<table>
<thead>
<tr>
<th>Task done</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Number title</td>
<td>Contents</td>
</tr>
<tr>
<td>Place value to 100</td>
<td>4</td>
</tr>
<tr>
<td>Place value to 1000</td>
<td>5</td>
</tr>
<tr>
<td>More place value</td>
<td>6</td>
</tr>
<tr>
<td>Spot the mistake</td>
<td>7</td>
</tr>
<tr>
<td>Placing numbers on a number line</td>
<td>8</td>
</tr>
<tr>
<td>Ordering numbers</td>
<td>9</td>
</tr>
<tr>
<td>Comparing numbers</td>
<td>10</td>
</tr>
<tr>
<td>Faces, edges and vertices</td>
<td>11</td>
</tr>
<tr>
<td>Investigating 3D shapes</td>
<td>12</td>
</tr>
<tr>
<td>Investigating 3D shapes continued</td>
<td>13</td>
</tr>
<tr>
<td>Build your own cube</td>
<td>14</td>
</tr>
<tr>
<td>Counting on and back</td>
<td>15</td>
</tr>
<tr>
<td>More counting</td>
<td>16</td>
</tr>
<tr>
<td>Number machines</td>
<td>17</td>
</tr>
<tr>
<td>Counting patterns to 1000</td>
<td>18</td>
</tr>
<tr>
<td>Shapes on doors</td>
<td>19</td>
</tr>
<tr>
<td>Classify 2D shapes</td>
<td>20</td>
</tr>
<tr>
<td>Alphabet symmetry</td>
<td>21</td>
</tr>
<tr>
<td>Symmetry</td>
<td>22</td>
</tr>
<tr>
<td>Making twenties</td>
<td>23</td>
</tr>
<tr>
<td>Number machines</td>
<td>24</td>
</tr>
<tr>
<td>Making 100</td>
<td>25</td>
</tr>
<tr>
<td>Find the total</td>
<td>26</td>
</tr>
<tr>
<td>Time trials</td>
<td>27</td>
</tr>
<tr>
<td>Estimate and measure in metres</td>
<td>28</td>
</tr>
<tr>
<td>Measure and draw</td>
<td>29</td>
</tr>
<tr>
<td>Rounding numbers</td>
<td>30</td>
</tr>
<tr>
<td>Estimating</td>
<td>31</td>
</tr>
<tr>
<td>Time in minutes</td>
<td>32</td>
</tr>
<tr>
<td>Telling and showing time</td>
<td>33</td>
</tr>
<tr>
<td>More telling and showing time</td>
<td>34</td>
</tr>
<tr>
<td>Estimating time</td>
<td>35</td>
</tr>
<tr>
<td>Calendars and dates</td>
<td>36</td>
</tr>
<tr>
<td>Revise multiplication and division</td>
<td>37</td>
</tr>
<tr>
<td>Tables, ×2, ×5, ×10</td>
<td>38</td>
</tr>
<tr>
<td>Find the multiples</td>
<td>39</td>
</tr>
<tr>
<td>The ×3 table</td>
<td>40</td>
</tr>
<tr>
<td>Multiplication patterns</td>
<td>41</td>
</tr>
<tr>
<td>Reading scales</td>
<td>42</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>More reading scales</td>
<td>43</td>
</tr>
<tr>
<td>Making equal groups</td>
<td>44</td>
</tr>
<tr>
<td>Division facts</td>
<td>45</td>
</tr>
<tr>
<td>Division with some left over</td>
<td>46</td>
</tr>
<tr>
<td>Make a table</td>
<td>47</td>
</tr>
<tr>
<td>Investigating mini-beasts found in different places</td>
<td>48</td>
</tr>
<tr>
<td>Venn diagrams</td>
<td>49</td>
</tr>
<tr>
<td>Carroll diagrams</td>
<td>50</td>
</tr>
<tr>
<td>Carroll diagrams continued</td>
<td>51</td>
</tr>
<tr>
<td>Fractions</td>
<td>52</td>
</tr>
<tr>
<td>More fractions of shapes</td>
<td>53</td>
</tr>
<tr>
<td>Fractions of amounts</td>
<td>54</td>
</tr>
<tr>
<td>Colour the fraction</td>
<td>55</td>
</tr>
<tr>
<td>Measuring capacity</td>
<td>56</td>
</tr>
<tr>
<td>Making 1 litre</td>
<td>57</td>
</tr>
<tr>
<td>Adding patterns</td>
<td>58</td>
</tr>
<tr>
<td>Rounding and estimating</td>
<td>59</td>
</tr>
<tr>
<td>Check the answers</td>
<td>60</td>
</tr>
<tr>
<td>Marking right angles</td>
<td>61</td>
</tr>
<tr>
<td>Classifying shapes</td>
<td>62</td>
</tr>
</tbody>
</table>
Complete the table.

<table>
<thead>
<tr>
<th>Amount</th>
<th>Tens and units</th>
<th>Numeral</th>
<th>Number name</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Tens and units]</td>
<td>5 tens 5 units</td>
<td>55</td>
<td>fifty-five</td>
</tr>
<tr>
<td>![Tens and units]</td>
<td>5 tens 9 units</td>
<td>59</td>
<td>fifty-nine</td>
</tr>
<tr>
<td>![Tens and units]</td>
<td>7 tens 4 units</td>
<td>74</td>
<td>seventy-four</td>
</tr>
<tr>
<td>![Tens and units]</td>
<td>7 tens 5 units</td>
<td>75</td>
<td>seventy-five</td>
</tr>
<tr>
<td>![Tens and units]</td>
<td>4 tens 7 units</td>
<td>47</td>
<td>forty-seven</td>
</tr>
<tr>
<td>![Tens and units]</td>
<td>8 tens 3 units</td>
<td>83</td>
<td>eighty-three</td>
</tr>
<tr>
<td>![Tens and units]</td>
<td>8 tens 9 units</td>
<td>89</td>
<td>eighty-nine</td>
</tr>
<tr>
<td>![Tens and units]</td>
<td>9 tens 6 units</td>
<td>96</td>
<td>ninety-six</td>
</tr>
</tbody>
</table>
Complete the table.

<table>
<thead>
<tr>
<th>Arrow cards</th>
<th>Hundreds, tens and units</th>
<th>Numeral and number name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 4 3</td>
<td>1 hundreds 4 tens 3 units</td>
<td>143 one hundred and forty-three</td>
</tr>
<tr>
<td>2 3 2</td>
<td>2 hundreds 3 tens 2 units</td>
<td>232 two hundred and thirty-two</td>
</tr>
<tr>
<td>5 1 0</td>
<td>5 hundreds 1 tens 0 units</td>
<td>510 five hundred and ten</td>
</tr>
<tr>
<td>3 1 4</td>
<td>3 hundreds 1 tens 4 units</td>
<td>314 three hundred and fourteen</td>
</tr>
<tr>
<td>2 3 2</td>
<td>2 hundreds 3 tens 2 units</td>
<td>232 two hundred and thirty-two</td>
</tr>
<tr>
<td>2 2 2</td>
<td>2 hundreds 2 tens 2 units</td>
<td>222 two hundred and twenty-two</td>
</tr>
<tr>
<td>4 0 9</td>
<td>4 hundreds 0 tens 9 units</td>
<td>409 four hundred and nine</td>
</tr>
</tbody>
</table>
You can use dots to show numbers on a place value chart. Also, remember that:

\[
253 > 153 \\
153 < 253
\]

Draw dots to show each number.

Fill in $<$ or $>$ in the number sentences.

1. $117 < 137$
   $137 > 117$

2. $530 > 503$
   $503 < 530$

3. $927 < 972$
   $972 > 927$
Spot the mistake

Some of these values are the wrong hundreds, tens or units.

Put a tick (√) next to the correct ones.

Write the correct value for those that are wrong.

1. 527
   - 200 (✗)
   - 20 (√)

2. 642
   - 2 (√)
   - 200 (✗)

3. 871
   - 800 (✗)
   - 80 (√)

4. 430
   - 400 (√)

5. 896
   - 900 (✗)
   - 90 (√)

6. 743
   - 700 (✗)
   - 70 (√)

7. 693
   - 90 (√)

8. 127
   - 20 (√)

9. 846
   - 800 (✗)
   - 80 (✗)

10. 763
    - 3 (√)

11. 521
    - 500 (√)

12. 1000
    - 1000 (√)

see Student Book page 8
1. Fill in the missing numbers on each of these number lines.

