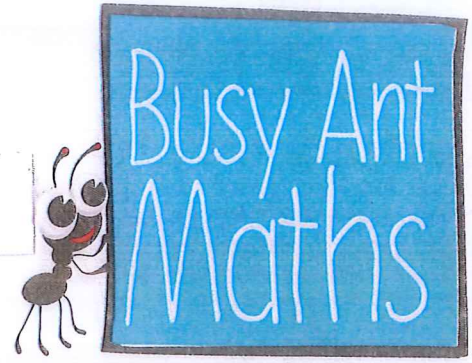
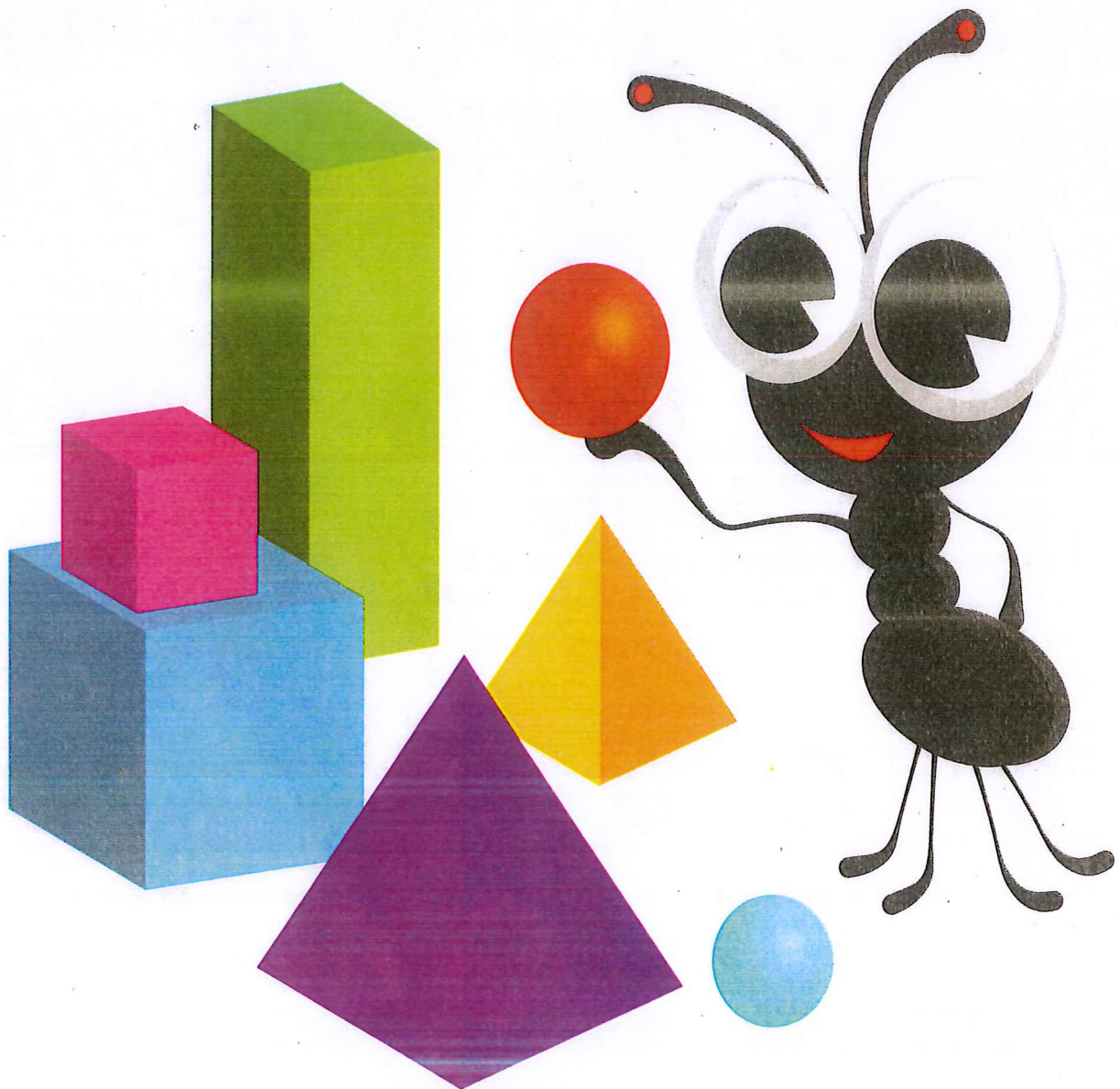


Collins



Activity Book 1B



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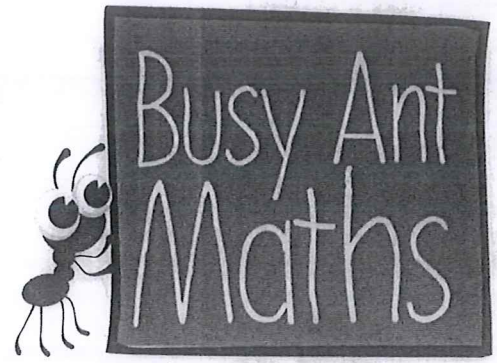
CHICAGO UNIVERSITY PRESS

Activity Book 1

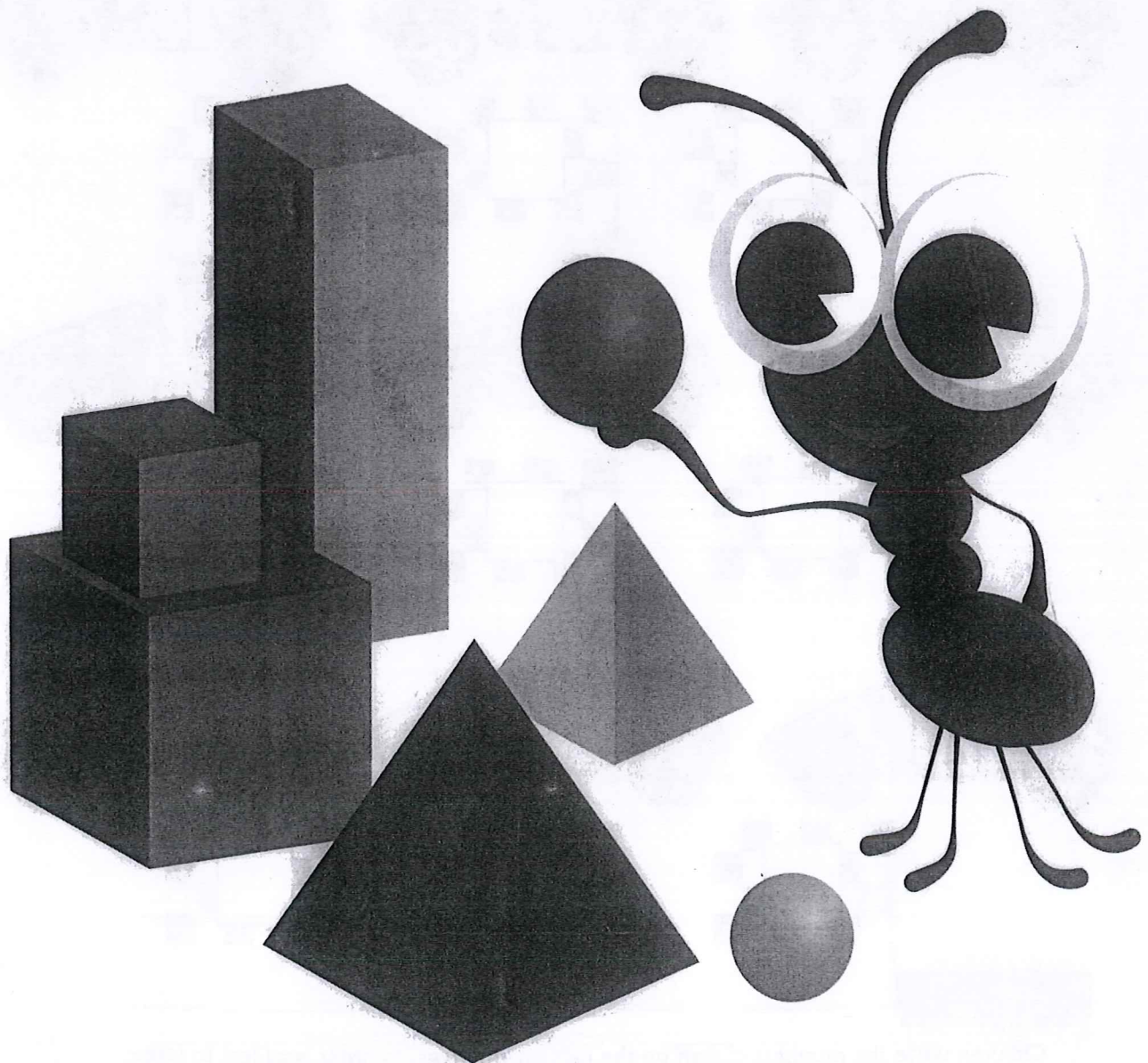


Collins

Youssef Ahmed KG2 O

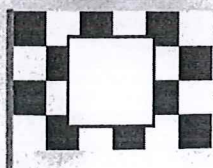
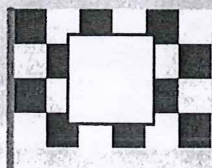
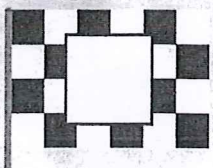
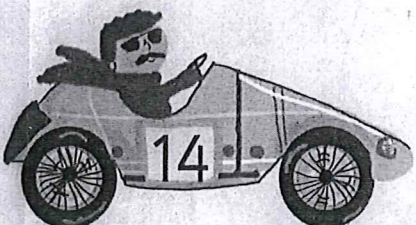
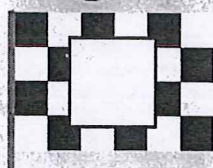
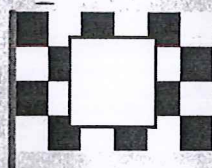
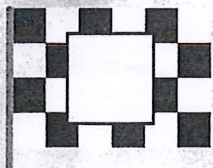
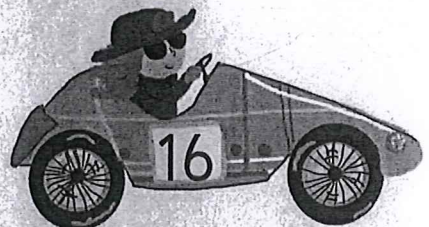
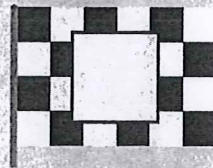
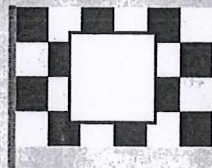
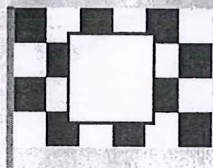
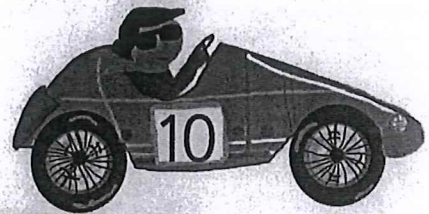
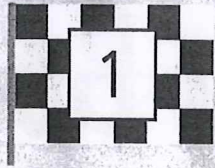
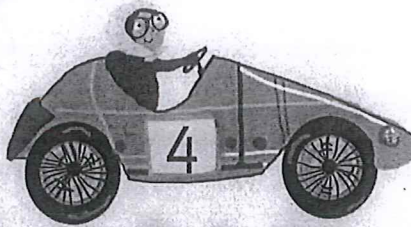
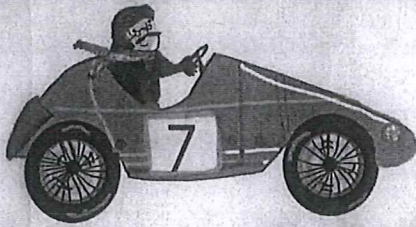


Activity Book 1B



Racing orders

Order numbers to 20



Teacher's notes

Children write the numbers shown on the cars on the flags, in order, smallest to largest.

Odd Jobs and Even Stevens

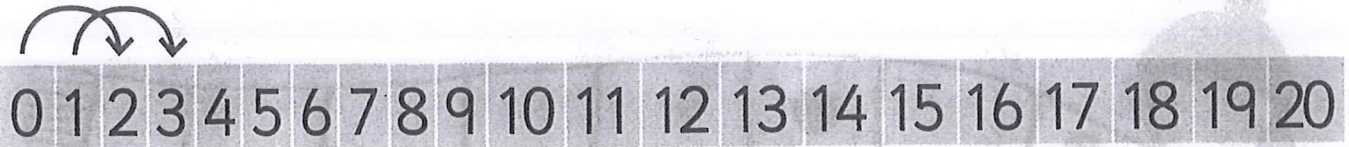
Know odd and even numbers to 20

Date: _____



You will need:

- red and blue coloured pencils



Teacher's notes

On the number track children draw jumps of 2, starting from 0, in blue and jumps of 2, starting from 1, in red to show odd and even numbers to 20. They colour the "Even Stevens" team kit in blue and the "Odd Jobs" team kit in red.



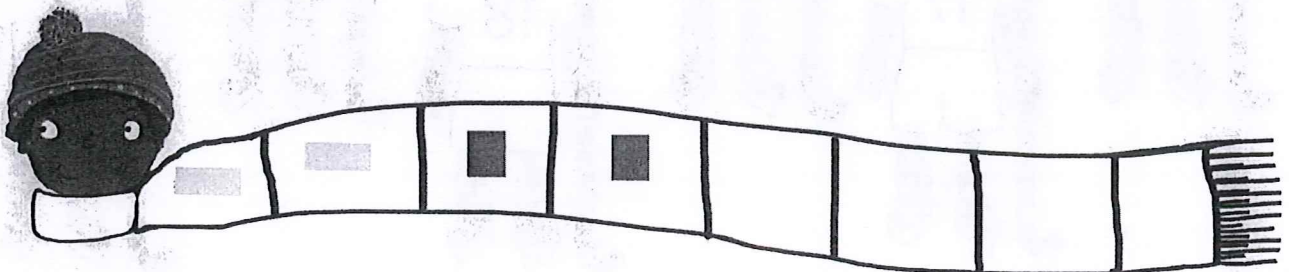
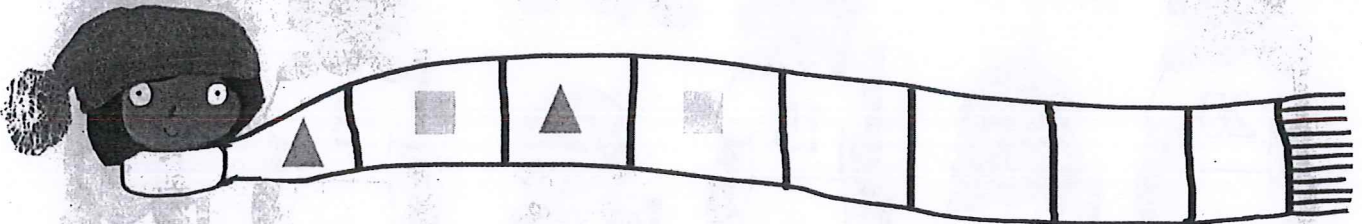
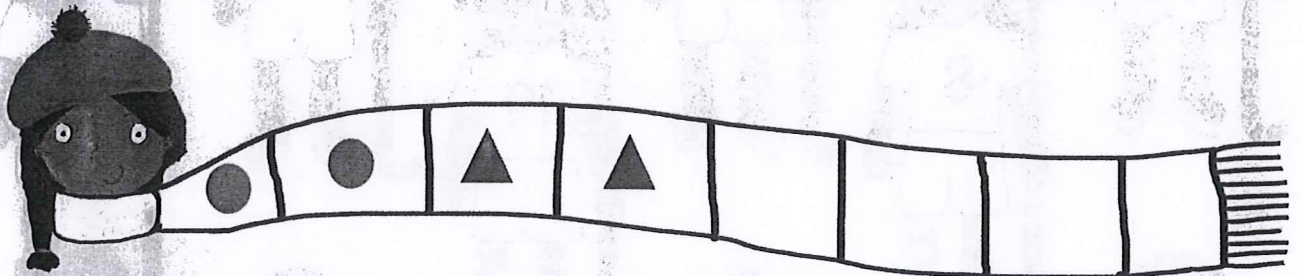
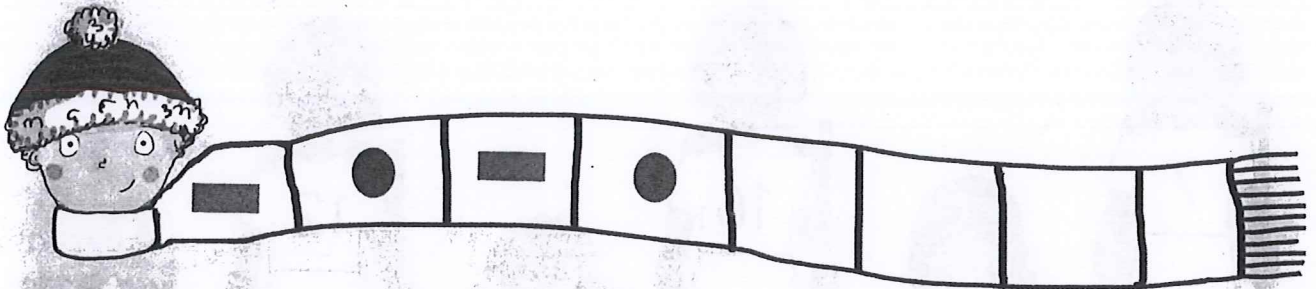
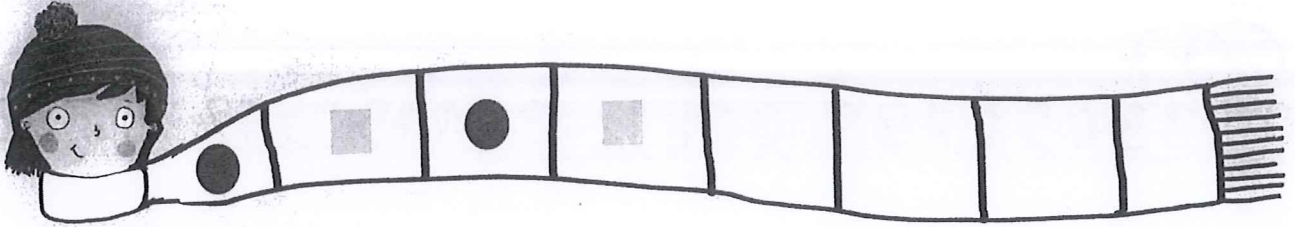
Date: _____

Scarf sequences

Make repeating patterns



You will need:
• coloured pencils



Teacher's notes

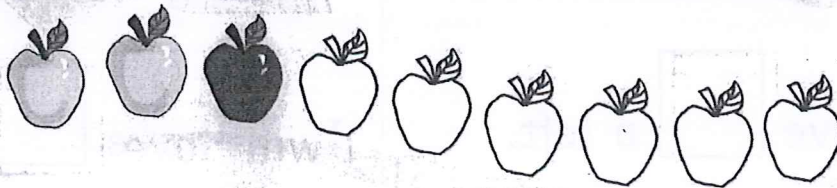
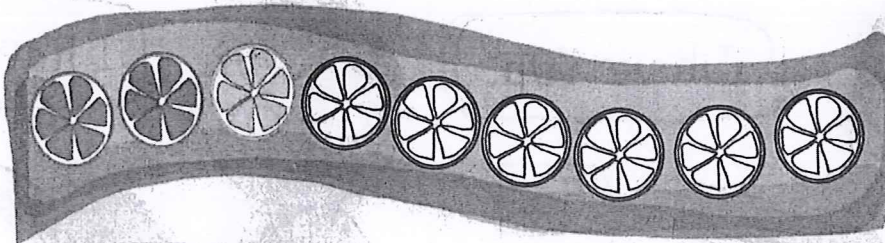
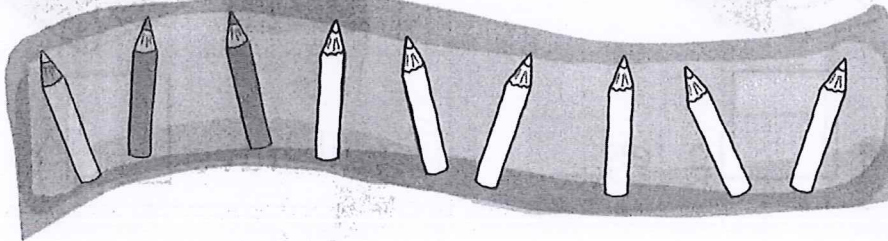
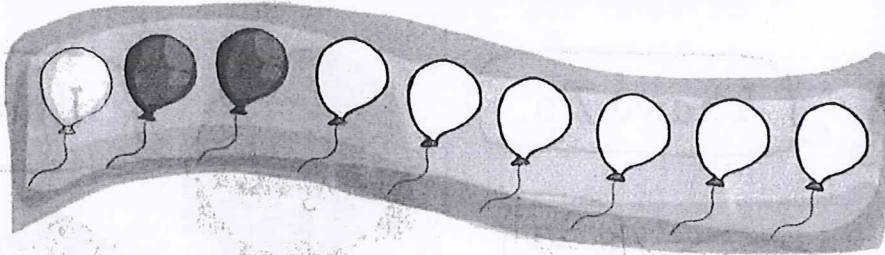
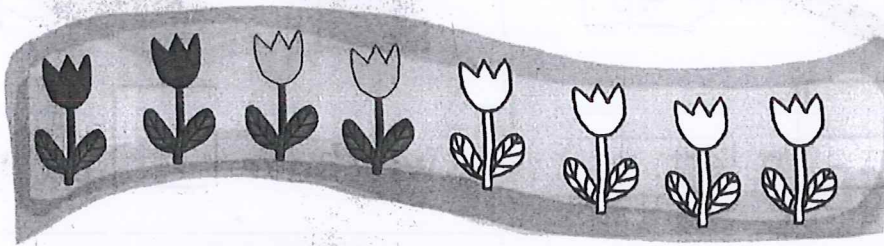
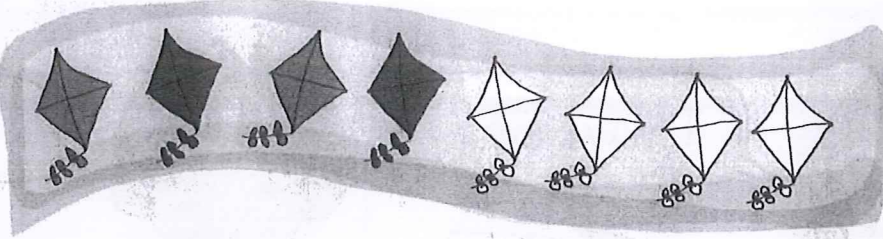
Children continue each pattern by drawing and colouring the next four shapes on each scarf.

Picture patterns

Make repeating patterns

You will need:

- coloured pencils



Teacher's notes

Children continue each pattern by colouring the objects correctly.



Pocket money spending

Solve problems about money



You will need:

- some 1p, 2p, 5p and 10p coins



I have 6p.



I will have p left.



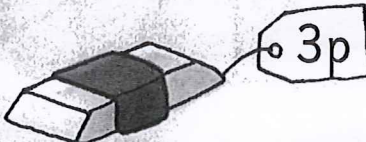
I have 8p.



I will have p left.



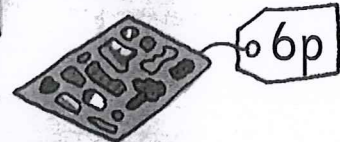
I have 7p.



I will have p left.



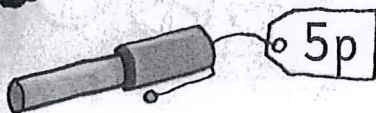
I have 9p.



I will have p left.



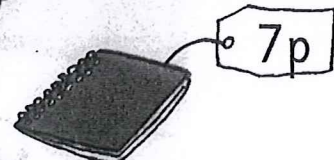
I have 10p.



I will have p left.



I have 10p.



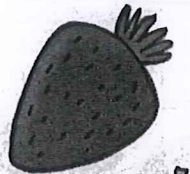
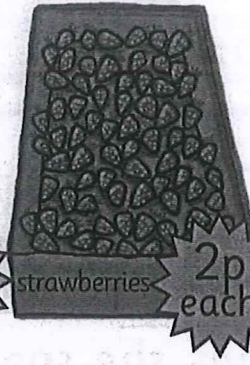
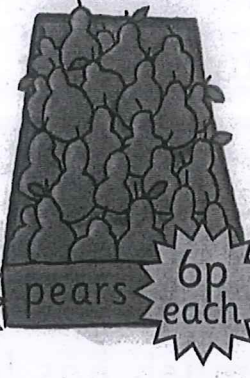
I will have p left.

Teacher's notes

Children compare the amount of money each child has with the cost of the item. They work out how much money they will have left after paying. They can use coins to support their working.

Fruit stall sales

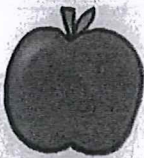
Solve problems about money



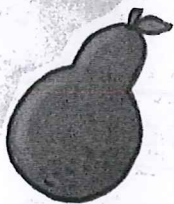
$$\boxed{2p} + \boxed{3p} = \boxed{\quad} p$$



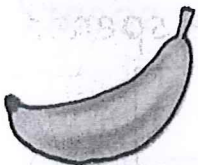
$$\boxed{\quad} + \boxed{\quad} = \boxed{\quad}$$



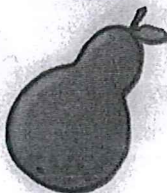
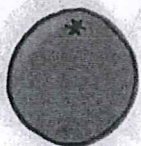
$$\boxed{\quad} + \boxed{\quad} = \boxed{\quad}$$



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



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



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

Teacher's notes

For each row, children complete the addition calculation to find the total cost of the two fruits shown.

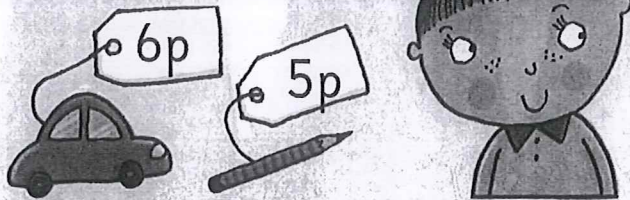


Pocket money spending

Solve money problems



Amber has bought:

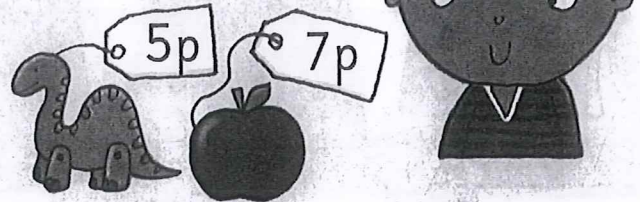


How much has she spent?

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



Tad has bought:

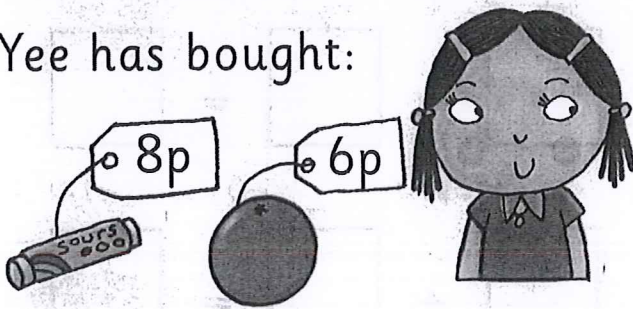


How much has he spent?

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



Yee has bought:

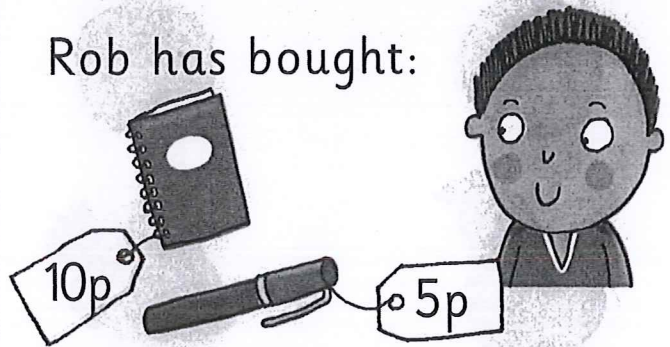


How much has she spent?

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



Rob has bought:



How much has he spent?

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



Teacher's notes

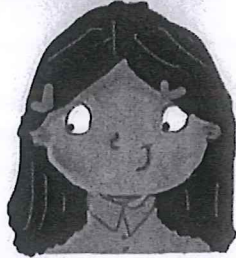
Children work out the total for each character, then circle a combination of coins that they can use to pay exactly.

Subtraction sweet shop

Solve money problems



Holly has 15p.
She buys:



$$\square - \square = \square$$

How much does she have left?



Dan has 15p.
He buys:

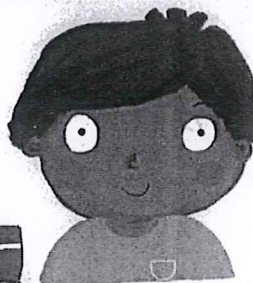
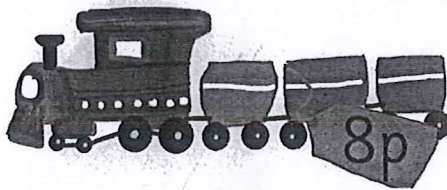


$$\square - \square = \square$$

How much does he have left?

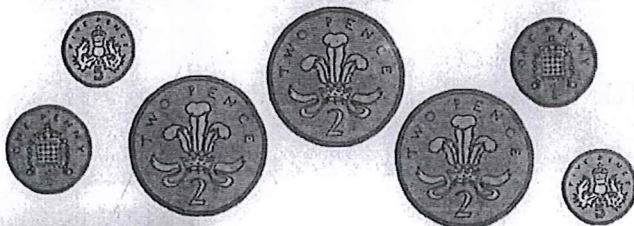


Imran has 15p.
He buys:

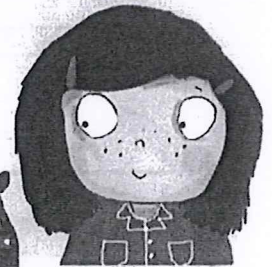
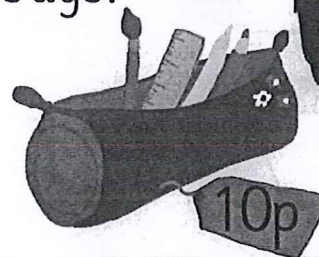


$$\square - \square = \square$$

How much does he have left?

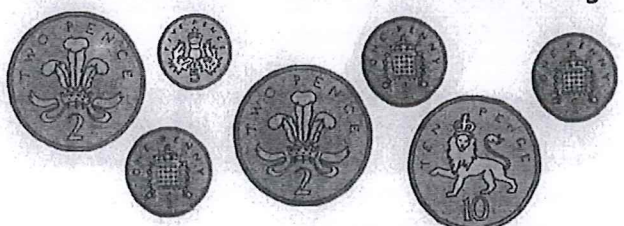


Maya has 15p.
She buys:



$$\square - \square = \square$$

How much does he have left?



Teacher's notes

Children work out the change each character gets and complete the subtraction calculation. Then they circle a combination of coins that might make up their change.



3-D shape names

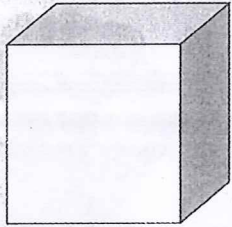
Name 3-D shapes



Date: _____

You will need:

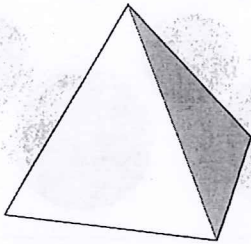
- six different coloured pencils



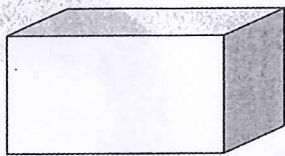
cylinder



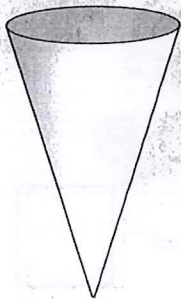
pyramid



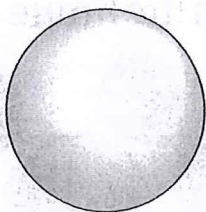
cube



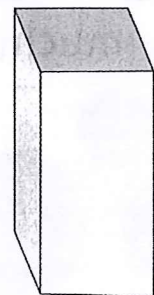
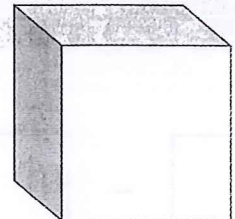
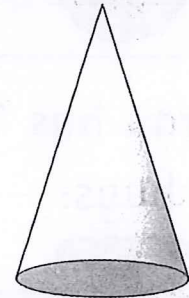
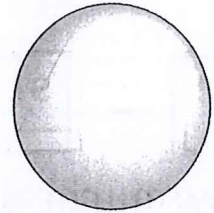
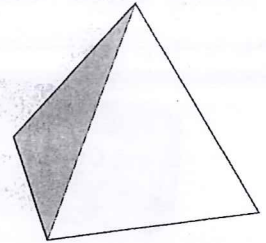
sphere



cuboid



cone



Teacher's notes

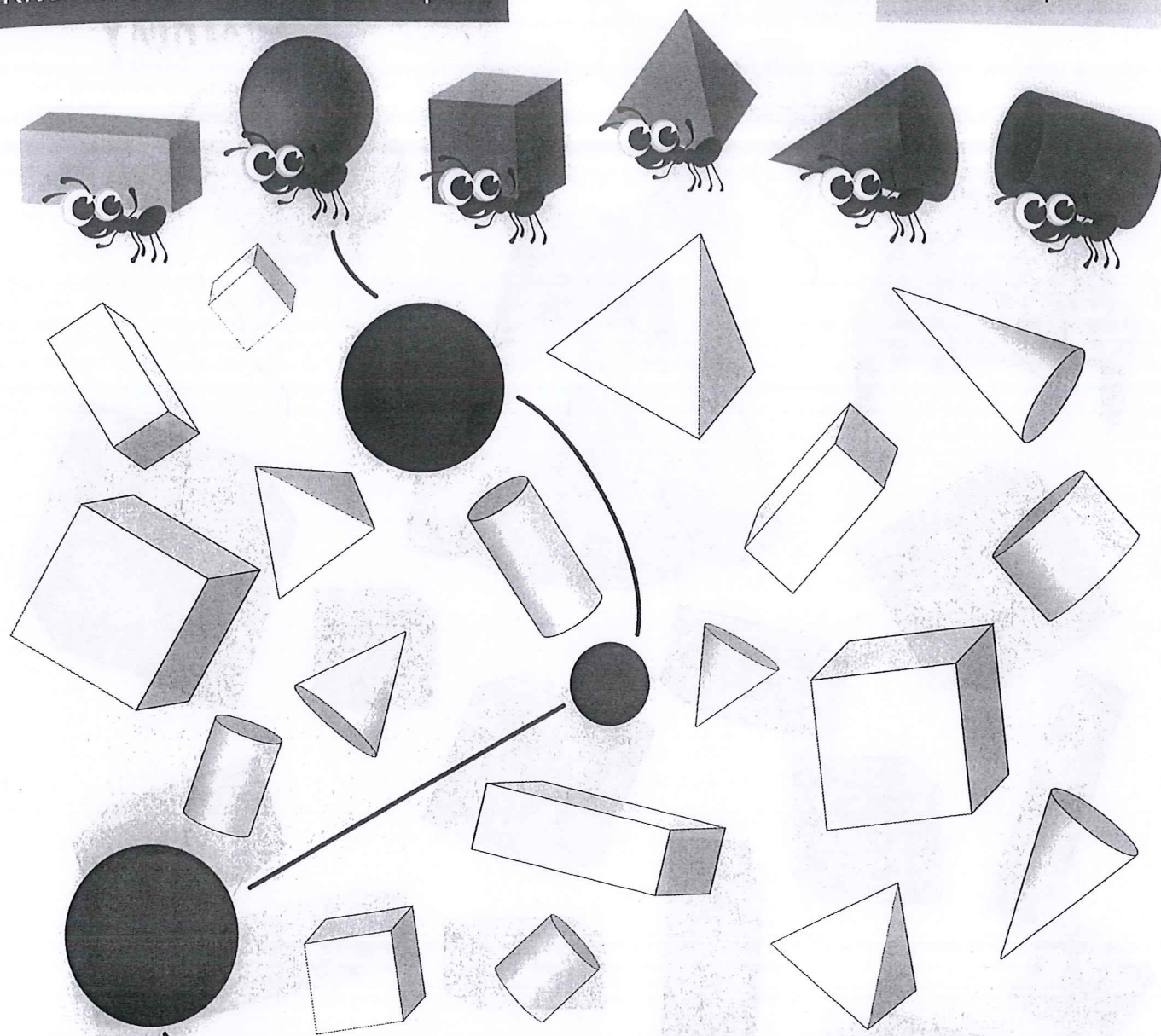
Children use a different coloured pencil to join each shape to its correct name. Then they use the same coloured pencil to colour each pair of matching shapes.

3-D shapes

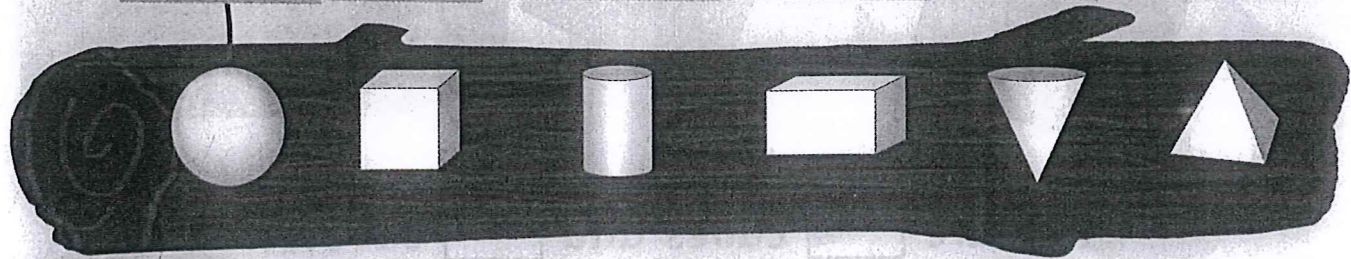
Know and name 3-D shapes

You will need:

- coloured pencils



spheres cubes cylinders cuboids cones pyramids



Teacher's notes

Children help the ants to sort the shapes by colouring all the examples of each shape the same colour as the shape at the top of the page. They then draw a line to lead each ant to all the examples of their shape, through their shape name and into the correct hole in the log.



Maisie's presents

Know cubes and cuboids

HAPPY BIRTHDAY



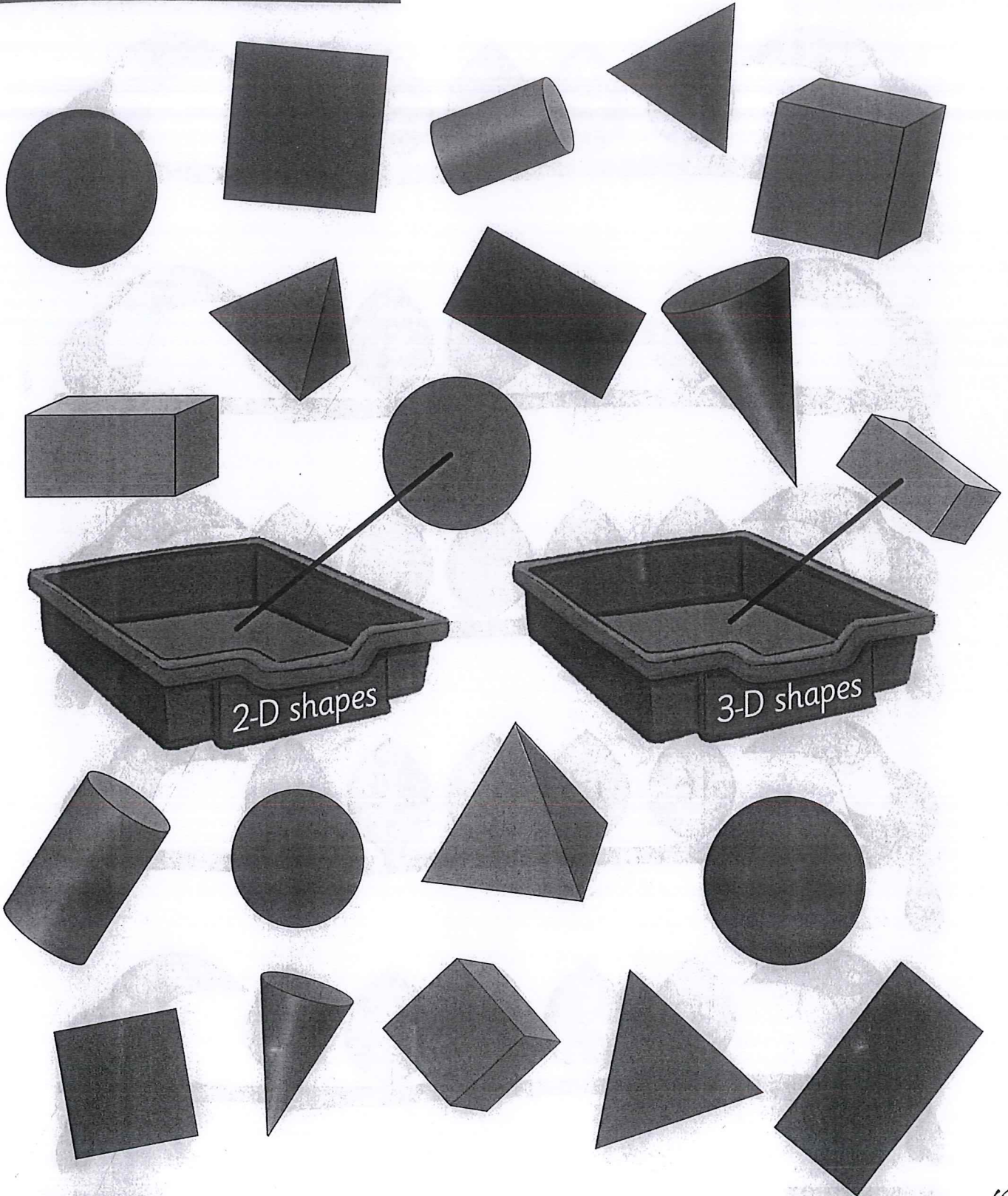
There are cubes and cuboids.

Teacher's notes

Children circle the presents that are cubes. They count how many are cubes and how many are cuboids, and complete the sentence.

2-D or 3-D?

Know 2-D and 3-D shapes



Teacher's notes

Children draw a line to sort each shape into the correct tray.



Toucan 2s

Count in 2s



A horizontal branch with two toucans perched at the ends. Between them are five leaves. The first leaf has the number 0, the second has 2, the third is blank, the fourth has 6, and the fifth has 8.

A horizontal branch with two toucans perched at the ends. Between them are five leaves. The first leaf has the number 6, the second has 8, the third and fourth are blank, and the fifth has 14.

A horizontal branch with two toucans perched at the ends. Between them are five leaves. The first leaf has the number 18, the second has 16, the third and fourth are blank, and the fifth has 10.

A horizontal branch with two toucans perched at the ends. Between them are five leaves. The first leaf has the number 16, the second has 18, the third is blank, the fourth has 22, and the fifth is blank.

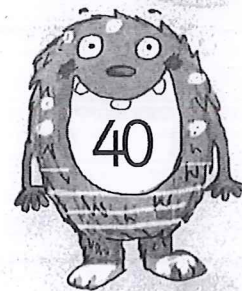
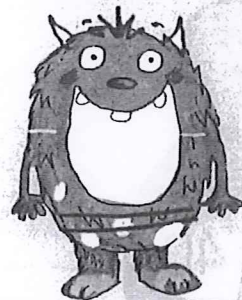
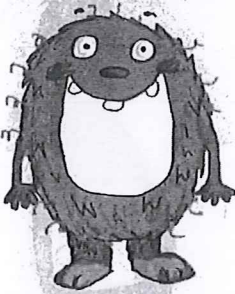
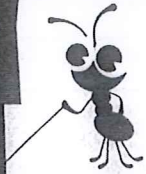
A horizontal branch with two toucans perched at the ends. Between them are five leaves. The first leaf has the number 30, the second is blank, the third has 26, the fourth is blank, and the fifth has 22.

Teacher's notes

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

Fearsome 5s!

Count in 5s



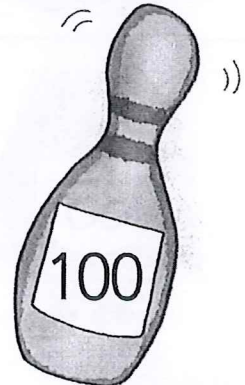
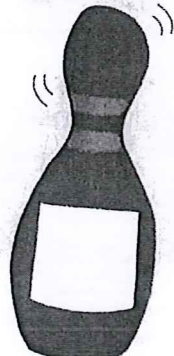
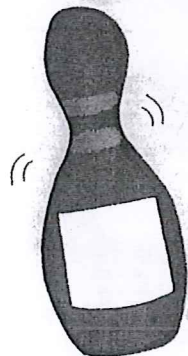
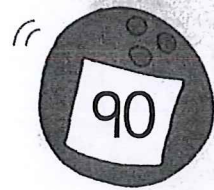
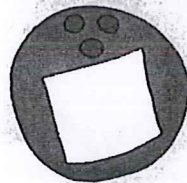
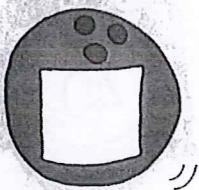
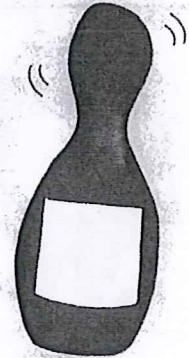
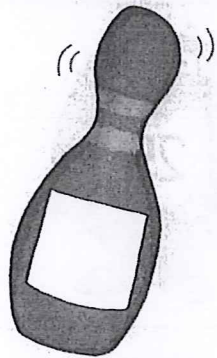
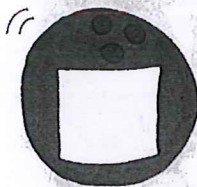
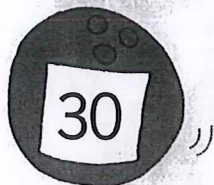
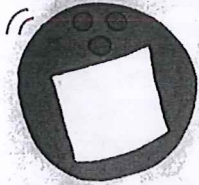
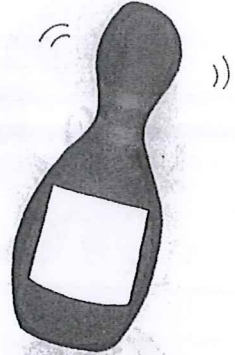
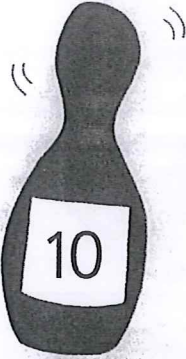
Teacher's notes

In each row, children count in fives and write the missing numbers in the spaces provided.



Tenpin 10s

Count in 10s



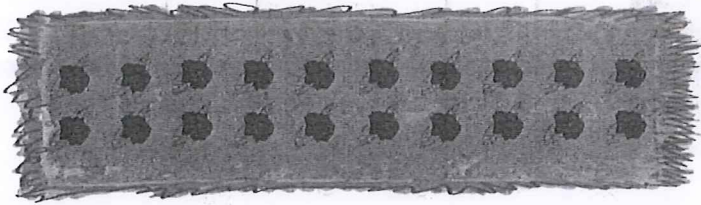
Teacher's notes

In each row, children count in tens and write the missing numbers in the spaces provided.

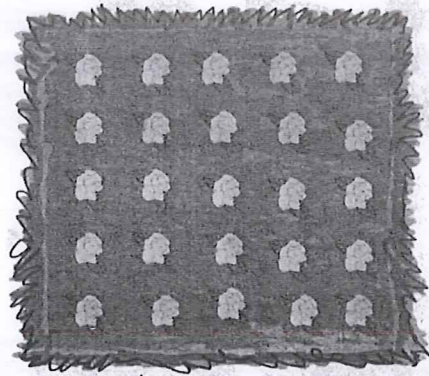
Rows of roses

Date: _____

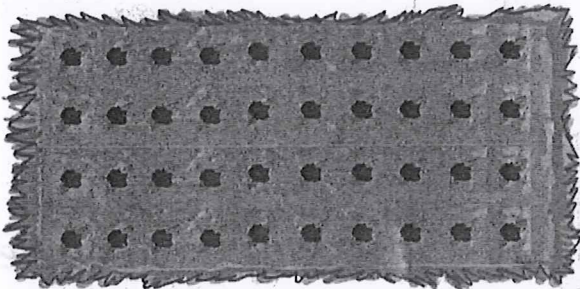
Use arrays to count in 2s, 5s and 10s



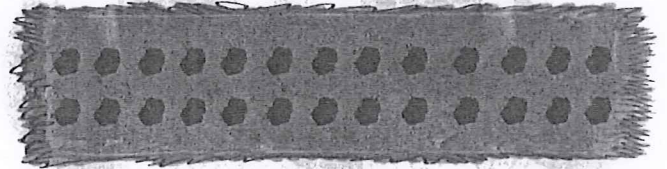
There are roses altogether.



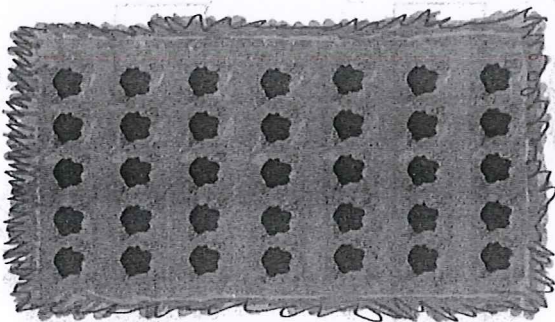
There are roses altogether.



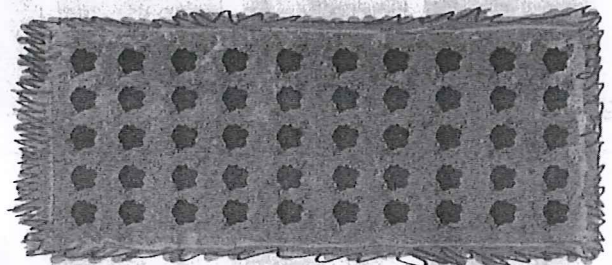
There are roses altogether.



There are roses altogether.



There are roses altogether.



There are roses altogether.

Teacher's notes

Children draw a ring around each column of two, five or ten roses and count in twos, fives or tens to find out how many roses there are in each garden.

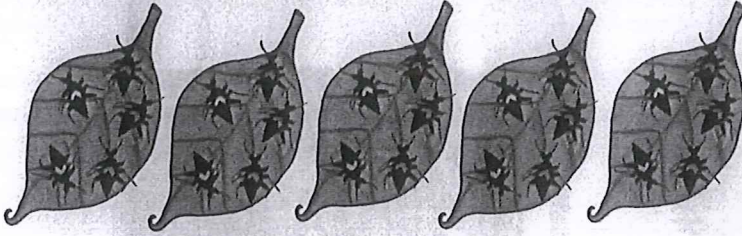


Date: _____

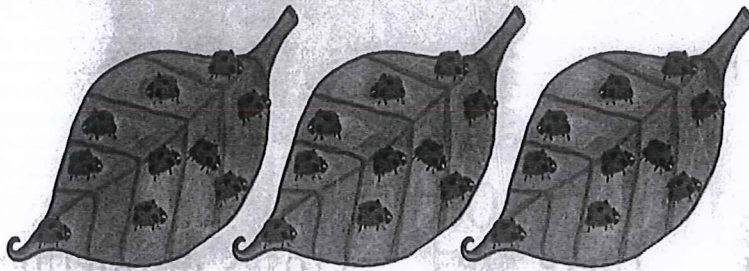
Lots of bugs



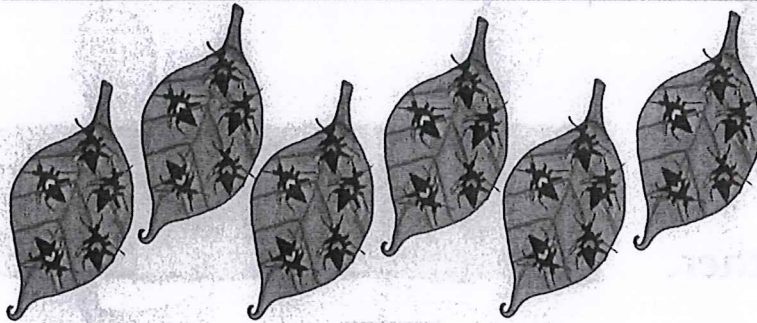
Find a total by counting sets of 2, 5 or 10



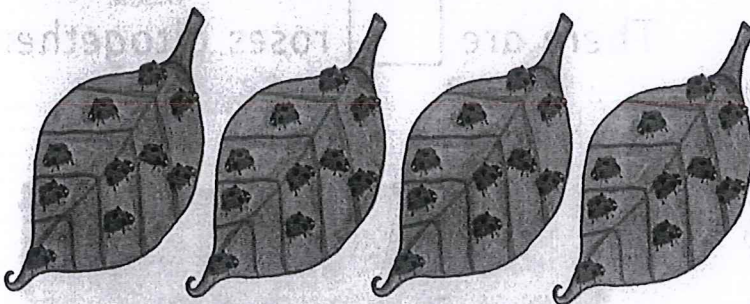
sets of make
 altogether.



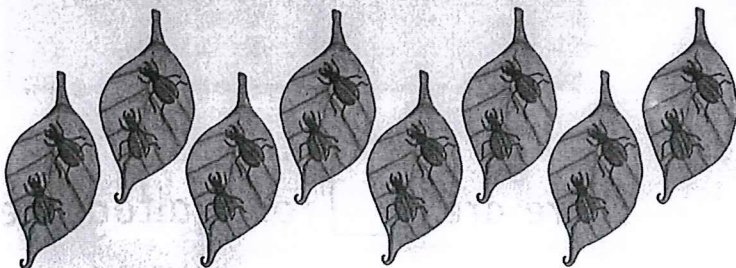
sets of make
 altogether.



sets of make
 altogether.



sets of make
 altogether.



sets of make
 altogether.

Teacher's notes

Children count in twos, fives or tens to find out how many bugs there are on each set of leaves, and complete the sentence.

Solving supermarket problems

Date: _____



You will need:
• coloured pencils

Find a total by counting sets of 2, 5 or 10

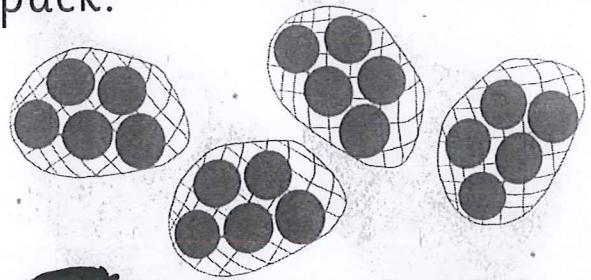
There are 2 gloves in a pair.



Yee buys pairs.

Yee buys gloves altogether.

