

Mathletics

Series



Teacher



Numbers



Series B – Numbers

Contents

Student book answers _____	1
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Student progress record _____	23
Assessment answers _____	24
Objectives _____	26

Series Author:

Rachel Flenley

Series B – Numbers

Page 1

1

2 Observe students.

Page 2

- 1a 5
- b 3
- c 7
- d 6
- e 1
- f 9
- g 8
- h 2

Page 3

- 1a 5
- b 2
- c 9
- d 3
- e 1
- f 6
- g 4
- h 8
- i 10
- j 7

Page 4

1

2

Pages 5–6

1 Teacher check.

Page 7

What to do

Observe students.

Page 8

1

2 Answers will vary.

Possible answer:

Because you can count on from 10 each time.

Pages 9–10

1a 10 and **2** make **12**

$$10 + 2 = 12$$

b 10 and **6** make **16**

$$10 + 6 = 16$$

c 10 and **4** make **14**

$$10 + 4 = 14$$

d 10 and **7** make **17**

$$10 + 7 = 17$$

e 10 and **8** make **18**

$$10 + 8 = 18$$

f 10 and **5** make **15**

$$10 + 5 = 15$$

Page 11

- 1a 14
- b 12
- c 10
- d 13
- e 16
- f 19
- g 17
- h 11
- i 15
- j 18

Page 12

1

2a

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

b

11	12	13	14	15	16	17	18	19	20
----	----	----	----	----	----	----	----	----	----

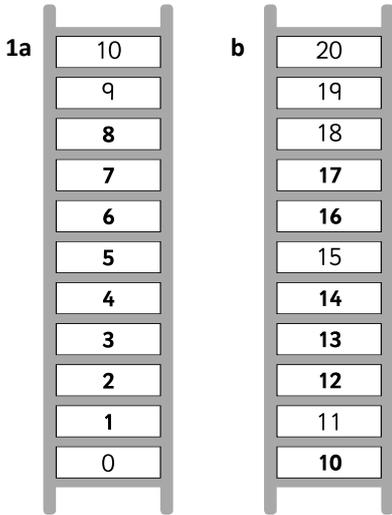
Series B – Numbers

Page 13

What to do

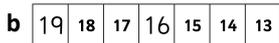
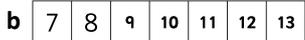
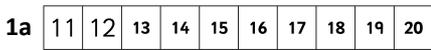
Answers will vary.

Page 14



2 Answers will vary.

Page 15



3 Answers will vary.

Page 16

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

Page 17

1 Teacher check.

Page 18

What to do

Observe students.

Page 19

What to do

Observe students.

What to do next

a 17

b ✓

c 16

d ✓

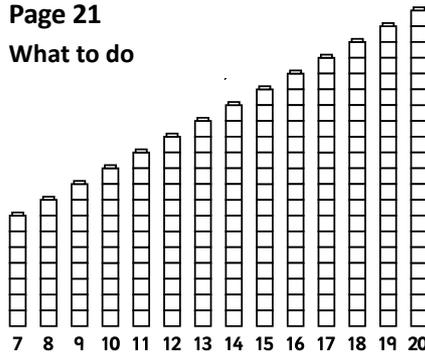
Page 20

1 Teacher check.

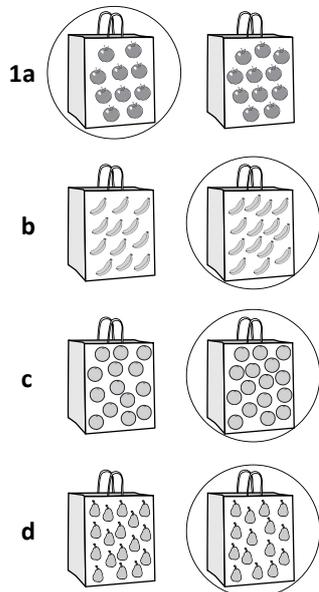
2 Teacher check.

Page 21

What to do



Page 22



Pages 23–24

1a less; more

b more; less

c less; more

d less; more

e less; more

f less; more

Page 25

1a 11 (16) (17)

b (13) 20 (15)

c 11 (15) (17)

2 Answers will vary.

3 Answers will vary.

Page 26

1

18

 is more than

15

15

 is less than

19

19

 is the greatest.

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

19

18

15

2

11

 is smaller than

13

17

 is bigger than

13

11

 is the smallest.

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

11

13

17

Page 27

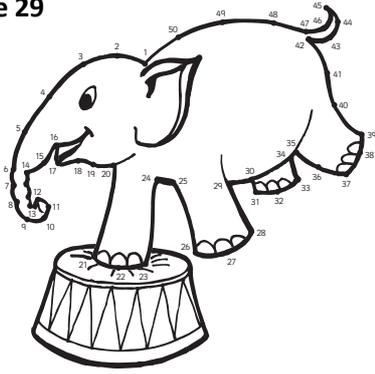
What to do

Observe students.

Series B – Numbers

Page 29

1



Page 30

1

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

2 Answers will vary.

Page 31

What to do

50	49	48	47	46	45	44	43	42	41
40	39	38	37	36	35	34	33	32	31
30	29	28	27	26	25	24	23	22	21
20	19	18	17	16	15	14	13	12	11
10	9	8	7	6	5	4	3	2	1

What to do next

Observe students.

Page 32

1a

37	38	39	40	41	42	43	44
----	----	----	----	----	----	----	----

b

25	26	27	28	29	30	31	32
----	----	----	----	----	----	----	----

c

17	18	19	20	21	22	23	24
----	----	----	----	----	----	----	----

2a

36	37	38	39	40	41	42
----	----	----	----	----	----	----

b

17	18	19	20	21	22	23
----	----	----	----	----	----	----

c

28	29	30	31	32	33	34
----	----	----	----	----	----	----

3

before	next
earlier	after
sooner	following
previous	

Page 33

1a

11	12	13
21	22	

b

21	22	23
31		
41	42	

c

28	29	30
	39	40

d

1	2	3
	12	
	22	

e

31	32	33
41		43

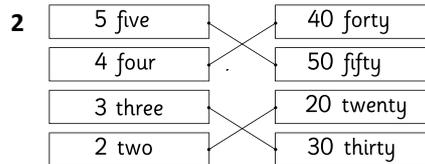
f

	26	
35	36	37

2a, b Answers will vary.

Page 34

1 twenty
thirty
forty
fifty



Pages 35–36

What to do

Observe students.

Pages 37–38

What to do

Observe students.

What to do next

Answers will vary.

Now try

Observe students.

What to do next

Answers will vary.

Observe: Do students notice that organising objects into groups makes counting more efficient?

Page 39

1a **23**

b **31**

c **40**

d **48**

2 Answers will vary.

Observe: Do students organise the triangles into groups of tens and ones?