2. Only two numbers are shown on each of these number lines.

Write what you think the other marks represent on each number line.

Tell your partner how you decided what the marks represented.

Possible answers are:
1 Colour the largest number in each set.

a 134 234 334
b 876 786 678
c 987 789 879
d 425 542 524

2 Colour the smallest number in each set.

a 432 342 234
b 564 456 645
c 231 123 132
d 279 297 207

3 Write the numbers in order from smallest to largest.

179 366 529 107 201 507 963

4 Write the numbers in order from largest to smallest.

987 900 978 943 956 999 988

5 This is a 200 to 300 number line marked in tens.

Write these numbers in the correct position on the number line.

290 250 280 210 260

see Student Book page 10
Comparing numbers

Use the three digits.

Write the largest number you can make.

Write the smallest number you can make.

1. 7 5 1
   hundreds | tens | units
   7 5 1
2. 1 5 7
   hundreds | tens | units
   1 5 7
3. 7 6 1
   hundreds | tens | units
   7 6 1
4. 7 8 9
   hundreds | tens | units
   7 8 9
5. 9 8 5
   hundreds | tens | units
   9 8 5
6. 3 4 7
   hundreds | tens | units
   3 4 7
7. 6 5 4
   hundreds | tens | units
   6 5 4
8. 5 1 1
   hundreds | tens | units
   5 1 1

see Student Book page 11
Write the correct name for each shape. Choose the names from the box.

- cylinder
- triangular prism
- sphere
- cuboid
- cube
- triangular-based pyramid
- square-based pyramid

Write the number of faces, edges and vertices.

<table>
<thead>
<tr>
<th>Name</th>
<th>Number of faces</th>
<th>Number of edges</th>
<th>Number of vertices</th>
</tr>
</thead>
<tbody>
<tr>
<td>cube</td>
<td>8</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>cuboid</td>
<td>8</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>triangular-prism</td>
<td>5</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>cylinder</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>square-based pyramid</td>
<td>5</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>triangular-based pyramid</td>
<td>4</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>sphere</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Investigating 3D shapes

Samantha used these shapes to make a model.

1. Colour each shape a different colour. Write the correct name of each shape.

- cylinder
- sphere
- pyramid
- triangular-prism
- cone
- cuboid

2. This is Samantha’s model. Colour the shapes in the model to match your coloured shapes.

see Student Book page 14
3 Count how many there are of each shape. Complete this table.

<table>
<thead>
<tr>
<th>Shape</th>
<th>Number used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cylinder</td>
<td>11</td>
</tr>
<tr>
<td>Sphere</td>
<td>3</td>
</tr>
<tr>
<td>Pyramid</td>
<td>2</td>
</tr>
<tr>
<td>Triangular prism</td>
<td>6</td>
</tr>
<tr>
<td>Cone</td>
<td>7</td>
</tr>
<tr>
<td>Cuboid</td>
<td>9</td>
</tr>
</tbody>
</table>

4 Write the answers to these questions.
   a How many cones did Samantha use? 7
   b What did she use the pyramids for? roofs
   c What shapes are the houses made from? cuboids and triangular-prisms
   d Which shape did Samantha use most often? cylinder
   e Which shape did Samantha use least often? pyramid
   f She used three cylinders for lamp-posts. What else did she use cylinders for? silos, water tank and legs

5 Draw three buildings from your area on a sheet of paper. What shapes can you see in them?

   own work

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

see Student Book page 14
Build your own cube

Trace or copy this net onto thin card.
Cut the net out.
Fold the net along the dotted lines to make your cube.
Use the tabs to glue the faces together.

own work
1. Fill in the missing numbers on the number lines.

   a) 12 13 __ 15
   b) 27 28 __ 30
   c) 47 46 __ 44
   d) 97 96 __ 94

2. Fill in the missing numbers in each column.

<table>
<thead>
<tr>
<th>The number after</th>
<th>The number before</th>
<th>The number between</th>
</tr>
</thead>
<tbody>
<tr>
<td>23, __ 24</td>
<td>__ , 13</td>
<td>9, 10 , 11</td>
</tr>
<tr>
<td>34, __ 35</td>
<td>__ , 19</td>
<td>20, 21 , 22</td>
</tr>
<tr>
<td>36, __ 37</td>
<td>__ , 31</td>
<td>35, 36 , 37</td>
</tr>
<tr>
<td>49, __ 50</td>
<td>__ , 46</td>
<td>75, 76 , 77</td>
</tr>
<tr>
<td>55, __ 56</td>
<td>__ , 47</td>
<td>49, 50 , 51</td>
</tr>
<tr>
<td>68, __ 69</td>
<td>__ , 53</td>
<td>98, 99 , 100</td>
</tr>
<tr>
<td>71, __ 72</td>
<td>__ , 69</td>
<td>99, 98 , 97</td>
</tr>
<tr>
<td>77, __ 78</td>
<td>__ , 71</td>
<td>56, 55 , 54</td>
</tr>
<tr>
<td>79, __ 80</td>
<td>__ , 88</td>
<td>35, 34 , 33</td>
</tr>
<tr>
<td>83, __ 84</td>
<td>__ , 90</td>
<td>21, 20 , 19</td>
</tr>
<tr>
<td>90, __ 91</td>
<td>__ , 92</td>
<td>35, 34 , 33</td>
</tr>
<tr>
<td>99, __ 100</td>
<td>__ , 100</td>
<td>2, 1 , 0</td>
</tr>
</tbody>
</table>
More counting

1. Colour blue the numbers that are 10 more than:
   33  48  50  35  40  60  49  89  90  85

2. Colour yellow the numbers that are 10 less than:
   58  40  76  57  99  100  62  12  20  35

3. Fill in the missing numbers in each set.
   a  12, 22, 32, 42, 52, 62, 72, 82
   b  25, 35, 45, 55, 65, 75, 85, 95
   c  90, 80, 70, 60, 50, 40, 30, 20
   d  95, 85, 75, 65, 55, 45, 35, 25
   e  86, 76, 66, 56, 46, 36, 26, 16
   f  99, 89, 79, 69, 59, 49, 39, 29

see Student Book page 17
Complete the number machines.

1. \[27 \rightarrow +1 \rightarrow 28\]
   \[49 \rightarrow +1 \rightarrow 50\]
   \[98 \rightarrow q\]

2. \[67 \rightarrow +10 \rightarrow 77\]
   \[85 \rightarrow +10 \rightarrow 95\]
   \[12 \rightarrow q\]

3. \[14 \rightarrow -1 \rightarrow 13\]
   \[29 \rightarrow -1 \rightarrow 28\]
   \[77 \rightarrow q\]

4. \[42 \rightarrow +100 \rightarrow 142\]
   \[207 \rightarrow +100 \rightarrow 307\]
   \[485 \rightarrow q\]

5. \[850 \rightarrow -100 \rightarrow 750\]
   \[521 \rightarrow +21 \rightarrow 142\]
   \[700 \rightarrow q\]

6. \[741 \rightarrow -10 \rightarrow 631\]
   \[605 \rightarrow -10 \rightarrow 595\]
   \[400 \rightarrow q\]

7. \[388 \rightarrow +100 \rightarrow 588\]
   \[460 \rightarrow +100 \rightarrow 660\]
   \[25 \rightarrow q\]

8. \[199 \rightarrow -1 \rightarrow 427\]
   \[539 \rightarrow -1 \rightarrow 538\]
   \[+28 \rightarrow q\]
Counting patterns to 1000

1 Fill in the missing numbers.

a  
700  701  702  703  704  705

b  
496  497  498  499  500  501

c  
800  799  798  797  796  795

d  
800  801  802  803  804  805

e  
1000  999  998  997  996  995

2 Write in the numbers to complete the table. Start with the given number each time.

<table>
<thead>
<tr>
<th>1 less than</th>
<th>Number</th>
<th>1 more than</th>
<th>100 more than</th>
</tr>
</thead>
<tbody>
<tr>
<td>439</td>
<td>440</td>
<td>441</td>
<td>540</td>
</tr>
<tr>
<td>578</td>
<td>579</td>
<td>580</td>
<td>679</td>
</tr>
<tr>
<td>638</td>
<td>639</td>
<td>640</td>
<td>739</td>
</tr>
<tr>
<td>293</td>
<td>294</td>
<td>295</td>
<td>394</td>
</tr>
<tr>
<td>877</td>
<td>878</td>
<td>879</td>
<td>978</td>
</tr>
<tr>
<td>699</td>
<td>700</td>
<td>701</td>
<td>800</td>
</tr>
</tbody>
</table>
1. Colour the circles red, the triangles green, the squares yellow and the rectangles blue.

