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.

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<td>52 53 54 55 56</td>
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‘Clip toss’ is a game you play with four paperclips. Drop the paperclips onto the game board. Your score is the total of the numbers you land on. The clips landed on 6, 2, 4 and 3. The score is $6 + 4 + 2 + 3 = 15$

1. Add up these scores.

   a. $2 + 3 + 4 = 9$
   b. $2 + 3 + 4 = 9$
   c. $2 + 3 + 4 = 9$

   a. ________  b. ________  c. ________

2. Play your own game with a partner. Use this board. Play six rounds. Record your score for each round.

   a. Own work
   b. ________  c. ________
   d. ________  e. ________  f. ________
   g. What was your highest score? ______________________
   h. What was your lowest score? ______________________
We can use multiples of 10 as ‘landmarks’ or ‘bridges’ to help us add.

\[28 + 5 = 28 + 2 + 3 = 30 + 3 = 33\]

You can show this on a number line:

1. Complete the number sentences. Write the answers.
   a. \[27 + 6 = 27 + 3 + 3\] = 33
   b. \[26 + 7 = 26 + 4 + 3\] = 33
   c. \[24 + 8 = 24 + 6 + 2\] = 32
   d. \[43 + 9 = 43 + 7 + 2\] = 52
   e. \[36 + 5 = 36 + 4 + 1\] = 41
   f. \[54 + 8 = 54 + 6 + 2\] = 62

2. Try to do these sums mentally. Write the answers.
   a. \[28 + 3 = 31\]
   b. \[44 + 7 = 51\]
   c. \[37 + 8 = 45\]
   d. \[29 + 6 = 35\]
   e. \[36 + 9 = 45\]
   f. \[45 + 7 = 52\]
   g. \[45 + 8 = 53\]
   h. \[59 + 4 = 63\]
You can count on in bigger jumps.

\[ 43 + 6 = 49 \quad 4 + 43 = 47 \]

Remember to start with the bigger number.

Find the answers. Show the jumps.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>28 + 3 = 31</td>
<td></td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>31</td>
</tr>
<tr>
<td>2</td>
<td>35 + 4 = 39</td>
<td></td>
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<tr>
<td></td>
<td>35</td>
<td>39</td>
</tr>
<tr>
<td>3</td>
<td>58 + 5 = 63</td>
<td></td>
</tr>
<tr>
<td></td>
<td>58</td>
<td>63</td>
</tr>
<tr>
<td>4</td>
<td>54 + 3 = 57</td>
<td></td>
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<tr>
<td></td>
<td>54</td>
<td>57</td>
</tr>
<tr>
<td>5</td>
<td>51 + 4 = 55</td>
<td></td>
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<tr>
<td></td>
<td>51</td>
<td>55</td>
</tr>
<tr>
<td>6</td>
<td>47 + 7 = 54</td>
<td></td>
</tr>
<tr>
<td></td>
<td>47</td>
<td>54</td>
</tr>
<tr>
<td>7</td>
<td>71 + 5 = 76</td>
<td></td>
</tr>
<tr>
<td></td>
<td>71</td>
<td>76</td>
</tr>
<tr>
<td>8</td>
<td>76 + 9 = 85</td>
<td></td>
</tr>
<tr>
<td></td>
<td>76</td>
<td>85</td>
</tr>
</tbody>
</table>
Remember you can count on in tens and ones.

32 + 24 = \[\_\] Think of this as 32 + \[\_\_\_\_\_\_\] 4

You don’t need to show the inbetween numbers on the number line.

32 + 24 = 56

---

Find the totals.
Show the jumps you do on the number lines.

1. \[36 + 23 = \boxed{59}\]
   \[36 \rightarrow 59\]

2. \[28 + 14 = \boxed{42}\]
   \[28 \rightarrow 42\]

3. \[38 + 14 = \boxed{52}\]
   \[38 \rightarrow 52\]

4. \[37 + 13 = \boxed{50}\]
   \[37 \rightarrow 50\]

5. \[37 + 26 = \boxed{63}\]
   \[37 \rightarrow 63\]

6. \[48 + 24 = \boxed{72}\]
   \[48 \rightarrow 72\]
Using a 100 chart to add

Use the chart to add.
Write the answers.