Page 40

1a

20

 and

5

 make

25

b

30

 and

7

 make

37

c

40

 and

3

 make

43

d

30

 and

4

 make

34

e

30

 and

2

 make

32

f

20

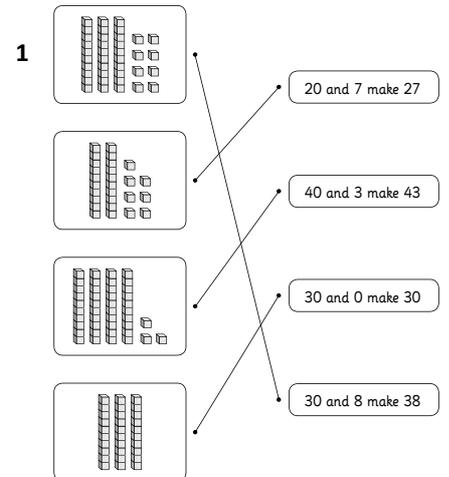
 and

9

 make

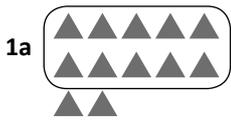
29

Page 41

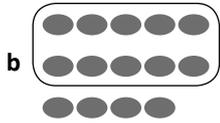


Series B – Numbers

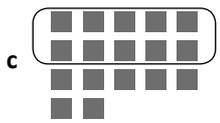
Page 42



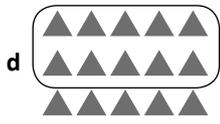
1 ten 2 ones



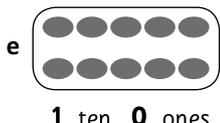
1 ten 4 ones



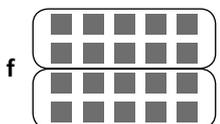
1 ten 7 ones



1 ten 5 ones



1 ten 0 ones

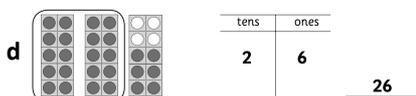
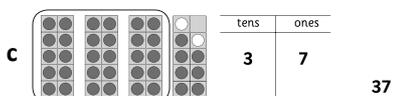
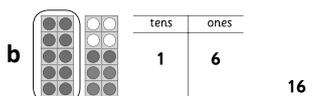
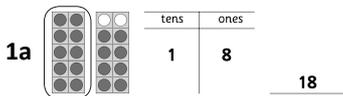


2 tens 0 ones

2 Answers will vary.

Observe: Do students clearly bundle or separate the tens from the ones?

Page 43



Page 44

1b 4 tens and 0 ones make 40

c 3 tens and 5 ones make 35

d 4 tens and 1 ones make 41

e 3 tens and 6 ones make 36

f 1 tens and 9 ones make 19

Page 45

1b $20 + 0 = 20$

c $10 + 5 = 15$

d $20 + 3 = 23$

e $30 + 1 = 31$

Page 46

1a 46 64

b 73 37

2a 35 26 24

b $40 + 4 = 44$ $20 + 7 = 27$ $10 + 6 = 16$

Page 47

1 Drawings will vary.

a less

b less

c less

d more

2a 27 39 33

b 49 47 44

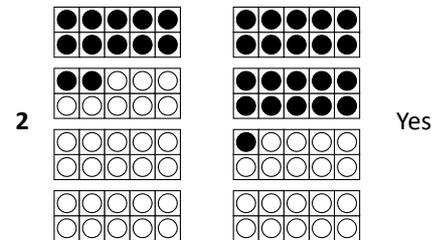
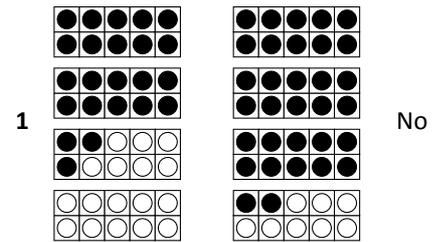
c 22 32 42

3a 23 29 33

b 49 47 35

c 44 32 47

Page 48



Page 49

1a 37; 28; 33

b 28 33 37

2a 27; 43; 38

b 43 38 27

3a 17 24 28

b 36 38 44

Page 50

1 23

46

79

45

86

2 sixty

seventy

eighty

ninety

one hundred

Page 51

What to do

Observe students.

Series B – Numbers

Page 52

What to do

Observe students.

What to do next

Answers will vary.

Observe: Do students understand the place value of numbers over 100? Or do they write 1,001 for 101?

Try

Answers will vary.

Page 53

What to do

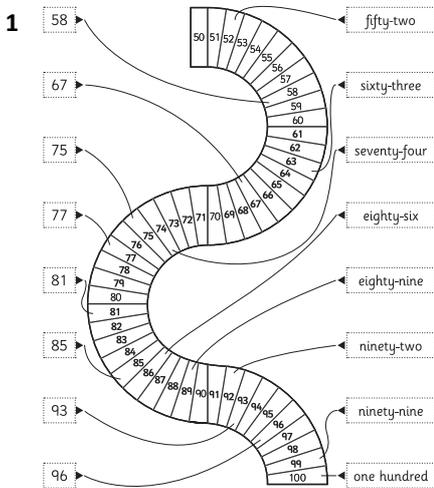
Answers will vary.

What to do next

Answers will vary.

Observe: Do students understand that choosing a number around 50 will help them avoid counting long strings of numbers?

Page 54



Page 55

1a 45

b 31

c 71

d 98

2a 42

b 20

c 60

d 95

Page 56

1a	$\begin{array}{ c } \hline 45 \\ \hline 55 \\ \hline 65 \\ \hline \end{array}$	b	$\begin{array}{ c } \hline 14 \\ \hline 24 \\ \hline 34 \\ \hline \end{array}$	c	$\begin{array}{ c } \hline 31 \\ \hline 41 \\ \hline 51 \\ \hline \end{array}$	d	$\begin{array}{ c } \hline 69 \\ \hline 79 \\ \hline 89 \\ \hline \end{array}$
----	--	---	--	---	--	---	--

e	$\begin{array}{ c } \hline 28 \\ \hline 38 \\ \hline 48 \\ \hline \end{array}$	f	$\begin{array}{ c } \hline 47 \\ \hline 57 \\ \hline 67 \\ \hline \end{array}$	g	$\begin{array}{ c } \hline 73 \\ \hline 83 \\ \hline 93 \\ \hline \end{array}$	h	$\begin{array}{ c } \hline 8 \\ \hline 18 \\ \hline 28 \\ \hline \end{array}$
---	--	---	--	---	--	---	---

Page 57

What to do

Observe students.

What to do next

Answers will vary.