2. Write how many there are of each shape.
   a. \[ \text{1 circle, 0 triangles, 0 squares, 3 rectangles} \]
   b. \[ \text{0 circles, 6 triangles, 0 squares, 2 rectangles (or 3)} \]
   c. \[ \text{1 \frac{1}{2} circle, 4 triangles, 0 squares, 1 rectangle} \]
   d. \[ \text{2 circles, 5 triangles, 5 squares, 1 rectangle} \]

3. Draw two doors of your own. Colour the shapes and write how many there are of each.
   a. \[ \text{____ circles, ____ triangles, ____ squares, ____ rectangles, ____ other shapes} \]
   b. \[ \text{____ circles, ____ triangles, ____ squares, ____ rectangles, ____ other shapes} \]

see Student Book page 20
Classify 2D shapes

Colour the triangles yellow.

Colour the quadrilaterals blue.

Colour the pentagons red.

Colour the hexagons green.

see Student Book page 20
Tick the letters that are symmetrical.

Draw a line of symmetry on the letters that are symmetrical.
1. Complete each diagram so that the shape is symmetrical about the mirror line.

2. Shade two more squares in each grid to make a symmetrical pattern.
Making twenties

Cross out pairs of numbers that make 20. For example: 19 + 1

Each time you cross out a pair, make a tally mark in the table.

Add up your tallies to find out how many twenties are in the box.

Can you say what all the numbers in the box add up to?

<table>
<thead>
<tr>
<th>Tally</th>
<th>Number of twenties</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>21</td>
</tr>
</tbody>
</table>

3 Work with a partner.

- Write ten different addition sums with a total of 19.
- Write two subtraction facts that you can work out from each addition sum.

own work

see Student Book page 24
Fill in the missing numbers or operations.

1. \[2 \quad 12 \quad 13 \quad 17\]
   \[3 \quad +10 \quad 7\]
   \[7\]

2. \[12 \quad 2 \quad 13 \quad 37\]
   \[23 \quad -10 \quad 47\]

3. \[7 \quad 12 \quad 13 \quad 14\]
   \[8 \quad +5 \quad 9\]
   \[9\]

4. \[4 \quad 9 \quad 12 \quad 16\]
   \[7 \quad +5 \quad 11\]
   \[11\]

5. \[9 \quad 17 \quad 12 \quad 15\]
   \[4 \quad +8 \quad 17\]
   \[7\]

6. \[0 \quad 7 \quad 15\]
   \[4 \quad -4 \quad 11\]
   \[19\]

7. \[8 \quad 14 \quad 19 \quad 13\]
   \[13 \quad +6 \quad 19\]
   \[5 \quad 11\]

8. \[18 \quad 7 \quad 3\]
   \[12 \quad -9 \quad 11\]
   \[20\]

see Student Book page 25
Making 100

<table>
<thead>
<tr>
<th></th>
<th>10</th>
<th>20</th>
<th>30</th>
<th>40</th>
<th>50</th>
<th>60</th>
<th>70</th>
<th>80</th>
<th>90</th>
<th>100</th>
</tr>
</thead>
</table>

1 Write the missing numbers.
   a $10 + \underline{90} = 100$
   b $25 + \underline{75} = 100$
   c $40 + \underline{60} = 100$
   d $35 + \underline{65} = 100$
   e $50 + \underline{50} = 100$
   f $65 + \underline{35} = 100$
   g $30 + \underline{70} = 100$
   h $45 + \underline{55} = 100$
   i $80 + \underline{20} = 100$
   j $95 + \underline{5} = 100$

2 Write the answers.
   a $100 - 90 = \underline{10}$
   b $100 - 15 = \underline{85}$
   c $100 - 80 = \underline{20}$
   d $100 - 25 = \underline{75}$
   e $100 - 70 = \underline{30}$
   f $100 - 35 = \underline{65}$
   g $100 - 60 = \underline{40}$
   h $100 - 45 = \underline{55}$
   i $100 - 50 = \underline{50}$
   j $100 - 65 = \underline{35}$

3 Colour pairs of numbers to make 100. Use a different colour for each pair.

4 How many steps of 100 would you take on a number line to get from:
   a 600 to 100 $\underline{5}$
   b 100 to 1000 $\underline{q}$
   c 1000 to 0 $\underline{10}$
   d 1000 to 500? $\underline{5}$

see Student Book page 27
1. In a card game, the players have to count the number of points left in their hands when one person is out. How many points would these players have to count?

2. Complete these addition webs. The total for each set of numbers is in the centre.

see Student Book page 28
The total for each number sentence is at the top of each set.

Complete the number sentences.

Time how long it takes you to finish each set.

<table>
<thead>
<tr>
<th>10</th>
<th>20</th>
<th>30</th>
<th>35</th>
<th>45</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 + 6</td>
<td>14 + 6</td>
<td>2 + 28</td>
<td>16 + 19</td>
<td>13 + 13 + 19</td>
</tr>
<tr>
<td>4 + 6</td>
<td>11 + 9</td>
<td>11 + 19</td>
<td>17 + 9 + 9</td>
<td>25 + 20</td>
</tr>
<tr>
<td>2 + 8</td>
<td>10 + 10</td>
<td>16 + 14</td>
<td>11 + 0 + 24</td>
<td>6 + 6 + 33</td>
</tr>
<tr>
<td>6 + 4</td>
<td>11 + 9</td>
<td>19 + 11</td>
<td>19 - 9 + 25</td>
<td>5 + 10 + 30</td>
</tr>
<tr>
<td>3 + 7</td>
<td>12 + 8</td>
<td>20 + 10</td>
<td>2 + 16 + 17</td>
<td>16 + 16 + 13</td>
</tr>
<tr>
<td>3 + 7</td>
<td>3 + 17</td>
<td>28 + 2</td>
<td>3 + 27 + 5</td>
<td>30 + 5 + 10</td>
</tr>
<tr>
<td>5 + 5</td>
<td>6 + 14</td>
<td>10 + 10 + 10</td>
<td>13 + 22</td>
<td>40 - 10 + 15</td>
</tr>
<tr>
<td>10 - 0</td>
<td>7 + 13</td>
<td>15 + 9 + 6</td>
<td>11 + 4 + 20</td>
<td>35 + 10</td>
</tr>
<tr>
<td>1 + 9</td>
<td>15 + 5</td>
<td>12 + 3 + 15</td>
<td>20 - 4 + 19</td>
<td>39 - 24 + 30</td>
</tr>
<tr>
<td>11 - 1</td>
<td>1 + 19</td>
<td>7 + 7 + 16</td>
<td>19 + 4 + 12</td>
<td>2 + 43</td>
</tr>
<tr>
<td>14 - 4</td>
<td>6 + 14</td>
<td>31 - 9 + 8</td>
<td>10 + 5 + 20</td>
<td>5 + 40</td>
</tr>
<tr>
<td>20 - 10</td>
<td>13 + 7</td>
<td>26 + 0 + 4</td>
<td>6 + 27 + 2</td>
<td>7 + 7 + 31</td>
</tr>
</tbody>
</table>

___ minutes
___ seconds
___ minutes
___ seconds
___ minutes
___ seconds
___ minutes
___ seconds
___ minutes
___ seconds

see Student Book page 29
Estimate and measure in metres

<table>
<thead>
<tr>
<th>What I measured</th>
<th>Estimate</th>
<th>Measure</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>skipping rope</td>
<td>own work metres</td>
<td></td>
<td></td>
</tr>
<tr>
<td>notice board</td>
<td>___________ metres</td>
<td>___________ metres</td>
<td></td>
</tr>
<tr>
<td>classroom wall</td>
<td>___________ metres</td>
<td>___________ metres</td>
<td></td>
</tr>
<tr>
<td>door</td>
<td>___________ metres</td>
<td>___________ metres</td>
<td></td>
</tr>
<tr>
<td></td>
<td>___________ metres</td>
<td>___________ metres</td>
<td></td>
</tr>
<tr>
<td></td>
<td>___________ metres</td>
<td>___________ metres</td>
<td></td>
</tr>
</tbody>
</table>
1 Measure each path in centimetres.

