Name:
To the teacher: The grid below outlines the content of this workbook.

To the pupil: You can colour in the circles as you complete each workbook page to show how much work you have done in your book.

<table>
<thead>
<tr>
<th>Content</th>
<th>Workbook pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revising numbers and place value</td>
<td>3  4  5  6</td>
</tr>
<tr>
<td>Addition and subtraction</td>
<td>7  8  9  10</td>
</tr>
<tr>
<td>Data handling</td>
<td>11 12 13 14</td>
</tr>
<tr>
<td>Multiplication as repeated addition</td>
<td>15 16</td>
</tr>
<tr>
<td>Making equal groups (division)</td>
<td>17 18</td>
</tr>
<tr>
<td>3D shapes</td>
<td>19 20 21</td>
</tr>
<tr>
<td>More work with numbers</td>
<td>22 23 24</td>
</tr>
<tr>
<td>2D shapes</td>
<td>25 26 27 28 29</td>
</tr>
<tr>
<td>Skip counting</td>
<td>30 31 32 33</td>
</tr>
<tr>
<td>Measurement: weight</td>
<td>34 35 36 37 38</td>
</tr>
<tr>
<td>Place value and rounding</td>
<td>39 40 41 42</td>
</tr>
<tr>
<td>Measurement: length</td>
<td>43 44 45 46</td>
</tr>
<tr>
<td>Data handling</td>
<td>47 48</td>
</tr>
</tbody>
</table>
Counting to 50

1. Write over the dotted numbers.

2. Say all the number names out loud.

3. Count back from 50 to 1.

3. Fill in the missing numbers. Use the 1–50 box to help you.
Counting objects

Make groups of ten.
Write the number. Write the number name.

1

23

twenty-three

2

36

thirty-six

42

forty-two

3

19

nineteen

4

30

thirty

5

30

thirty
Estimating and counting

Estimate how many balls. Circle your estimate. Count them and write the total.

1. 10, 20, 50 or 100 20
2. 10, 20, 50 or 100 28
3. 10, 20, 50 or 100 40
4. 10, 20, 50 or 100 33
5. 10, 20, 50 or 100 21
6. 10, 20, 50 or 100 41
7. 10, 20, 50 or 100 13
8. 10, 20, 50 or 100 14
Write how many tens and ones.
Write the number.
Write the number name.

2 tens 3 ones twenty-three

3 tens 7 ones thirty-seven
4 tens 5 ones forty-five
4 tens 2 ones forty-two
2 tens 6 ones twenty-six
3 tens 3 ones thirty-three
4 tens 8 ones forty-eight

< means smaller than and > means greater than
4 < 6 means 4 is smaller than 6. 5 > 1 means 5 is greater than 1.

7 Put a ✓ if it is correct. Put a X if it is not correct.
   a  43 > 41 ✓
   b  23 > 32 X
   c  37 = 30 + 7 ✓
   d  35 < 45 ✓
   e  3 = 30 X
   f  14 < 41 ✓
Adding and subtracting to 10

You can count on to add. 5 count on 2 is 7.

You can count back to subtract. 9 count back 5 is 4.
Use the number line above to help you, or make your own.

1. Count on. Write the answers.
   
   a. 4 count on 3  \[4 + 3 = 7\]
   b. 3 count on 6  \[3 + 6 = 9\]
   
   c. 2 count on 6  \[2 + 6 = 8\]
   d. 4 count on 5  \[4 + 5 = 9\]
   
   e. 3 count on 5  \[3 + 5 = 8\]
   f. 3 count on 7  \[3 + 7 = 10\]

2. Count back. Write the answers.

   a. 5 count back 1  \[5 - 1 = 4\]
   b. 7 count back 2  \[7 - 2 = 5\]
   
   c. 8 count back 3  \[8 - 3 = 5\]
   d. 4 count back 4  \[4 - 4 = 0\]
   
   e. 10 count back 9  \[10 - 9 = 1\]
   f. 9 count back 0  \[9 - 0 = 9\]
1  Add or subtract.  
Write the answer.

