Mathletics

Operations with Number

Series C – Operations with Number
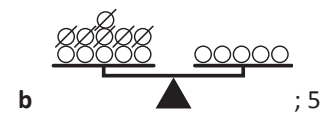
Contents

Series C – Operations with Number

Page 1

1a 3 + 2 = 5
3 and 2 is the same as 5

b 1 + 3 = 4
1 and 3 is the same as 4

c 4 + 3 = 7
4 and 3 is the same as 7

d 4 + 2 = 6
4 and 2 is the same as 6

2a 5 + 4 = 9
5 and 4 is the same as 9

b 4 + 4 = 8
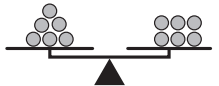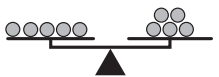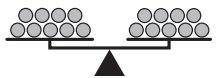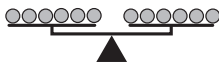4 and 4 is the same as 8

Page 2

1a 5 − 2 = 3

b 8 − 4 = 4

c 8 − 3 = 5

d 12 − 6 = 6

2a

b ; 5

3a, **b** Answers will vary.

Page 3

1a 3;
3 + 3 = 6

b 4;
5 + 4 = 9

c 4;
1 + 4 = 5

d 2;
4 + 2 = 6

Page 4

What to do:

Melody: 8 − 5 = 3

Hoa: 10 − 6 = 4

Jack: 9 − 7 = 2

What to do next:

Thomas

Page 5

1 Answers will vary.
Sample answers:
nought, none, nil, nothing

2a 13

b 19

c 23

d 4

e 27

f 38

g The number stays the same.

3a 10

b 13

c 8

d 67

e 16

f 28

g The number stays the same.

4 Answers will vary.

Page 6

1a 5

b 4

c 2

d 1;

e 2;

f 0;

2 Answers will vary.

Page 7

1a 6;

b 3;

c 10

d 7;

e 2;

f Answers will vary.

g 5,

h 9

i 5;
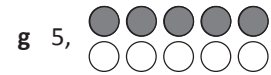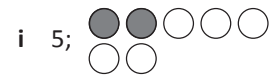
j 6

k Answers will vary.

l 8

Page 8

1a 1 + 5 = 6

2 + 4 = 6

3 + 3 = 6

4 + 2 = 6

5 + 1 = 6

6 + 0 = 6

b 0 + 8 = 8

1 + 7 = 8

2 + 6 = 8

3 + 5 = 8

4 + 4 = 8

5 + 3 = 8

6 + 2 = 8

7 + 1 = 8

8 + 0 = 8

2a 0 + 4 = 4

1 + 3 = 4

2 + 2 = 4

3 + 1 = 4

4 + 0 = 4

b 0 + 2 = 2

1 + 1 = 2

2 + 0 = 2

Page 9

What to do:

Teacher observe.

Series C – Operations with Number

Page 10

1

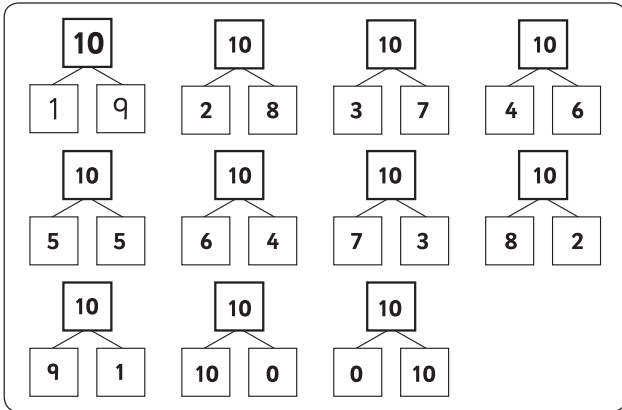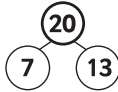| 10		10		10		10	
1	9	2	8	3	7	4	6

10		10		10		10	
5	5	6	4	7	3	8	2

10		10		10	
9	1	10	0	0	10

2a 0

b 4

c 1

d 6

e 3

f 7

g 9

h 8

i 2

Page 11

1a <u>7</u> + <u>13</u> = 20   (20 → 7, 13)

b <u>14</u> + <u>6</u> = 20   (20 → 14, 6)

<u>4</u> + <u>16</u> = 20   (20 → 4, 16)

Page 12

1

(20 → 0, 20) (20 → 8, 12)
(20 → 1, 19) (20 → 9, 11)
(20 → 2, 18) (20 → 10, 10)
(20 → 3, 17) (20 → 11, 9)
(20 → 4, 16) (20 → 12, 8)
(20 → 5, 15) (20 → 13, 7)
(20 → 6, 14) (20 → 14, 6)
(20 → 7, 13) (20 → 15, 5)
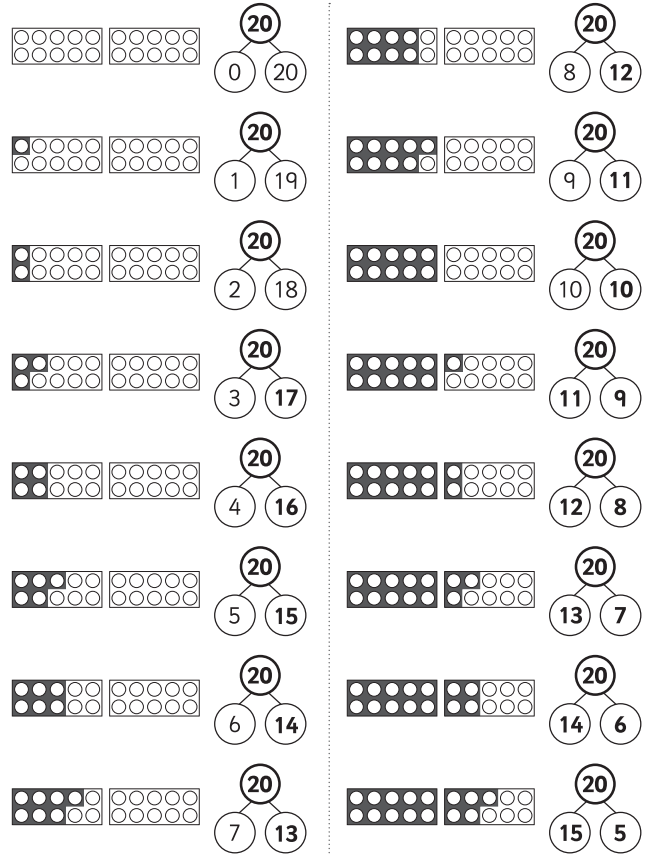
Page 13

What to do:

Teacher observe.

Page 14

1   Teacher check.

Page 15

1, 2

4 + 3 =	**7**
5 + 7 =	**12**
9 + 10 =	**19**
6 + 8 =	**14**
7 + 9 =	**16**
3 + 2 =	**5**
5 + 4 =	**9**
Time	

9 + 5 =	**14**
3 + 10 =	**13**
1 + 9 =	**10**
8 + 9 =	**17**
2 + 6 =	**8**
9 + 7 =	**16**
5 + 5 =	**10**
Time	

8 + 4 =	**12**
10 + 10 =	**20**
3 + 6 =	**9**
1 + 7 =	**8**
9 + 0 =	**9**
1 + 10 =	**11**
7 + 7 =	**14**
Time	

2   Answers will vary.

Series C – Operations with Number

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

Page 17

18 – 9 = **9**	9 – 8 = **1**	11 – 3 = **8**	8 – 2 = **6**
9 – 3 = **6**	8 – 6 = **2**	5 – 5 = **0**	13 – 7 = **6**
13 – 5 = **8**	3 – 0 = **3**	9 – 7 = **2**	17 – 8 = **9**
7 – 2 = **5**	7 – 1 = **6**	9 – 6 = **3**	17 – 10 = **7**
2 – 1 = **1**	9 – 2 = **7**	10 – 3 = **7**	13 – 6 = **7**
7 – 6 = **1**	12 – 7 = **5**	15 – 0 = **15**	7 – 4 = **3**
3 – 1 = **2**	12 – 9 = **3**	9 – 1 = **8**	6 – 4 = **2**
9 – 5 = **4**	11 – 2 = **9**	10 – 6 = **4**	13 – 9 = **4**
14 – 5 = **9**	7 – 7 = **0**	11 – 8 = **3**	5 – 2 = **3**
17 – 7 = **10**	11 – 6 = **5**	15 – 7 = **8**	4 – 0 = **4**
9 – 4 = **5**	17 – 9 = **8**	9 – 9 = **0**	9 – 1 = **8**
14 – 10 = **4**	15 – 6 = **9**	17 – 9 = **8**	10 – 5 = **5**
12 – 8 = **4**	11 – 6 = **5**	6 – 0 = **6**	5 – 4 = **1**
14 – 8 = **6**	9 – 5 = **4**	8 – 5 = **3**	18 – 8 = **10**
17 – 0 = **17**	14 – 6 = **8**	10 – 8 = **2**	7 – 4 = **3**
9 – 9 = **0**	12 – 6 = **6**	11 – 5 = **6**	8 – 2 = **6**
7 – 5 = **2**	10 – 6 = **4**	8 – 3 = **5**	9 – 9 = **0**
17 – 7 = **10**	10 – 8 = **2**	16 – 8 = **8**	4 – 1 = **3**

Answers will vary.

