

# CAMBRIDGE PRIMARY Mathematics

## Skills Builder

Name: \_\_\_\_\_

1

### Contents

Counting and making 10 .....	4-5	Ordering.....	31
Length .....	6-7	Money .....	32
Tens and ones .....	8-9	Length, capacity and time .....	33-35
Estimating .....	10-11	Sorting and representing data (1).....	36-37
2D and 3D shapes and symmetry .....	12-14	Adding and subtracting tens and ones .....	38-39
Two-digit numbers (counting beyond 20) .....	15-17	Equivalence.....	40-41
Capacity and weight.....	18-19	Doubles and halves .....	42-43
Telling the time .....	20-21	Addition and subtraction (2) .....	44-45
Odd and even numbers .....	22-23	Money, length, capacity and time .....	46-49
Ordinal numbers and ordering .....	24-25	Sorting and representing data (2).....	50-51
Addition and subtraction .....	26-29	Photocopiable resources .....	52-60
Counting in tens and ones.....	30	Answers.....	61-64

**Cherri Moseley and Janet Rees**



**CAMBRIDGE**  
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India

79 Anson Road, #06–04/06, Singapore 079906

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

[www.cambridge.org](http://www.cambridge.org)

Information on this title: [www.cambridge.org/9781316509135](http://www.cambridge.org/9781316509135)

© Cambridge University Press 2016

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2016

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

Printed in the United Kingdom by Latimer Trend

*A catalogue record for this publication is available from the British Library*

ISBN 978-1-316-50913-5 Paperback

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

.....

#### NOTICE TO TEACHERS

It is illegal to reproduce any part of this work in material form (including photocopying and electronic storage) except under the following circumstances:

- (i) where you are abiding by a licence granted to your school or institution by the Copyright Licensing Agency;
- (ii) where no such licence exists, or where you wish to exceed the terms of a license, and you have gained the written permission of Cambridge University Press;
- (iii) where you are allowed to reproduce without permission under the provisions of Chapter 3 of the Copyright, Designs and Patents Act 1988, which covers, for example, the reproduction of short passages within certain types of educational anthology and reproduction for the purposes of setting examination questions.

#### NOTICE TO TEACHERS IN THE UK

The photocopy masters in this publication may be photocopied or distributed (electronically) free of charge for classroom use within the school or institution that purchased the publication. Worksheets and copies of them remain in the copyright of Cambridge University Press, and such copies may not be distributed or used in any way outside the purchasing institution.

.....

Cambridge  
**Primary**  
Maths

This book is part of the Cambridge Primary Maths project. This is an innovative combination of curriculum and resources designed to support teachers and learners to succeed in primary mathematics through best-practice international maths teaching and a problem-solving approach.

To get involved, visit  
[www.cie.org.uk/cambridgeprimarymaths](http://www.cie.org.uk/cambridgeprimarymaths).

# Introduction

This *Skills Builder activity book* is part of a series of 12 write-in activity books for primary mathematics grades 1–6. It can be used as a standalone book, but the content also complements *Cambridge Primary Maths*. Learners progress at different rates, so this series provides a Skills Builder and a Challenge activity book for each Primary Mathematics Curriculum Framework Stage to support and broaden the depth of learning.

The *Skills Builder* books consolidate the learning already covered in the classroom, but provide extra support by giving short reminders of key information, topic vocabulary and hints on how best to develop maths skills and knowledge. They have also been written to support learners whose first language is not English.

## How to use the books

The activities are for use by learners in school or at home, with adult mediation. Topics have been carefully chosen to focus on those common areas where learners might need extra support. The approach is linked directly to *Cambridge Primary Maths*, but teachers and parents can pick and choose which activities to cover, or go through the books in sequence.

The varied set of activities grow in challenge through each unit, including:

- closed questions with answers, so progress can be checked
- questions with more than one possible answer
- activities requiring resources, for example, dice, spinners or digit cards
- activities and games best done with someone else, for example, in class or at home, which give the opportunity to be fully involved in the child's learning
- activities to support different learning styles: working individually, in pairs, in groups.

## How to approach the activities

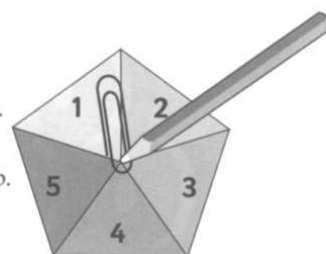
Space is provided for learners to write their answers in the book. Some activities might need further practice or writing, so students could be given a blank notebook at the start of the year to use alongside the book. Each activity follows a standard structure.

- **Remember** gives an overview of key learning points. They introduce core concepts and, later, can be used as a revision guide. These sections should be read with an adult who can check understanding before attempting the activities.
- **Vocabulary** assists with difficult mathematical terms, particularly when English is not the learner's first language. Learners should read through the key vocabulary with an adult and be encouraged to clarify understanding.

- **Hints** prompt and assist in building understanding, and steer the learner in the right direction.
- **You will need** gives teachers and parents a list of resources for each activity.
- **Photocopiable resources** are provided at the end of the book, for easy assembly in class or at home.
- **Links** to the Cambridge International Examinations Primary Mathematics Curriculum Framework objectives and the corresponding *Cambridge Primary Mathematics Teacher's Resource* are given in the footnote on every page.
- **Calculators** should be used to help learners understand numbers and the number system, including place value and properties of numbers. However, the calculator is not promoted as a calculation tool before Stage 5.

## Note:

When a 'spinner' is included, put a paperclip flat on the page so the end is over the centre of the spinner. Place the pencil point in the centre of the spinner, through the paperclip. Hold the pencil firmly and spin the paperclip to generate a result.



## Tracking progress

Answers to closed questions are given at the back of the book; these allow teachers, parents and learners to check their work.

When completing each activity, teachers and parents are advised to encourage self-assessment by asking the students how straightforward they found the activity. When learners are reflecting on games, they should consider how challenging the mathematics was, not who won. Learners could use a ✓/✗ or red/green colouring system to record their self-assessment anywhere on each activity page.

These assessments provide teachers and parents with an understanding of how best to support individual learners' next steps.

# Toy cupboard

## Remember

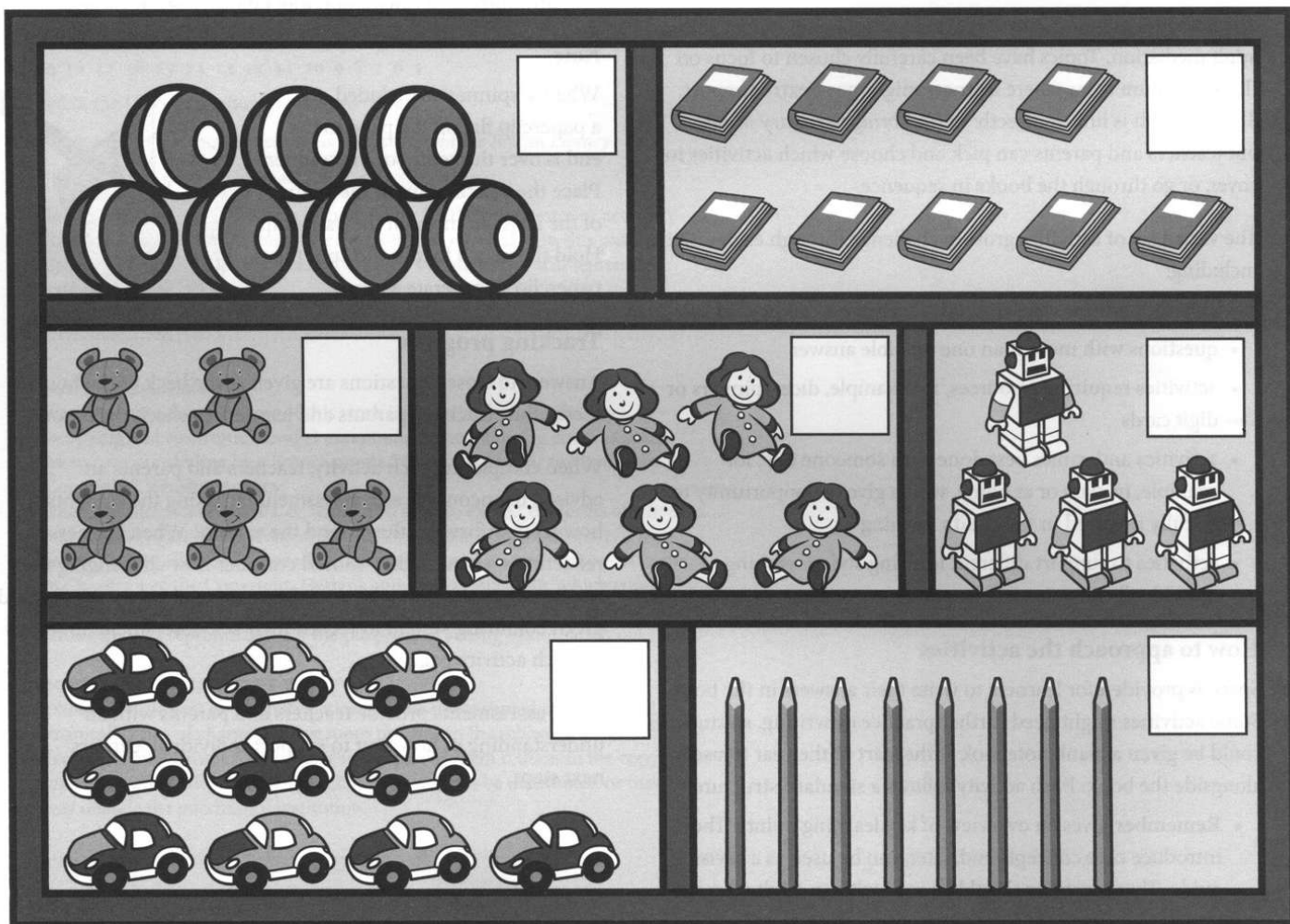
When you are counting, the numbers are always in the same order.

## Vocabulary

0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10,  
number, number pair

**Hint:** Touching each object in turn helps with counting.

Count. Write how many.



0

1

2

3

4

5

6

7

8

9

10



# Make 10

**You will need:** counters in two different colours, matching colouring pencils

Use counters to make 10.

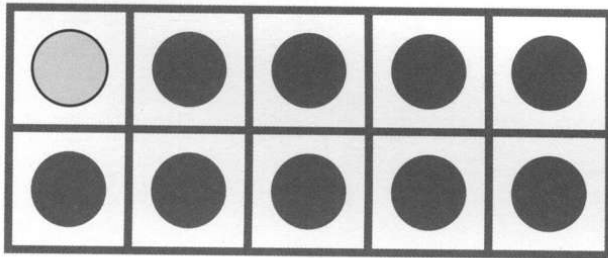
Make 10 in a different way each time.

Draw and colour your counters in the squares.

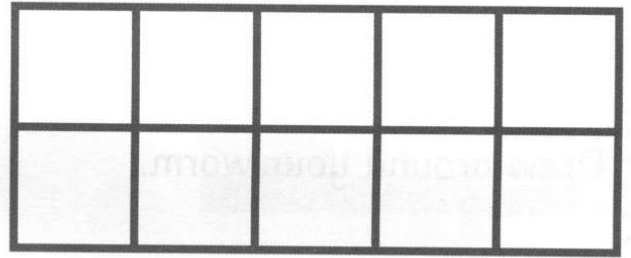
## Vocabulary

count on, add, equals

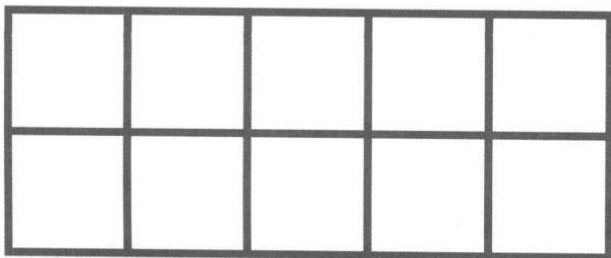
**Hint:**  $9 + 1$  and  $1 + 9$  are two ways of making 10.



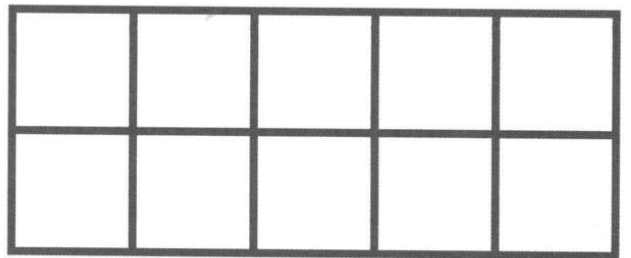
$$\boxed{1} + \boxed{9} = 10$$



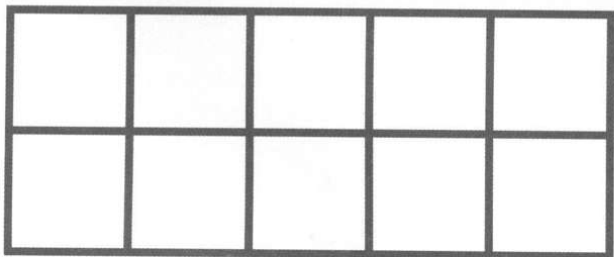
$$\boxed{\phantom{0}} + \boxed{\phantom{0}} =$$



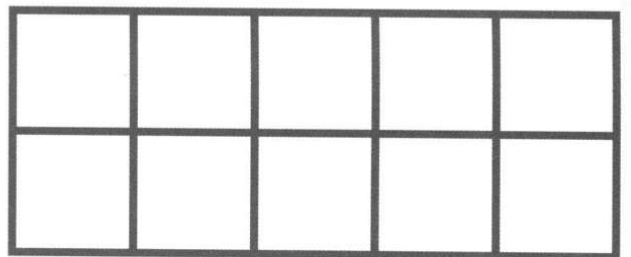
$$\boxed{\phantom{0}} + \boxed{\phantom{0}} =$$



$$\boxed{\phantom{0}} + \boxed{\phantom{0}} =$$



$$\boxed{\phantom{0}} + \boxed{\phantom{0}} =$$



$$\boxed{\phantom{0}} + \boxed{\phantom{0}} =$$

# Dough worms

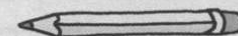
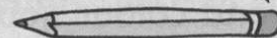
You will need: resource  
1, page 52

## Remember

Line up both objects so that they start from the same place.

## Vocabulary

longer



shorter

Roll your dough into worms.

Make a longer worm than this one.



Draw around your worm.

Make a shorter worm than this one.



Draw around your worm.

Compare your worms with a partner's worms.

# Cube worms

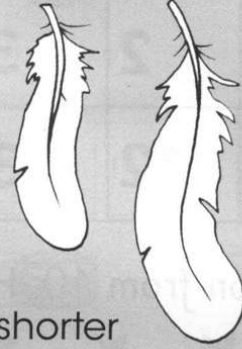
Use five cubes to make a worm.

Find three things that are shorter than the cube worm.

Draw them.

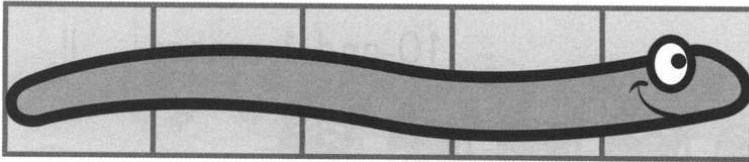
**You will need:** five standard 2 centimetre cubes, joined together as a worm (or the worm cut from resource 2, page 53)

## Vocabulary



shorter

longer



Find three things that are longer than the cube worm.

Draw them.

# Numbers 11 to 20

## Vocabulary

count on

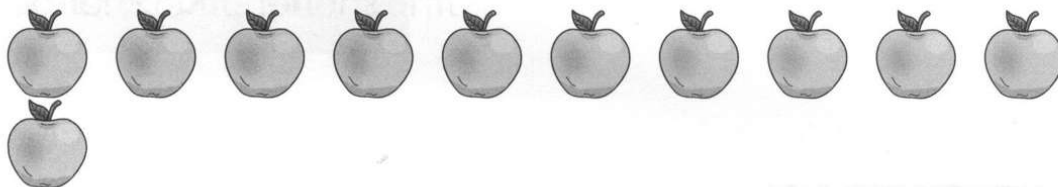
### Remember

When you are counting, the numbers are always in the same order.

**Hint:** Use place-value cards to help when writing numbers beyond 10.

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

Count on from 10. How many are there in each group?



10  
1

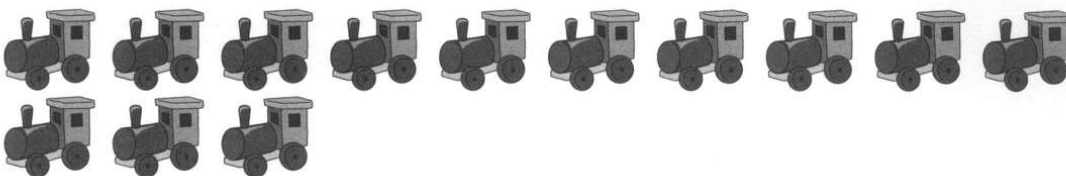
10 and 1 makes

11



10  
2

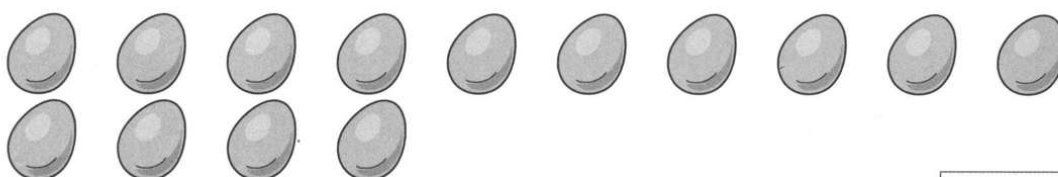
10 and 2 makes



10  
3

10 and

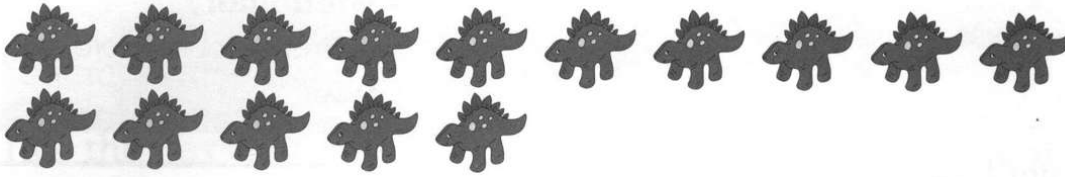
makes



10  
4

10 and

makes



10  
5

10 and

makes



10  
6

10 and

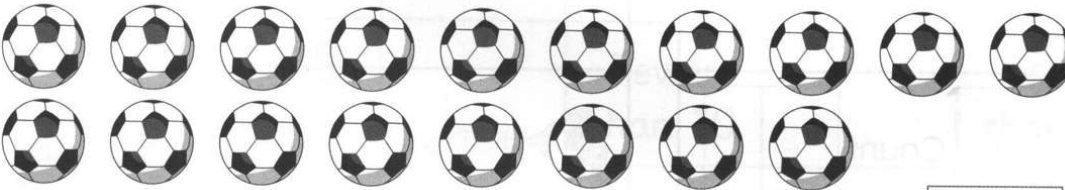
makes



10  
7

10 and

makes



10  
8

10 and

makes



10  
9

10 and

makes



10  
10

10 and

makes

# Estimating

## Remember

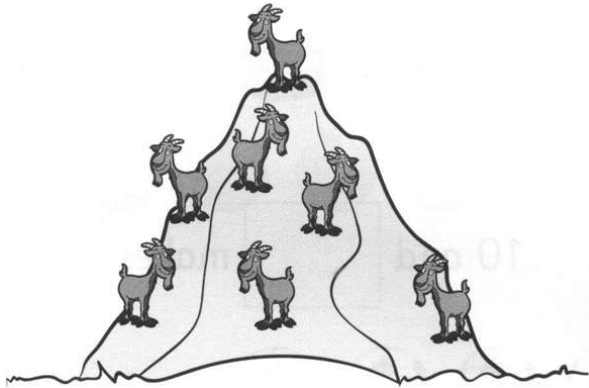
An estimate does not have to be the right answer.  
It is a sensible guess.


## Vocabulary

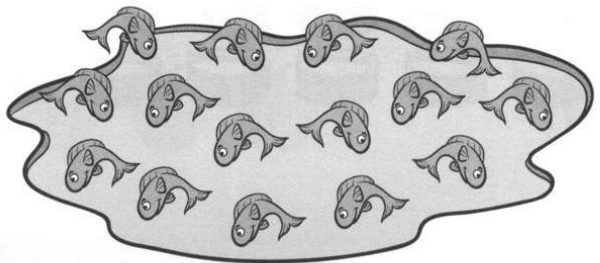
estimate, count, more,  
fewer


**Hint:** Use a number  
track to help write the  
number.

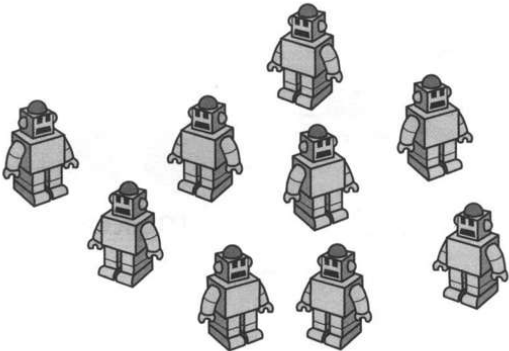
Estimate how many     before you count.

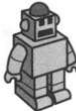


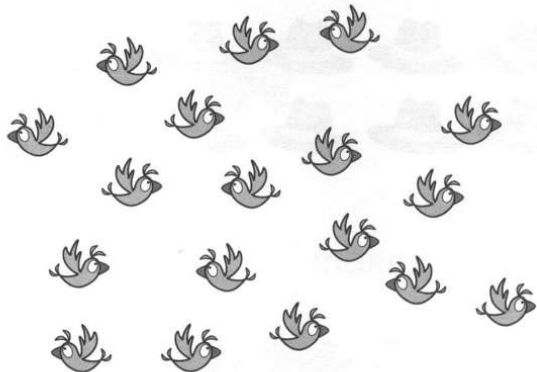
 Estimate  Count




 Estimate  Count








 Estimate  Count



 Estimate  Count

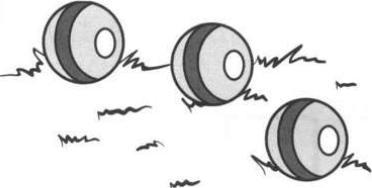

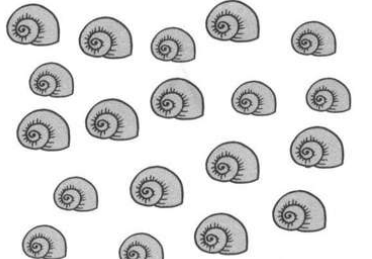

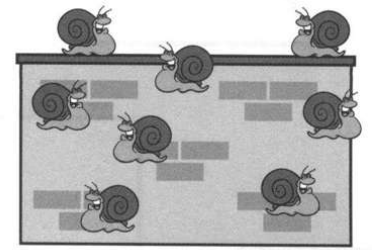

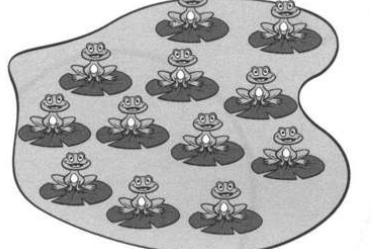

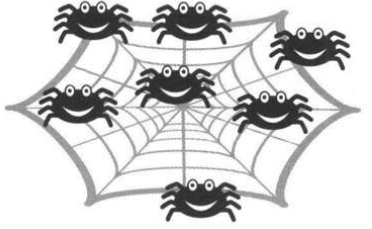



Estimate how many     .

Tick the box that matches your estimate.

Then count and write how many.

**Hint:** Use a number track to help decide which box to tick.

		Fewer than 10		More than 10	
		Count			
		Fewer than 10		More than 10	
		Count			
		Fewer than 10		More than 10	
		Count			
		Fewer than 10		More than 10	
		Count			
		Fewer than 10		More than 10	
		Count			

# What's left?

## Remember

2D shapes are flat.

## Vocabulary

shape, flat, 2D, circle,  
triangle, square, rectangle,  
side, curved, straight

**Hint:** Resource 3, page  
54, will help with the  
names of the shapes.

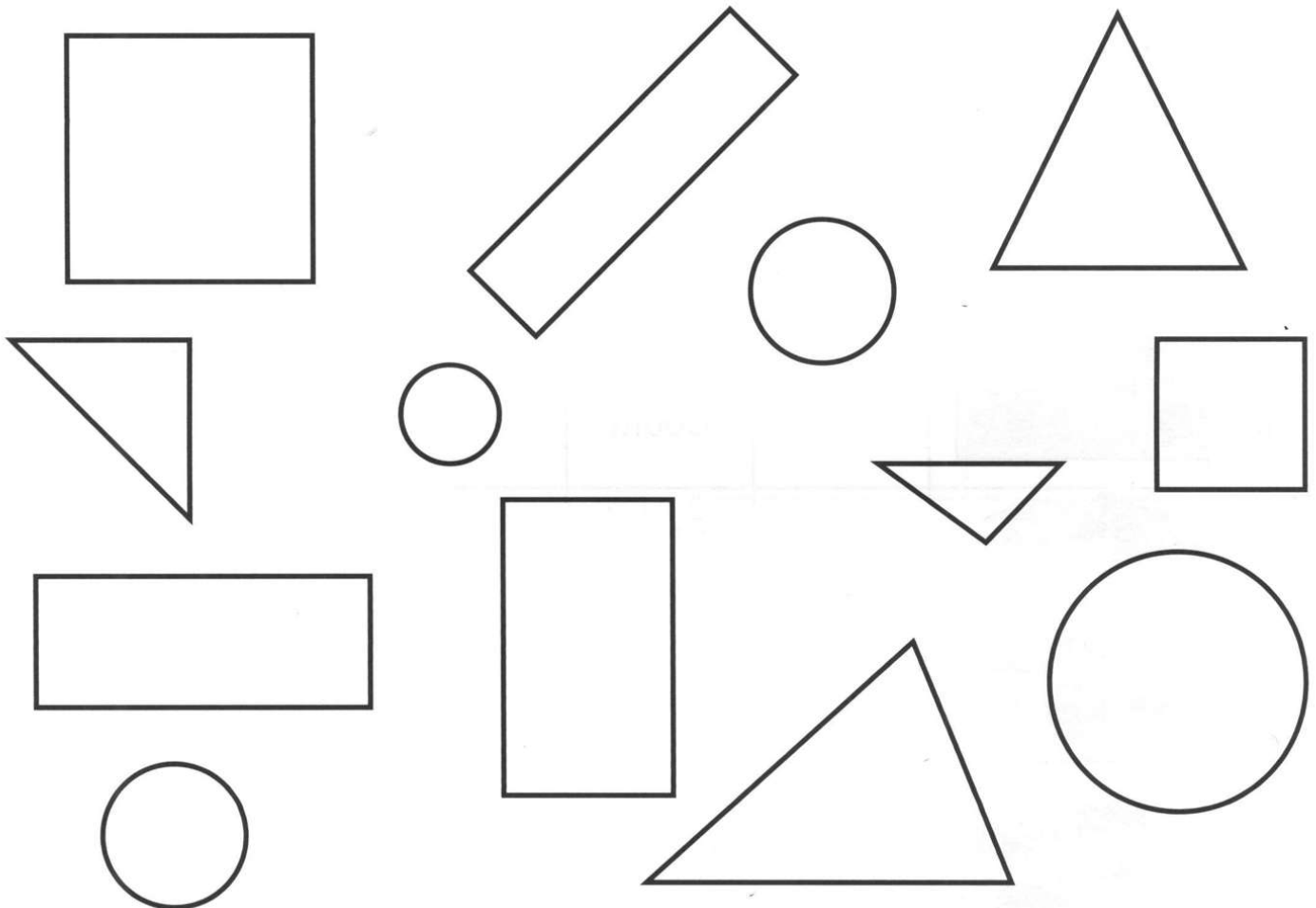
Tick (✓) each triangle.

Cross (X) each square.

Colour each circle.

Which shape is left?

\_ e \_ \_ \_ \_ \_



Tell a partner what you know about each shape.  
How many sides does it have? Are they curved or straight?

# 3D shape builder

## Remember

3D shapes are solid.

Use 3D shapes to build a tower.

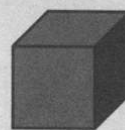
What else can you build?

Draw or take a picture of your model.

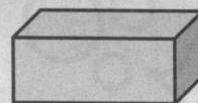
**You will need:** empty boxes and wooden blocks (cubes and cuboids), kitchen roll or crisp tubes, tins (cylinders), balls (spheres), other 3D shapes.

## Vocabulary

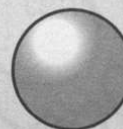
cube



cuboid



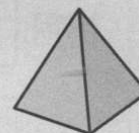
sphere



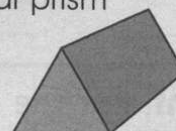
cone



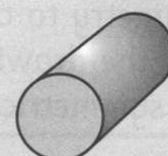
pyramid



triangular prism



cylinder

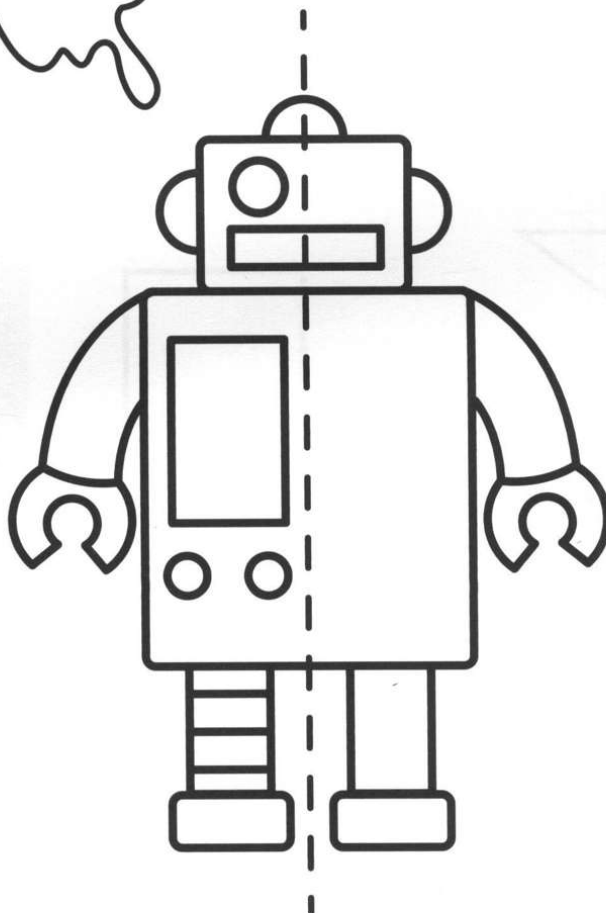
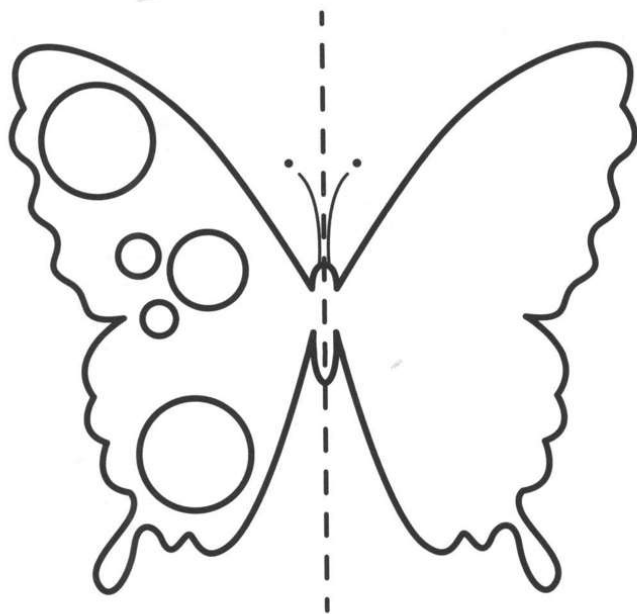


# Symmetry

## Remember

When a shape is symmetrical, each half is a mirror image of the other.

Complete each picture.  
Make each side symmetrical.



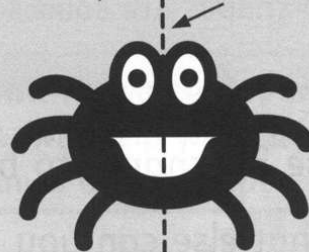
**Hint:** Put the mirror on the line of symmetry to check that the drawings are symmetrical.

You will need: a mirror

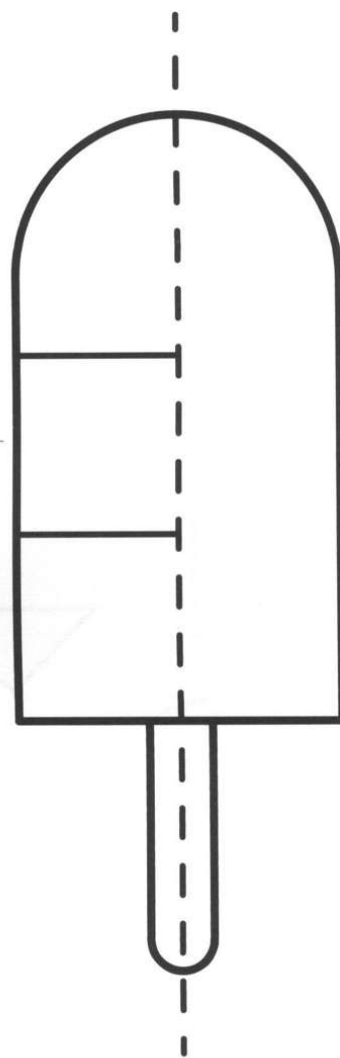
## Vocabulary

symmetry

mirror line



line of symmetry



# Tens and ones

## Remember

Two digit numbers are made up of tens and ones.

You will need: a number line marked in tens or resource 4, page 55

## Vocabulary

tens, ones, digit, 100 square

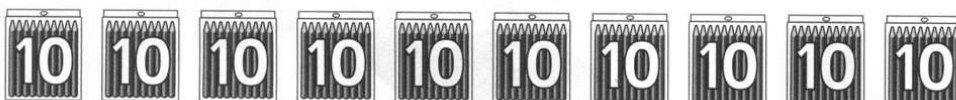
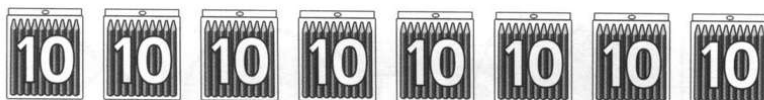
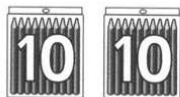


10 pencils

**Hint:** Use a number line or 100 square to help count in tens and find the missing numbers.

Write how many tens.

Write the number.



5	tens,	50
---	-------	----

	tens,	
--	-------	--

	tens,	
--	-------	--

	tens,	
--	-------	--

	tens,	
--	-------	--

	tens,	
--	-------	--

	tens,	
--	-------	--

	tens,	
--	-------	--

	and	
--	-----	--

Which two tens numbers are missing?

# Find the secret number

## Remember

Tens numbers have zero in the ones place.

**You will need:** a number line marked in tens or resource 4, page 55

Count in tens to find the tens number between the other two numbers. Write the tens number in the box.

## Vocabulary

tens, ones, digit, 100 square

Cross out the same numbers on the balloons.  
The secret number is on the balloon that is left.

It is not 80, 90, .

It is not 40, , 60.

It is not 0, , 20.

It is not 70, , 90.

It is not 20, , 40.

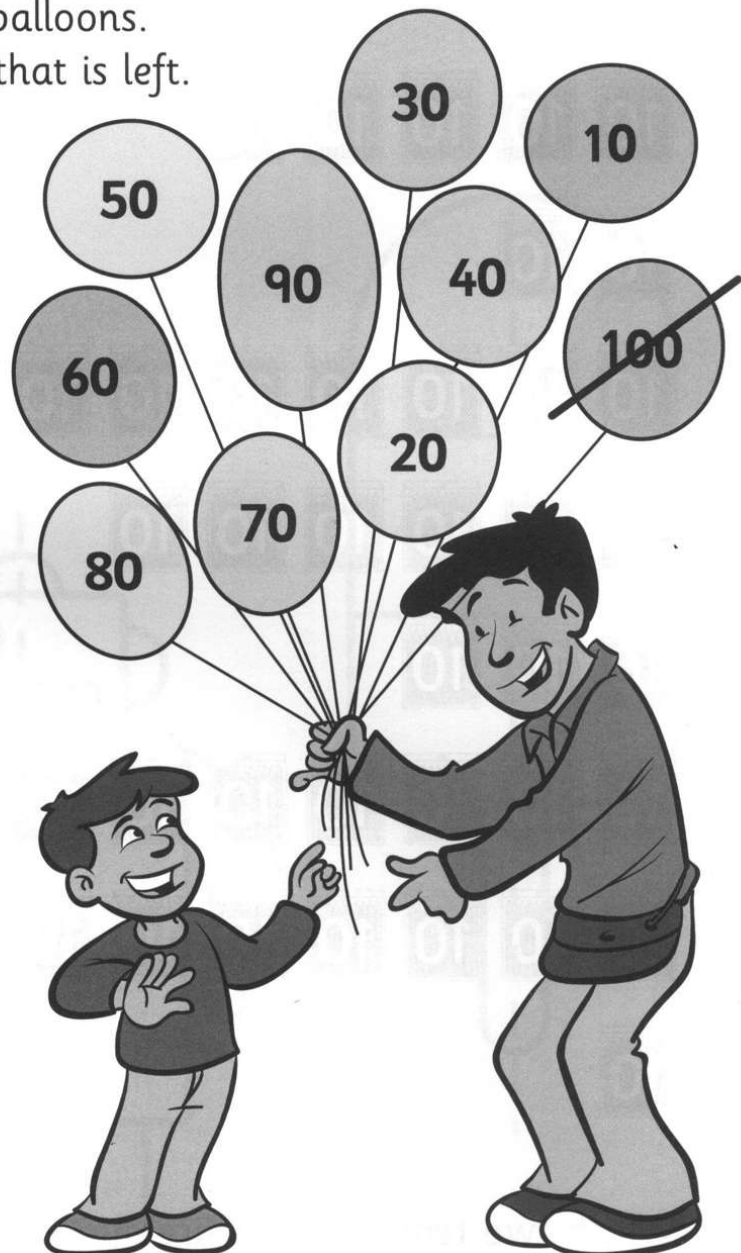
It is not 80, , 100.

It is not 10, , 30.

It is not 30, , 50.

It is not 60, , 80.

The secret number is .



**Hint:** Use a number line or 100 square to support counting in tens.



# 11 to 20 again

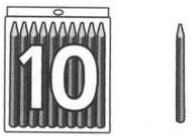
You will need: resource 5, pages 56–7

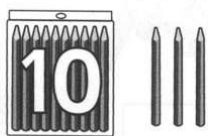
## Remember

Two-digit numbers are made up of tens and ones.

## Vocabulary

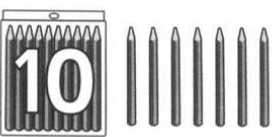
tens, ones, place value

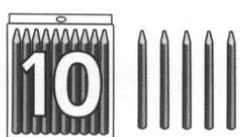
	
tens	ones

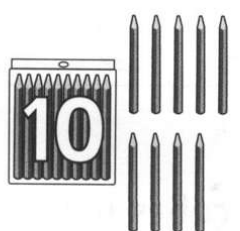
	
tens	ones

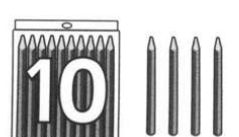
Write how many tens and how many ones.