<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7 + 2 =</td>
<td>9</td>
<td>9 − 2 =</td>
<td>7</td>
<td>9 + 1 =</td>
<td>10</td>
<td>5 + 5 =</td>
</tr>
<tr>
<td>d</td>
<td>6 + 2 =</td>
<td>8</td>
<td>9 − 1 =</td>
<td>8</td>
<td>9 − 6 =</td>
<td>3</td>
<td>9 − 5 =</td>
</tr>
<tr>
<td>g</td>
<td>6 − 8 =</td>
<td>0</td>
<td>10 − 3 =</td>
<td>7</td>
<td>6 − 4 =</td>
<td>2</td>
<td>8 + 2 =</td>
</tr>
<tr>
<td>p</td>
<td>4 + 5 =</td>
<td>9</td>
<td>6 + 3 =</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2  Try to make nine different sums that give 10.

<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td><em>1</em> +</td>
<td><em>9</em>  =</td>
<td>10</td>
<td>b</td>
<td><em>9</em> +</td>
<td><em>1</em>  =</td>
<td>10</td>
</tr>
<tr>
<td>c</td>
<td><em>2</em> +</td>
<td><em>8</em>  =</td>
<td>10</td>
<td>d</td>
<td><em>8</em> +</td>
<td><em>2</em>  =</td>
<td>10</td>
</tr>
<tr>
<td>e</td>
<td><em>3</em> +</td>
<td><em>7</em>  =</td>
<td>10</td>
<td>f</td>
<td><em>7</em> +</td>
<td><em>3</em>  =</td>
<td>10</td>
</tr>
<tr>
<td>g</td>
<td><em>4</em> +</td>
<td><em>6</em>  =</td>
<td>10</td>
<td>h</td>
<td><em>6</em> +</td>
<td><em>4</em>  =</td>
<td>10</td>
</tr>
<tr>
<td>i</td>
<td><em>5</em> +</td>
<td><em>5</em>  =</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Adding by counting on

Date:

1. Start with the bigger number. Count on to find the total.

<p>| | | | | | | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a</td>
<td>11 + 1 = 12</td>
<td>b</td>
<td>12 + 4 = 16</td>
<td>c</td>
<td>8 + 6 = 14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9 + 3 = 12</td>
<td></td>
<td>17 + 2 = 19</td>
<td></td>
<td>9 + 8 = 17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>6 + 8 = 14</td>
<td>e</td>
<td>13 + 1 = 14</td>
<td>f</td>
<td>15 + 3 = 18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8 + 9 = 17</td>
<td></td>
<td>10 + 2 = 12</td>
<td></td>
<td>16 + 2 = 18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g</td>
<td>9 + 6 = 15</td>
<td>h</td>
<td>6 + 9 = 15</td>
<td>i</td>
<td>14 + 1 = 15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9 + 7 = 16</td>
<td></td>
<td>7 + 9 = 16</td>
<td></td>
<td>8 + 3 = 11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j</td>
<td>16 + 3 = 19</td>
<td>k</td>
<td>5 + 9 = 14</td>
<td>l</td>
<td>9 + 5 = 14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>14 + 3 = 17</td>
<td></td>
<td>8 + 7 = 15</td>
<td></td>
<td>7 + 8 = 15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Why is it quicker to start with the bigger number when you count on?

- Discussion

- Yes, you get the same answer if you start with the smaller number.
Draw the missing dots to make a total of 20.
Complete the sum.

\[
15 + 5 = 20
\]

Here is a diagram to help you.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
Sorting fruit and vegetables

<table>
<thead>
<tr>
<th></th>
<th>Ticks</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apples</td>
<td>✨✨✨</td>
<td>3</td>
</tr>
<tr>
<td>Bananas</td>
<td>✨✨</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

Put a tick in the chart for each fruit and vegetable. Count the ticks. Write the total.

