



Hodder Cambridge Primary **Maths**

Workbook



Stage 2

Catherine Casey
Series editors: Mike Askew
and Paul Broadbent

Cambridge Primary

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Unit 1 Number and problem solving

Can you remember?

a One less than 6 is .

b Ten less than 32 is .

c One more than 14 is .

d Ten more than 8 is .

Numbers to 100

1

Match the number names to the two-digit numbers.

fourteen

25

twenty-five

36

thirty-six

14

forty-seven

47

2

Fill in the missing numbers.

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

3

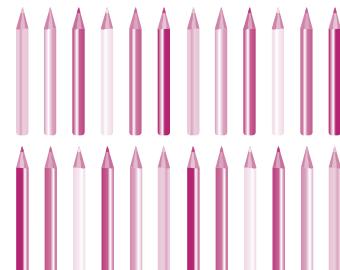
Take a handful of items like crayons, pebbles, shells, paper-clips or dried pasta.

Count them in twos, fives and tens. How many are there?

Example

I counted in twos.

There are 24 crayons.



I counted in _____ . There are _____ .

I counted in _____ . There are _____ .

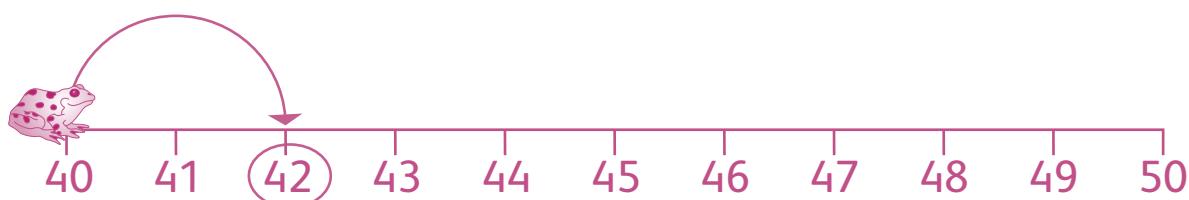
I counted in _____ . There are _____ .

4

Draw the frog jumps on the number line.

Circle each number the frog lands on.

a Count in twos.



b Count in fives.



c Count in tens.

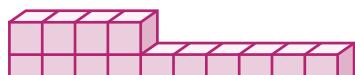


Comparing numbers

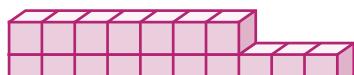
1

Draw a circle around the bigger number.

a



14

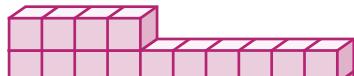


17

b

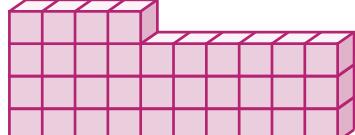


27

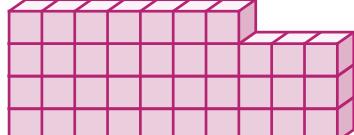


24

c



34

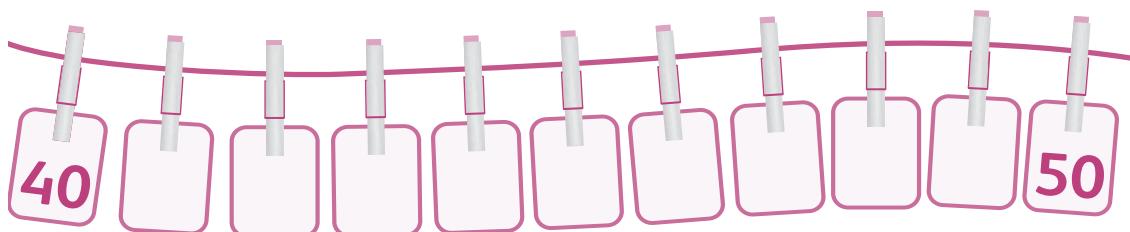


37

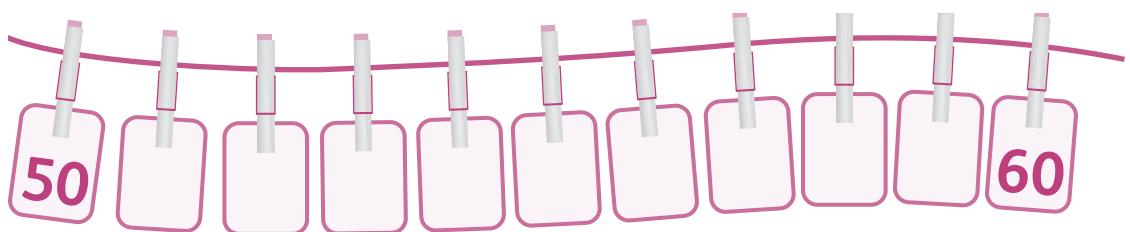
2

Fill in the missing numbers.

a



b



3

Round the numbers to the nearest multiple of 10.

a ← 53

b ← 71

c 47 →

d 89 →

4

Draw a picture of five children standing in a line.

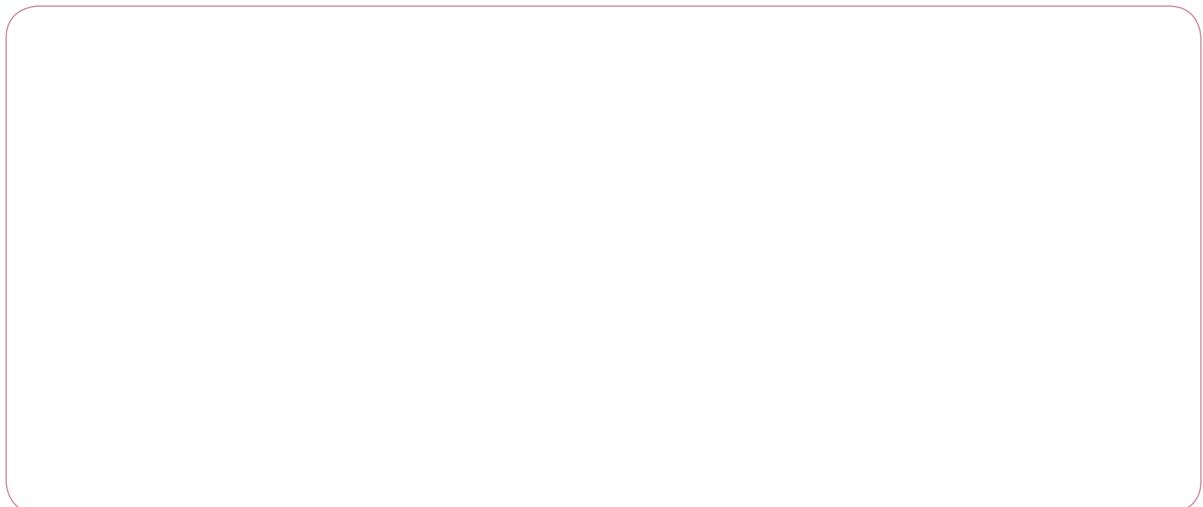
The **1st** child is wearing a blue T-shirt.

The **2nd** child is the tallest.

The **3rd** child is wearing a hat.

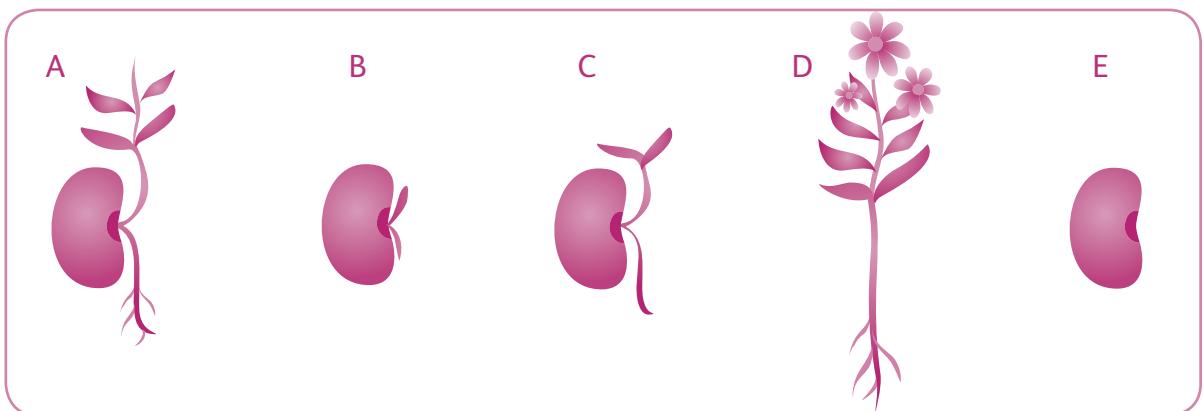
The **4th** child is wearing a green T-shirt.

The **5th** child is the shortest.

**5**

The pictures of the plant are mixed up. Put the pictures in the correct order. Start with the seed that you plant.

The first one has been done for you.



1st: Picture

2nd: Picture

3rd: Picture

4th: Picture

5th: Picture

Number and place value

1

Make your own place value apparatus.

You will need

- a packet of drinking straws
- string/ribbon/elastic bands

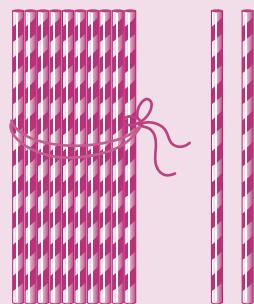
Method

Make tens: Count out ten straws.

Tie them together with string.

Repeat four times.

Make ones: Use individual straws.

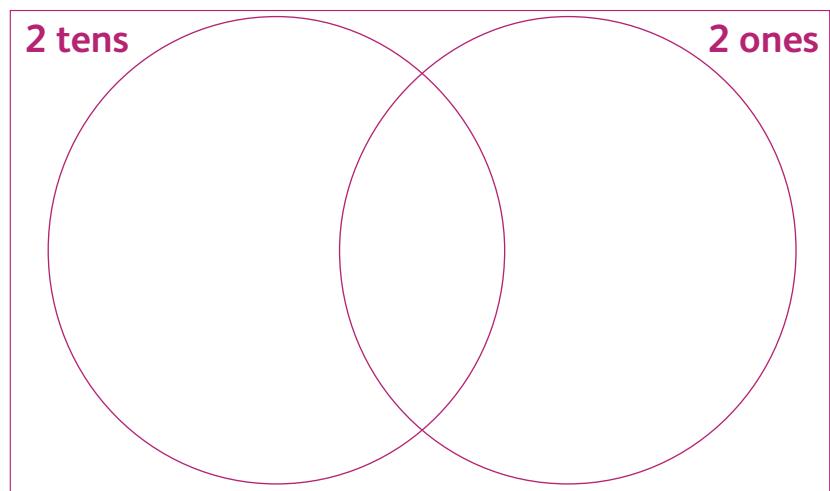
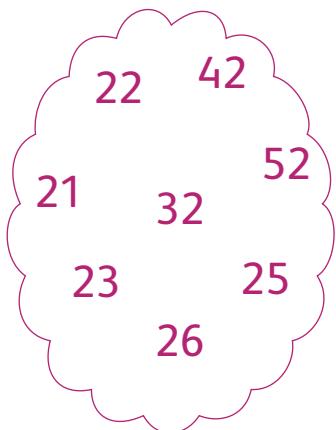


Now make these numbers.

- a 13 b 14 c 15 d 23 e 24
f 34 g 43 h 44 i 45

2

a Sort the numbers. Write them in the Venn diagram.



b Choose your own numbers. Write each number in the correct place in the Venn diagram.

3

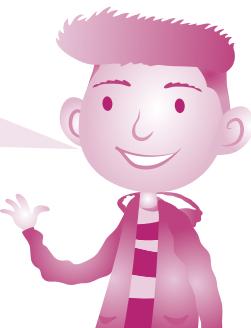
Guess the numbers.

a 

I think of a number. I add 10.
The answer is 13.
What number did I start with?

b

I think of a number. I subtract 10.
The answer is 13.
What number did I start with?

c 

I think of a number. I add 1.
The answer is 76.
What number did I start with?

d

I think of a number. I subtract 1.
The answer is 76.
What number did I start with?



e Write your own number problem.

Self-assessment

Unit 1 Number and problem solving



I understand this well.



I understand this, but
I need more practice.



I don't understand
this.



I need more
help with ...



Self-check statements

I can read and write two-digit numbers.

I can count on and back in ones and tens.

I can count in twos, fives and tens and show
the jumps along a number line.

I can write any missing number on a
number line marked off in multiples of 10.

I can use 1st, 2nd, 3rd, and so on, to show
the order of objects.

I know what each digit means in two-digit
numbers.

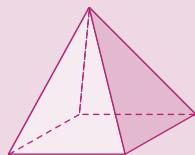
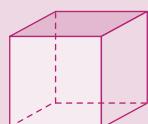
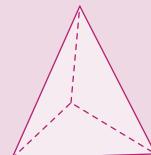
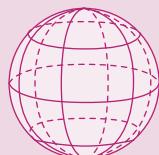
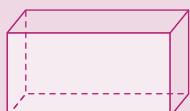
I can work out 1 or 10 more or less than
any number.

I can round two-digit numbers to the
nearest multiple of ten.

Unit 2 Geometry and problem solving

Can you remember?

Name these 3-D shapes.



2-D shapes and symmetry

1

Match each picture to its shape name. Draw lines.

circle

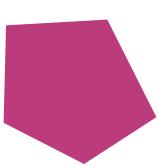
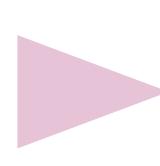
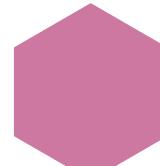
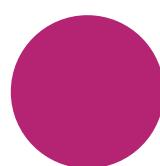
pentagon

hexagon

rectangle

square

triangle



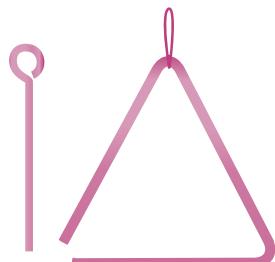
2

Tick each shape that has a line of symmetry.