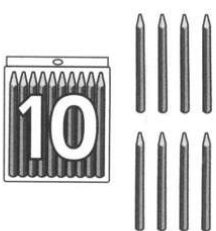
Write the number.

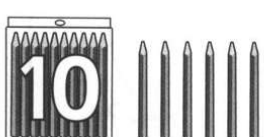
	
tens	ones

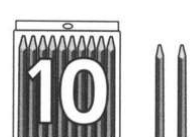
	
tens	ones

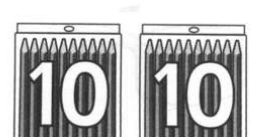
	
tens	ones

	
tens	ones

	
tens	ones

	
tens	ones

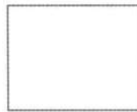
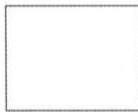
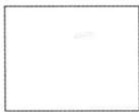
	
tens	ones

	
tens	ones

**Hint:** Use the place-value cards to find out how to write the whole number.

# In my hand

How many can you hold in your hand?



I can hold more



than

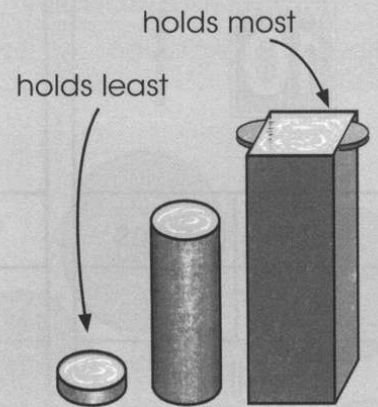


**You will need:**

saucepan, egg cup, shoe, beaker, cubes, balls, pencils

## Vocabulary

estimate, hold, compare, empty, full, estimate



Estimate how many cubes you will need to fill each object. Then fill each object and count the cubes.

**Hint:** Put the cubes into tens to count them.

Items	My estimate	Number of cubes

Items	My estimate	Number of cubes

Draw a ring around the object that held the most cubes.

# Light or heavy

## Remember

Heavier objects press down more than lighter objects.

Find three objects that are **lighter than a book**.  
Find three objects that are **heavier than a book**.

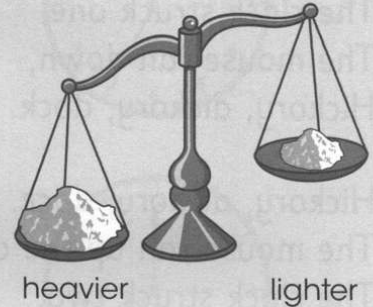
Draw them in the table.



**Hint:** Use the same book each time.

**You will need:** objects from around the room

## Vocabulary

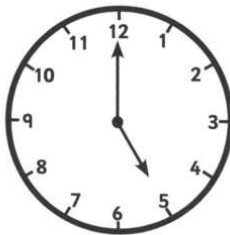
weigh, weighs, heavy, light



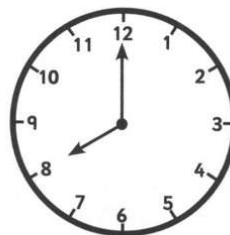
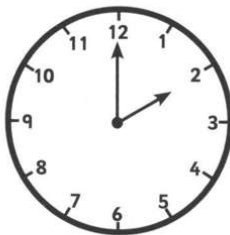
lighter than 	heavier than 

# Hickory, dickory, dock

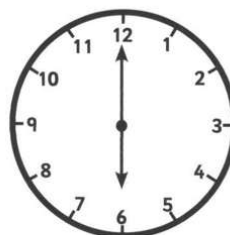
Hickory, dickory, dock.  
The mouse ran up the clock.  
The clock struck one,  
The mouse ran down,  
Hickory, dickory, dock.



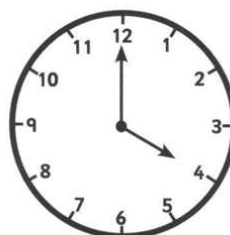
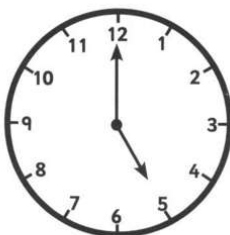
Hickory, dickory, dock.  
The mouse ran up the clock.  
The clock struck two,  
The mouse lost a shoe,  
Hickory, dickory, dock.



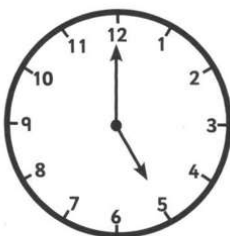
Hickory, dickory, dock.  
The mouse ran up the clock.  
The clock struck three,  
The mouse climbed a tree,  
Hickory, dickory, dock.



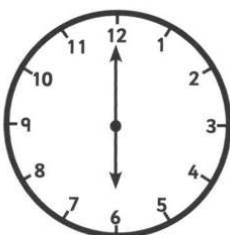
Hickory, dickory, dock.  
The mouse ran up the clock.  
The clock struck four,  
He ran out of the door,  
Hickory, dickory, dock.



Hickory, dickory, dock.  
The mouse ran up the clock.  
The clock struck five,  
Look, bees from the hive!  
Hickory, dickory, dock.



Hickory, dickory, dock.  
The mouse ran up the clock.  
The clock struck six,  
Oh fiddle-sticks!  
Hickory, dickory, dock.



Join in with  
the rhyme.

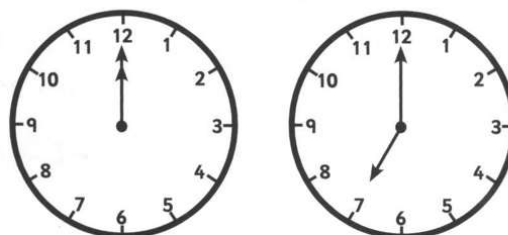
Circle the  
clock that  
matches the  
verse.

**Hint:**

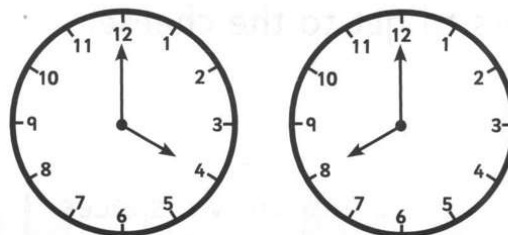
Move the  
hands on  
the clock  
to show  
the time in  
the rhyme.

**You will need:** A clock with movable hands (you could make a clock from a paper plate, a split pin and two cardboard hands)

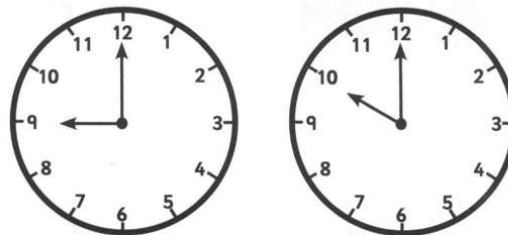
Hickory, dickory, dock.  
The mouse ran up the clock.  
The clock struck seven,  
The cat tried to get him,  
Hickory, dickory, dock.



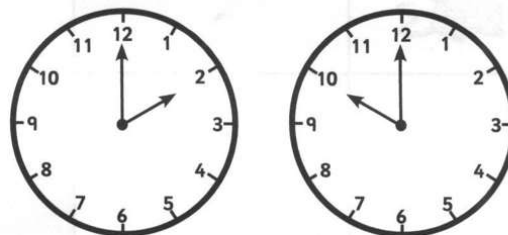
Hickory, dickory, dock.  
The mouse ran up the clock.  
The clock struck eight,  
He's going to be late,  
Hickory, dickory, dock.



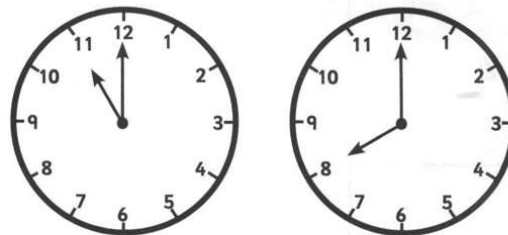
Hickory, dickory, dock.  
The mouse ran up the clock.  
The clock struck nine,  
The time's just fine,  
Hickory, dickory, dock.



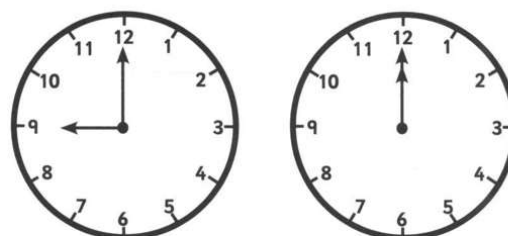
Hickory, dickory, dock.  
The mouse ran up the clock.  
The clock struck ten,  
Again and again!  
Hickory, dickory, dock.



Hickory, dickory, dock.  
The mouse ran up the clock.  
The clock struck eleven,  
Four more than seven,  
Hickory, dickory, dock.



Hickory, dickory, dock.  
The mouse ran up the clock.  
The clock struck noon,  
We'll be home soon,  
Hickory, dickory, dock.



# Follow the path

## Remember

Even numbers are made up of pairs. An odd number is 1 more or 1 less than an even number.

Colour the path of even numbers to get to the cheese.

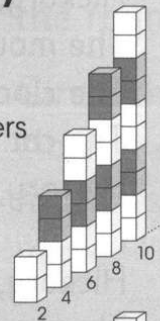
**Hint:** Start at 0 on the number line or track. Jump on two spaces to find the next even number.

You will need: a number line or track

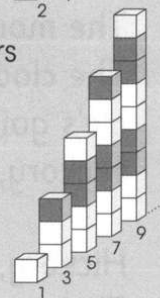
## Vocabulary



pair

even numbers



odd numbers



Start 0 	1	7	13	15
2	3	10	12	14
4	6	8	9	16
5	17	11	5	18
13	15	19	13	20 Finish 



# Odd or even?

You will need: cubes or counters

Look at the number on the card.

Pick up the same number of cubes.

Put the cubes into twos. Is the number odd or even?

Circle the correct word.

**7**

odd   even

**12**

odd   even

**15**

odd   even

**17**

odd   even

**20**

odd   even

**8**

odd   even

**Hint:** If there is a cube left over, the number must be odd.

# Positions

## Remember

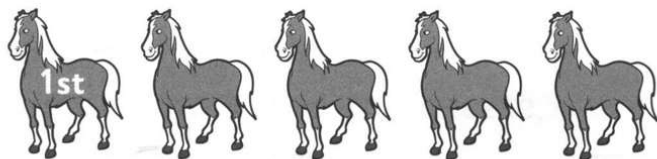
Ordinal numbers tell you the position.

**You will need:**  
a number track

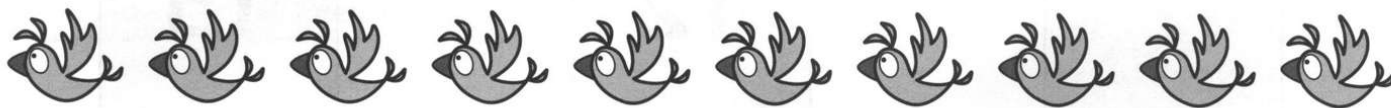
## Vocabulary

ordering, 1st, first, 2nd,  
second ...

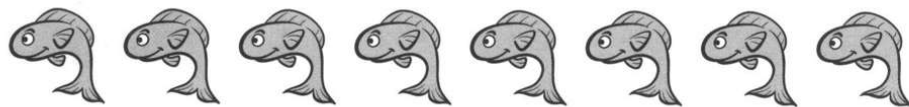
**Hint:** Use a number  
track to help with  
counting and ordering.



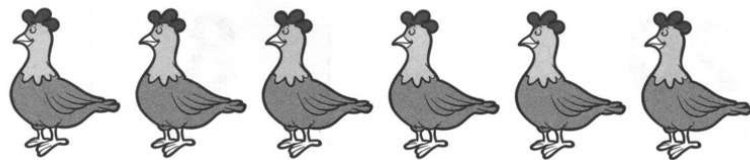
Draw a ring around the 2nd horse.



Draw a ring around the 3rd bird.



Draw a ring around the 5th fish.



Draw a ring around the 4th chicken.



Draw a ring around the 6th elephant.

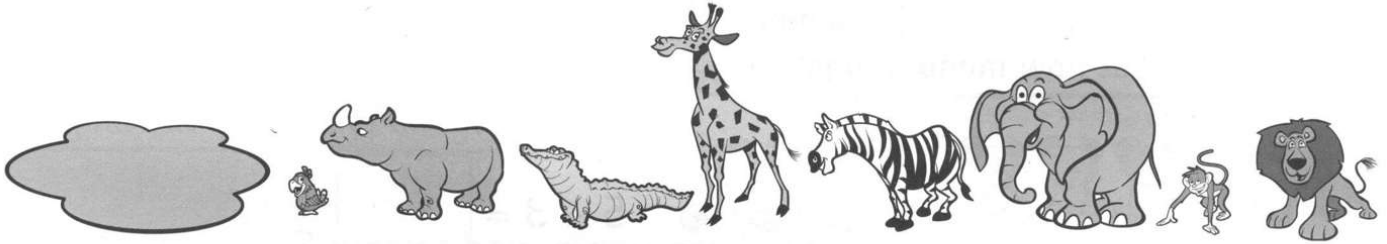
# Queue for the waterhole

**Hint:** Use a number track to help with counting and ordering.

**You will need:**  
a number track

## Vocabulary

ordering, between, 1st, first, 2nd, second ...



Where is the  in the queue?

Who is between the  and the  ?

Where is the  in the queue?

Who is between the  and the  ?

Where is the  in the queue?

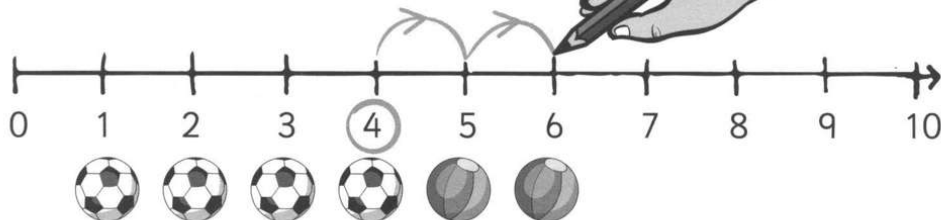
Who is between the  and the  ?

Where is the  in the queue?

# Add

## Vocabulary

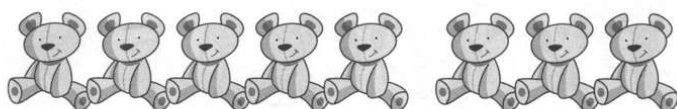
add, addition, altogether



4 and 2 make 6.

$$4 + 2 = 6$$

**Hint:** Draw the jumps on the number line to find out how many altogether.



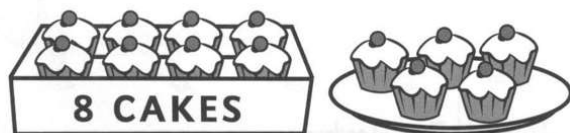
5 and 3 make .

$$5 + 3 = \boxed{\phantom{00}}$$



6 and 4 make .

$$6 + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$



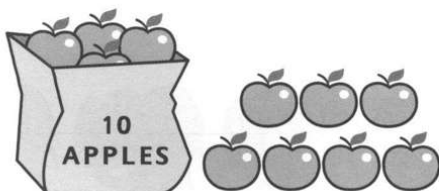
8 and 5 make .

$$8 + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$



12 and  make .

$$12 + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$



and  make .

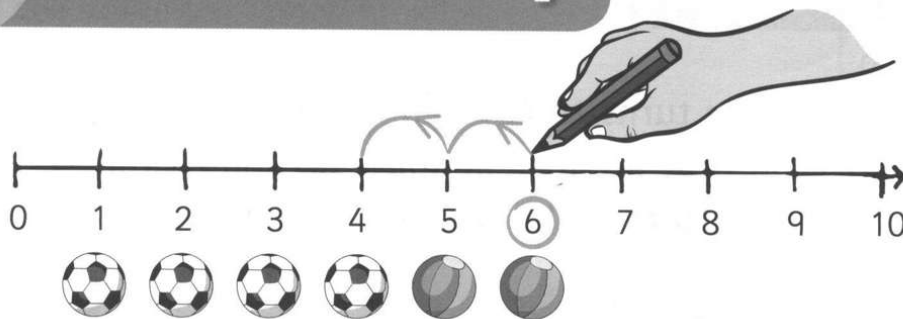
$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$



# Take away

## Vocabulary

take away, less, altogether



6 take away 2 is 4.

$$6 - 2 = 4$$

**Hint:** Draw the jumps on the **number line** to find out how many altogether.

If the bird eats 3 worms how many are left?



$$8 - 3 = 5$$

If 5 eggs are broken, how many are left?



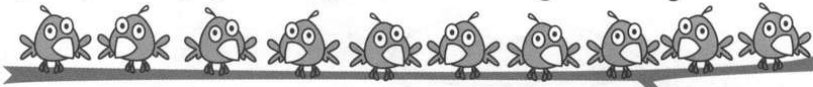
$$12 - 5 = \boxed{\phantom{00}}$$

If 2 flowers die, how many are left?



$$6 - \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

If 4 birds fly away, how many are left?

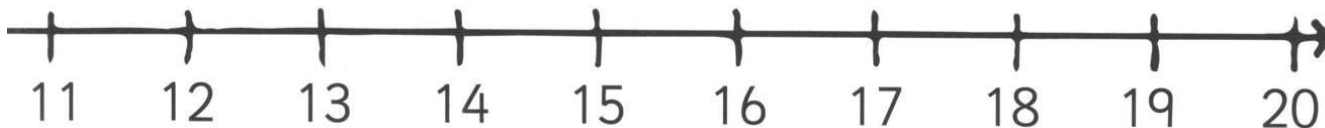


$$10 - \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

If 3 lollipops are eaten, how many are left?

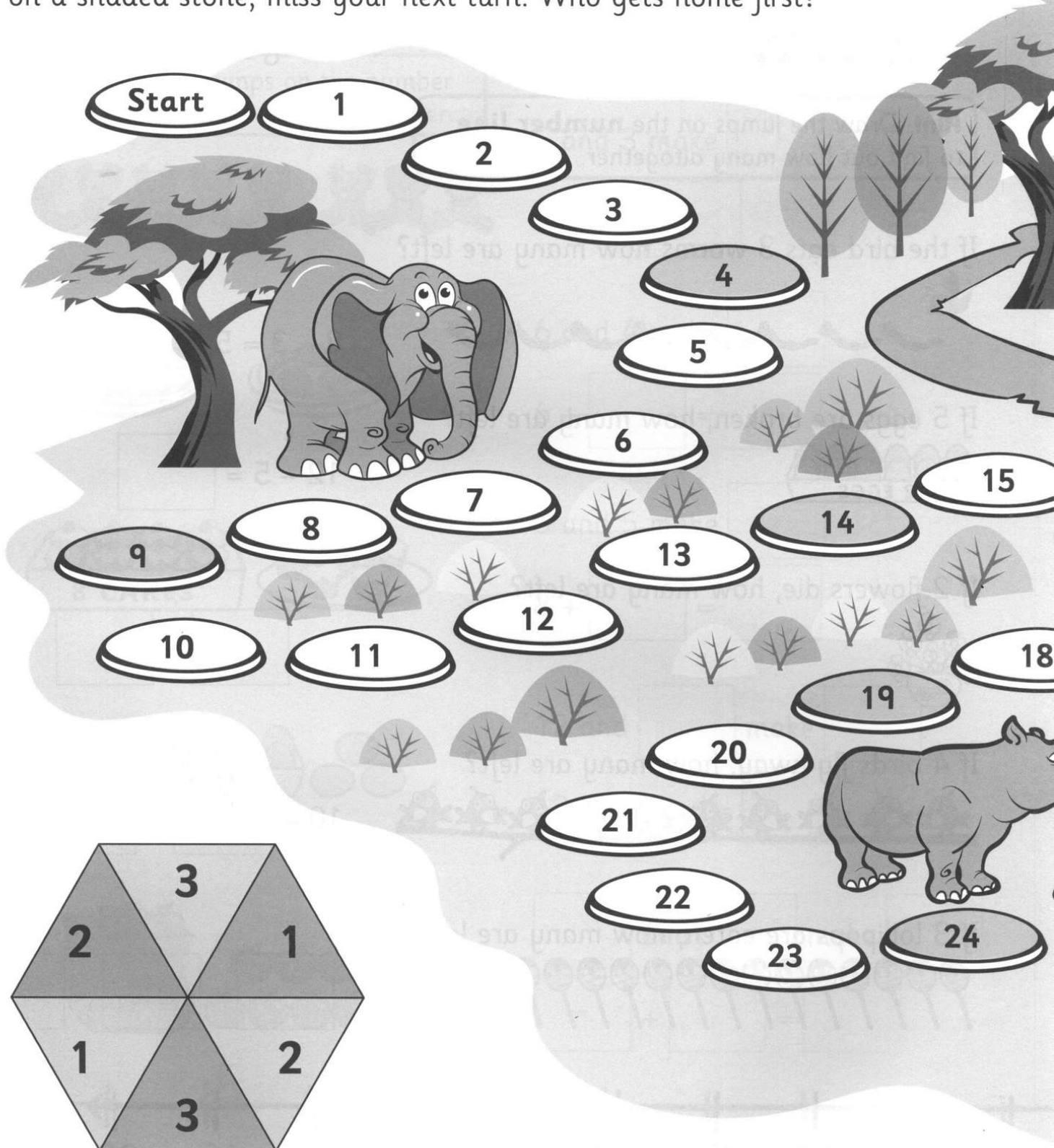


$$\boxed{\phantom{00}} - \boxed{\phantom{00}} = \boxed{\phantom{00}}$$



# Jungle track

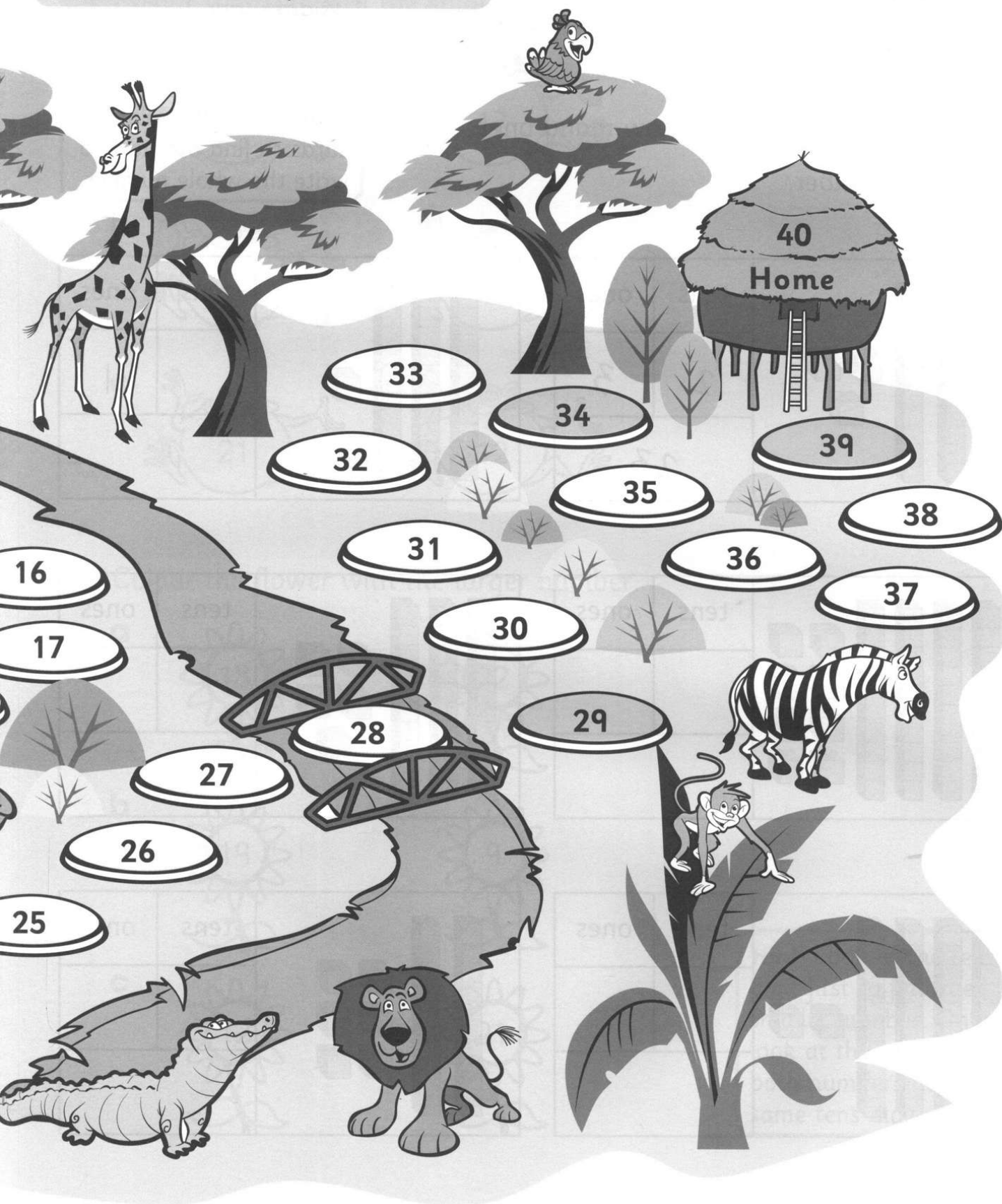
This is game for two players. Take turns to spin the spinner. Add 2 to the spinner number. Move on that number of spaces. If you land on a shaded stone, miss your next turn. Who gets home first?





**You will need:** two different coloured counters or coins, a pencil and paperclip to use the spinner

**Hint:** Use cubes, counters or a number line to add 2.



# Numbers to 50

## Remember

Two-digit numbers are made up of tens and ones.

**You will need:** resource 5, pages 56–7

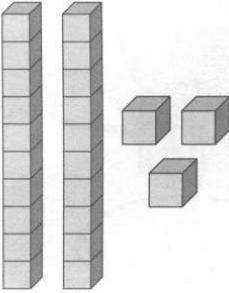
## Vocabulary

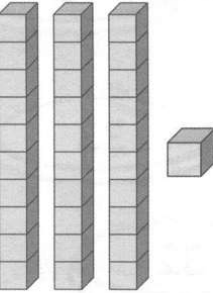
tens, ones, place value

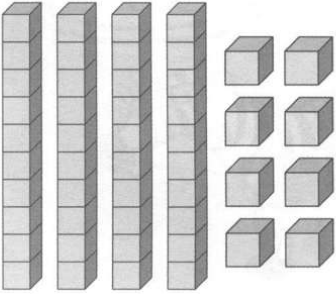
**Hint:** Use place-value cards to find out how to write the whole number.

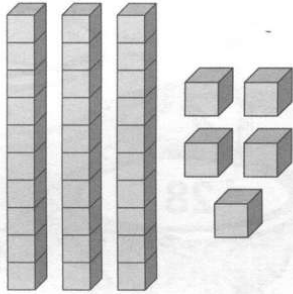
Write how many tens and how many ones.

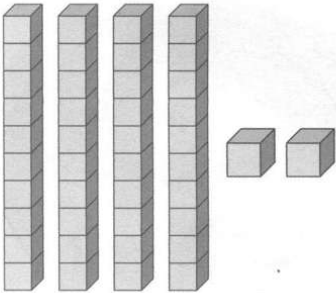
Write the number.

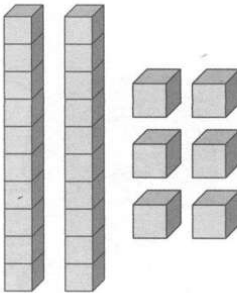
	tens	ones
	2	3
	23	

	tens	ones
		1

	tens	ones

	tens	ones

	tens	ones

	tens	ones

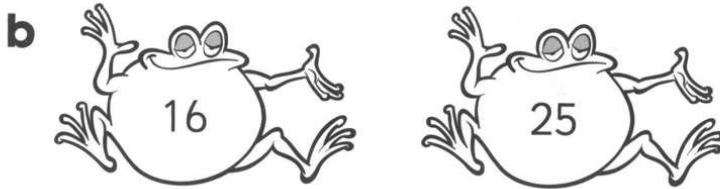
# Ordering numbers

You will need:  
resource 5, pages  
56–7 or a  
hundred square

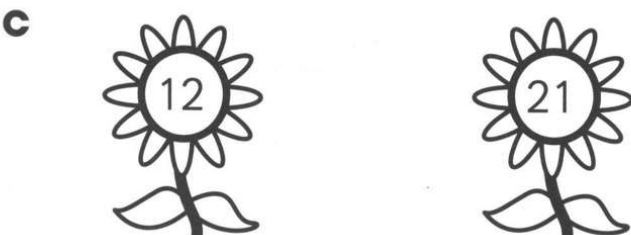
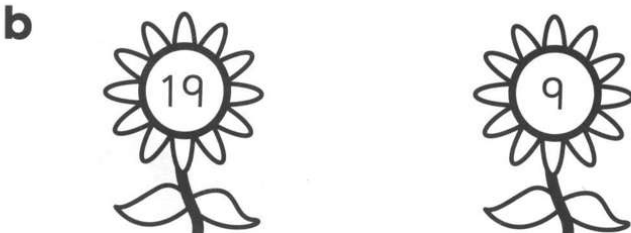
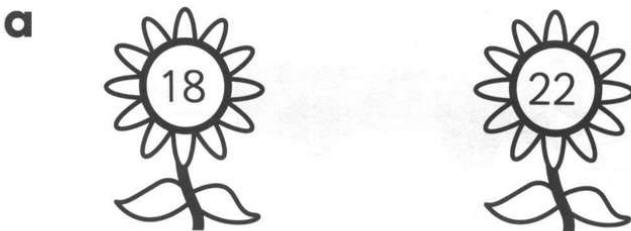
## Vocabulary

order, ordering

1 Colour the frog with the smaller number.



2 Colour the flower with the larger number.



**Hint:** Look at the tens digit first to find the smaller number. Only look at the ones digit if both numbers have the same tens digit.

# Shopping

## Remember

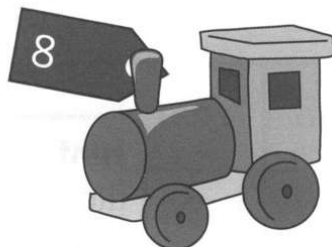
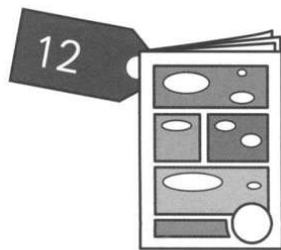
You need money to buy objects.

**You will need:** dollars and cents or local currency or resource 6, page 58

## Vocabulary

money, price, cost, buy, how much, coin, amount

Draw the coins below the objects.



**Hint:** You can use dollars and cents or your local currency.

# How tall?

## Remember

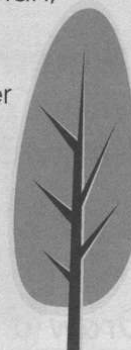
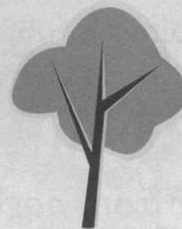
You measure height and length in the same way. Line up objects at the same starting point to compare them.

## Vocabulary

tall, short, taller than,  
shorter than

shorter

taller



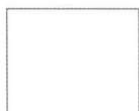
**You will need:** 2 centimetre interlocking cubes (or you could use the squares on resource 2, page 53), colouring pencils

Use cubes to measure the height of each character.

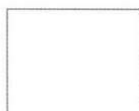
Who is taller than the girl? Colour their feet.

Who is shorter than the rabbit? Colour their ears.

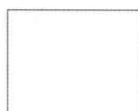
**Hint:** Start from the bottom of the character and place cubes along the full height.



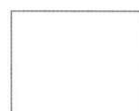
cubes



cubes



cubes



cubes

# Full or empty?

## Remember

When a container is empty, there is none left.

When a container is full, you cannot get any more in.

## Vocabulary

full, empty, nearly full,  
nearly empty

Draw a line from each container to the matching label.



full



empty



nearly full



nearly empty



**Hint:** Pour a little out of a full container to make it nearly full. Add a little to an empty container to make it nearly empty.



# Holiday week

## Vocabulary

Monday, Tuesday, Wednesday,  
Thursday, Friday, Saturday, Sunday

Join in with the rhyme.



Travel on Monday,

Arrive on Tuesday,



Play on Wednesday,



Visit on Thursday,

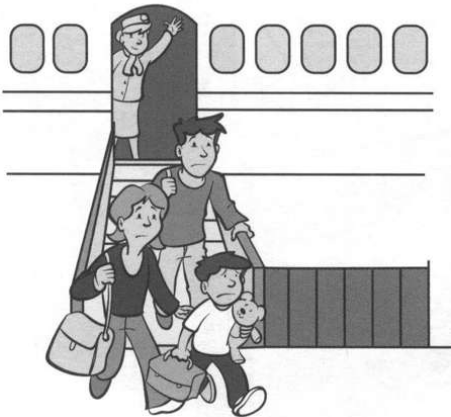
Relax on Friday,



Leave on Saturday,

Home on Sunday,

And that was the end



Of my holiday week!

Say what day it is today.

Now say the days in order. Start with today.

**Hint:** Use the rhyme to order the days of the week.

# Count and sort

## Remember

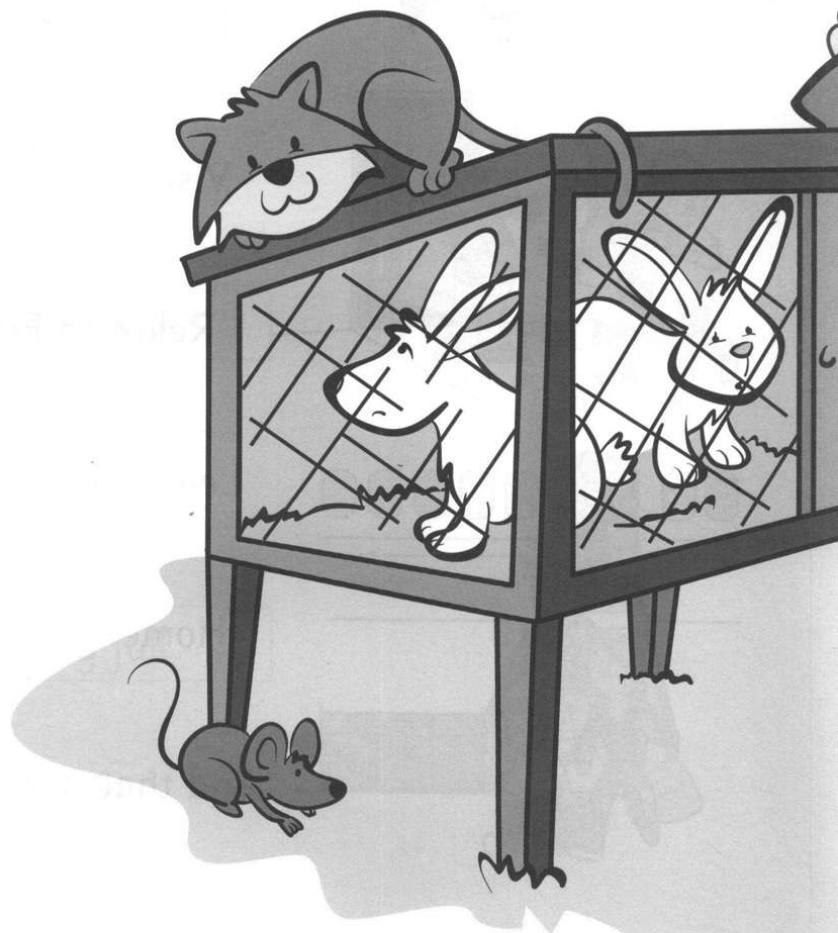
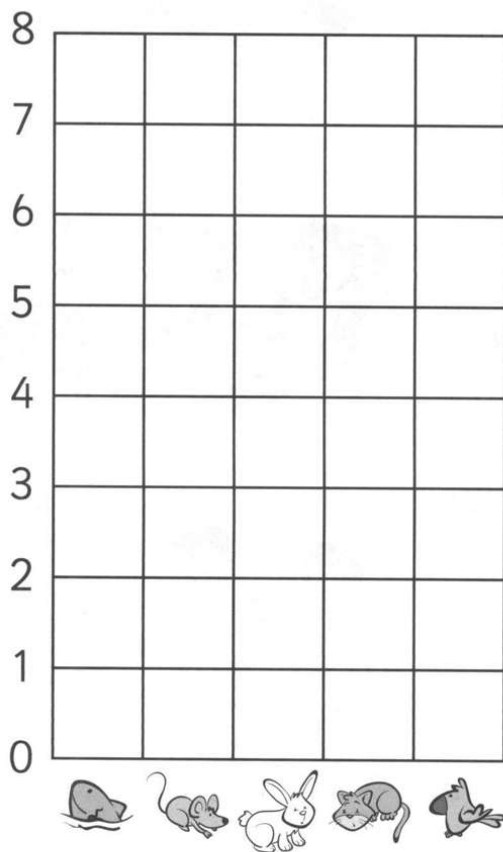
Count how many of each type of animal to check you have coloured the correct number of squares.

## Vocabulary






count, more, less, fewer, sort, group, block graph

Look at the picture. Colour one square for each animal. Start from the bottom. Make sure you colour the correct column.

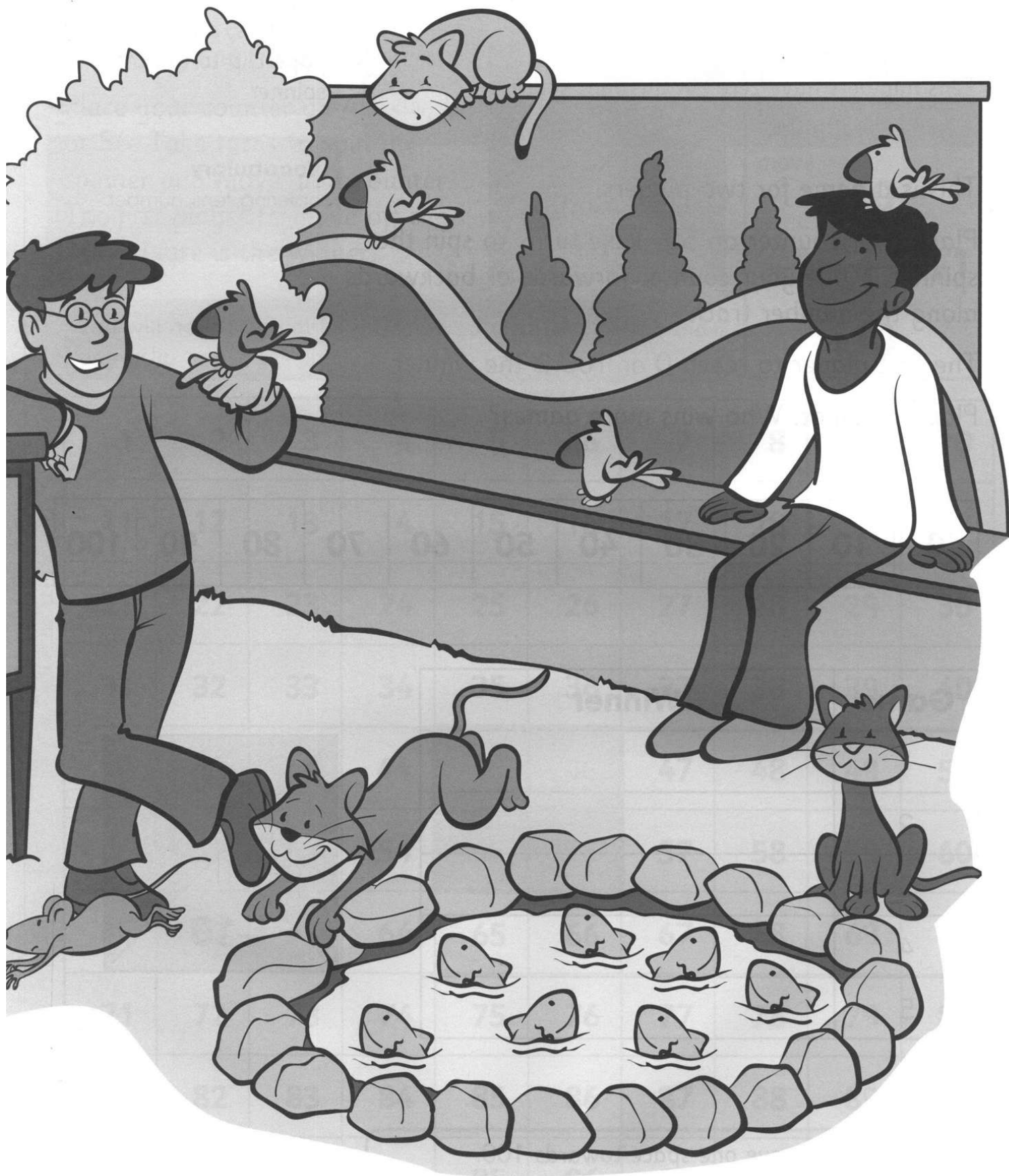
Cross out each animal after you add it to the block graph.



How many?

**Hint:** Talk about how many there are of each animal and use the words **more** and **less** (**fewer**) to compare.



# Number line race

## Remember

Tens numbers have zeros in the ones space.

**You will need:** two different coloured counters, a pencil and paperclip to use the spinner

## Vocabulary

ordering, tens, number, zero

This is a game for two players.

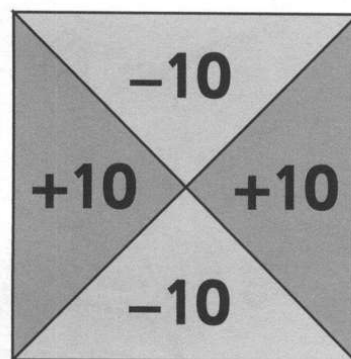
Place your counter on 50. Take turns to spin the spinner. Move your counter forwards or backwards along the number track.

The first player to reach 0 or 100 is the winner.

Play five times. Who wins more games?

0	10	20	30	40	50	60	70	80	90	100
---	----	----	----	----	----	----	----	----	----	-----

Game	Winner
1	
2	
3	
4	
5	

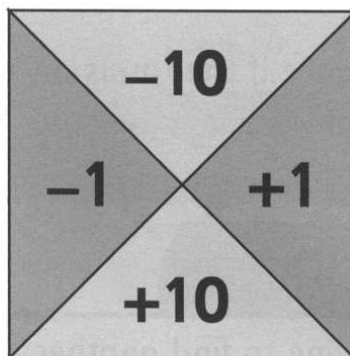


**Hint:** For +10 move one space towards 100.  
For -10 move one space towards 0.

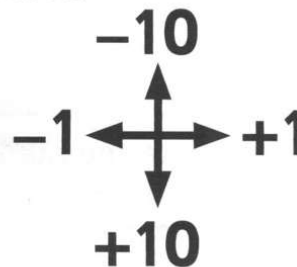
# Escape the 100 square!

This is a game for two players.

Place your counter on 45, 46, 55 or 56. Take turns to spin the spinner and move your counter. The first player to move off the 100 square is the winner.



**Hint:** Use this picture to find out which direction to move.



**You will need:** two different coloured counters, pencil and paperclip to use the spinner

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



# Make the scales balance

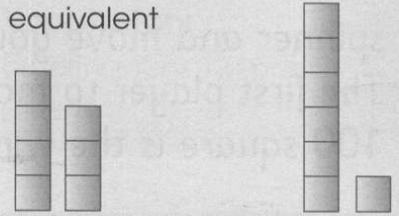
## Remember

The scales will only balance if the totals on each side are equal.

**Hint:** Use the number line to find another addition to make the scales balance.

## Vocabulary

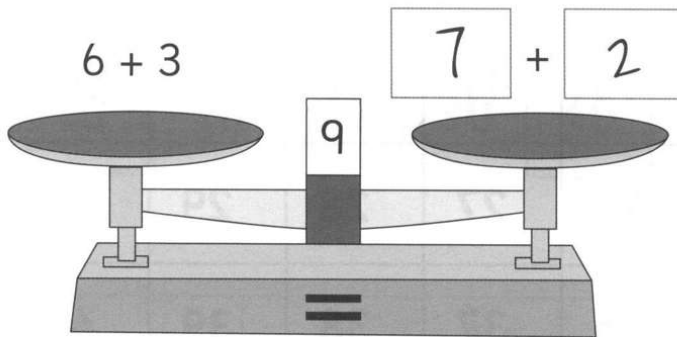
add, combine, addition, more, plus, equal, equivalent



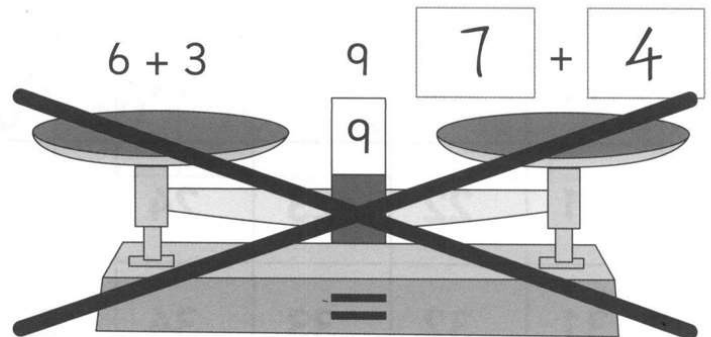
$4 + 3$  is equivalent to  $6 + 1$

$$4 + 3 = 6 + 1$$

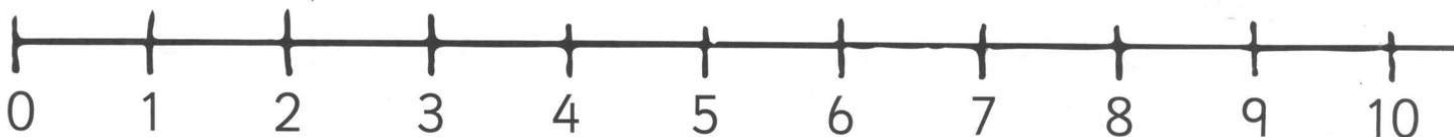
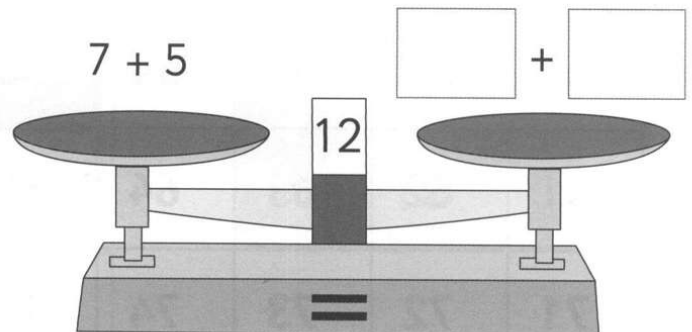
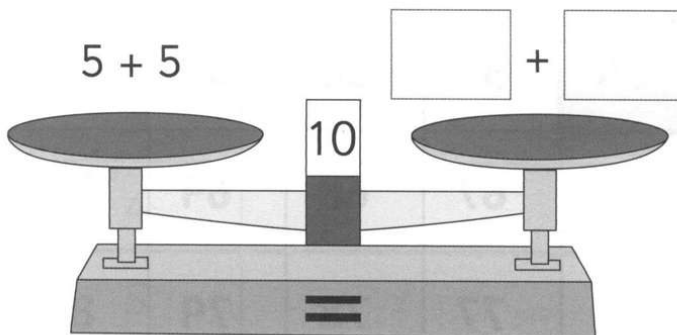
Write the numbers to make the scales balance.



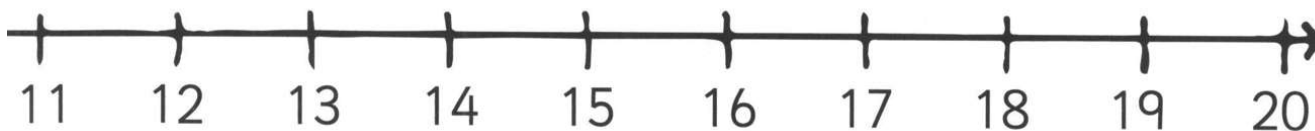
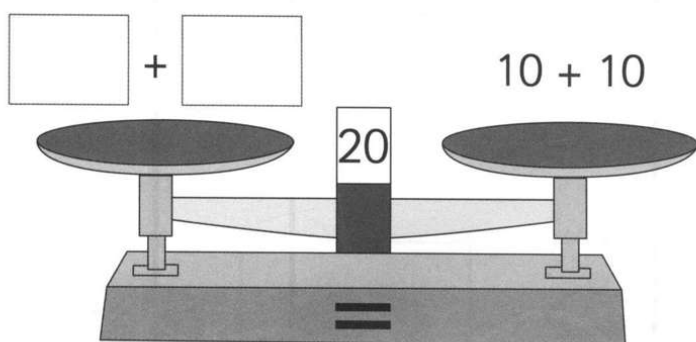
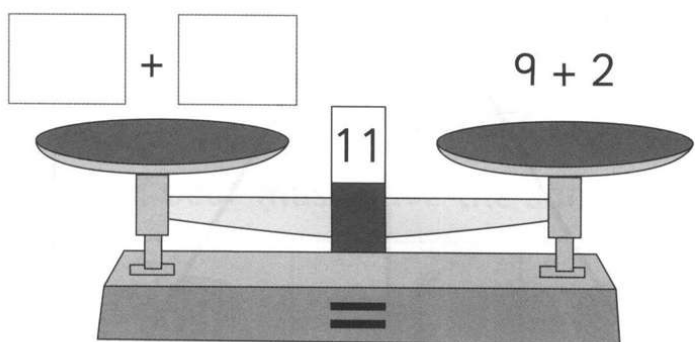
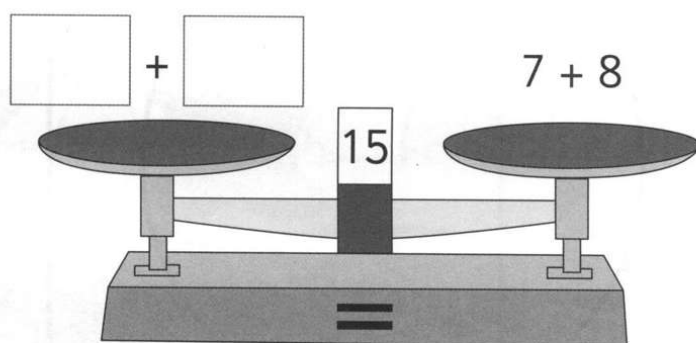
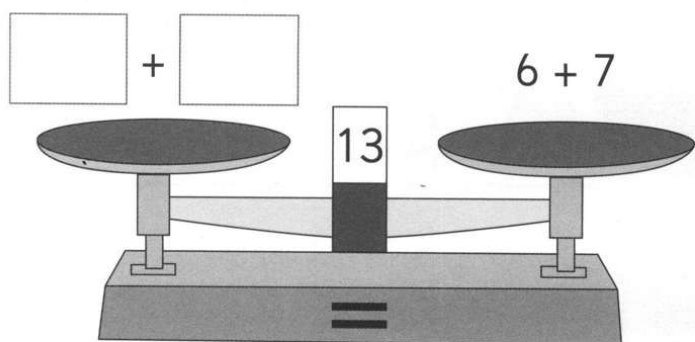
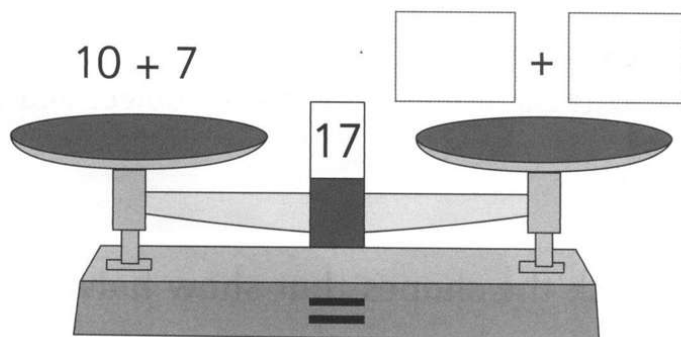
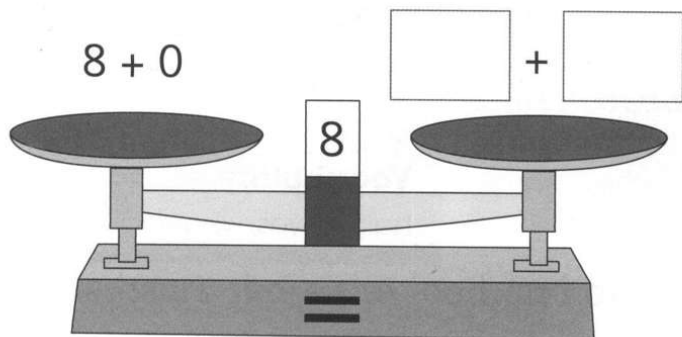
The scales balance.



The scales will not balance.







# Is it half?

## Remember

When you halve a shape or object you have two equal pieces.

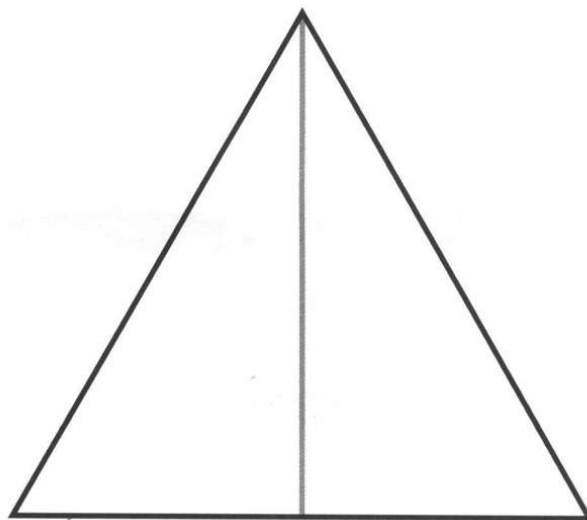
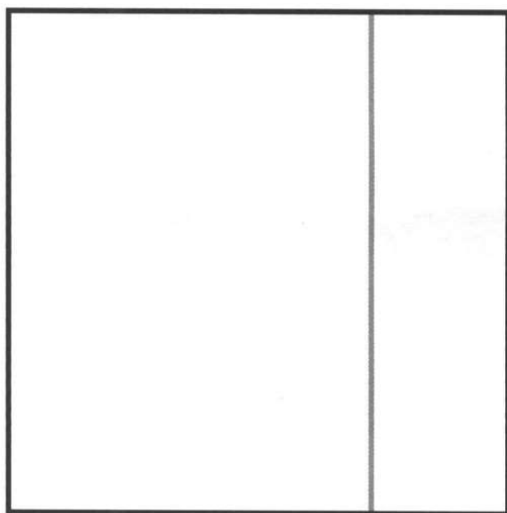
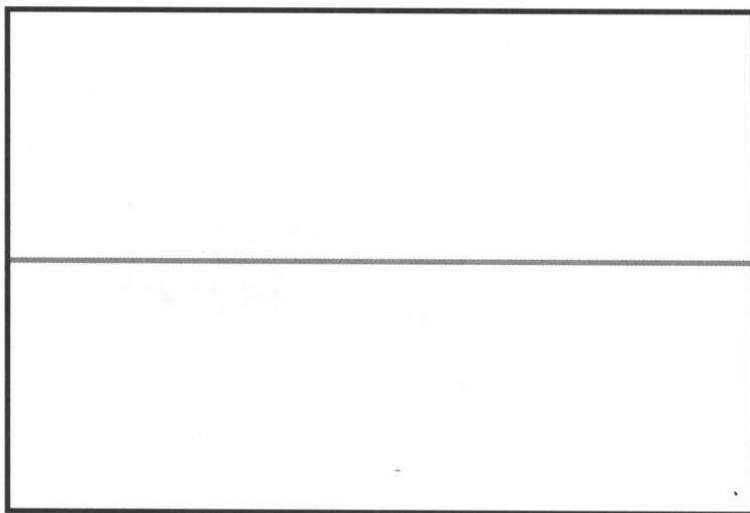
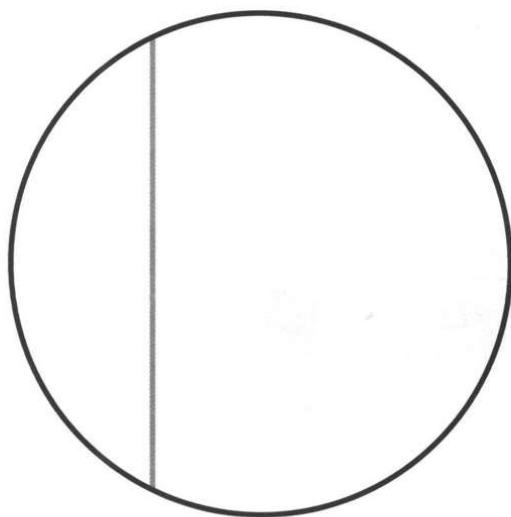
**You will need:** paper shapes cut from resource 3, page 54, scissors

## Vocabulary

half, halves, whole

Tick the shapes that show halves.

Cross out the shapes that do not show halves.



**Hint:** Fold cut-out shapes in half (two equal pieces) to check.

# Bears' fair shares

You will need: counters or cubes

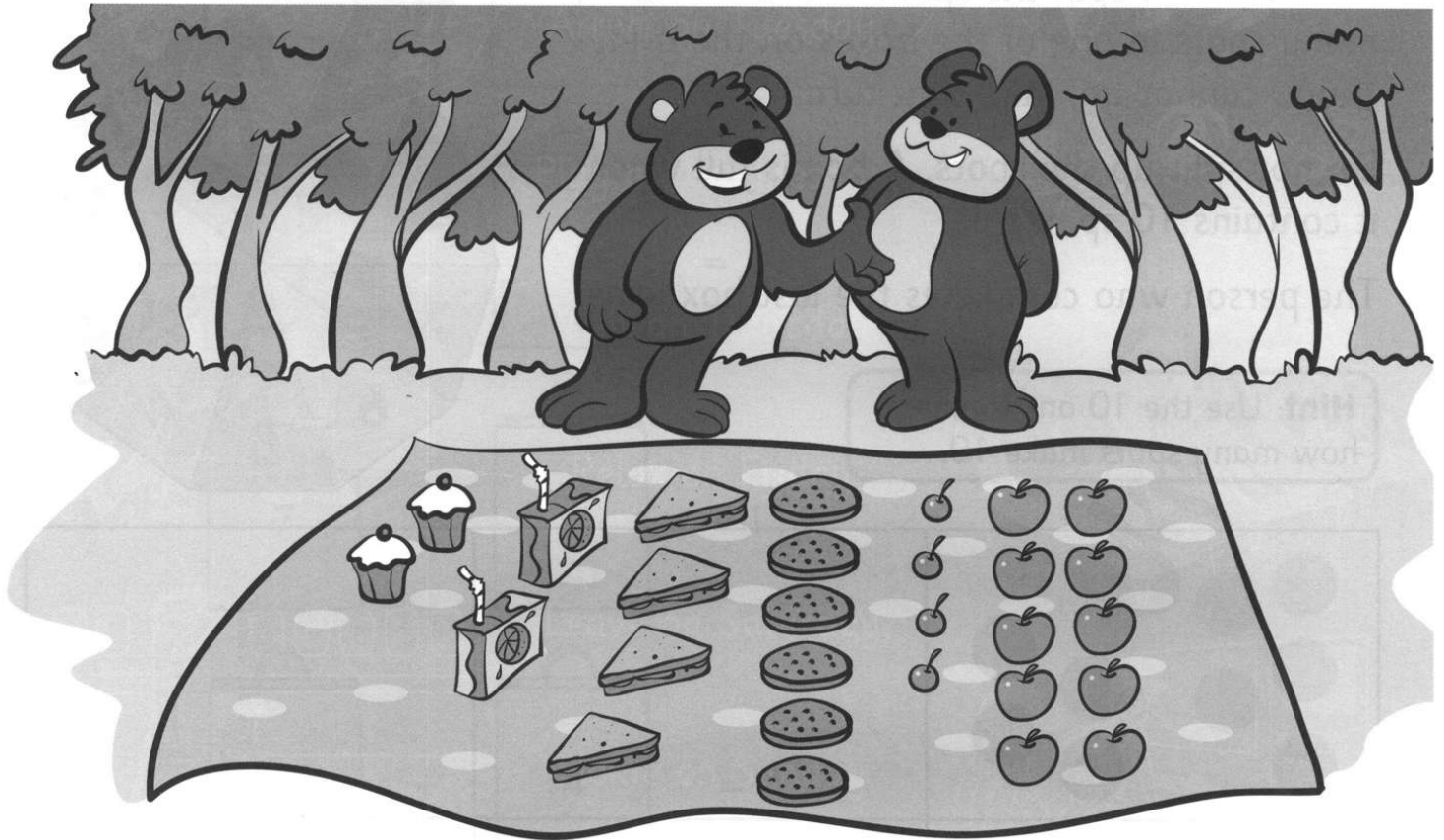
## Remember

When you share equally between two, both sets have the same amount.