21 + 24 = 45

Remember 24 is 2 tens and 4 ones.

Use the chart.
Show the jumps for each sum in a different colour.

For example:

1 6 + 13 = 19

2 47 + 32 = 79

3 50 + 16 = 66

4 16 + 23 = 39

5 74 + 23 = 97

6 60 + 31 = 91
Show the jumps.
Write the missing two-digit numbers.

23 + 15 = 38

For example:

1 \[28 + \boxed{10} = \boxed{38}\]

2 \[50 + \boxed{15} = \boxed{65}\]

3 \[30 + \boxed{34} = 64\]

4 \[50 + \boxed{41} = 91\]

5 \[23 + \boxed{53} = 76\]

6 \[10 + \boxed{73} = 83\]
Do you remember the names of these 3D shapes?

cube  cuboid  cylinder  cone  sphere

What shape is each of these everyday objects? Write the names.

cone  sphere  cuboid  cylinder  cone  cuboid  cylinder  cone + cylinder  cylinder  sphere  cuboid  cube
1. Colour each shape a different colour to make a key.

- sphere
- cube
- cuboid
- cylinder
- cone
- pyramid

2. Colour these shapes to match your key. Write the correct name for each shape. Tick the shapes that can roll.

- Sphere
- Cylinder
- Cube
- Cuboid
- Cone
- Pyramid

Tick the shapes that can roll: sphere, cylinder, cone, pyramid.
1. Sally sorted a set of 3D shapes like this.

- How many shapes have flat faces? ____4____
- How many shapes have curved faces? ____4____
- How many shapes did Sally sort altogether? ____8____

2. Riedwan sorted his shapes like this.

- How many shapes have only flat faces? ____3____
- How many faces have only curved faces? ____2____
- How many shapes have both flat and curved faces? ____3____
- How many shapes did Riedwan sort altogether? ____8____
- Why did Riedwan place the cone and the cylinders in the overlapping section of the diagram? Tell your partner. **Discussion**
1. Here are seven shapes.

[Images of shapes A, B, C, D, E, F, G]

a. Use the diagram to sort them.

b. Write the letters of the shapes in the correct places on the diagram.

2. Sort these numbers using the Venn diagram.

4  5  8  10  12  15  16  20  24  25

What can you say about the numbers in the overlapping part of the circles?
1. Complete these subtraction targets.
   Start with the number in the middle each time.

2. Subtract.
   a. $19 - 8 = \underline{\hspace{2cm}}$
   b. $20 - 3 = \underline{\hspace{2cm}}$
   c. $15 - 9 = \underline{\hspace{2cm}}$
   d. $11 - 9 = \underline{\hspace{2cm}}$
   e. $15 - 5 = \underline{\hspace{2cm}}$
   f. $20 - 10 = \underline{\hspace{2cm}}$
   g. $16 - 7 = \underline{\hspace{2cm}}$
   h. $19 - 11 = \underline{\hspace{2cm}}$

3. What is 19 take away 8?  \underline{\hspace{2cm}}

4. Make up a number story to go with each of these calculations.
   a. $20 - 8 = 12$ own work
   b. $15 - 15 = 0$ own work
You can count back on a number line or a 1–100 square to subtract.

37 – 6 = [ ]

Start at 37
Count back 6
37 – 6 = 31

<p>| | | | | | | | | | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td>14</td>
<td>15</td>
<td>16</td>
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<td>22</td>
<td>23</td>
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<td>31</td>
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<td>35</td>
<td>36</td>
<td>37</td>
<td>38</td>
<td>39</td>
<td>40</td>
</tr>
</tbody>
</table>

1 Subtract. Use the method you find easiest.

   a  23 – 7 = 16  
   b  32 – 6 = 26  
   c  19 – 3 = 16  
   d  34 – 8 = 26  
   e  40 – 9 = 31  
   f  26 – 8 = 18  

2 Fill in the missing numbers.

   a  26 – 8 = 18  
   b  32 – 4 = 28  
   c  40 – 5 = 35  
   d  29 – 7 = 22  
   e  31 – 6 = 25  
   f  35 – 11 = 24
What is the difference between 18 and 20?

