

Collins



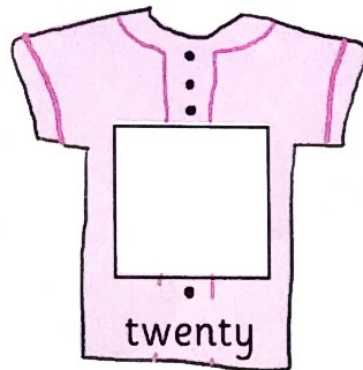
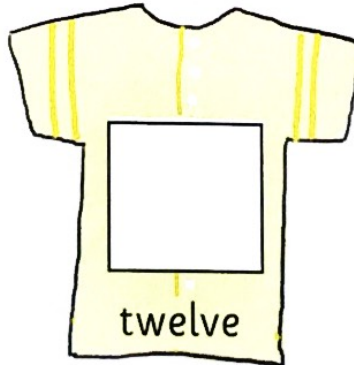
Activity Book 1C



Name game



Read and write numbers from 1 to 20 in numerals and words



Teacher's notes

Children read each number written on the t-shirts and write the same number in numerals into the space.

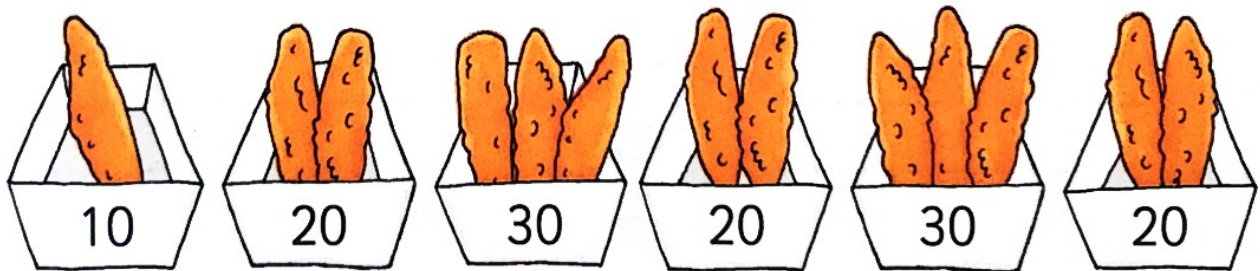
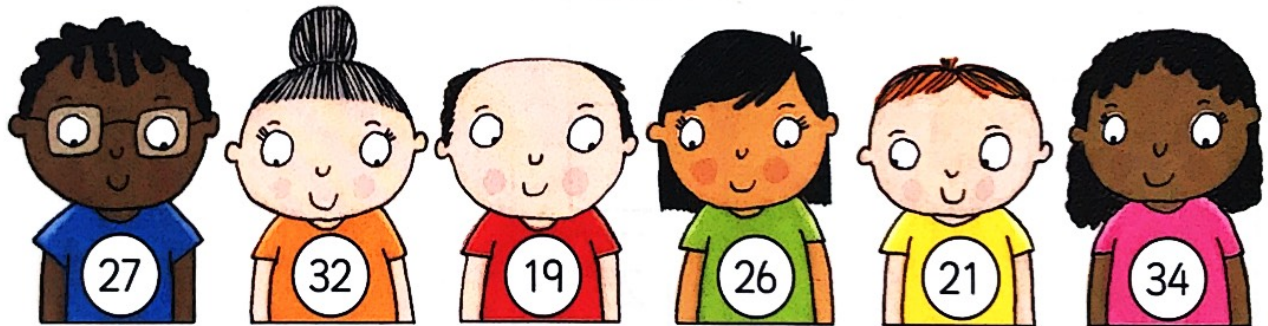
Date: _____

Place value

Recognise place value in numbers to 20



You will need:
• coloured pencils



Teacher's notes

Children colour one portion of fish and one portion of chips to match the shirt of the customer buying them.



Counting sets of more than 20

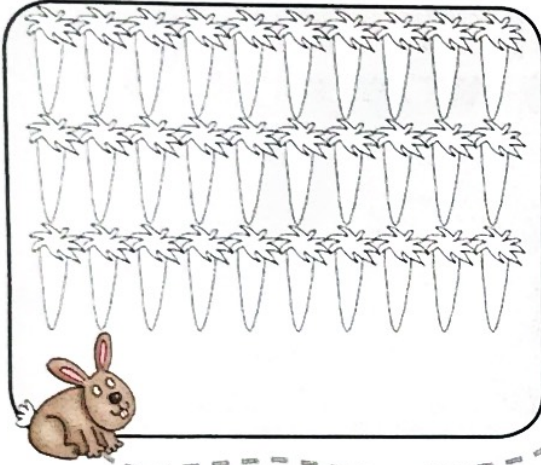
Date: _____



You will need:

- orange and green coloured pencils

Practise counting sets of more than 20



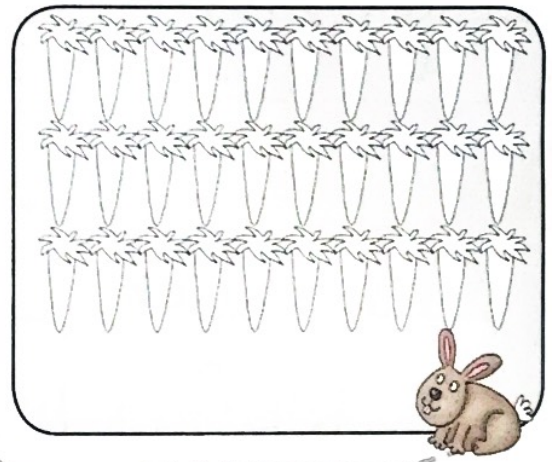
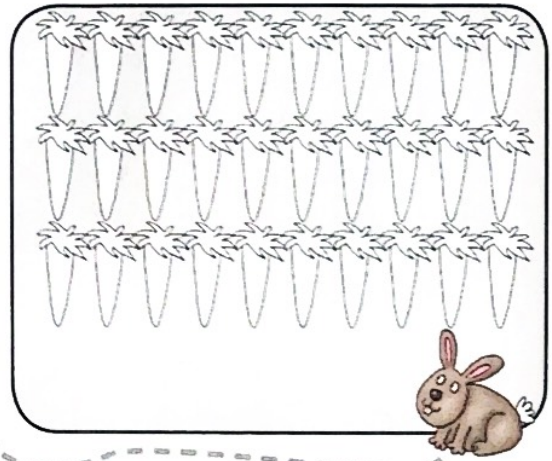
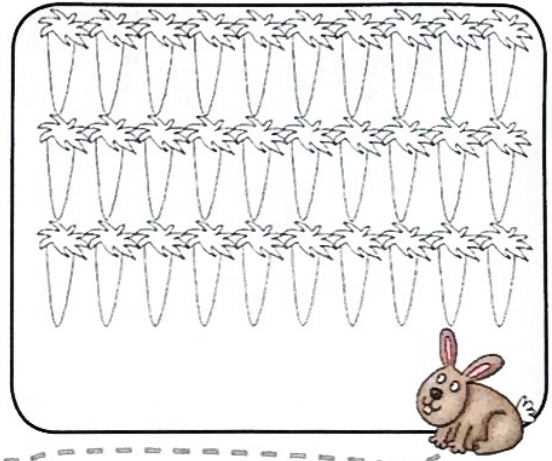
20

22

25

27

30



Teacher's notes

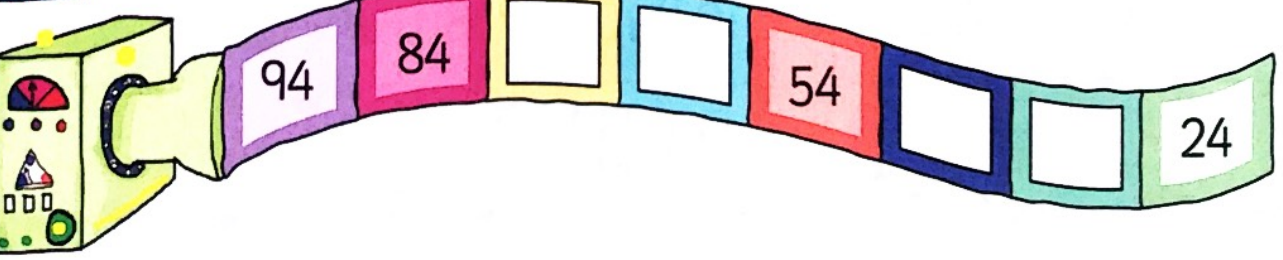
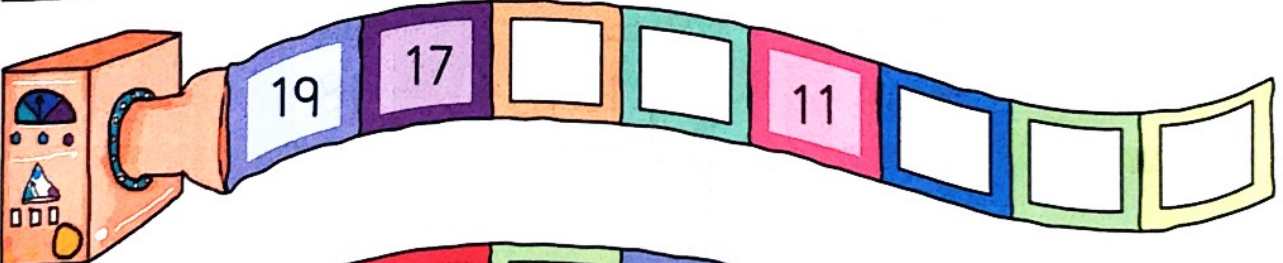
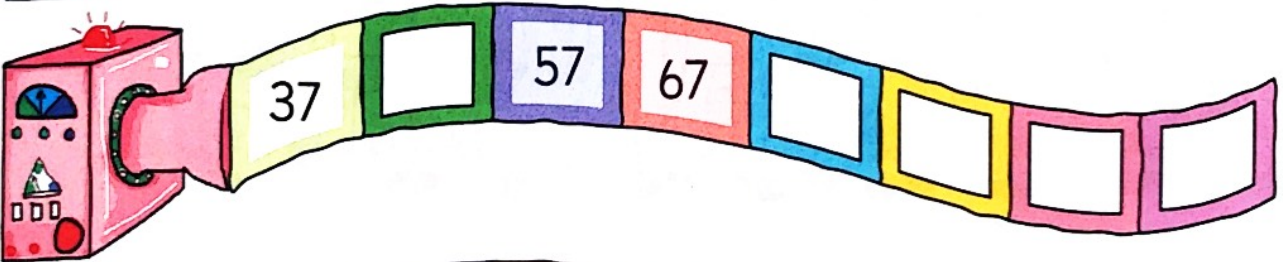
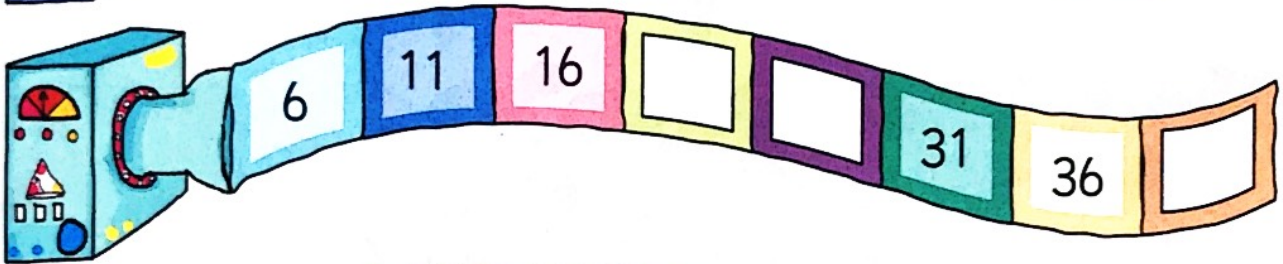
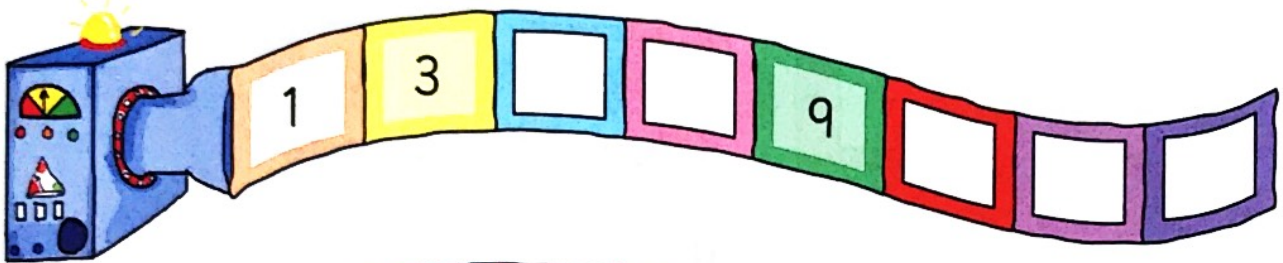
Children complete the number track from 20 to 30, writing the missing numbers into the spaces. They then follow each rabbit's track, to find out how many carrots they need to count and colour in that field.