## Vocabulary




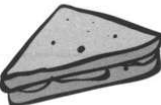


share, fair, equally

The bears share the food and drink fairly.



How many for each bear?

Each bear must have the same amount.

**Hint:** Use cubes to show how to share fairly.

# 10 spots

## Remember

Number bonds for 10 help you to add to 10.

**You will need:** resource 7, page 59, a pencil and paperclip to use the spinner

## Vocabulary

add, adding, addition, total, number sentence, more

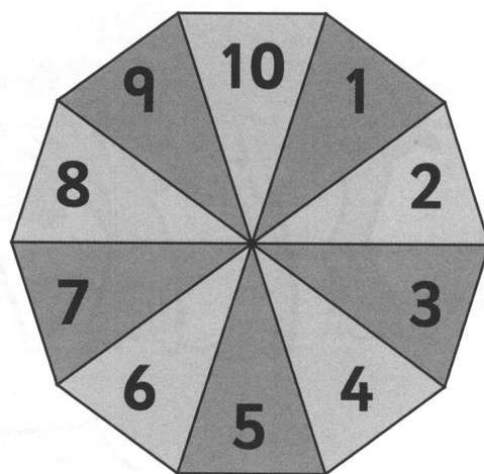
This is a game for two players.

Take turns to spin the spinner. Draw that many spots in one of the boxes on the grid. If you cannot go, miss that turn.

Do not split up the spots. A box is full when it contains 10 spots.

The person who completes the last box wins.

**Hint:** Use the 10 ant to check how many spots make 10.




# Near 10

**You will need:** resource 7, page 59

When the numbers on each pair of bags are added together, they make a near 10. Work out which number should be on the other bag.

## Vocabulary

near, add, adding, addition, total, number sentence, make

$$\begin{array}{|c|} \hline 6 \\ \hline \end{array} + \begin{array}{|c|} \hline 3 \\ \hline \end{array} = 9$$

$$\begin{array}{|c|} \hline 9 \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array} = 11$$

$$\begin{array}{|c|} \hline 7 \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array} = 11$$

$$\begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline 4 \\ \hline \end{array} = 9$$

$$\begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline 5 \\ \hline \end{array} = 11$$

$$\begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline 3 \\ \hline \end{array} = 11$$

**Hint:** Use the 10 ant to check the number bonds (or pairs) for 10.

# Money shells

## Remember

You can add money the same way you add numbers.

**You will need:** four coins in each denomination of 10, 5, 2 and 1 cents or local currency or resource 6, page 58, a pencil and paperclip to use the spinner

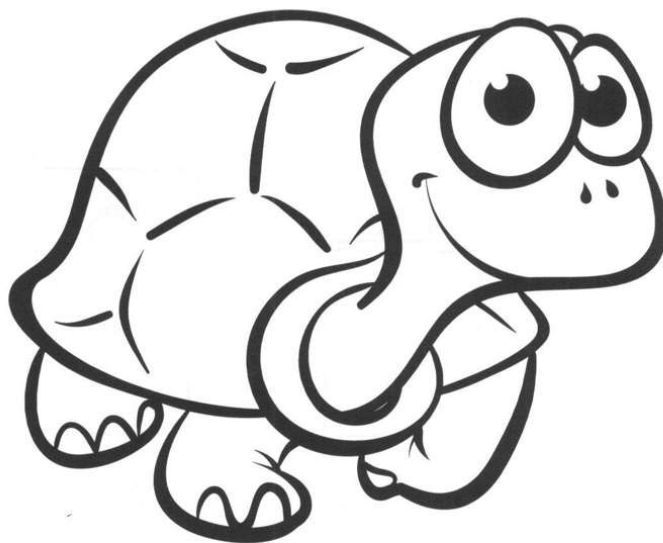
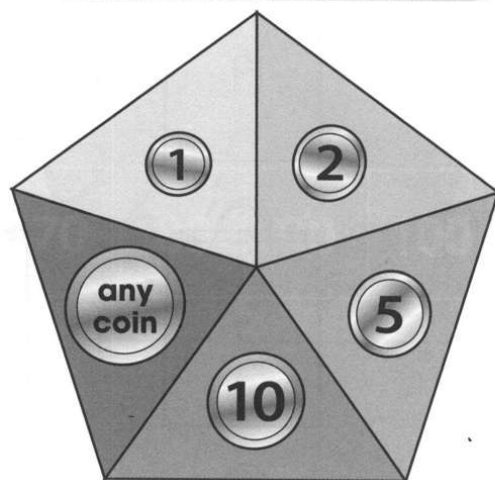
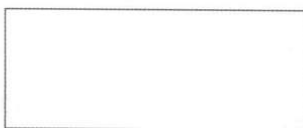
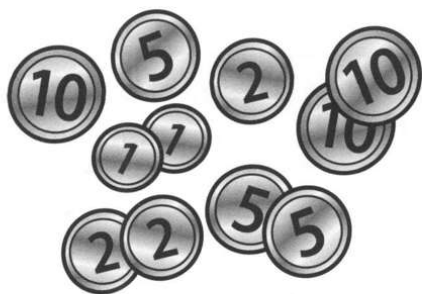
## Vocabulary

worth, money, cent (or names of local currency), coin, total

This is a game for two players.

Place two of each of the four coins 1c, 2c, 5c, 10c, on each animal. Take turns to spin the spinner and move the matching coin from the other animal to yours. The first player to get all the coins is the winner.

How much money has the winner collected?



To vary the game, include a higher value coin to be taken when the spinner lands on the 'any coin' section.

**Hint:** Put the coins into groups worth 10c to find the total.



# Longer or shorter?

## Remember

Line up objects at the same starting point to compare them.

**You will need:** strips of patterned paper (or resource 8, page 60); a pencil and paperclip to use the spinner

Take turns to spin the spinner and choose a paper strip that matches the pattern on the spinner.

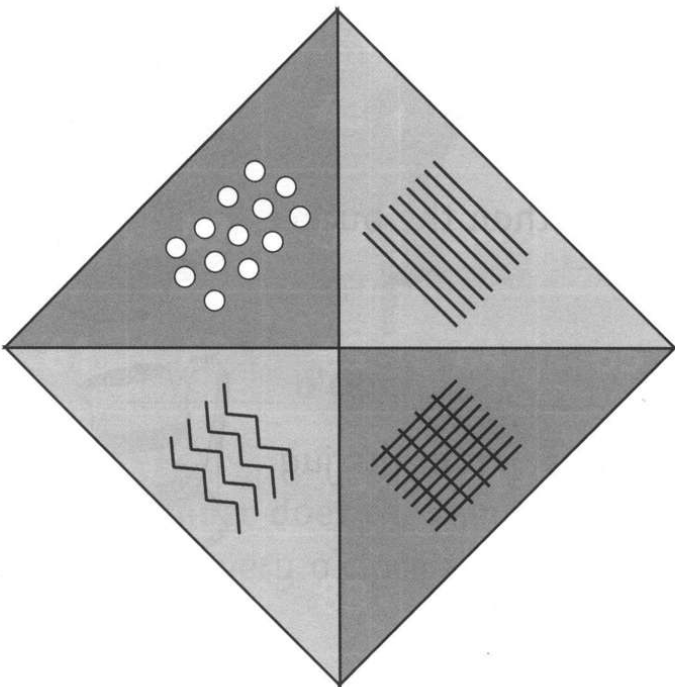
If there is no matching strip, miss a turn.

When all the strips have been claimed, each player places their strips end to end in one long line.

The winner is the player with the longer line.

## Vocabulary

long, longer, short, shorter



**Hint:** Do not leave any spaces between the strips when comparing lengths.

# Comparing capacities

## Remember

A larger container holds more than a smaller one.

## Vocabulary



more, less, compare, holds more, holds less, capacity



Draw a line to put each container in the correct order in the boxes.







Holds least				Holds most
-------------	--	--	--	------------

Ring **more** or **less** in each box to make the sentence true.

The jug  holds more less than the small spoon. 

The jug  holds more less than the bucket. 

The cup  holds more less than the jug. 

The cup  holds more less than the big spoon. 

# What time is it?

## Remember

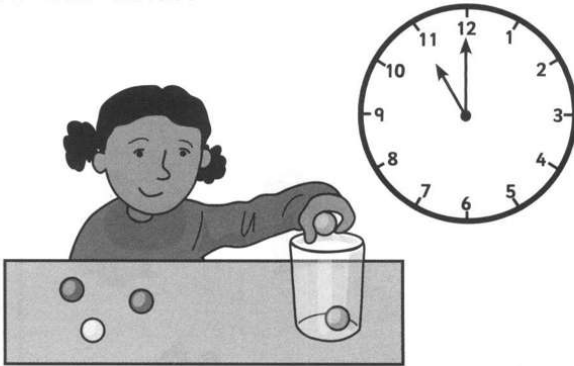
The minute hand is the long hand. It points to the 12 for an o'clock time. The hour hand is the short hand. It points to the hour number.

**You will need:** a clock with movable hands  
(You could make a clock from a paper plate, a split pin and two cardboard hands.)

## Vocabulary

clock, hands, hour, minute, hour hand, minute hand, o'clock

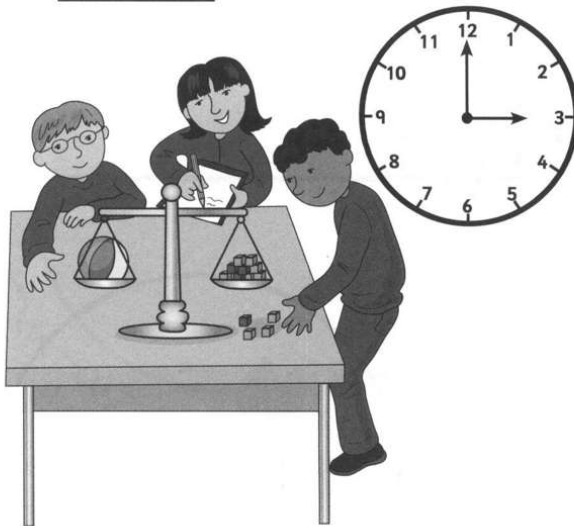
Write the time.



\_\_\_\_\_ o'clock



\_\_\_\_\_ o'clock



\_\_\_\_\_ o'clock

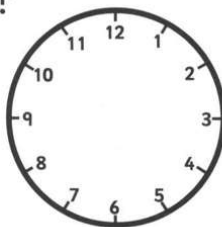


\_\_\_\_\_ o'clock

Which number does the minute hand point to at every o'clock time?

\_\_\_\_\_

Draw the minute hand on the clock.



**Hint:** Move the hands on the clock to show the matching time.

# Field mice

## Remember

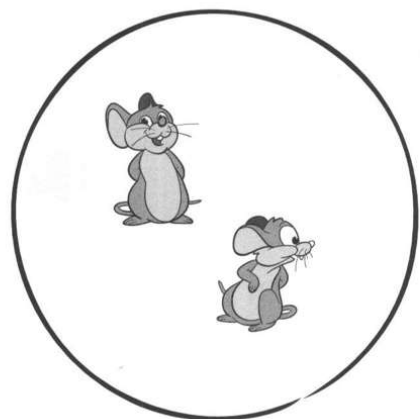
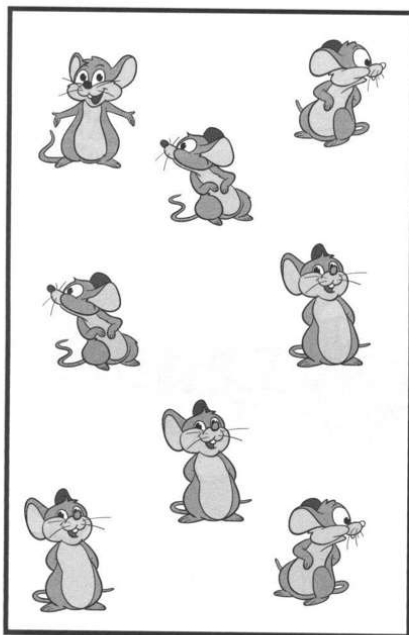
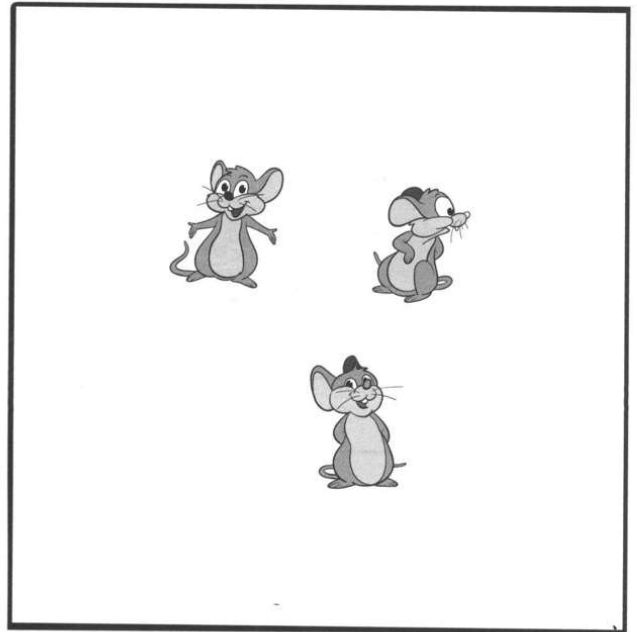
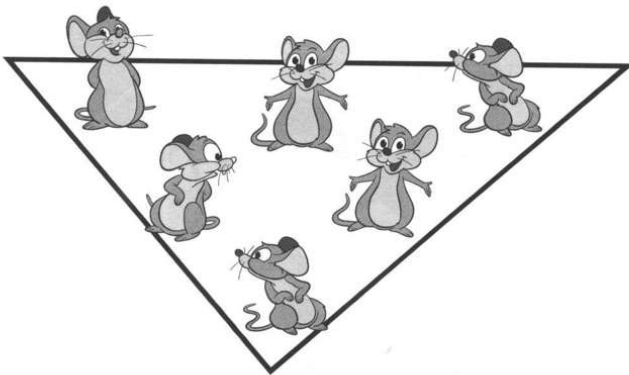
Data can be collected and shown in different ways.

## Vocabulary

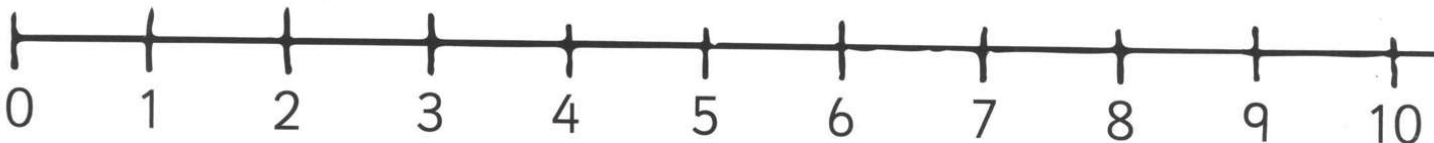
count, more, fewer, less,  
sort, group

**Hint:** Tick the mice as you count them.

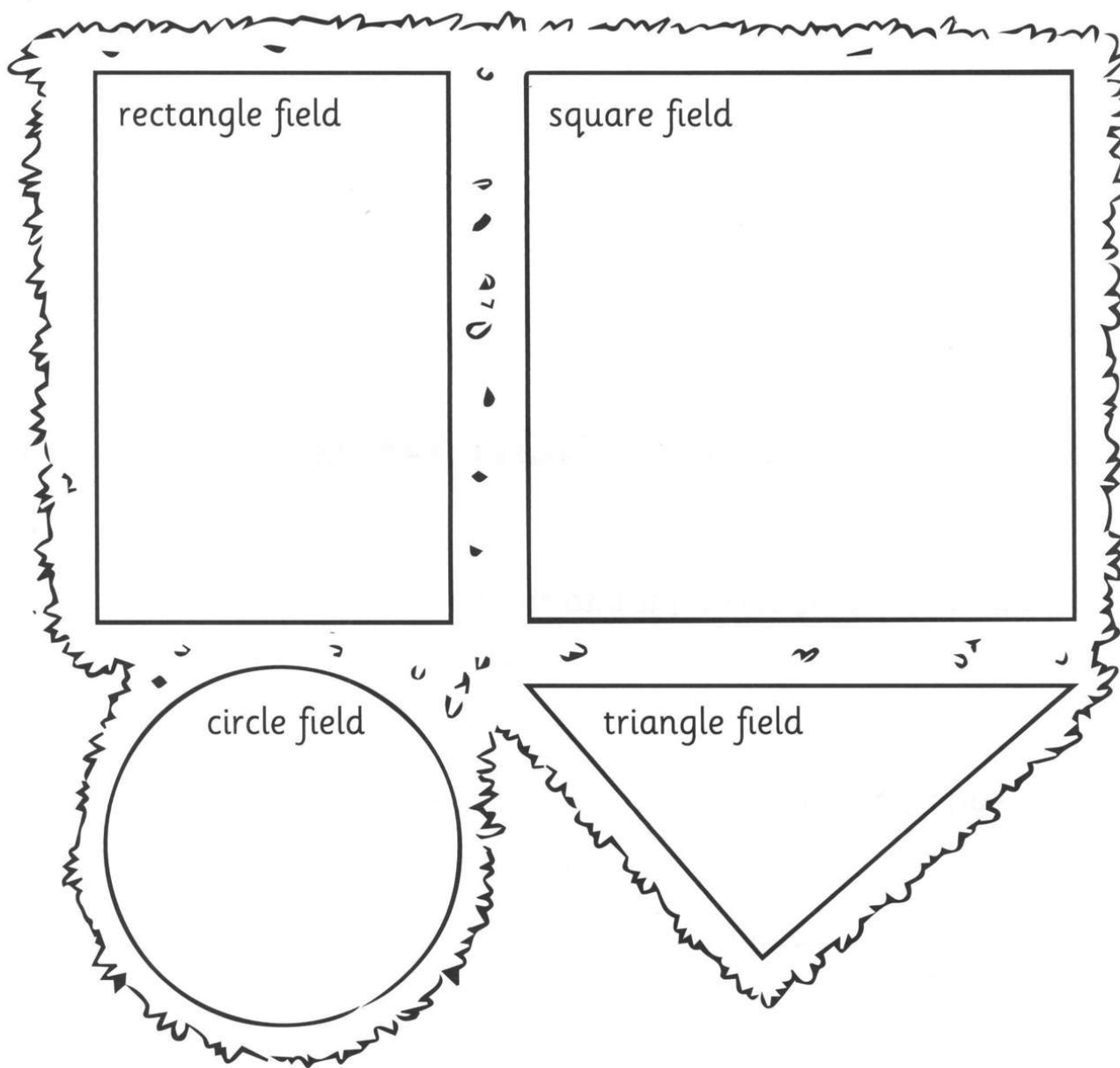
Count the mice to find out how many there are in each field.



How many mice altogether?  mice.



Write the correct number of mice in each field.