This row has 2 more dots.
The difference is 2

2 jumps → difference is 2.

20 – 18 = 2, so the difference is 2.

1 Find the difference between the number in each pair.

a 27 23 4

b 31 38 7

c 42 46 4

d 71 68 3

e 90 87 3

f 49 55 6

g 63 71 8

h 81 77 4

2 The table shows the number of birds Joy saw on her way to school each day for a week.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>26</td>
<td>21</td>
<td>29</td>
<td>33</td>
</tr>
</tbody>
</table>

Find the difference between the number of birds she saw:

a On Monday and Tuesday ______ 3

b On Tuesday and Thursday ______ 3

c On Thursday and Friday ______ 4
Jan picked 12 apples.
He ate 5.
How many did he have left?
12 – 5 = 7
So, 7 + 5 must give us 12
You can check the answers to subtraction by adding.

1. Complete these pairs of number sentences.
   a. 20 – 5 = _____ 5 + 15 = _____
   b. 15 – 10 = _____ 10 + 5 = _____
   c. 20 – 2 = _____ 2 + 18 = _____
   d. 15 – 9 = _____ 9 + 6 = _____
   e. 20 – 9 = _____ 9 + 11 = _____
   f. 15 – 3 = _____ 3 + 12 = _____

2. This is Mika’s homework. Check her answers using addition. Correct the ones she got wrong.
   a. 18 – 5 = 13 ✔ 13 + 5 = 18
   b. 18 – 8 = 11 ❌ 8 + 11 = 19  18 – 8 = 10
   c. 17 – 5 = 2 ❌ 5 + 2 = 7  17 – 5 = 12
   d. 19 – 4 = 15 ✔ 4 + 15 = 19
   e. 20 – 3 = 13 ❌ 3 + 13 = 16  20 – 3 = 17
   f. 20 – 6 = 14 ✔ 6 + 14 = 20
Pentagons

Count the sides.
Count the corners.
Colour the pentagons.
Write pentagon next to each pentagon.

pentagon

5 sides
5 corners

pentagon

pentagon

pentagon

pentagon

pentagon

pentagon

pentagon

pentagon

pentagon

pentagon

Find the pentagons in the picture below. Colour them yellow. Colour the other shapes in different colours.
Hexagons

Count the sides.
Count the corners.
Colour the hexagons.
Write hexagon next to each hexagon.

6 sides
6 corners

hexagon
hexagon
hexagon
hexagon
hexagon
hexagon
hexagon
hexagon
hexagon

Date:
Find the hexagons in this picture.
Colour them yellow.
Colour the other shapes in different colours.
Making new shapes

Trace the square.
Cut it up like this to make four triangles.

How many triangles do you need for each shape?

1

2 triangles

2

4 triangles

3

3 triangles

3

3 triangles (overlapping)
1. Count the sides. Count the corners. Fill in the table.

<table>
<thead>
<tr>
<th>Shape</th>
<th>Number of sides</th>
<th>Number of corners</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>C</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>D</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>E</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>F</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>G</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>H</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

2. Work with a partner. Look at the table. What can you say about the number of sides and the number of corners in each shape? They are the same.
Finish drawing the shapes so they have the correct number of right angles.

1. 1 right angle
2. 4 right angles
3. 3 right angles
4. 2 right angles
5. 4 right angles
6. 1 right angle
Making groups

Group the things in different ways. Write how many groups.

1

![Image of trucks]

12 is $6$ twos
12 is $3$ fours
12 is $2$ sixes

2

![Image of books]

20 is $10$ twos
20 is $4$ fives
20 is $2$ tens

3

![Image of elephants]

30 is $15$ twos
30 is $6$ fives
30 is $3$ tens
30 is $10$ threes
30 is $5$ sixes
30 is $2$ fifteens

Date:
Counting in groups to divide

Here are 12 stars.

How many groups of 3 can you make?

Start at 12.

Jump in steps of 3. 

\[
\begin{align*}
12 - 3 &= 9 \\
9 - 3 &= 6 \\
6 - 3 &= 3 \\
3 - 3 &= 0
\end{align*}
\]

There are 4 groups of 3.

Complete the number sentences.

Use the number line to help you.

1. 10 is 5 groups of 2. \(2 \times 5 = 10\)
2. 16 is 8 groups of 2. \(2 \times 8 = 16\)
3. 15 is 5 groups of 3. \(3 \times 5 = 15\)
4. 15 is 3 groups of 5. \(5 \times 3 = 15\)
5. 24 is 8 groups of 3. \(3 \times 8 = 24\)
6. 24 is 6 groups of 4. \(4 \times 6 = 24\)
How many groups of 2 make 10?

10 – 2 = 8
8 – 2 = 6
6 – 2 = 4
4 – 2 = 2
2 – 2 = 0
There are 5 groups of 2 in 10.

1 How many groups of 5 make 20?

There are 4 groups of 5 in 20.

2 How many groups of 3 make 15?

There are 5 groups of 3 in 15.

3 How many groups of 2 make 12?

There are 6 groups of 2 in 12.

4 How many groups of 10 make 20?

There are 2 groups of 10 in 20.

5 How many groups of 3 make 18?

There are 6 groups of 3 in 18.
Here are 12 sweets.

How many groups of three can you make?

We write $12 \div 3 = 4$

We read ‘12 divided by 3 equals 4’. $\div$ means ‘divided by’

1. Complete the divisions.
   Use the picture to help you.
   
   $12 \div 2 = 6$  
   $12 \div 6 = 2$
   
   $12 \div 3 = 4$  
   $12 \div 4 = 3$

2. Complete the divisions.
   Use the picture to help you.
   
   $20 \div 2 = 10$  
   $20 \div 10 = 2$
   
   $20 \div 4 = 5$  
   $20 \div 5 = 4$

3. I have 15 sweets and I make groups of 2.
   How many groups do I make? 7
   How many sweets are left over? 1
Division facts | Multiplication facts
---|---
12 ÷ 3 = 4 | 3 × 4 = 12
12 ÷ 4 = 3 | 4 × 3 = 12

If you know one fact you can write out the other three facts.

Complete these groups of related facts.

1. I know that 3 × 6 = 18
   So I also know: \[ \boxed{6} \times \boxed{3} = 18 \]
   \[ 18 \div \boxed{6} = \boxed{3} \]
   \[ 18 \div \boxed{3} = \boxed{6} \]

2. I know that 4 × 5 = 20
   So I also know: \[ \boxed{5} \times \boxed{4} = 20 \]
   \[ 20 \div \boxed{4} = \boxed{5} \]
   \[ 20 \div \boxed{5} = \boxed{4} \]

3. I know that 3 × 8 = 24
   So I also know: \[ \boxed{8} \times \boxed{3} = 24 \]
   \[ 24 \div \boxed{8} = \boxed{3} \]
   \[ 24 \div \boxed{3} = \boxed{8} \]

4. I know that 4 × 10 = 40
   So I also know: \[ \boxed{10} \times \boxed{4} = 40 \]
   \[ 40 \div \boxed{10} = \boxed{4} \]
   \[ 40 \div \boxed{4} = \boxed{10} \]
1. Complete the number sentences.

\[
\begin{array}{ccc}
2 \times 1 &=& 2 \\
2 \times 2 &=& 4 \\
2 \times 3 &=& 6 \\
2 \times 4 &=& 8 \\
2 \times 5 &=& 10 \\
2 \times 6 &=& 12 \\
2 \times 7 &=& 14 \\
2 \times 8 &=& 16 \\
2 \times 9 &=& 18 \\
2 \times 10 &=& 20 \\
\end{array}
\]

\[
\begin{array}{ccc}
2 \div 2 &=& 1 \\
4 \div 2 &=& 2 \\
6 \div 2 &=& 3 \\
8 \div 2 &=& 4 \\
10 \div 2 &=& 5 \\
12 \div 2 &=& 6 \\
14 \div 2 &=& 7 \\
16 \div 2 &=& 8 \\
18 \div 2 &=& 9 \\
20 \div 2 &=& 10 \\
\end{array}
\]

\[
\begin{array}{ccc}
2 \div 1 &=& 2 \\
6 \div 3 &=& 2 \\
8 \div 4 &=& 2 \\
10 \div 2 &=& 5 \\
12 \div 6 &=& 2 \\
14 \div 7 &=& 2 \\
16 \div 8 &=& 2 \\
20 \div 2 &=& 10 \\
20 \div 10 &=& 2 \\
\end{array}
\]

2. Complete the number sentences.

\[
\begin{array}{ccc}
10 \times 1 &=& 10 \\
10 \times 2 &=& 20 \\
10 \times 3 &=& 30 \\
10 \times 4 &=& 40 \\
10 \times 5 &=& 50 \\
10 \times 6 &=& 60 \\
10 \times 7 &=& 70 \\
10 \times 8 &=& 80 \\
10 \times 9 &=& 90 \\
10 \times 10 &=& 100 \\
\end{array}
\]

\[
\begin{array}{ccc}
10 \div 10 &=& 1 \\
20 \div 10 &=& 2 \\
30 \div 10 &=& 3 \\
40 \div 10 &=& 4 \\
50 \div 10 &=& 5 \\
60 \div 10 &=& 6 \\
70 \div 10 &=& 7 \\
80 \div 10 &=& 8 \\
90 \div 10 &=& 9 \\
100 \div 10 &=& 10 \\
\end{array}
\]

\[
\begin{array}{ccc}
10 \div 1 &=& 10 \\
20 \div 2 &=& 10 \\
30 \div 3 &=& 10 \\
40 \div 4 &=& 10 \\
50 \div 5 &=& 10 \\
60 \div 6 &=& 10 \\
70 \div 7 &=& 10 \\
80 \div 8 &=& 10 \\
90 \div 9 &=& 10 \\
100 \div 10 &=& 10 \\
\end{array}
\]
Here is a map of a shopping centre.

1. Colour the shops that sell the same things the same colour.

2. Draw the quickest way to get from Fab Foods to Sweet Treats.

3. If you walk out of Super Sports and turn right, which shop is next? ____________

4. If you walk out of Shoe Savers and turn left, which shop is next? ____________

5. If you are at \( \times \) facing the stairs, which shop is:
   - To your left? ____________
   - To your right? ____________

Own work
Follow the instructions to draw the map.
Use the symbols in the key.

1. Draw a tree in the top right-hand corner.
2. Draw a pond in the top left-hand corner.
3. Draw four houses between the pond and the tree.
4. To the bottom left of the houses, draw another two trees.
5. Draw a stream from the pond to the bottom right-hand corner of the map.
6. Draw a bridge about half way along the stream.
1 Draw lines to match the coins and notes to the correct names.

1c 5c 10c 25c 50c 1$ 5$ 10$ 100$

2 Which coins and notes do you use in your country? Write the values. own work
Making 50 cents

Draw arrows to show which sets of coins are worth 50 cents.
There are 100 cents in $1. Draw arrows to show which sets of coins are worth $1.
How much is it worth?

Use the key.
Work out how much each pattern is worth.
Write the amount in cents.

Key

<table>
<thead>
<tr>
<th>1c</th>
<th>2c</th>
<th>5c</th>
<th>10c</th>
<th>20c</th>
</tr>
</thead>
</table>

5 + 20 + 2 + 1 = 28 cents

1 Write how much each pattern is worth.

a  

\[
\begin{array}{c}
\text{20} + \frac{5}{5} + \frac{20}{5} \\
\end{array}
\]

\[
\begin{array}{c}
\text{5} = \text{50c} \\
\end{array}
\]

b  

\[
\begin{array}{c}
\frac{10}{5} + \frac{5}{20} + \frac{1}{5} \\
\end{array}
\]

\[
\begin{array}{c}
\text{36c} \\
\end{array}
\]

c  

\[
\begin{array}{c}
\frac{1}{2} + \frac{5}{5} + \frac{5}{2} \\
\end{array}
\]

\[
\begin{array}{c}
\text{13c} \\
\end{array}
\]

d  

\[
\begin{array}{c}
\frac{1}{5} + \frac{20}{20} + \frac{20}{5} \\
\end{array}
\]

\[
\begin{array}{c}
\text{46c} \\
\end{array}
\]

2 Make your own patterns to match each amount. Use all the squares.

a 38c

\[
\begin{array}{c}
\text{38c} \\
\end{array}
\]

b 47c

\[
\begin{array}{c}
\text{47c} \\
\end{array}
\]
1 How much will these cost?

a. **the cap**
   
   $	ext{Price: } $20.00$

b. **the ball**
   
   $	ext{Price: } $30.00$

c. **the t-shirt and the robot**
   
   $25 + 50 = 75$

d. **the bag and the ball**
   
   $35 + 30 = 65$

e. **the DVD and the t-shirt**
   
   $45 + 25 = 70$

f. **the robot and the bag**
   
   $50 + 35 = 85$
1. What is the value of each set of banknotes?
   - a. $15.00
   - b. $30.00
   - c. $70.00
   - d. $45.00

2. How much more to make $100?
   - a. _______________________ $50.00
   - b. _______________________ $40.00
   - c. _______________________ $10.00
1. Draw coins to show your change from 20 cents.

<table>
<thead>
<tr>
<th>I buy</th>
<th>My change from 20 cents is</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 cents</td>
<td>![5c]</td>
</tr>
<tr>
<td>12 cents</td>
<td>![5c] ![2c] ![1c]</td>
</tr>
<tr>
<td>17 cents</td>
<td>![10c] ![1c]</td>
</tr>
<tr>
<td>9 cents</td>
<td>![2c] ![1c]</td>
</tr>
<tr>
<td>13 cents</td>
<td>![5c] ![2c]</td>
</tr>
</tbody>
</table>

2. Work out how much change you would get.

<table>
<thead>
<tr>
<th>Money given</th>
<th>Total to pay</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>$10.00</td>
<td>$1.00</td>
<td>$9.00</td>
</tr>
<tr>
<td>$10.00</td>
<td>$7.00</td>
<td>$3.00</td>
</tr>
<tr>
<td>$10.00</td>
<td>$5.00</td>
<td>$5.00</td>
</tr>
<tr>
<td>$20.00</td>
<td>$12.00</td>
<td>$8.00</td>
</tr>
<tr>
<td>$20.00</td>
<td>$4.00</td>
<td>$16.00</td>
</tr>
<tr>
<td>$100.00</td>
<td>$60.00</td>
<td>$40.00</td>
</tr>
</tbody>
</table>
When two halves of a pattern or shape are mirror images of each other it is symmetrical. The dashed lines on these drawings are called lines of symmetry. If you folded the drawing along the line the two halves would fit exactly onto each other.

Look at the pictures. Colour the ones that show symmetry.
1. Where could you fold these shapes to get symmetrical halves?
   Draw the line on the shapes.

2. Draw the line of symmetry on this shape pattern.
Symmetrical patterns

Tick the patterns that are symmetrical.

Draw a line of symmetry on the symmetrical patterns.

2. Count the coins. Write the total.

- $25c$
- $35.00$
- $30.00$
- $40c$
Adding and multiplying 5s

How many fingers are there? We can write an addition sentence to find the total. We can write a multiplication sentence to find the total.

\[ 5 + 5 + 5 + 5 = 20 \]
\[ 4 \times 5 = 20 \]

Write an addition sentence and a multiplication for each problem.

1. How many beads are there?  \[ 5 + 5 + 5 = 15 \]  \[ 5 \times 3 = 15 \]

2. How many toes are there?  \[ 5 + 5 = 10 \]  \[ 2 \times 5 = 10 \]

3. How many pegs are there?  \[ 5 + 5 + 5 + 5 + 5 = 30 \]  \[ 6 \times 5 = 30 \]

4. How many fingers are there?  \[ 10 + 10 + 10 + 10 = 40 \]  \[ 4 \times 10 = 40 \]

5. How many blocks are there?  \[ 5 + 5 = 10 \]  \[ 5 + 5 = 20 \]  \[ 4 \times 5 = 20 \]
Use the pictures to find the answers.

1. 3 \times 5 = 15
2. 6 \times 5 = 30
3. 5 \times 5 = 25
4. 7 \times 5 = 35
5. 4 \times 5 = 20
6. 9 \times 5 = 45
The metre

This is a metre stick.

Date:

1. Draw lines to match each length to the correct measurement.

<table>
<thead>
<tr>
<th>The length of a shoe</th>
<th>Shorter than 1 metre</th>
</tr>
</thead>
<tbody>
<tr>
<td>The length of a rug</td>
<td>About 1 metre long</td>
</tr>
<tr>
<td>The length of a chalkboard</td>
<td>Longer than 1 metre</td>
</tr>
<tr>
<td>The height of a chalkboard</td>
<td></td>
</tr>
<tr>
<td>The width of a door</td>
<td></td>
</tr>
<tr>
<td>The height of a door</td>
<td></td>
</tr>
<tr>
<td>The length of a notice board</td>
<td></td>
</tr>
<tr>
<td>The length of a skipping rope</td>
<td></td>
</tr>
</tbody>
</table>

2. Use a metre stick. Find three things at school that are about 1 metre long. Write what you find. These things are about 1 metre long:

   own work
These things all weigh 100 grams.

Find three items to fit each group. Draw the things you find.

<table>
<thead>
<tr>
<th>Estimated mass</th>
<th>Item 1</th>
<th>Item 2</th>
<th>Item 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 100 g</td>
<td>own work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>About 100 g</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than 100 g</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Find things to weigh.
Use 1 kilogram weights.
Make the balances look like these.
Draw the things you measured on the scales.
We can measure amounts of liquid in litres.

How much do you think each container will hold?

- This carton holds 1 litre. We write 1 l.
- This bottle holds 2 litres. We write 2 l.
- This bucket holds 10 litres. We write 10 l.

Circle the correct measurement.

<table>
<thead>
<tr>
<th>Container</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>An electric kettle</td>
<td>About 2 litres</td>
</tr>
<tr>
<td></td>
<td>About 20 litres</td>
</tr>
<tr>
<td>A large pot</td>
<td>About 5 litres</td>
</tr>
<tr>
<td></td>
<td>About 20 litres</td>
</tr>
<tr>
<td>A washing basin (plastic)</td>
<td>About 1 litre</td>
</tr>
<tr>
<td></td>
<td>About 10 litres</td>
</tr>
<tr>
<td>A bath</td>
<td>About 10 litres</td>
</tr>
<tr>
<td></td>
<td>About 100 litres</td>
</tr>
<tr>
<td>A big water barrel</td>
<td>About 100 litres</td>
</tr>
<tr>
<td></td>
<td>About 500 litres</td>
</tr>
</tbody>
</table>
Estimating and measuring litres

Estimate the capacity of each item. Tick a box. Check with a litre container. Colour the box with the correct measurement. **For example:**

<table>
<thead>
<tr>
<th>Container</th>
<th>Less than 1 litre</th>
<th>About 1 litre</th>
<th>More than 1 litre</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Mug]</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>![Bucket]</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>![Pot]</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>![Can]</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>![Kettle]</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>![Sink]</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
Pete has rubbed out some of his work.
Work out what is missing.
Fill in the missing numbers and signs.

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9 + 9 =</td>
<td>18</td>
<td>2</td>
<td>17 - 9 = 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>9 + 8 = 17</td>
<td>4</td>
<td>11 + 8 = 19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>18 – 8 = 10</td>
<td>6</td>
<td>17 – 6 = 11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Δ + 11 = 20</td>
<td>8</td>
<td>13 + 6 = 19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>20 – Δ = 14</td>
<td>10</td>
<td>17 + 3 = 20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>16 + 3 = 19</td>
<td>12</td>
<td>19 - Δ = 9</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What is the score?

A team gets 5 points for a win and 3 points for a draw.

1. Work out how many points each of these teams will get.

<table>
<thead>
<tr>
<th>Team</th>
<th>Number of wins</th>
<th>Points for wins</th>
<th>Number of draws</th>
<th>Points for draws</th>
<th>Total points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheetahs</td>
<td>4</td>
<td>20</td>
<td>4</td>
<td>12</td>
<td>32</td>
</tr>
<tr>
<td>Lions</td>
<td>3</td>
<td>15</td>
<td>2</td>
<td>6</td>
<td>21</td>
</tr>
<tr>
<td>Tigers</td>
<td>2</td>
<td>10</td>
<td>4</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>Hawks</td>
<td>3</td>
<td>15</td>
<td>5</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>Doves</td>
<td>4</td>
<td>20</td>
<td>3</td>
<td>9</td>
<td>29</td>
</tr>
<tr>
<td>Eagles</td>
<td>3</td>
<td>15</td>
<td>4</td>
<td>12</td>
<td>27</td>
</tr>
</tbody>
</table>

2. Write the names of the teams from highest to the lowest total points.

1st Cheetahs (32)
2nd Hawks (30)
3rd Doves (29)
4th Eagles (27)
5th Tigers (22)
6th Lions (21)
Reading block graphs

Block graph showing how many students like juice or water

Water

Juice

Number of students

1 2 3 4 5 6 7 8 9 10

1 Look at the graph. Use it to find the missing answers.

a Some students were asked if they like to drink __________ or __________ after school.

b 9 students said they liked juice.

c 7 students said they liked water.

d 2 more students said they liked juice than water.

e 16 students were asked altogether.

f What would you choose?
Add your answer to the graph. own work

2 This graph has ten spaces.
How could you fit more students onto the graph?

Extend the scale or double it up.
Jasper counted the number of boys and girls in his grade.

Look at the graph.
Answer the questions.

1. How many girls are there? \(18\)
2. How many boys are there? \(16\)
3. Which was most? \(\text{girls}\)
4. Which was fewest? \(\text{boys}\)
5. How many students are there altogether? \(34\)
6. Add another two boys and four girls to the graph. \(\text{see graph}\)
This graph shows the weather for July in Sadik’s village.

1. How many days were:
   a. sunny \( \underline{7} \)  
   b. windy \( \underline{6} \)  
   c. cloudy \( \underline{8} \)  
   d. rainy? \( \underline{11} \)

2. How many more days were cloudy than sunny? \( \underline{1} \)

3. Did it rain for more or less than one week of the month? \textit{more than one week}

4. Use this chart to record the weather where you live for one week. Fill in the key to show what symbols you used. \textit{own work}

<table>
<thead>
<tr>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Key \[ \Box \Box \Box \Box \Box \Box \]
This is a tally table.
A tally is a little stripe.
You make a tally for each thing you count like this:

\[
/ = 1 \quad // = 2 \quad /// = 3 \quad //// = 4
\]

When you get to 5, you put a line through the tallies like this: \\
You count in 5s to add up the crossed tallies. Then you add any left-over tallies.

\\\[
/// \quad /// \quad /// \quad /// \quad ///
5 \quad 10 \quad 15 \quad 20 \quad 23
\]

You write the total in the table.

1. Count these shapes using tallies. Fill in the table. Write the total for each shape.

<table>
<thead>
<tr>
<th>Shape</th>
<th>Tally</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>△</td>
<td>//////</td>
<td>12</td>
</tr>
<tr>
<td>●</td>
<td>//////</td>
<td>13</td>
</tr>
<tr>
<td>□</td>
<td>//////</td>
<td>15</td>
</tr>
</tbody>
</table>

2. Complete this tally table to show the number of boys and girls in your class.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>own work</td>
</tr>
<tr>
<td>Boys</td>
<td></td>
</tr>
</tbody>
</table>
Dudu asked her friends which fruit they like best. She made this tally table to show their answers.

<table>
<thead>
<tr>
<th>Our favourite fruit</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Apple</td>
<td>///</td>
</tr>
<tr>
<td>Banana</td>
<td>### //</td>
</tr>
<tr>
<td>Paw-paw</td>
<td>### /</td>
</tr>
<tr>
<td>Watermelon</td>
<td>//</td>
</tr>
</tbody>
</table>

1. Complete the block graph to show this information.

2. Use your graph to answer these questions.
   a. Which fruit is the most popular? **Banana**
   b. How many students chose watermelon? **2**
   c. How many students altogether like banana and apple?
      \[3 + 7 = 10\]
   d. How many more students like paw-paw than apple?
      \[6 - 3 = 3\]