Counting machines

Date: _____



Count on or back in 2s, 5s and 10s



Teacher's notes

Children complete the sequence for each counting machine by counting on or back in 2s, 5s or 10s. They then write the missing numbers in the spaces provided.



At the double!

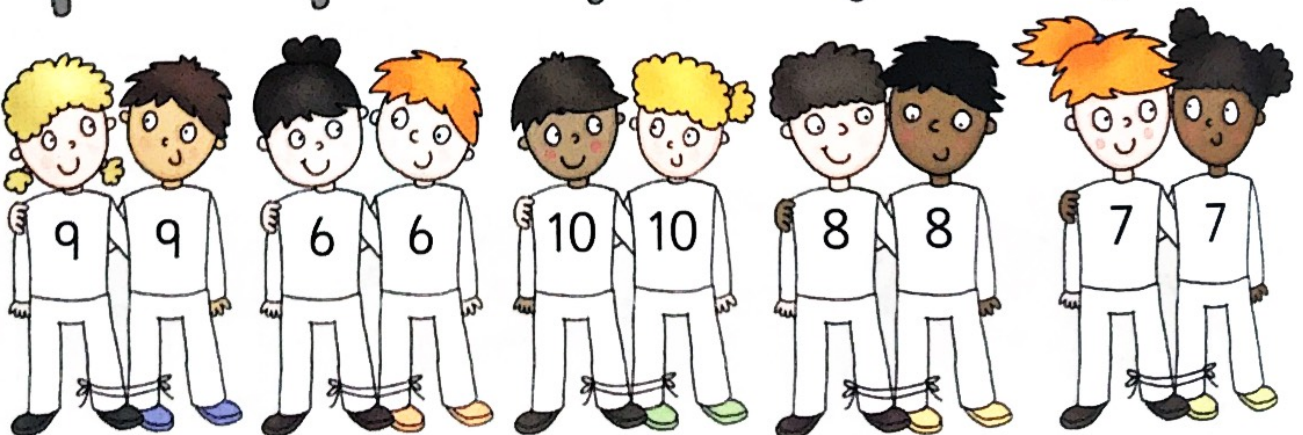
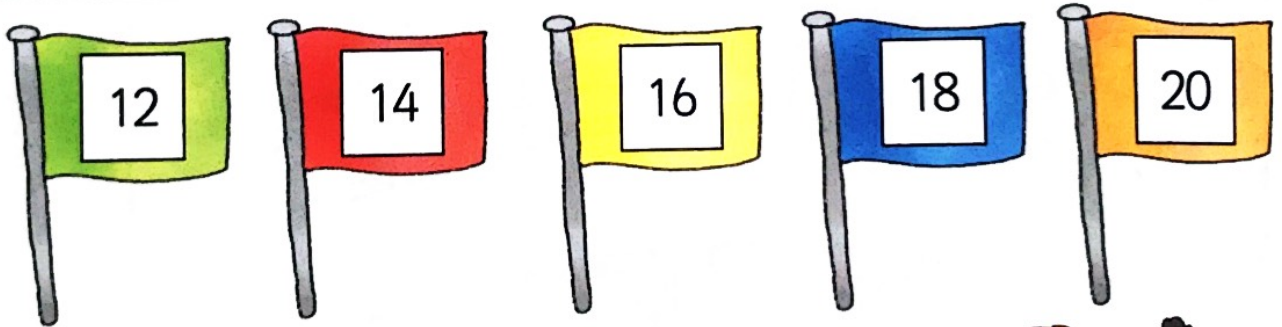
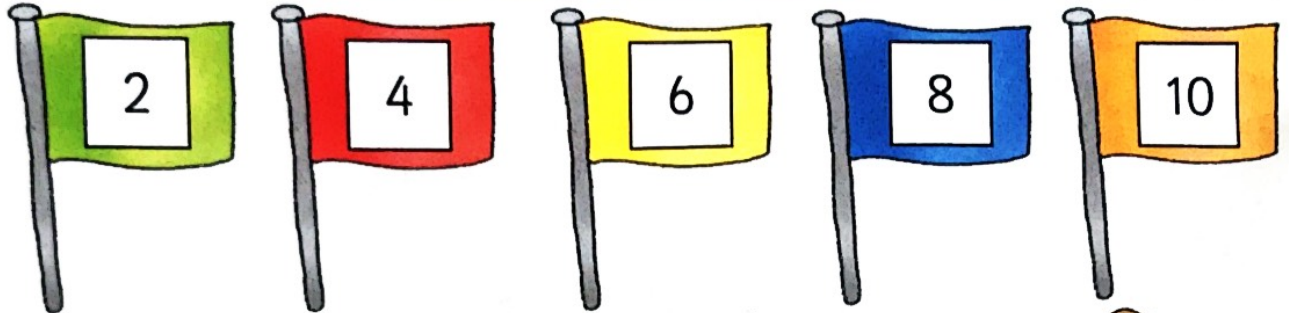
Date: _____



You will need:

- coloured pencils

Know doubles of all numbers from 1 to 10



Teacher's notes

In each section, children look at the numbers on each pair of runners' tops and work out the addition double. They then find the finishing flag showing the answer to each pair and colour both tops to match.

Longship addition

Use doubles to help solve addition problems



$7 + 8 =$



$4 + 5 =$



$6 + 7 =$



$5 + 6 =$



$8 + 9 =$



Teacher's notes

Children solve the addition calculation on each Viking longship, using an addition double to help them. They then continue the line from each ship to show the route to the addition double island that helped to solve the problem.



Penguin problems

Solve number problems



$$\square + \square + \square = 15$$

$$\square + \square + \square = 17$$

$$\square + \square + \square = 15$$

$$\square + \square + \square = 17$$

$$\square + \square + \square = 16$$

$$\square + \square + \square = 18$$

$$\square + \square + \square = 16$$

$$\square + \square + \square = 18$$

Teacher's notes

For each question, children write three numbers which, when added together, make 15, 16, 17 or 18. They can use the penguin number track to help them.

Talented trios

Recall addition and subtraction facts to 20 and use them to work out other facts



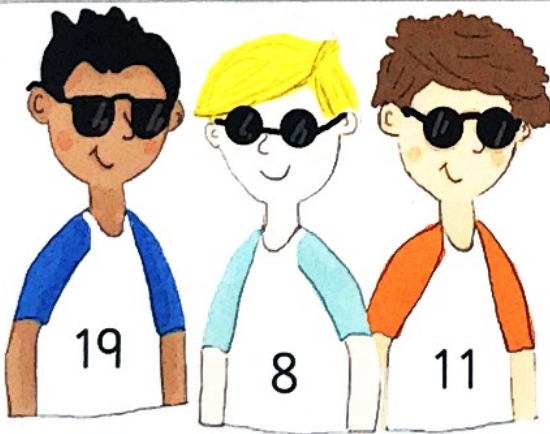
You will need:
• paper



$$\begin{array}{r} \square + \square = \square \\ \square - \square = \square \end{array}$$



$$\begin{array}{r} \square + \square = \square \\ \square - \square = \square \end{array}$$



$$\begin{array}{r} \square + \square = \square \\ \square - \square = \square \end{array}$$



$$\begin{array}{r} \square + \square = \square \\ \square - \square = \square \end{array}$$

Teacher's notes

Children look at the numbers on each musical trio and write one addition and one subtraction fact using the three numbers. They then find the other two facts for each trio, writing the answers on a sheet of paper.



Where is Toby?

Use position words



Toby is...



the box.



the tree.



the hill.



the tent.



the wall.



the clock.

on top of

underneath

in front of

behind

inside

outside

Teacher's notes

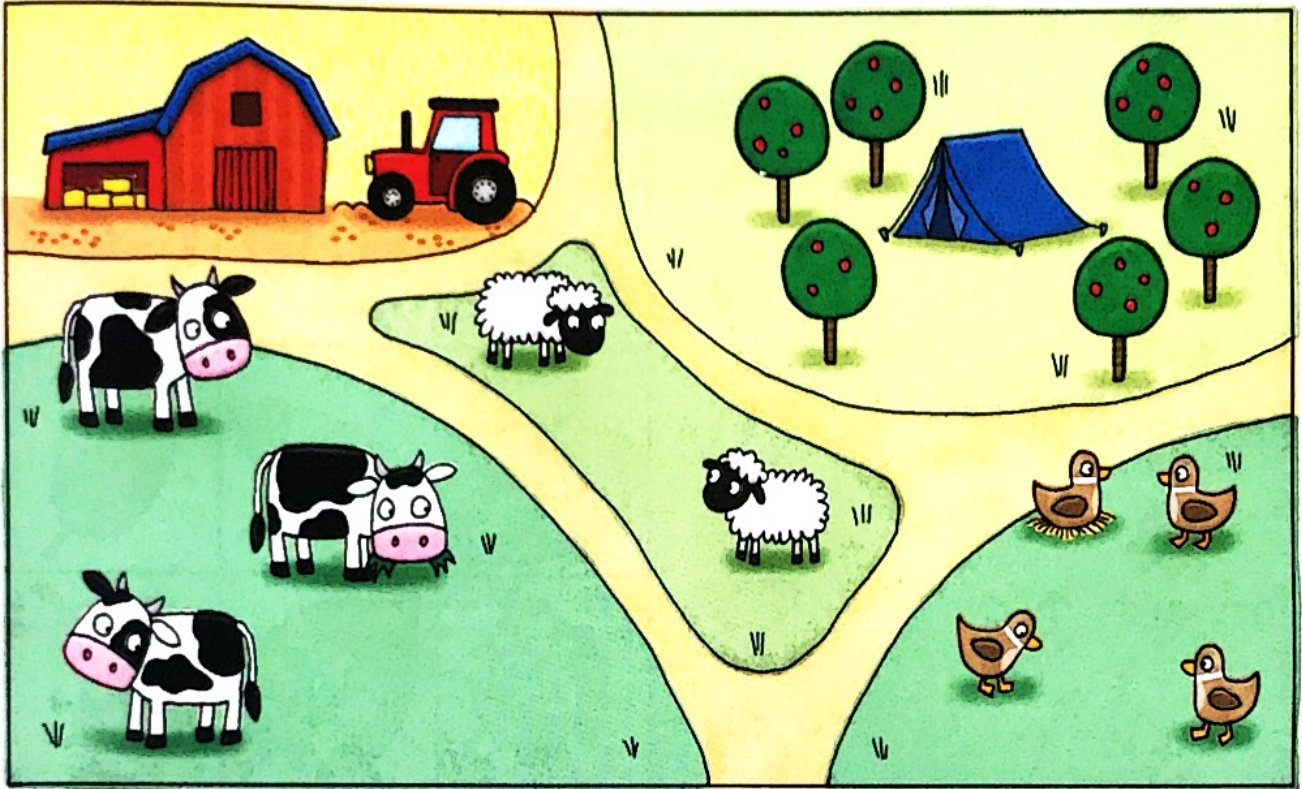
Children look at each picture to decide where Toby is. They then use the words and phrases at the bottom of the page to complete the sentences.

Where on the farm?

Understand position words



You will need:
• coloured pencils



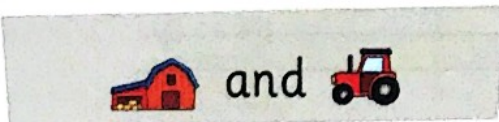
Draw:

near to .

far from .

around .

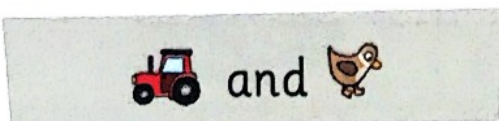
close to .



far



near



around

Teacher's notes

Children follow the instructions to draw animals and objects in correct positions on the farm. They then identify pairs of objects on the farm and draw a line to the best position word for each pair.




