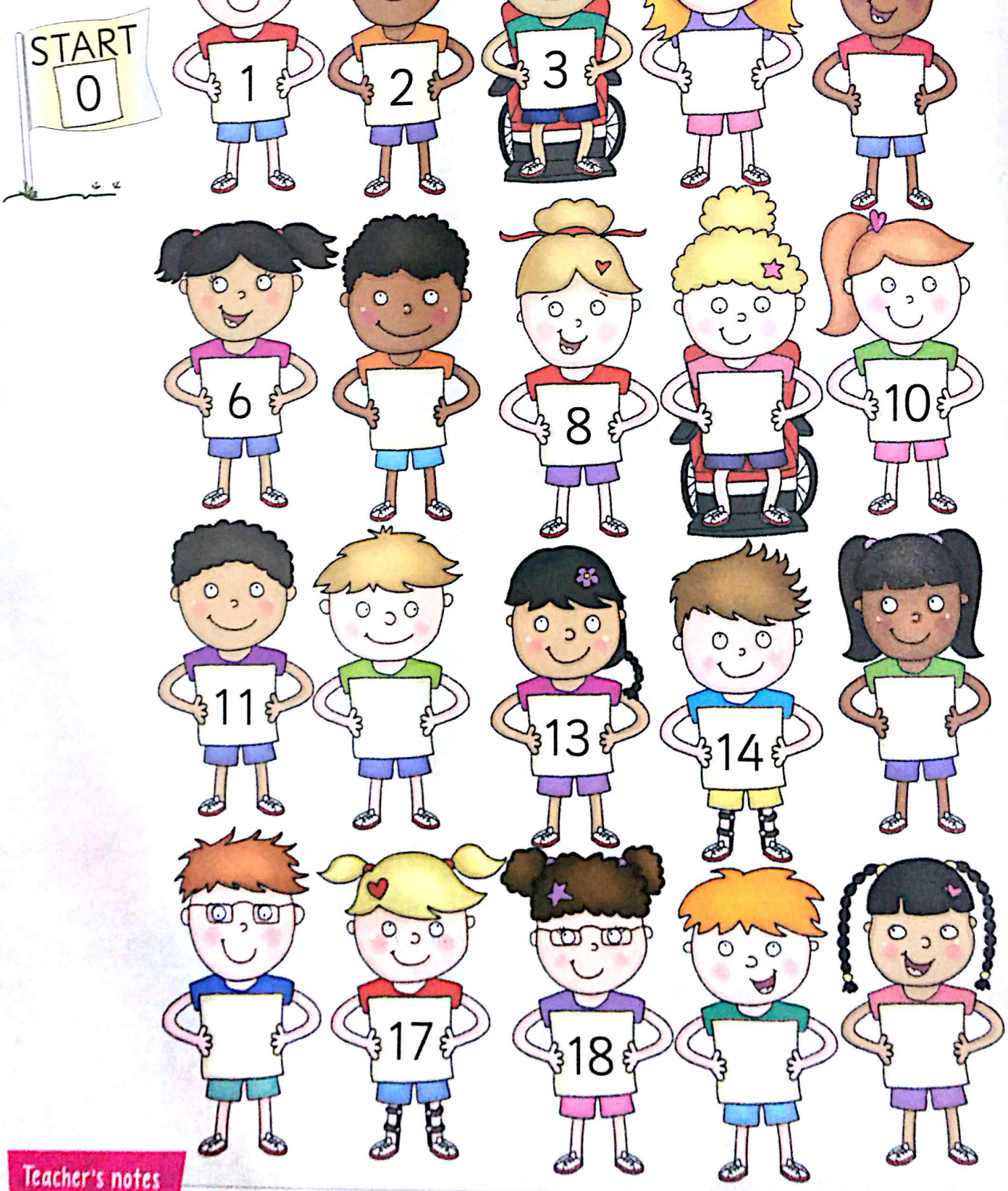
Collins

Busy Ant Maths

Activity Book 1A

What's my number?

Read and write numbers 0 to 20



Teacher's notes

Children identify the missing numbers and write them in the empty boxes to complete the sequence 0 to 20.

Monster numbers

Identify one more and one less

Date: _____

You will need:
- coloured pencils

9

6

18

12

15

11

14

8

20

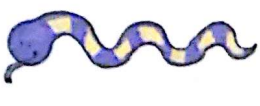
17

Teacher's notes

Children look at the number each monster is holding. Using the same colour as the monster, they draw a line to join it to the number that is one less and the number that is one more.

Count and write numbers to 20








Teacher's notes

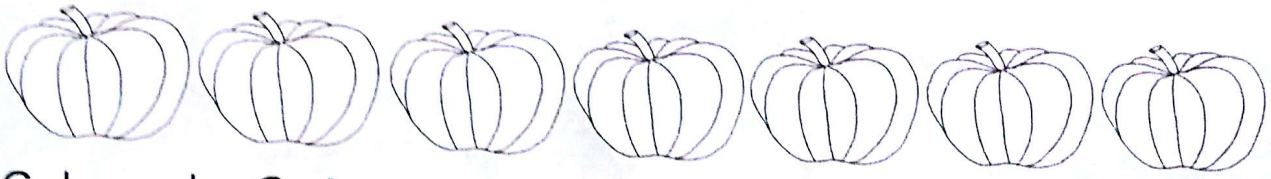
Children count how many there are of each creature and write the number in the correct box.

Garden planting

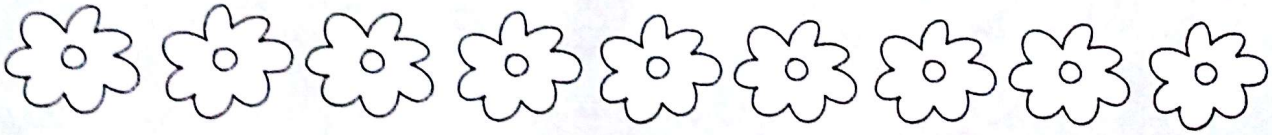
Practise ordering 1st to 20th

Date: _____

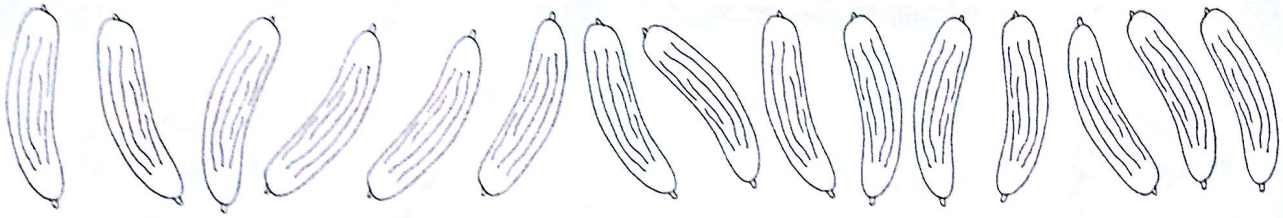
You will need:
- coloured pencils



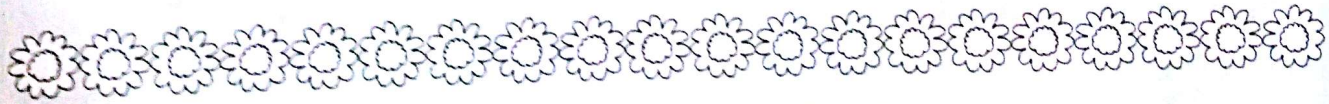
Colour the **3rd** and the **6th**.



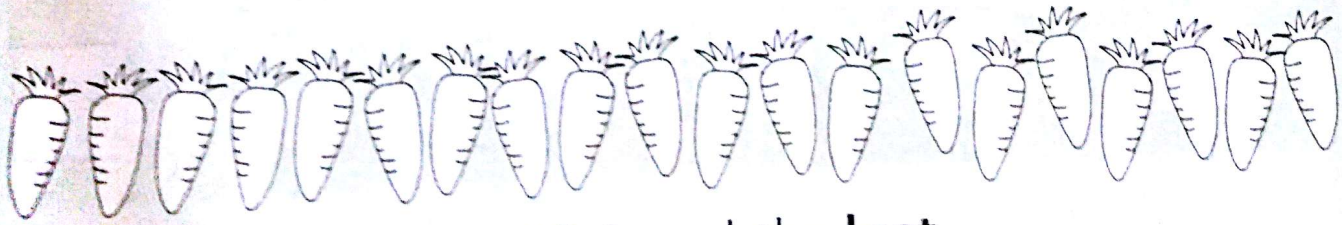
Colour the **7th** and the **9th**.



Colour the **11th** and the **14th**.



Colour the **1st**, the **17th** and the **13th**.



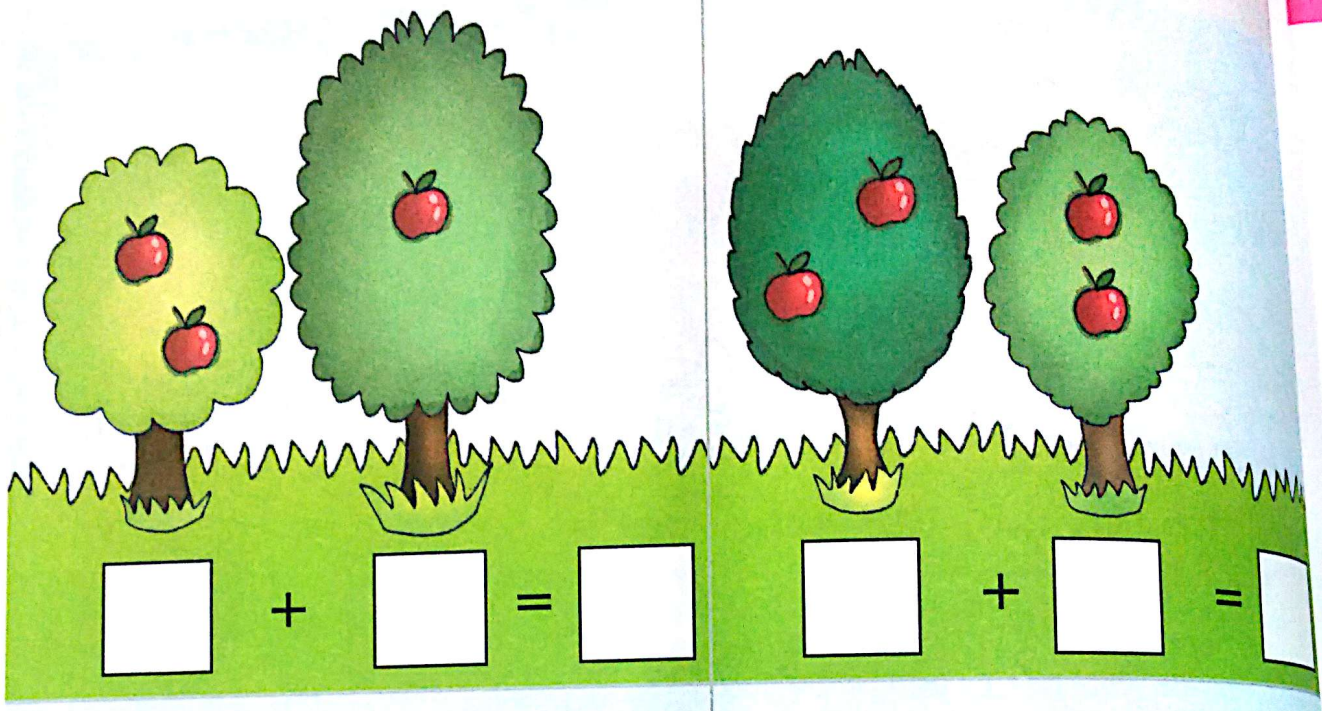
Colour the **12th**, the **19th** and the **last**.

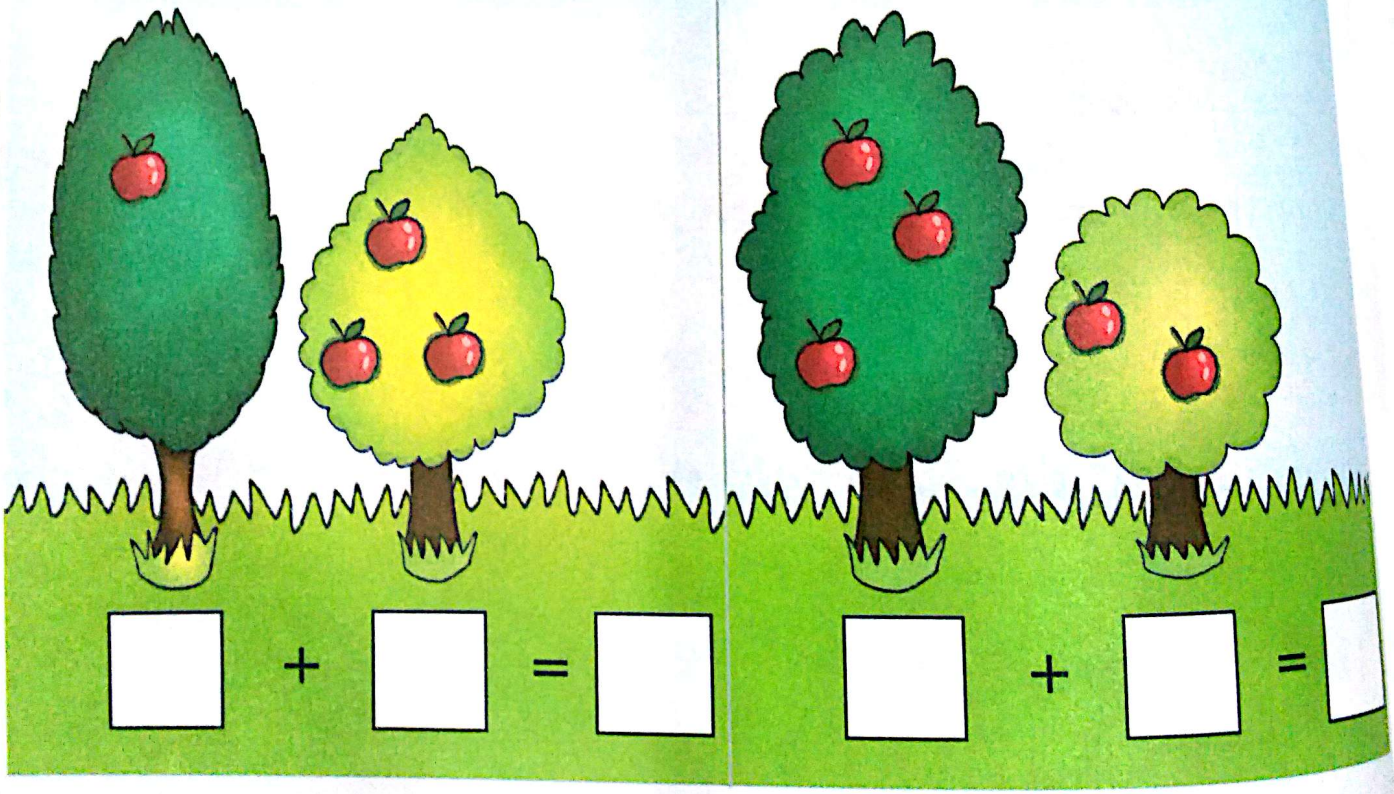
Teacher's notes

Support children to follow the instructions to colour the correct flowers and vegetables.

Apple tree addition

Make addition number sentences to 5 by joining groups





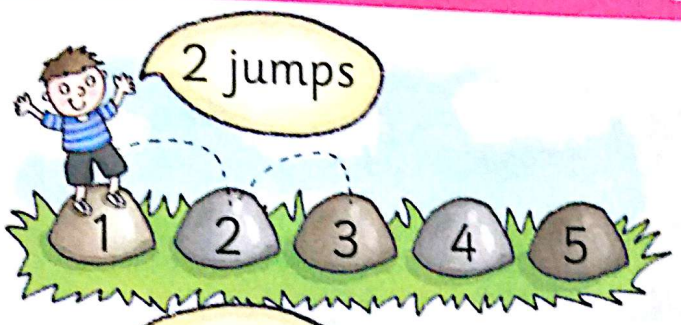
Teacher's notes

For each picture, children count the apples in the first tree and write the number in the first box. They count the apples in the second tree and write the number in the second box. They then complete the addition calculation, writing the answer in the space provided.

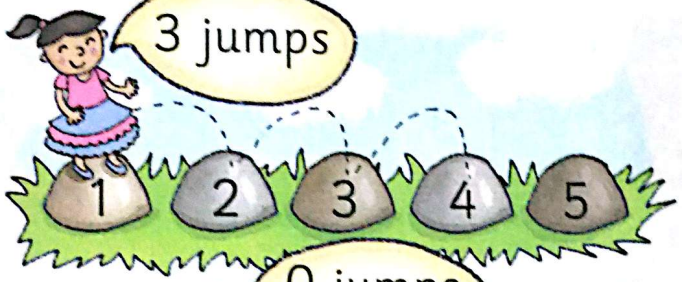
Adding on stepping stones

Date: _____

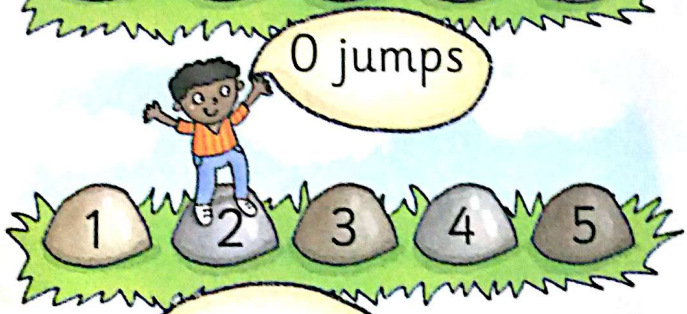
Make addition number sentences to 5 by adding on



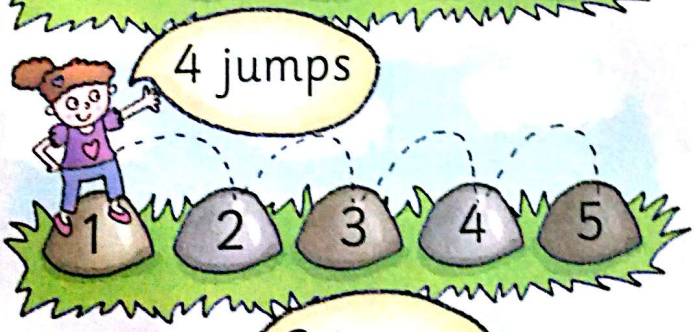
1 + 2 = ☐



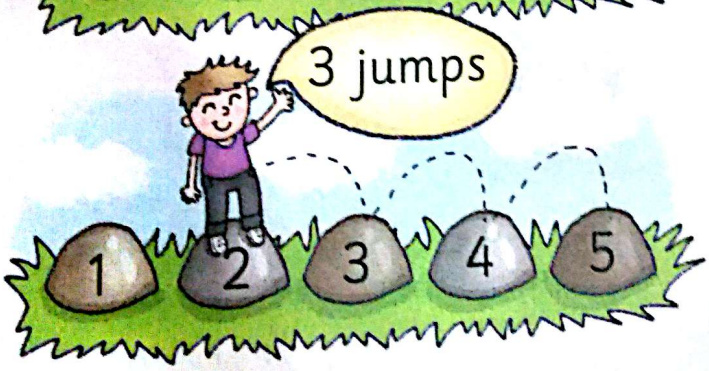
☐ + ☐ = ☐



☐ + ☐ = ☐



☐ + ☐ = ☐



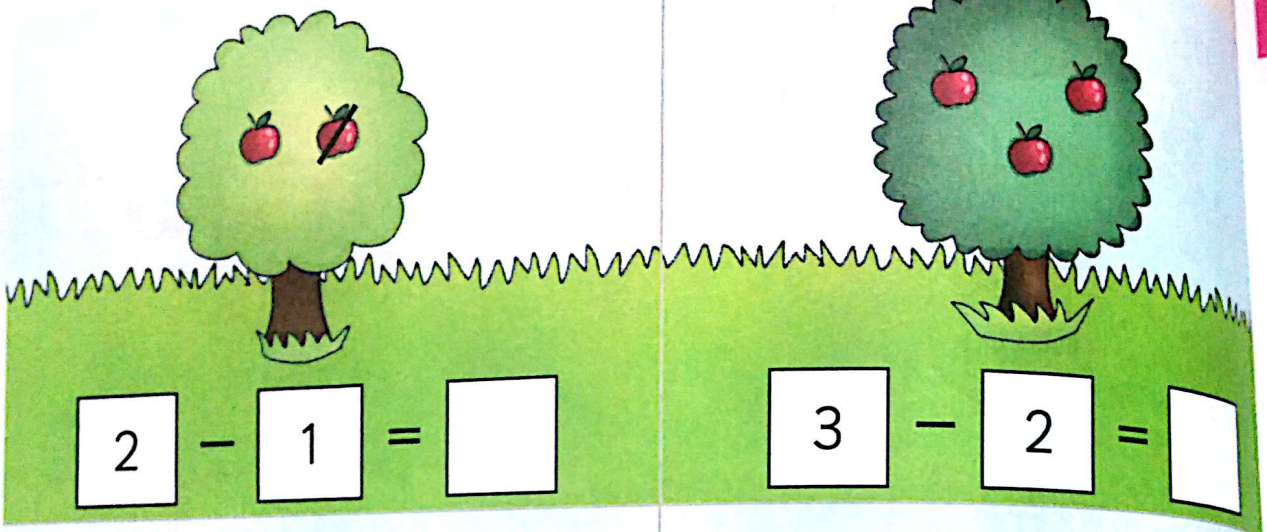
☐ + ☐ = ☐

Teacher's notes

For each picture, children write the number of the stone the character is standing on in the first box. They trace the number of jumps the character says they are going to take, and write the same number in the second box. They complete the calculation by writing the total, which is the number of the stone the character lands on, in the last box.

