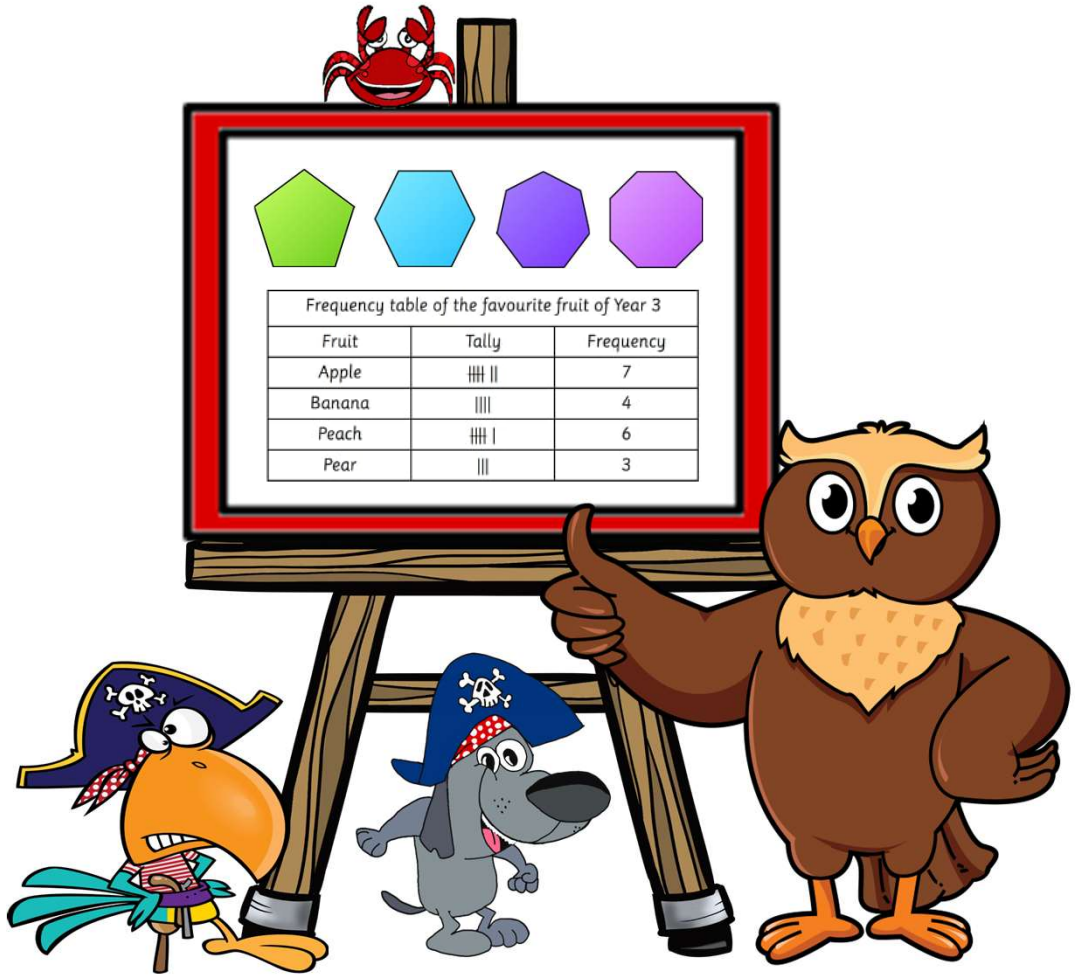
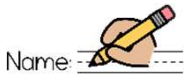
MATHEMATICS

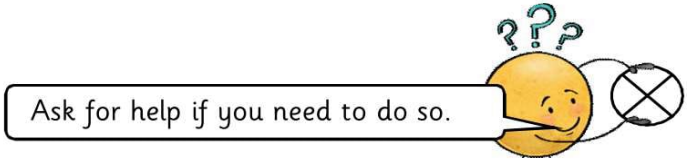
STAGE 3



THIS YEAR 3 LEARNER BOOK A

BELONGS TO:





Can you recite, read and write number names and whole numbers from 0 – 1 000?

Numbers

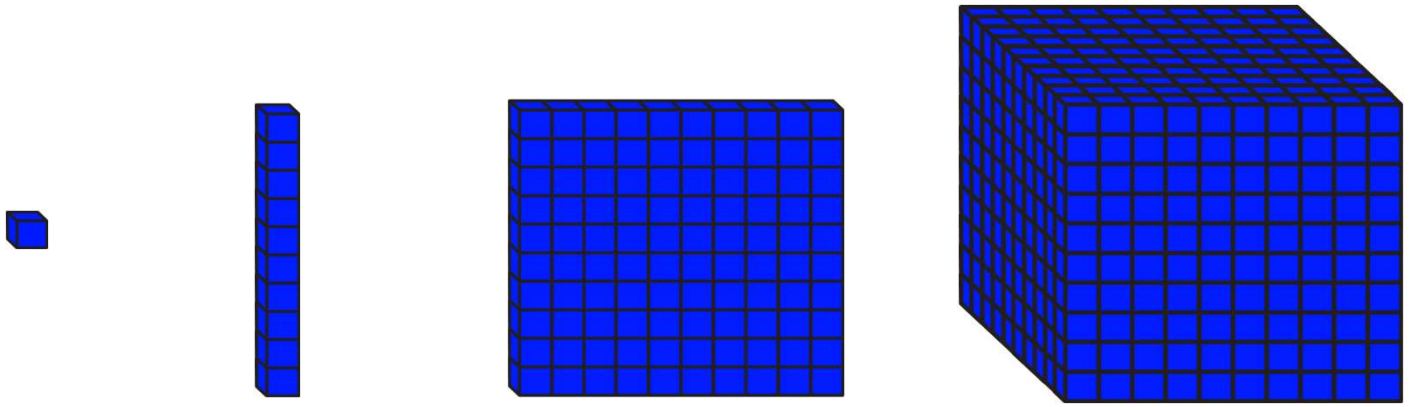
Counting up to 1 000.

1 unit

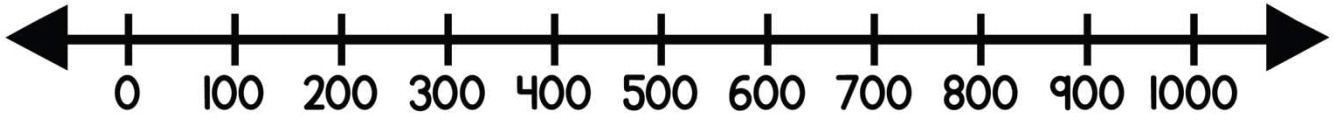
1 ten
(10 units)

1 hundred
(10 tens)

1 thousand
(10 hundreds)



Number line from 0 – 1 000 (every 100th increment marked).



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

Whole numbers.

68

127

304

509

Number names.

six hundred and three

one thousand

eight

three hundred

one hundred and seven

eighteen

eleven

four hundred

Did you know?
When you are counting on in ones and reach the number 1 000, you do not stop there, the next number will be 1 001.

Can you recite, read and write number names and whole numbers from 0 – 1 000?

Numbers

Place value chart showing the number 715.

Th	H	T	U
	7	1	5

seven hundred and fifteen
715 = 700 + 10 + 5
7 hundreds + 1 ten + 5 units

WORD BANK.

one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty.

thirty, forty, fifty, sixty, seventy, eighty, ninety.

one hundred, two hundred, three hundred, four hundred, five hundred, six hundred, seven hundred, eight hundred, nine hundred.

one thousand.

Write the number four hundred and seven in digits.

407

Write the number name for 281.

two hundred and eighty-one

Complete the table.

Numeral	Number in words
300	three hundred
408	four hundred and eight
520	five hundred and twenty
635	six hundred and thirty-five

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 read and write these numbers?

We are revisiting the number names from 0 – 100.

Just like this!

Trace  Write one hundred

Numbers

Complete the following **number names** from zero to one hundred.
Trace the number names.

0	zero	10	ten
21	twenty-one	35	thirty-five
48	forty-eight	52	fifty-two
64	sixty-four	79	seventy-nine
83	eighty-three	96	ninety-six
97	ninety-seven	100	one hundred

Ask for help if you need to do so.

Look back!

To page 4 in this book.

Can you read and write these numbers?

The number name is forty-three and represented by the symbol 43.

Just like this!

Write three hundred and forty-two

Numbers

Write the following **number names.**

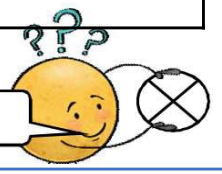
43	forty- .....
104	one hundred and .....
120	one hundred and .....
145	one hundred and .....
174	
180	

Look back!

To page 4 in this book.

Complete the table below.

Number	Number name
	one hundred
130	
132	
	one hundred and forty-one
158	
170	
	one hundred and ninety-three



Ask for help if you need to do so.

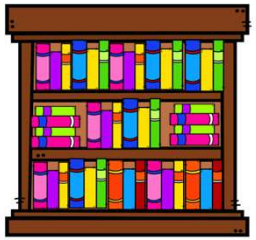
Can you estimate the number of objects or people to 1 000?

Numbers

Estimate the number of objects to 1 000.

When you start estimating larger numbers, try grouping objects in tens and hundreds. Start within a range e.g. between 200 and 300. As you become more confident you can narrow your range.

Between 0 and 100



books on shelf

sweets in jar

Between 100 and 500

trees in forest

number of words on a page

Between 500 and 1 000

rice grains in bowl

crowd at sport stadium

Join each group of people with the best estimate.

People attending a school concert — Between 0 and 100

People at shopping mall — Between 100 and 500

Learners on a playground — Between 500 and 1 000

Did you know?
When estimating larger numbers you cannot calculate the answer immediately, that is why estimation is a skill we use.

Can you estimate correctly?

Choose the best estimate from the ranges given.

Just like this!

Ring  Fill in ..... 

Numbers

Draw a ring round the best estimation.

I have done the first one for you.

bricks to build hut

Less than 100

More than 100

keys on keyboard

Less than 100

More than 100

coins in this chest

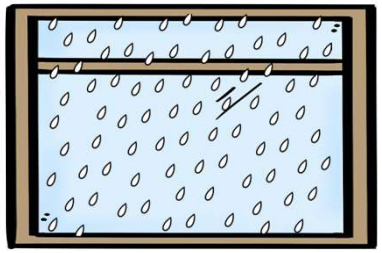
Less than 100

More than 100

leaves in pile

Less than 100

More than 100



raindrops on window

Less than 100

More than 100

pages in reading book

Less than 100

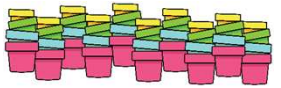
More than 100

Ask for help if you need to do so.

Try and estimate how many in each image.

about ..... books

about ..... sweets



about ..... pots

about ..... windows

about ..... pieces of clothing

Can you complete this mixed activity?

The number lines below are marked in increments of 100. You can fill in the missing parts to help you.

Just like this!

Draw

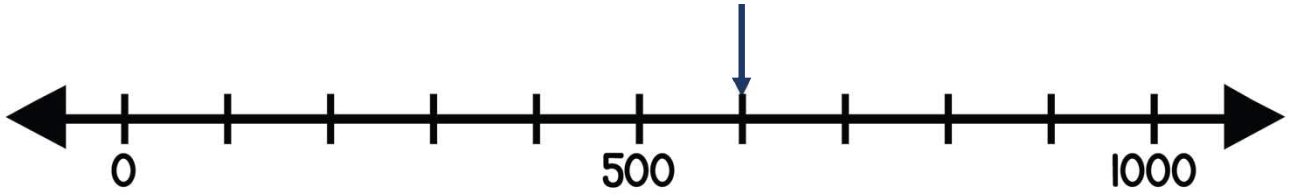
Write three hundred and forty-two

Numbers

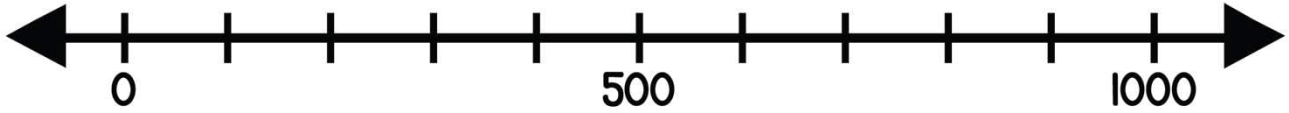
Draw an arrow to show the following numbers on the number line.

I have done the first one for you.

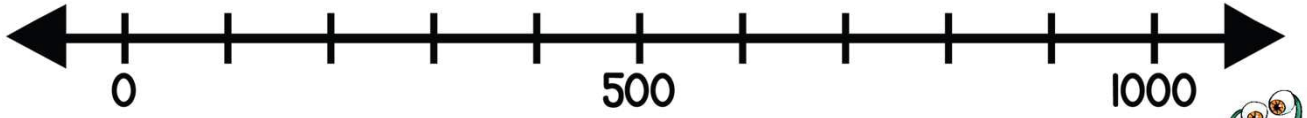
- Draw an arrow to show the number 600.



- Draw an arrow to show the number 800.



- Draw an arrow to show the number 400.



Look back!
To page 4 in this book.

Complete the table below.

Number	Number name
	one hundred and sixteen
124	
136	
	one hundred and forty-four
152	
165	
	one hundred and seventy-eight

I can finish this task on my own.

Can you complete this mixed activity?

You can read the numbers out loud before you write the number names.

Just like this!

Write three hundred and forty-two Match

Numbers

Complete the following.

- Write the number 209 in words.

.....

- Write the number 314 in words.

.....

- Write the number 420 in words.

.....

- Write the number five hundred and sixty in digits.

.....

- Write the number seven hundred and one in digits.

.....

Look back!

To page 4 in this book.

Match the number with the correct number name.

thirteen

300

130

thirty

three hundred

103

30

one hundred and thirty

one hundred and three

13

31

301

thirty-one

three hundred and one

I can finish this task on my own.

Can you use the knowledge of even and odd numbers up to 10 to recognise and sort numbers?

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

Numbers

Even numbers.

240 152

724 216 318

Odd numbers.

431 823

245 327 629

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.

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

126 171 214 247 293 306

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

325 352 369 374 397 401

Multiples of 2 and 10 are always even.

Multiples of 5 are sometimes even and sometimes odd.

Did you know?
If numbers can be divided by 2 then the number is even, if they cannot then the number is odd.

Can you recognise odd and even numbers?

Look at the digit in the ones place to determine if the number is odd or even.

Just like this!

Write Ring Join :

Numbers

Write down three even numbers between 100 and 110.

100 110

Write down three odd numbers between 180 and 190.

180 190

Write down three odd numbers that are greater than 55 but less than 68.

..... and ..... and .....

Write down three even numbers that are greater than 16 but less than 29.

..... and ..... and .....

Write down a even numbers greater than two hundred.

Ask for help if you need to do so.

Here is a list of numbers.

126 171 214 247 293 306

Ring all the even numbers.

Here is a list of numbers.

143 321 198 235 782 421

Ring all the odd numbers.

Draw lines to join numbers with the correct characteristic.

57	
128	even
312	odd
489	

Let's see if you can remember how to 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

We did this in Year 2!

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

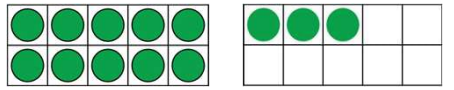
Can you remember the place value chart?

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

Let's see if you can remember how to estimate, add and subtract whole numbers with up to2-digits.

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?

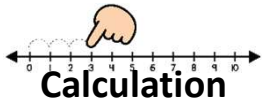
We can present calculations in different formats.

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

	2	1
+	1	5
	3	6

45 - 22 = 23

	4	5
-	2	2
	2	3

Can you complete this mixed activity?

You will remember how to do these from year 2, however ask your teacher for assistance if you need to do so.

Just like this!

Fill in 100

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

Draw

Numbers

Complete the table below.

I have done the first one for you.

Numeral	Number in words
215	two hundred and fifteen
220	
	two hundred and thirty-two
241	

Draw a ring round the digit with the value of 2 tens.

222

What is the value of the 3 in the number below?

135 ☐

Ask for help if you need to do so.

Calculation

Add the following numbers. Use the vertical method.

I have done the first one for you.

$\begin{array}{r} 24 \\ +\ 23 \\ \hline 47 \end{array}$

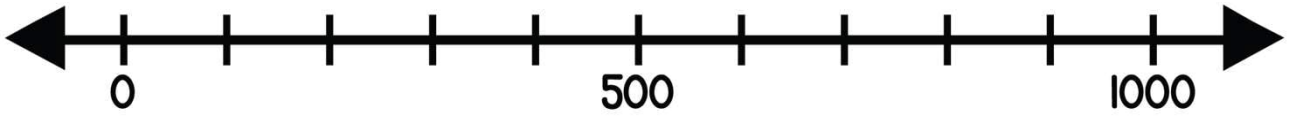
$\begin{array}{r} 22 \\ +\ 63 \\ \hline \\ \hline \end{array}$

$\begin{array}{r} 43 \\ +\ 16 \\ \hline \\ \hline \end{array}$

$\begin{array}{r} 62 \\ +\ 27 \\ \hline \\ \hline \end{array}$

$\begin{array}{r} 41 \\ +\ 58 \\ \hline \\ \hline \end{array}$

Make a dot on the number line to show the number three hundred.



Look back!

To page 4, 13 and 14 in this book.

Can you complete this mixed activity?

Follow the 'bossy verbs' to complete the instructions.

Just like this!

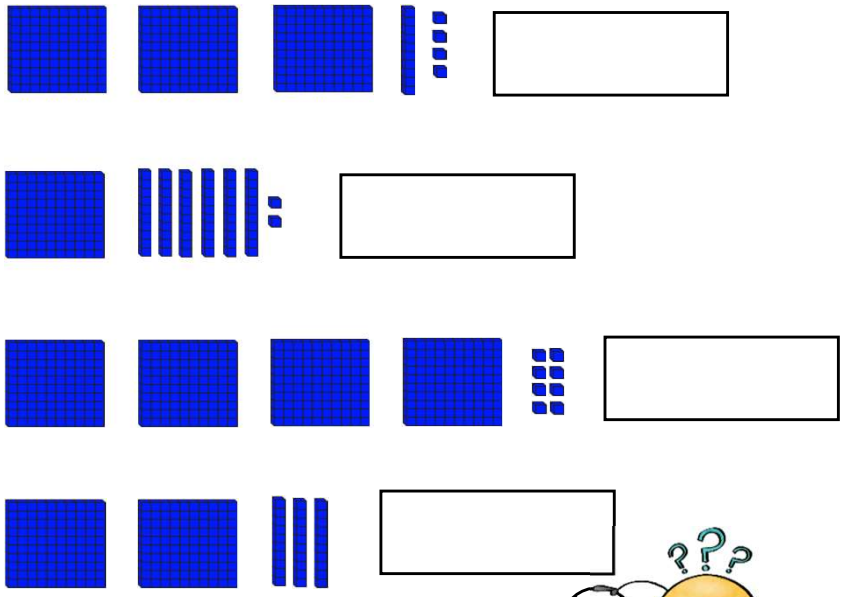
Write 124 Join

Numbers

The following symbols are represented as follows.

one ten hundred

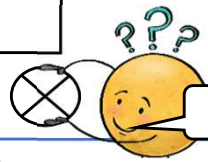
Write down the number represented by the following symbols.



Join each whole number with the correct number name.

I have done the first one for you.

413	one hundred and seventy-eight
216	one hundred and seventeen
206	one hundred and fifty-nine
178	four hundred and thirteen
159	two hundred and sixteen
117	two hundred and six



I can finish this task on my own.

Look back!

To page 4 in this book.

Can you interpret money notation for currencies that use a decimal point?

Money

Recognise money notation that use a decimal point.

left of decimal point is dollars **$1,50** *right of decimal point is cents*

The decimal point is a separator for the dollars and cents

$1,50 = 150c
150c = $1,50
one dollar and fifty cents

Did you know? Three dollars and five cents is written as $3,05 and not $3,5 or $3,50

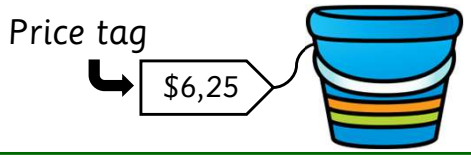
Here are five amounts.

245c $3,50 310c $2,95 500c

Choose the correct amount to match the statements.

- I am less than $3 245c $2,95
- I am the same as $3,10 310c
- I have a dollar sign $3,50 $2,95
- My value is more than $4 500c
- My value is more than 320c $3,50 500c
- My value is three dollars and ten cents 310c

We use money to buy things.



Cambridge International adopts dollar notation as an internationally recognised currency.

Remember!

$1 = 100c

Can you complete this activity on money?

The decimal point is a separator for the dollars and the cents.

Just like this!

Join : Fill in 10c Draw 

Money

Draw lines to join equal amounts of money.

One has been done for you.

two dollars and forty-five cents	$2,54
two dollars and five cents	$2,50
two dollars and fifty-four cents	$2,45
two dollars and forty cents	$2,05
two dollars and fifty cents	$2,40

Write the correct amount next the description.

ten cents	
ten dollars	
ten dollars and ten cents	
fifty dollars	
one hundred dollars	

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

5 cents

10 cents

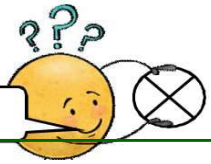
Show three **different** ways of making 25c using these coins.

I have done the first one for you.

Option 1 

Option 2

Option 3



Ask for help if you need to do so.

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

You know the properties of these shapes, you did it in Year 2!!

Geometry

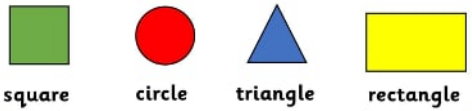
Character of 2D shapes.

Here is a 2D shape.
It has dimensions in two directions: length and width.

Two dimensional shapes (2D shapes) have dimensions is two directions: length and with.

We classify shapes according to size, colour and type of material.

Identify 2D shapes.



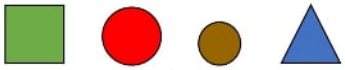
square circle triangle rectangle

Can you trace the word 2D shapes?

2D Shapes

Did you know?
Characteristics or properties of a shape is how one classify a shape e.g. number of sides and if the sides are **straight** —— or ***curved*** ⌒.

Here are some 2D shapes. Describe what you see.

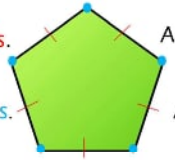


- I see a green **square** with four sides. The sides are **straight**.
- I see a big red **circle** and a small brown **circle** with ***curved*** sides.
- I see a blue **triangle** with three sides. The sides are **straight**.

Geometry

Properties of a pentagon.

A pentagon has 5 sides.



A pentagon is a 2D shape.

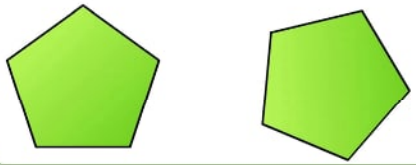
A pentagon has 5 vertices.

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?

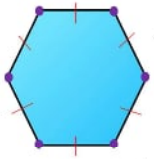
pentagon

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

Geometry

Properties of a hexagon.

A hexagon has 6 sides.



A hexagon is a 2D shape.

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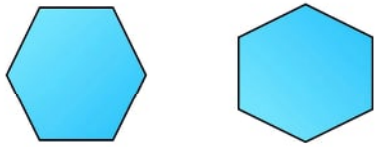
All the sides of a regular polygon are equal.

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?

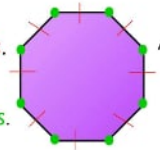
hexagon

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

Geometry

Properties of an octagon.

An octagon has 8 sides.



An octagon is a 2D shape.

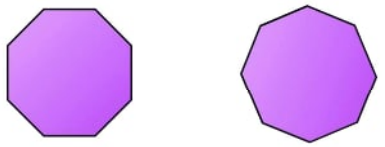
An octagon has 8 vertices.

An octagon is a polygon.

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

All the sides of a regular polygon are equal.

Recognise octagons 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 octagon?

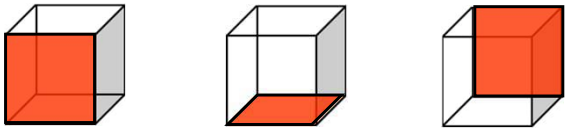
octagon STOP

Did you know?
You can see an example of an octagon when you drive. A stop sign is in the shape of an octagon.

Let's see if you can remember how to identify, describe, sort and name 3D shapes by their properties, including reference to number and shapes of faces, vertices and edges.

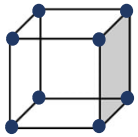
Geometry

Face of 3D shape.



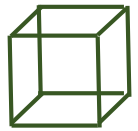
Faces (flat side of 3D shape) can be square, rectangular, triangular or circled.

Vertex of 3D shape.



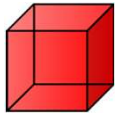
The vertex is the corner of a 3D shape. One vertex / more than one vertices.

Edge of 3D shape.

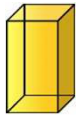


The edge is the line where two faces meet or the line between two vertices.

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.

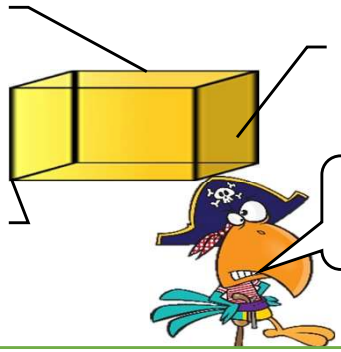
Did you know?
3D shapes can be stacked if they have flat faces and rolled if they have a curved surface.

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

edge

face

vertex



We did this in Year 2!

Can you complete this mixed activity?

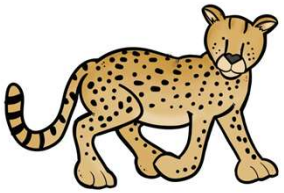
You will recognise these shapes from last year.

Just like this!

Ring Join Fill in 6

Numbers

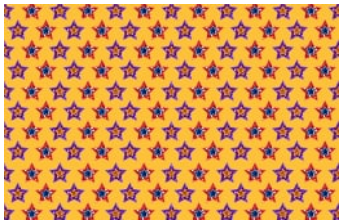
Draw a ring round the best estimate.



spots on cheetah

Less than 200

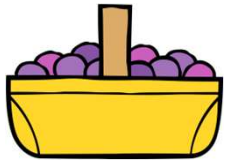
More than 200



stars on this page

Less than 200

More than 200



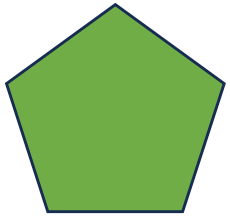
plums in basket

Less than 200

More than 200

Geometry

Here is a shape.



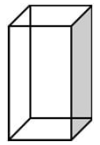
Complete the properties of the above shape.

The name of the shape is .....

This shape has ..... sides.

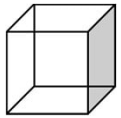
The sides are straight / curved.

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

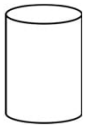


cube

cuboid

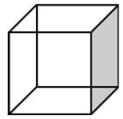


cone



cylinder

Complete the properties of the solid.



The cube has ..... faces, ... edges and ..... vertices.

Look back!

To page 7, 19 and 20 in this book.

Ask for help if you need to do so.

Can you complete this mixed activity?

Read the instructions carefully and then complete this activity page.

Just like this!

Ring

Fill in 26

Complete 6

Money

Draw a ring round the biggest amount.

$1,05 $0,90 $1,15 $1,50 $1,25

Calculation

Complete the following calculation problems.

I have done the first one for you.

14	+	12	=	26	17	-	6	=	
60	+	40	=		20	-	5	=	
11	+	9	=		100	-	20	=	
23	+	5	=		47	-	4	=	

Numbers

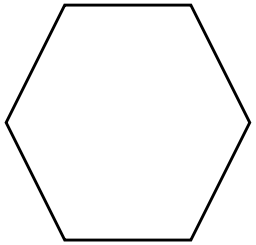
Write the number three hundred and twenty-four in digits.

Look back!

To page 4, 14, 17, 19 and 20 in this book.

Geometry

Here is a 2D shape.

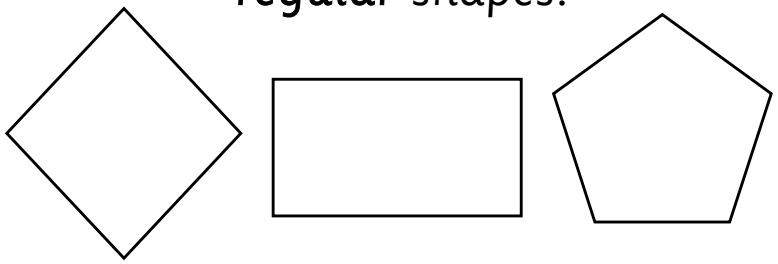


Complete the statements.

It has ..... sides.

It has ..... vertices.

Draw a ring round each of the **regular** shapes.



Ask for help if you need to do so.

Can you compare and order 3-digit numbers, using the <, > and = sign?

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 <**

210 is **bigger than 120** can also be written as

$210 > 120$

120 is **smaller than 200** can also be written as

$120 < 200$

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

The crocodile mouth always faces the bigger number.

210  120

120  210

Write the set of numbers from smallest to biggest.

175 150 105 750 510 157

105 150 157 175 510 750

smallest biggest

Here are three mathematical terms

< > =

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

175	>	157	110	>	101
180	<	280	270	>	230
241	<	251	210	=	210

Did you know?
When two values are equal, (or the same as) we use the 'equals' sign =.

Can you compare numbers?

Look carefully to see which number is bigger.

Just like this!

Write 41 **Fill in** 231 **Ring**

Numbers

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

- Which is greater: 213 or 231? 231
- Which is the least: 259 or 295?
- Which is heavier: 186g or 168g?
- Which is longer: 250m or 205m?
- Peter read 198 pages in his book and Lily has read 189 pages in her book. Who has read the most pages?

Ask for help if you need to do so.

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

124	42	241	142	204	41
.....	.....	.....	.....	.....	.....
smallest					**biggest**

In each case ring the bigger number.

103	or	101
171	or	117
206	or	260
313	or	331
494	or	491
567	or	576
635	or	712

Let's see if you can remember how to record, organise and represent categorical data using a Venn diagram.

Statistics

Venn diagram.

A Venn diagram organizes information visually.
It is made up of two circles that overlap. Each circle is given a title. The Venn diagram illustrates the relationship between the two sets (circles).

Here is a Venn diagram.
Sort the following images by placing them in the correct cell on the Venn diagram.


hippo

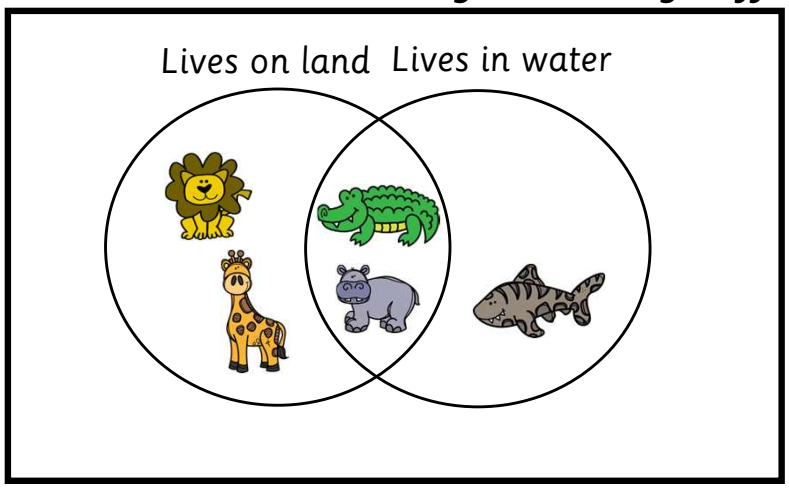

lion


alligator


giraffe


shark

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



Sorting objects using a Venn diagram is easy! You place the image in the correct cell – either 'lives on land' or 'lives in water'. Just like that!
If it belongs to both sets (lives on land as well as water) – you place it where the circles overlap.

Words you need to know:

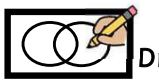
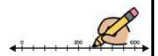
Categorical data: Data which is divided into categories or groups.

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 belong to both sets these are placed in the space where the circle overlaps.

Can you complete this mixed activity?

Look carefully where you must place the objects in the Venn diagram.

Just like this!

Fill in 280 Write correct cell  Draw 

Numbers

Here are some numbers smaller than 1 000 in the box.

161	230	705
625	183	412
194	270	369

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**.

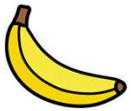
Ask for help if you need to do so.

Statistics

Write the set of objects in the correct place on the Venn diagram.

I have done the first one for you.

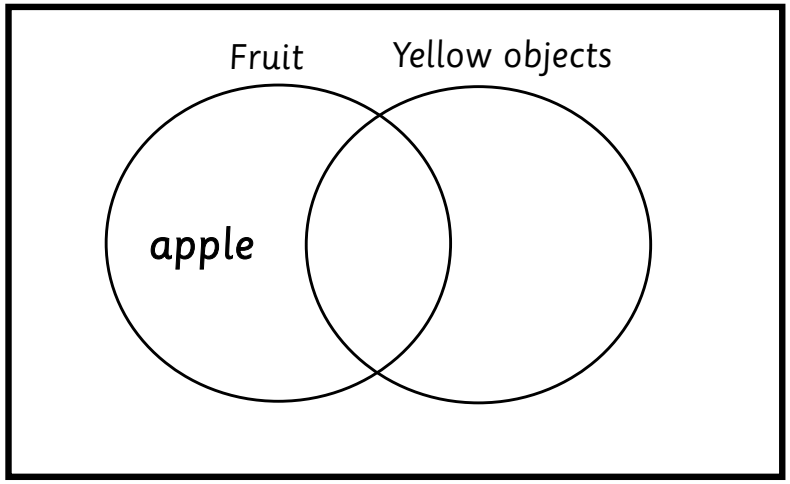
 apple

 banana

 book

 shirt

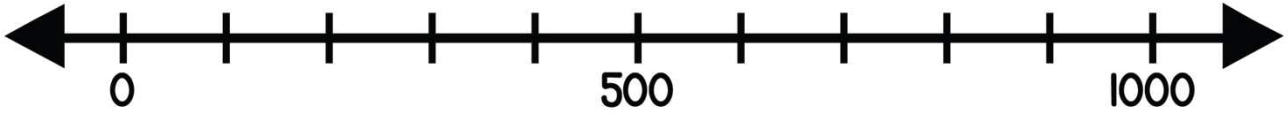
 orange



Look back!

To page 4, 11 and 25 in this book.

Make a dot on the number line to show the number 350.

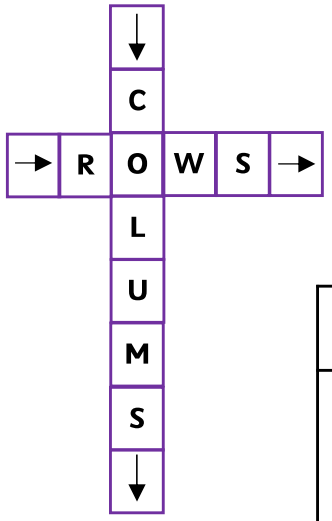


Let's see if you can remember how to record, organise and represent categorical data using a Carroll diagram.

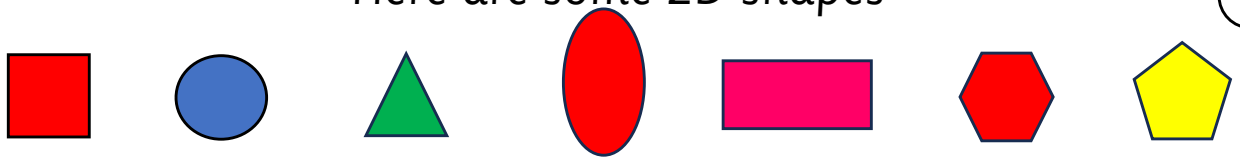
Statistics

Carroll diagram.

A Carroll diagram is a way of showing information using rows and columns. Study the example below.

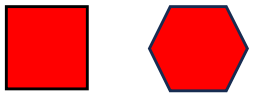


Here are some 2D shapes



In Year 1 we only used one criterion, in Year 2 we use two criteria.

Sort the 2D shapes in the **correct place** on the **Carroll diagram**.

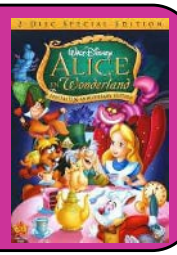
	Shapes that are red	Shapes that are not red
Sides that are straight	This cell is red shapes with straight sides 	This cell is shapes that are not red with straight sides 
Sides that are not straight	This cell is red shapes with sides that is not straight 	This cell is shapes that are not red with sides that are not straight 

Words you need to know:

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

Did you know?

The **Carroll diagram** was named after Lewis Carroll, the author of Alice in Wonderland.



Can you complete this mixed activity?

Look carefully in which cell you must place the objects on the Carroll diagram.

Just like this!

Write in correct cell

Calculate 12 + 12

Statistics

Here are some objects.


book


broccoli


ball


apple


frog


cupcake

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

I have done the first one for you.

	Green objects	Not green objects
Something you can eat		
Something you cannot eat		book

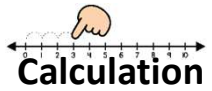
To page 14 and 27 in this book.

Calculate.

$$\begin{array}{r} 82 \\ +\ 13 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 52 \\ +\ 47 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ -\ 21 \\ \hline \\ \hline \end{array}$$


Calculation

Let's see if you can remember how to record, organise and represent categorical data using a Pictogram.

Statistics

Pictogram.

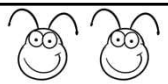
A Pictogram is a type of graph that uses pictures / drawings to show information.

Title → Pictogram to show bugs found by the Year 2's?

Key → Key:  represents **two** bugs.

In Year 1 the drawings represented one data value. In Year 2 the drawings will represent one or two data values.

Labels

bee	
butterfly	
ladybug	

The Year 2 class found four bees, two butterflies and six ladybugs.

A Pictogram has:

- A title: To give a name to something.
- A key: The key for a pictogram tells us the number each symbol (or picture) represents.
- Labels: Assign to a category.

Did you know?
Pictograms are often used where it is important to understand data **fast**.

Can you complete this mixed activity?

Remember each image represents two treasure chests.

Just like this

Count Ring Cross out

Statistics

Here is a **pictogram**.

It shows the number of treasure chests found by the pirate.

Pictogram shows number of treasure chests found by the pirate.

= 2 treasure chests

On land	
In the ocean	
In the desert	

How many treasure chests did the pirate find on land? ..... treasure chests.

How many treasure chests did the pirate find in the ocean? ..... treasure chests.

How many treasure chests did the pirate find in the desert? ..... treasure chests.

Look back!

To page 19, 20 and 29 in this book.

Geometry

Here are some 2D and 3D shapes.

- Ring all the 2D shapes.
- Cross out all the 3D shapes.

Ask for help if you need to do so.

Let's see if you can remember how to record, organise and represent categorical data using a Bar chart.

Statistics

Bar graph.

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

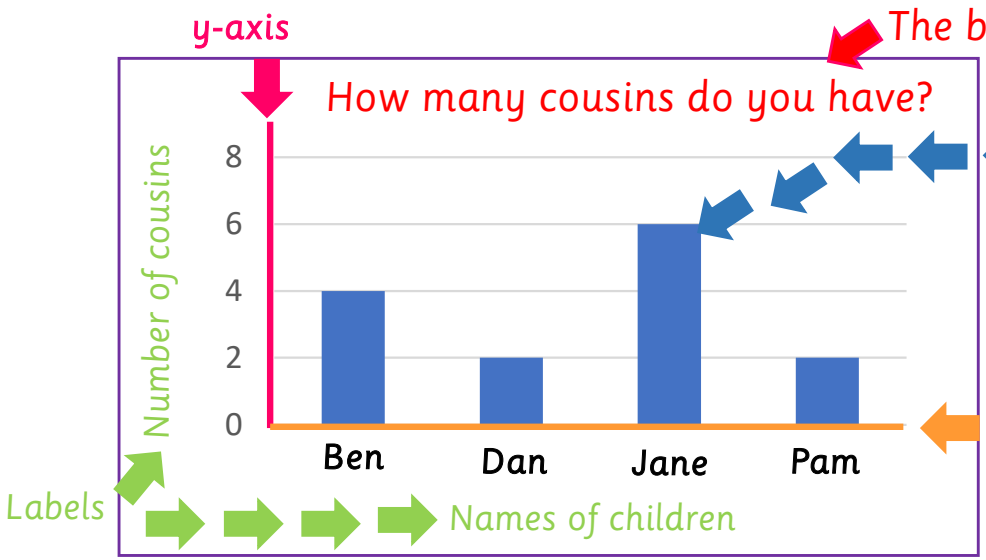
After you collected your data, you organise it in a table.

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.



Vertical bars shows frequency.
There must be a space between the bars.

In Year 1 we used Bar chart scales in 1's. In Year 2 we will use bar chart scales in 1's and 2's.

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

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.

Can you complete this mixed activity?

Look carefully the bar chart has scales in twos.

Just like this!

Write _____ Fill In 30 + 6 Ring

Geometry

Here are the names of four 2D shapes.

pentagon octagon hexagon triangle

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

Ask for help if you need to do so.

Numbers

Write 217 in words.

.....

.....

Write the number three hundred and twenty-four in digits.

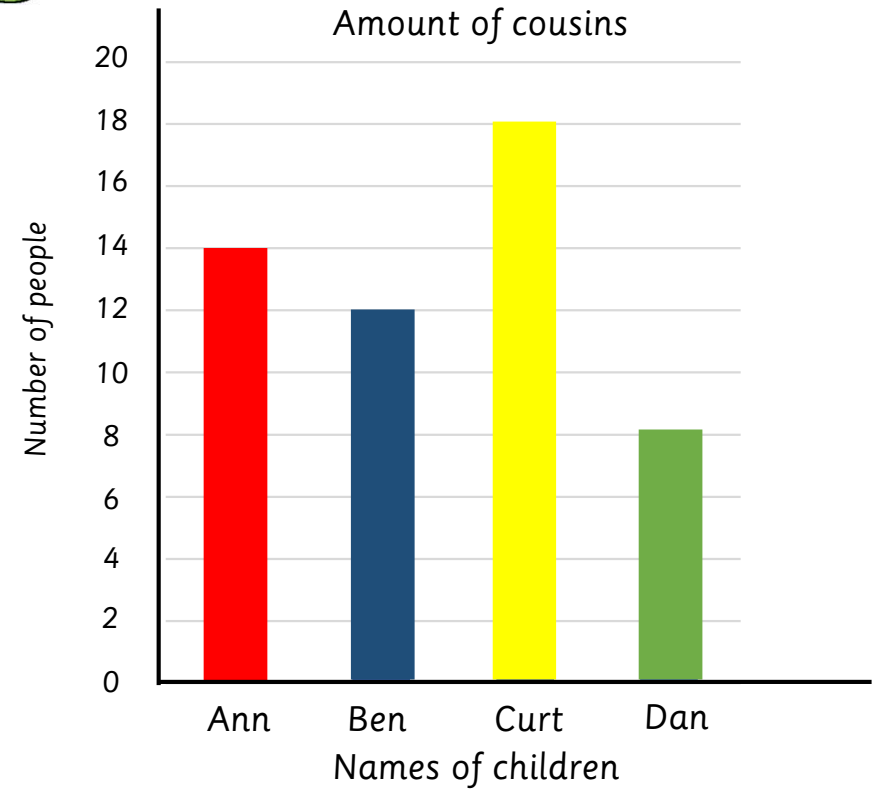
Ring the biggest number.

343 334

Look back!
To page 4, 19, 23 and 31 in this book.

Statistics

Here Is a bar graph.



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

- Who has the most cousins? .....
- How many cousins does Ben have? .....
- Who has 7 cousins? .....

Can you count on and back in steps of constant size: 1-digit numbers, tens or hundreds, starting from any number (from 0 – 1 000)?

Numbers

Counting on from any number.

Count on in ones

16, 17, 18, 19, 20, 21, 22, ...
241, 242, 243, 244, 245, ...
472, 473, 474, 475, 476, ...

Count on in tens

5, 15, 25, 35, 45, 55, 65, ...
240, 250, 260, 270, 280, ...
312, 322, 332, 342, 352, ...

Count on in hundreds

0, 100, 200, 300, 400, 500, ...
240, 340, 440, 540, 640, ...
399, 499, 599, 699, 799, ...

Counting back from any number.

Count back in ones

168, 167, 166, 165, 164, 163, 162, ...

Count back in tens

556, 546, 536, 526, 516, 506, 496, ...

Count back in hundreds

875, 775, 675, 575, 475, 375, ...

Did you know?
You can count on (forwards) and back (backwards). When you are counting you can start at any number.

Count on in ones.

115, 116, 117, 118, 119, 120.

Count on in tens.

123, 133 143, 153, 163, 173.

Count on in hundreds.

205, 305, 405, 505, 605, 705.

Count back in tens.

262, 252, 242, 232, 222, 212.

Count back in hundreds.

811, 711, 611, 511, 411, 311.

Can you complete this mixed activity?

You need to decide if you are counting in ones, tens or hundreds before you write the next two numbers.

Just like this!

Write ____ Ring ○ Write

Numbers

Count on in ones, tens and hundreds. Write the next two numbers.

254,	255,	256,	257,	……. ,	…….
230,	240,	250,	260,	……. ,	…….
208,	308,	408,	508,	……. ,	…….

Count back in ones, tens and hundreds. Write the next two numbers.

…….. ,	…….. ,	124,	125,	126,	127.
…….. ,	…….. ,	250,	260,	270,	280.
…….. ,	…….. ,	312,	412,	512,	612.

Look back!

To page 13, 17 and 33 in this book.

Money

Mother Jones and Jack each have some money.
Mother Jones has two dollars and fifty cents.
Jack has two dollars and five cents.
Write the correct amount on each of the wallets.

Draw a ring round the digit with the value of 4 tens.

444

Ask for help if you need to do so.

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

Calculation

Here is a word problem.

At 3 o'clock in the afternoon Mrs. Jones and Jack decided to pick some apples. There are 95 apples in the tree. Mrs. Jones picks 32 apples and Jack picks 47 apples from the tree. How many apples do they pick altogether?

Complete the steps for problem solving.

1. Read the word problem.

At 3 o'clock in the afternoon Mrs. Jones and Jack decided to pick some apples. There are 95 apples in the tree. Mrs. Jones picks 32 apples and Jack picks 47 apples from the tree. How many apples do they pick altogether?

2. Underline the key words. altogether words

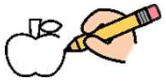
Keywords are the numbers, objects and words that tell you if your result will get more or less.

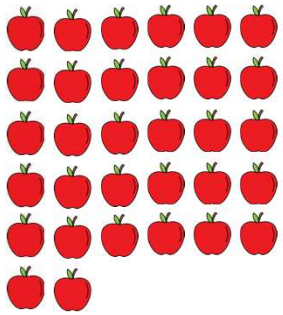
At 3 o'clock in the afternoon Mrs. Jones and Jack decided to pick some apples. There are 95 apples in the tree. Mrs. Jones picks 32 apples and Jack picks 47 apples from the tree. How many apples do they pick altogether?

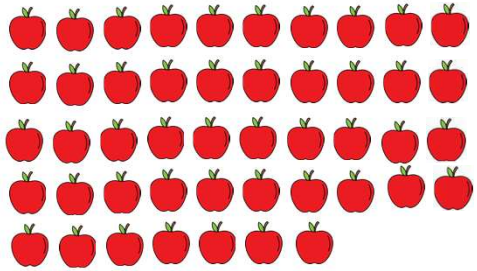
3. Which numbers will I need? 32 apples 47 apples

Only relevant numbers. (not all the numbers in the word problem e.g. not the time and number of apples in the tree, in this case).

4. Make an illustration.



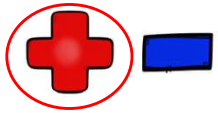




5. How am I going to get to the result (answer)?

 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.

32 + 47 = ☐

7. Show working out.

32 + 47 = ☐

	3	2
+	4	7
	7	9

32 + 47 = 79

8. My conclusion: *They picked 79 apples altogether. (this is your answer sentence).*

9. My result is correct. Yes ☑ No ☐

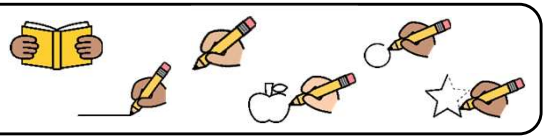
Give a reason: *My result is correct because together they have more apples.*

Can you solve this word problem?

Use the steps for problem solving to complete the word problem.

Just like this!

Steps for Problem solving



Calculation

Here is a word problem.

There are thirty-nine pirates on a pirate ship.
Seventeen of the pirates got seasick and had to step off the ship.
How many pirates are left on the ship?

Complete the steps for problem solving.

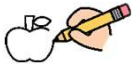
1. Read the word problem. I  the word problem Tick ☐

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

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

4. Make an illustration.

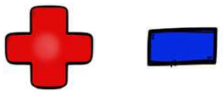
I can finish this task on my own.



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

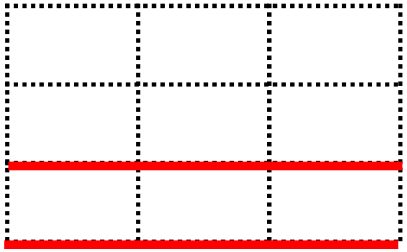
the correct term.

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: .....

9. My result is correct. Yes ☐ No ☐

Give a reason: .....

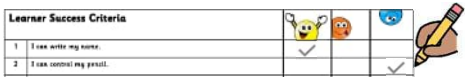
Look back!

To page 35 and 36 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 recite, read and write number names and whole numbers (from 0 – 1 000).			
2	I can estimate the number of people or objects (up to 1 000).			
3	I can use the knowledge of even and odd numbers up to 10 to recognise and sort numbers.			
4	I can interpret money notation for currencies that use a decimal point.			
5	I can understand the relative size of quantities to compare and order 3-digit numbers, using the symbols <, > and =.			
6	I can count on and back in steps of constant size: 1–digit numbers, tens or hundreds, starting from any number (from 0 – 100).			
7	I remember how to explain the value of each digit in a 2-digit number.			
8	I remember how to estimate, add and subtract whole numbers with up to 2-digits.			

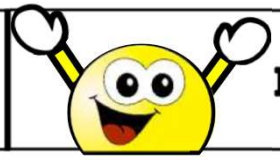
I still need my teacher to help me with number or numbers...

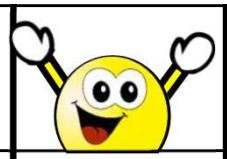
Fill in the number of your favourite type of activity.

At the end of 6 new objectives…

Think carefully and follow the instructions to complete your table.

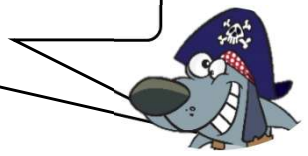
Just like this! Tick✓ one column per row.

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

Learner Success Criteria				
9	I remember the properties of 2D shapes.			
10	I remember how to identify, describe, sort and name 3D shapes by their properties.			
11	I remember how to record, organise and represent categorical data using a Venn diagram.			
12	I remember how to record, organise and represent categorical data using a Pictogram.			
13	I remember how to record, organise and represent categorical data using a Bar chart.			
14	I remember how to record, organise and represent categorical data using a Carroll diagram.			
15	I remember how to complete word problems, using the steps for problem solving.			

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

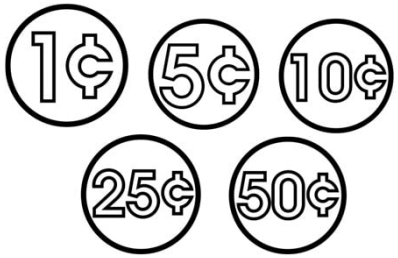
Fill in the number of your favourite type of activity.



Can you add and subtract amount of money to give change?

Money

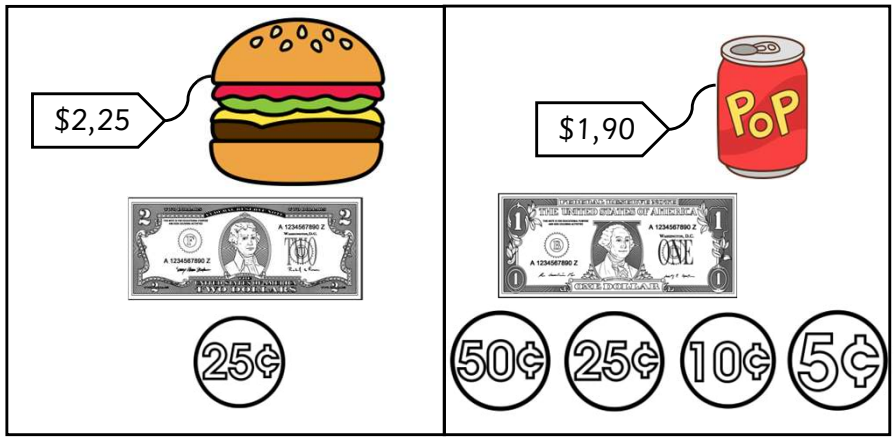
Here are the coins and notes we use to pay amounts.



cents

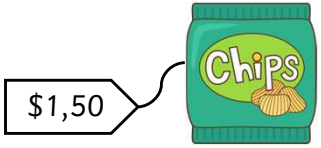
dollars

Paying the exact amount.



Did you know?
You can use different combinations of coins and notes to pay a given amount.

Give change.

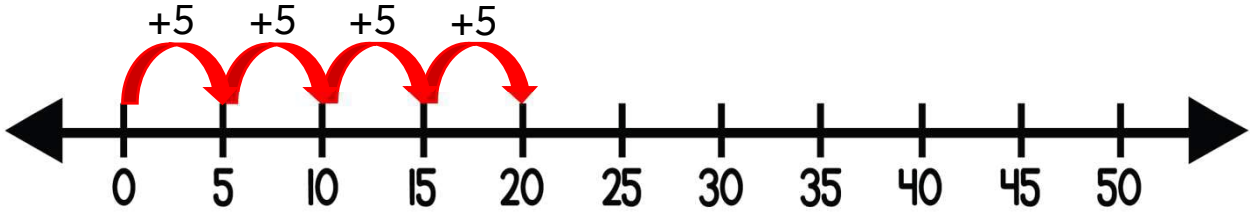
You buy	You pay	Change
		
You buy	**You pay**	**Change**
		

Let's see if you can remember multiplication as repeated addition and as an array.

Multiplication

Here is an example of multiplication as repeated addition.

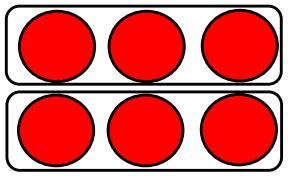
Multiplying is a way of adding together lots of the same number, which is called repeated addition. We use the symbol "x" to mean **multiplied by** or **times**.



5 + 5 + 5 + 5 = 20 can also be written as 5 x 4 = 20

(5 multiplied by 4 equals 20).

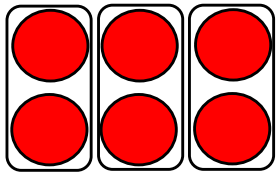
Here is an example of multiplication as an array.



3 + 3

2 groups of 3

2 x 3 = 6

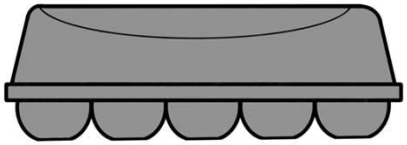


2 + 2 + 2

3 groups of 2

3 x 2 = 6

Eggs are often packed in boxes with equal **rows and columns.**
In maths, this pattern is called an array.



Did you know? Multiply, times, groups of, repeated addition all have the same meaning.

Write a multiplication problem for the following image.

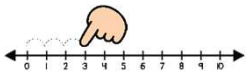
2 x 4 = 8 or 4 x 2 = 8.

Write 3 + 3 + 3 + 3 = 12 in a different way.

3 x 4 = 12

Let's see if you can remember the 1, 2, 5 and 10 times tables.

Did you know?
It is called tables because you can write it out in a table form.



Tables

Doubling is the same as multiplication by 2.

Double 2 is 4 and 2 x 2 = 4.

Double 5 is 10 and 5 x 2 = 10.

Know the relationship between the 2, 5 and 10 times tables.

The two times table.	
2 x 1 = 2	2 ÷ 2 = 1
2 x 2 = 4	4 ÷ 2 = 2
2 x 3 = 6	6 ÷ 2 = 3
2 x 4 = 8	8 ÷ 2 = 4
2 x 5 = 10	10 ÷ 2 = 5
2 x 6 = 12	12 ÷ 2 = 6
2 x 7 = 14	14 ÷ 2 = 7
2 x 8 = 16	16 ÷ 2 = 8
2 x 9 = 18	18 ÷ 2 = 9
2 x 10 = 20	20 ÷ 2 = 10

The five times table.	
5 x 1 = 5	5 ÷ 5 = 1
5 x 2 = 10	10 ÷ 5 = 2
5 x 3 = 15	15 ÷ 5 = 3
5 x 4 = 20	20 ÷ 5 = 4
5 x 5 = 25	25 ÷ 5 = 5
5 x 6 = 30	30 ÷ 5 = 6
5 x 7 = 35	35 ÷ 5 = 7
5 x 8 = 40	40 ÷ 5 = 8
5 x 9 = 45	45 ÷ 5 = 9
5 x 10 = 50	50 ÷ 5 = 10

The ten times table.	
10 x 1 = 10	10 ÷ 10 = 1
10 x 2 = 20	20 ÷ 10 = 2
10 x 3 = 30	30 ÷ 10 = 3
10 x 4 = 40	40 ÷ 10 = 4
10 x 5 = 50	50 ÷ 10 = 5
10 x 6 = 60	60 ÷ 10 = 6
10 x 7 = 70	70 ÷ 10 = 7
10 x 8 = 80	80 ÷ 10 = 8
10 x 9 = 90	90 ÷ 10 = 9
10 x 10 = 100	100 ÷ 10 = 10

Can you complete this mixed activity?

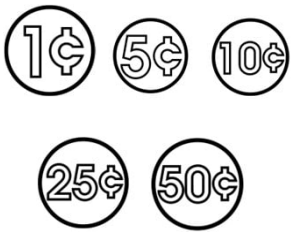
You can draw different combinations to pay the exact amount.

Just like this!