Hungry insects


Understand and use direction words


Date: _____




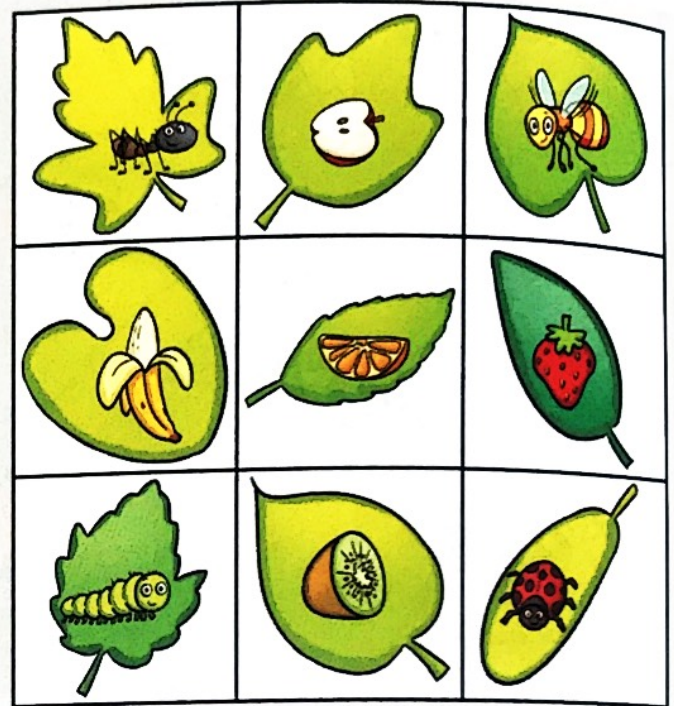
forwards
left \leftarrow \updownarrow \rightarrow right
backwards






left \leftarrow


backwards \downarrow


forwards \uparrow


right \rightarrow



	right \rightarrow	backwards \downarrow
		
		
		

Teacher's notes

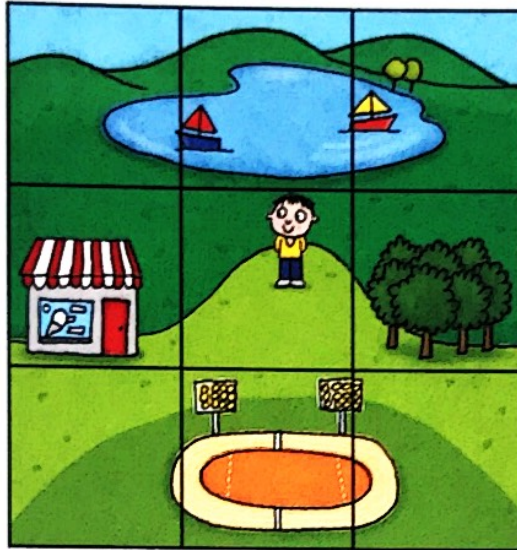
In the top section, children follow the directions for each insect from one leaf to another. They then draw a line to match each insect to the fruit it eats. In the bottom section, children draw a circle around the one uneaten fruit from the first exercise. They then use two words and/or two arrows to write instructions for each insect to reach the uneaten fruit.





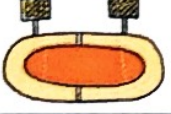


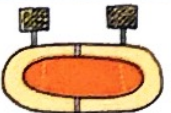
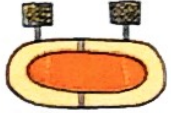



View from a hill

Recognise and make whole, half, quarter and three-quarter turns



You will need:
• coloured pencils



 sees <input type="text"/> <input type="text"/>	 turns	 sees <input type="text"/> <input type="text"/>
	quarter	
		
	three-quarter	
		
	half	
		

Teacher's notes

Children draw what the person on the hill will see when they make a turn to the right (clockwise), or write how far the person on the hill needs to turn to the right (clockwise) to see the second feature.



Kangaroo 2s

Count in multiples of 2



0 2 8

10 8 4

10 14

20 18

22 26 30

28 26

Teacher's notes

In each row, children count on or back in 2s and write the missing numbers in the spaces.

Count sets of 2

Date: _____



Make connections between arrays, number patterns and counting in 2s

You will need:

- coloured pencils

4 lots of 2



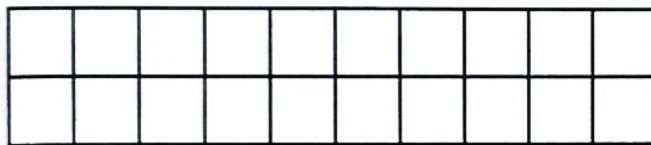
make altogether.

9 lots of 2



make altogether.

5 lots of 2



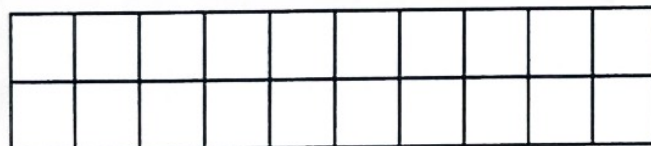
make altogether.

8 lots of 2



make altogether.

6 lots of 2



make altogether.

10 lots of 2



make altogether.

Teacher's notes

Children follow the instructions to draw and colour an array of counters in each section. They write the total number of counters in each array in the space provided.



Date: _____

Quilt counting

Count in multiples of 5 and 10



0	5			20
45	40		30	
30		40		50
0	10		30	
70	60			30
60				100

Teacher's notes

In each row of the patchwork quilt, children count on or back in 5s or 10s and write the missing numbers in the spaces.

Apple arrays

Date: _____

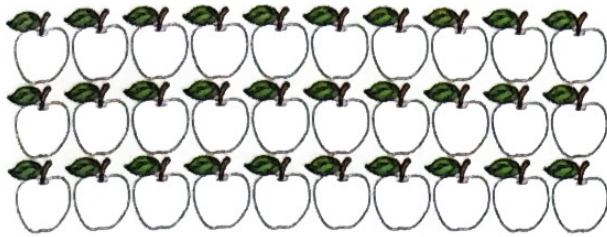
Make connections between arrays, number patterns and counting in 5s and 10s



You will need:

- red or green coloured pencils

Show an array of 10.



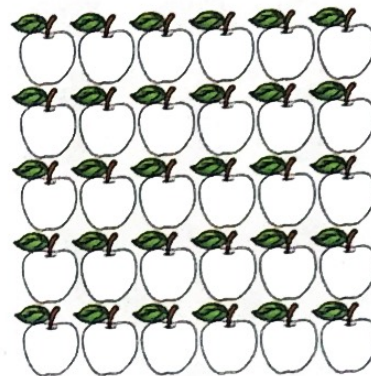
Show an array of 15.



Show an array of 40.



Show an array of 20.



Show an array of 25.



Show an array of 30.



Teacher's notes

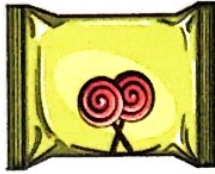
Children colour the apples in red or green to show the arrays in each section.



Sweet shop sets

Count sets of 2, 5 or 10 to find a total

Date: _____



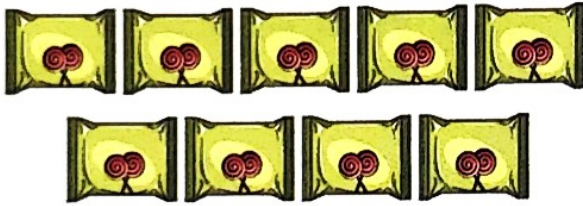
2 sweets



5 sweets



10 sweets



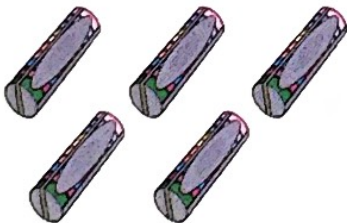
packets

sweets altogether



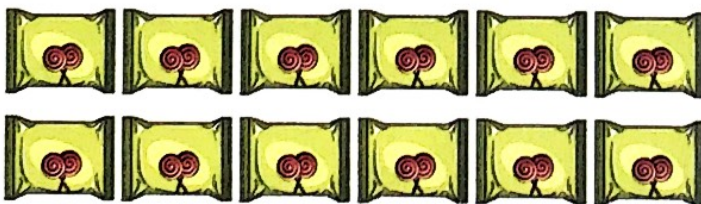
packets

sweets altogether



packets

sweets altogether



packets

sweets altogether



packets

sweets altogether

Teacher's notes

For each set of sweets, children count and write down how many packets there are. They then count in 2s, 5s or 10s to find out how many sweets there are altogether in each set.

Solving shopping problems

Date: _____



Count sets of 2, 5 or 10 to solve problems

There are 2 socks in each pair. There are 8 pairs.



There are socks altogether.

There are 5 pens in each pot. There are 6 pots.



There are pens altogether.

There are 10 sweets in 1 bag. There are 7 bags.



There are sweets altogether.

Sam has collected 2p coins. He has 9 coins.

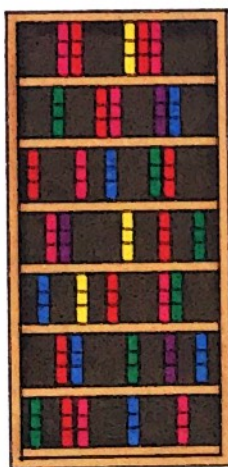


Sam has p altogether.

Halle has 5 books on each shelf. She has 7 shelves.



Halle has books altogether.



Ellis has 10 stickers on each page. There are 9 pages altogether.



Ellis has stickers altogether.

Teacher's notes

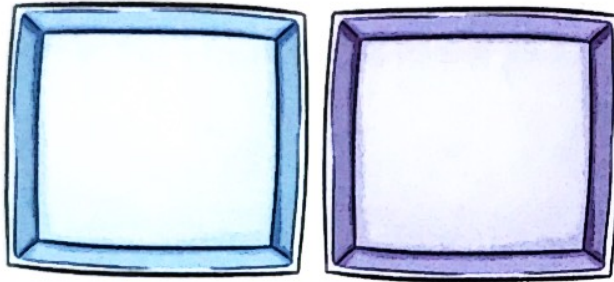
Children read each problem and complete them by counting in sets of 2, 5 or 10.



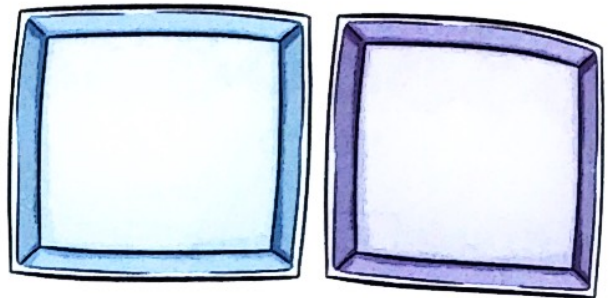
Cookie shares

Share objects into equal groups

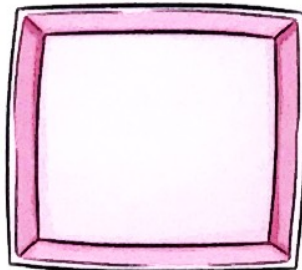
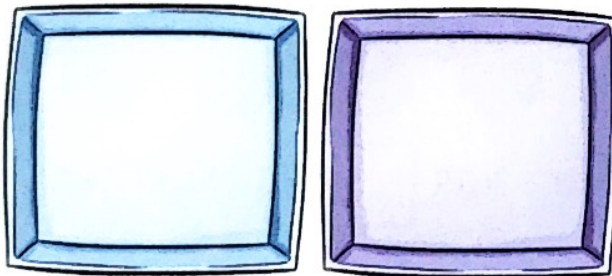
Date: _____



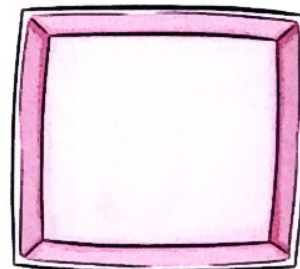
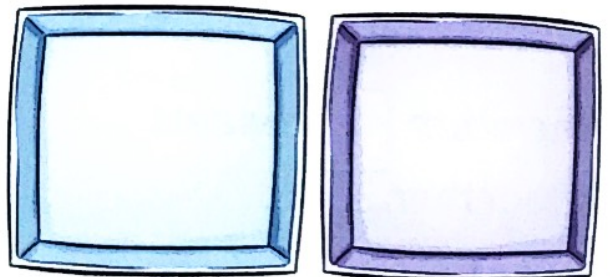
shared between is .



shared between is .



shared between is .



shared between is .

Teacher's notes

Children count the number of cookies in the set, then share them equally between the trays by drawing them onto each one. Then, they complete the sentence underneath.

Fair shares

Solve problems involving sharing

Date: _____



Toffee apples



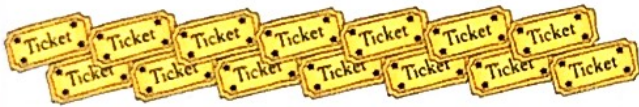
toffee apples shared
between makes each.

Dodgems



children sitting in
dodgems is in each.

Helter skelter



Ella buys 14 tickets. She
shares them between 7.

shared between is .

Cups and saucers



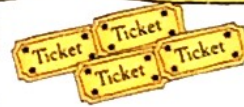
children sitting in
cups and saucers is in
each cup.

Candy floss



candy flosses shared
between makes each.

Carousel



Leon buys 4 tickets and
spends 20p. How much is 1
ticket? shared between
 is p.

Teacher's notes

Children read each problem and solve it by writing the correct numbers and answers into the boxes underneath.



Date: _____

The ruler and the metre rule

Measure using a ruler and understand what a metre rule is



You will need:

- ruler
- metre rule

Shorter than a ruler

A large rectangular box with a smaller horizontal rectangle at the bottom, intended for drawing and measuring objects shorter than a ruler.A large rectangular box with a smaller horizontal rectangle at the bottom, intended for drawing and measuring objects shorter than a ruler.

