

# MATHEMATICS

Year 1/Primary 2

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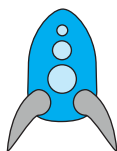
020 3773 9620

***PARENT PACK***

# Blast-off

1 Count backwards to make the rocket blast-off!

Trace the numbers and then count backwards. Touch the numbers as you count.



10

9

8

7

6

5

4

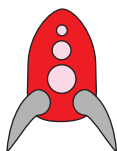
3

2

1

0

**Blast-off!**



12

11

10

9

8

7

6

5

4

3

2

1

0

**Blast-off!**



15

14

13

12

11

10

9

8

7

6

5

4

3

2

1

0

**Blast-off!**



20

19

18

17

16

15

14

13

12

11

10

9

8

7

6

5

4

3

2

1

0

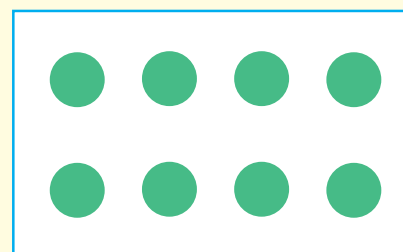
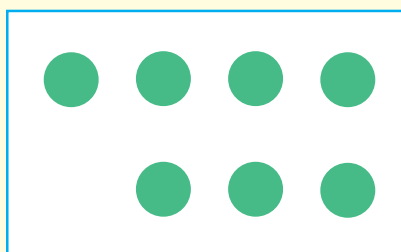
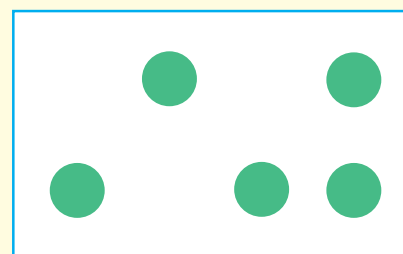
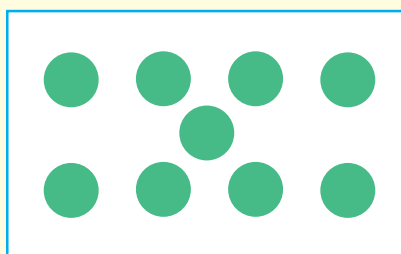
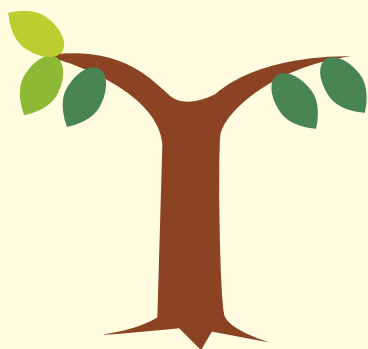
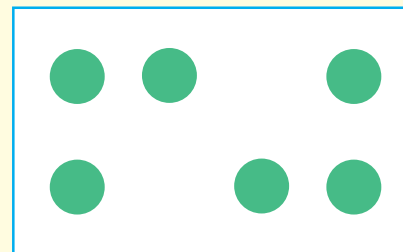
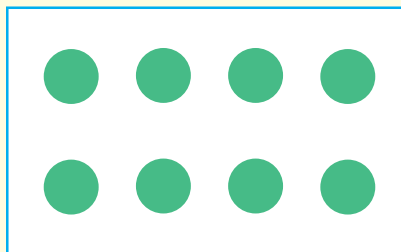
**Blast-off!**

Content description: Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving to any starting point (ACMNA001)

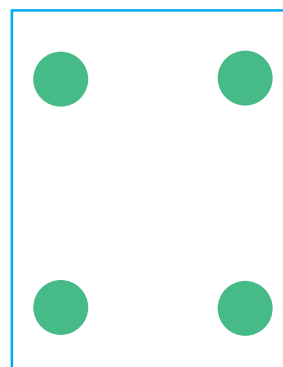
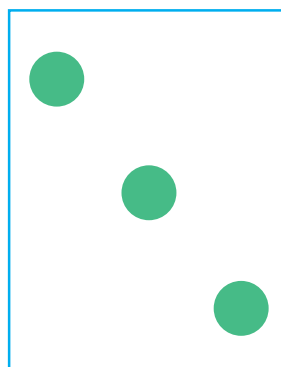
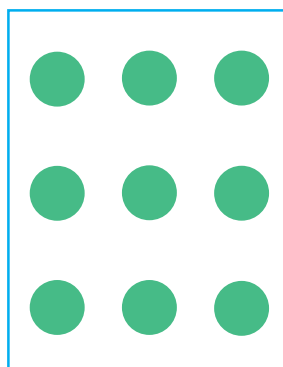
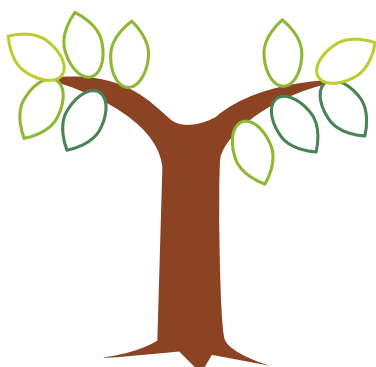
# Tree leaves

Content description: Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving to any starting point (ACMNA001) AC

