57 > ☐
4.	What position in the line is the brown block? 	
5.	Which unit of measurement will you use to measure the length of a book?	centimetres metres
6.	Ring the odd number.	72 79 84
7.	Write down a subtraction problem using these 3 numbers: 10, 17 and 7.	
8.	What number can I compose with 8 tens and 5 units?	
9.	Complete: A circle has a ..... in the middle of the circle.	
10.	Show the time seven o'clock on the analogue clock.	

I still need my teacher to help me with number or numbers...

Mental maths quiz.

Can you answer these quick fire questions? You may use a piece of paper or white board for working out.

Just like this!

Mental maths questions	Answers
Write the numeral six in digits.	6

At the end of 60 school days

Mental maths questions		Answer
1.	Measure the following line to the nearest cm. ———————	.....cm
2.	Draw a 3cm line. Use a ruler.	
3.	Round 36 to the nearest 10.	
4.	Write the number 78 in words.	
5.	Write down three even numbers between 50 and 60.	
6.	Write the next number in the sequence: 60, 65, 70, 75, ...	
7.	Draw the exact coins to show the amount 65c.	
8.	Write the set of numbers from biggest to smallest: 53, 63, 58, 85, 68.	....
9.	What is the value of the 8 in the number 84?	
10.	Show the time half past three on the analogue clock.	

I still need my teacher to help me with number or numbers...