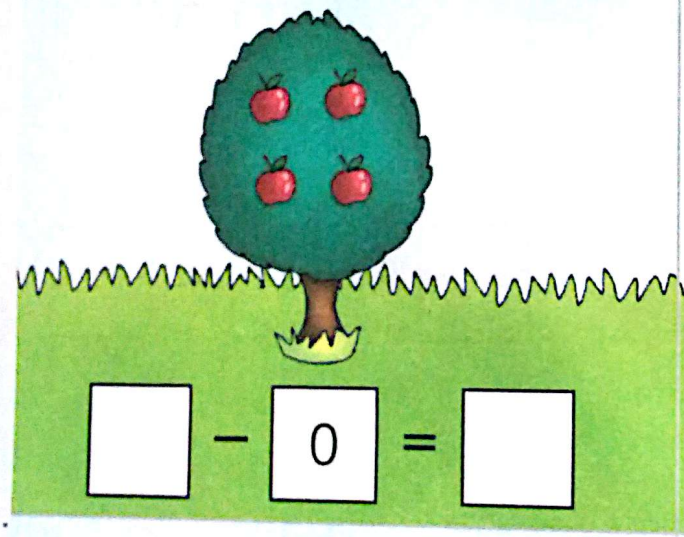
Take away trees

Make subtraction number sentences to 5 by taking away

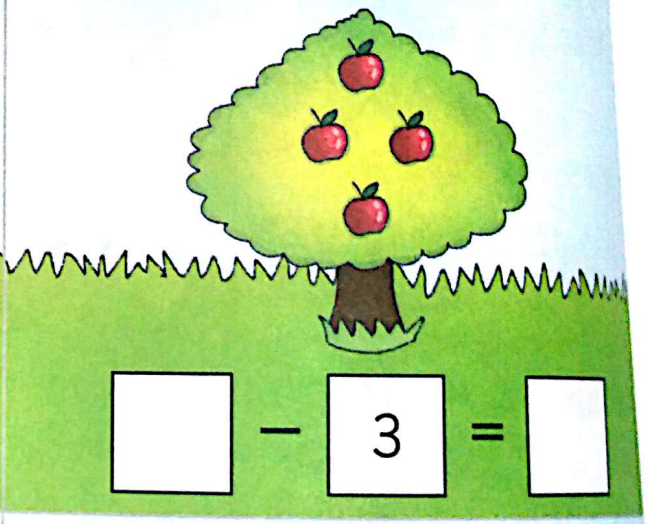


2 − 1 = ☐

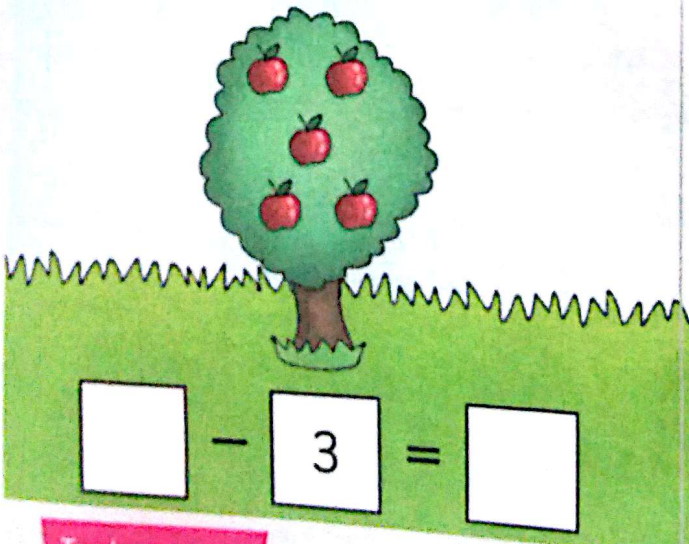
3 − 2 = ☐



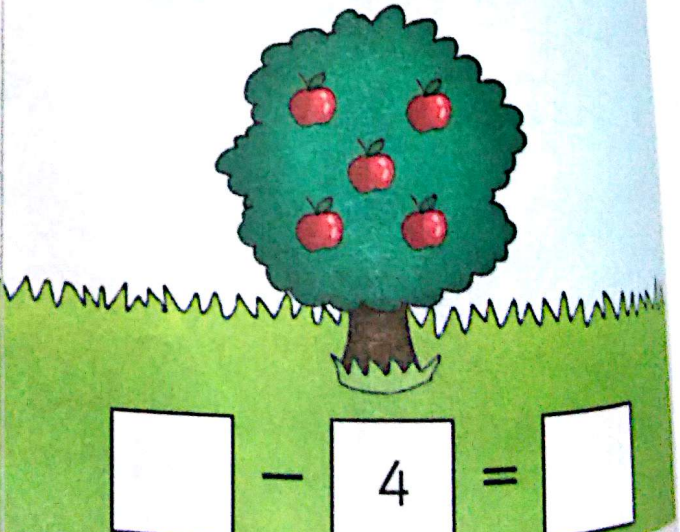
☐ − 0 = ☐



☐ − 3 = ☐



☐ − 3 = ☐



☐ − 4 = ☐

Teacher's notes

For each picture, children count the apples on the tree and write the number in the first box. They cross out the number of apples to be taken away and complete the subtraction calculation by writing how many apples are left.

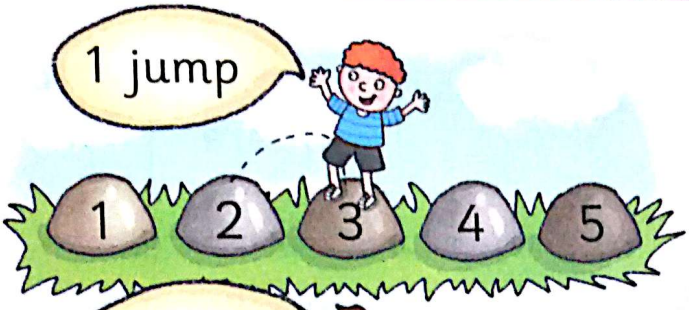
Subtrac

Make sub

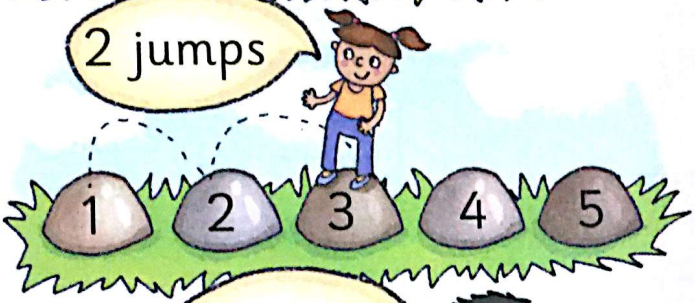
Subtraction stepping stones

Date: _____

Make subtraction number sentences to 5 by taking away

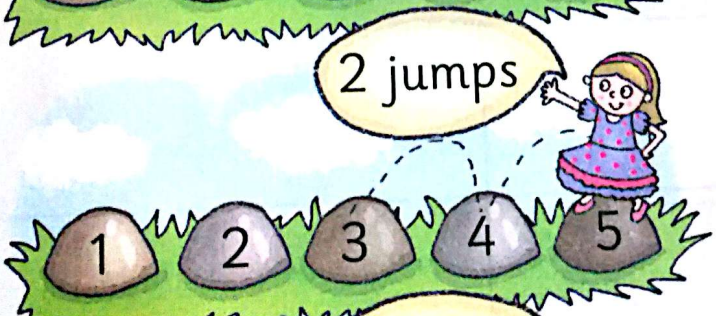


3 − 1 = ☐

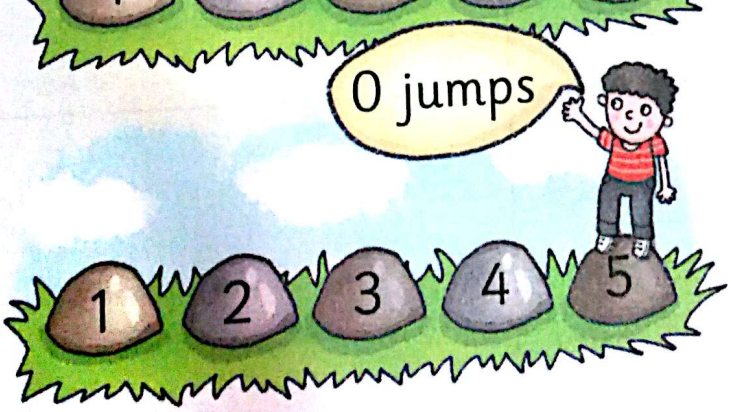


☐ − ☐ = ☐

☐ − ☐ = ☐



☐ − ☐ = ☐



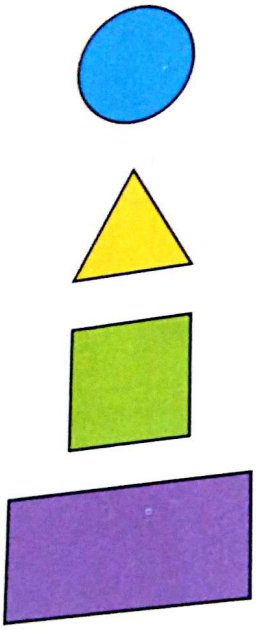
☐ − ☐ = ☐

Teacher's notes

For each picture, children write the number of the stone the character is standing on in the first box. They trace the number of jumps back the character says they are going to take and write the same number in the second box. They complete the calculation by writing the answer, which is the number of the stone the character lands on, in the last box.

Shape names

Know circles, triangles, squares and rectangles

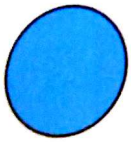
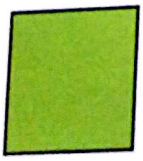
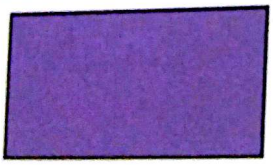


square

circle

rectangle

triangle

	Number of sides	Number of corners
		
		
		
		

Teacher's notes

Children draw lines to match the names to the shapes. Then they count and write how many sides and corners each shape has in the table.

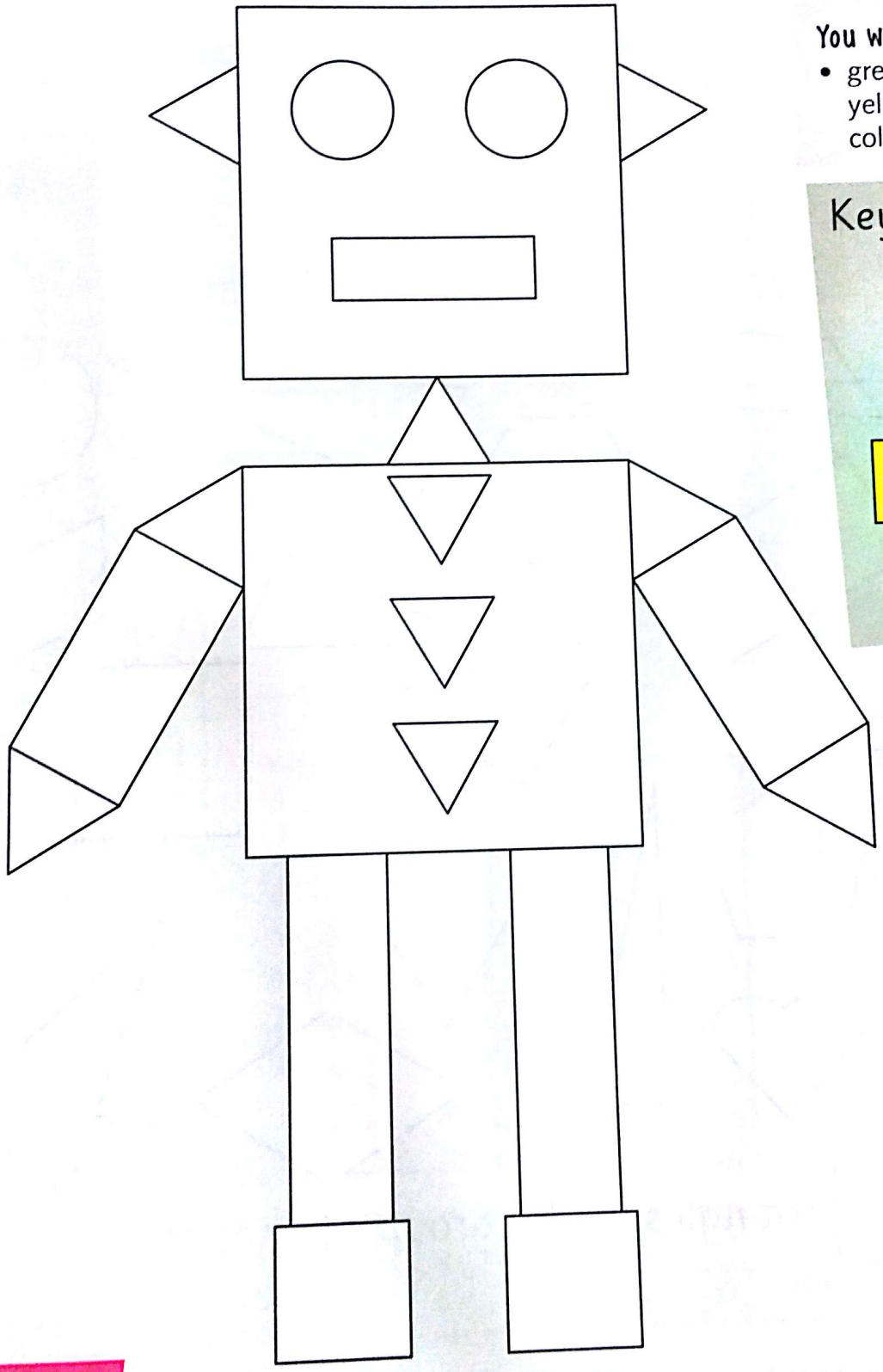
Robot sh

Spot circles

Date: _____

Robot shapes

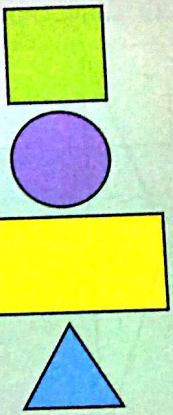
Spot circles, triangles, rectangles and squares



You will need:

- green, purple, yellow and blue coloured pencils

Key



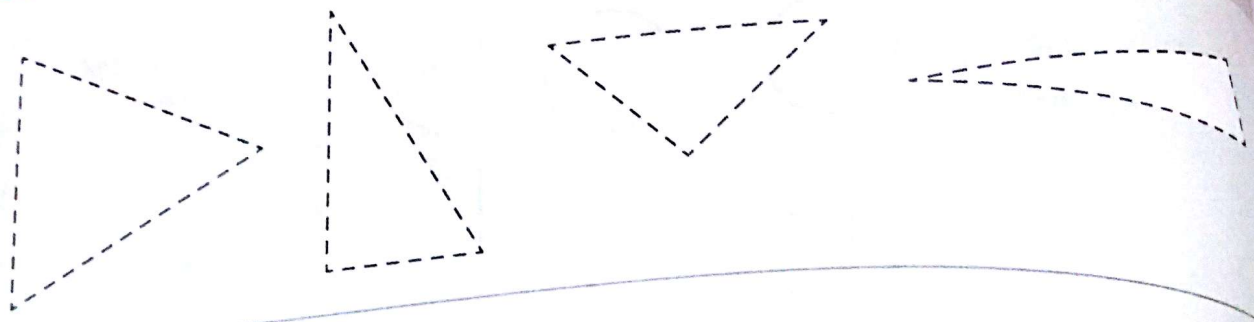
Teacher's notes

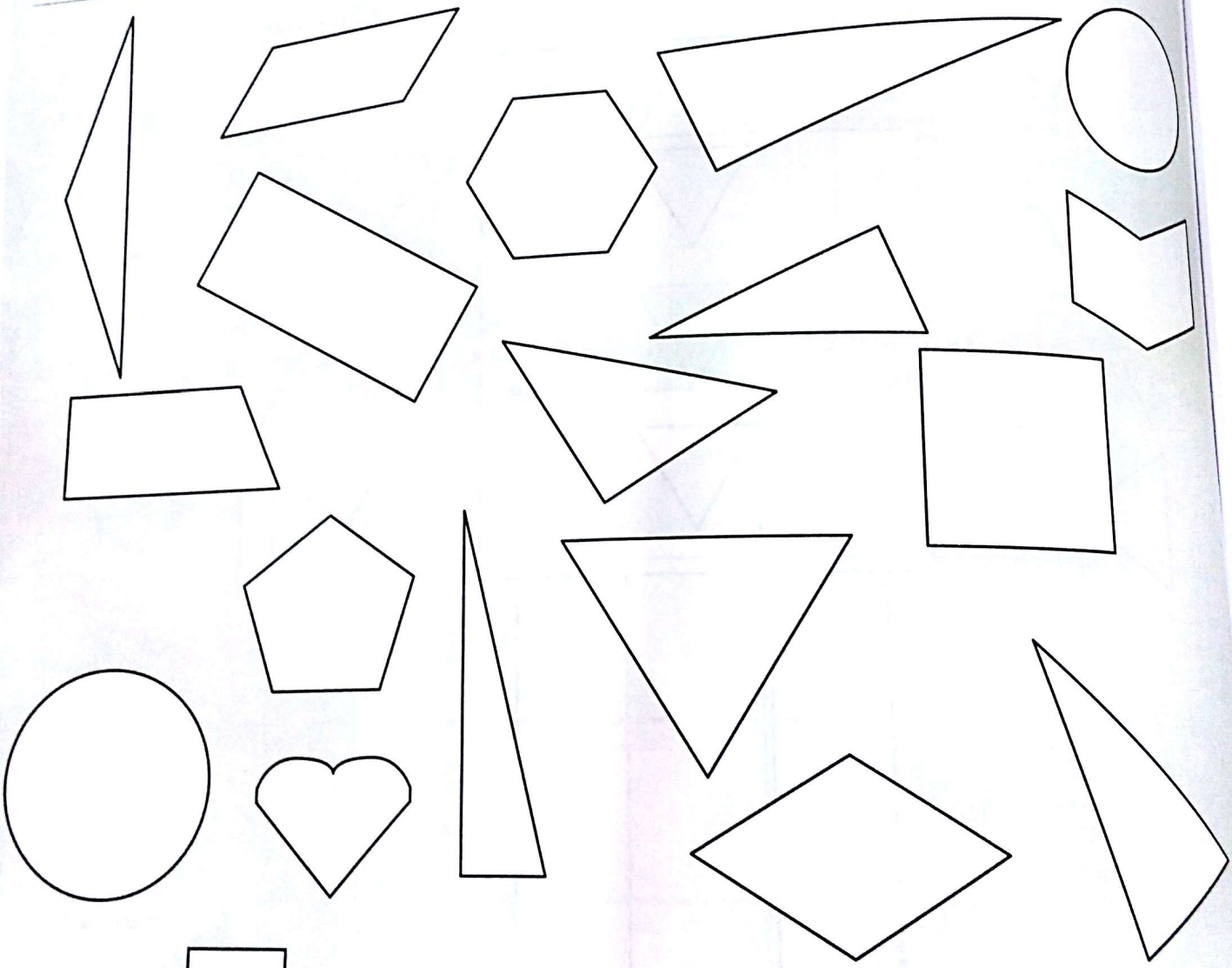
Children colour each type of shape in the colour shown.

Triangles

Know which shapes are triangles

You will need:
- coloured pencils





There are ☐ triangles in the group of shapes.

Teacher's notes

Children trace over the dashed lines to draw in the sides of the group of four triangles. They then colour all of the triangles in the group of 2-D shapes. Finally, they count and write how many triangles there are in the group of shapes.

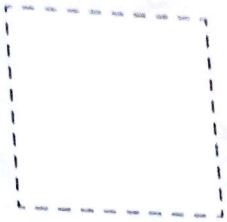
Rectangles and squares

Date: _____

Know and draw rectangles and squares

You will need:
- red and blue coloured pencils

This is a _____.



This is a _____.

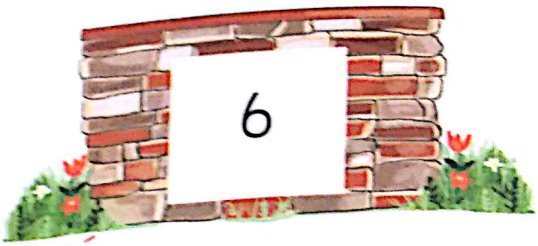
Teacher's notes

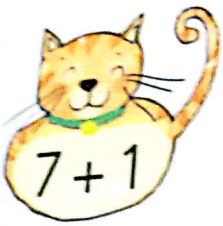
Children draw the shapes by tracing over the dashed lines and colouring them: one shape red, the other shape blue. They then complete the sentences to name them. Finally, they colour the shapes in the picture to match the shapes at the top of the page.

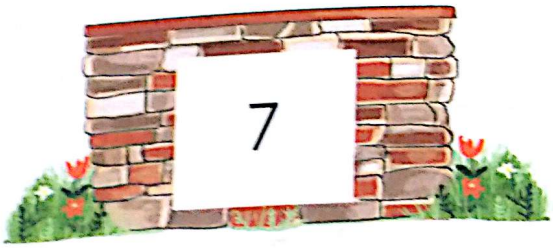
Addition fact cats to 10

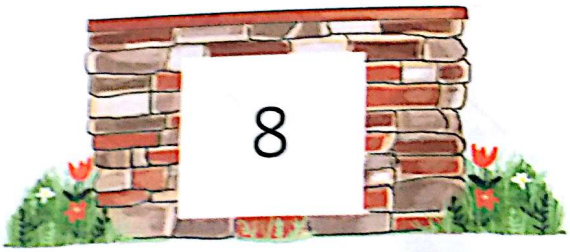
Know addition facts to 10

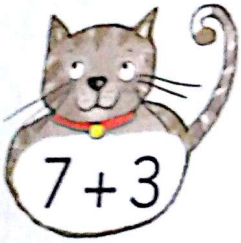
Date:

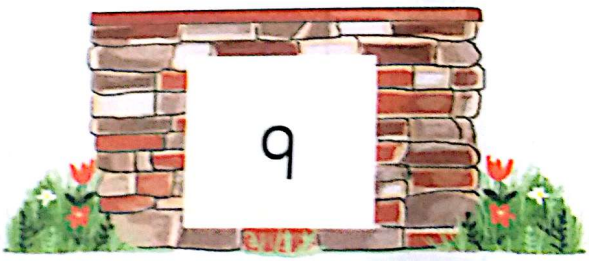


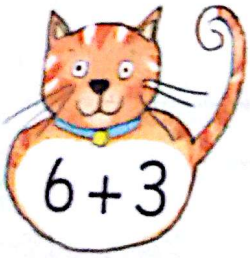


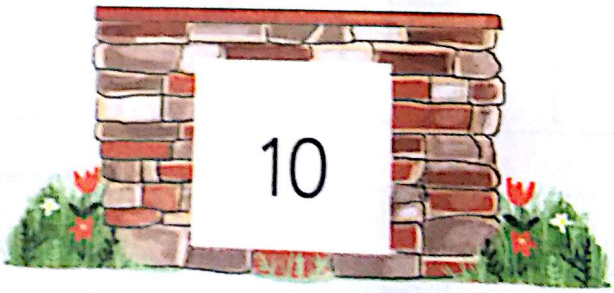












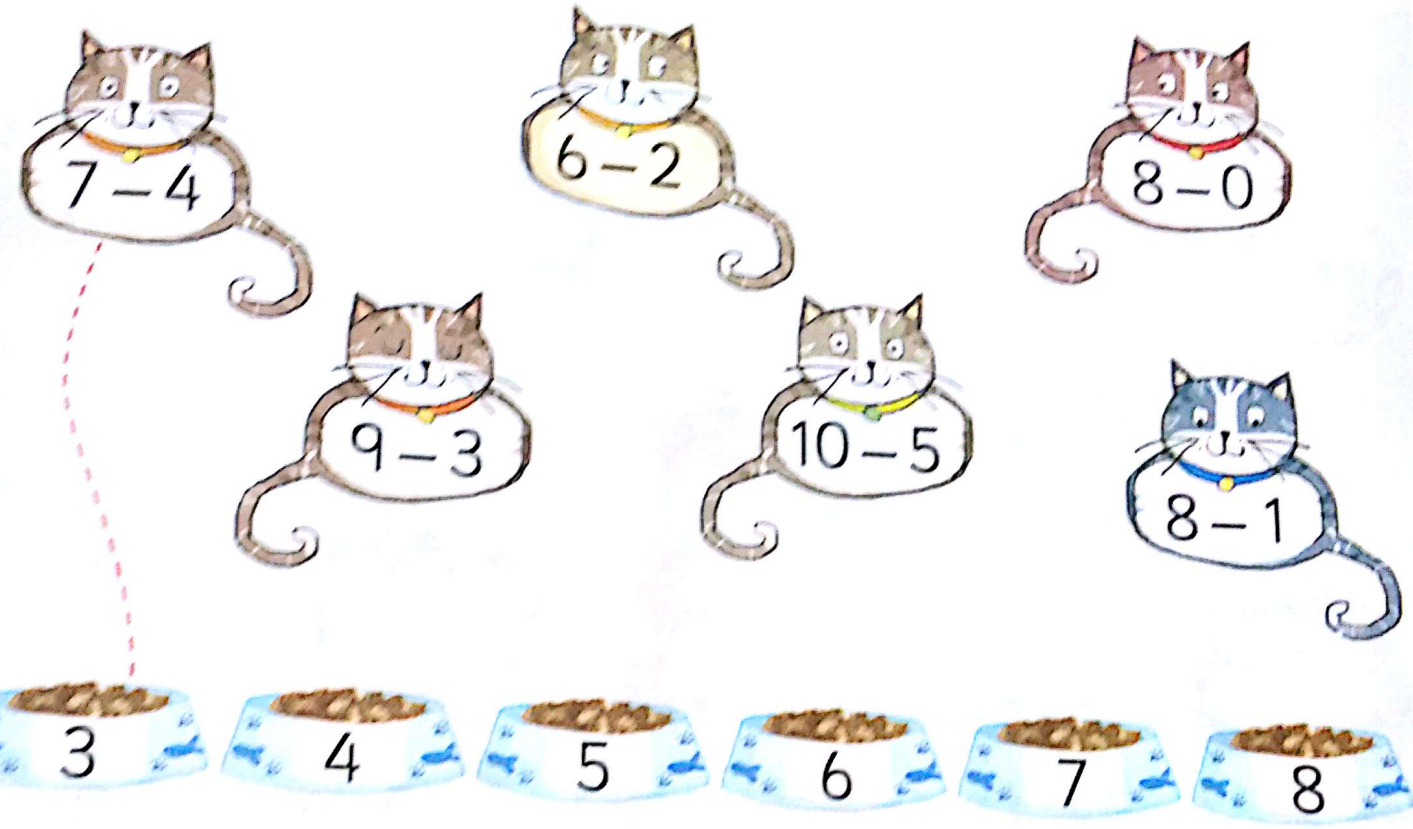
Teacher's notes

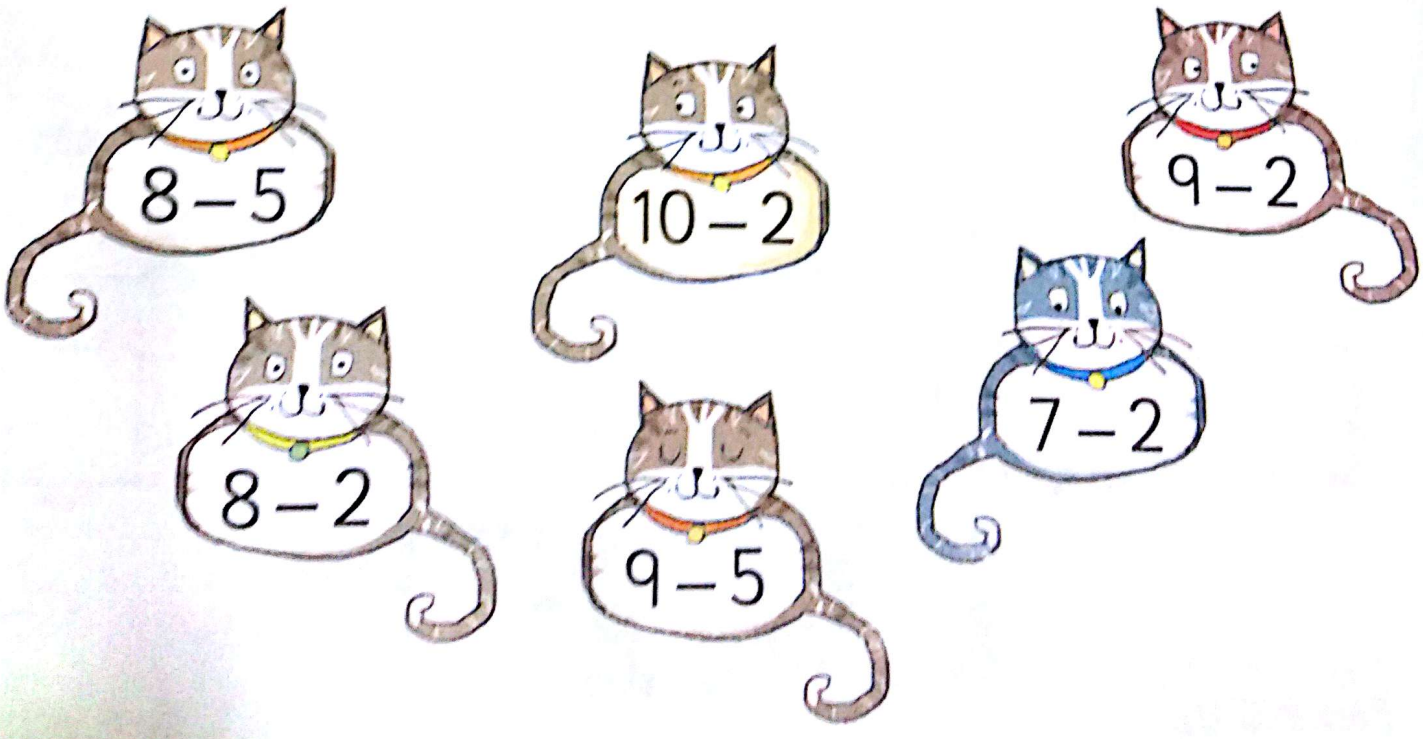
Children draw a line to match each addition fact cat with the wall showing the answer.

Subtraction cats to 10

Know subtraction facts to 10

Date: _____





Teacher's notes

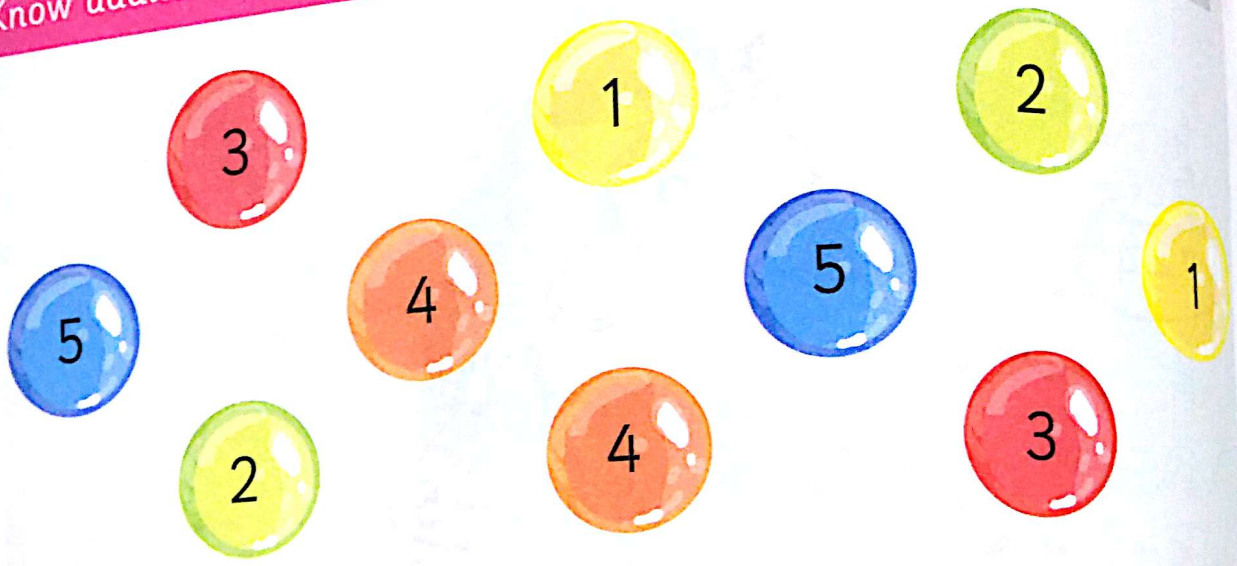
Children draw a line to match each subtraction fact cat with the food bowl showing the answer.

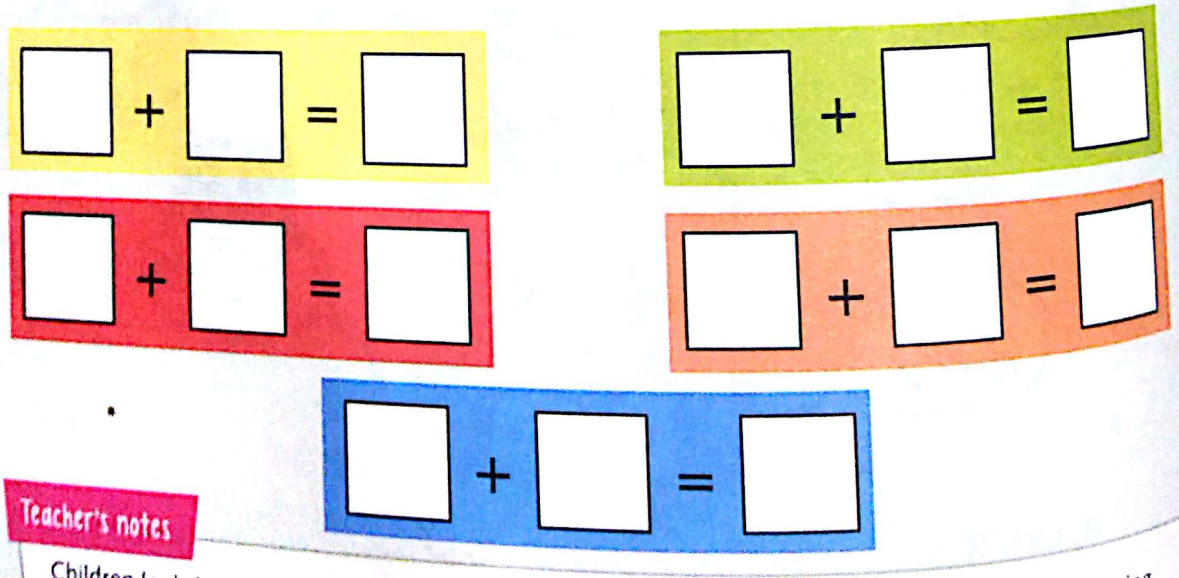
Bubble doubles

Date: _____

Know addition doubles to 5 + 5

You will need:
- coloured pencils





Teacher's notes

Children look for two bubbles containing the same number. They then look for the child wearing a t-shirt with the doubles total and colour this to match. They write the doubles calculation in the corresponding coloured boxes.

Cake calculations

Date: _____

Match addition and subtraction facts to 10

2 + 1 = ☐

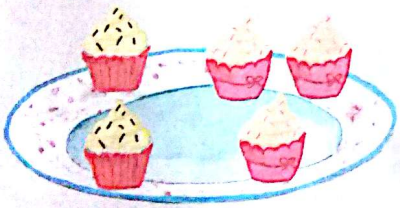
3 − 2 = ☐

☐ + ☐ = ☐

☐ − ☐ = ☐

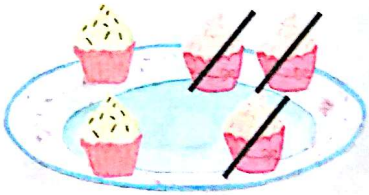
☐ + ☐ = ☐

☐ − ☐ = ☐



☐ + ☐ = ☐

☐ − ☐ = ☐



☐ + ☐ = ☐

☐ − ☐ = ☐

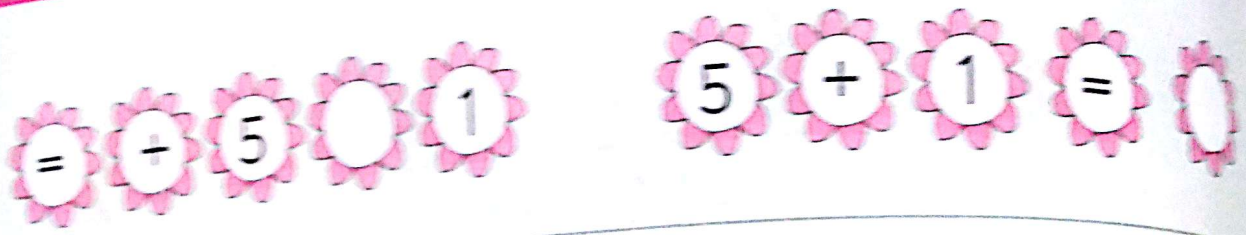
Teacher's notes

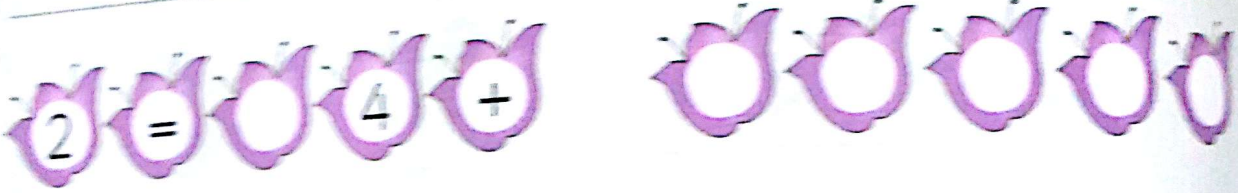
Children write an addition calculation to represent the plate of cakes on the left and a related subtraction calculation to represent the plate of cakes on the right.

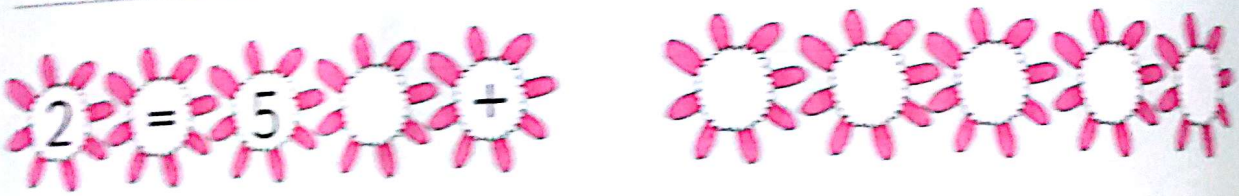
Date:

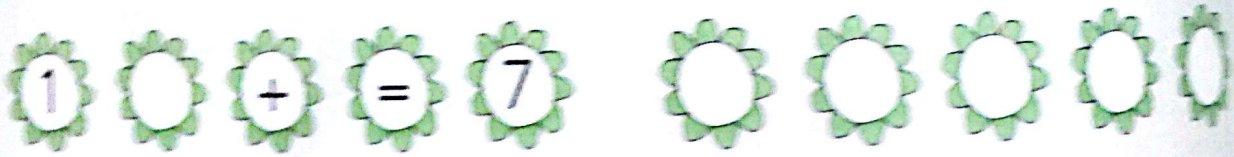
Flower facts to 10

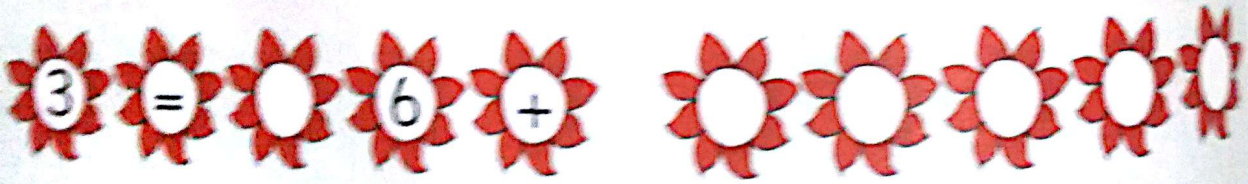
Add numbers in any order

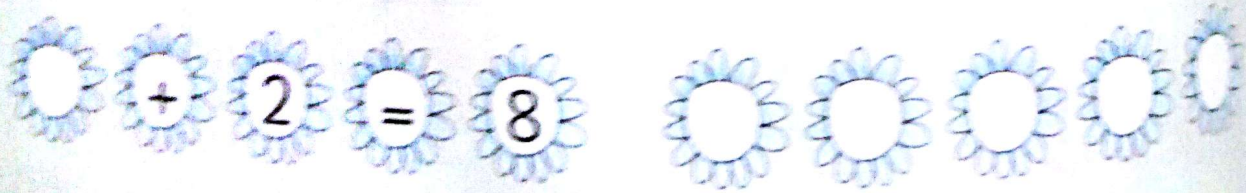












Teacher's notes

Children rewrite the addition calculations in the correct order, then complete each one by writing in the answer.

Dinosau

Find the

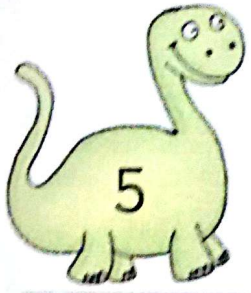
Teacher

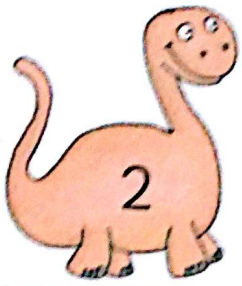
Child
They

Dinosaur difference

Date: _____

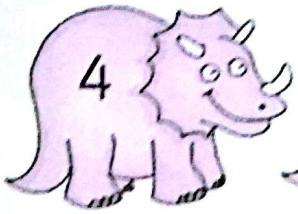
Find the difference between two numbers

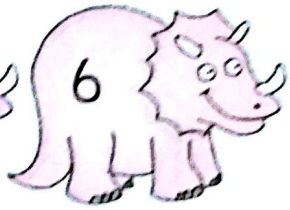




1 2 3 4 5 6 7 8 9 10

5 − ☐ = ☐



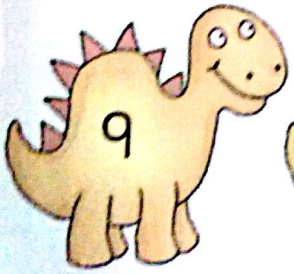


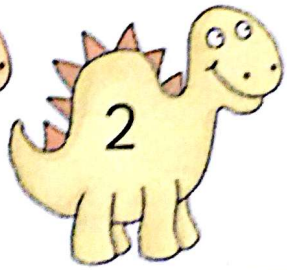
1 2 3 4 5 6 7 8 9 10

☐ ☐ ☐ ☐ ☐

1 2 3 4 5 6 7 8 9 10

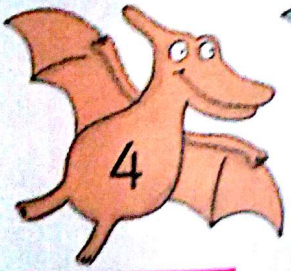
☐ ☐ ☐ ☐ ☐

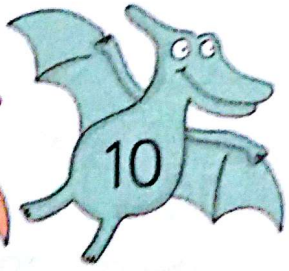




1 2 3 4 5 6 7 8 9 10

☐ ☐ ☐ ☐ ☐





1 2 3 4 5 6 7 8 9 10

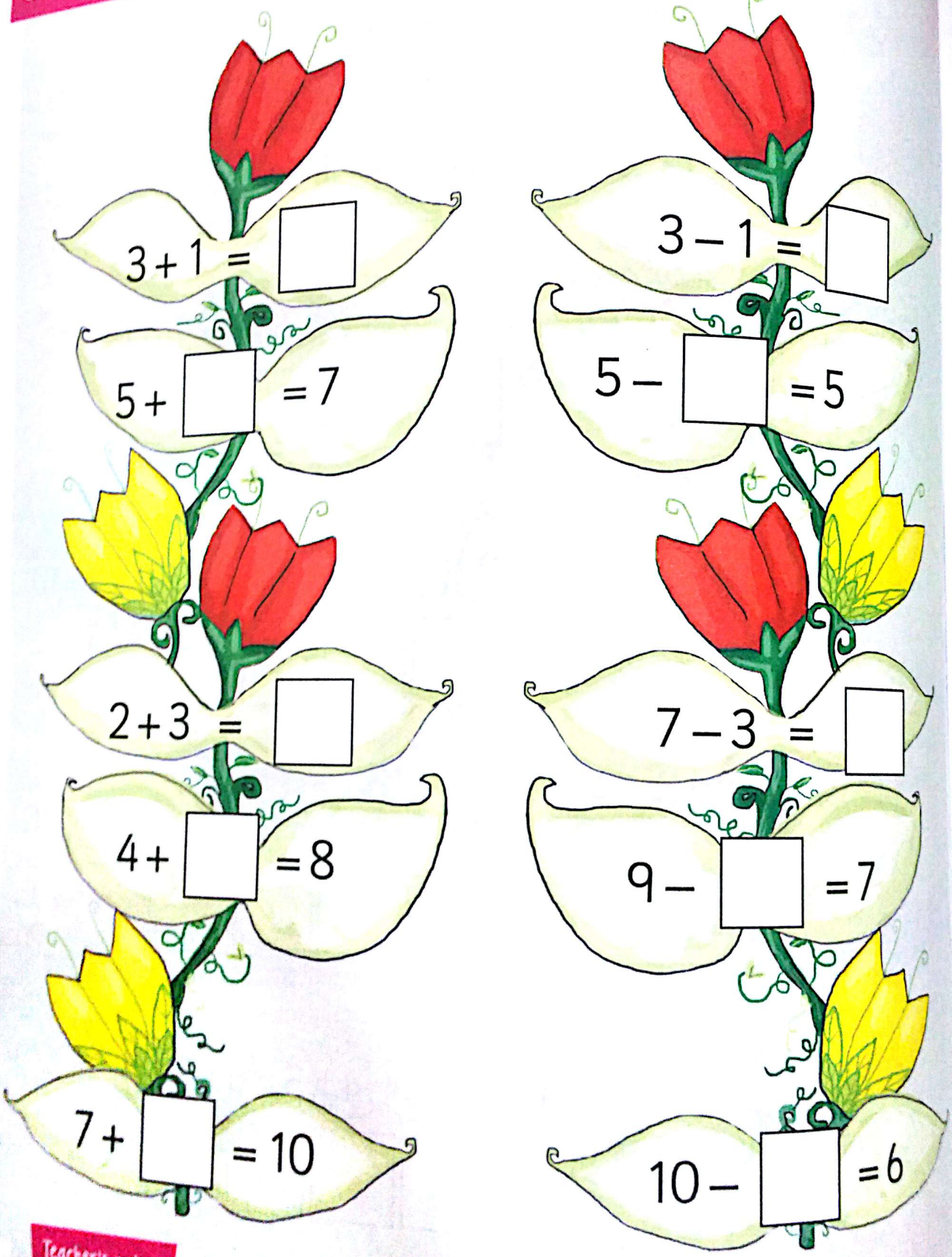
☐ ☐ ☐ ☐ ☐

Teacher's notes

Children use the number track to find the difference between the numbers on each pair of dinosaurs. They write this as a subtraction number sentence in the spaces provided.

Plant problems

Solve missing number problems



Teacher's notes

Children complete each calculation and write the missing number in the space provided.

Add or

Solve add

There
tree

How
altog

Amir
7 bri

He
3 m

How
brick
alto

Teacher

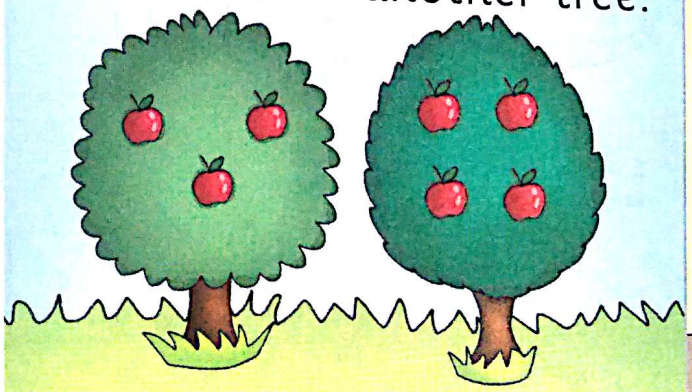
Child

Add or subtract?

Date: _____

Solve addition and subtraction problems

There are 3 apples on one tree and 4 on another tree.



How many apples are there altogether?

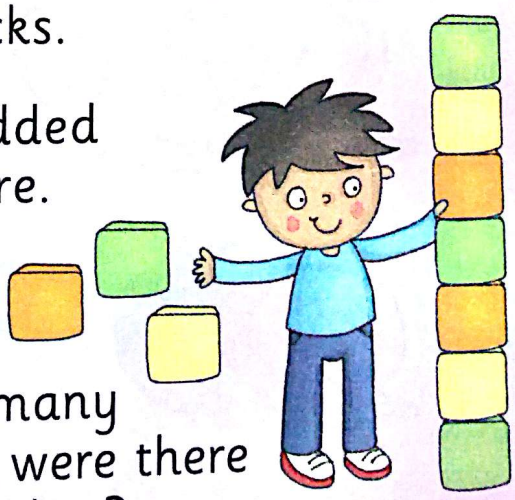
There were 8 strawberries on the plate.

Amber ate 4 of them.

How many were left?

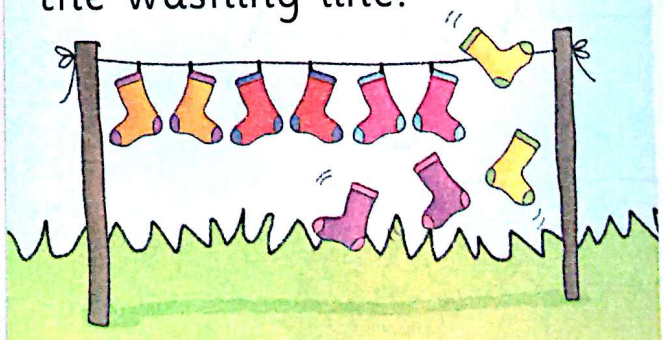
Amir made a tower of 7 bricks.

He added 3 more.



How many bricks were there altogether?

There were 10 socks on the washing line.



4 blew away in the wind.

How many socks were left?

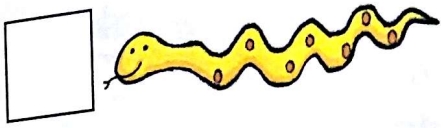
Teacher's notes

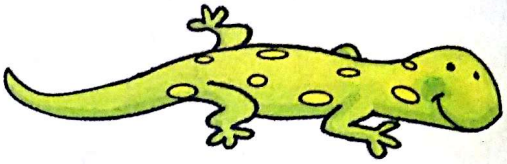
Children write the addition or subtraction calculation for each problem in the spaces provided.

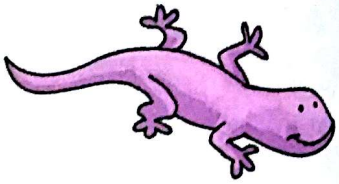
Which is longest?

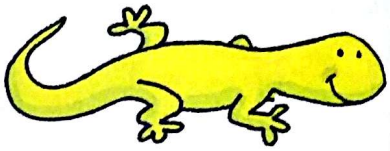
Talk about and compare lengths

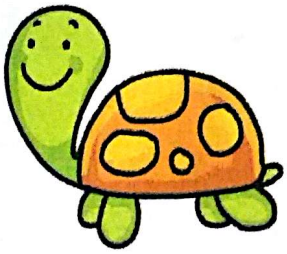
Date: _____

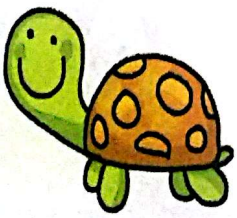


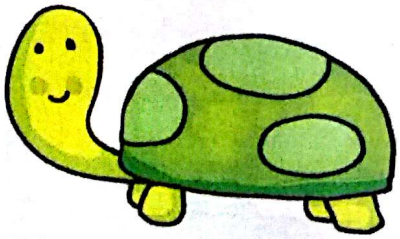


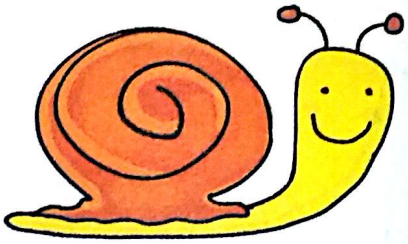












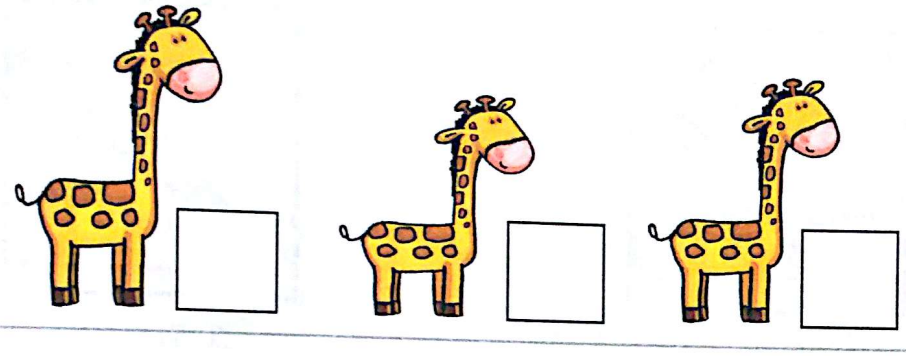
Teacher's notes

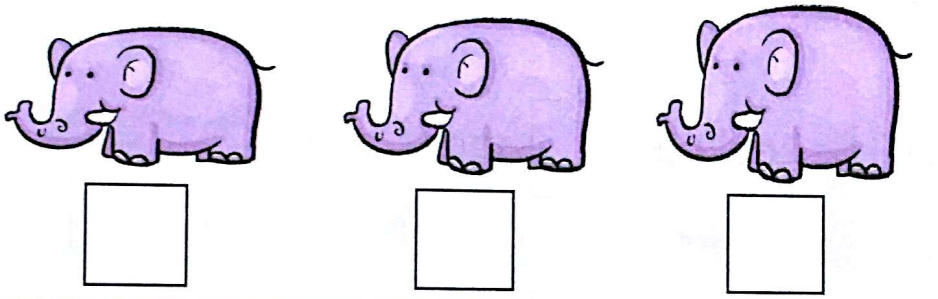
In each set of animals, children label the longest animal 'L' and the shortest 'S'.

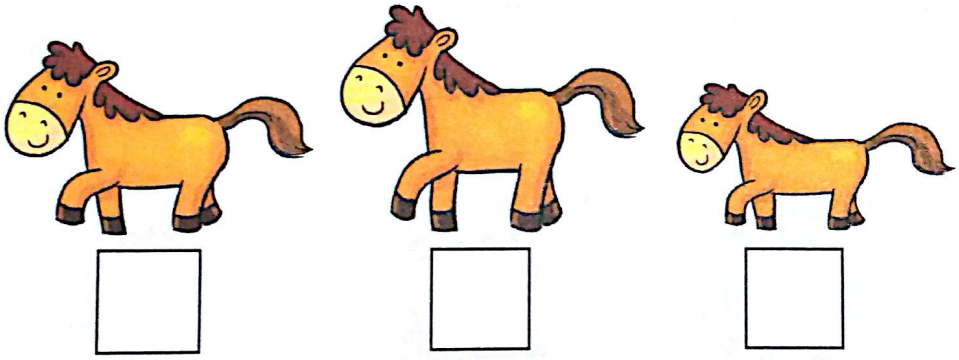
Which is tallest?

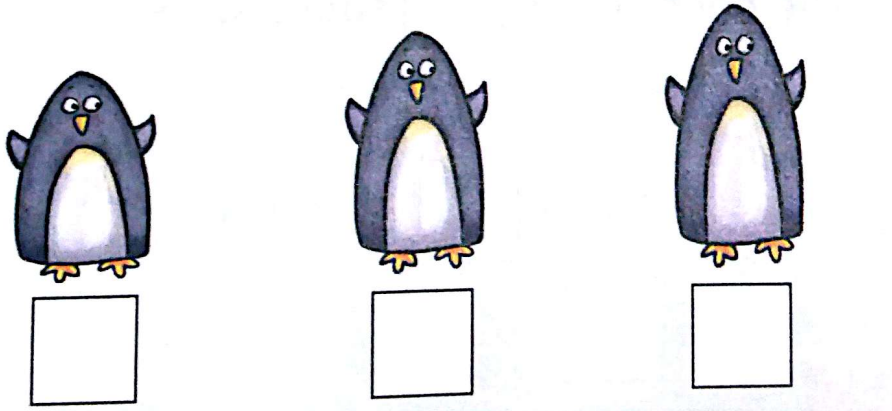
Talk about and compare heights

Date: _____









Teacher's notes

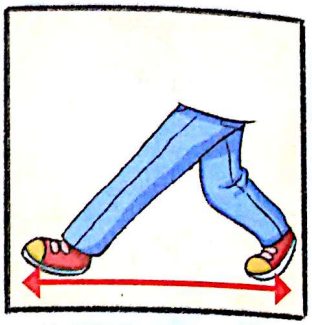
In each row of animals, children label the tallest animal 'T' and the shortest 'S'.

Measuring with hands and feet

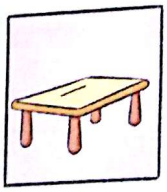
Date: _____

Measure lengths, widths and heights

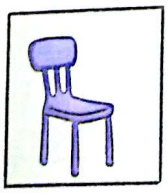
a hand span



a stride

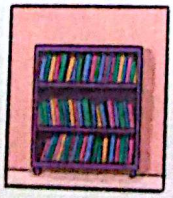


The table is ☐ spans wide.

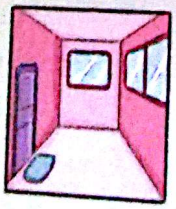


The chair is ☐ spans tall.

The playground is ☐ strides long.



The bookcase is ☐ spans wide.



The corridor is ☐ strides long.

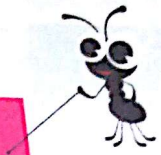
Teacher's notes

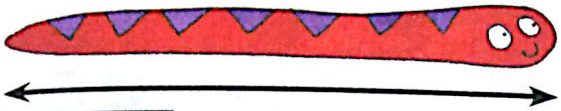
Ensure children have access to each of the objects and spaces shown. They measure and record each length, width or height, in hand spans or strides.

Date: _____

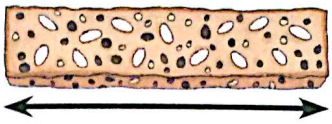
Measuring length, width and height

Use a ruler to measure lengths, widths and heights



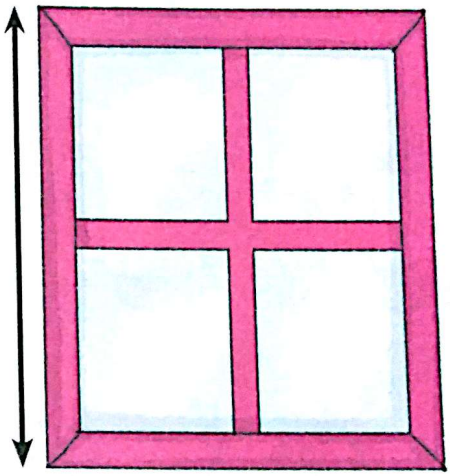


☐ centimetres long

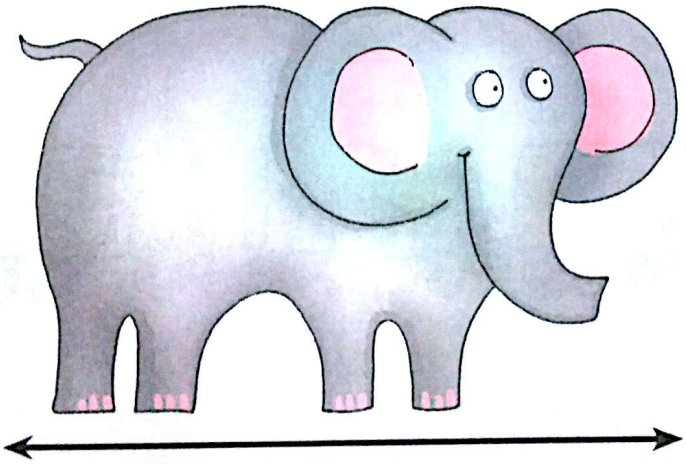


☐ centimetres long

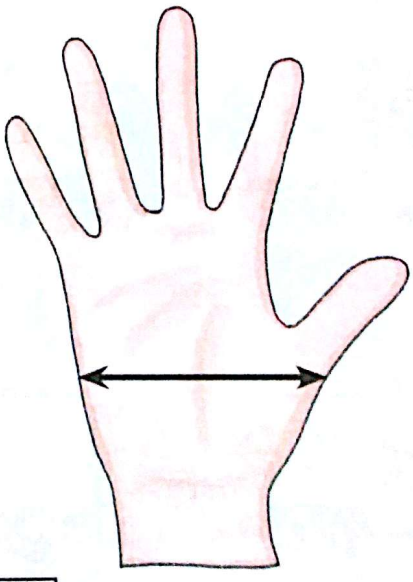
You will need:
- ruler



☐ centimetres tall



☐ centimetres long



☐ centimetres wide

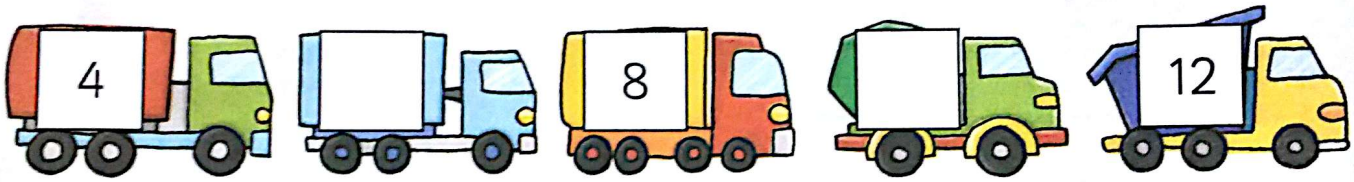
Teacher's notes

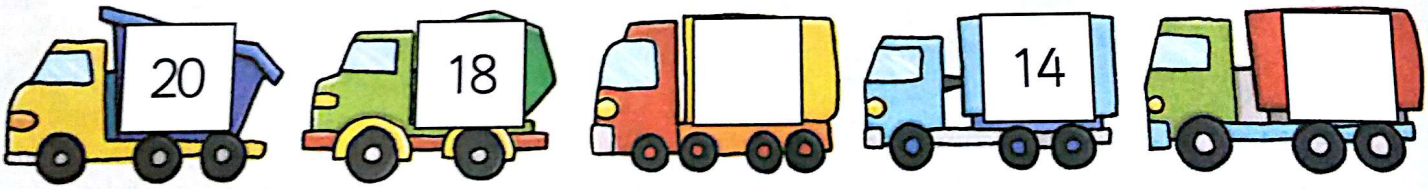
Children use a ruler to measure each item and record the length, width or height, in centimetres.

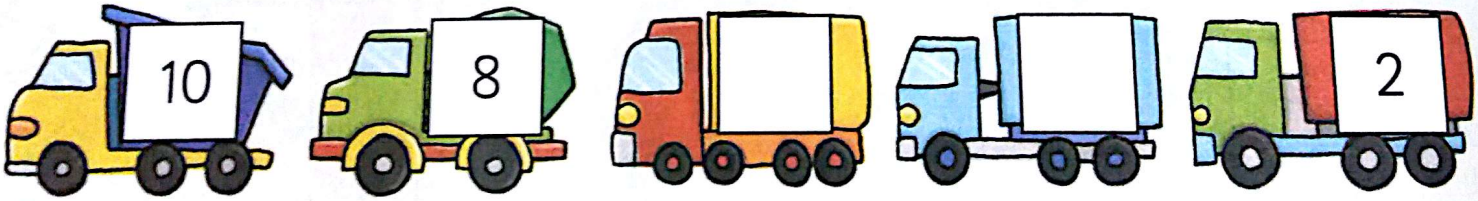
Date: _____

Truck 2s

Count in 2s







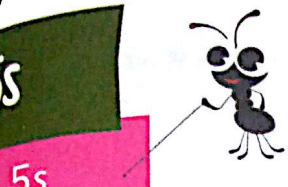
Teacher's notes

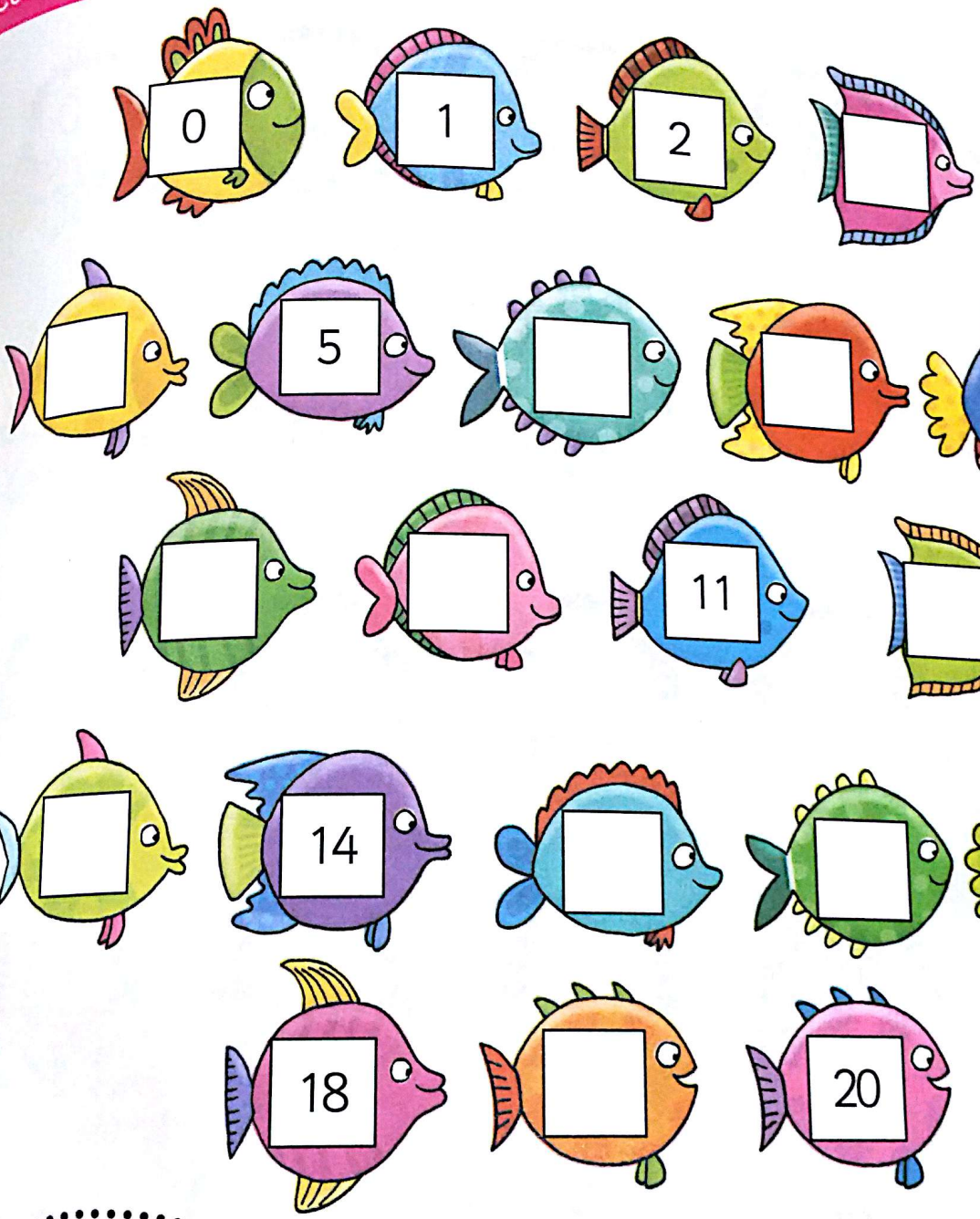
For each row, children count on or back in twos and write in the missing numbers.

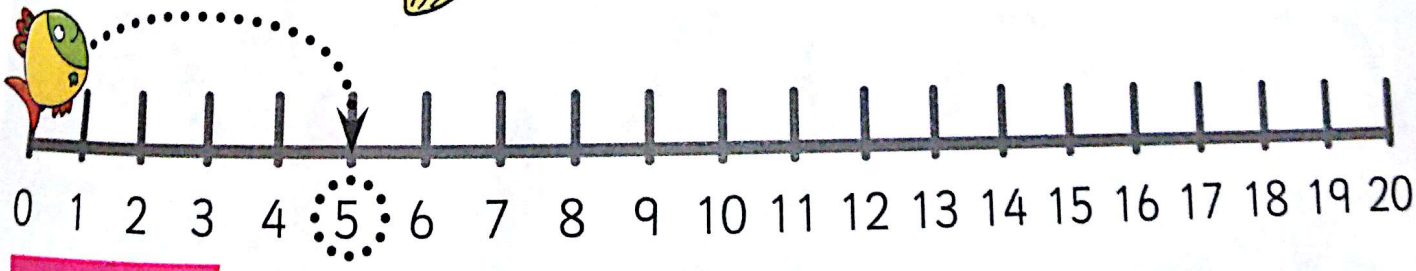
Fishy 5s

Count in 5s

Date: _____







Teacher's notes

Children write in the missing numbers from 0 to 20. They then count on from 0 in steps of 5 and circle each fish that is a multiple of 5. Then on the number line, they move the fish from 0 in steps of 5, drawing a circle around each number the fish lands on.

Date: _____

Turtle shell 10s

Count in 10s

0	10			40
30	40	50		
60				100
60	50			20
40				0

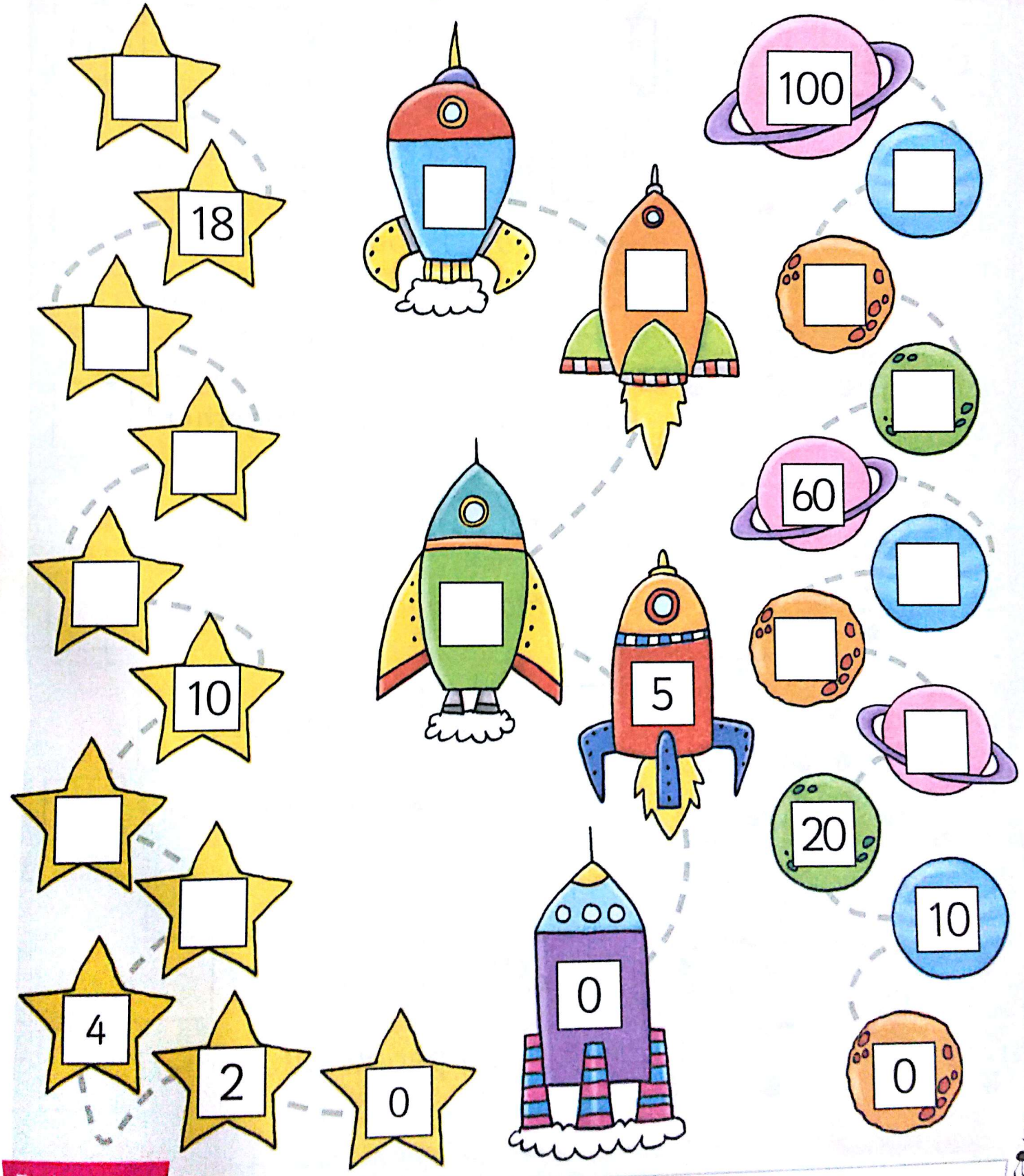
Teacher's notes

For each row, children count on or back in tens and write in the missing numbers.

Number patterns of 2s, 5s and 10s

Date: _____

Count in 2s, 5s and 10s



Teacher's notes

In each chain, children count on in twos, fives or tens starting from zero each time, and write in the missing numbers.

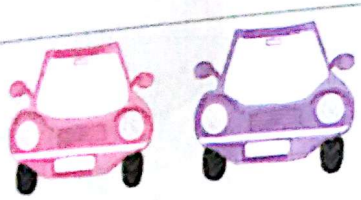
Cars of 2

Count sets of 2

0	2	4								20

1 set of 2 makes ☐.

How many people altogether? ☐



☐ sets of ☐ makes ☐.

How many people altogether? ☐

☐ sets of ☐ makes ☐.

How many people altogether? ☐

☐ sets of ☐ makes ☐.

How many people altogether? ☐

☐ sets of ☐ makes ☐.

How many people altogether? ☐

Teacher's notes

Children complete the number track to show the multiples of 2 from 0 to 20. Then for each question, they draw two faces in each car, write how many sets of 2 there are and then how many people there are altogether.

Apple 5s

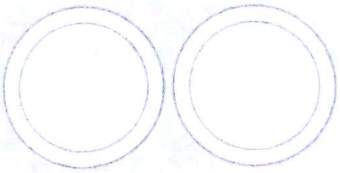
Count sets of 5

Date: _____

0	5				25

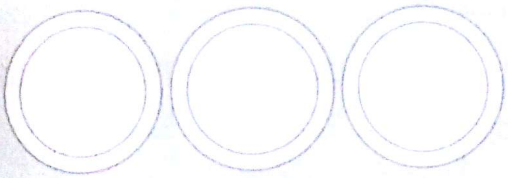
1 set of 5 makes ☐.

There are ☐ apples altogether.



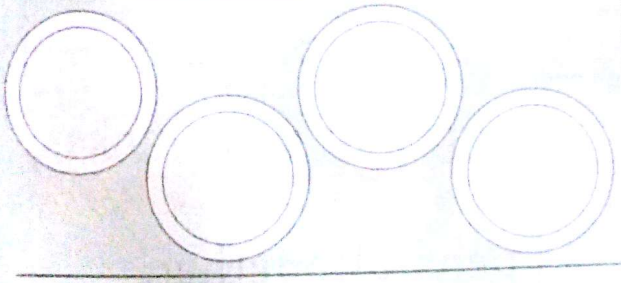
☐ sets of ☐ makes ☐.

There are ☐ apples altogether.



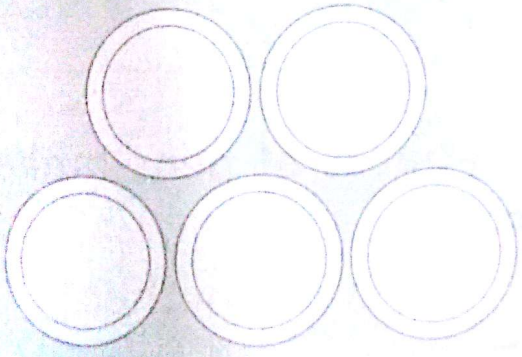
☐ sets of ☐ makes ☐.

There are ☐ apples altogether.



☐ sets of ☐ makes ☐.

There are ☐ apples altogether.



☐ sets of ☐ makes ☐.

There are ☐ apples altogether.

Teacher's notes

Children complete the number track to show the multiples of 5 from 0 to 25. Then for each question, they draw five apples on each plate, write how many sets of 5 there are and then how many apples there are altogether.

Pen 10s

Count sets of 10

0	10				50

[ ] pack of pens make

[ ] pens altogether.

[ ] packs of pens makes

[ ] pens altogether.

[ ] packs of pens makes

[ ] pens altogether.

[ ] packs of pens makes

[ ] pens altogether.

[ ] packs of pens makes

[ ] pens altogether.

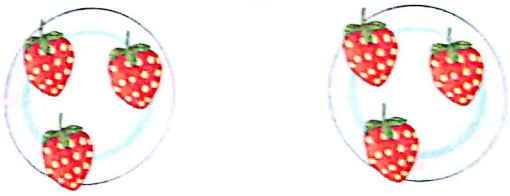
Teacher's notes

Children complete the number track to show the multiples of 10 from 0 to 50. They write how many packs of 10 pens there are in each group, then how many pens there are altogether.

Sharing strawberries

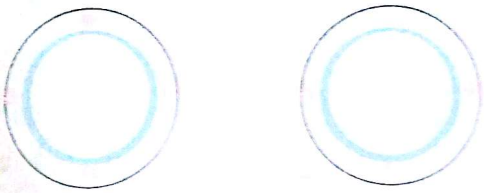
Share into equal sets

Date: _____

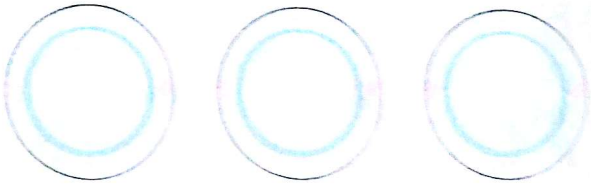


6 shared between 2 is 3.

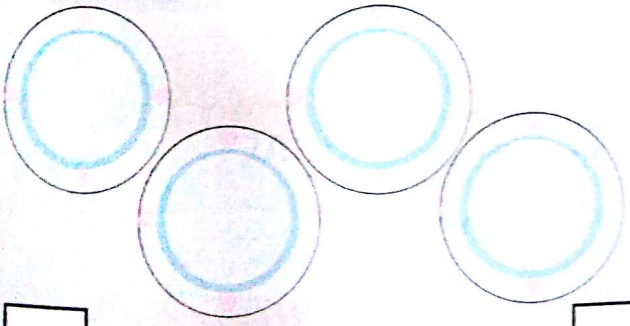
☐ shared between 2 is ☐.



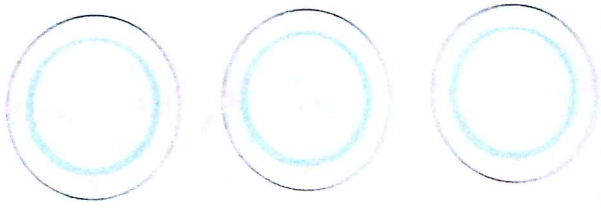
☐ shared between 2 is ☐.



☐ shared between 3 is ☐.



☐ shared between 4 is ☐.



☐ shared between 3 is ☐.

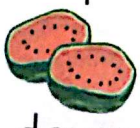
Teacher's notes

Children count each group of strawberries and then draw them on the plates, sharing them to make equal sets. They then complete each sentence by writing in the correct numbers.

Date: _____

Monkey directions

Use the words 'up', 'down', 'left' and 'right'

up left  right down	up left  right down
up left  right down	up left  right down

Teacher's notes

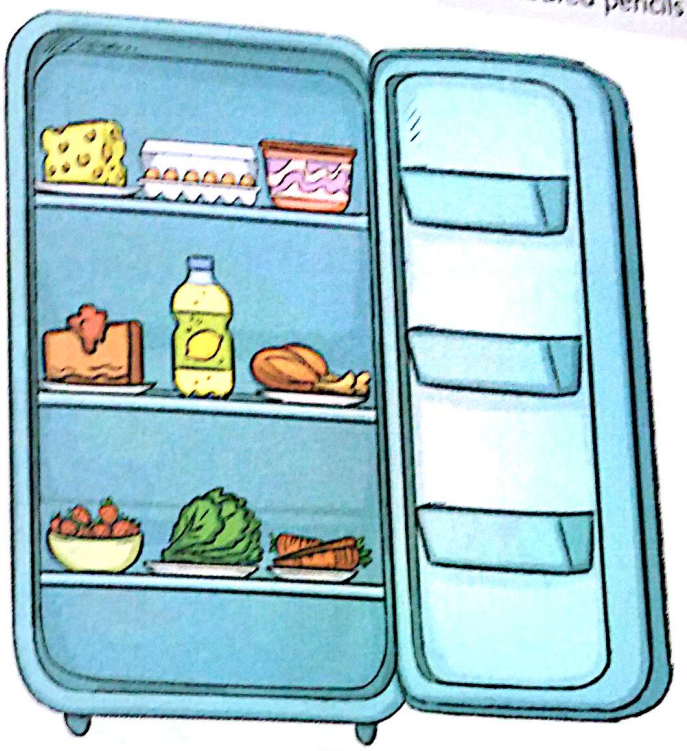
Children circle either 'up' or 'down' and either 'left' or 'right' to give the monkey directions to reach each food.

Where is it?

Use position words

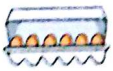
Date: _____

You will need:
- coloured pencils



What is above the  ? ☐

What is below the  ? ☐

What is between the  and the  ? ☐

What is between the  and the  ? ☐

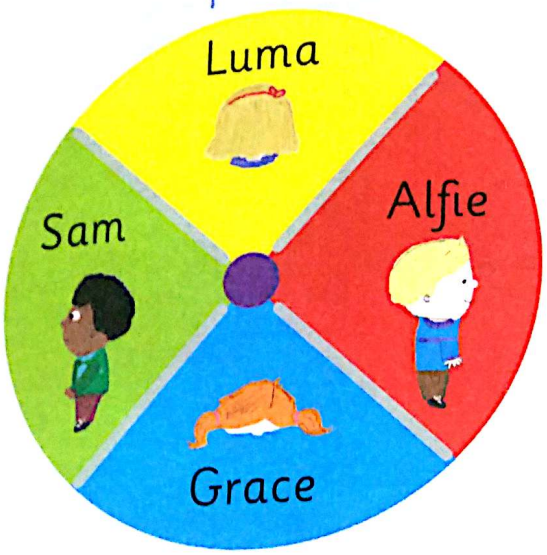
Teacher's notes

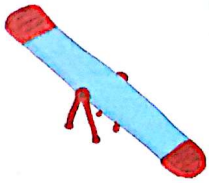
Children label the shelves 'top', 'middle' and 'bottom'. They answer the questions by drawing the food in the position described.

Date: _____

Whole and half turns

Know whole and half turns





After a **whole turn**

Luma sees

Alfie sees

Grace sees

Sam sees

After a **half turn**

Luma sees

Alfie sees

Grace sees

Sam sees

Teacher's notes

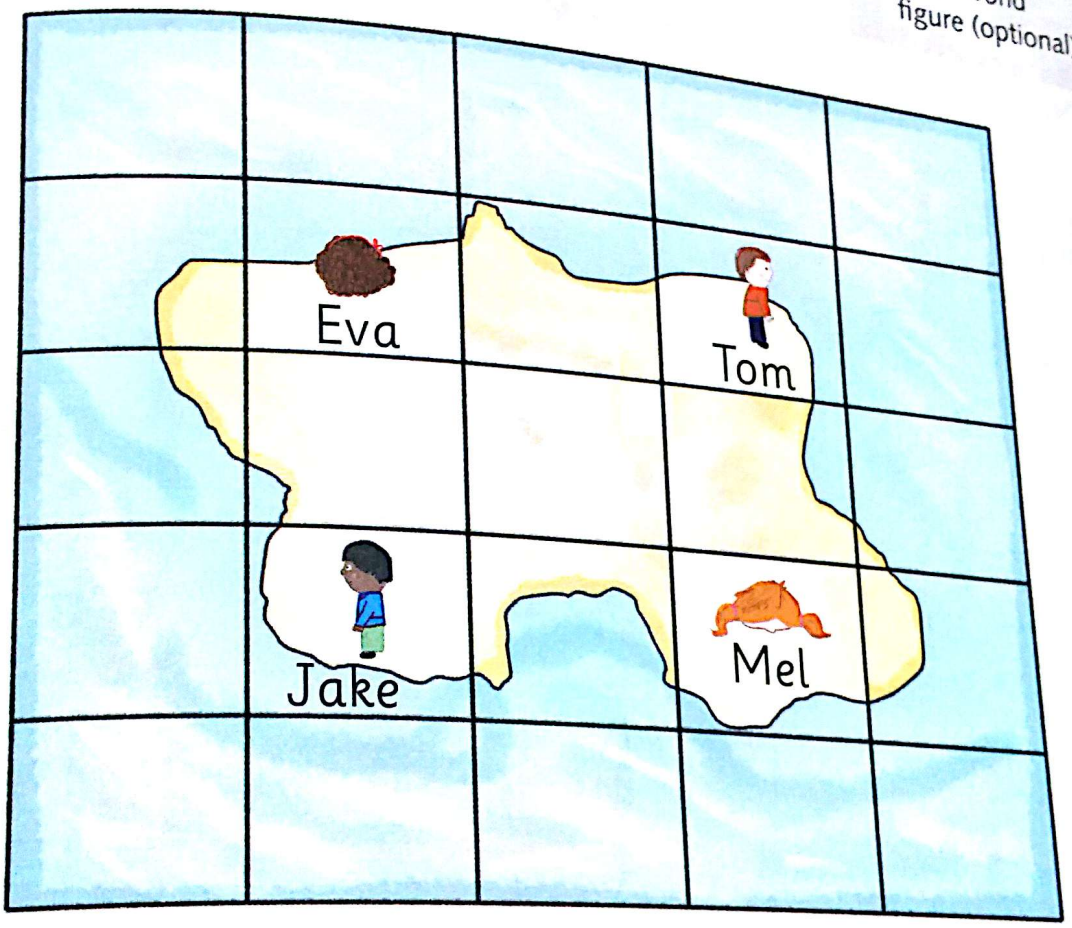
Children draw a line to show what each character would see after a whole turn and after a half turn.

Quarter and three-quarter turns

Know quarter and three-quarter turns

Date: _____

You will need:
- coloured pencils
- small-world figure (optional)



	Eva	Tom	Jake	Mel
quarter turn to right				
three-quarter turn to right				

Teacher's notes

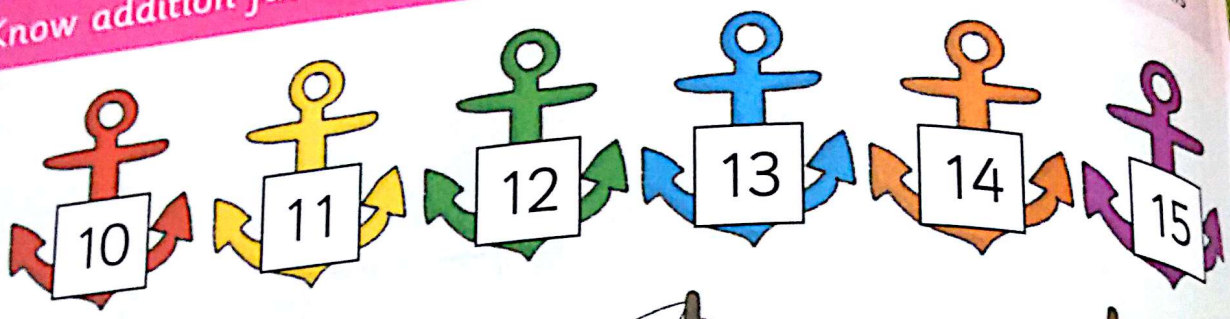
Children draw the objects the characters would see after a quarter turn and after a three-quarter turn on the map. Remind them to check which way each character is facing to begin with. They can use a [illegible] work out the answers.

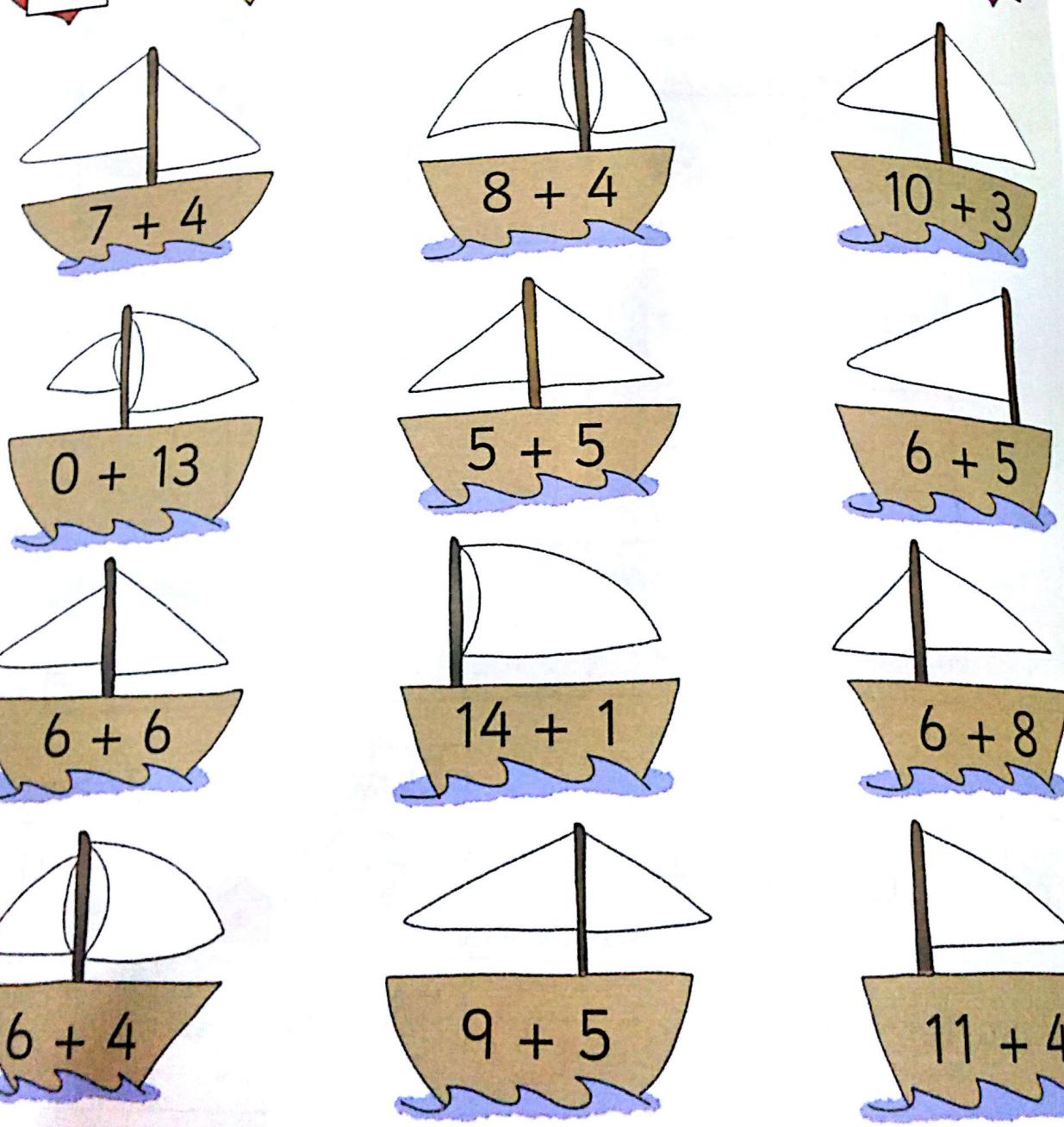
Anchor addition

Know addition facts to 15

Date: _____

You will need:
- coloured pencils





Teacher's notes

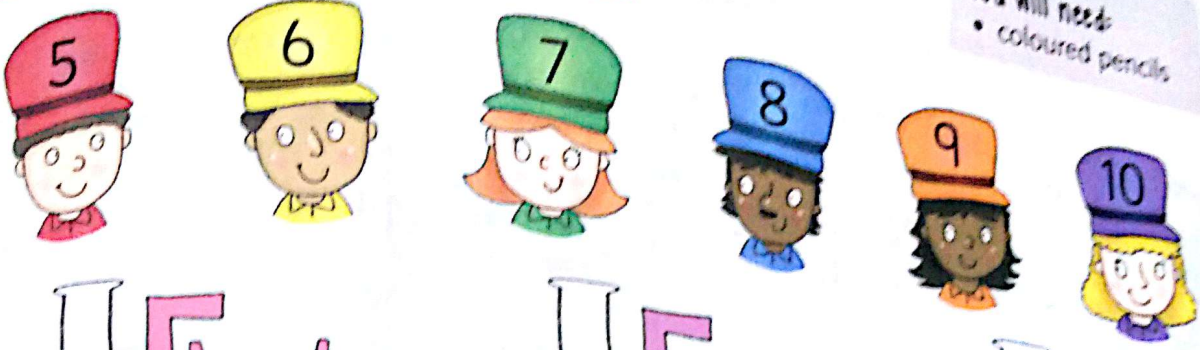
Children work out the answer to the addition fact on each boat. They find the answer on an anchor and colour the boat's sails to match. There will be two sails of each colour.

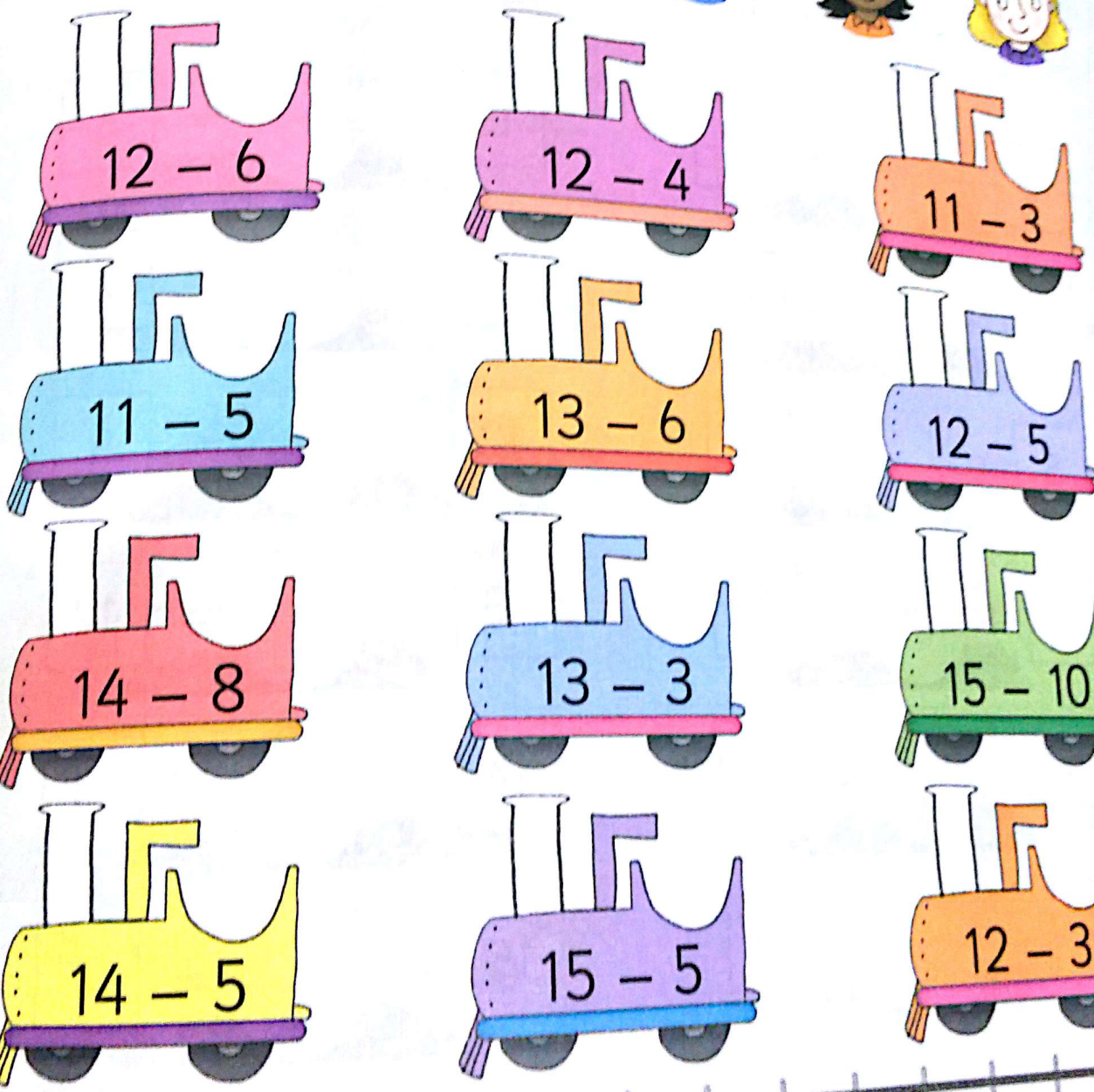
Take away trains

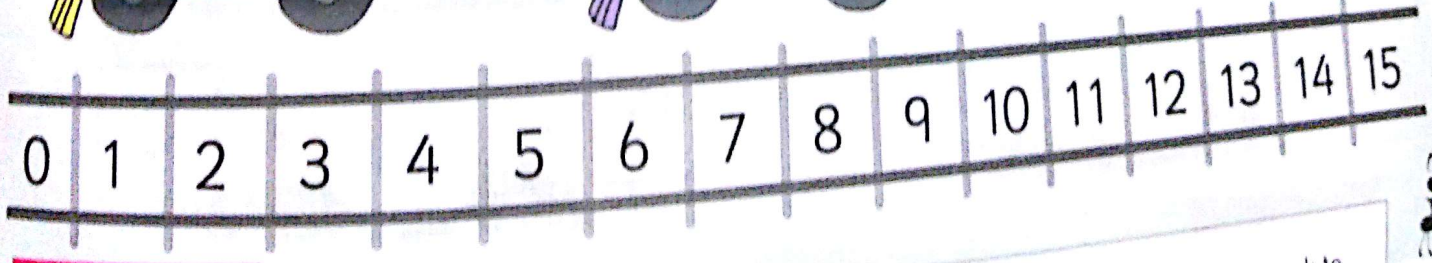
Know subtraction facts to 15

Date: _____

You will need:
- coloured pencils





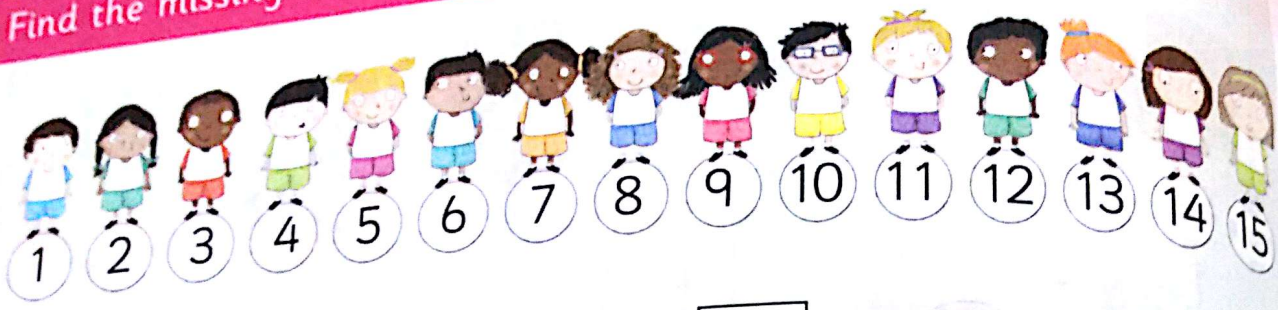


Teacher's notes

They can use the number track to

15 footballers

Find the missing number



6	+		=	9	12	−		=	6
7	+		=	11	11	−		=	7
5	+		=	10	12	−		=	9
7	+		=	12	13	−		=	12
6	+		=	13	14	−		=	11
9	+		=	14	15	−		=	7
11	+		=	15	15	−		=	12

Teacher's notes

Children work out the missing number in each of the addition and subtraction calculations and write it on the football. They can use the row of footballers to help them.

Word problems

Solve problems by adding or subtracting

Date: _____

Samira has 12 sweets.

She gives 3 to Sam.

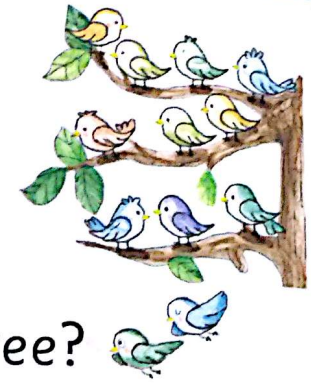
How many does she have left?

Amber had 7 cars.

She bought 5 more.

How many cars does she have altogether?

12 birds sat in a tree.



2 flew away.

How many birds were left in the tree?

Hassan had 15 buttons on his shirt.

3 buttons fell off.

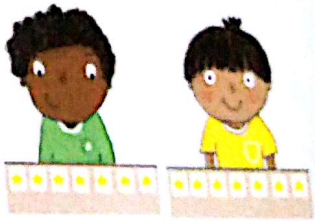
How many were left?

Laura had 10 flowers.

Gemma gave her 5 more.

How many did Laura have altogether?

Cavan has 7 stickers.



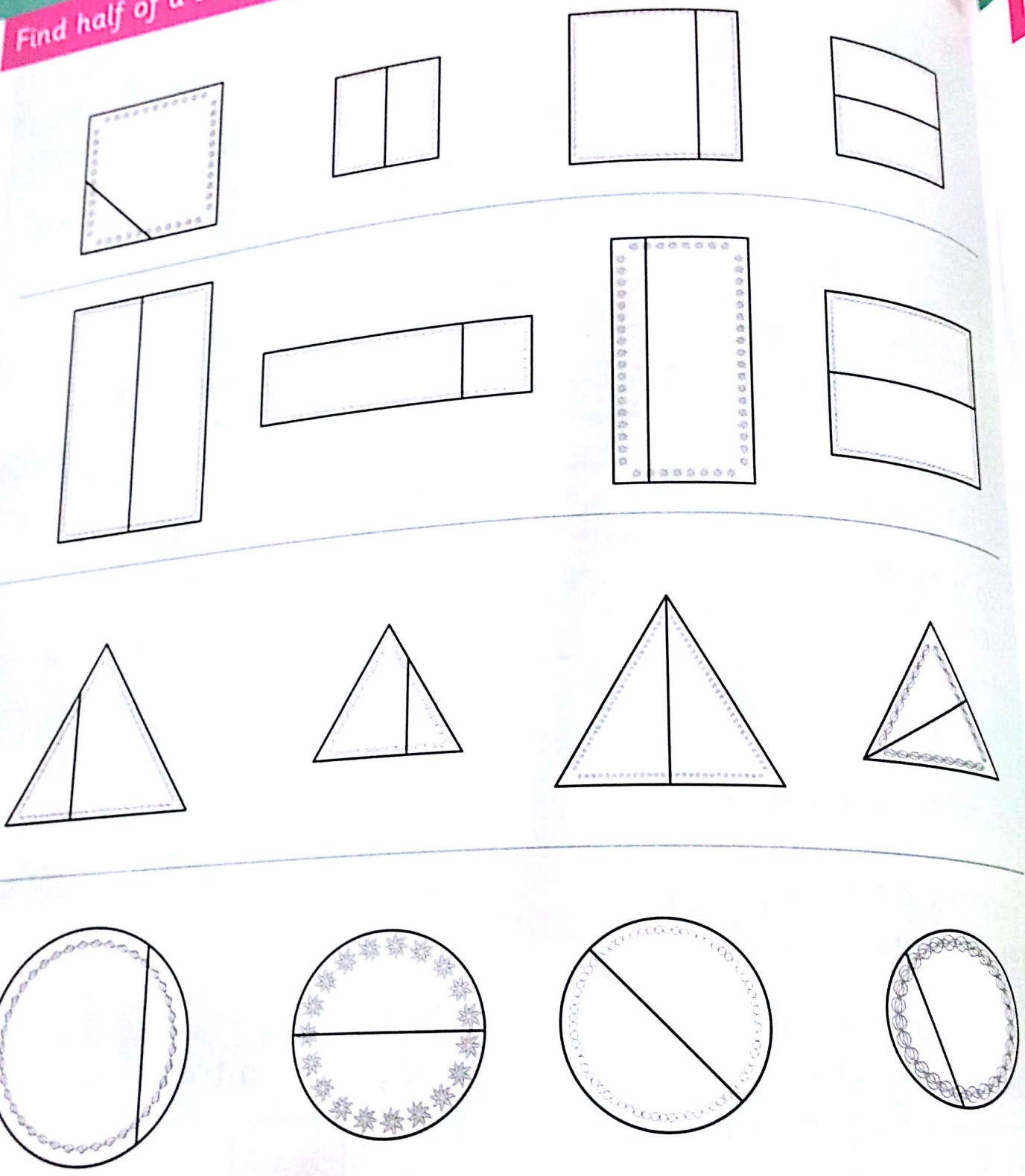
Caie has 7 stickers.

How many stickers do they have altogether?

Cut the cake

Find half of a shape

coloured pencils



Teacher's notes

Children colour the two cakes in each row that have been cut exactly in half.

Fruit tree fractions

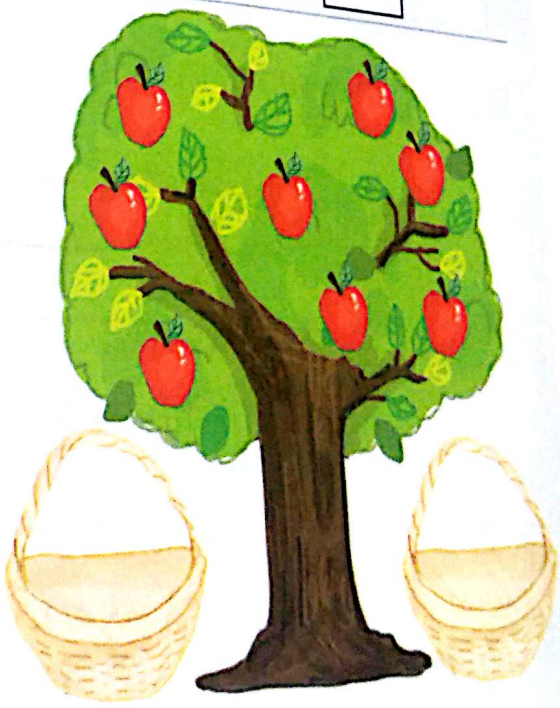
Find half of a set of objects

Date: _____

Half of 2 is ☐.

Half of ☐ is ☐.

Half of ☐ is ☐.



Half of ☐ is ☐.

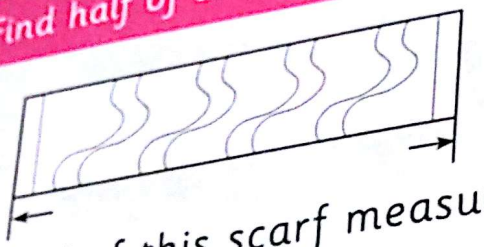
Teacher's notes

... lots so that they are shared equally ... sentence.

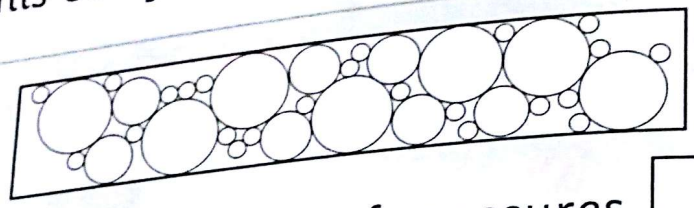
Half a scarf

Find half of a length

You will need:
- ruler
- coloured pencils

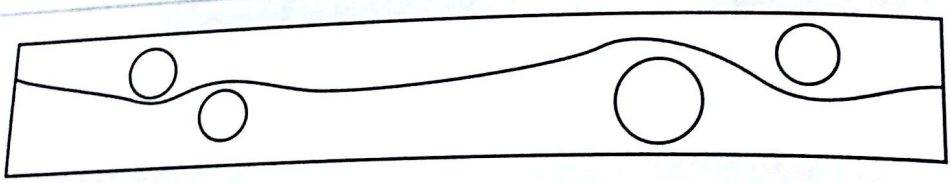


Half of this scarf measures ☐ cm.

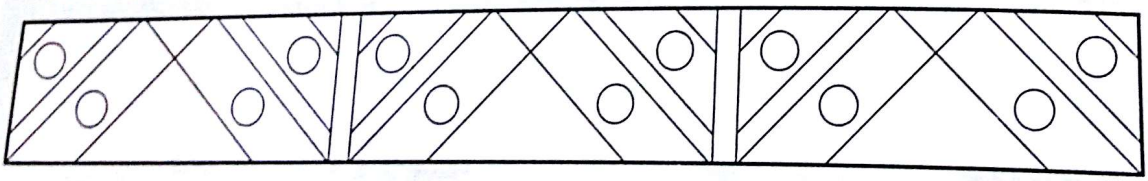


Half of this scarf measures ☐ cm.

Half of this scarf measures ☐ cm.



Half of this scarf measures ☐ cm.



Half of this scarf measures ☐ cm.

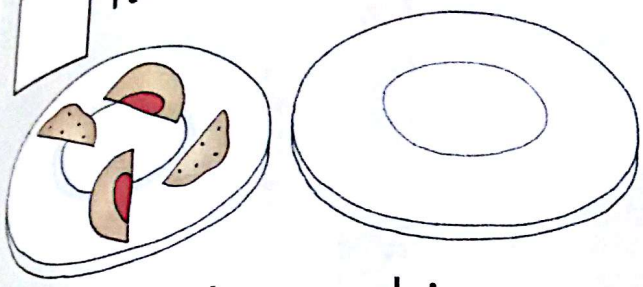
Teacher's notes

Children use a ruler to measure the length of each scarf. They find half of this length, write it in the space provided and colour one half of the scarf.

How many?

