

Mathletics

for the New Zealand
Curriculum

1

Mathematics



A 3P Learning Product

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Mathletics Student Book

Making groups to twenty Year 1 Week 1

1 Draw spots.

11 14 18

2 Colour the correct number.

12 15 20

Adding to 3, 4 and 5 Year 1 Week 2

Colour.

3 4 5

Use counters to help you.

2 and 1 4 and 0 3 and 2

2 and 3 1 and 2 3 and 0

3 and 1 more 4 and 1 more

5 add 0 2 add 2 1 add 3

Challenge!
Draw dominoes with 6 spots. Make each one different.

New Zealand Curriculum Alignment

This edition fully aligns each student page with the refreshed New Zealand Curriculum: Mathematics and Statistics Years 0–8, 2025. The New Zealand Curriculum teaching sequence statements appear on each student page.



Knowledge and Practices

The **Mathletics Programme** develops the **knowledge** students need to build a deep understanding of mathematics and statistics — including number structures, algebraic thinking, measurement, geometry and statistics.

Students build their **practices** by focusing on key facts, concepts and procedures, such as patterns, place value and the structure of the base-10 system. They develop the **skills, strategies and processes** required to reason, model and solve problems. Through these practices, students apply what they know to connect ideas, identify patterns and relationships, and explain their reasoning with confidence.

Heavy and light Year 1 Week 4

1 Cross the heavy things. Circle the light things.

2 Circle.

heavier lighter

Problem solving Year 1 Week 2

On the farm

The farmer can see 4 heads and 12 legs. What animals can the farmer see? Draw them.

I can solve this problem by:

☐ comparing groups and counting to 12 ☐ drawing a picture

Checkpoint 1

1 Draw and add.

3 more balls.

How many balls?

3 more fish.

How many fish?

4 more blocks.

How many blocks?

1 more teddy.

How many teddies?

I can solve problems by:

☐ counting on to add ☐ drawing a picture

Integrated Problem-Solving

Includes problem-solving that actively builds students' problem-solving capabilities.

Regular Checkpoints

Checkpoints appear both at mid-term and end of each term to review and assess key concepts.

Hands-on Activities

Various hands-on activities are included in each term, asking students to measure and make, count and compare, using objects from around the classroom or home.



Year 1 Knowledge and Practices

The New Zealand Curriculum Mathematics and Statistics 2025

Knowledge	Practices	Pages
Number — Number structures		
The whole numbers from 0 to 100 form a sequence. The base-10 number system is organised by place value (tens and ones for two-digit numbers). The names of numbers between 20 and 99 use the ‘-ty’ suffix. Ordinal suffixes (e.g. -st, -rd, -nd, -th) can be used to represent a position in a sequence (e.g. 2nd, 3rd). Te reo Māori number naming is based on place value (e.g. rua tekau mā tahi — two 10s and 1).	Reading and writing whole numbers up to 100, and representing them using base-10 structure	3, 4, 27, 38, 40, 41, 42, 44, 45, 46, 47, 48, 49, 76, 78, 79, 82, 120, 121
	Counting forwards or backwards from any whole number between 1 and 20, and then between 1 and 100	2, 7, 10, 11, 12, 26, 43, 44, 45, 46, 47, 48, 49, 64, 65, 77
	Comparing and ordering whole numbers and ordinal numbers using representations, words or numerals and suffixes to 100	4, 6, 7, 8, 9, 70, 71
	Using te reo Māori for numbers up to 30	39, 40, 41
	Locating numbers on a partially labelled number line	2, 27, 29, 44, 45, 59, 79, 92, 94, 122, 123
Counting can be organised in groups (e.g. ten ones can be renamed as one 10). The same value can be represented with different groupings (e.g. 12 is six pairs or 12 ones or one 10 and two ones).	Subitising (recognising without counting) smaller groups of objects within a larger collection	2, 11, 12, 26
	Counting collections of objects using one-to-one correspondence, and then by pairs, for up to 20 objects	5, 18, 19, 28, 89, 94
	Finding the total number of objects up to 20 by grouping	9, 18, 19, 26, 88, 89, 92, 93, 94, 95
Counting in 2s from zero or an even number produces even numbers. Counting in 2s from an odd number produces odd numbers.	Counting forwards and backwards in 2s and 10s from any whole number between 0 and 100	18, 19, 46, 47, 48, 49, 73, 76, 82, 92, 94, 95, 120, 121, 122, 123
Number — Operations		
Adding or subtracting 0 does not change a number (the additive identity property). Changing the order in which numbers are added does not change the result (the commutative property of addition). When subtracting numbers, the order of numbers is important (i.e. subtraction is not commutative).	Memorising addition and subtraction facts up to 10, including $10 + 0 = 10$	60, 61, 116, 117, 118, 119, 148, 149
	Memorising doubles and halves to 10	58, 59
	Naming the number before or after a given number in the counting sequence up to 20	77, 78
	Adding and subtracting one- and two-digit numbers up to 20, including 0	8, 10, 11, 12, 13, 22, 23, 24, 44, 60, 61, 62, 64, 65, 98, 99, 100, 116, 117, 118, 119
	Joining and separating groups of up to 20 objects	13, 22, 23, 24, 60, 61, 62, 63
	Adding ten to a one-digit number	42, 43, 120
	Solving one-step problems involving addition and subtraction using objects and pictorial representations	24, 25, 62, 63, 101
Multiplication involves combining equal groups. Division involves equal grouping or sharing. Counting objects in equal groups can be used to multiply (combining) or divide (sharing).	Multiplying and dividing using equal grouping or counting for products and dividends within 20	88, 89, 90, 91, 92, 93, 124, 125, 126, 127, 128, 129, 130, 131
Number — Rational numbers		
Fractions describe parts of a whole. A whole can be divided into halves (i.e. two equal parts). A whole can be divided into quarters (i.e. four equal parts). A half means one part of a set that has been divided into two equal groups or parts. A quarter means one part of a set that has been divided into four equal groups or parts. Equal sharing means division into groups with the same number of objects in each group. Fractions of sets can be found by sharing.	Recognising and representing halves and quarters as fractions of sets, quantities and regions, using equal parts of the whole	84, 85, 86, 87, 106, 107, 108, 109
	Finding a half or quarter of a set using equal sharing and grouping	87, 109
	Connecting $\frac{1}{2}$ and $\frac{1}{4}$ through halving	107
Number — Financial mathematics		
New Zealand coins and notes have different values.	Recognising and knowing the value of New Zealand denominations of currency (i.e. coins and notes)	80, 81, 82, 83
Algebra — Equations and relationships		
The symbols + and – represent addition and subtraction, and the equal sign shows that two sides of an equation represent the same quantity. An open number sentence is a statement that contains an unknown value.	Completing open number sentences involving addition and subtraction of one-digit numbers	13, 42, 43, 44, 45, 117, 119
	Checking the truth of number sentences involving addition and subtraction of one-digit numbers	99, 119

Year 1 Knowledge and Practices

The New Zealand Curriculum Mathematics and Statistics 2025

Knowledge	Practices	Pages
Algebra — Equations and relationships		
Patterns are made up of elements (including numeric or spatial elements) in a sequence governed by a rule, and they arise in a range of situations (e.g. cultural patterns, patterns in the local environment, patterns on everyday objects). Ordinal numbers (e.g. 1st, 2nd, 3rd) can be used to describe the elements in a sequence. Repeating patterns have a repeating group of elements called the unit of repeat. A missing element can be predicted from other elements in the pattern.	Copying, continuing, creating and describing a repeating pattern with three elements	33, 72, 73, 106, 107, 110, 111, 112, 113
	Identifying missing elements in a pattern	33, 110, 111, 112, 113
Measurement — Measuring		
Length is the distance between two points. Weight is how heavy something feels. Capacity is the maximum amount of liquid a container can hold.	Comparing the length, mass (weight) or capacity of objects directly or indirectly (e.g. by comparing each of them with another reference object, used repeatedly)	14, 15, 16, 17, 142, 143, 144, 145, 146, 147
	Using comparative language for lengths and heights (longer, shorter, taller) and mass (heavier, lighter)	14, 15, 16, 17, 142, 143, 147
Time can be measured in a range of units: years, months, weeks, days, hours, minutes and seconds. Time is measured using clocks, which can be analogue or digital. A sequence of events can be described using everyday language (e.g. before, after, tomorrow, yesterday, next and last). The parts of the day include morning, midday, noon, afternoon, evening, night and midnight.	Telling the time on analogue and digital clocks to the hour, using the language of 'o'clock'	66, 67, 140, 141
	Selecting appropriate units of time to communicate approximate durations in years, months, weeks, days, hours, minutes or seconds	35, 138, 139
	Sequencing events in a day using everyday language of time (e.g. after, before, earlier, later, tomorrow, yesterday, the day after, next)	34, 68, 69, 139
Geometry — Shapes		
3D shapes have attributes such as size, colour, faces, edges and vertices that can be observed and described using geometric language.	Identifying, describing and sorting by one attribute familiar 2D and 3D shapes presented in different orientations, including cubes, cylinders and spheres	30, 31, 32, 50, 51, 52, 53
Geometry — Spatial reasoning		
Shapes can be composed from smaller shapes or decomposed into smaller shapes.	Composing a compound shape using smaller shapes by trial and error, and decomposing a shape into smaller shapes	132, 133
Geometry — Pathways		
The position of a location can be described relative to another location, including a known environmental feature.	Following instructions to move to a familiar location or locate an object	55, 135
	Using positional language to describe the position and movement of objects	54, 55, 134, 135
Maps are 2D representations of places in the world showing the view from above with symbols to show locations and landmarks.	Using pictures, diagrams or stories to describe the positions of objects and places.	54, 55, 134, 135
Statistics — Developing knowledge from data		
Data is information collected about the world. A variable refers to an attribute being studied (e.g. colour, height, age of children). A categorical variable (e.g. colour, brand) classifies objects into groups (categories). Categorical data can be counted.	Collecting categorical data for an investigative question with limited categories	104, 105
	Recording data using tally charts	104, 105
Statistics — Visualisation of data		
Data visualisations are representations (including picture graphs) of all available values for a variable that show the frequency for each value. Picture graphs use a consistent image for each value; across the categories each image has the same height (for a vertical chart).	Creating picture graphs for categorical data	103
Statistics — Interpretation of data		
Data visualisations are representations that help reveal the story of a set of data.	Describing a picture graph by giving the frequency for each category	102, 103, 104
	Answering questions about a picture graph, including which category has the most or least items	102, 103, 104, 105

Dictionary

add (+)

Two balls   and one ball  makes three balls.

$$2 + 1 = 3$$

capacity

The amount it can hold.

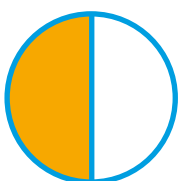


The jug holds more.

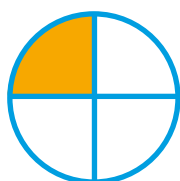
coins



fractions

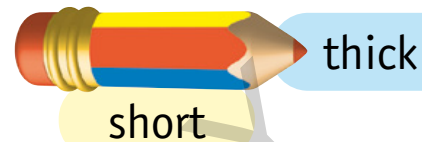


half a circle

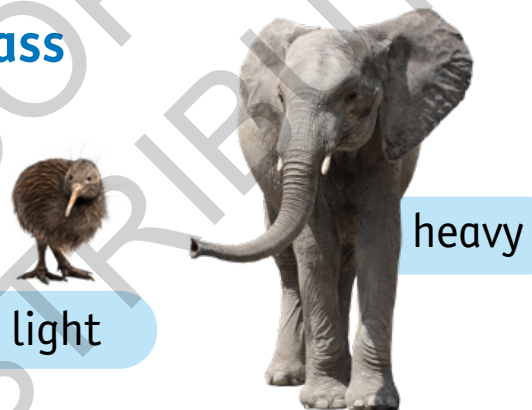


quarter of a circle

length



mass



numbers

odd 1 3 5 7 9

even 2 4 6 8 10

zero	kore	0	
one	tahi	1	1st
two	rua	2	2nd
three	toru	3	3rd
four	whā	4	4th
five	rima	5	5th
six	ono	6	6th
seven	whitu	7	7th
eight	waru	8	8th
nine	iwa	9	9th
ten	tekau	10	10th

Dictionary

position



left

right

above

behind

in front of

below



2D shapes

rectangle

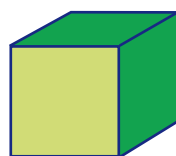
square

oval

circle

triangle

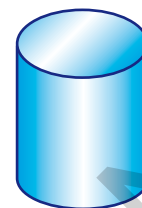
3D shapes



cube



sphere



cylinder

take away (-)

Three cats and one walks away.

$$3 - 1 = 2$$



time

Days

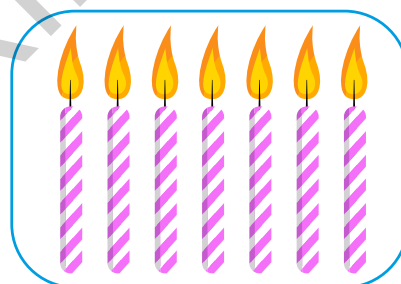
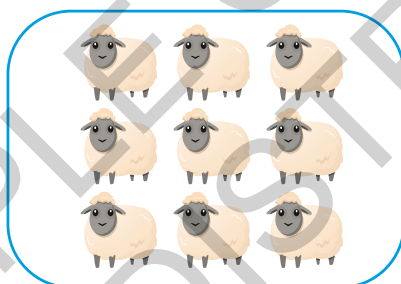
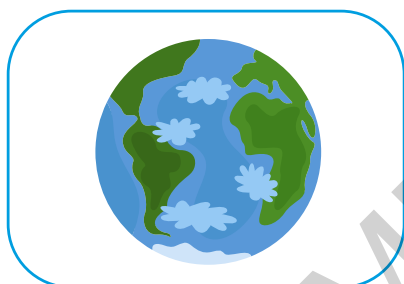
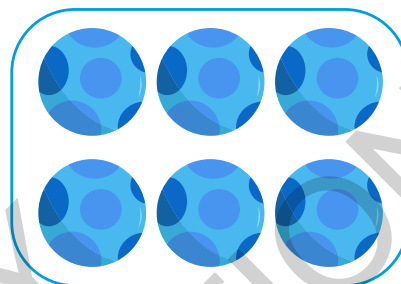
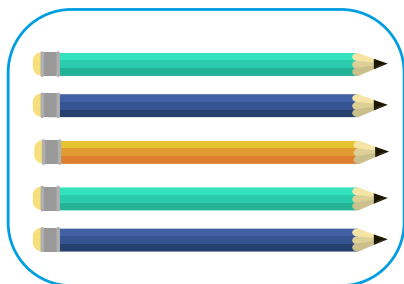
Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday



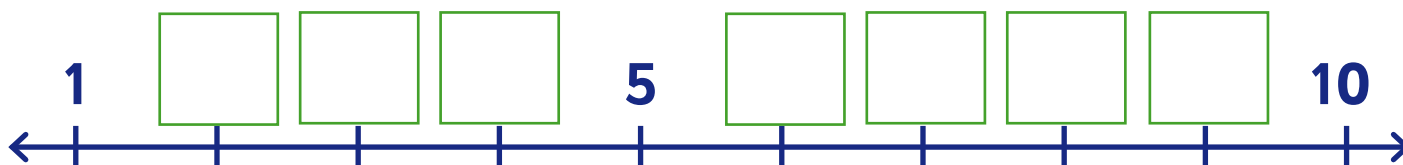
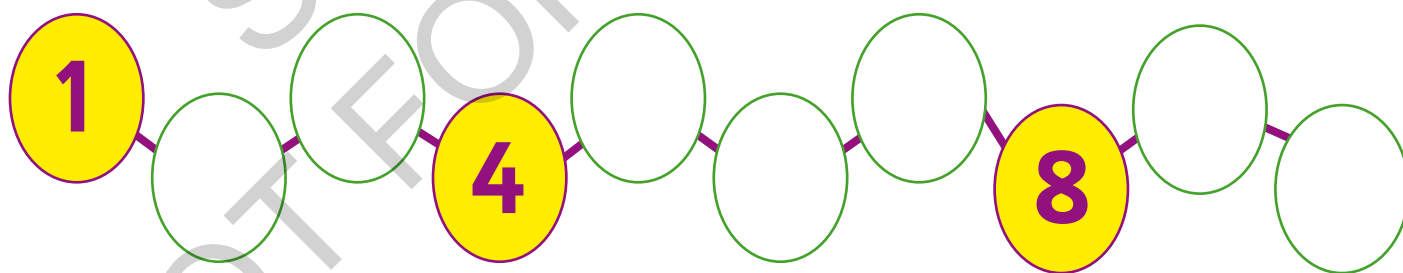
Seasons

Summer
Autumn
Winter
Spring

1 Join each group to its number.

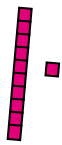


2 Complete each number line.



eleven

11



twelve

12



thirteen

13



fourteen

14



fifteen

15



sixteen

16



seventeen

17



eighteen

18



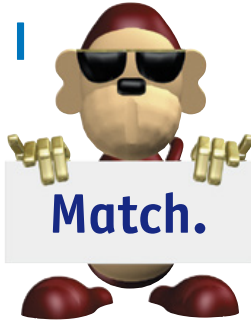
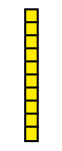
nineteen

19



twenty

20



14

18

15

16

20

19

eighteen

fourteen

sixteen

twenty

nineteen

fifteen



2 Write the numbers.

Draw dots.

ten

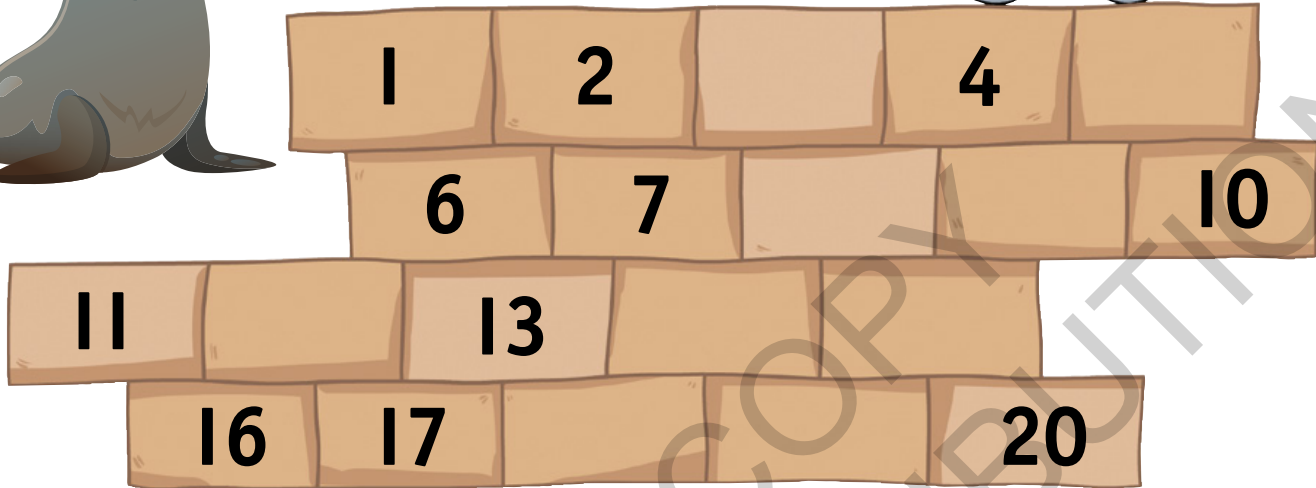
twenty

twelve

eleven



1 Write the missing numbers.



2 a



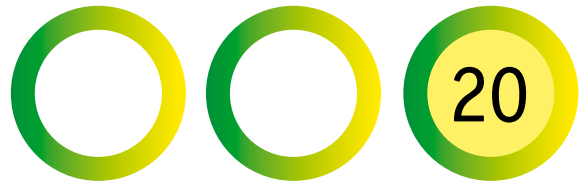
b



c



d



3



Write four numbers

a less than 20.

--	--	--	--

b more than 20.

--	--	--	--

Challenge! Write your own numbers in order.

--	--	--	--	--	--	--	--

Making groups to twenty

TERM 1
Week 1



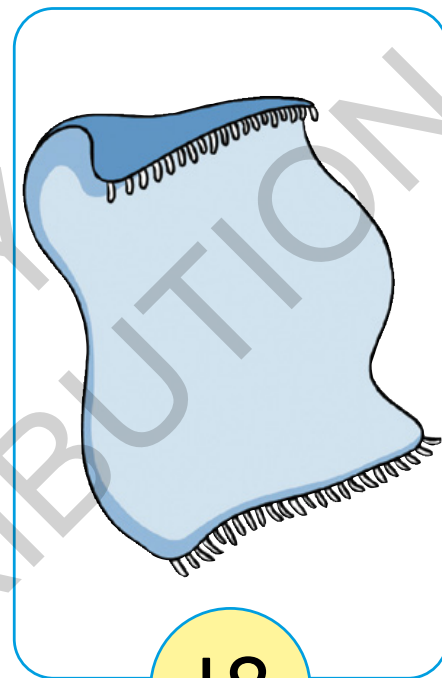
1 Draw spots.



11



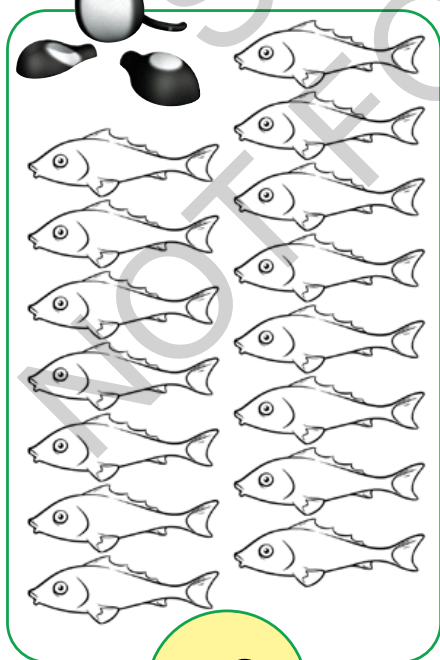
14



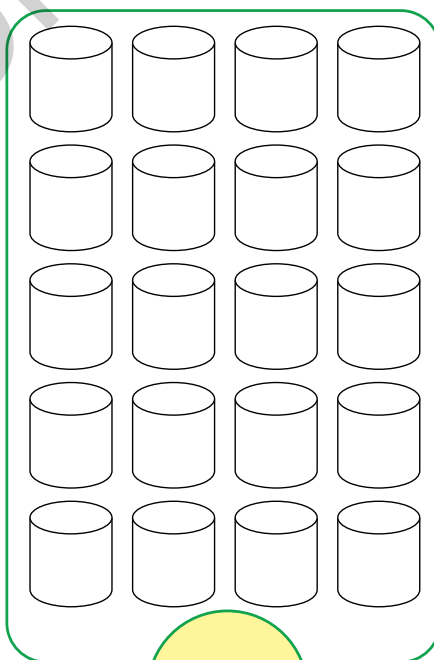
18



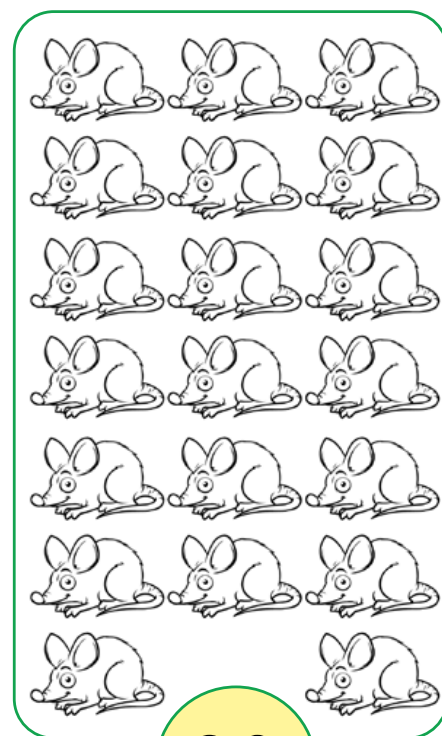
2 Colour the correct number.



12



15

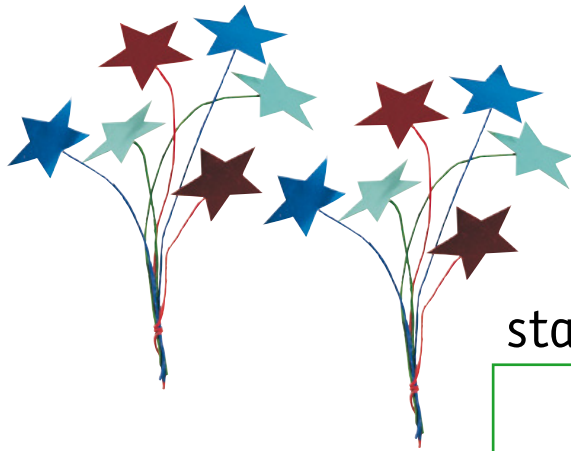


20

Comparing numbers to 20

TERM 1
Week 2

1 How many? Tick ✓ the larger number.



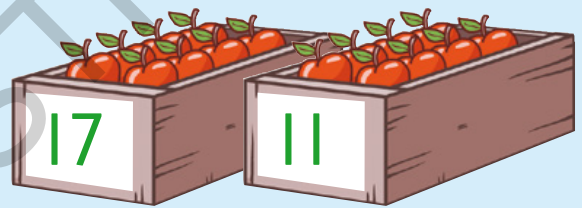
stars

☐

fruit

☐

2 Colour the **larger** number.



16

15

19

18

20

13

3 Colour the **smallest** number.

10

12

11

14

16

13

17

19

16

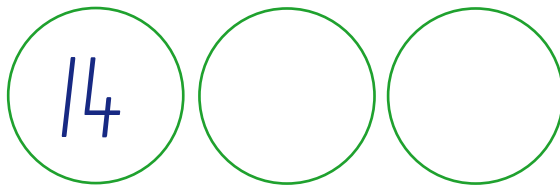
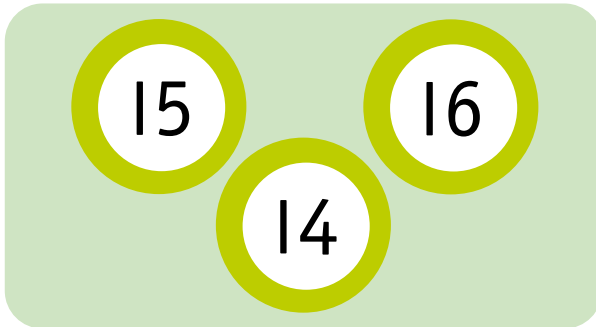
18

15

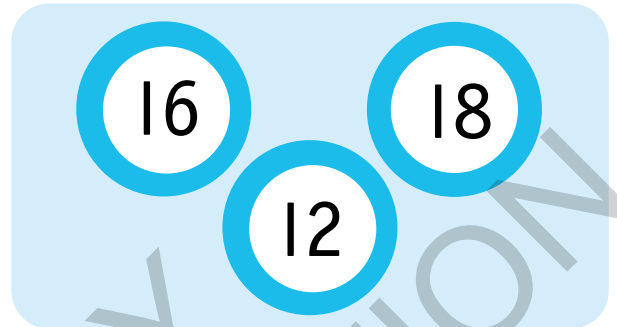
17

Write the numbers in order.

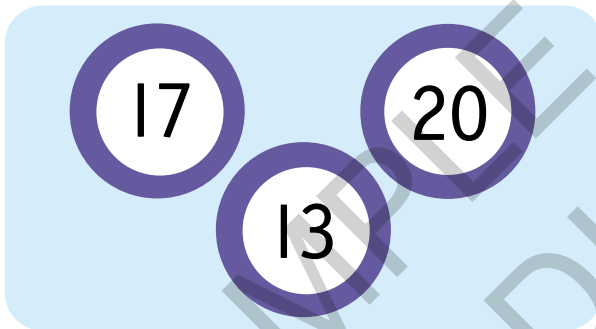
1



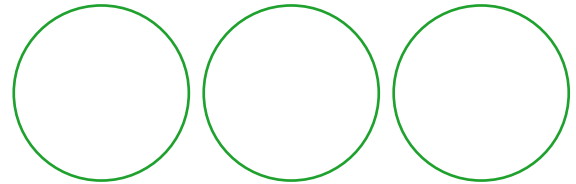
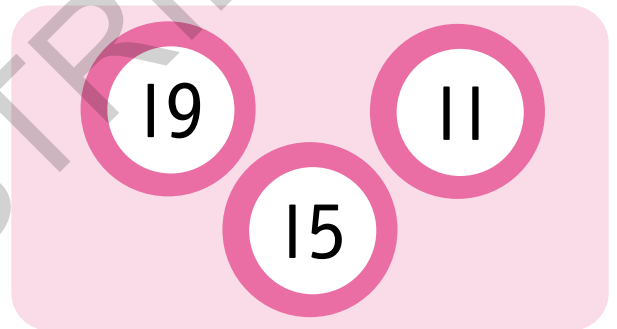
2



3



4



5 What number comes

after 10

after 13

after 18

after 15

14

11

16

19

before 17

before 15

before 20

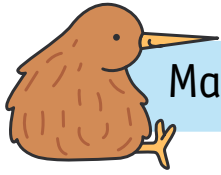
before 12

More than and less than

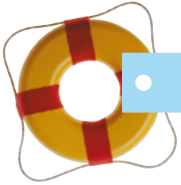
TERM 1
Week 2

This is the
dollar sign
\$

1

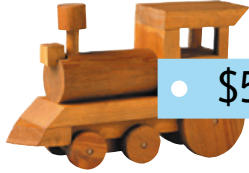


Make each price \$1 **more**.



\$8

\$9

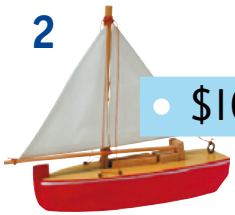


\$5

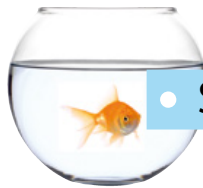


\$9

2



\$10



\$15



\$11

One **more** than

12

16

19

Two **more** than

9

15

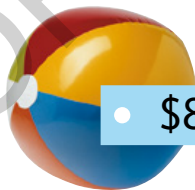
20

3 Make each price \$1 **less**.



\$6

\$5



\$8



\$10

4



\$13



\$18



\$20

One **less** than

9

14

17

Two **less** than

7

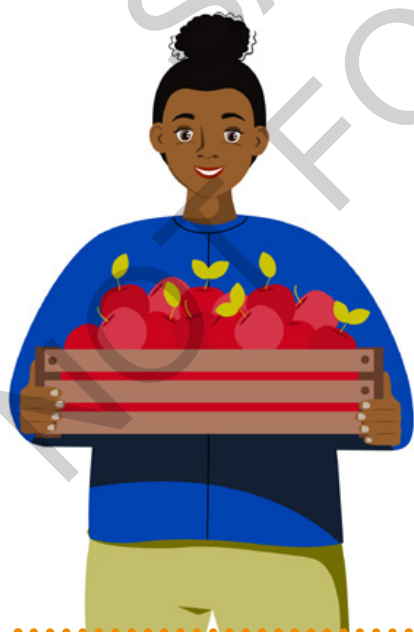
12

15

On the farm

The farmer can see 4 heads and 12 legs.
What animals can the farmer see? Draw them.

.....



I can solve a problem by:

- ☐ comparing groups and counting to 12 ☐ drawing a picture

Colour.

3

4

5

Use counters to help you.

2 and 1

4 and 0

3 and 2

2 and 3

1 and 2

3 and 0

3 and 1 more

4 and 1 more

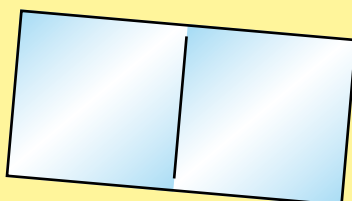
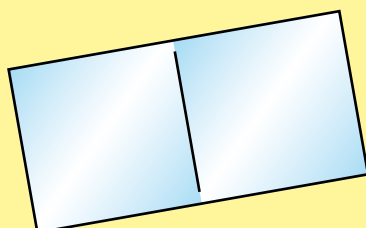
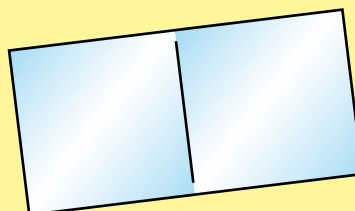
5 add 0

2 add 2

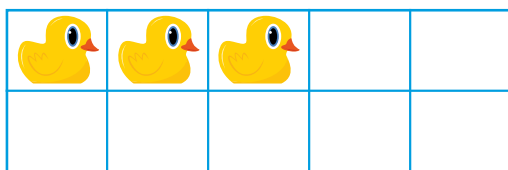
1 add 3

Challenge!

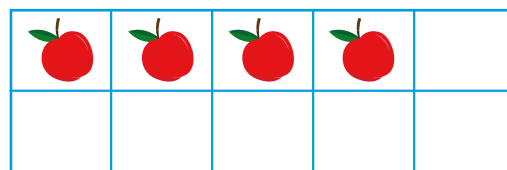
Draw dominoes with 6 spots.
Make each one different.



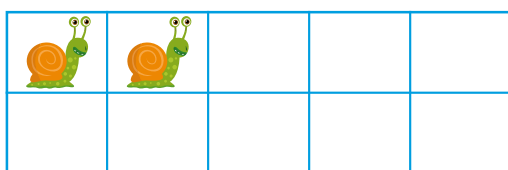
1 How many more to make 7?



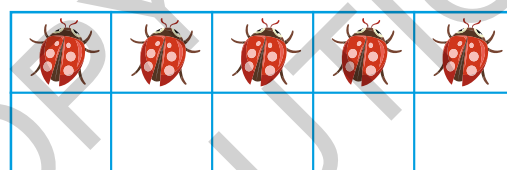
$$\boxed{3} + \boxed{} = \boxed{}$$



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

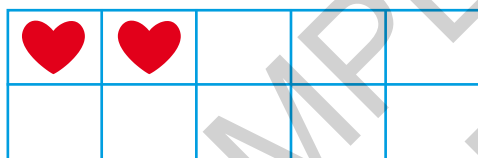


$$\boxed{} + \boxed{} = \boxed{}$$

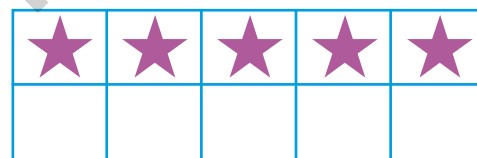


$$\boxed{} + \boxed{} = \boxed{}$$

2 How many more to make 8?

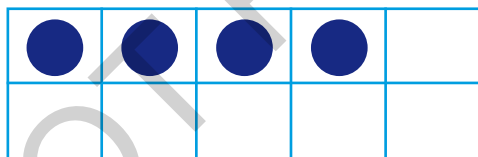


$$\boxed{} + \boxed{} = \boxed{}$$

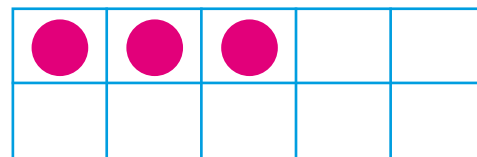


$$\boxed{} + \boxed{} = \boxed{}$$

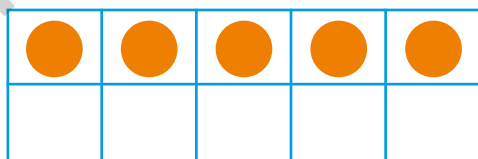
3 How many more to make 9?



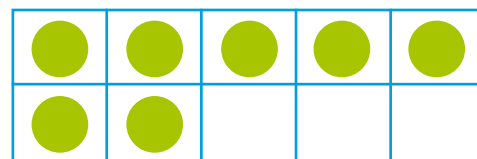
$$\boxed{} + \boxed{} = \boxed{}$$



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



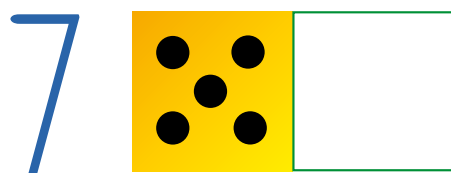
$$\boxed{} + \boxed{} = \boxed{}$$



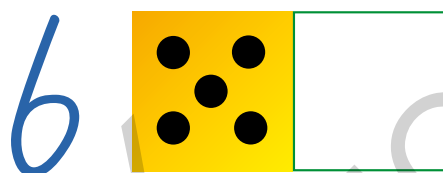
$$\boxed{} + \boxed{} = \boxed{}$$



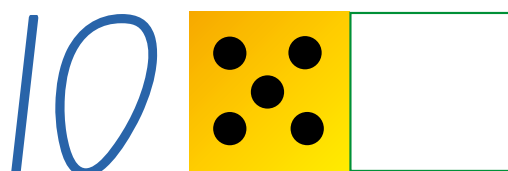
Draw more dots to match the number.



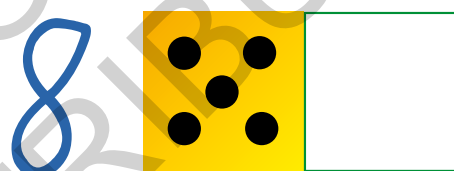
5 + _____



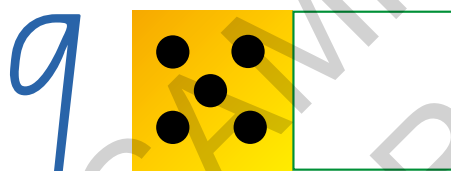
+ _____



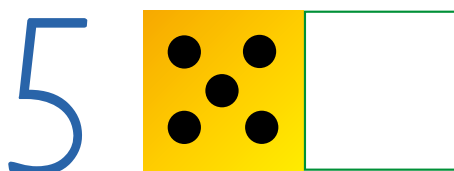
+ _____



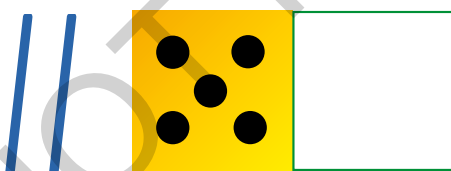
+ _____



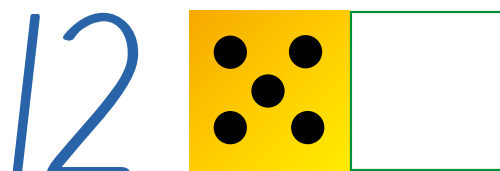
+ _____



+ _____



+ _____



+ _____

Challenge!

How many dots did you draw altogether?

--

1 Colour to match the number. Count how many are left.

4



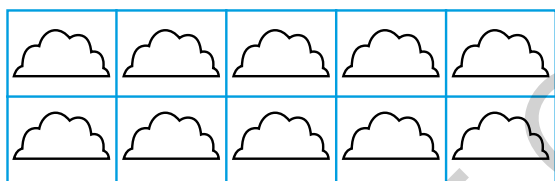
$$4 + \square = 10$$

6



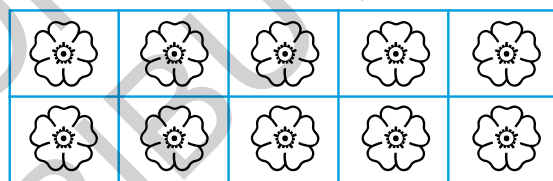
$$6 + \square = \square$$

8



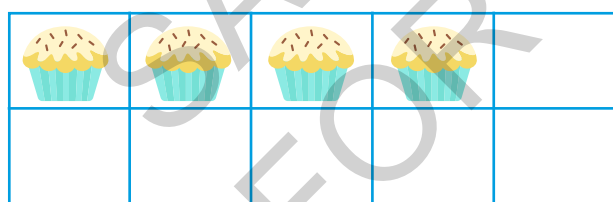
$$8 + \square = \square$$

10

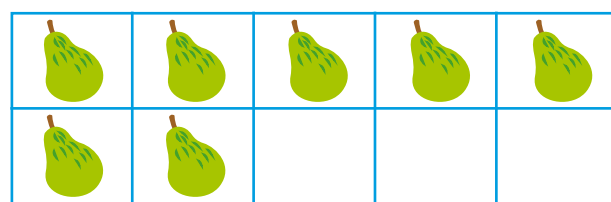


$$10 + \square = \square$$

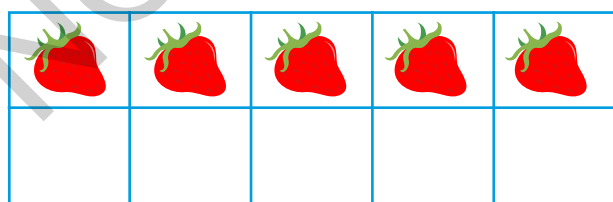
2 Fill the ten frame. Complete the number sentence.



$$4 + \square = 10$$



$$7 + \square = 10$$



$$5 + \square = 10$$



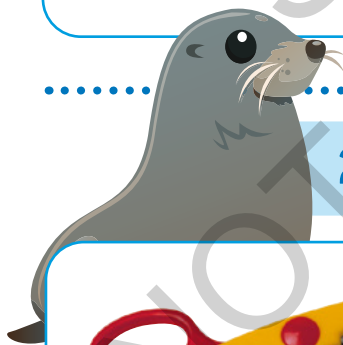
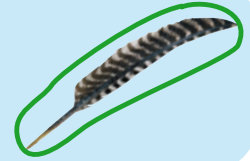
$$2 + \square = 10$$

Heavy and light

TERM 1
Week 4



1 Cross the heavy things.
Circle the light things.



2 Circle.



heavier



lighter

Comparing weight

TERM 1
Week 4



compare
weights

1 Use some of these.



2 Draw.

is heavier than

is heavier than

is heavier than

is heavier than

Tallest and shortest

TERM 1
Week 4

1 Circle.

the tallest



the highest



the shortest



the lowest



2 Draw.



a shorter boy

a taller girl

Explore

Who is the tallest in your class?

Draw your pencil.

Circle  things **shorter** than your pencil.

Tick  things that are **longer**.



Mastery Checklist

- I can: ☐ compare the length and weight of objects
☐ use comparing words to describe length and weight

1 How many shoes?













2 Write the even numbers in order.

2								
---	--	--	--	--	--	--	--	--

3 How many socks?













4 Write the odd numbers in order.

1								
---	--	--	--	--	--	--	--	--



1 How many triangles? Colour even **blue** and odd **green**.



2 Write in order.

Even numbers

2

4

6

--	--	--	--	--

Odd numbers

1

3

5

--	--	--	--	--

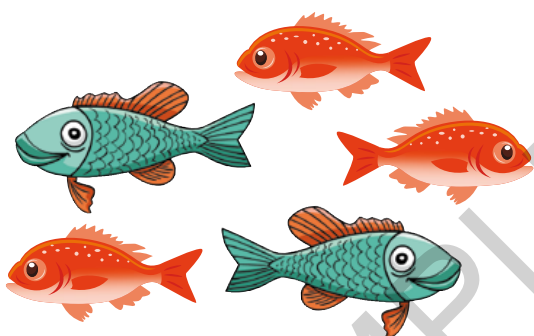
Checkpoint 1

I Draw and add.



3 more balls.

How many balls?



3 more fish.

How many fish?



4 more blocks.

How many blocks?



1 more teddy.

How many teddies?

I can solve problems by:

☐ counting on to add ☐ drawing a picture

Checkpoint 1

- 2 Choose a number. Write it in the circle.
Tell us everything you can about this number.
Draw and write.



Diagram for writing and drawing about a chosen number. It consists of a central circle connected to four larger rectangular boxes (top-left, top-right, bottom-left, bottom-right) for writing and drawing.

To do this, I needed to:

- ☐ write numbers as quantities
- ☐ write numbers in numerals
- ☐ write numbers in words

I enjoyed this task!





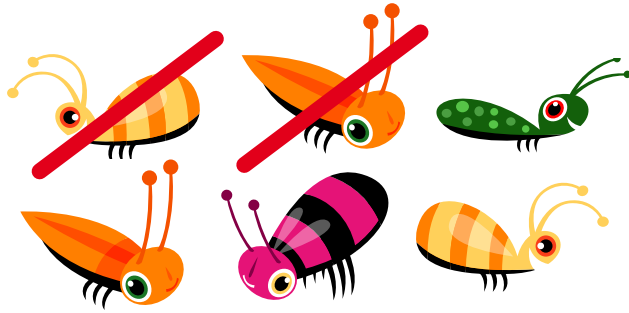
Take away 2.



5

→→→→→→

1 Take away.

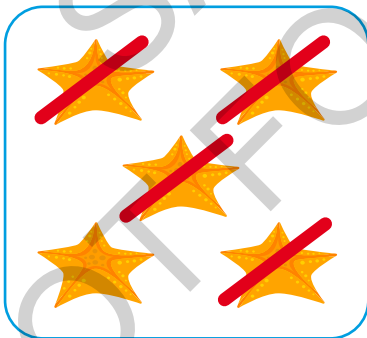


6 take away 2 is



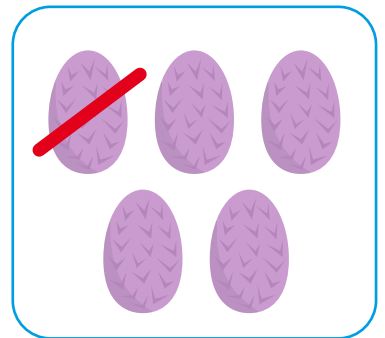
5 take away 3 is

2 Match.



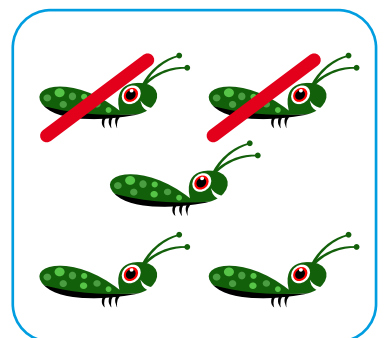
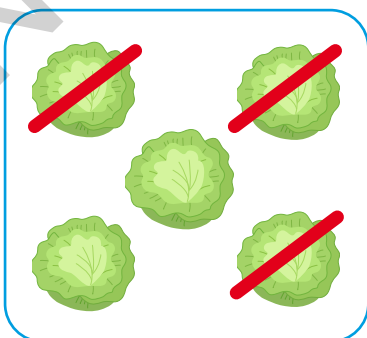
5 take away 2

5 take away 4

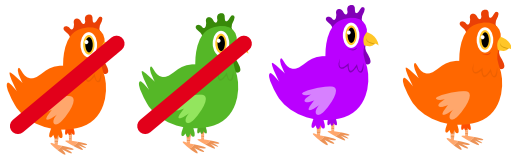


5 take away 3

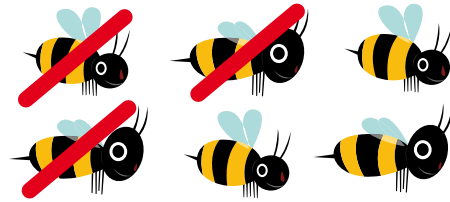
5 take away 1



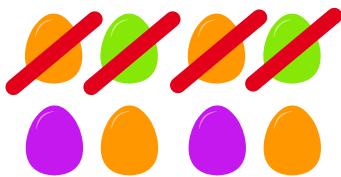
I Find the answers.



$$4 - 2 = \square$$



$$6 - 3 = \square$$



$$8 - 4 = \square$$



$$10 - 5 = \square$$

2



3 ducks. 1 walks away.

How many left?

3



4 turtles. 2 swim away.

How many left?

4



5 crabs. 4 run away.

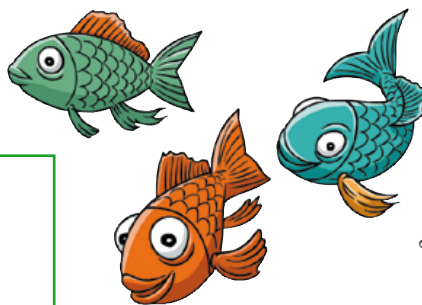
How many left?

Subtraction stories

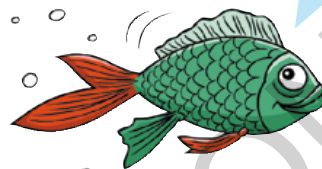
TERM 1
Week 6

- 1 4 fish.
1 swims away.

How many left?



Subtract =
Take some away.



- 2 3 cats.
2 run away.

How many left?



- 3 4 bikes.
2 ride away.

How many left?



- 4 5 cars.
2 drive away.

How many left?



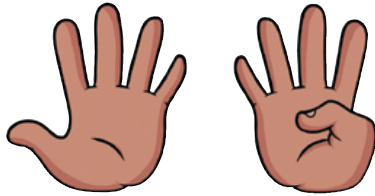
Challenge! 8 mice. 3 run away.

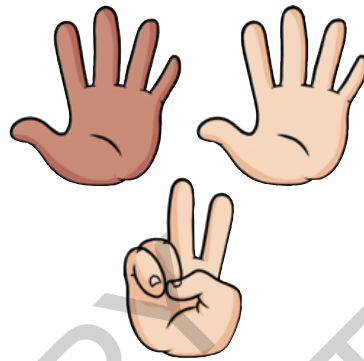


How many left?

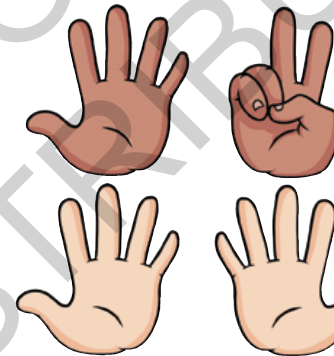
How many fingers?

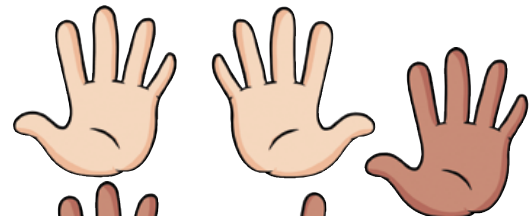
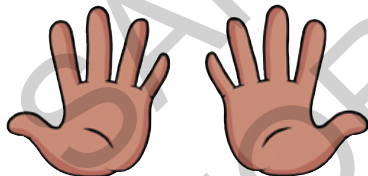
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30

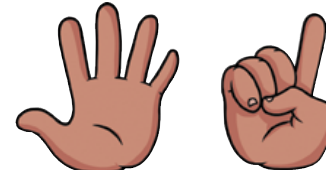












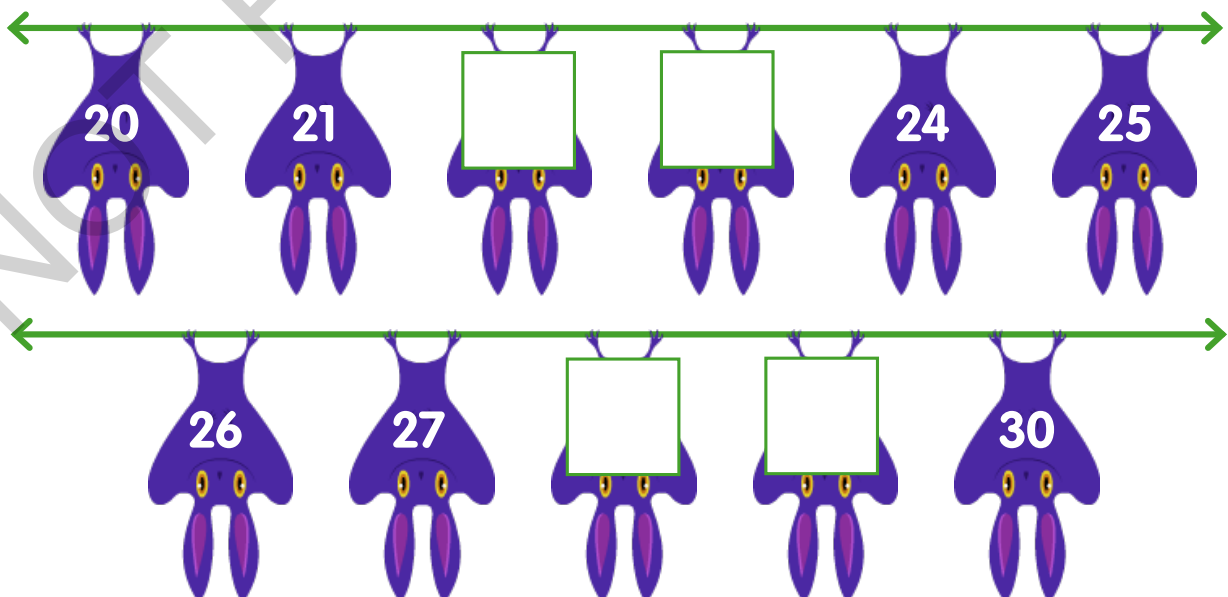


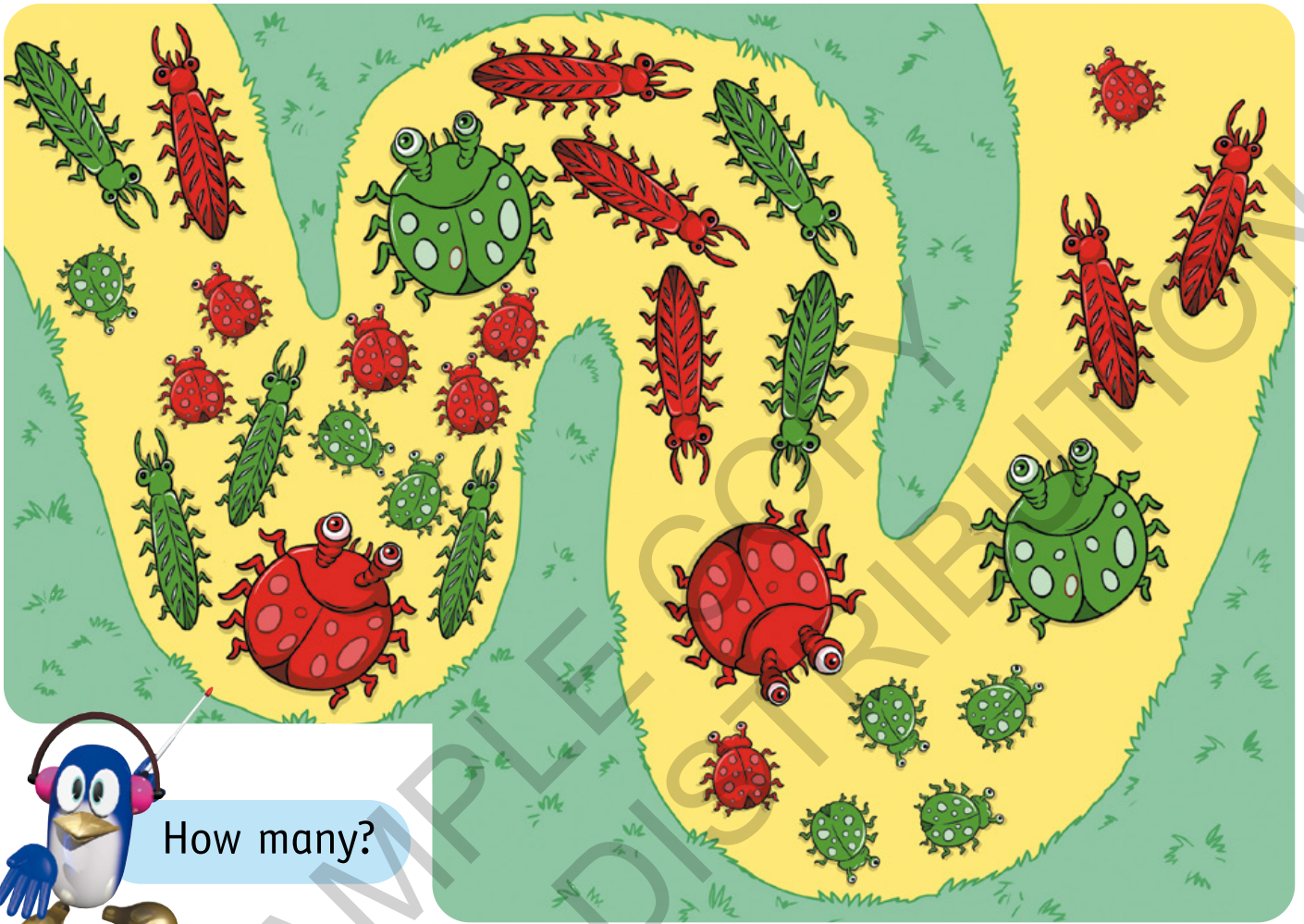


1 Match.

thirty	20	twenty-three
twenty-five	21	twenty-six
twenty-nine	22	twenty-one
twenty	23	twenty-eight
twenty-two	24	twenty-four
twenty-seven	25	
	26	
	27	
	28	
	29	
	30	

2 Complete the number lines.





How many?



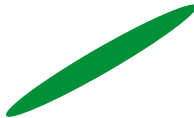
red



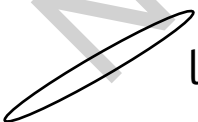
small, round



green



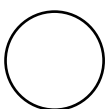
long, green



long



round, red



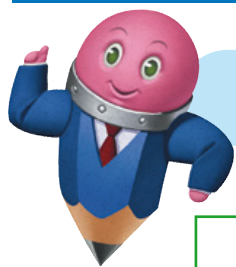
big,
round



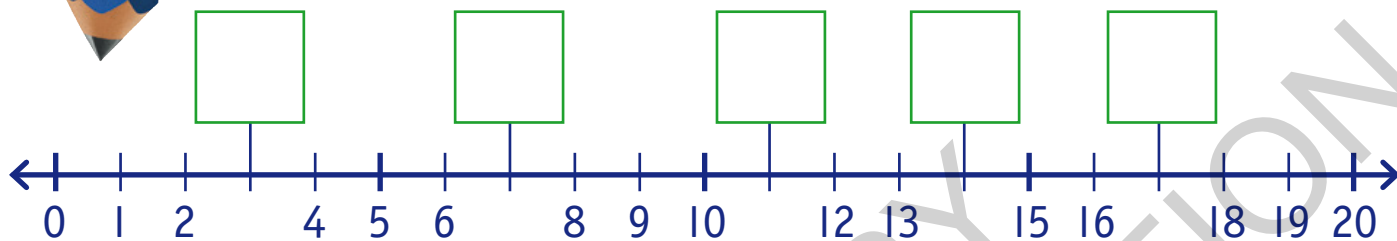
bugs altogether

Using a number line

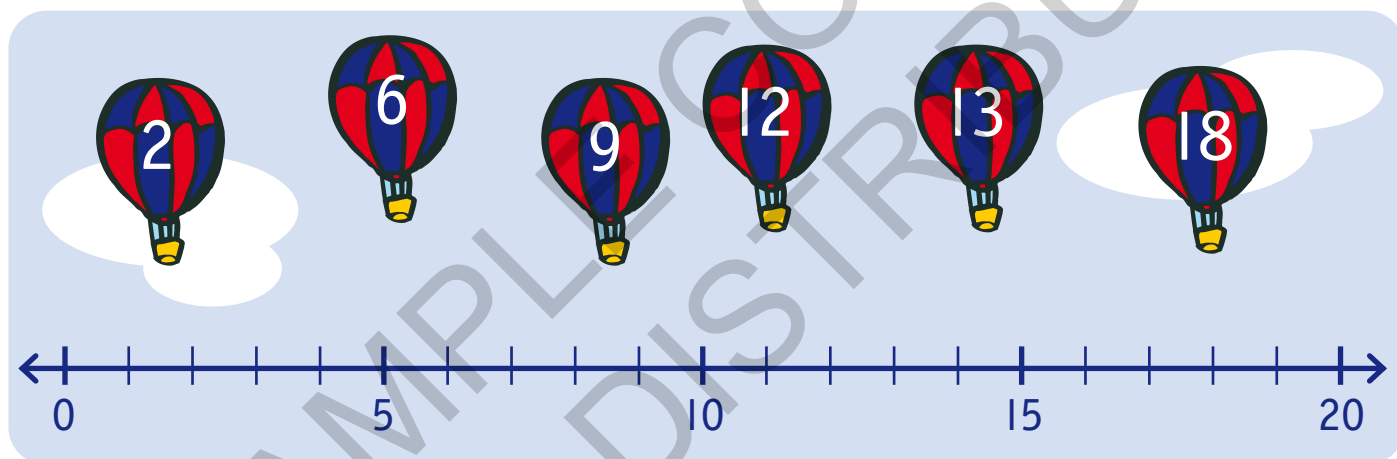
TERM 1
Week 7



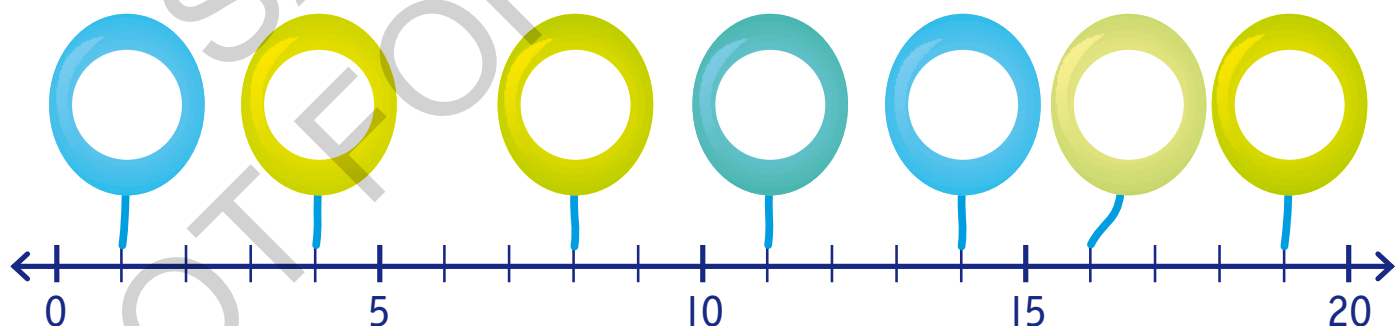
1 Write the missing numbers.



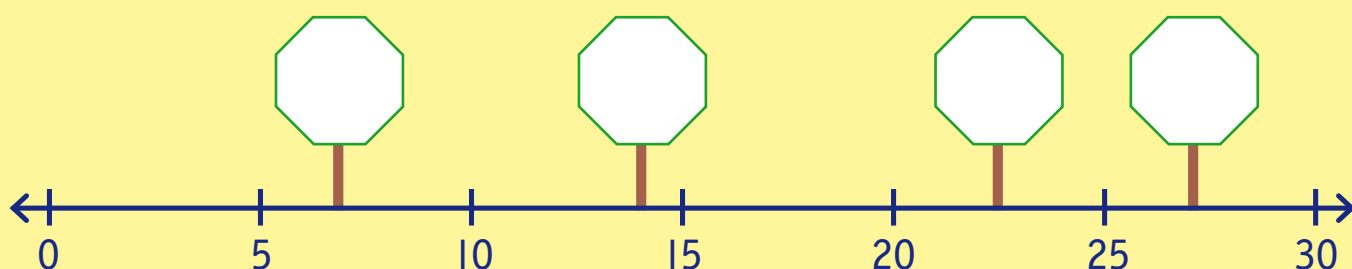
2 Match.



3 Write the numbers.



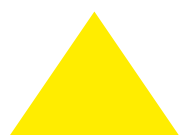
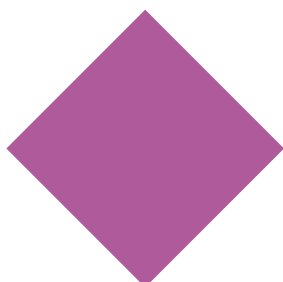
Challenge! Estimate the numbers.



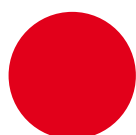
Circle shapes that are:



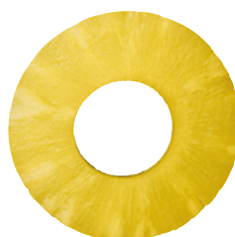
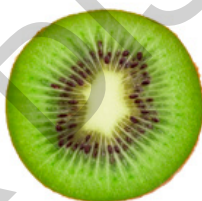
square



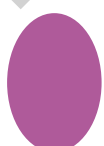
triangle



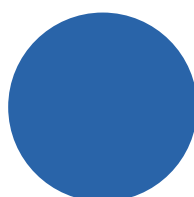
circle



rectangle



oval



1 Colour the shapes.

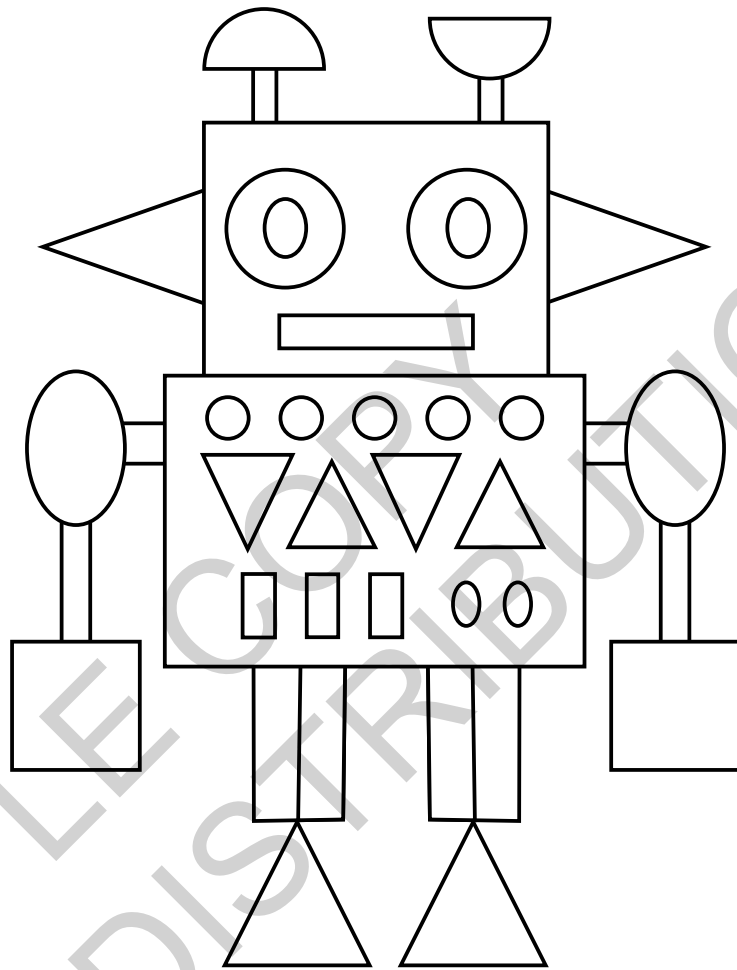
triangle = **red**

square = **green**

rectangle = **yellow**

circle = **orange**

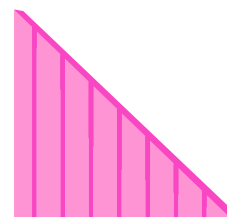
oval = **blue**



2 Match.



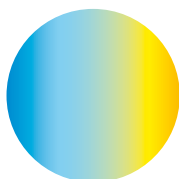
1 side



2 sides



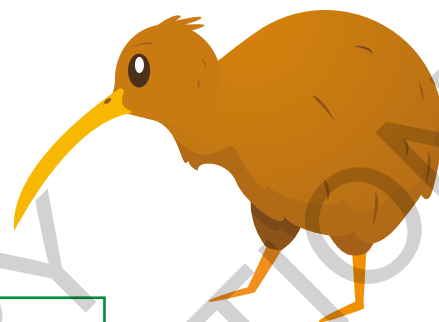
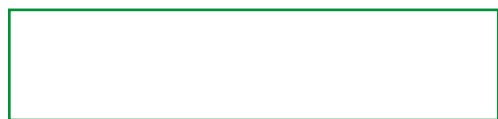
3 sides



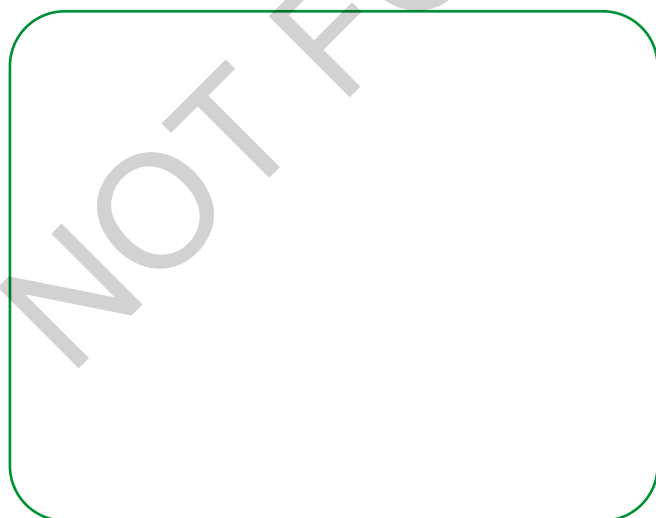
4 sides



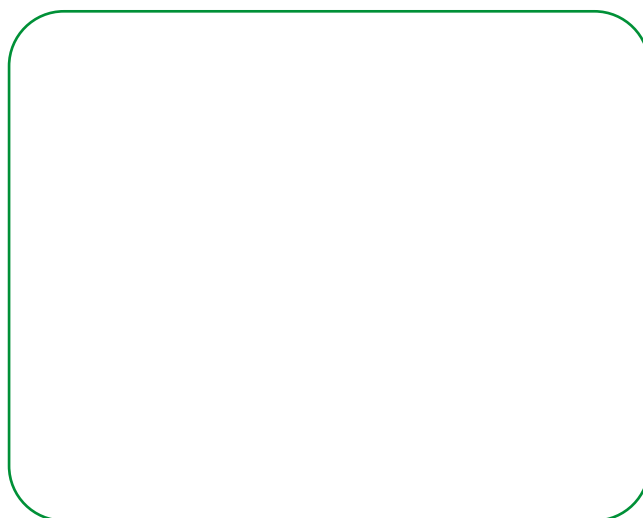
- 1 Label the parts of the shapes — **corner** or **side**.



2 Draw

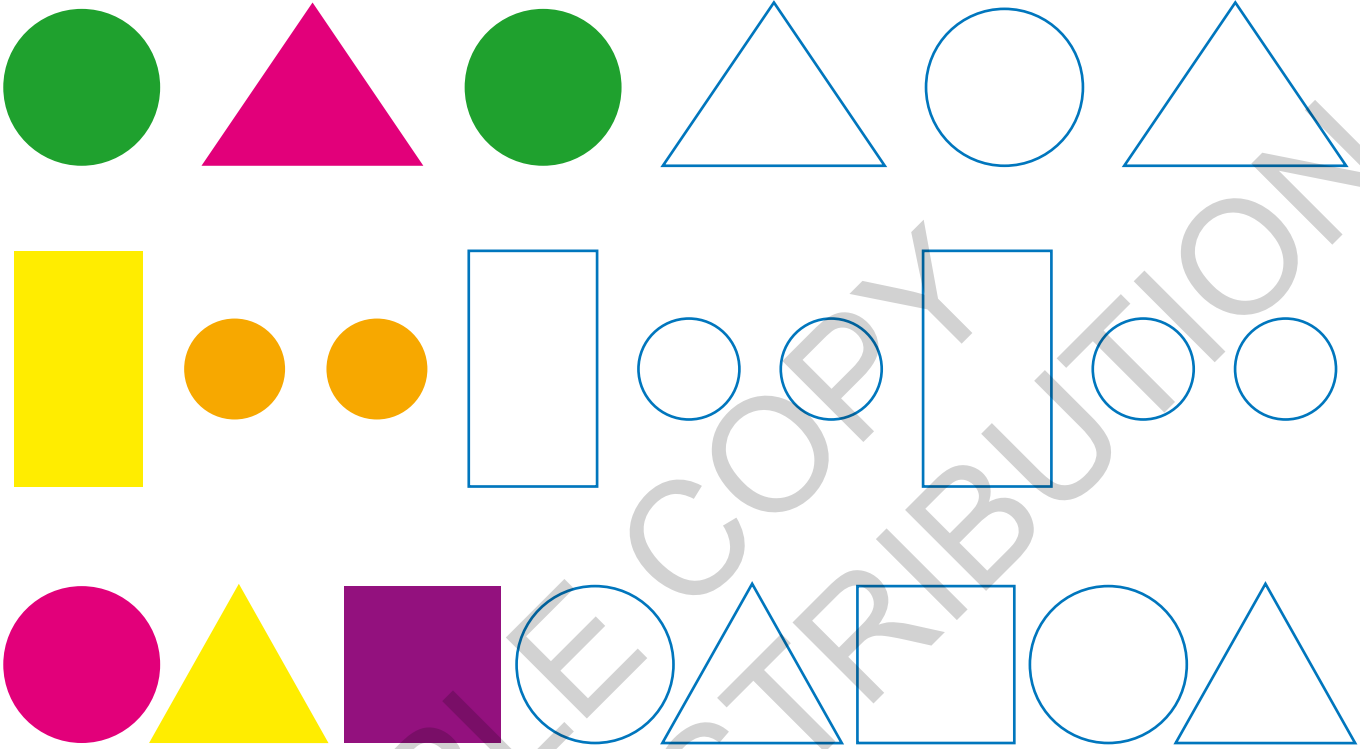


a shape with 4 sides.

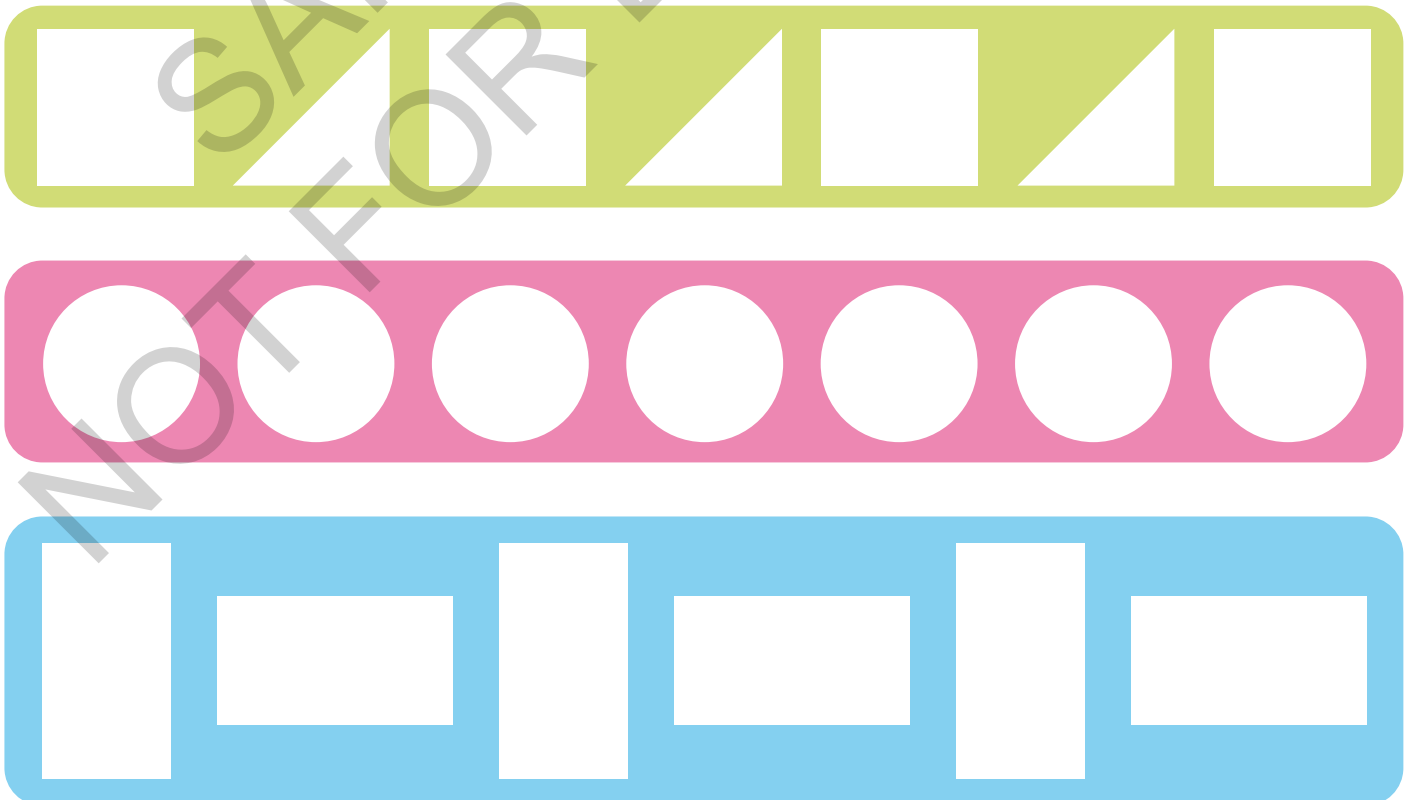


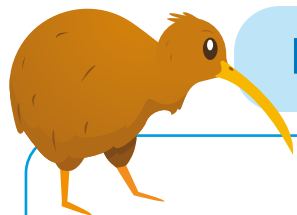
a shape with 3 corners.

1 Colour to repeat the pattern.



2 Colour to make a pattern.





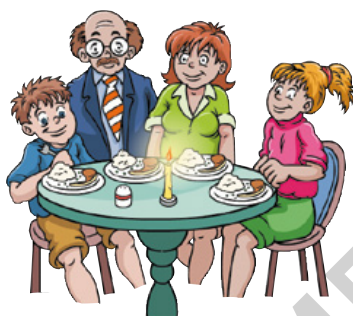
1 Match.



daytime



night time



2 Draw something you do

before lunch

after lunch



morning

afternoon

I Match.



hours



minutes



seconds

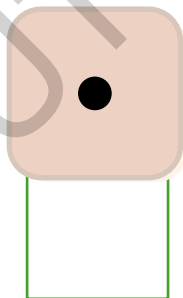
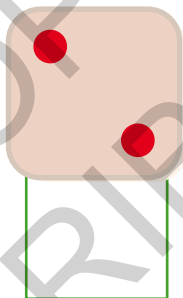
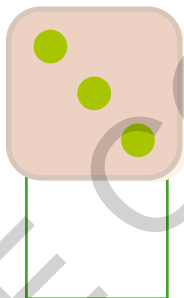
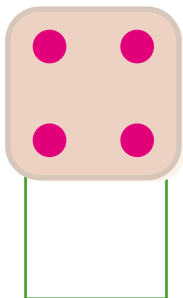
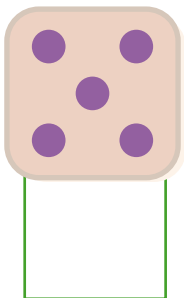
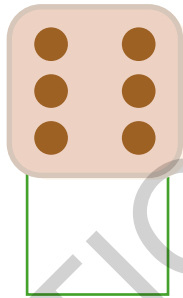
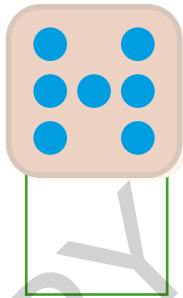
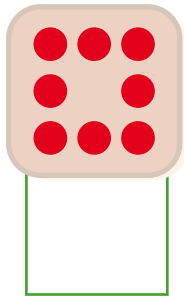
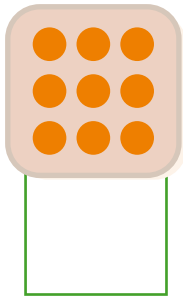
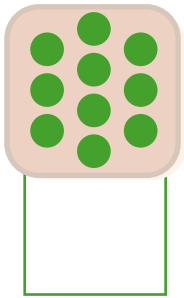


2 How long does it take? Write hours, minutes or seconds.

travel to school	
write your name	
a birthday party	
blink your eyes	
go to the pool	

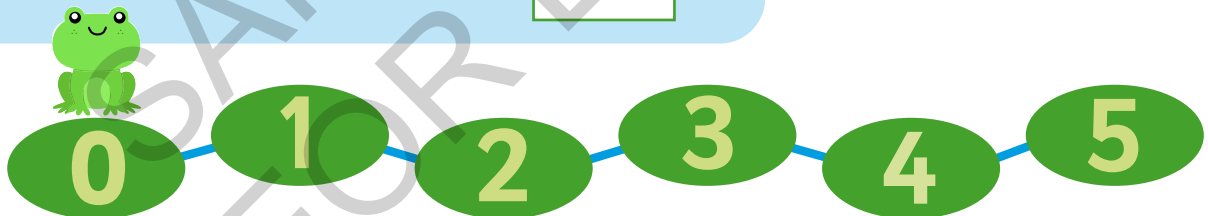
Checkpoint 2

1 Write the numbers.

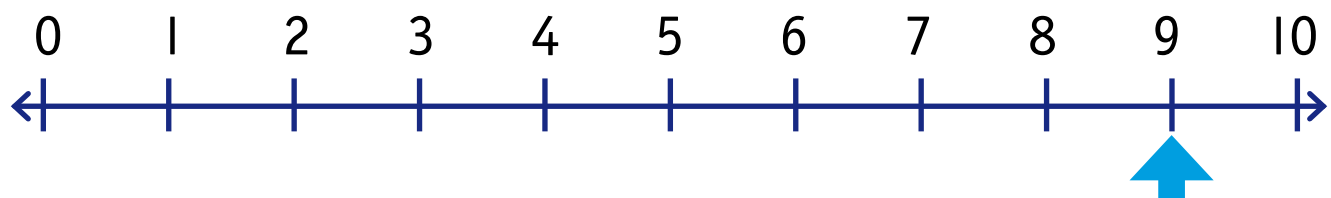
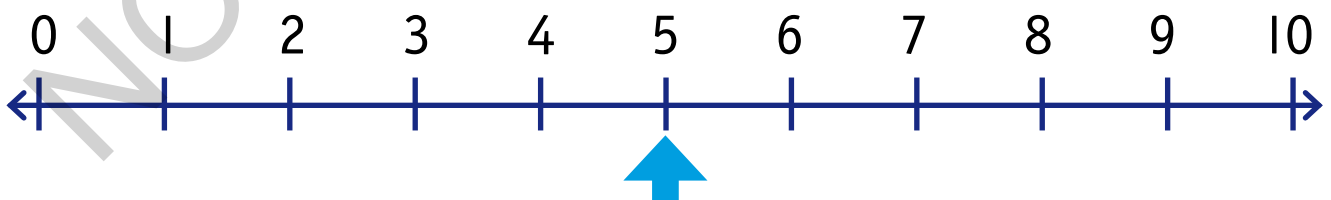


2 Frog jumps **forwards** 3 spaces.

She lands on number .



3 Count back 4 places. Circle the number.



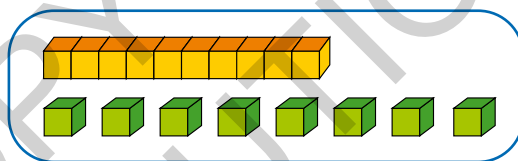
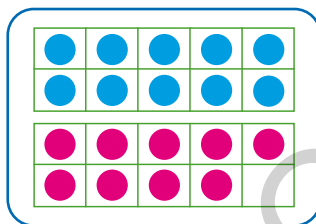
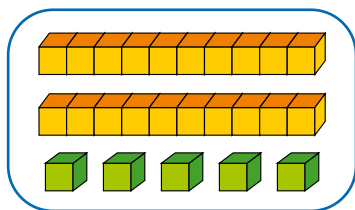
Checkpoint 2

4 Write the number. Match to a picture.

eighteen

nineteen

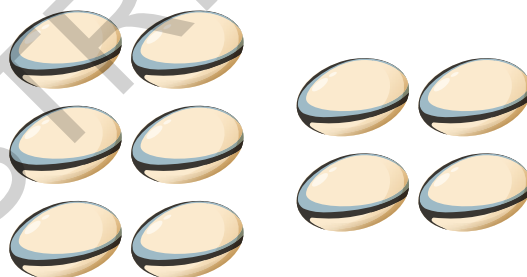
twenty-five



5



$$10 - 3 =$$



$$6 + 4 =$$

6 Match.



minutes

hours

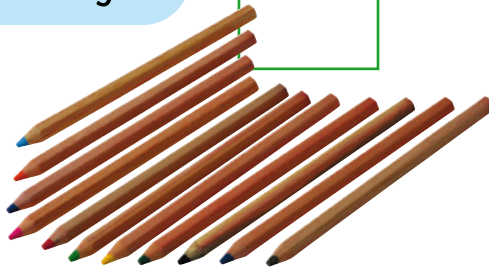


Counting to 30

TERM 2
Week 1

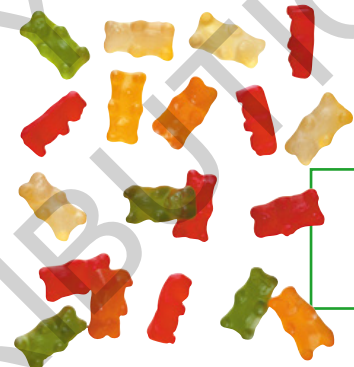


How many?





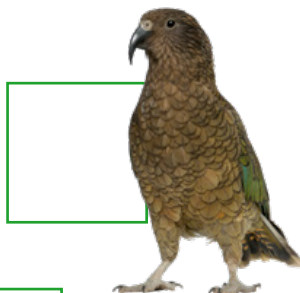




0	1	2	3	4	5	6	7	8	9
10	11	12	13	13	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30									





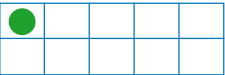
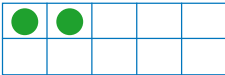




Te reo Māori numbers to 10

TERM 2
Week 1

1 Count to 10.

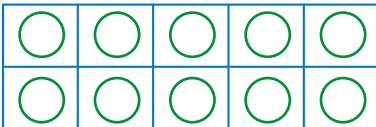
tahi 1 	rua 2 	toru 3 	whā 4 	rima 5 
ono 6 	whitu 7 	waru 8 	iwa 9 	tekau 10 

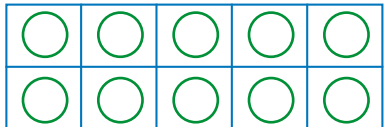
2 Write the number.

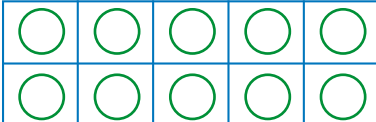
tahi	rima
waru	ono
tekau	rua

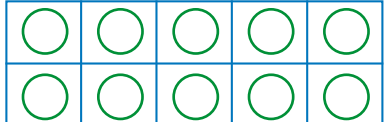


3 Colour the correct number.

toru 

whitu 

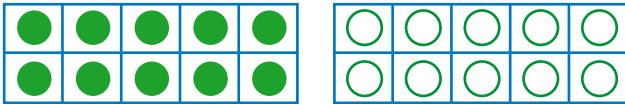
iwa 

whā 

1 Colour the correct number.

11

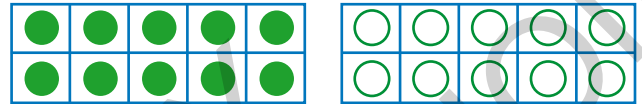
tekau mā tahi



10 + _____

12

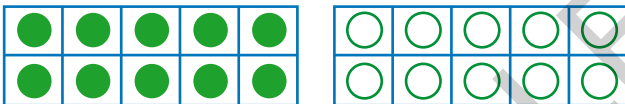
tekau mā rua



10 + _____

13

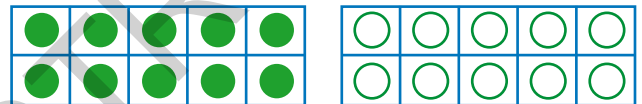
tekau mā toru



10 + _____

14

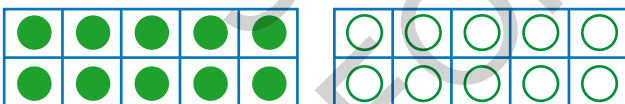
tekau mā whā



10 + _____

15

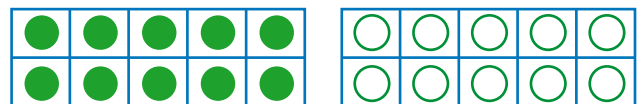
tekau mā rima



10 + _____

16

tekau mā ono



10 + _____

2 Match.

tekau mā whitu

tekau mā waru

17

18

19

20

tekau mā iwa

rua tekau

1 Colour the correct number.

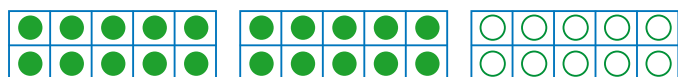
tekau → ten

tekau mā rua → ten and two

rua tekau → two tens

21

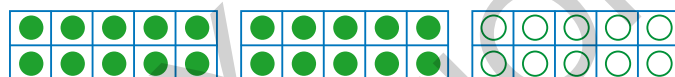
rua tekau mā tahi



20 + _____

22

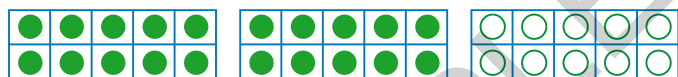
rua tekau mā rua



20 + _____

23

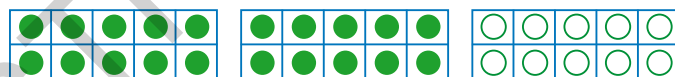
rua tekau mā toru



20 + _____

24

rua tekau mā whā



20 + _____

25

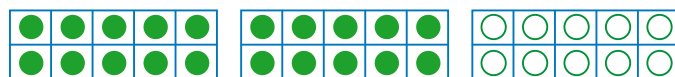
rua tekau mā rima



20 + _____

26

rua tekau mā ono



20 + _____

2 Match.

rua tekau mā whitu

rua tekau mā waru

27

28

29

30

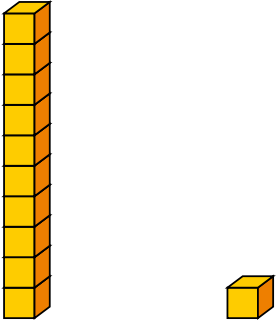
rua tekau mā iwa

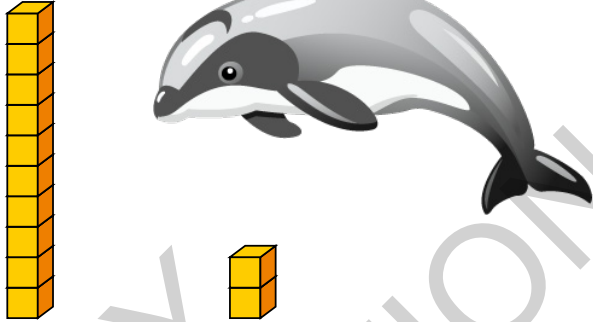
toru tekau

Adding 10 to a one-digit number

TERM 2
Week 2

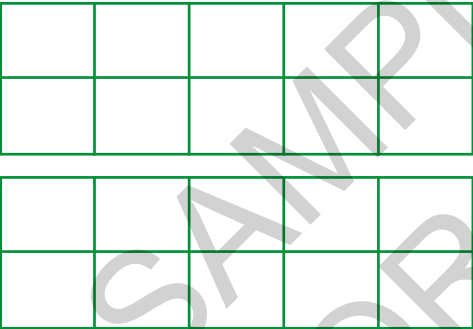
1 Complete each sum.


$$\boxed{10} + \boxed{1} = \boxed{}$$

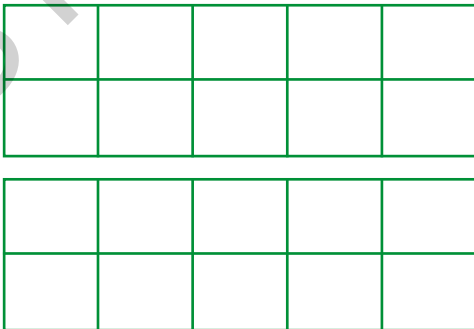

$$\boxed{10} + \boxed{2} = \boxed{}$$

2 Show each number in the ten frames. Complete the sums.

11

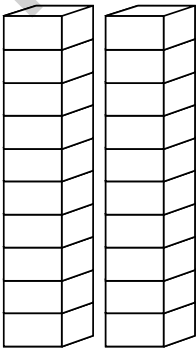

$$\boxed{10} + \boxed{} = \boxed{11}$$

12

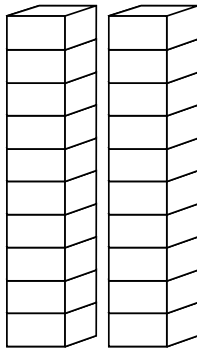

$$\boxed{10} + \boxed{} = \boxed{12}$$

3 Colour.

13

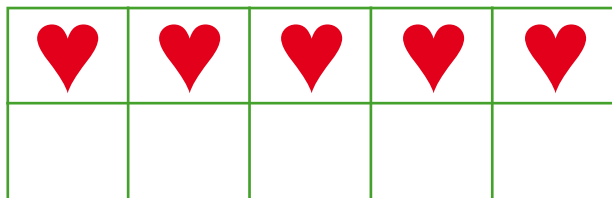

$$\boxed{10} + \boxed{} = \boxed{13}$$

14


$$\boxed{10} + \boxed{} = \boxed{14}$$

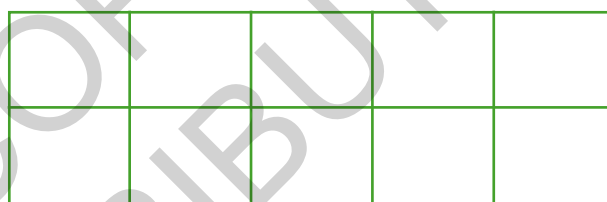
1 Complete the ten frames to make the number.

13



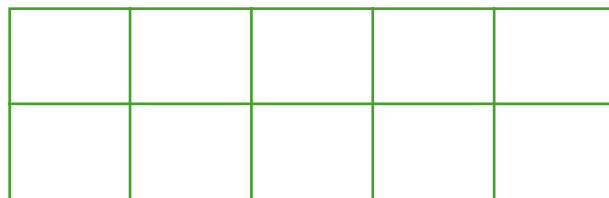
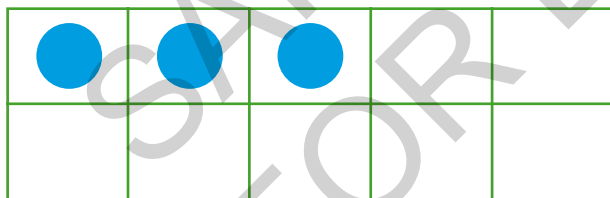
$$10 + \square = 13$$

14



$$\square + 4 = 14$$

15

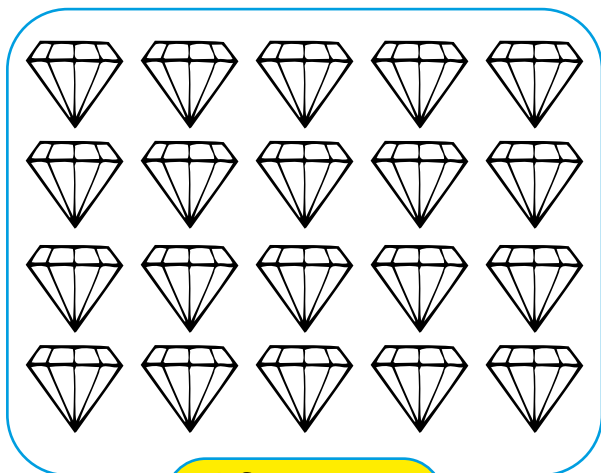


$$10 + 5 = \square$$

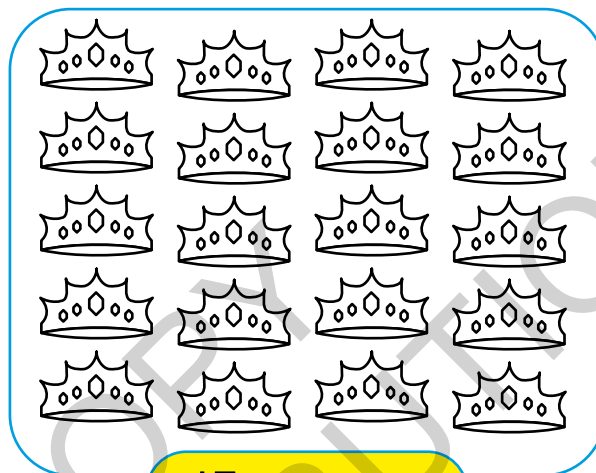
2 Write the missing numbers.



1 Colour



16 gems.



17 crowns.

2 Show each number in the ten frames.

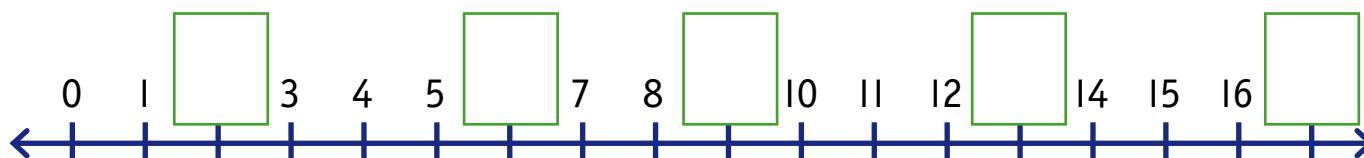
16

$$10 + \square = 16$$

17

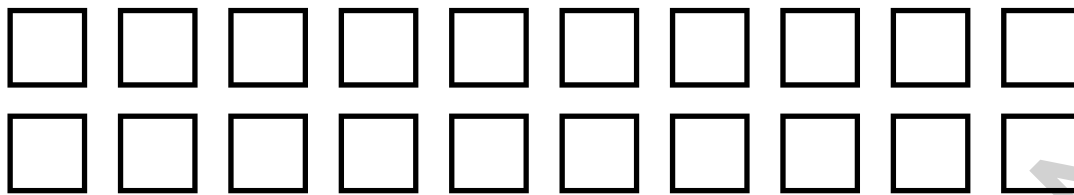
$$\square + 7 = 17$$

3 Complete.



1 Colour.

18

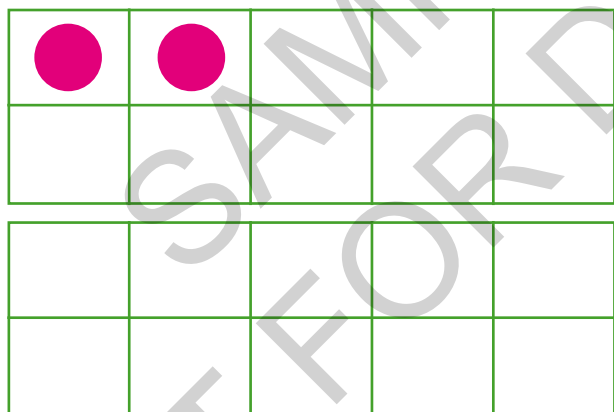


19



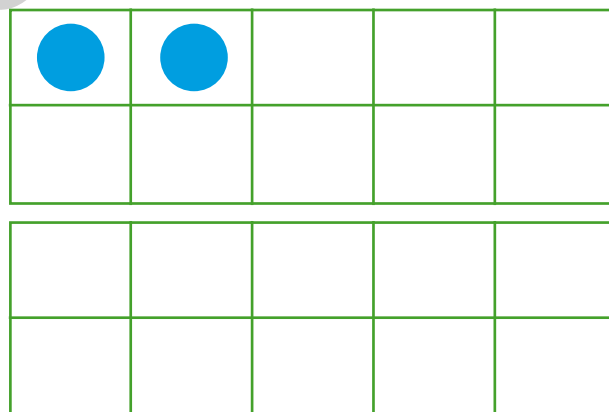
2 Draw more to make each number.

19



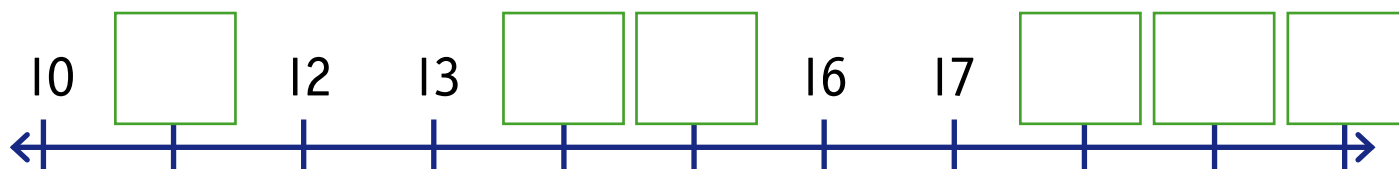
$$10 + \square = 19$$

20



$$\square + 10 = 20$$

3 Complete.



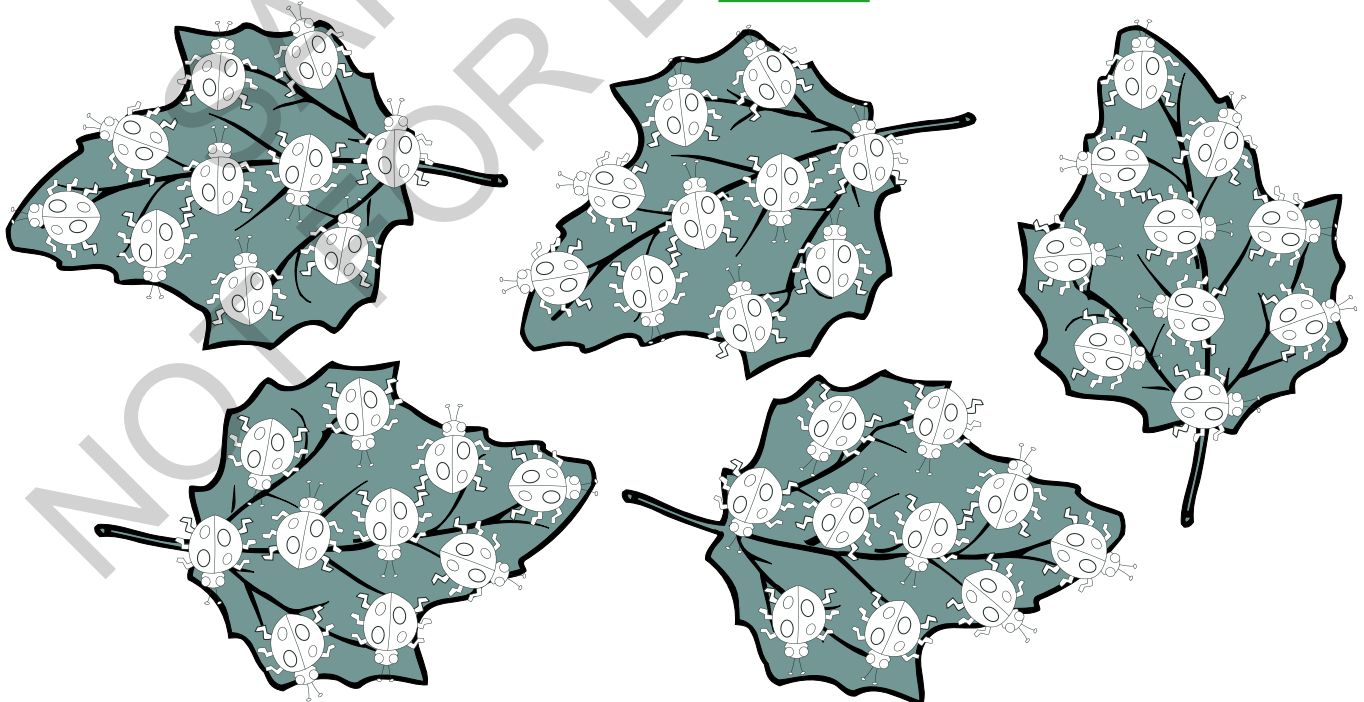


1 Complete.

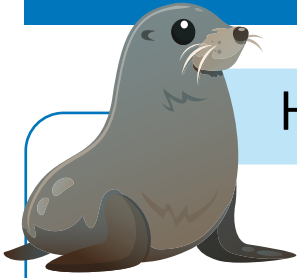
1	2	3				7	8		10
11	12	13			16				20
21			24	25		27			30
31	32		34		36		38		40
	42	43		45		47		49	

2 How many bugs altogether?

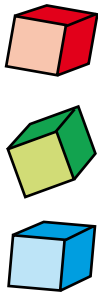
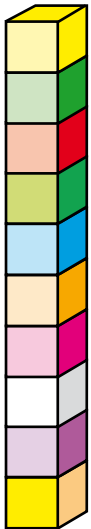
Count in tens.

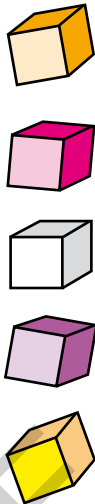


Colour. 24 bugs **red** 12 bugs **green** 14 bugs **blue**

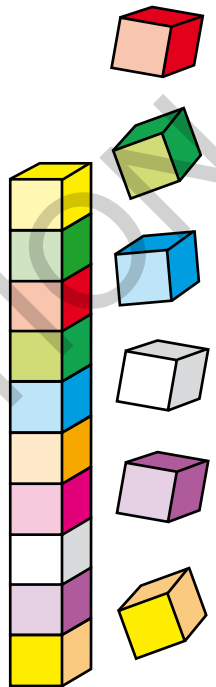


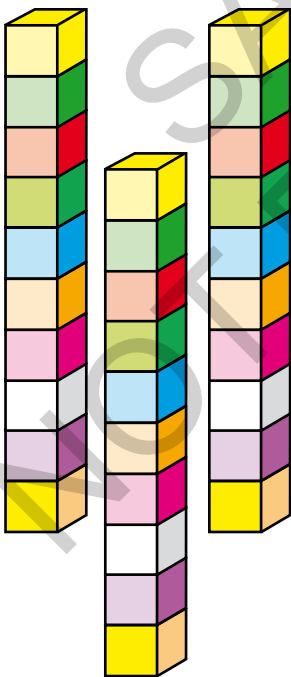
How many?

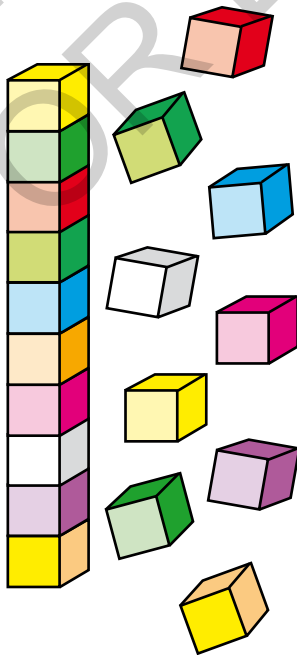


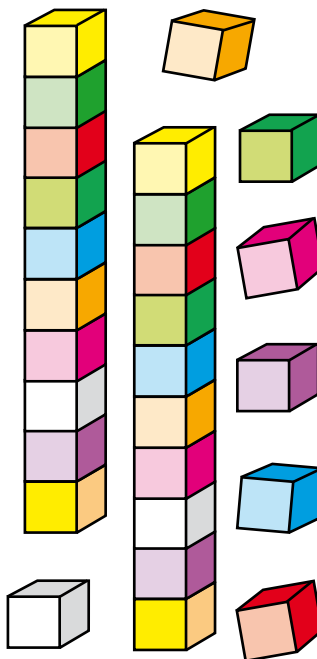






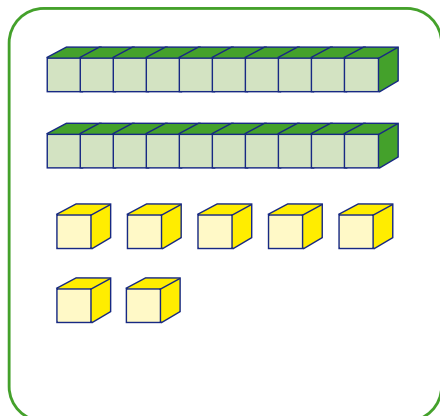


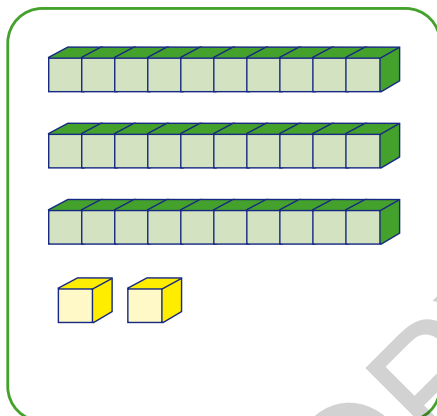


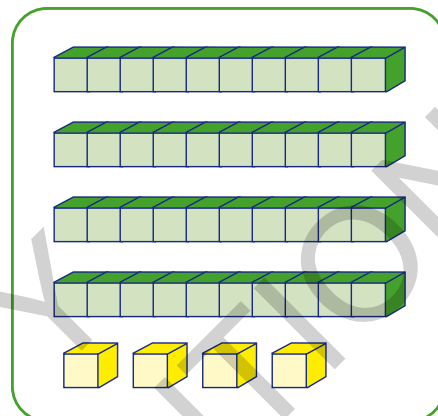


Draw a number.

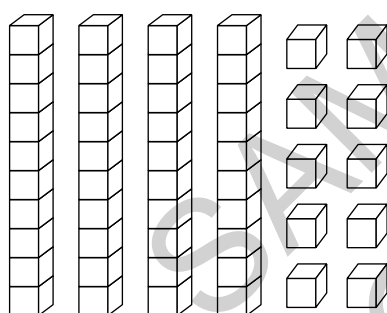
1 How many?



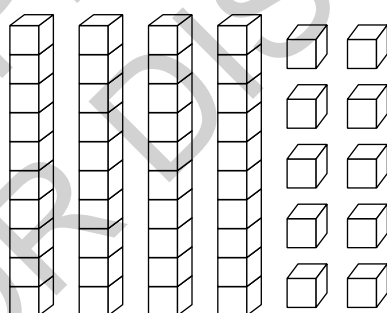




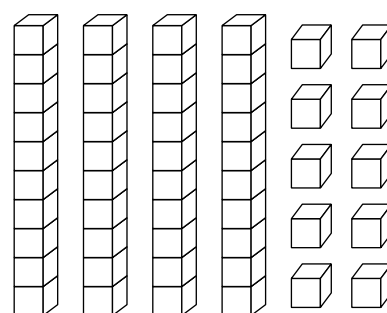
2 Colour the correct number of blocks.



33

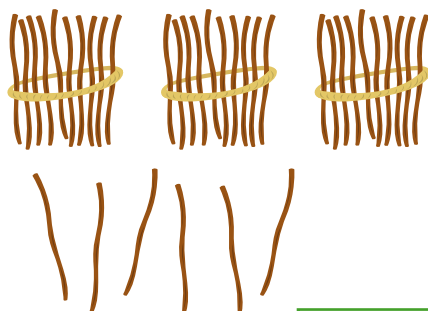
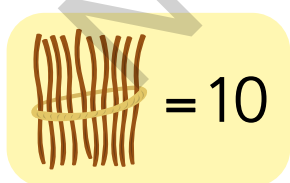


40

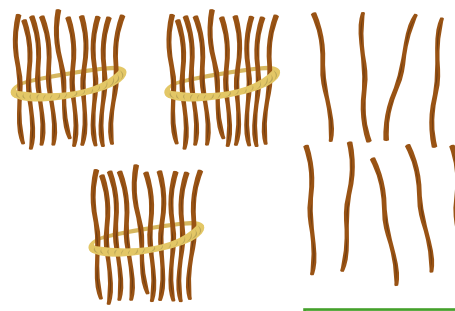


38

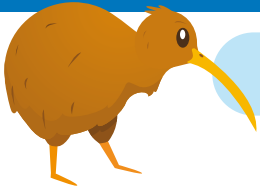
3 Count.



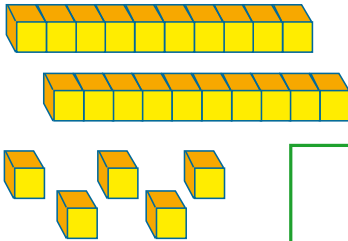
How many?

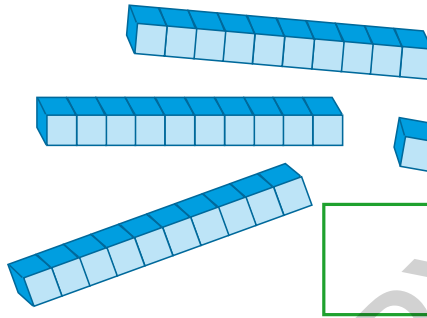


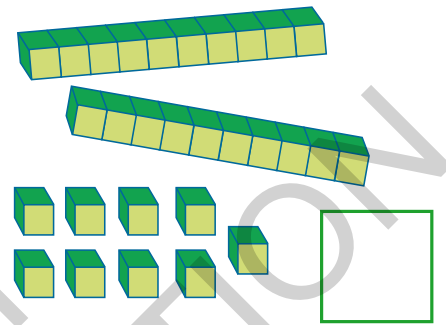
How many?

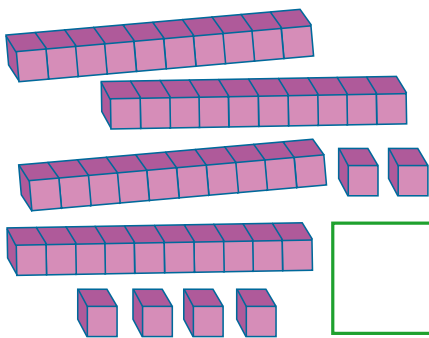


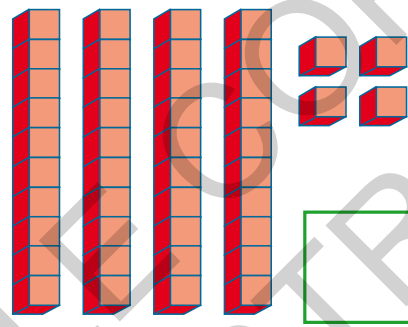
1 How many?

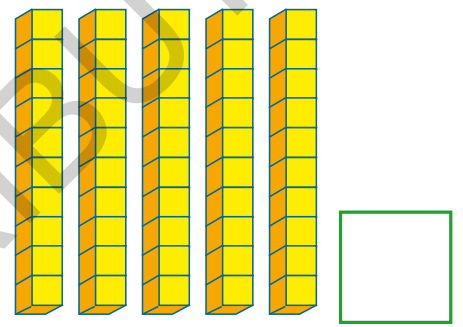












2 Write in order.

smallest

largest



3 Complete.

$$25 = 20 + 5$$

$$29 = \square + \square$$

$$44 = \square + \square$$

$$49 = \square + \square$$

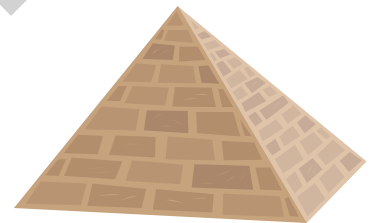
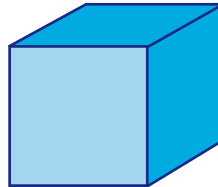
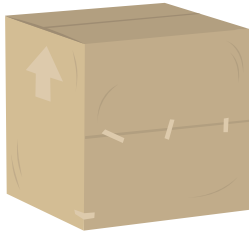
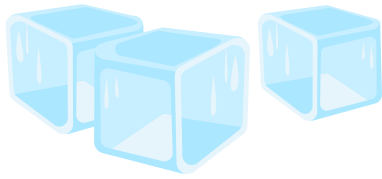
$$31 = 30 + \square$$

$$47 = 40 + \square$$

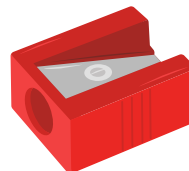
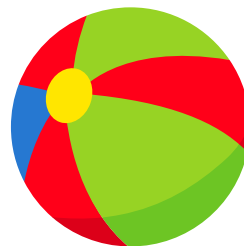
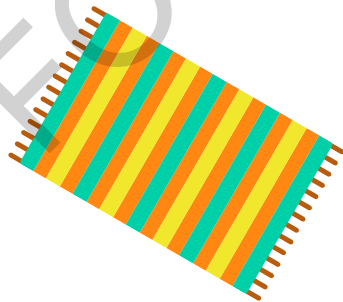
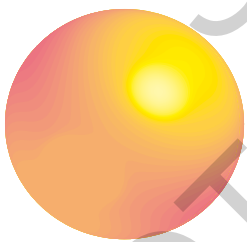
$$50 = \square + \square$$

$$30 = \square + \square$$

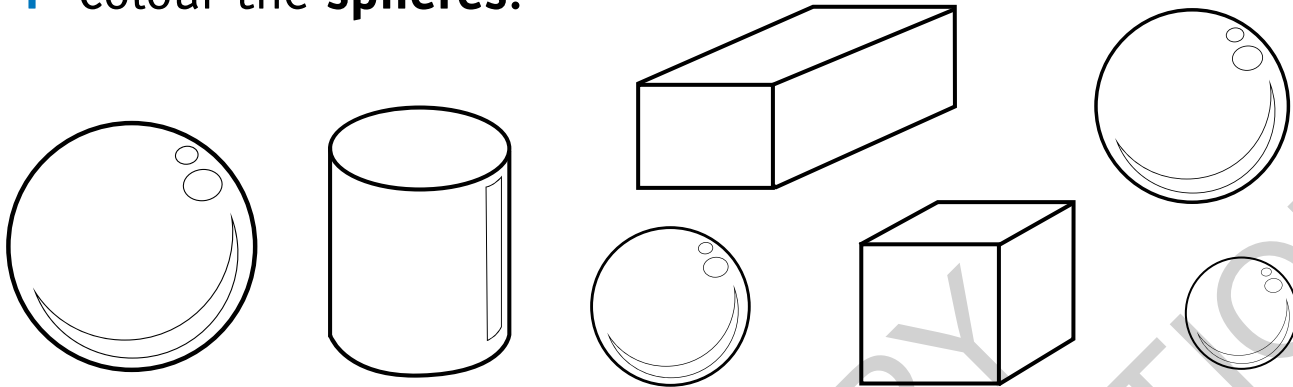
1 Which pictures are **cubes**?  Circle them.



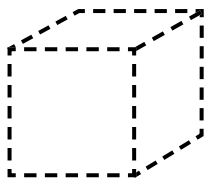
2 Join the kiwi to the **spheres**. 



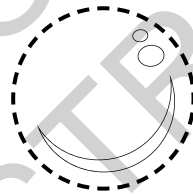
1 Colour the **spheres**.



2 Trace and colour. Write the shape name.



This is a



This is a

3 Draw



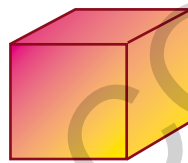
the cube.



the sphere.



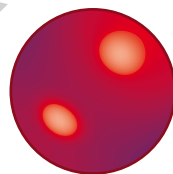
Use colours to match.



cube



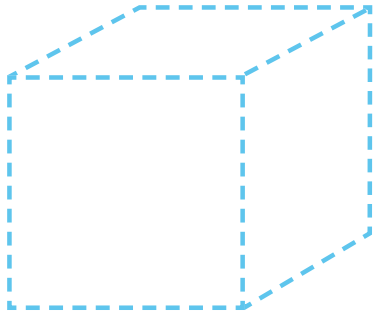
cylinder



sphere

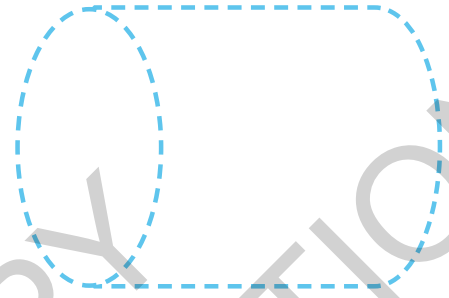


1 Trace.



This is a

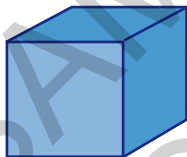
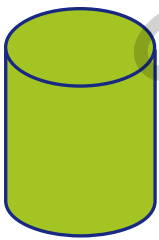




This is a



2 Match.



cylinder

cube

6 square faces

2 flat round faces

can roll

8 corners

Name objects that are shaped like a cylinder.

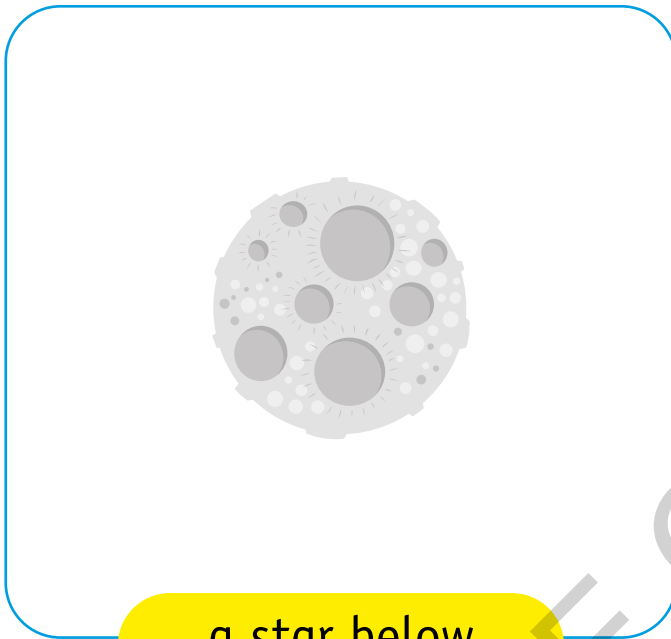
Name objects that are shaped like a cube.

Draw



- a fishbowl  **on** the table.
- a cat  **in front of** the lounge.
- a ball  **under** the table.
- a picture  **above** the lounge.
- a balloon  **between** the table and the door.
- a book  **on** the rug.

1 Draw



a star below
the moon.



a bird above
the water.

2 Colour



the flower **closest** to Ruby red.

the **tallest** flower green.

the flower **furthest** away blue.

the **biggest** flower purple.

the **smallest** flower yellow.

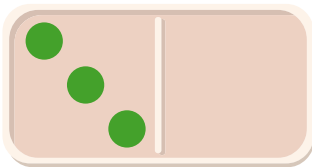
3 Draw a butterfly above the largest flower.

Checkpoint 3

1 How many? Circle groups of ten.



2 Draw, count and find the total.



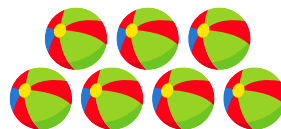
$$3 + 2 = \square$$



$$4 + 3 = \square$$



$$6 + 2 = \square$$



$$7 + 3 = \square$$

3 Write the number.

toru

tekau

tekau mā rima

Checkpoint 3

4 Write the missing numbers.

30, 31, 32,

47, , 49, 50

9, 8, 7,

25, 24, , 22

5 Match.



cube

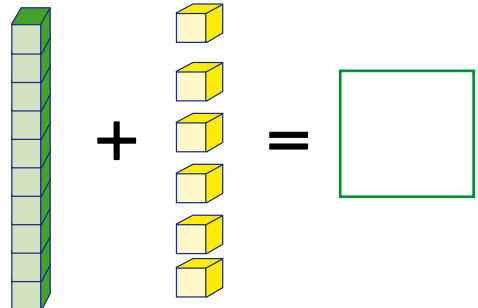
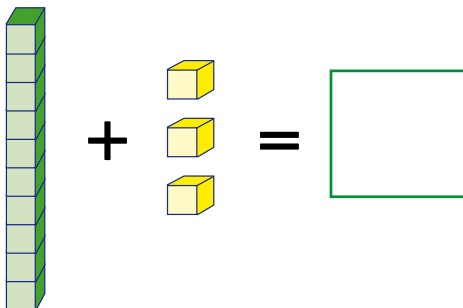
sphere



6 Add.

$$10 + 4 = \square$$

$$10 + 7 = \square$$



1 Write the answers.

$$\begin{array}{|c|} \hline \cdot \\ \hline \end{array} + \begin{array}{|c|} \hline \cdot \\ \hline \end{array} = \square$$

$$\begin{array}{|c|} \hline \cdot \\ \cdot \\ \hline \end{array} + \begin{array}{|c|} \hline \cdot \\ \cdot \\ \hline \end{array} = \square$$

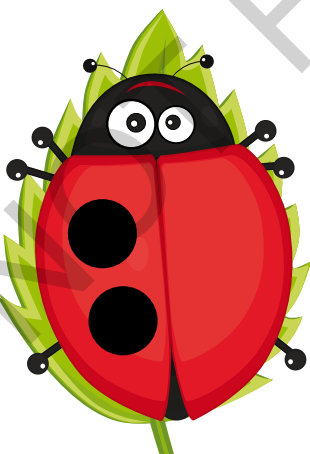
$$\begin{array}{|c|} \hline \cdot \\ \cdot \\ \cdot \\ \hline \end{array} + \begin{array}{|c|} \hline \cdot \\ \cdot \\ \cdot \\ \hline \end{array} = \square$$

$$\begin{array}{|c|} \hline \cdot \\ \cdot \\ \cdot \\ \cdot \\ \hline \end{array} + \begin{array}{|c|} \hline \cdot \\ \cdot \\ \cdot \\ \cdot \\ \hline \end{array} = \square$$

$$\begin{array}{|c|} \hline \cdot \\ \cdot \\ \cdot \\ \cdot \\ \cdot \\ \hline \end{array} + \begin{array}{|c|} \hline \cdot \\ \cdot \\ \cdot \\ \cdot \\ \cdot \\ \hline \end{array} = \square$$



2 Draw matching spots. Write the answers.



Double 2 is



Double 3 is



Double 4 is

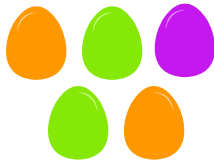
1 Write the missing numbers.



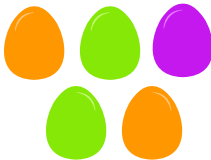
+



$$4 + \square = 8$$



+



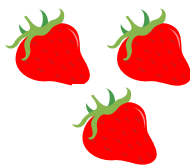
$$\square + 5 = \square$$



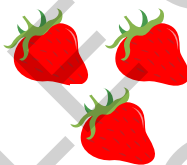
+



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



+



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



+

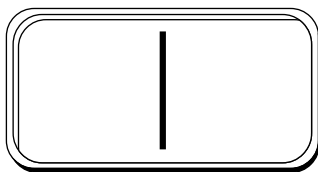


$$\square + \square = \square$$

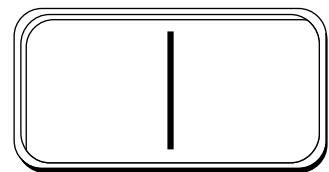
2 Draw the dominoes.



Double 4

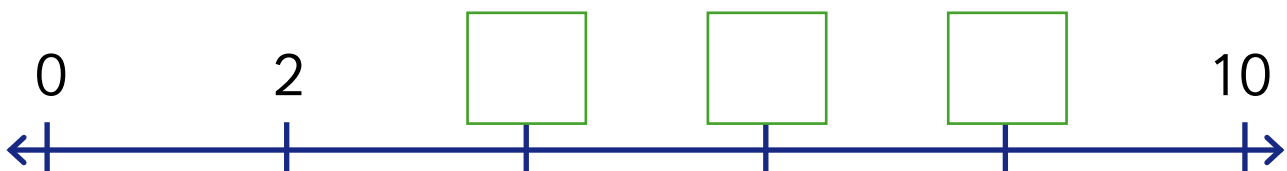


Double 5

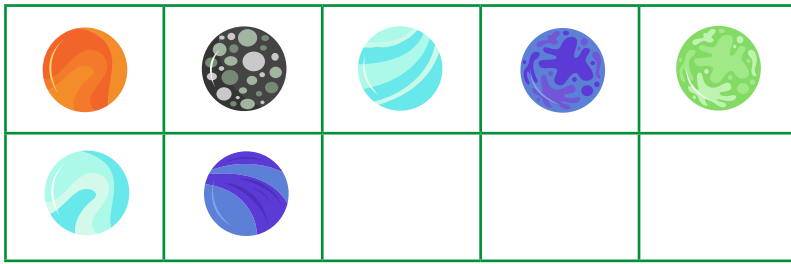


Double 3

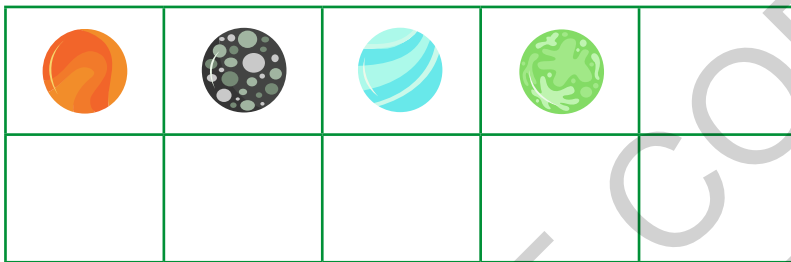
3 Fill in the missing doubles to 10 on the number line.



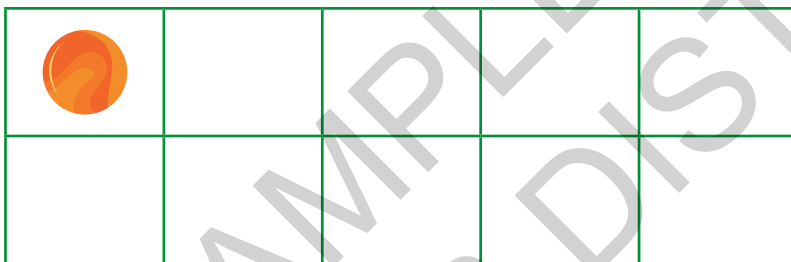
1 Draw more marbles to make **10**.



7 and more.



4 and more.



1 and more.

2 Make **10**. Draw and fill in the number sentence.



5

and

makes

10



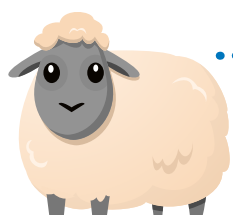
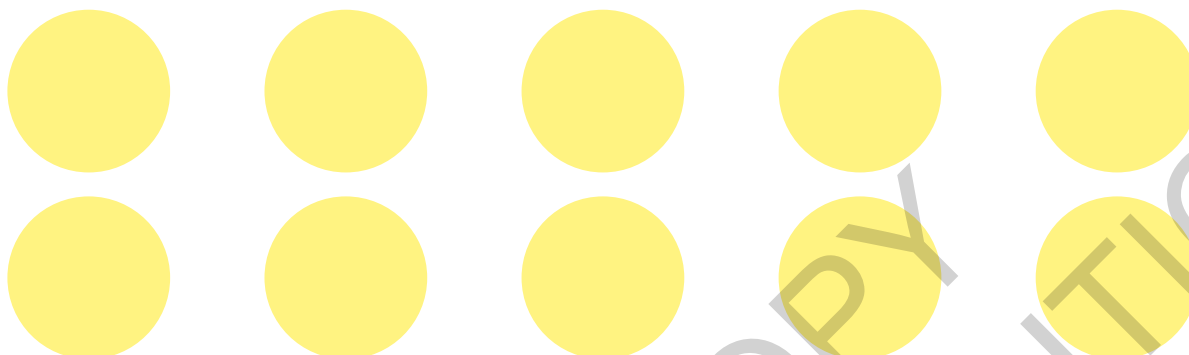
6

and

makes

10

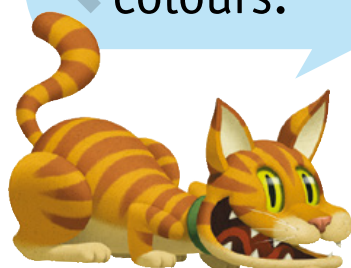
1 Cover each circle with a counter. How many?



2 Make 10 using two colours.

 and and and and and and

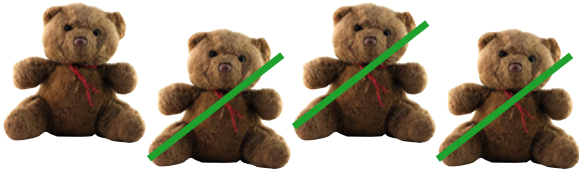
3 Now use three colours.

 and and and and

Subtraction

— means take away.

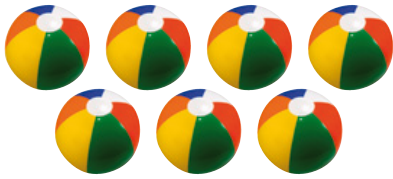
TERM 2
Week 7



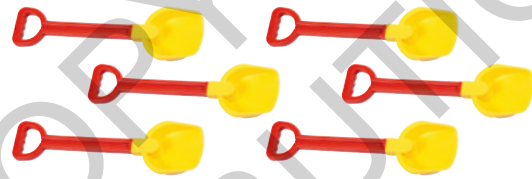
$$\boxed{4} - \boxed{3} = \boxed{}$$



$$\boxed{5} - \boxed{2} = \boxed{}$$



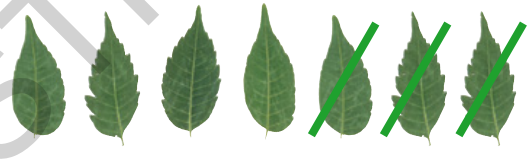
$$\boxed{7} - \boxed{2} = \boxed{}$$



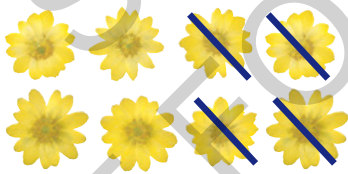
$$\boxed{6} - \boxed{3} = \boxed{}$$



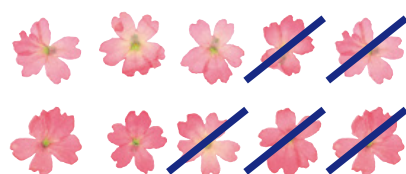
$$\boxed{5} - \boxed{} = \boxed{}$$



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



$$\boxed{8} - \boxed{} = \boxed{}$$



$$\boxed{10} - \boxed{} = \boxed{}$$

Challenge!



7 cats. 2 run away. 2 hide. How many left?

Subtraction as cover up

TERM 2
Week 7



How many?

Cover up

2

How many left?



How many?

Cover up

3

How many left?



How many?

Cover up

6

How many left?



How many?

Cover up

4

How many left?



How many?

Cover up

5

How many left?

Counting back

TERM 2
Week 7



1 Count back 1.

This sign means
take away.

Number line: 1 2 3 4 5 6 7 8 9 10. The number 6 is highlighted in pink. An arrow points from 6 to 5.

$$6 - 1 = \square$$

Number line: 1 2 3 4 5 6 7 8 9 10. The number 3 is highlighted in orange.

$$3 - 1 = \square$$

Number line: 1 2 3 4 5 6 7 8 9 10. The number 9 is highlighted in black.

$$9 - 1 = \square$$

Number line: 1 2 3 4 5 6 7 8 9 10. The number 7 is highlighted in green.

$$7 - 1 = \square$$


2 Count back 2.

Number line: 1 2 3 4 5 6 7 8 9 10. The number 8 is highlighted in green.

$$8 - 2 = \square$$

Number line: 1 2 3 4 5 6 7 8 9 10. The number 5 is highlighted in purple.

$$5 - 2 = \square$$

Number line: 1 2 3 4 5 6 7 8 9 10. The number 10 is highlighted in blue.

$$10 - 2 = \square$$

Number line: 1 2 3 4 5 6 7 8 9 10. The number 9 is highlighted in brown.

$$9 - 2 = \square$$



1 Count back 1.

3 4

4

7

5

3

8

10

2 Count back 2.

4 5 6

6

4

8

5

2

9

3 Take away 1.



4 Take away 2.



Mastery Checklist

- I can: ☐ take away part of a group of objects to show subtraction
☐ use diagrams to solve subtraction questions





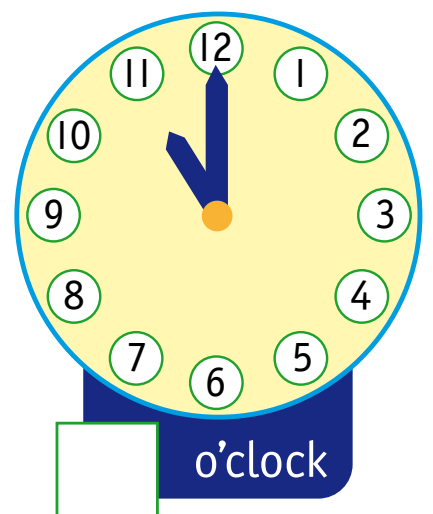
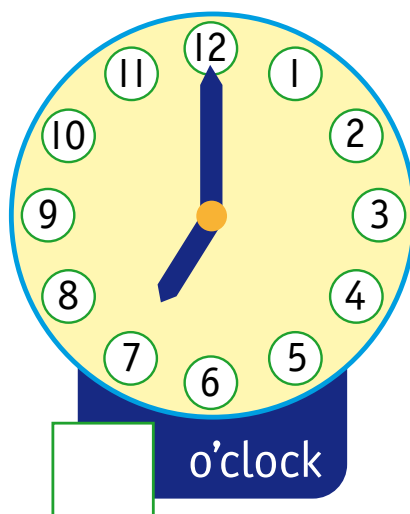
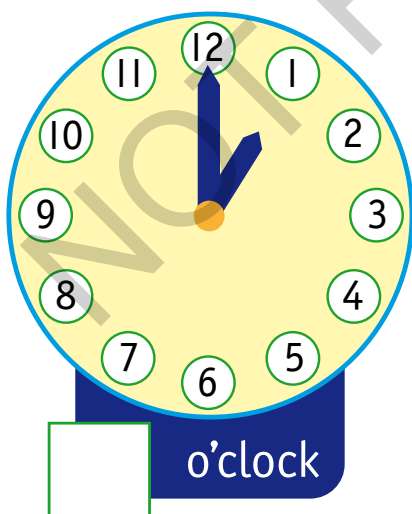
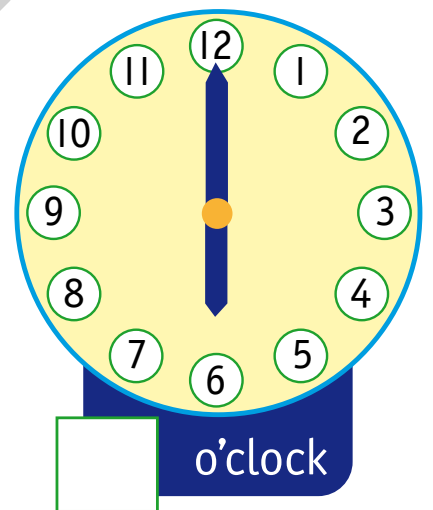
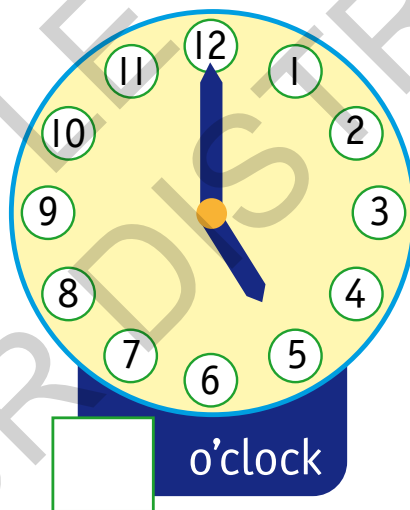
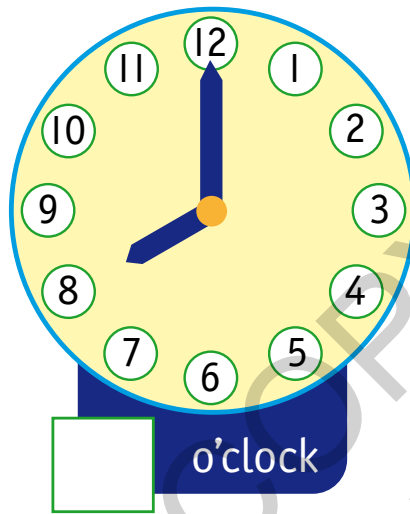
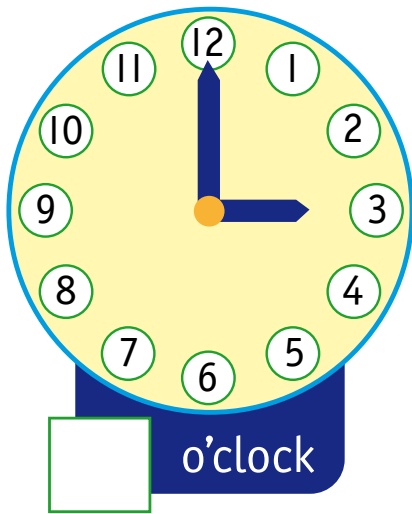
- 1 Write the numbers. Draw the hour hand for your favourite time.

o'clock =
Big hand is
on 12.



- 2 Draw a picture of you at this time.

What time is it?



Ordering the days of the week

TERM 2
Week 8

1 Draw lines to match.

Write the
missing days.



Monday

Friday

Wednesday

Thursday

Sunday

Tuesday

Sunday



Tuesday



Thursday



Saturday



Monday



Wednesday



2 How many days were:



1 Circle and write the missing days.

Monday, _____, Wednesday

Friday Sunday Tuesday

Thursday, Friday, _____

Wednesday Saturday Thursday

_____, Monday, Tuesday

Friday Sunday Wednesday

2 Draw something you do

on Saturday.

on Tuesday.

1st



first

2nd



second

3rd



third

4th

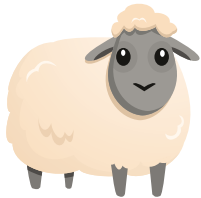


fourth

5th



fifth



Match.

2nd

1st

3rd

4th

5th



2 Colour.



1st



3rd



4th



2nd



second

third

first

2nd

1st

3rd

6th



sixth

7th



seventh

8th



eighth

9th



ninth

10th



tenth

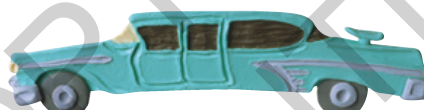


1 Match.



7th

6th



8th

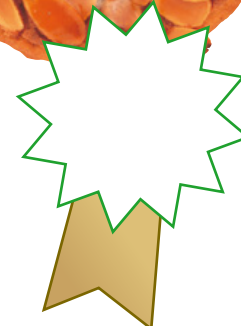
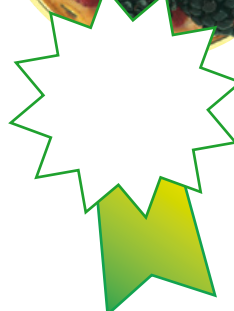
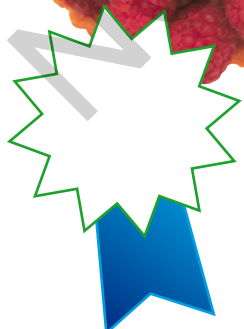


9th

10th

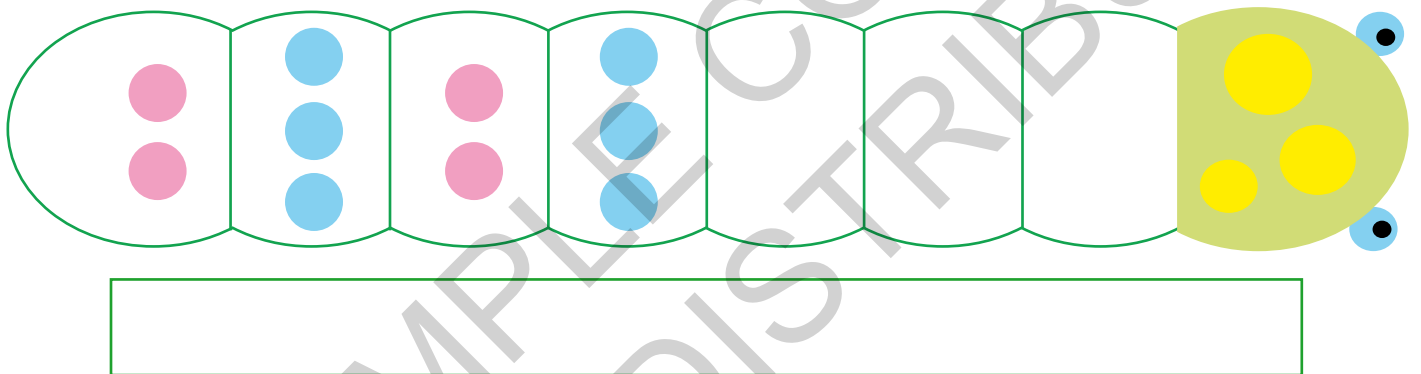
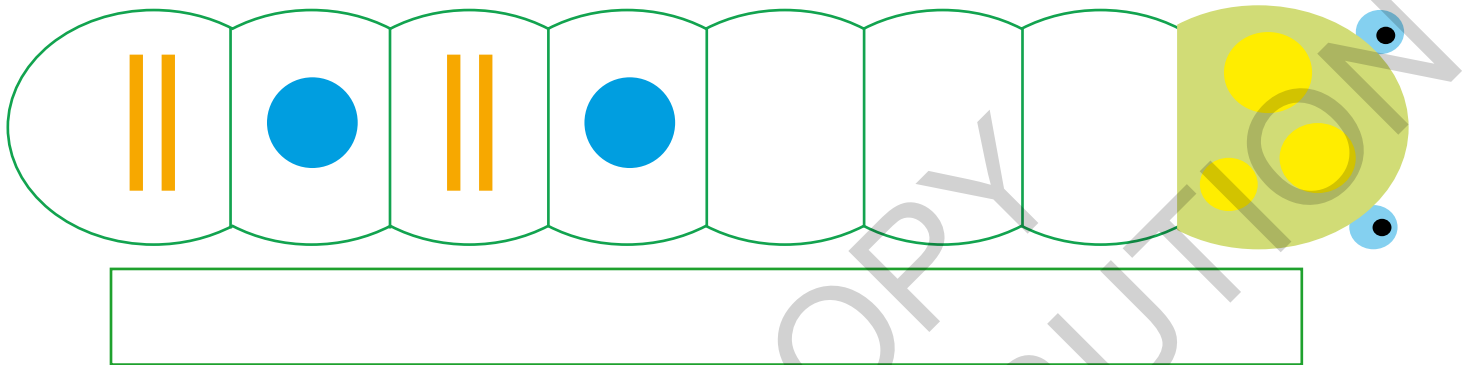


2 Award prizes for 1st, 2nd, 3rd and 4th.

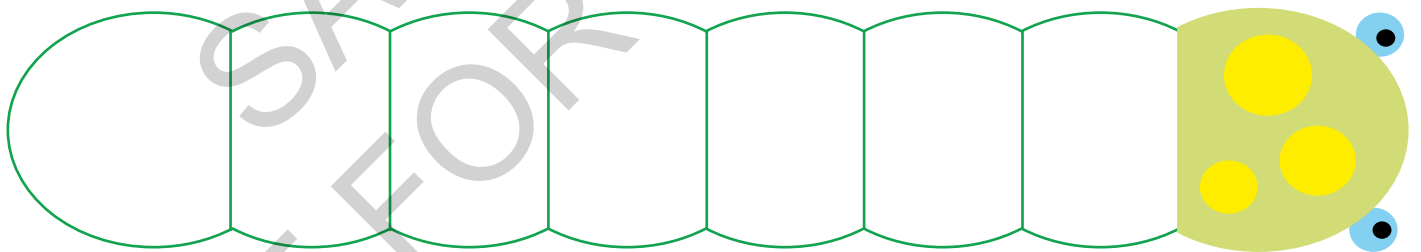




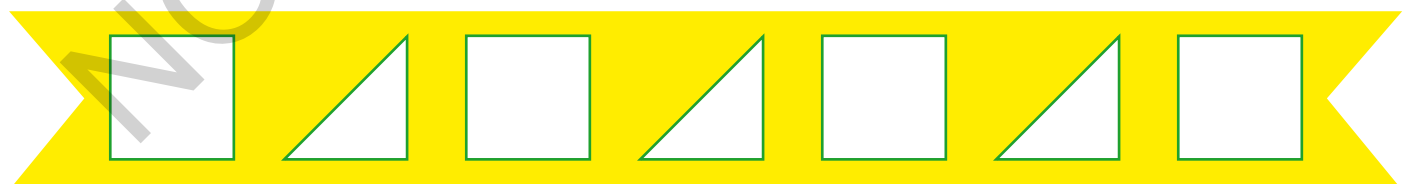
- 1 Complete the shape patterns.
Write a number pattern to match.



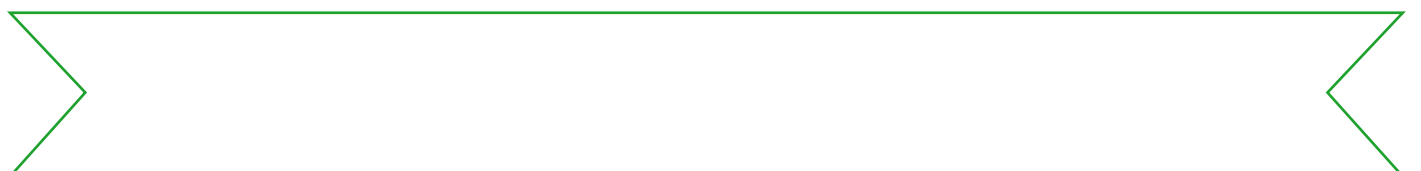
- 2 Draw your own pattern.



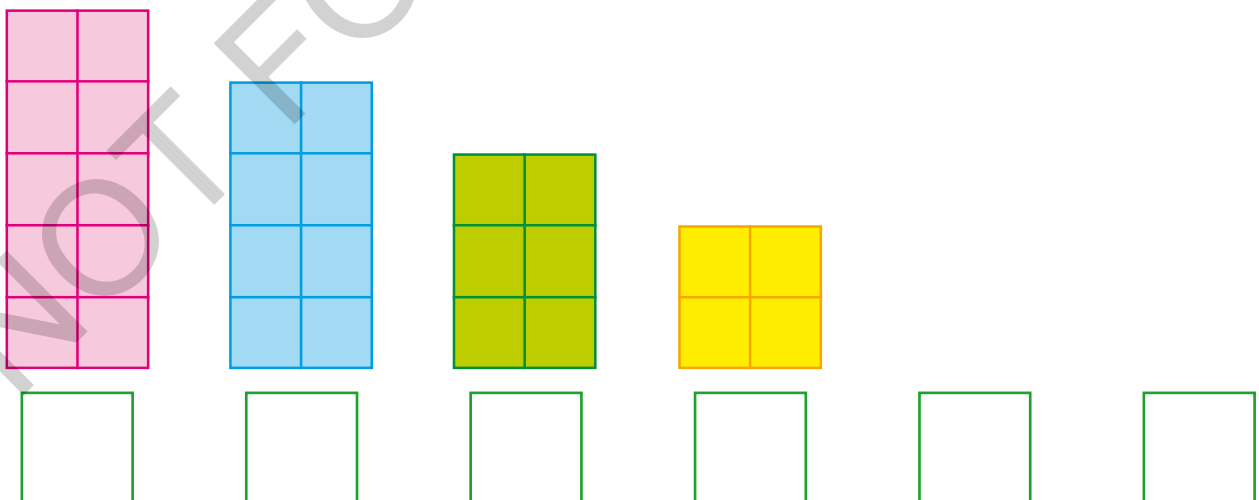
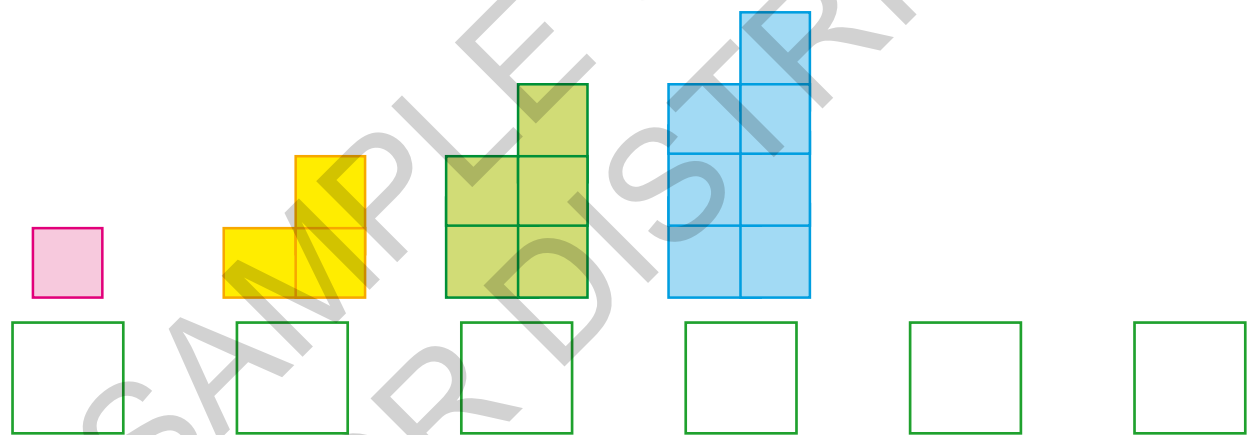
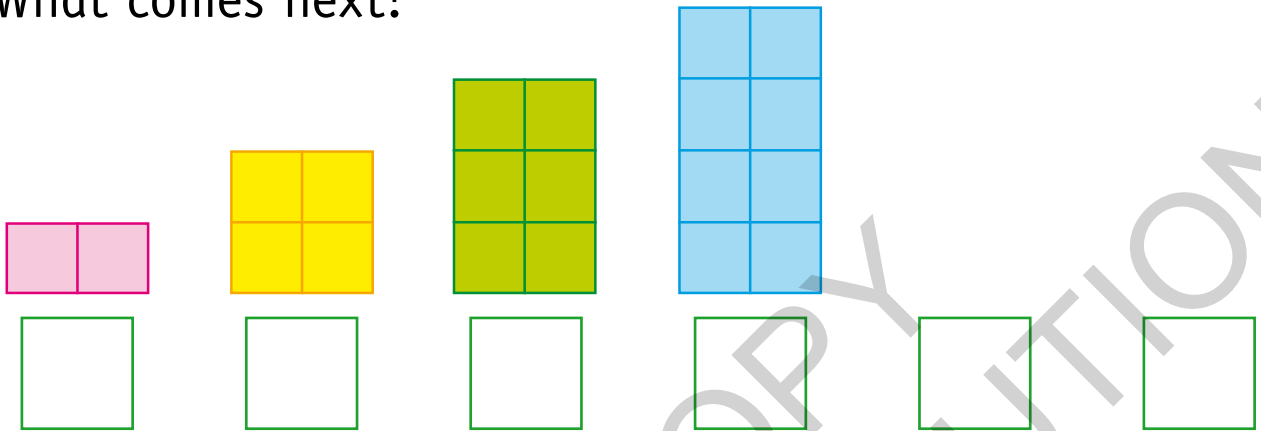
- 3 Colour squares **red** and triangles **green**.



- 4 Change each square to a circle. Draw the new pattern.



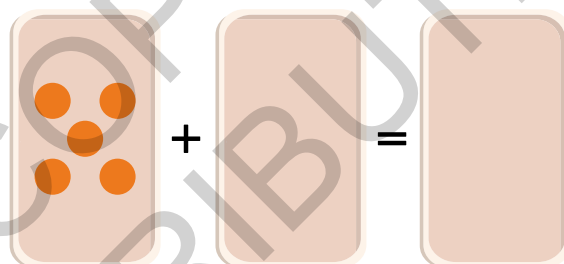
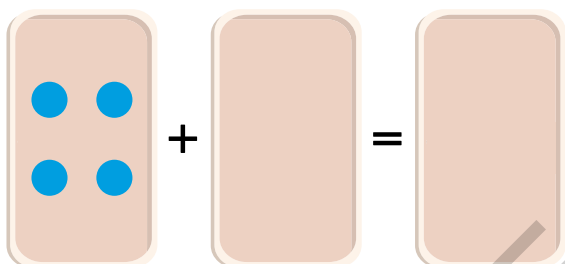
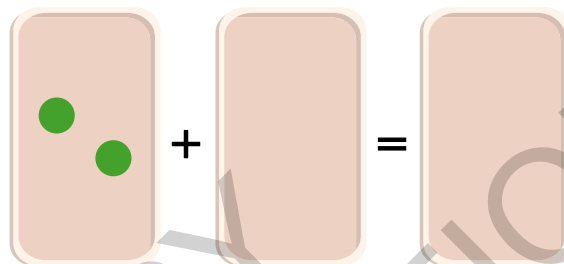
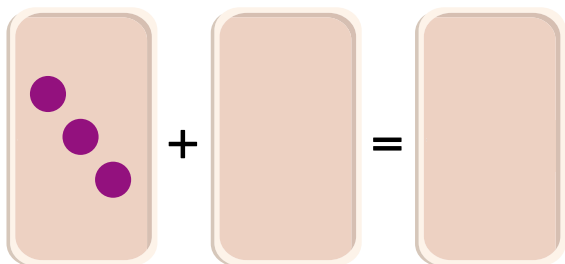
- 1 How many? Write the number pattern.
What comes next?



- 2 Are the numbers odd or even?

Checkpoint 4

1 Draw the same number of dots. Add them together.



2

Double 4 =

Double 3 =

Double 2 =

Double 5 =

3

1st



2nd



3rd



4th



5th



Which cat came first?



Which cat came third?



Checkpoint 4

4 Write one more than:

27 34 11 49

5 Match.

square

triangle

circle

rectangle

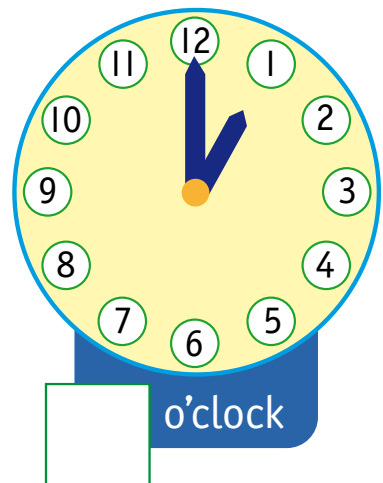
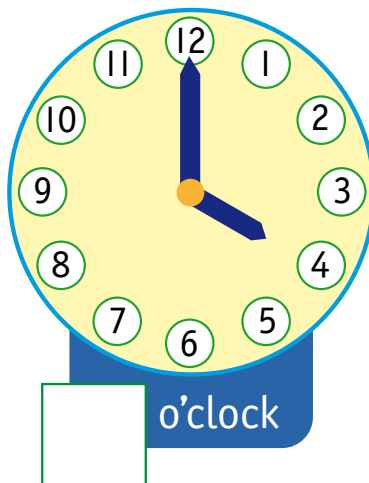
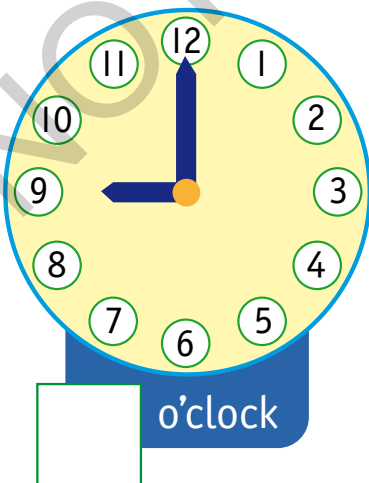


6 Make 10.



$$7 + \square = 10$$

7 What time is it?





- Write the missing numbers.
Count by 2s to 50. Colour them yellow.

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

2 When you go **across** the chart, the numbers go up by ____.



3 When you go **down** the chart, the numbers go up by ____.



1 Write the number before.

80

72

91

100

78

97

2 Join the snakes together to make number lines.



81 82 83 84

90 91 92



94 95 96 97

76 77 78



72 73 74 75

85 86 87



86 87 88 89

98 99 100

3 Write the missing numbers.

90

92

62

63

80

69

71

Write
one more than.

30

44

67

89

one less than.

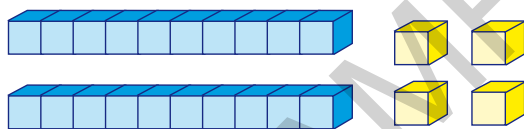
31

53

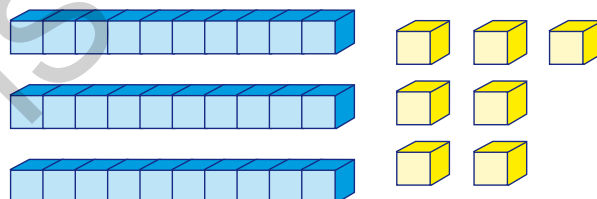
76

99

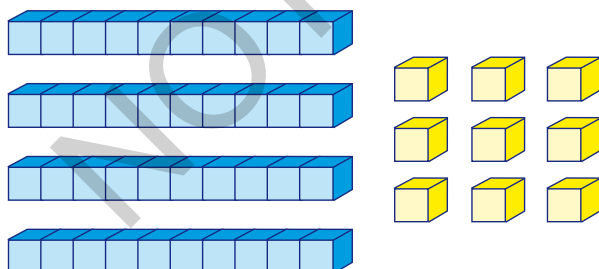
2 How many tens and ones? Write the number.



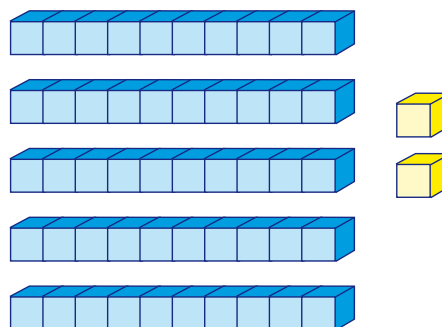
	tens		ones	=	
--	------	--	------	---	--



	tens		ones	=	
--	------	--	------	---	--



	tens		ones	=	
--	------	--	------	---	--



	tens		ones	=	
--	------	--	------	---	--

1 Match.

ten

10

twenty

20

thirty

30

forty

40

fifty

50

sixty

60

seventy

70

eighty

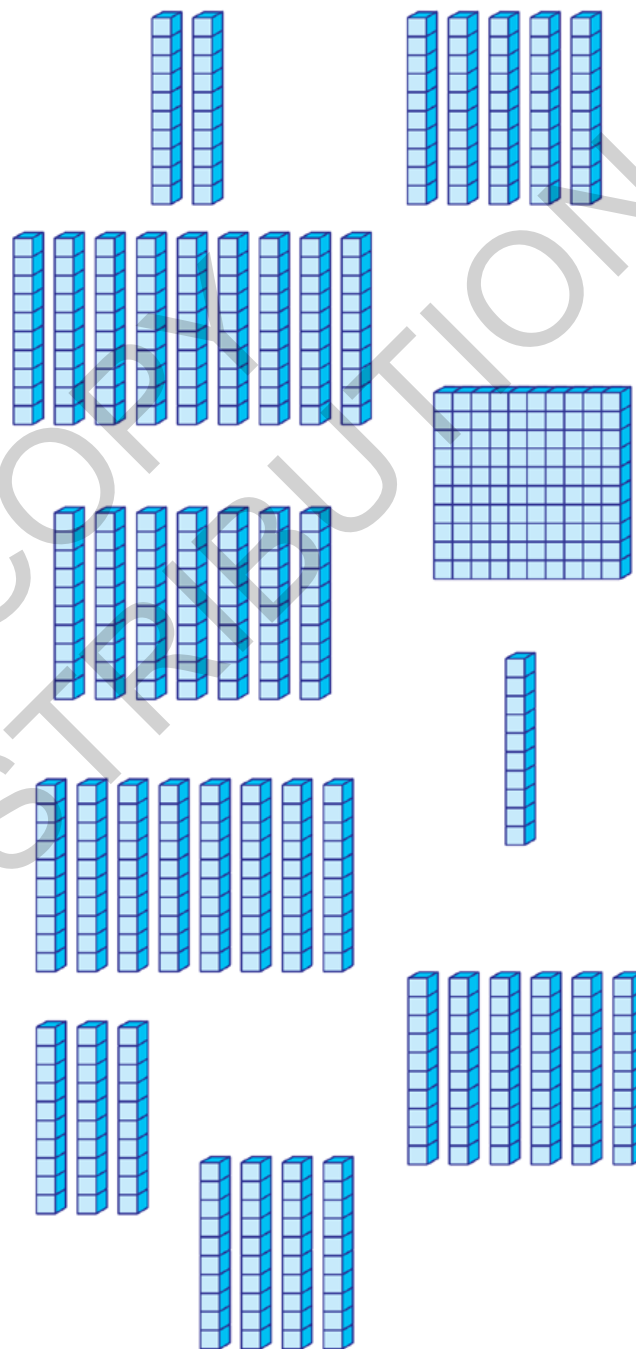
80

ninety

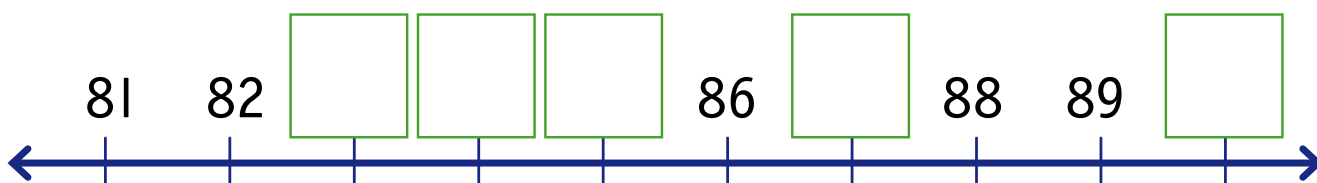
90

one hundred

100



2 Complete.



Circle the coins to buy.



10c



20c



50c



70c



60c



80c



Challenge!

Choose 2 items. How much to buy both?



Write the missing numbers.



New Zealand dollars

\$1 \$2
\$5 \$10
\$20 \$50
\$100



2 How many dollars?



\$



\$



\$



\$

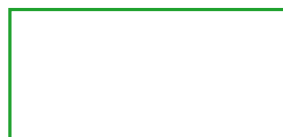


\$

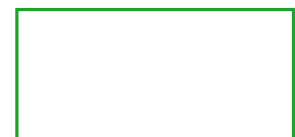


\$

3 Draw the note:



worth the least.



worth the most.

Counting in tens

TERM 3
Week 2



1 How much money?

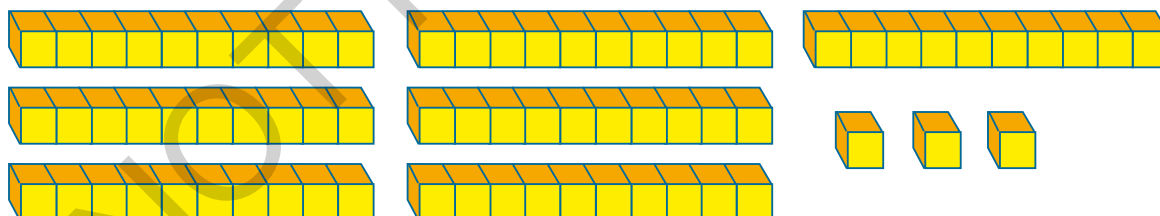




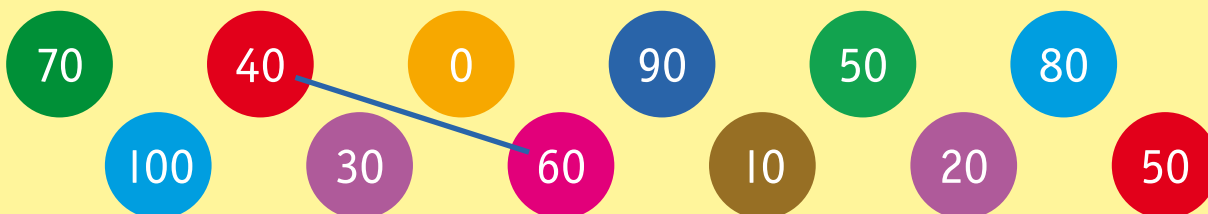
2 How many?







Challenge! Join the numbers that add to 100.



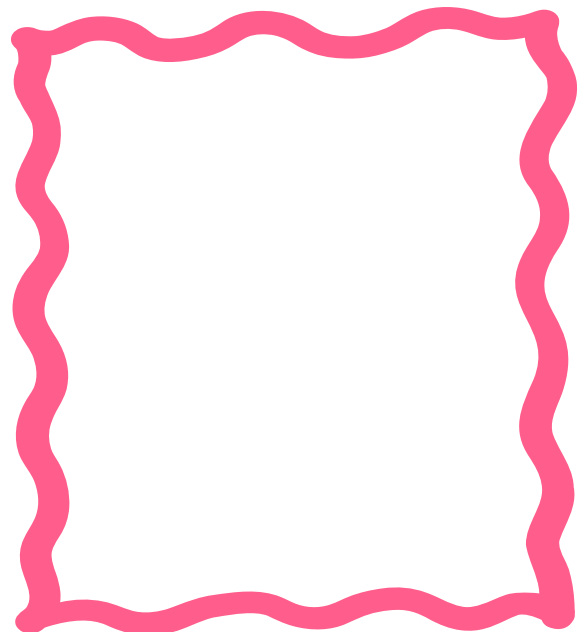
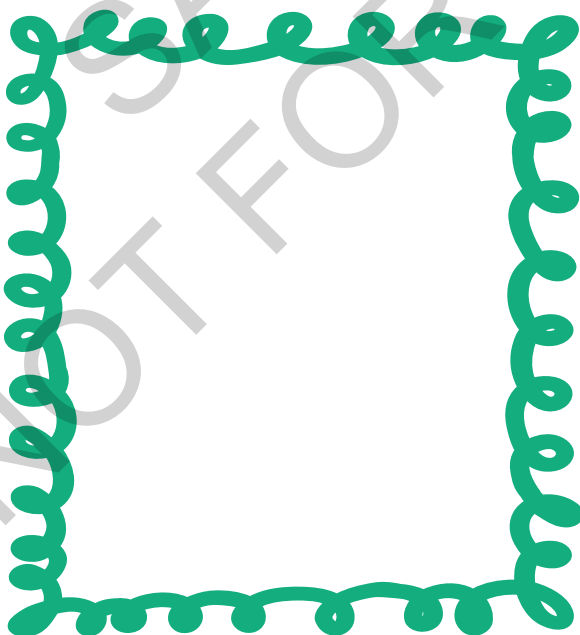
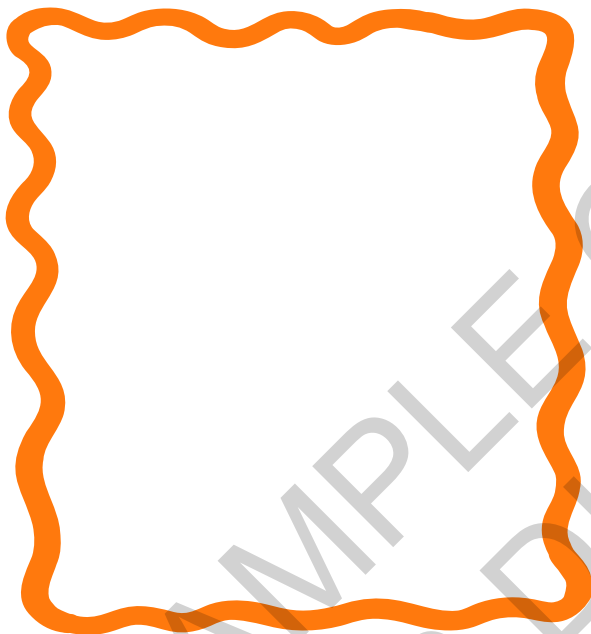
90 cents

You have 90c.

What coins could you have?

Show 4 different answers.

Use real coins to try out different answers.

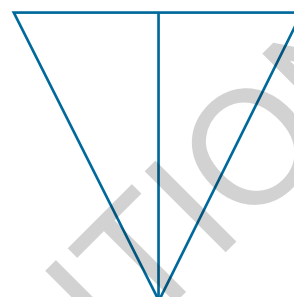
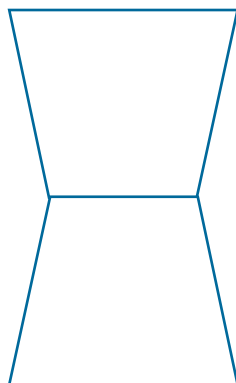
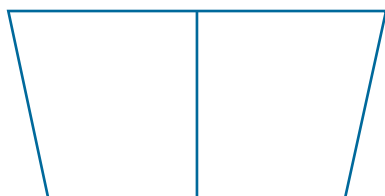


I can solve a problem by:

☐ adding coins to make 90 ☐ acting it out



Colour half.



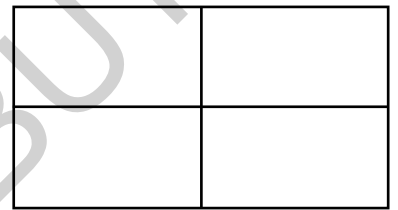
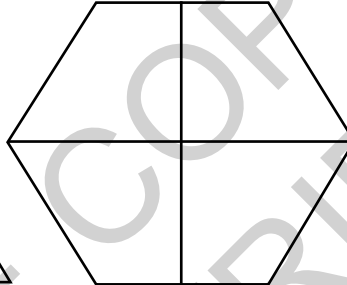
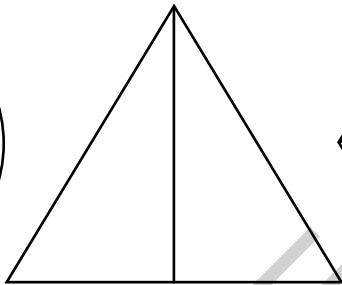
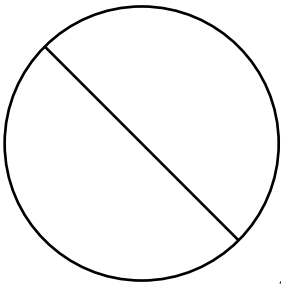
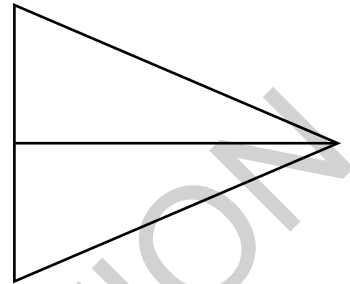
Share between two. Draw a line to cut each into halves.



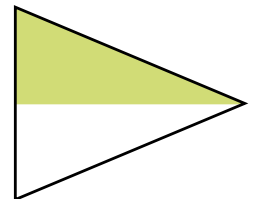
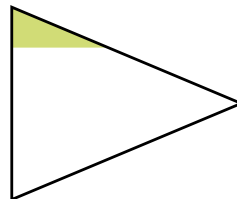
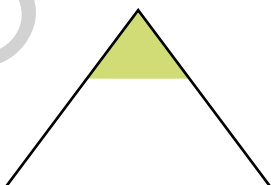
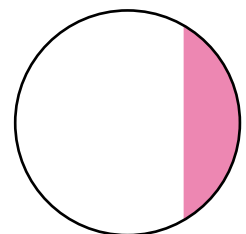
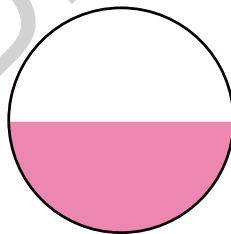
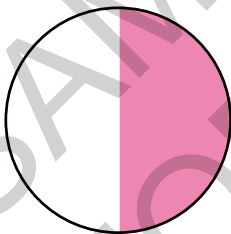


1 Colour half of each shape.

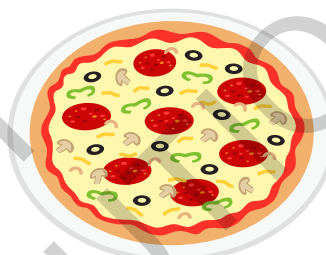
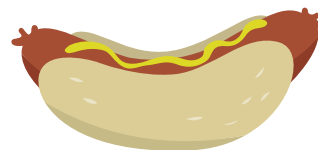
Halves
are two
equal parts.



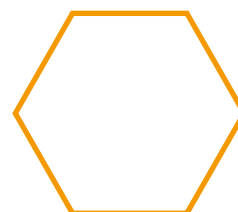
2 Tick ☒ shapes that are cut in half.



1 Draw a line to cut these foods in half.

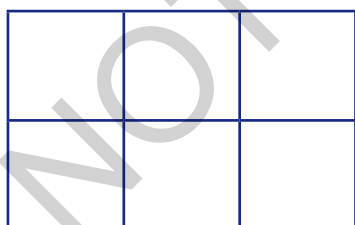


2 Draw a line to cut each shape in half. Colour one half.

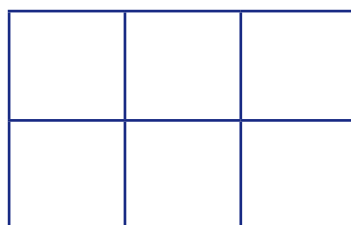


3 Colour one half. Make each one different.

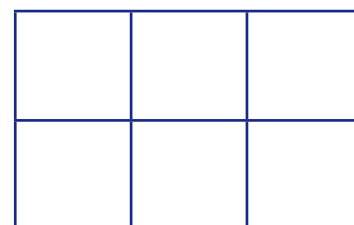
a



b

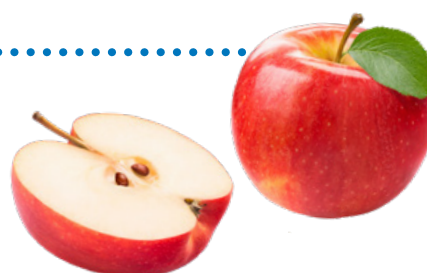


c



Mastery Checklist

I can: ☐ identify wholes and halves
☐ show one half



Half of a collection

Halves are
two equal parts.

TERM 3
Week 3

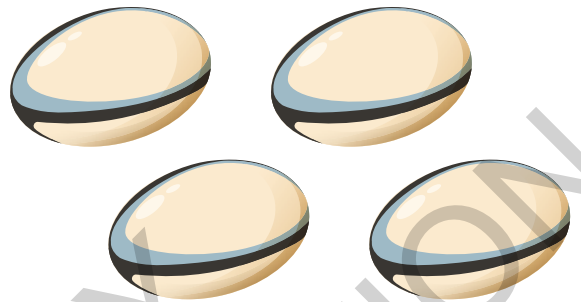
1 Circle two equal halves.

a



is half of 2.

b



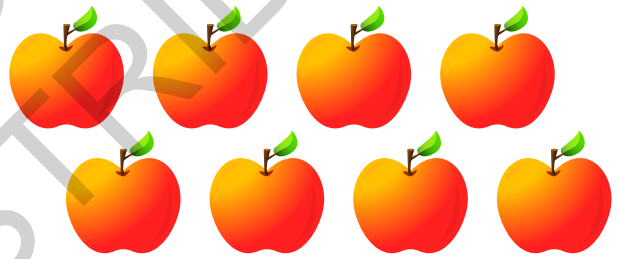
is half of

c



is half of

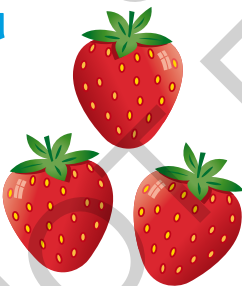
d



is half of

2 Here is half. How many in a whole? Draw and write the answer.

a



is half of

b



is half of

Challenge!

12 children.

Half are girls.

How many boys?

Half of the girls

have black hair.

How many girls have black hair?

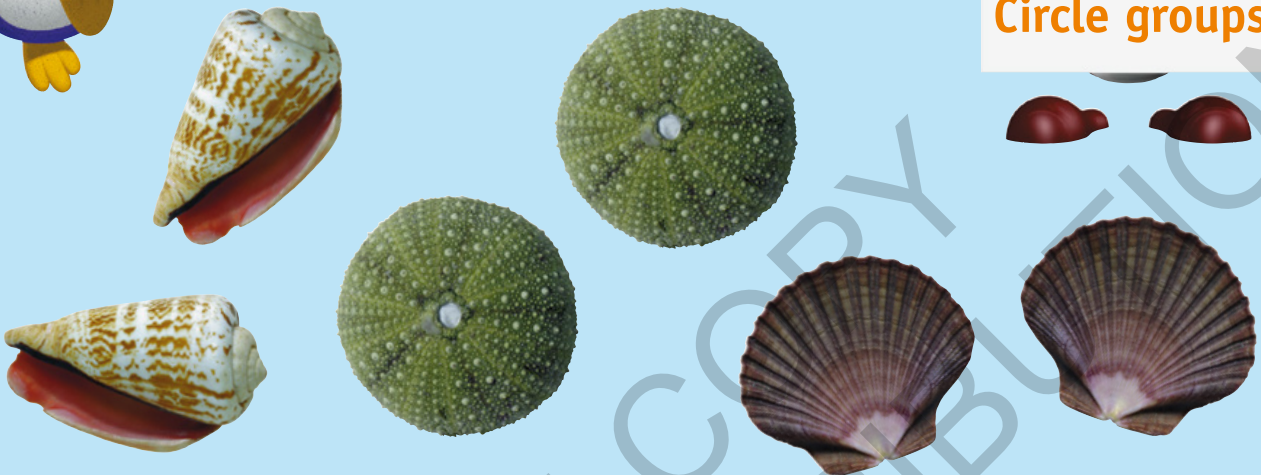




1 How many shells?



Circle groups



How many?









2 How many balls?



Circle groups

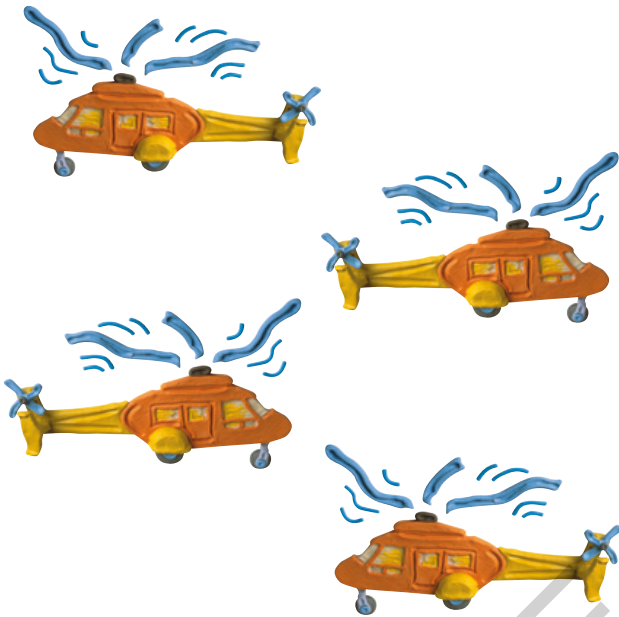


How many?





1 Circle groups of 2.

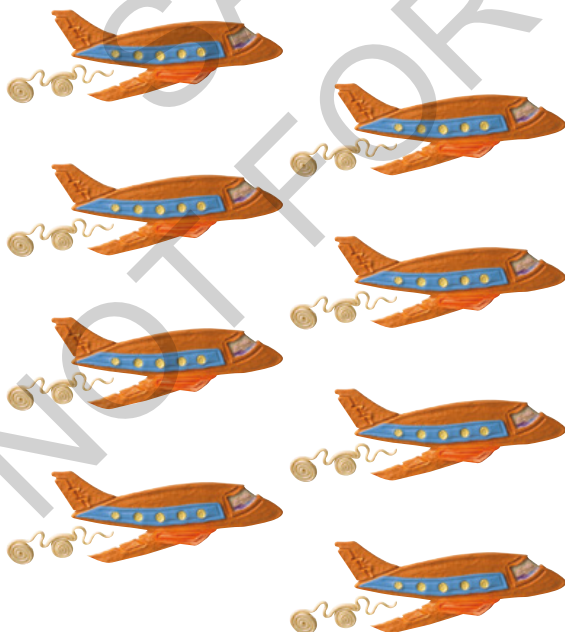


groups of 2 =

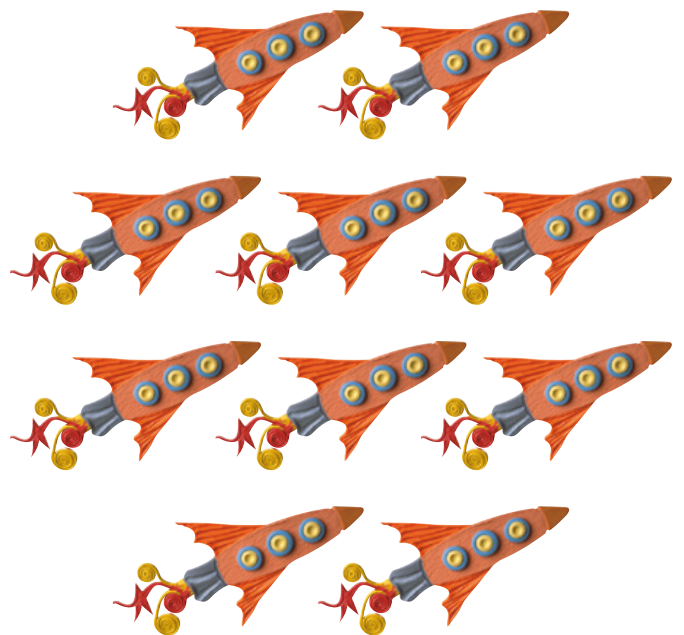


groups of 2 =

2 Circle groups of 2.



groups of 2 =

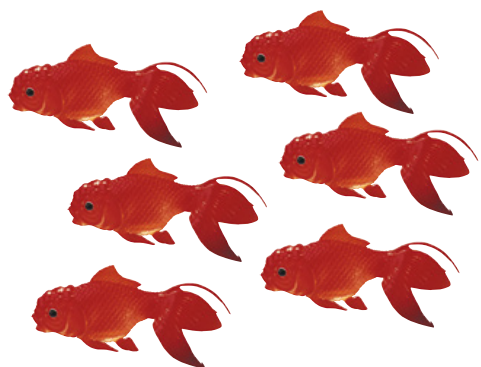


groups of 2 =

Sharing into equal groups

TERM 3
Week 4

1 Circle two equal groups. How many in each group?



2 Share equally.



How many?



How many groups of 2?



How many groups of 5?

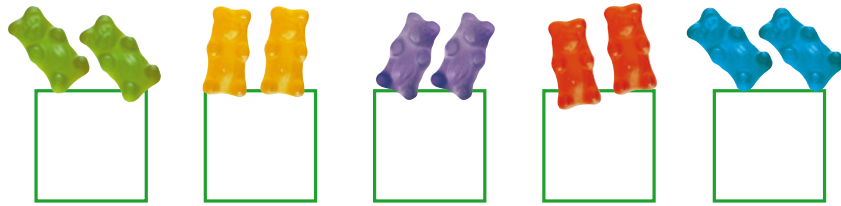


How many groups of 3?



How many groups of 10?

1 Count in twos.



$$2 + 2 = \square$$

$$2 + 2 + 2 = \square$$

$$2 \text{ groups of } 2 = \square$$

$$3 \text{ groups of } 2 = \square$$

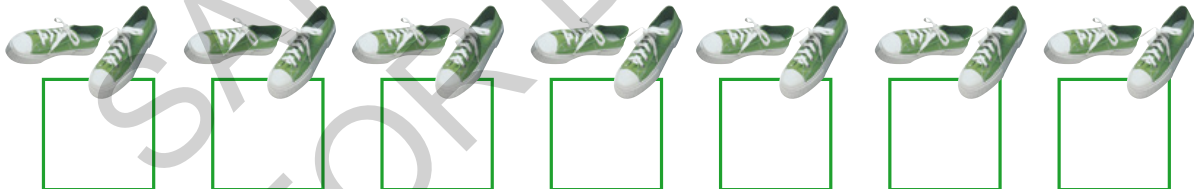
$$2 + 2 + 2 + 2 = \square$$

$$2 + 2 + 2 + 2 + 2 = \square$$

$$4 \text{ groups of } 2 = \square$$

$$5 \text{ groups of } 2 = \square$$

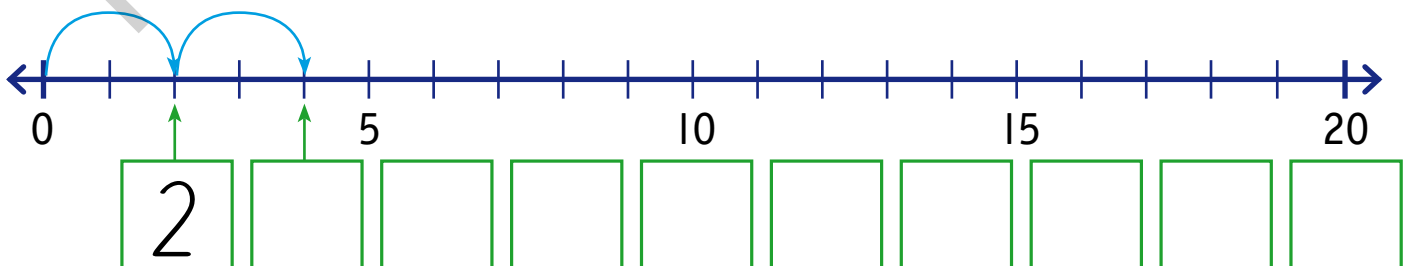
2



$$6 \text{ groups of } 2 = \square$$

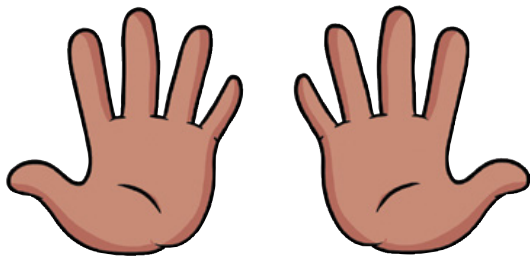
$$7 \text{ groups of } 2 = \square$$

3 Make jumps of 2. Write the numbers you land on.



0	5	10	15	20	25	30	35	40	45	50
---	---	----	----	----	----	----	----	----	----	----

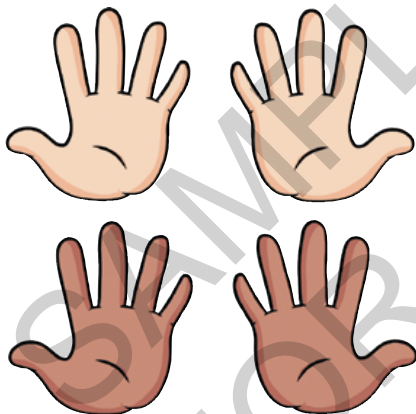
Count in 5s to find how many.



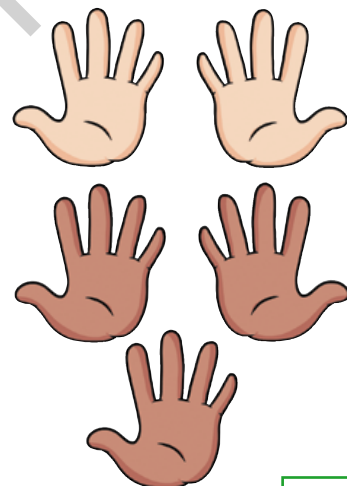
2 groups of 5 =



3 groups of 5 =



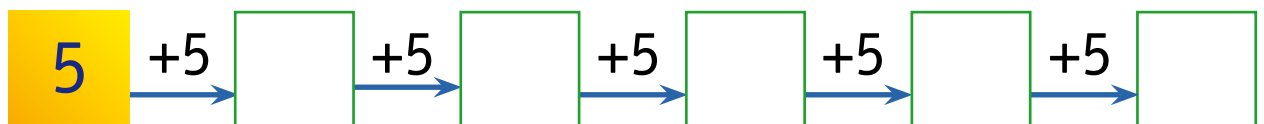
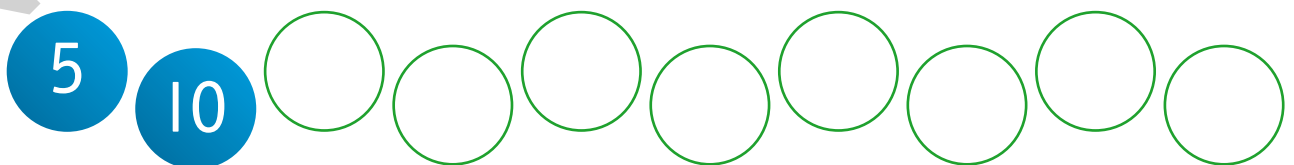
4 groups of 5 =



5 groups of 5 =



2 Count in fives.

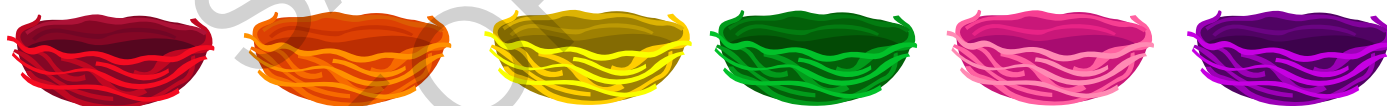


1 Draw 2 cookies in each jar.



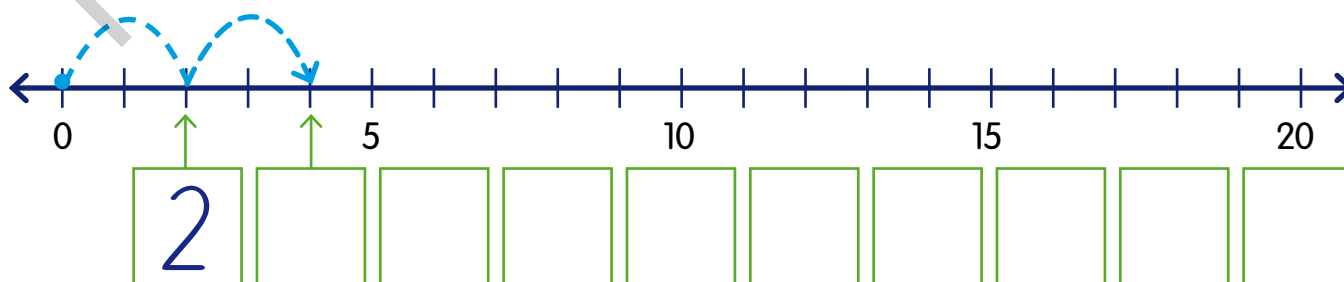
Count by 2s. How many cookies?

2 Draw 5 eggs in each nest.



Count by 5s. How many eggs?

3 Make jumps of 2. Write the number you land on.



Skip counting patterns

TERM 3
Week 5

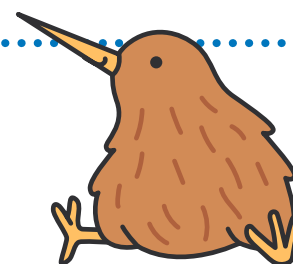
- 1 Count by 2s and colour the squares **blue**.
- 2 Count by 5s and colour the squares **red**.

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

- 3 When we count by 5s the numbers end with _____.
- 4 When we count by 2s the numbers end with? _____.
- 5 Circle the numbers that you can count by 5s and also count by 2s.

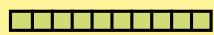
Mastery Checklist

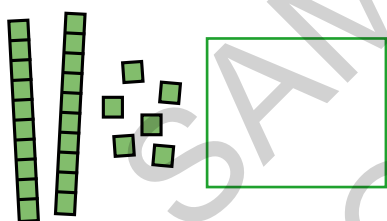
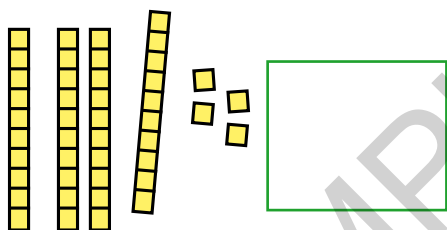
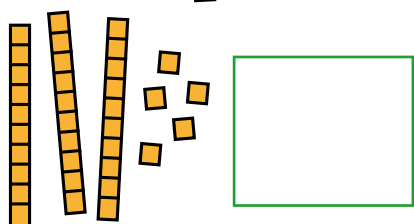
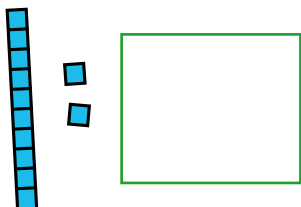
I can: ☐ skip count by 2s, 5s and 10s to 100
☐ count by 2s and 5s along a number line



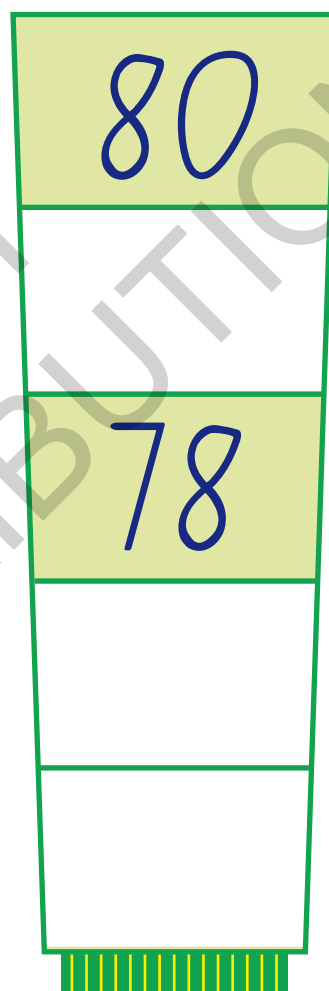
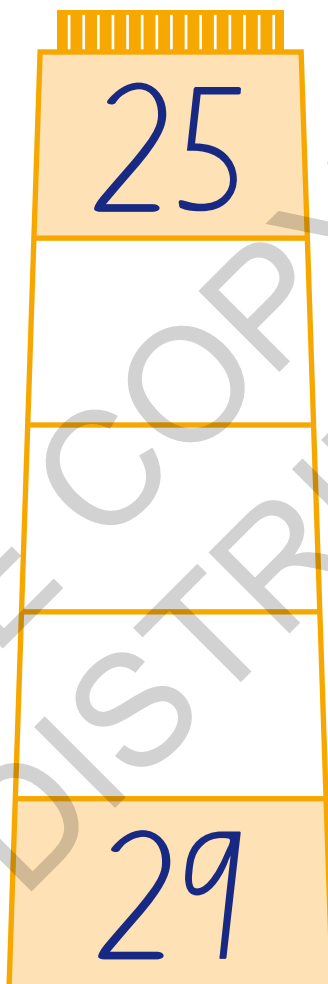
Checkpoint 5

1 How many?

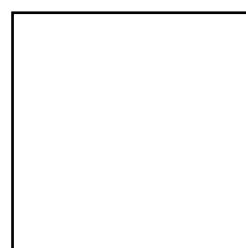
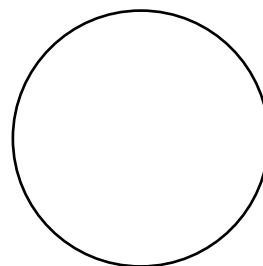
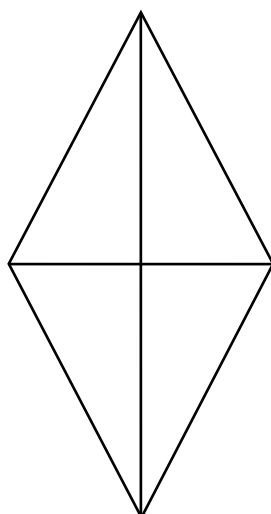
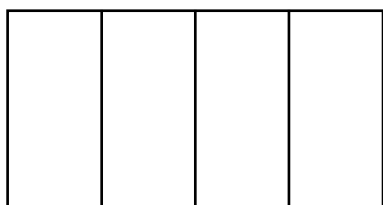
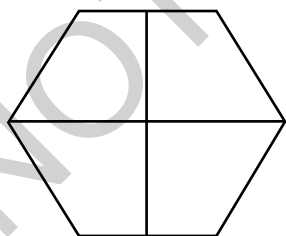
 = 10



2 Write the missing numbers.



3 Colour one half of each shape.



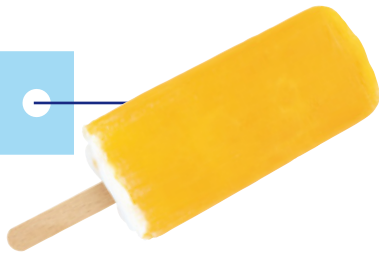
Checkpoint 5

4 Circle the coins to buy.

30c



50c



5 How many groups of two?



6 Count by 5s, then by 1s. How many fingers?



5

Adding three numbers

TERM 3
Week 6



1 How many dots? Write numbers and add.



$$3 + 2 + 1 = \square$$



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



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

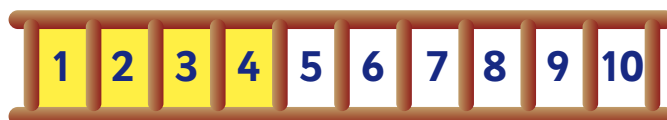


$$\square + \square + \square = \square$$

2 Colour to add.



$$3 + 2 + 1 = \square$$



$$4 + 2 + 2 = \square$$



$$3 + 3 + 1 = \square$$



$$6 + 1 + 1 = \square$$

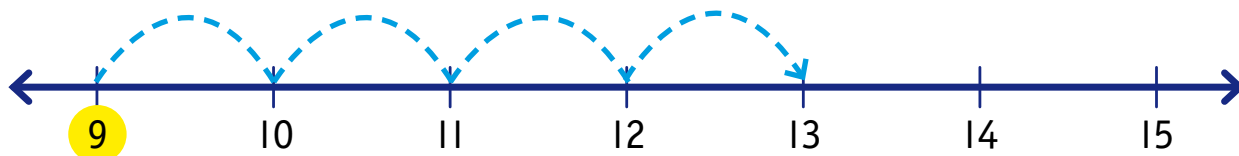


$$5 + 2 + 1 = \square$$

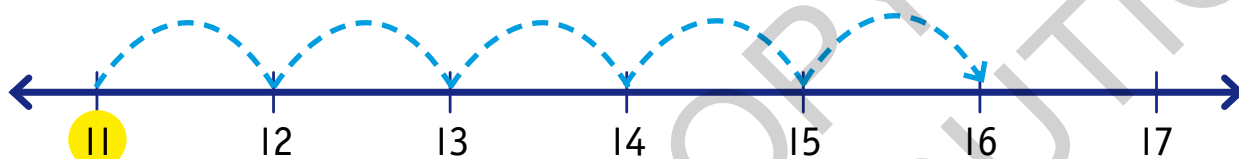


$$4 + 3 + 1 = \square$$

1 Use the number lines to find the answers.



$$9 + 4 = \square$$

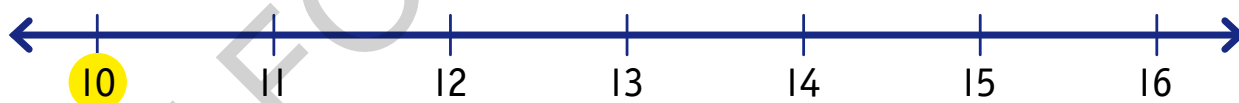


$$11 + 5 = \square$$

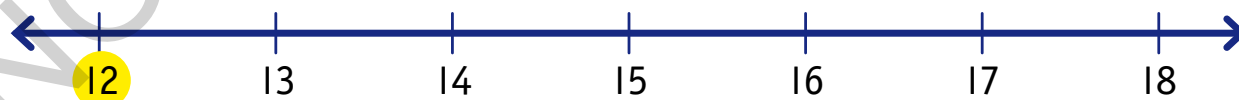


$$14 + 6 = \square$$

2 Use the number line to check. Tick if correct.



$$10 + 4 = 13$$



$$12 + 5 = 17$$

Mastery Checklist

I can: ☐ add to 20 on a number line

1 Colour more squares to count on. Write the answer.



$$7 + 5 = \square$$



$$11 + 5 = \square$$



2 Count on from the larger number. Write the answer.

$$7 + 4 = \square$$

$$8 + 5 = \square$$

$$10 + 2 = \square$$

$$12 + 3 = \square$$

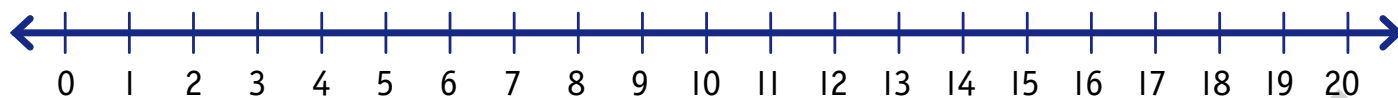
$$14 + 2 = \square$$

$$15 + 4 = \square$$

$$13 + 7 = \square$$

$$18 + 2 = \square$$

Use the number line to help you add.



How many insects did each child see?

I saw 6 bees and 5 butterflies.



I saw 8 butterflies and 4 bees.



I saw 10 spiders and 4 flies.



I saw 9 flies and 3 spiders.



I saw 11 grasshoppers and 3 ladybugs.



I saw 8 ladybugs and 6 grasshoppers.



I saw 9 ants and 5 beetles.



I saw 9 beetles and 6 ants.



Mastery Checklist

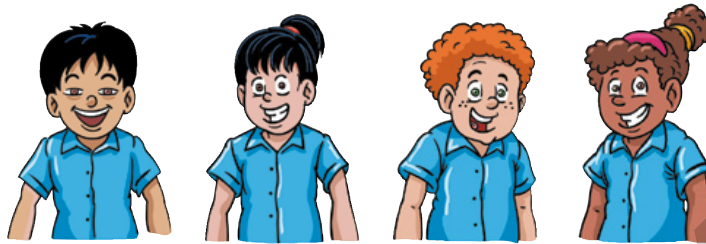
I can: ☐ count on from the larger number to add

☐ add to 20 using a number line

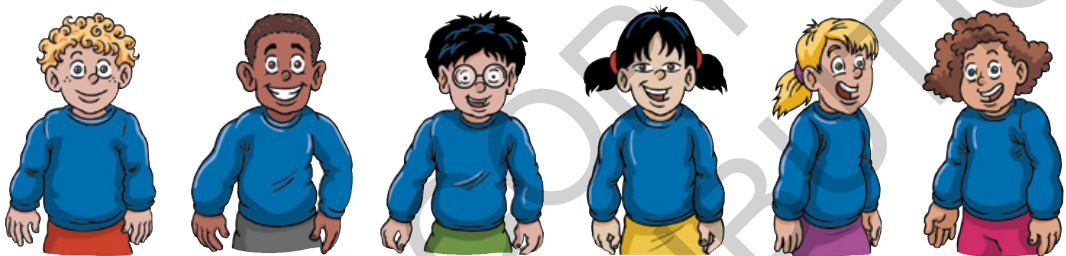


Shirts or jumpers?

Shirts



Jumpers



1 How many?





girls

boys

2 How many children have:

black hair?

brown hair?

blonde hair?

red hair?



How many children altogether?

Make a picture graph

TERM 3
Week 7



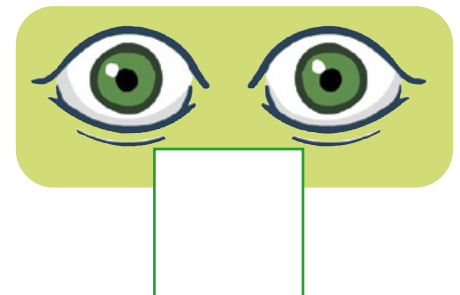
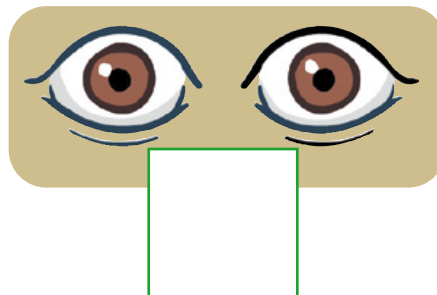
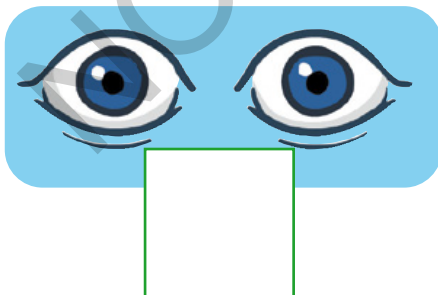
1 What colour are your eyes?

2 Count the eye colours in your class.

Colour a box for each person.

blue eyes						
brown eyes						
green eyes						

3 How many?



4 What is the most common eye colour?

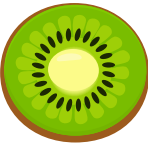
Survey questions

TERM 3
Week 7

- 1 Which of these fruits do you like best?
Ask at least 12 children.

Tally marks can help
you keep count

5 = 

Fruit	Tally marks 1 = 2 = 3 = 4 = 5 = 	Total number
 apples		
 kiwifruit		
 blueberries		
 bananas		

2 How many children did you ask? _____

3 Which fruit was most popular? _____

4 How many children liked  bananas? _____

 apples? _____



Make a picture graph

TERM 3
Week 7

- 1 What is your favourite shirt colour?
This tally chart shows the results for Class 1A.

Colour	Tally	Total
green	IIII	
red	III	
pink	HHH	
blue	HHH I	
yellow	II	



Complete the chart by counting the tally marks.

- 2 Colour the shirts to complete the picture graph.

green	        
red	        
pink	        
blue	        
yellow	        

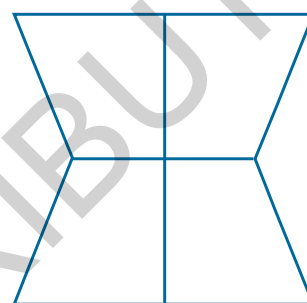
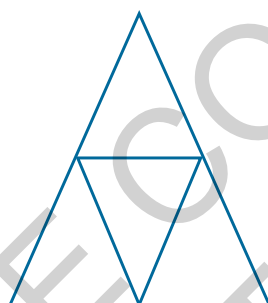
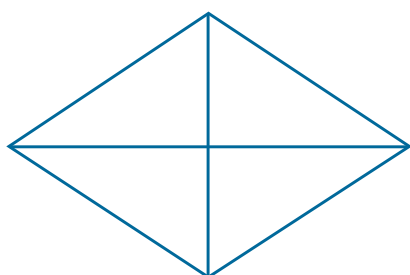
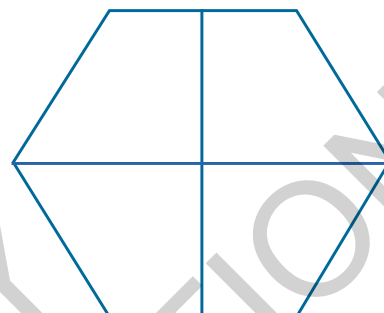
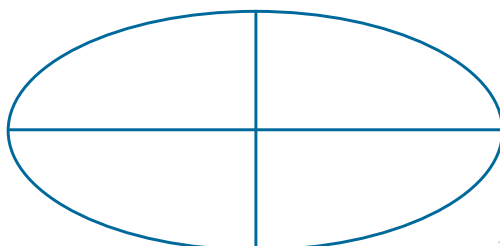
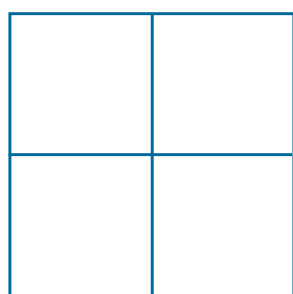
- 3 Which colour was most popular? _____

Mastery Checklist

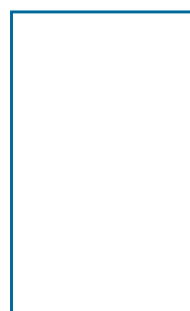
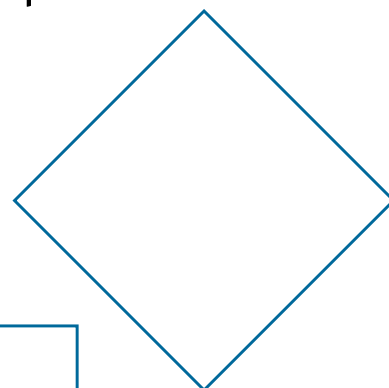
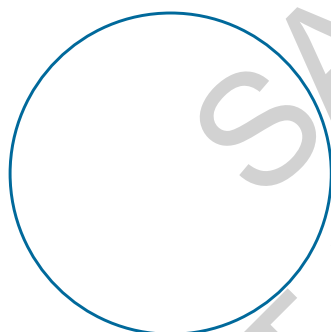
- I can: ☐ record data using a tally
☐ create a picture graph
☐ answer questions on a picture graph



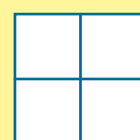
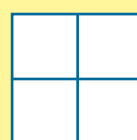
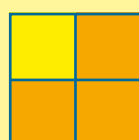
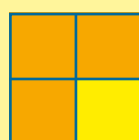
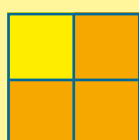
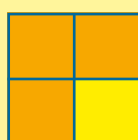
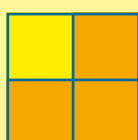
1 Colour one quarter of each shape.



2 Cut each shape into quarters. Colour one quarter.



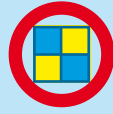
Challenge! Continue the pattern.

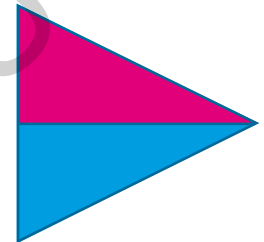
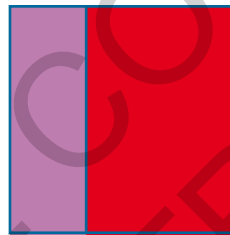
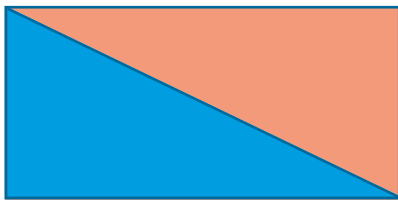
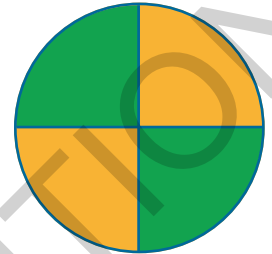
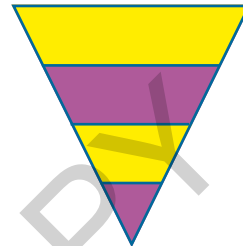
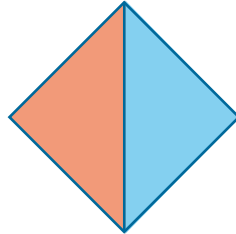


Halves and quarters

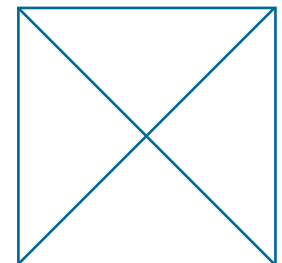
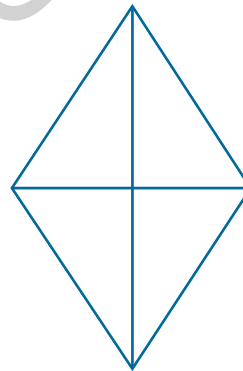
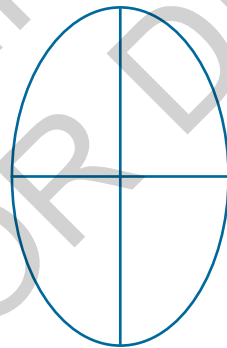
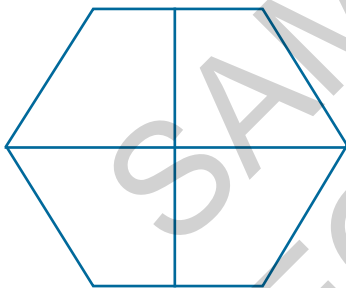
TERM 3
Week 8

1 Tick the shapes that show halves. 

Circle the shapes that show quarters. 

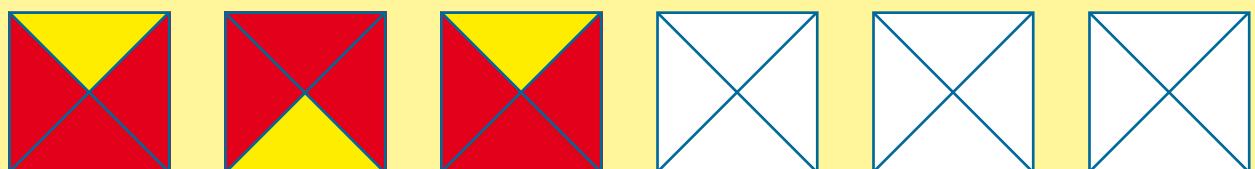


2 Colour one half of each shape.



One half = _____ quarters

Challenge! Complete each pattern.



1



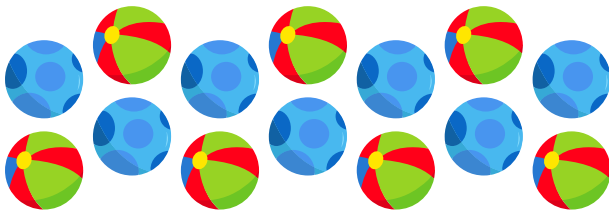
half of 8 is

2



half of 10 is

3



half of is

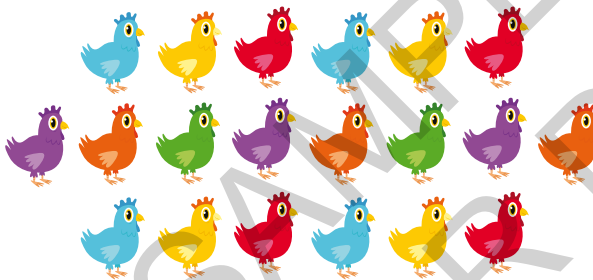
4



half of is

Divide into equal halves.

5



half of is

6



half of is

7 Hemi had 12 cards.
He gave half of them away.
How many left?

8 Aroha ate half of the cherries.
There are 10 left.
How many were there?

Draw a diagram

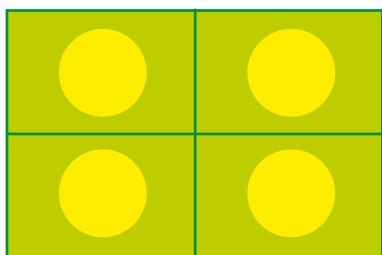
18 animals.
Half are cats.
How many cats?

Quarter of a collection

Quarters are
four equal parts.

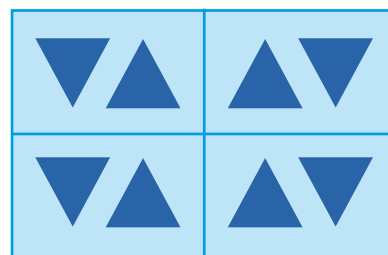
TERM 3
Week 8

1



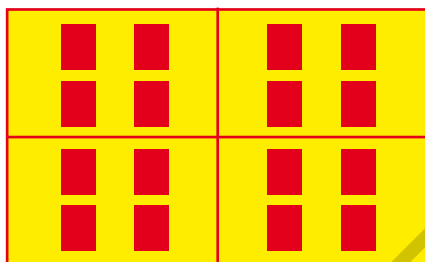
one quarter of 4 is

2



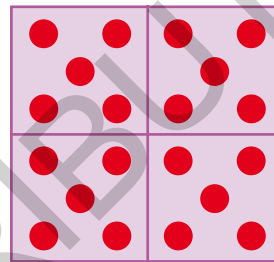
one quarter of 8 is

3



one quarter of is

4



one quarter of is

5



one quarter of is

6 Use counters.

$\frac{1}{4} = \text{one quarter}$

a $\frac{1}{4}$ of 4 =

b $\frac{1}{4}$ of 8 =

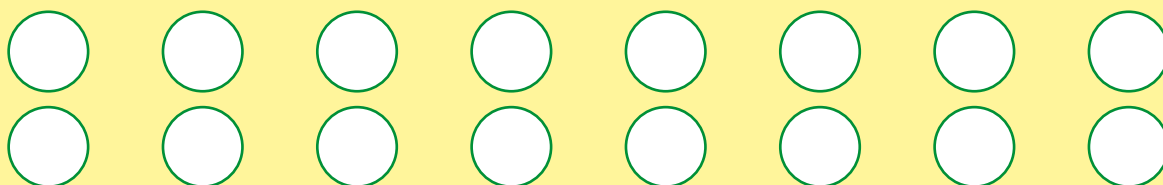
c $\frac{1}{4}$ of 12 =

d $\frac{1}{4}$ of 16 =

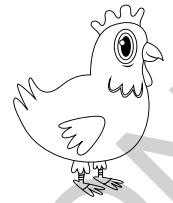
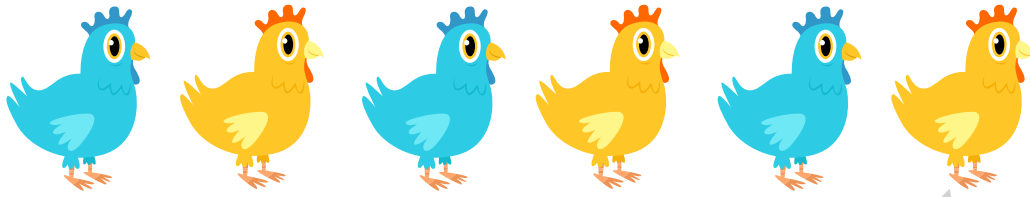
e $\frac{1}{4}$ of 20 =

f $\frac{1}{4}$ of 24 =

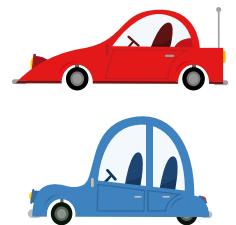
Challenge! Colour $\frac{1}{4}$ red, $\frac{1}{4}$ blue, $\frac{1}{2}$ yellow.



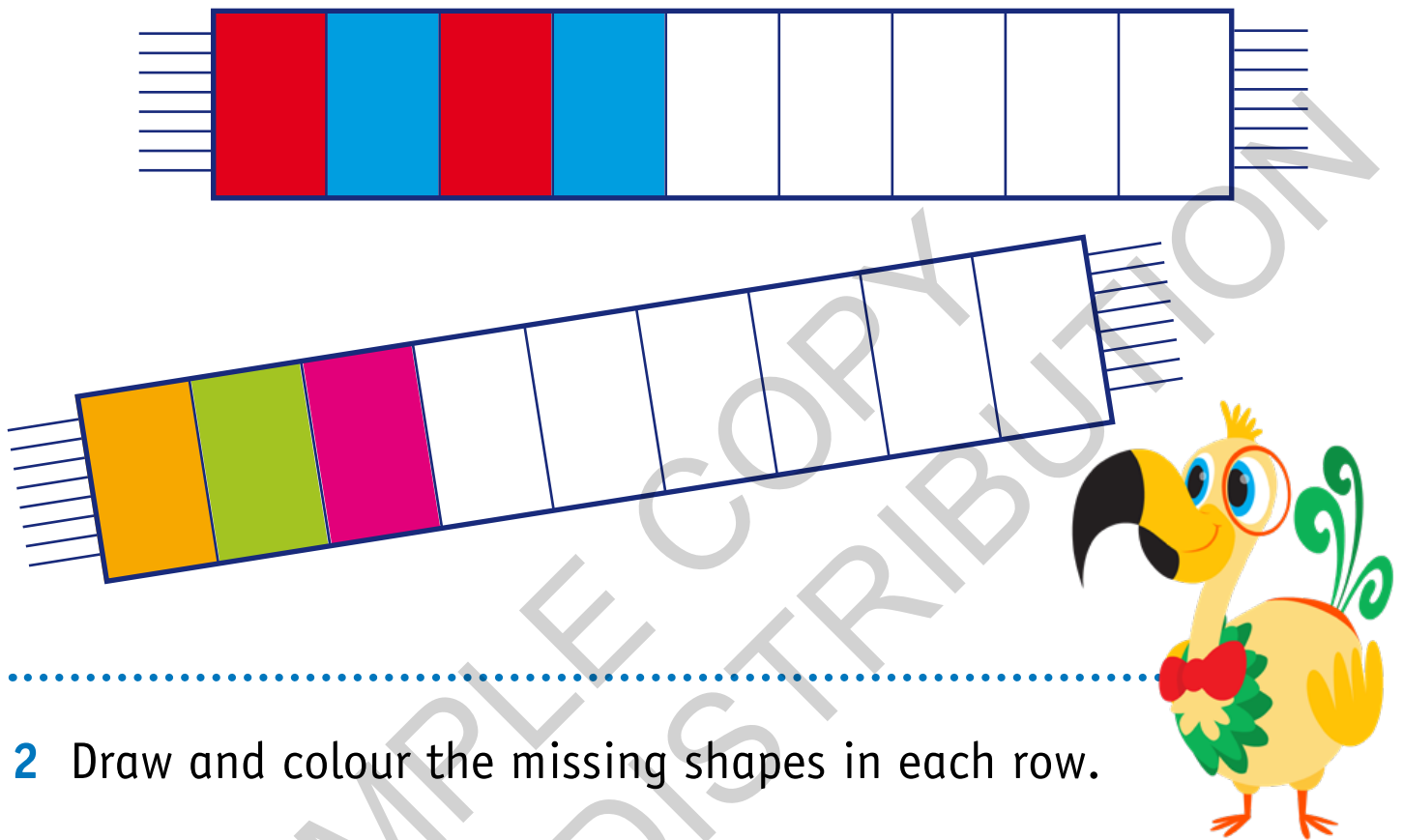
1 Colour the picture to complete each pattern.



2 Circle the picture that completes each pattern.



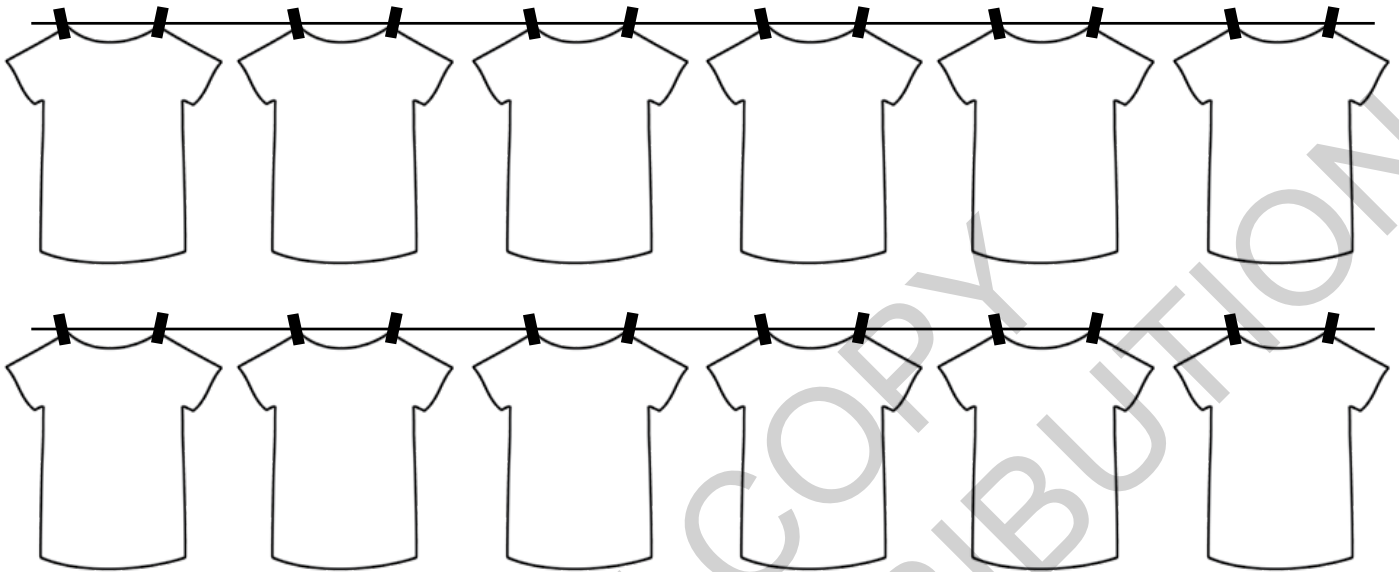
1 Colour Doc's pattern.



2 Draw and colour the missing shapes in each row.



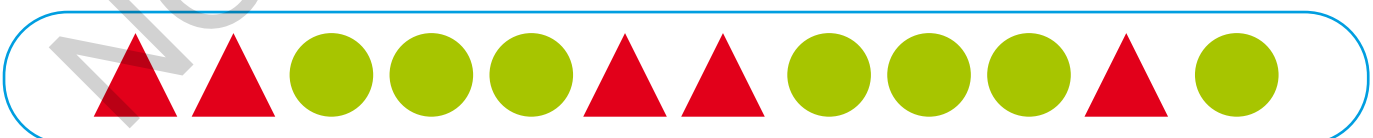
1 Colour these shirts to make a pattern.



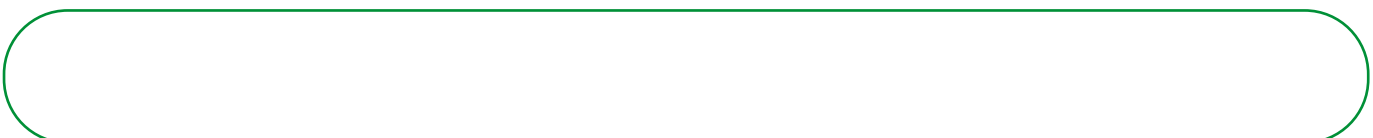
2 Draw the next three things in each pattern.



3 Fix this pattern. Circle what is wrong.



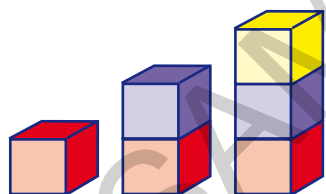
Draw the pattern correctly.



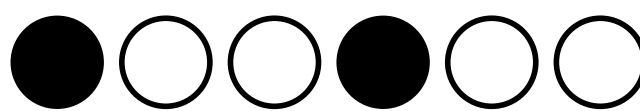
1 Find the repeating patterns. Colour them.



2 Draw the next stacking pattern.



3 Colour the patterns.



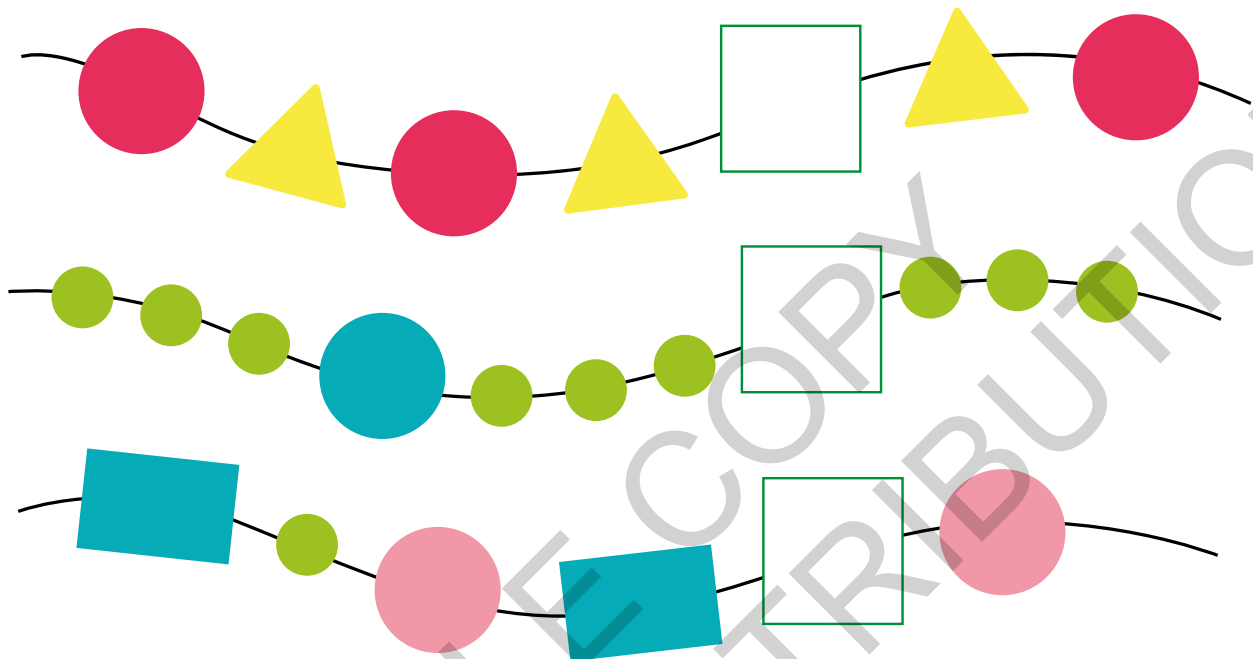
Mastery Checklist

I can: ☐ recognise colour and shape patterns
☐ complete and continue patterns

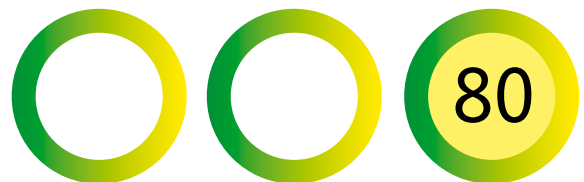


Checkpoint 6

1 Complete each pattern.



2 Write the missing numbers.



3 Write three numbers.

less than 50.

--	--	--

more than 50.

--	--	--

Checkpoint 6

Pets of Year 1

4 How many?

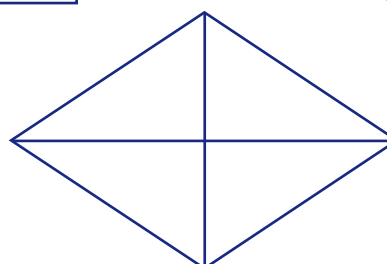
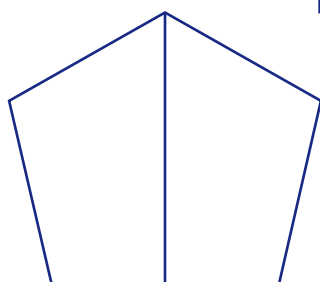
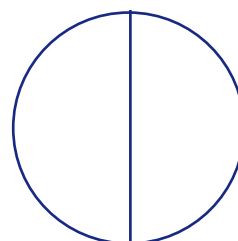
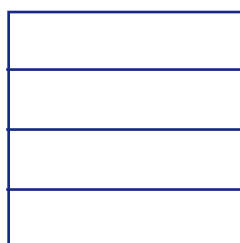
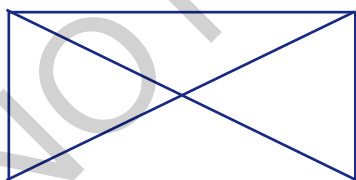






5 How many more fish than cats?

6 Colour quarter of each shape.



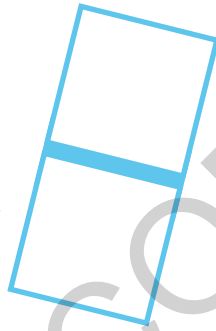
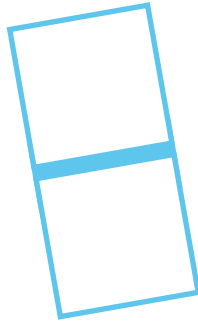
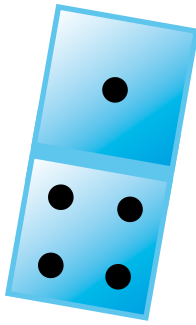
Number facts for 5, 7, 8

TERM 4
Week 1



Draw dots to match.
Make each domino different.

5

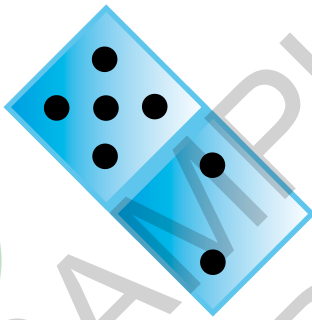


$$4 + 1 = 5$$

$$\square + \square = 5$$

$$\square + \square = 5$$

7

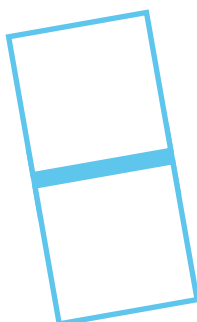
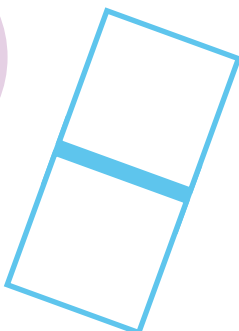


$$\square + \square = 7$$

$$\square + \square = 7$$

$$\square + \square = 7$$

8



$$\square + \square = 8$$

$$\square + \square = 8$$

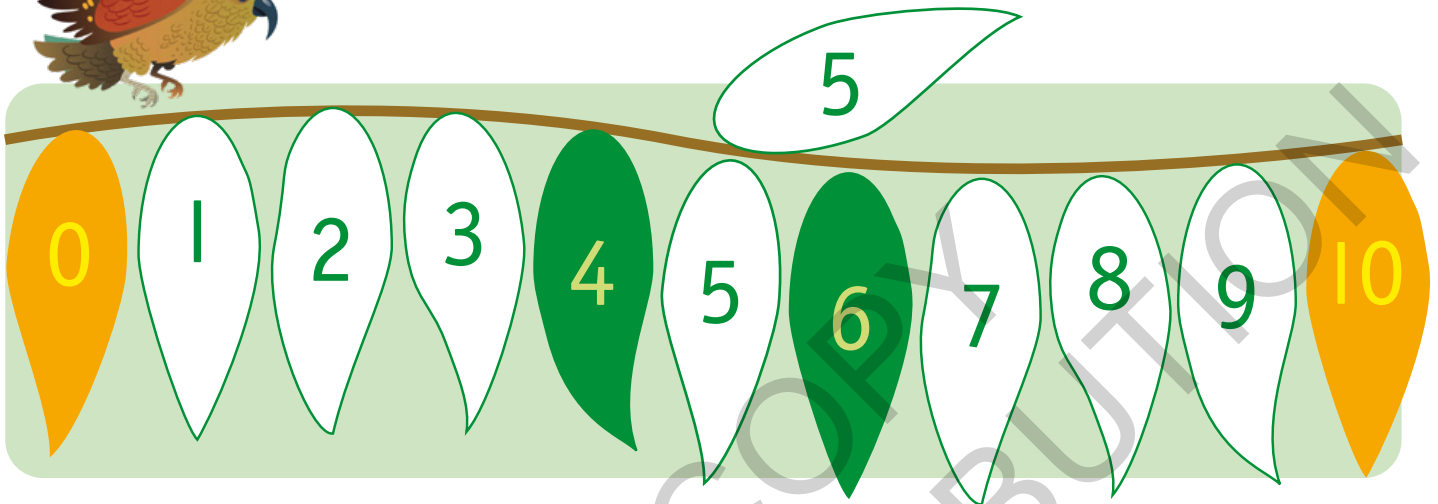
$$\square + \square = 8$$

Addition pairs for ten

TERM 4
Week 1



1 Colour pairs that add to ten.



2 Make 10.

$$5 + \square = 10$$

$$4 + \square = 10$$

$$3 + \square = 10$$

$$2 + \square = 10$$

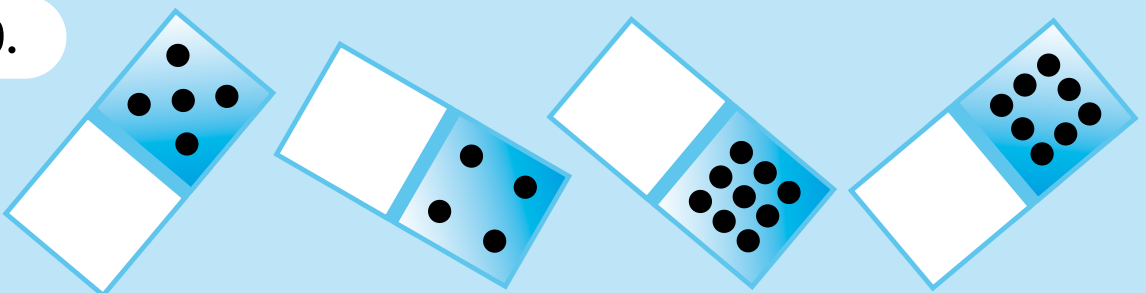
$$\square + 9 = 10$$

$$\square + 7 = 10$$

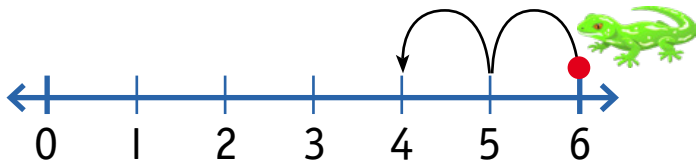
$$\square + 8 = 10$$

$$\square + 0 = 10$$

Make 10.

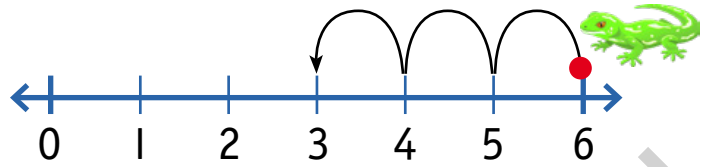


1



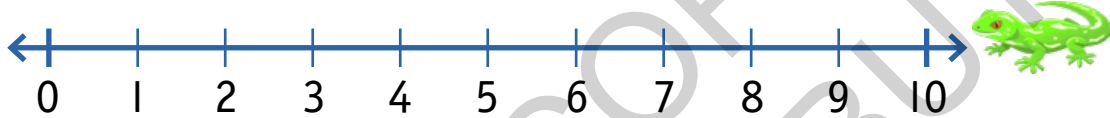
$$6 - 2 = \square$$

2



$$6 - 3 = \square$$

3



$$10 - 2 = \square \quad 10 - 5 = \square \quad 10 - 3 = \square$$

4



How many dogs?

$$9 - 3 = \square \quad 9 - 5 = \square \quad 9 - 6 = \square$$

5



How many berries?

$$8 - 4 = \square \quad 8 - 2 = \square \quad 8 - 7 = \square$$

1 There were 10. How many left?

a

●	●	●	●	●
●	●	●	○	○

$10 - 2 = \square$

b

●	●	●	●	●
○	○	○	○	○

$10 - 5 = \square$

c

●	●	●	●	○
○	○	○	○	○

$10 - 6 = \square$

d

●	●	●	●	●
●	●	○	○	○

$10 - 3 = \square$

e

●	●	●	●	●
●	○	○	○	○

$10 - 4 = \square$

f

●	●	●	○	○
○	○	○	○	○

$10 - 7 = \square$

2 Use the ten frame to check. Tick if correct.

a

$10 - 8 = 3$

b

$10 - 9 = 1$

- 1 Count by 10s starting at 10. Colour them **green**.
- 2 Now start at 5. Count by 10s to 95. Colour them **blue**.

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

- 3 Jump down one square to add 10. Colour each pair.

$2 + 10 = \square$

$6 + 10 = \square$

$1 + 10 = \square$

$4 + 10 = \square$

$3 + 10 = \square$

$9 + 10 = \square$

$7 + 10 = \square$

$5 + 10 = \square$

$8 + 10 = \square$

Counting in tens

TERM 4
Week 2

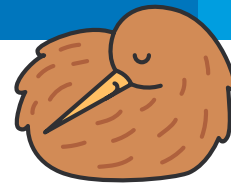


Count in tens.

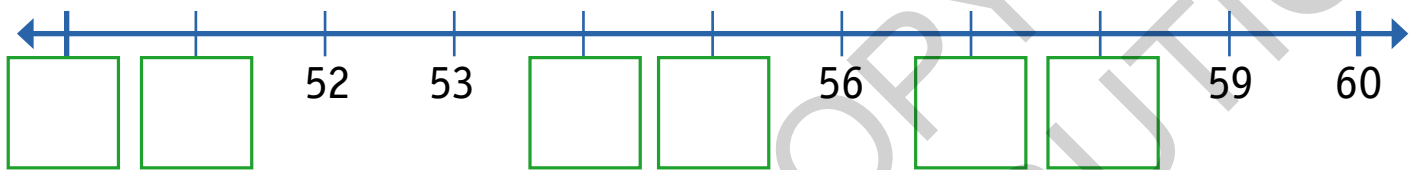
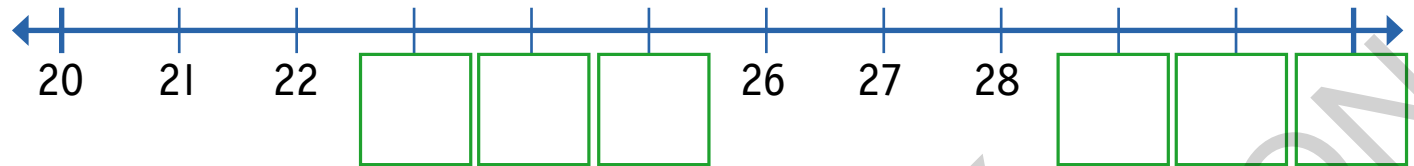
0	10	20				60
40	50	60				
100	90	80				
60	50	30				

2

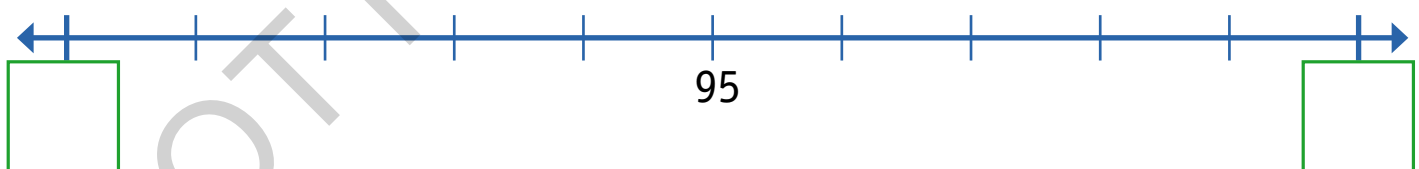
20	add 10		add 10		add 10	
60	+ 10		+ 10		+ 10	
30	take away 10		take away 10		take away 10	
70	- 10		- 10		- 10	



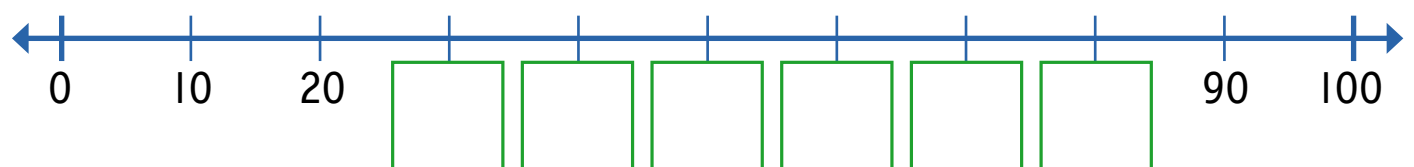
1 Write the missing numbers.



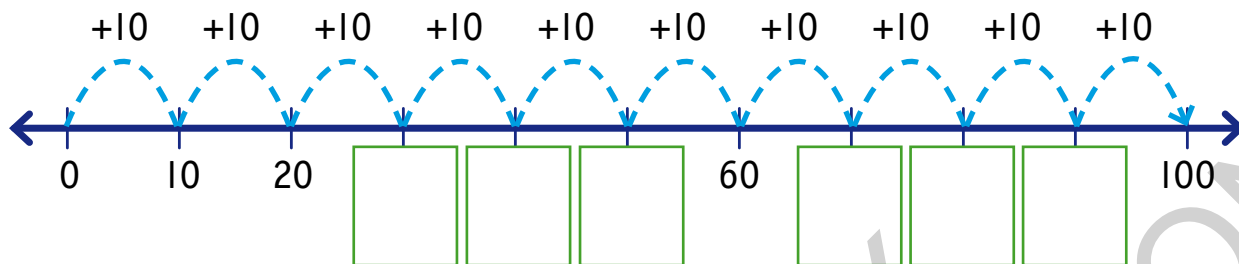
2 Fill in the tens. Write the missing numbers.



3 Count by tens.



1 Complete the number line.



2 Count by 10s. Circle the odd number out.

10 20 30 31 40 50

80 70 60 50 40 35

30 40 50 56 60 70

100 90 80 70 63 60

3 Write 10 more than each number.

8 12 27 39

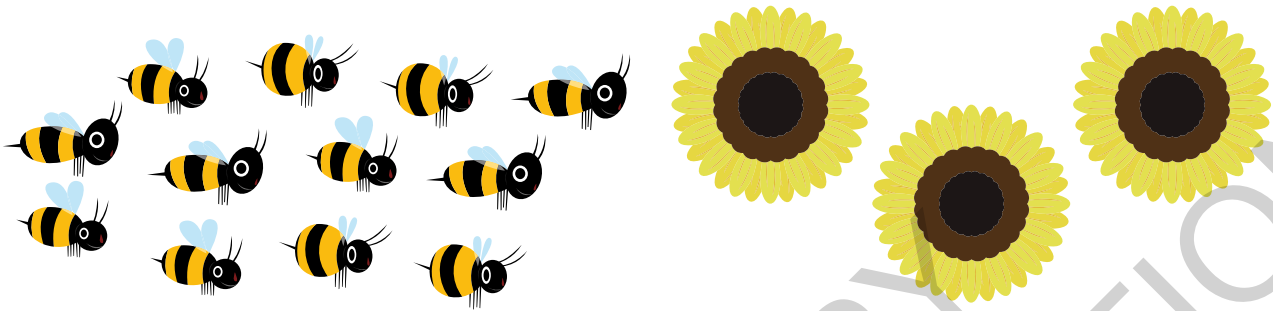
Mastery Checklist

I can: ☐ count by 10s
☐ add 10 more on a hundred chart



Share equally. Complete the sentences.

1



12 bees shared between 3 flowers is each.

2



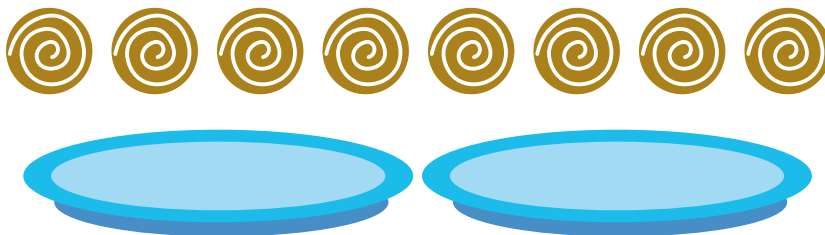
6 candles shared between 2 cakes is each.

3



eggs shared between 3 nests is each.

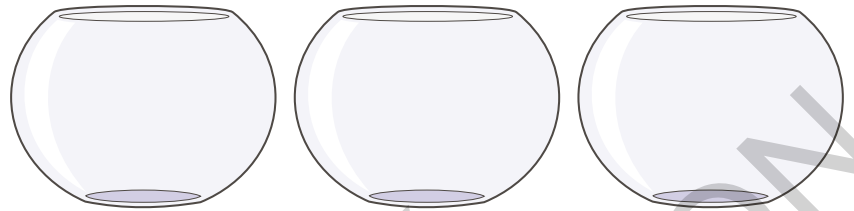
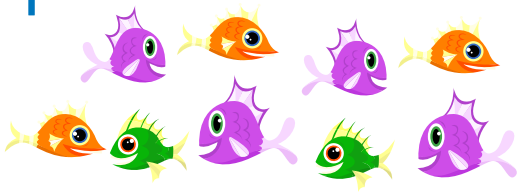
4



cookies shared between 2 plates is each.

Share equally and complete the number sentences.

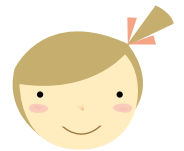
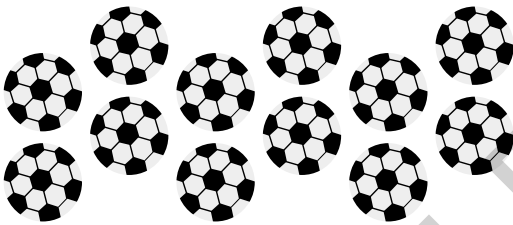
1



fish shared between 3 bowls is

.

2

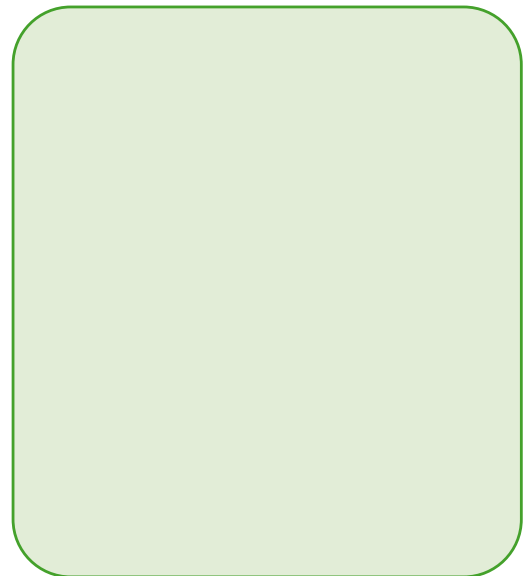
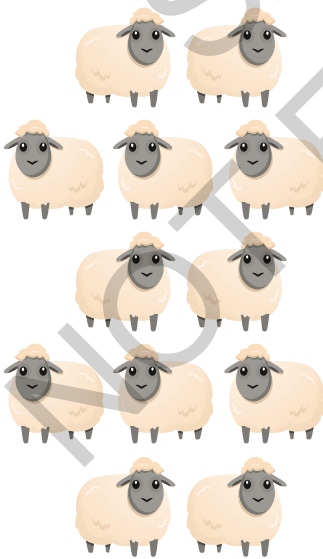


balls shared between

children is

.

3 Share the sheep equally between 2 fields.



sheep between

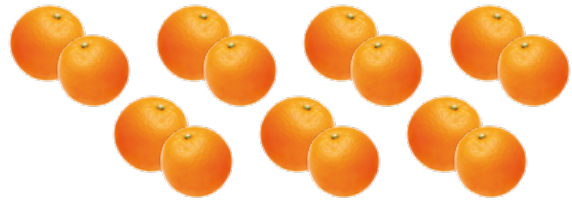
fields is

.

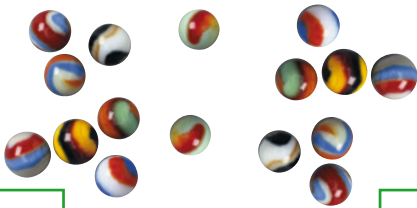
1 How many groups of 2?



groups of 2 =



groups of 2 =



groups of 2 =



groups of 2 =

2 How many groups of 3?



groups of 3 =



groups of 3 =



groups of 3 =



groups of 3 =

Challenge!

How many ways can you share 12 equally?

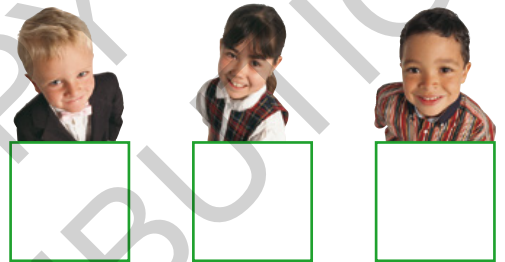
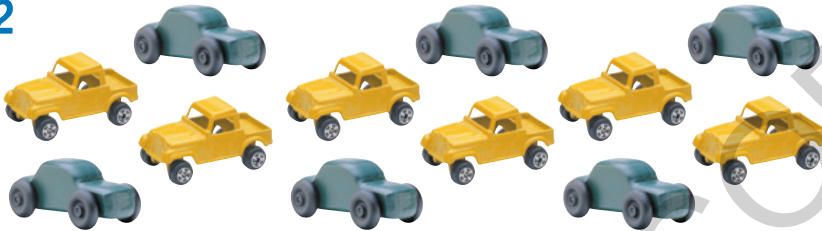


Share equally.

1



2



3



4



Challenge!

Share equally.

18



12

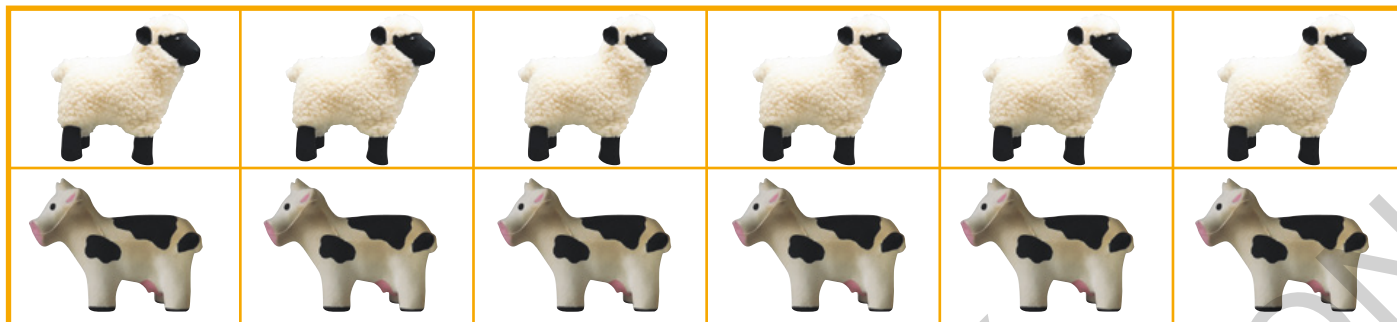


16



15





How many?





How many altogether?



2 rows of 6 =

2 Draw:

- 2
- 2
- 2

How many shapes?

3 rows of 2 =

3 Draw:

- 6
- 3

How many faces?

3 rows of 3 =

Rangi cooked 2 trays of muffins.



Freya ate 1. The twins ate 1 each. Kiri ate 2. Ned ate 3.

4 friends are coming to visit.

Will they get one each?

Will Rangi have any left?

Draw your answer.

Write about how you got your answers.

I can solve a problem by:

☐

counting back to take away

☐

drawing a picture

2 fishing boats

Each child catches 2 fish.
How many fish do they catch?



Working

I can solve a problem by:

☐

adding groups together

☐

counting by twos

Cars

20 children want to go to the park. There are 5 cars.

Each car must take the same number of children.

How many children go in each car? _____



Working

I can solve a problem by:

☐

sharing a group of objects into smaller groups

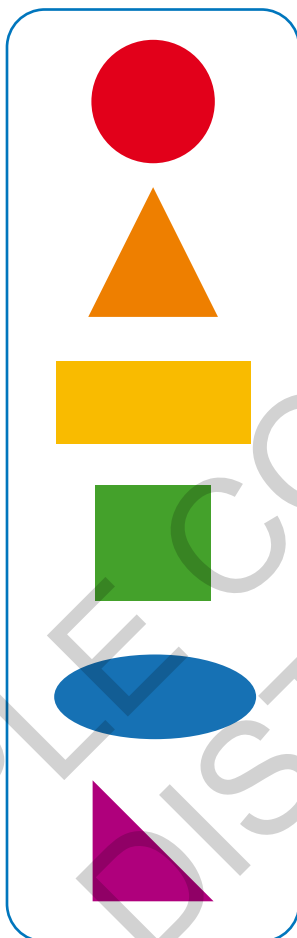
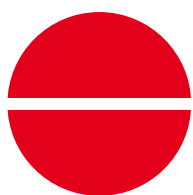
☐

drawing a picture

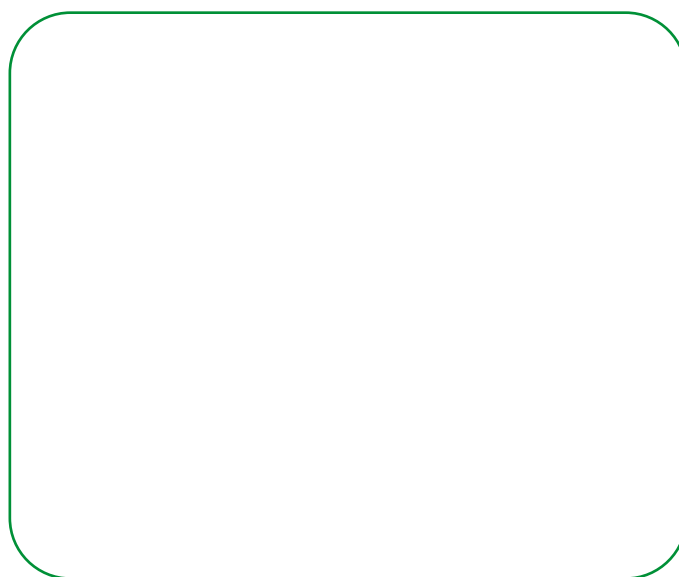
Put shapes together

TERM 4
Week 5

- 1 Each shape has been cut in half. Match.



2 Draw



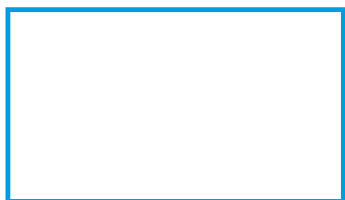
2 rectangles to make a square.

4 squares to make a rectangle.

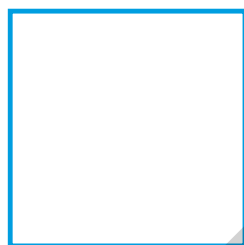
Put shapes together

TERM 4
Week 5

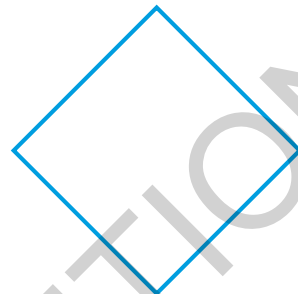
- 1 Draw 2 lines on each shape to make 4 smaller 2D shapes.
Name the shapes you have made.



4 _____



4 _____



4 _____

- 2 Put together 4 triangles.



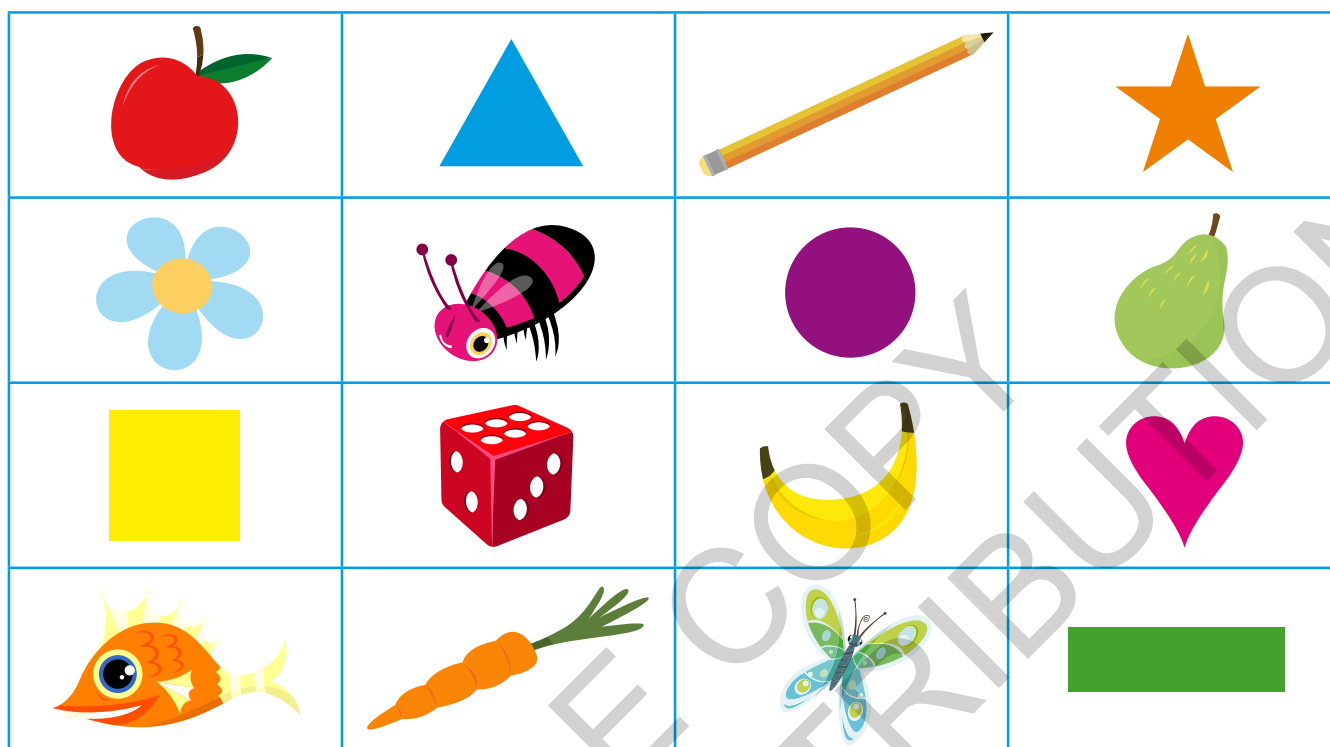
What shape did you make? _____



- 3 Put together 2 half circles.

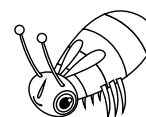
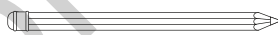


What shape did you make? _____

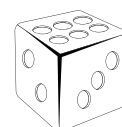
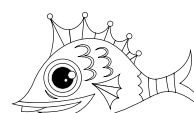


Colour the answer. Which item is:

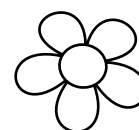
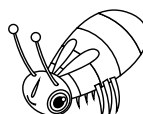
above the circle  ?



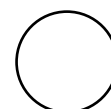
left of the carrot  ?



below the apple  ?



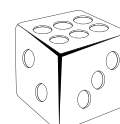
right of the banana  ?



between the triangle  and the star  ?



above the rectangle  ?



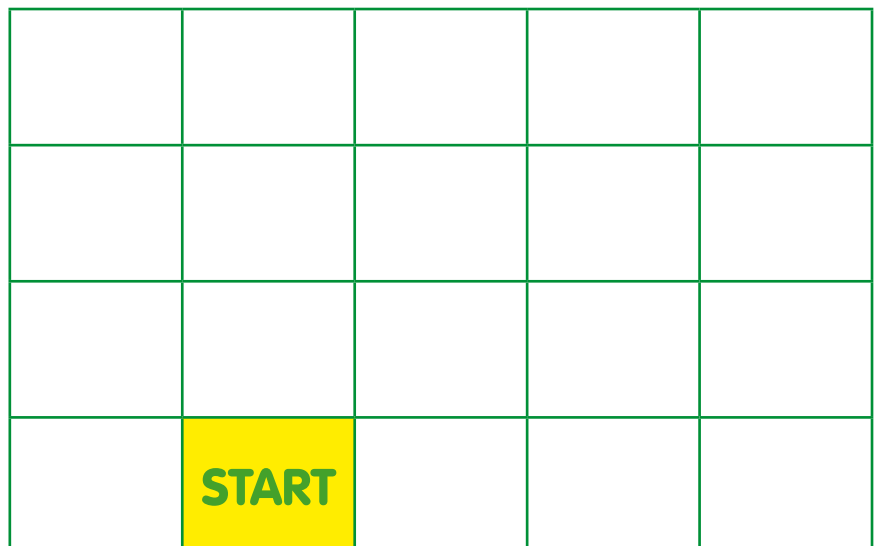
1 Draw

- a flower  to the **right** of the tree.
- a bird  **above** the tree.
- an apple  **under** the tree.
- a ball  to the **left** of the tree.



2 Go left 1 , up 2 , right 3 , down 2 , right 1 ,
up 3 , left 1 .

Draw an **X**
where you
land.



Checkpoint 7

1 Subtract.



$$10 - 2 = \square \quad 10 - 5 = \square \quad 10 - 3 = \square$$

2 Subtract.

How many dogs?



$$9 - 3 = \square \quad 9 - 5 = \square \quad 9 - 6 = \square$$

3 Circle the matching number.

twenty-three

thirty

twenty-six

18 23 8

13 3 30

6 16 26

4 Write the missing numbers.

30

40

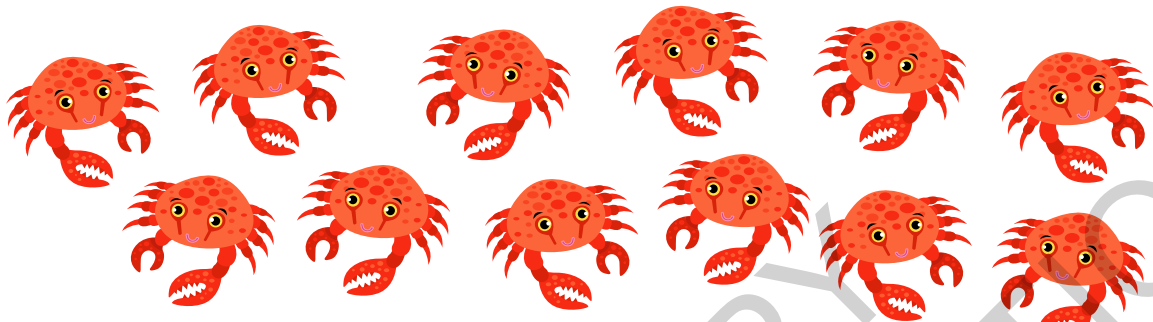
50

70

80

Checkpoint 7

5 Circle groups of 2.



groups of 2 crabs =

altogether

6

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

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

$9 + 10 =$

$10 + 10 =$

$7 + 10 =$

$2 + 10 =$

7 Moana has 8 tennis balls  and 4 beach balls . How many balls altogether?

Draw a picture to show your answer.

Complete.

+

=

balls altogether.



1 Match. Write the missing months.

May

February

July

October

August

January

March

April

June

September

November

December

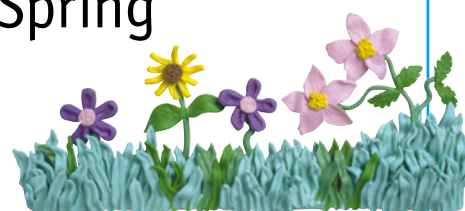
Summer

Autumn

Winter

Spring

Summer



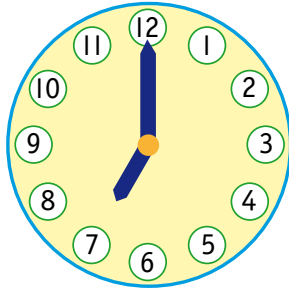
2 Which month is:

1st?

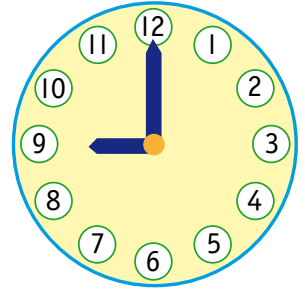
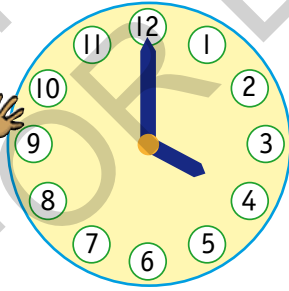
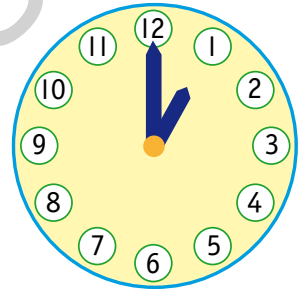
4th?

When is your birthday?

1 What time is it?



7 o'clock



2 What comes before ?



3 What comes after ?



4 Which one comes later in the day?



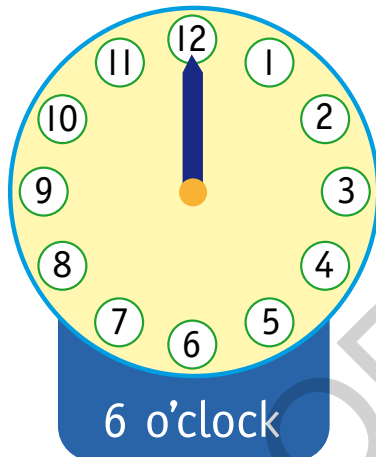
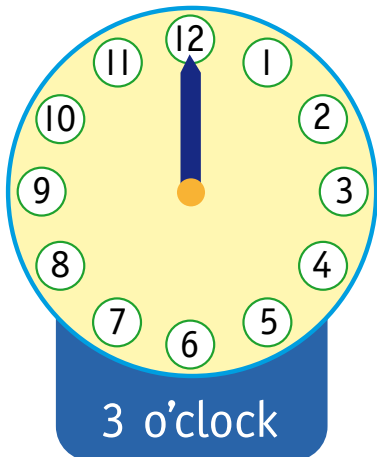
O'clock times

TERM 4
Week 6

o'clock =

**Little hand is on the hour.
Big hand is on 12.**

1 Draw the hour hand.



2 What time is it?



o'clock



o'clock



o'clock



o'clock

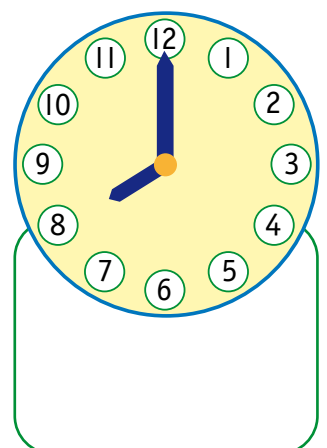
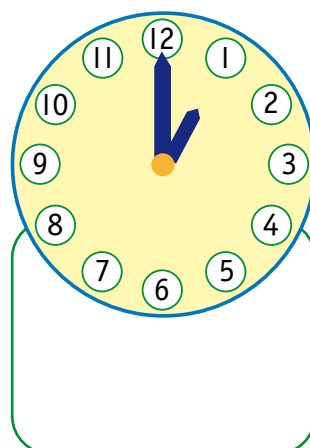
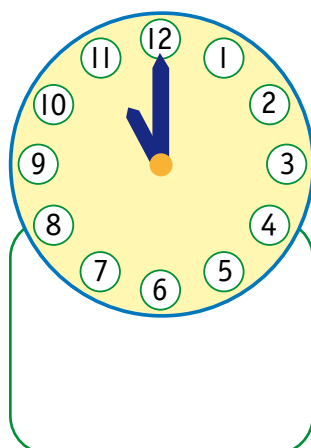
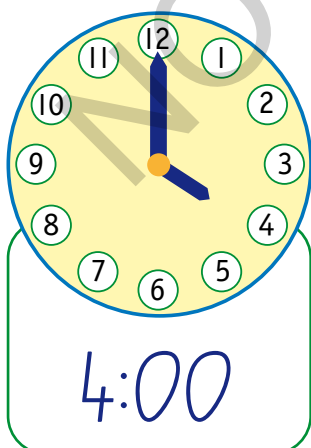


o'clock



o'clock

3 Write the digital time.



Reading digital clocks

TERM 4
Week 6

1 What time is it?

3:00

3

o'clock

7:00

o'clock

8:00

o'clock

10:00

o'clock

5:00

o'clock

1:00

o'clock

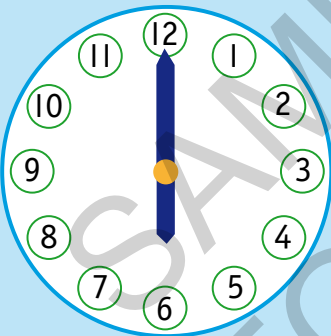
11:00

o'clock

12:00

o'clock

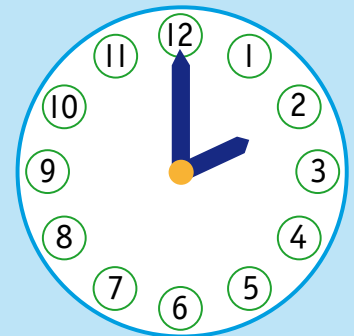
2 Colour to match.



2:00

6 o'clock

2 o'clock



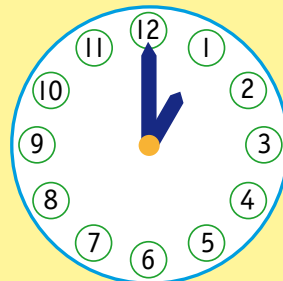
6:00

Challenge!

What time is it 1 hour after?

4:00

o'clock



o'clock

Mastery Checklist

I can: ☐ name the four seasons
☐ read analogue and digital clocks to the hour

☐ write time on the hour using the word 'o'clock'
☐ name and order the months of the year

Comparing weight

TERM 4
Week 7

1 Circle **O** the heavier one. Draw a **X** on the lighter one.



2 Draw something heavier.



3 Draw something lighter.



4 Draw two different things that weigh the same.



Compare and measure weight

TERM 4
Week 7

I Match.



heavier



lighter

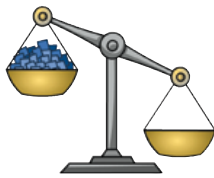


heavier



lighter

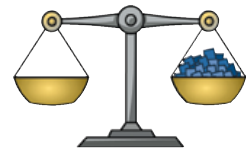
- 2 Weigh items against 20 blocks.
Draw an item that matches each word:



heavier



lighter



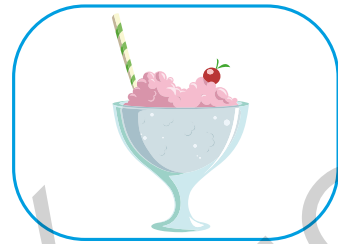
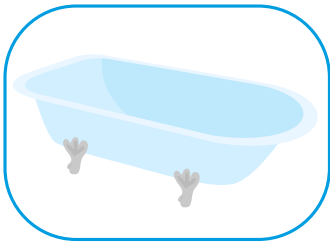
about the same

is heavier than 20 blocks.

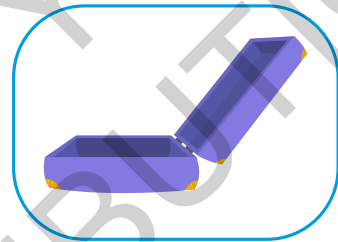
is lighter than 20 blocks.

weighs about the same as 20 blocks.

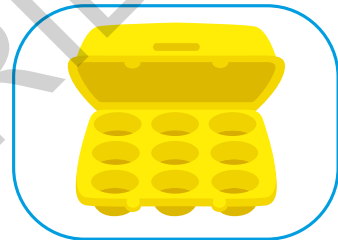
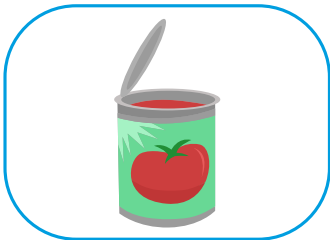
1 Match each picture to a word.



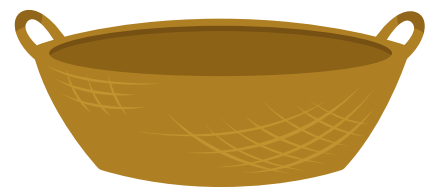
full



empty



2 Label the containers **full**, **half full** or **empty**.

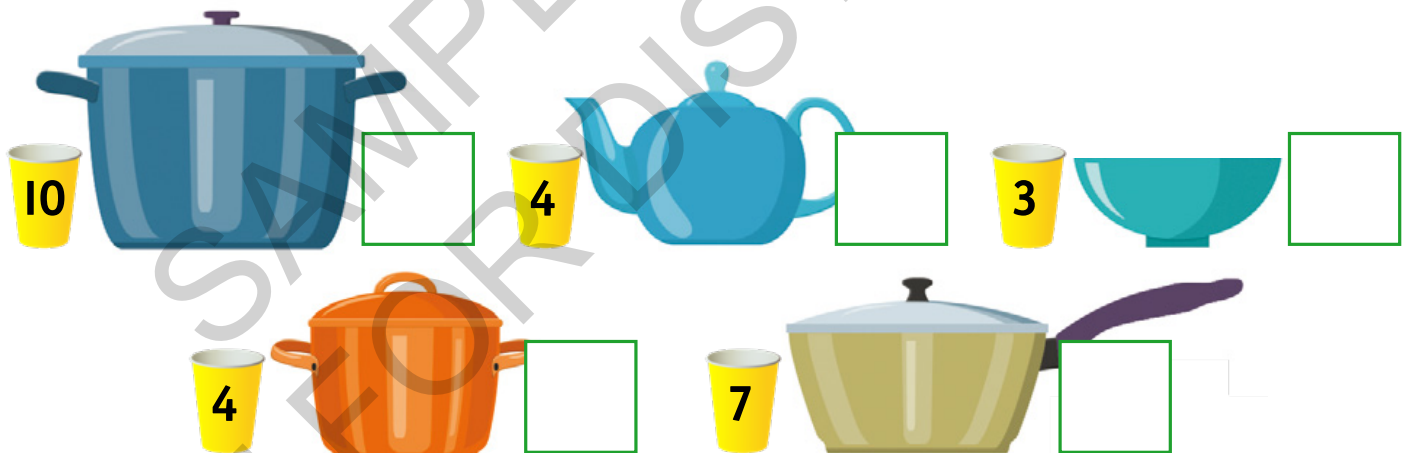






1 Why are there 2 different capacities for this jug?

2 Number these from smallest (1) to largest (5) capacity.



3 What is tricky about ordering these capacities?

Mastery Checklist

- I can:
- ☐ measure weight using cubes
 - ☐ compare and order
 - ☐ estimate and measure capacity in cups



Measuring length

TERM 4
Week 8



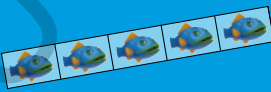
I Make a picture ruler.



Measure things with your picture ruler.



2 Measure these with cubes and your picture ruler.

	Number of cubes 	Picture ruler 
		
		
		
		
		
		

Heights

In your class who is taller than you?
Who is shorter than you? Draw and write.



taller

shorter

You

Challenge!

Who is the same height as you?

I can solve a problem by:

- ☐ comparing heights ☐ acting it out and drawing picture

Number facts + – practice

TERM 4
Week 8



You have one minute for each set.
Complete as many questions as you can.

1

$3 + 2 = \square$

$5 - 1 = \square$

$4 + 1 = \square$

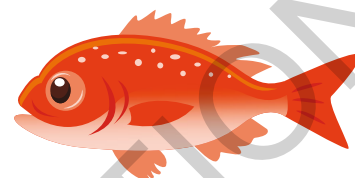
$4 - 3 = \square$

$2 + 2 = \square$

$5 - 3 = \square$

$5 + 0 = \square$

$14 - 0 = \square$



Score

2

$9 + 1 = \square$

$10 - 3 = \square$

$8 + 2 = \square$

$10 - 6 = \square$

$7 + 3 = \square$

$10 - 8 = \square$

$1 + 9 = \square$

$10 - 9 = \square$



Score

3

$1 + 7 = \square$

$10 - 7 = \square$

$5 - 5 = \square$

$2 + 8 = \square$

$4 + 2 = \square$

$7 + 3 = \square$

$10 - 6 = \square$

$10 - 9 = \square$



Score

Number facts + – practice

TERM 4
Week 8



You have one minute for each set.
Complete as many questions as you can.

1

$4 + 2 = \square$

$5 + 5 = \square$

$5 + 3 = \square$

$7 - 3 = \square$

$10 - 5 = \square$

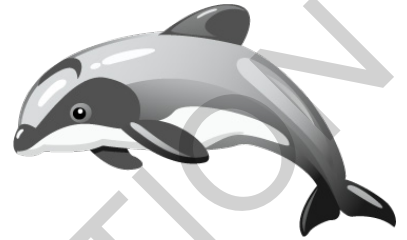
$6 + 4 = \square$

$8 - 4 = \square$

$10 - 7 = \square$

$10 - 0 = \square$

$9 + 1 = \square$



Score

2

$10 + 7 = \square$

$10 - 7 = \square$

$15 - 5 = \square$

$10 - 1 = \square$

$14 + 2 = \square$

$7 + 3 = \square$

$10 - 6 = \square$

$1 + 9 = \square$

$10 + 0 = \square$

$8 - 7 = \square$



Score

3

$5 + 3 = \square$

$10 - 3 = \square$

$8 + 2 = \square$

$10 - 6 = \square$

$7 + 2 = \square$

$5 - 3 = \square$

$9 + 1 = \square$

$10 - 9 = \square$

$3 + 7 = \square$

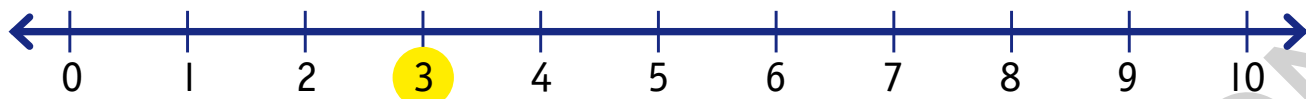
$10 - 4 = \square$



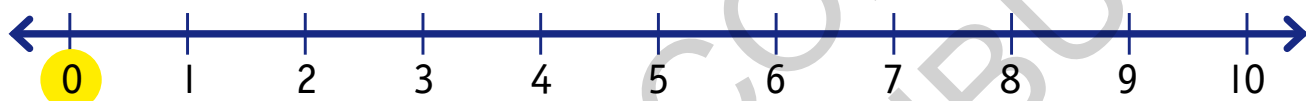
Score

Checkpoint 8

1 Use the number lines to find the answers.



$$3 + 2 + 3 = \square$$



$$0 + 4 + 5 = \square$$

2

$$8 - 4 = \square$$

$$10 - 7 = \square$$

3

What colour shirt is:

2nd? _____

5th? _____

6th? _____



How many balloons are there?

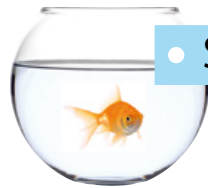
less than 10

less than 20

more than 20

Checkpoint 8

4 Make each price \$1 **more**.



5 Make each price \$1 **less**.



6 Add.



$$10 + 8 = \boxed{}$$

$$8 + 10 = \boxed{}$$

7 Circle the coins.



Checkpoint 8



8 Draw the next two shapes.



9 Colour weekends **blue**. Underline weekdays.

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

10 Mango has 10 bananas 🍌 and 4 oranges 🍊.
How many fruits altogether?

Draw a picture to show your answer.



Complete. + = fruits altogether.

Checkpoint 8

11 Match.



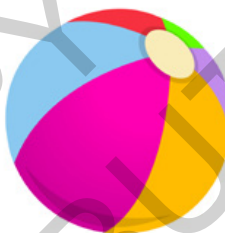
cube



sphere

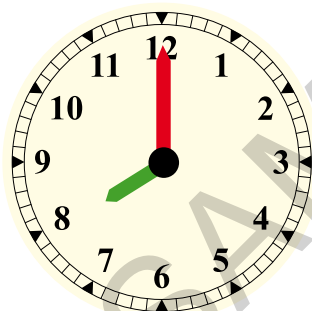


cylinder

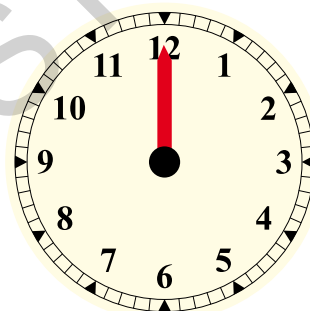


12 What time is it?

Draw the missing hand.



o'clock



It is 5 o'clock.

13

How many



will each one hold. Circle your estimate.



2



8



10



25



1



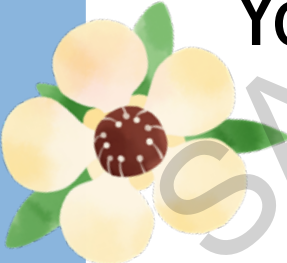
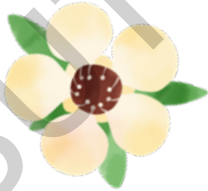
5





Mathletics

Awesome Work!



You've completed the Year 1
Mathletics programme.
You are ready for Year 2!