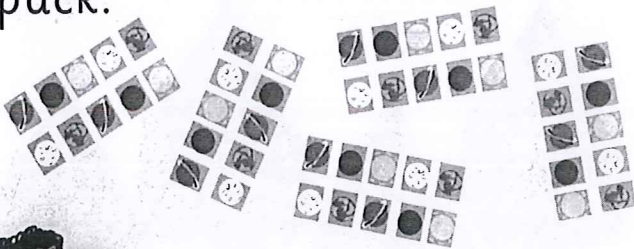
There are 5 oranges in a pack.



Jack buys packs.

Jack buys oranges altogether.

There are 10 stickers in a pack.



Handa buys packs.

Handa buys stickers altogether.

Now make up your own problem about sets of 2, 5 or 10.

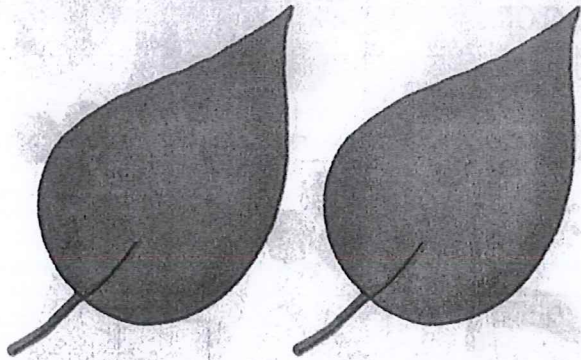
Teacher's notes

Children count the number of sets of 2, 5 or 10 to find out how many of each item the characters buy. They then make up their own problem about sets of 2, 5 or 10.

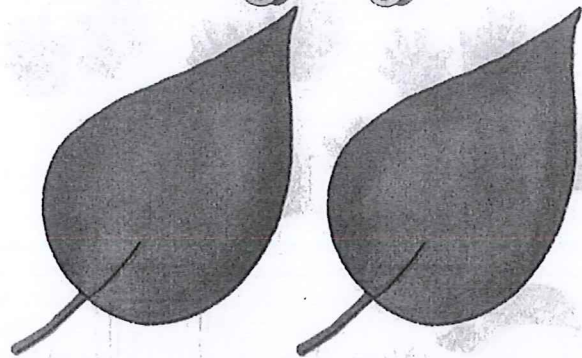
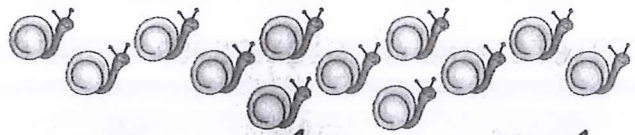


Sharing snails

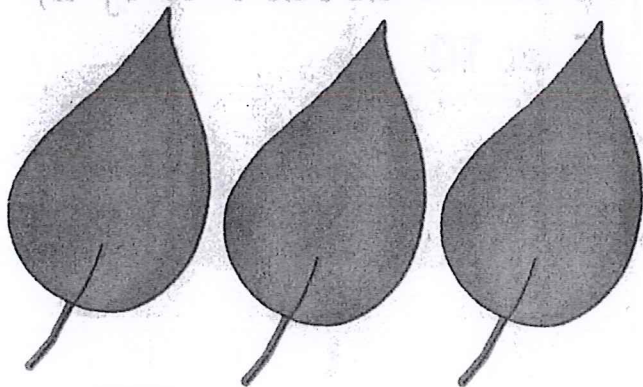
Share objects into equal groups



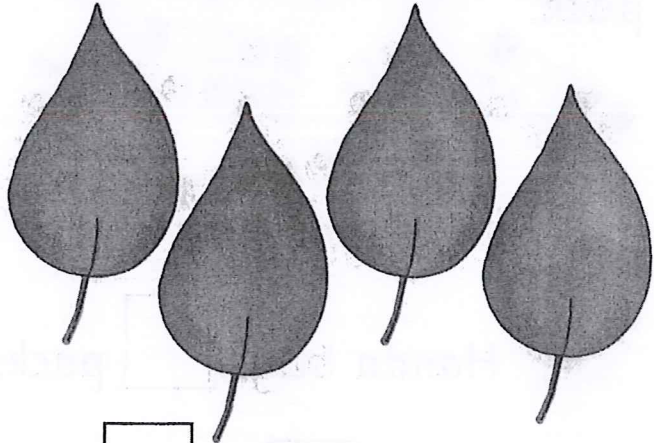
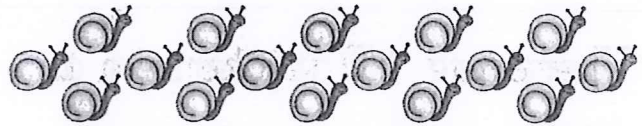
shared between
 is .



shared between
 is .



shared between
 is .



shared between
 is .

Teacher's notes

Children count the number of snails and share them equally between the leaves by drawing them on. Then they complete the sharing sentence underneath.

Sharing shopping

Share objects into equal groups

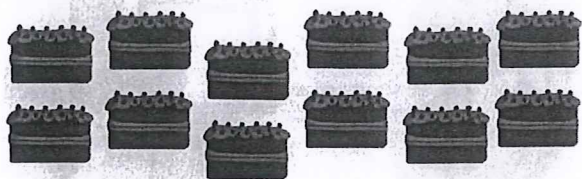
Date: _____

You will need:

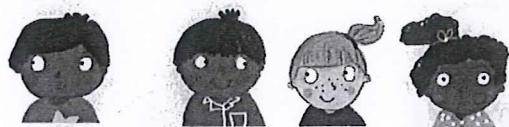
- counting objects, such as counters or beads



Aaron has bought cakes.



He shares them with 3 friends.



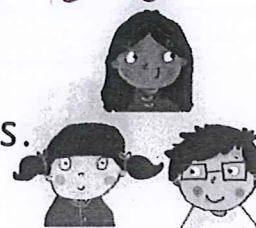
They have cakes each.



Sarai has bought strawberries.



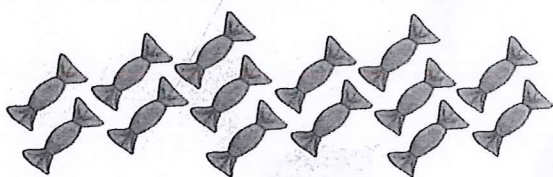
She shares them with her 2 cousins.



They have strawberries each.



Amber has bought sweets.



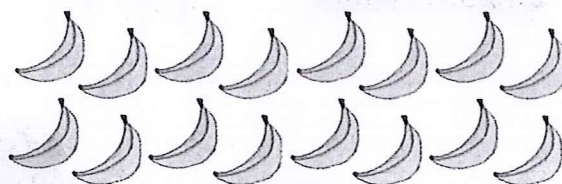
She shares them equally with Laura.



They have sweets each.



Ethan has bought bananas.



He shares them with 3 friends.



They have bananas each.

Teacher's notes

Children count the number of objects and share them equally between the people shown, using counting objects to help if needed. They write the total number of objects and the number each person gets in the spaces.



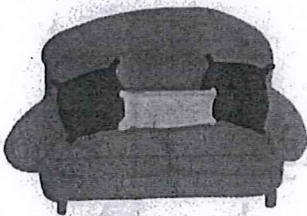
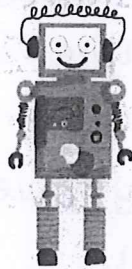
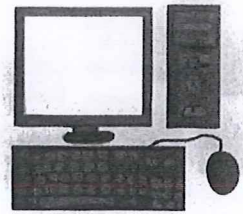
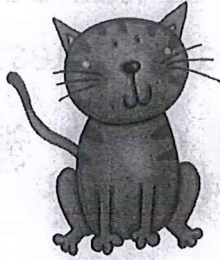
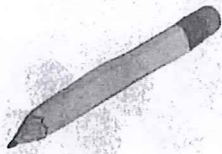
Lighter or heavier?



Compare weights

lighter

heavier



heaviest

lightest

Teacher's notes

At the top of the page, children circle the lighter or heavier objects. At the bottom, they draw lines to show the lightest and heaviest objects.

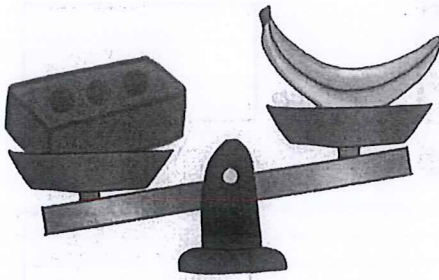
Comparing mass

Understand what a balance shows

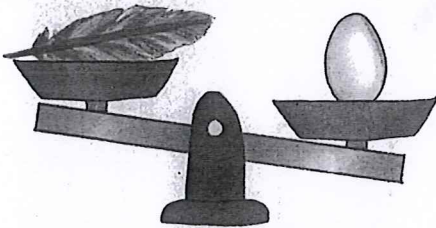


heavier

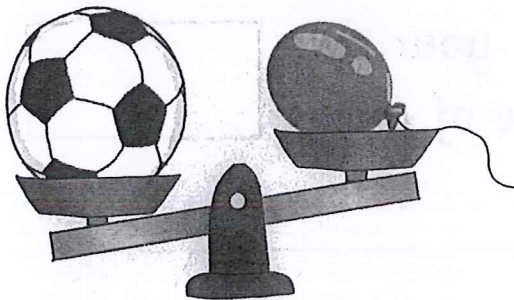
lighter



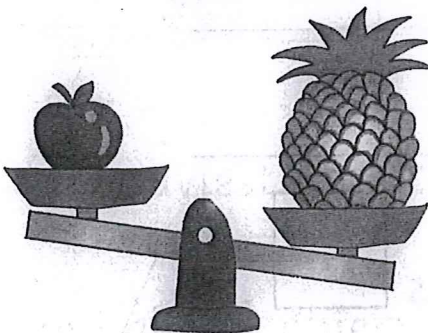
The brick is _____
than the banana.



The feather is _____
than the egg.



The football is _____
than the balloon.



The apple is _____
than the pineapple.

Teacher's notes

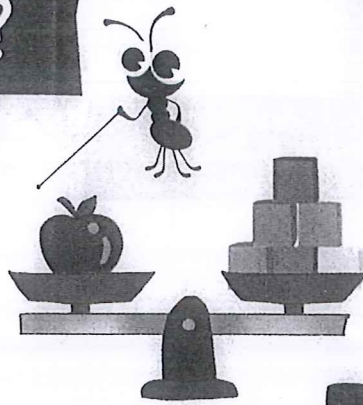
Children complete each sentence by writing 'heavier' or 'lighter'.



Date: _____

How many to balance?

Weigh objects



You will need:

- balance
- objects to weigh
- set of cubes, bricks or blocks



scissors



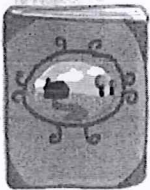
glue



toy car



2 pens



book

your own
choice of object

The heaviest object is the _____.

The lightest object is the _____.

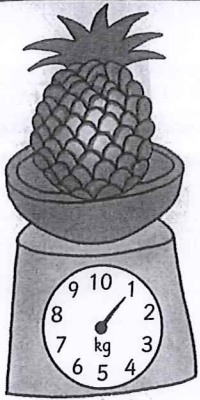
2 pens weigh , so 1 pen weighs .

Teacher's notes

Children use a balance and uniform cubes, bricks or blocks to find the weight of each object and record it in the box. They then draw a picture of their own chosen object, find the weight of it and record it in the box. Then they complete the sentences at the bottom of the page.

Reading scales

Weigh objects



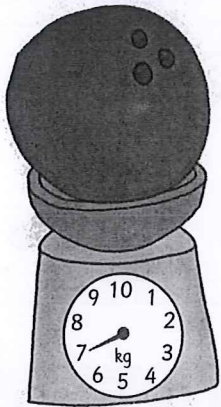
pineapple

kilogram



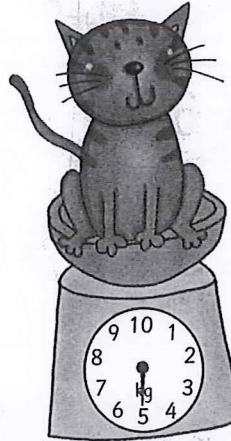
book

kilograms



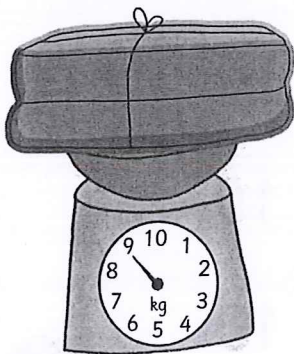
bowling ball

kilograms



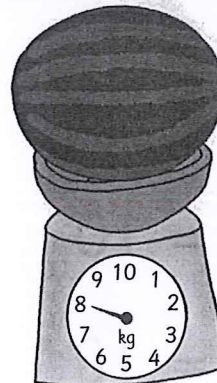
cat

kilograms



parcel

kilograms



melon

kilograms

The heaviest object is the _____.

The lightest object is the _____.

Teacher's notes

Children write down how many kilograms each object weighs. Then they complete the sentences.



Scooter route 10s

Know pairs of numbers that add up to 10

Date: _____



You will need:

- coloured pencils



$1 + 8$	$6 + 3$	$10 + 0$	$9 + 1$
$2 + 6$	$4 + 5$	$7 + 3$	$3 + 4$
$7 + 1$	$3 + 2$	$6 + 4$	$7 + 2$
$1 + 9$	$6 + 1$	$5 + 5$	$9 + 0$
$2 + 8$	$3 + 7$	$4 + 6$	$3 + 5$



$9 +$	<input type="text"/>	$= 10$
$2 +$	<input type="text"/>	$= 10$
$7 +$	<input type="text"/>	$= 10$
$4 +$	<input type="text"/>	$= 10$
$5 +$	<input type="text"/>	$= 10$

$1 +$	<input type="text"/>	$= 10$
$8 +$	<input type="text"/>	$= 10$
$3 +$	<input type="text"/>	$= 10$
$6 +$	<input type="text"/>	$= 10$
$10 +$	<input type="text"/>	$= 10$



Teacher's notes

Children colour the addition facts that add to ten and this will then show the characters' route to the scooter park. Then they use the number track to help them fill in the missing number for each addition fact for ten.

Candle calculations

Use doubles to work out other addition facts



Party hats with calculations:

- 1 + 2
- 2 + 3
- 3 + 4
- 4 + 5
- 5 + 6

Children with calculations:

- 3 + 3 + 1
- 2 + 2 + 1
- 4 + 4 + 1
- 1 + 1 + 1
- 5 + 5 + 1

Cakes with blank boxes for answers:

- 5 candles
- 4 candles
- 3 candles
- 4 candles
- 5 candles

Teacher's notes

Children work out the addition calculation, on each party hat. They draw a line to join it to the character with the matching calculation then to the cake showing the correct number of candles. They write their answer on the cake.



Football facts

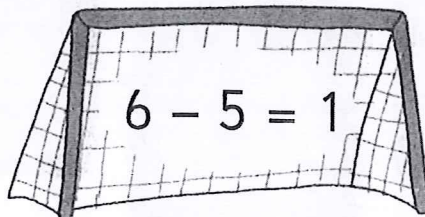
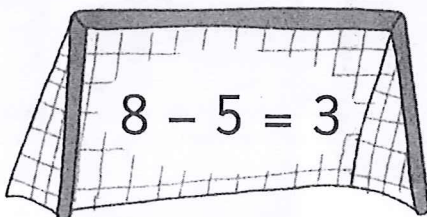
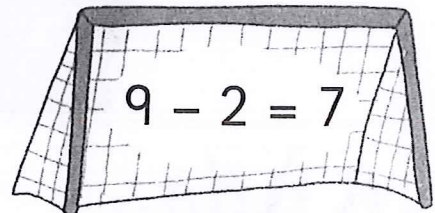
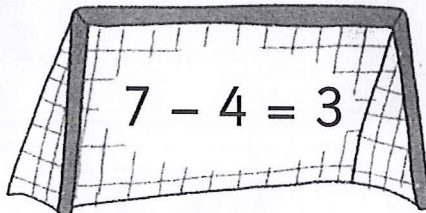
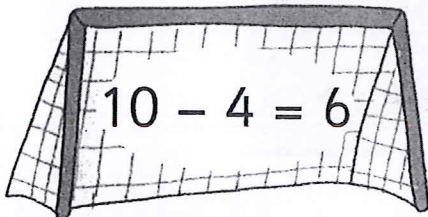
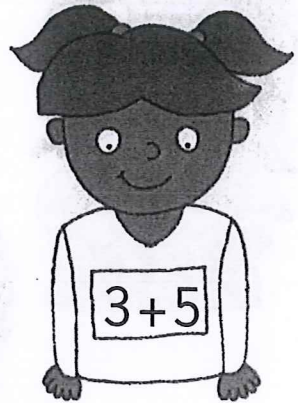
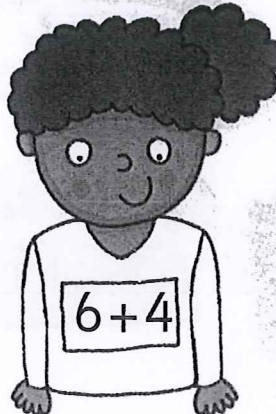
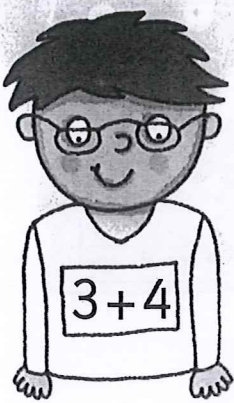
Date: _____

- Know addition facts within 10
- Use addition facts to find subtraction facts



You will need:

- coloured pencils



Teacher's notes

Children colour the players' tops to match the football showing the answer to their addition calculation. Then they draw a line to match each player to the goal showing the related subtraction fact.

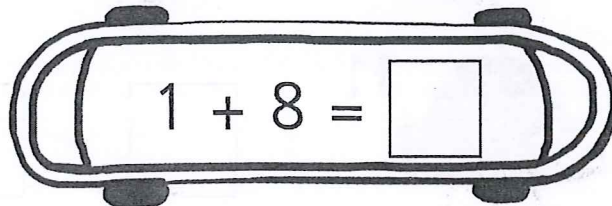
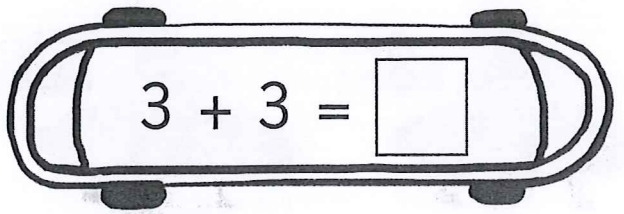
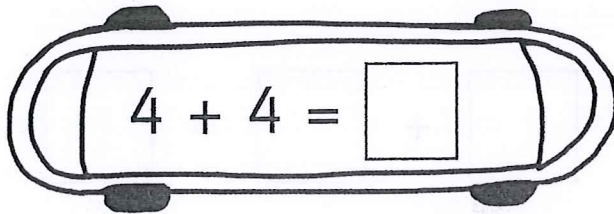
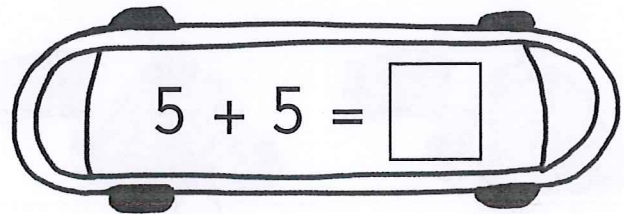
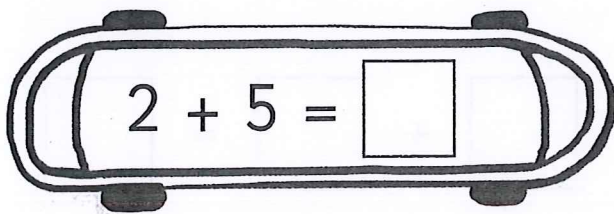
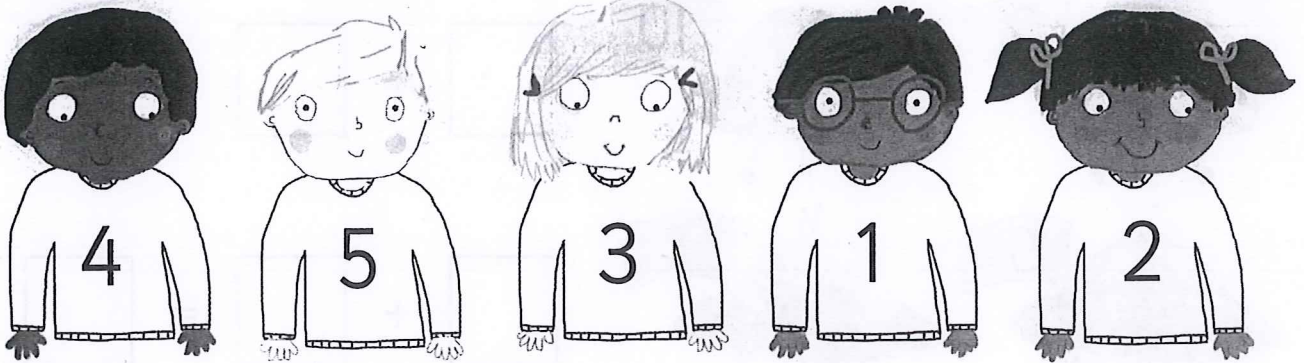
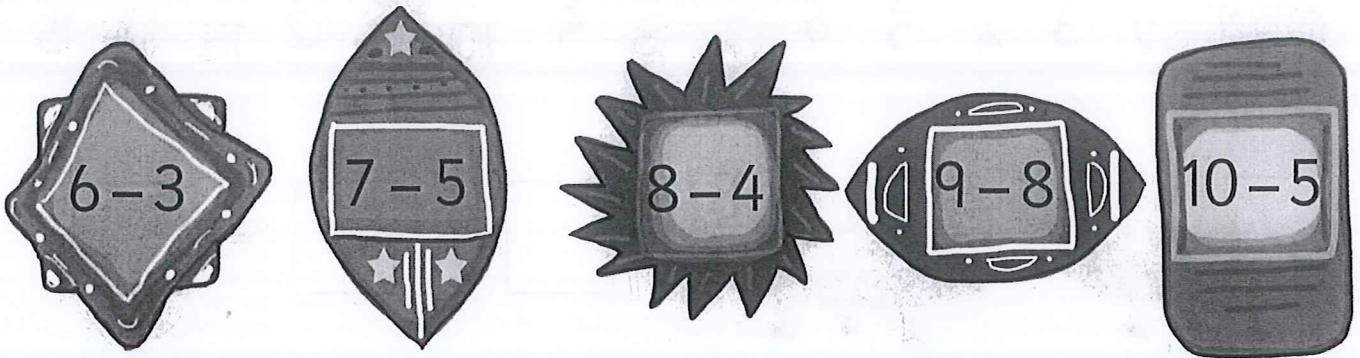
Subtraction skateboards

- Know subtraction facts within 10
- Use subtraction facts to find addition facts



You will need:

- coloured pencils



Teacher's notes

Children match the sticker showing the subtraction calculation to the correct answer by colouring the skater's top the same colour. They then complete the addition calculations on the skateboards and colour each one to match the related subtraction.



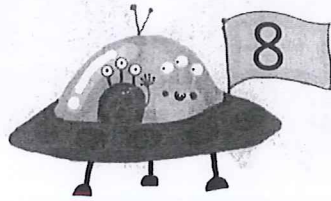
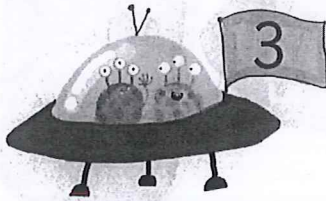
Date: _____

Alien addition

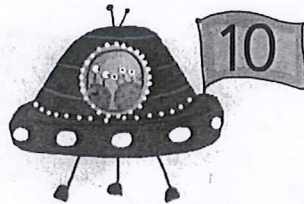
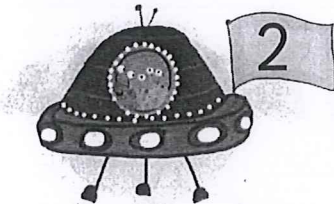
Solve addition problems by counting on



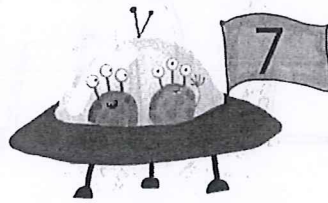
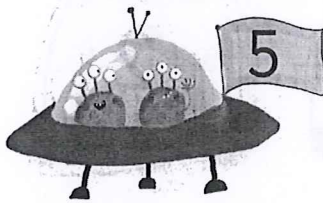
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15



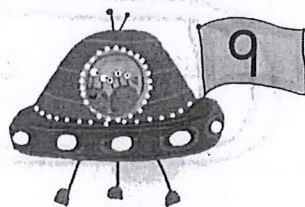
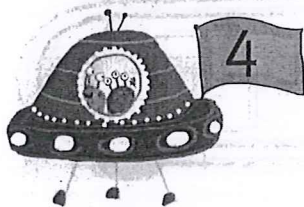
$$\square + \square = \square$$



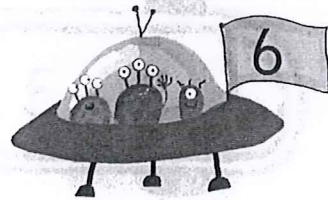
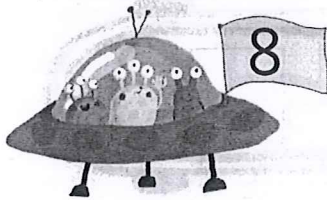
$$\square + \square = \square$$



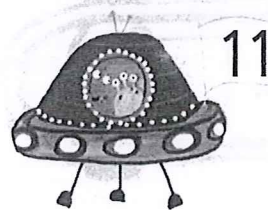
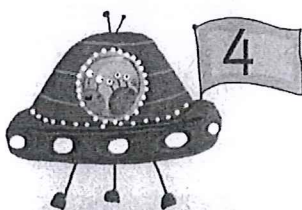
$$\square + \square = \square$$



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



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



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

Teacher's notes



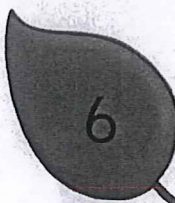
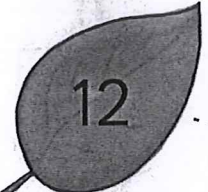

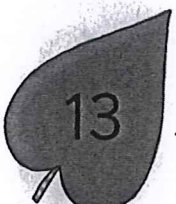

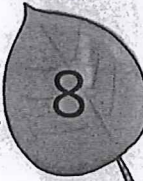


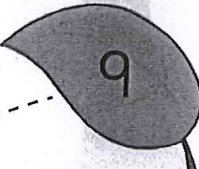
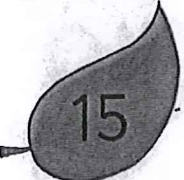

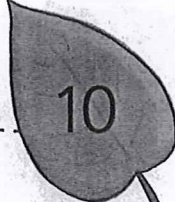
Children use the numbers on each pair of spacecraft to write an addition calculation. Then they complete the calculation using the number track if needed.

Snail trail subtraction



Use a number track to take away



			<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>
			<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>
			<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>
			<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>
			<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>

- =

- =

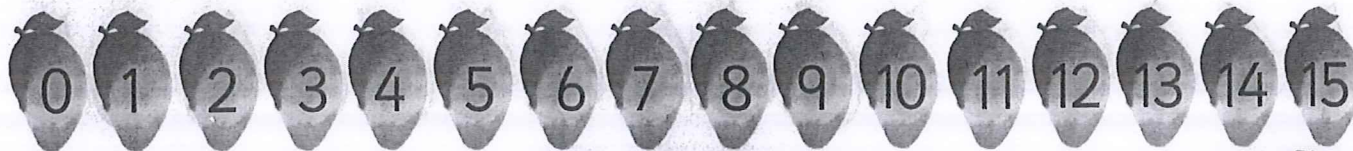
Teacher's notes

Children trace over each snail trail from left to right, e.g. from 11 to 8, then write the subtraction calculation and answer. They then draw two more snail trails and write the subtraction calculations in the spaces provided.

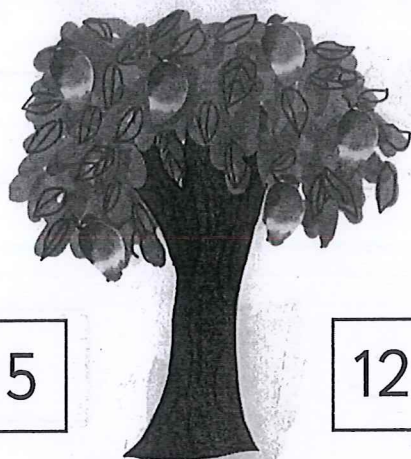


Missing mangoes

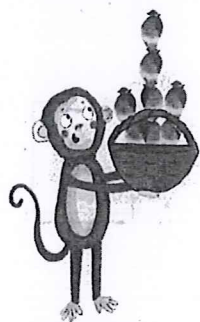
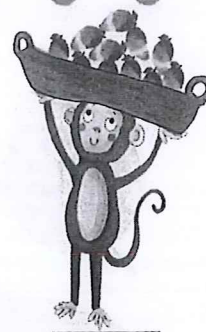
Solve addition and subtraction missing number problems



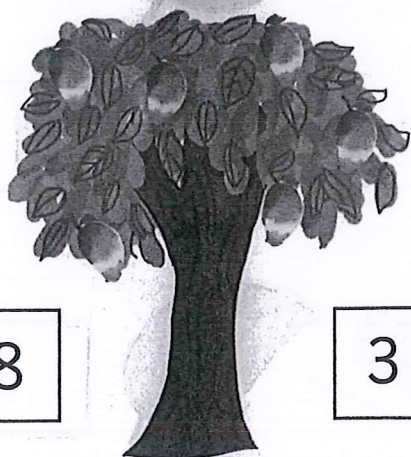
$$11 + \square = 15$$



$$12 - \square = 5$$



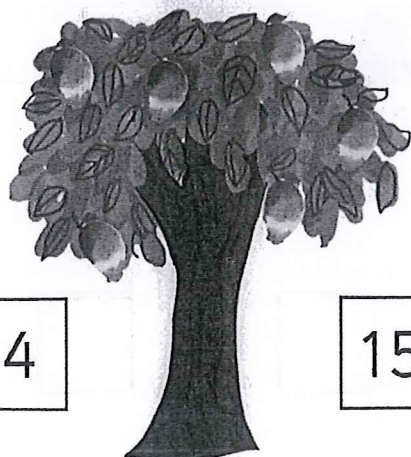
$$14 - \square = 8$$



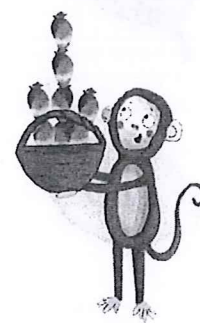
$$3 + \square = 12$$



$$5 + \square = 14$$



$$15 - \square = 7$$



Teacher's notes

Children use the number track to count on or back to find the missing number in each addition or subtraction calculation.

Pirate treasure patterns

Find patterns in addition and subtraction facts



$9 + \square = 9$
 $8 + \square = 9$
 $\square + 2 = 9$
 $6 + \square = 9$
 $\square + 4 = 9$
 $4 + \square = 9$

$9 - \square = 9$
 $9 - \square = 8$
 $\square - 2 = 7$
 $9 - 3 = \square$
 $9 - \square = 5$
 $9 - 5 = \square$

$10 + \square = 10$
 $9 + 1 = \square$
 $8 + \square = 10$
 $\square + 3 = 10$
 $6 + \square = 10$
 $5 + \square = 10$

$10 - \square = 10$
 $10 - \square = 9$
 $\square - 2 = 8$
 $10 - \square = 7$
 $10 - \square = 6$
 $10 - 5 = \square$

Teacher's notes

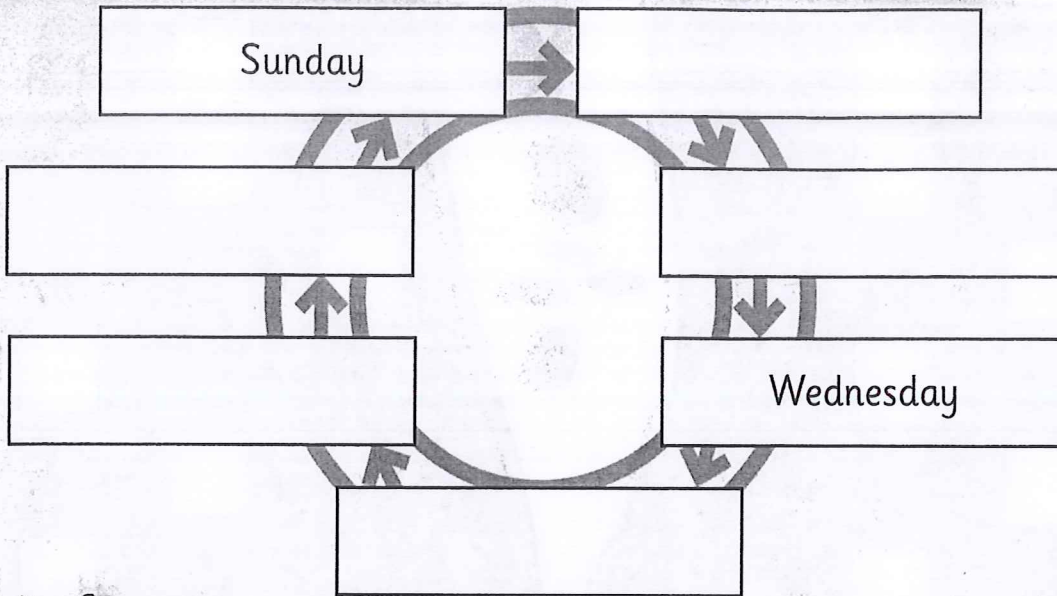
Children work out the missing number in each calculation, using the pattern of addition or subtraction to help.



Days and months

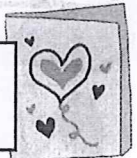


Order the days of the week and months of the year

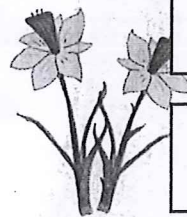




November



March





June

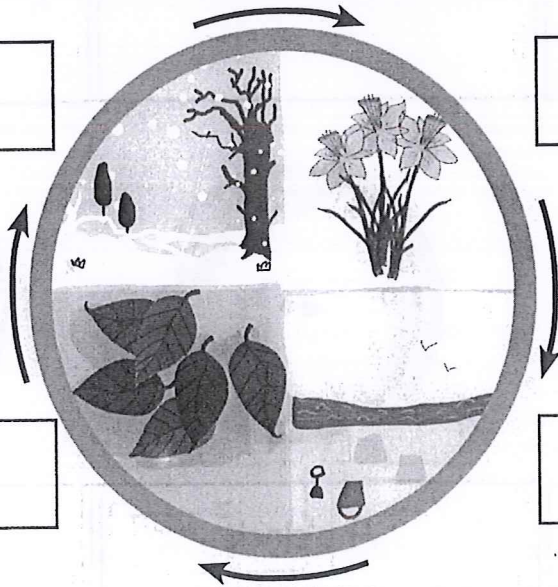
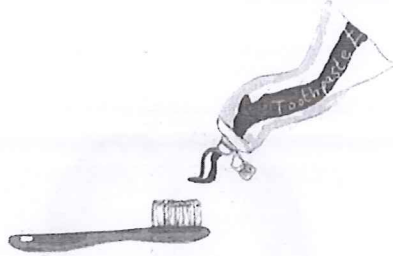
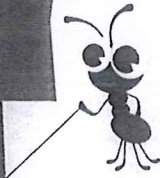


Teacher's notes

Children write the missing days of the week in the spaces provided at the top of the page. They then write the missing months of the year in the spaces provided at the bottom of the page.

Sequencing events

Put events in order



Teacher's notes

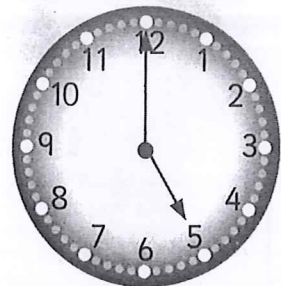
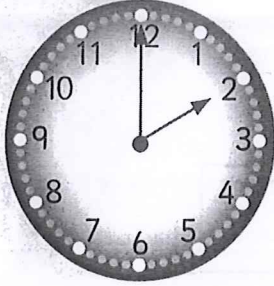
In the first two rows, children write 1, 2 or 3 in the boxes next to each picture, to show the order of events. At the bottom of the page, children write the seasons of the year in the correct boxes.



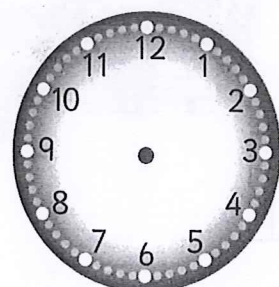
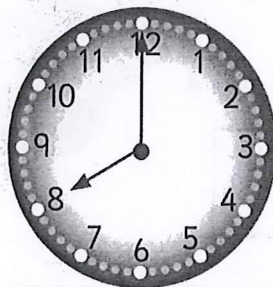
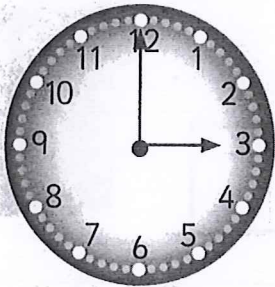
Date: _____

O'clock

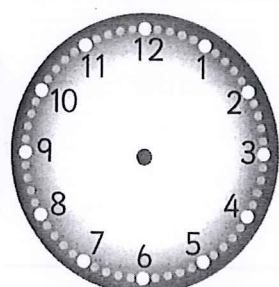
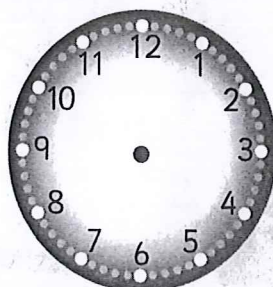
Read and show o'clock times



2 o'clock



1 o'clock



6 o'clock

9 o'clock

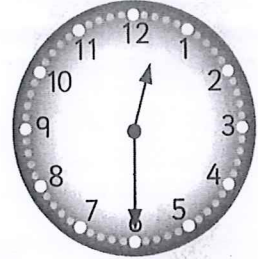
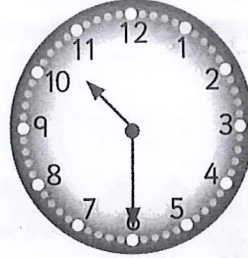
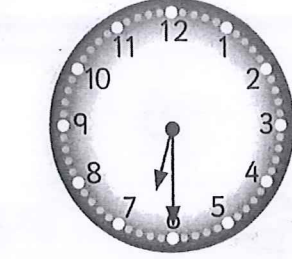
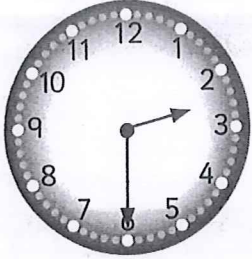
4 o'clock

Teacher's notes

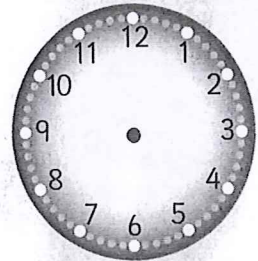
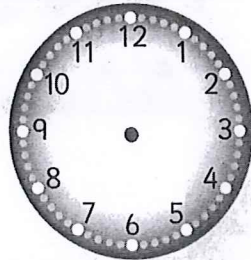
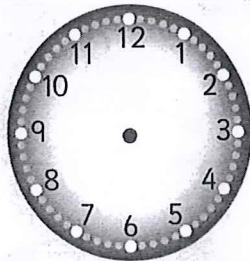
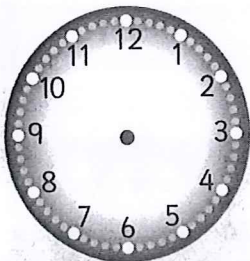
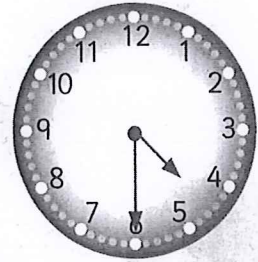
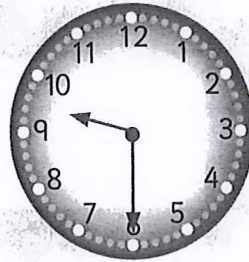
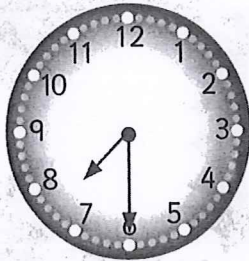
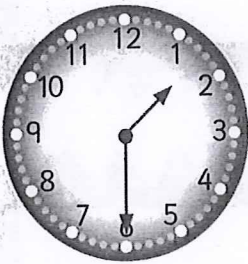
Children write the time underneath each clock face or draw hands on the clock face to show the time given.

Half past

Read and show half-past times



half past 2



half past 3

half past 5

half past 11

half past 8

Teacher's notes

Children write the time underneath each clock face or draw hands on the clock face to show the time given.



Date: _____

Name that number!

Write numbers in numerals and words



1

one

6

2

7

3

8

4

9

5

10

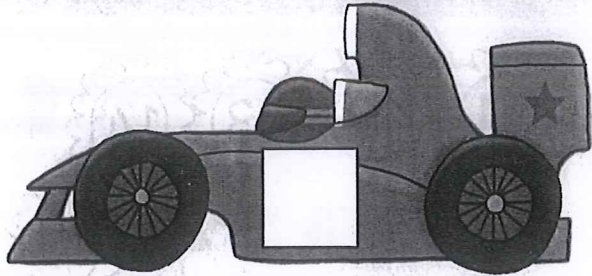


Teacher's notes

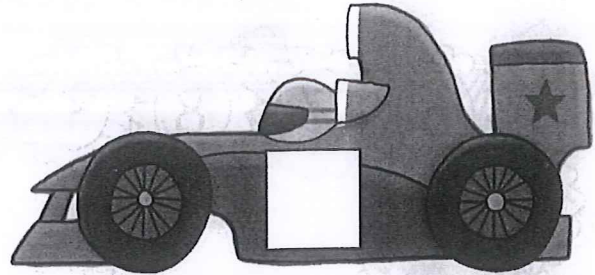
Children write the number names in the spaces provided.

Place value races

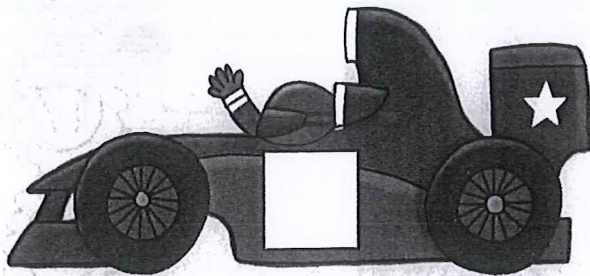
Find the number of 10s and 1s in numbers to 20



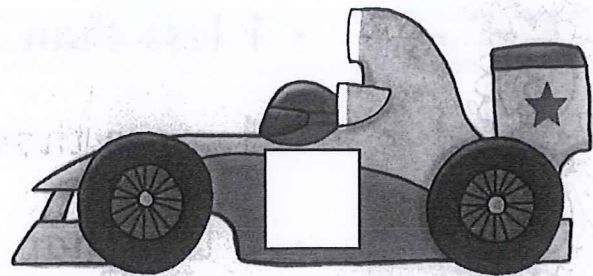
one 10 and four 1s



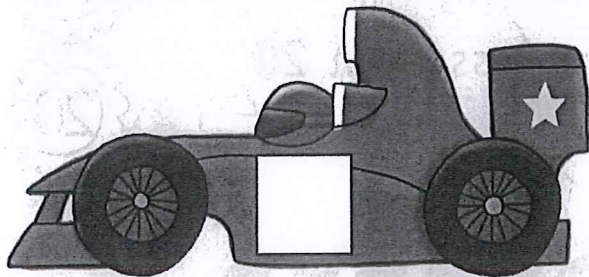
one 10 and three 1s



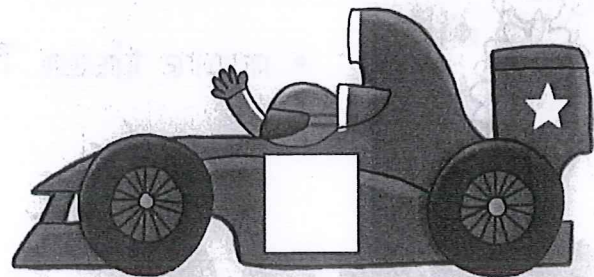
one 10 and two 1s



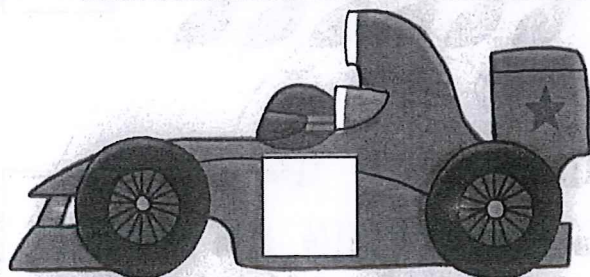
one 10 and six 1s



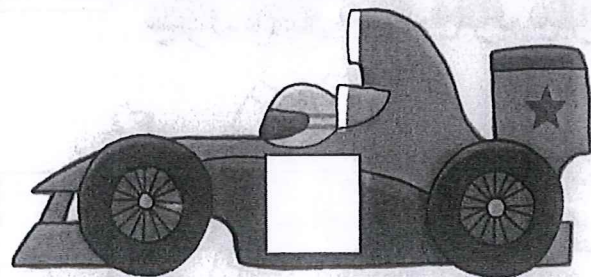
one 10 and five 1s



one 10 and nine 1s



one 10 and seven 1s



two 10s

Teacher's notes

Children use the number of tens and ones to work out each racing car's number and write it on the side of the car.



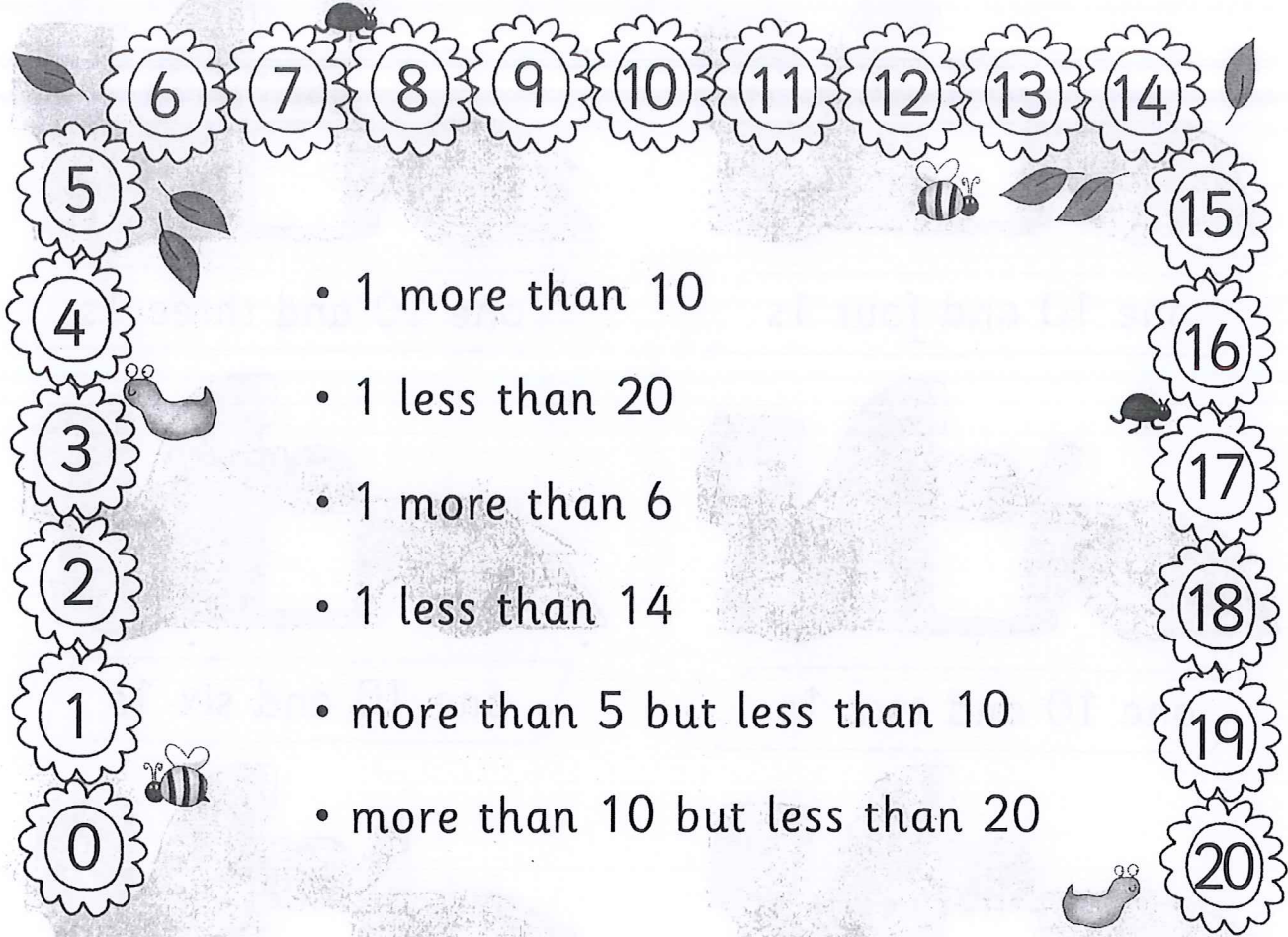
Date: _____

Counting and ordering to 20

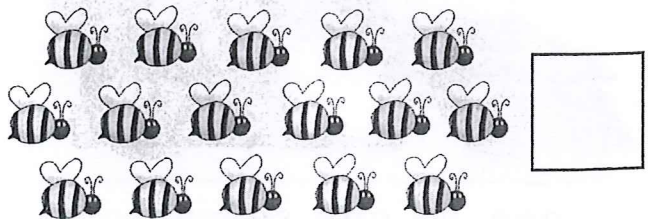
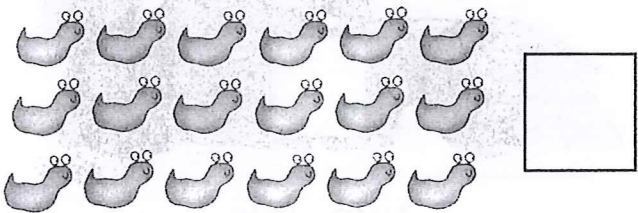
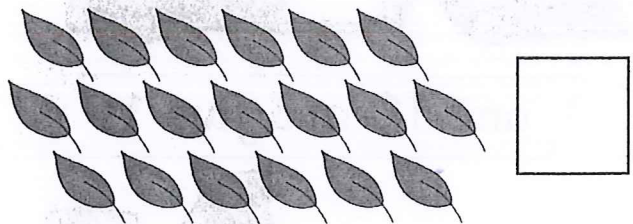
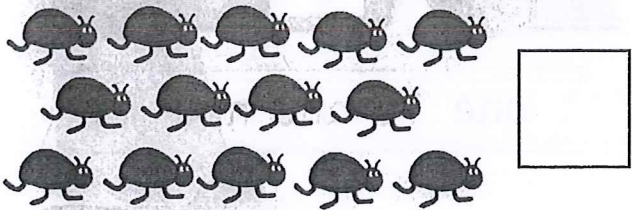
Compare and order numbers



You will need:
• coloured pencils



- 1 more than 10
- 1 less than 20
- 1 more than 6
- 1 less than 14
- more than 5 but less than 10
- more than 10 but less than 20



Teacher's notes

Children colour six different flowers on the number track to match the descriptions, one for each description. Then they count the objects in each set at the bottom of the page and write the number.

Date: _____

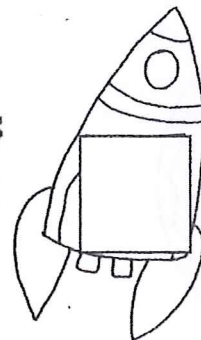
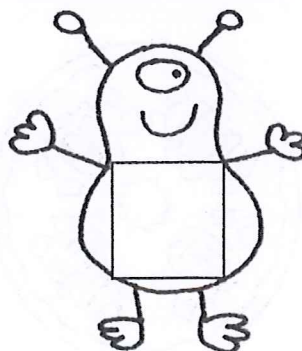
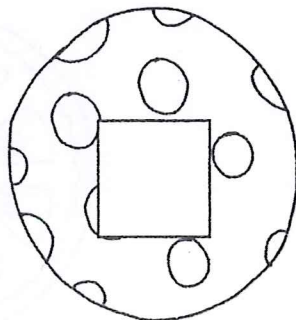
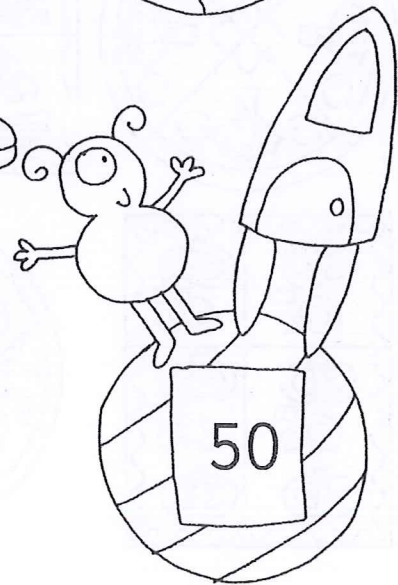
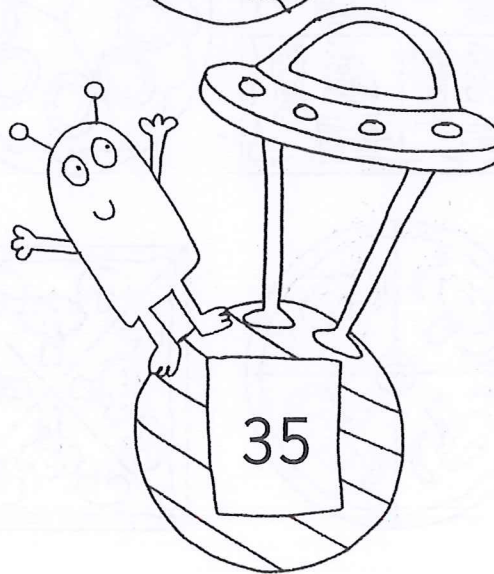
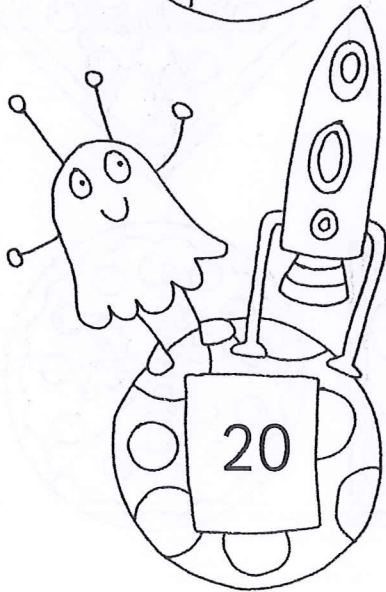
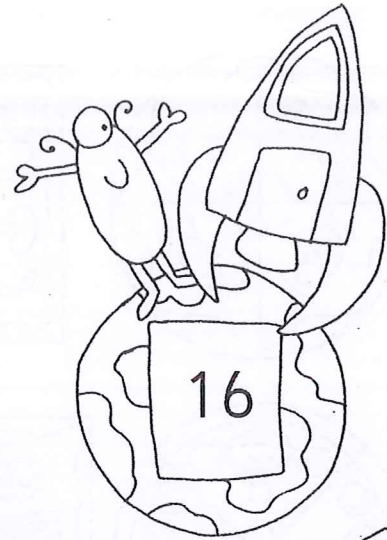
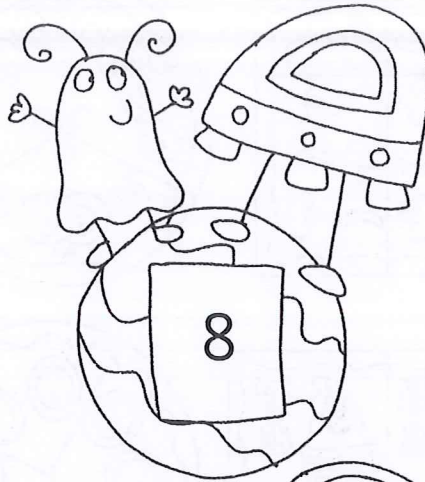
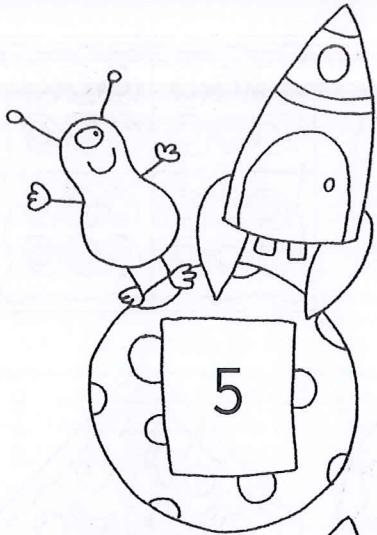
Mars multiples

- Count to 100
- Know multiples of 2, 5 and 10



You will need:

- yellow, blue and green pencils



Teacher's notes

For each multiple of 2, children colour the planet yellow; for each multiple of 5, they colour the spaceship blue; for each multiple of 10, they colour the alien green. At the bottom of the page children write a multiple of 2 on the planet, a multiple of 5 on the spaceship and a multiple of 10 on the alien, and use the same colours as before to colour them in.



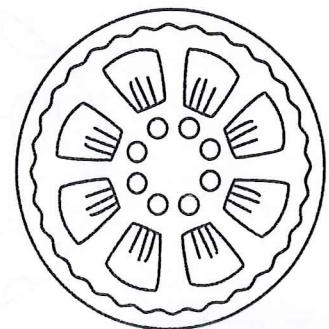
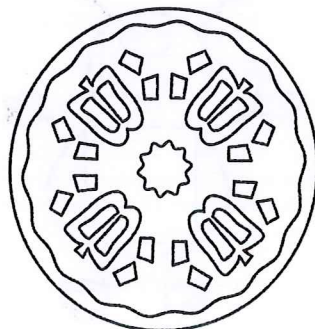
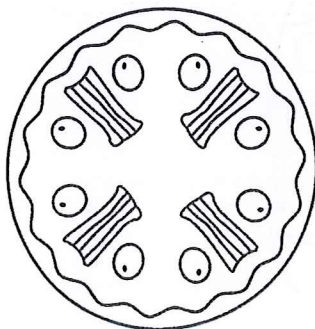
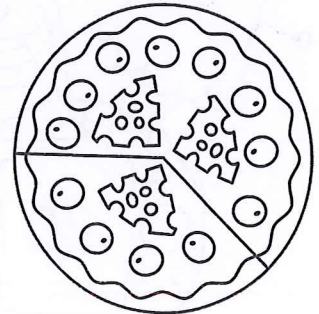
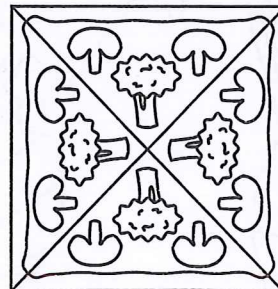
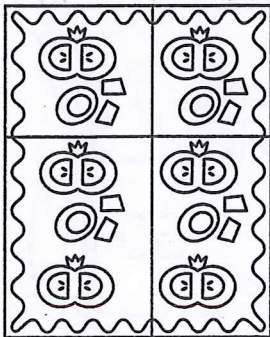
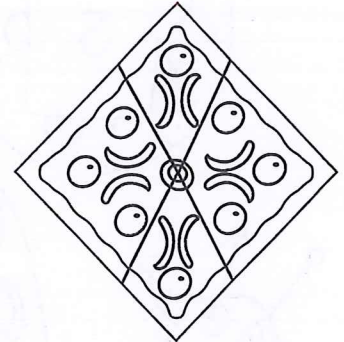
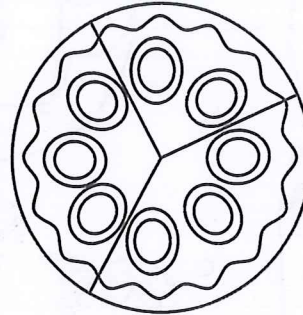
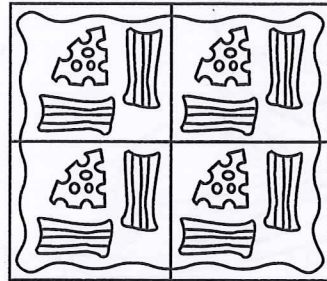
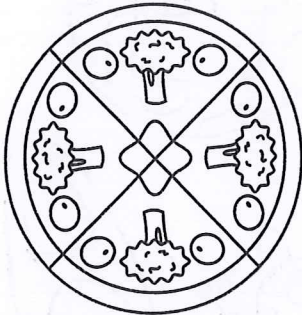
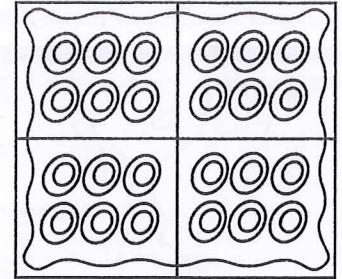
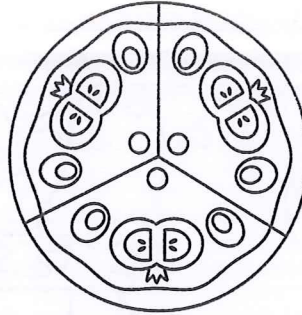
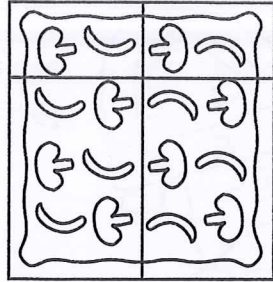
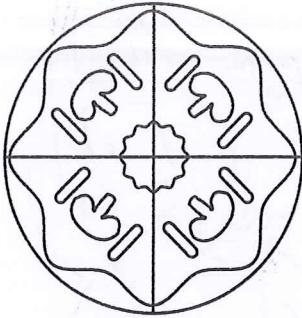
Pizza portions

Find a quarter of a shape



You will need:

- coloured pencils
- ruler

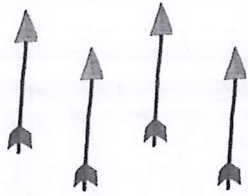


Teacher's notes

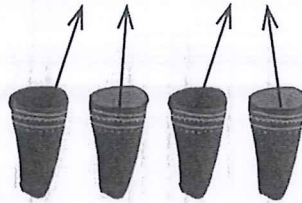
Children colour the pizzas that have been cut exactly into quarters. In the last row, they colour one quarter of each pizza.

Quiver quarters

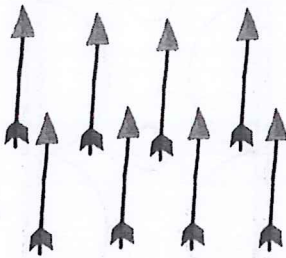
Find a quarter of a set of objects



arrows



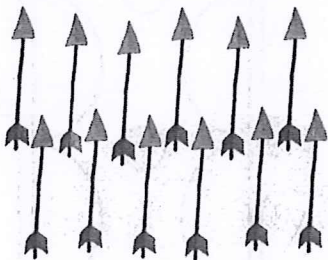
$\frac{1}{4}$ of is .



arrows



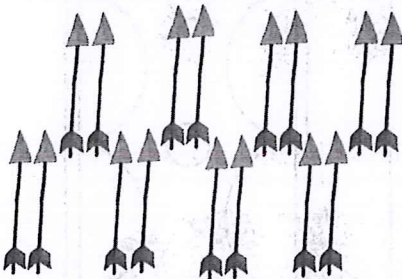
$\frac{1}{4}$ of is .



arrows



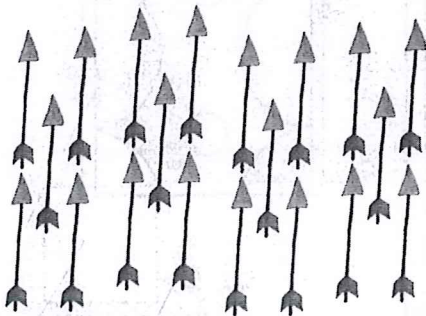
$\frac{1}{4}$ of is .



arrows



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



arrows



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

Teacher's notes

Children count the arrows in each row and write the number in the box. Then they draw the arrows in the quivers so that they are shared equally between the four archers and complete the sentence.



Date: _____

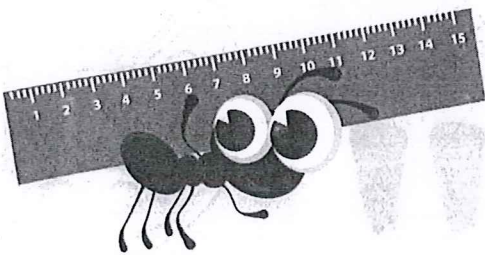
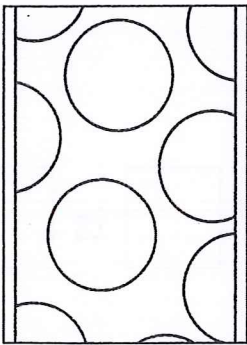
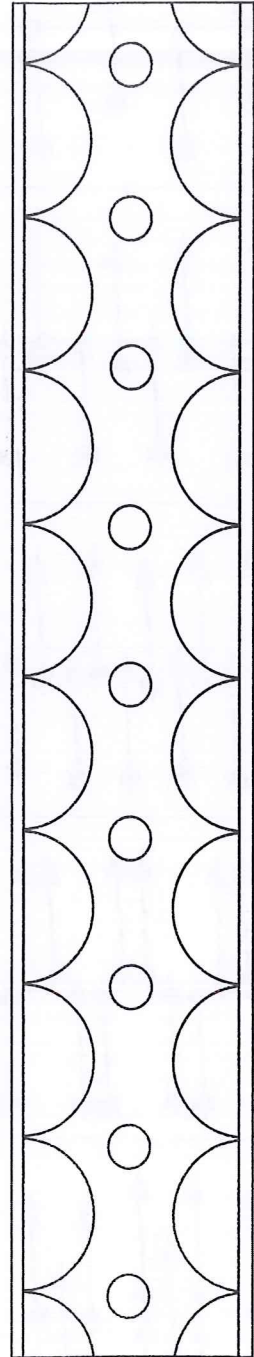
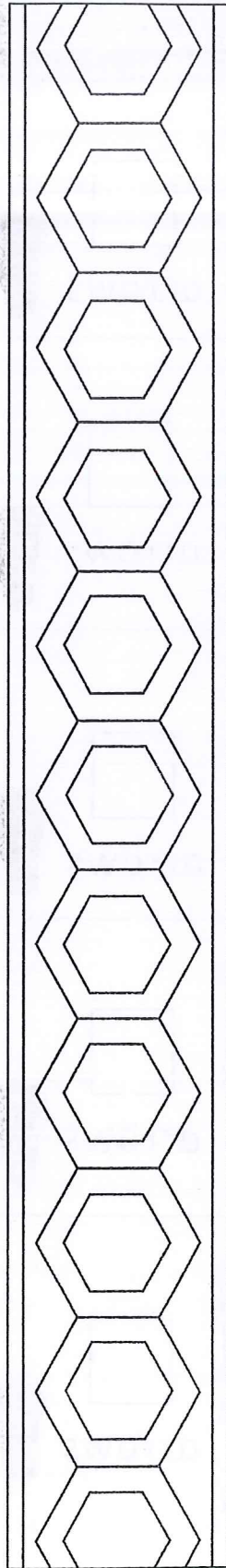
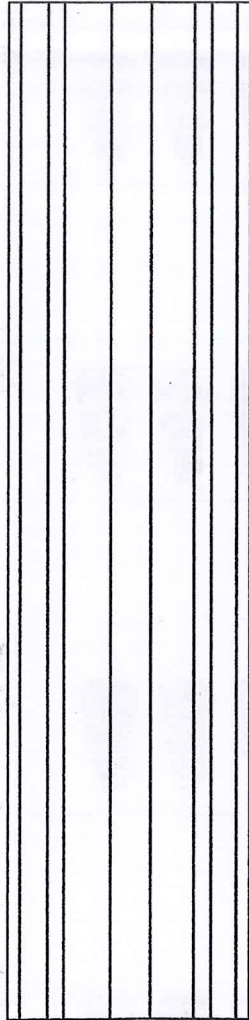
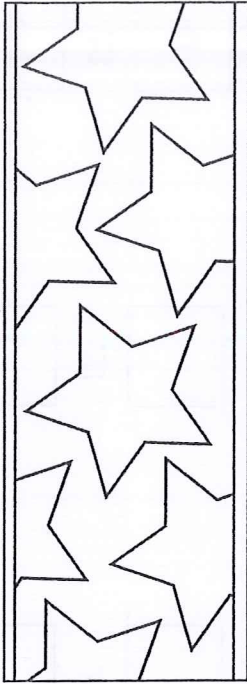
Ribbon quarters

Find a quarter of a length



You will need:

- ruler
- coloured pencils



Teacher's notes

Children use a ruler to measure the length of each ribbon. They find one quarter of this length and colour one quarter of the ribbon.

How many pies?

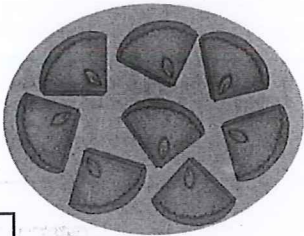


Combine quarters to make one whole



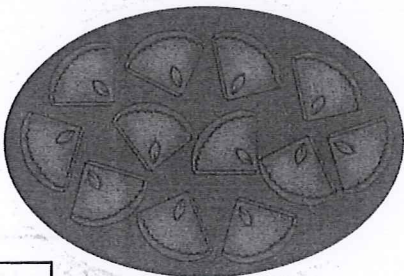
quarters make

whole pie.



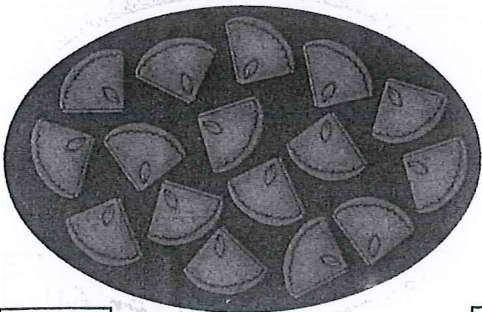
quarters make

whole pies.



quarters make

whole pies.



quarters make

whole pies.

Teacher's notes

Children write how many quarter pieces of pie there are on each plate. Then they draw them as whole pies and write the number of pies in the space provided to complete each statement.



Date: _____

Full or empty?

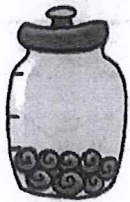
Use vocabulary related to volume and capacity



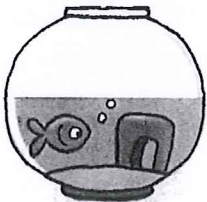
full



empty



half full



quarter full



Teacher's notes

Children look at each container and draw a line from the container to the matching label.

Measuring capacities

Estimate and measure capacities



You will need:

- tea cup, egg cup, plastic beaker
- spoon
- rice, pasta, water or lentils



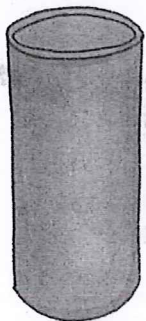
I think it will hold spoonfuls.

It held spoonfuls.



I think it will hold spoonfuls.

It held spoonfuls.



I think it will hold spoonfuls.

It held spoonfuls.

holds least

holds most

Teacher's notes

Ensure children have access to the three containers and a spoon. Using rice, pasta, water or lentils children estimate the number of spoonfuls per item. They then measure and record the number of spoonfuls the containers hold. Finally, children draw pictures to show the containers in order of capacity.



Date: _____

Which measure?

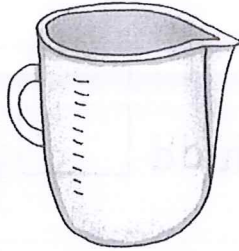
Compare capacities



small spoon



cup



jug



big spoon

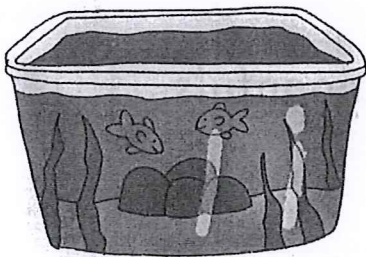


bucket

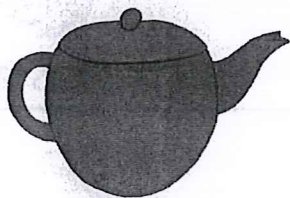
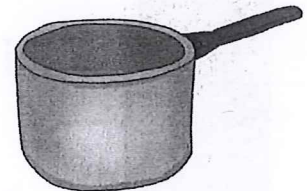
holds least

holds most

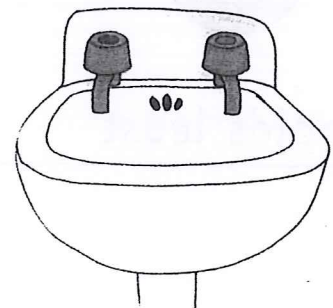
--	--	--	--	--



holds than



holds than



holds than



Teacher's notes

Children write the non-standard measures shown at the top of the page in order. They then compare each pair of objects and complete the sentence using the word 'more' or the word 'less'.

More, less or the same?

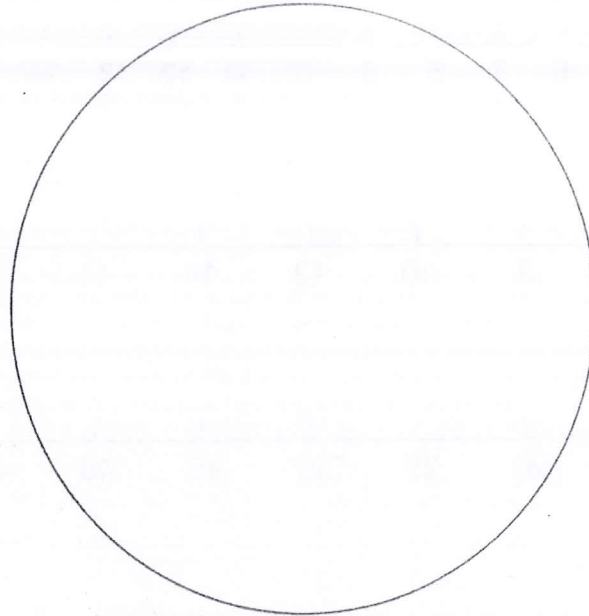
Compare capacities of containers with a litre

Date: _____

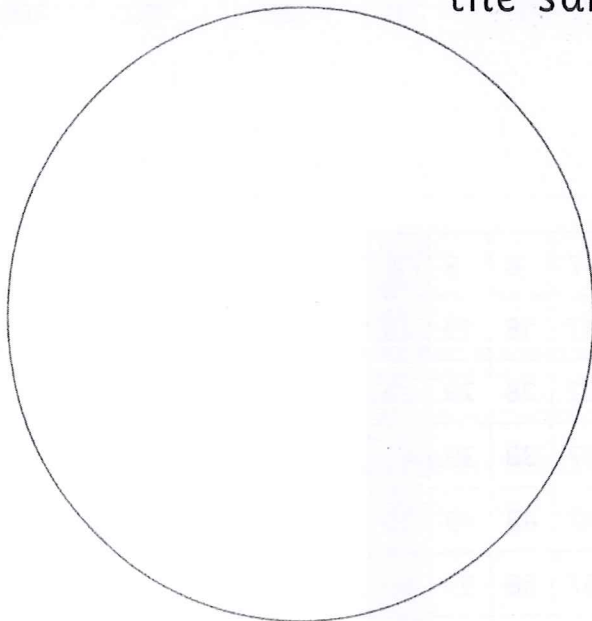


You will need:

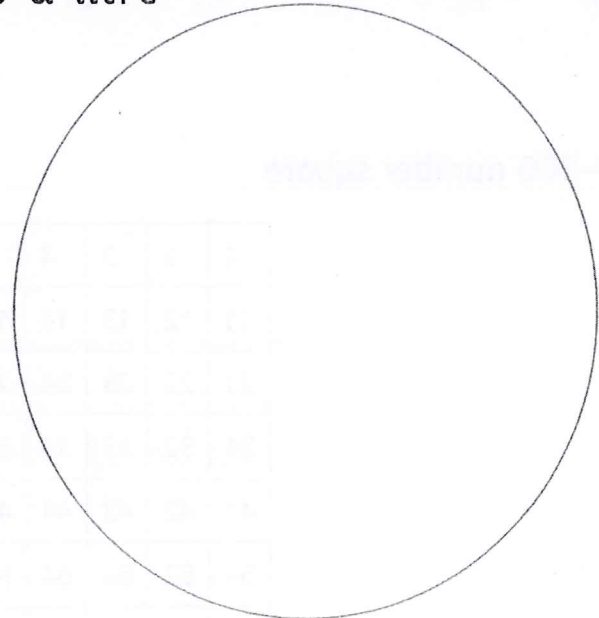
- six containers of varying sizes
- litre jug
- water tray
- red and blue coloured pencils



the same as a litre



less than a litre



more than a litre

Teacher's notes

Provide children with six containers labelled A–F (varied in size to match the labels above). Children estimate the capacity of each container, deciding whether the container holds the same as, less than or more than a litre, and write the letter of the container in the appropriate circle using a red pencil. Then they use a litre jug to fill each container. They use a blue pencil to either tick the letter in the circle, if they estimated correctly, or to write the letter in the correct circle if they estimated incorrectly.

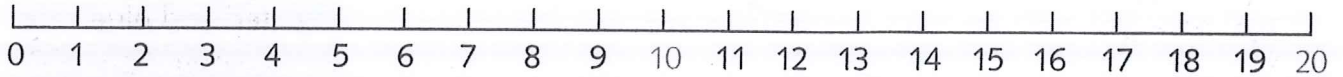


Maths facts

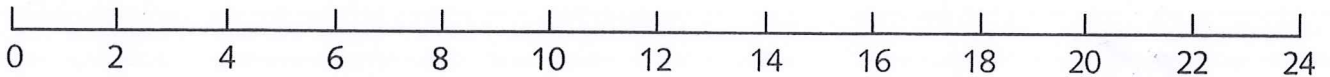
Number and place value



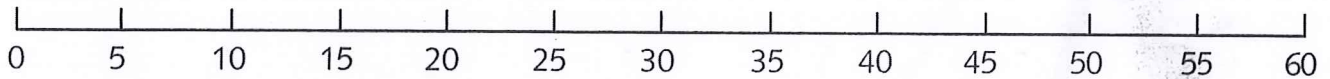
Numbers 0–20



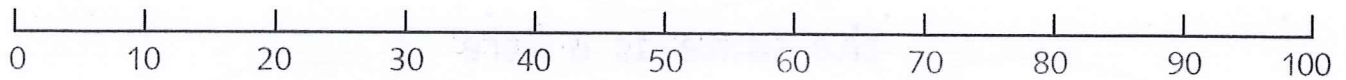
Steps of 2



Steps of 5



Steps of 10



1–100 number square

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

Addition and subtraction

Number facts

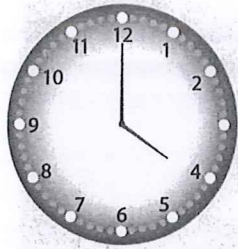
+	0	1	2	3	4	5	6	7	8	9	10
0	0	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10	11
2	2	3	4	5	6	7	8	9	10	11	12
3	3	4	5	6	7	8	9	10	11	12	13
4	4	5	6	7	8	9	10	11	12	13	14
5	5	6	7	8	9	10	11	12	13	14	15
6	6	7	8	9	10	11	12	13	14	15	16
7	7	8	9	10	11	12	13	14	15	16	17
8	8	9	10	11	12	13	14	15	16	17	18
9	9	10	11	12	13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

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

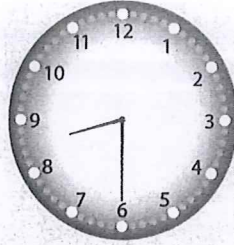


Measurement
(time)

4 o'clock

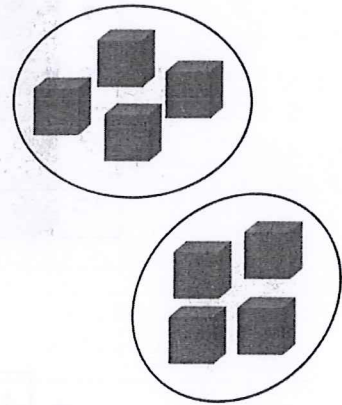
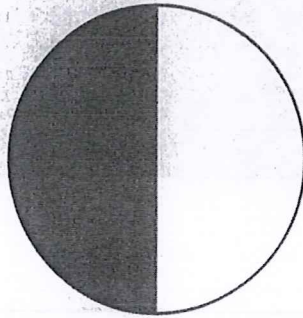
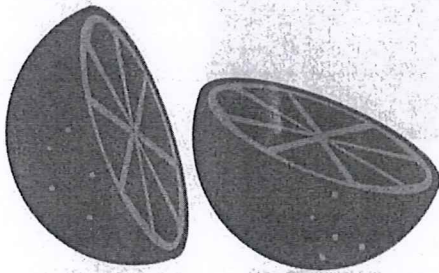


$\frac{1}{2}$ past 8

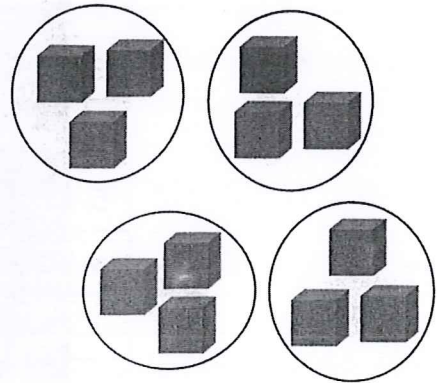
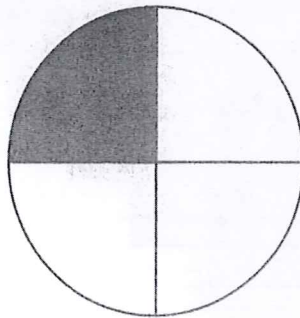
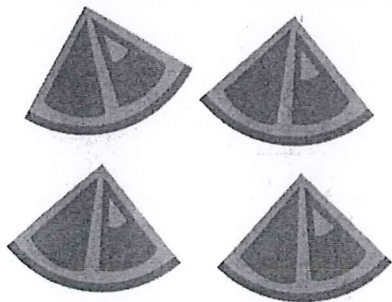


Fractions

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

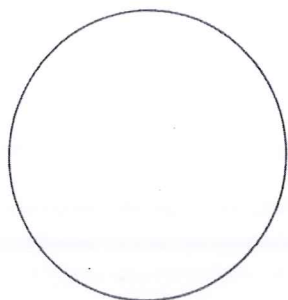


Quarter: $\frac{1}{4}$

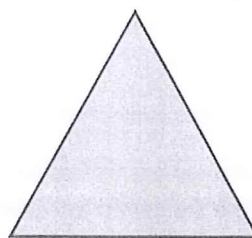


Properties of shape

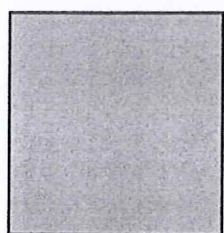
2-D shapes



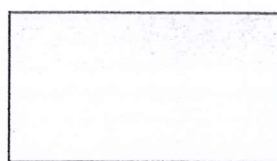
circle



triangle

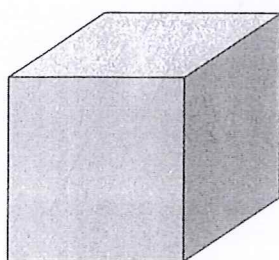


square

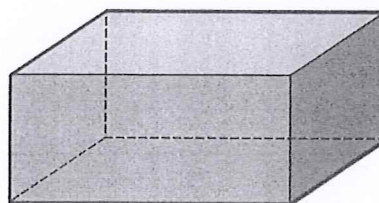


rectangle

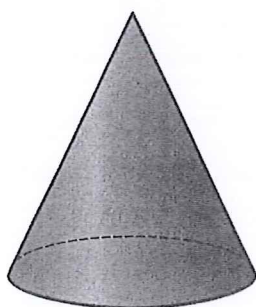
3-D shapes



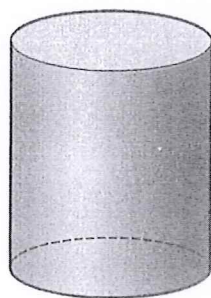
cube



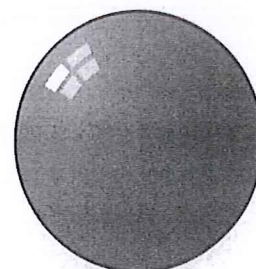
cuboid



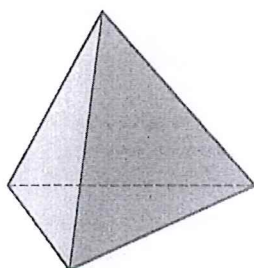
cone



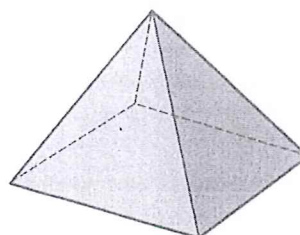
cylinder



sphere



triangular-based pyramid



square-based pyramid





Figure 1



Figure 2



Figure 3



Figure 4

Figure 5



Figure 6



Figure 7



Figure 8



Figure 9



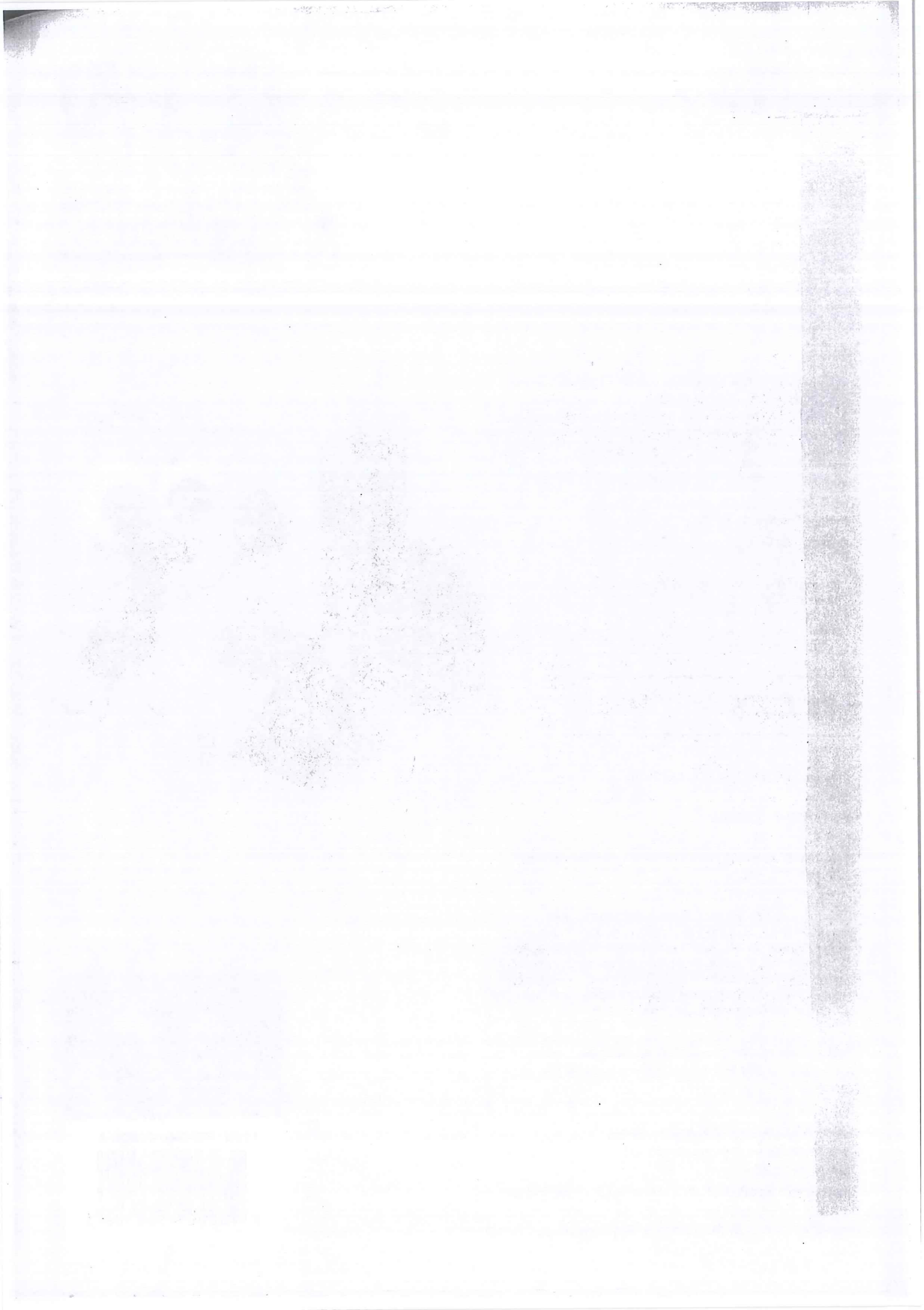
Figure 10



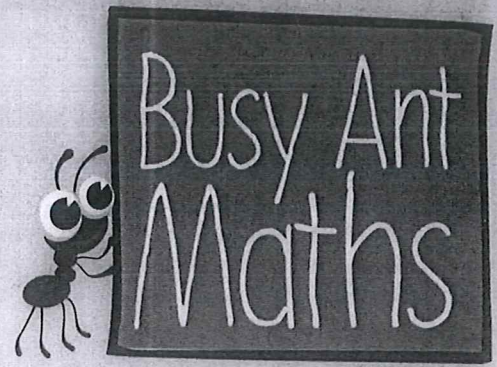
Figure 11



Figure 12



Collins



William Collins' dream of knowledge for all began with the publication of his first book in 1819.

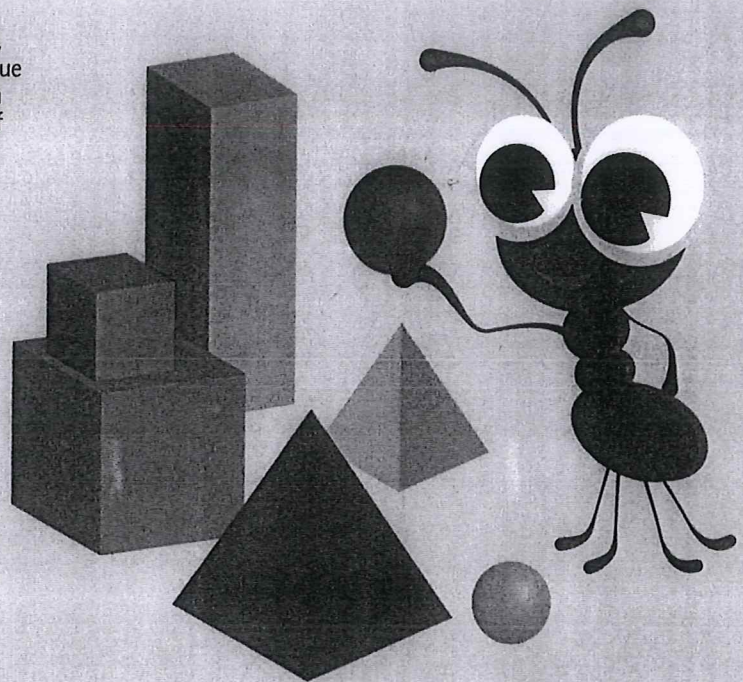
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11

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