Longer than a ruler

A large rectangular box with a smaller horizontal rectangle at the bottom, intended for drawing and measuring objects longer than a ruler.A large rectangular box with a smaller horizontal rectangle at the bottom, intended for drawing and measuring objects longer than a ruler.

Shorter than a metre

A large empty rectangular box intended for drawing objects shorter than a metre.

Longer or taller than a metre

A large empty rectangular box intended for drawing objects longer or taller than a metre.

Teacher's notes

At the top of the page children draw pictures of two objects that are shorter and two objects that are longer than a 30 centimetre ruler. They then measure the real objects and write the lengths underneath their drawings. At the bottom of the page children draw pictures of objects that are shorter and longer or taller than a metre rule.

Estimating and measuring



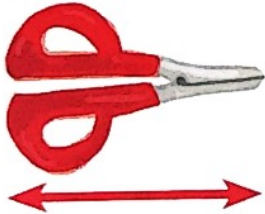
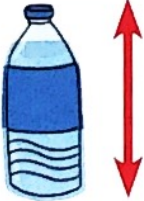
Estimate and measure lengths and heights

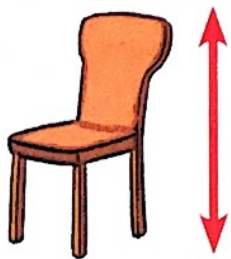
Date: _____



You will need:

- ruler
- metre rule
- glue stick
- book
- scissors
- small bottle
- chair

Object	Estimate	Measurement
		
		
		
		



Teacher's notes

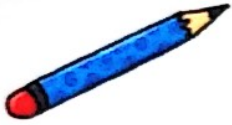
Children estimate the length or height of each real object. They then use a 30 centimetre ruler to measure the actual length/height. They write their estimates and measurements in the appropriate spaces in the table. Then children use a metre rule to measure the height of a chair.



Date: _____

How many bricks?

Solve problems about mass



2 blocks



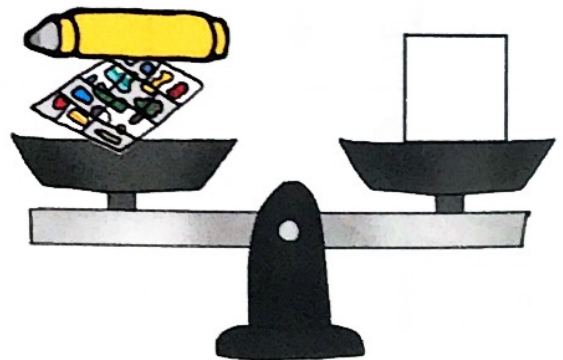
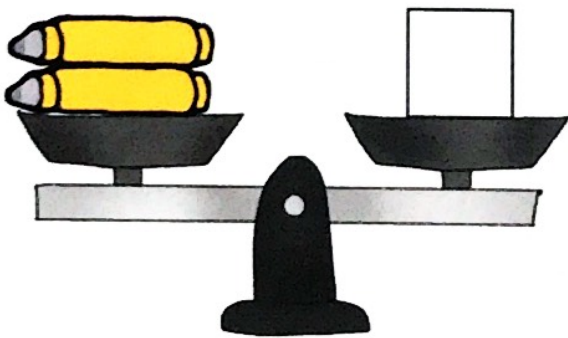
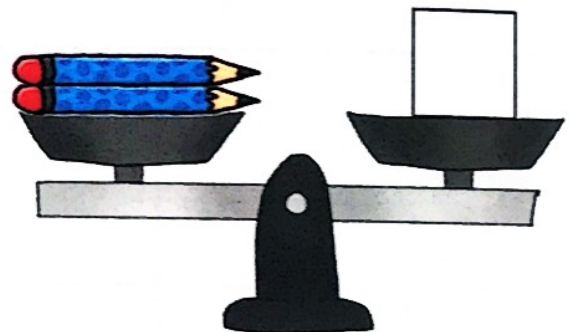
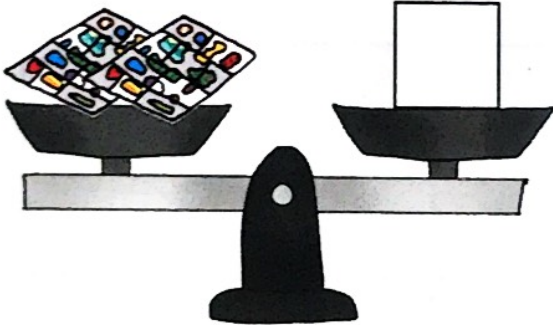
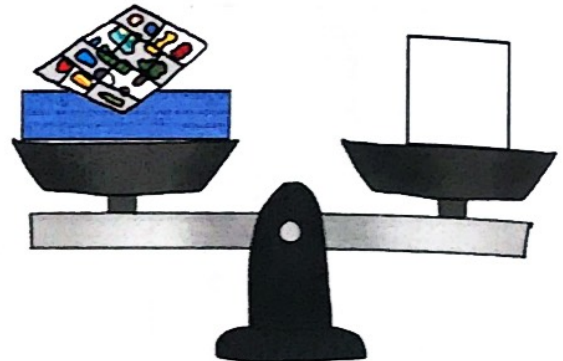
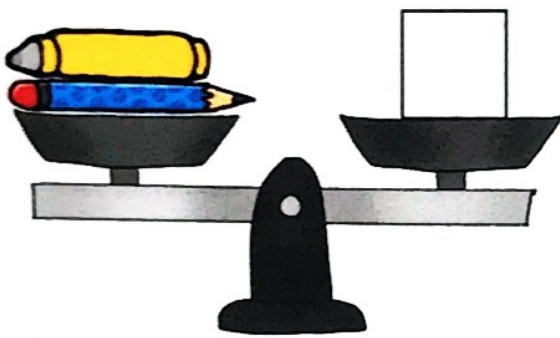
5 blocks



1 block



3 blocks



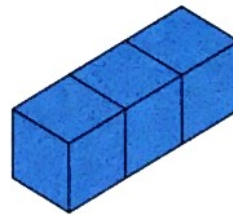
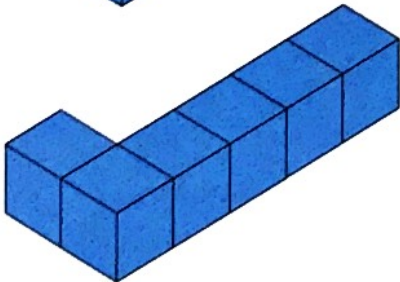
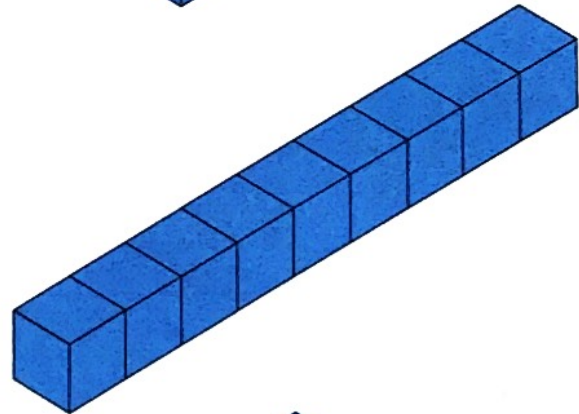
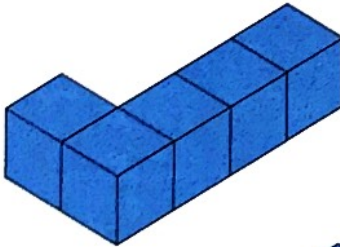
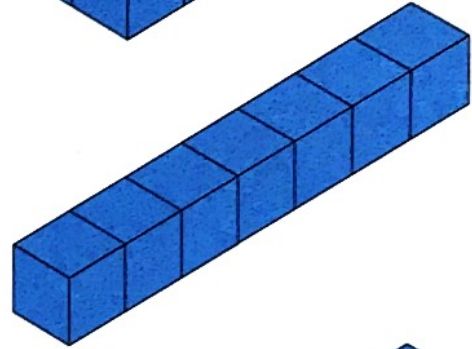
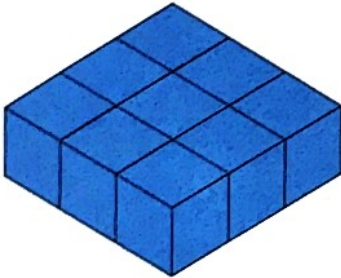
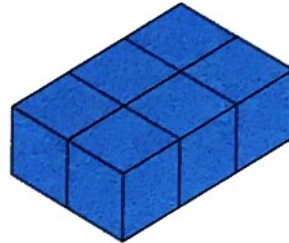
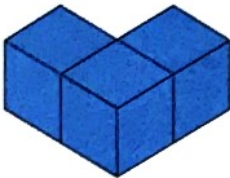
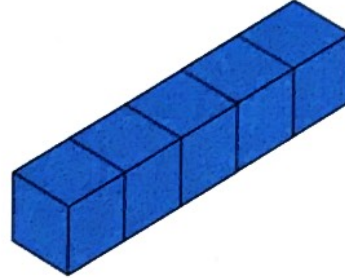
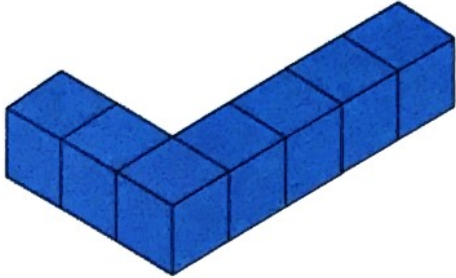
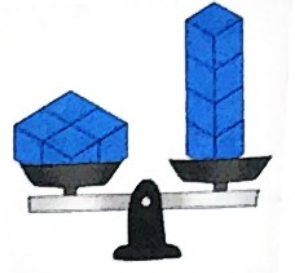
Teacher's notes

Children work out the different weight combinations of each pair of objects then write the number of blocks that are needed to make it balance.

Shapes that balance

Solve problems about mass

Date: _____



Teacher's notes

Children draw lines to show shapes that would balance on a pan balance.