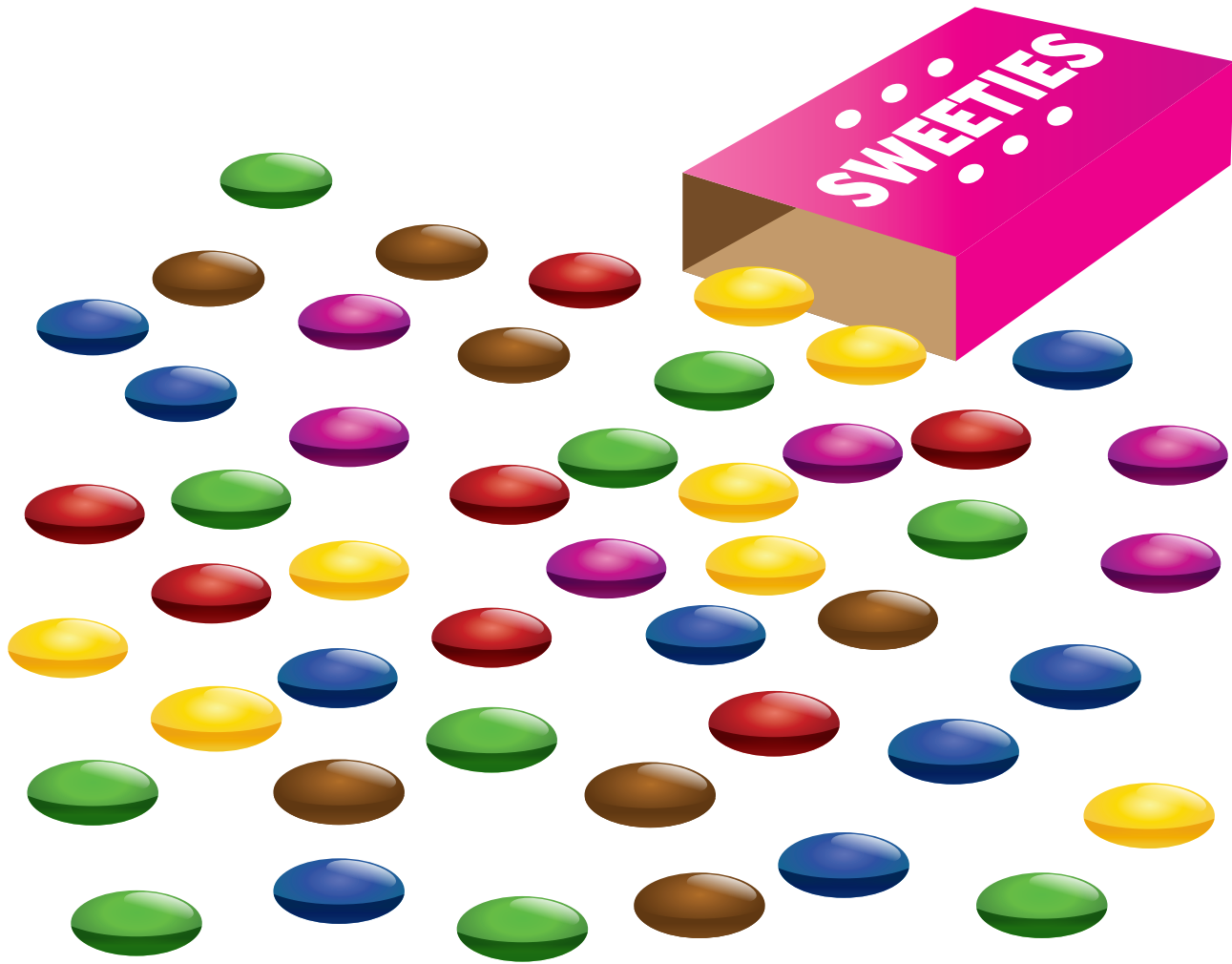
1 Count the number of leaves on each tree and colour the box with the number of dots that matches.



2 Look at the dot boxes next to the tree. Choose one of the boxes and colour it in. Then colour in the same number of leaves on the tree.



# Sweeties colours



**1** Circle the colour there are more of.

(a) Are there more yellow or blue Sweeties?  

(b) Are there more yellow or red Sweeties?  

(c) Are there more green or brown Sweeties?  