Page 58

1a $\begin{array}{|c|} \hline 60 \\ \hline \end{array} + \begin{array}{|c|} \hline 7 \\ \hline \end{array} = \begin{array}{|c|c|} \hline 6 & 7 \\ \hline \end{array}$

b $\begin{array}{|c|} \hline 40 \\ \hline \end{array} + \begin{array}{|c|} \hline 4 \\ \hline \end{array} = \begin{array}{|c|c|} \hline 4 & 4 \\ \hline \end{array}$

c $\begin{array}{|c|} \hline 80 \\ \hline \end{array} + \begin{array}{|c|} \hline 1 \\ \hline \end{array} = \begin{array}{|c|c|} \hline 8 & 1 \\ \hline \end{array}$

d $\begin{array}{|c|} \hline 40 \\ \hline \end{array} + \begin{array}{|c|} \hline 8 \\ \hline \end{array} = \begin{array}{|c|c|} \hline 4 & 8 \\ \hline \end{array}$

2 Answers will vary.

3 Answers will vary.

Page 59

What to do

a 5

b 6

c 2

d 5

e 23

What to do next

a–e Answers will vary.

Page 60

1a $\begin{array}{|c|} \hline 46 \\ \hline \end{array} \quad \begin{array}{|c|} \hline 64 \\ \hline \end{array}$

b $\begin{array}{|c|} \hline 73 \\ \hline \end{array} \quad \begin{array}{|c|} \hline 37 \\ \hline \end{array}$

2a 34 number; Answers will vary.

b 57 number; Answers will vary.

c 19 number; Answers will vary.

d 30 number; Answers will vary.

Page 61

What to do

Answers will vary.

Page 62

What to do

Answers will vary.

Page 63

1 Answers will vary.

2 Observe students.

Page 64

1

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

2 30

Page 65

What to do

☆	☆	2
☆	☆	4
☆	☆	6
☆	☆	8
☆	☆	10
☆	☆	12
☆	☆	14
☆	☆	16
☆	☆	18
☆	☆	20

What to do next

2

Series B – Numbers

Page 66

- 1a 20
b 30
c 5
d 25
e 10
f 15

2

Page 67

- 1 Drawings will vary.
2 30
3 10
4 20

Page 68

- 1 30; 40; 50; 70; 80; 90; 100

2

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

- 3 Answers will vary.

Page 69

1

- 2 Answers will vary.

Page 70

- 1 60
2 Answers will vary.
3a 5
b 1
c 10
d 2

Page 71

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
				25			28		
	32					37			40
1		43						49	
				55		57			
	62							69	
71			74		76				
		83					88		90
	92					97			

- 2a 48, 58, 68

- b 41, 51, 61

- 3 Answers will vary.

Observe: Do students count off decade?

Page 72

- 1a 4; e
b 5; o
c 1; o
d 6; e

2

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

Page 73

What to do

Answers will vary.
Odd numbers only work as single rows of boxes.

Page 74

- 1 Drawings will vary.
2nd; 3rd; 4th; 5th
a–e Answers will vary.

Page 75

- 1 Observe students.

Page 76

- 1a 2nd
b 8th
c 6th
d 1st
2 Answers will vary.

Pages 77–78

- 1 Answers will vary.

2

January	February	March
1st	2nd	3rd
April	May	June
4th	5th	6th
July	August	September
7th	8th	9th
October	November	December
10th	11th	12th

Pages 77–78

- 3a–d Answers will vary.

- 4 Answers will vary.

- 5 Answers will vary.

2nd; 3rd; 4th

Page 79

1a–d

December						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	1 	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30 	31 			

Page 80

What to do

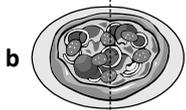
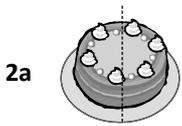
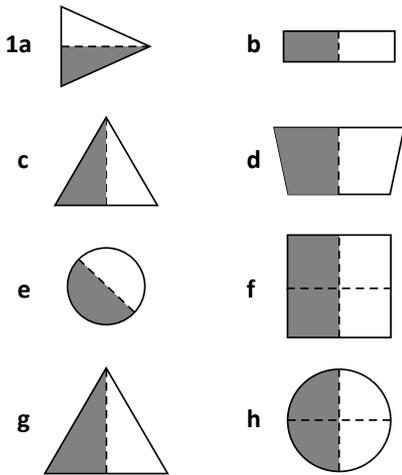


What to do next

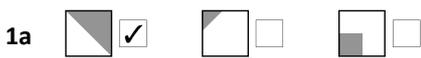
- 8
2

Series B – Numbers

Page 81



Page 82



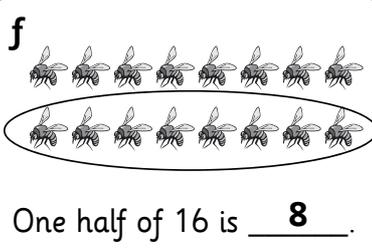
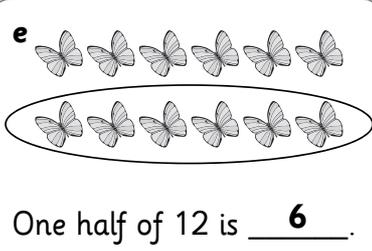
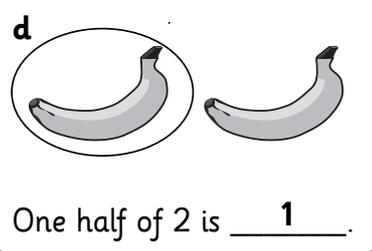
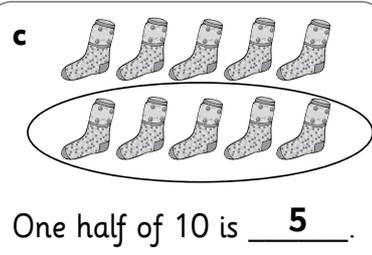
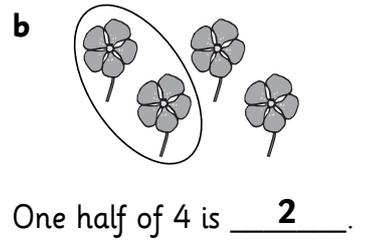
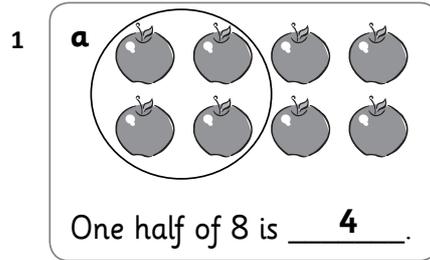
2 Answers will vary.; Yes

3 Answers will vary.; No

Page 83

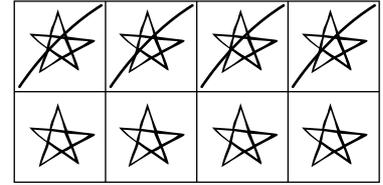
Answers will vary.