Monkey mix-up

Date: _____



Know addition and subtraction facts to 20



$11 + 3 = \square$

$15 - 7 = \square$

$12 - 2 = \square$

$9 + 8 = \square$

$14 + 1 = \square$

$18 - 9 = \square$

$13 - 0 = \square$

$11 + 5 = \square$

$12 + 4 = \square$

$20 - 13 = \square$

$14 - 3 = \square$

$7 + 11 = \square$

$16 + 4 = \square$

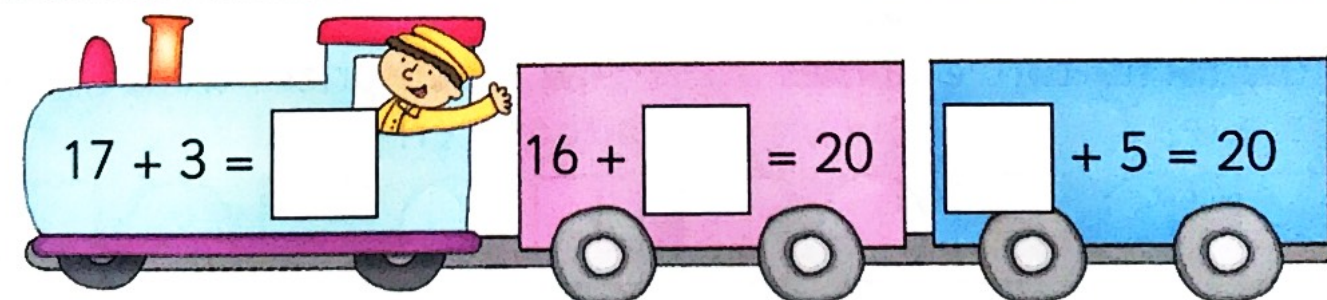
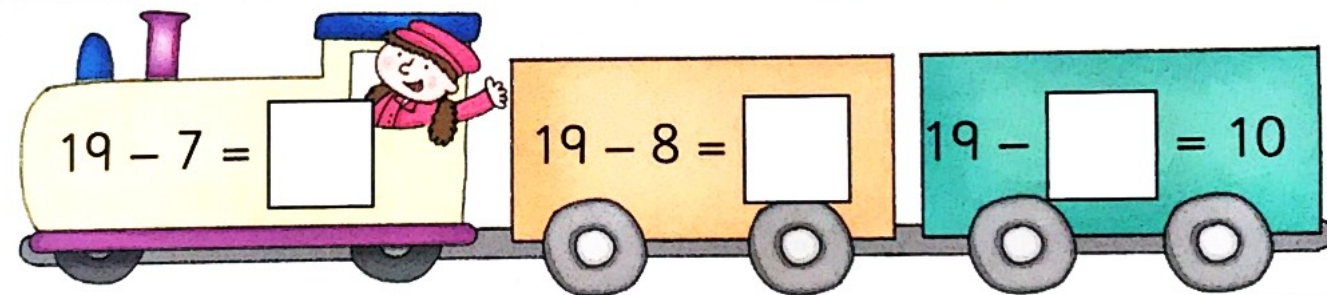
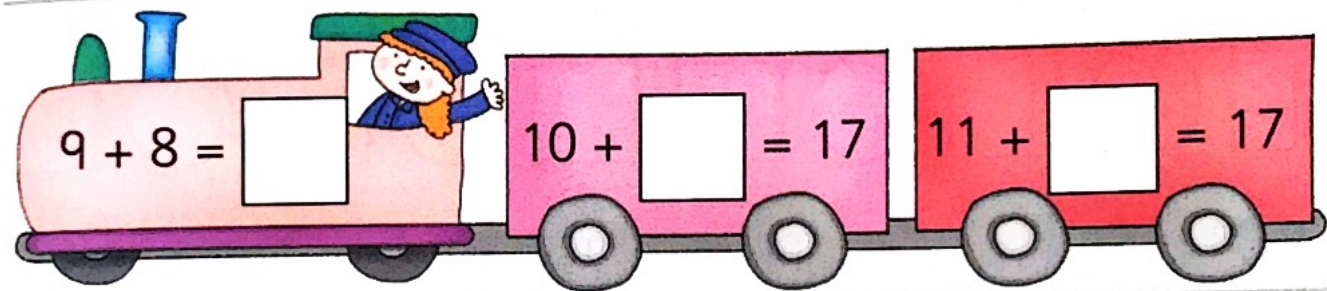
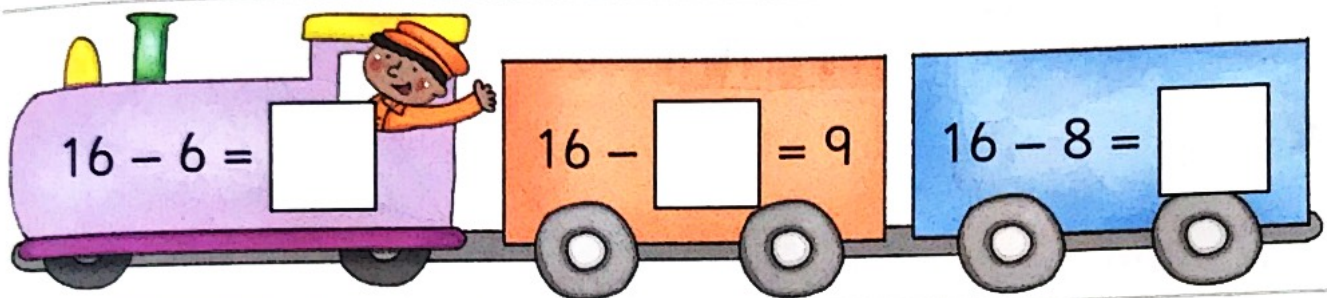
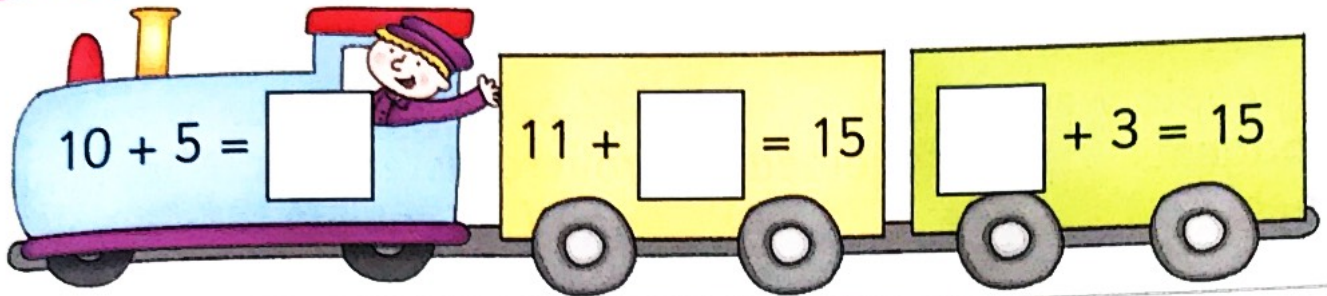
$19 - 0 = \square$

Teacher's notes

Children look at each addition or subtraction calculation in turn and write the correct answer in the box. They can use the 0-20 number track to support their working out.

Train patterns

Recognise patterns in addition and subtraction



Teacher's notes

Children complete the addition or subtraction pattern shown on each set of engine and carriages, writing the correct numbers into the boxes.



Fairground problems

Solve word problems

Date: _____



9 people were on the dodgems. 7 people joined them.



How many people were on the dodgems altogether?

□ ○ □ ○ □

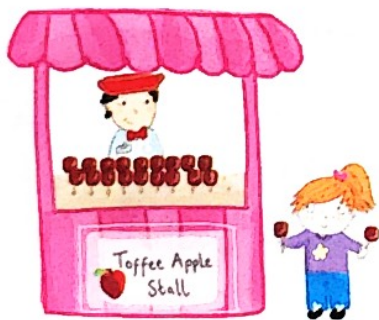
18 people were on the rollercoaster. Ella, Min, Amir and Cal got off.



How many people were left on the rollercoaster?

□ ○ □ ○ □

There were 20 toffee apples. Emma bought 2 of them.



How many toffee apples were left?

□ ○ □ ○ □

There were 12 prizes on the top shelf and 8 more on the bottom shelf.



How many prizes were there altogether?

□ ○ □ ○ □

Teacher's notes


Children read each word problem. They then write the addition or subtraction calculation in the boxes.

Add and takeaway menu

Solve problems involving money



Date: _____

Menu	
 10p	 11p
 8p	 9p
	 12p
	 7p
	 4p



Hattie spends:

Her change is:



Yuko spends:

Her change is:



Caie spends:

His change is:



Cavan spends:

His change is:

Teacher's notes

Children look at the menu. Each child has 20p to spend. They first work out how much each child spends and then calculate the change they each receive.

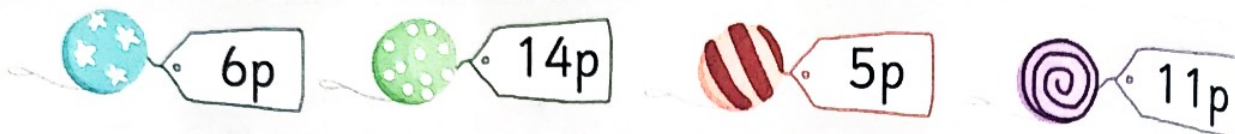


Date: _____

Yoyo spending



Know addition and subtraction facts to 20



 Naomi buys:



 Amir buys:



 Lucy buys:



Naomi spends:

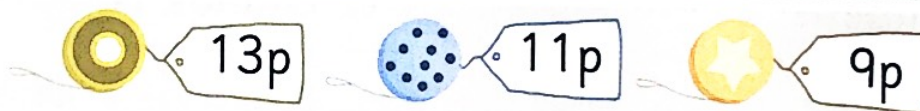
p


Amir spends:

p


Lucy spends:


p




 Lucas has 19p.

He buys: 

 Ava has 18p.

She buys: 

 Isaac has 20p.

He buys: 

Lucas has p change.

Ava has p change.

Isaac has p change.

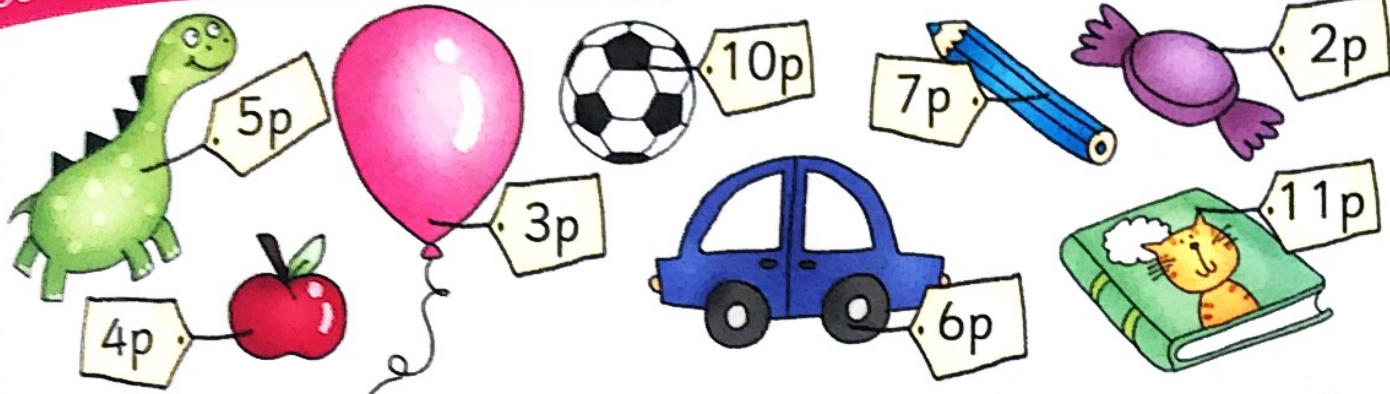
Teacher's notes

Children look at each addition or subtraction problem in turn and use the space underneath to work out each one, writing the answer in the box.

Penny Lane

Solve problems involving money

Date: _____



Thea had 18p.
Her change was 8p.



$$\boxed{18} \text{ p} - \boxed{} \text{ p} = \boxed{8} \text{ p}$$

Thea bought:

Ethan bought 2 items.
He spent 14p.



$$\boxed{} \text{ p} + \boxed{} \text{ p} = \boxed{} \text{ p}$$

Ethan bought:

Max had 20p.
His change was 15p.



$$\boxed{} \text{ p} - \boxed{} \text{ p} = \boxed{} \text{ p}$$

Max bought:

Ruby bought 2 items.
She spent 17p.



$$\boxed{} \text{ p} + \boxed{} \text{ p} = \boxed{} \text{ p}$$

Ruby bought:

Teacher's notes

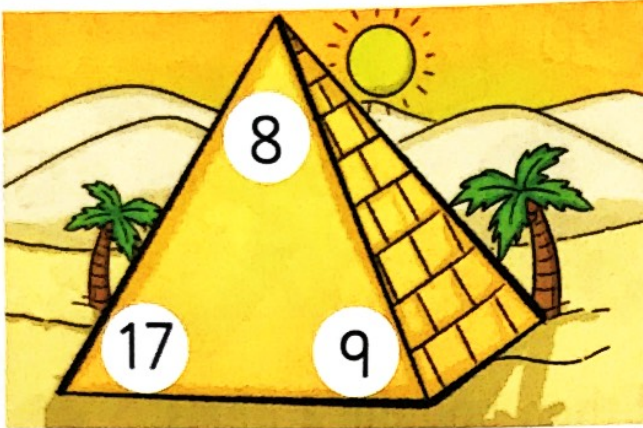
Children complete the addition or subtraction problem to find out which item or items each character buys. They draw the item or items into the space underneath each one.



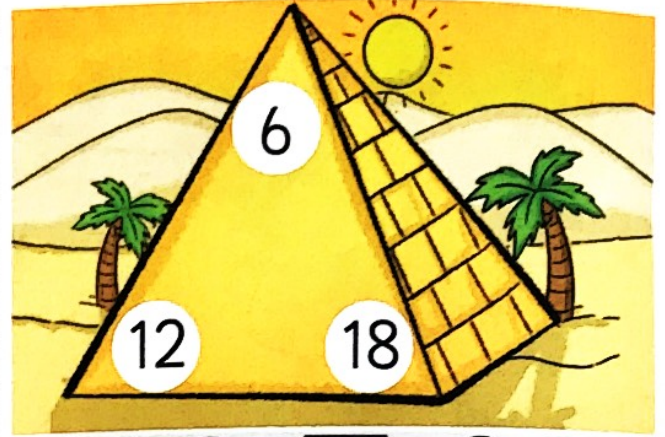
Pyramid puzzles



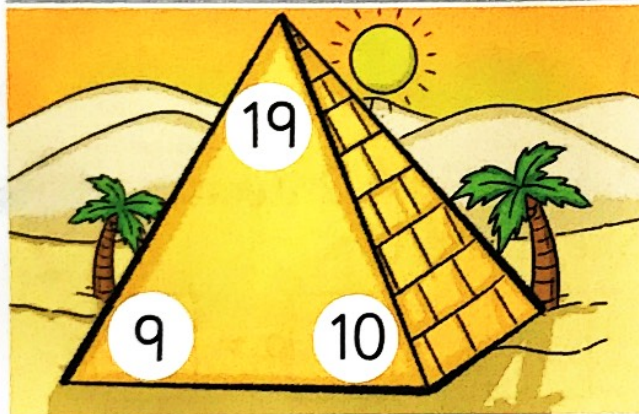
Write related addition and subtraction facts



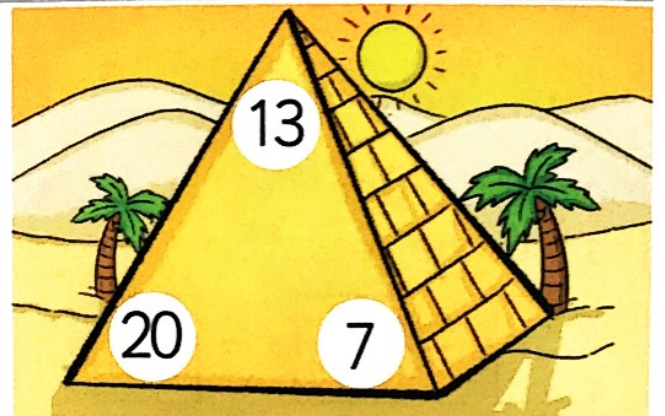
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Teacher's notes

Children use the numbers on each pyramid to write four related facts: two addition facts and two subtraction facts.

Add on 10, take off 10

Add and subtract 10 to or from a number

Date: _____



You will need:
• coloured pencils

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

$$\boxed{3} + 10 = \boxed{}$$

$$\bigcirc{18} - 10 = \bigcirc{}$$

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

$$\bigcirc{} - 10 = \bigcirc{}$$

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

$$\bigcirc{} - 10 = \bigcirc{}$$

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

$$\bigcirc{} - 10 = \bigcirc{}$$

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

$$\bigcirc{} - 10 = \bigcirc{}$$



Teacher's notes

Referring to the 1–50 grid, children find each number with a square around it, and add 10 to the number, drawing a square around the answer in the same colour. They then complete each calculation as an addition fact in the boxes. Next, they look at each number that has been circled on the grid, and subtract 10 from the number, drawing a circle around the answer in the same colour. Finally, they complete each calculation as a subtraction fact.



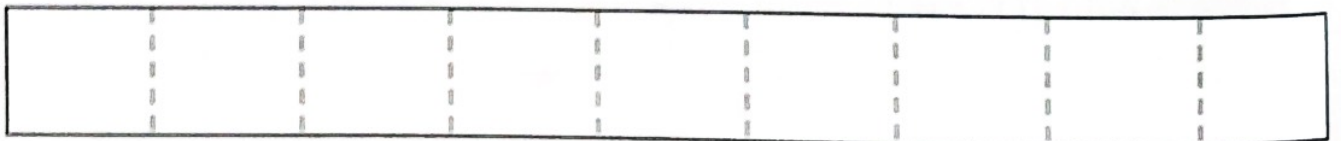
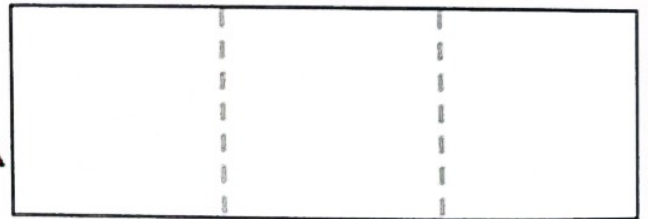
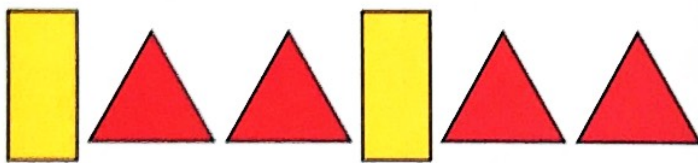
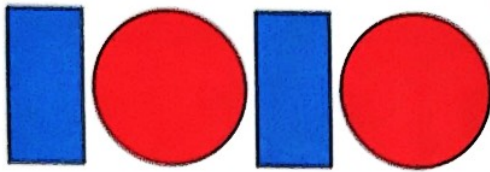
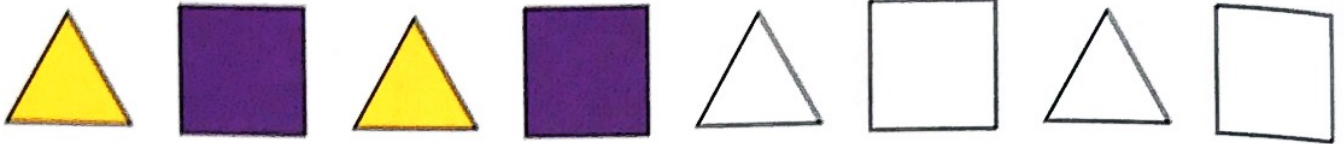
2-D shape patterns

Complete 2-D shape patterns



Date: _____

You will need:
• coloured pencils



Teacher's notes

Children colour the shapes to continue the colour pattern. They then draw the shapes within the boxes to complete a pattern. Finally, they make up their own shape and colour pattern.

Name that 2-D shape

Name 2-D shapes

Date: _____

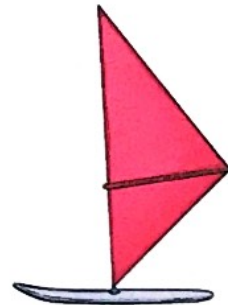
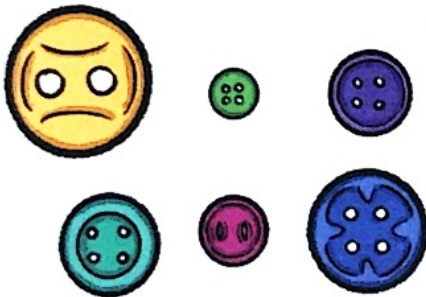
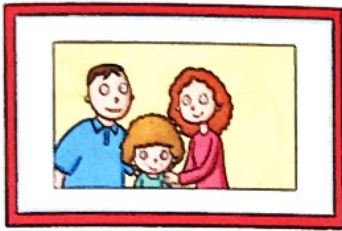
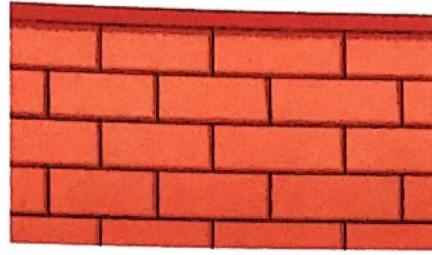
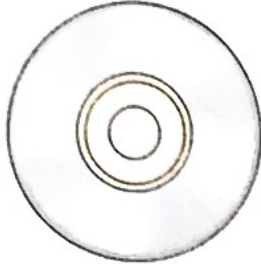


rectangle

circle

triangle

square



Teacher's notes

Children write the shape name for each object.



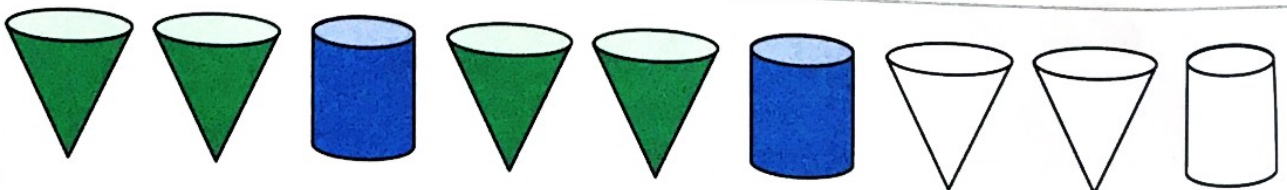
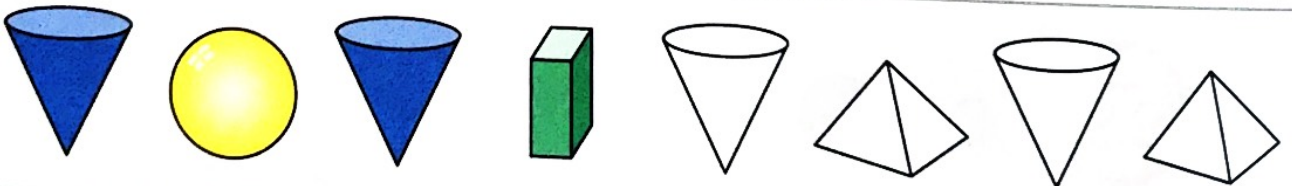
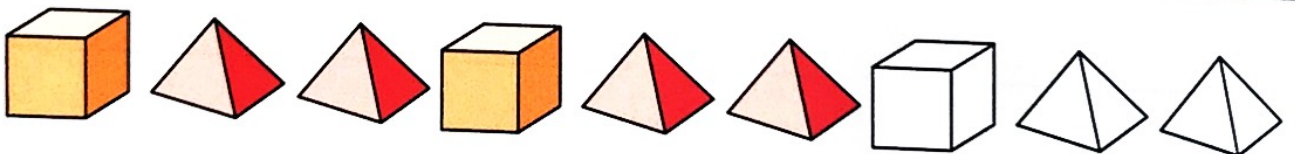
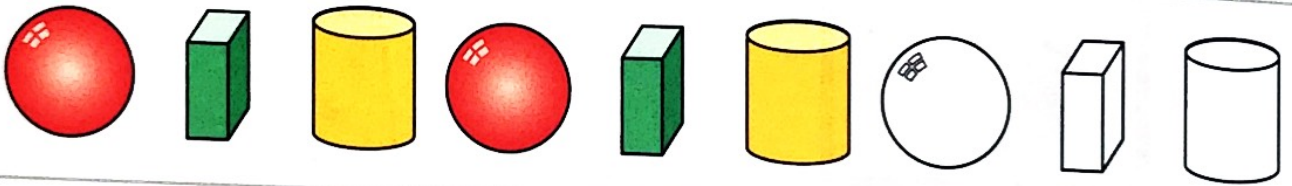
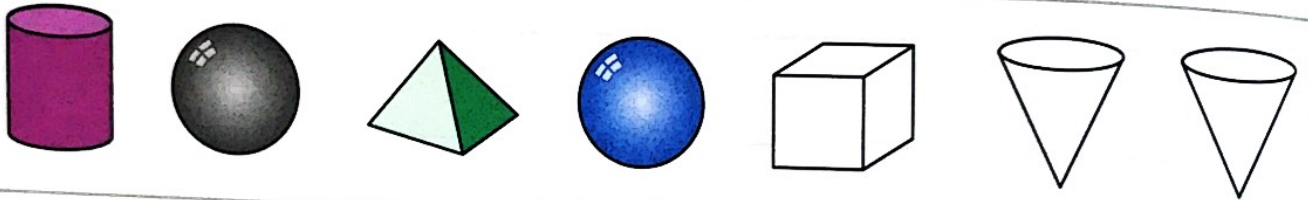
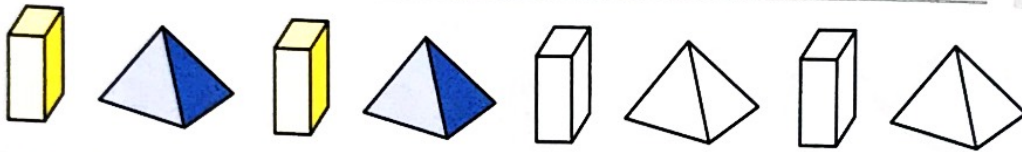
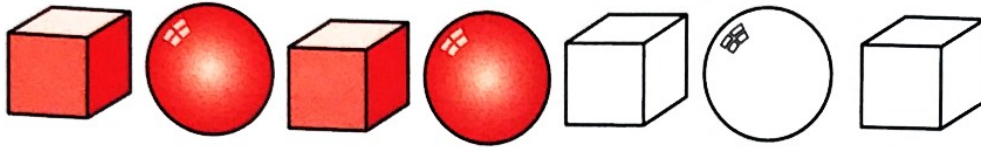
3-D shape patterns and models

Date: _____



Make patterns and models using 3-D shapes

- You will need:**
- coloured pencils
 - 3-D shapes: cuboids, cubes, pyramids, spheres, cylinders and cones
 - camera



Teacher's notes

Children colour only the shapes that are part of a repeating pattern and leave the rows that aren't repeating patterns uncoloured. They then use cuboids, cubes, pyramids, spheres, cylinders and cones to build a model such as a castle or a train and take a photograph of the model.

Name that 3-D shape

Name 3-D shapes



Date: _____

cone

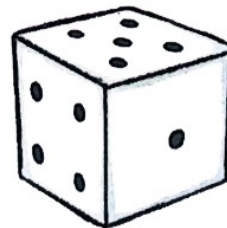
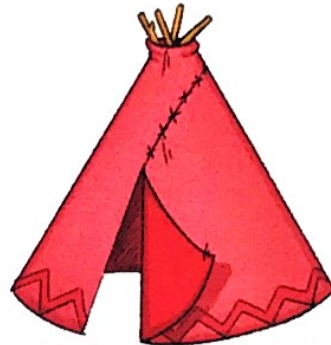
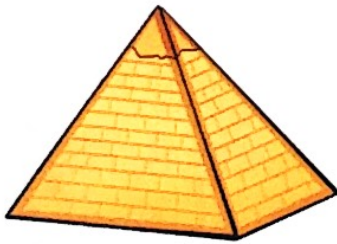
cylinder

sphere

pyramid

cuboid

cube



Teacher's notes

Children write the shape name for each object.



Pirate hat doubles

Double numbers to 10



Date: _____



Teacher's notes

Children draw a line to match each pirate to the parrot that shows double the number on their hat.

Pirate halves

Find half of a number or set of objects

Date: _____



Half of is .



Half of is .



Half of is .



Half of is .



Half of is .

Teacher's notes

Children look at the number on each island, which represents the number of pirates that need to go in the boats. Then they draw half the pirates in one boat and half in the other. Then they complete the sentence to find half of each number.



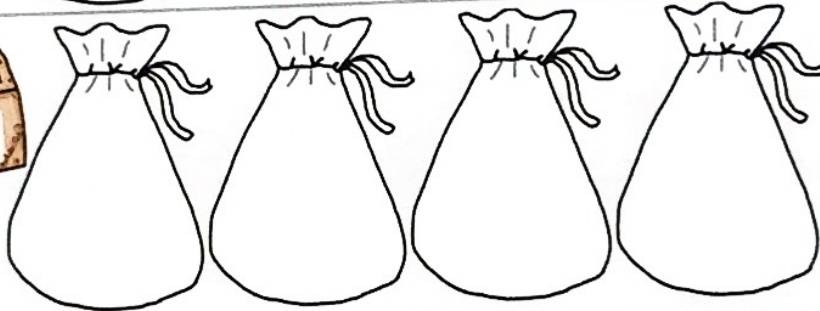
Treasure troves



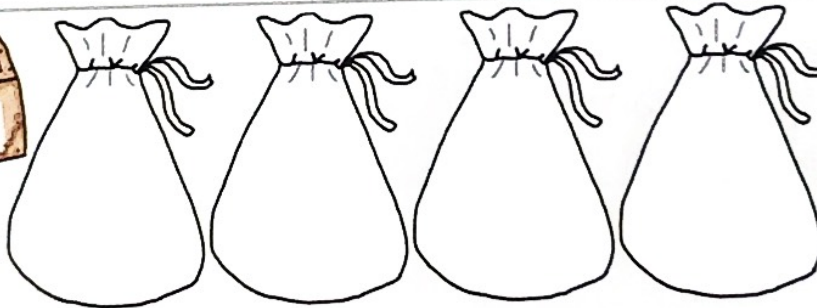
Find one quarter of a number or set of objects



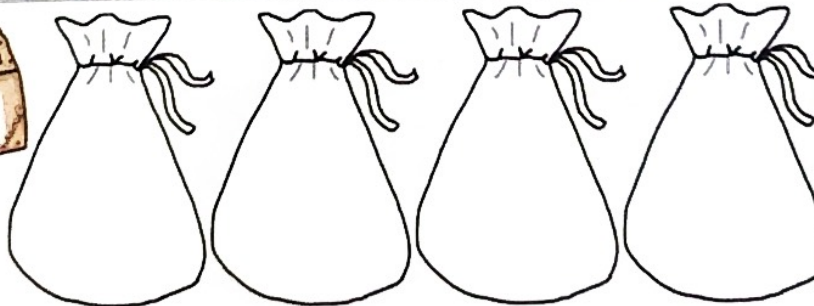
One quarter of
12 is .



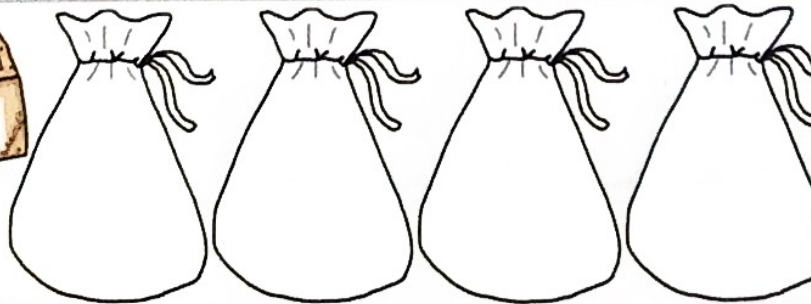
One quarter of
 is .



One quarter of
 is .



One quarter of
 is .



One quarter of
 is .

Teacher's notes

Children look at the number of jewels in each treasure chest, and then share them equally between the four bags by drawing them in the spaces, to find one quarter. They then complete each sentence to show one quarter of each set of jewels.

Doubles, halves and quarters

Find doubles, halves and quarters of numbers



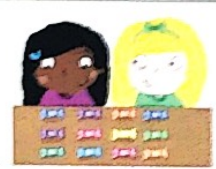
Caie bought 2 fish stickers. Each one cost 7p. How much did he spend?



Ayesha had 8 charms on her bracelet – half of her charm collection. How many charms did she have altogether?



Laura had 12 sweets – double the number of sweets Amber had. How many did Amber have?



Cavan shared 16 biscuits into quarters. How many biscuits did he give to each friend?



Patrick had 20 cars. He gave half of his collection to Lee. How many did he give to Lee?



Ciara had 20 stickers. She gave one quarter of them to Isaac. How many stickers did she give to Isaac?



Teacher's notes

Children read each problem carefully and decide whether it is a double, halve or quarter problem. They then work out the answer, using the space underneath each problem to show their working out.



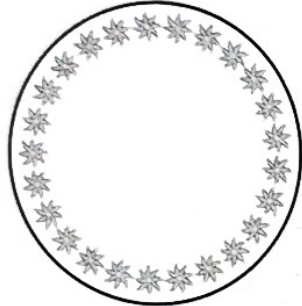
Cake quarters and halves

Date: _____

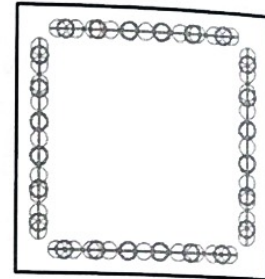


- You will need:
- ruler
 - coloured pencils

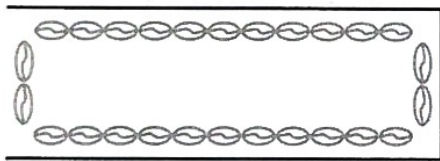
Find one half and one quarter of a shape



Divide the cake in half.
Colour one half.



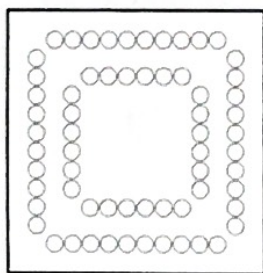
Divide the cake into quarters.
Colour one quarter.



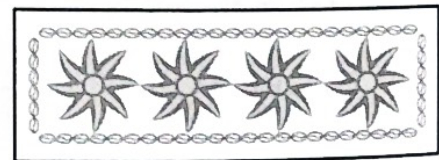
Divide the cake in half.
Colour one half.



Divide the cake into quarters.
Colour one quarter.



Divide the cake into quarters.
Colour three quarters.



Divide the cake into quarters.
Colour half of the cake.

Teacher's notes

Children follow the instructions to divide each cake into halves or quarters, drawing lines to divide each one. They then colour the fraction of the cake specified.

Halves and quarters questions

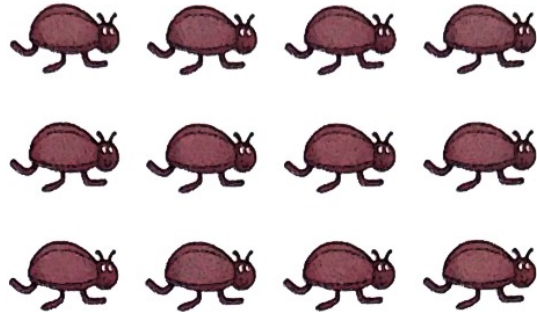
Date: _____



Find one half and one quarter of a set of objects



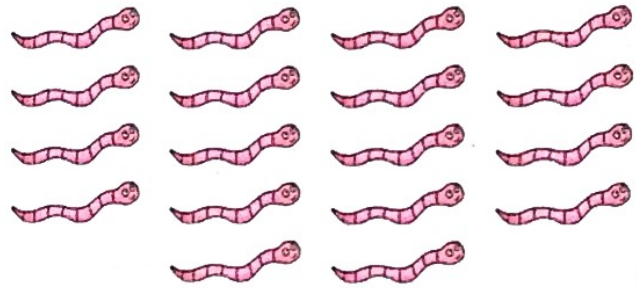
$\frac{1}{2}$ of is .



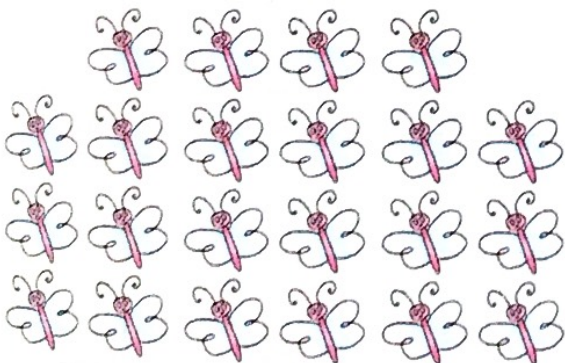
$\frac{1}{4}$ of is .



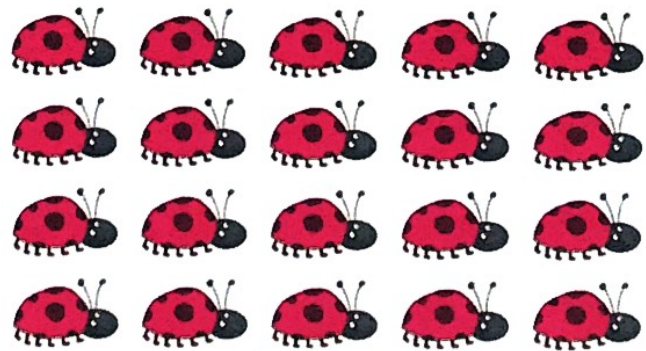
$\frac{1}{4}$ of is .



$\frac{1}{2}$ of is .



$\frac{1}{2}$ of is .



$\frac{1}{4}$ of is .

Teacher's notes

Children count the number of minibeasts in each set, and find one half or one quarter of each set. They then complete the sentence underneath each set.



Flying carpet fractions



Recognise halves and quarters

You will need:
• coloured pencil

Eight flying carpet illustrations arranged in two columns and four rows. Each carpet is a rectangle divided into a 2x4 grid of eight smaller squares. The top and bottom edges of each carpet are wavy, representing the edges of a carpet. The left and right edges are straight, with small footprints along them, representing the edges of a mat. The carpets are intended for coloring to demonstrate fractions.

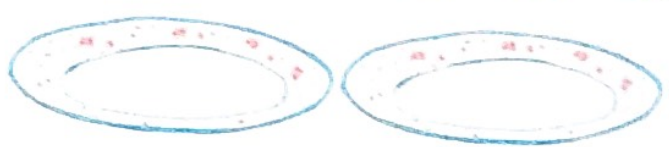
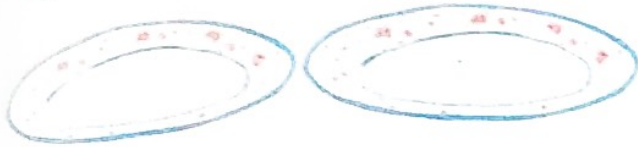
Teacher's notes

At the top of the page, using one colour for each carpet, children find different ways to colour half of each flying carpet. At the bottom of the page, again using one colour for each carpet, children find different ways to colour one quarter of each flying carpet.

Party fractions

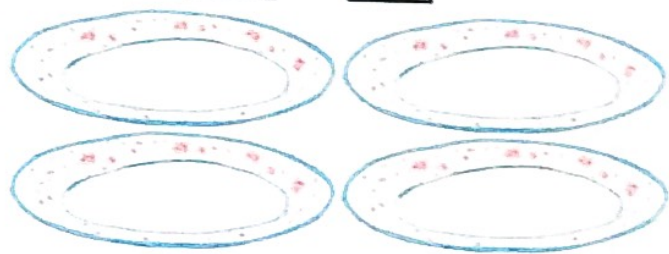
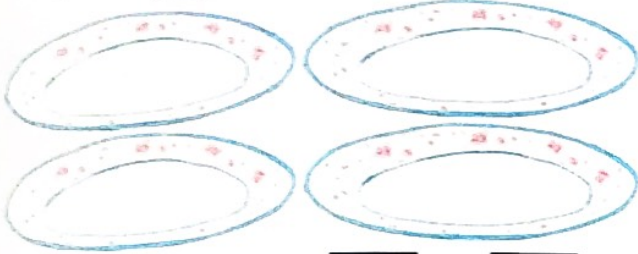
Understand that fractions are related to grouping and sharing

Date: _____



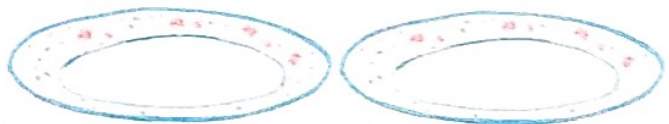
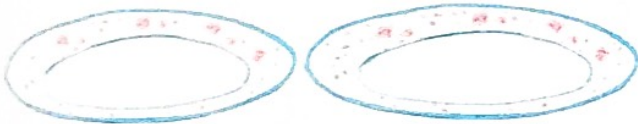
Half of is .