Write the length of each part.

Write the total length.

a

\[ \underline{1} \text{ cm} + \underline{1} \text{ cm} + \underline{4} \text{ cm} = \underline{6} \text{ cm} \]

b

\[ \underline{3} \text{ cm} + \underline{2} \text{ cm} + \underline{3} \text{ cm} = \underline{8} \text{ cm} \]

c

\[ \underline{2} \text{ cm} + \underline{1} \text{ cm} + \underline{2} \text{ cm} + \underline{4} \text{ cm} = \underline{9} \text{ cm} \]

d

\[ \underline{2} \text{ cm} + \underline{2} \text{ cm} + \underline{3} \text{ cm} + \underline{2} \text{ cm} = \underline{9} \text{ cm} \]

2 Add a 2 cm section and a 5 cm section to each path.

a

b

own work

c

d

see Student Book page 33
Rounding numbers

Which number is closest?

Circle the best answer.

1. I ate about 200 mosquitoes
   146 198 250

2. I ate about 300 mosquitoes
   210 249 328

3. I ate about 100 mosquitoes
   106 160 201

4. I ate about 500 mosquitoes
   210 475 610

5. I ate about 400 mosquitoes
   398 456 327

6. I ate about 300 mosquitoes
   249 376 260

7. I ate about 100 mosquitoes
   50 155 36

8. I ate about 300 mosquitoes
   187 256 301

9. I ate about 500 mosquitoes
   662 559 530

see Student Book page 36
Estimate how many.

<table>
<thead>
<tr>
<th>Scissors</th>
<th>Bowls</th>
<th>Cones</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 to 50</td>
<td>50 to 60</td>
<td>50 to 60</td>
</tr>
</tbody>
</table>

see Student Book page 38
Six friends timed how long it took them to get to school each day.

Jo 30 minutes  Kelly 45 minutes
Alex 35 minutes  Paul 40 minutes
Laura 25 minutes  Anita 50 minutes

1. Draw a pointer on each timer to show how long each friend took.

2. Write the times in order from longest to shortest.

25 min  30 min  35 min  40 min  45 min  50 min

3. What is the difference between the longest and shortest time?

\[ 50 - 25 = 25 \text{ min} \]

4. Who takes the longest to get to school? Anita

5. Who gets to school in the shortest time? Laura

see Student Book page 39
Show the time on both watches.

1. **5 minutes past eight**
   - **Time:** 6:15
   - **Watches:**
     - **Left:**
       - **Time:** 6:15
     - **Right:**
       - **Time:** 6:15
   - **Description:** Quarter past six

2. **Ten to seven**
   - **Time:** 6:50
   - **Watches:**
     - **Left:**
       - **Time:** 6:50
     - **Right:**
       - **Time:** 6:50
   - **Description:** Half past ten

3. **Half past ten**
   - **Time:** 10:30
   - **Watches:**
     - **Left:**
       - **Time:** 10:30
     - **Right:**
       - **Time:** 10:30
   - **Description:** Twenty to four

4. **Twenty to four**
   - **Time:** 3:40
   - **Watches:**
     - **Left:**
       - **Time:** 3:40
     - **Right:**
       - **Time:** 3:40
   - **Description:** Twenty-five past twelve

5. **Five to three**
   - **Time:** 2:55
   - **Watches:**
     - **Left:**
       - **Time:** 2:55
     - **Right:**
       - **Time:** 2:55
   - **Description:** Quarter to nine

6. **Five past seven**
   - **Time:** 7:05
   - **Watches:**
     - **Left:**
       - **Time:** 7:05
     - **Right:**
       - **Time:** 7:05
   - **Description:** Five minutes past eight

See Student Book page 40
More telling and showing time

Read the time shown on one watch.

Show the time on the other watch.

Write the time in words.

1. **three o'clock**

2. **quarter past four**

3. **five to seven**

4. **quarter to eight**

5. **twenty-five past three**

6. **half past five**

7. **ten past eight**

8. **ten to one**

five minutes past five

see Student Book page 40
Estimating time

You will need a watch or a stopwatch for this activity. Work with a partner.

1. Look at the pictures. Estimate how long each activity would take. Colour the correct block in the table to record your estimate. Do each activity. Time how long it takes you. Tick the boxes with the correct times.

- **a** Put on your shoes.
- **b** Bounce a ball 20 times.
- **c** Walk around the school yard 5 times.
- **d** Count backwards from 100 to 0.
- **e** Write the numbers from 600 to 800.
- **f** Copy 50 words from a book.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Less than 1 minute</th>
<th>1 minute to 5 minutes</th>
<th>5 minutes to 15 minutes</th>
<th>More than 15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Put on shoes</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>b Bounce a ball</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c Walk around yard</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d Count backwards</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e Write numbers</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f Copy words</td>
<td>✓ ✓ ✓</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

See Student Book page 41
1 Fill in the missing information on each calendar.

### February

<table>
<thead>
<tr>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thur</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24+</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>27</td>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Possibly 29 as well

### September

<table>
<thead>
<tr>
<th>Sun</th>
<th>1</th>
<th>8</th>
<th>15</th>
<th>22</th>
<th>29</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>2</td>
<td>9</td>
<td>16</td>
<td>23</td>
<td>30</td>
</tr>
<tr>
<td>Wed</td>
<td>3</td>
<td>10</td>
<td>17</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Thur</td>
<td>4</td>
<td>11</td>
<td>18</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Fri</td>
<td>5</td>
<td>12</td>
<td>19</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Sat</td>
<td>6</td>
<td>13</td>
<td>20</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Sun</td>
<td>7</td>
<td>14</td>
<td>21</td>
<td>28</td>
<td></td>
</tr>
</tbody>
</table>

2 Use this blank calendar to fill in the correct dates for the present month.

<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>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Own work

see Student Book page 42
Revise multiplication and division

Complete the number sentences for each picture.

5 × 2 = 10  2 × 5 = 10
10 ÷ 2 = 5  10 ÷ 5 = 2

2 × 4 = 8  4 × 2 = 8
8 ÷ 2 = 4  8 ÷ 4 = 2

4 × 3 = 12  3 × 4 = 12
12 ÷ 3 = 4  12 ÷ 4 = 3

4 × 5 = 20  5 × 4 = 20
20 ÷ 5 = 4

10 × 2 = 20  2 × 10 = 20
20 ÷ 2 = 10  20 ÷ 10 = 2

8 × 2 = 16  2 × 8 = 16
16 ÷ 8 = 2  16 ÷ 2 = 8

see Student Book page 44
1 Colour the rest of this pattern to show the 2 times table. Write the answers at the right.

```
2 x 1  | 2 x 2  | 2 x 3  | 2 x 4  | 2 x 5  | 2 x 6  | 2 x 7  | 2 x 8  | 2 x 9  | 2 x 10 |
0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
0 | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 |
0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
```

2 Use the 1–100 block below.

- a Circle all the multiples of 5 in green.
- b Underline all the multiples of 10.
- c Colour all the blocks with even numbers in them yellow.

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

d What do you notice about the patterns?

see Student Book page 45
Find the multiples

1. Circle the multiples of 2.

2. Circle the multiples of 5.

3. Circle the multiples of 10.

4. Circle the numbers that are both multiples of 2 and multiples of 5.

see Student Book page 46
1. Complete the table.

<table>
<thead>
<tr>
<th>×</th>
<th>10</th>
<th>2</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>3</th>
<th>8</th>
<th>1</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>30</td>
<td>6</td>
<td>12</td>
<td>15</td>
<td>18</td>
<td>21</td>
<td>9</td>
<td>24</td>
<td>3</td>
<td>27</td>
</tr>
</tbody>
</table>

2. Complete the table.

<table>
<thead>
<tr>
<th>Number of counters</th>
<th>3</th>
<th>12</th>
<th>18</th>
<th>27</th>
<th>30</th>
<th>15</th>
<th>24</th>
<th>21</th>
<th>6</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many groups of 3?</td>
<td>1</td>
<td>4</td>
<td>6</td>
<td>9</td>
<td>10</td>
<td>5</td>
<td>8</td>
<td>7</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

3. Draw lines to match the numbers to the correct answers.

<table>
<thead>
<tr>
<th>×3</th>
<th>÷3</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>7</td>
<td>21</td>
</tr>
<tr>
<td>6</td>
<td>27</td>
</tr>
<tr>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>18</td>
<td>4</td>
</tr>
<tr>
<td>21</td>
<td>10</td>
</tr>
<tr>
<td>30</td>
<td>5</td>
</tr>
<tr>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>27</td>
<td>3</td>
</tr>
<tr>
<td>24</td>
<td>9</td>
</tr>
</tbody>
</table>

4. Achmed waters his vegetables every third day during the month of February.

Circle the days on which he will water his garden.

How many times does he water during the month? *9 times*
Multiplication patterns

1. Look for a pattern. Fill in the missing numbers.

20 18 16 14 12 10 8
5 10 15 20 25 30 35
10 20 30 40 50 60 70
3 6 9 12 15 18 21
12 14 16 18 20 22 24
4 8 12 16 20 24 28
40 36 32 28 24 20 16

2. Complete this multiplication block.

<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>2</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>14</td>
<td>16</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>12</td>
<td>15</td>
<td>18</td>
<td>21</td>
<td>24</td>
<td>27</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>16</td>
<td>20</td>
<td>24</td>
<td>28</td>
<td>32</td>
<td>36</td>
<td>40</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>30</td>
<td>35</td>
<td>40</td>
<td>45</td>
<td>50</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>50</td>
<td>60</td>
<td>70</td>
<td>80</td>
<td>90</td>
<td>100</td>
</tr>
</tbody>
</table>

3. Double each number.

1 2 10 20 15 30
2 4 20 40 25 50
3 6 30 60 35 70
4 8 40 80 45 90
5 10 50 100
1 kilogram = 1000 grams.
½ kg = 500 grams.

Read the weighing scales.

Write each mass in two different ways.

1
2
3
4
5
6

see Student Book page 51
These scales show how much some students weigh.

Read the scale.

Write each weight to the nearest half kilogram.
I have 18 counters.

I can make
2 rows of 9
18 ÷ 2 = 9

I can make
6 rows of 3
18 ÷ 6 = 3

I can make
3 rows of 6
18 ÷ 3 = 6

1. Draw four different ways of putting 12 counters into equal rows. Write a division fact for each.

\[
\begin{align*}
\text{12} & \div 2 = 6 \\
\text{12} & \div 6 = 2 \\
\text{12} & \div 4 = 3 \\
\text{12} & \div 3 = 4
\end{align*}
\]

2. How many ways can you find to put 24 counters into equal rows? Draw the ways you can find. Write a division fact for each.

For example:

\[
\begin{align*}
24 & \div 1 = 24 \\
24 & \div 12 = 2 \\
24 & \div 3 = 8 \\
24 & \div 6 = 4
\end{align*}
\]

see Student Book page 53
Division facts

1. Write four different multiplication and division facts for each set of numbers

   **5 6 30**
   \[ 5 \times 6 = 30 \]
   \[ 6 \times 5 = 30 \]
   \[ 30 \div 6 = 5 \]
   \[ 30 \div 5 = 6 \]

   **7 28 4**
   \[ 4 \times 7 = 28 \]
   \[ 7 \times 4 = 28 \]
   \[ 28 \div 4 = 7 \]
   \[ 28 \div 7 = 4 \]

   **40 5 8**
   \[ 5 \times 8 = 40 \]
   \[ 8 \times 5 = 40 \]
   \[ 40 \div 8 = 5 \]
   \[ 40 \div 5 = 8 \]

   **90 10 9**
   \[ 10 \times 9 = 90 \]
   \[ 9 \times 10 = 90 \]
   \[ 90 \div 10 = 9 \]
   \[ 90 \div 9 = 10 \]

2. Draw lines to match the numbers to the correct answers.

<table>
<thead>
<tr>
<th>÷3</th>
<th>÷5</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>21</td>
<td>40</td>
</tr>
<tr>
<td>18</td>
<td>25</td>
</tr>
<tr>
<td>24</td>
<td>45</td>
</tr>
<tr>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

see Student Book page 54
Share the items among the children.

Are there any left over? Tick the correct box.

If there are some left over, write how many.

<table>
<thead>
<tr>
<th>Things to be shared</th>
<th>Number of children</th>
<th>Left over?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Packets" /></td>
<td>2</td>
<td>Yes [✓] 1</td>
</tr>
<tr>
<td><img src="image" alt="Pencils" /></td>
<td>4</td>
<td>Yes [✓] 3</td>
</tr>
<tr>
<td><img src="image" alt="Sandwiches" /></td>
<td>3</td>
<td>Yes [✓] 1</td>
</tr>
<tr>
<td><img src="image" alt="Rulers" /></td>
<td>4</td>
<td>Yes [✓] 1</td>
</tr>
<tr>
<td><img src="image" alt="Candies" /></td>
<td>7</td>
<td>Yes [✓] 3</td>
</tr>
</tbody>
</table>

see Student Book page 55
Make a table

Work with a partner.

Decide whether each animal moves mostly by walking, swimming or flying.

Write the name of each animal in the correct column in the table.

<table>
<thead>
<tr>
<th>Mostly walks</th>
<th>Mostly swims</th>
<th>Mostly flies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leopard</td>
<td>Fish</td>
<td>Dove</td>
</tr>
<tr>
<td>Tiger</td>
<td>Duck</td>
<td>Parrot</td>
</tr>
<tr>
<td>Dolphin</td>
<td></td>
<td>Bat</td>
</tr>
<tr>
<td>Octopus</td>
<td></td>
<td>Bee</td>
</tr>
<tr>
<td>Crocodile</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1 Look at the pictures carefully. Where do you think you would find the most mini-beasts? Why?

2 You are going to work in groups to count the number of mini-beasts in different places. Your teacher will give you instructions to do this.

Record your data in this table.

<table>
<thead>
<tr>
<th>Environment</th>
<th>Number of mini-beasts found</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>own work</td>
</tr>
<tr>
<td>B</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td></td>
</tr>
</tbody>
</table>

3 Use your table to find the answers to these questions.

a Where did you find the most mini-beasts?

b Where did you find the fewest mini-beasts?

c How many mini-beasts did you find in environment A?

d How many mini-beasts did you find altogether?
Write the numbers in the correct spaces.

Some numbers might go outside the circles.

<table>
<thead>
<tr>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
</tr>
<tr>
<td>29</td>
</tr>
<tr>
<td>18</td>
</tr>
<tr>
<td>35</td>
</tr>
<tr>
<td>63</td>
</tr>
<tr>
<td>45</td>
</tr>
<tr>
<td>27</td>
</tr>
<tr>
<td>51</td>
</tr>
<tr>
<td>72</td>
</tr>
<tr>
<td>48</td>
</tr>
<tr>
<td>20</td>
</tr>
<tr>
<td>24</td>
</tr>
<tr>
<td>32</td>
</tr>
<tr>
<td>15</td>
</tr>
<tr>
<td>21</td>
</tr>
<tr>
<td>12</td>
</tr>
</tbody>
</table>

[Diagram of Venn diagram with numbers placed accordingly]
1. Draw the shapes in the correct places in the table.

<table>
<thead>
<tr>
<th>Grey</th>
<th>Not grey</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Shapes]</td>
<td>![Shapes]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Has right angles</th>
<th>Has no right angles</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Shapes]</td>
<td>![Shapes]</td>
</tr>
<tr>
<td>![Shapes]</td>
<td>![Shapes]</td>
</tr>
</tbody>
</table>

2. Sarita asked her friends if they liked apples or oranges. Her Carroll diagram looked like this:

<table>
<thead>
<tr>
<th>Like apples</th>
<th>Don’t like apples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Like oranges</td>
<td>5</td>
</tr>
<tr>
<td>Don’t like oranges</td>
<td>1</td>
</tr>
</tbody>
</table>

a. How many friends did Sarita ask? __________
b. How many friends like apples and oranges? __________
c. How many friends don’t like apples or oranges? __________
d. How many friends like apples, but not oranges? __________
e. How many friends like oranges, but not apples? __________

see Student Book page 61
3 Choose 10 students in your class. Write their names in the correct place on this Carroll diagram.

<table>
<thead>
<tr>
<th>Boy</th>
<th>Not a boy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wears glasses</td>
<td>own work</td>
</tr>
<tr>
<td>Does not wear glasses</td>
<td></td>
</tr>
</tbody>
</table>

4 Put the numbers into the correct boxes in this Carroll diagram.

| 1 2 3 4 5 6 7 8 9 10 |
| 15 20 26 30 35 50 12 |

<table>
<thead>
<tr>
<th>Even</th>
<th>Not even</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple of 5</td>
<td>10 20</td>
</tr>
<tr>
<td></td>
<td>30 50</td>
</tr>
<tr>
<td>Not a multiple of 5</td>
<td>5 15</td>
</tr>
<tr>
<td></td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>1 3</td>
</tr>
<tr>
<td></td>
<td>7 9</td>
</tr>
</tbody>
</table>
1 Shade the correct fraction of each shape.

one-half three-quarters two-thirds

2 Complete the table.

<table>
<thead>
<tr>
<th>Fraction in numbers</th>
<th>Number of equal parts in the whole</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-quarter</td>
<td>$\frac{1}{4}$</td>
</tr>
<tr>
<td>One-half</td>
<td>$\frac{1}{2}$</td>
</tr>
<tr>
<td>Two-thirds</td>
<td>$\frac{2}{3}$</td>
</tr>
<tr>
<td>Three-fifths</td>
<td>$\frac{3}{5}$</td>
</tr>
<tr>
<td>Five-sixths</td>
<td>$\frac{5}{6}$</td>
</tr>
<tr>
<td>Four-tenths</td>
<td>$\frac{4}{10}$</td>
</tr>
</tbody>
</table>

3 Colour the necklaces correctly.

a $\frac{1}{2}$ the beads are blue.
The rest are red.

b $\frac{1}{4}$ of the beads are pink.
$\frac{1}{4}$ of the beads are red.
The rest are orange.
More fractions of shapes

Colour the fraction given.

Write the fraction that is not shaded.

1. not shaded

2. not shaded

3. not shaded

4. not shaded

5. not shaded

6. not shaded

7. not shaded

8. not shaded

9. not shaded

see Student Book page 63
1. Count the squares in each chocolate bar. Complete the number sentences.

\[
\begin{align*}
\frac{1}{2} \text{ of the squares} &= 12 \\
\frac{1}{3} \text{ of the squares} &= 8 \\
\frac{1}{4} \text{ of the squares} &= 6 \\
\frac{1}{2} \text{ of the squares} &= 6 \\
\frac{1}{4} \text{ of the squares} &= 3 \\
\frac{3}{4} \text{ of the squares} &= 9 \\
\frac{1}{2} \text{ of the squares} &= 12 \\
\frac{1}{4} \text{ of the squares} &= 6
\end{align*}
\]

2. Write how many squares in the whole bar of chocolate if:

\[
\begin{align*}
a \quad \frac{1}{3} \text{ of } 9 &= 3 \\
b \quad \frac{1}{2} \text{ of } 10 &= 5 \\
c \quad \frac{1}{4} \text{ of } 16 &= 4 \\
d \quad \frac{1}{2} \text{ of } 24 &= 12 \\
e \quad \frac{1}{3} \text{ of } 3 &= 1 \\
f \quad \frac{1}{4} \text{ of } 36 &= 9
\end{align*}
\]

see Student Book page 66
Colour or draw to show the correct fractions.

1. \( \frac{1}{2} \) of the bottles are full.

2. \( \frac{1}{3} \) of the ladybirds have no spots.

3. \( \frac{1}{4} \) of these cars are red.

4. \( \frac{1}{5} \) of these fish are green.

5. \( \frac{1}{2} \) of these birds are yellow.

6. \( \frac{1}{5} \) of the beads are striped.

see Student Book page 67
Measuring capacity

Draw the liquid in the jugs to show each amount.

1. 500 ml
2. 700 ml
3. \(\frac{1}{4} l\)
4. 1 l
5. 1 l 200 ml
6. 1 l 700 ml
7. \(1\frac{3}{4} l\)
8. 1 l 900 ml

see Student Book page 68
Making 1 litre

Find pairs of containers that make 1 litre.

Colour each pair a different colour.

see Student Book page 69
Look for patterns. Write the missing numbers.

Make up your own pattern in the last table.

1. **58**
   - 50 + 8
   - 40 + 18
   - 30 + 28
   - 20 + 38
   - 10 + 48
   - 0 + 58

2. **63**
   - 60 + 3
   - 50 + 13
   - 40 + 23
   - 30 + 33
   - 20 + 43
   - 10 + 53
   - 0 + 63

3. **79**
   - 70 + 9
   - 60 + 19
   - 50 + 29
   - 40 + 39
   - 30 + 49
   - 20 + 59
   - 10 + 69
   - 0 + 79

4. **88**
   - 80 + 8
   - 70 + 18
   - 60 + 28
   - 50 + 38
   - 40 + 48
   - 30 + 58
   - 20 + 68
   - 10 + 78
   - 0 + 88

5. **91**
   - 90 + 1
   - 80 + 11
   - 70 + 21
   - 60 + 31
   - 50 + 41
   - 40 + 51
   - 30 + 61
   - 20 + 71
   - 10 + 81
   - 0 + 91

6. **own work**
   - _____ + _____
   - _____ + _____
   - _____ + _____
   - _____ + _____
   - _____ + _____
   - _____ + _____
   - _____ + _____

7. **Write the number that is 300 more than:**
   - a 198 498
   - b 227 527
   - c 405 705
   - d 303 603

8. **Write the number that is 50 less than:**
   - a 185 135
   - b 269 219
   - c 345 295
   - d 521 471

see Student Book page 74
### 1. Rounding and estimating

Round each number to the nearest ten. Estimate the answer. Work out the actual answer.

<table>
<thead>
<tr>
<th>Number sentence</th>
<th>Rounded</th>
<th>Estimate</th>
<th>Actual answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>28 + 41</td>
<td>30 + 40</td>
<td>70</td>
<td>69</td>
</tr>
<tr>
<td>61 + 32</td>
<td>60 + 30</td>
<td>90</td>
<td>93</td>
</tr>
<tr>
<td>75 + 19</td>
<td>80 + 20</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td>16 + 48</td>
<td>20 + 50</td>
<td>70</td>
<td>64</td>
</tr>
<tr>
<td>23 + 43</td>
<td>20 + 40</td>
<td>60</td>
<td>66</td>
</tr>
<tr>
<td>82 – 19</td>
<td>80 – 20</td>
<td>60</td>
<td>63</td>
</tr>
<tr>
<td>65 – 32</td>
<td>70 – 30</td>
<td>40</td>
<td>33</td>
</tr>
<tr>
<td>79 – 62</td>
<td>80 – 60</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td>99 – 89</td>
<td>100 – 90</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

### 2. Find the actual answer. Work out the difference between the estimate and the answer.

<table>
<thead>
<tr>
<th>Number sentence</th>
<th>Estimate</th>
<th>Actual answer</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 + 29</td>
<td>80</td>
<td>74</td>
<td>6</td>
</tr>
<tr>
<td>32 + 61</td>
<td>90</td>
<td>93</td>
<td>3</td>
</tr>
<tr>
<td>48 + 43</td>
<td>90</td>
<td>91</td>
<td>1</td>
</tr>
<tr>
<td>55 + 38</td>
<td>100</td>
<td>93</td>
<td>7</td>
</tr>
<tr>
<td>66 – 28</td>
<td>40</td>
<td>38</td>
<td>2</td>
</tr>
<tr>
<td>49 – 23</td>
<td>30</td>
<td>26</td>
<td>4</td>
</tr>
<tr>
<td>92 – 67</td>
<td>20</td>
<td>25</td>
<td>5</td>
</tr>
<tr>
<td>98 – 49</td>
<td>50</td>
<td>49</td>
<td>1</td>
</tr>
</tbody>
</table>
Check the answers

Check these addition sums.

Tick the ones that are correct.

Write the correct answer if the total is wrong.