Combine halves to make one whole

You will need:
- coloured pencils

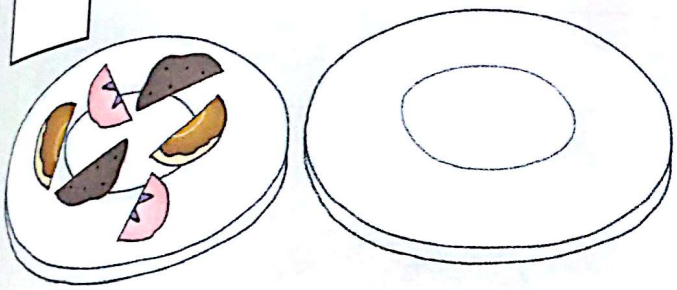


halves

whole cookies

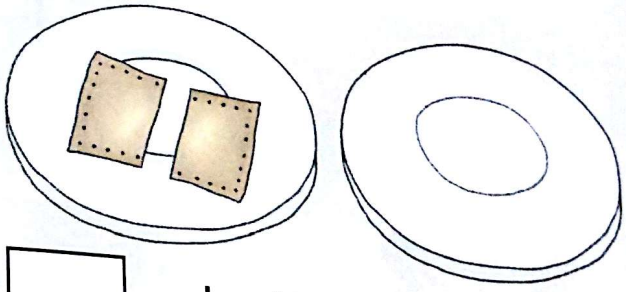
halves

whole cookies



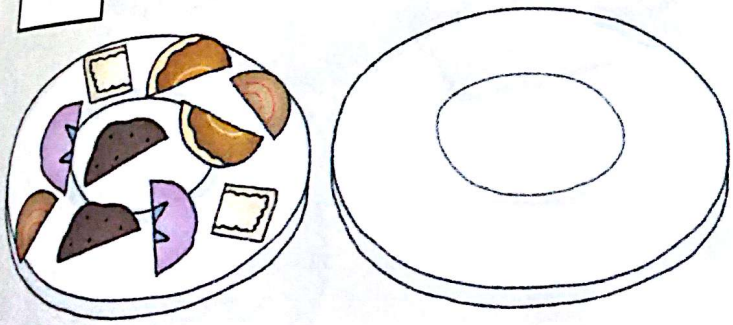
halves

whole cookies



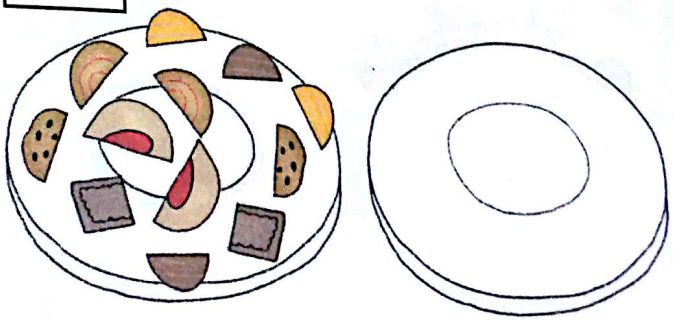
halves

whole cookie



halves

whole cookies



halves

whole cookies

Teacher's notes

Children write how many cookie halves there are on each plate, then draw them as whole cookies and write the number in the space provided.

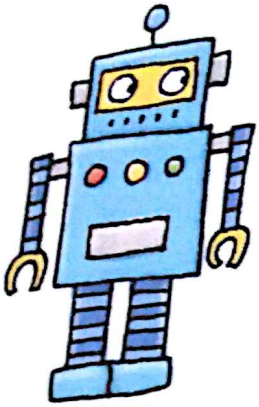
Unit 4, Week 3, Lesson 1

Shopping fun

Use coins to pay for items

Date:

You will need:
- some 1p, 2p, 5p and 10p coins



Teacher's notes

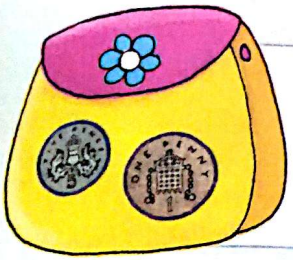
Children look at the coin needed to pay for each item. They find another way of paying for the item using different coins and draw the coins in the box.

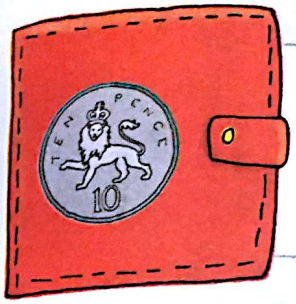
Finding the same value

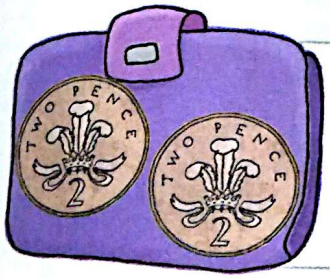
Show different ways of making the same value

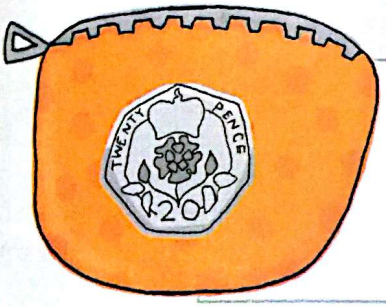
Date:

You will need:
- some 1p and 10p coins









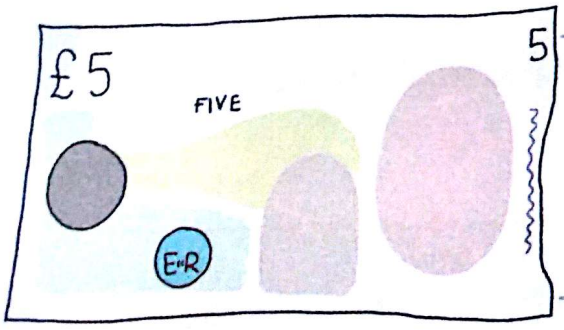
Teacher's notes

For the first three purses, children look at the coins and draw the number of 1p coins needed to make the same amount. For the last two purses, children look at the coins and draw the number of 10p coins needed to make the same amount.

Value of coins

Recognise and understand the value of different coins

You will need:
- some 1p, 2p, 5p, 10p, 20p, 50p and £1 coins



Teacher's notes

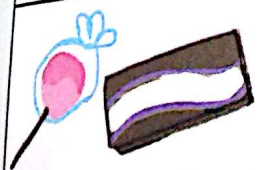
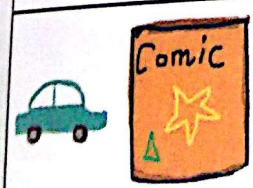
Children look at the picture of each coin or note and draw coins on the right to show the equivalen value using different coins.

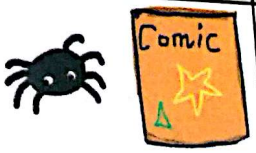
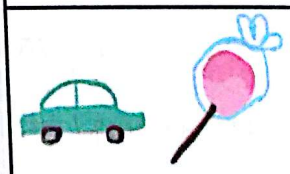
Solving money problems

Solve problems about money

Date: _____

You will need:
- some 1p, 2p and 5p coins

Items	Cost of items	Change from 10p
		
		
		

Items	Cost of items	Change from 10p
		
		
		

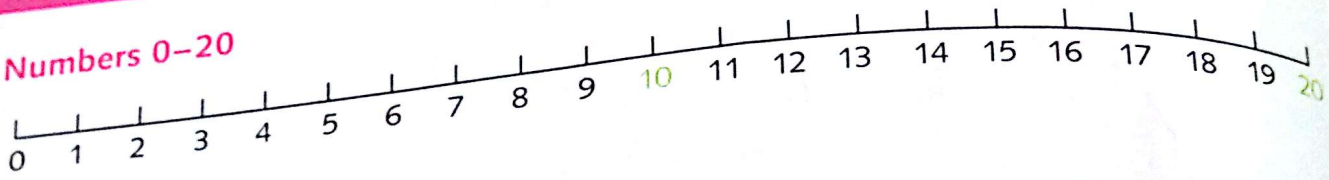
Teacher's notes

Children work out the cost of the items shown and write it in the table. Then they write how much change they would get from 10p.

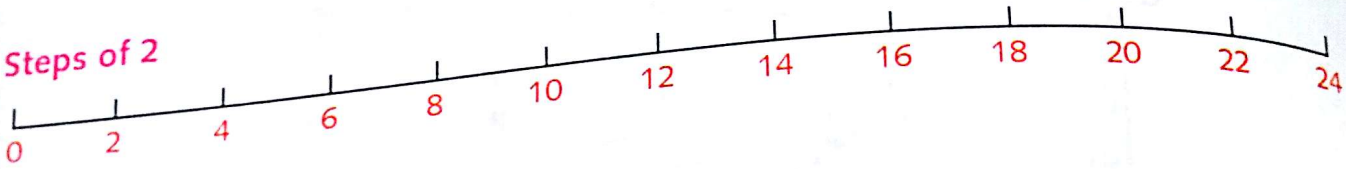
Maths facts

Number and place value

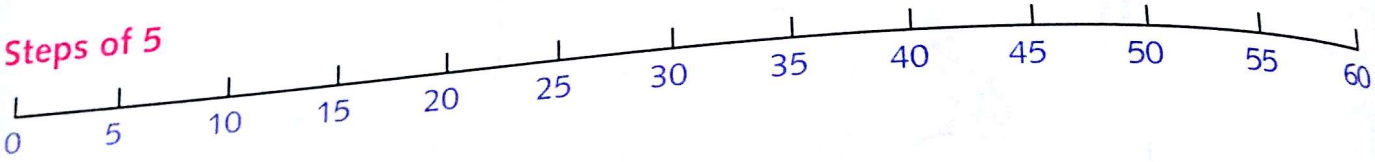
Numbers 0–20



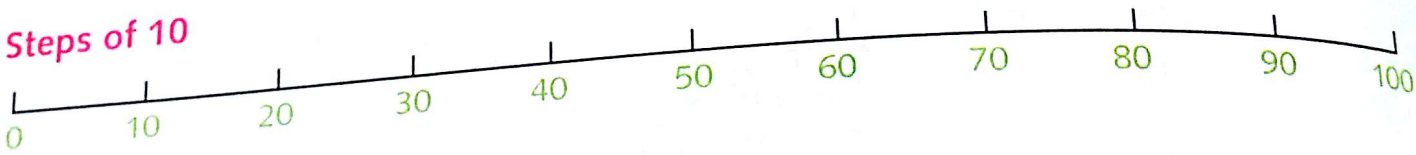
Steps of 2



Steps of 5



Steps of 10



1–100 number square

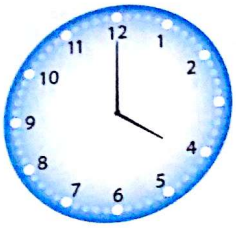
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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

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

Measurement (time)

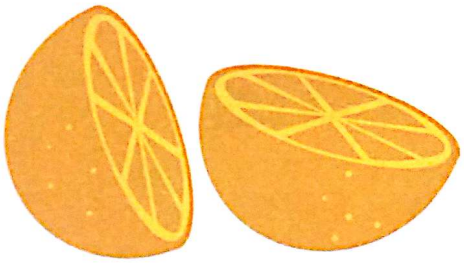
4 o'clock

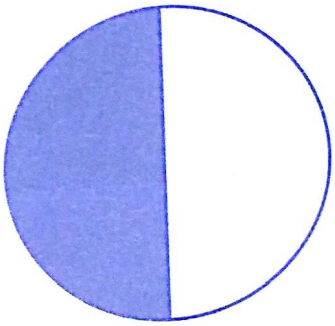


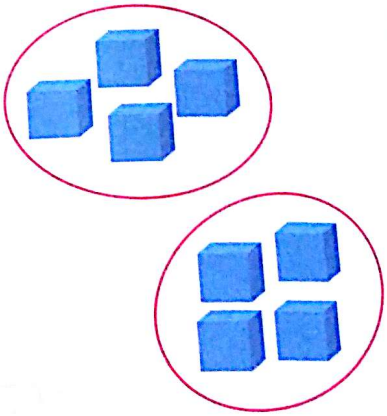
$\frac{1}{2}$ past 8

Fractions

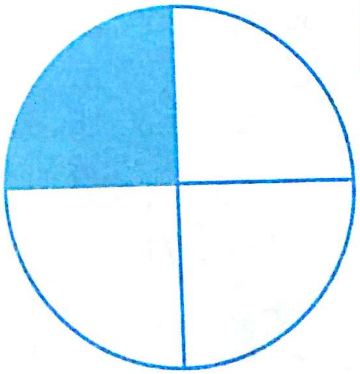
Half: $\frac{1}{2}$

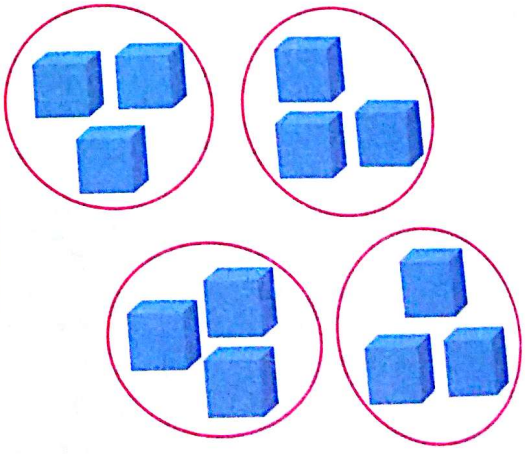




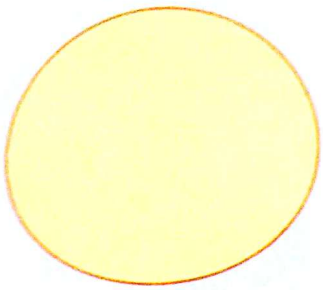


Quarter: $\frac{1}{4}$

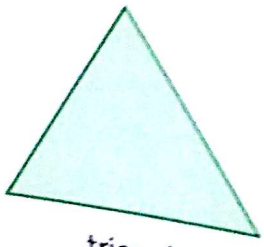




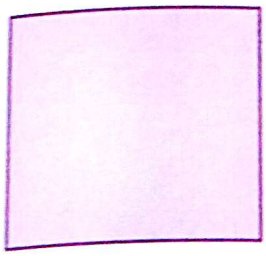
2-D shapes



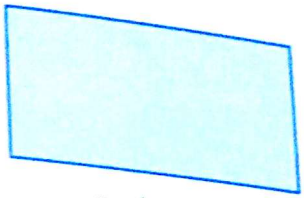
circle



triangle

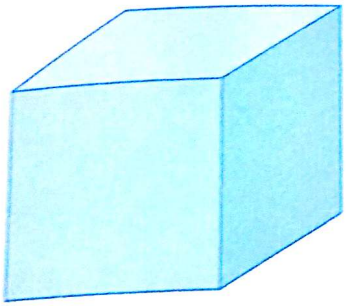


square

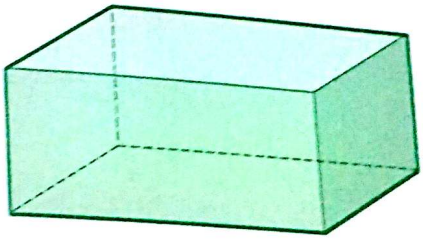


rectangle

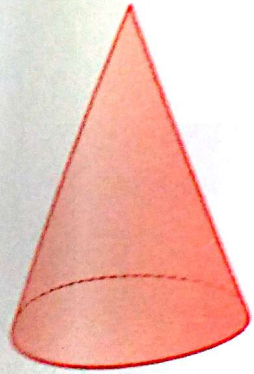
3-D shapes



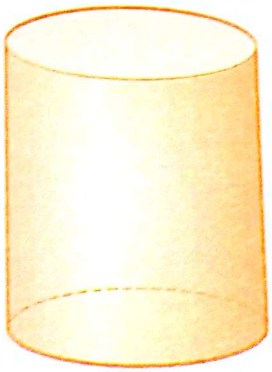
cube



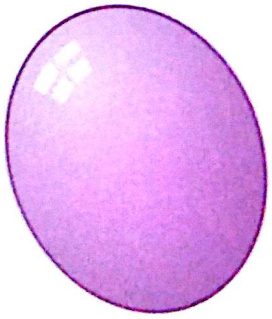
cuboid



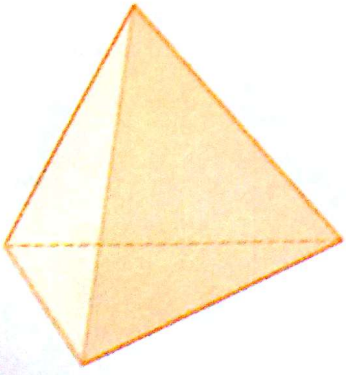
cone



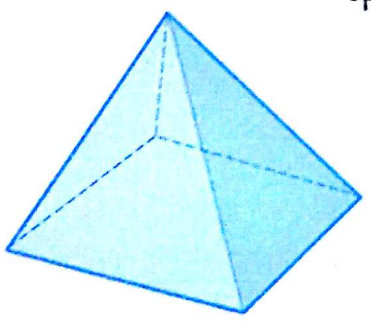
cylinder



sphere



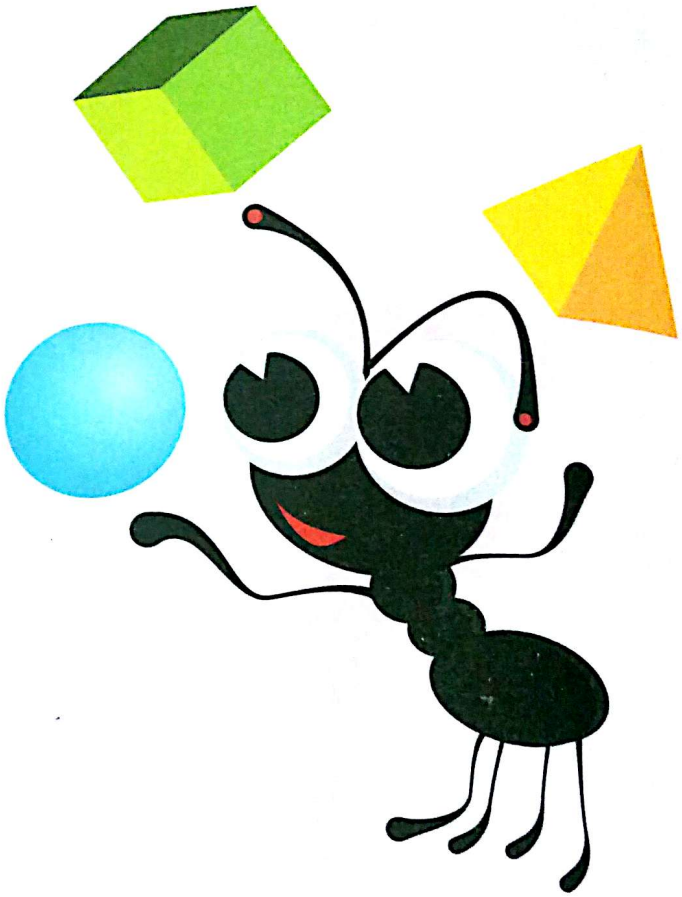
triangular-based pyramid



square-based pyramid

Collins

Maths



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