Half of is .



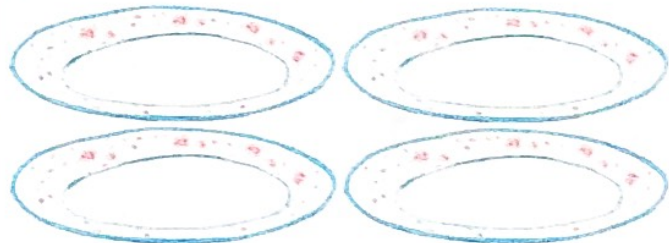
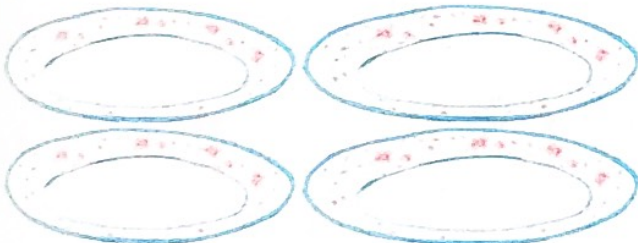
One quarter of is .

One quarter of is .



$\frac{1}{2}$ of is .

$\frac{1}{2}$ of is .



$\frac{1}{4}$ of is .

$\frac{1}{4}$ of is .

Teacher's notes

Children count the total number of each item of party food. They then share this number equally between the two plates by drawing them onto the plates to find half, and then complete each sentence underneath. Next, they share the total number equally between four plates by drawing them onto the plates to find one quarter of each, completing each sentence underneath.



What time is it?

Read times on clocks and understand time intervals



$\frac{1}{2}$ hour later

$\frac{1}{2}$ hour earlier

1 hour later

1 hour earlier









Teacher's notes

Children look at each clock and write the time (as an o'clock time). They then choose one of the vocabulary labels to write in the final box to describe the time interval between the two events shown.

Drawing hands

Read and draw hands on clocks to show the time to the hour and half hour

Date: _____



1 hour earlier 1 hour later

1 hour earlier 1 hour later

1 hour earlier 1 hour later

1 hour earlier 1 hour later

1 hour earlier 1 hour later

Teacher's notes

Children draw times on the clock faces to show the earlier or later times as shown on the arrows.



What can I do in 1 minute and 1 hour?



Begin to understand how long 1 minute and 1 hour are



1, 2, 3, 4,
5, 6, 7, 8,
9, 10.



minute



hour



About 1 minute

About 1 hour

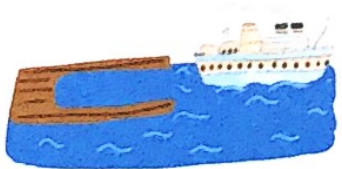
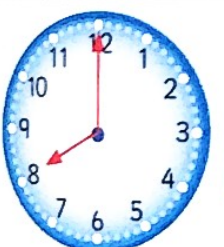
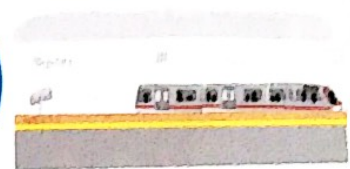
Teacher's notes

Children look at each picture then draw a line to show whether the activity would last about 1 minute or 1 hour. They then draw something else that lasts about 1 minute and about 1 hour.

Journey times

Solve problems relating to time

Date: _____



Teacher's notes

For each question, children look at the times shown on each clock and work out the difference in time between each journey. They write their answer in the box provided in hours and half hours, e.g. 1 and a half hours.

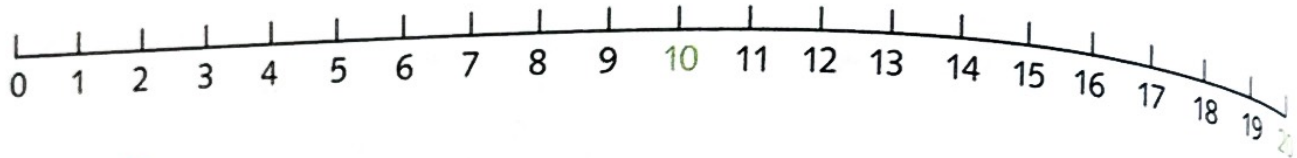


Maths facts

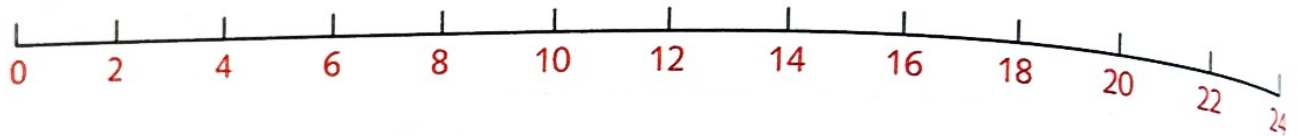


Number and place value

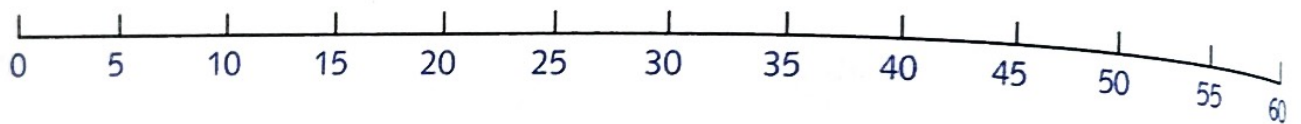
Numbers 0–20



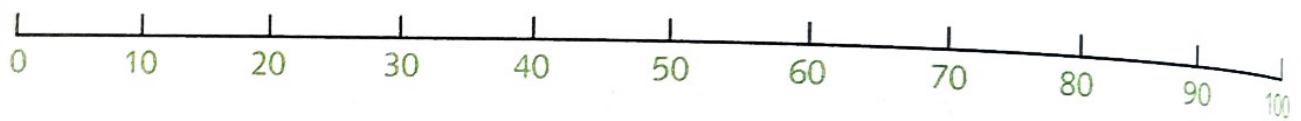
Steps of 2



Steps of 5



Steps of 10



1–100 number 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

Addition and subtraction
Number facts

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

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



Measurement
(time)

4 o'clock

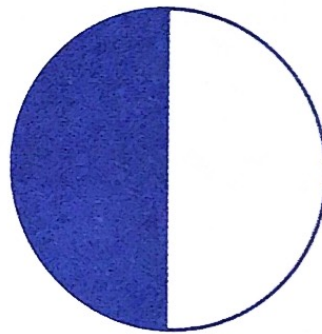
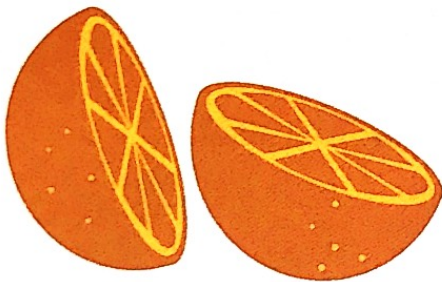


$\frac{1}{2}$ past 8

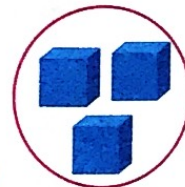
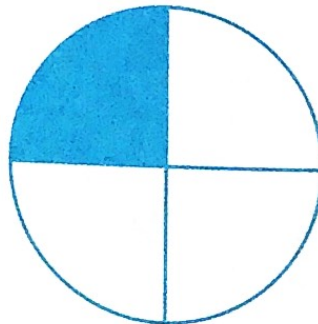


Fractions

Half: $\frac{1}{2}$



Quarter: $\frac{1}{4}$

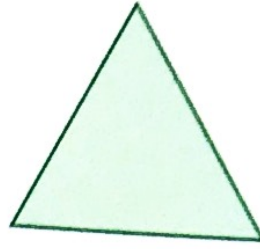


Properties of shape

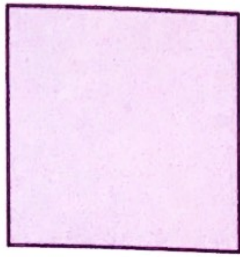
2-D shapes



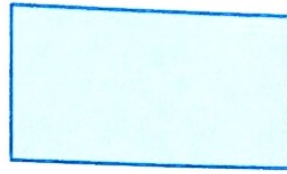
circle



triangle

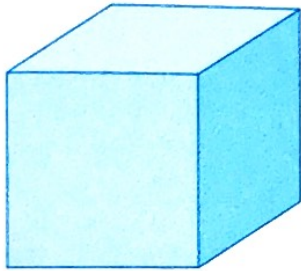


square

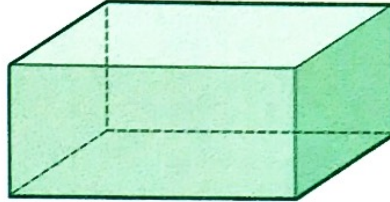


rectangle

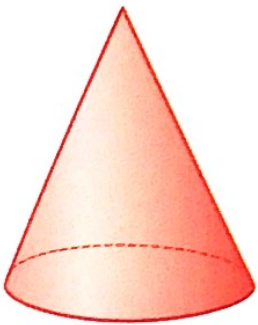
3-D shapes



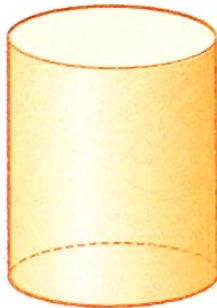
cube



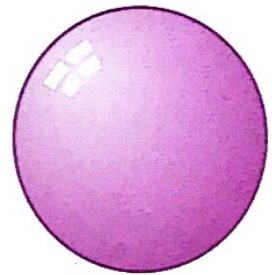
cuboid



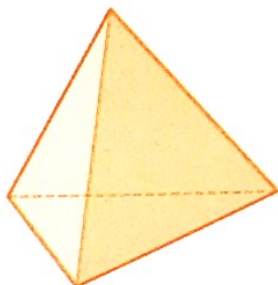
cone



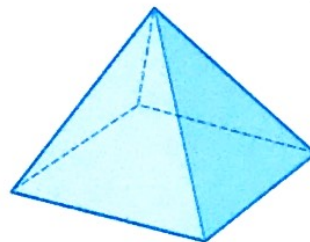
cylinder



sphere



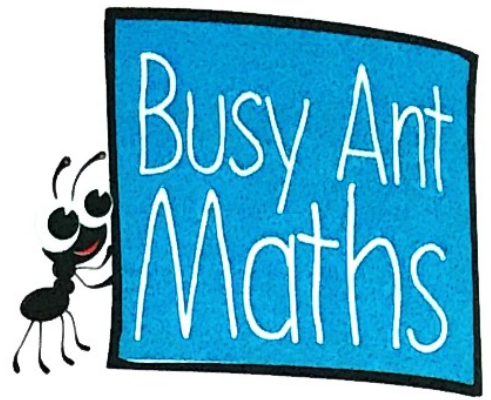
triangular-based pyramid



square-based pyramid



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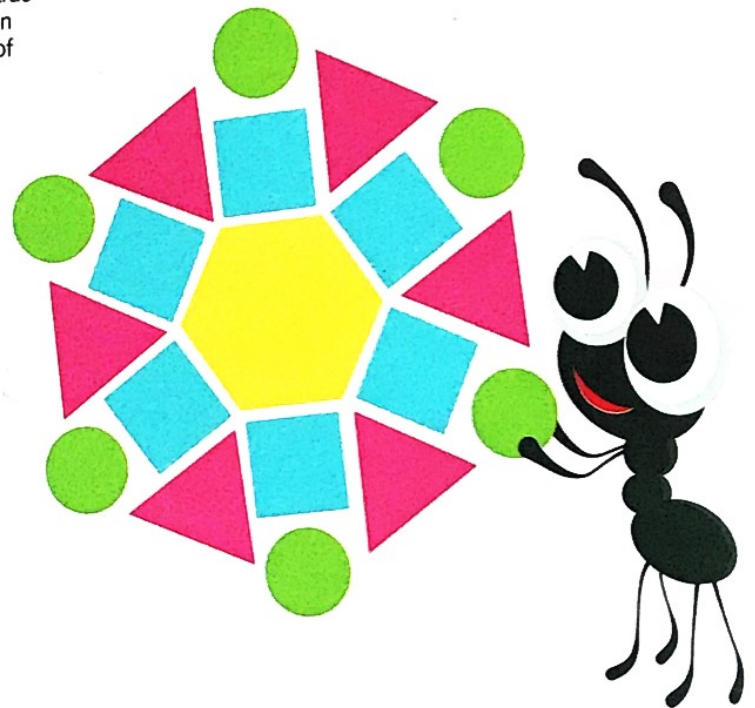
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