Which field had more mice than the  field?

Which field had fewer mice than the  field?



# Resource 1 Salt dough recipe

## Ingredients

$\frac{1}{2}$  cup of salt

$\frac{1}{2}$  cup of water

1 cup of flour

## How to make the salt dough

Mix the salt into the flour in a bowl.

Gradually add the water, stirring it into the flour and salt mixture.

Stop adding water when you have a fairly dry dough.

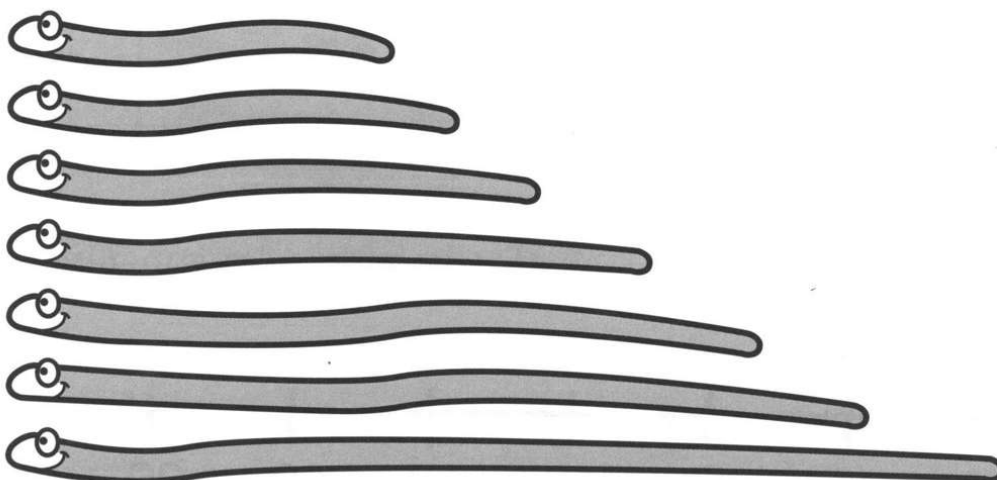
If the dough is sticky add more flour.

Knead the dough thoroughly.

It is now ready for use.

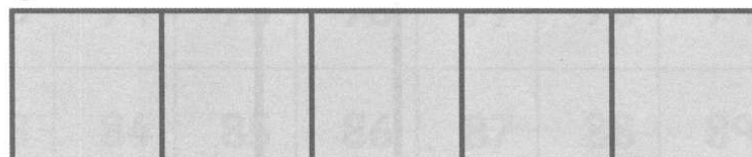
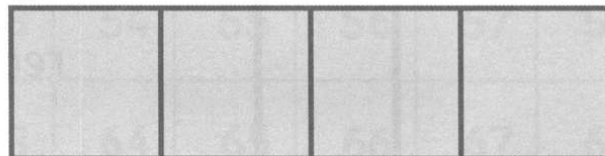
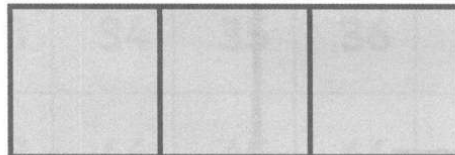
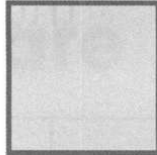
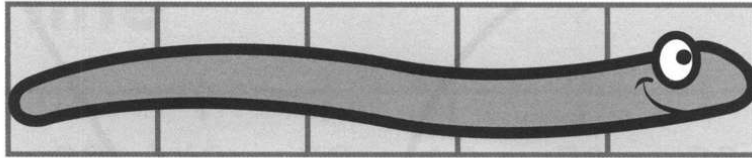
Shapes made from the dough can be dried in an oven, at low heat, for about three hours.

Dried shapes may be painted.

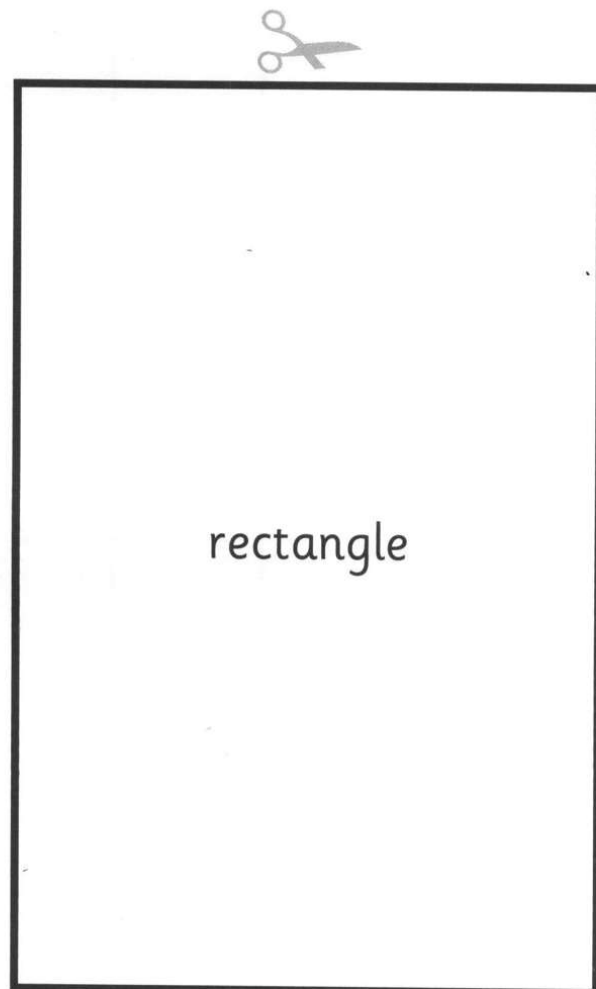
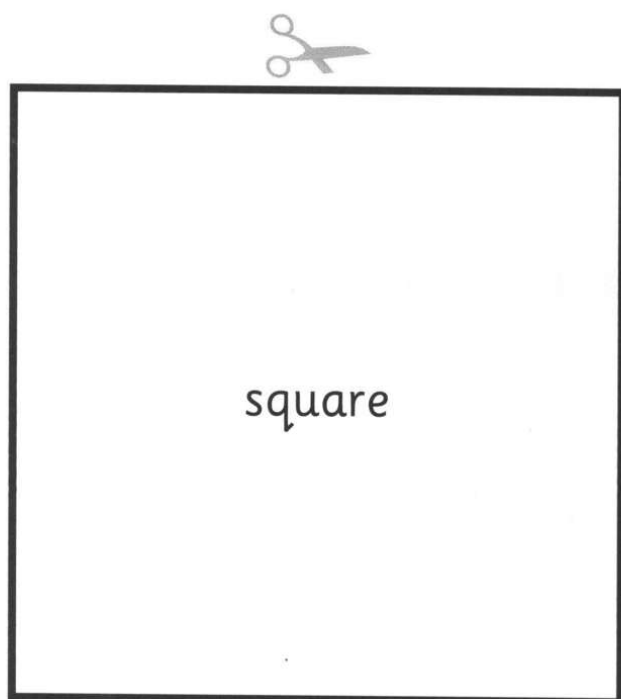
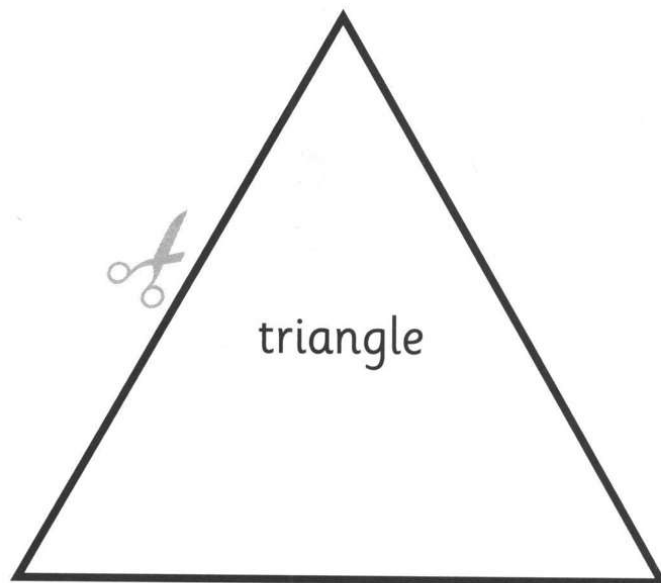
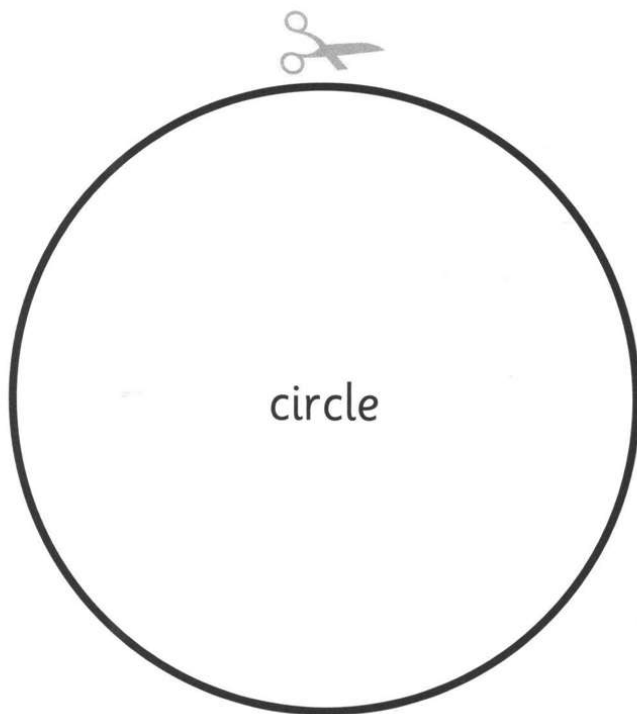




# Resource 2 Square measures

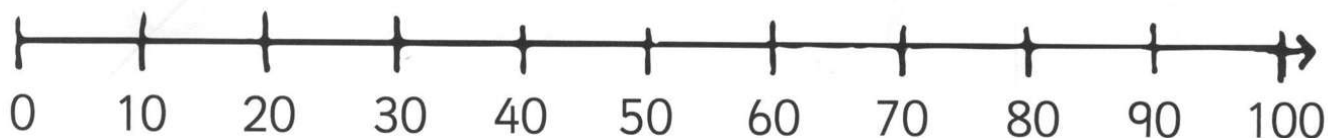


# Resource 3 Shapes



# Resource 4 Number line and 100 square

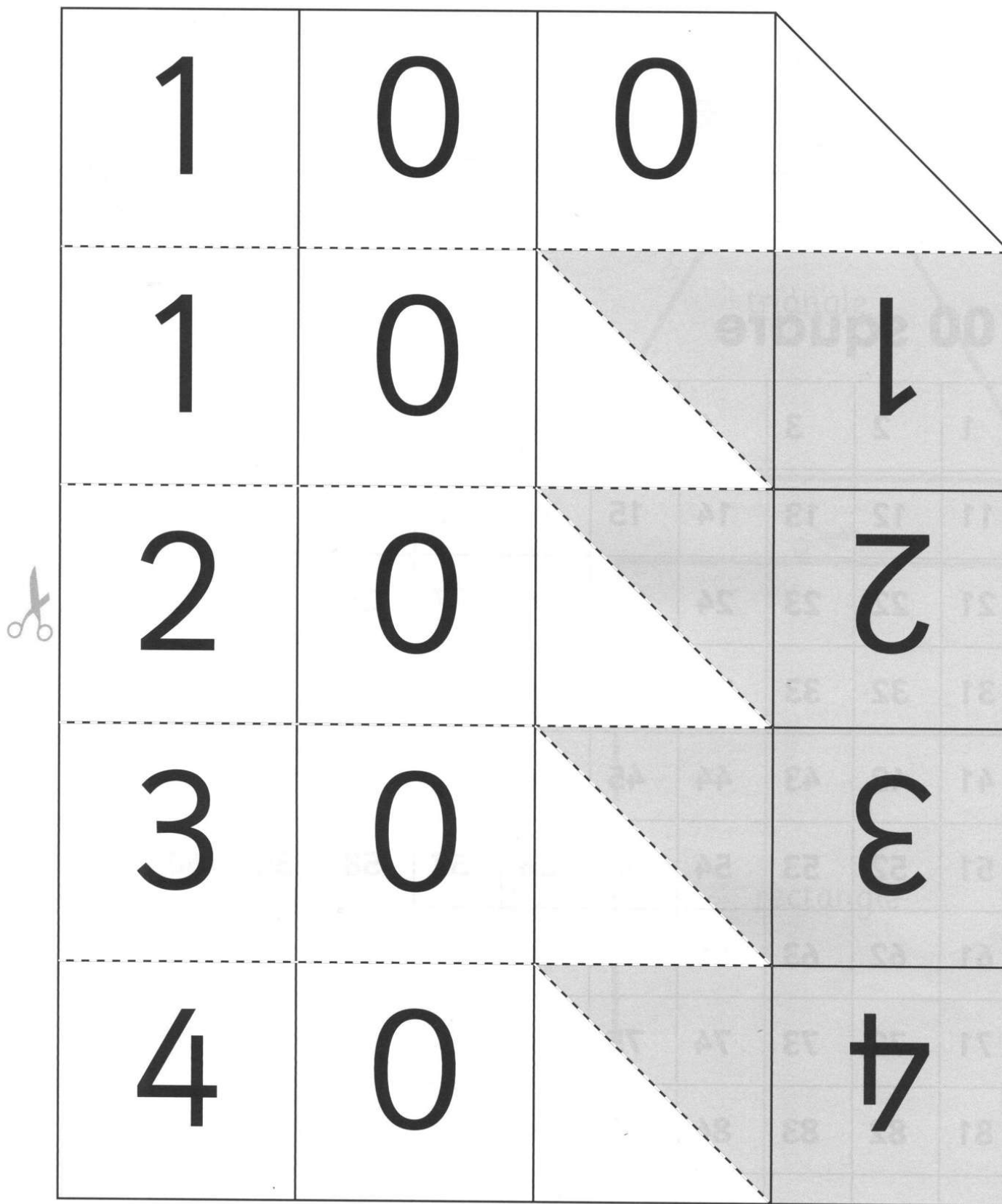
## Number line

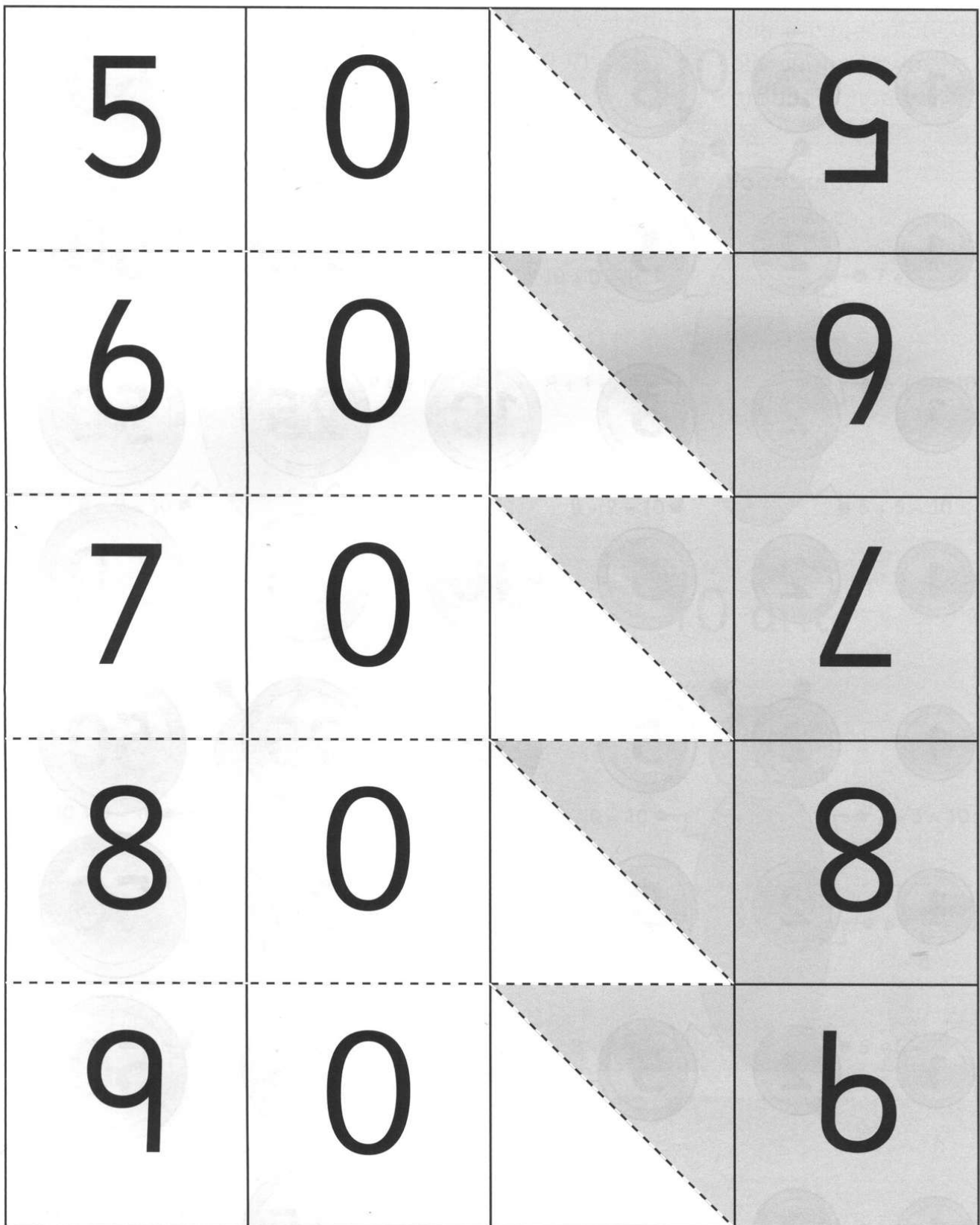


## 100 square

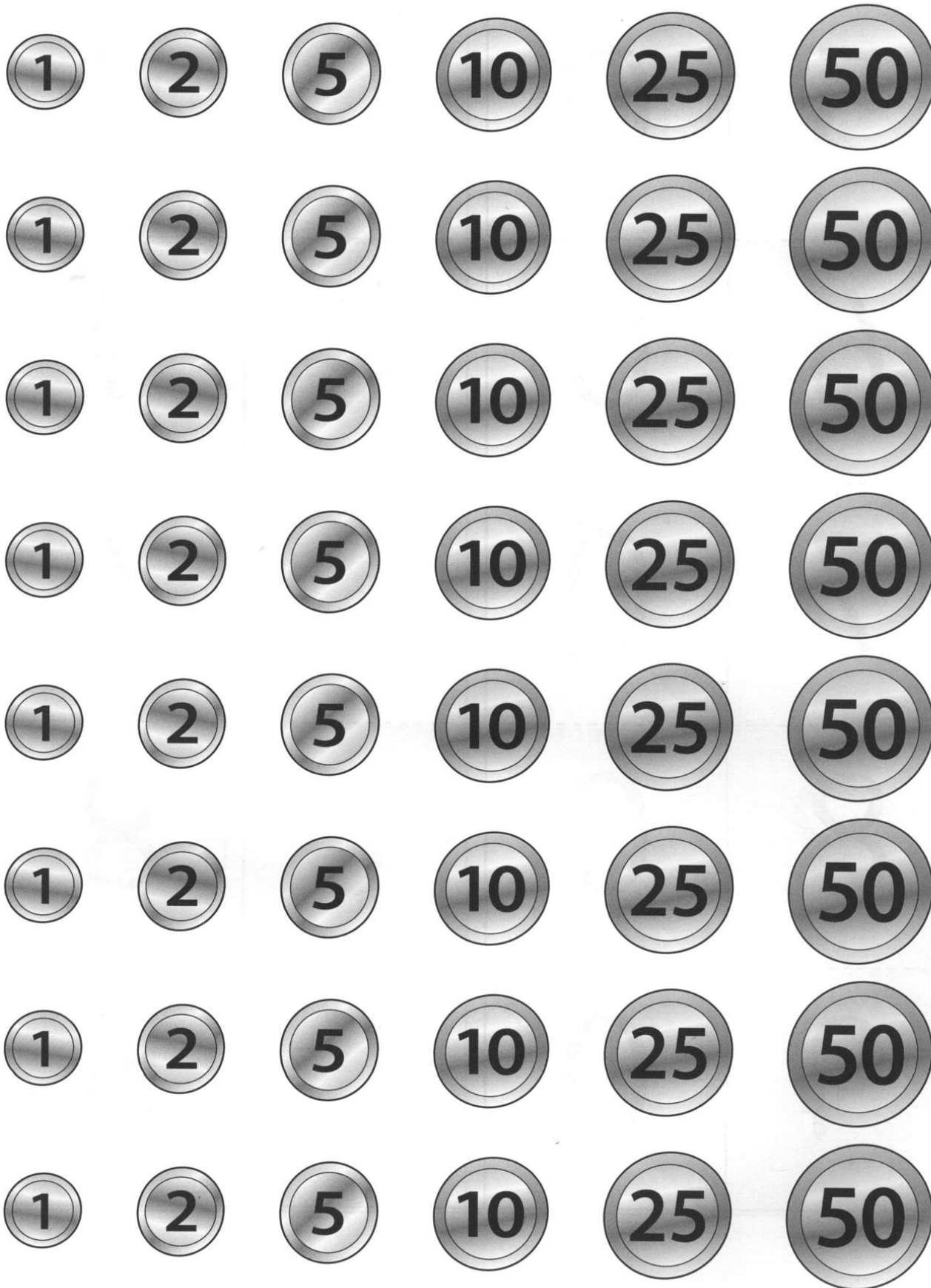
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

# Resource 5 Place-value cards





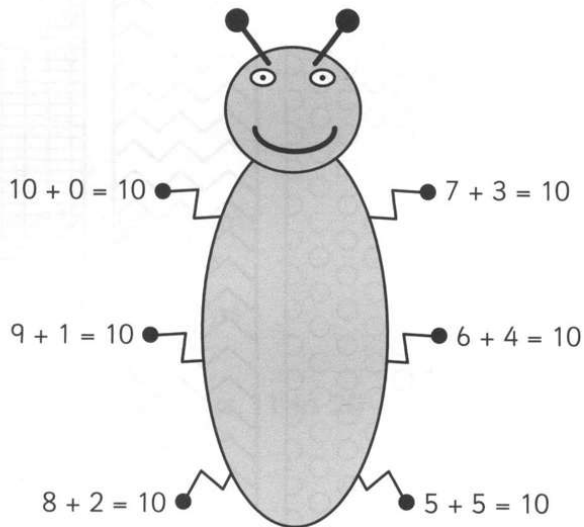
# Resource 6 Coins



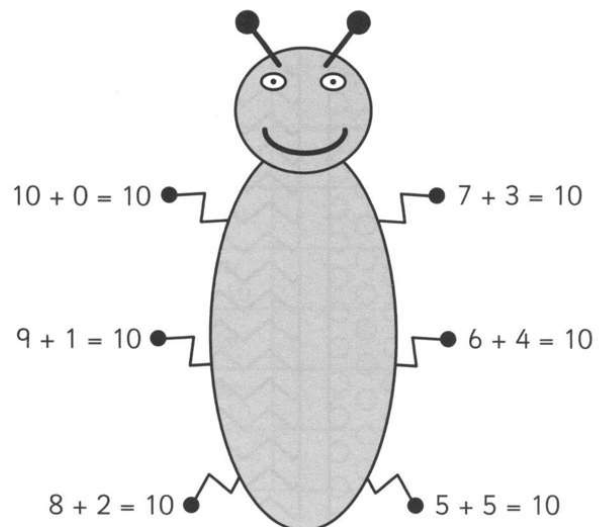


# Resource 7 10 ant

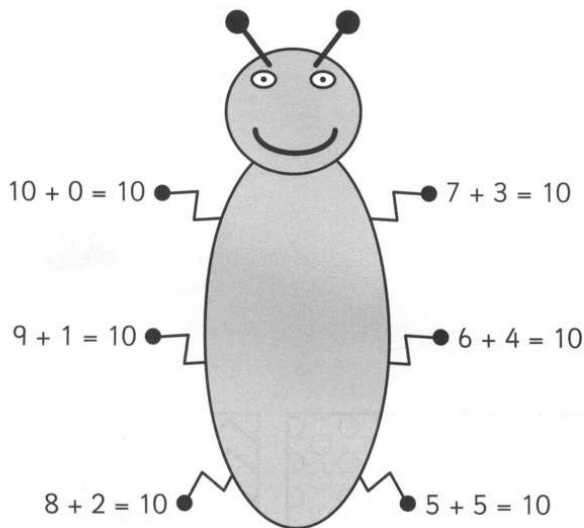
10 ant



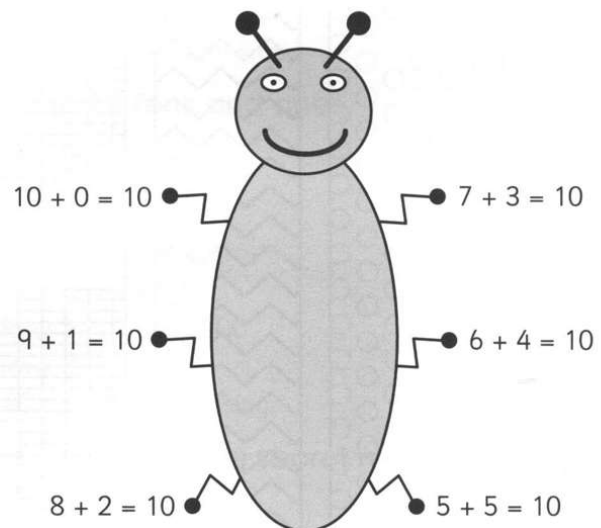
10 ant



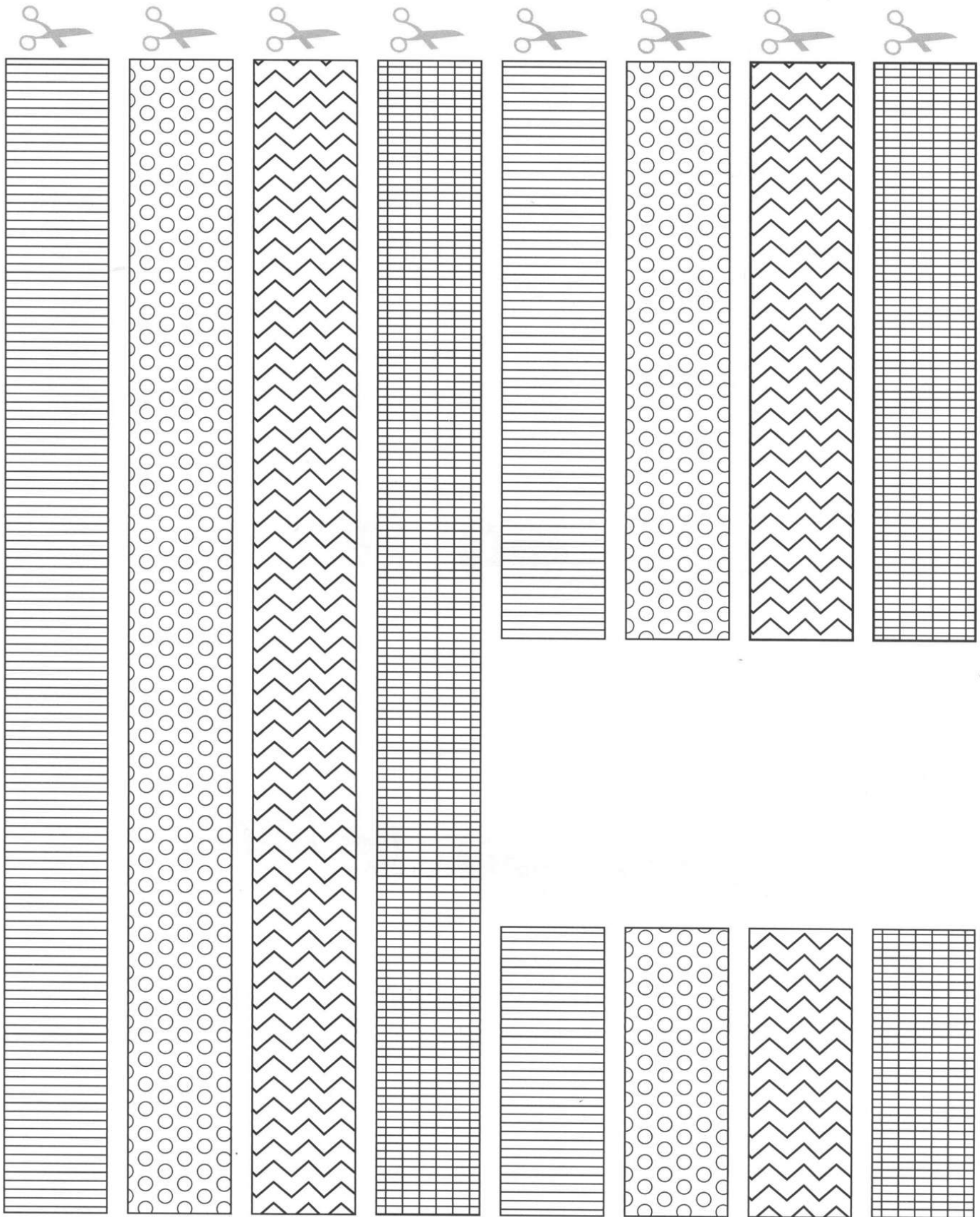
10 ant



10 ant



# Resource 8 Patterned strips



# Answers

## Page 4 Toy cupboard

7 balls, 9 books, 5 teddy bears, 6 dolls, 4 robots, 10 toy cars, 8 crayons/coloured pencils.

## Page 5 Make 10

$2 + 8 = 10$   
 $3 + 7 = 10$   
 $4 + 6 = 10$   
 $5 + 5 = 10$   
 $10 + 0 = 10$ .

## Page 6 Dough worms

Children's own answers.

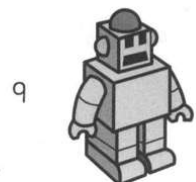
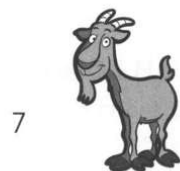
## Page 7 Cube worms

Children's own answers.






## Pages 8–9 Numbers 11 to 20

10 and 2 make 12.  
 10 and 3 make 13.  
 10 and 4 make 14.  
 10 and 5 make 15.  
 10 and 6 make 16.  
 10 and 7 make 17.  
 10 and 8 make 18.  
 10 and 9 make 19.  
 10 and 10 make 20.

## Page 10 Estimating



## Page 11 More estimating

	Fewer than 10	✓	More than 10	
	Count	3		
	Fewer than 10		More than 10	✓
	Count	19		
	Fewer than 10	✓	More than 10	
	Count	8		
	Fewer than 10		More than 10	✓
	Count	12		
	Fewer than 10	✓	More than 10	
	Count	7		

## Page 12 What's left?

The rectangles are left.

## Page 13 3D shape builder

Children's own models.

## Page 14 Symmetry

Children's own drawings.

## Page 15 Tens and ones

Row 2: 2 tens, 20.  
 Row 3: 8 tens, 80.  
 Row 4: 6 tens, 60.  
 Row 5: 3 tens, 30.  
 Row 6: 7 tens, 70.  
 Row 7: 10 tens, 100.  
 Row 8: 1 ten, 10.  
 40 and 90 are missing.

## Page 16 Find the secret number

It is not 40, 50, 60.  
 It is not 0, 10, 20.  
 It is not 70, 80, 90.  
 It is not 20, 30, 40.  
 It is not 80, 90, 100.  
 It is not 10, 20, 30.  
 It is not 30, 40, 50.  
 It is not 60, 70, 80.  
 The secret number is 60.

**Page 17 11 to 20 again**

13; 17, 15, 19, 14, 18, 16, 12, 20

**Page 18 In my hand**

Answers will depend on the size of the objects used. The object that holds the greatest number of cubes holds the most.

**Page 19 Light or heavy**

Heavier than a book: group table, chair, bookshelf with books on, cupboard, set of classroom drawers.



Lighter than a book: cube, sweet, balloon, feather, pencil.

Children's own drawings of heavy and light objects.

**Pages 20–21 Hickory, dickory, dock**

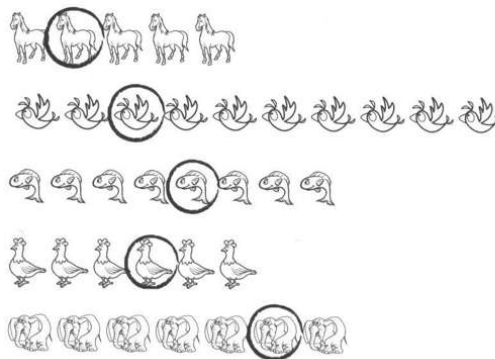
Check that children place the hands of the clock correctly to show the times, from one o'clock through to 12 o'clock (noon).

**Page 22 Follow the path**

Start 0 	1	7	13	15
2	3	10	12	14
4	6	8	9	16
5	17	11	5	18
13	15	19	13	20 Finish 

**Page 23 Odd or even?**

7 odd, 12 even, 15 odd, 17 odd, 20 even, 8 even.

**Page 24 Positions****Page 25 Queue for the waterhole**

Elephant is 6th.

Giraffe is between zebra and crocodile.

Crocodile is 3rd.

Elephant is between monkey and zebra.

Monkey is 7th.

Monkey is between lion and elephant.

Parrot is 1st.

**Page 26 Add**

5 and 3 make 8,  $5 + 3 = 8$ .

6 and 4 make 10,  $6 + 4 = 10$ .

8 and 5 make 13,  $8 + 5 = 13$ .

12 and 3 make 15,  $12 + 3 = 15$ .

10 and 7 make 17,  $10 + 7 = 17$ .

**Page 27 Take away**

$12 - 5 = 7$ .

$6 - 2 = 4$ .

$10 - 4 = 6$ .

$15 - 3 = 12$ .

**Pages 28–29 Jungle track**

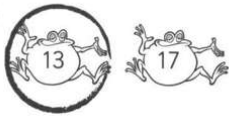
Game – no answers.

**Page 30 Numbers to 50**

Box 2: 31, box 3: 48, box 4: 35, box 5: 42, box 6: 26.

## Page 31 Ordering numbers

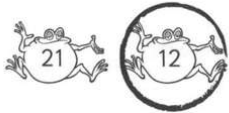
1a



1b



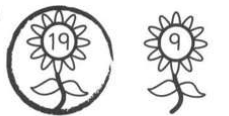
1c



2a



2b



2c



## Page 32 Shopping

Children's choice of use of coins.

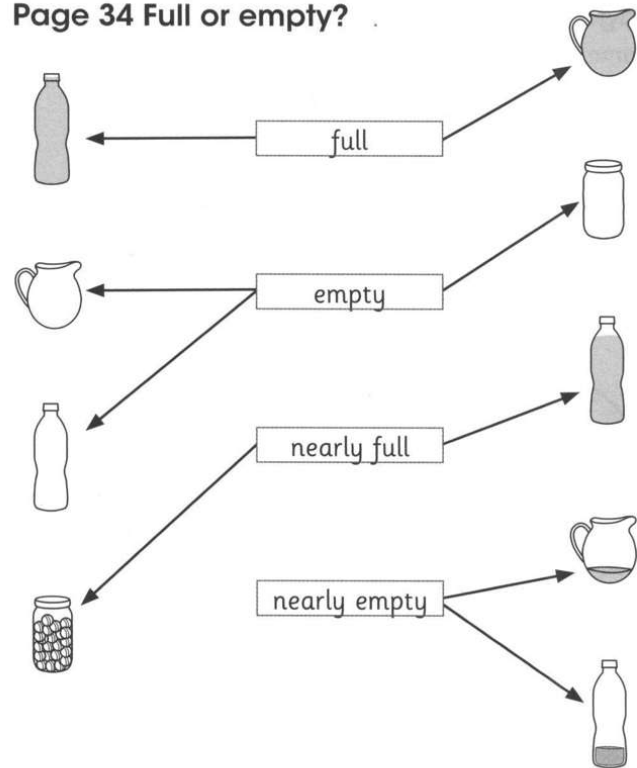
## Page 33 How tall?

King: 8 cubes tall, mouse: 2 cubes tall, girl: 3 cubes tall, rabbit: 5 cubes tall.

The king and the rabbit are taller than the girl.

The girl and the mouse are shorter than the rabbit.

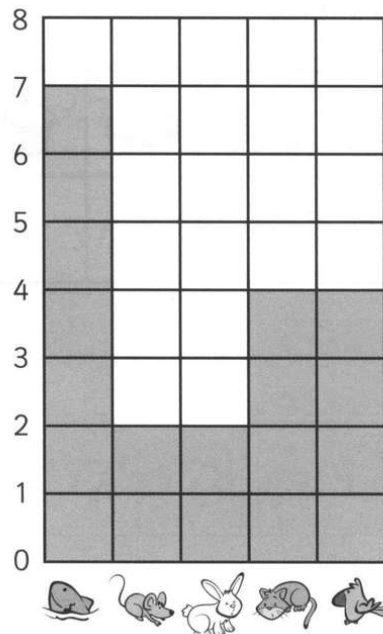
## Page 34 Full or empty?



## Page 35 Holiday week

None.

## Pages 36–37 Count and sort



**Page 38 Number line race**

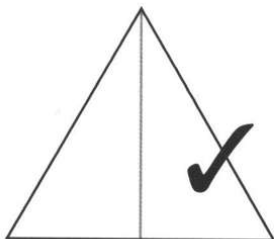
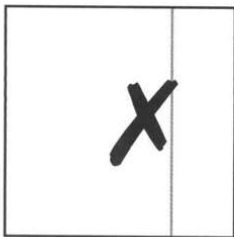
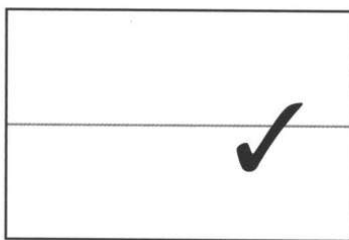
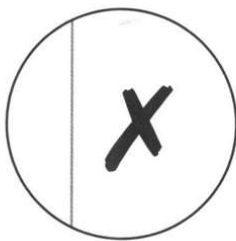
Game – no answers.

**Page 39 Escape the 100 square!**

Game – no answers.

**Pages 40–41 Make the scales balance**

Children's own answers.

**Page 42 Is it half?****Page 43 Bears' fair shares**

1	2	5	2	3	1

**Page 44 10 spots**

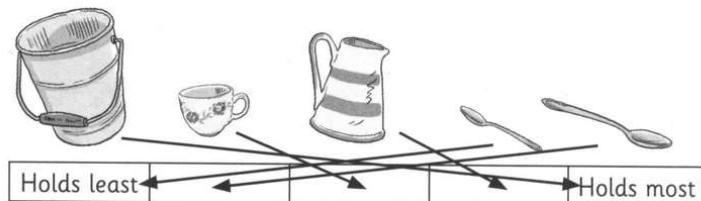
Game – no answers.

**Page 45 Near 10**Set 2:  $9 + 2 = 11$ .Set 3:  $7 + 4 = 11$ .Set 4:  $5 + 4 = 9$ .Set 5:  $6 + 5 = 11$ .Set 6:  $8 + 3 = 11$ .**Page 46 Money shells**

Total of all coins = 72c (or local currency).

**Page 47 Longer or shorter?**

Game – no answers.

**Page 48 Comparing capacities**

The jug holds more than the small spoon.

The jug holds less than the bucket.

The cup holds less than the jug.

The cup holds more than the big spoon.

**Page 49 What time is it?**

11 o'clock.

1 o'clock.

3 o'clock.

10 o'clock.

12.

**Page 50–51 Field mice**

There are 19 mice altogether.

The rectangle field has more mice than the triangle field.

The circle field had fewer (less) mice than the square field.