Use your notebook or scrap paper if there is not enough space for working.

\[
\begin{align*}
a) \ 219 + 254 &= 74 \ \ &\checkmark \\
\quad &= 473 \\
b) \ 358 + 112 &= 466 \ \ &\times \\
\quad &= 470 \\
c) \ 165 + 429 &= 584 \ \ &\times \\
\quad &= 594 \\
d) \ 284 + 507 &= 781 \ \ &\times \\
\quad &= 791 \\
e) \ 705 + 134 &= 737 \ \ &\times \\
\quad &= 839 \\
f) \ 368 + 35 &= 403 \ \ &\checkmark \\
\quad &= 839 \\
g) \ 259 + 143 &= 392 \ \ &\times \\
\quad &= 402 \\
h) \ 649 + 156 &= 705 \ \ &\times \\
\quad &= 805 \\
i) \ 447 + 343 &= 780 \ \ &\times \\
\quad &= 790 \\
j) \ 309 + 43 &= 342 \ \ &\times \\
\quad &= 352 \\
k) \ 232 + 696 &= 828 \ \ &\times \\
\quad &= 928 \\
l) \ 142 + 185 &= 227 \ \ &\times \\
\quad &= 327 \\
m) \ 522 + 185 &= 607 \ \ &\times \\
\quad &= 707 \\
n) \ 907 + 30 &= 907 \ \ &\times \\
\quad &= 937 \\
o) \ 226 + 457 &= 673 \ \ &\times \\
\quad &= 683 \\
\end{align*}
\]

see Student Book page 78
1. Mark all the right angles inside each path. Write how many right angles there are.

   a
   [Diagram of a shape with 7 right angles]
   ___________ right angles

   b
   [Diagram of a shape with 9 right angles]
   ___________ right angles

2. Use your right angle measure.

   Mark all the right angles in each shape.

   Write the name of the shape.

   Write how many right angles there are.

   a
   [Diagram of a triangle]
   triangle
   _______ right angles

   b
   [Diagram of a square]
   square
   _______ right angles

   c
   [Diagram of a rectangle]
   rectangle
   _______ right angles

   d
   [Diagram of a triangle]
   triangle
   _______ right angles

   e
   [Diagram of a pentagon]
   pentagon
   _______ right angles

   f
   [Diagram of a rectangle]
   rectangle
   _______ right angles
1. Mark all the right angles in these shapes.

A B C D E F G H I J K

2. Complete this table. Write the letters of each shape.

<table>
<thead>
<tr>
<th>Shape</th>
<th>No right angles</th>
<th>1 right angle</th>
<th>More than 1 right angle</th>
</tr>
</thead>
<tbody>
<tr>
<td>B C D F G H I</td>
<td></td>
<td>J</td>
<td>A E</td>
</tr>
</tbody>
</table>
Money amounts

Draw notes and coins to show how you could pay for each item.

<table>
<thead>
<tr>
<th>Item and price</th>
<th>Coins and notes I could use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cashews $4.50</td>
<td>own amounts</td>
</tr>
<tr>
<td>Crayons $8.50</td>
<td></td>
</tr>
<tr>
<td>Calculator $15.60</td>
<td></td>
</tr>
<tr>
<td>Diary $12.80</td>
<td></td>
</tr>
<tr>
<td>Cap $13.70</td>
<td></td>
</tr>
</tbody>
</table>

see Student Book page 81
Write values on the coins to make the amount up to $1.00. Use as few coins as possible.

<table>
<thead>
<tr>
<th>Amount I have</th>
<th>Coins I need to make $1.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>25c</td>
<td>50 20 5</td>
</tr>
<tr>
<td>75c</td>
<td>20 5</td>
</tr>
<tr>
<td>52c</td>
<td>20 20 5 2 1</td>
</tr>
<tr>
<td>88c</td>
<td>10 2</td>
</tr>
<tr>
<td>90c</td>
<td>10</td>
</tr>
<tr>
<td>18c</td>
<td>50 20 10 2</td>
</tr>
<tr>
<td>39c</td>
<td>50 10 1</td>
</tr>
<tr>
<td>46c</td>
<td>50 2 2</td>
</tr>
<tr>
<td>20c</td>
<td>50 20 10</td>
</tr>
<tr>
<td>84c</td>
<td>10 5 1</td>
</tr>
</tbody>
</table>

See Student Book page 82
Money problems

1. Victoria decides to have a half-price sale.

Write the sale price of each item. The first one has been done as an example.

- Was $40
  - Now $20
- Was $80
  - Now $40
- Was $90
  - Now $45
- Was $60
  - Now $30
- Was $55
  - Now $27.50
- Was $48
  - Now $24
- Was $85
  - Now $42.50
- Was $18
  - Now $9
- Was $19
  - Now $9.50

2. How much for two of each item?

- 45c
  - 90c
  - 90c
  - $1.80
- 80c
  - $1.60
  - $1.70
- $1.50
  - $3.00
  - $3.50
  - $7.00

3. How much change will you get from $2 if you spend the following amounts?

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>$1.25</td>
</tr>
<tr>
<td>b</td>
<td>$1.45</td>
</tr>
<tr>
<td>c</td>
<td>50c</td>
</tr>
<tr>
<td>d</td>
<td>10c</td>
</tr>
<tr>
<td>e</td>
<td>99 cents</td>
</tr>
<tr>
<td>f</td>
<td>$1.73</td>
</tr>
</tbody>
</table>

- $75c
- 55c
- $1.50
- $1.90
- $1.01
- $27c

see Student Book page 83
### Clockwise and anti-clockwise turns

1. Imagine you are at X. Complete the table

<table>
<thead>
<tr>
<th>Starting position</th>
<th>Turn</th>
<th>End position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facing the tree</td>
<td>$\frac{1}{2}$ turn clockwise</td>
<td>Facing the swings</td>
</tr>
<tr>
<td>Facing the tree</td>
<td>$\frac{1}{2}$ turn anti-clockwise</td>
<td>Facing the tree</td>
</tr>
<tr>
<td>Facing the swings</td>
<td>$\frac{1}{4}$ turn anti-clockwise</td>
<td>Facing the house</td>
</tr>
<tr>
<td>Facing the swings</td>
<td>$\frac{1}{4}$ turn clockwise</td>
<td>Facing the swings</td>
</tr>
<tr>
<td>Facing the pond</td>
<td>$\frac{3}{4}$ turn anti-clockwise</td>
<td>Facing the tree</td>
</tr>
<tr>
<td>Facing the pond</td>
<td>$\frac{3}{4}$ turn clockwise</td>
<td>Facing the pond</td>
</tr>
<tr>
<td>Facing the house</td>
<td>$\frac{1}{2}$ turn clockwise</td>
<td>Facing the pond</td>
</tr>
<tr>
<td>Facing the house</td>
<td>$\frac{3}{4}$ turn clockwise</td>
<td>Facing the swings</td>
</tr>
<tr>
<td>Facing the tree</td>
<td>$\frac{1}{4}$ turn anti-clockwise</td>
<td>Facing the pond</td>
</tr>
<tr>
<td>Facing the tree</td>
<td>$\frac{1}{2}$ turn clockwise</td>
<td>Facing the house</td>
</tr>
<tr>
<td>Facing the swings</td>
<td>full turn clockwise</td>
<td>Facing the swings</td>
</tr>
<tr>
<td>Facing the swings</td>
<td>$\frac{1}{4}$ turn anti-clockwise</td>
<td>Facing the pond</td>
</tr>
</tbody>
</table>

2. Make up some starting positions and turns of your own. Ask a partner to work out the end positions.

<table>
<thead>
<tr>
<th>Starting position</th>
<th>Turn</th>
<th>End position</th>
</tr>
</thead>
<tbody>
<tr>
<td>own work</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

see Student Book page 84
A snail took this route around some tree stumps.

1. Around which stumps did it travel clockwise?
   1, 4, 5

2. Around which stumps did it travel anti-clockwise?
   2, 3

3. Another snail took a different route. It went anti-clockwise around stumps 1, 2 and 4. It went clockwise around the remaining stumps.

   Draw the snail’s route using arrows.

4. Draw some circles using an anti-clockwise motion and some other circles using a clockwise motion. Which felt more comfortable? Suggest some reasons for your answer.

   own work
This is part of a seating plan.

Back

<table>
<thead>
<tr>
<th></th>
<th>Marie</th>
<th>Nina</th>
<th>Zayed</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td>Jess</td>
</tr>
<tr>
<td>2</td>
<td>Jo</td>
<td>Nick</td>
<td>Thandi</td>
</tr>
<tr>
<td></td>
<td>Ella</td>
<td>Malala</td>
<td>Sipho</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>E</td>
<td></td>
</tr>
</tbody>
</table>

Front

1. Write the names of these students in the correct places.
   a. Marie is in seat B4
   b. Nick sits two rows in front of Marie
   c. Sipho is in E1
   d. Amani sits next to Sipho
   e. Jess sits in C3
   f. Nina sits behind Jess
   g. Ella sits in A1

2. Write the position of these students.
   a. Zayed E4
   b. The person in front of Mike E1
   c. Zara D2
   d. Jo A2
   e. The person between Nick and Zara C2

3. Zayed moves one seat forward. Where is he sitting now? E3
4. Jo moves one row back. Where is she sitting now? A3
5. Marie moves to the empty seat in the front row. What is the position of this seat? B1 or D1

see Student Book page 85
Position on a grid

Draw the shapes in the correct squares on the grid.

A4  C5   D9   E1
F3  D4   G4   I2
J9  E8   H2   A10

see Student Book page 85
Colour the shapes to show the mixed number.

a

\[ \frac{1}{2} \]

b

\[ \frac{3}{4} \]

c

\[ \frac{1}{4} \]

d

\[ \frac{1}{2} \]

e

\[ \frac{1}{3} \]

f

\[ \frac{1}{2} \]

g

\[ \frac{3}{8} \]

h

\[ \frac{6}{10} \]

see Student Book page 86
Mixed numbers on a number line

Write the fractions or mixed numbers shown by the arrows.

1

\[ \frac{1}{2} \quad 2\frac{1}{2} \quad 3\frac{1}{2} \quad 4\frac{1}{2} \]

2

\[ 2\frac{2}{3} \quad 3\frac{3}{4} \quad 3\frac{5}{8} \quad 3\frac{7}{8} \]

3

\[ \frac{1}{8} \quad \frac{1}{2} \quad \frac{7}{8} \quad 1\frac{1}{5} \quad 1\frac{1}{7} \quad 1\frac{2}{8} \]

4

\[ 3\frac{1}{5} \quad 4\frac{1}{5} \quad 5\frac{1}{2} \quad 6\frac{3}{8} \quad 8 \]

5 Use this number line to make a question like the ones above.
   Swap with a partner.
   Complete your partner’s question.

   own work

see Student Book page 87
Show each set of mixed numbers on the number line.

1. $1\frac{1}{2}$  $3\frac{1}{2}$  $4\frac{1}{2}$  $5\frac{1}{2}$

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

3. $2\frac{1}{3}$  $3\frac{1}{3}$  $4\frac{1}{3}$  $5\frac{2}{3}$

4. $\frac{1}{2}$  $\frac{9}{10}$  $1\frac{1}{10}$  $1\frac{1}{2}$  $1\frac{9}{10}$

see Student Book page 87
Here are four symbols used on pictograms.

1 person | 2 ice creams | 1 car | 2 fish

1. Write the amount these symbols represent.

4 persons | 3 ice-creams | 2 cars | 2 fish

8 persons | 11 ice-creams | 4 cars | 7 fish

2. Draw the symbols to show:

<table>
<thead>
<tr>
<th>3 people</th>
<th>7 ice creams</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 cars</td>
<td>5 fish</td>
</tr>
</tbody>
</table>

see Student Book page 88
1. Do a survey in your class to find out which flavour your friends would buy.

<table>
<thead>
<tr>
<th>Flavour</th>
<th>Tally</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>own work</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Draw a pictogram with the title ‘Our favourite flavours’. Use your own key.

Key

\[ \square = \text{children} \]
1. Look at the picture. Answer the questions.
   a. How many children are there? 12
   b. How many girls are there? 5
   c. How many boys are there? 7
   d. How many children wear glasses? 7
   e. How many girls wear glasses? 1
   f. How many boys wear glasses? 6

2. Write the numbers in the Carroll diagram to show the information.

<table>
<thead>
<tr>
<th></th>
<th>Girls</th>
<th>Not girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wear glasses</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Do not wear glasses</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

3. Complete this pictogram to show how many boys and girls wear glasses.

<table>
<thead>
<tr>
<th>Children who wear glasses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Boys</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

   Key 🧐 = 1 child
Five children went for a run. Here are their times:

Sarah: 8 minutes  
Dan: 14 minutes  
Ayiz: 12 minutes  
Mishka: 11 minutes  
Anna: 13 minutes

1. Use the information to complete the bar chart.

2. Answer these questions about the chart.
   
   a. Who came first? Sarah
   
   b. Who came third? Ayiz
   
   c. How much longer did Dan take than Sarah? 6 mins
   
   d. How many minutes did Dan take? 14 mins
   
   e. How long did Ayiz and Mishka take together? 23 mins

see Student Book page 89
1. Find out which sandwiches your class likes.

Make a tally chart.  | = 1  |||| = 5

<table>
<thead>
<tr>
<th>Filling</th>
<th>Tally</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>own work</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Draw a bar chart to show your results.

Our favourite sandwiches

Number of students

Fillings

see Student Book page 90
Another bar chart

1. Here is a table showing what sport the students in Grade 3 like best.

<table>
<thead>
<tr>
<th>Sport</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soccer</td>
<td>14</td>
</tr>
<tr>
<td>Basketball</td>
<td>18</td>
</tr>
<tr>
<td>Swimming</td>
<td>20</td>
</tr>
<tr>
<td>Tennis</td>
<td>8</td>
</tr>
<tr>
<td>Athletics</td>
<td>16</td>
</tr>
</tbody>
</table>

2. Complete this bar chart to show this information. Remember to give the chart a heading.

3. Which sport is most popular? **swimming**

4. Which sport is least popular? **tennis**

see Student Book page 90
1. Fill in the missing numbers in each table.

   a
<table>
<thead>
<tr>
<th>Number</th>
<th>12</th>
<th>15</th>
<th>16</th>
<th>18</th>
<th>21</th>
<th>23</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td>×10</td>
<td>120</td>
<td>150</td>
<td>160</td>
<td>180</td>
<td>210</td>
<td>230</td>
<td>250</td>
</tr>
</tbody>
</table>

   b
<table>
<thead>
<tr>
<th>Number</th>
<th>20</th>
<th>22</th>
<th>26</th>
<th>30</th>
<th>31</th>
<th>36</th>
<th>39</th>
</tr>
</thead>
<tbody>
<tr>
<td>×10</td>
<td>200</td>
<td>220</td>
<td>260</td>
<td>300</td>
<td>310</td>
<td>360</td>
<td>390</td>
</tr>
</tbody>
</table>

   c
<table>
<thead>
<tr>
<th>Number</th>
<th>40</th>
<th>43</th>
<th>46</th>
<th>47</th>
<th>48</th>
<th>50</th>
<th>54</th>
</tr>
</thead>
<tbody>
<tr>
<td>×10</td>
<td>400</td>
<td>430</td>
<td>460</td>
<td>470</td>
<td>480</td>
<td>500</td>
<td>540</td>
</tr>
</tbody>
</table>

   d
<table>
<thead>
<tr>
<th>Number</th>
<th>68</th>
<th>74</th>
<th>81</th>
<th>88</th>
<th>90</th>
<th>95</th>
<th>99</th>
</tr>
</thead>
<tbody>
<tr>
<td>×10</td>
<td>680</td>
<td>740</td>
<td>810</td>
<td>880</td>
<td>900</td>
<td>950</td>
<td>990</td>
</tr>
</tbody>
</table>

2. Pencils come in packs of ten. How many pencils altogether?

   a | 240 pencils
   b | 350 pencils
   c | 450 pencils
   d | 960 pencils

see Student Book page 91
Fill in the missing numbers.

12, 17, 21, 25  × 2  20, 25, 27, 31

13, 15, 20, 50  double

20, 25, 27, 31  halve

26, 30, 40, 100

15, 30, 60, 120  double

38, 19, 9 1/2  halve

28, 14, 7  halve