<table>
<thead>
<tr>
<th></th>
<th>Ticks</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apples</td>
<td>✨✨✨✨✨✨✨✨✨✨</td>
<td>9</td>
</tr>
<tr>
<td>Bananas</td>
<td>✨✨✨✨✨✨✨✨✨✨✨✨</td>
<td>13</td>
</tr>
<tr>
<td>Oranges</td>
<td>✨✨✨✨✨✨✨</td>
<td>10</td>
</tr>
<tr>
<td>Carrots</td>
<td>✨✨✨✨✨✨✨✨✨✨✨✨</td>
<td>15</td>
</tr>
<tr>
<td>Onions</td>
<td>✨✨✨✨✨✨✨</td>
<td>9</td>
</tr>
<tr>
<td>Potatoes</td>
<td>✨✨✨✨✨✨✨✨✨✨✨✨✨</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>73</td>
</tr>
</tbody>
</table>
A pictogram uses small pictures or symbols to stand for numbers.

This pictogram shows how many children like to eat each type of fruit.

<table>
<thead>
<tr>
<th>Fruit</th>
<th>Number of children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apples</td>
<td>☺☺☺☺☺☺☺☺☺☺</td>
</tr>
<tr>
<td>Bananas</td>
<td>☺☺☺☺☺☺☺☺☺☺☺☺</td>
</tr>
<tr>
<td>Oranges</td>
<td>☺☺☺</td>
</tr>
</tbody>
</table>

Key: ☺ = one child

1. What does each ☺ stand for? 1 child
2. How many children like to eat apples? 8
3. How many children like to eat oranges? 3
4. How many more children like bananas than apples? 2
5. How many children altogether like apples and oranges? 8 + 3 = 11
6. Which fruit is the favourite? Bananas
   How do you know this? Tell your partner.
7. Which of these fruits do you like best? own answer
   Add yourself to the pictogram.
A block graph is a way to show information. It uses rows of blocks to show numbers.

This graph shows the favourite foods of children in Joti’s class. Each block stands for one child.

Use the graph to find the missing information.

1. The food most children liked was **rotis**.
2. More children liked spring rolls than **chips or samosas**.
3. **6** children liked spring rolls the best.
4. **7** children liked rotis the best.
5. **chips** and **samosas** were chosen by the same number of children.
1. Ask ten people in your class to tell you their favourite day of the week. Put a tick in the table for each answer.

<table>
<thead>
<tr>
<th>Favourite day of the week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
</tr>
<tr>
<td>Tuesday</td>
</tr>
<tr>
<td>Wednesday</td>
</tr>
<tr>
<td>Thursday</td>
</tr>
<tr>
<td>Friday</td>
</tr>
<tr>
<td>Saturday</td>
</tr>
<tr>
<td>Sunday</td>
</tr>
</tbody>
</table>

2. Use your table to complete this block graph.
Here are five groups.
There are three hearts in each group.
There are 15 hearts altogether.

\[3 + 3 + 3 + 3 + 3 = 15\]

5 groups of 3 = 15

Circle the groups. Complete the number sentences.

1. 2 groups of 2 = 4
   
   \[2 + 2 = 4\]

2. 3 groups of 6 = 18
   
   \[6 + 6 + 6 = 18\]

3. 4 groups of 2 = 8
   
   \[2 + 2 + 2 + 2 = 8\]

4. 5 groups of 3 = 15
   
   \[3 + 3 + 3 + 3 + 3 = 15\]

5. 3 groups of 4 = 12
   
   \[4 + 4 + 4 = 12\]

6. 4 groups of 3 = 12
   
   \[3 + 3 + 3 + 3 = 12\]
There are three cards of buttons.
Each card has four buttons.

There are three cards of buttons.
Each card has four buttons.

4 + 4 + 4 = 12

Remember
The $\times$ sign
means ‘multiply’
or ‘times’.

3 groups of 4 = 12
3 $\times$ 4 = 12

Read this as ‘3 times 4 equals 12’.

Complete the number sentences.