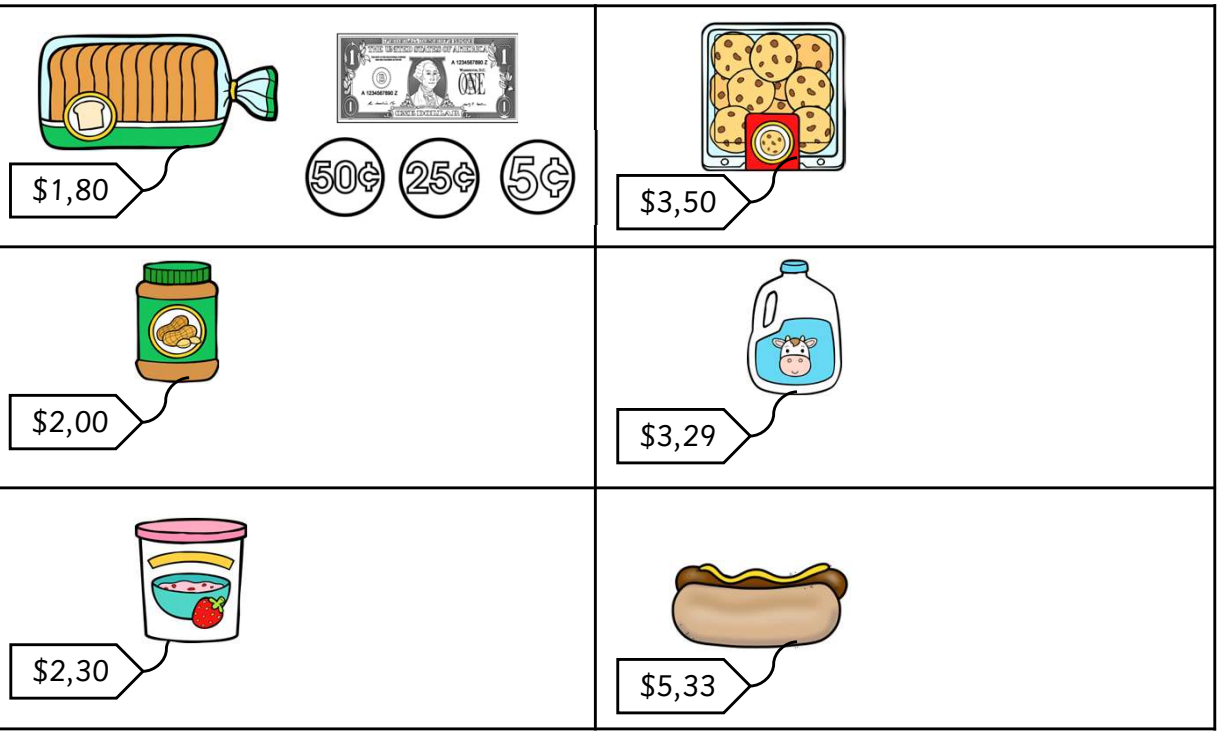
Draw Ring Write Fill in 100

Money

Here are some coins and notes we use in everyday life.



Draw the exact coins to pay the given amount.
I have done the first one for you.

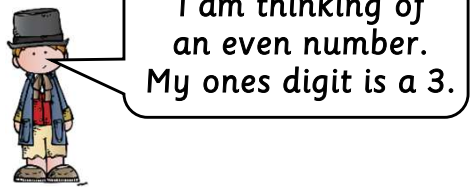


Numbers

Draw a ring round all the even numbers.

704 175 249 530 296 687

Jack says,



Explain why he is incorrect.

.....

.....

Look back!

To page 4, 11 and 41 in this book.

Complete the table below.

Number	Number name
	two hundred and twenty

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 $..... Fill in 8 Tick ✓

Money

How much money?

$

Tables

Complete the following tables.
I have done the first one for you.

2	x	4	=	8	2	x	6	=	
2	x	9	=		5	x	3	=	
5	x	5	=		5	x	8	=	
10	x	6	=		10	x	7	=	

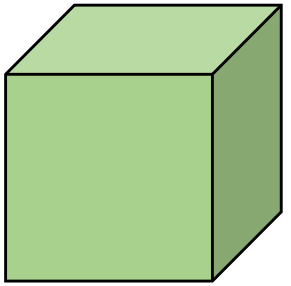
Numbers

Write the number four hundred and eighty-one in digits.

Look back!
To page 4, 17, 20 and 43 in this book.

Geometry

Here is a 3D shape.



Tick (✓) the statements that are true.

The solid has 6 faces.	
The solid is called a cuboid.	
It has more than 10 vertices.	
The faces are square.	
The solid can roll.	

Ask for help if you need to do so.

Can you complete this mixed activity?

Use the number line to help you with the multiplication problems.

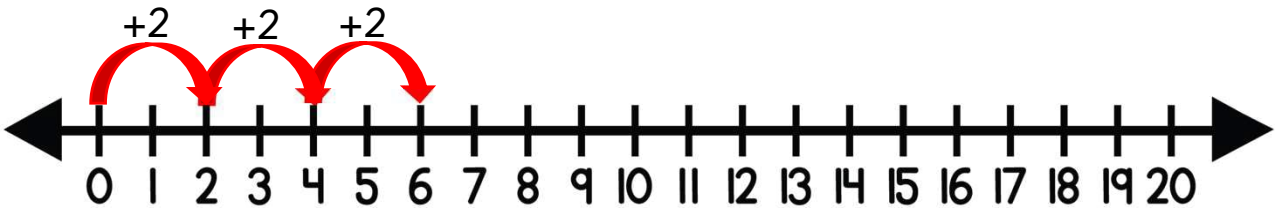
Just like this!

Show  Ring  Write 

Show repeated addition on the number line and then write the multiplication problem down below.

I have done the first one for you.

2 + 2 + 2 = 6.

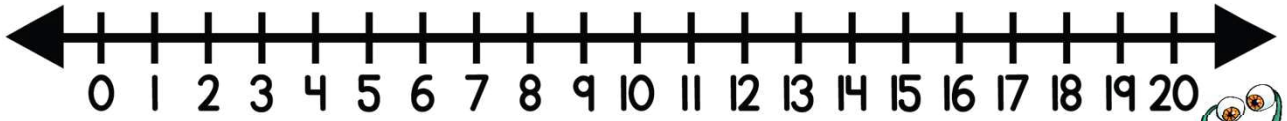


2 x 3 = 6.

5 + 5 = 10.

5 x ☐ = ☐

2 + 2 + 2 + 2 = 8.



2 x ☐ = ☐

Multiplication

Look back!

To page 7, 13 and 42 in this book.

Numbers

Ring the best estimate.

Number of acorns in the wagon.

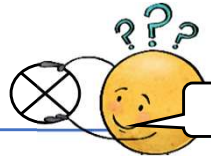
Less than 100	Between 100 and 200	More than 200

In each case, write down the value of the 6 in the numbers below.

263 → ☐

86 → ☐

576 → ☐



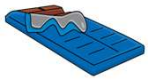
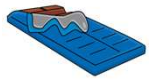
I can finish this task on my own.

Can you recognise the use of an object to represent an unknown quantity in addition and subtraction problems?

Just like this!

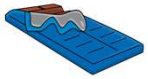
Fill in 11

Recognise the use of an object to represent an unknown quantity.

 +  = $4

price of chocolate + price of chocolate = $4

Therefore, price of chocolate = $2.

 = $2.

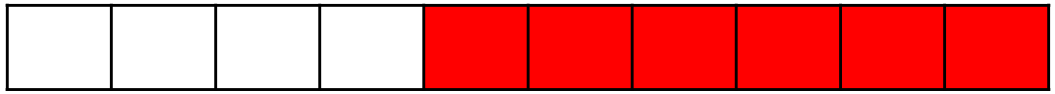
$8 -  = $2

$8 - price of ball = $2

Therefore, price of ball = $6.

 = $6.

Create a number sentence from the following drawing.



4 + 6 = 10

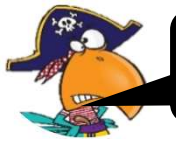
Did you know?
An unknown quantity is a quantity that can vary.

Solve the following number sentences.

7 + 4 = ☐

☐ + 4 = 11

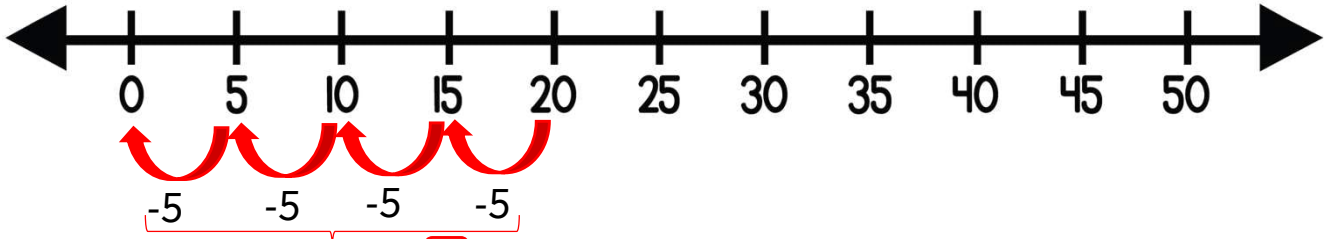
7 + 4 = 6 + ☐



Let's see if you can remember division as sharing, grouping and repeated subtraction.

Division

Here is an example of division as repeated subtraction.

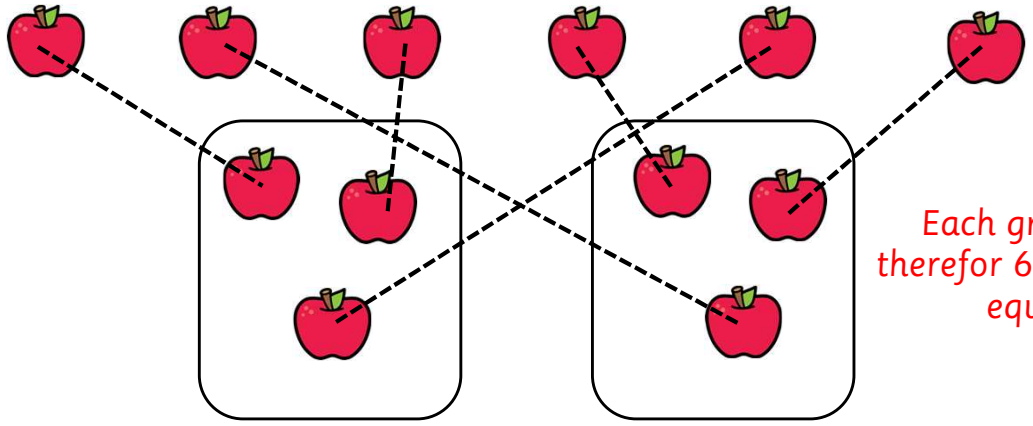


You subtracted five 4 *times*

20 - 5 - 5 - 5 - 5 = 0 can also be written as 20 ÷ 5 = 4

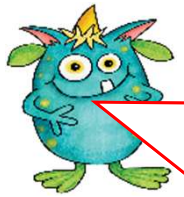
(20 divided by 5 equals 4).

Here is an example of division as sharing or grouping.
Share 6 apples equally into two groups.



Each group has 3 therefor 6 divided by 2 equals 3.

6 ÷ 2 = 3



Did you know? Divide, share, equal groups and repeated subtraction all have the same meaning.

Share the following sweets into two equal groups and write a division problem.

☐ ÷ ☐ = ☐

Write a number in the open box to complete the calculation.

8 ÷ 2 = ☐

Let's see if you can remember the complements of 20 and complements of multiples of 10 (up to 100).

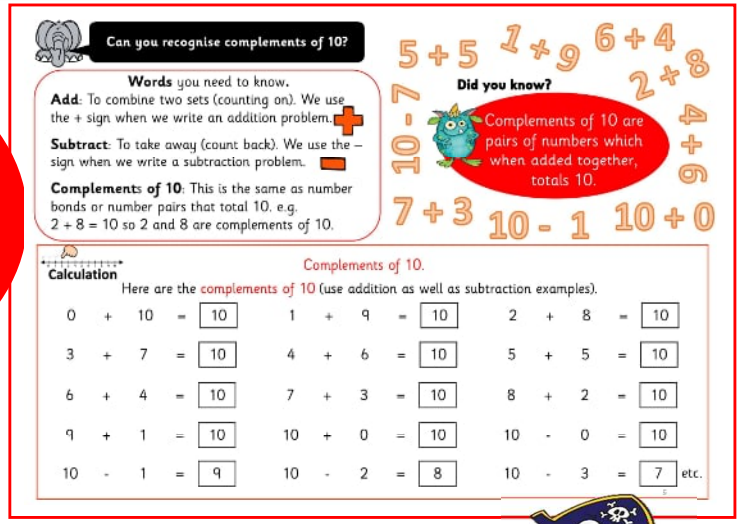
Words you need to know.

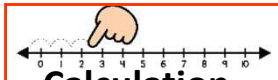
Complements of 20: This is the same as number bonds or number pairs that total 20. e.g. 12 + 8 = 20 so 12 and 8 are complements of 20.

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

A complement is how many more you need to make a given number e.g. 12 is the complement of 8 to 20.

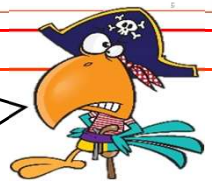
Did you know?





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?

An object can represent an unknown quantity.

Just like this!

Write $..... Fill in ☐ Write 116

Calculation

Find the value of the unknown quantity.

 represents the price of a book.

 +  = $10

What is the price of one book?

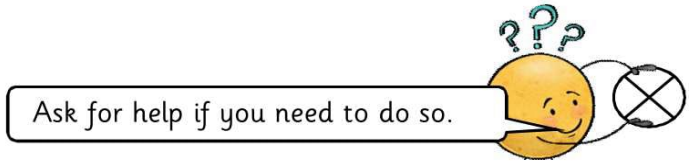
$.....

 represents the price of a cupcake.

 +  = $14

What is the price of one cupcake?

$.....



Numbers

Here are two signs.

< >

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

221 ☐ 212 104 ☐ 140

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

211	306	116	213	231	203
.....	.....	.....	.....	.....	.....

smallest biggest

Write the **smallest number** in words.

.....

Look back!
To page 23 and 47 in this book.

Can you complete this mixed activity?

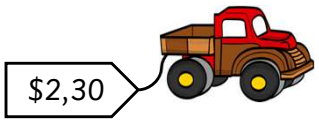
Read the instructions carefully and then complete this activity.

Just like this!

Draw 5¢ Fill in 6 Draw Ring Calculate 12 + 12

Money

Draw the notes and coins to pay the **exact amount**.



Division

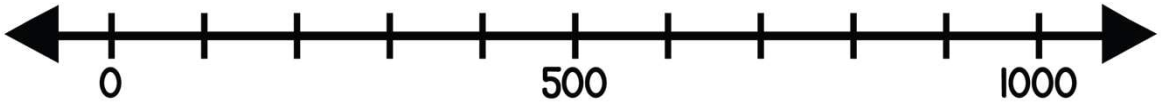
Complete the following division problems.

I have done the first one for you.

12	÷	2	=	6	10	÷ 2	=
2	÷	2	=		8	÷ 2	=
20	÷	2	=		4	÷ 2	=
6	÷	2	=		14	÷ 2	=

Numbers

Make a dot on the number line to show the number 250.



Calculation

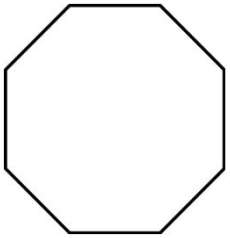
Calculate.

$$\begin{array}{r} 72 \\ +\ 46 \\ \hline \\ \hline \end{array} \qquad \begin{array}{r} 55 \\ -\ 34 \\ \hline \\ \hline \end{array}$$

Ask for help if you need to do so.

Geometry

Here is a shape.
Complete the properties.
Ring the correct term.



I am a hexagon / octagon

I have five / eight vertices.

I am a 2D / 3D shape.

Look back!
To page 4, 14, 17, 19 and 48 in this book.

Can you complete this mixed activity?

Follow the 'bossy verbs' to complete the instructions.

Just like this!

Fill in 12 Share Write in correct cell

Calculation

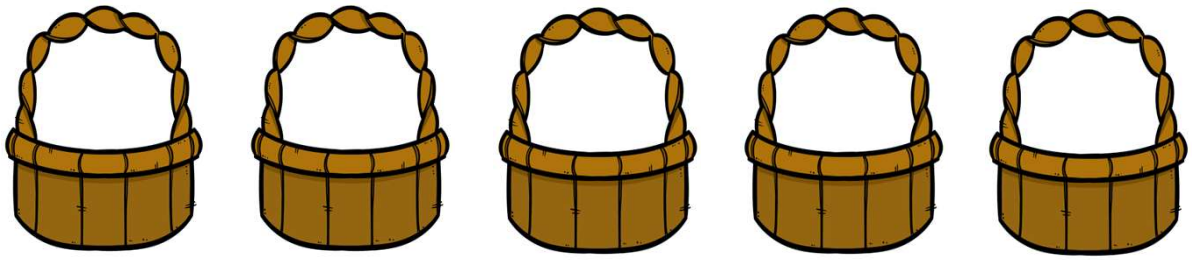
Fill in a number in each empty box to complete the complements.

I have done the first one for you.

15	+	5	=	20	12	+		=	20	11	+		=	20
20	-		=	10	20	-		=	6	20	-		=	15
60	+		=	100	20	+		=	100	100	-		=	40

Division

Share the eggs equally into 5 baskets.
Write a division problem at the bottom.



[ ] ÷ [ ] = [ ]

I can finish this task on my own.

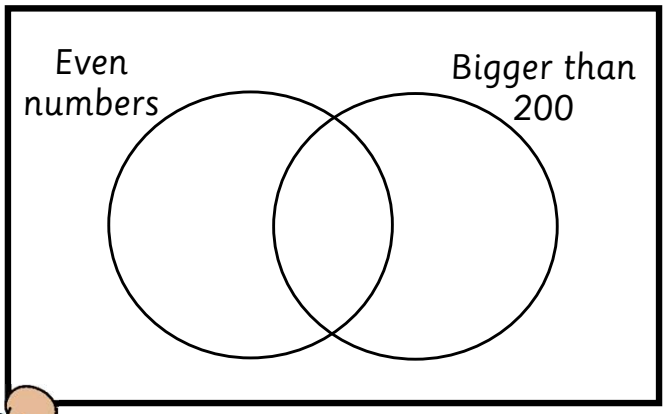
Look back!

To page 25, 48 and 49 in this book.

Statistics

Write the set of numbers in the correct place on the Venn diagram.

356 192 269 48



Can you solve this word problem?

Use the steps for problem solving to complete the word problem.

Just like this!

Steps for Problem solving

Calculation

Here is a word problem.

Five pirates board a vessel, do what pirates do best and flee with all the gold coins. Back on their own ship they count the booty (stolen goods). Each pirate took eight coins. How many coins did they take 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.

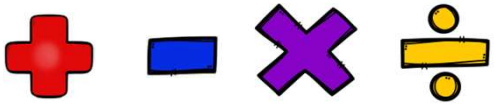
Ask for help if you need to do so.

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

 the correct term.

You can choose from these four operations. When the result is getting more, you use + or x and when the result is getting less you use – or ÷.

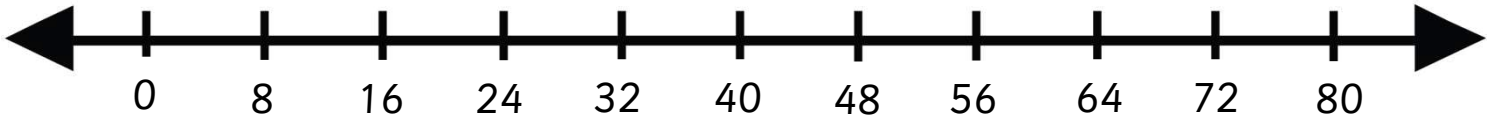
5.1 My result will be more / less

5.2. The operation(s) I will use is 

6.  a number sentence.

7. Show working out.

Use the number line to help with your working out



8. My conclusion: .....

9. My result is correct. Yes ☐ No ☐

Give a reason: .....

Look back!

To page 35 and 36 in this book.

Can you recognise and extend linear sequences and describe the term-to-term rule?

Numbers

Numerical pattern (sequence).

Each number in a pattern is called a term.

Here is a sequence.

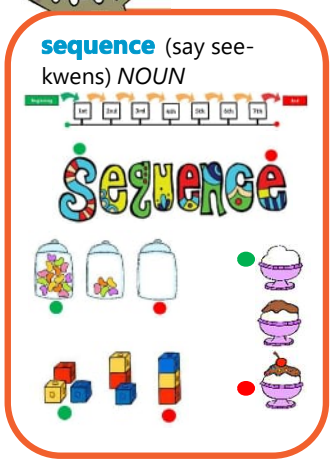
21, 26, 31, 36, ☐ ☐

In this number pattern 21, 26, 31, 36 … the first term is 21, the second term is 26, the third term is 31 and so on.

Recognise & describe the term-to-term rule – The rule is add 5 each time.

21, +5→ 26, +5→ 31, +5→ 36, +5→ 41, +5→ 46.

Extend the sequence – the next two numbers will be 41 and 46.



Just like this!

Fill in .....

Here is a number sequence.

14, 18, 22, 26 ....

The sequence continues in the same way.

What is the term-to-term rule? .....

Write the next two numbers? ..... and .....

Did you know?
A number pattern that increases or decreases by the same amount each time is called a linear sequence.

Can you complete this mixed activity?

Determine the term-to-term rule and then complete the sequence.

Just like this!

Fill in 67 Write ..... Ring Underline

Numbers

Here is a **number sequence**.

37, 47, 57, 67, ...

The sequence continues in the same way.

What is the rule? .....

Write down the next two numbers in the sequence.

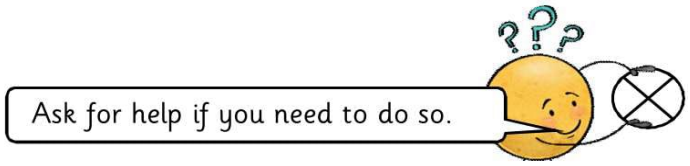
Here is another **sequence**.

101, 103, 105, 107, ...

Underline the correct term to complete the statement to describe the rule.

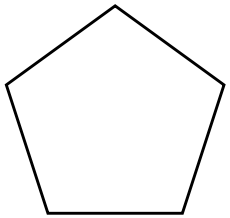
The sequence is you add / subtract one / two / five each time.

Write the next number in the sequence.



Geometry

Here is a shape.



Complete the statements.

It has ..... vertices.

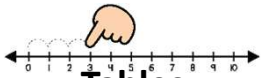
It has ..... sides.

Draw a ring round all the numbers in the 5 times table.

17 20 10 53 35 26

Draw a ring round all the numbers in the 10 times table.

70 75 20 53 90 7



Tables

Look back!

To page 19, 43 and 55 in this book.

Can you complete this mixed activity?

Multiplication is the same as repeated addition.

Just like this!

Write 210 Fill in < Complete 2 x 2 = 4

Numbers

Here are some number cards.

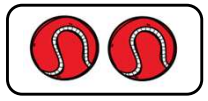
165	208	156	280	128

- Write the number 280 in words .....
- Write down the biggest number in the set .....
- Write down any odd number in the set .....

Tables

Complete the 2 times table.

Ask for help if you need to do so.



2 x 1 = 2

2 x 2 = ...

2 x ☐ = ☐

2 x ☐ = ☐

Write down 1 more than each number.

1 more: 209 → ☐ 1 more: 473 → ☐

Write down 10 more than each number.

10 more: 340 → ☐ 10 more: 212 → ☐

Write down 100 more than each number.

100 more: 345 → ☐ 100 more: 198 → ☐

Here are two signs.

< >

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

352 ☐ 325 178 ☐ 187

Look back!

To page 4, 23, 33 and 42 in this book.

Can you complete this mixed activity?

Think carefully before you answer.

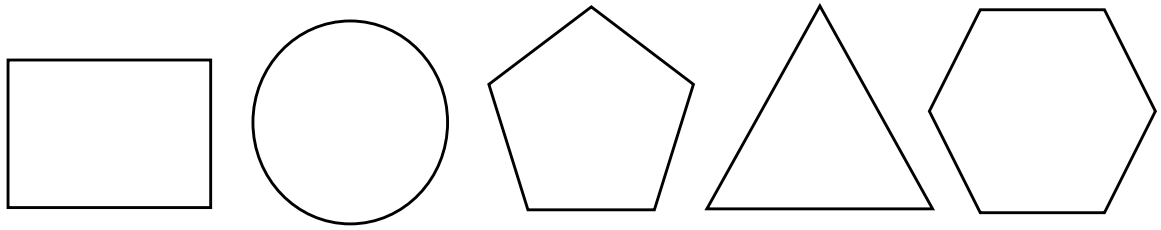
Just like this!

Join : Ring Fill in 67

Geometry

Here are five 2D shapes.

Draw a line to join each 2D shape with its name.



pentagon triangle hexagon circle rectangle

I can finish this task on my own.

Numbers

Pete the pirate counts back in twos from 51.
He says:

I will say the number 20.

Is he correct? Yes ☐ No ☐

Explain your answer.

.....

.....

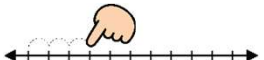
Look back!

To page 19, 23, 33 and 49 in this book.

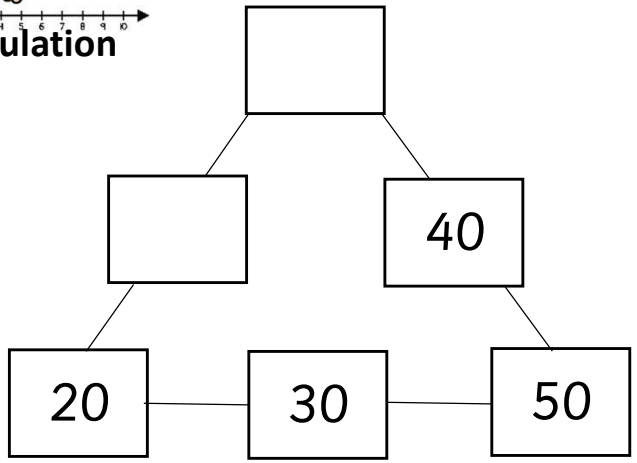
In each case, ring the bigger number.

218	or	232
79	or	178
165	or	156
260	or	190
304	or	403

Complete the diagram so that each line totals 100.



Calculation



Can you understand and explain that the value of each digit is determined by its position in that number (up to 3-digit numbers)?

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

Numbers

Let us take a look at the number 632.

632

We used the digits 6, 3 and 2 to build this number. Each digit has a value. The value of each digit is given by its position in the number.

The place value chart.

Th	H	T	U
	6	3	2

6 hundreds and 3 tens and 2 units

600 + 30 + 2

What does each of these digits represent?

The digit **2** represent 2 or 2 units.

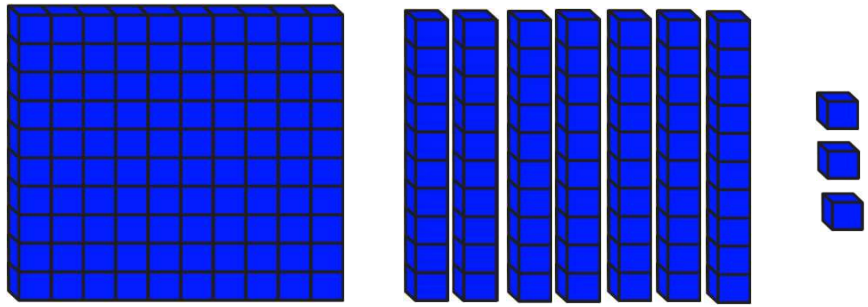
The digit **3** represent 30 or 3 tens.

The digit **6** represent 600 or 6 hundreds.

Consider the following number.

173

We can illustrate the number as follows.



We can write the number as follows.

100 + 70 + 3

1 hundred + 7 tens + 3 units

Just like this!

Fill in 43

Write the value of the 3 in the number 537?

Can you complete this mixed activity?

Remember you can ask your teacher for help.

Just like this!

Calculate $\begin{array}{r} 12 \\ +\ 12 \\ \hline \end{array}$ Ring Write down 21

Calculation

Complete the following calculations.

I have done the first one for you.

21	+	6	=	27	40	+	6	=	
32	+	4	=		14	+	3	=	
22	+	5	=		17	+	2	=	

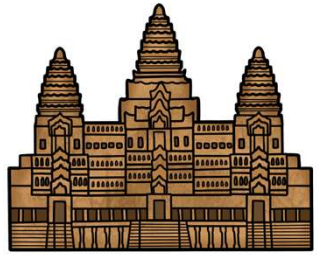
Calculate.

22 + 37 =	12 + 27 =	51 + 26 =	43 + 44 =
28 - 14 =	36 - 13 =	48 - 27 =	56 - 25 =

Ask for help if you need to do so.

Numbers

Ring the best estimate.



Number of windows in this temple.

Less than 100	Between 100 and 500	More than 500

In each case, write down the value of the 8 in the numbers below.

187 → ☐

806 → ☐

578 → ☐

Look back!
To page 7, 14 and 59 in this book.

Can you complete this mixed activity?

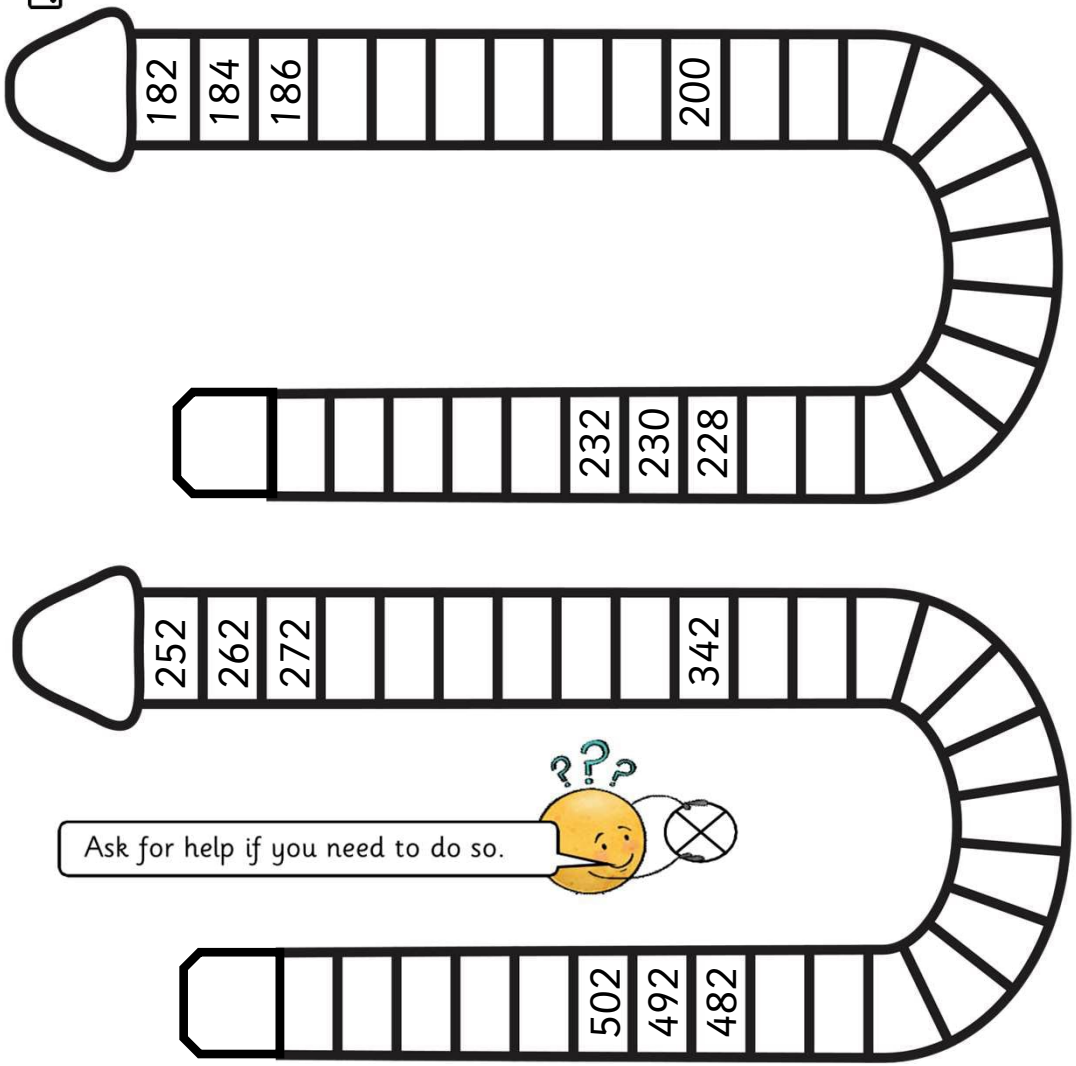
The ten frames will help you with the multiplication problems.

Just like this

Fill in 182 Write 5 x 1 = 1

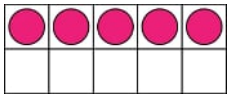
Numbers

Write the missing numbers on each snake.



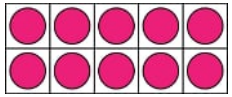
Calculation

Multiply using ten frames.



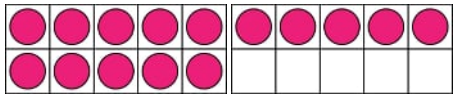
1 group of 5

5 x 1 = ...



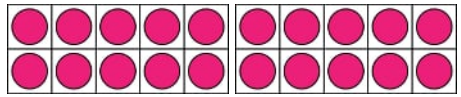
2 groups of 5

5 x 2 = ...



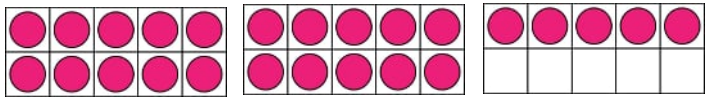
3 groups of 5

5 x 3 = ...



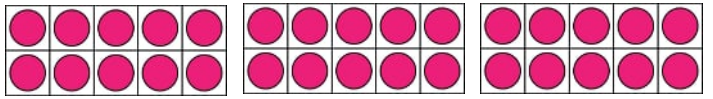
4 groups of 5

5 x 4 = ...



5 groups of 5

5 x 5 = ...



6 groups of 5

5 x 6 = ...

Look back!

To page 4 and 42 in this book.

Can you complete this mixed activity?

I know you can finish this task on your own, however ask for help if you need to do so.

Just like this!

Fill in $..... Fill in edge Write

Money

Here are some items on sale.






Pot 85c Ribbon 18c Vase 53c Flower 30c Soil 37c

Julia has 50c. She buys a flower and some ribbon.

How much does she spend? .....

How much change will she have? .....

Susan spends 90c.

List the two items she bought .....

Geometry

Name the 3D shape.

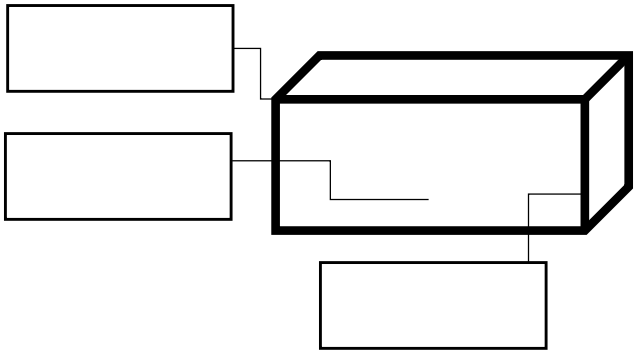
I have 6 faces and my faces are all the same shape.

.....

I have 2 triangular faces and 3 rectangular faces

.....

Here is a cuboid. Label the face, edge and vertex below.



I can finish this task on my own.

Statistics

Write one number in each space on the Carroll diagram.

	Less than 100	More than 100
Even number		
Not even number		

Look back!

To page 17, 20 and 27 in this book.

Can you solve this word problem?

Use the steps for problem solving to complete the word problem.

Just like this!

Steps for Problem solving

Calculation

Here is a word problem.

A group of ten pirates pillaged the town. They made way with 70 gemstones. Back home the pirates must decide how to divide the stones equally amongst each other. How many gemstones will each of them get?

Complete the steps for problem solving.

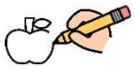
1. Read the word problem. I  the word problem Tick ☐

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.

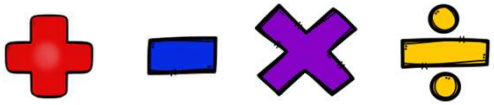


5. How am I going to get to the result (answer)?

 the correct term.

You can choose from these four operations. When the result is getting more, you use + or x and when the result is getting less you use – or ÷.

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: .....

9. My result is correct. Yes ☐ No ☐

Give a reason: .....

Look back!
To page 35 and 36 in this book.

Can you compose, decompose and regroup 3-digit numbers, using hundreds, tens and ones?

Numbers

Here is the number
one hundred and twenty-three.

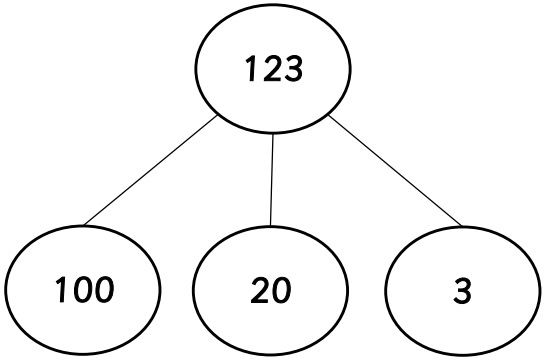
123

123 is 1 hundred, 2 tens and 3 ones.

123 = 100 + 20 + 3

100 + 20 + 3 = 123

Examples.
Circle model.



Bar model

123		
100	20	3

Words you need to know.

Compose: To put a number together e.g. 100 and 20 and 3 will **compose** the number 123.

Decompose: To break a number up into parts e.g. if you **decompose** 123 you will get 100 plus 20 plus 3.

Regroup: To express a number in different ways.

Example of regrouping 123.

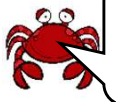
100's	10s	1's
1	2	3
	12	3
		123

123 = 1 hundred + 2 tens + 3 ones
123 = 12 tens and 3 ones
123 = 123 ones

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

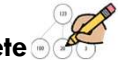
Can you partition these numbers?

Partition means to break up into parts.



Just like this!

Write 1 hundred 5 tens 6 units **Complete**



Numbers

Partition this number.

I have done the first one for you.

156 = 1 hundred + 5 tens + 6 units

218 = ... hundreds + 1 ten + ... units

306 = ... hundreds + 0 tens + ... units

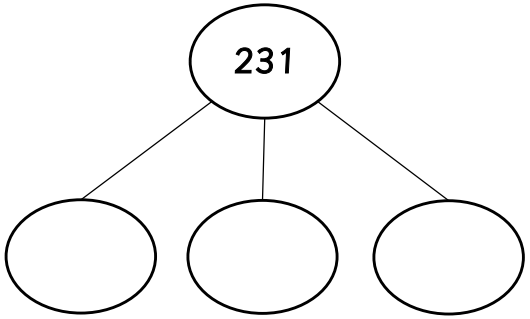
324 = ... hundreds + ... tens + 4 units

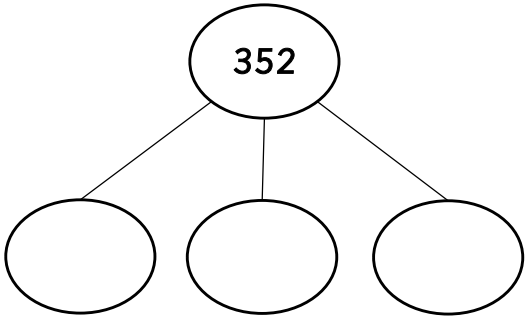
340 = ... hundreds + ... tens + ... units

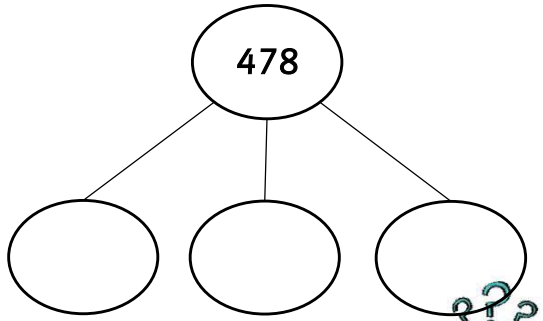
352 = ... hundreds + ... tens + ... units

418 = ... hundreds + ... ten + ... units

Complete the circle models.





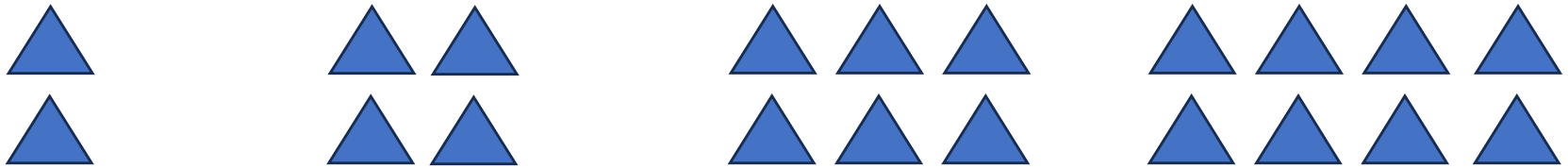


Ask for help if you need to do so.

Can you extend spatial patterns formed from adding and subtracting a constant?

Numbers

We can make a pattern using triangles.

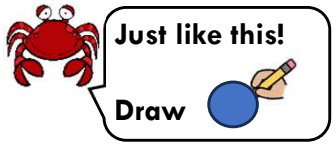


1st pattern 2nd pattern 3rd pattern 4th pattern

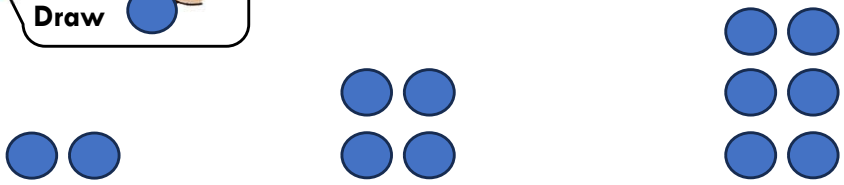
I used two triangles for the first pattern.

I add two triangles, each time.

I can extend the spatial pattern by adding a constant.



Here is another pattern.



1st pattern 2nd pattern 3rd pattern 4th pattern

Continue the pattern by adding 2 circles.

Did you know?

A spatial pattern is objects or shapes that are arranged around you in space. The pattern forms a rule to explain how many objects are used to create the shape.

Let's see if you can remember that length is a fixed distance between two points and remember how to draw and measure lines.

Measure

You can measure length using non-standard and standard units.

Non-standard units

Measure length using non-standard units.

This bar is 11 handspans long.

This bar is 6 'feet' long.

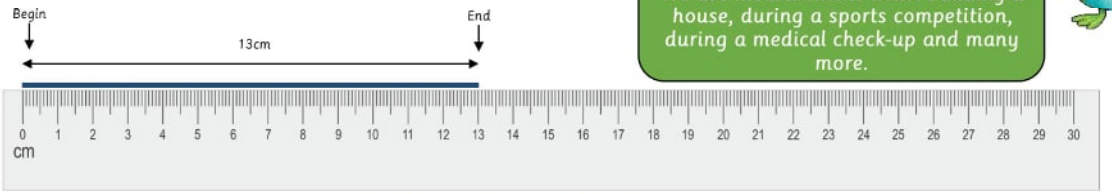
This bar is 8 blocks long.

Standard units

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.



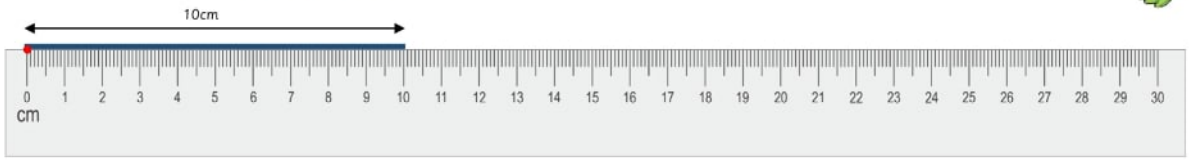
This line is 13cm long.

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.

Draw lines

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.

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. Standard units of measurements are for example cm and m.

I can remember how to measure and draw lines. We did it in Year 2!

Let's see if you can remember how to read and record time to five minutes on the analogue clock.

I can remember to tell the time. We did it in Year 2!

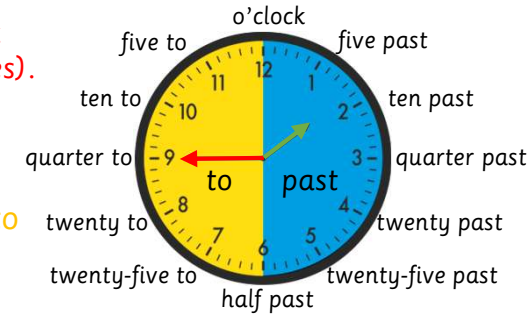
Time

Read and record time on the analogue clock (5 minute intervals).

The clock has a 'past' and a 'to' side

The long hand of the clock represents 1 hour (60 minutes). Each number represent 5 minutes.

The 'to' side: half past through to o'clock.



The short hand of the clock represents 12 hours (indicate a.m. / p.m.)

The 'past' side: o'clock through to half past.

Did you know?
The idiom 'Even a broken clock is right twice a day', means even a person who is considered unreliable can prove to be right about something.

Read and record time to five minute intervals on the analogue clock.

The long hand of the clock moves from the 12 to the 6 on the 'past' side (12 o'clock through to half past 12)


12 o'clock

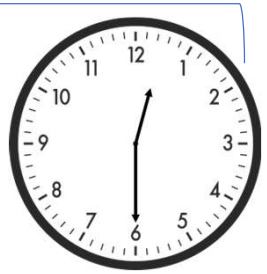

five past 12


ten past 12


quarter past 12


twenty past 12


twenty-five past 12


half past 12

We now read the time "to" the next hour.


twenty-five to 1


twenty to 1


quarter to 1


ten to 1


five to 1


1 o'clock

The long hand of the clock moves from the 6 to the 12 on the 'to' side (twenty-five to 1 through to 1 o'clock)

Can you complete this mixed activity?

Keep your ruler straight when you draw or measure lines.

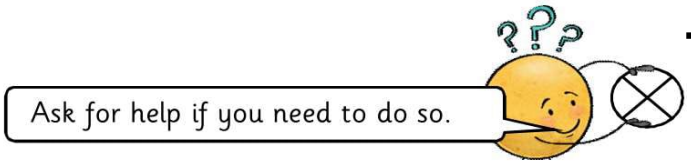
Just like this!

Measure and draw  Write 

Measure

Draw a 5cm line. Use a ruler.

Measure the following line to the nearest centimetre.
Use a ruler.



.....cm

Numbers

Here is a pattern made with dots.

1st pattern 2nd pattern 3rd pattern 4th pattern

- Do you add or subtract circles in each new pattern? .....
- How many? .....
- How many dots will be in the fifth pattern? ..... dots
- And the sixth pattern? ..... dots

Look back!

To page 67 and 68 in this book.

Can you complete this mixed activity?

An analogue clock has a 'past' side and a 'to' side.

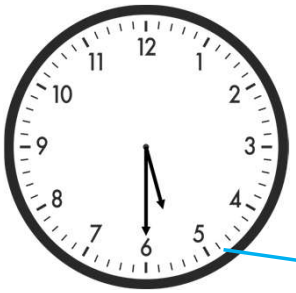
Just like this!

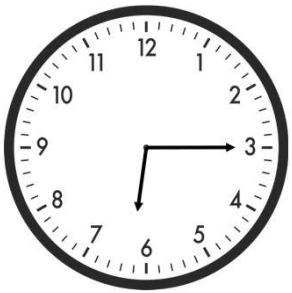
Join : Show time Fill in 216

Time

Draw a line to join each time to the correct clock.

I have done the first one for you.

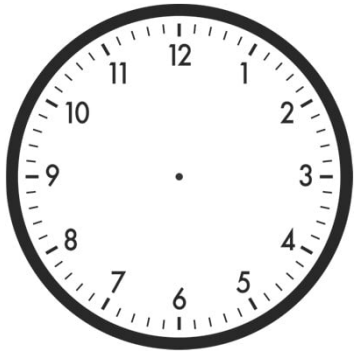




quarter past 5	quarter past 6	half past 5	quarter to 5	5 o'clock

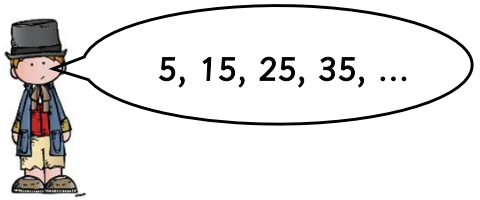
Ask for help if you need to do so.

Show the time quarter past seven on the clock face.



Numbers

Jack is counting on in tens from 5 onwards.



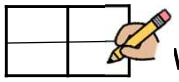
What is the first number after 100 that will be in his sequence?

Look back!
To page 33 and 69 in this book.

Can you complete this mixed activity?

Read the instructions carefully before you answer.

Just like this!

Write in correct cell  Write 102 Ring

Statistics

Here are some numbers.

212 105 98 33 200 163

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

I have done the first one for you.

	Larger than 100	Not larger than 100
Even numbers	212	
Not even numbers		

Numbers

Write the number name for 465.

Write the number five hundred and thirty in digits.

Look back!

To page 4, 19, 23 and 27 in this book.

Write these numbers in the correct place.

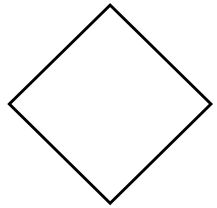
102 201 112

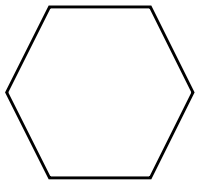
_____ > _____ > _____

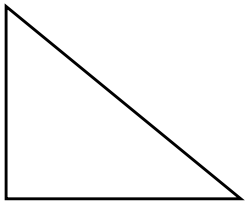
I can finish this task on my own.

Geometry

Draw a ring round each of the **regular** shapes.







Let's see if you can remember how to read and record time to five minutes on the digital clock.

I can remember to tell the time. We did it in Year 2!

Time

Read and record time on the digital clock (5 minute intervals).

The digital clock shows time using numbers and digits rather than hands like the analogue clock.

12:00

When we write digital time, we use four digits, for example, 12:00. First the hours, followed by the minutes. The **colon** (:) separates the hours and minutes.

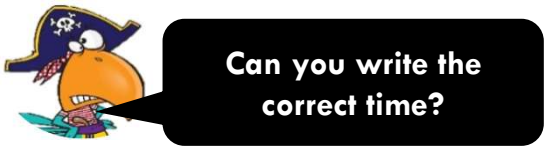
During Year 2 we only use the 12-hour format, therefor we must indicate before noon (a.m.) or after noon (p.m.)

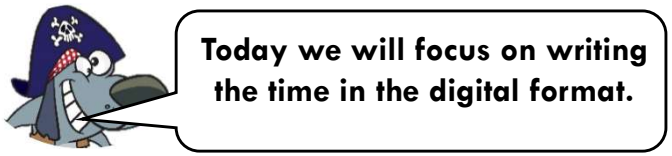
Did you know?
The digital clock was invented in 1956 and registered by D.E. Protzmann.

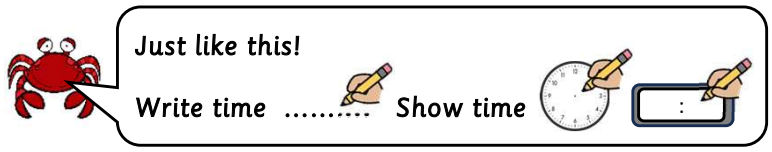
Read and record time to five minutes in digital notation.

12:00	12:05	12:10	12:15	12:20	12:25
12 o'clock	five past 12	ten past 12	quarter past 12	twenty past 12	twenty-five past 12
12:30	12:35	12:40	12:45	12:50	12:55
half past 12	twenty-five to 1	twenty to 1	quarter to 1	ten to 1	five to 1

Remember from12 o'clock to half past 12 we read the 'past' side of the clock and from half past onwards we read the 'to' side of the clock. So, with the time 12:40 we do not say forty past twelve but rather twenty to one.







Time

Write these times in words.

07:00 .....

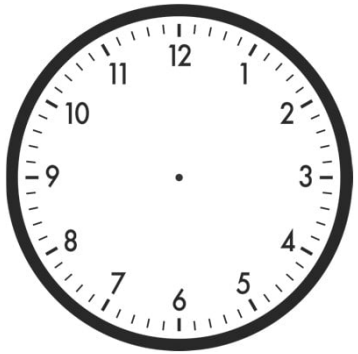
08:15 .....

10:30 .....

12:45 .....

08:05 .....

Show the time quarter past seven on the clock faces.

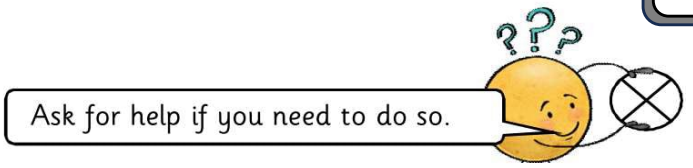


:

Time

Write these times in digital form.
I have done the first one for you.

- three o'clock — 03:00
- half past eight — :
- quarter to three — :
- twenty minutes past one — :
- quarter past ten — :
- ten to three — :
- twelve o'clock — :



Can you complete this mixed activity?

Follow the 'bossy verbs' to complete the instructions.

Just like this!

Write 136 ones **Join** : **Fill in** 216

Numbers

Jack says,

I can write 136 as
1 hundred, 3 tens and 6 ones or
13 tens and 6 ones or
136 ones

Write the number 231 in three different ways.

.....

.....

.....

Look back!

To page 17, 47, 49 and 65 in this book.

Money

Draw lines to join equal amounts of money

five dollars and five cents	$5,54
five dollars and forty-five cents	$5,05
five dollars and fifty-four cents	$5,45

Find the value of the unknown quantity.

● represents the price of a pen.

● + ● = $20

What is the price of one pen?

$.....

Write a different number in each box to make the calculation correct.

10 + ☐ + ☐ = 20

20 = ☐ + 6 + ☐

30 + ☐ + ☐ = 100

Ask for help if you need to do so.

Can you complete this mixed activity?

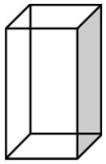
Follow the 'bossy verbs' to complete the instructions.

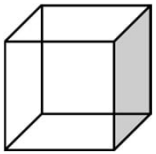
Just like this!

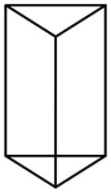
Write _____ Fill in 100 + 30 + 6

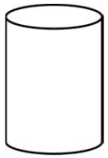
Geometry

These pictures shows four 3D shapes.

A 

B 

C 

D 

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

Has no rectangular faces.	Has at least one rectangular face.

Numbers

Write 515 in words.

.....

Look back!

To page 4, 20 and 31 in this book.

Write the number five hundred and thirty in digits.

Partition the number 418 into hundreds, tens and units.

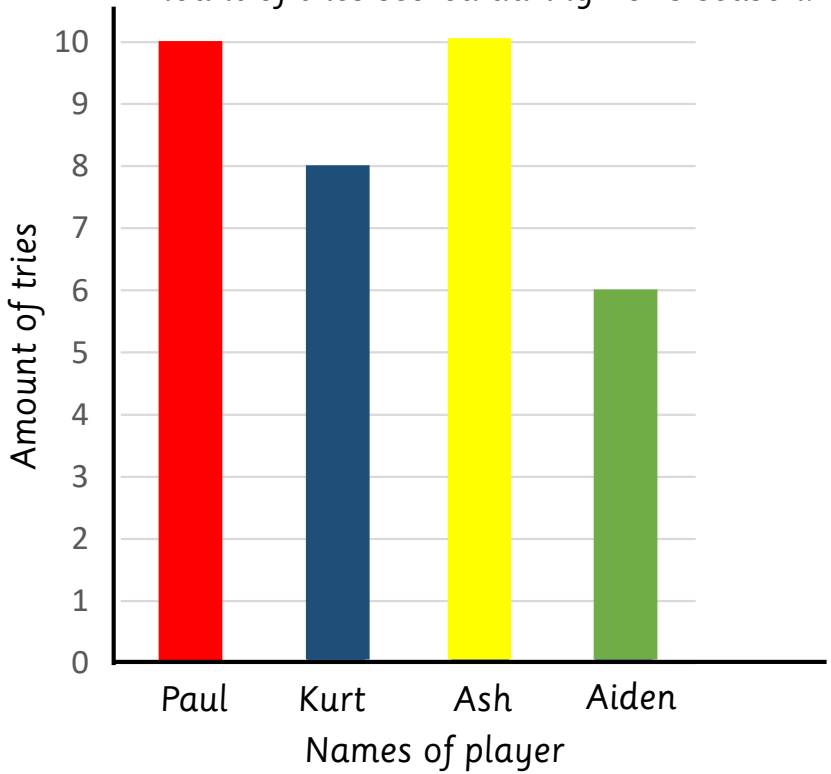
418 → .....

I can finish this task on my own.

Statistics

Here is a bar graph.

Amount of tries scored during 2023 season.



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

- Who scored 10 tries? .....
- How many tries did Aiden score? .....
- How many tries were scored during the season, in total? .....

Can you solve this word problem?

Use the steps for problem solving to complete the word problem.

Just like this!

Steps for Problem solving

Calculation

Here is a word problem.

Most pirate ships are fairly small with crews of about 50, however Captain Jack is assembling a much smaller crew. Captain Jack is joined by the quartermaster, the pilot, the boatswain, the master gunner, the cook and another 16 crew members.
How many pirates board the ship 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.

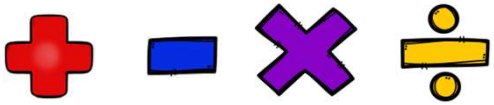
Ask for help if you need to do so.

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

 the correct term.

You can choose from these four operations. When the result is getting more, you use + or x and when the result is getting less you use – or ÷.

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: .....

9. My result is correct. Yes ☐ No ☐

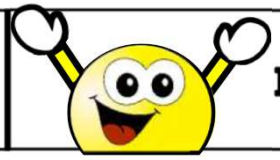
Give a reason: .....

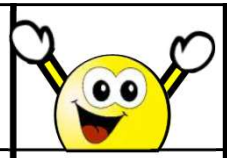
Look back!
To page 35 and 36 in this book.