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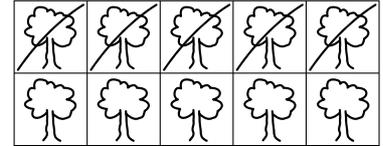
Page 85

What to do



or equivalent

What to do next



or equivalent

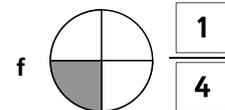
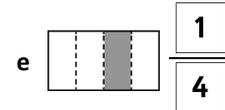
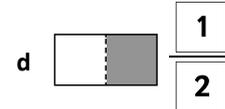
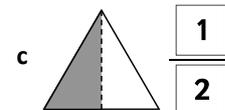
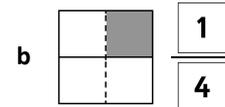
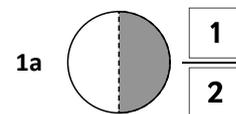
Observe: Do students understand that half can be made in different ways?

Page 86

Answers will vary.

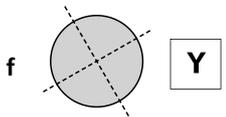
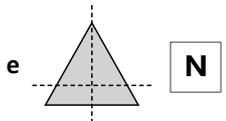
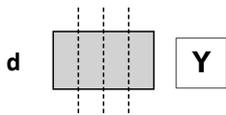
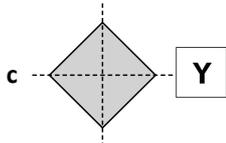
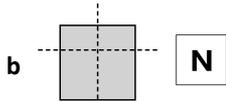
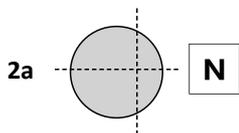
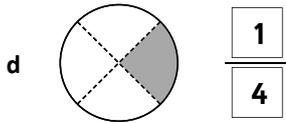
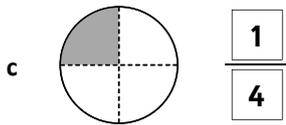
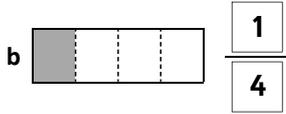
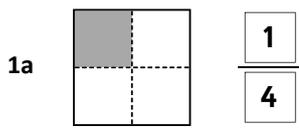
Observe: Do students understand the family must have equal numbers of males and females?

Page 87



Series B – Numbers

Page 88



Page 89

1a Y

b N

c N

Page 90

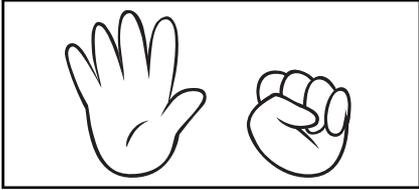
Drawings will vary.

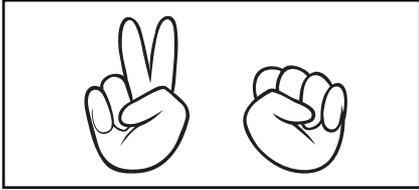
1 1 strawberry

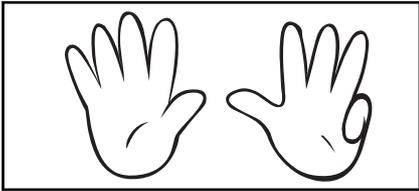
2 3 grapes

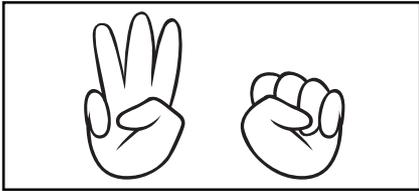
3 5 blueberries

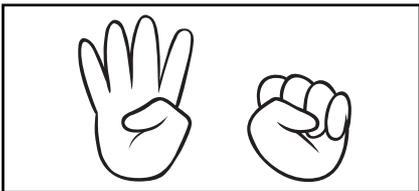
1 How many fingers?

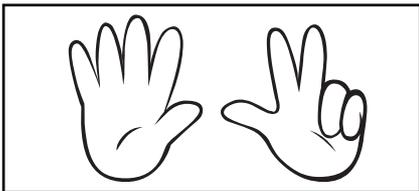
a 

b 

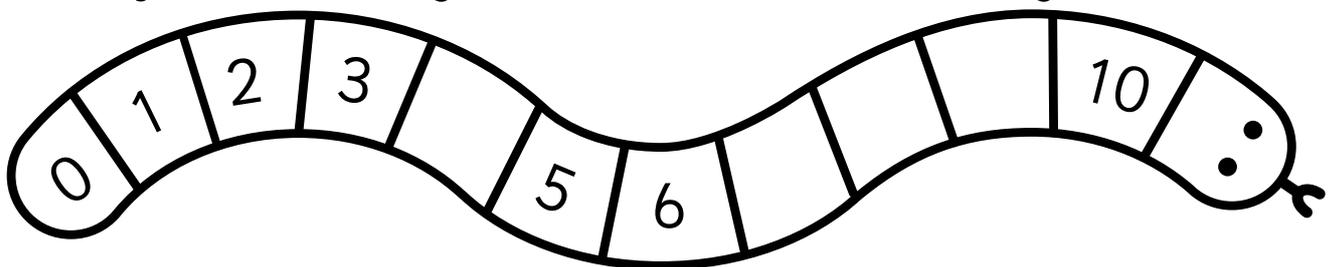
c 

d 

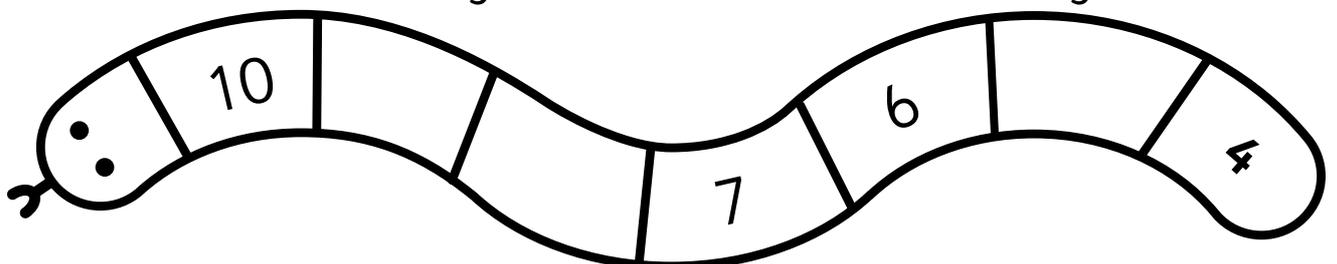
e 

f 

2 Count forwards along the snake. Fill in the missing numbers.



3 Count backwards along the snake. Fill in the missing numbers.



4 Draw a line to match the number to its word.

four six five two eight

5 7 2 9 4 8 6 10 1 3

seven ten one three nine

5 Circle the number

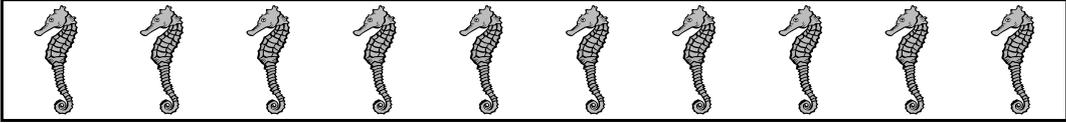
a that is one more than 5 3 6 4

b that is one less than 8 7 8 9

c that is one more than 3 5 4 8

Skills and understandings	Not yet	Kind of	Got it
• Counts to ten forwards and backwards			
• Reads numbers 1 to 10 in numerals and words			
• Identifies one more and one less than a number to 10			