**2** How many of each colour Sweetie are there?

 green

 yellow

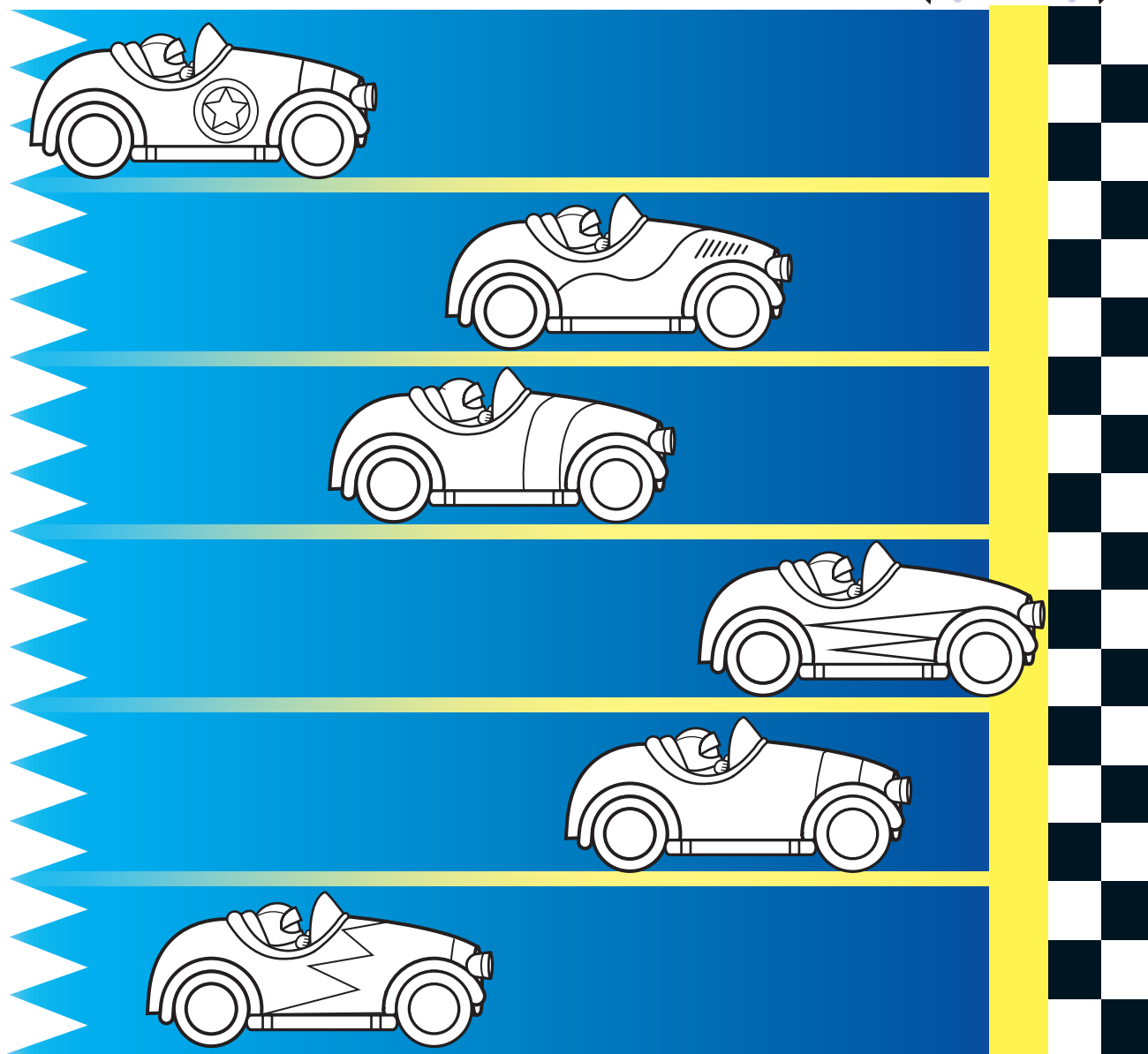
 blue

 red

 brown

 purple

# Racing cars

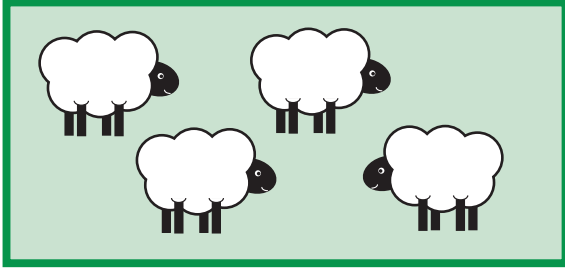


- 1 Colour the car that is coming 1st **red**.
- 2 Colour the car that is coming 5th **green**.
- 3 Colour the car that is coming 3rd **blue**.
- 4 Colour the car that is coming 2nd **yellow**.
- 5 Colour the car that is coming 4th **orange**.
- 6 Colour the car that is coming last **brown**.

# Funny farmers

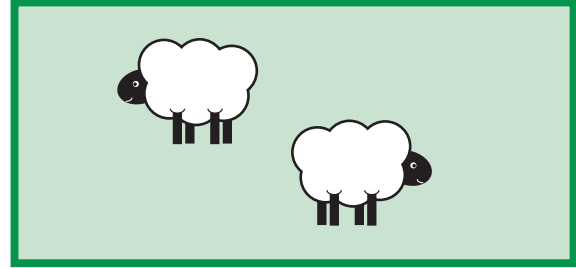
1 Help the farmers find out how many animals they have on their farm.

(a) 4 sheep in this pen



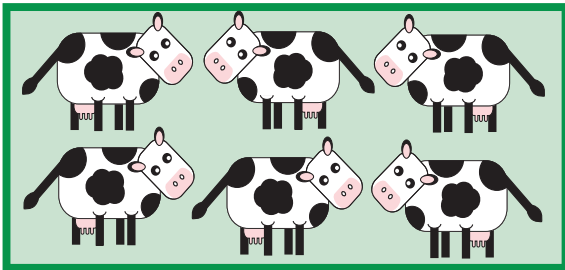
and

2 sheep in this pen



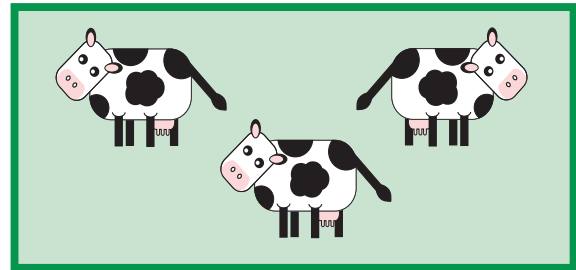
makes \_\_\_\_\_ sheep altogether.

(b) 6 cows in this pen



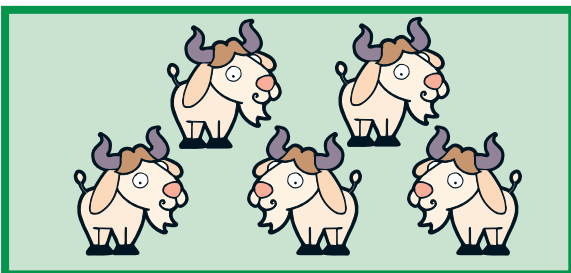
and

3 cows in this pen



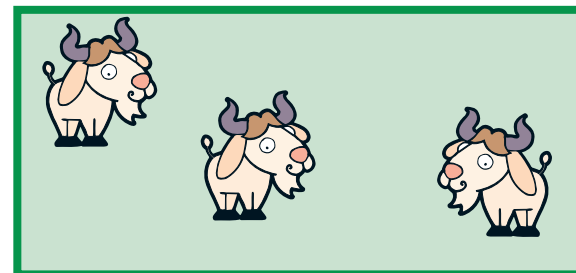
makes \_\_\_\_\_ cows altogether.

(c) 5 goats in this pen



and

3 goats in this pen

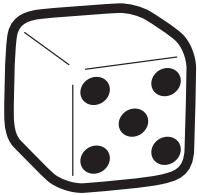
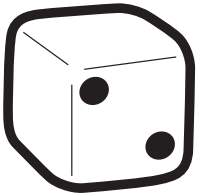


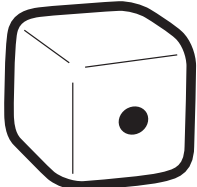
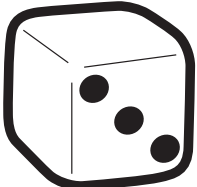
makes \_\_\_\_\_ goats altogether.

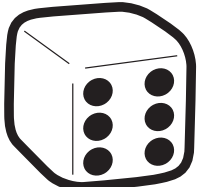
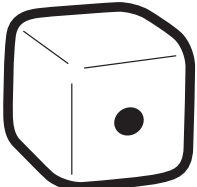
2 Can you work out how many goats, cows and sheep the farmers have altogether?

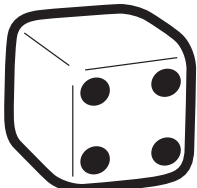
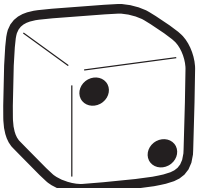
# Dice dots

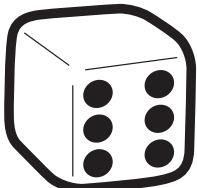
1 Work out the total of the dots on the dice.

(a)  and  makes

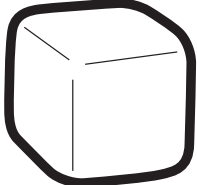
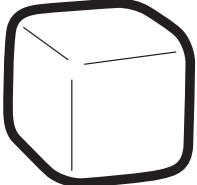
(b)  and  makes

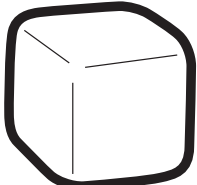
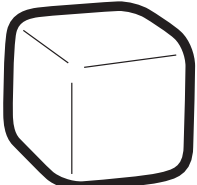
(c)  and  makes

(d)  and  makes

(e)  and  makes

2 Roll two dice and make your own addition totals.

(a)  and  makes

(b)  and  makes

# How many more?

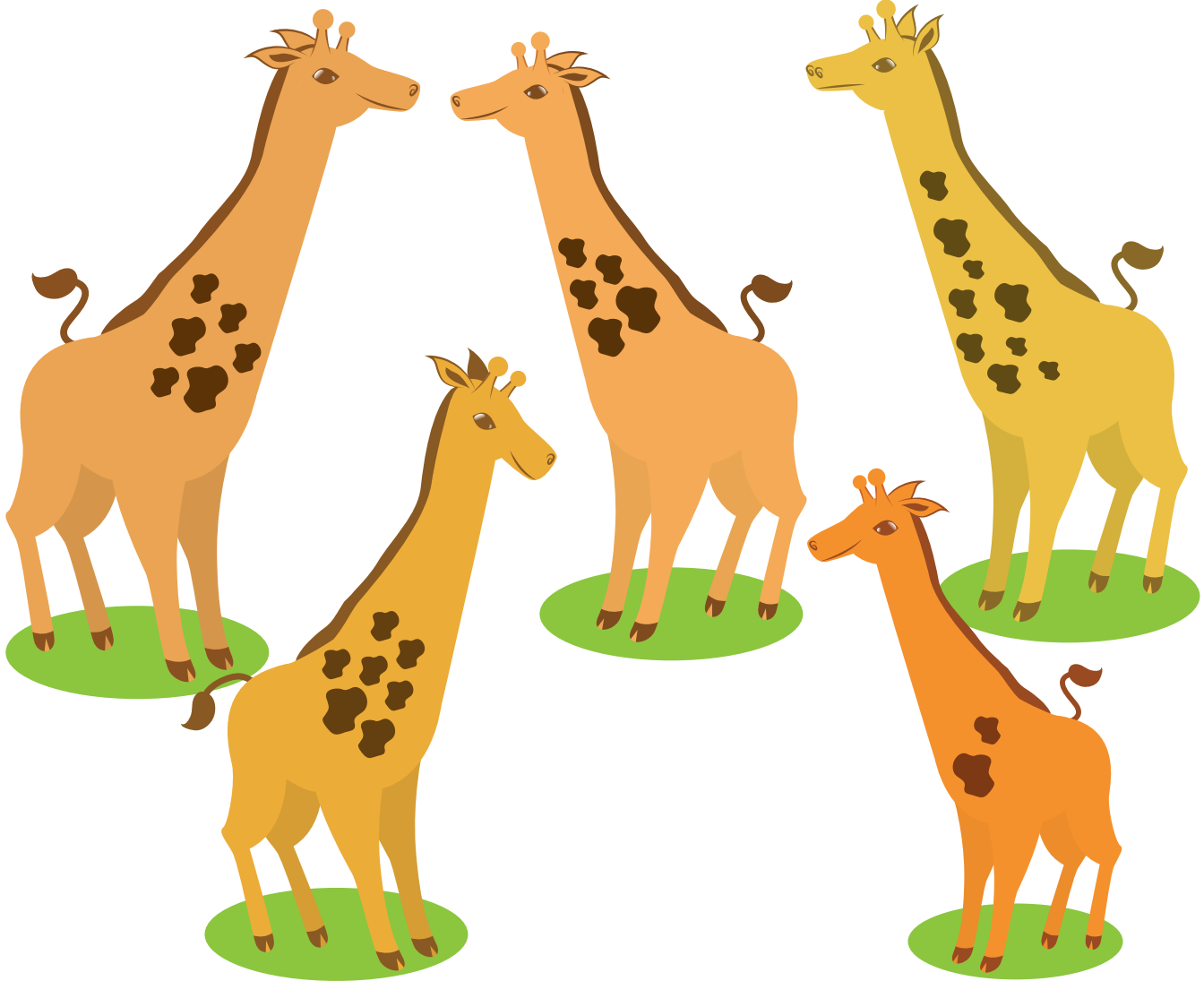
1 Make sure each giraffe has 10 spots. Write how many spots you had to draw so that each giraffe has 10 spots.

6 spots

I drew  spots  
to make **10 spots**.

9 spots

I drew  spots  
to make **10 spots**.



7 spots

I drew  spots  
to make **10 spots**.

5 spots

I drew  spots  
to make **10 spots**.

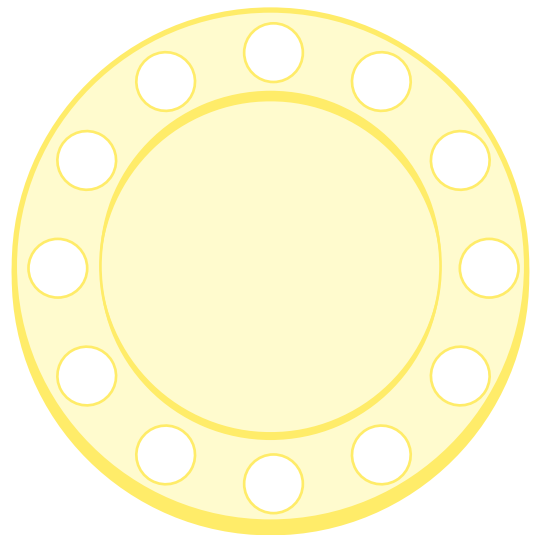
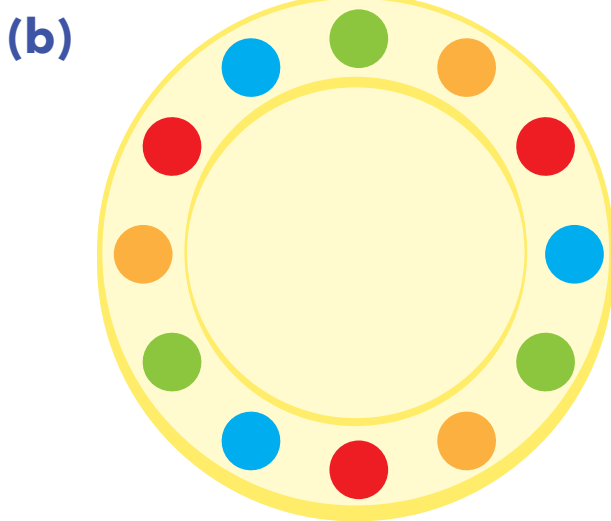
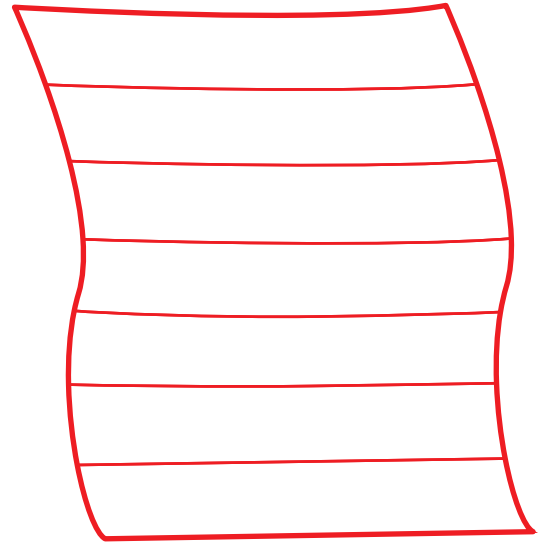
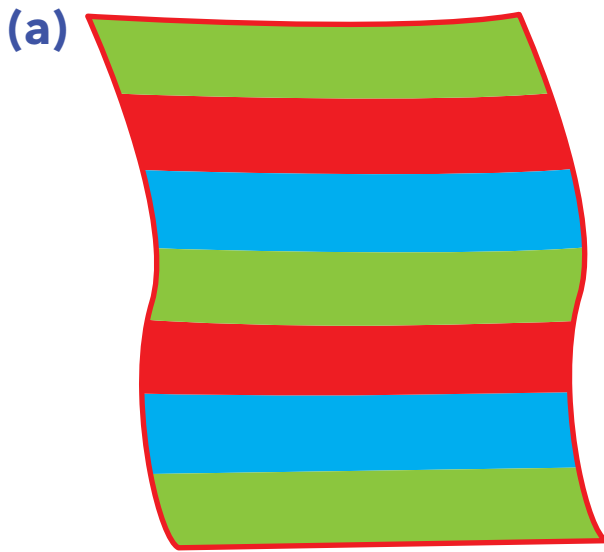
2 spots

I drew  spots  
to make **10 spots**.



# Patterns at home

**i** Copy the pattern.

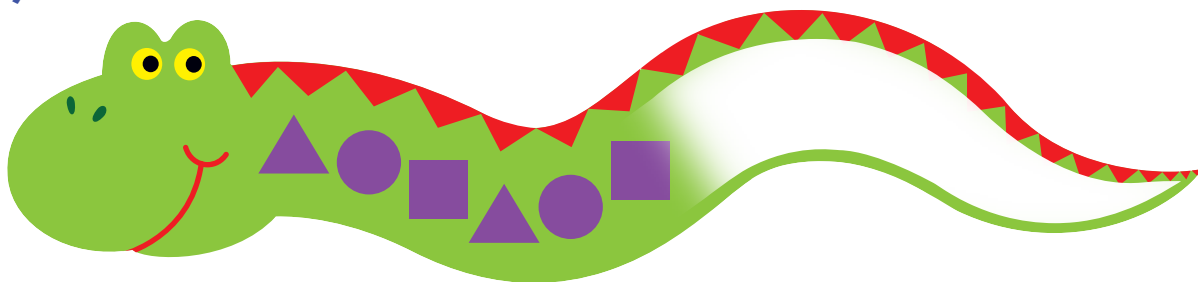


Content description: Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings. (ACMNA005) **AC**

# Keep it up!

1 Look at the pattern on each snake carefully and continue it.

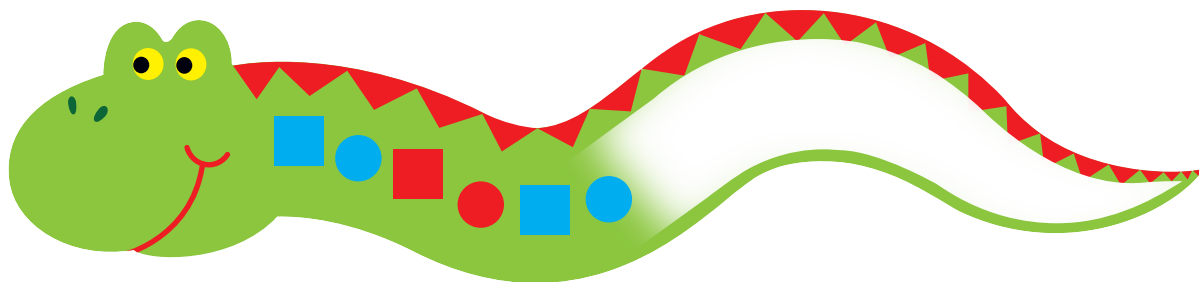
(a)



(b)



(c)

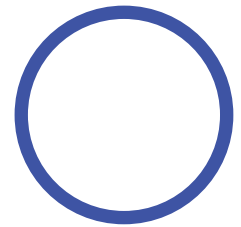
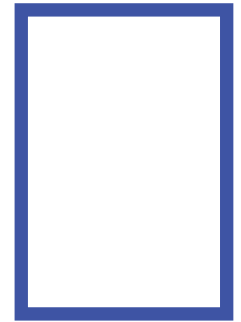


2 Draw your own pattern for this snake.

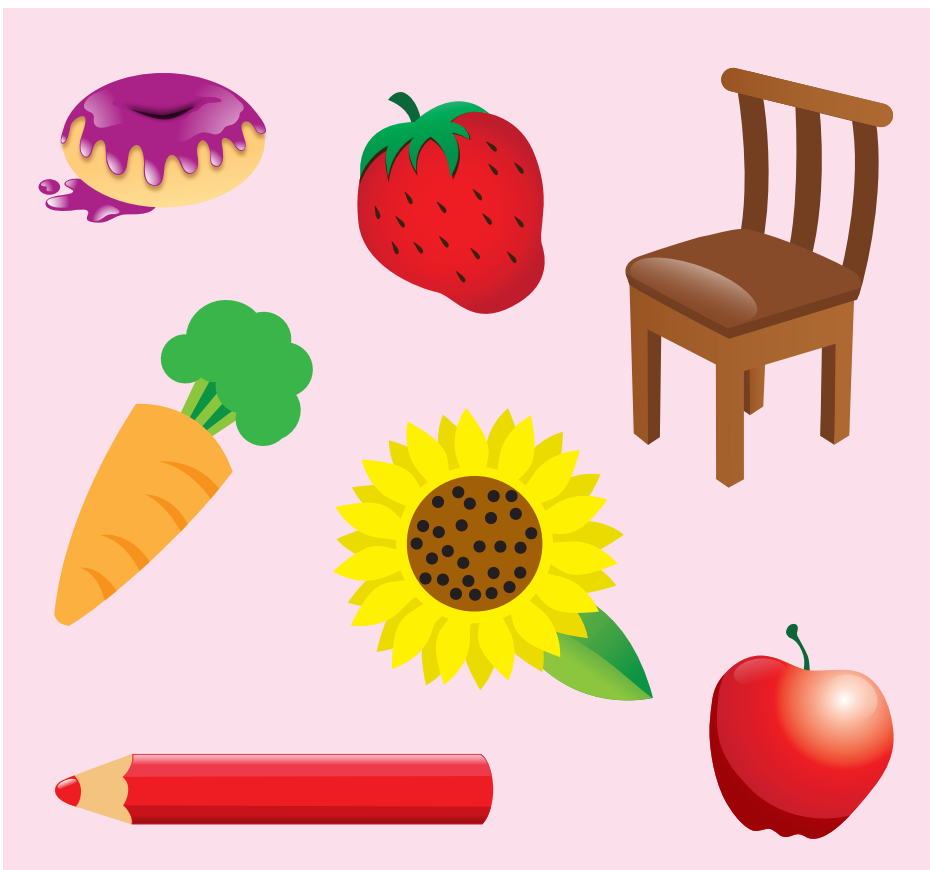


# Smart sort

1 Sort these items into shape collections.



2 Sort these items into things you eat and things you don't eat.



Content description: Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings. (ACMNA005) (AC)

# COUNTING NUMBERS TO 10

## NUMBER

### TEACHER INFORMATION

#### *Objective*

Recognises, counts and writes numbers to 10.

#### *Concepts required*

Numbers 0–10  
Counting backwards

#### *Answers*

1. Teacher check pictures

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


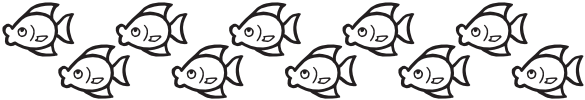
2. 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0

# COUNTING NUMBERS TO 10

## NUMBER

### 1. Finish the table.

Write the number or word. Draw pictures to show how many.

Number	Word	Pictures
	zero	
1		
		
	three	
4		
5		
	six	
7		
	eight	
9		
		

### 2. Write the numbers backwards.

10, , , , , , , , , , , 0

PUPIL NAME .....

# USING SHAPES

## SHAPE

### TEACHER INFORMATION

#### *Objectives*

Uses shapes to draw pictures and patterns.

Draws shapes that can roll and slide.

#### *Concepts required*

2-D shapes

Roll/Slide

Patterns

#### *Answers*

1. Answers will vary
2. Answers will vary
3. Answers will vary
4. Answers will vary

# USING SHAPES

## SHAPE

1. Use only 2-D shapes to draw each thing.

(a) My house



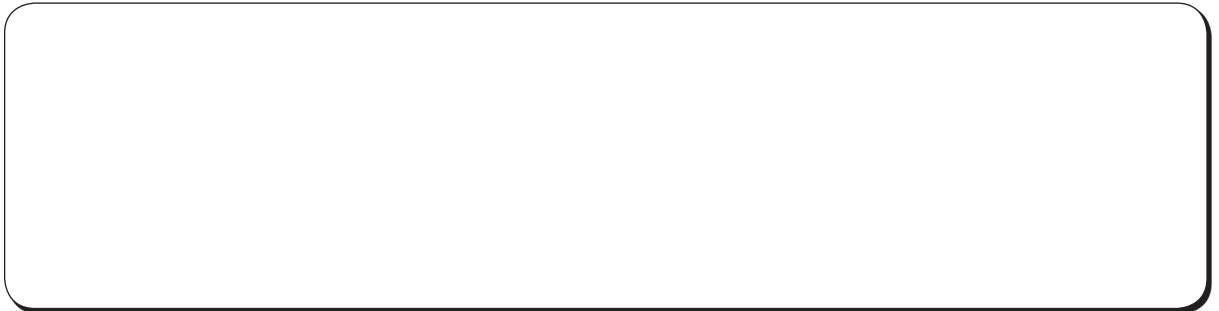
(b) My bedroom



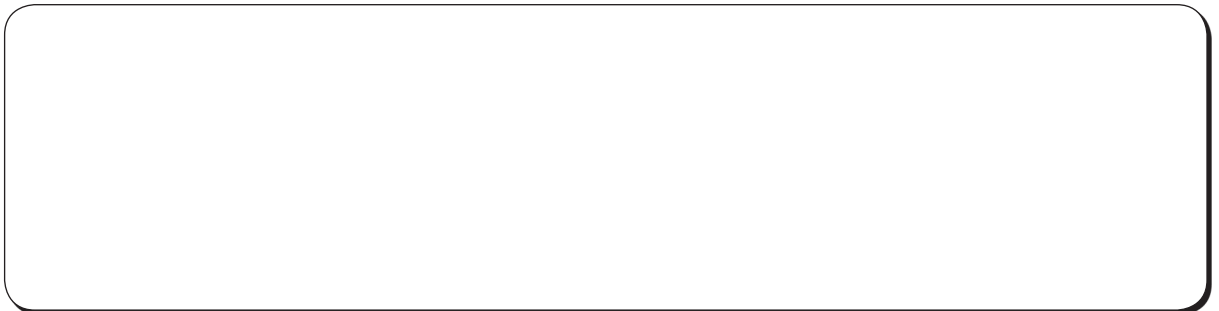
2. Draw two objects that can roll.



3. Draw two objects that can slide.



4. Make a shape pattern using triangles, circles, squares and rectangles.



PUPIL NAME .....

# LENGTH

## MEASUREMENT

### TEACHER INFORMATION

#### *Objective*

Uses informal comparisons of length.

#### *Concepts required*

Longer/Longest  
Shorter/Shortest  
Ordinals – 1st, 2nd, 3rd  
Wider/Widest

#### *Materials needed*

Coloured pencils

#### *Answers*

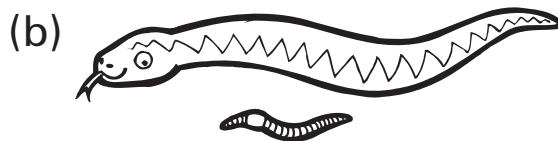
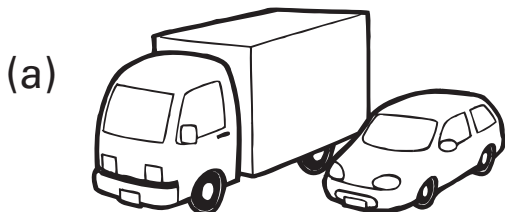
- (a) car – red, truck – blue  
(b) snake – blue, worm – red
- giraffe–1st, cat–2nd, mouse–3rd
- Teacher check
- Answers will vary
- Answers will vary
- Teacher check



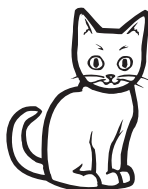
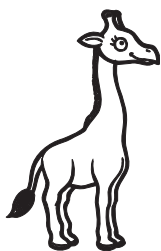
# LENGTH

## MEASUREMENT

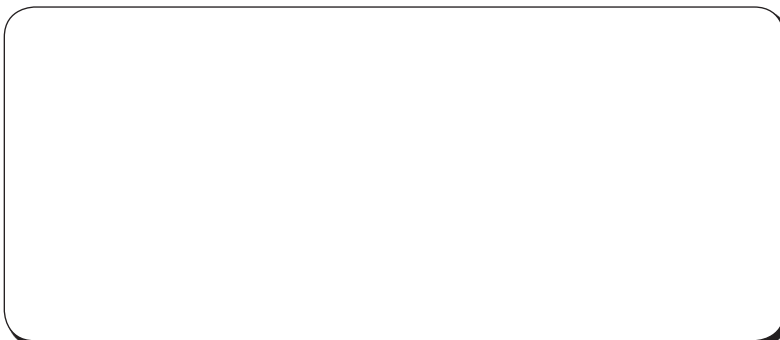
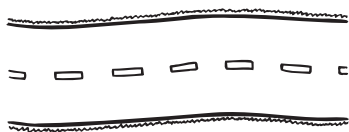
1. In each group, colour the longer object blue and the shorter object red.



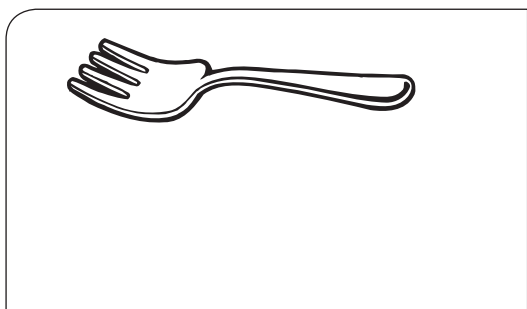
2. Write '1st' next to the tallest animal.  
Write '2nd' next to the in between-sized animal.  
Write '3rd' next to the shortest animal.



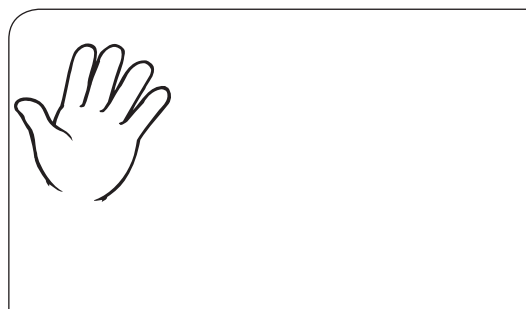
3. Draw a longer road.



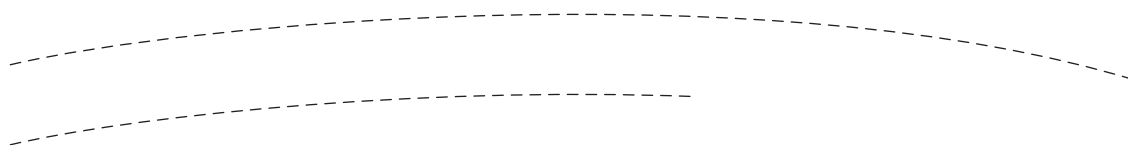
4. Draw something that is shorter than a fork.



5. Draw something that is wider than your hand.



6. Trace over the longer line.



PUPIL NAME .....