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 add and subtract money to give change.			
2	I can recognise the use of an object to represent an unknown quantity in addition and subtraction problems.			
3	I can recognise and extend linear sequences and describe the term-to-term rule.			
4	I can understand and explain that the value of each digit is determined by its position in that number (up to 3-digit numbers).			
5	I can compose, decompose and regroup 3-digit numbers, using hundreds, tens and ones.			
6	I can extend spatial patterns formed from adding and subtracting a constant.			
7	I remember multiplication as repeated addition and as an array.			
8	I remember the 2, 5 and 10 times tables.			

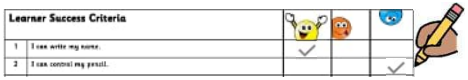
I still need my teacher to help me with number or numbers...

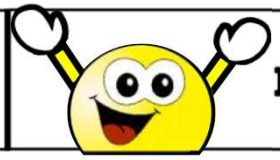
Fill in the number of your favourite type of activity.

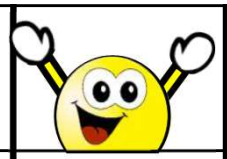
At the end of 6 new objectives...

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				
9	I remember division as sharing, grouping and repeated subtraction.			
10	I remember the complements of 20 and complements of multiples of 10 (up to 100).			
11	I can remember that length is a fixed distance between points and how to draw and measure lines.			
12	I remember to read and record time to five minutes on the analogue clock.			
13	I remember to read and record time to five minutes on the digital clock.			

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

Fill in the number of your favourite type of activity.

Can you understand the commutative and associative properties of addition and use these to simplify calculations?

Words you need to know.

Commutative law: *In mathematics, the operation is commutative if changing the order of the numbers does not change the result eg. 4 + 2 = 6 and 2 + 4 = 6 so 4 + 2 is equal to 2 + 4.*

Associative law: *The associative law means you can add the first two numbers of an addition problem and then add the last number or you can add the last two numbers and then the first number. This does not change the result however it might simplify your calculation.*

eg. $\underbrace{2 + 4}_{6} + 6 = 6 + 6 = 12$ *or to simplify: add the last two number first* $2 + \underbrace{4 + 6}_{10} = 2 + 10 = 12$

Sometimes you can make your calculations easier when you apply certain laws.

Did you know?

The commutative and associative law of addition.

The commutative law.

I add the numbers 2, 6 and 8 to get a total of 16.

There are many ways Jack can add these numbers.

2 + 6 + 8 = 16
6 + 8 + 2 = 16
8 + 2 + 6 = 16

The numbers in any addition problem can be added together in any order and still result in the same total.

The associative law.

I notice that 2 and 8 are complements of 10, so I use this fact to make the addition problem easier and simpler to solve.

Here is an addition problem.

2 + 6 + 8 = ?

To simplify my problem, I add the complements of 10 first.

$\underbrace{2 + 8}_{10} + 6 = 16$

Let's see if you can remember that a half can describe one of two equal parts of a quantity or set of objects.

I can remember how to half numbers. We did it in Year 2!

Fractions

Words you need to know.

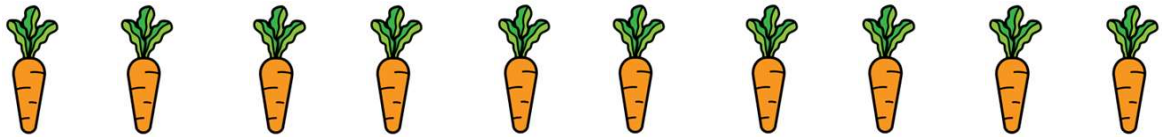
Fraction: Comparing a part of an object (part-whole continuous).

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

Can you trace the word fraction?

fraction

Here are 10 carrots.



Share the carrots equally between Tommy tortoise and Henry hare.

one of the two equal parts

They each receive 5 carrots.

$^1/_2$ of 10 = 5 (half of 10 equals 5)

Half can be described as one of the two equal parts of a set (the 10 carrots). The 10 carrots were shared equally into two parts. One of the two equal parts of the set is half therefor 5 carrots. Half of 10 equals 5.

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

Find half of even numbers between 0 and 20.

Half of 2 =	1	Half of 4 =	2
Half of 6 =	3	Half of 8 =	4
Half of 10 =	5	Half of 12 =	6
Half of 14 =	7	Half of 16 =	8

Let's see if you can remember that a quarter can describe one of four equal parts of a quantity or set of objects.

I can remember what a quarter is. We did it in Year 2!

Fractions

Words you need to know.

Fraction: Comparing a part of an object (part-whole continuous).

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

Did you know? There are four quarters in an hour.

Here are 8 seeds.

Share the seeds equally between the four mice.

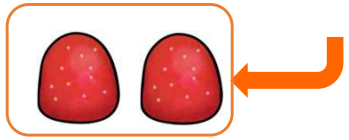
They each receive 2 seeds.

$^1/_4$ of 8 = 2 (quarter of 8 equals 2)

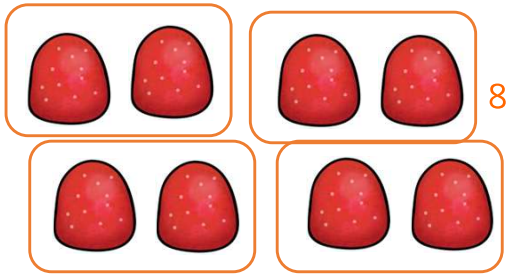
Quarter can be described as one of the four equal parts of a set (the 8 seeds). The 8 seeds were shared equally into four parts. One of the four equal parts is a quarter therefor 2 seeds. A quarter of 8 equals 2.

Parts of a set can be put together to make a whole set.

This is one quarter of a set of sweets.



How many sweets are in the set?



Can you complete this mixed activity?

You can rearrange the numbers below to make it easier to add.

Just like this!

Calculate 6 + 8 + 4 = Ring Write _____

Use the associative law to simplify these calculations.

I have done the first one for you.

Any two numbers can be added together first, then the third

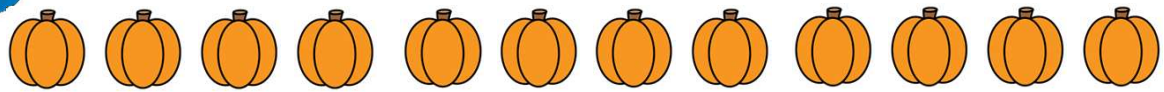
3 + 5 + 7 = 3 + 7 + 5 = 10 + 5 =15.	6 + 8 + 4 = = =	5 + 12 + 5 = = =

Calculation

Ask for help if you need to do so.

Fractions

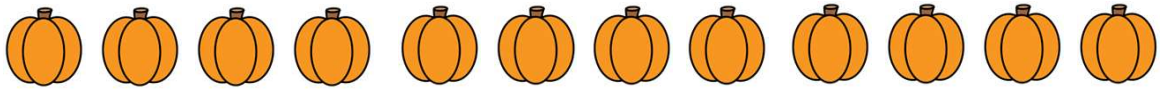
Here are 12 pumpkins.



Find half of the pumpkins.

..... pumpkins.

Here are 12 pumpkins.



Find a quarter of the pumpkins.

..... pumpkins.

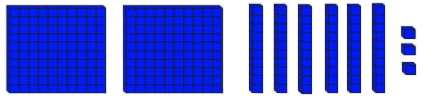
Fractions

Find the answer.

Half of 2 = ____	Half of 4 = ____
Half of 6 = ____	Half of 8 = ____
Half of 10 = ____	Half of 12 = ____
Half of 14 = ____	Half of 16 = ____

Numbers

Which 3-digit number is represented below?



Now write this number in words.

.....

Ring the correct statement.

This number is odd /even

Look back!

To page 4, 11, 81, 82 and 83 in this book.

Can you complete this mixed activity

You can look back to the previous pages, if you are unsure.

Just like this!

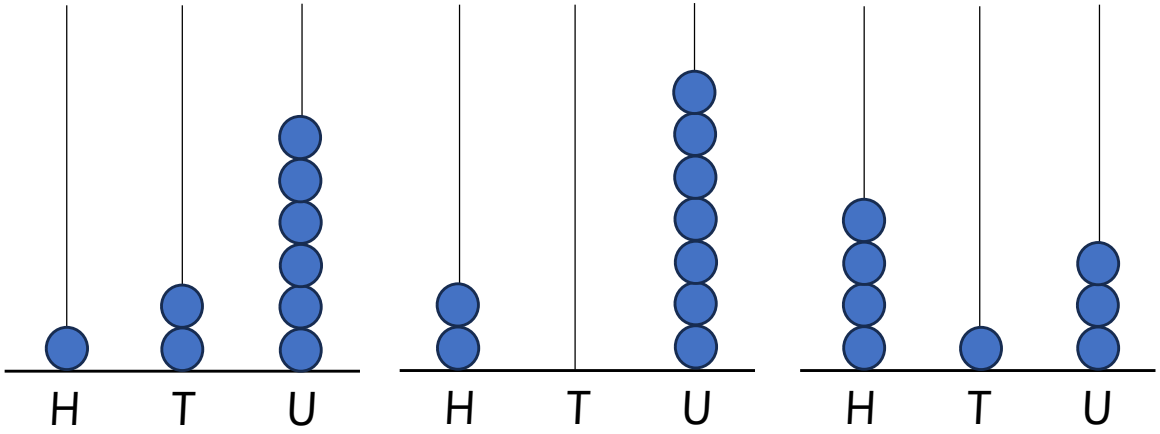
Write 6 Fill in 216 Tick ✓

Numbers

Here are some whole numbers on a counting frame.

In each case, write the number in figures.

I have done the first one for you.



126 ☐ ☐

Tick (✓) the statements that are true.

123	<	132	✓
414	<	314	☐
230	>	203	☐
100	<	87	☐

Ask for help if you need to do so.

Complete the table. *I have done the first one.*

Number	Add 1	Add 10	Add 100
123	124	133	223
235			
371			

Geometry

Give one term for the following.

A shape with 4 equal sides .....

A shape with 3 equal sides .....

A shape with 8 equal sides .....

A shape with 5 equal sides .....

Word bank
triangle pentagon hexagon
square octagon rectangle

Look back!

To page 22, 23, 33 and 65 in this book.

Can you complete this mixed activity?

Read the instructions carefully and then complete this activity.

Just like this!

Order .... Write ..... Fill in 29

Numbers

Here is a table showing the height of some of the tallest buildings in the world.

Name of building	Location	Height in metres
CTF centre	China	530
Lakhta centre	St Petersburg	462
Burj Kalifa	Dubai	828
Shanghai tower	Shanghai	632
China Zun	China	528

Order these buildings from shortest to tallest.

....

shortest tallest

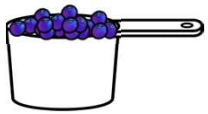
Can you write the height of the Shanghai tower in words?

..... metres.

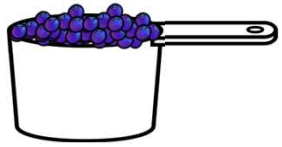
I can finish this task on my own.

Estimate how many blueberries are in the last cup.

estimate: 10



estimate: 100 - 200



estimate: .....

Complete the following calculations.

24 + 5 = ☐

37 + 3 = ☐

121 + 2 = ☐

153 + 4 = ☐

Calculations

Look back!

To page 4, 9, 14 and 23 in this book.

Can you recognise complements of 100 and complements of multiples of 10 and 100 (up to 1 000)?

Words you need to know.

Complements of 100: This is the same as number bonds or number pairs that total 100. e.g. 20 + 80 = 100 so 20 and 80 are complements of 100.

Multiples: Numbers that can be divided exactly by another number, leaving no remainder.

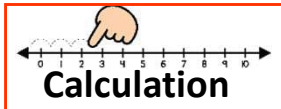
A complement is how many more you need to make a given number e.g. 25 is the complement of 75 to 100.

Did you know?

Complements of 100.

The complements of 100 are any two numbers that add up to 100.
If I give you the number 25, the other number will be 75. We can write it as follow:

25 + 75 = 100 or 100 – 75 = 25.



Calculation

Complements of 100.

0	+	100	=	100		10	+	90	=	100		20	+	80	=	100	
35	+	65	=	100		82	+	18	=	100		26	+	74	=	100	
100	-	40	=	60		100	-	50	=	50		100	-	10	=	90	etc.

Complements of multiples of 10 and 100 (up to 1 000).

90	+	10	=	100		50	+	50	=	100		100	-	20	=	80	
400	+	600	=	1 000		800	+	200	=	1 000		1 000	-	300	=	700	etc.

Let's see if you can remember that one half and one quarter can be interpreted as division.

I can remember fractions. We did it in Year 2!

Fractions

Words you need to know.

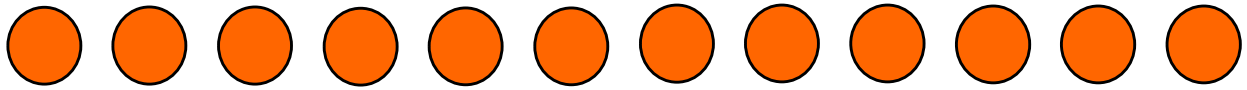
Fraction: Comparing a part of an object (part-whole continuous). A fraction is part of a whole thing or group of things.

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

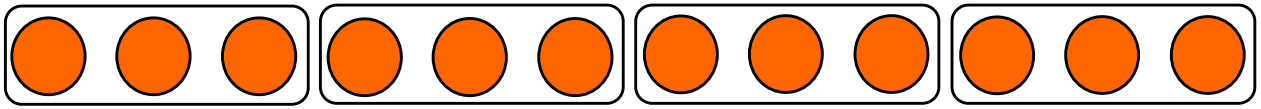
Quarter: When a shape, object or group of objects are divided into four **equal parts**.

Did you know? Finding a quarter of a quantity is the same as dividing a quantity by four

Here are 12 counters.



Split the counters into quarters.



I have shared the counters into four equal groups (quarters).

Divide the counters by four.

$12 \div 4 = 3.$

$^1/_4$ of 12 = 3

One quarter can be Interpreted as division.

$12 \div 4 = 3$

Did you see that finding a quarter of a quantity is the same as dividing a quantity by four?

Word problems.

Sophie has 10 sweets. She decides to share them equally with Enid. How many sweets do they each get?

$10 \div 2 = 5.$

Enid and Sophie each get 5 sweets.

One half can be Interpreted as division.

or

$^1/_2$ of 10 = 5

Enid and Sophie each get 5 sweets.

Let's see if you can remember that fractions (half, quarter and three quarters) can act as operators.

I can remember fractions. We did it in Year 2!

Fractions

Fractions can act as operators.

Here are 8 marbles.

Find half of the marbles.

$^1/_2$ of 8 = 4

This is the fraction number sentence!

Find quarter of the marbles.

$^1/_4$ of 8 = 2

Find three-quarters of the marbles.

$^3/_4$ of 8 = 6

Physical representations will help you with these fraction problems!

Find $^1/_2$ and $^1/_4$ of numbers from 1 and 20.

Half of 2 = 1 ___ Half of 4 = 2 ___

Half of 6 = 3 ___ Half of 8 = 4 ___

$^1/_2$ of 10 = 5 ___ $^1/_2$ of 12 = 6 ___

$^1/_2$ of 14 = 7 ___ $^1/_2$ of 16 = 8 ___

Quarter of 4 = 1 ___ Quarter of 8 = 2 ___

$^1/_4$ of 12 = 3 ___ $^1/_4$ of 16 = 4 ___

etc.

Did you know?
There is a link between fractions and division. Fractions can be interpreted as division e.g. one half of eight ($^1/_2$ of 8) can be written as 8 ÷ 2.

Can you complete this mixed activity?

You will remember these fractions from Year 2, however ask for help if you need to do so.

Just like this!

Fill in 0 + 1 000 Colour Complete ....

Calculation

Write down the complements of 1 000, using multiples of 100.

I have done the first one for you.

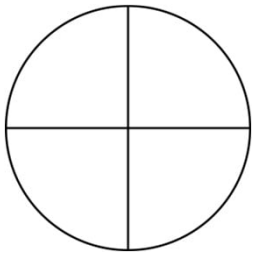
0	+	1 000	=	1 000		+		=	1 000		+		=	1 000
	+		=	1 000		+		=	1 000		+		=	1 000

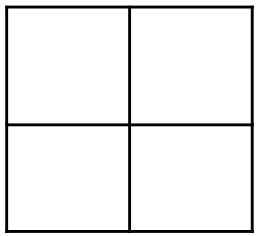
Fractions

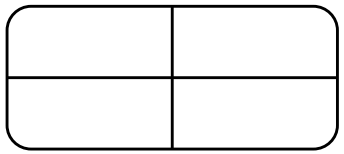
A diagram has four equal parts.

- What is one part of the diagram called? .....
- Shade three-quarters of the diagram.
- How many quarters are not shaded? .....

In each case, colour $^1/_4$ of the shapes below.







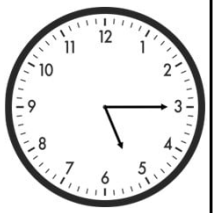
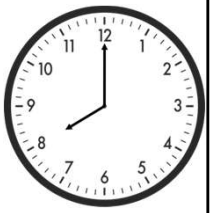
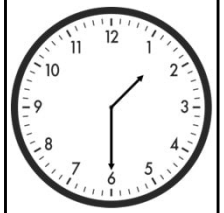
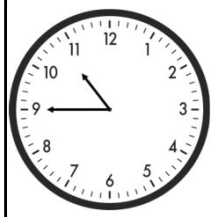
Look back!

To page 69, 83 and 87 in this book.

Time

Complete the table.

I have done the first one for you.

Clock	Time	Clock	Time
	quarter past 5		
			

Ask for help if you need to do so.

Can you complete this mixed activity?

Look back to the previous pages, if you need to do so.

Just like this!

Write _____ Shade Complete

x	2	5	10
4			

Fractions

Find the answer.

Half of 12 = _____

Half of 16 = _____

$^1/_2$ of 20 = _____

$^1/_2$ of 8 = _____

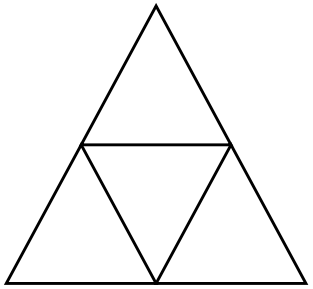
Quarter of 12 = _____

Quarter of 20 = _____

$^1/_4$ of 8 = _____

$^1/_4$ of 4 = _____

Here is a triangle.



Complete the statements.

There are …… equal parts.

Each equal part is called a ……

There are four …… that make a whole.

Shade $^3/_4$ of the triangle.

Complete the multiplication grid.

x	2	5	10
4			

Look back!

To page 43, 59 and 89 in this book.

Numbers

What is the value of the underlined digit in each 3-digit number?

1$\underline{8}$9 _____

1$\underline{2}$8 _____

3$\underline{8}$6 _____

$\underline{5}$01 _____

74$\underline{6}$ _____

47$\underline{9}$ _____

$\underline{8}$40 _____

17$\underline{8}$ _____

Ask for help if you need to do so.

Can you complete this activity using numbers up to 1 000.

You will be able to complete this activity on your own!

Just like this!

Write in correct cell | Write [ ] x [ ] = [ ] | Fill in 132

Put the following numbers into the correct place on the Carroll diagram.

123 86 1 000 712 496 281

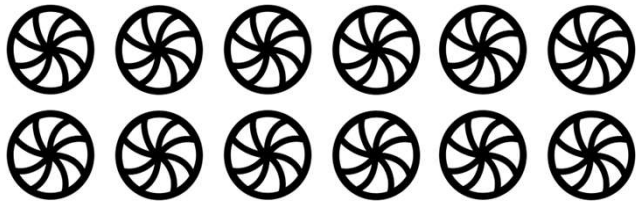
Statistics

	3-digit numbers	not 3-digit numbers
even numbers		
not even numbers		

I can finish this task on my own.

Calculation

Write the fact family for this array.



[ ] x [ ] = [ ] [ ] ÷ [ ] = [ ]

[ ] x [ ] = [ ] [ ] ÷ [ ] = [ ]

Numbers

Complete the sequence.

132
+5
137
+5
142
+5
[ ]
+5
[ ]
+5
[ ]

Look back!

To page 27, 33 and 42 in this book.

Can you solve this word problem?

Use the steps for problem solving to complete the word problem.

Just like this!

Steps for Problem solving

Calculation

Here is a word problem.

There are 24 gold coins in a bag. Anne Bonny takes a quarter of the coins out of the bag.
How many gold coins does Anne Bonny take?

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.

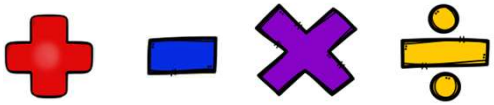
Ask for help if you need to do so.

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

 the correct term.

You can choose from these four operations. When the result is getting more, you use + or x and when the result is getting less you use – or ÷.

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.

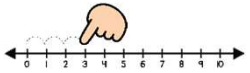
8. My conclusion: .....

9. My result is correct. Yes ☐ No ☐

Give a reason: .....

Look back!
To page 35 and 36 in this book.

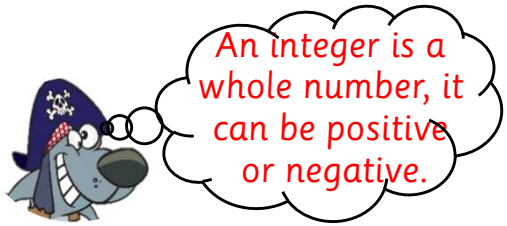
Can you recognise the multiples of 2, 5 and 10?



Tables

You already know the multiplication tables for 1, 2, 5 and 10.

2 times table	5 times table	10 times table
2 x 1 = 2	5 x 1 = 5	10 x 1 = 10
2 x 2 = 4	5 x 2 = 10	10 x 2 = 20
2 x 3 = 6	5 x 3 = 15	10 x 3 = 30
2 x 4 = 8	5 x 4 = 20	10 x 4 = 40
etc.	etc.	etc.



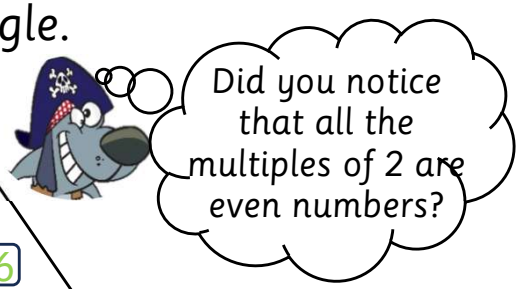
A multiple are the numbers you get when you multiply a certain number by an integer.

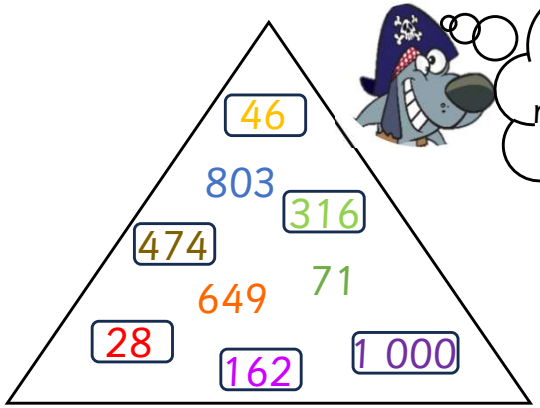
Multiples of 2 are 2 (2 x 1), 4 (2 x 2), 6 (2 x 3), 8 (2 x 4), 10 (2 x 5), 12 (2 x 6), 14 (2 x 7), 16 (2 x 8), 18 (2 x 9), 20 (2 x 10), etc.

Multiples of 5 are 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, etc.

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

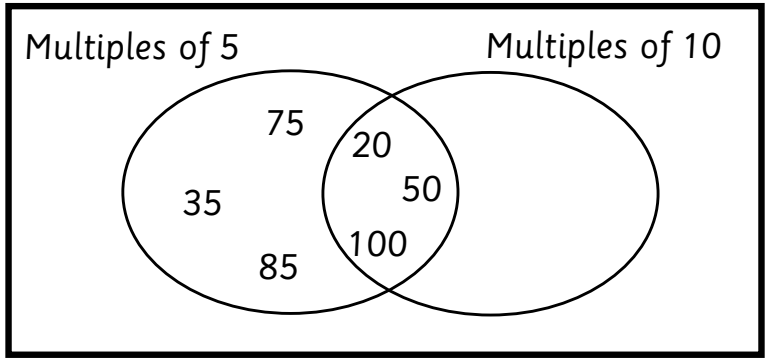
Draw a ring round all the multiples of 2 in the triangle.





Write each number in the correct place on the Venn diagram.

20 35 50 75 85 100

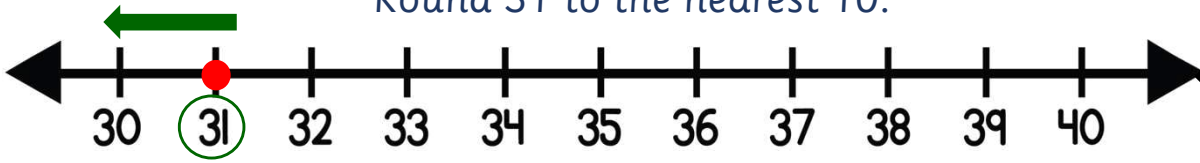


Let's see if you can remember how to round 2-digit numbers to the nearest 10.

I can remember how to round 2-digit numbers to the nearest 10. We did it in Year 2!

Round 2-digit numbers to the nearest 10.

Round 31 to the nearest 10.

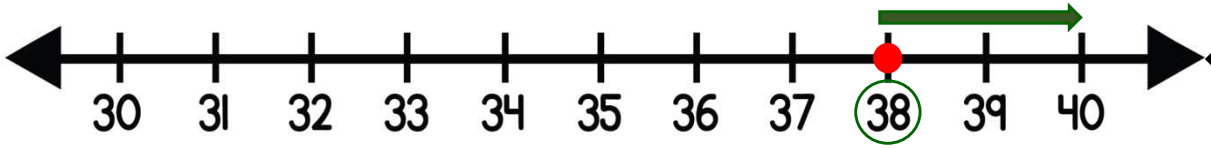


31 rounds to 30 because it is 1 away from 30 and 9 away from 40 so therefore it is closer to 30.

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 38 to the nearest 10.

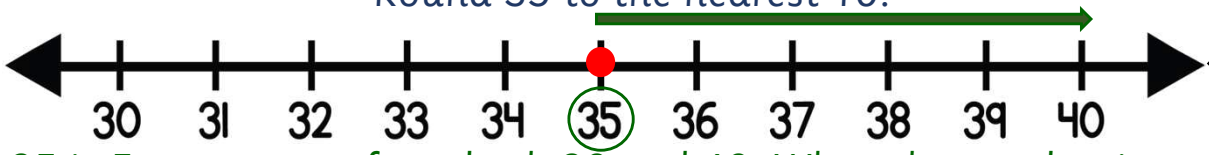


38 rounds to 40 because it is 2 away from 40 and 8 away from 30 so therefore it is closer to 40.

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 35 to the nearest 10.



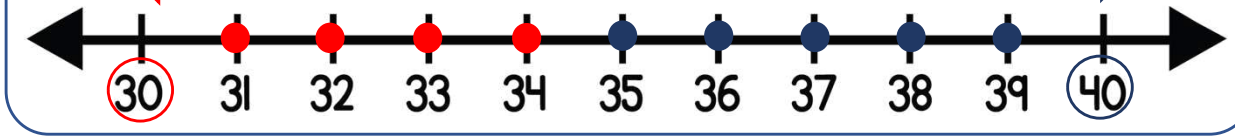
35 is 5 steps away from both 30 and 40. When the number is an equal number of steps away we **round up**.
Therefor **35 is rounded to 40**.

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

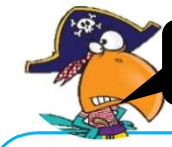
Plot the number 35 on the number line.

To conclude.

31, 32, 33 and 34 rounds down to 30. 35, 36, 37, 38 and 39 rounds up to 40.



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.



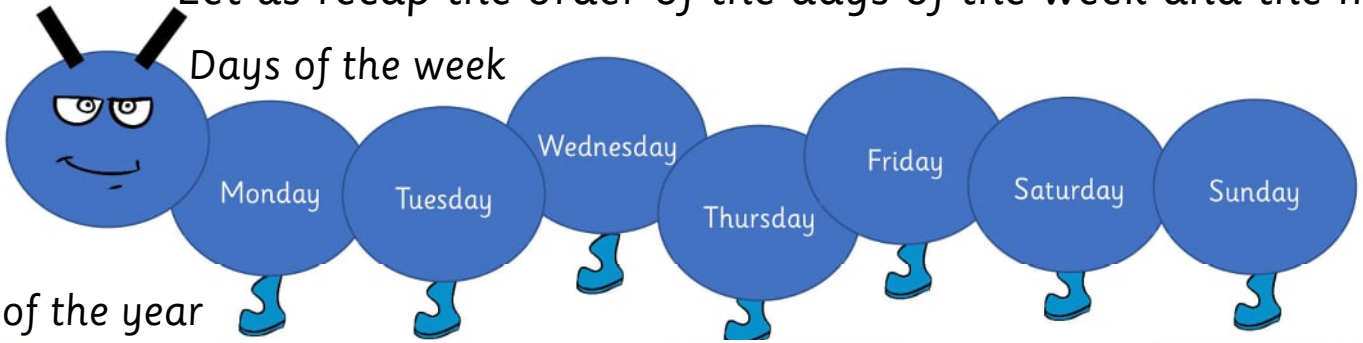
Let's see if you can remember how to interpret and use the information in calendars.

I used the information in calendars in Year 2!

Time

Let us recap the order of the days of the week and the months of the year.

Days of the week



Months of the year

January	February	March	April	May	June
July	August	September	October	November	December

Did you know?
We use calendars to organise time in days, weeks and months of a particular year.

August 2023						
S	M	T	W	T	F	S
		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		

Here is part of a calendar.

This part of the calendar tells us:

- *It is the year 2023.*
- *We are in the month of August.*
- *August has 31 days.*
- *The first day of August is on a Tuesday and the last day is on a Thursday.*
- *There are 4 Sundays, 4 Mondays, 5 Tuesdays, 5 Wednesdays, 5 Thursdays, 4 Fridays and 4 Saturdays in this month.*
- *The 7th of August is on a Monday.*
- *There are 8 days from the 7th of August to the 15th of August.*

Can you complete this mixed activity?

Read carefully and then complete the activity page.

Just like this!

Ring Join Fill in Measure

Calculation

Here are four digit cards.

0 2 4 5

Use each of the cards once to complete the calculation.

□ x □ = □□

Can you write one more fact family with these cards?

□□ ÷ □ = □

Ask for help if you need to do so.

Measure

Measure the following line to the nearest centimetre.
Use a ruler.

_____

.....cm

Numbers

Here is a list of numbers.

128 174 262 245 310 309

Ring all the multiples of 2.

Here is a list of numbers.

143 321 198 235 782 421

Ring all the multiples of 5.

Draw lines to join numbers with the correct characteristic.

25	
125	multiple of 2
258	multiple of 5
582	

Look back!

To page 42, 48, 68 and 95 in this book.

Can you complete this mixed activity?

Use the number line to help you round the numbers.

Just like this!

Ring Write .... Fill in 132

Numbers

Here are four numbers.

284 346 423 570

Ring the odd number.

Ask for help if you need to do so.

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

118 216 213 243 206 208

....

smallest biggest

Two sodas cost $6.
How much does one soda cost?

$.....

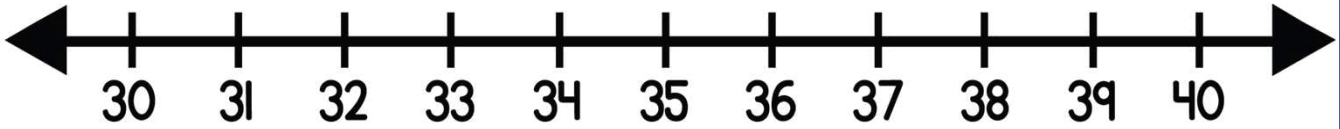
Money

Look back!

To page 11, 17, 23 and 96 in this book.

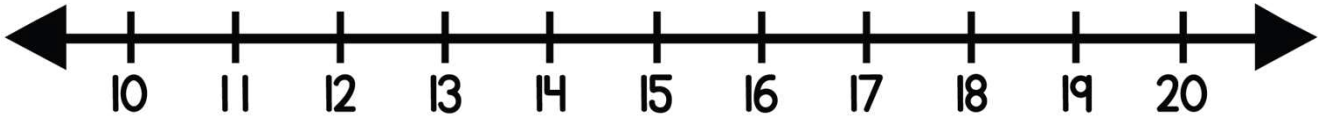
Round the following 2-digit numbers to the nearest 10.
Use the number line provided.

Round 33 to the nearest 10. ☐

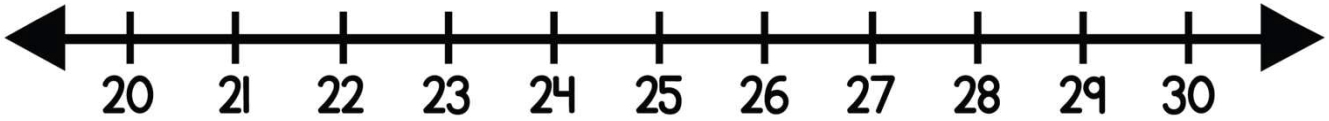


Round 29 to the nearest 10. ☐

Round 17 to the nearest 10. ☐



Round 25 to the nearest 10. ☐



Can you complete this mixed activity?

Follow the 'bossy verbs' to complete the instructions.

Just like this!

Write 136 ones Write 400c Write ____

Numbers

Jack says,

I can write 136 as
1 hundred, 3 tens and 6 ones or
1 hundred and 36 ones or
13 tens and 6 ones.

Write the number 251 in three different ways.

Look back!

To page 17, 65 and 97 in this book.

Money

Here are some amounts.

$5,20 215c 505c 370c $2,85 $3,50 $4

Write down the amount that will match these statements.

Write all the amounts that apply.

I am less than 400c .....

I am more than $3,50 .....

I have a dollar sign .....

Time

Here is part of a calendar.

February 2020						
S	M	T	W	T	F	S
						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

Use the calendar to answer these questions.

What month and year is this?

.....

On which day is the 11th of February?

.....

How many Sundays in this month?

.....

I can finish this task on my own.

Can you estimate and add whole numbers with up to 3-digits (regrouping of ones or tens)?

Words you need to know.

Estimate: Get a number that is as close as possible to the actual number.

Add: To combine two(or more) sets (counting on). We use the + sign when we write an addition problem.

Regroup: To express a number in different ways e.g. 314 can be written as 3 hundreds 1 ten 4 units, 3 hundreds and 14 ones, 31 tens and 4 units, 312 + 2 and many different ways.

Did you know?

If you estimate simple calculations you can recognise when an answer is incorrect without a formal calculation.

Use the following addition examples:

Pairs of 2-digit numbers: 14 + 28 = 42

3-digit with 1-digit number: 134 + 6 = 140

3-digit with 2-digit numbers: 240 + 13 = 253

3-digit with multiples of 10, 100: 113 + 10 = 123 or 210 + 100 = 310

Estimate your answer before calculating. Afterwards justify your answer.

Addition examples with regrouping of ones or tens:

Calculation.	Estimate.
23 + 18 Regroup 18: 1 ten and 8 units = 23 + 10 + 8 = 33 + 8 = 41	20 + 20 = 40

Addition examples with place value chart:

(line up numbers in columns as per place value)

No regrouping:

	H	T	U
	3	2	4
+	1	6	4
	4	8	8

Regrouping of ones and tens:

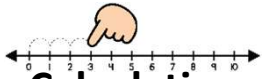
	H	T	U	
	3	$^{1}2$	4	4 + 8 = 12 (1 ten + 2 units)
+	2	6	8	Write the 2 in the units place and carry 1 group of ten to the tens place.
	5	9	2	

Can you add the following numbers?

Break up the numbers into hundreds, tens and units to make it easier to add.

Just like this!

Calculate 24 + 14 = ____ Show calculation 127 + 212 =



Calculation

Calculate.

24	+	15	=	41	+	32	=
124	+	5	=	154	+	3	=
212	+	42	=	311	+	16	=
135	+	10	=	227	+	10	=

Complete the addition problem. *I have done an example.*

Calculation.

73 + 21 =
= 73 + 20 + 1
= 93 + 1
= 94.

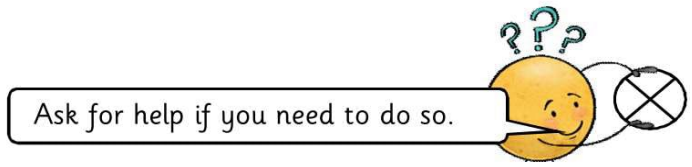
Estimate.

70 + 20 = 90

Calculation.

62 + 37 =

Estimate.



Add the following numbers by breaking up into hundreds, tens and units.

I have done an example.

326 + 113
= 300 + 20 + 6 + 100 + 10 + 3
= 300 + 100 + 20 + 10 + 6 + 3
= 400 + 30 + 9
= 439

127 + 212
=
=
=
=

215 + 364
=
=
=
=

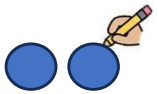
173 + 305
=
=
=
=

184 + 615
=
=
=
=

Can you complete this mixed activity?

Read the instructions carefully and then complete this activity page.

Just like this!

Write  Measure  Draw 

Numbers

Write the number 930 in words.

.....

Write the number three hundred and eighty-three in digits.

.....

Here is a number sequence.

136, 146, 156, 166, ...

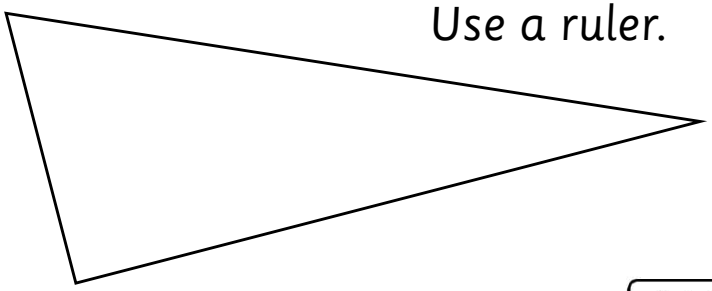
The sequence continues in the same way.

Write the next two numbers in the sequence.

....., ...

Measure

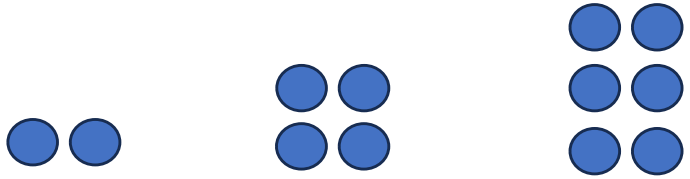
Measure the longest side of the triangle in centimetres.
Use a ruler.



.....cm

Ask for help if you need to do so.

Here is a pattern.



1st pattern 2nd pattern 3rd pattern

- Do you add or subtract circles in each new pattern? .....
- How many? .....
- How many dots will be in the fifth pattern? ..... dots
- How many dots will be in the ninth pattern? ..... dots

Draw the 6th pattern.

Look back!

To page 4, 55, 67 and 68 in this book.

Can you complete this mixed activity?

Follow the 'bossy verbs' to complete the instructions.

Just like this!

Write 203 Join : Ring Fill in $\frac{1}{2}$

Numbers

Write these numbers in the correct place.

230 213 231 203

..... > ..... > ..... > .....

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

Number	The nearest 10
34	
27	20
18	30
24	

Look back!

To page 20, 23, 82, 83 and 96 in this book.

Time

Here is part of a page of a calendar.

April 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8

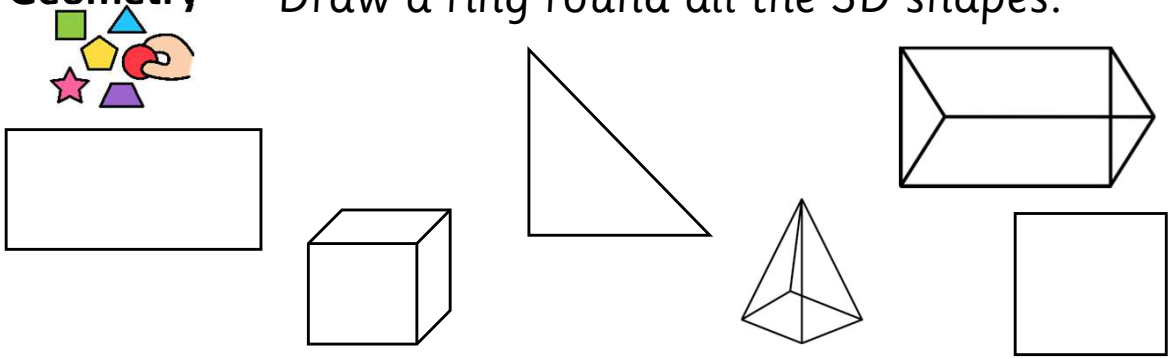
Write the date of the third Thursday in April.

.....

I can finish this task on my own.

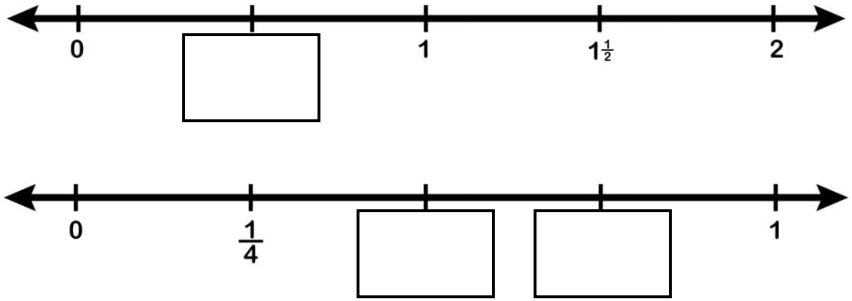
Geometry

Draw a ring round all the 3D shapes.



Fractions

In each case, fill in the missing fraction on the number lines.

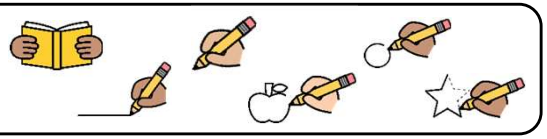


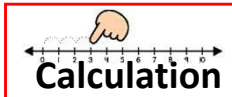
Can you solve this word problem?

Use the steps for problem solving to complete the word problem.

Just like this!

Steps for Problem solving





Calculation

Here is a word problem.

One of the duties of Barth, the cook of a pirate crew, is to buy all the food before they board the ship for their next adventure. Amongst other food, he buys 6 bags of oranges. Each bag contains 10 oranges. Calculate the number of oranges Barth buys.

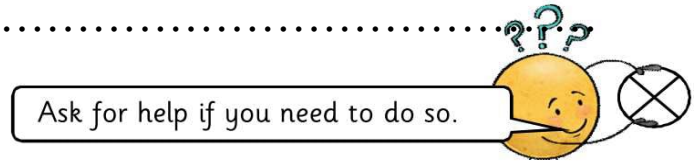
Complete the steps for problem solving.

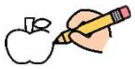
1. Read the word problem. I  the word problem Tick ☐

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

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

4. Make an illustration.



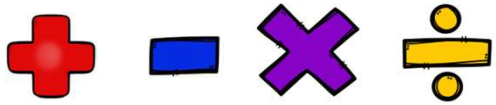


5. How am I going to get to the result (answer)?

 the correct term.

You can choose from these four operations. When the result is getting more, you use + or x and when the result is getting less you use – or ÷.

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: .....

9. My result is correct. Yes ☐ No ☐

Give a reason: .....

Look back!
To page 35 and 36 in this book.

Can you record, organise and represent categorical data using a Venn diagram?

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

Statistics

Venn diagram.

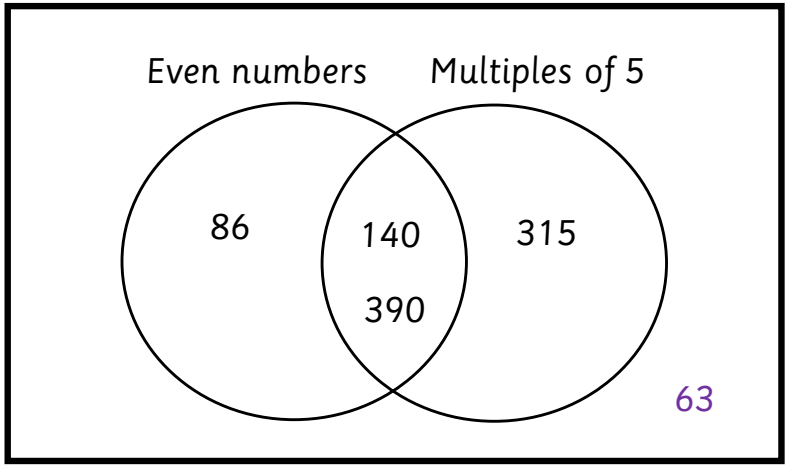
A Venn diagram organizes information visually.
It is made up of two circles that overlap. Each circle is given a title. The Venn diagram illustrates the relationship between the two sets (circles).

Here are 5 numbers.

63 86 315 140 390

Write each number in the correct place on the Venn diagram.

Sorting objects using a Venn diagram is easy! You place the numbers in the correct cell – either 'even numbers' or 'multiples of 5'. Just like that! If it belongs to both sets (even numbers that are also multiples of 5) – you place it where the circles overlap.



Wow look at this! During Year 3 there will be entries outside the chosen sets. In other words, these does not belong to either set and will be placed in the rectangle.

Did you know?
The **Venn diagram is a diagram used to group data.** A circle stands for a set of objects or a group of objects. If the data **belong** to the set of objects, these are placed **inside** the circle. If the data belong to both sets these are placed in the space where the circle overlaps. If the data do not belong to either set, it is placed outside the circle.

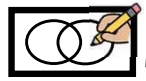
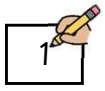
Words you need to know:

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

Can you complete this mixed activity?

Read the instructions carefully and then complete this activity page.

Just like this!

Shade  Ring  Write correct cell  Fill in 

Numbers

Here is a place value chart showing the number 347.

100	200	300	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9

Here is another place value chart.

100	200	300	400	500	600	700	800	900
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 429.

Write the 3-digit number in words.

.....

This number is even / odd.

Ask for help if you need to do so.

Look back!

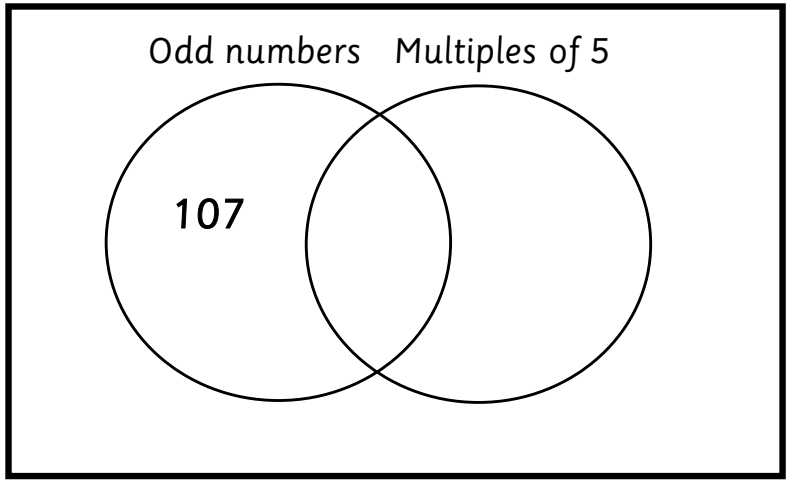
To page 4, 11, 65, 83 and 107 in this book.

Statistics

Write each number in the correct place on the Venn diagram.

I have done the first one for you.

107 216 325 400 545 653



Fractions

Four children share one bar of chocolate. Complete the number statement to show the fraction of the chocolate bar each child gets.

$$\square \div \square = \frac{\square}{\square}$$

Can you estimate and subtract whole numbers with up to 3-digits (regrouping of ones or tens)?

Words you need to know.

Estimate: Get a number that is as close as possible to the actual number.

Subtract: To take away. We use the - sign when we write a subtraction problem.

Regroup: To express a number in different ways e.g. 314 can be written as 3 hundreds 1 ten 4 units, 3 hundreds and 14 ones and many different ways.

Did you know?

If you estimate simple calculations you can recognise when an answer is incorrect without a formal calculation.

Use the following subtraction examples:

Estimate your answer before calculating. Afterwards justify your answer.

Pairs of 2-digit numbers: 28 – 14 = 14

3-digit with 1-digit number: 144 – 24 = 120

3-digit with 2-digit numbers: 240 – 13 = 227

3-digit with multiples of 10, 100: 113 – 10 = 103 or 210 – 100 = 110

Subtraction examples with regrouping of ones or tens:

No regrouping

237 - 125 =

237 = 200 + 30 + 7
-125 = 100 + 20 + 5
100 + 10 + 2 = 112

Regrouping of ones or tens

273 - 218 = Regroup 73 as 60 + 13

273 = 200 + 60 + 13
- 218 = 200 + 10 + 8
0 + 50 + 5 = 55

Subtraction examples with place value chart:

(line up numbers in columns as per place value)

No regrouping:

	H	T	U
	3	6	8
-	1	2	4
	2	4	4

Regrouping of ones and tens:

	H	T	U
	3	$^{1}\cancel{2}$	$^{1}4$
-	1	0	8
	2	1	6

Regroup 24: 1 ten and 14 units

Can you complete this mixed activity?

Follow the 'bossy verbs' to complete the instructions.

Just like this!

Calculate 57 – 2 = 55 Write $1,60 Write _____

Calculation

Complete the following calculations.

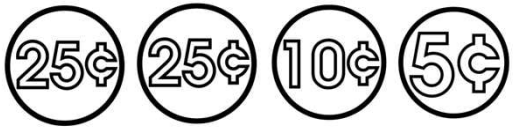
57	-	5	=		28	-	4	=	
116	-	2	=		144	-	3	=	
98	-	6	=		38	-	10	=	

Money

Write the missing amounts.

Using dollars and cents	Using a decimal point
$4 and 60c	
	$10,15
$12 and 55c	
$6 and 25c	

Use a decimal point to write the amount of money.



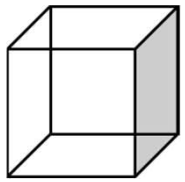
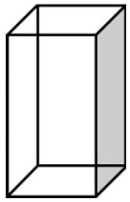
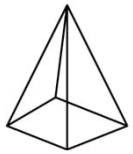
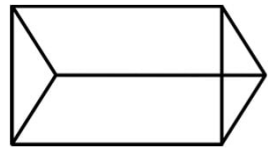
$.....

Look back!

To page 17, 20 and 109 in this book.

Geometry

Complete the table.

 Name: ..... Number of faces:	 Name: ..... Number of faces: .....
 Name: ..... Number of faces:	 Name: ..... Number of faces: .....

WORD BANK.

square based pyramid cuboid

triangular prism cylinder cube

Ask for help if you need to do so.

Can you complete this mixed activity?

Look at the example of how to subtract these numbers.

Just like this!

Calculate 100 + 50 + 4 = ___ Venn diagram Shade

Calculation

Subtract the following numbers by breaking up into hundreds, tens and units.

I have done an example.

326 – 113 =

326 = 300 + 20 + 6
- 113 = 100 + 10 + 3
200 + 10 + 3 = 213

275 – 212 =
275 =
- 212 =
_____

463 – 231 =
463 =
- 231 =
_____

845 – 323 =
845 =
- 323 =
_____

687 – 342 =
687 =
- 342 =
_____

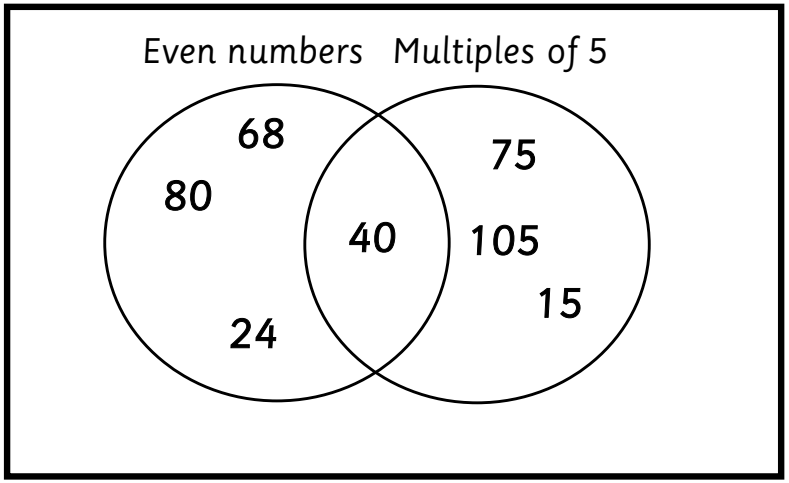
Ask for help if you need to do so.

Look back!

To page 89, 107 and 109 in this book.

Statistics

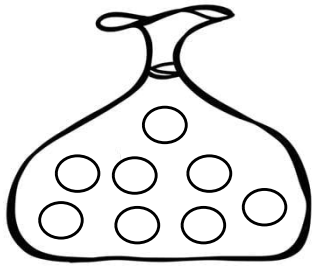
Here is a Venn diagram.



a) Write 56 in the correct place in the Venn diagram.
b) Draw a ring round the number that is in the wrong place.

Fractions

Here is a bag with 8 marbles.



Shade a $^1/_4$ of the marbles red.

Can you complete this mixed activity?

You can finish this task on your own.

Just like this!

Draw Fill in Share Complete table

Money

Draw the notes and coins to pay the **exact amount**.

$4,50

Division

Complete the following division problems.

16	÷	2	=	18	÷	2	=
20	÷	2	=	10	÷	5	=
15	÷	5	=	40	÷	10	=
60	÷	10	=	70	÷	10	=

Share 25 apples equally between 5 people.
Illustrate the problem.

Look back!

To page 27, 41 and 48 in this book.

Statistics

Here is a diagram showing how many children play hockey and tennis.

	Girls	Boys
Hockey	17	
Tennis		10

a) There are 22 girls altogether.

b) There are 18 boys altogether.

Complete the table to show how many children play each sport.

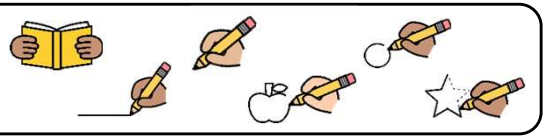
I can finish this task on my own.

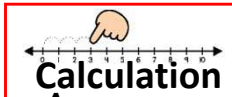
Can you solve this word problem?

Use the steps for problem solving to complete the word problem.

Just like this!

Steps for Problem solving





Calculation

Here is a word problem.

A group of 24 pirates, aboard the Royal Fortune, roamed the seas looking for a ship to take over. They chose the right target and were waiting for the right time to launch an attack. Once the Royal Fortune got close enough, they commenced boarding. They overthrew the captain and took over the ship. The pirates took 35 prisoners back to the Royal Fortune. How many souls were left aboard the Royal Fortune after the hijacking?

Complete the steps for problem solving.

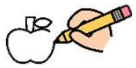
1. Read the word problem. I  the word problem Tick ☐

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.

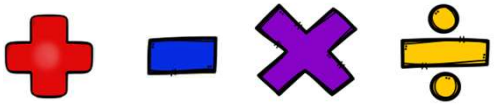


5. How am I going to get to the result (answer)?

 the correct term.

You can choose from these four operations. When the result is getting more, you use + or x and when the result is getting less you use – or ÷.

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: .....

9. My result is correct. Yes ☐ No ☐

Give a reason: .....

Look back!
To page 35 and 36 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 the commutative and associative laws of addition and use these to simplify calculations.			
2	I can recognise complements of a 100 and complements of multiples of 10 and 100 (up to 1 000).			
3	I can recognise the multiples of 2, 5 and 10.			
4	I can estimate and add whole numbers with up to 3-digits (regrouping of ones or tens.			
5	I can record and organise data using a Venn diagram.			
6	I can estimate and subtract whole numbers with up to 3-digits (regrouping of ones or tens.			
7	I remember that a half can describe one of two equal parts of a quantity or set of objects.			
8	I remember that a quarter can describe one of four equal parts of a quantity or set of objects.			

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

Fill in the number of your favourite type of activity.

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				
9	I remember that one half and one quarter can be interpreted as division.			
10	I can remember that half, quarter and three quarters can act as operators.			
11	I remember how to round 2-digit numbers to the nearest 10.			
12	I remember how to interpret and use information in calendars.			

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

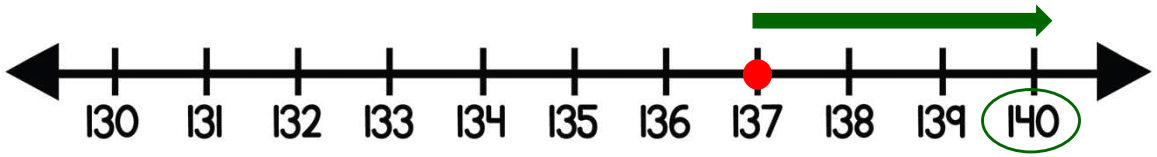
Fill in the number of your favourite type of activity.

Can you round 3-digit numbers to the nearest 10?

Numbers

Rounding 3-digit numbers to the nearest 10.

Round 137 to the nearest 10.

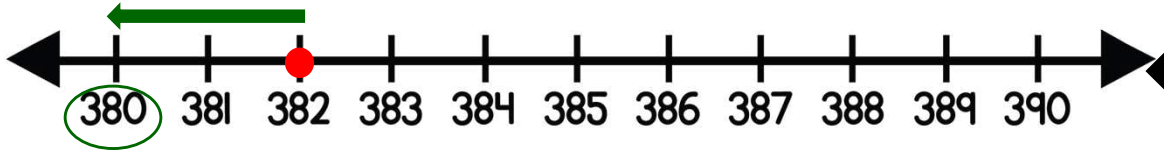


137 rounds to 140 *because it is 3 away from 140 and 7 away from 130 so therefore it is closer to 140.*

Show the pair of multiples of 10 on a number line (137 is between 130 and 140).

Plot the number 137 on the number line.

Round 382 to the nearest 10.



382 rounds to 380 *because it is 2 away from 380 and 8 away from 390 so therefore it is closer to 380.*

Show the pair of multiples of 10 on a number line (382 is between 380 and 390).

Plot the number 382 on the number line.

A 3-digit number **rounds down** with 4 ones or less and **rounds up** with 5 ones or more.

Round each number to the nearest 10.

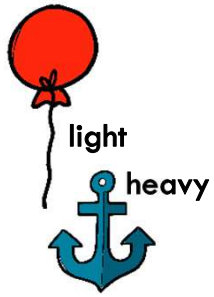
271	270	189	190
568	570	312	310

Peter thinks of a number.
He rounds his number to the nearest 10.
His answer is 130.
Write down 3 possible numbers he could choose.

128 131 134

Let's see if you can remember that mass is the quantity of matter in an object and if you can estimate and measure familiar objects using standard and non-standard units.

Measure Familiar language to describe mass.



Here are some cookies in a jar.

less

This jar has less cookies than the 1st jar.

more

This jar has more cookies than the 1st jar.

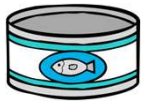
Measure mass using non-standard units.

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

same as

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

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).

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.

I can remember the familiar language to describe mass and I know the difference between grams and kilograms.

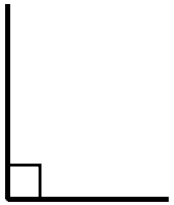
Did you know?
We can find out an object's mass using scales.

Let see if you can remember how to identify right angles in 2D shapes and the environment.

I remember that a right angle is also called a quarter turn!

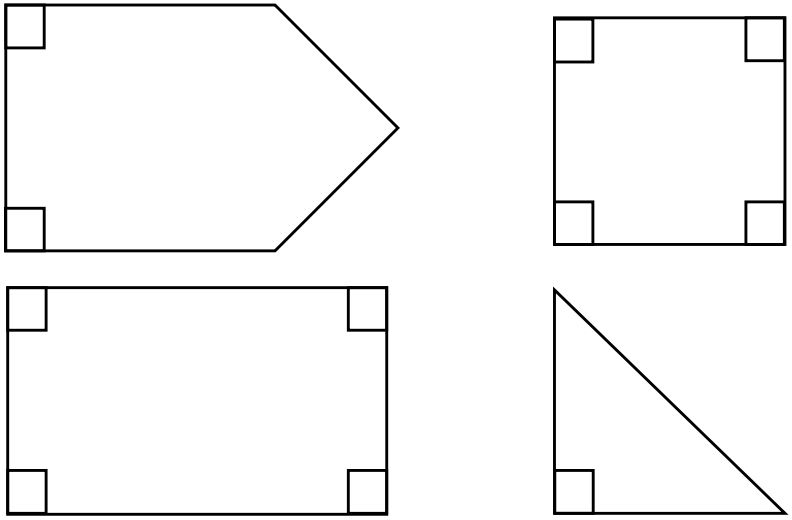
Geometry

Right angles.

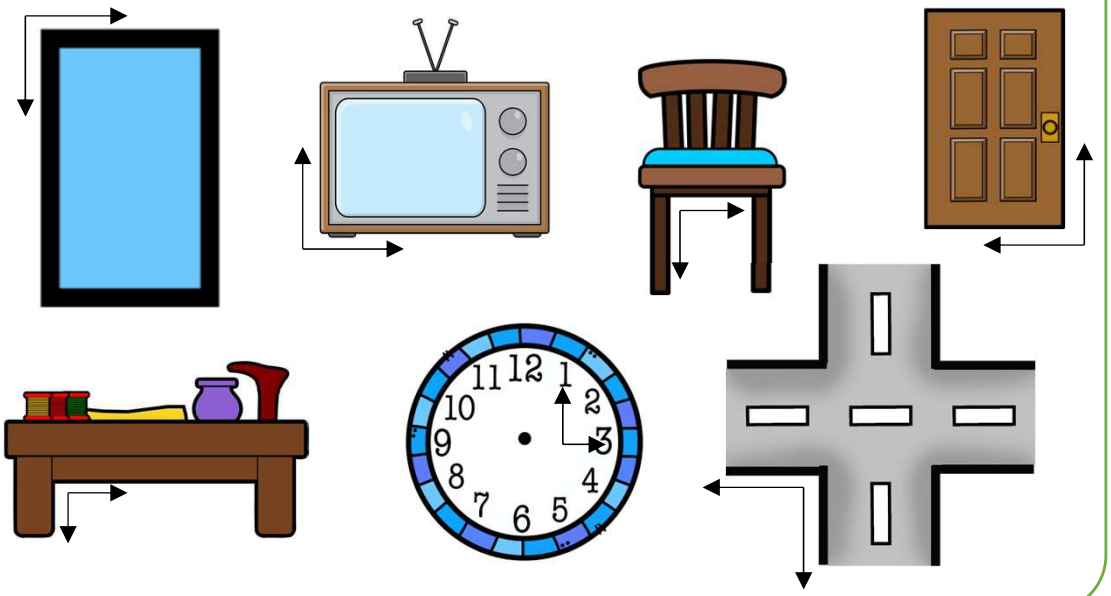


A right angle is a 90° angle.
A quarter turn in any direction is called a right angle.

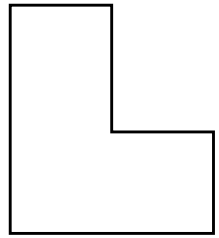
Recognise right angles in 2D shapes.



Recognise right angles in the environment.



Tick (✓) the right angles inside this shape.



Did you know?
We measure angles in units called degrees. The symbol for degrees is °.

Can you complete this mixed activity?

Follow the 'bossy verbs' to complete the instructions.

Just like this!

Fill in < Write ..... Fill in 730

Numbers

Here are three digit cards.

7	1	4

Make a 3-digit number by using each of the cards once.

Write your number in words.

.....

Ask for help if you need to do so.

Fill in <, > or =.

106 ☐ 203

275 ☐ 257

Look back!

To page 4, 23, 59 and 117 in this book.

Round the following 3-digit numbers to the nearest 10.
Use the number line provided.

Round 733 to the nearest 10. ☐

Round 286 to the nearest 10. ☐

Round 175 to the nearest 10. ☐

Round 254 to the nearest 10. ☐

Can you complete this mixed activity?

You can always ask your teacher for help!

Just like this!

Write 203 Join : Tick Write 1/2

Numbers

Write the number 845 in words.

.....

Write the number seven hundred and fifteen in digits.

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

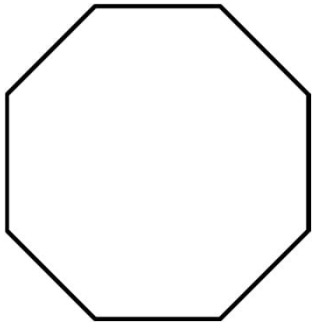
Number	The nearest 10
156	
165	160
161	170
169	

Look back!

To page 4, 19, 81, 82 and 117 in this book.

Geometry

Here is a 2D shape.



This is an .....

I have ..... sides and ..... vertices.

Ask for help if you need to do so.

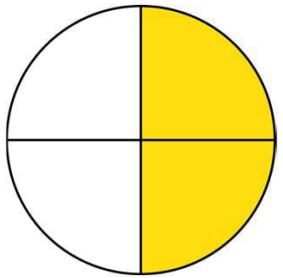
Calculation

Tick the statements that are true.

4 + 6 = 6 + 4	
10 – 5 = 5 – 10	
2 x 3 = 2 + 3	
2 x 3 = 2 + 2 + 2	

Fractions

Here is a shape.
Part of it is shaded.



Write the fraction of the shape that is shaded.

Can you complete this mixed activity?

You can finish this task on your own.

Just like this!

Write _____ Tick ✓ Write time :

Measure

Here are some items.

feather

peanut butter

whole chicken

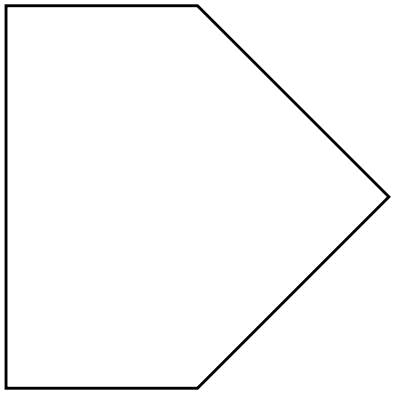
book

bear

Write the names of each item in the correct box.
I have done one for you.

Mass measured in g	Mass measured in kg
feather	

Here is a shape.
Tick (✓) all the right angles inside the shape.



Geometry

Look back!

To page 73, 118 and 119 in this book.

Time

Here are some blank digital clocks. Write the correct times on the digital clock.

: twenty-five past ten

: seven o'clock

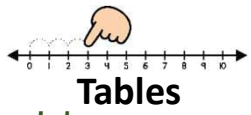
: half past three

: ten to two

I can finish this task on my own.

Do you know the 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 times tables?

You already know the 1, 2, 5 and 10 times table!



The 3x times table.

3 x 1 = 3	3 ÷ 3 = 1
3 x 2 = 6	6 ÷ 3 = 2
3 x 3 = 9	9 ÷ 3 = 3
3 x 4 = 12	12 ÷ 3 = 4
3 x 5 = 15	15 ÷ 3 = 5
3 x 6 = 18	18 ÷ 3 = 6
3 x 7 = 21	21 ÷ 3 = 7
3 x 8 = 24	24 ÷ 3 = 8
3 x 9 = 27	27 ÷ 3 = 9
3 x 10 = 30	30 ÷ 3 = 10

The 4x times table.

4 x 1 = 4	4 ÷ 4 = 1
4 x 2 = 8	8 ÷ 4 = 2
4 x 3 = 12	12 ÷ 4 = 3
4 x 4 = 16	16 ÷ 4 = 4
4 x 5 = 20	20 ÷ 4 = 5
4 x 6 = 24	24 ÷ 4 = 6
4 x 7 = 28	28 ÷ 4 = 7
4 x 8 = 32	32 ÷ 4 = 8
4 x 9 = 36	36 ÷ 4 = 9
4 x 10 = 40	40 ÷ 4 = 10

The 6x times table.

6 x 1 = 6	6 ÷ 6 = 1
6 x 2 = 12	12 ÷ 6 = 2
6 x 3 = 18	18 ÷ 6 = 3
6 x 4 = 24	24 ÷ 6 = 4
6 x 5 = 30	30 ÷ 6 = 5
6 x 6 = 36	36 ÷ 6 = 6
6 x 7 = 42	42 ÷ 6 = 7
6 x 8 = 48	48 ÷ 6 = 8
6 x 9 = 54	54 ÷ 6 = 9
6 x 10 = 60	60 ÷ 6 = 10

The 7x times table.

7 x 1 = 7	7 ÷ 7 = 1
7 x 2 = 14	14 ÷ 7 = 2
7 x 3 = 21	21 ÷ 7 = 3
7 x 4 = 28	28 ÷ 7 = 4
7 x 5 = 35	35 ÷ 7 = 5
7 x 6 = 42	42 ÷ 7 = 6
7 x 7 = 49	49 ÷ 7 = 7
7 x 8 = 56	56 ÷ 7 = 8
7 x 9 = 63	63 ÷ 7 = 9
7 x 10 = 70	70 ÷ 7 = 10

Facts to remember.

- The 4x table is double the 2x table.
- The 8x table is double the 4x table.
- The 6x table is double the 3x table.
- The 9x table is triple the 3x table.

The 8x times table.

8 x 1 = 8	8 ÷ 8 = 1
8 x 2 = 16	16 ÷ 8 = 2
8 x 3 = 24	24 ÷ 8 = 3
8 x 4 = 32	32 ÷ 8 = 4
8 x 5 = 40	40 ÷ 8 = 5
8 x 6 = 48	48 ÷ 8 = 6
8 x 7 = 56	56 ÷ 8 = 7
8 x 8 = 64	64 ÷ 8 = 8
8 x 9 = 72	72 ÷ 8 = 9
8 x 10 = 80	80 ÷ 8 = 10

The 9x times table.

9 x 1 = 9	9 ÷ 9 = 1
9 x 2 = 18	18 ÷ 9 = 2
9 x 3 = 27	27 ÷ 9 = 3
9 x 4 = 36	36 ÷ 9 = 4
9 x 5 = 45	45 ÷ 9 = 5
9 x 6 = 54	54 ÷ 9 = 6
9 x 7 = 63	63 ÷ 9 = 7
9 x 8 = 72	72 ÷ 9 = 8
9 x 9 = 81	81 ÷ 9 = 9
9 x 10 = 90	90 ÷ 9 = 10

Did you know? It is called tables because you can write it out in a table form.

Can you complete this mixed activity?

Remember to practise your tables daily.

Just like this!

Write _____ Ring Complete

x	2	5	10
4	8		

Fill in 231

Numbers

The term-to-term rule is "add 4".
Start at 5 and then add the next five numbers in the sequence.

5 , _____ , _____ , _____ , _____ , _____ .

Tables

Complete the multiplication grid.

x	2	4	8
3			
5		20	
	20		80

Look back!
To page 20, 55, 101 and 123 in this book.

Geometry

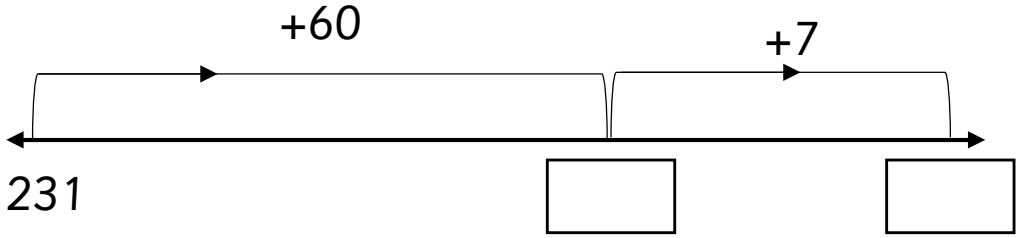
Draw a ring around the shapes that are **not spheres**.

Name the following shapes.

I have 6 faces, all the same size .....

I look like a tennis ball .....

Sam draws a number line to find the answer to 231 + 67.



Write the missing numbers in the boxes.

Complete the calculation by regrouping ones or tens:

- 123 + 56 =

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!

Join

Show time

Write .....

Time

Draw a line to join each clock to the correct time.

ten past 5

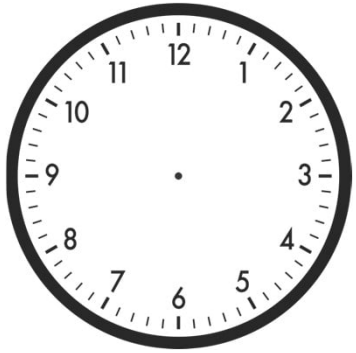
twenty past 5

quarter to 6

quarter past 6

Ask for help if you need to do so.

Show the time ten past three on the clock face.



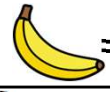
Look back!

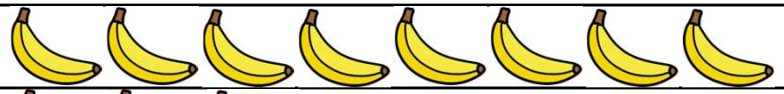
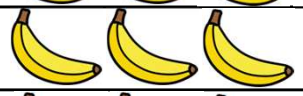
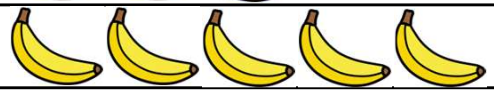
To page 29, 69 and 73 in this book.

Statistics

Here is a **pictogram**.
It shows the number of bananas some pirates eat per week.

Pictogram shows number of fruit eaten by pirates.

 = 2 bananas

Pirate Pete	
Pirate Steve	
Pirate Jake	

How many bananas do the pirates eat altogether? ..... bananas.

Can you complete this mixed activity?

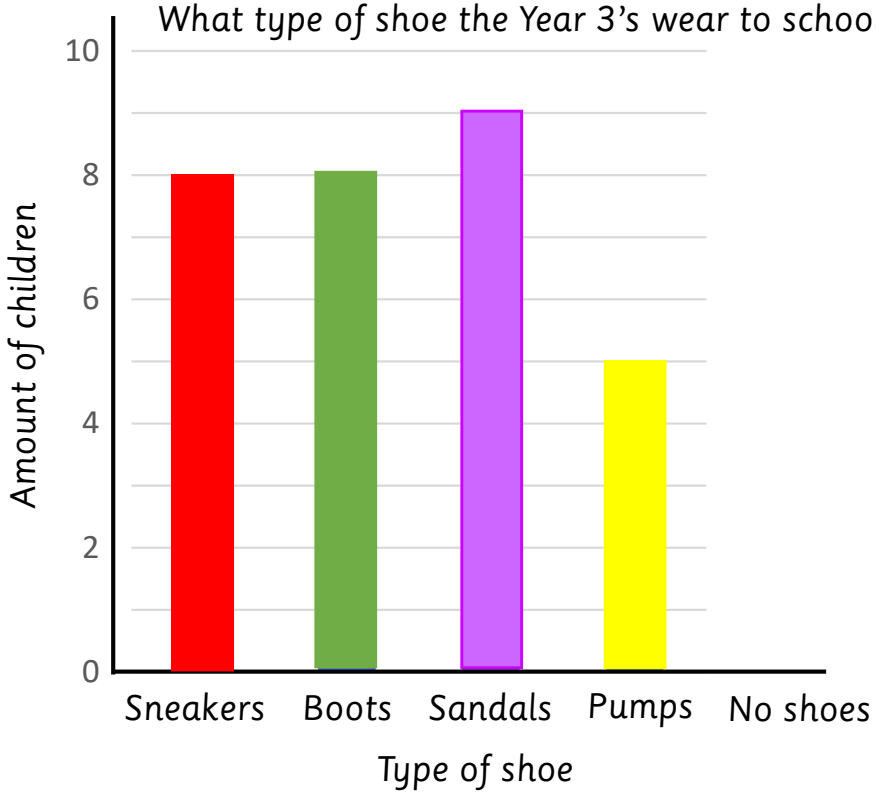
Look carefully the bar chart has a scale of two, each time.

Just like this!

Write boot Join

Statistics

Here is a bar graph showing what type of shoe the Year 3's wear to school.



Complete the following.

- Four children go to school barefoot. Draw the missing bar on the chart. Use a ruler.
- How many kids wear boots to school? .....
- How many kids wear sandals and boots to school? .....
- Which type of shoe has an equal amount of learners wearing them? .....
- How many Year 3 students are there? .....

I can finish this task on my own.

Time

Join the clocks which show the same time.

10:05

05:20

04:40

05:10

Look back!

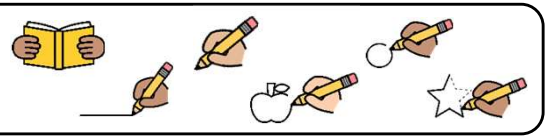
To page 31, 69 and 73 in this book.

Can you solve this word problem?

Use the steps for problem solving to complete the word problem.

Just like this!

Steps for Problem solving



Calculation

Here is a word problem.

The Jolly roger was sailed by a crew of 8. The Captain saw a storm brewing and had to take action fast. There was too much cargo on the ship. On board there were 58 barrels. The pirates kept their gunpowder dry by storing it in the barrels. The Captain ordered the crew to toss 25 barrels overboard, in order to make the ship lighter to survive the storm. How many barrels are left aboard the Jolly roger?

Complete the steps for problem solving.

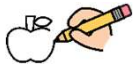
1. Read the word problem. I  the word problem Tick ☐

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.

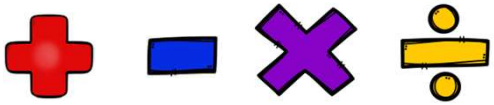


5. How am I going to get to the result (answer)?

 the correct term.

You can choose from these four operations. When the result is getting more, you use + or x and when the result is getting less you use – or ÷.

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: .....

9. My result is correct. Yes ☐ No ☐

Give a reason: .....

Look back!
To page 35 and 36 in this book.

Can you understand and explain the relationship between multiplication and division?

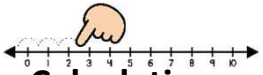
Words you need to know.

Multiplication: Multiplication is repeated addition.
We use the x sign when we write a multiplication problem.

Division: Sharing an amount into equal groups.
We use the ÷ sign when we write a division 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 multiplication and division.

3 x 5 = 15 is the same as 5 x 3 = 15.

So,

If 3 x 5 = 15 and 5 x 3 = 15 then 15 ÷ 5 = 3 and 15 ÷ 3 = 5.

3 x 5 = 15 and 15 ÷ 5 = 3 are called inverses.

5 x 3 = 15 and 15 ÷ 3 = 5 are also called inverses.

Can you remember the commutative law? You can 'swap around' the numbers in an addition and multiplication problem and still get the same answer.

Can you complete the following calculation to show the relationship between multiplication and division?

Just like this!

Fill in 12

If 6 x 2 = 12 and 2 x 6 = ☐ then 12 ÷ 2 = ☐ and 12 ÷ 6 = ☐ .

Let's see if you can remember how to record, organise and represent categorical data using a Tally chart.

Tally chart.

Statistics

Tally charts helps us to count items when collecting data. You make one mark for everything you count.

Recording numbers using tally marks.

Each mark stands for one thing.

I	II	III	IIII	𝍸	𝍸 I
1	2	3	4	5	6

When we have five things, the fifth line is drawn across to show this group is finished.

Frequency: how often something happen

Here is a frequency table.

Frequency table of the favourite fruit of Year 2		
Fruit	Tally	Frequency
Apple	𝍸 II	7
Banana	IIII	4
Peach	𝍸 I	6
Pear	III	3

We use the tally mark to write down how many children like each fruit.

A mark for each child is placed next to their favourite fruit.

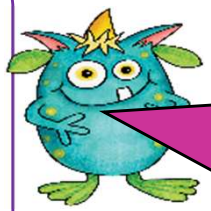
From the tally marks you can see how many children like each fruit e.g. 7 children like apples.

Each mark: I means 1. This group 𝍸 means 5.

Words you need to know:

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

Tally marks: A form of numeral used for counting.



Did you know?

One of the first ways of recording groups of objects are tally marks. Tally charts are used to collect data quickly and efficiently since filling a chart with marks is much faster than writing words.

Let's see if you remember how to identify a horizontal or vertical line of symmetry on 2D shapes and patterns.

Can you see the line of symmetry dividing the two halves?

Words you need to know:

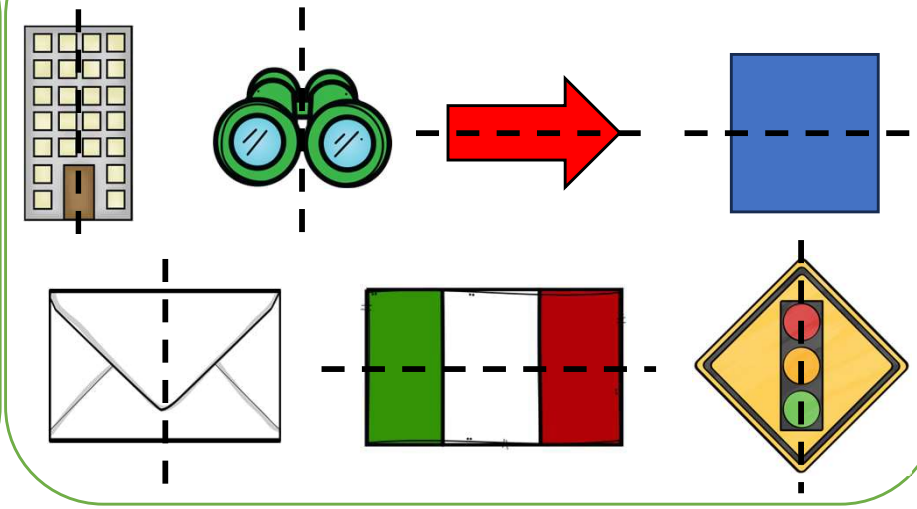
Symmetry: *If you draw a line halfway through some objects and each half is like a reflection of the other half, we describe these objects as symmetrical. The line dividing the two halves is called a line of symmetry.*

Horizontal line: *A straight line that goes from left to right or right to left.*

Vertical line: *A straight line that goes from top to bottom or bottom to top.*

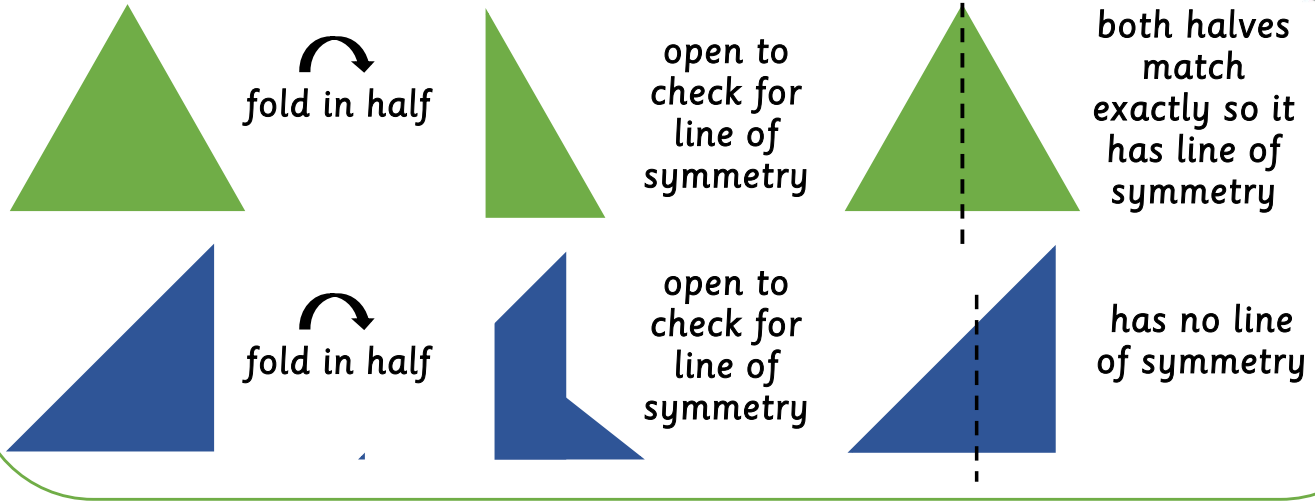
Geometry

Shapes and items with lines of symmetry

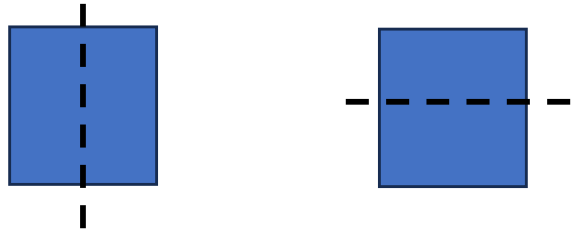


Here are two triangles.
Fold each triangle in half and open again.
Check if it has a line of symmetry.

The green triangle has a line of symmetry, because the one half is a reflection of the other half.



Here are two squares each with a line of symmetry.



vertical line of symmetry

horizontal line of symmetry

Did you know?
If you were to place a mirror along a line and the shape is unchanged then the line is a line of symmetry.

Can you complete this mixed activity?

Follow the 'bossy verbs' to complete the instructions.

Just like this!

Fill in 10 Write _____

Calculation

Complete the following calculations to show the relationship between multiplication and division.

I have done the first one for you.

If 2 x 5 = 10 and 5 x 2 = 10 then 10 ÷ 5 = 2 and 10 ÷ 2 = 5.

If 3 x 4 = 12 and 4 x 3 = ☐ then 12 ÷ 4 = ☐ and 12 ÷ 3 = ☐.

If 5 x 6 = 30 and 6 x 5 = ☐ then 30 ÷ 6 = ☐ and 30 ÷ 5 = ☐.

If 8 x 4 = 32 and 4 x 8 = ☐ then 32 ÷ 4 = ☐ and 32 ÷ 8 = ☐.

Statistics

Look at the pictogram from a book shop.

Title: .....

Friday	📘📘📘📘📘📘
Saturday	📘📘📘📘📘
Sunday	📘📘📘

Key: 📘 = 2 books

Look back!

To page 23, 29, 87 and 129 in this book.

Write a title for the pictogram.

How many books were sold on Saturday? .....

On which day were the least number of books sold? .....

Numbers

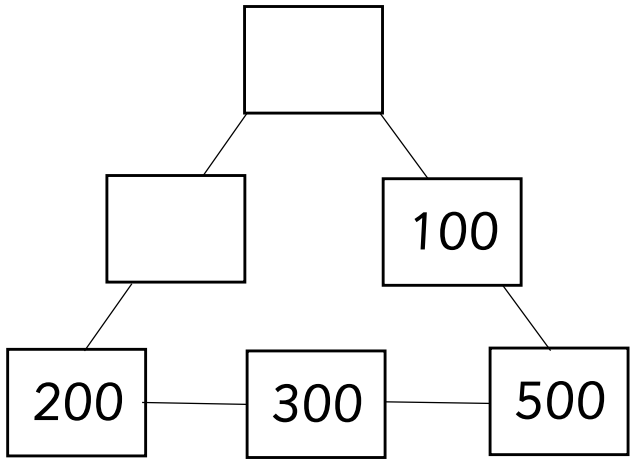
Write these numbers from smallest to biggest.

182 218 258 158

....

smallest largest

Complete the diagram so that each line totals 1 000.



Write the number 1 000 in words.

.....

Ask for help if you need to do so.

Can you complete this activity with numbers up to 1000?

Remember to page back in the book if you need to do so.

Just like this!

Write ..... Ring

Numbers

Answer the following questions on estimation.

- Where might you find less than 20 people?

  .....

- Where might you find a 100 objects?

  .....

- Where might you find approximately 1 000 people?

  .....

Money

Complete the word problem.

It cost $1,50 to play a song on the Jukebox. Mary plays 2 songs. How much change will she receive from $5?

Mary will receive $..... change.

Look back!

To page 11, 41 and 59 in this book.

Ring the correct value.

- What is the value of the 6 in the number 642?

  600 60 6

- What is the value of the 9 in the number 198?

  900 90 9

- What is the value of the 4 in the number 704?

  400 40 4

- What is the value of the 5 in the number 356?

  500 50 5

Ask for help if you need to do so.

Can you complete this mixed activity?

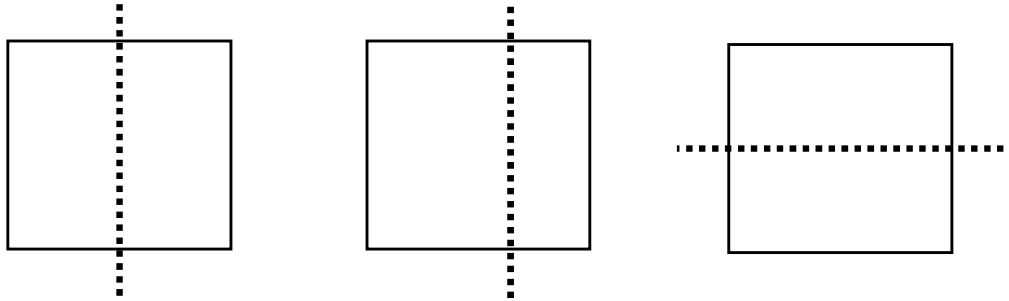
Follow the 'bossy verbs' to complete the instructions.

Just like this!

State (Yes) / No Draw Complete Shade

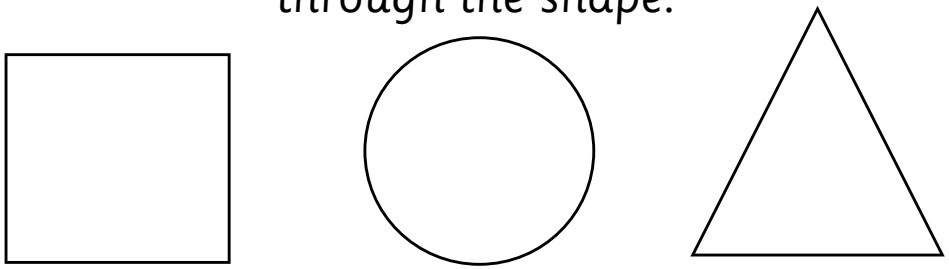
Geometry

In each case, state if the line drawn through the square is a line of symmetry.

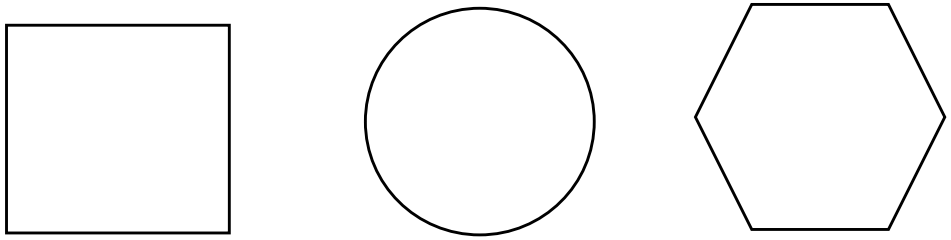


Yes / No Yes / No Yes / No

In each case, draw a vertical line of symmetry through the shape.



In each case, draw a horizontal line of symmetry through the shape.



Statistics

The year 3 class collect information about their favourite animal.
The frequency table show the information.
Complete the frequency table.

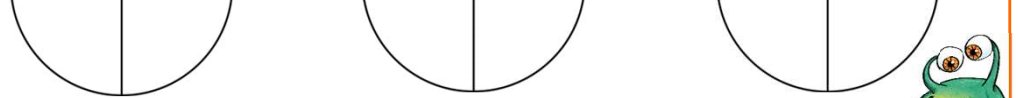
Frequency table of favourite animal of Year 3		
Animal	Tally	Frequency
Dog	𝍸 ||||	9
Cat		8
Lion	𝍸 |	
Eagle		5

I can finish this task on my own.

Fractions

In each case, shade the fraction as requested.

$\frac{1}{4}$ $\frac{3}{4}$ $\frac{2}{4}$



Look back!

To page 82, 83, 130 and 131 in this book.

Can you understand and explain the commutative and distributive properties of multiplication and use these to simplify calculations?

Words you need to know.

Commutative law: In mathematics, the operation is commutative if changing the order of the numbers does not change the result eg. 4 x 2 = 8 and 2 x 4 = 8 so 4 x 2 is equal to 2 x 4.

Distributive law: The distributive property of multiplication states that when a number is multiplied by the sum of two numbers, the first number can be distributed to both of those numbers and multiplied by each of them separately, then adding the two products together for the same result.

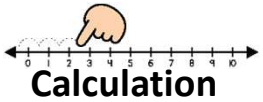
Sum: Answer to an addition problem.

Product: Answer to a multiplication problem.

Sometimes you can make your calculations easier when you apply certain laws.

Did you know?

The commutative and distributive law of multiplication.



The commutative law.

I multiply the numbers 2, 6 and 5 to get a total of 60.

There are many ways Jack can multiply these numbers.

$\underbrace{2 \times 5}_{10} \times 6 = 60$ $\underbrace{5 \times 6}_{30} \times 2 = 60$ $\underbrace{2 \times 6}_{12} \times 5 = 60$

The commutative property of multiplication tells us we can multiply a string of numbers in any order.

The distributive law.

I notice that instead of multiplying 3 by 12, I can multiply 3 by 10 and by 2 and then add the products together. I use this fact to make the multiplication problem easier and simpler to solve.

Here is a multiplication problem.

$3 \times 12 = ?$

The first number can be distributed to both numbers.

3×12 → $3 \times 10 = 30$ + $3 \times 2 = 6$

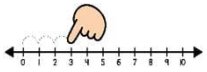
$30 + 6 = 36$

Can you complete these multiplication problems?

The distributive law simplifies the multiplication problem.

Just like this!

Complete calculation 3 x 10 = 30



Calculation

Use the distributive law to complete the calculations.

I have done the first one for you.

3 x 14

10 + 4

3	x	10	=	30
				+
3	x	4	=	12
				=
				42

6 x 12

	x		=	
				+
	x		=	
				=

7 x 15

	x		=	
				+
	x		=	
				=

5 x 14

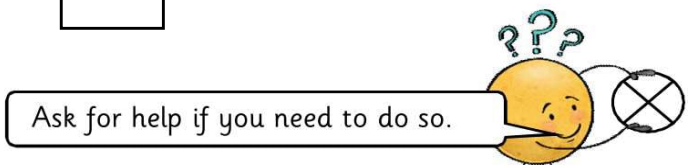
	x		=	
				+
	x		=	
				=

8 x 13

	x		=	
				+
	x		=	
				=

9 x 15

	x		=	
				+
	x		=	
				=



Can you complete this mixed activity?

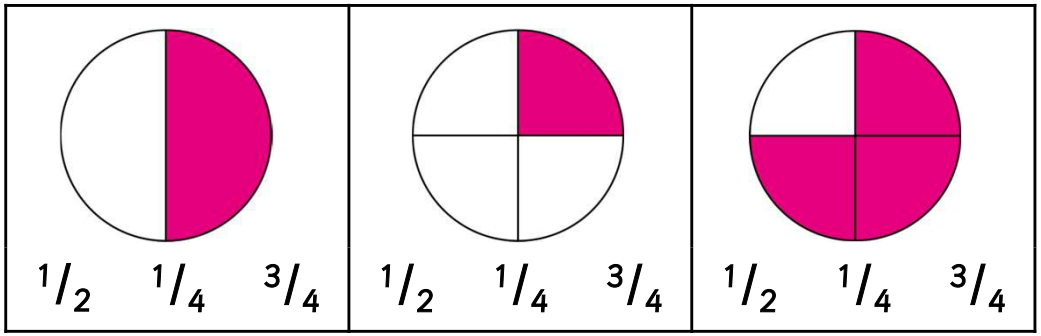
Follow the 'bossy verbs' to complete the instructions.

Just like this!

Ring Write ..... Make dot and x Fill in 231

Fractions

In each case, ring the fraction shaded.

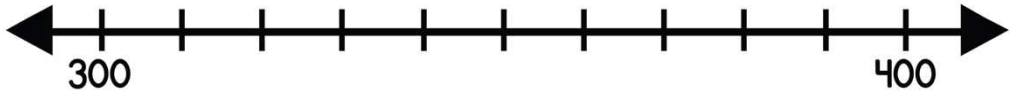


Peter has 24 swap cards.
$^1/_2$ of the swap cards are red.
How many swap cards are red?

..... swap cards

Numbers

Here is a number line.



- Draw a dot to show 380 on the number line.
- Make a x to show 305 on the number line.

Ask for help if you need to do so.

Calculation

Use the distributive law to complete the calculations.

I have done the first one for you.

3 x 14 (10 + 4)

3	x	10	=	30
+				
3	x	4	=	12
=				
42				

4 x 12

4	x	10	=	
+				
4	x	2	=	
=				

Look back!

To page 4, 82, 83, 89 and 135 in this book.

Can you complete this mixed activity?

You can finish this page on your own!

Just like this!

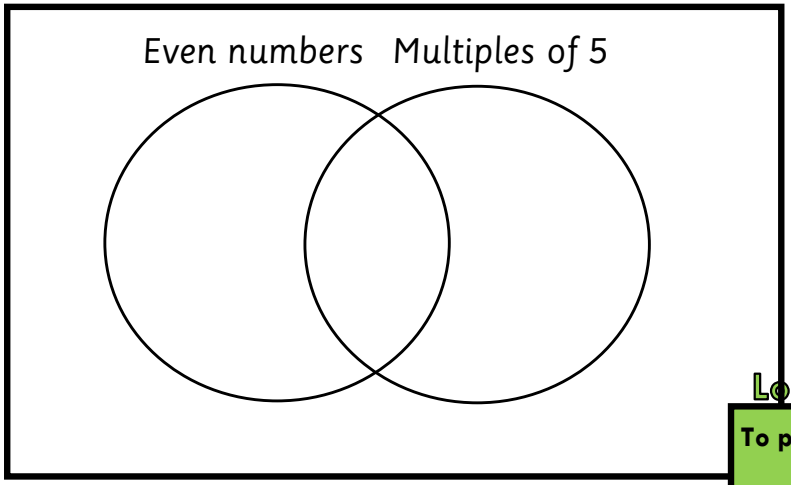
Complete  Ring  Fill in 6

Statistics

Here are 5 numbers.

248 220 122 223 125

Write each number in the correct place on the Venn diagram.



Look back!

To page 20, 95 and 107 in this book.

Numbers

Here is part of a number grid.

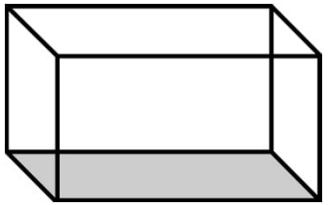
Draw a ring round all the multiples of 5.

391	392	393	394	395	396	397
398	399	400	401	402	403	404
405	406	407	408	409	410	411

I can finish this task on my own.

Geometry

Here is a solid.



Complete the properties of the solid.

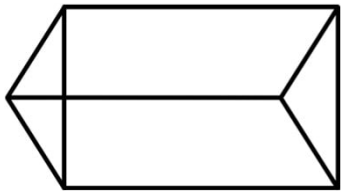
My name is a .....

I have ..... faces.

I have ..... vertices.

I have ..... edges.

Here is another solid.



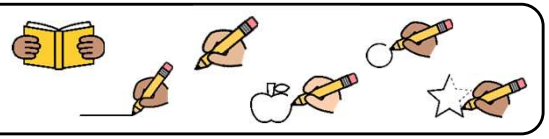
This solid has ..... triangular faces.

Can you solve this word problem?

Use the steps for problem solving to complete the word problem.

Just like this!

Steps for Problem solving



Calculation

Here is a word problem.

Captain Jack and his pirate crew are sailing from Africa to America. The northern passage typically takes about 23 days. Unfortunately, due to bad weather, their planned tripped took twice as long. How many days did it take the crew to reach America?

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 .....

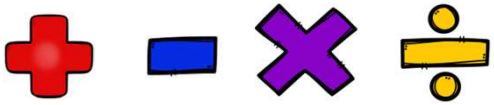
4. Make an illustration. 

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

 the correct term.

You can choose from these four operations. When the result is getting more, you use + or x and when the result is getting less you use – or ÷.

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: .....

9. My result is correct. Yes ☐ No ☐

Give a reason: .....

Look back!
To page 35 and 36 in this book.

Can you choose the appropriate unit of time for familiar activities?

Time

Daily routine.

Can you remember we split our day in different blocks of time, such as morning, afternoon, evening and night?
By measuring out our day it helps us to organised on time.

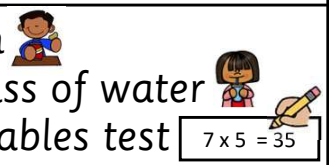
How do we measure time?

Time can be measured in equal fixed units. There are several different sized units of time, but they are all connected to each other. Can you remember them from Year 2?

minutes days months hours weeks year

Here is a table showing some activities and which unit of time you will use to estimate the time each activity takes.

minutes	hours	days	months
Eat lunch	Watch a movie	Get better from the flu	A broken bone to heal
Drink glass of water	Write an essay	Go camping	Tree losing all its leaves
Write a tables test	Play a soccer match		To finish a book



Here is a list of some units of time.

seconds minutes hours days weeks months year

Suggest a unit if time to estimate the time each activity takes.

- The time you watch television each week: hours
- The time it takes to cross the street: seconds
- The time it takes to finish a hot dog: minutes

Did you know?
We use different units to measure things: age is measured in years, the time you sleep is measured in hours, the time you eat lunch is measured in minutes and the time it takes to write your name is measured in seconds.

Can you complete this mixed activity?

Follow the 'bossy verbs' to complete the instructions.

Just like this!

Fill in minutes Fill in 426 Shade

Time

Here is a list of some units of time.

seconds minutes hours days weeks month year

Suggest a unit if time to estimate the time each activity takes.

• The time it takes to drink a cup of coffee.	
• The time for summer to finish.	
• The time it takes to watch a cartoon.	
• The time it takes to write your name.	
• The time it takes to finish a movie.	
• The time it takes to complete this page.	
• The time it takes from one birthday to a next.	

Ask for help if you need to do so.

Numbers

Write the next two numbers in each pattern.

126, 226, 326, 426, ... , ...

719, 709, 699, 689, ... , ...

Shade $^1/_2$ of this diagram.

Shade $^1/_4$ of this diagram.

Shade $^1/_2$ of the stars.

Fractions

Look back!

To page 55, 88, 89 and 141 in this book.

Can you understand the difference between time and time interval? Can you find time intervals between the same units in days, weeks, months and years?

Time

Time and time interval.

Time bus leaves

Time bus arrives

Time interval: 10 minutes

Time: The bus leaves at 7 o'clock.
The bus arrives at school at ten past 7.

Time interval: The bus takes 10 minutes to reach the school.

Words you need to know:

Time: An appointed or fixed moment or hour for something to happen, begin or end e.g. I wake up at 06:30.

Time interval: A time interval measures the length of time between two given times. The passing of one time to another e.g. the time interval from three o'clock to half past three is 30 minutes. Time intervals can be measured in seconds, minutes, hours, days, weeks etc.

Calculate the time interval.

The movie starts at 11:30. I arrive at the movie theatre at 10:30. How long will I have to wait for the movie to start? 1 hour

My flight leaves at 09:00 and arrives at 11:30. How long was my flight? 2 hours and 30 minutes.

Today is the 6th of November. My birthday is on the 16th of November. How many days to my birthday? 10 days.

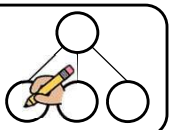
A project runs from January to June. How long does the project run? Approximately 5 months.

Did you know?
There is a difference between being 5 years old and the interval 5 years. I am 5 years old is my age. I have lived in London for 5 years is a time interval.

Can you complete this mixed activity?

Read the instructions carefully before you complete this activity.

Just like this!

Write .....  Ring  Complete 

Time

Time and time intervals.

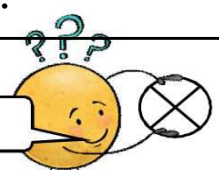
List an activity that will take .....

- ..... 1 minute .....
- ..... 1 hour .....
- ..... 1 day .....

In each case, state if it is the time or a time interval.

Ring the correct term.

Activity	Time / time interval	
It is 3 o'clock.	Time	Time interval
The train leaves at 12:00.	Time	Time interval
A piano lesson lasts 1 hour.	Time	Time interval
I swim for 20 minutes.	Time	Time interval



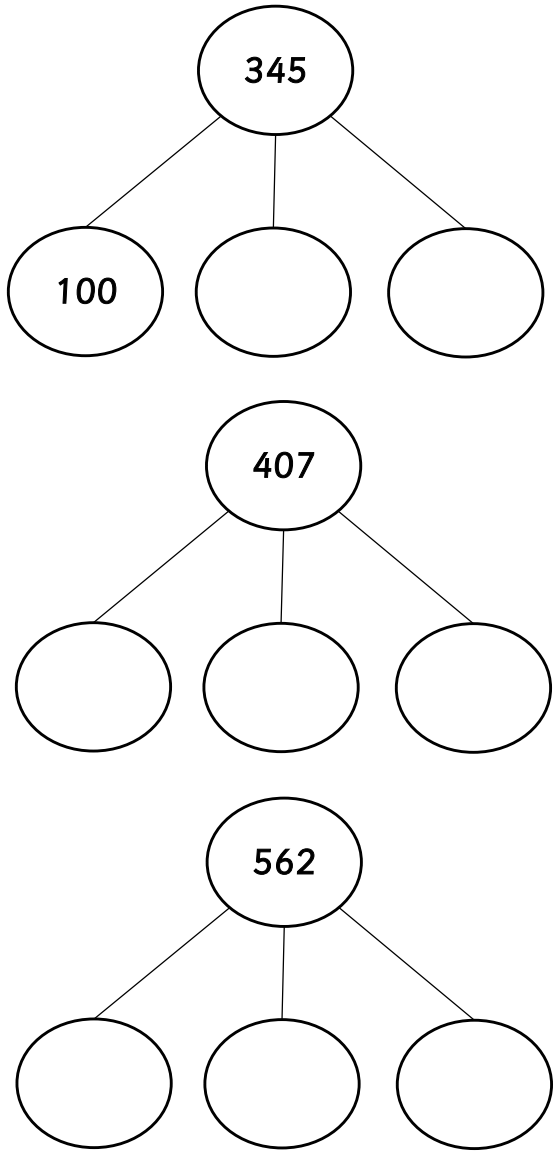
Ask for help if you need to do so.

Look back!

To page 65 and 143 in this book.

Numbers

Complete.



Can you complete this mixed activity?

Remember to ask for help if you need to do so.

Just like this!

Draw

Calculate

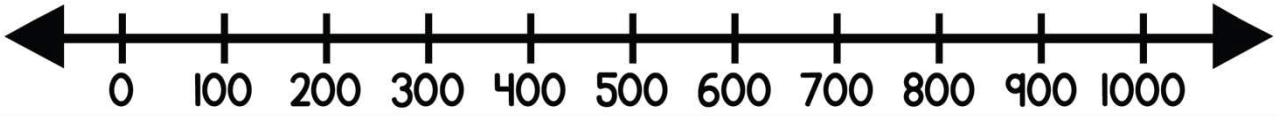
$$\begin{array}{r} 32 \\ +\ 12 \\ \hline \end{array}$$

Tick ✓

Write 6 x 2 = 12

Numbers

Draw an arrow to show 750 on the number line.



Calculation

Complete the following calculations.
I have done the first one for you.

105 + 27 =

	H	T	U	
	1	$^{1}0$	5	5 + 7 = 12 Regroup 12: 1 ten and 2 units
+		2	7	
	1	3	2	

136 + 16 =

147 + 44 =

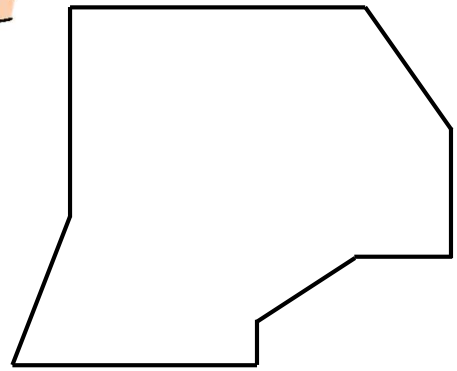
209 + 22 =

Look back!

To page 4, 101, 119 and 129 in this book.

Geometry

Here is a shape.



Tick (✓) all of the right angles inside this shape.

Ask for help if you need to do so.

Tables

Sam says,

"I know that 6 times 2 equals 12.
I can write three other facts, using 2, 6 and 12."

Which other facts can Sam write?

Can you complete this mixed activity?

Follow the 'bossy verbs' to complete the instructions.

Just like this!

Write $ ..... Ring Write .....

Money

Ben buys a toy car and a pack of cards.

He pays with a $10.

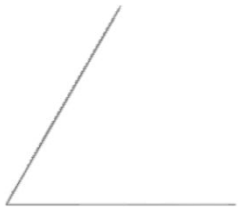
How much change does he get?

Show working out.

$ .....

Geometry

Draw a ring round the **right angle**.



Look back!
To page 23, 41, 109 and 119 in this book.

There are 93 boxes in a storeroom.
Peter takes 8 boxes from the storeroom.
How many boxes are left?

Calculation

..... boxes

Numbers

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

281	28	182	208	820	128
.....	.....	.....	.....	.....	.....
smallest					biggest

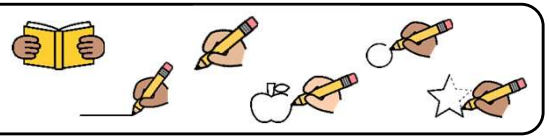
I can finish this task on my own.

Can you solve this word problem?

Use the steps for problem solving to complete the word problem.

Just like this!

Steps for Problem solving



Calculation

Here is a word problem.

Susan is invited to a 16th birthday dress up party. She buys a new dress with a $50 note. She receives $21 change. How much does the dress cost?

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.

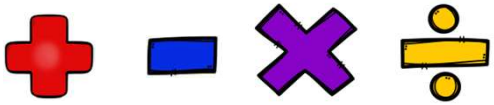
4. Make an illustration.

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

 the correct term.

You can choose from these four operations. When the result is getting more, you use + or x and when the result is getting less you use – or ÷.

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: .....

9. My result is correct. Yes ☐ No ☐

Give a reason: .....

Look back!
To page 35 and 36 in this book.

Can you complete this mixed activity?

You can finish this task on your own!

Just like this!

Ring | Fill in 102 | Subtract 32 - 12 = ____

Numbers

Draw a ring round the best estimate.

I have done the first one for you.

leaves on tree

less than 100

between 100 and 200

more than 200

pages in book

less than 100

between 100 and 200

more than 200

coins

less than 100

between 100 and 200

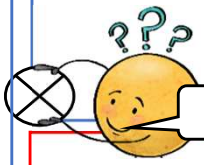
more than 200

In each case, write down the value of the 4 in the numbers below.

114 → ____

47 → ____

248 → ____



I can finish this task on my own.

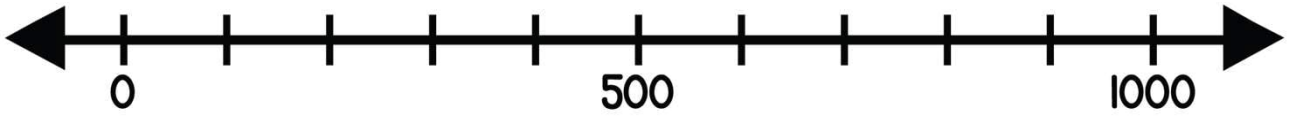
Calculate.

I have done the first one for you.

$$\begin{array}{r} 44 \\ -\ 23 \\ \hline 21 \end{array}$$

$$\begin{array}{r} 85 \\ -\ 63 \\ \hline \\ \hline \end{array}$$

Draw a dot on the number line to show the number nine hundred.



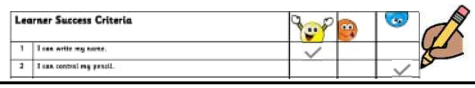
Look back!

To page 4, 9, 10 and 11 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 round 3-digit numbers to the nearest 10.			
2	I know the 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10 times tables.			
3	I can understand and explain the relationship between multiplication and division.			
4	I can understand and explain the commutative and distributive properties of multiplication and use this to simplify calculations.			
5	I can choose the appropriate unit of time for familiar activities.			
6	I can understand the difference between time and time interval.			
7	I remember that mass is the quantity of matter in an object and how to estimate and measure familiar objects using standard and non-standard units?			
8	I remember how to recognise right angles in the environment and 2D shapes.			
9	I remember how to organise and represent data using a tally chart.			
10	I remember how to recognise a vertical and horizontal line of symmetry in 2D shapes and patterns.			

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

Fill in the number of your favourite type of activity.

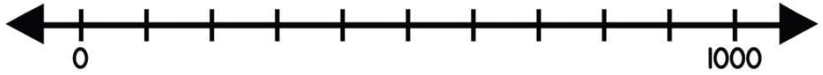
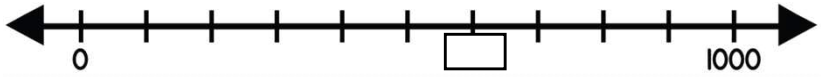
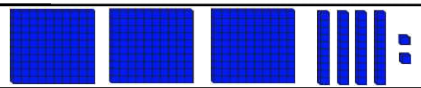
Mental maths quiz.

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.	Write the number name for 152.	
2.	Write the number one hundred and eighteen in digits.	
3.	Make a dot on the number line to show the number 800. 	
4.	Which number goes in the box? 	
5.	Which number is represented? 	
6.	Write down three even numbers between 90 and 100.	
7.	Write the amount of five dollars and eighty cents.	
8.	Write an estimate for the number of words on this page.	about ..... words
9.	What is the value of the 2 in the number 126?	
10.	Ring the odd number.	176 218 247

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.	Add together 16 and 26.	
2.	Is the number 514 odd or even?	odd / even
3.	Write the number 178 in words.	
4.	Write the following amount in words: $1,05	
5.	How many sides does an octagon have?	..... sides
6.	How many faces does a cube have?	..... faces
7.	Fill in <, > or =.	207 ☐ 217
8.	You are counting on in tens from 112. What is the next number?	
9.	 +  = $10. What is the value of  ?	
10.	Complete the calculation.	5 x 6 = ☐

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.	Complete the calculation.	15 ÷ 5 = ☐
2.	Complete the complements of 100.	100 - 20 = ☐
3.	Here is a sequence: 45, 48, 51, 54, . Write the next two numbers in the sequence.	
4.	What is the name of this shape ⬠? Ring the correct answer.	pentagon hexagon
5.	What is the value of the 3 in the number 362?	
6.	Which number am I composing: 2 hundreds, 5 tens and 3 units?	
7.	Write the time ten past six using the digital format.	☐ :
8.	Ring each shape that has a rectangular face.	
9.	Draw a 3cm line. Use a ruler.	
10	Show the time quarter past three 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 40 school days

Mental maths questions		Answer
1.	Here is a statement: 2 + 3 + 5 = 3 + 2 + 5. Is this statement true or false?	True / False
2.	What is half of 12?	
3.	Shade a quarter of the blocks red.	
4.	Complete the complements of 1 000.	1 000 - 400 =
5.	Show the time quarter to ten on the digital clock.	:
6.	Draw a ring round all the multiples of 5.	156 215 240
7.	Complete: 93 is ..... rounded to the nearest 10.	
8.	Calculate 219 + 6.	
9.	Write the number seven hundred and fifty-two in digits.	
10.	What is the value of the 6 in the number 672?	

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

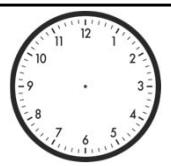
Mental maths quiz.

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.	Calculate 168 – 5.	
2.	Round the number 128 to the nearest 10.	
3.	Which unit of measurement will I use to measure how heavy an eraser is?	grams or kilograms
4.	What is the 5th multiple of 5?	
5.	Name a place where you will find 500 people.	
6.	How many triangular faces does a triangular prism have?	..... faces
7.	What is a quarter of 16?	
8.	Write down an odd 3-digit number that is a multiple of 5.	
9.	How many sides does a hexagon and octagon have altogether?	
10.	Show the time twenty-five past seven on the analogue clock.	

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

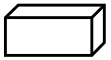
Mental maths quiz.

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.	If 5 x 6 = 30 then 30 ÷ 6 = ?	
2.	Write the number 309 in words.	
3.	What do you call the following shape? 	
4.	Round 712 to the nearest 10.	
5.	Calculate 12 x 5. Use the distributive law.	
6.	Suggest a unit of time to measure the time it will take you to brush your teeth.	
7.	Add together 174 and 12.	
8.	What is my change if I buy a $3,50 ticket and pay with a $5 note?	
9.	Write 406c in dollars.	
10.	Show the time twenty to three on the analogue clock.	

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