3

Write a shape name for each item.



4

Match each shape, name and description. Draw lines.

three sides and three corners



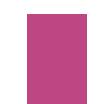
square

four sides and four corners



pentagon

four sides and four corners



rectangle

five sides and five corners



triangle

six sides and six corners



hexagon

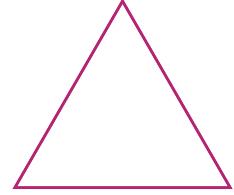
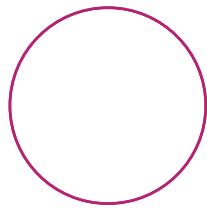
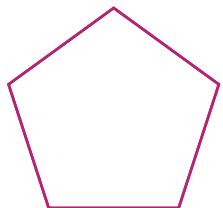
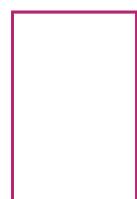
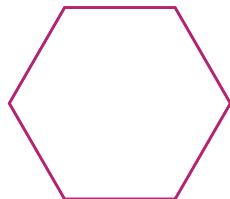
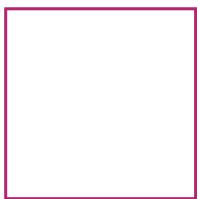
5

Tick each shape with three corners.



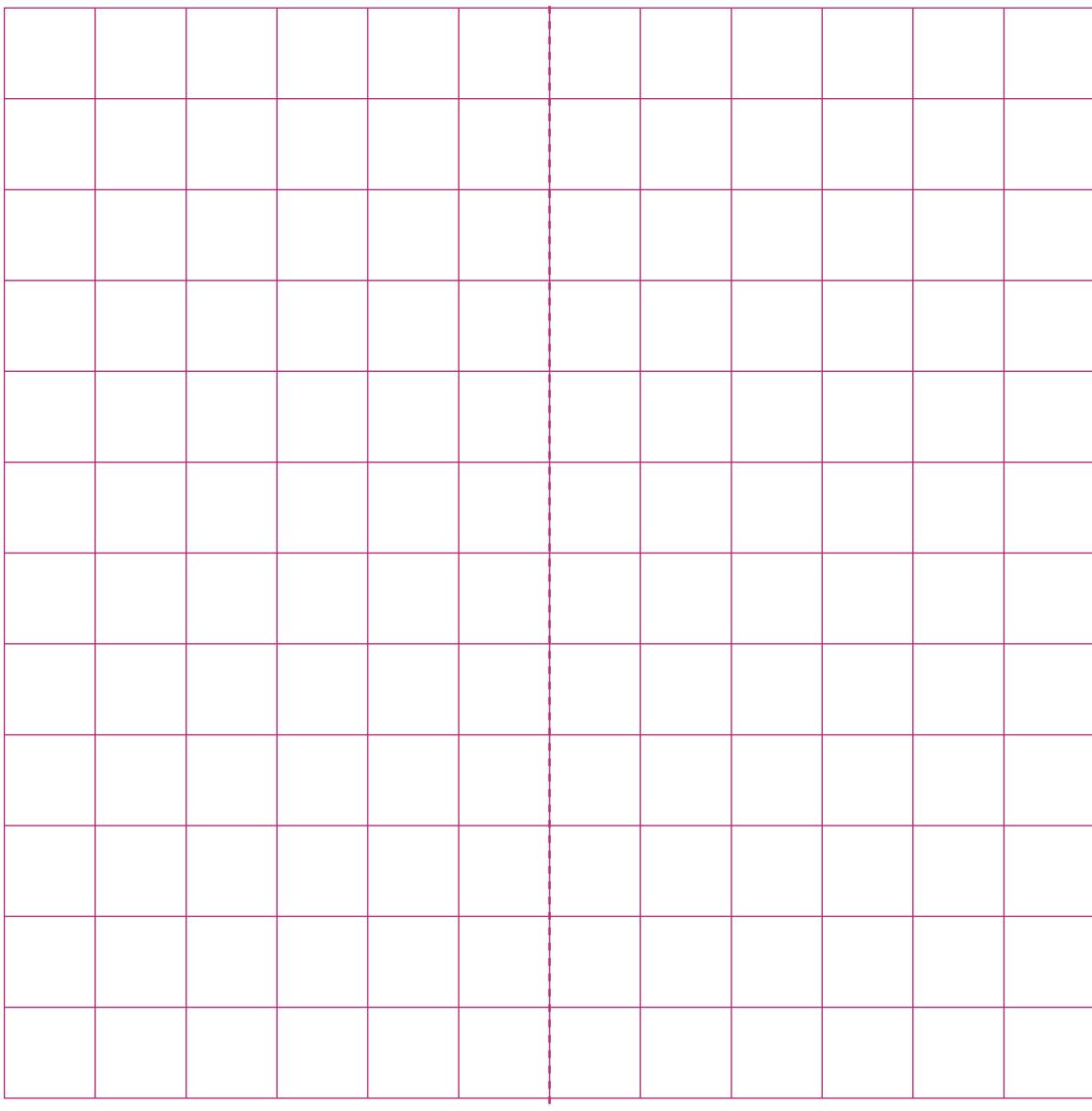
6

Draw a line of symmetry on each shape.



7

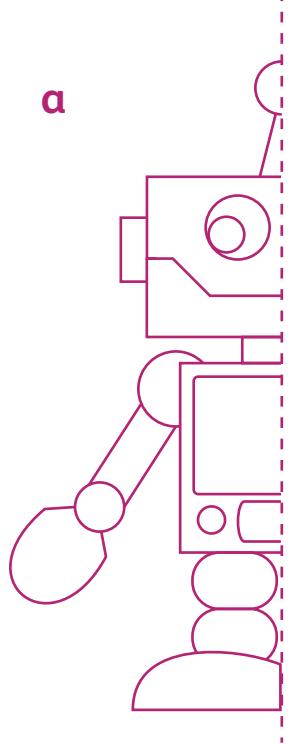
Design and colour a symmetrical pattern.



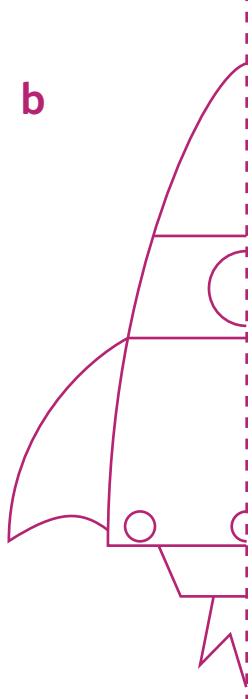
8

Complete the symmetrical pictures.

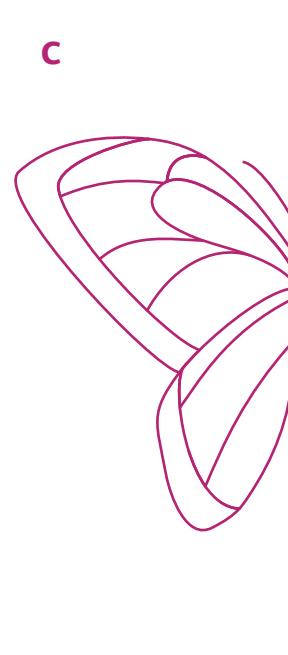
a



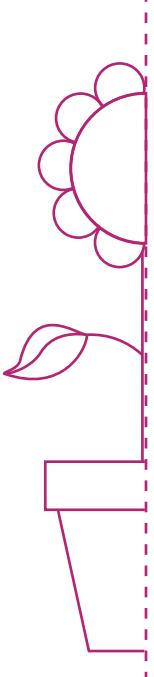
b



c



d



Shapes around me

1

Label the picture. Choose the words from the list.

sphere
cuboid

cylinder
prism

pyramid
cone

**2**

Colour the picture.

- a Colour the spheres blue.
- c Colour the cuboid orange
- e Colour the cone yellow.

- b Colour the cylinder green.
- d Colour the pyramid purple.
- f Colour the prism red.

3

What shapes are they describing?



My shape has 6 square faces, 8 vertices and 12 edges.

What is my shape?

Draw the shape.

Draw the shape.



My shape has 1 square face, 4 triangular faces, 5 vertices and 8 edges.
What is my shape?

4

Choose four 3-D shapes with straight edges.

Complete the table. Describe the four shapes.

| Shape | Number of faces | Number of vertices | Number of edges |
|-------|-----------------|--------------------|-----------------|
| | | | |
| | | | |
| | | | |

Self-assessment

Unit 2 Geometry and problem solving



I understand this well.



I understand this, but
I need more practice.



I don't understand
this.



I need more
help with ...

| Self-check statements | | | |
|---|--|--|--|
| I can look at pictures of 2-D shapes and name them. | | | |
| I can sort sets of 2-D shapes in different ways. | | | |
| I can describe different shapes and talk about their properties. | | | |
| I can draw a line of symmetry on a shape. | | | |
| I can complete a symmetrical picture by drawing the 'other half'. | | | |
| I can name 3-D shapes. | | | |
| I can find and describe shapes around me. | | | |
| I can describe the 2-D shapes on the faces of 3-D shapes. | | | |

Unit 3 Number and problem solving

Can you remember?

$6 + \boxed{\quad} = 20$

$5 + \boxed{\quad} = 20$

$4 + \boxed{\quad} = 20$

$20 - \boxed{\quad} = 15$

$20 - \boxed{\quad} = 14$

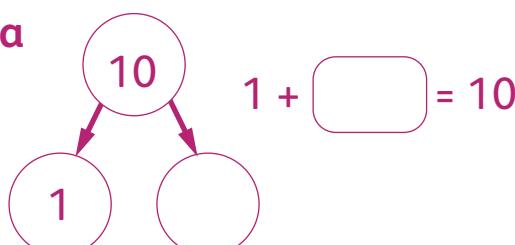
$20 - \boxed{\quad} = 13$

Number facts

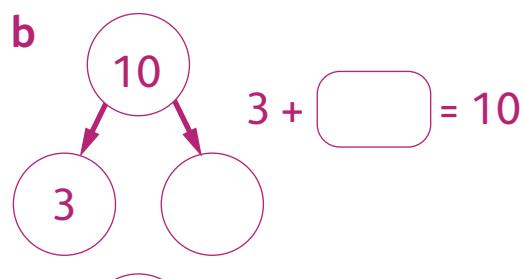
1

Make 10 in different ways. Fill in the missing numbers.

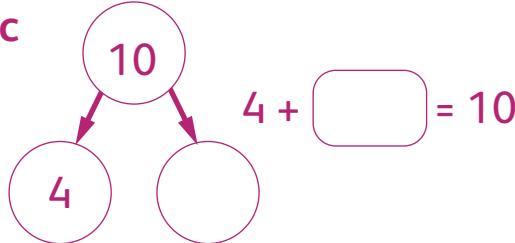
a



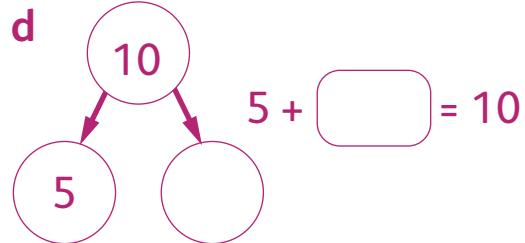
b



c



d



2

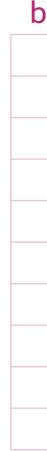
Use a different colour for each number.

Shade in the blocks to match each number sentence.

a $6 + 2 = \boxed{\quad}$



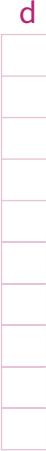
b $5 + 4 = \boxed{\quad}$



c $3 + 4 = \boxed{\quad}$



d $7 + 2 = \boxed{\quad}$

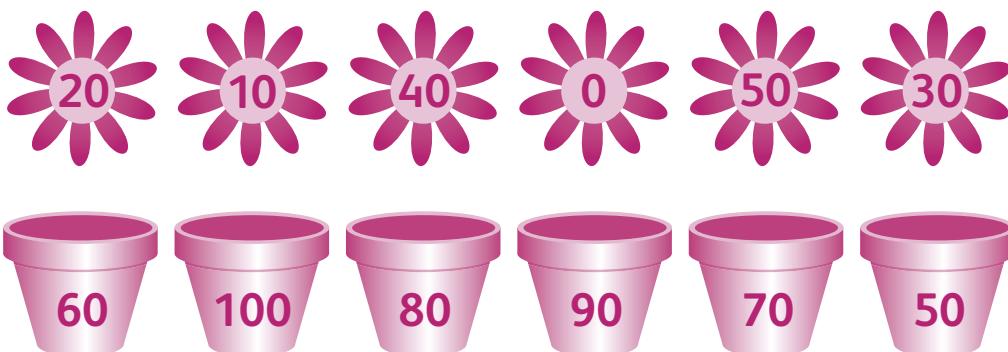


Remember
you can add
in any order!



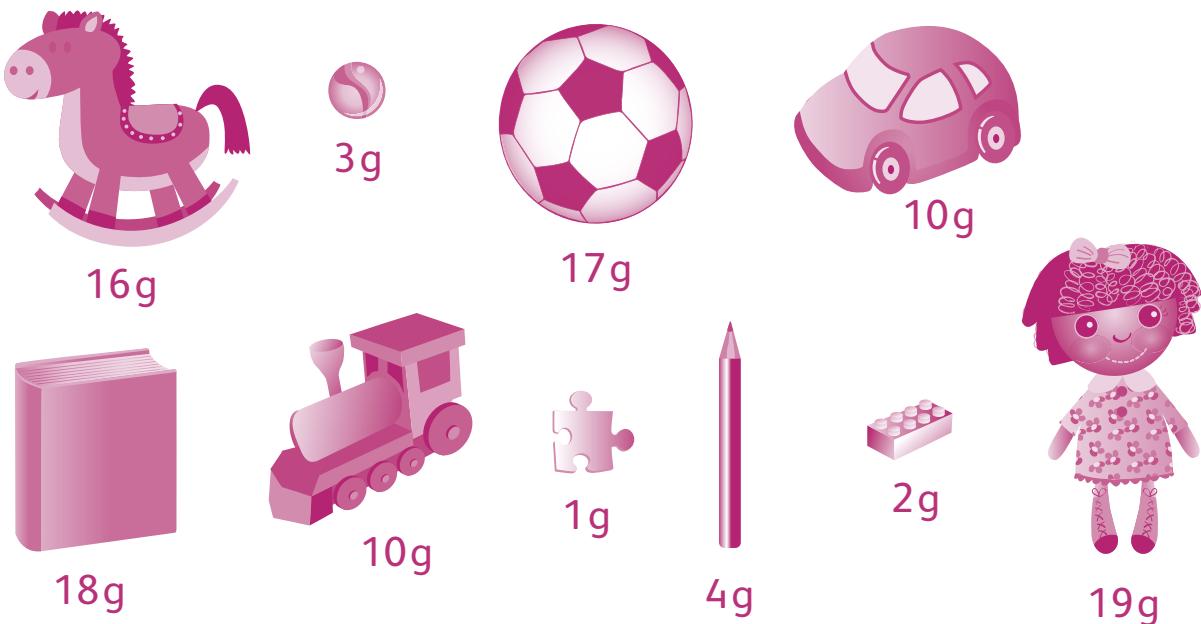
3

Match the flower to the correct pot to total 100.



4

Choose two items from the picture to balance each scale.



$$\square + \square = 20 \text{ g}$$

5

Fill in the missing numbers.

$$1 + 7 = \square$$

$$4 + \square = 7$$

$$13 + 6 = \square$$

$$2 + \square = 15$$

$$11 + 5 = \square$$

$$14 + \square = 17$$

Addition and subtraction

1

Write down six different ways to complete the boxes.

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

2

The children are playing a game. Each child tries to throw a hoop over the cones. They take turns to throw three hoops each.



Look out for doubles or number bonds to 10.



a The table shows the children's scores. Work out the totals.

| Name | 1st hoop | 2nd hoop | 3rd hoop | Total |
|--------|----------|----------|----------|-------|
| Tessa | 7 | 7 | 3 | |
| Bruno | 5 | 5 | 7 | |
| Jade | 3 | 5 | 7 | |
| Manuel | 3 | 3 | 3 | |

b Who has the lowest score?

c Write the different scores you could get with four hoops.

3

Draw the jumps on the number lines. Complete the number sentences.



Remember to do subtraction in the order it appears.



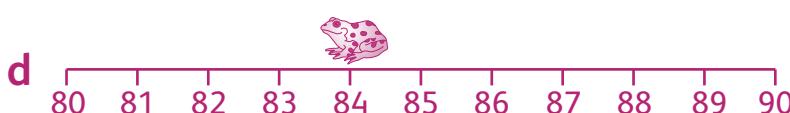
$$56 - 3 = \boxed{}$$



$$48 - 2 = \boxed{}$$



$$77 - 5 = \boxed{}$$



$$84 - 3 = \boxed{}$$

4

Gabriel had 38 marbles.
He gave six to his friend.
How many does he have left?

5

Sofia had 45 colouring pencils.
She lost three pencils.
How many does she have left?

6

Julio thought of a number.
He took away four. He has 83 left.
What number did Julio start with?

Multiplication

1

| Circle the multiples of 2. | | | | | Circle the multiples of 10. | | | |
|----------------------------|----|----|----|----|-----------------------------|----|----|-----|
| 16 | 20 | 15 | 18 | 12 | 42 | 50 | 35 | 100 |

17 14 13 11

61 70 57 40 30 83 90

60 20 78 80

2

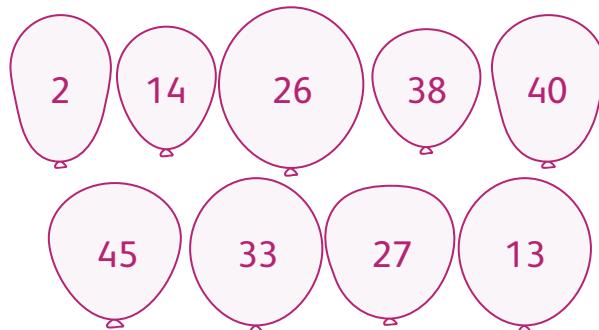
Colour the multiples of 5.

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 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 |

3

a Colour the balloons with even numbers blue.

b Colour the balloons with odd numbers yellow.



4

Draw dots to show each repeated addition.
The first one has been started for you.

a 

$$4 + 4 + 4 = \boxed{}$$

$$4 \times 3 = \boxed{}$$

b 

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

$$3 \times 4 = \boxed{}$$

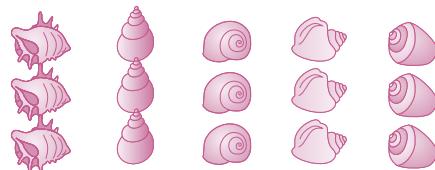
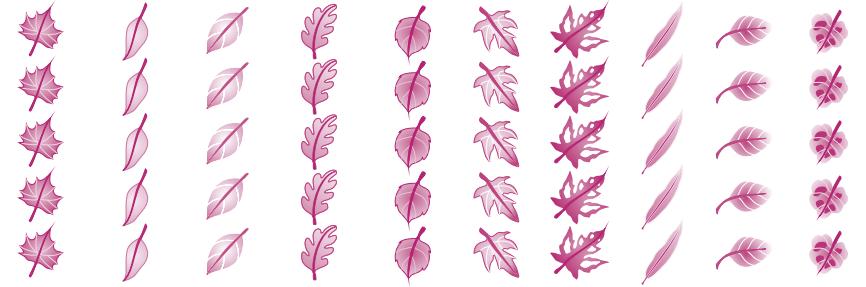
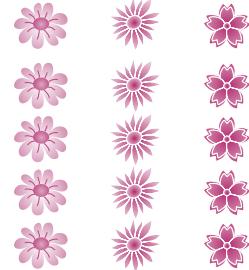
c 

$$2 + 2 + 2 = \boxed{}$$

$$2 \times 3 = \boxed{}$$

5

Complete the number sentences for each array.

| | |
|---|--|
|  |  |
|  |  |
|  |  |
|  |  |

Self-assessment

Unit 3 Number and problem solving



I understand this well.



I understand this, but
I need more practice.



I don't understand
this.



I need more
help with ...

Self-check statements



I know the number bonds to 10.

I can use number bonds to 10 to find
multiples of 10 that total 100.

I can work out the addition and subtraction
facts for all numbers to 20.

I can add sets of small numbers together.

I can use the +, – and = signs when I add
and subtract.

I can add small numbers to any number up
to 100.

I can show that multiplication is the same
as repeated addition.

I can use an array to show a multiplication.

I can recognise some multiples of 2, 5
and 10.

I can recognise odd and even numbers.

Unit 4 Measure and problem solving

Can you remember?

months in a year

days in a week

minutes in an hour

seconds in a minute

Money

1

Match each purse or hand to the correct amount of money.
The first one has been done for you.



c



2

Tick three coins to make each total.

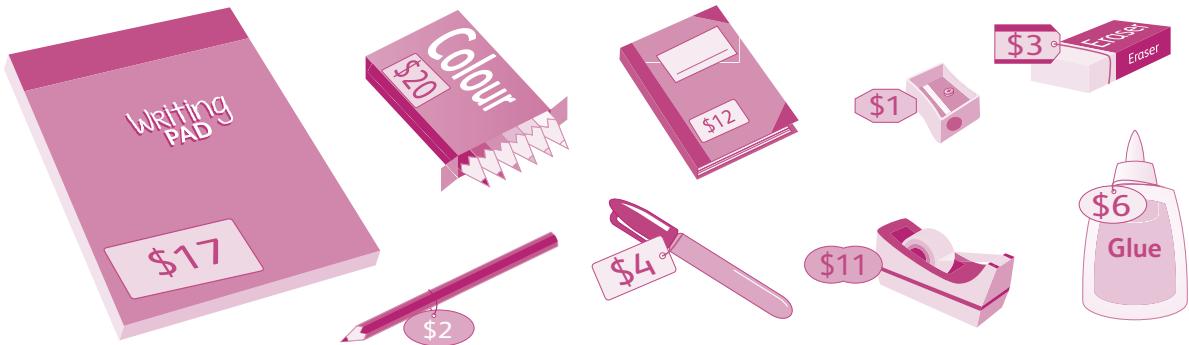
a 7c 1c 1c 1c 10c 5c b 16c 5c 5c 10c 5c 1c

c 25c 25c 1c 5c 10c 10c d 31c 25c 1c 5c 10c 10c

e 35c 25c 1c 5c 5c 10c f 45c 25c 1c 5c 10c 10c

3

How much do you pay for stationery?



| Items bought | Work out the total cost | Draw notes and coins to make the amount |
|--------------|-------------------------|---|
| | $\$2 + \$6 = \$8$ | |
| | | |
| | | |
| | | |
| | | |
| | | |

4

How much change do you get from \$20?









Measuring length

1

- a Estimate the length of each line.
- b Use a ruler to measure the length of each line in centimetres.

You will need
a ruler

| | |
|---|-------|
| A | <hr/> |
| B | <hr/> |
| C | <hr/> |
| D | <hr/> |
| E | <hr/> |
| F | <hr/> |
| G | <hr/> |
| H | <hr/> |

| Line | Estimate | Measurement |
|------|----------|-------------|
| A | | |
| B | | |
| C | | |
| D | | |
| E | | |
| F | | |
| G | | |
| H | | |

Remember to place the ruler with the 0 cm at the beginning of the line you are measuring.

**2**

- a Which is the shortest line?
- b Which is the longest line?
- c Write the line lengths in order from shortest to longest.

3

Choose five items to measure. Complete the table.

| Item | Estimate length in cm | Length in cm |
|------|-----------------------|--------------|
| | | |
| | | |
| | | |
| | | |

4

The children practised long jump. They measured each jump.



- a Victor jumped 1 cm further than Tessa. How far did he jump?
Complete the table.

| | |
|--------|-------|
| Carlos | 87 cm |
| Tessa | 85 cm |
| Victor | |
| Lucia | 91 cm |

- b Who jumped the furthest?

- c Whose jump was the shortest?

- d Write the lengths in order from shortest to longest.

Time

1

a Complete the table. Fill in the missing days of the week.

| | |
|---|-----------|
| • | |
| • | Tuesday |
| • | Wednesday |
| • | |
| • | |
| • | Saturday |
| • | |

b Complete the table.

Fill in the missing months of the year.

| | | | | | |
|---------|--|-----------|-------|--|----------|
| January | | March | April | | June |
| | | September | | | December |

2

Match the lengths of time. The first one has been done for you.

24 hours

1 year

12 months

1 hour

7 days

1 minute

60 minutes

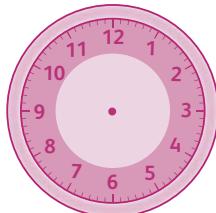
1 week

60 seconds

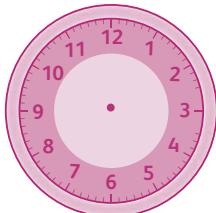
1 day

3

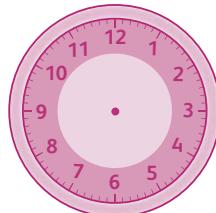
Draw the hands on each clock to show the time.



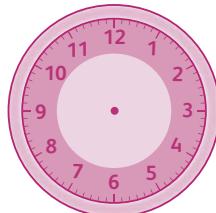
3 o'clock



5 o'clock



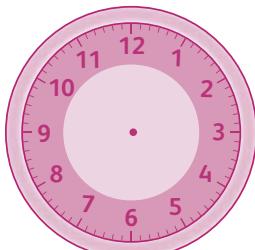
9 o'clock



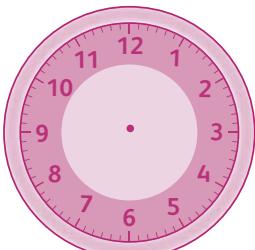
12 o'clock

4

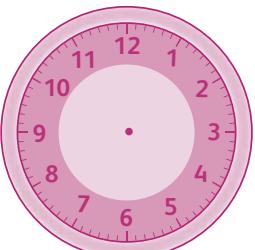
Draw the hands on each clock to show the time.



half past 2



half past 11



half past 6

5

Write the digital time for each clock.



6

The clock shows the time the train arrived. Write the time.



Self-assessment

Unit 4 Measure and problem solving



I understand this well.



I understand this, but
I need more practice.



I don't understand
this.



I need more
help with ...

Self-check statements



I can recognise and name the coins and notes we use.

I can write money amounts correctly.

I can pay for items with different coins and notes.

I can work out the change when I give a note.

I can use a ruler and metre stick to measure the length of objects.

I can compare lengths and know how long a metre is and how long a centimetre is.

I know the difference between seconds, minutes and hours.

I know how many days there are in a week.

I know the days of the week and the months of the year, and can say them in order.

I can read the time to the half-hour and use 'o'clock' and 'half past'.

Unit 6 Number and problem solving

Can you remember?

26, 36, 46, , 66, ,

98, , 78, , 58, 48,

33, 34, , , , 38,

Counting patterns

1

a Count on in tens.

44, , , , ,

45, , , , ,

b Count back in tens.

87, , , , ,

86, , , , ,

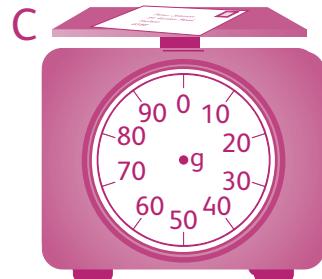
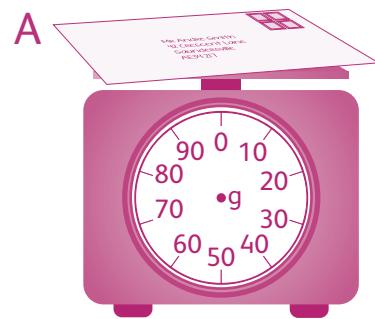
2

Letter B has a mass of 70 g.

a Letter A is 10 g heavier than letter B. Letter A's mass is g.

b Letter C is 10 g lighter than letter B. Letter C's mass is g.

c Draw arrows on the scales to show the masses for letters A and C.





3

Estimate how many fish there are in the fish tanks altogether.
Tick one.

10

30

50

100

Remember
to count in
10s, 2s or 5s.

4

Each hutch has 2 rabbits.

How many rabbits are there in ...

4 hutches? 5 hutches? 6 hutches? 7 hutches?

5

The fish food costs \$5 for 1 tin.

What is the cost of ...

6 tins?

7 tins?

8 tins?

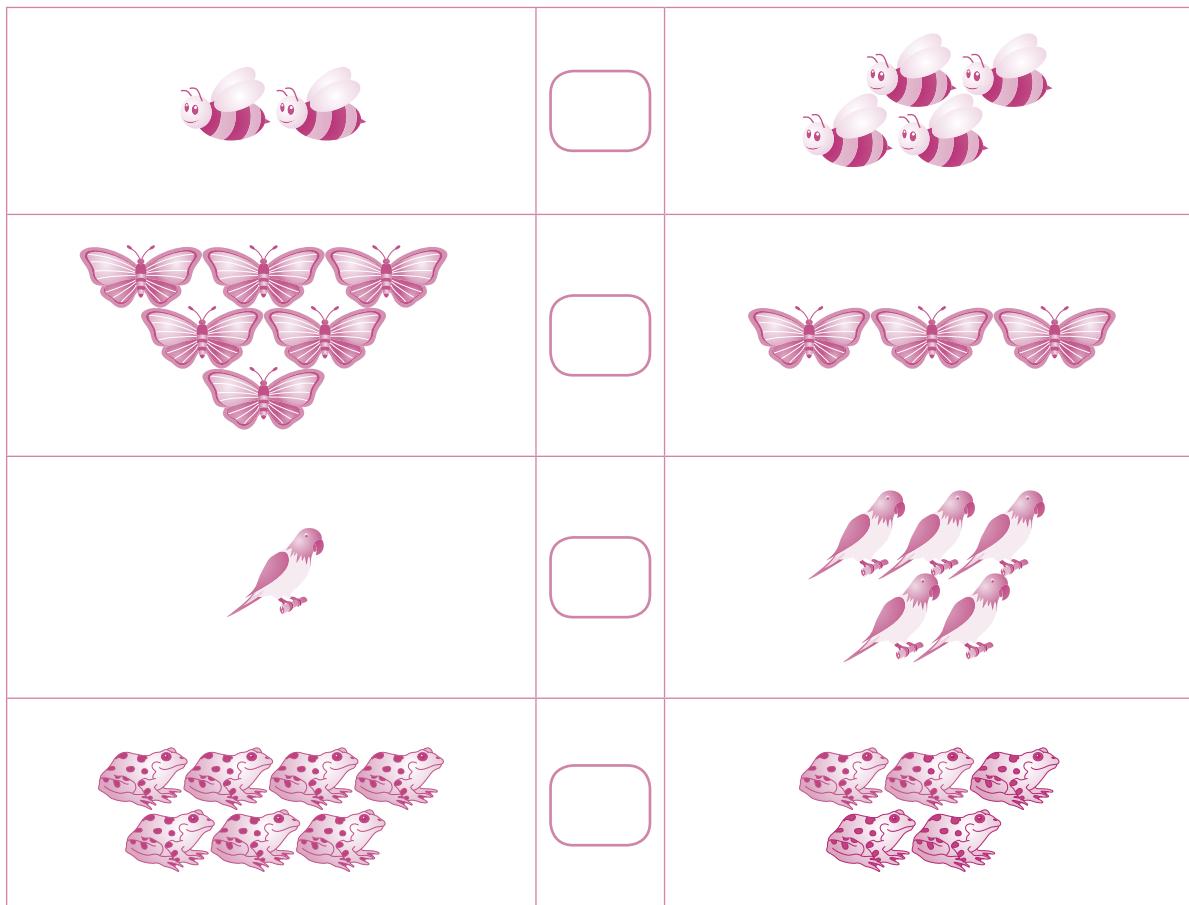
9 tins?



Comparing, ordering and estimating

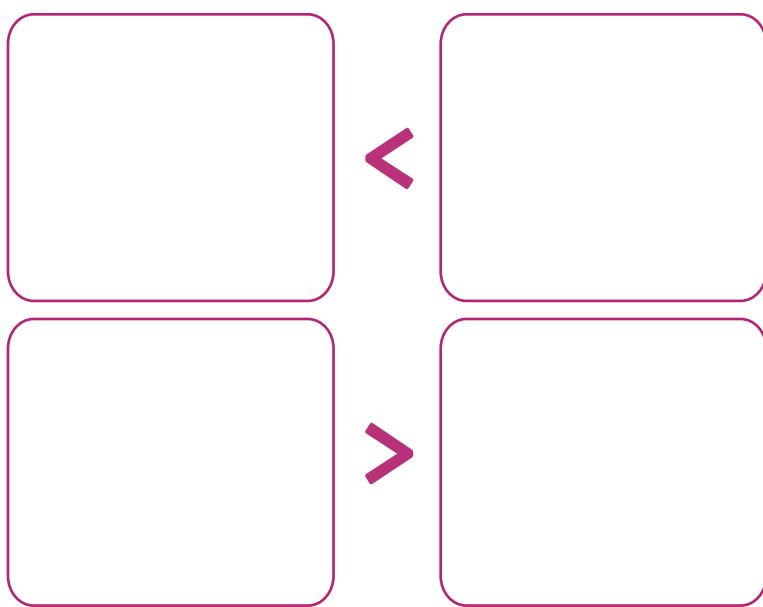
1

Use the < and > signs to compare the numbers.



2

Draw pictures to make the sentences true.



Remember < means 'is less than' and > means 'is greater than'.



3**a** Use the < and > signs to compare the numbers.

37 26

12 92

34 44

35 53

64 46

79 63

b Choose numbers to complete the number sentences.

18 >

36 >

53 >

18 <

36 <

53 <

4

Put the pictures in order. Label them 1st, 2nd, 3rd and 4th.

a



1st





b







5

Write the numbers in order from smallest to biggest.

71, 24, 53, 21, 34

, , , ,

68, 13, 2, 93, 51

, , , ,

23, 6, 18, 84, 31

, , , ,

17, 7, 77, 47, 27

, , , ,

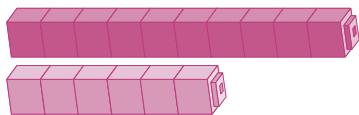
98, 99, 9, 19, 29

, , , ,

Number and place value

1

Write the tens and ones. The first one has been done for you.



tens

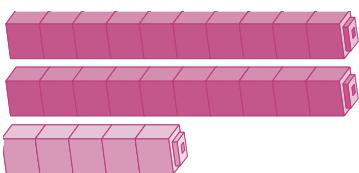
10

ones

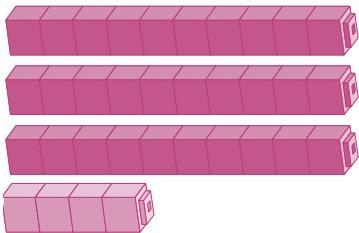
6

total

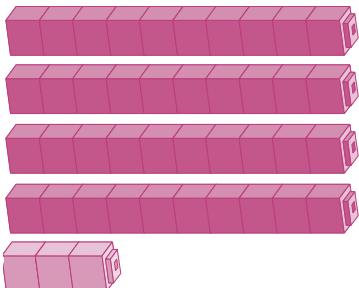
16



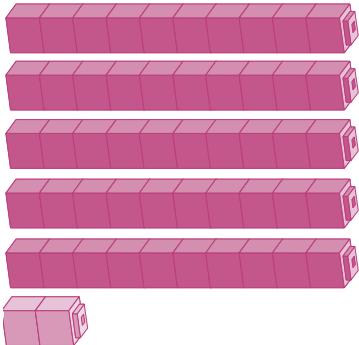
$$a \quad \boxed{} + \boxed{} = \boxed{}$$



$$b \quad \boxed{} + \boxed{} = \boxed{}$$



$$c \quad \boxed{} + \boxed{} = \boxed{}$$



$$d \quad \boxed{} + \boxed{} = \boxed{}$$

2

Complete the number sentences.

Can you remember
1 more and 1 less,
10 more and 10 less?
Use your knowledge of
place value to help you.



$34 + 1 = \boxed{}$

$52 + 1 = \boxed{}$

$67 - 1 = \boxed{}$

$34 + 10 = \boxed{}$

$52 + 10 = \boxed{}$

$67 + 10 = \boxed{}$

$34 - 1 = \boxed{}$

$52 - 1 = \boxed{}$

$67 + 1 = \boxed{}$

$34 - 10 = \boxed{}$

$52 - 10 = \boxed{}$

$67 - 10 = \boxed{}$

3

a Rosi picked 14 apples. Matias picked 10 more apples than Rosi. How many apples did Matias pick?

$14 + 10 = \boxed{}$

b Lola picked 10 apples less than Matias.

How many apples did Lola pick?

c Rashid picked 17 apples.

He ate 1 apple.

How many apples were left?

d Nina had 22 apples in her basket. She picked 1 more.

How many apples did Nina have?



Self-assessment

Unit 6 Number and problem solving



I understand this well.



I understand this, but
I need more practice.



I don't understand
this.



I need more
help with ...

Self-check statements



I can count on and back in ones and tens
from numbers over 20.

I can count groups of objects in twos, fives
and tens.

I can use the < and > signs to compare
numbers.

I can put numbers up to 100 in order.

I can partition numbers into tens and ones
and know what each digit means.

I can work out 1 or 10 more or less than
any number and know what happens to
the digits.

Unit 7 Handling data and problem solving

Can you remember?

Draw a table to show how many items there are.



Sorting objects and shapes

1 Sort the shapes. Draw them to complete the Carroll diagram.



pentagon



semi-circle



trapezium

triangle



circle



square



rectangle

hexagon



oval



kite

| Four sides | Not four sides |
|------------|----------------|
| | |

Which shapes have curved sides?

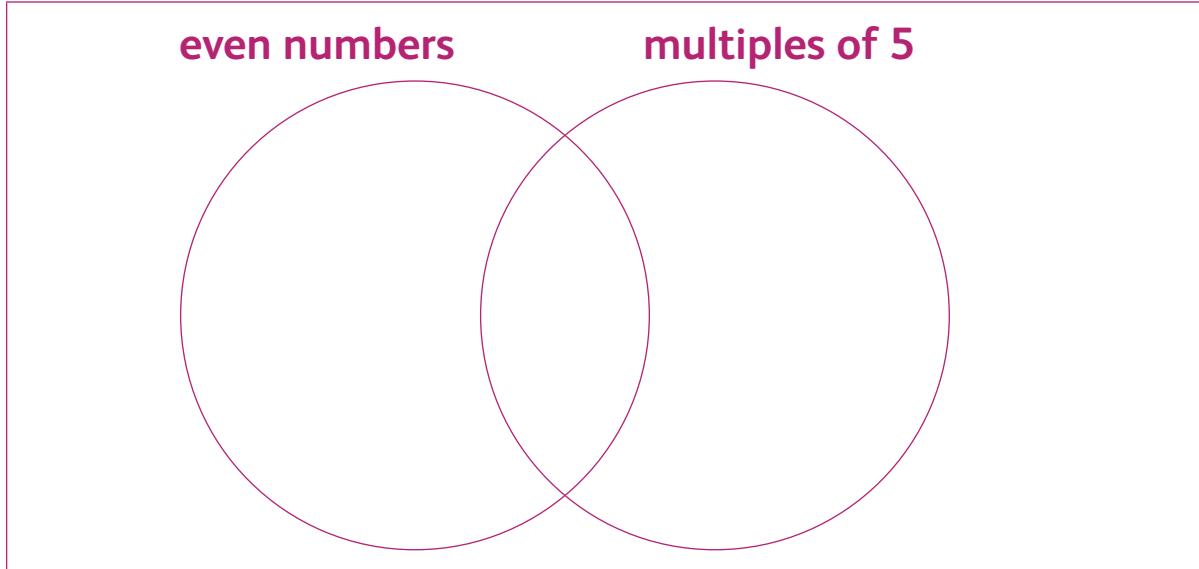
2

Sort the numbers. Write them in the Venn diagram.

50 45 52 54 40 30 35 25 20 22 18

even numbers

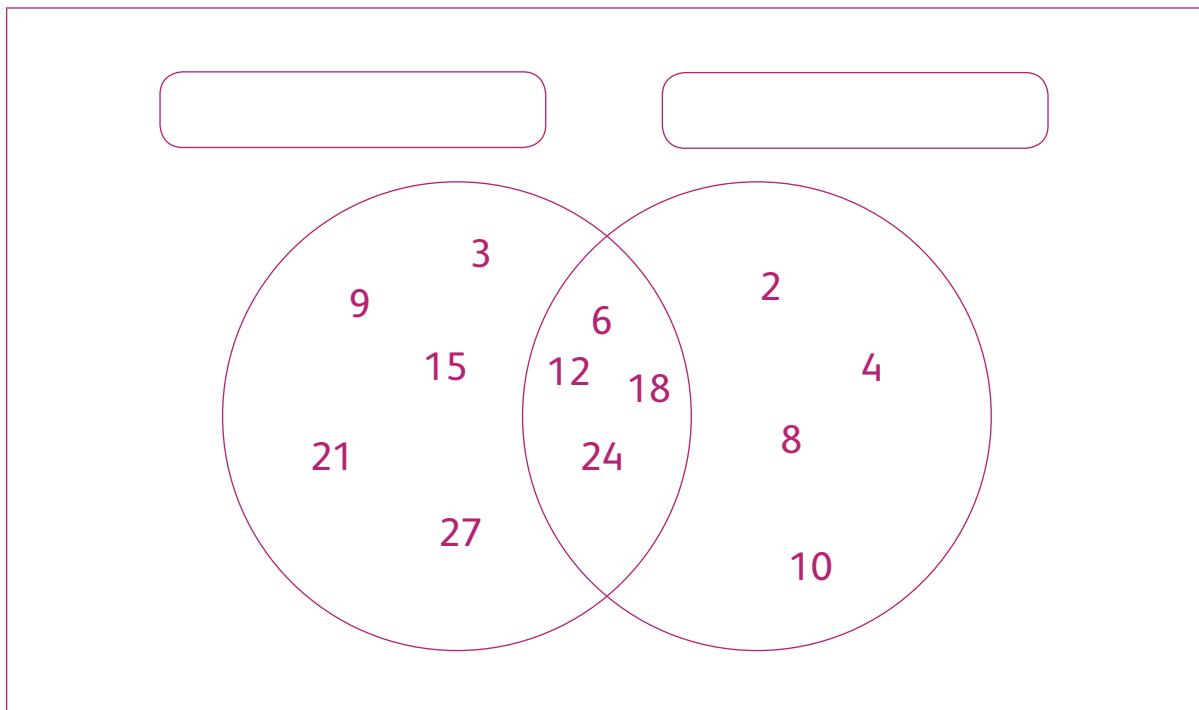
multiples of 5



Now add six more of your own numbers.

3

Look at the Venn diagram. Write the headings in the boxes.



Block graphs and pictograms

1

An explorer recorded the number of animals he saw in the rainforest. He used the data to create a pictogram.

| Rainforest animals | | Key |
|--------------------|------------------|---------------|
| Parrot | ◎◎◎◎◎◎◎◎◎◎ | ◎◎ = 1 animal |
| Snake | ◎◎◎◎◎ | |
| Tiger | ◎◎◎◎◎◎◎◎◎◎◎◎◎◎◎◎ | |
| Monkey | ◎◎◎◎◎◎◎ | |
| Lizard | ◎◎◎ | |

Help Macie complete the table by writing in the totals.

| Animal | Tally | Number |
|--------|-------|--------|
| Parrot | | 6 |
| Snake | | |
| Tiger | | |
| Monkey | | |
| Lizard | | |



a Which animal was most common?

b How many parrots did the explorer see?

c How many monkeys did the explorer see?

d How many more tigers than snakes did the explorer see?

e How many animals did the explorer see altogether?

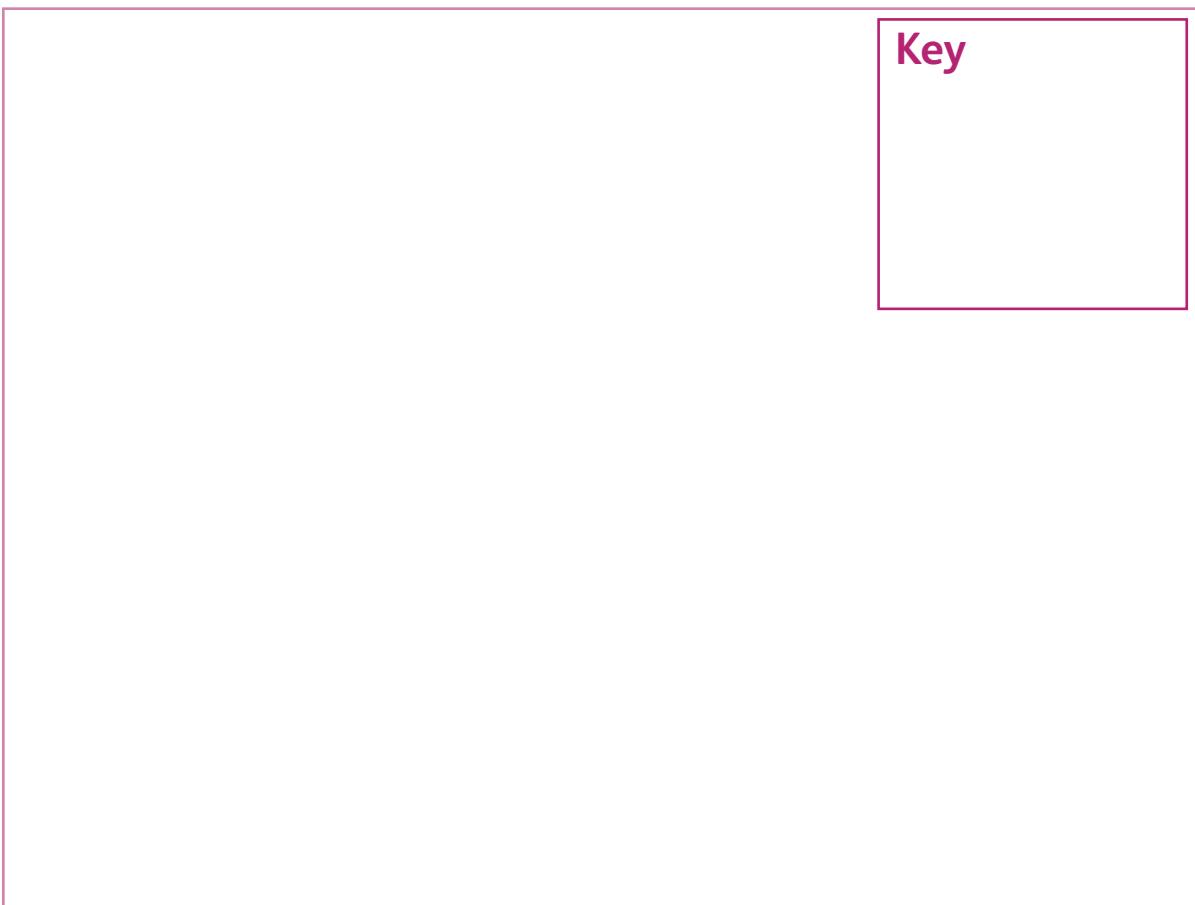
2

Dylan asked his friends which shape they like best. He recorded the data in a table. Help Dylan complete the table.

| Shape | Tally | Number of people | |
|----------|-------|------------------|---|
| Star | ★ | III II | 7 |
| Circle | ● | III IIII | |
| Square | ■ | III | |
| Triangle | ▲ | III III | |

3

Draw a pictogram using the data Dylan collected.



a Which shape is the most popular?

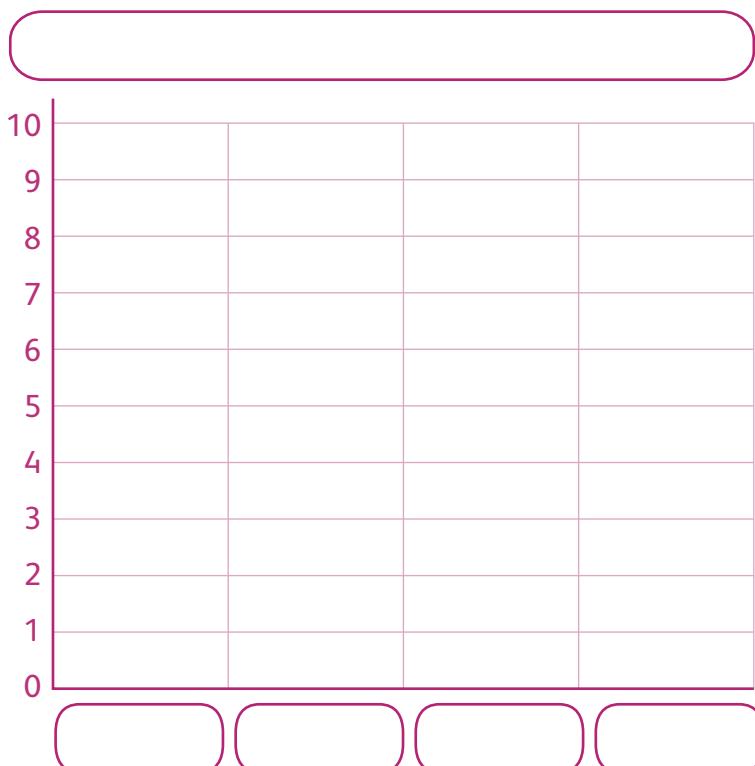
b Which shape is the least popular?

c How many children chose triangles?

d How many children chose stars?

4

Jade and Matias asked children how they travel to school. They started a block graph to show their data. Help them complete it.



| | |
|------|---|
| Bike | 4 |
| Walk | 5 |
| Bus | 3 |
| Car | 8 |

a Which way to travel is the most popular?

b Which way to travel is the least popular?

c How many children travel by bus to school?

d How many children walk to school?

e How many more children walk than ride their bikes?

f How many children did Jade and Matias ask in total?

g How do you travel to school?

Self-assessment

Unit 7 Handling data and problem solving



I understand this well.



I understand this, but
I need more practice.



I don't understand
this.



I need more
help with ...

Self-check statements



I can sort sets of 2-D shapes in different ways on a Carroll diagram.

I can sort numbers in different ways on a Venn diagram.

I can draw a pictogram from data that has been collected.

I can answer questions about a pictogram.

I can draw a block graph from data that has been collected.

I can answer questions about a block graph.

Unit 8 Number and problem solving

Can you remember?

$1 + 19 = \boxed{}$

$6 + \boxed{} = 20$

$3 + 17 = \boxed{}$

$20 - 18 = \boxed{}$

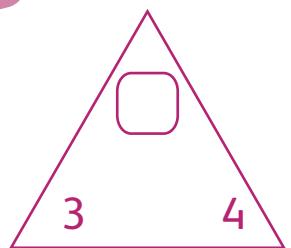
$20 - \boxed{} = 7$

$20 - \boxed{} = 11$

Addition and subtraction

1

Fill in the missing numbers.

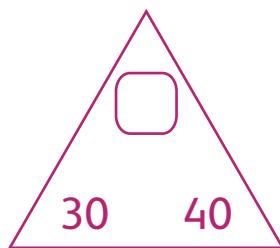


$3 + 4 = \boxed{}$

$4 + 3 = \boxed{}$

$\boxed{} - 3 = 4$

$\boxed{} - 4 = 3$

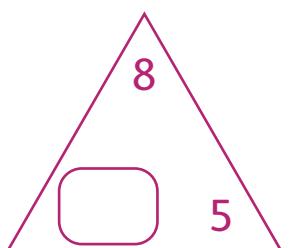


$30 + 40 = \boxed{}$

$40 + 30 = \boxed{}$

$\boxed{} - 30 = 40$

$\boxed{} - 40 = 30$

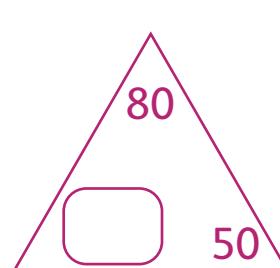


$\boxed{} + 5 = 8$

$5 + \boxed{} = 8$

$8 - 5 = \boxed{}$

$8 - \boxed{} = 5$



$\boxed{} + 50 = 80$

$50 + \boxed{} = 80$

$80 - 50 = \boxed{}$

$80 - \boxed{} = 50$

2

Draw jumps of ten to complete the calculations.

a $28 + 20 = \boxed{}$



b $28 + 30 = \boxed{}$



3

The children were practising high jump.



| Name | 1st Jump | 2nd Jump |
|--------|----------|----------|
| Sofia | 83 cm | 86 cm |
| Carlos | 73 cm | 75 cm |
| Bruno | 81 cm | 86 cm |
| Lucia | 71 cm | 75 cm |
| Tim | 84 cm | 86 cm |

How much higher did each child jump on the second jump?
Count on to work out the difference. Look at the example.

Sofia: $86 \text{ cm} - 83 \text{ cm} = \boxed{3 \text{ cm}}$



Carlos: $75 - 73 = \boxed{}$

Bruno: $\boxed{} - \boxed{} = \boxed{}$

Lucia: $\boxed{} - \boxed{} = \boxed{}$

Tim: $\boxed{} - \boxed{} = \boxed{}$

Multiplication

1

Match each number to its double. Draw lines.

1

2

3

4

5

6

7

8

9

10

18

10

14

6

8

2

20

4

12

16

2

A box of colouring pencils has five pencils.

Draw an array for each question.

Write the number sentences to complete the table.



| Question | Draw an array | Write a number sentence |
|--|---|-------------------------|
| How many pencils are there in two boxes? |  | $5 \times 2 = 10$ |
| How many pencils are there in three boxes? | | |
| How many pencils are there in four boxes? | | |
| How many pencils are there in five boxes? | | |
| How many pencils are there in six boxes? | | |

Division

Jade had 28 marbles. She put them into groups of 4.
How many groups are there?



$$28 \div 4 = 7$$

1

Julio had 20 marbles. He put them into groups of 5.
How many groups are there?

2

Manuel had 15 toy cars. He put them in rows of 3.
How many rows were there?

3

Maya had 45 toy bricks. She built towers of 5 bricks.
How many towers did she build?

4

Match each division number sentence to its multiplication number sentence. Draw lines.

$3 \times 2 = 6$

$5 \times 4 = 20$

$3 \times 5 = 15$

$4 \times 3 = 12$

$5 \times 5 = 25$

$15 \div 3 = 5$

$6 \div 3 = 2$

$25 \div 5 = 5$

$20 \div 5 = 4$

$12 \div 4 = 3$

5

$12 \div 3 = \square$

$13 \div 3 = \square$ remainder \square

$14 \div 3 = \square$ remainder \square

$20 \div 4 = \square$

$21 \div 4 = \square$ remainder \square

$22 \div 4 = \square$ remainder \square

$18 \div 3 = \square$

$19 \div 3 = \square$ remainder \square

$20 \div 3 = \square$ remainder \square

Hint

Sometimes there are some left over when you divide. This is called the remainder!

$6 \div 3 = 2$



$7 \div 3 = 2$ remainder 1

**6**

Rosi had 16 toy bricks. She built towers of 3.

How many towers were there? \square

How many bricks were left over? \square



Self-assessment

Unit 8 Number and problem solving



I understand this well.



I understand this, but
I need more practice.



I don't understand
this.



I need more
help with ...



Self-check statements

I know number bonds to 10 and pairs of numbers that total 20.

I can add single-digit numbers to and from two-digit numbers.

I can add and subtract multiples of 10 to and from two-digit numbers.

I can count on to find the difference between two near numbers.

I know all the doubles up to double 10.

I can use an array and explain how it shows a multiplication.

I can show how to solve word problems using pictures or objects.

I can use grouping to show division.

I can use the \div sign.

I understand that division can leave some left over.

Unit 9 Measure and problem solving

Can you remember?

How much money is there in each picture?

a + + = c b + = \$

Money

1

Match each purse or hand to the correct amount of money.



2

You buy fruit at the fruit stall. Complete the table.

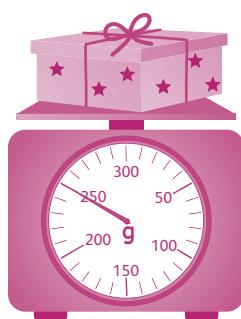
| Item bought | Note used to pay | Calculation | Your change |
|-------------|------------------|--------------------------------|-------------|
| | | $5 - 4 = \boxed{}$ | |
| | | | |
| | | | |
| | | | |

Measuring mass

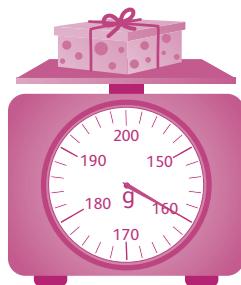
1

Match each parcel to its mass on the scale. Draw lines.

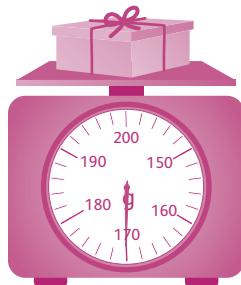
160g



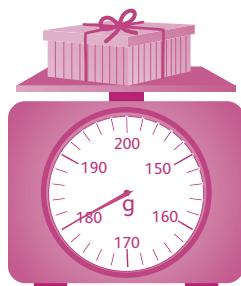
190g



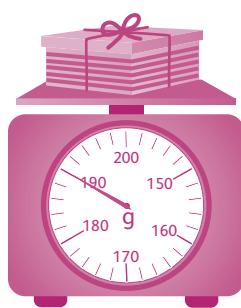
180g



250g



170g



2

Almonds cost \$2 per 100 g. What is the mass of each of these?

g



g



g



g



3

a Choose five items and complete the table.

| Item | Estimate the mass | Weigh your item |
|------|-------------------|-----------------|
| | | |
| | | |
| | | |
| | | |



Make sure you estimate before you weigh the item.

b Put your items in order from lightest to heaviest. Draw pictures.

| lightest | ↔ | heaviest |
|----------|---|----------|
| | | |
| | | |
| | | |
| | | |
| | | |

4

Use the < and > signs to compare the weights.



+



+



Time

1 Manuel visited his grandmother on Monday. He stayed for three days. On which day of the week did Manuel return home?

2 It is a Saturday today. Lucia's birthday is in four days' time. On which day of the week is Lucia's birthday this year?

3 Carlos posted a parcel on Wednesday to a friend. The parcel took two days to arrive at his friend's house. On which day of the week did the parcel arrive?

4 Match the times to the digital clocks. Draw lines.

half past 10

3:00

half past 6

4:00

3 o'clock

6:30

11 o'clock

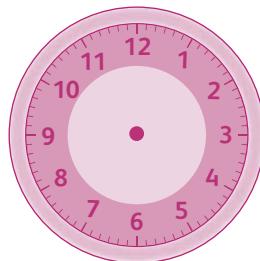
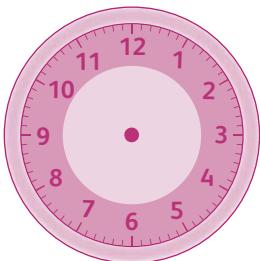
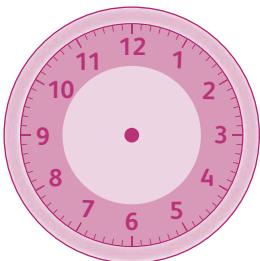
10:30

4 o'clock

11:00

5

Draw hands on the analogue clocks for the time on the digital clocks.



12:00

3:30

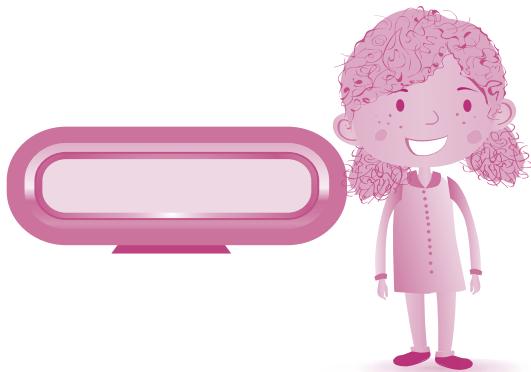
8:00

6

Write the digital times.

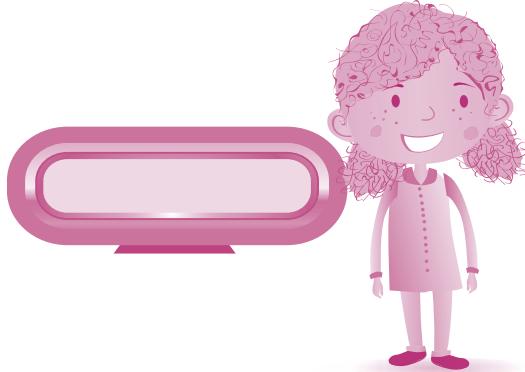
a

half past 8



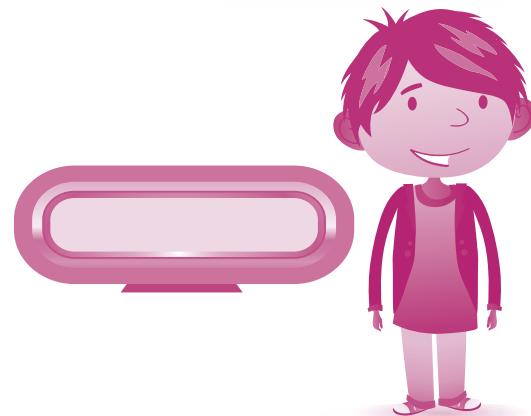
b

1 o'clock



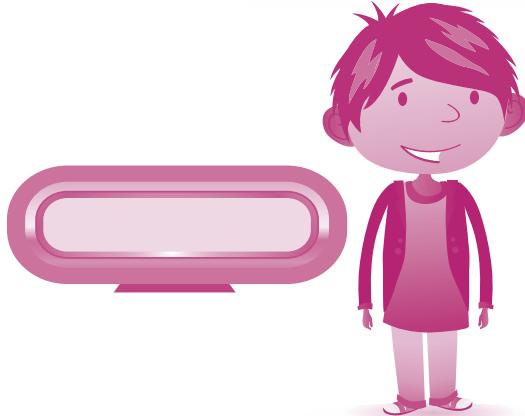
c

half past 2



d

7 o'clock



Self-assessment

Unit 9 Measure and problem solving



I understand this well.



I understand this, but
I need more practice.



I don't understand
this.



I need more
help with ...

Self-check statements



I can pay for items with a mix of coins and notes.

I can work out the change when I pay for an item.

I can estimate the mass of objects and measure using non-standard units.

I can use scales to measure the mass of objects.

I can use grams and kilograms to compare the mass of objects.

I know the difference between seconds, minutes and hours.

I know how many minutes there are in an hour.

I can read the time to the half-hour and match digital and analogue clocks.

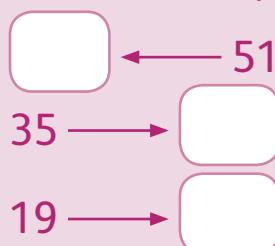
Unit 11 Number and problem solving

Can you remember?

- 1 Complete the patterns.

| | | | | | | |
|----|----|----------------------|----|----|----------------------|----------------------|
| 2 | 4 | <input type="text"/> | 8 | 10 | <input type="text"/> | <input type="text"/> |
| 5 | 10 | <input type="text"/> | 20 | 25 | <input type="text"/> | <input type="text"/> |
| 10 | 20 | <input type="text"/> | 40 | 50 | <input type="text"/> | <input type="text"/> |

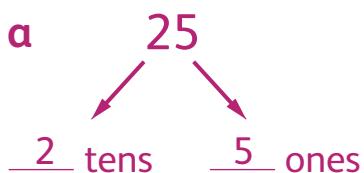
- 2 Round the numbers to the nearest multiple of ten.



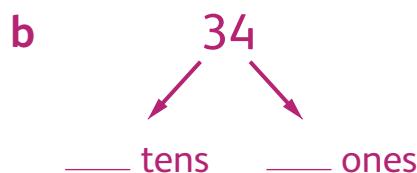
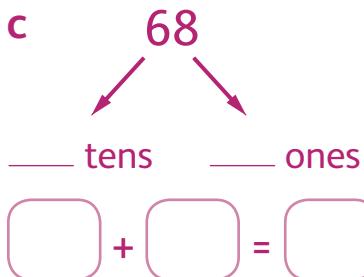
Place value and partitioning

1

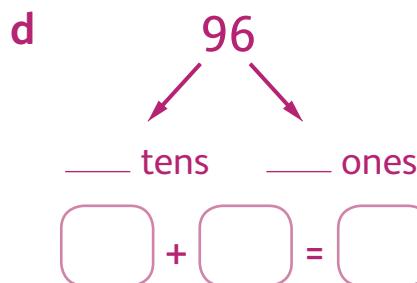
Partition the numbers into tens and ones. The first one has been done for you.



$$20 + 5 = 25$$



$$\boxed{\quad} + \boxed{\quad} = \boxed{\quad}$$



2

a Kadir thinks of a number. He adds 10. The answer is 41.

What number was he thinking of?

b Rosi thinks of a number. She subtracts 10. The answer is 76.

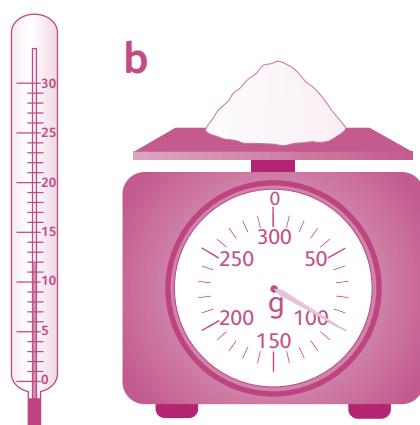
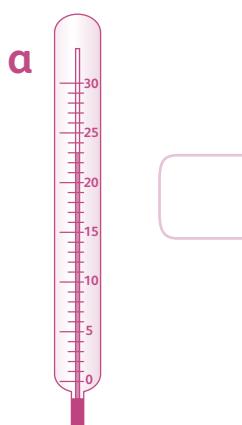
What number was she thinking of?

c Lucia thinks of a number. She adds 1. The answer is 95.

What number was she thinking of?

3

Compare the amounts using the $<$ and $>$ signs.



4

Compare the amounts using the $<$ and $>$ signs.

a \$2 \$12

b \$3 \$30

c 12°C 2°C

d 29°C 32°C

5

Complete the sentences to make them true.

Choose measurements from the list.

77 cm 20 cm 35 cm 6 cm 53 cm

a cm $>$ cm

b cm $<$ cm

c cm $>$ cm

d cm $<$ cm

6

Write the sets of numbers in order from smallest to biggest.

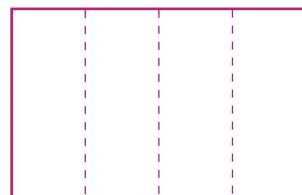
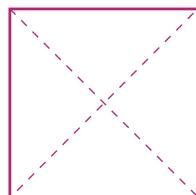
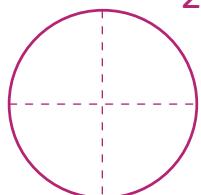
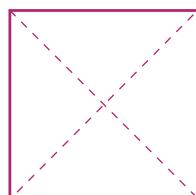
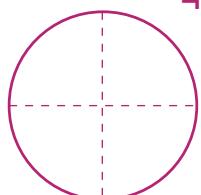
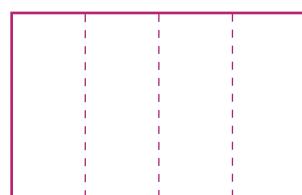
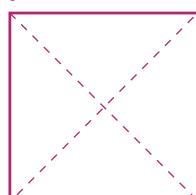
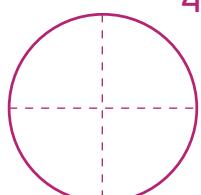
20, 2, 22, 72, 12

, , , ,

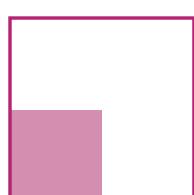
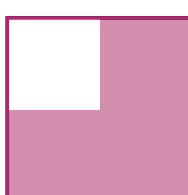
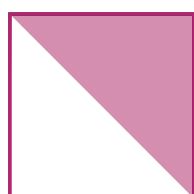
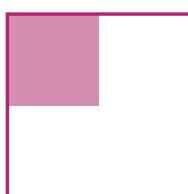
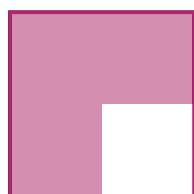
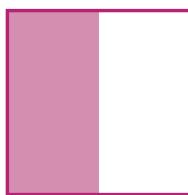
30, 3, 23, 63, 34

, , , ,

Halves and quarters

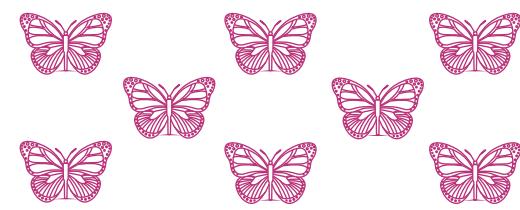
1Colour in $\frac{1}{2}$ of each shape.**2**Colour in $\frac{1}{4}$ of each shape.**3**Colour in $\frac{3}{4}$ of each shape.**4**

Match the equivalent fractions. Draw lines.

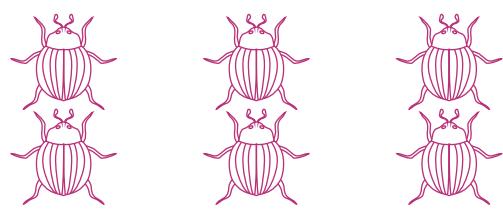


5

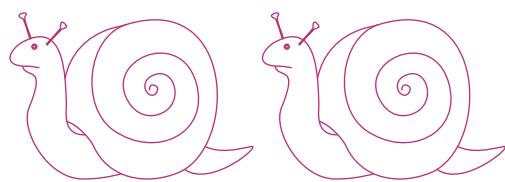
Colour in $\frac{1}{2}$ the objects in each set. Write how many.



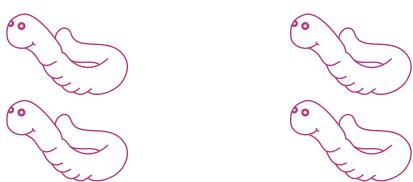
$$\frac{1}{2} \text{ of } \boxed{\quad} = \boxed{\quad}$$



$$\frac{1}{2} \text{ of } \boxed{\quad} = \boxed{\quad}$$



$$\frac{1}{2} \text{ of } \boxed{\quad} = \boxed{\quad}$$



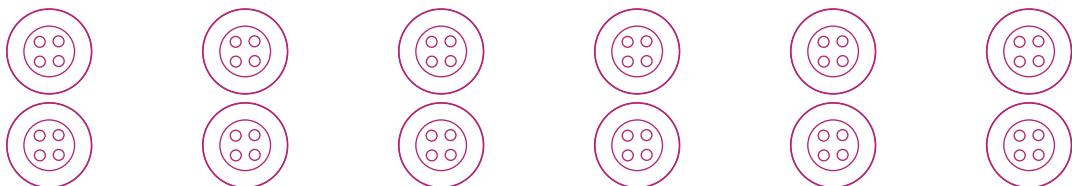
$$\frac{1}{2} \text{ of } \boxed{\quad} = \boxed{\quad}$$

6

Colour in $\frac{1}{4}$ of the objects in each set. Write how many.



$$\frac{1}{4} \text{ of } \boxed{\quad} = \boxed{\quad}$$



$$\frac{1}{4} \text{ of } \boxed{\quad} = \boxed{\quad}$$

7

The baker has 12 eggs. He uses half the eggs.

How many are left?

8

A farmer has 16 goats. He sells $\frac{1}{4}$ of the goats.

How many are left?

Number patterns

1

Use the number line to count in threes.

| | | | | | | |
|---|---|---|--|--|--|--|
| 0 | 3 | 6 | | | | |
|---|---|---|--|--|--|--|

**2**

Use the number line to count in fours.

| | | | | | |
|---|---|---|--|--|--|
| 0 | 4 | 8 | | | |
|---|---|---|--|--|--|

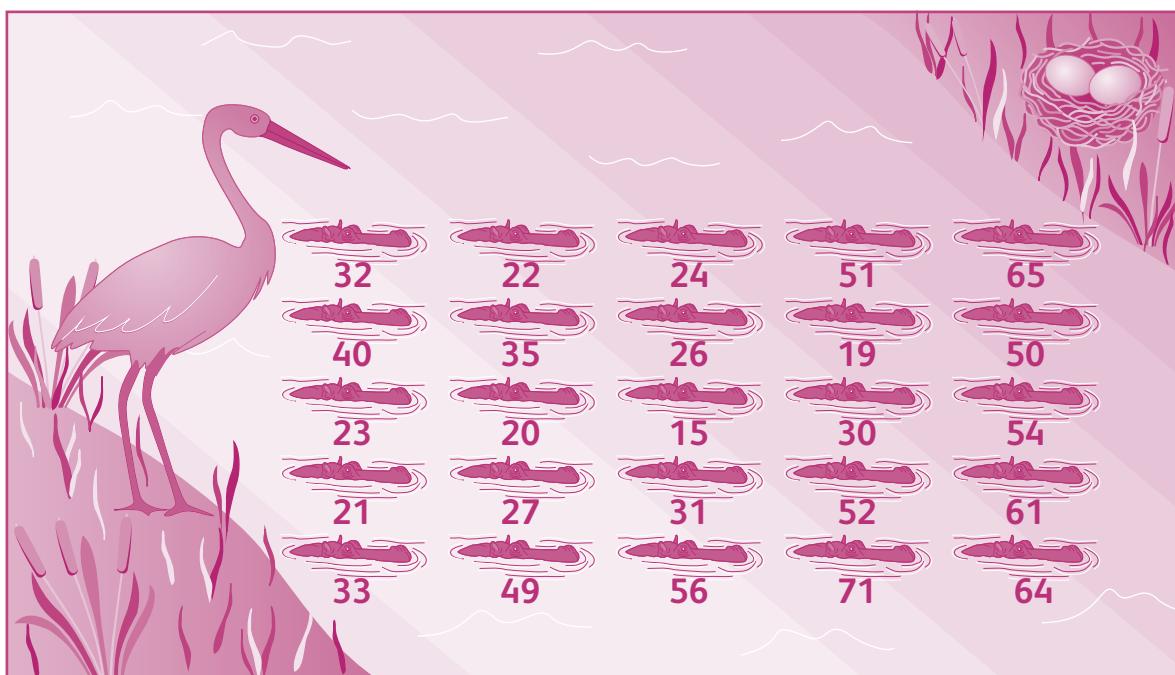
**3**

Guide the bird across the water to her nest.

Circle the numbers she must follow.

The bird must step on multiples of 5 to miss the hippos.

Each move must be horizontal, vertical or diagonal to the move before. Start on 40.



Self-assessment

Unit 11 Number and problem solving



I understand this well.



I understand this, but
I need more practice.



I don't understand
this.



I need more
help with ...

| Self-check statements | | | |
|---|--|--|--|
| I can partition numbers into tens and ones and know what each digit means. | | | |
| I can work out 1 or 10 more or less than any number and explain what happens to the digits. | | | |
| I can put a group of numbers to 100 in order. | | | |
| I can use the < and > signs to compare numbers. | | | |
| I know if a shape is divided into halves or quarters. | | | |
| I can show halves and quarters as equivalent fractions. | | | |
| I can work out one half and one quarter of a set of objects. | | | |
| I can count in twos, fives and tens to help count groups of numbers. | | | |
| I can count on in threes and fours using a number line. | | | |
| I can recognise if a number is a multiple of 2, 5 or 10. | | | |

Unit 12 Geometry and problem solving

Can you remember?

a Match the shapes to their names.



hexagon

square

rectangle

circle

pentagon

triangle

b Complete the table and describe each shape.

| Shape | Number of sides and corners |
|-----------|-----------------------------|
| Circle | 1 curved side, 0 corners |
| Triangle | 3 sides, 3 corners |
| Square | |
| Rectangle | |
| Pentagon | |
| Hexagon | |

2-D and 3-D shapes

1

Think of an example around you for each shape.
Draw a picture.

| Shape | Name | Picture |
|-----------|-----------|---------|
| circle | | |
| triangle | | |
| rectangle | | |
| rectangle | rectangle | My Book |

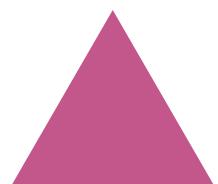
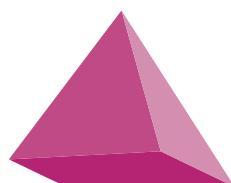
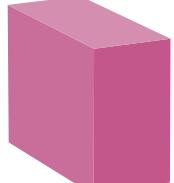
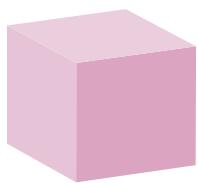
2

Colour all the circles. How many circles can you see?



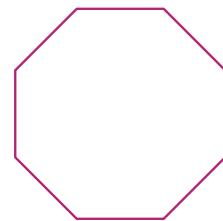
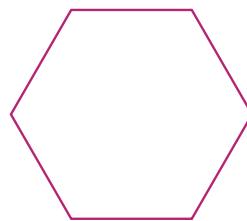
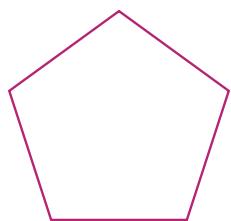
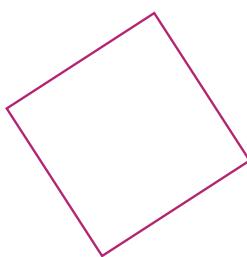
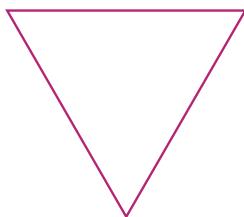
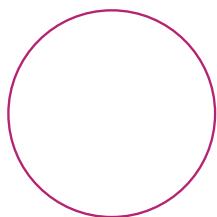
3

Match the 3-D shape to its face. Some will match more than one face.



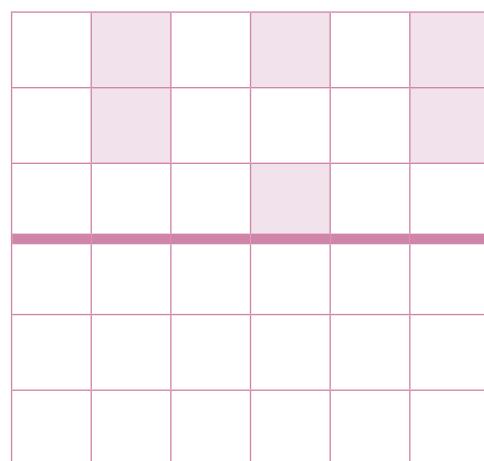
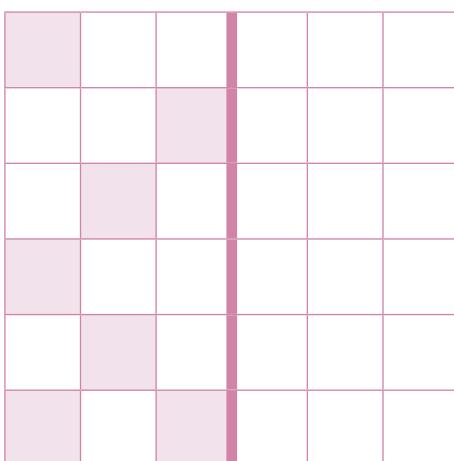
4

Draw a line of symmetry on each shape.



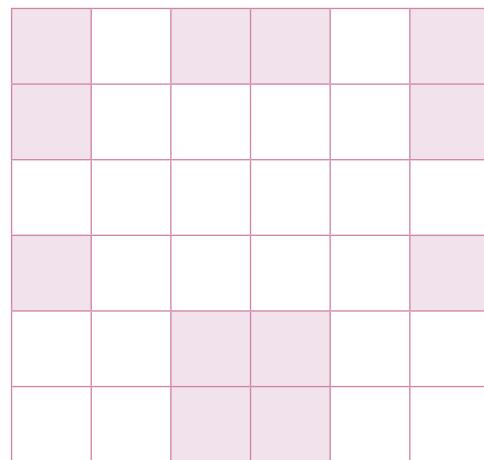
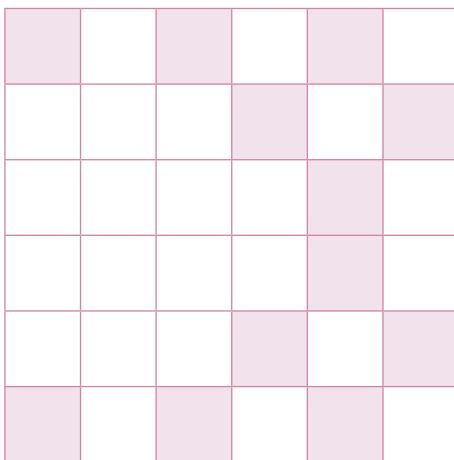
5

Complete the patterns to make them symmetrical.



6

Draw a line of symmetry on each pattern.

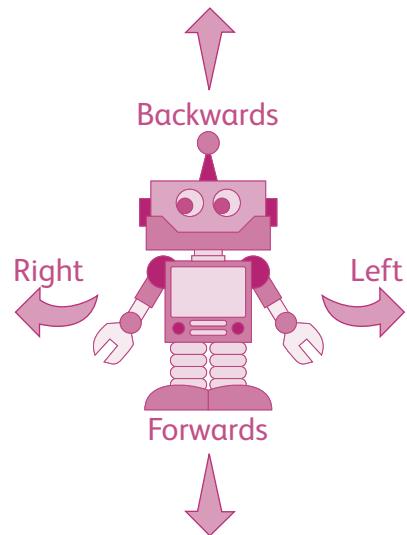


Position and movement

The robot can move forwards, backwards, left and right.

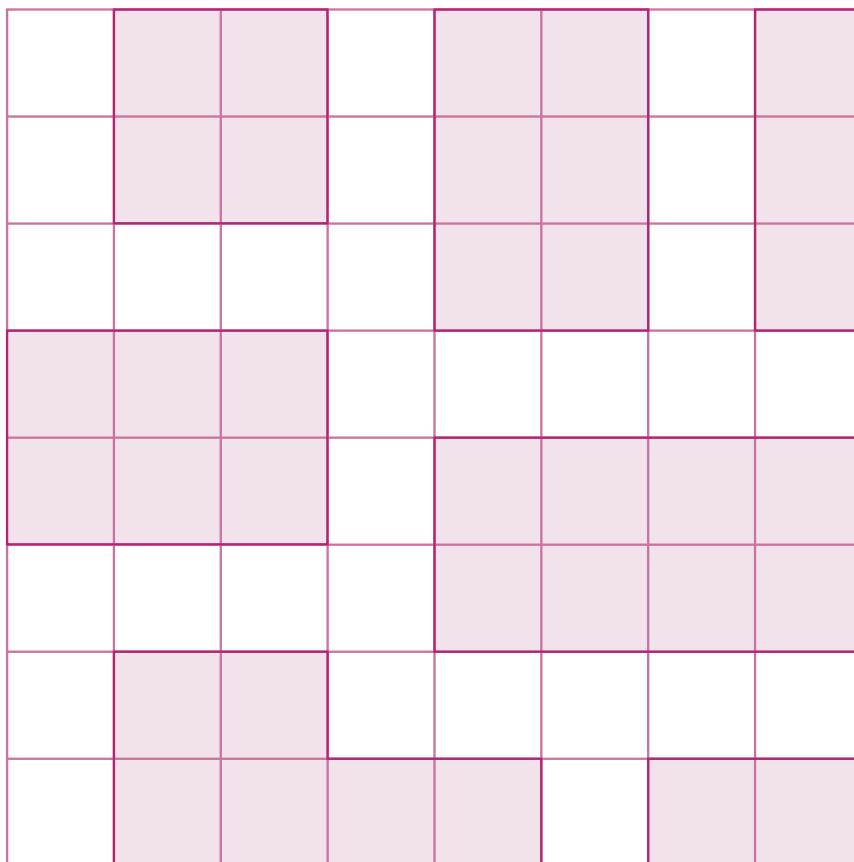
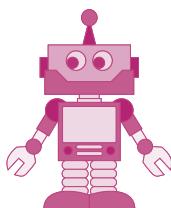


Imagine you are
the robot. Which
way do you need
to go?



Help the robot move through the maze.

Follow the directions on page 67.



1

Follow the directions. Which shape does the robot walk to?

a Forwards 3 squares, left turn, forwards 3 squares, right turn, backwards 2 squares.



b Forwards 3 squares, left turn, forwards 3 squares, right turn, forwards 4 squares, left turn, forwards 4 squares.



c Forwards 3 squares, left turn, forwards 3 squares, right turn, forwards 1 square, left turn, forwards 4 squares.

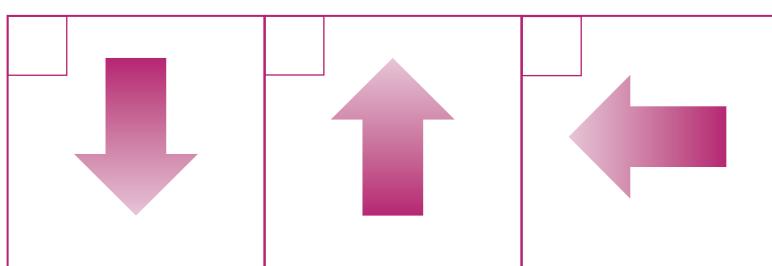


d Forwards 3 squares, left turn, forwards 3 squares, right turn, forwards 3 squares, right turn, forwards 3 squares, left turn, forwards 2 squares.

**2**

The shape moves a quarter-turn anti-clockwise.

Tick the correct shape in each row.

a**b**

Self-assessment

Unit 12 Geometry and problem solving



I understand this well.



I understand this, but
I need more practice.



I don't understand
this.



I need more
help with ...



Self-check statements

I can look at pictures of 2-D shapes and name them.

I can sort sets of 2-D shapes in different ways.

I can describe different shapes and talk about their properties.

I can draw a line of symmetry on a shape.

I can complete a symmetrical picture by drawing the 'other half'.

I can name 3-D shapes.

I can find and describe shapes around me.

I can describe the 2-D shapes on the faces of 3-D shapes.

Unit 13 Number and problem solving

Can you remember?

$20 + 10 = \boxed{}$

$20 + 20 = \boxed{}$

$20 + 30 = \boxed{}$

$50 + 10 = \boxed{}$

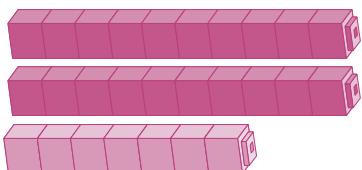
$50 + 20 = \boxed{}$

$50 + 30 = \boxed{}$

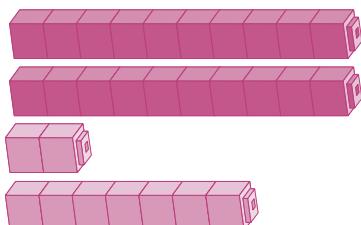
Addition and subtraction

1

a

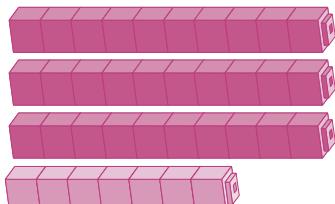


$20 + 7 = \boxed{}$

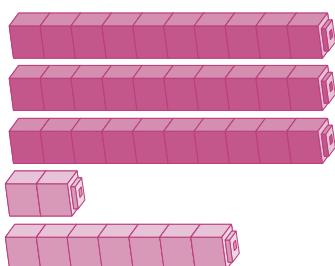


$22 + 7 = \boxed{}$

b



$30 + 7 = \boxed{}$



$32 + 7 = \boxed{}$

2

a $22 + 27 = \boxed{}$

b $45 + 13 = \boxed{}$

c $64 + 23 = \boxed{}$

$32 + 27 = \boxed{}$

$45 + 23 = \boxed{}$

$64 + 33 = \boxed{}$

3

There are 18 motorbikes and 21 cars on the ferry.

How many vehicles are there altogether?

4

Choose the best method to solve the calculations.

Complete the table.

| Find the difference (counting on) | Take away (counting back) | $81 - 78$ | $73 - 69$ |
|--------------------------------------|------------------------------|-----------|-----------|
| $57 - 54 =$ | $82 - 3 =$ | $52 - 49$ | $76 - 12$ |
| | | $53 - 8$ | $49 - 7$ |
| | | $86 - 5$ | $28 - 23$ |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

5

Solve the calculations.

a $89 - 87 =$

b $46 - 45 =$

c $55 - 4 =$

d $78 - 7 =$

e $38 - 32 =$

f $29 - 4 =$

6

There are 67 seats on an aeroplane. Complete the table.

| Day | Empty seats | Passengers |
|-----------|-------------|------------|
| Monday | 4 | |
| Tuesday | 5 | |
| Wednesday | | 61 |
| Thursday | | 59 |

Multiplication and division

1

Count in 2s, 5s and 10s to work out the answers.

a

How many wellington boots are there?

b

How many arms do the starfish have altogether?

c

How much money is there?

2

a Colour in the multiples of 3.

b Circle the multiples of 4.

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 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 |

3

Solve the calculations.

$45 \div 5 = \boxed{}$

$60 \div 10 = \boxed{}$

$20 \div 2 = \boxed{}$

$40 \div 5 = \boxed{}$

$50 \div 10 = \boxed{}$

$18 \div 2 = \boxed{}$

$35 \div 5 = \boxed{}$

$40 \div 10 = \boxed{}$

$16 \div 2 = \boxed{}$

4

Solve the calculations.

$15 \div 3 = \boxed{}$

$15 \div 5 = \boxed{}$

Sometimes when we divide, there are some left over.

$16 \div 3 = \boxed{}$

$16 \div 5 = \boxed{}$

$17 \div 3 = \boxed{}$

$17 \div 5 = \boxed{}$



5

The children had 12 shells. They put 4 shells on each sandcastle.

How many sandcastles are there?

6

The children had 13 flags. They put 4 flags on each sandcastle.

How many sandcastles are there?

How many flags are left over?

7

There are 14 sandwiches at the picnic. There are 4 sandwiches for each child. How many children are there?

How many sandwiches are left over?

8

There are 15 figs at the picnic. There are 4 figs for each child.

How many figs are left over?

Missing number problems

1

There are 20 counters. Carlos hides some under the cup.
How many counters are under the cup?









2

Solve the calculations.

$46 - 45 = \boxed{}$

$\boxed{} - 2 = 65$

$63 + \boxed{} = 69$

$\boxed{} + 7 = 99$

$37 - 31 = \boxed{}$

$\boxed{} - 26 = 1$

3

Make up a story for each number sentence.

Example

$12 + \boxed{} = 20$
 $=$

Rosi had 12 marbles. She was given more marbles.

She then had 20 marbles.

How many marbles was Rosi given?

a $18 + \boxed{} = 20$

b $30 - \boxed{} = 25$

Self-assessment

Unit 13 Number and problem solving



I understand this well.



I understand this, but
I need more practice.



I don't understand
this.



I need more
help with ...

Self-check statements



I can add some two-digit numbers and
explain my method.

I can show how to solve word problems
using pictures or objects.

I can find the difference between two near
numbers and can explain how to subtract by
taking away and by finding the difference.

I know all the doubles of multiples of 5
up to double 50.

I can solve problems by counting in twos,
fives and tens.

I can describe patterns of $3\times$ and $4\times$ tables
on the 100 square.

I understand that division can leave some
left over.

I can explain the methods I use to solve
problems and solve number sentences with
missing numbers.

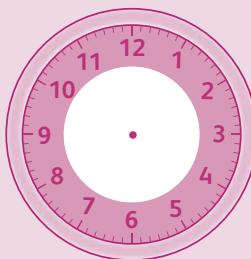
I can make up a story for a missing number
calculation.

Unit 14 Measure and problem solving

Can you remember?

Draw the hands on the clock to show half past 9.

Which day comes before Friday?



Money

1

Draw a circle around three coins to make each total.

| | |
|--------|--|
| \$1.05 | |
| \$1.25 | |
| \$1.75 | |

2

Use two notes and three coins to make \$20.75.

3

Lemons cost \$1 each and oranges cost \$1.50 each.

a Mia buys 5 lemons and 2 oranges.



How much change does she get from \$10?

b Kadir buys 3 lemons and 3 oranges.

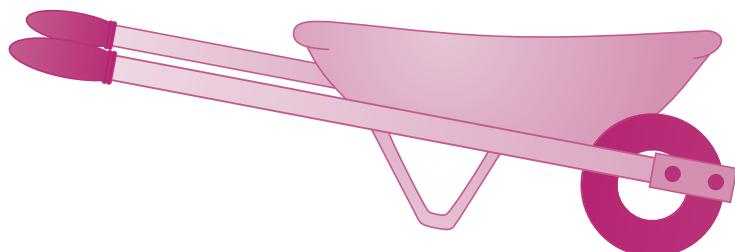
How much change does he get from \$10?

Measuring capacity

1

Estimate the capacity of these containers. Draw lines to match.

10 l



100 l



250 ml



2 l



2

Use <, > or = to compare the amounts.



3

How much water is in each measuring jug?

a



b



c



d



4

You will need
a measuring jug and water

a Pour these amounts into the jug.

- 200 ml
- 250 ml
- 450 ml
- 1000 ml

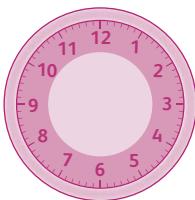
b Will the total amount fill a 2-litre bottle?



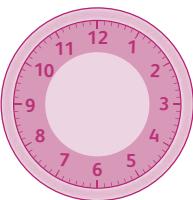
Time

- 1** Draw the hands on each analogue clock to match the digital time.

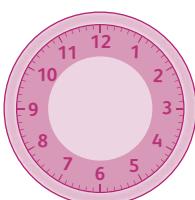
6:00



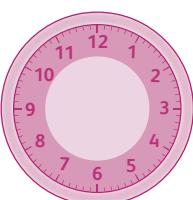
1:30



12:00



5:30



- 2**

Write the times in order from earliest to latest.



- 3**

Julio went into the dentist at 4 o'clock. He was there for 1 hour.
What time did he come out?

- 4**

Mia went into the hairdresser at 1 o'clock. She left at 3 o'clock.
How long was she at the hairdresser?

5

Choose the best unit to measure the time of each event.
Draw lines to match.



brushing your teeth

seconds



minutes

a plane journey



hours

winking your eye

6

a How many days are there in five weeks?

b How many months are there in two years?

Self-assessment

Unit 14 Measure and problem solving



I understand this well.



I understand this, but
I need more practice.



I don't understand
this.



I need more
help with ...

Self-check statements



I can pay for items with a mix of coins and notes.

I can work out the change when I pay for an item.

I can compare the capacity of containers.

I can use measuring jugs to find the capacity of different containers.

I can read the time to the half-hour on digital and analogue clocks.

I know the different units we use to measure time.

I know how many days there are in a week and how many months there are in a year.