Page 18

What to do:

Observe students.

**What to do next:**

Observe students.

Pages 19–20

What to do:

Observe students.

Page 21

What to do:

Teacher check.

Page 22

1a (10) / (10)(0)

10 + 0 = 10	0 + 10 = 10	10 – 10 = 0	10 – 0 = 10

b (10) / (6)(4)

6 + 4 = 10	4 + 6 = 10	10 – 6 = 4	10 – 4 = 6

c (10) / (1)(9)

1 + 9 = 10	9 + 1 = 10	10 – 1 = 9	10 – 9 = 1

d (10) / (8)(2)

8 + 2 = 10	2 + 8 = 10	10 – 8 = 2	10 – 2 = 8

Page 23

1

9 + 8 = 17	8 + 9 = 17	17 – 8 = 9	17 – 9 = 8
10 – 1 = 9	10 – 9 = 1	1 + 9 = 10	9 + 1 = 10
7 + 8 = 15	8 + 7 = 15	15 – 8 = 7	15 – 7 = 8
16 – 9 = **7**	16 – 7 = 9	9 + 7 = 16	7 + 9 = 16
4 + 9 = **13**	9 + 4 = 13	13 – 4 = 9	13 – 9 = 4

2

9 **+** 8 = 17	8 **+** 9 = 17	17 **–** 8 = 9	17 **–** 9 = 8
14 **–** 6 = 8	6 **+** 8 = 14	8 **+** 6 = 14	14 **–** 8 = 6
3 **+** 8 = 11	11 **–** 3 = 8	11 **–** 8 = 3	8 **+** 3 = 11
13 **–** 6 = 7	6 **+** 7 = 13	13 **–** 7 = 6	7 **+** 6 = 13
9 **–** 8 = 1	9 **–** 1 = 8	1 **+** 8 = 9	8 **+** 1 = 9

Series C – Operations with Number

Page 24

1

20 + 80 = 100 ✓	40 + 60 = 100 ✓	100 − 20 = 80 ✓
70 − 30 = 100	70 + 30 = 100 ✓	80 + 100 = 20
100 + 0 = 100 ✓	80 − 20 = 100	50 − 50 = 100
10 + 90 = 100	80 + 20 = 100 ✓	30 + 70 = 100 ✓
50 + 60 = 100 ✓	70 + 20 = 100	100 − 30 = 60
100 − 40 = 60	20 + 70 = 100	60 + 40 = 100 ✓
50 + 50 = 100 ✓	100 − 70 = 60	90 − 10 = 70

Page 25

1

100 = 100 − 0	0 + 100 = 100	100 + 0 = 100	100 − 0 = 100
90 = 100 − 10	10 + 90 = 100	90 + 10 = 100	100 − 10 = 90
80 = 100 − 20	20 + 80 = 100	80 + 20 = 100	100 − 20 = 80
70 = 100 − 30	30 + 70 = 100	70 + 30 = 100	100 − 30 = 70
60 = 100 − 40	40 + 60 = 100	60 + 40 = 100	100 − 40 = 60
50 = 100 − 50	50 + 50 = 100	50 + 50 = 100	100 − 50 = 50
40 = 100 − 60	60 + 40 = 100	40 + 60 = 100	100 − 60 = 40
30 = 100 − 70	70 + 30 = 100	30 + 70 = 100	100 − 70 = 30
20 = 100 − 80	80 + 20 = 100	20 + 80 = 100	100 − 80 = 20
10 = 100 − 90	90 + 10 = 100	10 + 90 = 100	100 − 90 = 10

Page 26

What to do:

Observe students.

Page 27
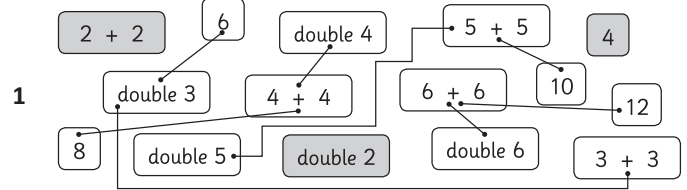
1

2a 22		**b** 24
c 26		**d** 28
e 30		**f** 32
g 34		**h** 36

Page 28

What to do:

Observe students.

What to do next:

Observe students.

Page 29

1a

Double	1	10	100
	2	**20**	**200**

b

Double	2	20	200
	4	**40**	**400**

c

Double	3	30	300
	6	**60**	**600**

d

Double	4	40	400
	8	**80**	**800**

e

Double	5	50	500
	10	**100**	**1,000**

2a £20 + £20 = £40

b 20 doughnuts
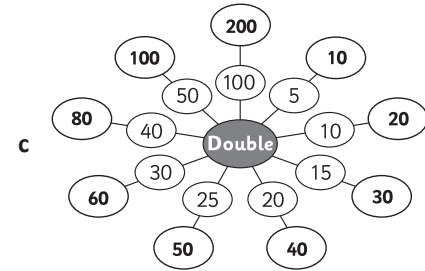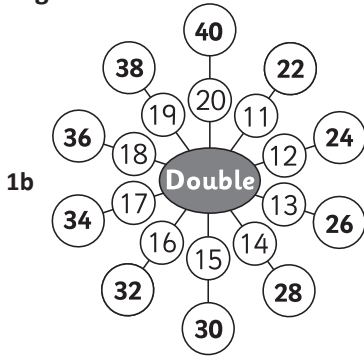
Page 30
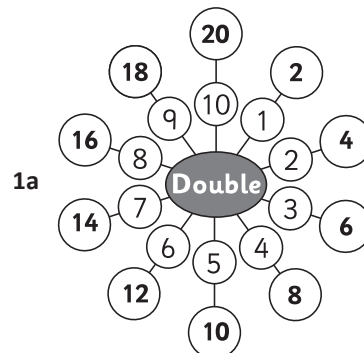
1a

Series C – Operations with Number

Page 30

1b

c

Page 31

1a 10

 b 7

 c 9

 d 1

 e 5

 f 6

 g 2

 h 4

 i 8

2a 7; 5 + 2 = 7

 b 8; 7 + 1 = 8

3a ⑥ 3 ④ = **13**

 b 1 ⑤ ⑤ = **11**

 c ⑨ 5 ① = **15**

 d ⑦ 6 ③ = **16**

 e 5 ⑥ ④ = **15**

 f ② 1 ⑧ = **11**

Page 32

What to do:
Answers will vary.

What to do next:
Answers will vary.

Page 33

1a 16

 b 26

 c 20

 d 17

 e 18

 f 26

2

+ 1
12 + 1 = **13**
16 + 1 = **17**
13 + 1 = **14**
20 + 1 = **21**
22 + 1 = **23**
Time

+ 2
14 + 2 = **16**
21 + 2 = **23**
17 + 2 = **19**
23 + 2 = **25**
15 + 2 = **17**
Time

+ 3
15 + 3 = **18**
11 + 3 = **14**
23 + 3 = **26**
17 + 3 = **20**
21 + 3 = **24**
Time

Page 34

What to do:
Observe students.

Page 35

1 Observe students.

2a 24

 b 54

 c 37

 d 55

 e 66

 f 65

3a–d Answers will vary.

Page 36

What to do:
Observe students.

Page 37

1a 2 + 3 = **5** | 2 + 2 + 1 = **5**

 b 3 + 4 = **7** | 3 + 3 + 1 = **7**

 c 4 + 5 = **9** | 4 + 4 + 1 = **9**

2a 5 + 6 = **11**

 5 + 5 + 1 = **11**

 b
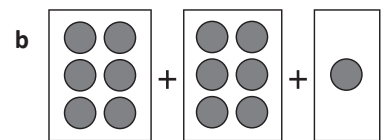
 6 + 7 = **13**

 6 + 6 + 1 = **13**

Page 38

What to do:
Observe students.

What to do next:
Teacher check.

Series C – Operations with Number

Page 39

1

4 + 5 = **9**	4 + 4 – 1 = **7**
3 + 4 = **7**	6 + 6 – 1 = **11**
6 + 5 = **11**	7 + 7 – 1 = **13**
7 + 6 = **13**	5 + 5 – 1 = **9**

2a £7 + £7 − £1 = £13
or
£6 + £6 + £1 = £13

b 4 + 4 + 1 = 9 *or* 5 + 5 − 1 = 9

Page 40

1a 17 + 6 = **23**

I jumped **3** to get to **20**.

Then I jumped **3** more.

b 18 + 8 = **26**

I jumped **2** to get to **20**.

Then I jumped **6** more.

c 16 + 7 = **23**

I jumped **4** to get to **20**.

Then I jumped **3** more.

d 19 + 4 = **23**

I jumped **1** to get to **20**.

Then I jumped **3** more.

Page 41

1a 80
b 80
c 90
d 100
e 90
f 70
g 30
h 60

2a 50
b 50
c 60
d 10
e 60
f 20
g 60
h 60

Page 42

1a 54
b 30
c 32
d 76
e 90
f 83

2a 80
b 98

Page 43

1 59

Page 44
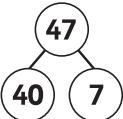
1a 56
b 66
c 46
d 75
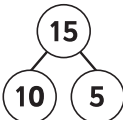
Page 45
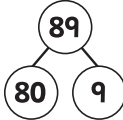
1a 49
b 68
c 88
d 79

2 Answers will vary.

Page 47

1a 47 → 40, 7

b 15 → 10, 5

1c 89 → 80, 9

d 63 → 60, 3

e 54 → 50, 4

f 77 → 70, 7

g 31 → 30, 1

h 28 → 20, 8
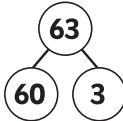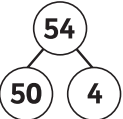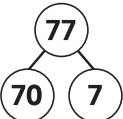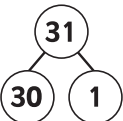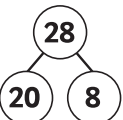
2a

tens	ones
	12

b

tens	ones
	16

c

tens	ones
	15

d

tens	ones
	19

Series C – Operations with Number

Page 47

2e

tens	ones
13	

f

tens	ones
14	

3a 37

b 81

c 49

d 64

Page 48

1a 53

b 91

c 104

d 82

e 55

f 88

g 95

Page 49

1a 6 + 3 = $\boxed{9}$

$$\begin{array}{r} 6 \\ +\quad 3 \\ \hline 9 \end{array}$$

+

1b 11 + 6 = $\boxed{17}$

$$\begin{array}{r} 1\ 1 \\ +\quad 6 \\ \hline 1\ 7 \end{array}$$

+

Page 50

1a

tens	ones
$\boxed{1}$	$\boxed{4}$
$\boxed{}$	$\boxed{2}$
$\boxed{1}$	$\boxed{6}$

$\boxed{14}$ + $\boxed{2}$ = $\boxed{16}$

b

tens	ones
$\boxed{}$	$\boxed{3}$
$\boxed{2}$	$\boxed{2}$
$\boxed{2}$	$\boxed{5}$

$\boxed{3}$ + $\boxed{22}$ = $\boxed{25}$

1c

tens	ones
$\boxed{2}$	$\boxed{2}$
$\boxed{1}$	$\boxed{0}$
$\boxed{3}$	$\boxed{2}$

$\boxed{22}$ + $\boxed{10}$ = $\boxed{32}$

d

tens	ones
$\boxed{1}$	$\boxed{3}$
$\boxed{1}$	$\boxed{3}$
$\boxed{2}$	$\boxed{6}$

$\boxed{13}$ + $\boxed{13}$ = $\boxed{26}$

Page 51

1a

tens	ones
6	2
+	4
6	**6**

b

tens	ones
3	5
+	4
3	**9**

c

tens	ones
2	4
+	5
2	**9**

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Series C – Operations with Number

1d

tens	ones
5	8
+ 1	1
6	**9**

e

tens	ones
2	2
+ 2	7
4	**9**

f

tens	ones
1	7
+ 3	2
4	**9**

g

tens	ones
6	4
+ 2	5
8	**9**

h

tens	ones
1	4
+ 4	3
5	**7**

i

tens	ones
2	3
+ 5	5
7	**8**

j

tens	ones
7	2
+ 1	7
8	**9**

1k

tens	ones
3	1
+ 4	4
7	**5**

Page 52

1a 13

b 16

c 14

d 23

e 26

f 19

2a 26 − 3 = 23

b 19 − 4 = 15

3 18; Yes because we are subtracting a small number.

Page 53

1a 28 − ⟨23⟩ = [5]

b 19 − ⟨14⟩ = [5]

c 23 − ⟨20⟩ = [3]

d 30 − ⟨26⟩ = [4]

e 18 − ⟨14⟩ = [4]

f 31 − ⟨28⟩ = [3]

2a [£27] − [£22] = [£5]

b [28] − [26] = [2]

Page 54

1a 27

b 21

c 25

d 4

e 2

f 3

2 Answers will vary.

Page 55

1a 26

b 51

c 40

d 14

e 24

f 35

2a 3; 30; 300

b 2; 20; 200

c 7; 70; 700

Page 56

1a 64 − 13 = [**51**]

13 is **1** ten ↑ and **3** ones ←

41	42	43	44	45
51	52	53	**54**	55
61	62	63	**64**	65

b 67 − 34 = [**33**]

34 is **3** tens ↑ and **4** ones ←

21	22	23	24	25	26	27	28
31	32	**33**	34	35	36	**37**	38
41	42	43	44	45	46	47	48
51	52	53	54	55	56	57	58
61	62	63	64	65	66	**67**	68

c 58 − 26 = [**32**]

26 is **2** tens ↑ and **6** ones ←

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

Series C – Operations with Number

Page 56

1d

$$35 - 24 = \boxed{11}$$

24 is __2__ tens ↑ and __4__ ones ←

1	2	3	4	5	6	7
11	12	13	14	**15**	16	17
21	22	23	24	25	26	27
31	32	33	34	**35**	36	37

Page 57

1a The difference is 2.

$$\boxed{4} - \boxed{2} = \boxed{2}$$

b The difference is 5.

$$\boxed{12} - \boxed{7} = \boxed{5}$$

Page 58

1a 3

b 7

c 12

2a–c Bar models will vary.

Page 59

1a 8; 8

b 12; 12

c 6; 6

d 9; 9

2a 19 + 4 = 23

b 12 + 7 = 19

3 4 + 5 = 9   5 + 4 = 9
     9 − 4 = 5   9 − 5 = 4

Page 60

1a 5   **b** 9   **c** 11
     10   8   20
     25   6   15
     50   7   16

2a 4 + 4 = 8
     Lucy is 8 years old.

b 28 − 14 = 14
     Sara ate 14 more strawberries.

Page 61

1a

| 3 | + | 2 | = | 5 | | 5 | − | 2 | = | 3 |
| 2 | + | 3 | = | 5 | | 5 | − | 3 | = | 2 |

b

| 4 | + | 1 | = | 5 | | 5 | − | 1 | = | 4 |
| 1 | + | 4 | = | 5 | | 5 | − | 4 | = | 1 |

2

4 + 3 = 7   7 − 4 = 3

| 3 | + | 4 | = | 7 | | 7 | − | 3 | = | 4 |

Page 62

What to do:

Answers will vary.

Page 63

1a 2

b 3

c 1

d 3

e 2

f 3

Pages 64–65

1a 13

b 24

c 23

d 31

e 17

f 15

g 50

h 3

i 30

j 41

k 43

l 16

m 4

n 20

o 7

Page 66

1a 86 is $\boxed{8\ 0}$ + $\boxed{6}$

b 27 is $\boxed{2\ 0}$ + $\boxed{7}$

c 32 is $\boxed{3\ 0}$ + $\boxed{2}$

d 46 is $\boxed{4\ 0}$ + $\boxed{6}$

Pages 67–68

1a 17

b 15

c 10

d 12

e 31

f 14

g 21

h 3

Page 69

1a 13

b 42

c 2

d 13

2 Answers will vary.

Page 70

1a 21

b 40

c 17

d 43

e 13

f 23

g 22

Series C – Operations with Number

1b

tens	ones

33

c

tens	ones

55
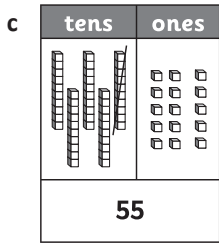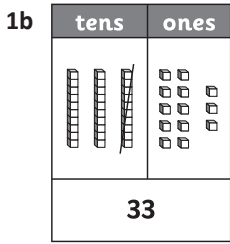
Page 72

1a 10

b 40

c 70

d 30

e 50

f 20

g 0

h 80

2a no

b yes

c yes

d yes

e no

f Answers may vary but be similar to 'there are more ones in the first number'.

Page 73

1a 15

b 38

c 58

d 27

2a–h Answers will vary. Teacher check.

Page 74

1a 21

b 51

c 16

1d 22

e 71

f 30

g 39

Page 75

1a 12

b 20

c 4

d 16

2 $\underline{12} + \underline{35} = \underline{47}$ $\underline{35} + \underline{12} = \underline{47}$

   $\underline{47} - \underline{12} = \underline{35}$ $\underline{47} - \underline{35} = \underline{12}$

Page 77

1a 5; 13 / 8 / ?

b 7; 24 / 17 / ?

c 2; 16 / 14 / ?

d 6; 18 / 12 / ?

e 10; 24 / 14 / ?
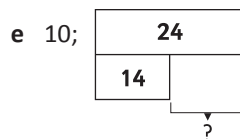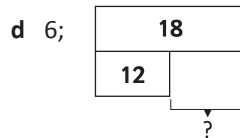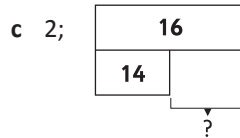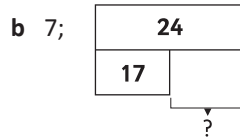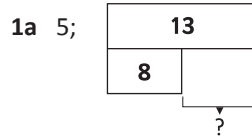
Page 78

1a $\underline{17} - \underline{13} = \underline{4}$; $\underline{4}$

b $\underline{65} - \underline{52} = \underline{13}$; $\underline{13}$

Page 79

1a 15; 40 / 25 / 15

1b 44; 67 / 23 / 44

c 28; 55 / 27 / 28

d 12; 17 / 5 / 12
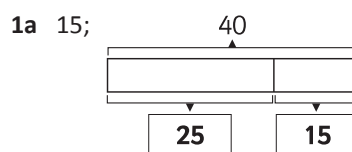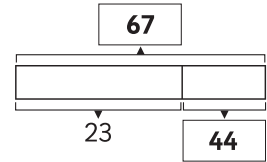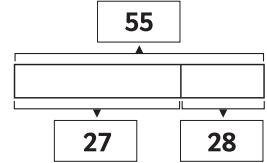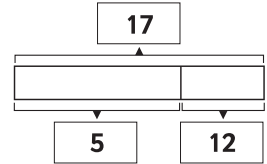
e 6; 20 / 14 / 6
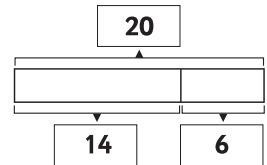
Page 80

1a $\bigcirc\!\!-$

b $\bigcirc\!\!+$

c $\bigcirc\!\!-$

2a 14 beads

b 25 raisins

c 29 plums

d 28 meals

Page 81

1a ✗

b ✓

c ✓

d ✗

2a **2** plates of **5** 🧁 is **10** 🧁 altogether.

   $5 + 5 =$ **10**

   $2 \times 5 =$ **10**

b **3** baskets of **2** 🐰 is **6** 🐰 altogether.

   $2 + 2 + 2 = 6$

   3 $\times$ **2** $=$ **6**

Series C – Operations with Number
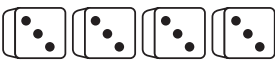
Page 82
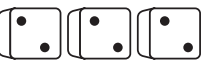
1a [2] groups of [5] = [10]

5 + 5 = [10]

2 × 5 = [10]

b [2] groups of [2] = [4]

2 + [2] = [4]

2 × [2] = [4]

c [2] groups of [6] = [12]

6 + [6] = [12]

2 × [6] = [12]

d [2] groups of [1] = [2]

1 + [1] = [2]

2 × [1] = [2]

2a

4 groups of 3 = [12]

[3] + [3] + [3] + [3] = [12]

[4] × [3] = [12]

b

3 groups of 2 = [6]

[2] + [2] + [2] = [6]

[3] × [2] = [6]

Page 83

1a [4] + [4] = [8]

[2] × [4] = [8]

[2] groups of [4] is [8]

b

[2] rows of [3] is [6]

c [5] + [5] + [5] = [15]

[3] × [5] = [15]

[3] groups of [5] is [15]

1d

[3] rows of [3] is [9]

e [3] + [3] + [3] + [3] = [12]

[4] × [3] = [12]

[4] groups of [3] is [12]

f

[2] rows of [4] is [8]

Page 84

1a [2] groups of [6] is [12]

b [3] groups of [5] is [15]

c [1] groups of [5] is [5]

d [2] groups of [2] is [4]

2 20

There are 4 rows of 5, so you can count in fives.

Page 85

1 Trace and colour **a** and **c** stars.

2a
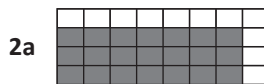
3 groups of 7 is [21]

7 + 7 + 7 = [21]

3 × 7 = [21]

b

3 groups of 6 is [18]

6 + 6 + 6 = [18]

3 × 6 = [18]

Page 86

What to do:

2 × 5 = 10	5 × 2 = 10	3 × 4 = 12
3 × 6 = 18	2 × 8 = 16	2 × 10 = 20
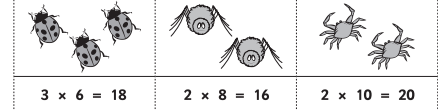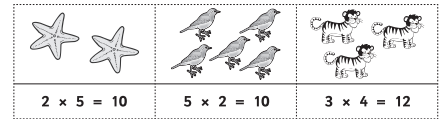
What to do next:

Teacher check.

Page 87

1a [2] × [5] = [10]   [5] × [2] = [10]

b [4] × [1] = [4]   [1] × [4] = [4]

c [3] × [4] = [12]   [4] × [3] = [12]

2a [3] × [5] = [15]

[5] × [3] = [15]

b [3] × [6] = [18]

[6] × [3] = [18]

Page 88

What to do:

Answers will vary.

What to do next:

You can't make turnarounds for doubles as they are the same both ways.

Page 89

Teacher check.

Series C – Operations with Number

Page 90

1a

1	×	2	=	2
2	×	2	=	4
3	×	2	=	6
4	×	2	=	8
5	×	2	=	10
6	×	2	=	12
7	×	2	=	14
8	×	2	=	16
9	×	2	=	18
10	×	2	=	20
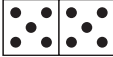
b | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 |

c It's a 2s pattern.
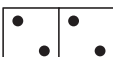
Page 91

1a
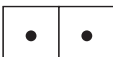
2 × 5 = 10

b
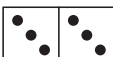
2 × 2 = 4

c

2 × 1 = 2

d

2 × 3 = 6

2a | 2 | × | 2 | = | 4 |

b | 2 | × | 2 | = | 4 |

c | 2 | × | 4 | = | 8 |

d | 2 | × | 3 | = | 6 |

Page 92

1

1 × 2 = 2
2 × 2 = 4
3 × 2 = 6
4 × 2 = 8
5 × 2 = 10
6 × 2 = 12
7 × 2 = 14
8 × 2 = 16
9 × 2 = 18
10 × 2 = 20

2a 12

b Observe students.

Answers will vary.
OR
They are all even numbers.
They end in 0, 2, 4, 6 or 8.
They could all be halved.

Page 93

What to do:
Answers will vary.

What to do next:
Teacher check.

Page 94

1a

1	×	5	=	5
2	×	5	=	10
3	×	5	=	15
4	×	5	=	20
5	×	5	=	25
6	×	5	=	30
7	×	5	=	35
8	×	5	=	40
9	×	5	=	45
10	×	5	=	50

b | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 |

c It's a 5s pattern.

Page 95

1

1	×	5	=	5
2	×	5	=	10
3	×	5	=	15
4	×	5	=	20
5	×	5	=	25
6	×	5	=	30
7	×	5	=	35
8	×	5	=	40
9	×	5	=	45
10	×	5	=	50

2a 15; 15

b 10; 10

c 35; 35

Series C – Operations with Number

Page 96

1a

1	×	10	=	10
2	×	10	=	20
3	×	10	=	30
4	×	10	=	40
5	×	10	=	50
6	×	10	=	60
7	×	10	=	70
8	×	10	=	80
9	×	10	=	90
10	×	10	=	100

b | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

c We are counting in 10s.

Page 97

1a

b
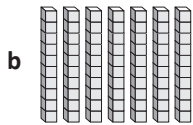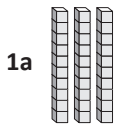
2a 20

b 40

c 70

d 10

e 30

f 80

Page 98

1

10 × 1 = **10**

10 × 2 = **20**

10 × 3 = **30**

10 × 4 = **40**

10 × 5 = **50**

10 × 6 = **60**

10 × 7 = **70**

10 × 8 = **80**

10 × 9 = **90**

10 × 10 = **100**

2a 40; 40

b 30; 30

c 60; 60

Page 99

What to do:

a 20 legs

b 14 legs

c 30 carrots

d 12 legs

Page 100

1a | 2 | × | 5 | = | 10 |

b | 2 | × | 3 | = | 6 |

c | 4 | × | 5 | = | 20 |

d | 6 | × | 10 | = | 60 |

Page 101

1a | 5 | × | 3 | = | 15 |

b | 2 | × | 4 | = | 8 |

2a

| 10 | × | 2 | = | 20 |

b

| 5 | × | 5 | = | 25 |
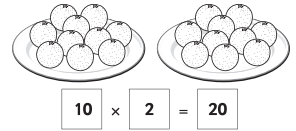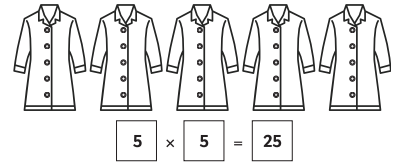
Page 102

1a | 2 | × | 3 | = | 6 |

| 3 | × | 2 | = | 6 |

b | 4 | × | 5 | = | 20 |

| 5 | × | 4 | = | 20 |

c | 10 | × | 3 | = | 30 |

| 3 | × | 10 | = | 30 |

Page 103

1 | 4 | × | 5 | = | 20 | ; 20

2 | 5 | × | 10 | = | 50 | ; 50

3 | 6 | × | 2 | = | 12 | ; 12

4 | 5 | × | 5 | = | 25 | ; 25

Page 104

What to do:

2 trays of 5 = 10

1 × 5 = 10

5 trays of 2 = 10

5 × 2 = 10

10 trays of 1 = 10

10 × 1 = 10

Series C – Operations with Number

Page 104

What to do next:

2 rows of 10 is 20

10 rows of 2 is 20

5 rows of 4 is 20

4 rows of 5 is 20

1 row of 20 is 20

20 rows of 1 is 20

Page 105

What to do:

a $4 \times 10 = 40$

b $3 \times 5 = 15$

c $5 \times 7 = 35$

Page 106

What to do:

Jack has $2 \times 12 = 24$

Ellie has $3 \times 8 = 24$

Tom has $4 \times 6 = 24$

Nick has $1 \times 24 = 24$

So they all have the same number of footy cards.

Page 107

1a ✓

b ✗

c ✗

d ✗

2   Students should draw four fish in each bowl.

Page 108

1   Drawings will vary.

a   5; $10 \div 2 = \boxed{5}$
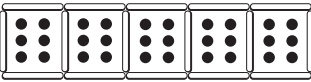
b   6; $12 \div \boxed{2} = \boxed{6}$
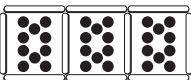
1c   3; $\boxed{15} \div \boxed{5} = \boxed{3}$

d   6; $\boxed{30} \div \boxed{5} = \boxed{6}$

Page 109

What to do:

a   ; 6

b   ; 10

c   ; 15

Page 110

1a You can feed __9__ birds.

$18 \div 2 = \boxed{9}$

b You can feed __4__ bears.

$20 \div 5 = \boxed{4}$

c You can feed __4__ whales.

$40 \div 10 = \boxed{4}$

Page 111

1   Tally marks or drawings will vary.

a $\boxed{30} \div \boxed{10} = \boxed{3}$

b $\boxed{18} \div \boxed{2} = \boxed{9}$

c $\boxed{25} \div \boxed{5} = \boxed{5}$

d $\boxed{40} \div \boxed{10} = \boxed{4}$

Page 112

What to do:

$\boxed{15}$

$\boxed{3} \times \boxed{5} = \boxed{15}$

$\boxed{5}$

$\boxed{15} \div \boxed{3} = \boxed{5}$

What to do next:

$\boxed{4} \times \boxed{5} = \boxed{20}$

$\boxed{20} \div \boxed{5} = \boxed{4}$

$\boxed{20} \div \boxed{4} = \boxed{5}$

Page 113

1a 2 groups of 5 is $\boxed{10}$ 10 divided into 2 groups is $\boxed{5}$

$\boxed{2} \times \boxed{5} = \boxed{10}$ $\boxed{10} \div \boxed{2} = \boxed{5}$

b 4 groups of 2 is $\boxed{8}$ $\boxed{8}$ divided into $\boxed{4}$ groups is $\boxed{2}$

$\boxed{4} \times \boxed{2} = \boxed{8}$ $\boxed{8} \div \boxed{4} = \boxed{2}$

c $\boxed{6} \times \boxed{3} = \boxed{18}$

$\boxed{18} \div \boxed{6} = \boxed{3}$

d $\boxed{7} \times \boxed{3} = \boxed{21}$

$\boxed{21} \div \boxed{7} = \boxed{3}$

2a $\boxed{4} \times \boxed{2} = \boxed{8}$

$\boxed{8} \div \boxed{4} = \boxed{2}$

b $\boxed{2} \times \boxed{5} = \boxed{10}$

$\boxed{10} \div \boxed{2} = \boxed{5}$

Page 114

1a $1 \times 2 = \boxed{2}$

$\boxed{2} \div 1 = \boxed{2}$

b $2 \times 2 = \boxed{4}$

$\boxed{4} \div 2 = \boxed{2}$

c $4 \times 2 = \boxed{8}$

$\boxed{8} \div \boxed{2} = \boxed{4}$

d $5 \times 2 = \boxed{10}$

$\boxed{10} \div \boxed{2} = \boxed{5}$

Series C – Operations with Number

2a 10 × 2 = **20**

20 ÷ 10 = **2**

b 20 × 2 = **40**

40 ÷ 20 = **2**

c 40 × 2 = **80**

80 ÷ **2** = **40**

d 50 × 2 = **100**

100 ÷ **50** = **2**

Page 115

1a 1 × 10 = **10**

10 ÷ **1** = **10**

b 2 × 10 = **20**

20 ÷ **2** = **10**

c 3 × 10 = **30**

30 ÷ **3** = **10**

d 4 × 10 = **40**

40 ÷ **4** = **10**

e 5 × 10 = **50**

50 ÷ **5** = **10**

f 10 × 10 = **100**

100 ÷ **10** = **10**

2 Answers will vary.

Page 116

1a $\frac{1}{2}$ of 8 is **4**

8 ÷ **2** = **4**

b $\frac{1}{2}$ of 18 is **9**

18 ÷ **2** = **9**

c $\frac{1}{2}$ of 10 is **5**

10 ÷ **2** = **5**

d $\frac{1}{2}$ of 12 is **6**

12 ÷ **2** = **6**

2a $\frac{1}{4}$ of 16 is **4**

16 ÷ **4** = **4**

b $\frac{1}{4}$ of 8 is **2**
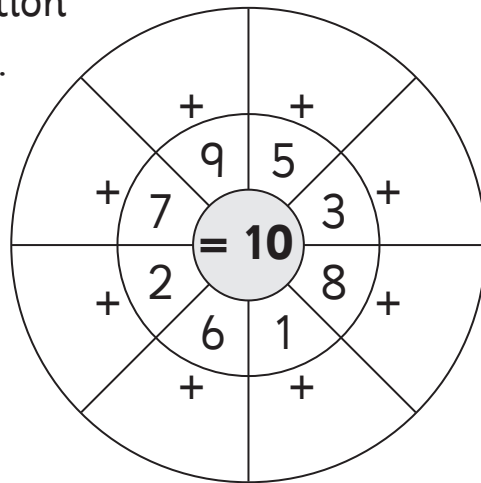
8 ÷ **4** = **2**

Page 117

What to do:

50 ÷ 5 = 10 cupcakes each

You would get more if they shared the cupcakes evenly.

Addition and subtraction facts

Name _____

1 Finish the addition number wheels.

The first wheel has **= 10** in the center with the numbers 9, 5, 7, 3, 2, 8, 6, 1 around it, each with a **+** in the outer ring.

The second wheel has **= 20** in the center with the numbers 14, 18, 9, 15, 13, 12, 19, 10 around it, each with a **+** in the outer ring.
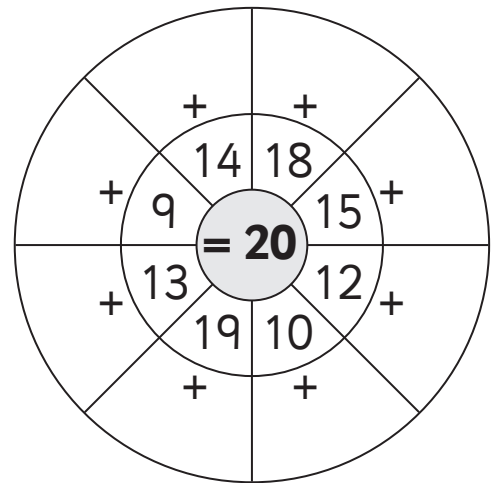
2 Fill in the missing numbers in these number facts.

a 8 + 7 = ☐

b 4 + 9 = ☐

c ☐ + 6 = 9

d 12 + 8 = ☐

e 6 + ☐ = 14

f 11 + 9 = ☐

3 Solve these problems. Write the number facts.

a Max counted **8** worms in the front garden and **9** worms in the back garden. How many worms did he count altogether?

b Heidi collects hair ribbons. She started with **5**. Her cousin gave her some more and now she has **13**. How many ribbons did her cousin give her?

Skills and understandings	Not yet	Kind of	Got it
● Recalls addition number facts to 20			
● Recognises and solves missing addition number to 20			

Addition

1 Complete each set of questions by counting on.

+ 1	+ 2	+ 3
14 + 1 =	15 + 2 =	17 + 3 =
10 + 1 =	19 + 2 =	13 + 3 =
15 + 1 =	13 + 2 =	19 + 3 =
18 + 1 =	24 + 2 =	22 + 3 =
13 + 1 =	11 + 2 =	12 + 3 =

2 Complete the number facts.

a 29 + 10 = ☐   **b** 22 + 10 = ☐   **c** 16 + 20 = ☐

d 11 + 20 = ☐   **e** 35 + 10 = ☐   **f** 19 + 30 = ☐

3 Jump along the number lines and finish each number fact.

a 24 + 8 = ☐

20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40

b 29 + 7 = ☐

20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40
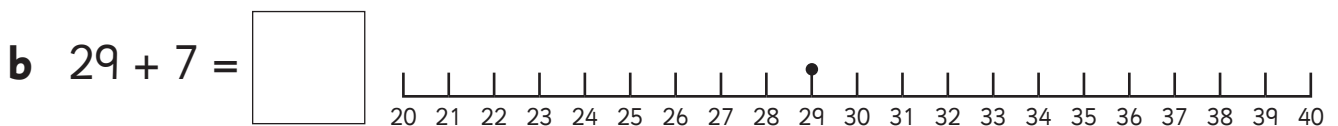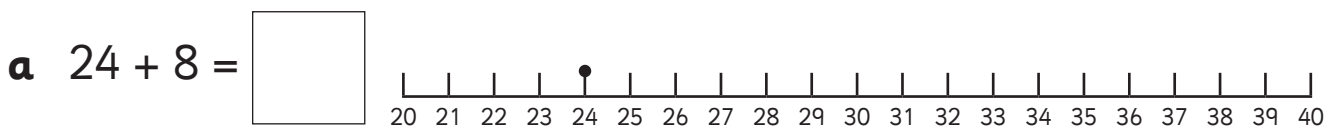
Skills and understandings	Not yet	Kind of	Got it
• Uses a range of strategies to solve addition facts to 50			

Addition

1 Finish these doubles facts.

Central oval: **Double**

Surrounding number circles: 7, 8, 20, 13, 15, 9, 25, 50, 18, 12 (each connected to an empty outer circle)

. . . .
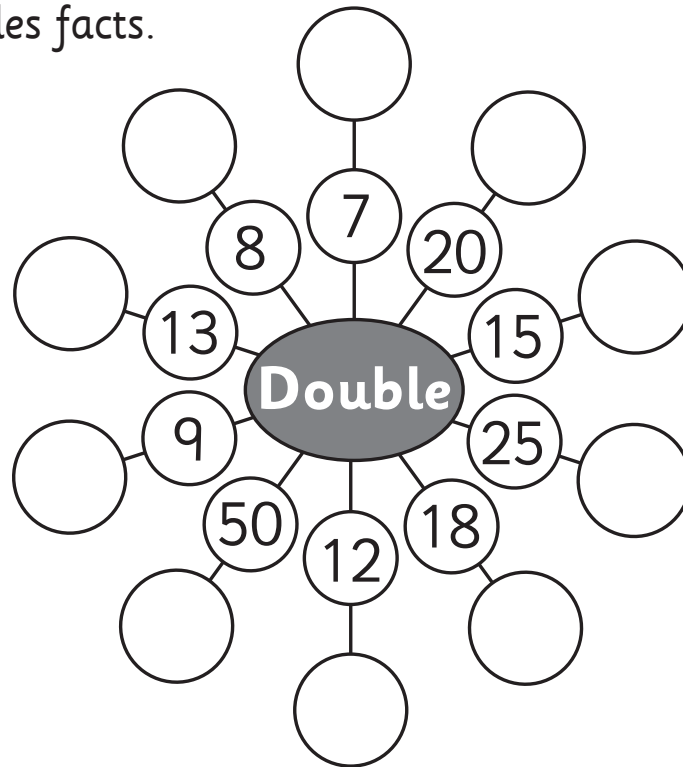
2 Add these near doubles.

a 4 + 5 = ☐ | 4 + 4 + 1 = ☐

b 3 + 4 = ☐ | ☐ + ☐ + ☐ = ☐
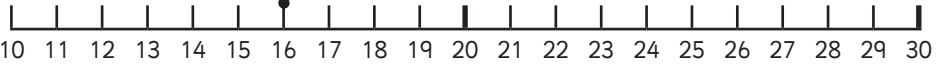
c 6 + 5 = ☐ | ☐ + ☐ + ☐ = ☐

d 7 + 6 = ☐ | ☐ + ☐ + ☐ = ☐

. . . .

Skills and understandings	Not yet	Kind of	Got it
• Adds teen and common doubles			
• Demonstrates understanding of near doubles strategy			

Addition
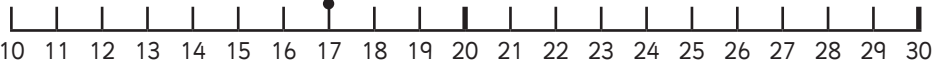
1 Use the number lines to help solve these problems.

a 16 + 8 = ☐

```
|  |  |  |  |  |  |  •  |  |  |  |  |  |  |  |  |  |  |  |  |
10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
```

I jumped ☐4 to get to ☐20. Then I jumped ☐4 more.

b 17 + 6 = ☐

```
|  |  |  |  |  |  |  |  •  |  |  |  |  |  |  |  |  |  |  |  |
10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
```

I jumped ☐ to get to ☐. Then I jumped ☐ more.

2 Solve using a strategy of your choice. Show how you worked it out.

Moby had **18** toy cars. His dad gave him **8** more. How many does he have now?

```
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
```
Help

Skills and understandings	Not yet	Kind of	Got it
• Demonstrates understanding of the bridge to 10 strategy			
• Solves bridge to 10 word problems using strategy of choice			

Addition

1 Set up these problems vertically and solve.

a 32 + 45 = ☐   **b** 71 + 22 = ☐   **c** 63 + 12 = ☐

	T	O
	☐	☐
+	☐	☐
	☐	☐

	T	O
	☐	☐
+	☐	☐
	☐	☐

	T	O
	☐	☐
+	☐	☐
	☐	☐

2 Finish these addition problems. Remember to start with the ones.

a

	H	T	O
	1	5	2
+	2	1	4
	☐	☐	☐

b

	H	T	O
	3	5	2
+	1	3	5
	☐	☐	☐

c

	H	T	O
	1	7	3
+	4	1	6
	☐	☐	☐

Skills and understandings	Not yet	Kind of	Got it
• Sets up and solves 2-digit vertical addition problems (no regrouping)			
• Solves vertical 3-digit vertical addition problems (no regrouping)			

Subtraction

Name _____

1 Finish these number facts.

a 5 − 2 = [ ]   **b** 10 − 6 = [ ]   **c** 8 − 6 = [ ]

5 − 1 = [ ]   10 − 3 = [ ]   7 − 4 = [ ]

5 − 3 = [ ]   10 − 2 = [ ]   9 − 3 = [ ]

2 Add the missing numbers or symbols to make these number facts true.

a   9 − [ ] = 4   **b**   10 − [ ] = 7

c   [ ] − 4 = 5   **d**   [ ] − 12 = 8

3 Solve these problems. Write the number facts.

a Ali had 12 eggs but dropped some and only has 4 left.

[ ] − [ ] = [ ]

b Heda's mum had some money in her wallet. After giving Heda £8 for lunch she is left with £15. How much money did she start with?
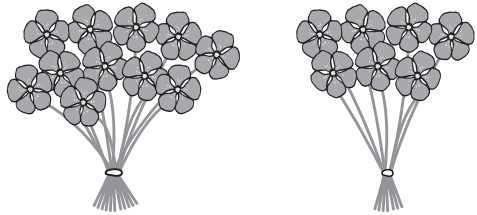
[ ] − [ ] = [ ]

Skills and understandings	Not yet	Kind of	Got it
• Recalls addition number facts to 20			
• Recognises and solves missing subtraction problems to 20			

Subtraction

1 Find the difference. Write the number fact to match.

a

□ − □ = □

b

□ − □ = □

....

2 Use your ruler to help solve these problems. Decide if it's easier to count on or count back.

a 30 − 27 = □

b 24 − 5 = □

c 19 − 15 = □

d 28 − 6 = □

....

3 Solve these.

a 38 − 10 = □

b 56 − 20 = □

c 70 − 30 = □

26	27	28	29	30
36	37	38	39	40
46	47	48	49	50
56	57	58	59	60
66	67	68	69	70

....

Skills and understandings	Not yet	Kind of	Got it
• Solves simple find the difference problems and writes matching number facts			
• Counts on and back to solve subtraction problems to 50			
• Subtracts multiples of 10			

Subtraction

Name _____

1 Finish the addition facts. Use them to solve the subtraction facts.

a 7 + ☐ = 13

13 − 7 = ☐

b 8 + ☐ = 17

17 − 8 = ☐

2 Write some addition and subtraction facts to match.

3 Make fact families for each set of numbers.

a   3   6   9

☐ + ☐ = ☐

☐ + ☐ = ☐

☐ − ☐ = ☐

☐ − ☐ = ☐

b   6   4   10

☐ + ☐ = ☐

☐ + ☐ = ☐

☐ − ☐ = ☐

☐ − ☐ = ☐

Skills and understandings	Not yet	Kind of	Got it
• Writes related addition and subtraction facts			
• Writes fact families for sets of 3 numbers			

Subtraction

1 Use the jump strategy to solve these problems. Show the jumps and fill in the missing numbers on the number lines.

a 78 − 23 = ☐   23 is _____ tens and _____ ones

```
|   | | |           |                    |
☐      58          68                   78
```
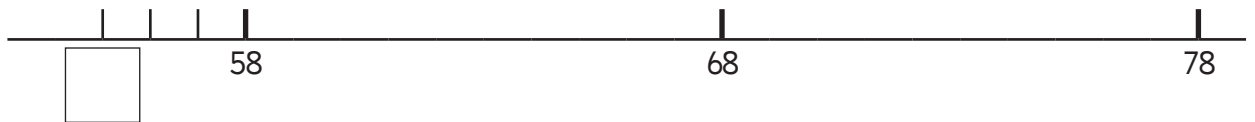
b 42 − 21 = ☐   21 is _____ tens and _____ one

```
       | |          |                    |
      ☐ 22         32                   42
```
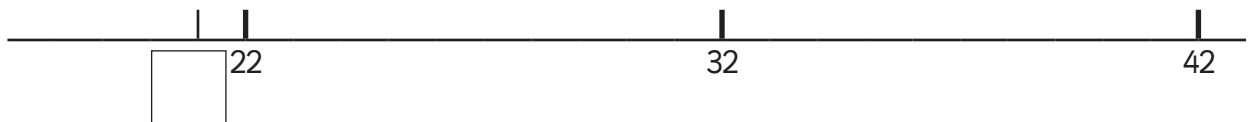
2 Finish these subtraction problems. Remember to subtract the ones and then subtract the tens.

a	T	O		**b**	T	O		**c**	T	O
	4	8			5	9			3	7
−	1	4		−	3	6		−	2	2
	☐	☐			☐	☐			☐	☐

Skills and understandings	Not yet	Kind of	Got it
• Identifies place value of digits and uses jump strategy to subtract 2-digit numbers			
• Subtracts 2-digit numbers using vertical format (no regrouping)			

Multiplication

1 Draw more dots to make the groups equal. Finish the number facts.

a

3 groups of 2 = ☐

b

4 groups of 3 = ☐

2 Harry had **5** flower pots. He grew **4** flowers in each pot.

How many flowers did he grow? ☐

Draw a picture below to solve the problem.

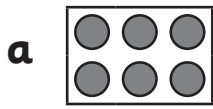**3** How many cakes are there? Finish the number facts.

☐ groups of ☐ is ☐

☐ × ☐ = ☐

Skills and understandings	Not yet	Kind of	Got it
• Recognises and forms equal groups			
• Solves equal group problems using pictoral representation			

Multiplication
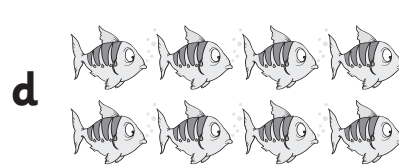
1 How many dots? Finish the number facts.

a

	rows of		is	
	×		=	

b

	rows of		is	
	×		=	

c

	rows of		is	
			=	

d
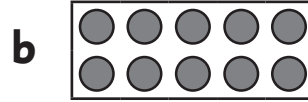
	rows of		is	
			=	

2 Draw dots on the other side of the dominoes to create doubles. Finish the number facts.

a

2 × ☐ = ☐

b

☐ ☐ ☐ = ☐
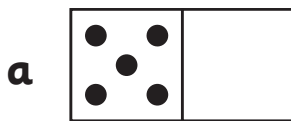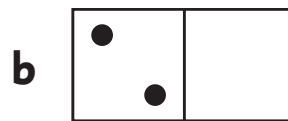
Skills and understandings	Not yet	Kind of	Got it
• Writes multiplication facts to match arrays			
• Recognises and uses the multiplication symbol as ×			
• Creates double facts			

Multiplication

Name _____

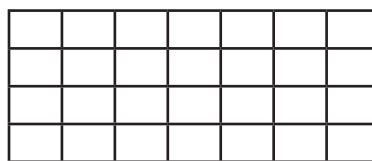**1** Colour the squares in the grid to show these facts. Finish them.
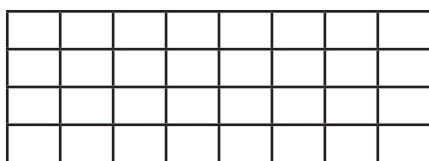
a
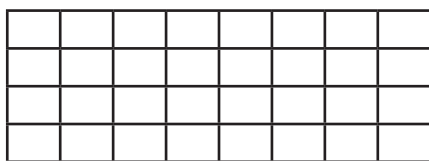
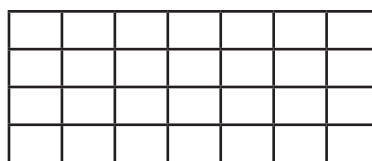2 rows of 7 is ☐

2 × 7 = ☐

b

3 rows of 5 is ☐

3 × 5 = ☐

c

3 rows of 6 is ☐

3 × 6 = ☐

d

3 rows of 4 is ☐

3 × 4 = ☐

2 Can you turn these arrays around in your head? Write both facts.

a

☐ × ☐ = ☐

☐ × ☐ = ☐

b

☐ × ☐ = ☐

☐ × ☐ = ☐
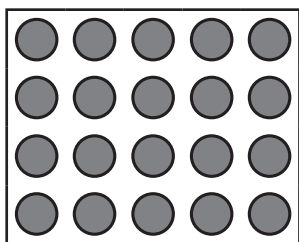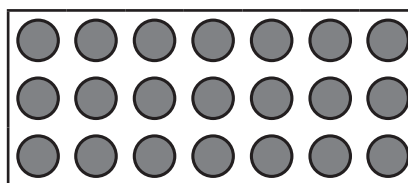
Skills and understandings	Not yet	Kind of	Got it
• Creates 100 square models of multiplication problems and writes matching facts			
• Uses arrays to create turnaround multiplication facts			

Division

Name _____

1 Tick the fair shares.
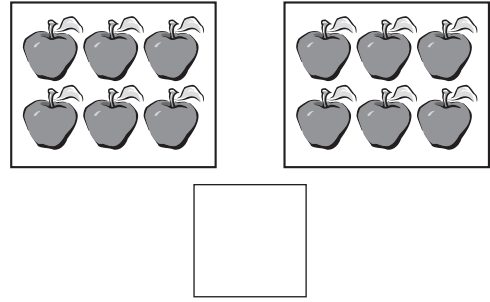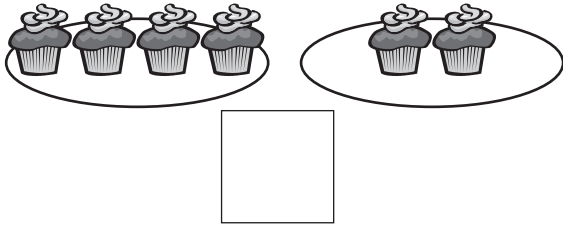
2 Share 12 flowers between 4 vases. Make sure each vase has the same amount of flowers.

3 Make fair shares. Use counters or tally marks to help.

a Share **10** counters between 2 people.

How many counters do you each get? ☐

Is there any remainder? How many? ☐

b Share **13** counters between 2 people.

How many counters do you each get? ☐

Is there any remainder? How many? ☐

Skills and understandings	Not yet	Kind of	Got it
• Recognises and makes fair shares			
• Recognises and identifies simple remainders			

Division

Name _____

1 Solve these problems. Use counters or draw pictures to help.

a You have **20** chocolates to be shared fairly between **4** of you. How many chocolates do you each get?

☐

**b** Each necklace needs **4** beads. You have **16** beads. How many necklaces can you make?

☐

c Each cupcake needs **3** jelly beans. You have **15** jelly beans. How many cupcakes can you decorate?

☐

Skills and understandings	Not yet	Kind of	Got it
• Solves partition (sharing) and quotition (grouping) division problems using concrete aids or pictorial representations			

Division

Name _____

1 Use tally marks or draw pictures to help you solve these problems. Finish the matching number facts.

a 12 sweets shared between 4 kids is [ ] each.

◯ ◯ ◯ ◯   [ ] [ ] [ ] = [ ]
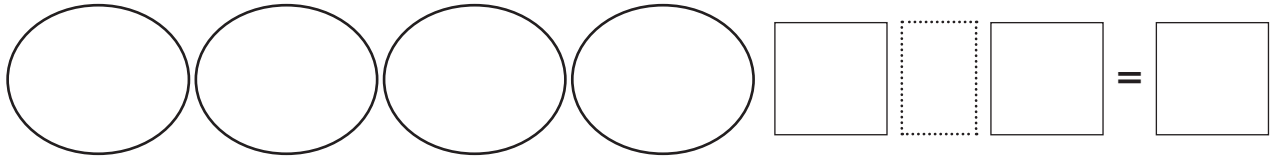
b 28 worms shared between 4 birds is [ ] each.

◯ ◯ ◯ ◯   [ ] [ ] [ ] = [ ]
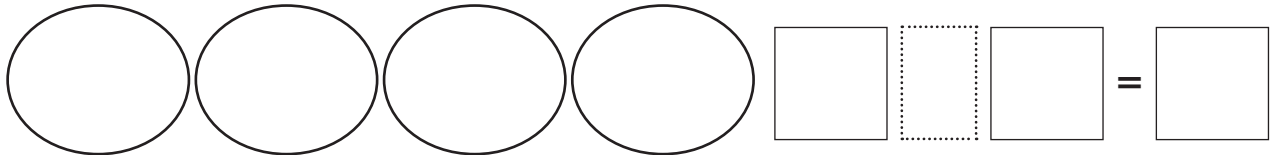
2 Use the arrays to finish the matching multiplication and division facts.

a

[ ] × [ ] = [ ]

[ ] ÷ [ ] = [ ]

b

[ ] × [ ] = [ ]

[ ] ÷ [ ] = [ ]
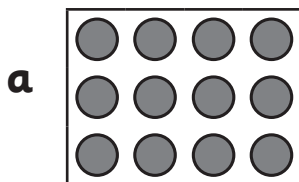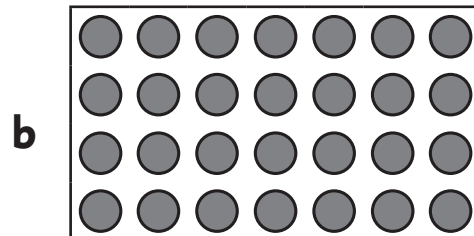
Skills and understandings	Not yet	Kind of	Got it
• Writes division facts using the division symbol			
• Uses arrays to create matching multiplication and division facts			

Series C – Operations with Number – Student Progress Record

Name _____ Class _____ Date _____

What went well: _____

_____

_____

_____

What I need to improve: _____

_____

_____

_____

- ✂ - - - - -

Series C – Operations with Number – Student Progress Record

Name _____ Class _____ Date _____

What went well: _____

_____

_____

_____

What I need to improve: _____

_____

_____

_____

Series C – Operations with Number

ASSESSMENT ANSWERS

Page 16

1
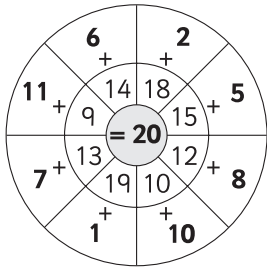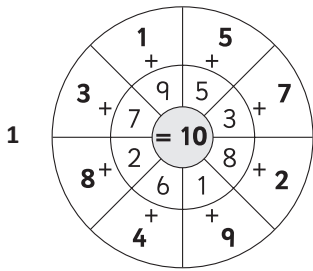
2a 15

b 13

c 3

d 20

e 8

f 20

3a 8 + 9 = 17   17 worms

b 5 + 8 = 13   8 ribbons

Page 17

1

+ 1
14 + 1 = **15**
10 + 1 = **11**
15 + 1 = **16**
18 + 1 = **19**
13 + 1 = **14**

+ 2
15 + 2 = **17**
19 + 2 = **21**
13 + 2 = **15**
24 + 2 = **26**
11 + 2 = **13**

1

+ 3
17 + 3 = **20**
13 + 3 = **16**
19 + 3 = **22**
22 + 3 = **25**
12 + 3 = **15**

2a 39

b 32

c 36

d 31

e 45

f 49

3a 32

b 36

Page 18

1
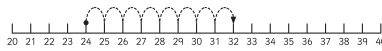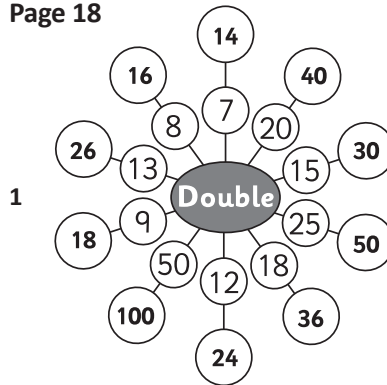
2a 4 + 5 = **9**   **4** + **4** + **1** = **9**

b 3 + 4 = **7**   **3** + **3** + **1** = **7**

c 6 + 5 = **11**   **5** + **5** + **1** = **11**

d 7 + 6 = **13**   **6** + **6** + **1** = **13**

Page 19

1a 16 + 8 = **24**

I jumped **4** to get to **20**. Then I jumped **4** more.

b 17 + 6 = **23**

I jumped **3** to get to **20**. Then I jumped **3** more.

---

2 18 + 8 = 26

Answers will vary.

Page 20

1a 77

b 93

c 75

2a 366

b 487

c 589

Page 21

1a 3; 4; 2

b 4; 7; 8

c 2; 3; 6

2a 5

b 3

c 9

d 20

3a <u>12</u> − <u>8</u> = <u>4</u>

b <u>23</u> − <u>8</u> = <u>15</u>

Page 22

1a <u>9</u> − <u>7</u> = <u>2</u>

b <u>11</u> − <u>7</u> = <u>4</u>

2a 3

b 19

c 4

d 22

3a 28

b 36

c 40

Page 23

1a 6; 6

b 9; 9

2 4 + 6 = 10   10 − 4 = 6

     6 + 4 = 10   10 − 6 = 4

Series C – Operations with Number

Page 23

3a   3   6   9

| 3 | + | 6 | = | 9 |

| 6 | + | 3 | = | 9 |

| 9 | − | 3 | = | 6 |

| 9 | − | 6 | = | 3 |

b   6   4   10

| 6 | + | 4 | = | 10 |

| 4 | + | 6 | = | 10 |

| 10 | − | 4 | = | 6 |

| 10 | − | 6 | = | 4 |

Page 24

1a 78 − 23 = **55**   23   is __2__ tens and __3__ ones

55 58   68   78

b 42 − 21 = **21**   21   is __2__ tens and __1__ one

21 22   32   42

2a 34

b 23

c 15

Page 25

1a 3 groups of 2 = **6**

b 4 groups of 3 = **12**

2 20; each pot should have 4 flowers.

3 | **2** | groups of | **5** | is | **10** |

| **2** | × | **5** | = | **10** |

Page 26

1a | **2** | rows of | **3** | is | **6** |

| **2** | × | **3** | = | **6** |

b | **2** | rows of | **5** | is | **10** |

| **2** | × | **5** | = | **10** |

c | **4** | rows of | **4** | is | **16** |

| **4** | × | **4** | = | **16** |

d | **2** | rows of | **4** | is | **8** |

| **2** | × | **4** | = | **8** |

2a
| **2** | × | **5** | = | **10** |

b
| **2** | × | **2** | = | **4** |

Page 27
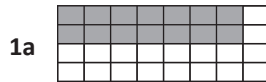
1a
2 rows of 7 is **14**

2 × 7 = **14**

b
3 rows of 5 is **15**

3 × 5 = **15**

c
3 rows of 6 is **18**

3 × 6 = **18**
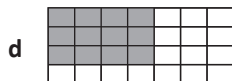
d
3 rows of 4 is **12**

3 × 4 = **12**

2a | **4** | × | **5** | = | **20** |

| **5** | × | **4** | = | **20** |

b | **3** | × | **7** | = | **21** |

| **7** | × | **3** | = | **21** |

Page 28

1 ✓
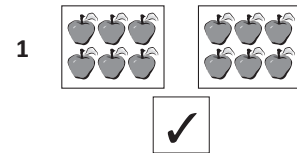
2 Each vase should have 3 flowers.

3a 5; 0

b 6; 1

Page 29

1a ; 5

b ; 4

c ; 5

Page 30

1a
| **12** | ÷ | **4** | = | **3** |

b
| **28** | ÷ | **4** | = | **7** |
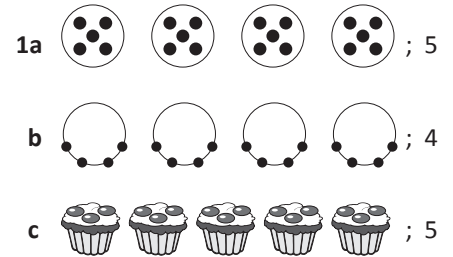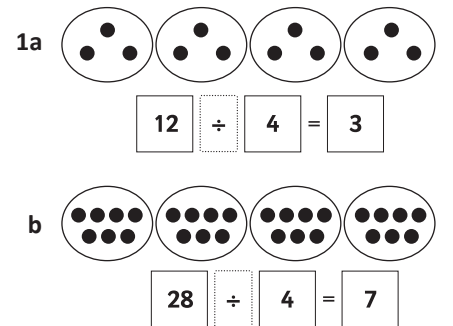
2a | **3** | × | **4** | = | **12** |

| **12** | ÷ | **3** | = | **4** |

b | **4** | × | **7** | = | **28** |

| **28** | ÷ | **4** | = | **7** |

Series C – Operations with Number

Topic	Reference	Strand	Substrand	Objective
Addition and Subtraction Facts	2C1a	Number	Addition and Subtraction	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
Addition	2C1a	Number	Addition and Subtraction	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
Addition	2C1b	Number	Addition and Subtraction	Add and subtract numbers mentally, including: a 2-digit number and ones, a 2-digit number and tens, two 2-digit numbers, adding three 1-digit numbers
Addition	2C2	Number	Addition and Subtraction	Add and subtract numbers using concrete objects, pictorial representations, including: a 2-digit number and ones, a 2-digit number and tens, two 2-digit numbers, adding three 1-digit numbers
Addition	2C4	Number	Addition and Subtraction	Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods
Subtraction	2C1a	Number	Addition and Subtraction	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
Subtraction	2C1b	Number	Addition and Subtraction	Add and subtract numbers mentally, including: a 2-digit number and ones, a 2-digit number and tens, two 2-digit numbers, adding three 1-digit numbers
Subtraction	2C2	Number	Addition and Subtraction	Add and subtract numbers using concrete objects, pictorial representations, including: a 2-digit number and ones, a 2-digit number and tens, two 2-digit numbers, adding three 1-digit numbers
Subtraction	2C3	Number	Addition and Subtraction	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems

Series C – Operations with Number

Topic	Reference	Strand	Substrand	Objective
Subtraction	2C4	Number	Addition and Subtraction	Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods
Multiplication and Division	2C6	Number	Multiplication and Division	Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
Multiplication and Division	2C7	Number	Multiplication and Division	Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs
Multiplication and Division	2C9b	Number	Multiplication and Division	Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
Multiplication and Division	2C8	Number	Multiplication and Division	Solve problems involving multiplication and division using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts