Mathletics

Series B Student

Numbers

My name

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Series B – Numbers

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Contents

Series Author:

Rachel Flenley

Numbers to 10 – counting

1 Let's count to 10. Show each number using cubes.

	1	one
	2	two
	3	three
	4	four
	5	five
	6	six
	7	seven
	8	eight
	9	nine
	10	ten

2 Now practise counting forwards and backwards to 10.

Numbers to 10 – counting

You will need: number cards 1–10 linking cubes

1 How many? Show the number using cubes, then find the correct number card and write the answer in the box.

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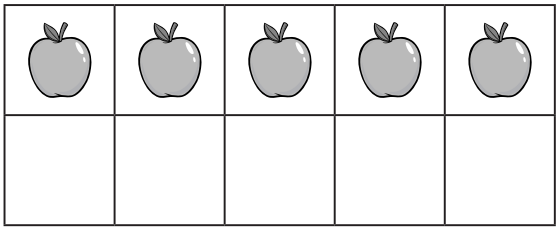

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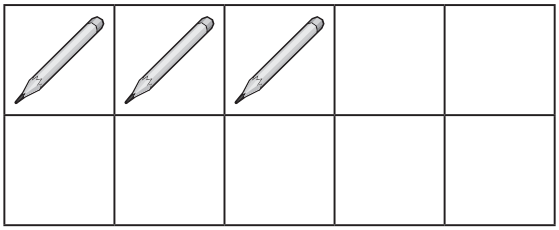

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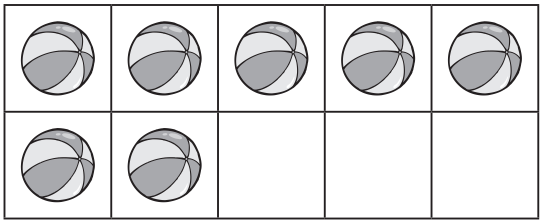

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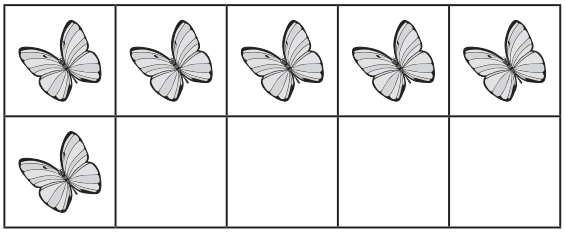

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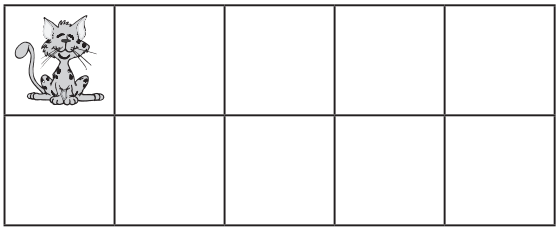

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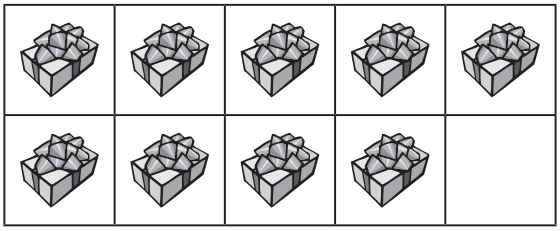

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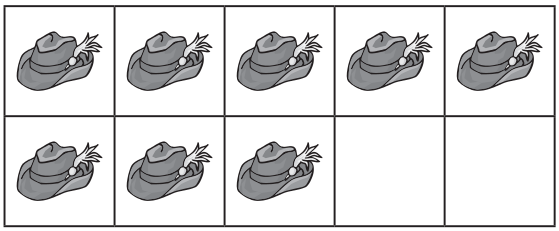

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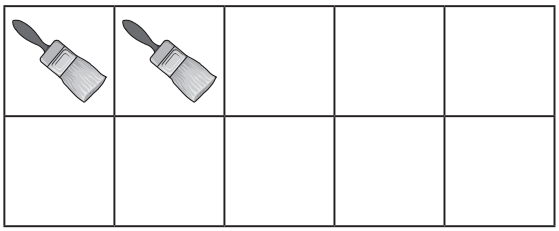
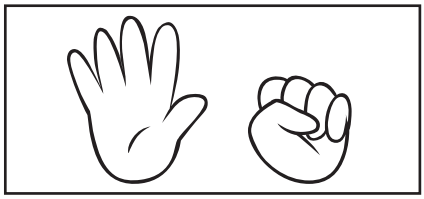


Numbers to 10 – counting

1 How many fingers?

a 

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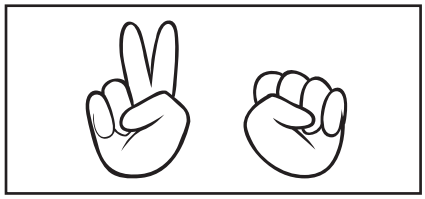
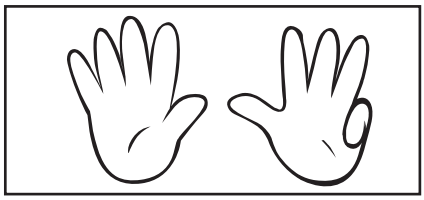
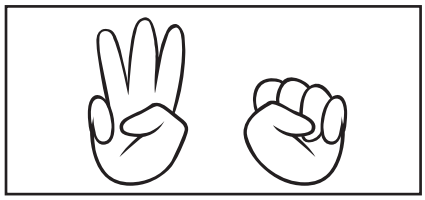
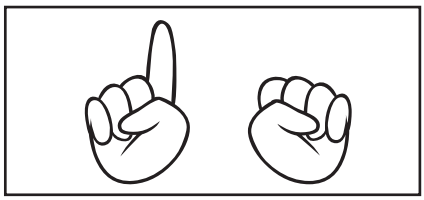
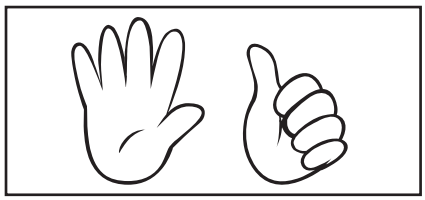
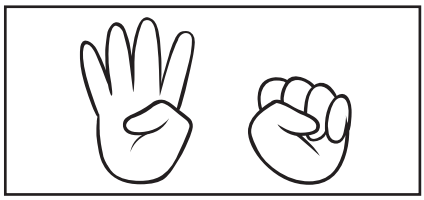
b 

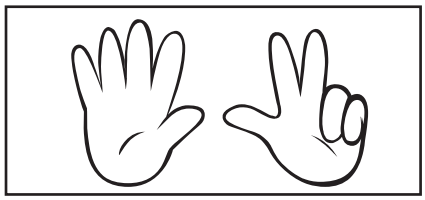
c 

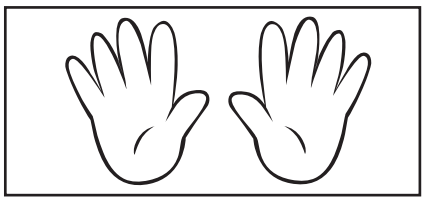
d 

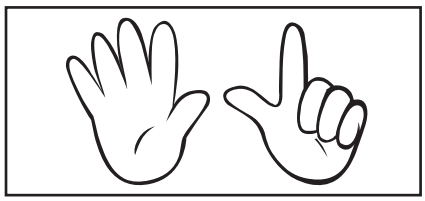
e 

f 

g 

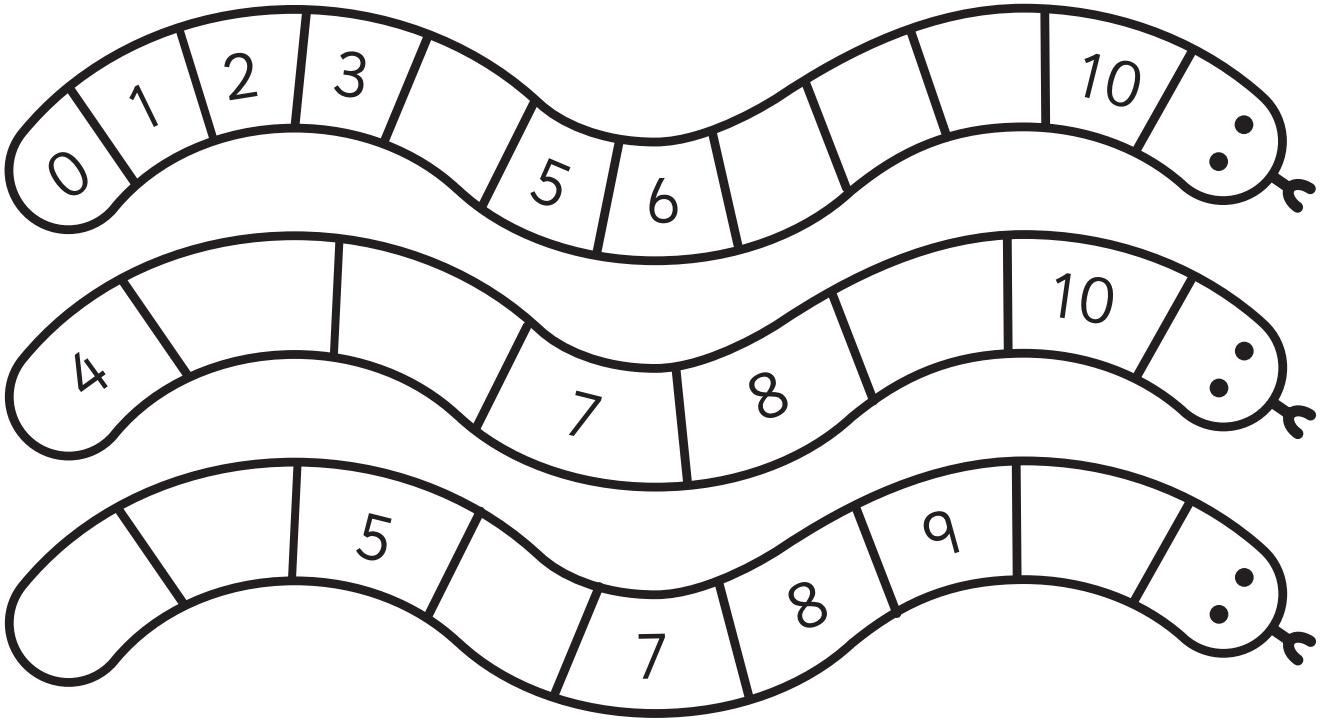
h 

i 

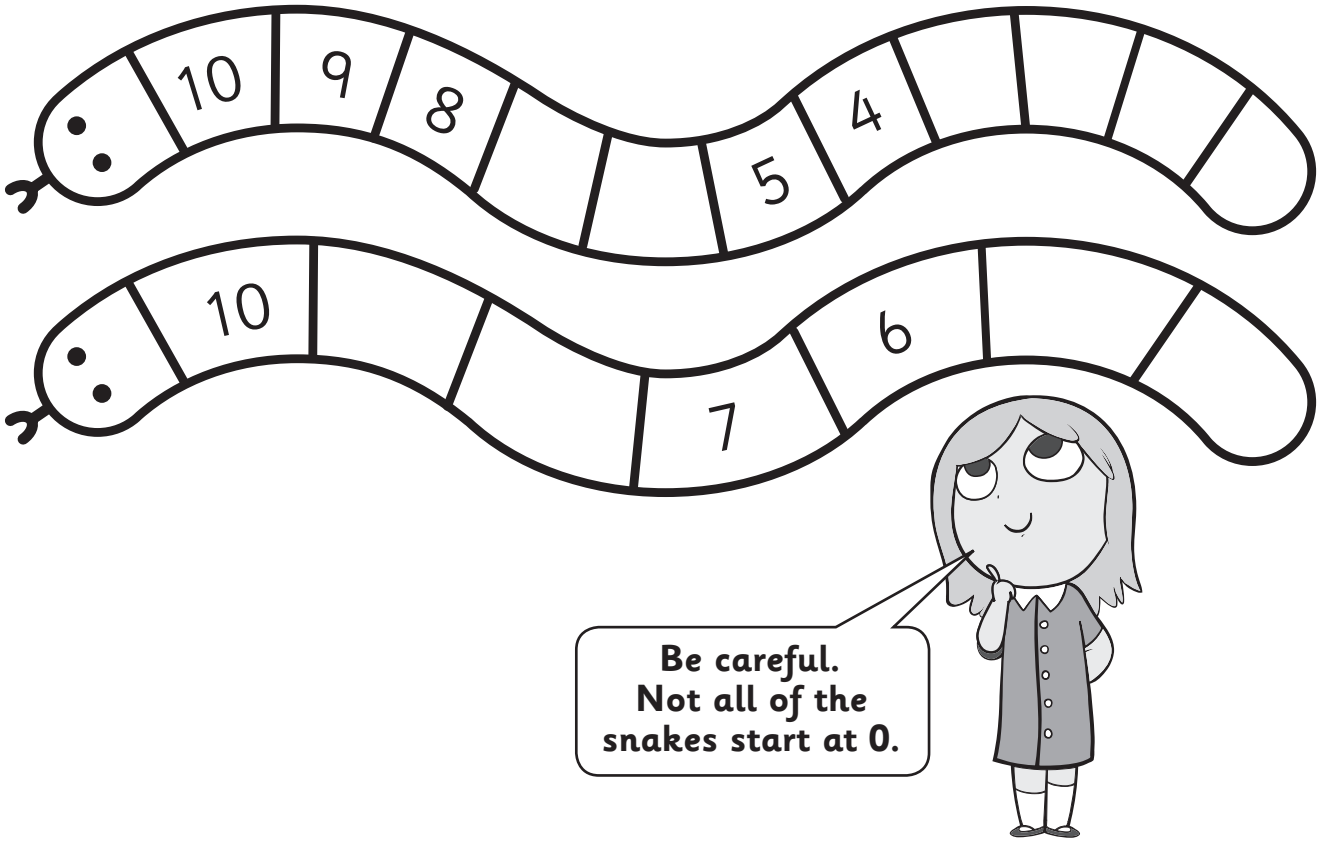
j 

Numbers to 10 – counting

1 Count forwards along the snakes. Fill in the missing numbers.



2 Count backwards along the snakes. Fill in the missing numbers.

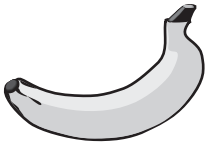
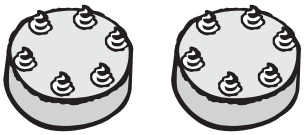
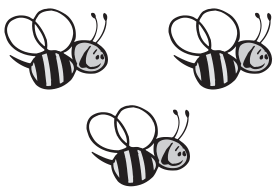
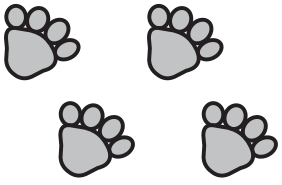


Numbers to 10 – numbers in words

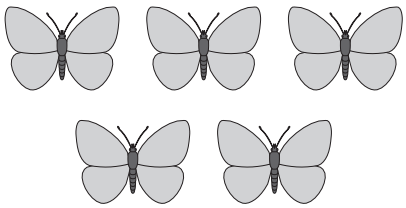
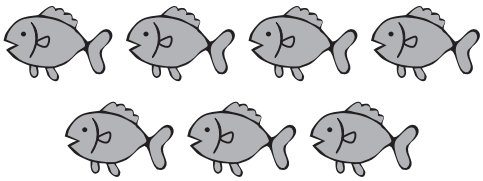
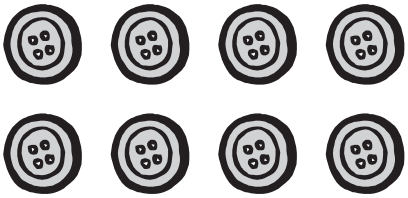
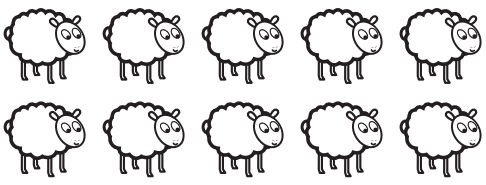
Numbers can be also be written in words.

1	one	6	six
2	two	7	seven
3	three	8	eight
4	four	9	nine
5	five	10	ten

1 Trace the numbers to 10 in numerals and words.

1		one
2		two
3		three
4		four

Numbers to 10 – numbers in words

5		five
6		six
7		seven
8		eight
9		nine
10		ten

Numbers to 10 – numbers in words

You will need: a partner, 10 counters, scissors

C copy

What to do:

Cut out the cards and spread them out face up. Decide who will go first.

Player 1, close your eyes and take some of the counters without counting. Open your eyes. Count the counters and take the card with the matching number. Put the counters back.

Player 2, have a turn. Keep going until all the cards are gone.

If the number has been taken already, bad luck! You miss that turn. The player with the most cards at the end of the game, wins.

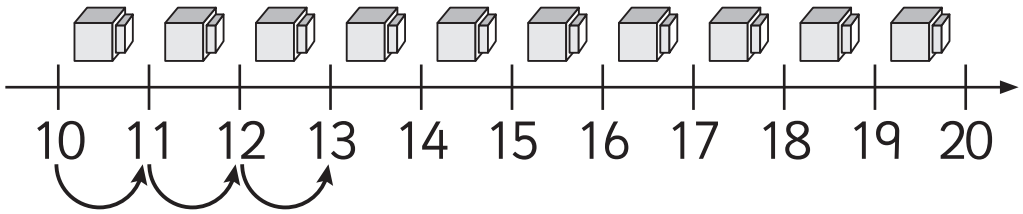
one	two	three	four	five
six	seven	eight	nine	ten

Help

1	2	3	4	5	6	7	8	9	10
one	two	three	four	five	six	seven	eight	nine	ten

Numbers to 20 – counting

Let's count from 10 to 20.



1 Draw the cubes to match the number.

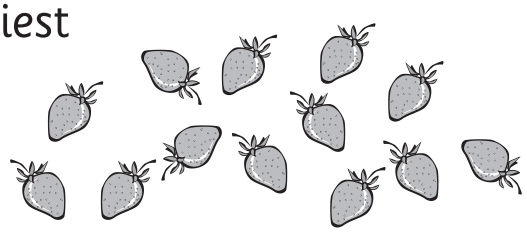
	11	eleven
	12	twelve
	13	thirteen
	14	fourteen
	15	fifteen
	16	sixteen
	17	seventeen
	18	eighteen
	19	nineteen
	20	twenty

2 Why was it helpful to have 10 cubes already drawn in?

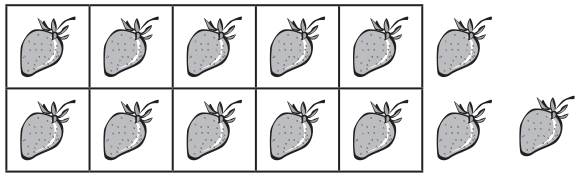
Numbers to 20 – counting

When we count objects, it's often easiest to make groups and then count on.

How many strawberries are there?

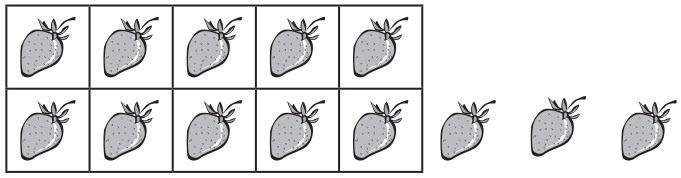


Make 10 and count on.

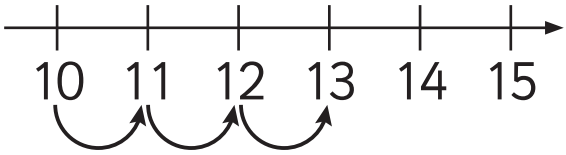


10 and 3 make 10

10 + 3 = 10



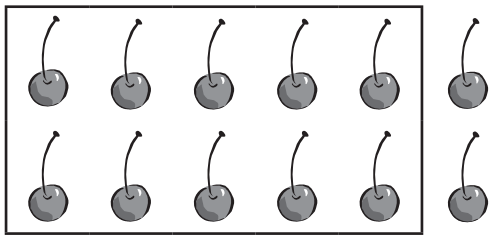
There are 13 strawberries.



You can use a number line to count on from 10.

1 Make 10 and count on.

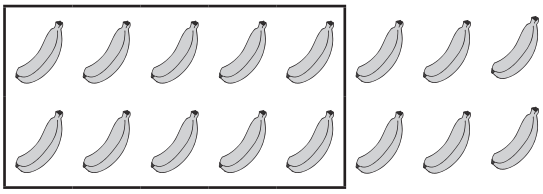
a



10 and ☐ make ☐

10 + ☐ = ☐

b

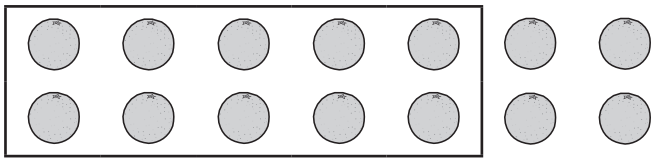


10 and ☐ make ☐

10 + ☐ = ☐

Numbers to 20 – counting

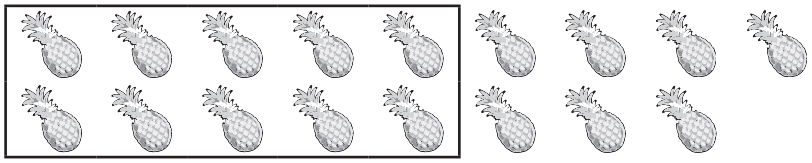
1 c



10 and ☐ make ☐

10 + ☐ = ☐

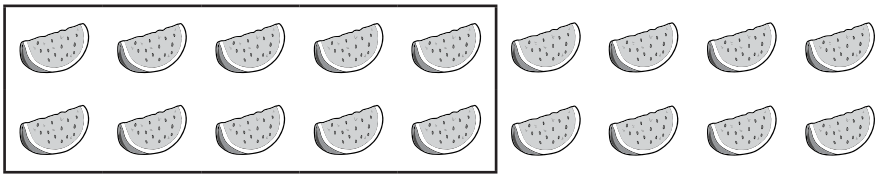
d



10 and ☐ make ☐

10 + ☐ = ☐

e



10 and ☐ make ☐

10 + ☐ = ☐

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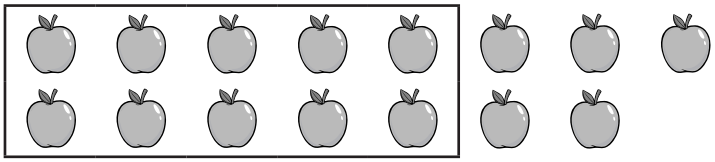


10 and ☐ make ☐

10 + ☐ = ☐

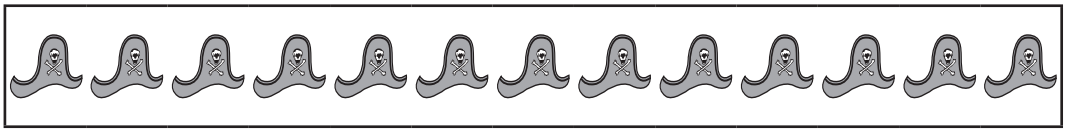
Numbers to 20 – counting

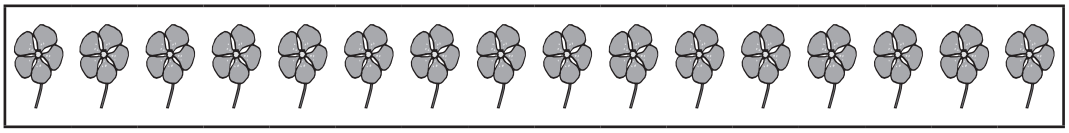
1 Make ten and then count on. Write the number in the box.

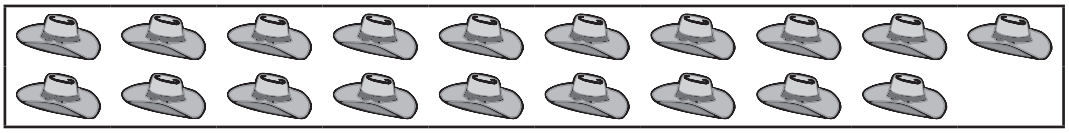
a 

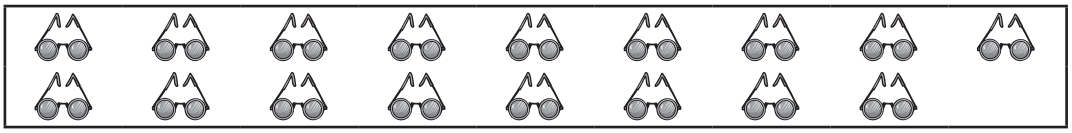
b 

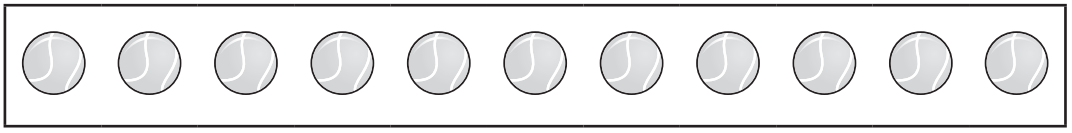
c 

d 

e 

f 

g 

h 

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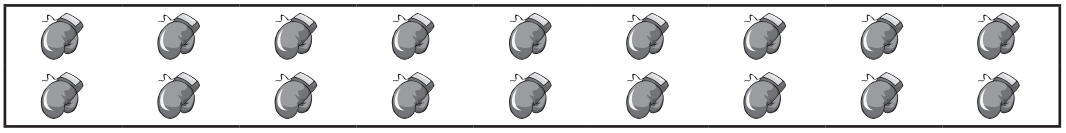
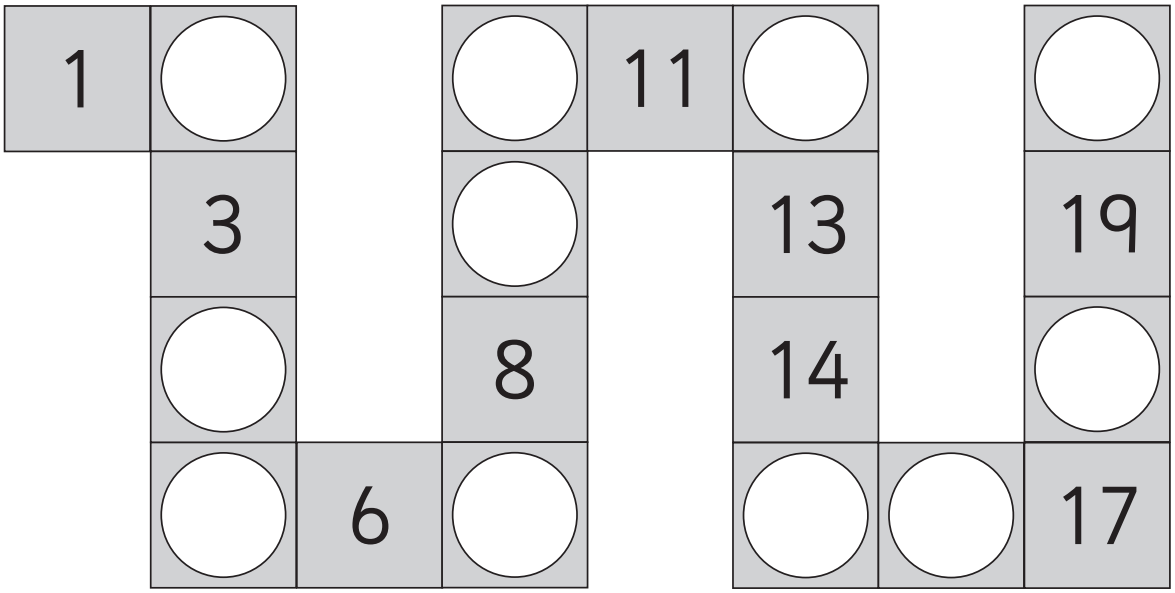
j 

Help 10 11 12 13 14 15 16 17 18 19

Numbers to 20 – counting

1 Fill in the missing numbers.



2 Say these counting numbers out loud. Are they in the right order? If not, put them in the right order. Say them again. Do they sound right now?

a

1	2	3	7	9	5	10	8	4	6
1									

b Try these.

11	12	14	13	15	18	17	16	19	20
11									

Numbers to 20 – counting

You will need:  a partner  a counter

What to do:

Decide who will go first. Player 1, put a counter over one of the numbers. Player 2, guess the hidden number. If you guess right, write down the number. Swap. Can you both get to 10 numbers?

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

Name: _____

Name: _____

Numbers to 20 – counting

1 Climb down the ladders and fill in the missing numbers.

a

10
9
0

b

20
19
18
15
11

2 Practise counting backwards from 20 out loud to a friend. Each time you do it with help, draw a little ☺. Each time you do it without any help, draw a big ☺.

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

Numbers to 20 – counting from different starting points

1 Count forwards along these paths. Fill in the gaps.

a

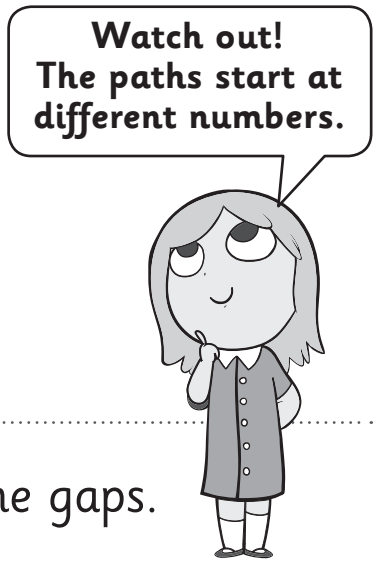
11	12								

b

7	8					

c

5	6					



2 Count backwards along these paths. Fill in the gaps.

a

10	9									0

b

19			16			

3 Work with a friend. Choose a number that is 20 or less. Close your eyes and together, count back from that number to zero. Every time you do it right, give yourselves a backwards ↘ tick!

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

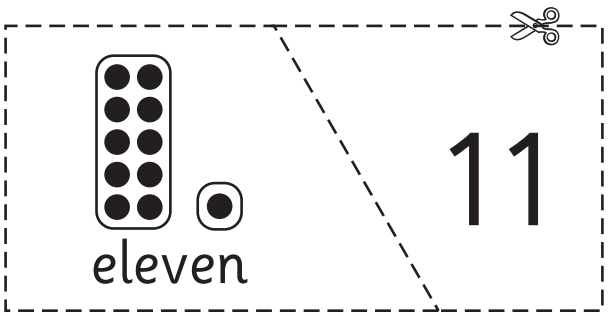
Numbers to 20 – numbers in words

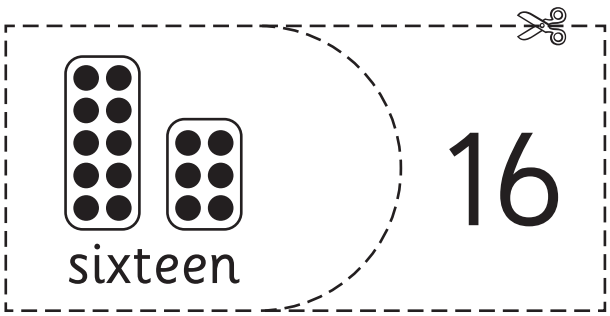
1 Look cover write check the numbers names below and then write the matching number.

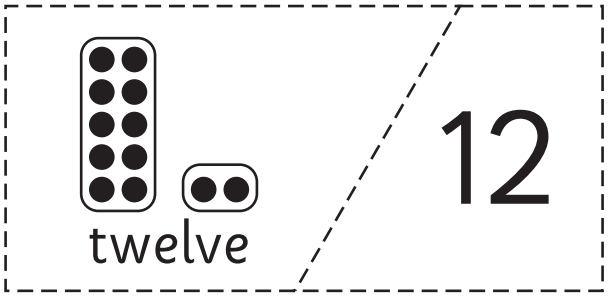
eleven		
twelve		
thirteen		
fourteen		
fifteen		
sixteen		
seventeen		
eighteen		
nineteen		
twenty		

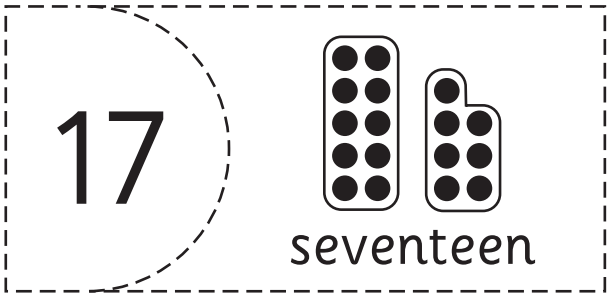
Numbers to 20 – numbers in words

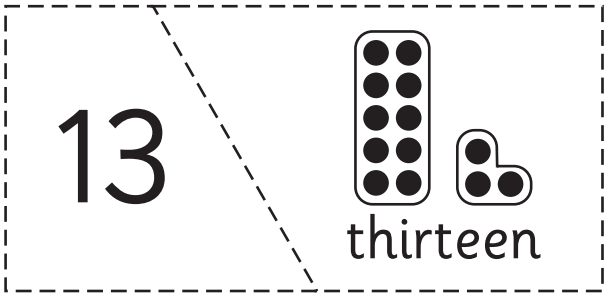
1 Cut out the words and numbers. Mix them up and then join the number to the right word. Glue the pairs into your maths book.

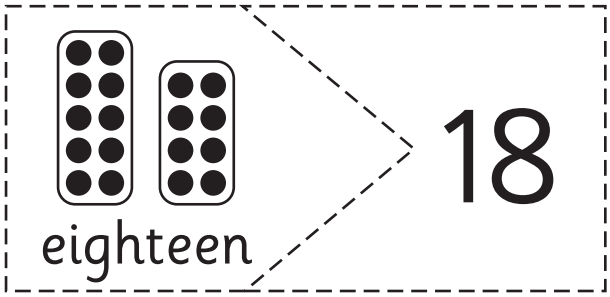


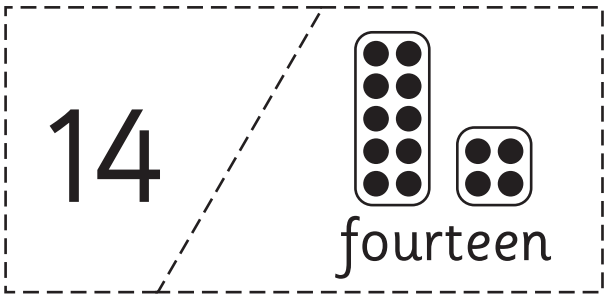


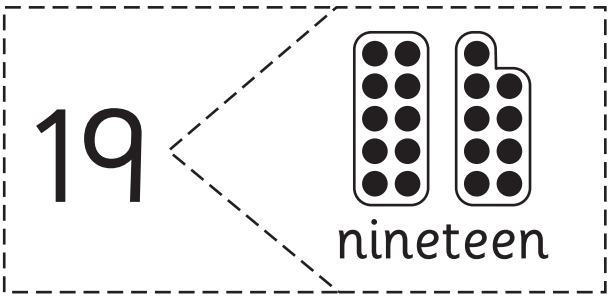


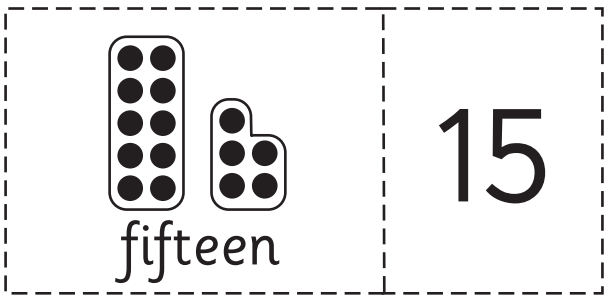


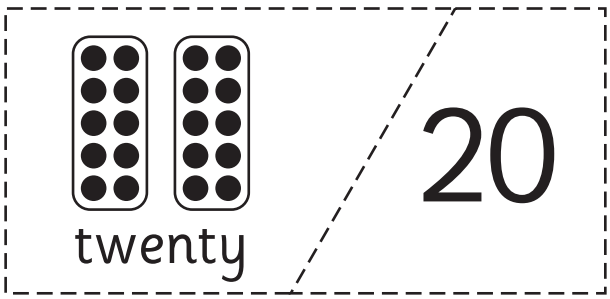












Numbers to 20 – numbers in words

You will need:  a partner  scissors

copy

What to do:

Cut out the playing cards below.

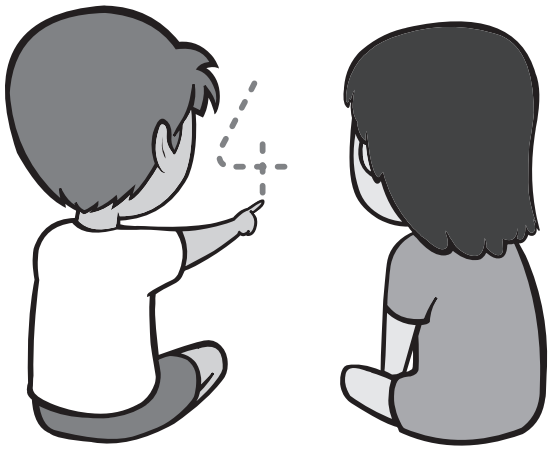
Turn the cards face down. Take turns to turn over 2 cards. If the number and the number name match, keep those cards.

nine	eight	eleven	twelve
thirteen	fourteen	fifteen	sixteen
seventeen	eighteen	nineteen	twenty
9	8	11	12
13	14	15	16
17	18	19	20

Numbers to 20 – numbers in words

You will need: a partner a pencil

What to do:



Sit next to your partner. Decide who will go first.

Player 1, draw a number between 1 and 20 in the air. Player 2, guess the number. If you guess it, write the number and its name in a box below. If you disagree, get another person to watch and decide. Play until you both have 10 numbers.

What to do next:

Are these right? ☑ the right ones. If they are wrong, write them properly.

a You write seventeen like this 71

b You write fourteen like this 14

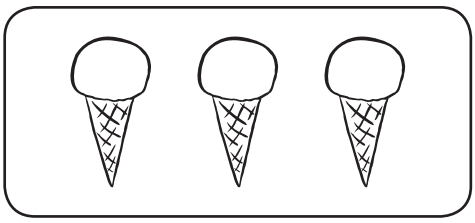
c You write sixteen like this 61

d You write nineteen like this 19

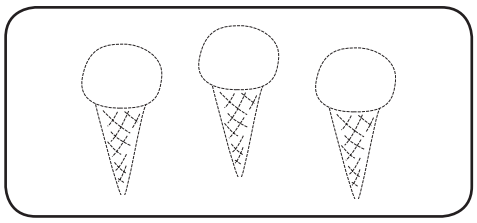
Numbers to 20 – comparing numbers

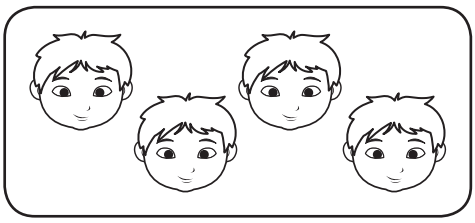
When groups have the same amount we say they are **the same** or **equal**.

1 Draw pictures to make the groups the same.



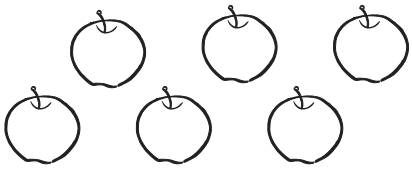
is **equal** to





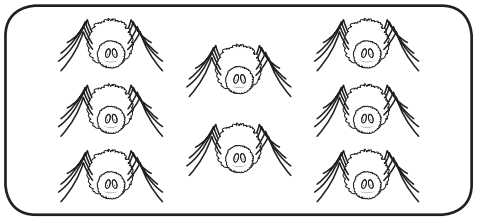
is the same as

is **equal** to



If groups **do not** have the same amount we say they are not equal. This means one group has **more than** or **less than** the other.

2 Draw pictures so that:



is **not equal** to

is **not equal** to

Numbers to 20 – comparing numbers

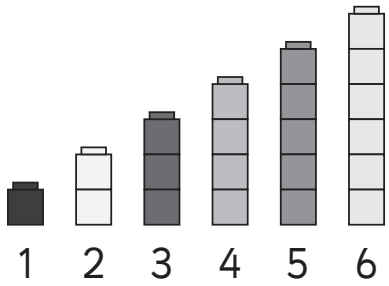
Here are some words that we use when we talk about number.

the same as greater not equal
bigger less smaller
equal to most least
greatest more fewer

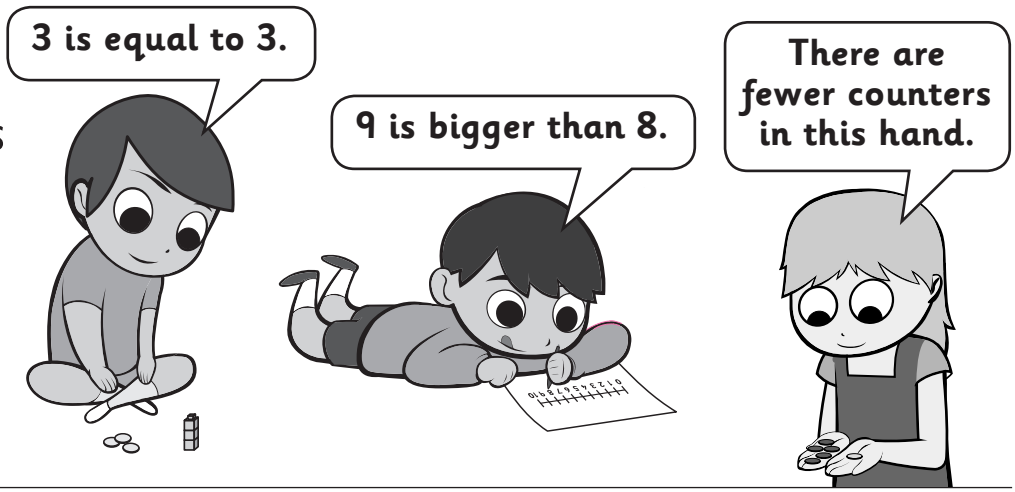
You will need: a partner, counters, a number line, linking cubes

What to do:

Make some number towers using cubes.
Start at 1 and make a tower for each number to 20.



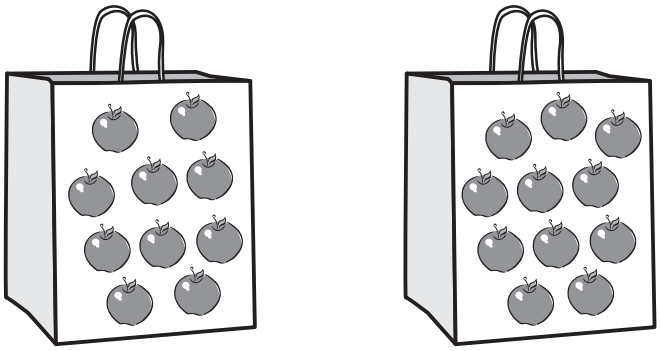
Take turns to explain the words above using your number towers, counters or the number line.



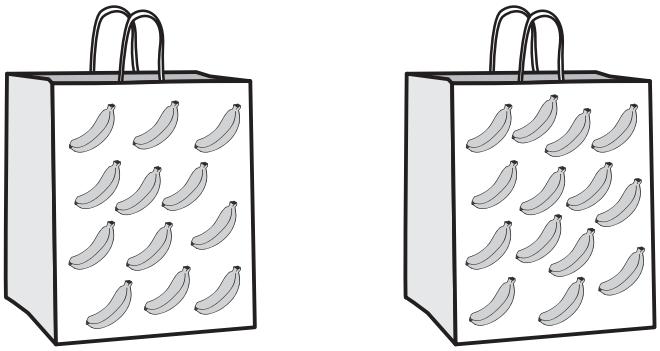
Numbers to 20 – comparing numbers

1 Count the fruit and compare using **more** or ***fewer***.

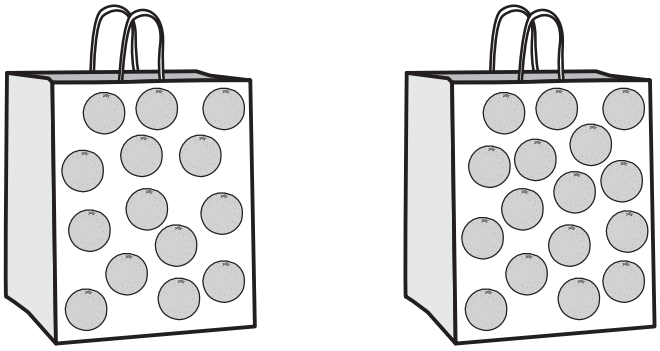
a Circle the bag that has ***fewer*** apples.



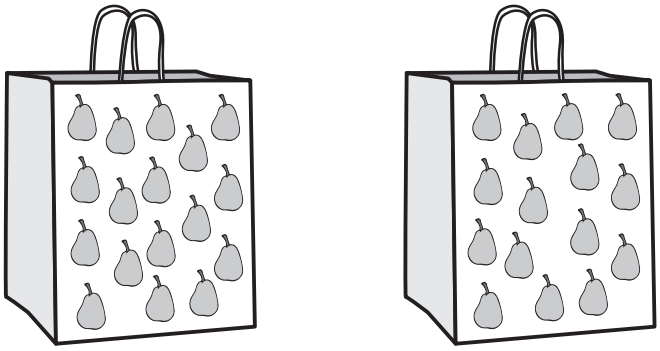
b Circle the bag that has **more** bananas.



c Circle the bag that has **more** oranges.



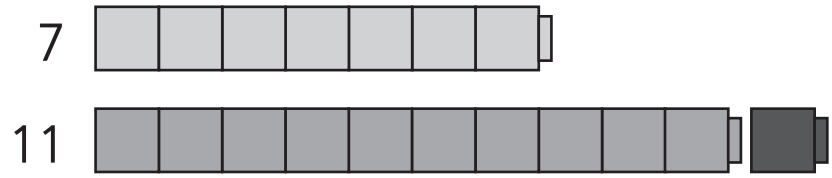
d Circle the bag that has ***fewer*** pears.



Hint: remember to make 10 and count on.

Numbers to 20 – comparing numbers

Let's compare numbers using **more** and **less**.



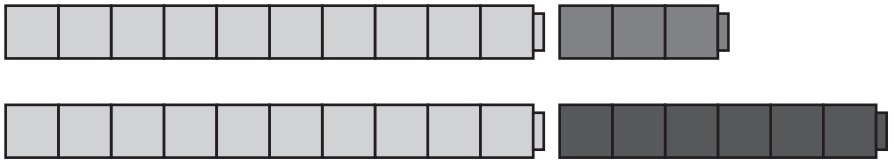
7 is **more** than 11

11 is **less** than 7

You will need: linking cubes

1 Use linking cubes to compare these numbers.

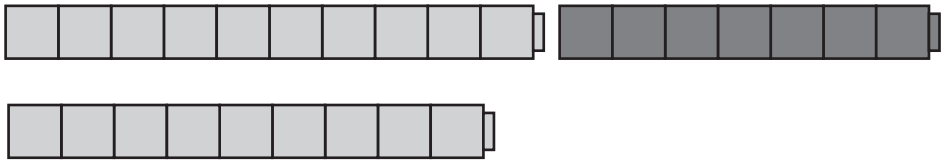
a



13 is _____ than 16.

16 is _____ than 13.

b



17 is _____ than 9.

9 is _____ than 17.

Numbers to 20 – comparing numbers

1 c 12

19

12 is ☐ than 19.

19 is ☐ than 12.

d 3

13

3 is ☐ than 13.

13 is ☐ than 3.

e 11

14

11 is ☐ than 14.

14 is ☐ than 11.

f 18

20

18 is ☐ than 20.

20 is ☐ than 18.

Numbers to 20 — comparing numbers

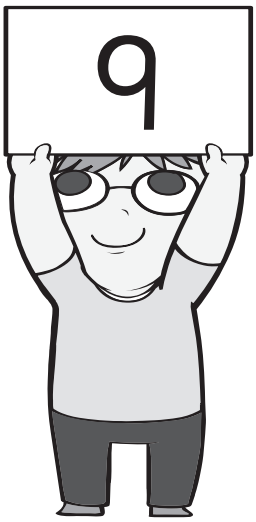
1 Circle the numbers

a that are more than 13. 11 16 17

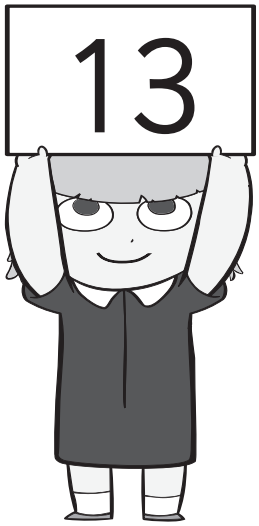
b that are less than 17. 13 20 15

c that are more than 14. 11 15 17

2 Write 3 numbers that are less than me. Write 3 numbers that are more than me.

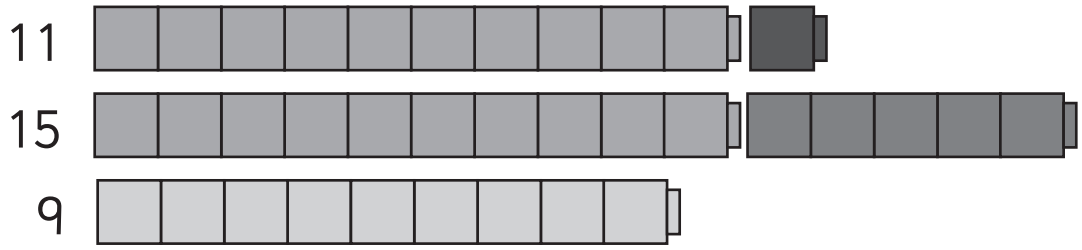
less than		more than
_____		_____
_____		_____
_____		_____

3 Write 3 numbers that are less than me. Write 3 numbers that are more than me.

less than		more than
_____		_____
_____		_____
_____		_____

Numbers to 20 — ordering numbers

Now let's compare three numbers.



11 is **less** than 15.
11 is **more** than 9.

15 is **more** than 11.
15 is **more** than 9.
15 is the **greatest**.

9 is **less** than 11.
9 is **less** than 15.
9 is the **smallest**.

Let's put them in order.

From **smallest** to **greatest** we start with the smallest number.

smallest — 9 — 11 — 15 → greatest

From **greatest** to **smallest** we start with the biggest number.

greatest — 15 — 11 — 9 → smallest

1 Compare 18, 15 and 19.

☐ is more than ☐

☐ is less than ☐

☐ is the greatest.

Now put them in order from **greatest** to **smallest**.

☐ ☐ ☐

2 Compare 13, 11 and 17.

☐ is smaller than ☐

☐ is bigger than ☐

☐ is the smallest.

Now put them in order from **smallest** to **greatest**.

☐ ☐ ☐

Numbers to 20 — ordering numbers

You will need:  a partner  scissors  counters

copy

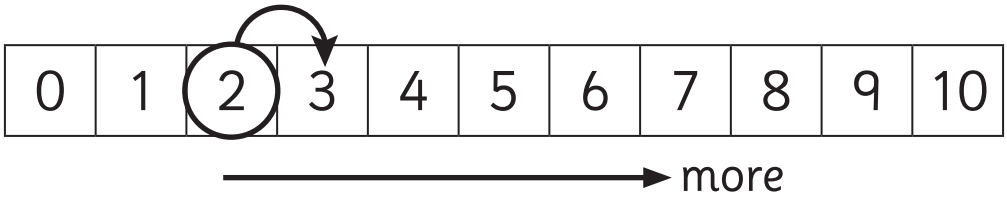
What to do:

Close your eyes and take 3 numbers. Put the numbers in order from greatest to smallest or smallest to greatest. Tell you partner which way you have ordered them, and ask your partner to check. Take a counter if you got it right. Put the numbers back. Swap jobs for the next round. Play 10 rounds.

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

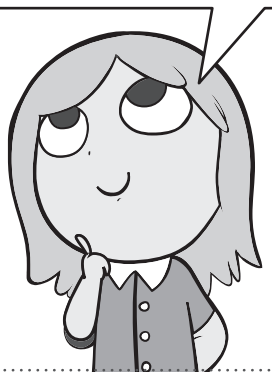
Numbers to 20 – 1 more and 1 less

We can use the number line to help us find 1 more than a number. We just need to move one square to the right.



1 Add the missing number on these number lines to show 1 more.

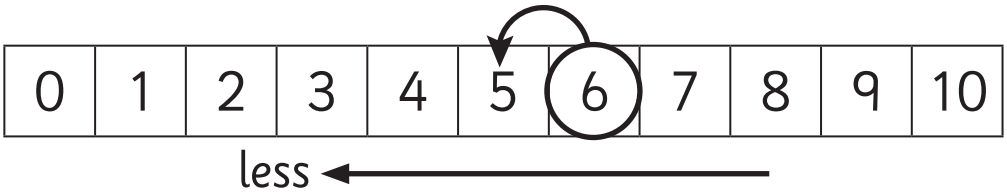
To find 1 more locate your number and move one square to the right.



a | 3 | 4 | | **b** | 7 | 8 | |

c | 5 | 6 | | **d** | 1 | 2 | |

We can also use the number line to count 1 less. This time we need to move one square to the left.



To find 1 less locate your number and move one square to the left.

2 Add the missing numbers in these number lines to show 1 less.

a | | 6 | 7 | **b** | | 1 | 2 |

c | | 9 | 10 | **d** | | 4 | 5 |

Numbers to 50 – counting

1 Join the dots from 1 to 50 to create this picture.

Numbers to 50 – counting

1 Colour the counting numbers from 20 to 50 to help the birthday girl find a path to her birthday cake.

20	21	11	19	25	26	27	28	49	50
19	22	23	24	15	7	8	29	48	19
13	42	17	6	33	32	31	30	47	6
2	37	36	35	34	30	29	45	46	39
24	38	39	40	41	42	43	44	27	38

2 Where will 50 steps take you? Work with a friend to find out. Where do you think you will end up after 50 steps? Take the steps, counting out loud as you go. Was it closer or further than you thought? Now try a new direction.

Numbers to 50 – counting

You will need:  a partner  a big outside space

What to do:

Fill in the backwards chart. You will use this to help with your counting.

50	49	48			45		43		41
40			37			34			
	29			26			23		21
20		18			15			12	
	9			6					

What to do next:

Go outside with your partner. One of you will be the walker and the other one will be the helper.

Walk backwards slowly and count from 50 to zero. The helper holds this chart and gives clues. They also make sure the walker stays safe and doesn't walk into a tree!

Swap jobs.

Numbers to 50 – counting

1 What numbers come next?

a	37	38						
b	25	26	27					
c	17							

2 What numbers come before?

a						41	42
b				20			23
c						33	34

3 What is another word that means **before**? What is another word that means **next**? Can you think of any more?

before	next

Numbers to 50 – before and after

1 Use the 50 chart to fill in the missing numbers on the puzzle pieces.

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

a

11	12	
21		

b

21		

c

1		

d

28		

e

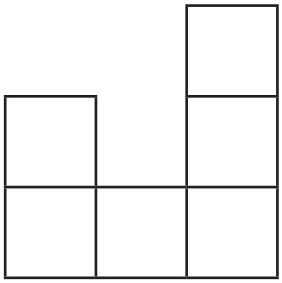
31		

f

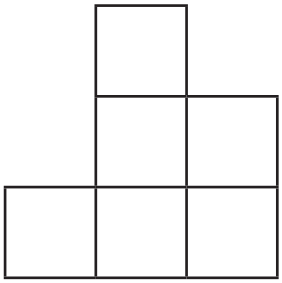
	26	

2 What numbers could go on these puzzle pieces?

a



b



Numbers to 50 – numbers in words

1 Practise writing these number words.

	Look	Trace	Write
20	twenty	twenty	_____
30	thirty	thirty	_____
40	forty	forty	_____
50	fifty	fifty	_____

2 Choose a number on the left and a number on the right that you think go together. Colour them the same colour. Explain your thinking to a friend.

5 five	40 forty
4 four	50 fifty
3 three	20 twenty
2 two	30 thirty

Numbers to 50 – numbers in words

You will need:  a partner  scissors

What to do:

Cut out the cards on these two pages. Spread out the numbers face down in 1 group and spread out the words face down in another group.

Decide who will go first. Player 1, turn over 1 card from the number group and 1 card from the word group. If they match, you keep the cards and get another turn. If not, turn them back over and Player 2 has a turn. Play till all the cards are gone. Who has the most cards at the end?

20	21	22	23	24
30	31	32	33	34
45	46	47	48	49
26	36	27	37	50

twenty	twenty-one
twenty-two	twenty-three
twenty-four	thirty
thirty-one	thirty-two
thirty-three	thirty-four
forty-five	forty-six
forty-seven	forty-eight
forty-nine	twenty-six
thirty-six	twenty-seven
thirty-seven	fifty

Numbers to 50 – counting in tens and ones

You will need:  a partner  pencils

What to do:

Each choose a number between 20 and 30 and write it down somewhere secret. Draw that number of stars in the box below.

What to do next:

Ask your partner to count the stars and write down how many there are. Were they right?

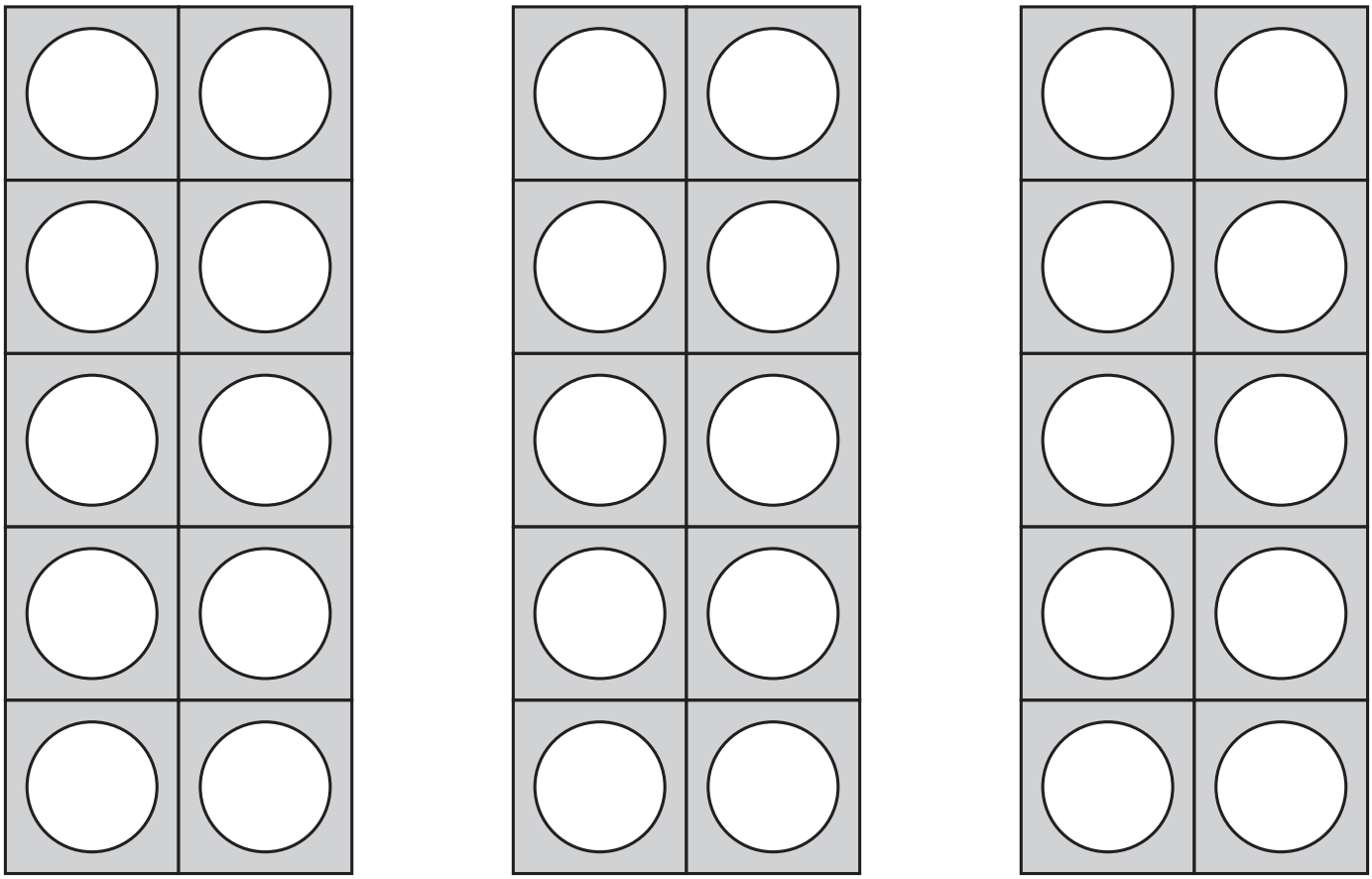
Ask them if they found the stars easy to count. If not, why not? Record their answer.

Numbers to 50 – counting in tens and ones

Now try:

Choose a different number between 20 and 30 and write it down somewhere secret.

This time draw the stars in the frames below. Draw 1 star in each circle.



What to do next:

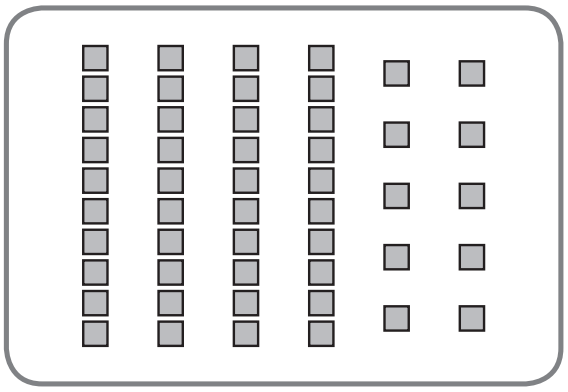
Ask your partner to count this new set of stars and write down how many there are. Were they right?

Ask them if the stars were easier to count this time? If so, why? Record their answer.

Numbers to 50 – counting in tens and ones

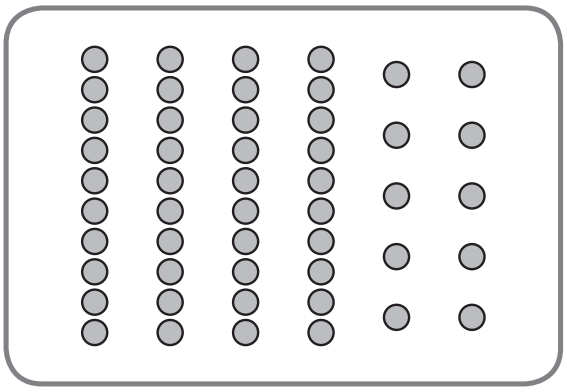
1 Circle the shapes to match the number.

a



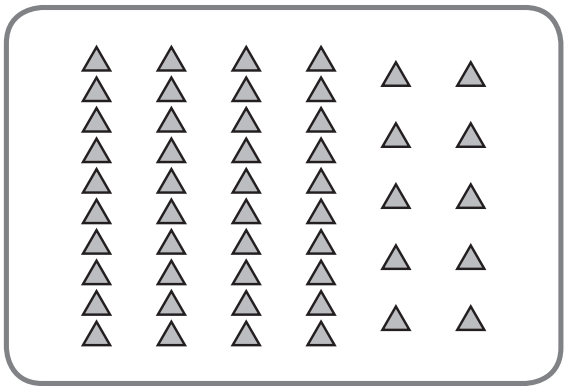
23

b



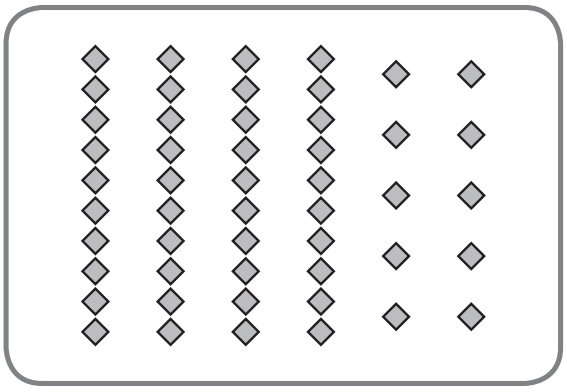
31

c



40

d

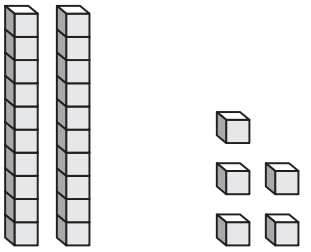


48

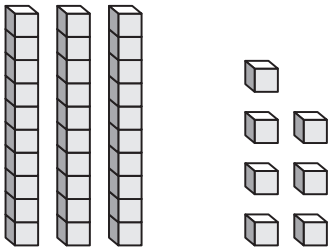
2 Draw 29 triangles. What is the best way to draw them so it is easy for someone else to count them?

Numbers to 50 – counting in tens and ones

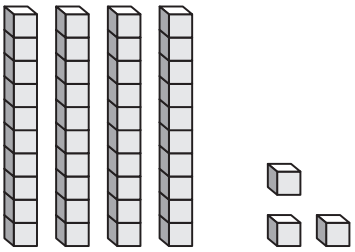
1 Count in tens and then count on in ones to find the missing numbers.



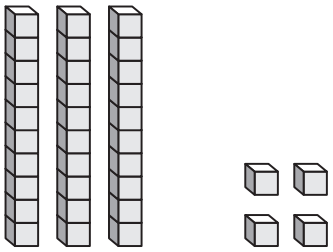
a 20 and ☐ make ☐



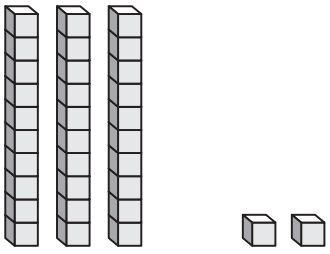
b 30 and ☐ make ☐



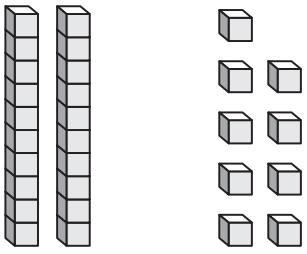
c ☐ and 3 make ☐



d ☐ and 4 make ☐



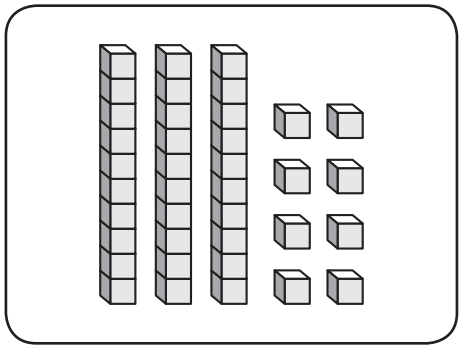
e ☐ and ☐ make ☐

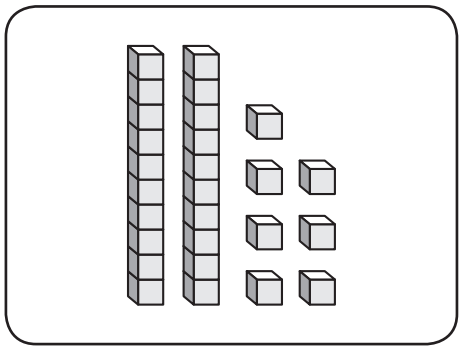


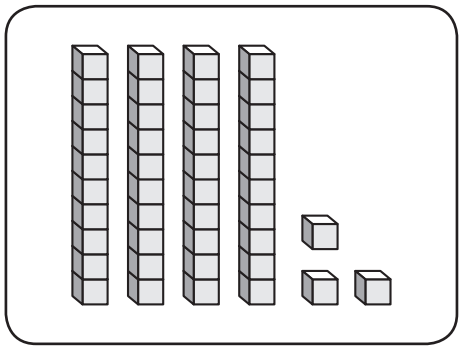
f ☐ and ☐ make ☐

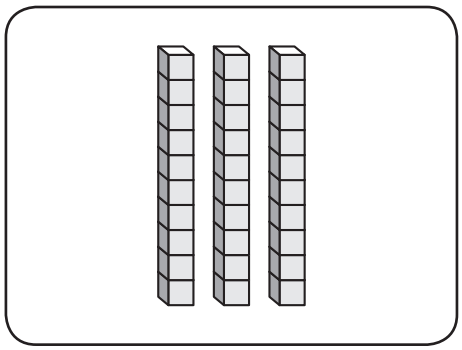
Numbers to 50 – counting in tens and ones

1 Match the image to the number.





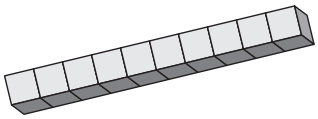
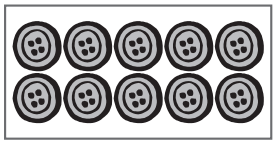




- 20 and 7 make 27
- 40 and 3 make 43
- 30 and 0 make 30
- 30 and 8 make 38

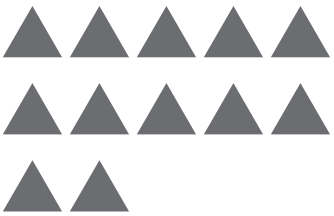
Numbers to 50 – place value

Our number system is organised around tens. We do this to make counting and reading numbers easier. Here are some ways to show tens.

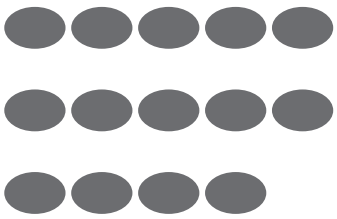
1 Circle the groups of ten. Write how many tens and how many ones.

a



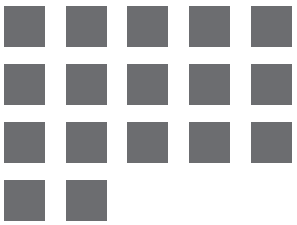
__ ten __ ones

b



__ ten __ ones

c

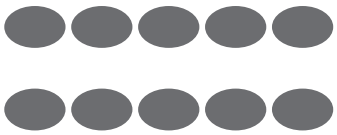


__ ten __ ones

d

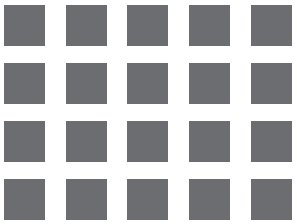
__ ten __ ones

e



__ ten __ ones

f

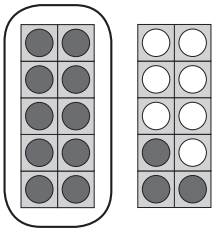


__ tens __ ones

2 Take a big handful of lolly sticks. Find a way to organise the lolly sticks into groups of tens and ones. Draw what you did here.

Numbers to 50 – place value

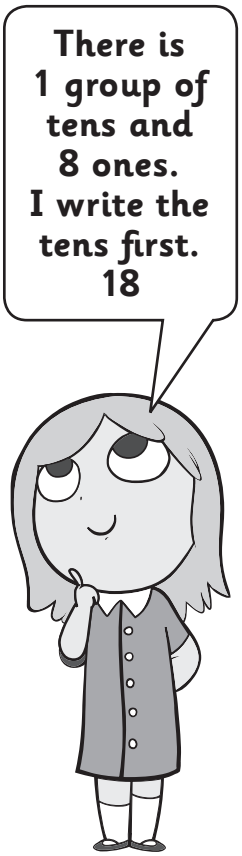
How many counters are there?



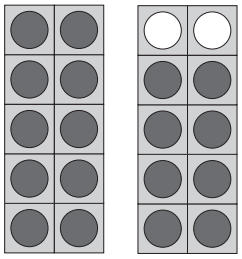
This is **1** group of ten and **3** ones.
We write the tens first. **13**.

Sometimes we call the ones 'units'. They mean the same thing.

1 Circle the full groups of tens. Write how many tens and how many ones. Then write the number.



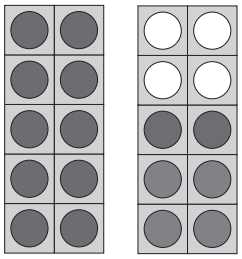
a



tens	ones

_____

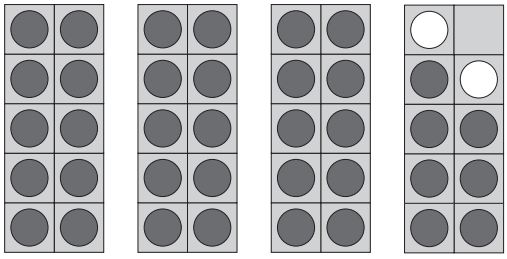
b



tens	ones

_____

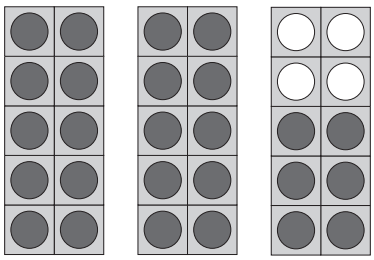
c



tens	ones

_____

d

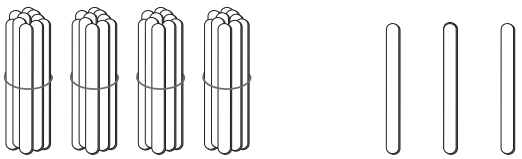


tens	ones

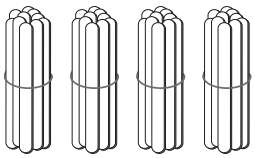
_____

Numbers to 50 – place value

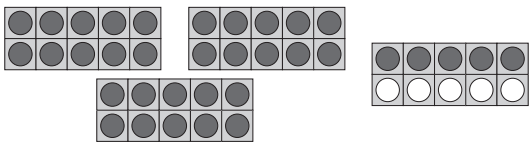
1 Combine the tens and ones to write the total.



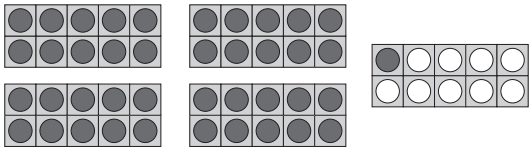
a 4 tens and 3 ones make 43



b _____ tens and _____ ones make _____



c _____ tens and _____ ones make _____



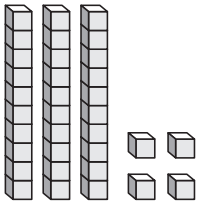
d _____ tens and _____ ones make _____

e _____ tens and _____ ones make _____

f _____ ten and _____ ones make _____

Numbers to 50 – place value

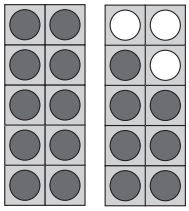
We can use place value cards to help us show how much each digit is worth in a number.



3 0	+	4	=	3	4

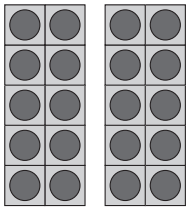
1 Count the number of tens and ones. Complete the place value cards. The first one has been done for you.

a



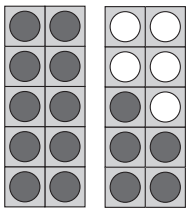
1 0	+	7	=	1	7

b



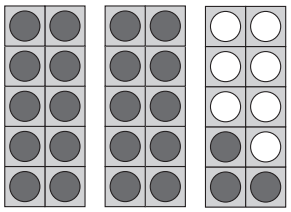
	+		=		

c



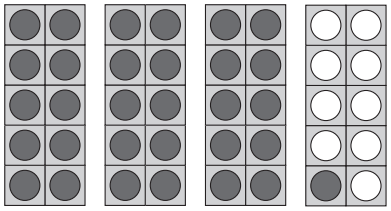
	+		=		

d



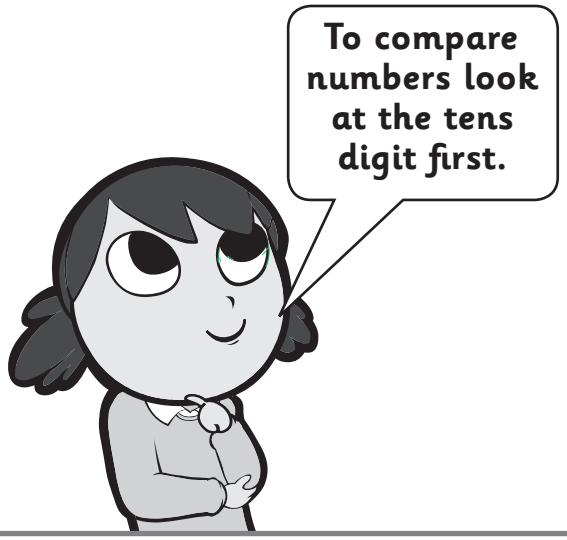
	+		=		

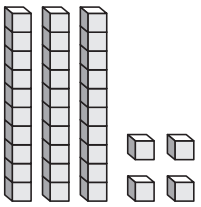
e



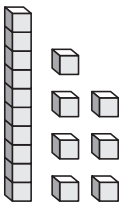
	+		=		

Numbers to 50 – comparing numbers





3 4



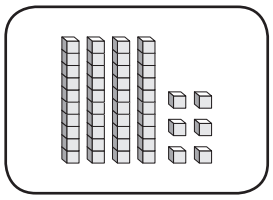
1 7

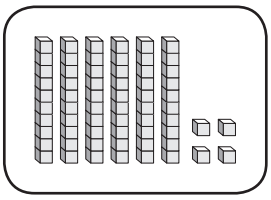
17 is smaller than 34.

34 if larger than 17.

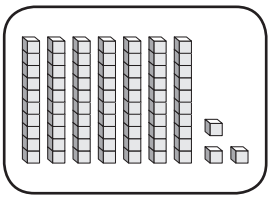
1 Write both numbers. Circle the bigger number.

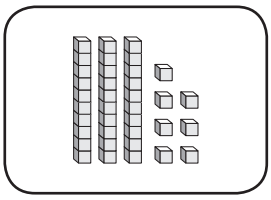
a





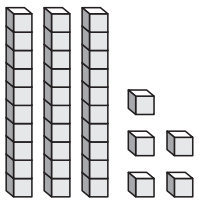
b

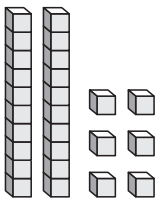


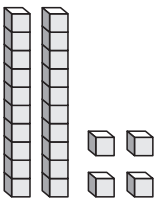


2 Write the numbers. Circle the smallest number.

a



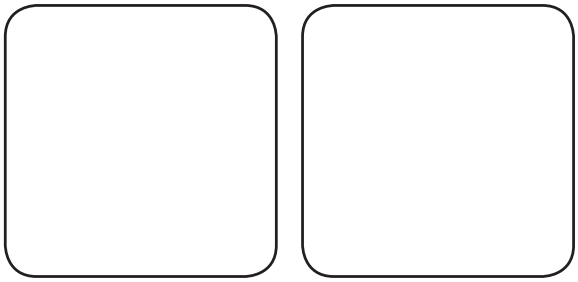




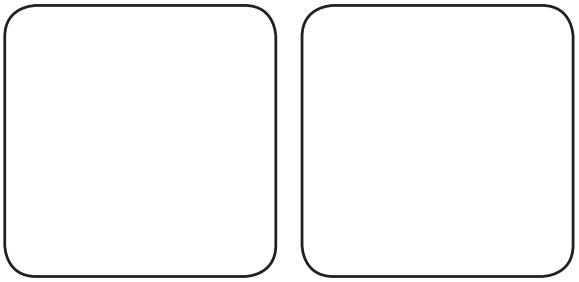
b 40 + 4 = ☐ 20 + 7 = ☐ 10 + 6 = ☐

Numbers to 50 – comparing numbers

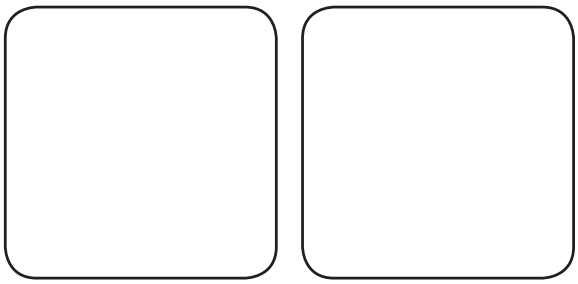
1 Use multilink cubes to compare these numbers then write **more** or **less**.



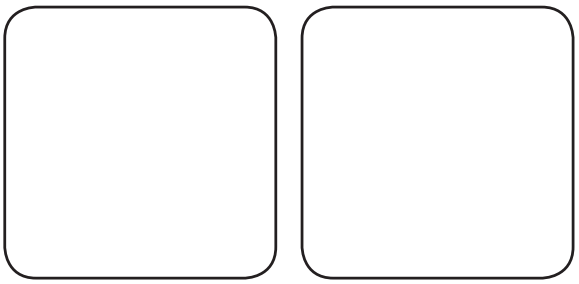
a 36 ☐ 47



c 19 ☐ 24



b 24 ☐ 42



d 28 ☐ 27

2 Circle the biggest number.

a 27 39 33

b 49 47 44

c 22 32 42

3 Circle the smallest number.

a 23 29 33

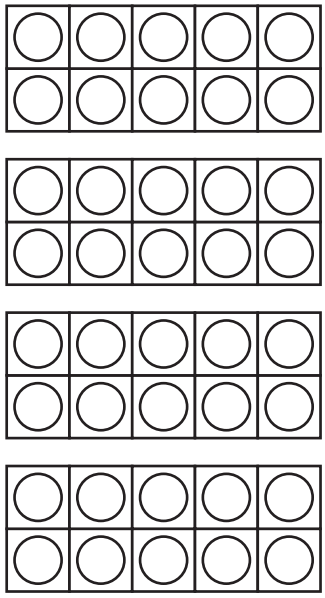
b 49 47 35

c 44 32 47

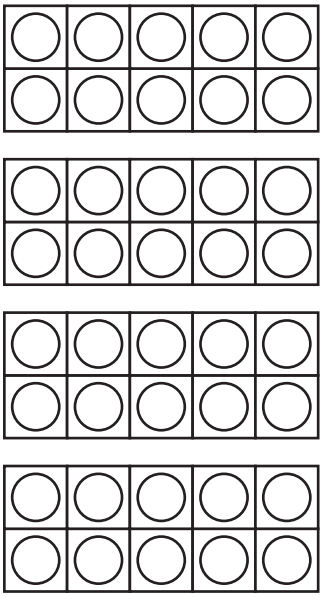
Numbers to 50 – comparing numbers

More than means bigger. **Less than** means smaller.

1 Max says 23 is more than 32. Is he right? Colour the tens frames to help you decide. Write **Yes** or **No**.

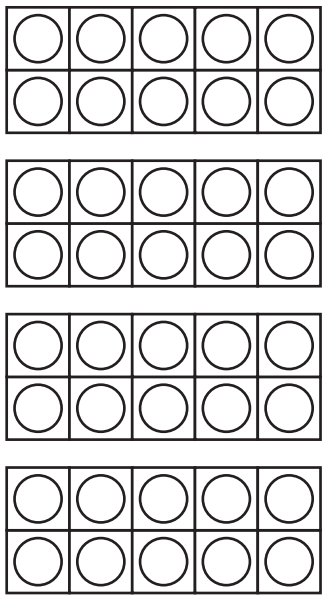


23

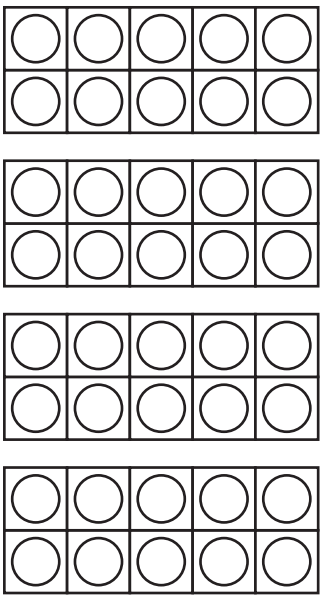


32

2 Now he says 12 is less than 21. Is he right? Colour the tens frames to help you decide. Write **Yes** or **No**.



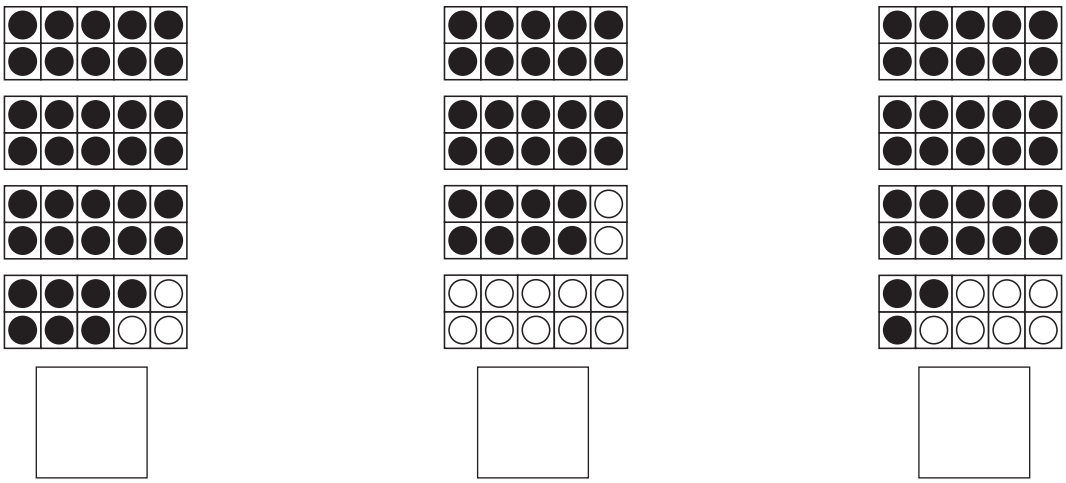
12



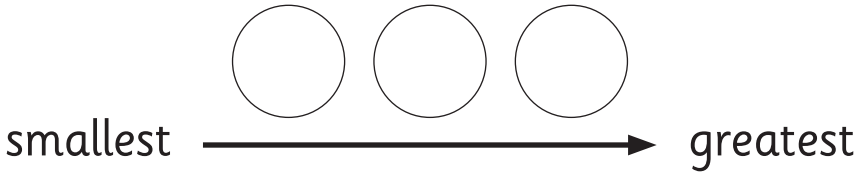
21

Numbers to 50 – comparing numbers

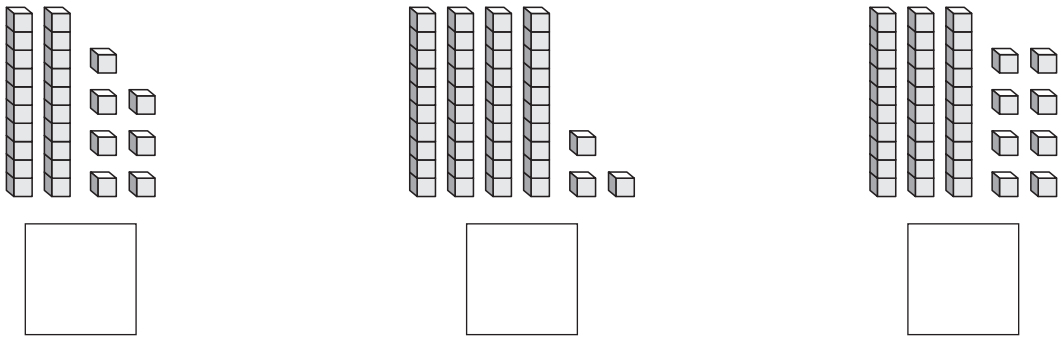
1 **a** Count and compare.



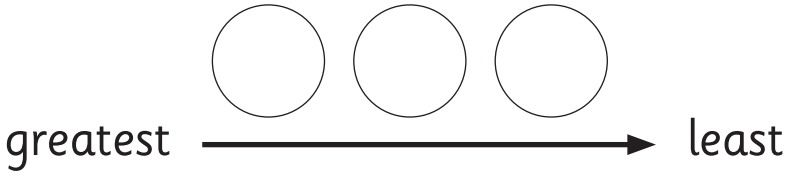
b Arrange from smallest to greatest.



2 **a** Count and compare.



b Arrange from greatest to least.



3 Write these numbers in order from least to greatest. Use linking cubes to help.

a 24 17 28 _____ **b** 36 44 38 _____

Numbers to 100 – numerals and words

1 Which is the right number for the words? Colour the right one.

twenty-three	23	32
forty-six	64	46
seventy-nine	97	79
forty-five	45	54
eighty-six	68	86

2 Practise writing these number words.

	Look	Trace	Write
60	sixty	sixty	
70	seventy	seventy	
80	eighty	eighty	
90	ninety	ninety	
100	one hundred	one hundred	

Numbers to 100 – numerals and words

You will need:  a partner  scissors  tape or  glue

copy

What to do:

Below are some numbers between 50 and 100. Say them out loud.

Cut them out and then cut carefully across the dotted lines. Spread out the card parts. Work with a friend to put the parts back together again.

When you are sure they are all right, stick them onto a piece of paper. Say them out loud again.

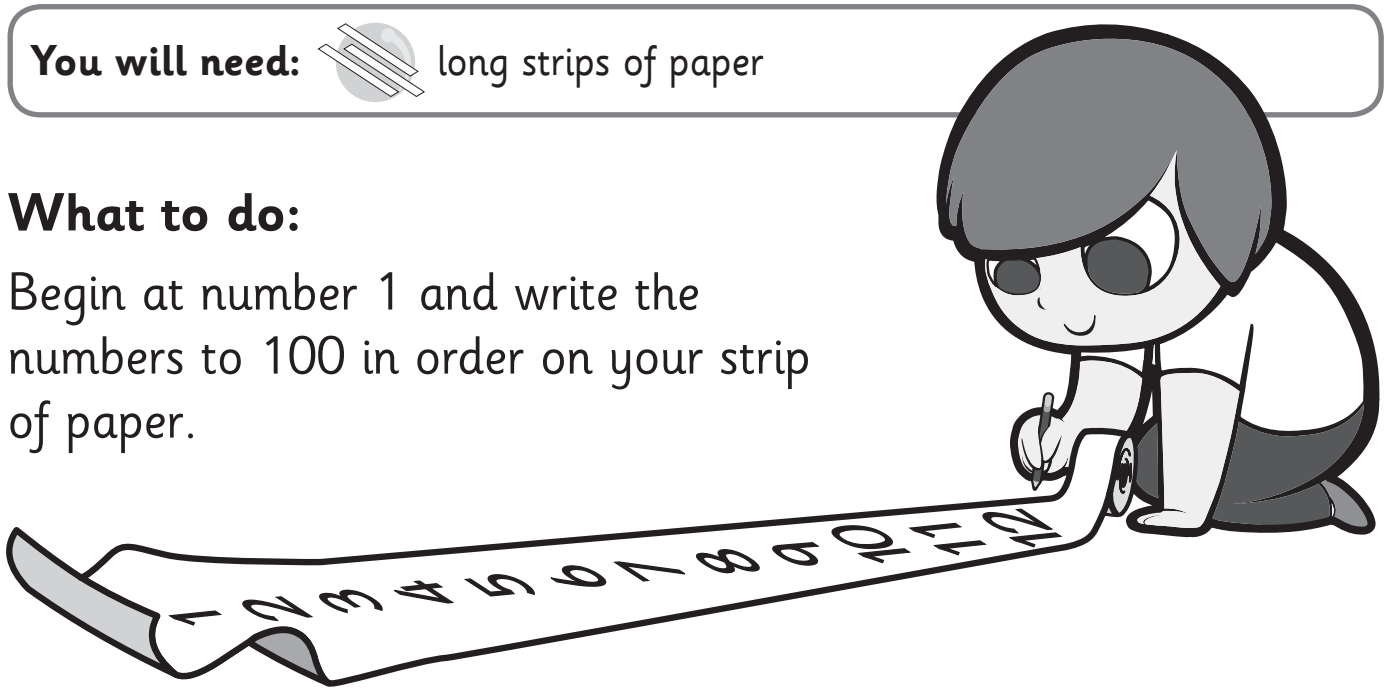
52	61	70	68
75	92	54	84
56	85	99	67

Here are the numbers you are joining.

52 61 70 68 75 92 56 85 99 67 54 84

Numbers to 100 – counting in 1s

You will need: long strips of paper



What to do:

Begin at number 1 and write the numbers to 100 in order on your strip of paper.

What to do next:

Can you keep going? How high can you go? Write your biggest 5 numbers here.

Try:

Find a way to measure how long your number strip is and record it here.

Numbers to 100 – counting in 1s

You will need:  a partner  a lolly stick with B on 1 side and F on the other

What to do:

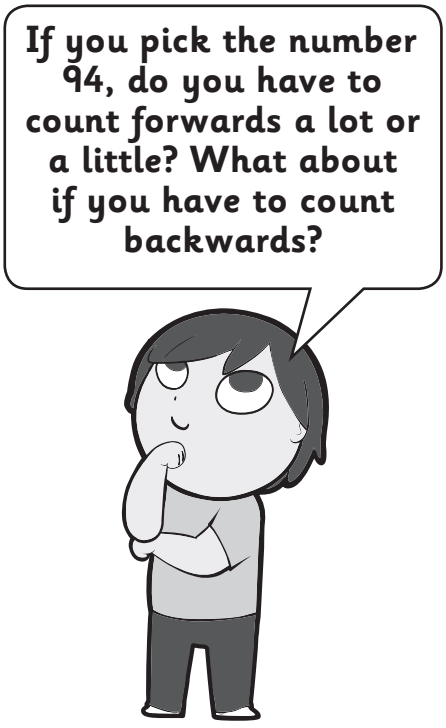
Decide who will go first. Player 1, choose a number between 0 and 100 and write it in the first box below.

Now flip the lolly stick. If it lands on F, count **forwards** from that number to 100. If it lands on B, count **backwards** from that number to 0. Player 2, check and help if needed. If Player1 gets it right, give them a tick.

Swap jobs. Play the game 3 times each.

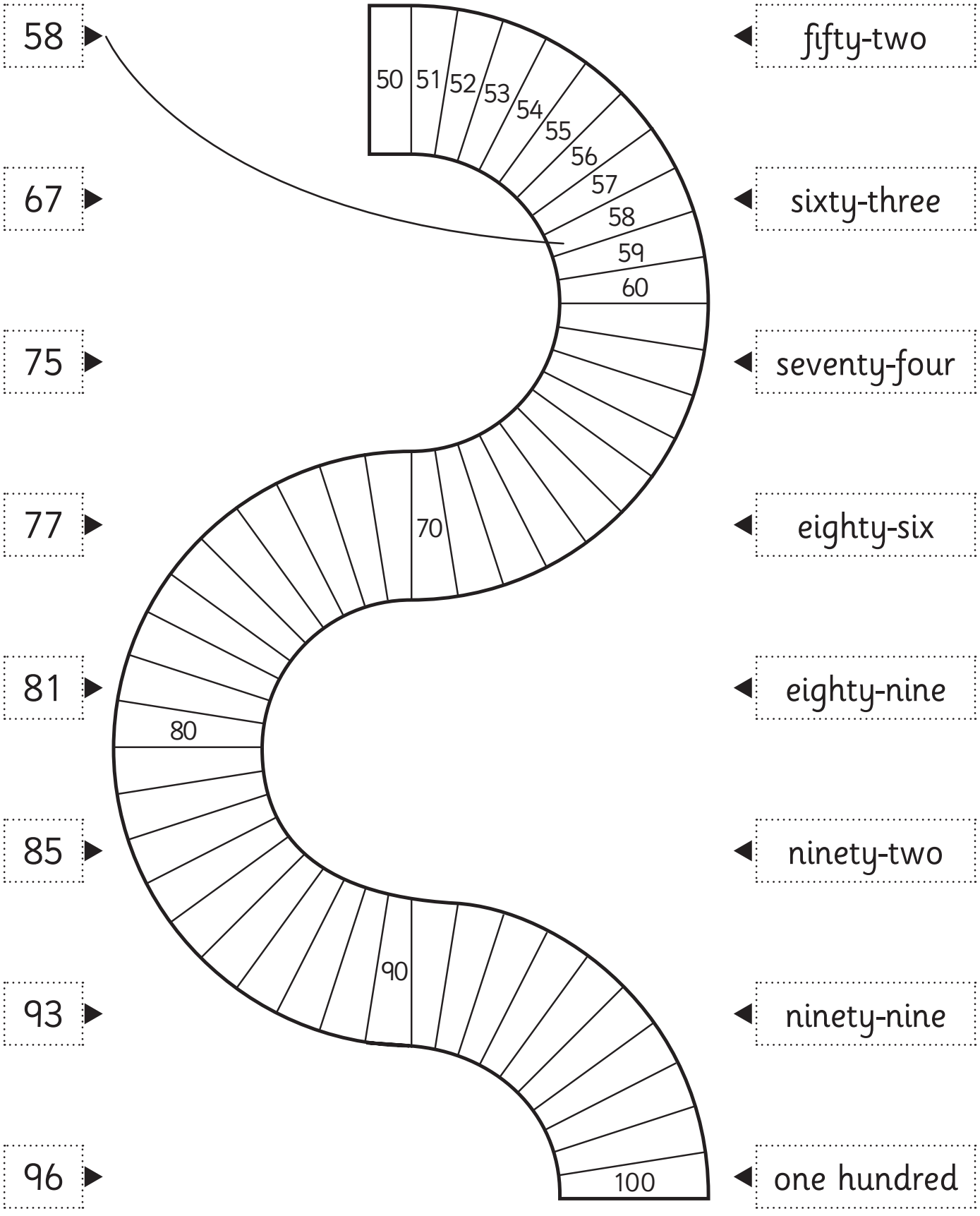
What to do next:

If you want to say about the same amount of numbers each time you count, what numbers should you start with? Why?



Numbers to 100 – location and order

1 Draw lines to join the number to the right step. It might help to write the missing numbers in.



Numbers to 100 – 1 more and 1 less

Remember when you are finding 1 more than a tens number you need to move to the beginning of the next row.

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

1 Find one more than each of these numbers.

To find 1 more locate your number and move one square to the right.

a 44 ☐

b 30 ☐

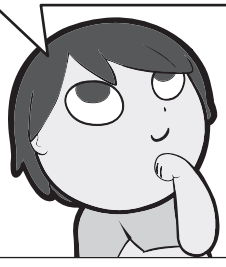
c 70 ☐

d 97 ☐

Remember when you are finding 1 less than a number in the ones column you need to move to the end of the previous row.

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

To find 1 less locate your number and move one square to the left.



2 Find one less than each of these numbers.

a ☐ 43

b ☐ 21

c ☐ 61

d ☐ 96

Numbers to 100 – 10 more and 10 less

To find 10 more locate your number and move one square down.

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

To find 10 less locate your number and move one square up.

1 Find ten more and ten less than for each of these numbers.

a

45
55
65

b

24

c

41

d

79

e

38

f

57

g

83

h

18

Numbers to 100 – more and less

You will need:  a partner  10 blue counters and 10 red counters

What to do:

This game is called 'Get Ten' and the aim is to get 10 counters on the board. Take turns giving each other one of the following instructions followed by a number.

What number is 10 more than ... What number is 10 less than ...

What number is 1 more than ... What number is 1 less than ...

When you find the answer, put a counter on it. Play until you both have 10 counters on the board.

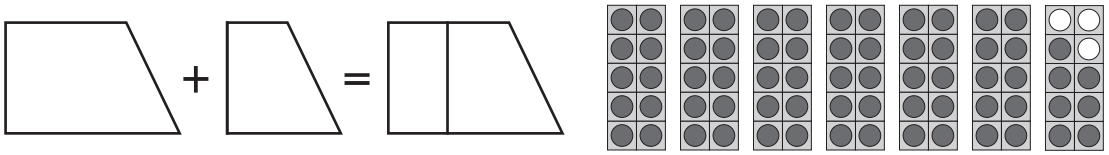
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

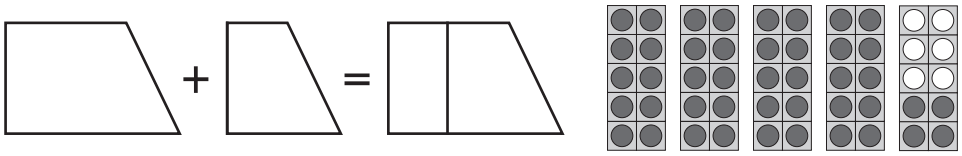
What to do next:

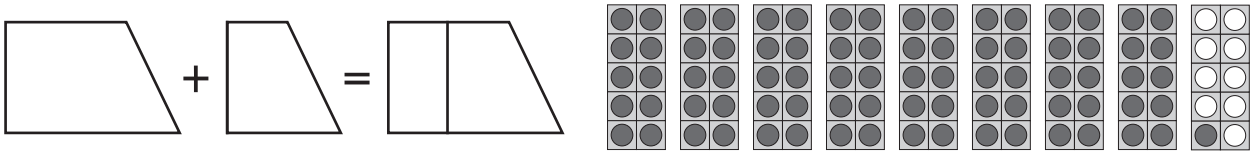
Too easy? Try playing 20 more or less or 5 more or less.

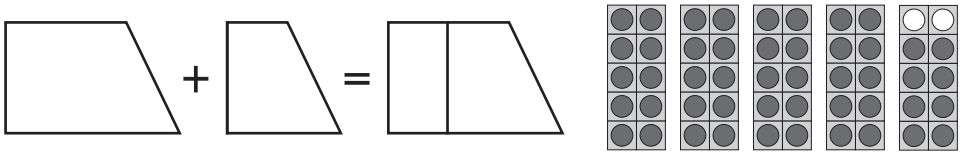
Numbers to 100 – place value

1 Count the number of tens and ones. Complete the place cards.

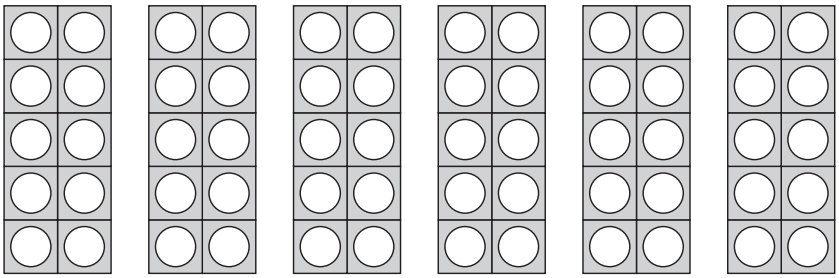
a 

b 

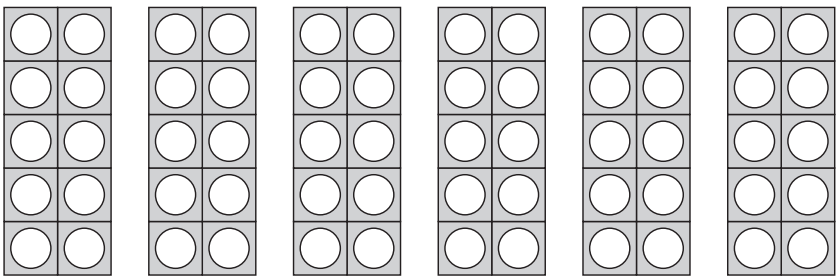
c 

d 

2 A number has the digit 5 in it. What number could it be? Shade the number of tens and ones to show your answer.



3 Find a different number with the digit 5.



Numbers to 100 – place value

You will need: a partner base ten blocks

What to do:

Work together to answer these questions. You can use base ten blocks to help.

a How many **tens** in 50? _____

b How many **ones** in 46? _____

c How many **tens** in 23? _____

d How many **ones** in 65? _____

e Do we write twenty three like 23 or 32? _____

What to do next:

Make up your own questions. Swap with your partner and answer their questions. Check each other's thinking.

a How many **tens** in _____? _____

b How many **ones** in _____? _____

c How many **tens** in _____? _____

d How many **ones** in _____? _____

e Do we write forty seven like _____ or _____? _____

Help

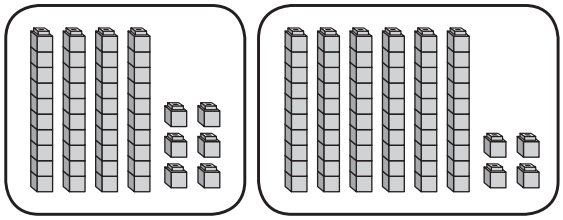
tens

ones

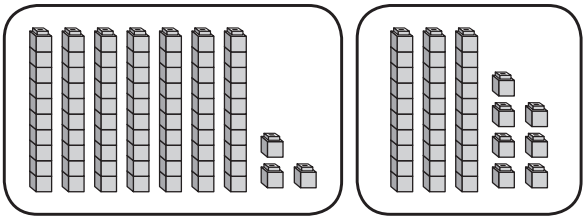
Numbers to 100 – comparing numbers

1 Write both numbers. Circle the bigger number.

a

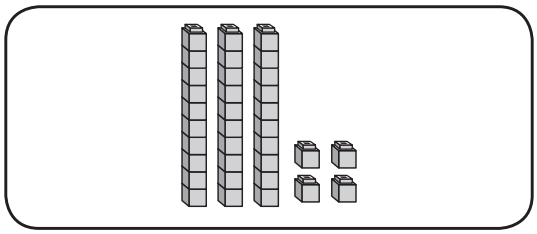


b



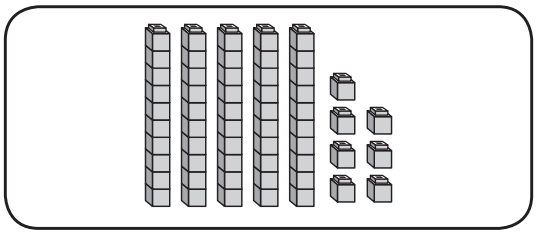
2 Write the number to match the blocks. Then think of a bigger number and write it. How will you know it is bigger?

a



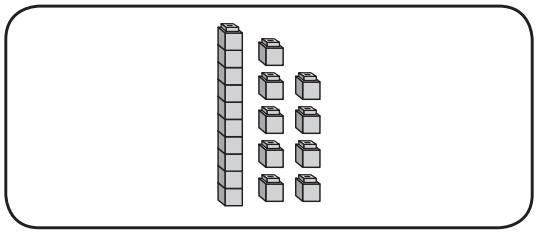
number | bigger number

b



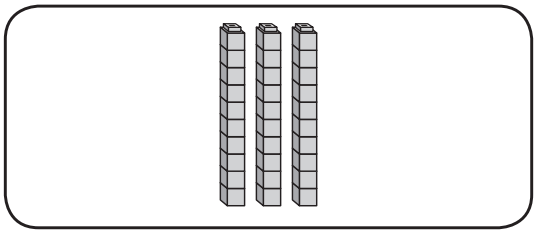
number | bigger number

c



number | bigger number

d



number | bigger number

Numbers to 100 – comparing numbers

You will need:  a partner  20 blue counters and 20 green counters

 1 lolly stick with B on one side and S on the other

What to do:

Decide who will have the blue counters, who will have the green counters and who will go first.

Player 1, put a counter on any number. Player 2, flip the lolly stick. If it lands on B, Player 2, put a counter on a **bigger** number. If it lands on S, put a counter on a **smaller** number.

If it's right, Player 2 takes both the counters. If not, Player 1 takes the counters. Cross off the numbers. Player 2 then goes first. Play 10 rounds. Who has the most counters at the end?

50	71	57	81	92	63	85
67	91	87	72	61	54	78
55	73	66	80	93	79	86
62	90	74	51	98	59	64
82	58	84	69	97	94	75
52	77	70	88	65	96	56
89	60	83	95	53	68	76

Numbers to 100 – game

You will need:  a partner

What to do:

You are going to play "Guess the Secret Number" with a partner. Player 1, choose a number and write it in a secret place. Player 2, ask questions about the number. Player 1 can only answer yes or no.

You can ask questions such as: Is it in the 20s? Is it an even number? Does it have a 5 in it?

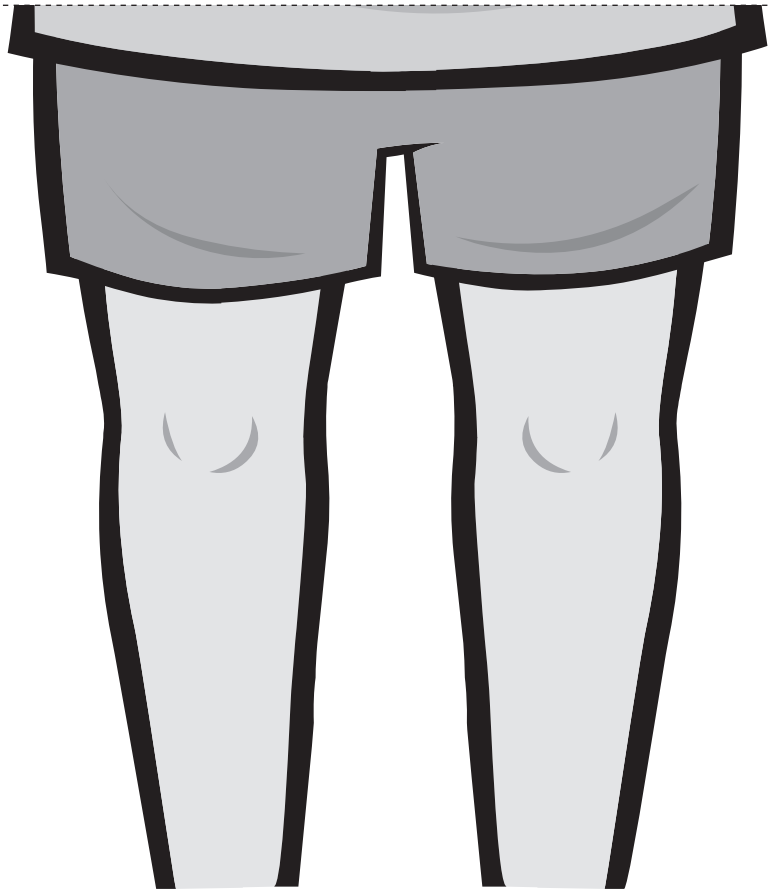
You can only ask a question such as, "Is it 48?" 3 times so don't waste those questions! As you get information, cross off the numbers it can't be. Can you guess the number?

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

Guess 1	Guess 2	Guess 3	Answer

Skip counting – in 2s

1 Draw shoes or feet at the end of these legs.



2 Cut out the picture. Line your box up with your class mates' boxes. As a group, count in 2s along the line. Write the number that matches your pair.

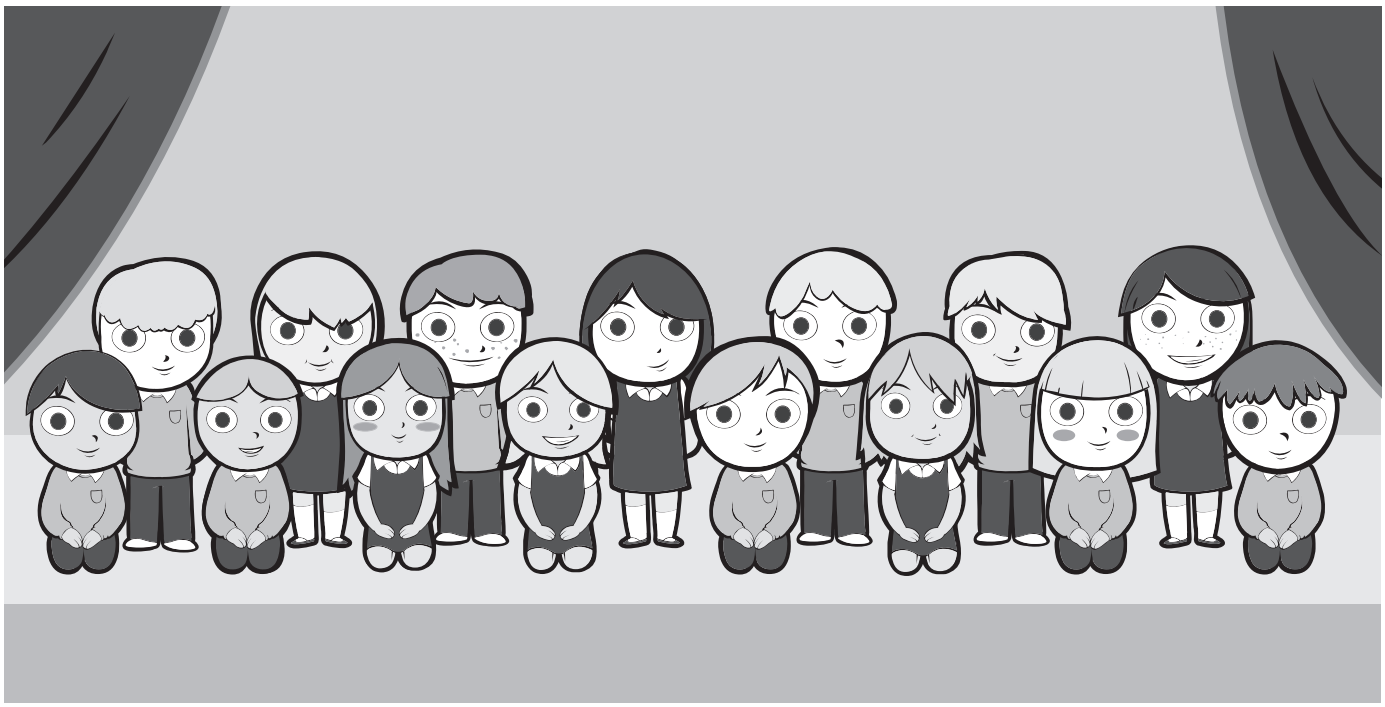
Skip counting – in 2s

1 Fill in the missing numbers. Say them out loud as you write them.

→

1		3		5		7		9	
11		13		15		17		19	
21		23		25		27		29	

2 Count in 2s to find how many eyes are looking at you.



_____ eyes are looking at me!

Skip counting – in 2s

You will need:  a pencil

What to do:

Draw a star in each box. At the end of each row record how many stars you have on the page so far.

What to do next:

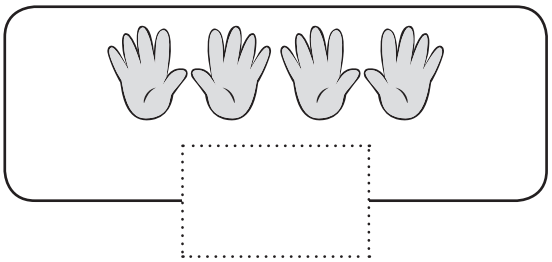
Say the numbers you have written out loud.
What are you counting on?

s

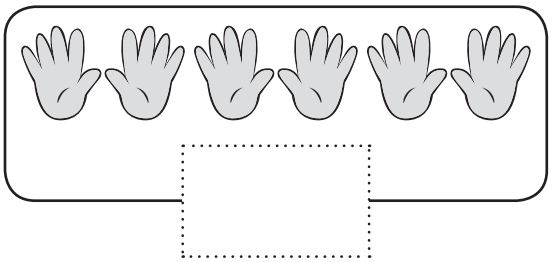
Skip counting – in 5s

1 Count in 5s to find how many fingers and thumbs.

a



b



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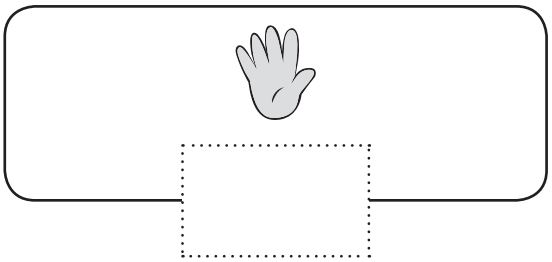
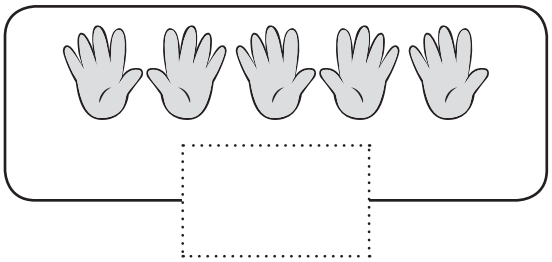
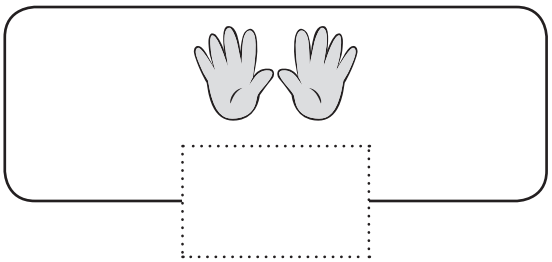


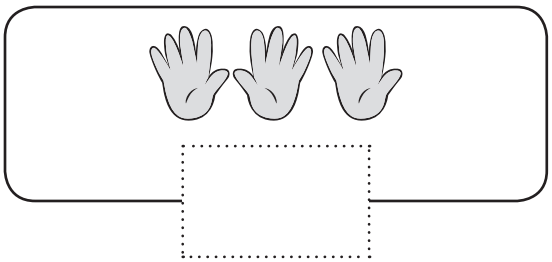
d



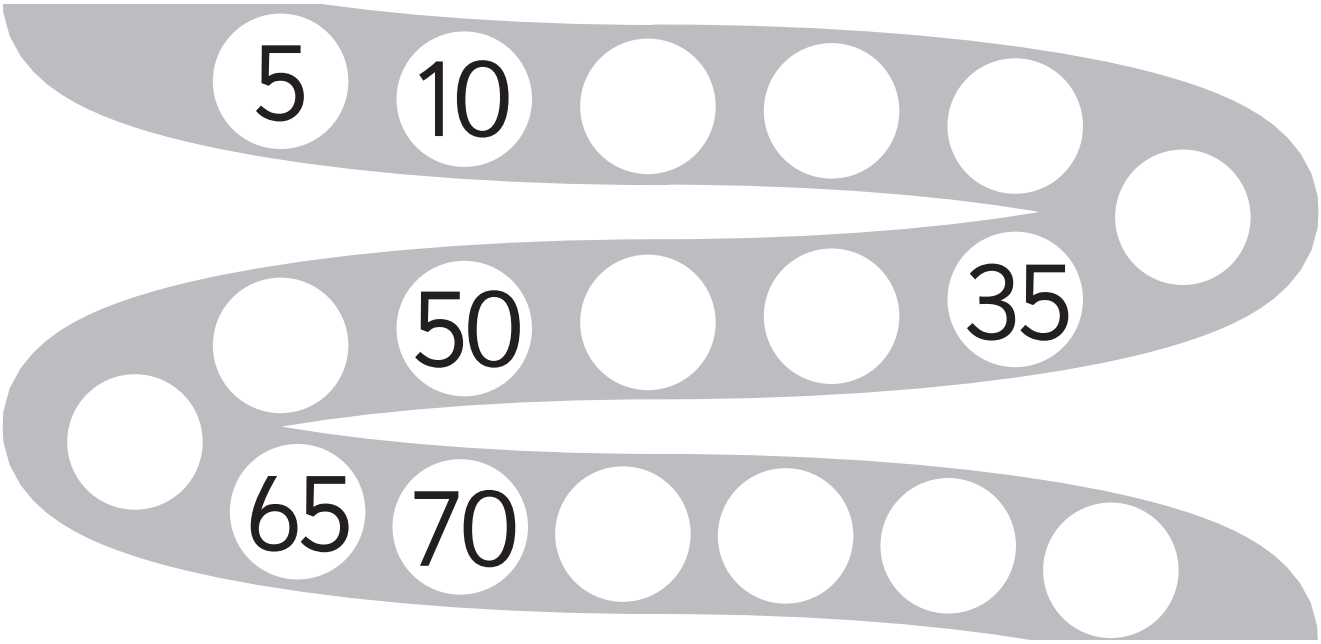
e



f

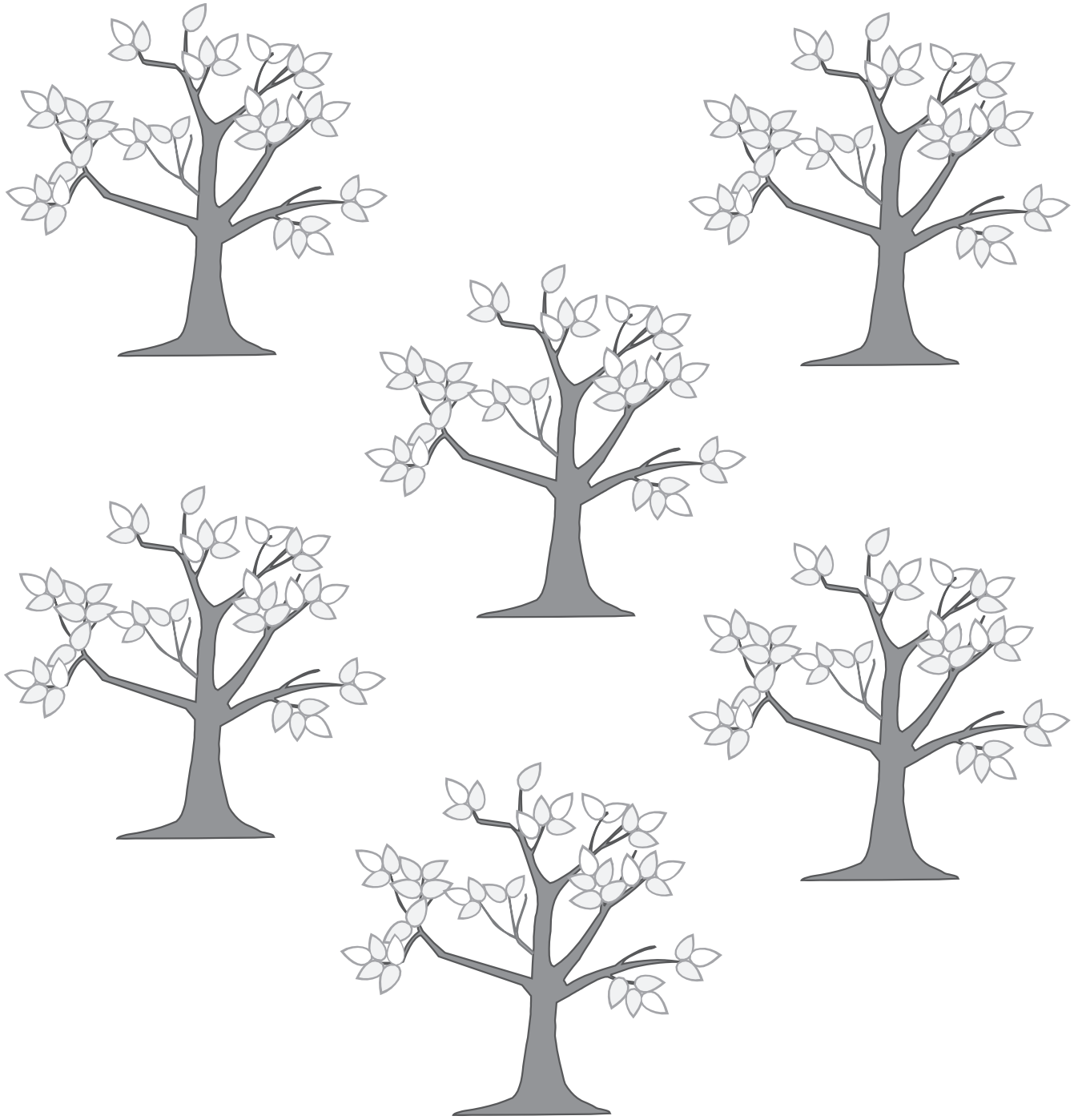


2 Continue the pattern.



Skip counting – in 5s

1 Draw 5 delicious apples on each apple tree.



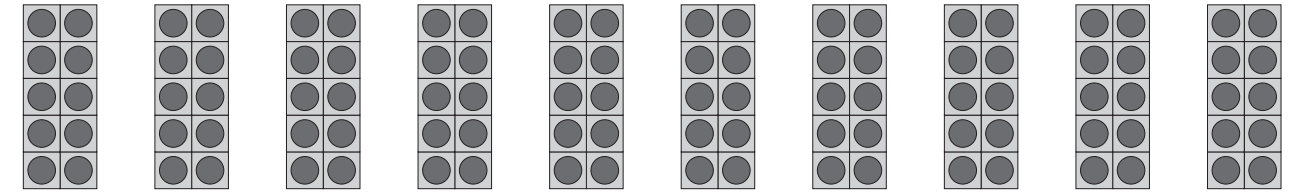
2 How many apples are there altogether?

3 If the farmer picks all the apples from 2 trees how many does he pick?

4 How many apples would be left on the trees?

Skip counting – in 10s

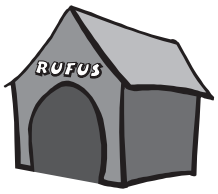
1 Count in 10s to find how many.



10	20				60				

2 Count in 10s to help the puppy find the path home. Colour the squares.

10	2	3	25	32	17	19
5	20	30	36	11	9	14
13	12	40	0	27	21	15
27	85	50	60	70	56	72
95	17	23	7	80	90	100

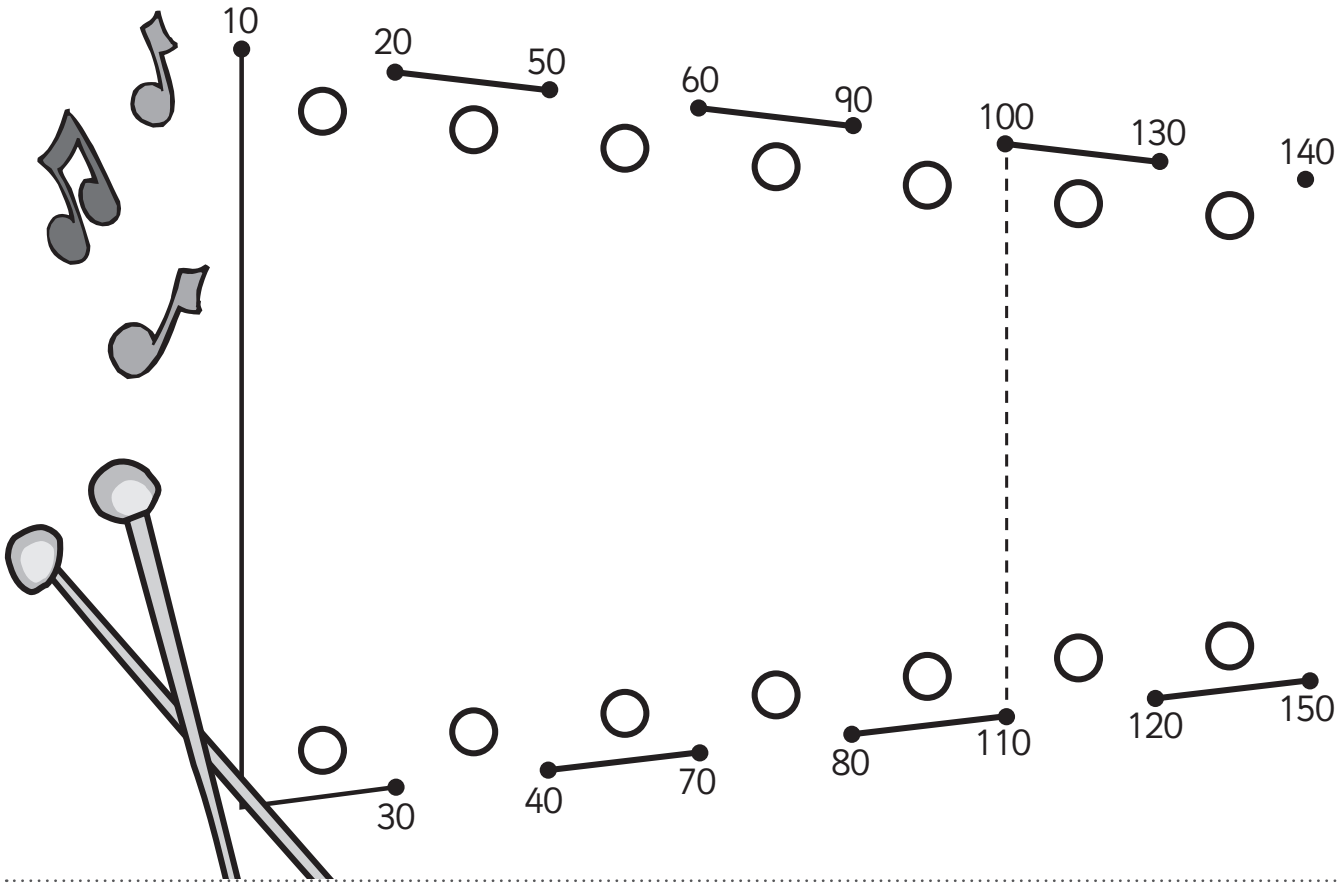


3 Get 10 lolly sticks. Write 10 on one, 20 on the next, all the way to 100. Mix them up and then put them back in order. Race against a friend. Who can put them in order first?

10	60
20	70
30	80
40	90
50	100

Skip counting – in 10s

1 Count in 10s to complete this dot to dot.



2 Make your own crazy dot to dot. In the box below draw 10 dots. Spread them out over the box. Count in 10s to label them from 10 to 100. Join them up. What crazy picture have you made?

Skip counting – in 2s, 5s or 10s

1 How many toes? ☐

2 How did you count the toes? Did you count in

1s ☐ 2s ☐ 5s ☐ 10s ☐ ?

3 What am I counting in? Is it in 1s, 2s, 5s or 10s?

a 5 10 15 20 25 30 35 ☐ s

b 1 2 3 4 5 6 7 ☐ s

c 10 20 30 40 50 60 70 ☐ s

d 2 4 6 8 10 12 14 ☐ s

Skip counting – in 10s off decade

1 Which numbers would be in the grey squares? Write them in.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
	32					37			40
				55					
								69	
71					76				
		83					88		

2 Finish the counting in 10s patterns.

a

18	28	38			

b

11	21	31			

3 Think of your own counting in 10s pattern.

Skip counting – odd and even numbers

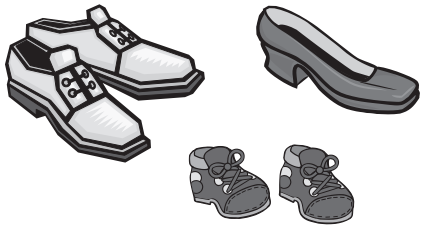
Even numbers can be put into pairs. Odd numbers can't.

We say even numbers when we count in 2s.

1 Count the shoes and write the number. Write **e** if the number is even. Write **o** if the number is odd.

a

b



c

d

2 Colour every square with a ★ in blue. These are even numbers. Colour every square with a **C** in yellow. These are odd numbers. Can you continue the colouring pattern?

1 **C**	2 ★	3 **C**	4 ★	5 **C**	6 ★	7 **C**	8 ★	9 **C**	10 ★
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

Skip counting – odd and even numbers

You will need:  a partner  coloured pencils

What to do:

Work with your partner to test out this idea.

Even numbers make squares and rectangles.
Odd numbers don't.

Choose some numbers between 1 and 24 and colour the boxes to match. Record your findings below.

		2							5		

even
2

odd
5

Can you ever make rectangles with odd numbers? What is special about them?

Ordinal numbers – order numbers to 10th

1 Draw yourself and 4 friends waiting in line at the dinner hall. Write the position in the box.

1st				

a Who is 2nd in line? _____

b Who is 3rd in line? _____

c Who is 1st in line? _____

d Who is 5th in line? _____

e Who is 4th in line? _____

Help

1st 2nd 3rd 4th 5th

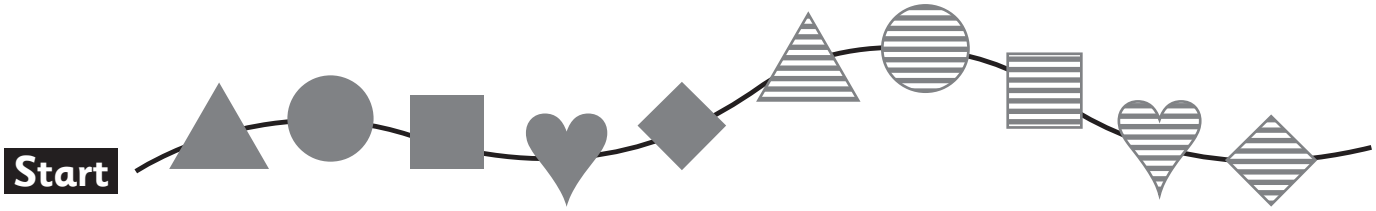
Ordinal numbers – order numbers to 10th

You will need:  a partner  scissors

1 Cut out the ordinal numbers and line them up in order. Ask a friend to check. Now mix up the order and get your friend to find and fix the mistakes. Can you trick them?

1st	2nd
3rd	4th
5th	6th
7th	8th
9th	10th

Ordinal numbers – order numbers to 10th



1 What position?

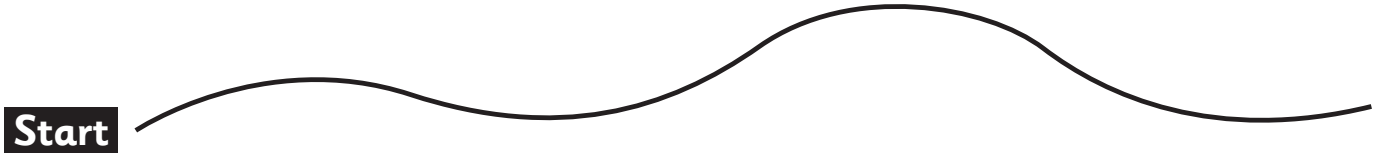
a The ● is _____.

b The ▤ is _____.

c The ▲ is _____.

d The ▲ is _____.

2 Draw your own beading pattern with at least 8 different beads.



Draw your answer.

a ☐ is 3rd.

b ☐ is 5th.

c ☐ is 1st.

d ☐ is 6th.

e ☐ is 4th.

f ☐ is 8th.

Help 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th

Ordinal numbers – months of the year

1 Ask 10 friends to write their names under the month of their birthday.

January 1st	February 2nd	March
April 4th	May	June
July	August	September
October	November	December

Ordinal numbers – months of the year (continued)

2 Label the months with their ordinal number. January has been done for you.

3 Do you have any friends born in the -

a 1st month of the year?

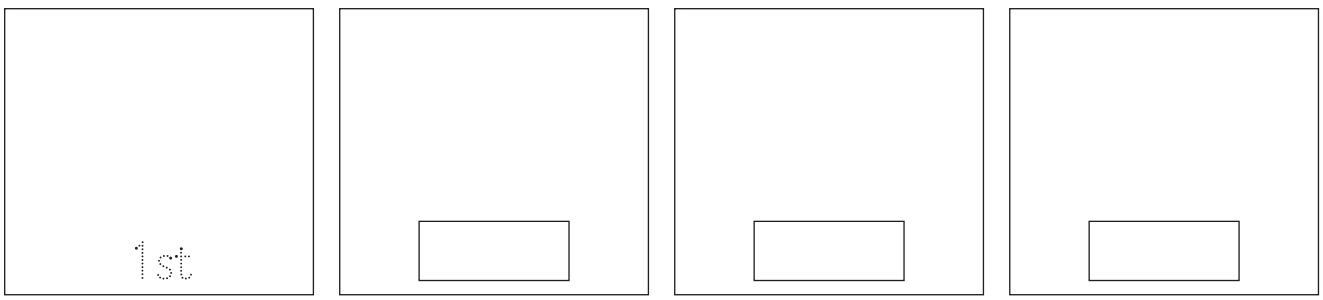
b 4th month of the year?

c 6th month of the year?

d 12th month of the year?

4 Is there a busiest birthday month? Which one?

5 Draw 4 presents you would like to get for your birthday in order of how much you would like them. Write the order.



Ordinal numbers – days and dates

1 Mark the special days on the calendar.

a Claire's birthday is on the 1st of December. Draw  .

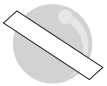
b Maggie got a new cat on the last day of December. Draw a  .

c Khalaf's birthday is on the 5th Wednesday of December. Draw  .

d Do you know any other special days? Mark them.

December						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	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			

Ordinal numbers – explore further

You will need:  a partner  long strip of paper  pencils

What to do:

Work with a partner to solve this problem.

Nina decorated 24 cakes for her class party.

She lined them up and put chocolate icing on every 2nd cake.

She put a jelly tot on every 3rd cake. She put sprinkles on every 4th cake.

Show what the cakes looked like. You might need a long strip of paper!

What to do next:

How many cakes have no decorations at all? ☐

How many cakes have all 3 decorations? ☐

Fractions – halves of shapes

When we divide a whole into 2 equal parts, we call each part a half.

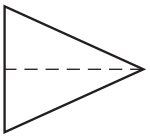
This is one whole apple.

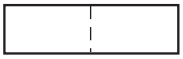
whole

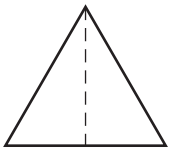
The apple is now cut into halves.

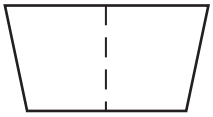
half half

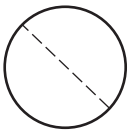
1 Colour one half of each shape.

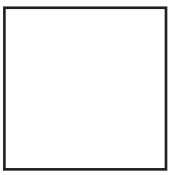
a 

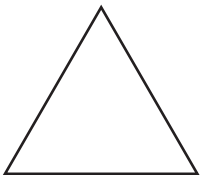
b 

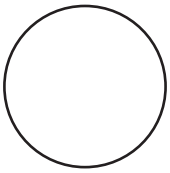
c 

d 

e 

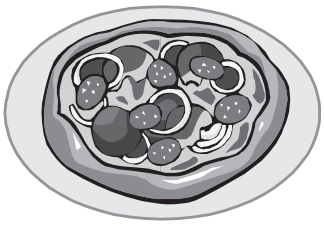
f 

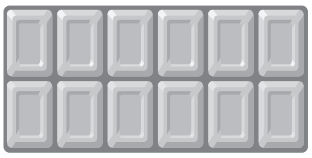
g 

h 

2 Draw a line to cut each food in half.

a 

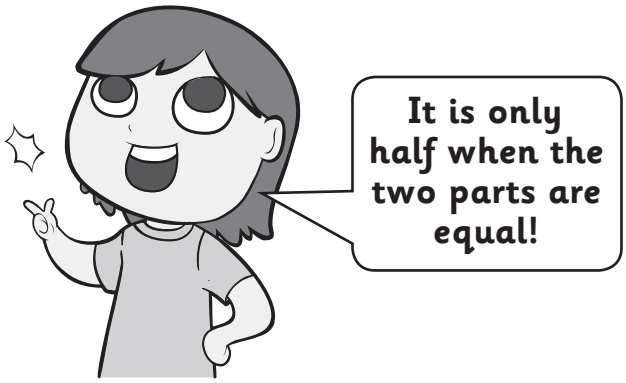
b 

c 

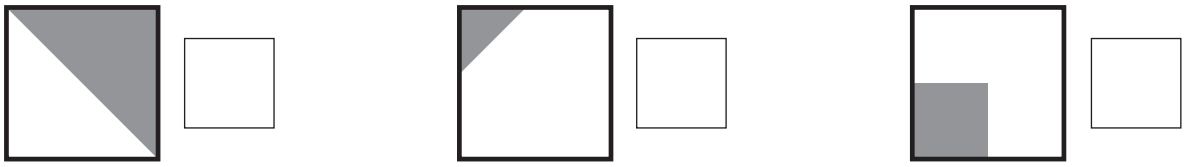
3 Which shows half a glass of milk? Circle it.

Fractions – halves of shapes

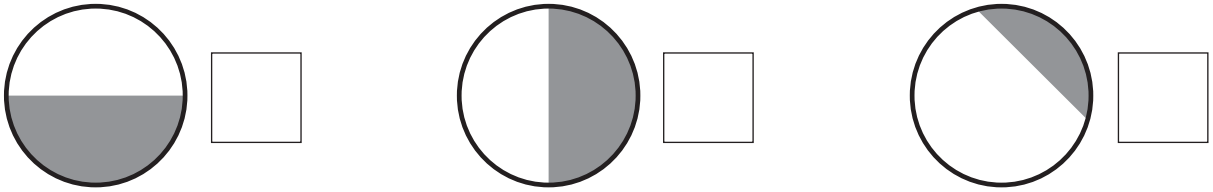
1 All of these shapes have been cut into 2 parts but only some of them have been cut into 2 equal parts. Tick ✓ the shapes that are cut in half.



a



b



c

2 Draw a shape. Cut it into 2 **equal** parts.

Is the shape cut in half? ___

3 Draw a shape. Cut it into 2 **unequal** parts.

Is the shape cut in half? ___

Fractions – halves of shapes

You will need:  a partner  pencils  scissors

What to do

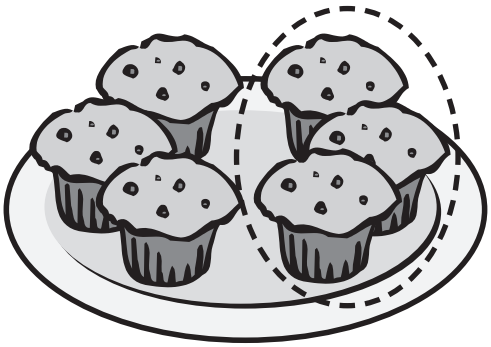
Can you and your partner find 4 different ways to cut the squares in half? Show the cuts with a line. Then cut them out and stick the matching halves in your book.

Fractions – halves of groups

We can also have halves of groups.

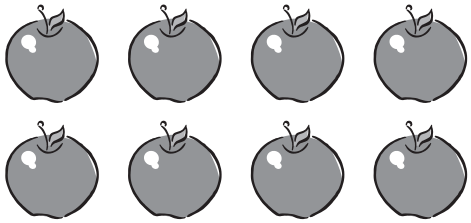
There are 6 cakes on the plate.

Half of this is 3 cakes.



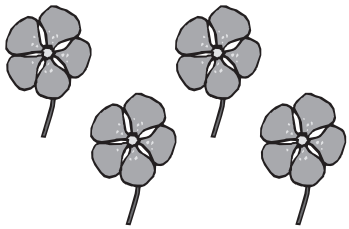
1 Find and circle half of each group.

a



One half of 8 is _____.

b

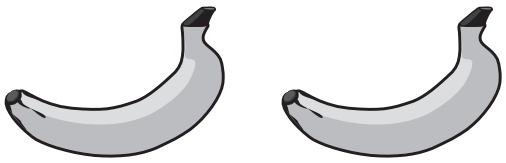


One half of 4 is _____.

c

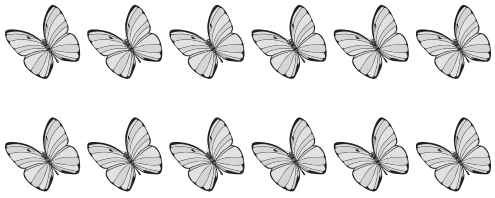
One half of 10 is _____.

d



One half of 2 is _____.

e



One half of 12 is _____.

f

One half of 16 is _____.

Fractions – halves of groups

You will need:  a partner  pencils  10 counters

What to do:

Player 1, draw 8 stars in the boxes below.

Ask Player 2 to cover half the stars with counters. Check that they are right. How will you know?

Now ask them to cover more than half the stars. Check.

Now ask them to cover less than half the stars. Check.

What to do next:

Player 2, draw 10 trees in the box below. Ask Player 1 to cover half the trees. Check that they are right. How will you know?

Now ask them to cover less than half the trees. Check.

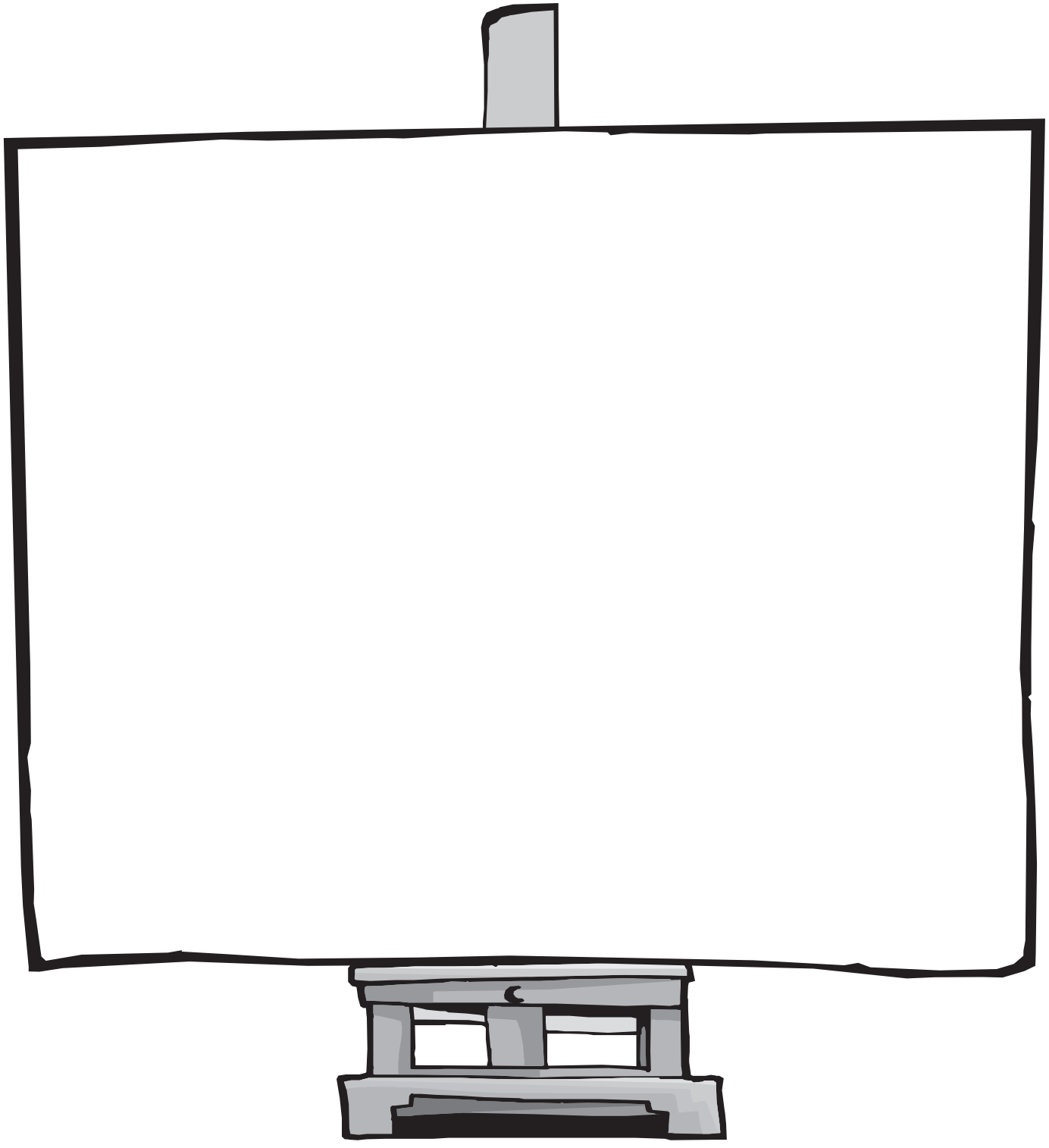
Now ask them to cover more than half the trees. Check.

Fractions – halves of groups

You will need:  pencils

What to do:

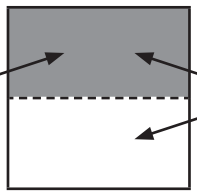
Half of the Smith family are female. What could the family look like? Create a family portrait.



Fractions – writing halves and quarters

One half of this square is shaded. This can also be written in numbers.

Number of shaded parts **1**



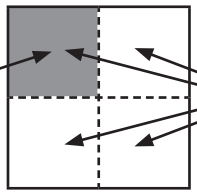
Number of equal parts **2**

Number of shaded parts / Number of equal parts = $\frac{1}{2}$

This can be read this as 1 part is shaded out of 2 equal parts.

One quarter of this square is shaded. This can also be written in numbers.

Number of shaded parts **1**

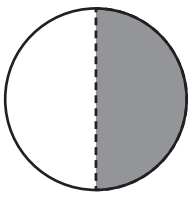


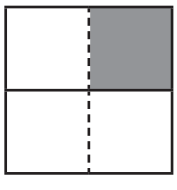
Number of equal parts **4**

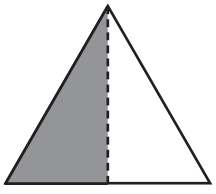
Number of shaded parts / Number of equal parts = $\frac{1}{4}$

This can be read this as 1 part is shaded out of 4 equal parts.

1 Write the fraction for these pictures.

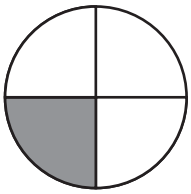
a  = ☐/☐

b  = ☐/☐

c  = ☐/☐

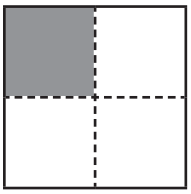
d  = ☐/☐

e  = ☐/☐

f  = ☐/☐

Fractions – finding quarters of shapes

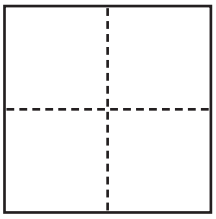
When we divide a shape or group into 4 equal parts, we call each part a **quarter**. We can write this as:



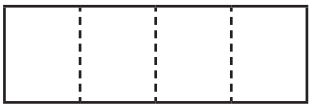
$\frac{1}{4}$ $\frac{\text{Number of shaded parts}}{\text{Number of equal parts}}$

1 Shade one quarter of each shape and write the fraction.

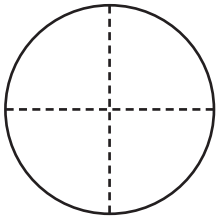
a



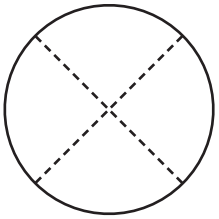
b



c

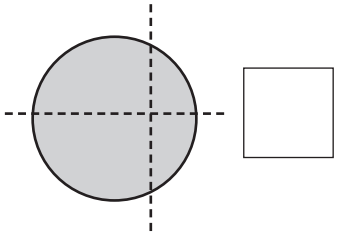


d

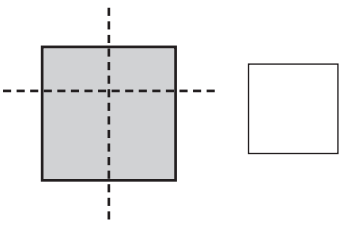


2 Are these shapes divided into quarters? Write Y or N.

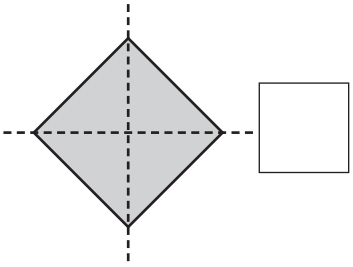
a



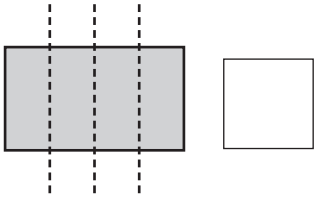
b



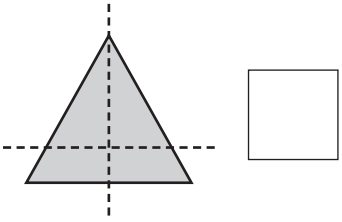
c



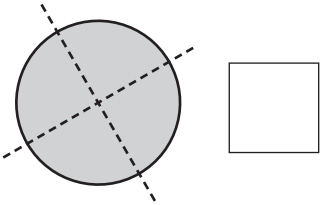
d



e



f



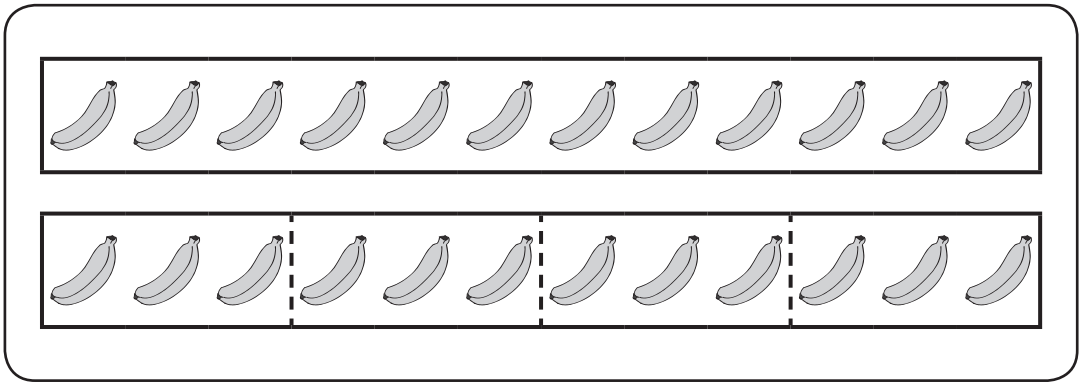
Fractions – finding quarters of amounts

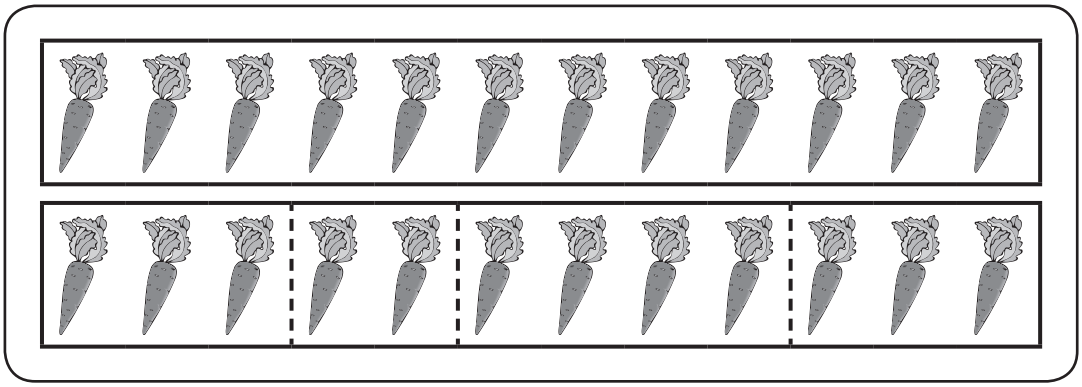
All of the groups must be equal. Four quarters make a whole.

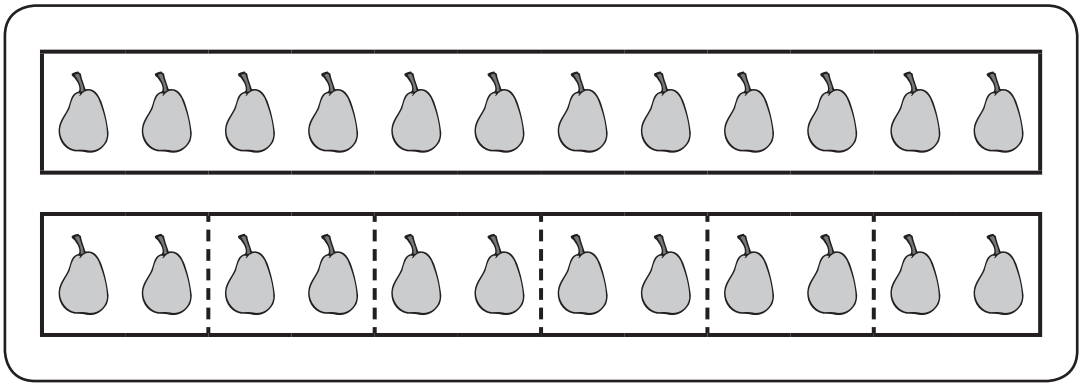
1 whole 

4 quarters 

1 Which of these show quarters? Write Y or N.

a 

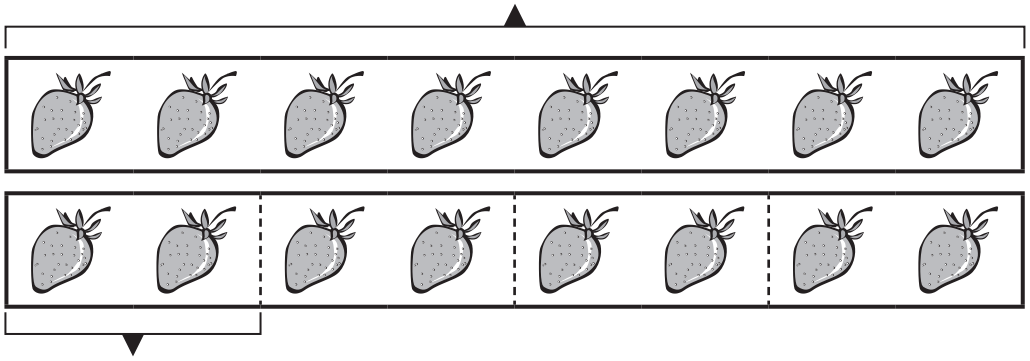
b 

c 

Fractions – finding quarters of amounts

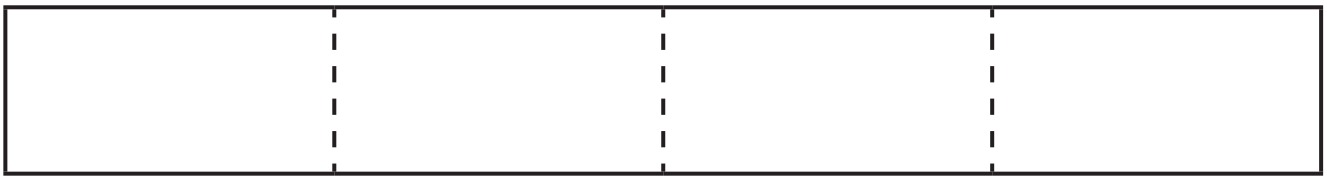
All of the groups must be equal. Four quarters make a whole.

A whole = 8 strawberries

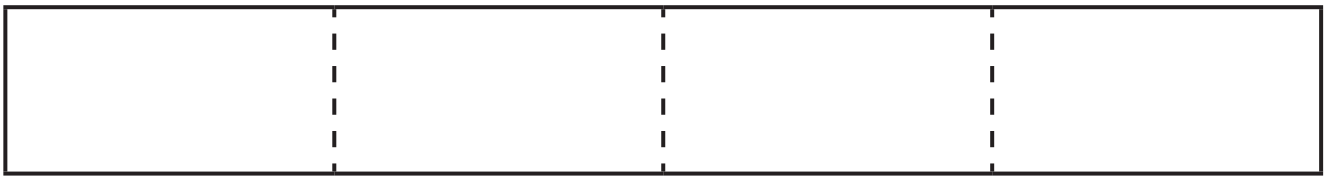


A quarter = 2 strawberries

1 Lucy gets a quarter of 4 strawberries.
How many strawberries does she get? _____



2 Tim gets a quarter of 12 grapes.
How many grapes does he get? _____



3 Fred gets a quarter of 20 blueberries.
How many blueberries does he get? _____