1. 2 groups of 3 = 6
   $2 \times 3 = 6$

2. 3 groups of 4 = 12
   $3 \times 4 = 12$

3. 3 groups of 3 = 9
   $3 \times 3 = 9$

4. 3 groups of 4 = 12
   $3 \times 4 = 12$

5. 6 groups of 2 = 12
   $6 \times 2 = 12$

6. 5 groups of 1 = 5
   $5 \times 1 = 5$

7. 2 groups of 5 = 10
   $2 \times 5 = 10$

8. 3 groups of 5 = 15
   $3 \times 5 = 15$

9. 4 groups of 4 = 16
   $4 \times 4 = 16$
Making groups

Make groups of four.
3 groups of 4 = 12.
You can also show this on a number line.

Circle the groups.
Complete the number sentences.

1. Make groups of two.
   7 groups of 2 = 14

2. Make groups of three.
   3 groups of 3 = 9

3. Make groups of four.
   9 groups of 4 = 36

4. Make three equal groups.
   3 groups of 5 = 15

5. Make five equal groups.
   5 groups of 5 = 25
How many left?

Make groups of four.

3 groups of 4
1 left over.

Write how many groups you make.
Write how many are left over.

1 Make groups of three.
   3 groups of 3.
   1 left over.

2 Make groups of four.
   3 groups of 4.
   3 left over.

3 Make groups of two.
   1 groups of 2.
   1 left over.

4 Make groups of five.
   3 groups of 5.
   3 left over.

5 Make groups of ten.
   1 groups of 10.
   1 left over.
These are solid shapes.

cuboid  sphere  cone  cylinder  cube

Tell a partner the name of each shape.
Colour the cuboids yellow.
Colour the spheres green.
Colour the cones red.
Colour the cylinders blue.
Colour the cubes purple.
Talking about solid shapes

A flat surface on a solid shape is called a **face**.
Two faces meet at an **edge**. The edges of a shape meet at a **corner**.

1. Complete the chart.

<table>
<thead>
<tr>
<th>Shape</th>
<th>Number of faces</th>
<th>Number of edges</th>
<th>Number of corners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cuboid</td>
<td>6</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>Cube</td>
<td>6</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>Cone</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Sphere</td>
<td>1 curved</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cylinder</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

2. How are a cuboid and a cube the same?
How are they different? Discussion
Read the information.
Colour the correct shapes.
Put a cross on the shapes that don’t fit.

1. 0 faces, 0 edges, 0 corners
   - Cube
   - Cone
   - Sphere

2. 6 faces, 12 edges, 8 corners
   - Cylinder
   - Pyramid
   - Cube

3. 6 faces, 12 edges, 8 corners
   - Pyramid
   - Cube
   - Sphere

4. 0 faces, 0 edges, 0 corners
   - Cube
   - Cone
   - Sphere

5. 3 faces, 2 edges, 0 corners
   - Cylinder
   - Pyramid
   - Cone

6. 5 faces, 8 edges, 5 corners
   - Cylinder
   - Cone
1. Write each set of numbers in order from smallest to largest.

<table>
<thead>
<tr>
<th>Set</th>
<th>Numbers</th>
<th>Ordered Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>19 23 28 16 32</td>
<td>16 19 23 28 32</td>
</tr>
<tr>
<td>b</td>
<td>15 36 23 28 31</td>
<td>15 23 28 31 36</td>
</tr>
<tr>
<td>c</td>
<td>23 32 34 43 29</td>
<td>23 29 32 34 43</td>
</tr>
<tr>
<td>d</td>
<td>41 14 32 43 33</td>
<td>14 32 33 41 43</td>
</tr>
<tr>
<td>e</td>
<td>47 37 45 38 49</td>
<td>37 38 45 47 49</td>
</tr>
</tbody>
</table>

2. Write each set of numbers in order from largest to smallest.

<table>
<thead>
<tr>
<th>Set</th>
<th>Numbers</th>
<th>Ordered Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>14 19 21 32 23</td>
<td>32 23 21 19 14</td>
</tr>
<tr>
<td>b</td>
<td>32 50 34 45 46</td>
<td>50 46 45 34 32</td>
</tr>
<tr>
<td>c</td>
<td>19 21 38 23 14</td>
<td>38 23 21 19 14</td>
</tr>
<tr>
<td>d</td>
<td>12 23 24 50 48</td>
<td>50 48 24 23 12</td>
</tr>
<tr>
<td>e</td>
<td>45 35 24 37 41</td>
<td>45 41 37 35 24</td>
</tr>
</tbody>
</table>
1. Fill in the missing numbers on each number line.

   a) 27  28  29  30
   b) 32  31  30  29
   c) 37  38  39  40
   d) 43  44  45  46
   e) 47  46  45  44
   f) 29  28  27  26
   g) 50  49  48  47
   h) 39  38  37  36
   i) 14  16  18  20
   j) 21  23  25  27

2. Sanjeev is thinking of a number.
   It is between 30 and 40.
   It is smaller than 38.
   It is larger than 36.
   What number is it? 37
Odd and even

We can draw dots to show numbers.

If the dots can be grouped in twos with none left over, the number is even.

1 2 3 4 5
  o  o  o  o  o

If you make groups of two and there is one dot left over, the number is odd.

6 7 8 9 10
  o  o  o  o  o

odd  even  odd  even  odd  even  odd  even  odd  even

1.

Colour the odd numbers red. Colour the even numbers blue. Write the number of dots. Circle odd or even.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>a 10</td>
<td>odd</td>
<td>even</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>b 11</td>
<td>odd</td>
<td>even</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>c 13</td>
<td>odd</td>
<td>even</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>d 20</td>
<td>odd</td>
<td>even</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>e 17</td>
<td>odd</td>
<td>even</td>
<td></td>
<td></td>
</tr>
<tr>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>f 21</td>
<td>odd</td>
<td>even</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.

Use counters grouped in two to make these numbers. Write odd or even next to the number.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a 12</td>
<td>even</td>
</tr>
<tr>
<td>b 18</td>
<td>even</td>
</tr>
<tr>
<td>c 19</td>
<td>odd</td>
</tr>
<tr>
<td>d 15</td>
<td>odd</td>
</tr>
<tr>
<td>e 21</td>
<td>odd</td>
</tr>
<tr>
<td>f 20</td>
<td>even</td>
</tr>
<tr>
<td>g 17</td>
<td>odd</td>
</tr>
<tr>
<td>h 25</td>
<td>odd</td>
</tr>
</tbody>
</table>

3.

How can you tell if a number is odd or even by looking at the last digit (the units)? Discussion

Would the number 99 be odd or even? odd
Do you remember the names of these flat shapes?

1. Colour the triangles red, the squares green, the rectangles blue and the circles yellow.

2. Count the shapes. Write how many in the table.

<table>
<thead>
<tr>
<th>Shape</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circles</td>
<td>6</td>
</tr>
<tr>
<td>Triangles</td>
<td>5</td>
</tr>
<tr>
<td>Squares</td>
<td>4</td>
</tr>
<tr>
<td>Rectangles</td>
<td>5</td>
</tr>
</tbody>
</table>

3. Draw a block graph of this information.
A rectangle has four straight sides and four corners. A circle has no straight sides and no corners.

This shape has ___ sides and ___ corners.

Draw a line along each side. Circle each corner. Write how many.

1. __3__ sides __3__ corners
2. __4__ sides __4__ corners
3. __1__ sides __0__ corners
4. __7__ sides __7__ corners
5. __1__ sides __0__ corners
6. __6__ sides __6__ corners
## Talking about flat shapes

Join dots to make the shapes. Write how many sides. Write how many corners.

<table>
<thead>
<tr>
<th>Step</th>
<th>Task</th>
<th>Example</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Draw a square. For example:</td>
<td><img src="image1" alt="Square" /></td>
<td>How many sides does a square have?</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Draw a different square.</td>
<td><img src="image2" alt="Square" /></td>
<td>How many corners does a square have?</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Draw a triangle.</td>
<td><img src="image3" alt="Triangle" /></td>
<td>How many sides does a triangle have?</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Draw a different triangle.</td>
<td><img src="image4" alt="Triangle" /></td>
<td>How many corners does a triangle have?</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Draw a rectangle.</td>
<td><img src="image5" alt="Rectangle" /></td>
<td>How many sides does a rectangle have?</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Draw a different rectangle.</td>
<td><img src="image6" alt="Rectangle" /></td>
<td>How many corners does a rectangle have?</td>
<td>4</td>
</tr>
</tbody>
</table>
Find shapes that are exactly the same. Colour them in the same colours.
More shape patterns

Use triangles, rectangles and squares to make a pattern on this carpet. Your shapes can be different sizes. Colour your pattern.

own work


3. Count backwards in twos from 50.

4. Count backwards in twos from 35.

5. Circle the number that does not belong in each set.
   a. 24 26 28 29 30
   b. 13 15 17 18 19
   c. 50 48 46 45 44

6. Fill in the missing numbers on these number lines. Use the number grid to help you.
   a. 20 22 24 26 28 30 32 34 36 38 40
   b. 29 31 33 35 37 39 41 43 45 47 49
   c. 38 36 34 32 30 28 26 24 22 20 18
   d. 35 33 31 29 27 25 23 21 19 17 15
Counting in fives

1. Count in fives to 50. Colour the numbers that you count in the number grid.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>32</td>
<td>33</td>
<td>34</td>
<td>35</td>
<td>36</td>
<td>37</td>
<td>38</td>
<td>39</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>42</td>
<td>43</td>
<td>44</td>
<td>45</td>
<td>46</td>
<td>47</td>
<td>48</td>
<td>49</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

2. What pattern have you made?

3. Look at the numbers you have coloured. What do they end with? **5** or **0 (nought/zero)**

4. Write in numerals:
   a. twenty-five ________
   b. thirty ________
   c. forty-five ________
   d. fifteen ________
   e. thirty-five ________

5. Write in words:
   a. 20 ________
   b. 40 ________
   c. 50 ________
   d. 45 ________
   e. 25 ________

6. Write the number that is five more than:
   a. 15 ________
   b. 35 ________
   c. 40 ________

7. Write the number that is five less than:
   a. 25 ________
   b. 50 ________
   c. 5 ________
Counting in tens

<table>
<thead>
<tr>
<th>Groups of 10</th>
<th>Numeral</th>
<th>Number name</th>
</tr>
</thead>
<tbody>
<tr>
<td>One ten</td>
<td>10</td>
<td>Ten</td>
</tr>
<tr>
<td>Two tens</td>
<td>20</td>
<td>Twenty</td>
</tr>
<tr>
<td>Three tens</td>
<td>30</td>
<td>Thirty</td>
</tr>
<tr>
<td>Four tens</td>
<td>40</td>
<td>Forty</td>
</tr>
<tr>
<td>Five tens</td>
<td>50</td>
<td>Fifty</td>
</tr>
<tr>
<td>Six tens</td>
<td>60</td>
<td>Sixty</td>
</tr>
<tr>
<td>Seven tens</td>
<td>70</td>
<td>Seventy</td>
</tr>
<tr>
<td>Eight tens</td>
<td>80</td>
<td>Eighty</td>
</tr>
<tr>
<td>Nine tens</td>
<td>90</td>
<td>Ninety</td>
</tr>
</tbody>
</table>

1. Write how many tens.
   - a
   - b
   - c
   - d
   - e

2. Count the groups of 10. Write the number. Write the number name.
   - a 40 forty
   - b 6 sixty
   - c 80 eighty
   - d 90 ninety
Counting in tens

Each bundle has ten pencils.

1. Count in 10s. Circle the correct number of pencils.

   a. 20
   b. 40
   c. 50
   d. 90
   e. 30
   f. 70

2. Fill in the missing numbers.

<table>
<thead>
<tr>
<th>10 less</th>
<th>Numeral</th>
<th>10 more</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>50</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>40</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td>30</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>70</td>
<td>80</td>
<td>90</td>
</tr>
</tbody>
</table>
The pencil is lighter than the stones.
The stones are heavier than the pencil.
The pan with the heavier object goes down.

The sharpener and the eraser are the same weight.
The pans are at the same level.

Draw things that are heavier or lighter for each set of scales. own work
Comparing weights

This is a brick.
Look at these objects.
Which are lighter than a brick?
Which are heavier than a brick?

Record your answer in the table. Write the letters of the objects in the correct place.

<table>
<thead>
<tr>
<th>Lighter than a brick</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>G</th>
<th>H</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heavier than a brick</td>
<td>D</td>
<td>E</td>
<td>F</td>
<td>J</td>
<td>K</td>
<td></td>
</tr>
</tbody>
</table>
Comparing weights

1. Here are 12 objects. Write 1 by the lightest object. Write 12 next to the heaviest object. Write 2 to 11 next to the other objects to order them from lightest to heaviest.

2. Sometimes a small object weighs more than a big object. Think of an example of a heavy small thing. Think of an example of a light big thing.
We can measure weight in kilograms.
Kilograms can be written as kg.
These things all weigh about 1 kilogram.
The needle on the scale points to the weight in kilograms.

Read the weight on each scale to the nearest kilogram.
Write the weight.

1

2

3

4

5

6
These animals are shown in order from heaviest to lightest.

Jaguar: 100 kg
Leopard: 65 kg
Cheetah: 45 kg
Coyote: 20 kg
Lynx: 15 kg
House cat: 9 kg

1. Choose the correct weight for each animal. Write the weight in the correct place in the blocks above.

2. Complete these sentences.
   a. A cheetah is **heavier** than a house cat.
   b. A **leopard** is about 20 kg heavier than a cheetah.
   c. A **house cat** weighs less than 10 kg.
   d. A **lynx** is heavier than a house cat but lighter than a coyote.
Place value

1. Draw the beads or write the number.

   a. 46

   b. 33

   c. 49

   d. 28

   e. 50

   f. 35

2. Maria has 45 marbles.
   a. How many groups of 10 does she have? 4

   b. Jasmine gives her eight more marbles. How many groups of 10 does she have now? 5
1. Write the number you can make with each set of arrow cards.

   a. 27
   b. 39
   c. 40
   d. 33
   e. 14
   f. 23
   g. 55
   h. 36
   i. 50

2. Circle the correct number to match each value.
   a. 1 ten and 4 units 41 14
   b. 3 tens and 5 units 35 53
   c. 2 units and 4 tens 24 42
   d. 4 units and 3 tens 34 43
Draw an arrow to join each number to its nearest ten.
One has been done for you.
1. Circle the nearest ten to each grey number.
The first one has been done for you.
   a 12 nearer to \(10\) or \(20\)?
   b 18 nearer to \(10\) or \(20\)?
   c 21 nearer to \(20\) or \(30\)?
   d 25 nearer to \(20\) or \(30\)?
   e 43 nearer to \(40\) or \(50\)?
   f 46 nearer to \(40\) or \(50\)?

2. Write the nearest ten.
   a 14 \(10\)
   b 26 \(30\)
   c 33 \(30\)
   d 47 \(50\)
   e 44 \(40\)
   f 35 \(40\)
   g 17 \(20\)
   h 39 \(40\)
   i 46 \(50\)

3. Colour the numbers that are closer to 40 in blue. Colour the numbers that are closer to 50 in red.
   
<table>
<thead>
<tr>
<th>37</th>
<th>38</th>
<th>47</th>
<th>48</th>
<th>44</th>
<th>39</th>
</tr>
</thead>
<tbody>
<tr>
<td>41</td>
<td>49</td>
<td>42</td>
<td>45</td>
<td>52</td>
<td>36</td>
</tr>
</tbody>
</table>

4. Circle the numbers that round to 30.
   
<table>
<thead>
<tr>
<th>21</th>
<th>33</th>
<th>35</th>
<th>29</th>
<th>32</th>
<th>24</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>25</td>
<td>39</td>
<td>34</td>
<td>27</td>
<td>31</td>
</tr>
</tbody>
</table>

5. Write true or false.
   To get the nearest 10:
   34 is rounded to 40. \(\text{false}\)
   a 36 is rounded to 40. \(\text{true}\)
   b 43 is rounded to 40. \(\text{true}\)
   c 45 is rounded to 40. \(\text{false}\)
Measuring length

We measure short lengths in centimetres. Centimetres can be written as cm. These things are all about 1 centimetre.

- Your finger is about 1 cm wide.
- A base ten block is 1 cm long.
- The USB plug is about 1 cm wide.

Work with a partner.

Use base ten blocks, your finger width or a ruler to measure these lengths in cm.

Write your own measurements in the table.

<table>
<thead>
<tr>
<th>My body measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>My little finger is about _____ cm long.</td>
</tr>
<tr>
<td>My ear is about _____ cm long.</td>
</tr>
<tr>
<td>My foot is about _____ cm long.</td>
</tr>
</tbody>
</table>

own work
1. About how long are these things in real life? Circle the best estimate.

   a. About 9 cm  
      About 90 cm
   b. About 10 cm  
      About 100 cm
   c. About 30 cm  
      About 3 cm
   d. About 4 cm  
      About 40 cm
   e. About 15 cm  
      About 30 cm
   f. About 30 cm  
      About 15 cm
   g. About 10 cm  
      About 1 cm
   h. About 1 cm  
      About 10 cm

2. Find two things in your classroom that are about these lengths. Draw the things you find.

   About 5 cm  
   About 10 cm  
   About 50 cm

   own work
Measure in centimetres

When you use your ruler to measure in centimetres you must measure from the 0 cm mark on the ruler like this:

1. Measure the length of each row of base ten blocks. Write the answers.

   - 3 cm
   - 5 cm
   - 15 cm
   - 1 cm
   - 10 cm

2. Measure the length of each coloured bar. Write the answers.

   - 6 cm A
   - 8 cm B
   - 11 cm C
   - 2 cm D
   - 13 cm E
   - 4 cm F

3. D is the shortest bar. Write the letters of the other bars in order from shortest to longest.

   D F A B C E
More centimetres  

Use a ruler to measure the length of each straight part in centimetres.  
Write the length next to each part.  
Add them to find the total length.  

\[2 \text{ cm} + 2 \text{ cm} + 2 \text{ cm} = 6 \text{ cm}\]

1. \[\begin{array}{l}
\text{4 cm} \\
\text{2 cm} \\
\text{2 cm}
\end{array}\]  
Total: 8 cm

2. \[\begin{array}{l}
\text{1 cm} \\
\text{3 cm} \\
\text{5 cm}
\end{array}\]  
Total: 8 cm

3. \[\begin{array}{l}
\text{3 cm} \\
\text{4 cm} \\
\text{3 cm}
\end{array}\]  
Total: 10 cm

4. \[\begin{array}{l}
\text{8 cm} \\
\text{5 cm} \\
\text{5 cm}
\end{array}\]  
Total: 18 cm

5. Try to draw a zig-zag path that has a total length of 10 cm.  
Compare your path with your partner’s path. Are they the same?

---

forty-six
Write the numbers in the correct place on each diagram.

19  5  11  12  8  7  3  18  20  17  15  1

<table>
<thead>
<tr>
<th>Even</th>
<th>Not even</th>
</tr>
</thead>
<tbody>
<tr>
<td>12  8  18  20</td>
<td>19  5  11  7  3</td>
</tr>
<tr>
<td></td>
<td>17  15  1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Less than 10</th>
<th>Not less than 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>5  8  7  3  1</td>
<td>19  11  12  18  20</td>
</tr>
<tr>
<td></td>
<td>17  15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Even</th>
<th>Not even</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10</td>
<td>8</td>
</tr>
<tr>
<td>Not less than 10</td>
<td>1  3  5  7</td>
</tr>
<tr>
<td>12  18  20</td>
<td>11  15  17  19</td>
</tr>
</tbody>
</table>
Here are some shapes.

We can use a two-way table to sort the shapes, like this.

<table>
<thead>
<tr>
<th></th>
<th>Grey</th>
<th>Not grey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Round</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>☺️</td>
<td>☺️</td>
</tr>
<tr>
<td>Not round</td>
<td>🌻</td>
<td>🌻</td>
</tr>
</tbody>
</table>

Now you can sort the shapes a different way. Draw the shapes in the correct spaces. Colour them correctly.