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

a 

b 

c 

2 Fill in the missing numbers.

1	<input type="text"/>		<input type="text"/>	11	<input type="text"/>	<input type="text"/>
	3		<input type="text"/>		13	19
	<input type="text"/>		8		14	<input type="text"/>
	<input type="text"/>	6	<input type="text"/>		<input type="text"/>	17

3 Count backwards and fill in the missing numbers.

a

10	9	<input type="text"/>	0							
----	---	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	---

b

20	<input type="text"/>	10								
----	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----------------------	----

4 Draw a line to match the number with its word.

14

11

17

12

15

seventeen

fourteen

twelve

fifteen

eleven

5 Write the numbers that come before and after.

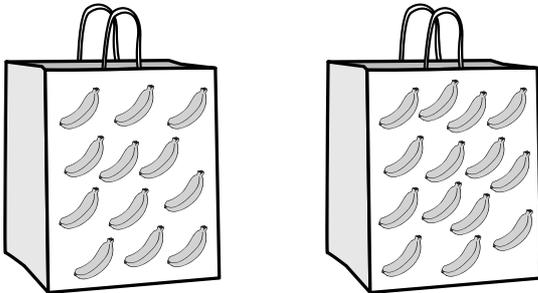
a

		18		
--	--	----	--	--

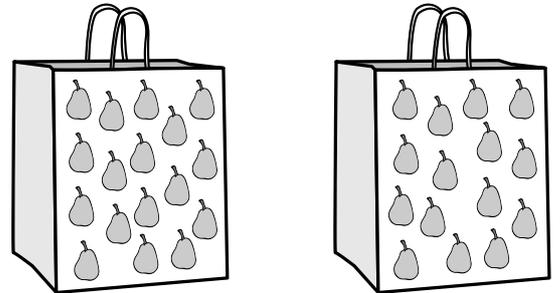
b

		13		
--	--	----	--	--

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



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

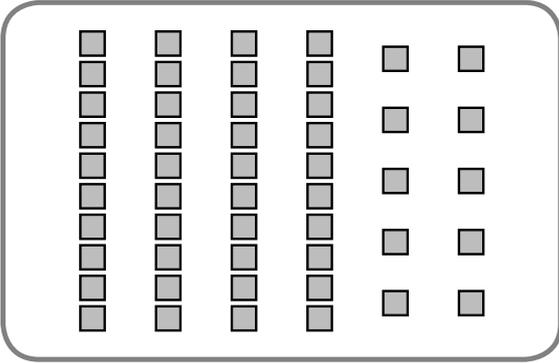


b Circle the bag that has **fewer** pears.

Skills and understandings	Not yet	Kind of	Got it
• Matches numerals to amounts to 20			
• Counts on and back from different starting points to 20			
• Matches numbers with words to 20			
• Compares and orders numbers to 20			

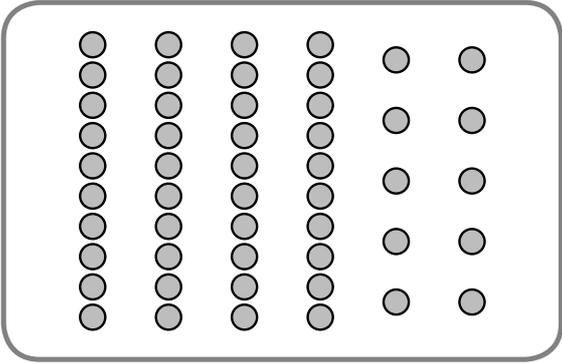
1 Circle the shapes to match the number.

a



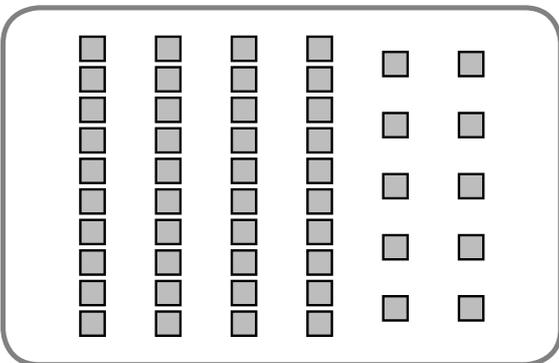
31

b



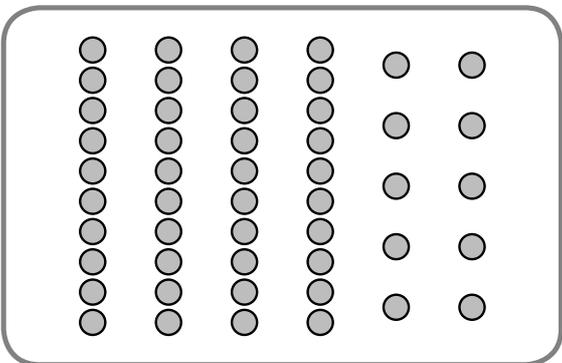
49

c



40

d



25

2 What numbers come next?

a

36	37						
----	----	--	--	--	--	--	--

b

25	26	27					
----	----	----	--	--	--	--	--

3 What numbers come before? Fill in the gaps.

	45				49	50
--	----	--	--	--	----	----

4 Write the numbers.

a

twenty-two	
------------	--

b

thirty	
--------	--

c

forty-six	
-----------	--

d

fifty	
-------	--

e

thirty-five	
-------------	--

f

twelve	
--------	--

5 Use the chart to help you fill in the missing numbers on the puzzle pieces.

21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

a

21	22	
31		

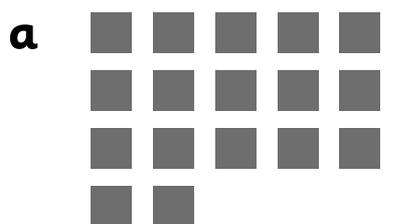
b

24		

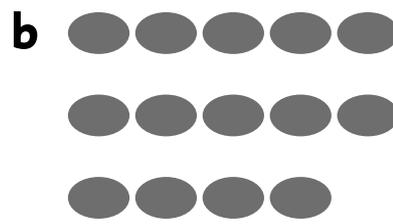
c

26		

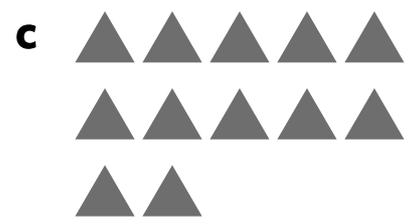
6 Circle the groups of ten. Write how many tens and how many ones.



__ ten __ ones

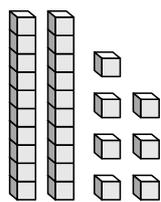


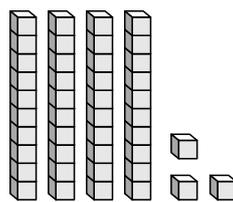
__ ten __ ones

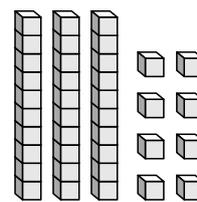


__ ten __ ones

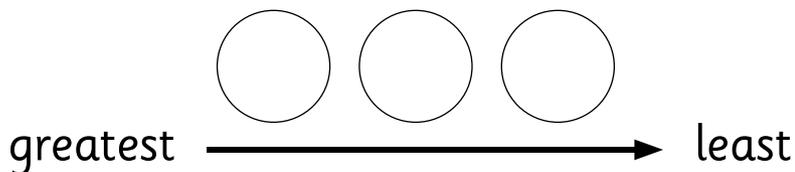
7 a Count and compare.



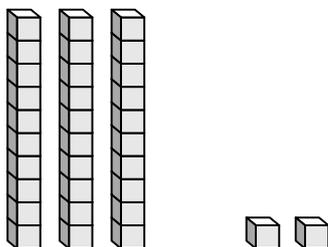




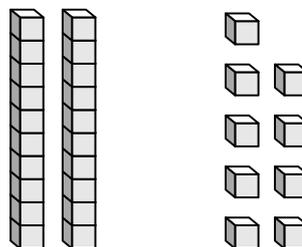
b Arrange from greatest to least.



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



a and make



b and make

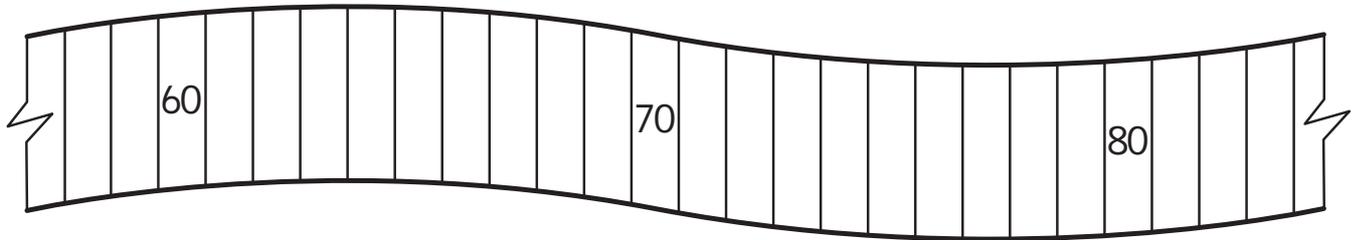
Skills and understandings	Not yet	Kind of	Got it
• Matches numerals to amounts to 50			
• Counts in tens and ones to 50			
• Writes numerals for words to 50			
• Counts on and back from different starting points			
• Compares and orders numbers to 50			

1 Match the numbers and words to their space on the path.

fifty-eight

sixty-three

seventy-four



59

64

68

72

77

81

2 Which is the right number for the word? Circle the right one.

a fifty-three 53 35 50

b eighty-four 48 85 84

c seventy-nine 97 79 71

3 What numbers come next? Fill in the gaps.

a

85	86			89			
----	----	--	--	----	--	--	--

b

61							
----	--	--	--	--	--	--	--

3 What numbers come next? Fill in the gaps.

c

43		45			48	49
----	--	----	--	--	----	----

d

					99	100
--	--	--	--	--	----	-----

4 What could the mystery numbers be?

a I am less than 70.
I am more than 65.

I could be

b I am less than 95.
I am more than 90.

I could be

c I am less than 30
I am more than 20.
I have a 5 in me.

I am

d I am less than 100.
I am more than 80
I have a 9 in me.

I could be

5 Circle the bigger number.

a 63 46

b 27 72

c 54 29

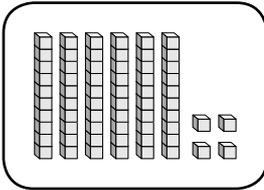
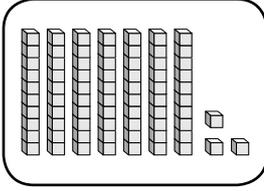
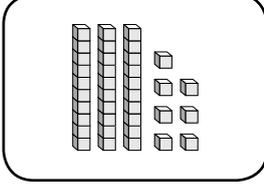
d 90 19

6 Write one number that is smaller and one that is bigger.

a 32

b 98

7 Count in tens and ones to match the number to the amount.

	•	<input type="text" value="37"/>
	•	<input type="text" value="64"/>
	•	<input type="text" value="73"/>

8 Put these numbers in order from smallest to largest.

a 57 32 79 61

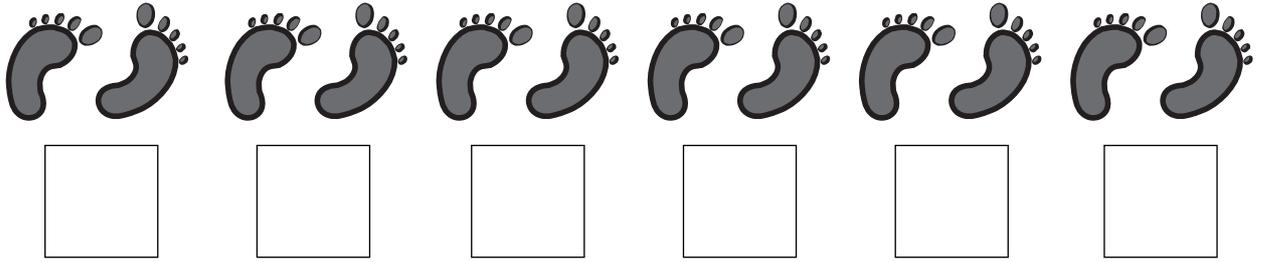
b 24 97 42 36

Skills and understandings	Not yet	Kind of	Got it
• Matches numerals to amounts to 100			
• Matches numerals to words to 100			
• Counts on and back from different starting points			
• Compares and orders 2-digit numbers			

Skip counting

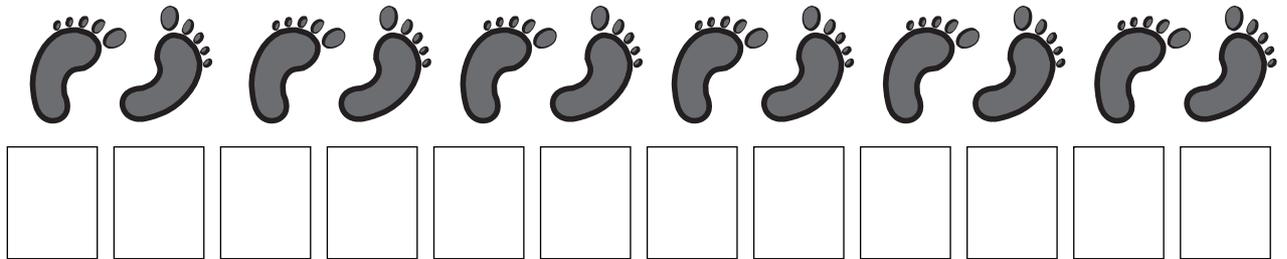
Name _____

1 Count in 2s to find how many feet.



There are feet.

2 Count in 5s to find how many toes.



There are toes.

3 Fill in the missing numbers.

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

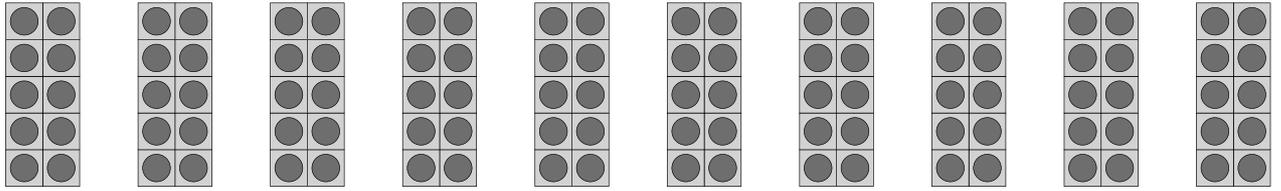
a Draw a  through all the even numbers.

b Draw a  round all the odd numbers.

Skip counting

Name _____

4 Count in 10s to find how many.



10	20				60				
----	----	--	--	--	----	--	--	--	--

5 Finish the counting on 10s patterns.

a

17	27	37			
----	----	----	--	--	--

b

11	21	31			
----	----	----	--	--	--

6 If you were counting on 10s what number would come before 80?

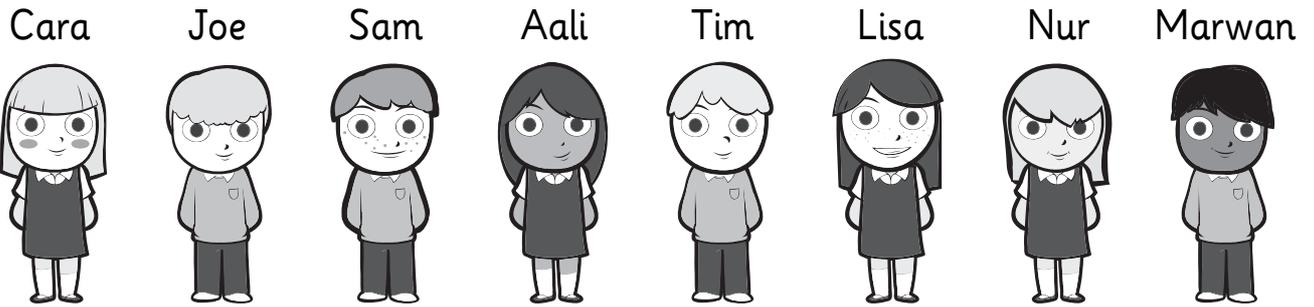
What number would come after 40?

Skills and understandings	Not yet	Kind of	Got it
• Counts in 5s			
• Counts in 2s			
• Counts in 10s			
• Counts in 10s off decade			

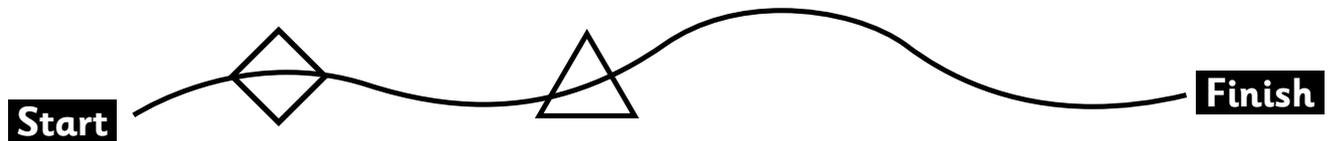
Ordinal numbers

Name _____

1 Look at the line. Cara is 1st in line.



- a Who is 2nd? _____
- b Who is 7th? _____
- c Who is last? _____
- d Who is after Lisa? _____
- e Who is in front of Lisa? _____

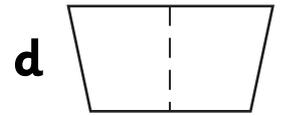
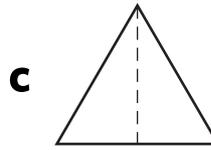
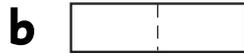
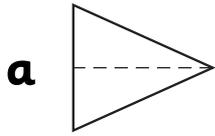


2 Draw a

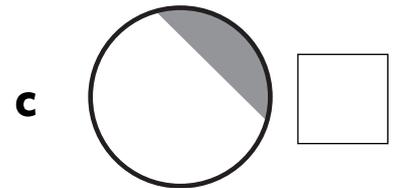
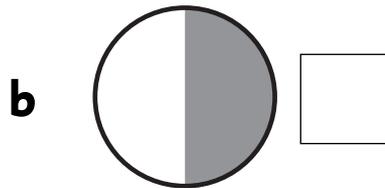
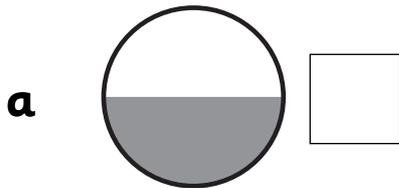
- a  before the 
- b  after the 
- c  next to the 
- d  at the end.

Skills and understandings	Not yet	Kind of	Got it
• Recognises position and ordinal numbers to 10th			
• Understands positional terms before, after, behind, in front, next to			

1 Colour one half of each shape.



2 Tick the circles that are cut in half.



3 Find and circle half of each group.

a

One half of 8 is _____.

b

One half of 4 is _____.

c

One half of 10 is _____.

Skills and understandings	Not yet	Kind of	Got it
• Recognises half of a shape			
• Understands that halves are equal			
• Recognises half of a group (to 10)			

Series B – Numbers – Student Progress Record

Name _____ Class _____ Date _____

What went well: _____

What I need to improve: _____



Series B – Numbers – Student Progress Record

Name _____ Class _____ Date _____

What went well: _____

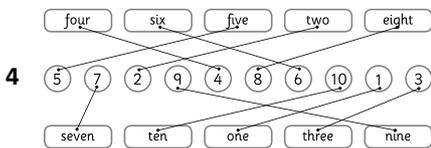
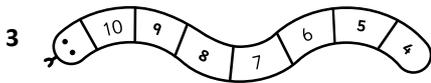
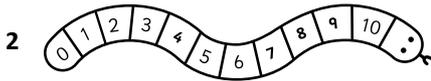
What I need to improve: _____

Series B – Numbers

ASSESSMENT ANSWERS

Pages 9–10

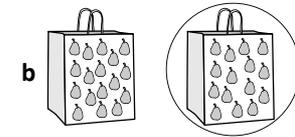
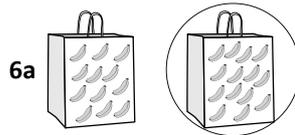
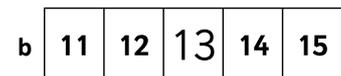
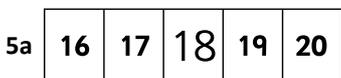
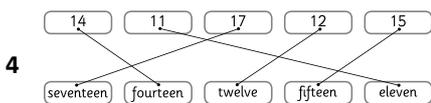
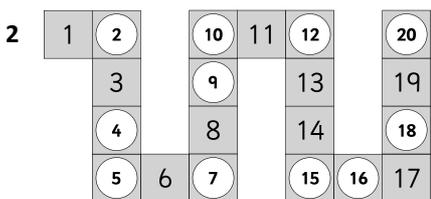
- 1a 5
b 2
c 9
d 3
e 4
f 8



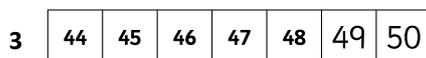
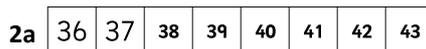
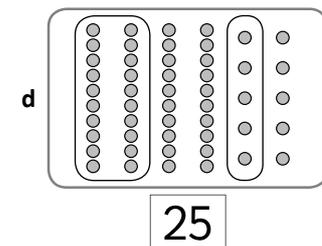
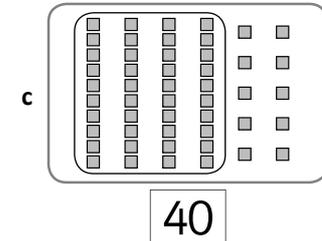
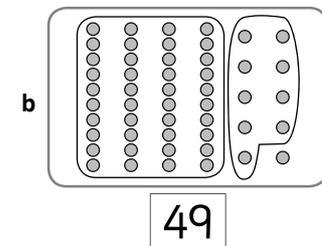
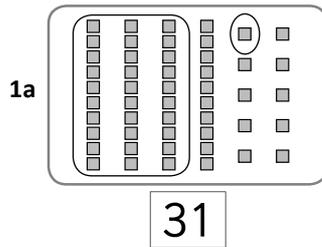
- 5a 6
b 7
c 4

Pages 11–12

- 1a 10
b 17
c 19

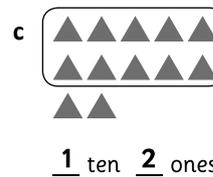
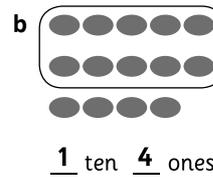
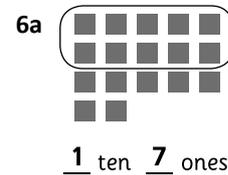
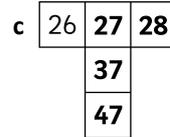
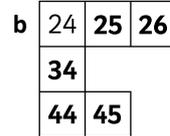
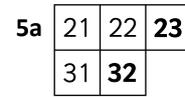


Pages 13–15

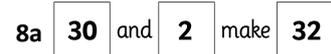
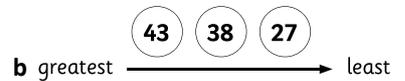


- 4a 22
b 30
c 46

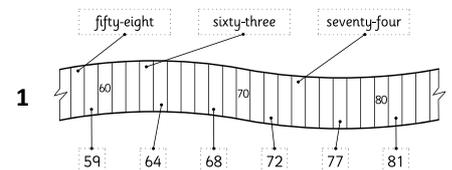
- 4d 50
e 35
f 12



- 7a 27 42 38



Pages 16–18



Series B – Numbers

Pages 16–18

2a 53

b 84

c 79

3a

85	86	87	88	89	90	91	92
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b

61	62	63	64	65	66	67	68
----	----	----	----	----	----	----	----

c

43	44	45	46	47	48	49
----	----	----	----	----	----	----

d

94	95	96	97	98	99	100
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4a 66 to 69

b 91 to 94

c 25

d 89 or 99

5a 63

b 72

c 54

d 90

6a, b Answers will vary.

7

8a 32 57 61 79

b 24 36 42 97

Pages 19–20

1

2	4	6	8	10	12
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There are 12 feet.

2

5	10	15	20	25	30	35	40	45	50	55	60
---	----	----	----	----	----	----	----	----	----	----	----

There are 60 toes.

3a, b

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

4

10	20	30	40	50	60	70	80	90	100
----	----	----	----	----	----	----	----	----	-----

5a

17	27	37	47	57	67
----	----	----	----	----	----

b

11	21	31	41	51	61
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6 70; 50

Page 21

1a Joe

b Nur

c Marwan

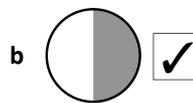
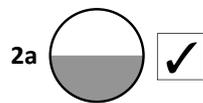
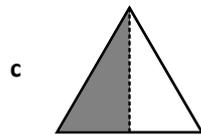
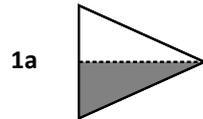
d Nur

e Tim

2a–d



Page 22



3

a One half of 8 is 4.

b One half of 4 is 2.

c One half of 10 is 5.

Series B – Numbers

Topic	Reference	Strand	Substrand	Objective
Numbers to 10, 20, 50 and 100	1N1a	Number	Number and Place Value	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
Numbers to 10, 20, 50 and 100	1N2a	Number	Number and Place Value	Count, read and write numbers to 100 in numerals
Numbers to 10, 20, 50 and 100	1N2b	Number	Number and Place Value	Given a number, identify one more and one less
Numbers to 10, 20, 50 and 100	1N2c	Number	Number and Place Value	Read and write numbers from 1 to 20 in numerals and words
Numbers to 10, 20, 50 and 100	1N4	Number	Number and Place Value	Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
Skip Counting	1N1b	Number	Number and Place Value	Count in multiples of twos, fives and tens
Ordinal numbers	1M4b	Measurement	Measurement	Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening
Fractions	1F1a	Number	Fractions	Recognise, find and name a half as one of two equal parts of an object, shape or quantity
Fractions	1F1b	Number	Fractions	Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity