

Mathletics

for the New Zealand
Curriculum

1

Mathematics



A 3P Learning Product

Contents

Term 1			
Week	Strand: Element	Topic	Page
1	Number: Number structures	Count to 20	2
2	Number: Number structures	Compare and order to 20	6
3	Number: Operations	Add to 10	10
4	Measurement: Measuring	Weight and length	14
5	Number: Number structures	Odd and even numbers Checkpoint 1	18 20
6	Number: Operations	Subtract to 10	22
7	Numbers: Number structures	Count to 30	26
8	Geometry: Shapes	2D Shapes	30
9	Measurement: Measuring	Time Checkpoint 2	34 36

Term 2			
Week	Strand: Element	Topic	Page
1	Number: Number structures	Numbers to 30: Te reo Māori	38
2	Number: Operations, Number structures	Adding 10 to 1-digit numbers	42
3	Number: Number structures	Numbers to 50	46
4	Geometry: Shapes	3D Shapes	50
5	Geometry: Pathways	Position Checkpoint 3	54 56
6	Number: Operations	Doubles to 10 Add to 10	58
7	Number: Operations	Subtraction strategies	62
8	Measurement: Measuring	Time	66
9	Algebra: Equations and relationships, Number structures	Ordinal numbers Patterns Checkpoint 4	70 74

Term 3			
Week	Strand: Element	Topic	Page
1	Number: Number structures	Numbers to 100	76
2	Number: Financial mathematics	Money	80
3	Number: Rational numbers	Fractions: Halves	84
4	Number: Operations	Grouping and sharing	88
5	Number: Operations, Number structures	Count in 2s and 5s Checkpoint 5	92 96
6	Number: Operations	Addition to 20	98
7	Statistics: Develop knowledge, Visualise and interpret Data	Picture graphs	102
8	Number: Rational numbers	Fractions	106
9	Algebra: Equations and relationships	Repeating patterns Checkpoint 6	110 114

Term 4			
Week	Strand: Element	Topic	Page
1	Number: Operations	Add and subtract	116
2	Number: Number structures	Counting in 10s	120
3	Number: Operations	Sharing and making groups	124
4	Number: Operations	Problem solving $+$ $-$ $\times$ $\div$	128
5	Geometry: Spatial reasoning, Pathways	Putting shapes together Directions Checkpoint 7	132 136
6	Measurement: Measuring	Months, seasons and time	138
7	Measurement: Measuring	Weight and capacity	142
8	Measurement: Measuring Number: Operations	Length Number facts practice	146 148
9	Review	Checkpoint 8	150

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.

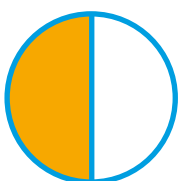


The jug holds more.

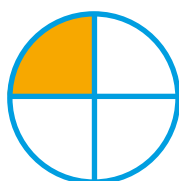
coins



fractions

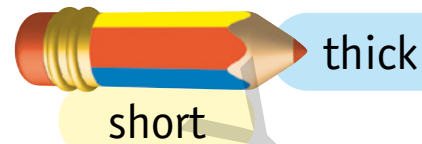


half a circle

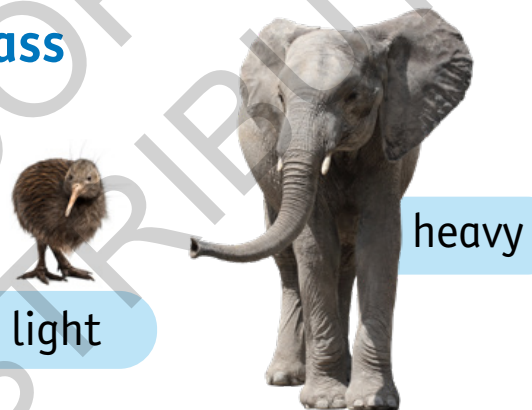


quarter of a circle

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

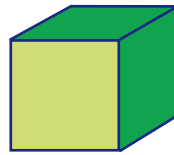
square

oval

circle

triangle

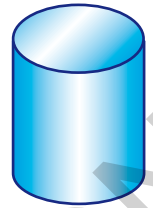
3D shapes



cube



sphere



cylinder

take away (-)

Three cats and one walks away.

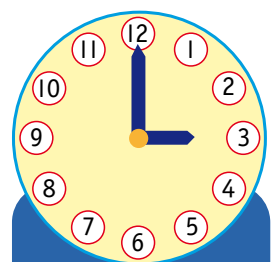
$$3 - 1 = 2$$



time

Days

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

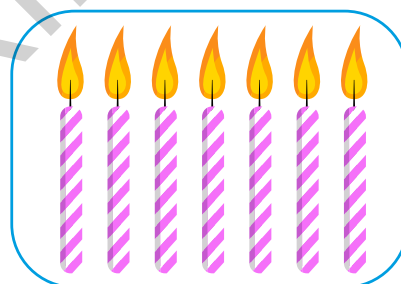
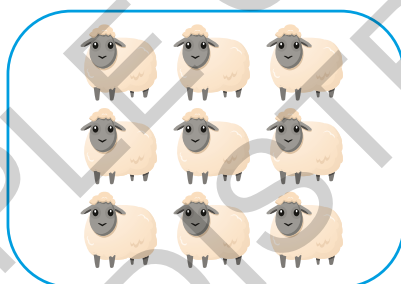
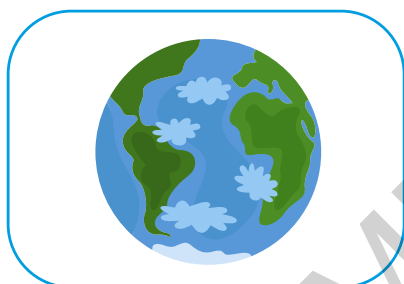
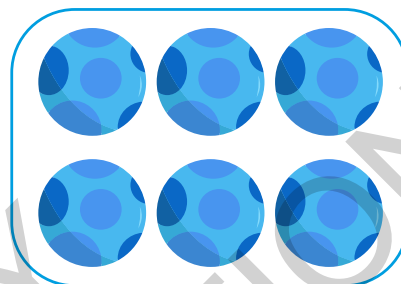
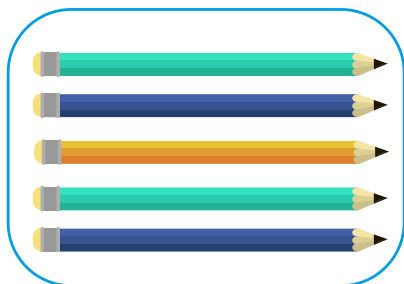


3 o'clock

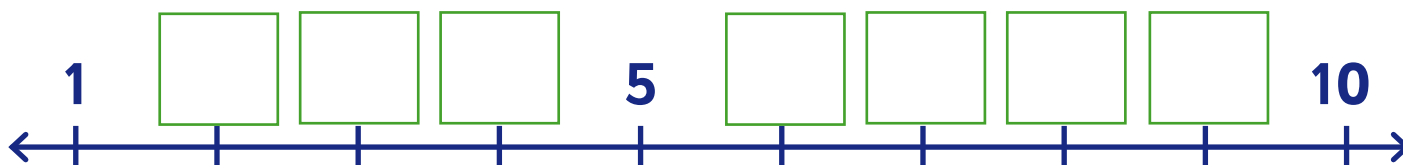
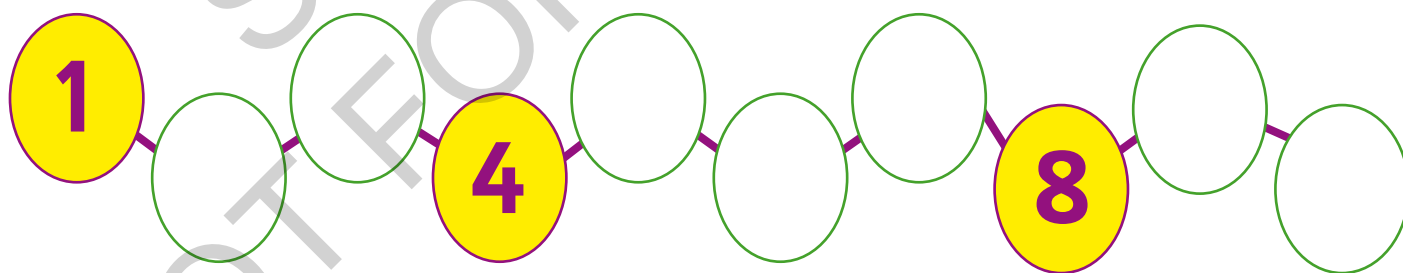
Seasons

Summer
Autumn
Winter
Spring

1 Join each group to its number.

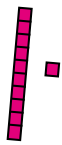


2 Complete each number line.



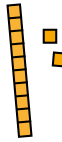
eleven

11



twelve

12



thirteen

13



fourteen

14



fifteen

15



sixteen

16



seventeen

17



eighteen

18



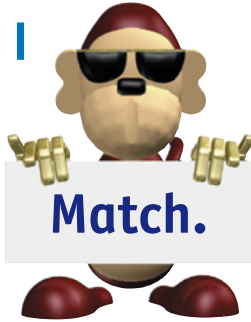
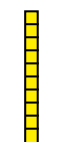
nineteen

19



twenty

20



14

18

15

16

20

19

eighteen

fourteen

sixteen

twenty

nineteen

fifteen



2 Write the numbers.

Draw dots.

ten

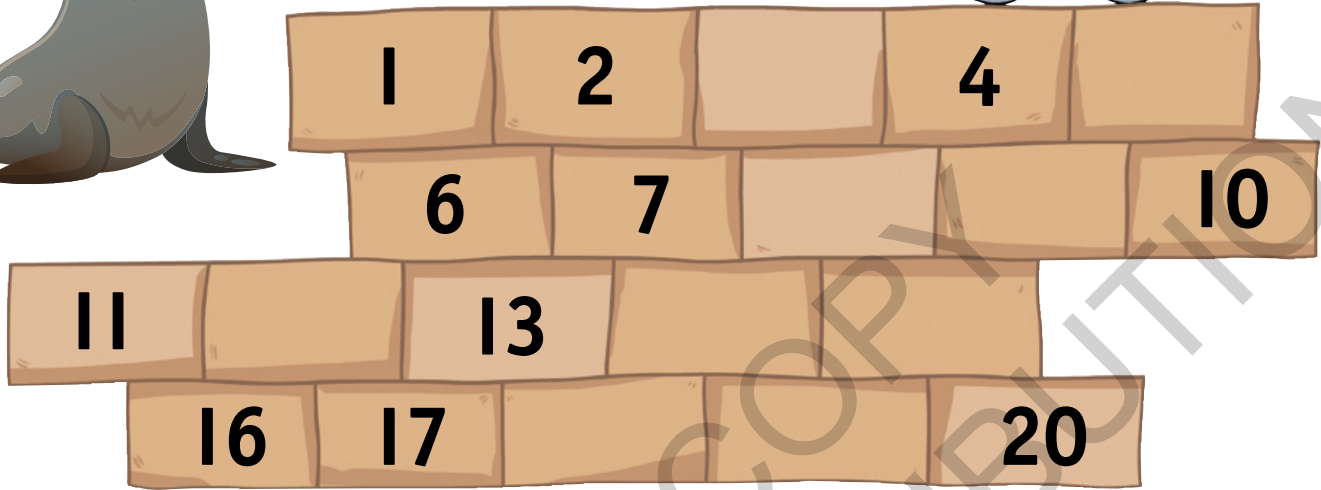
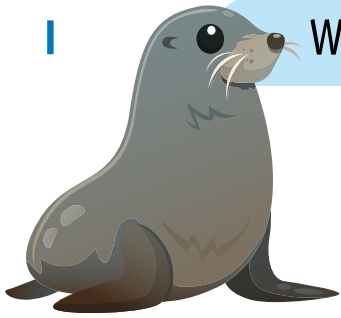
twenty

twelve

eleven



1 Write the missing numbers.



2 a



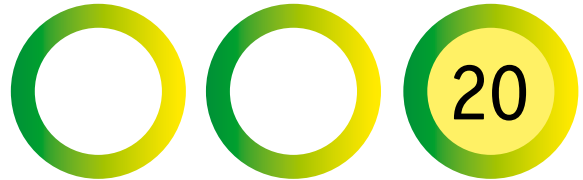
b



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



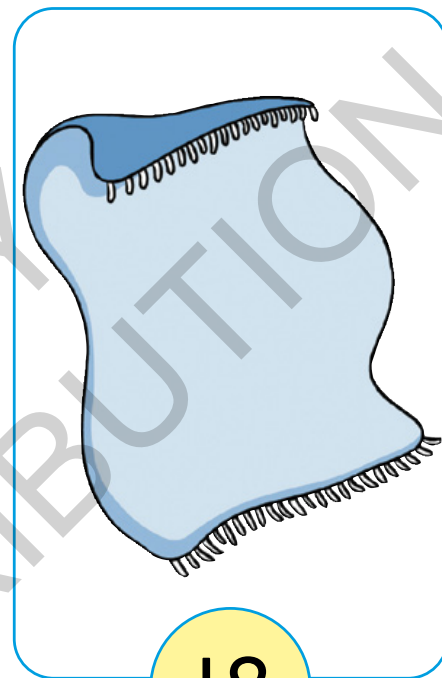
1 Draw spots.



11



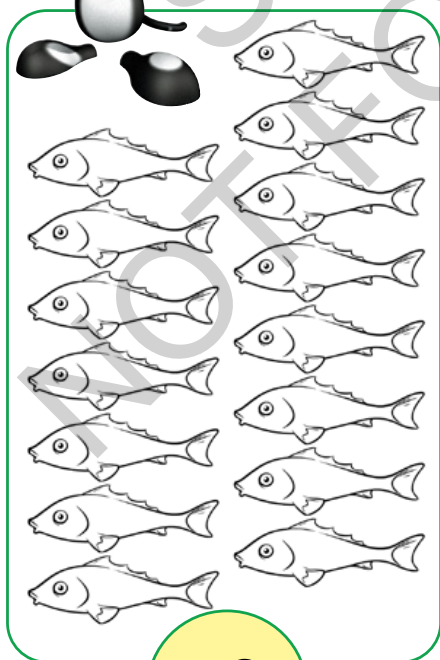
14



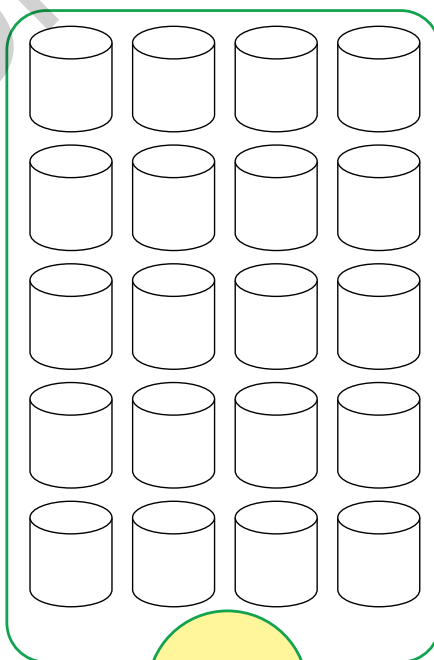
18



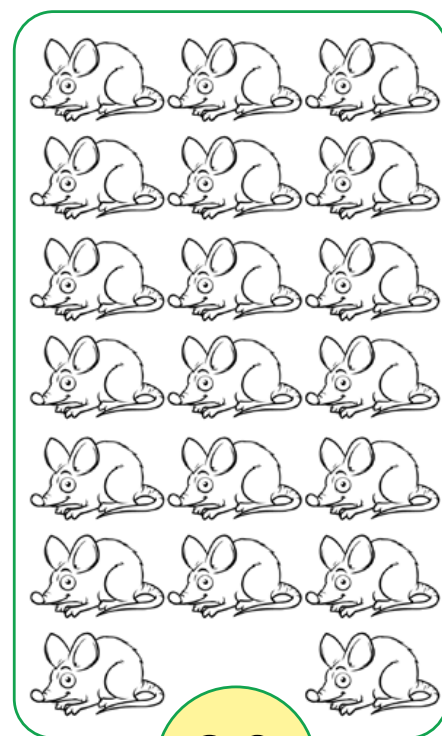
2 Colour the correct number.



12



15

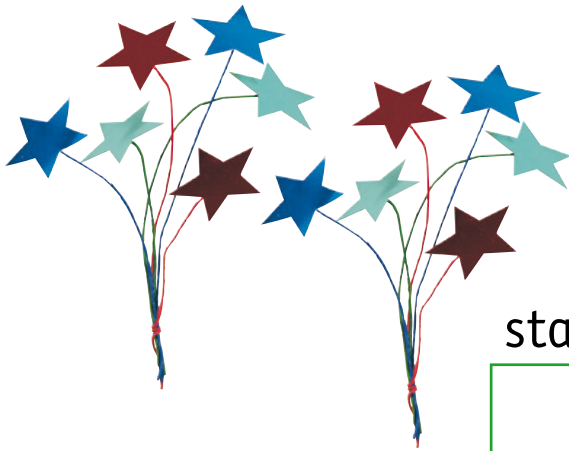


20

Comparing numbers to 20

TERM 1
Week 2

1 How many? Tick ✓ the larger number.



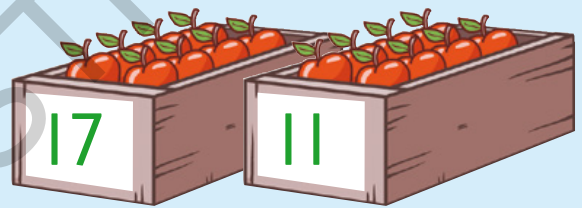
stars

☐

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

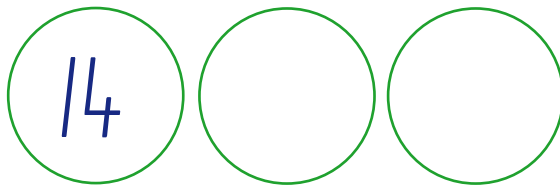
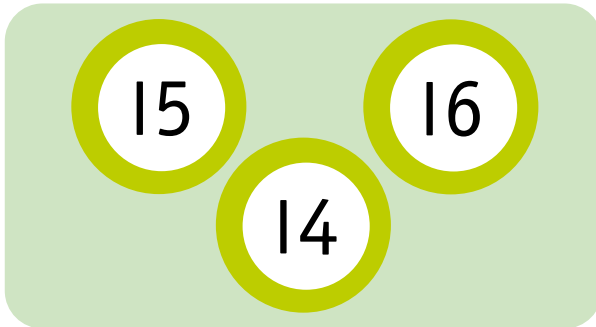
18

15

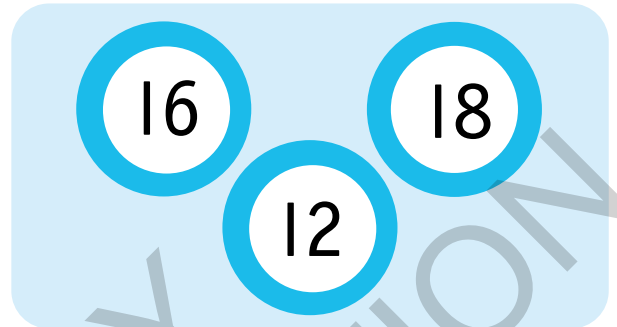
17

Write the numbers in order.

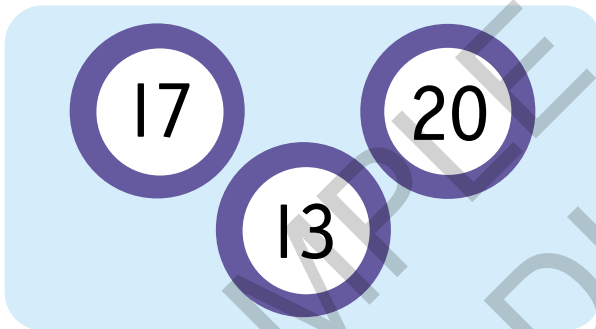
1



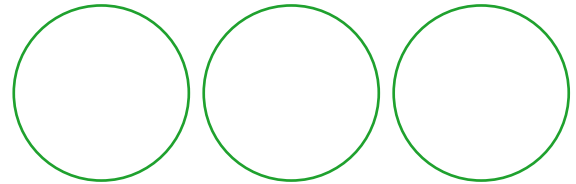
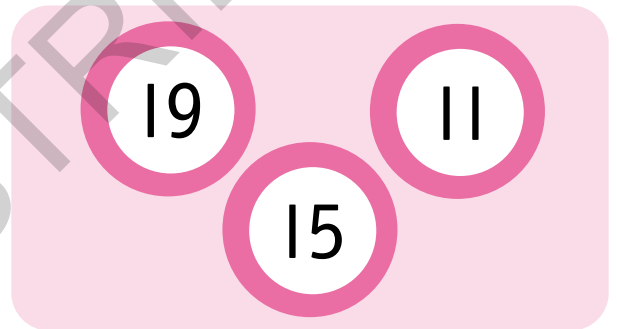
2



3



4



5 What number comes

after 10

after 13

after 18

after 15

14

11

16

19

before 17

before 15

before 20

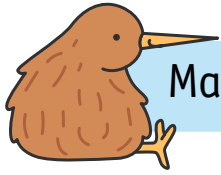
before 12

More than and less than

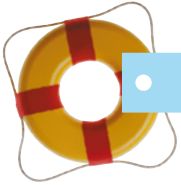
TERM 1
Week 2

This is the
dollar sign
\$

1

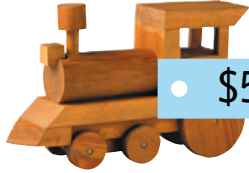


Make each price \$1 **more**.



\$8

\$9

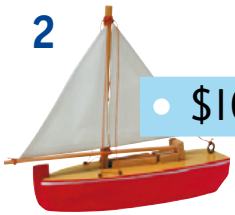


\$5

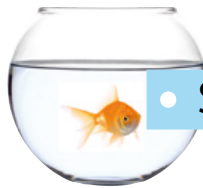


\$9

2



\$10



\$15



\$11

One **more** than

12

16

19

Two **more** than

9

15

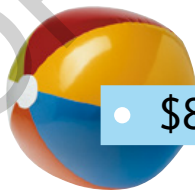
20

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



\$6

\$5



\$8



\$10

4



\$13



\$18



\$20

One **less** than

9

14

17

Two **less** than

7

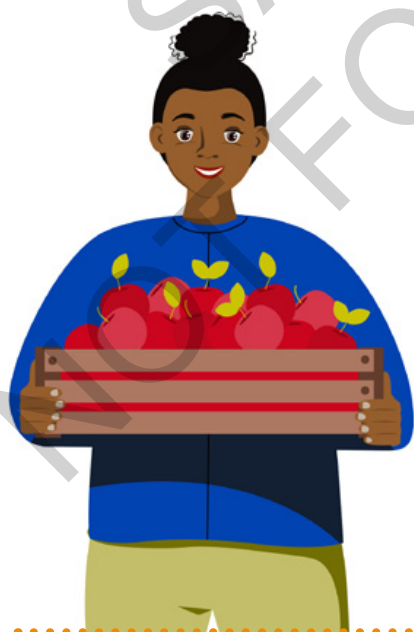
12

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

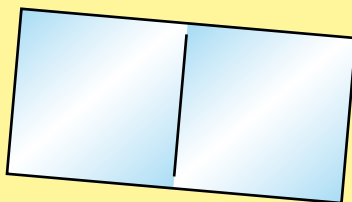
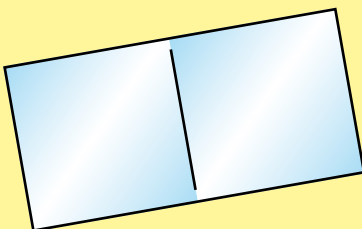
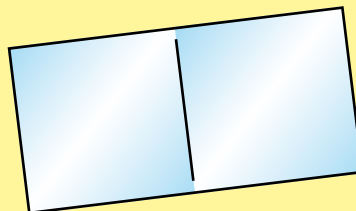
5 add 0

2 add 2

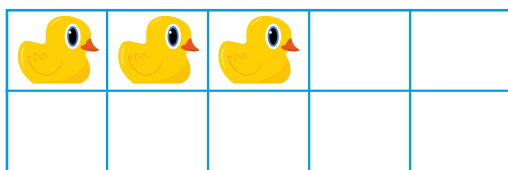
1 add 3

Challenge!

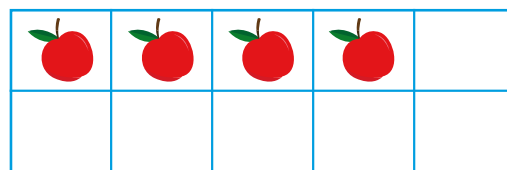
Draw dominoes with 6 spots.
Make each one different.



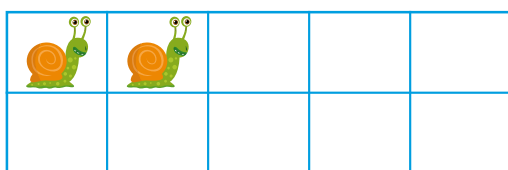
1 How many more to make 7?



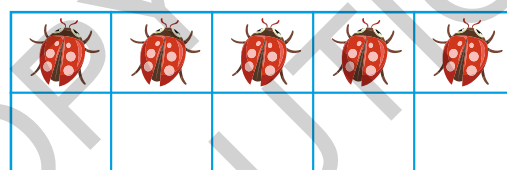
$$\boxed{3} + \boxed{} = \boxed{}$$



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

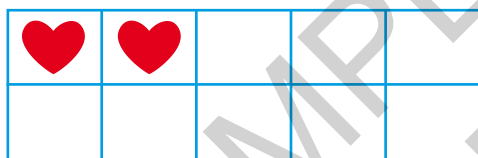


$$\boxed{} + \boxed{} = \boxed{}$$



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

2 How many more to make 8?

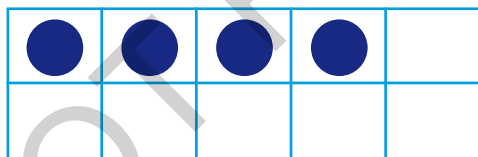


$$\boxed{} + \boxed{} = \boxed{}$$

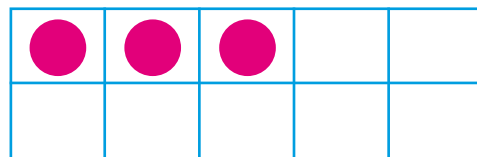


$$\boxed{} + \boxed{} = \boxed{}$$

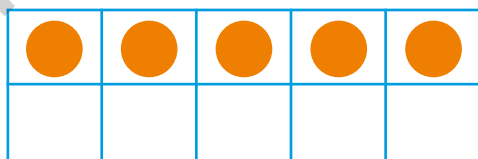
3 How many more to make 9?



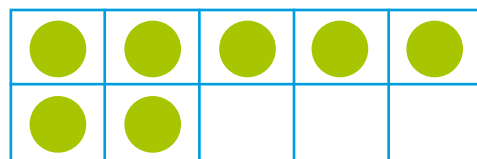
$$\boxed{} + \boxed{} = \boxed{}$$



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



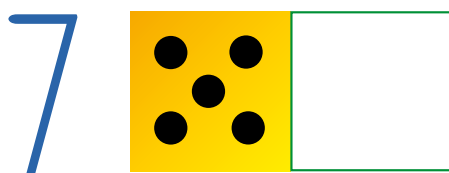
$$\boxed{} + \boxed{} = \boxed{}$$



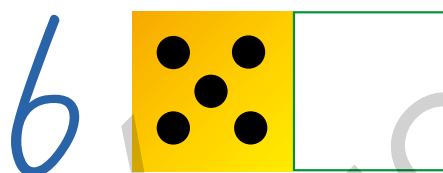
$$\boxed{} + \boxed{} = \boxed{}$$



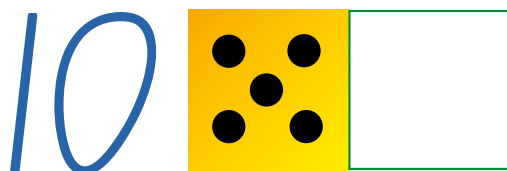
Draw more dots to match the number.



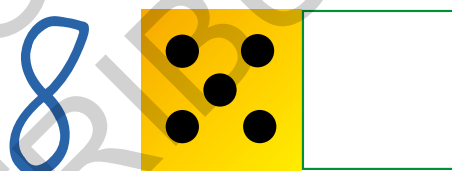
5 +



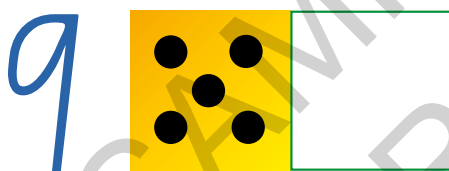
+



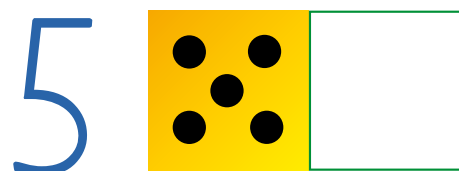
+



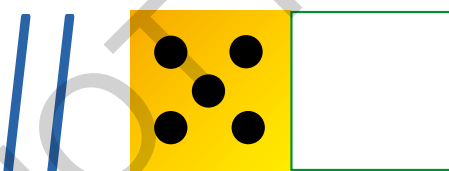
+



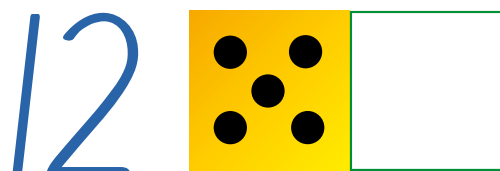
+



+



+



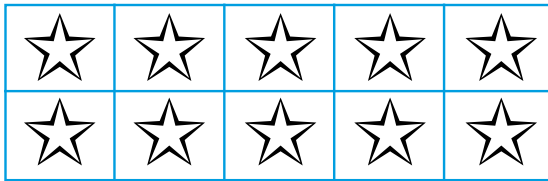
+

Challenge!

How many dots did you draw altogether?

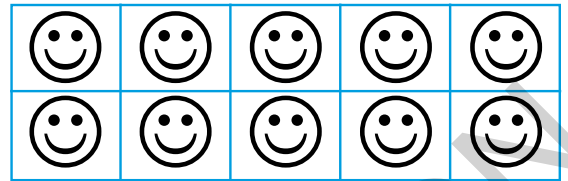
1 Colour to match the number. Count how many are left.

4



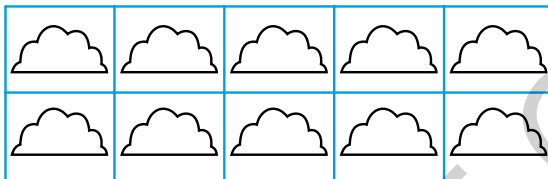
$$\boxed{4} + \boxed{} = \boxed{10}$$

6



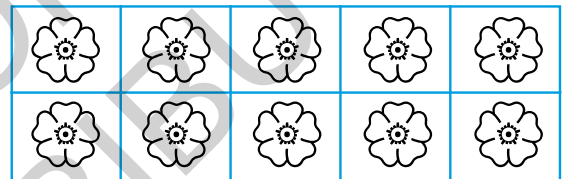
$$\boxed{6} + \boxed{} = \boxed{}$$

8



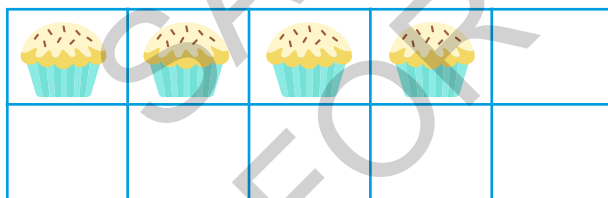
$$\boxed{8} + \boxed{} = \boxed{}$$

10

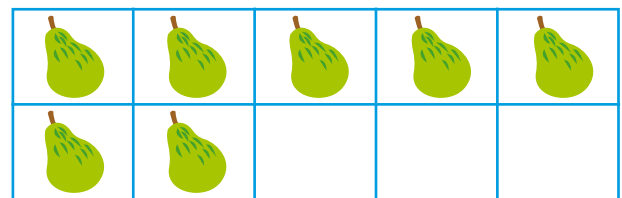


$$\boxed{10} + \boxed{} = \boxed{}$$

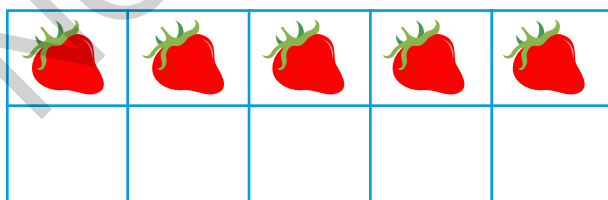
2 Fill the ten frame. Complete the number sentence.



$$\boxed{4} + \boxed{} = \boxed{10}$$



$$\boxed{7} + \boxed{} = \boxed{10}$$



$$\boxed{5} + \boxed{} = \boxed{10}$$



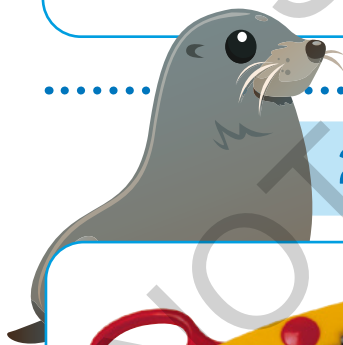
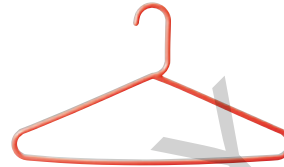
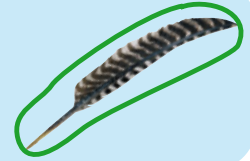
$$\boxed{2} + \boxed{} = \boxed{10}$$

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



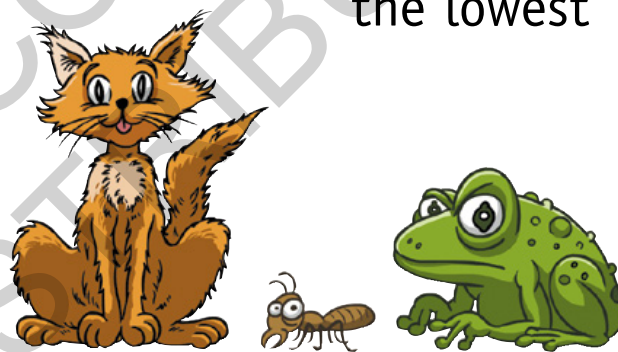
the highest



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

--	--	--	--	--

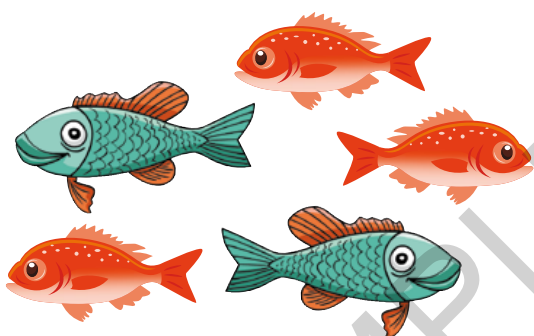
Checkpoint 1

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.

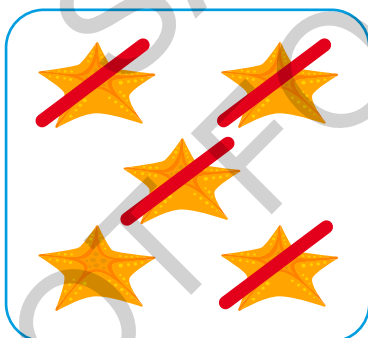


6 take away 2 is



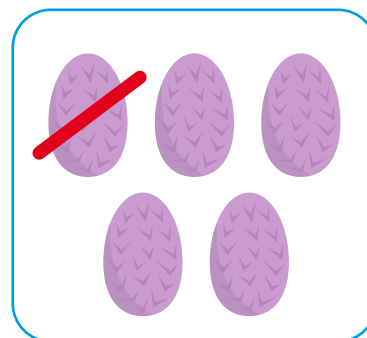
5 take away 3 is

2 Match.



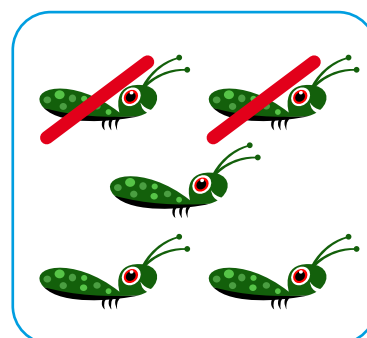
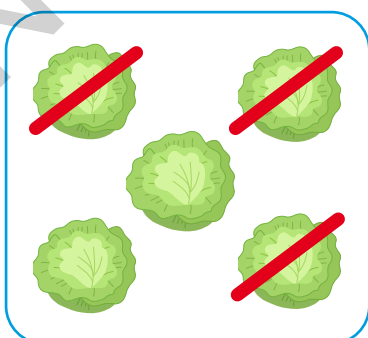
5 take away 2

5 take away 4



5 take away 3

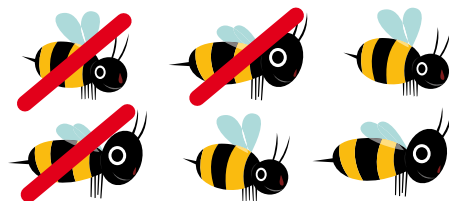
5 take away 1



I Find the answers.



$$4 - 2 = \square$$



$$6 - 3 = \square$$

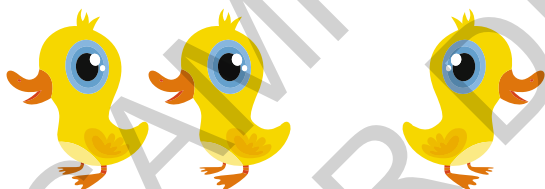


$$8 - 4 = \square$$



$$10 - 5 = \square$$

2



3 ducks. 1 walks away.

How many left?

3



4 turtles. 2 swim away.

How many left?

4



5 crabs. 4 run away.

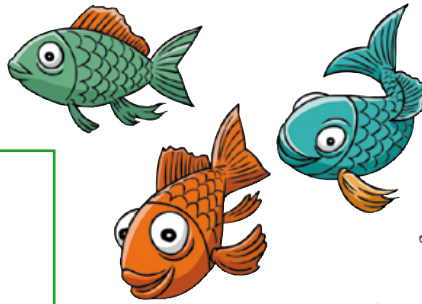
How many left?

Subtraction stories

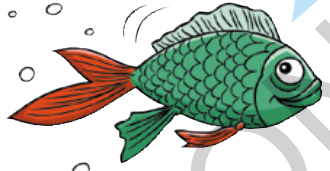
TERM 1
Week 6

- 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

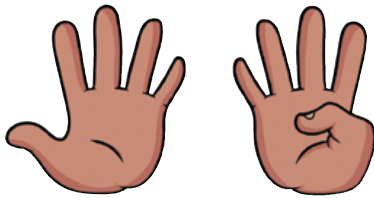
26

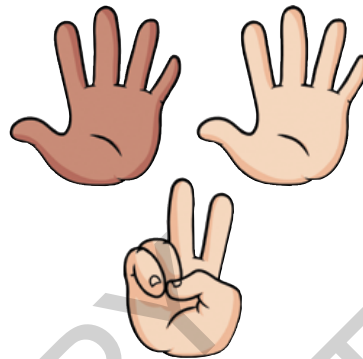
27

28

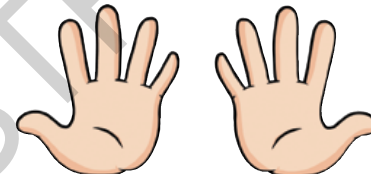
29

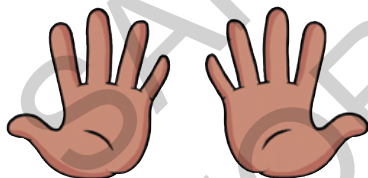
30

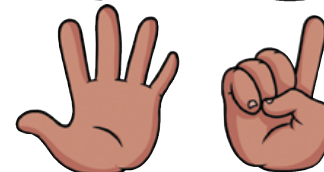












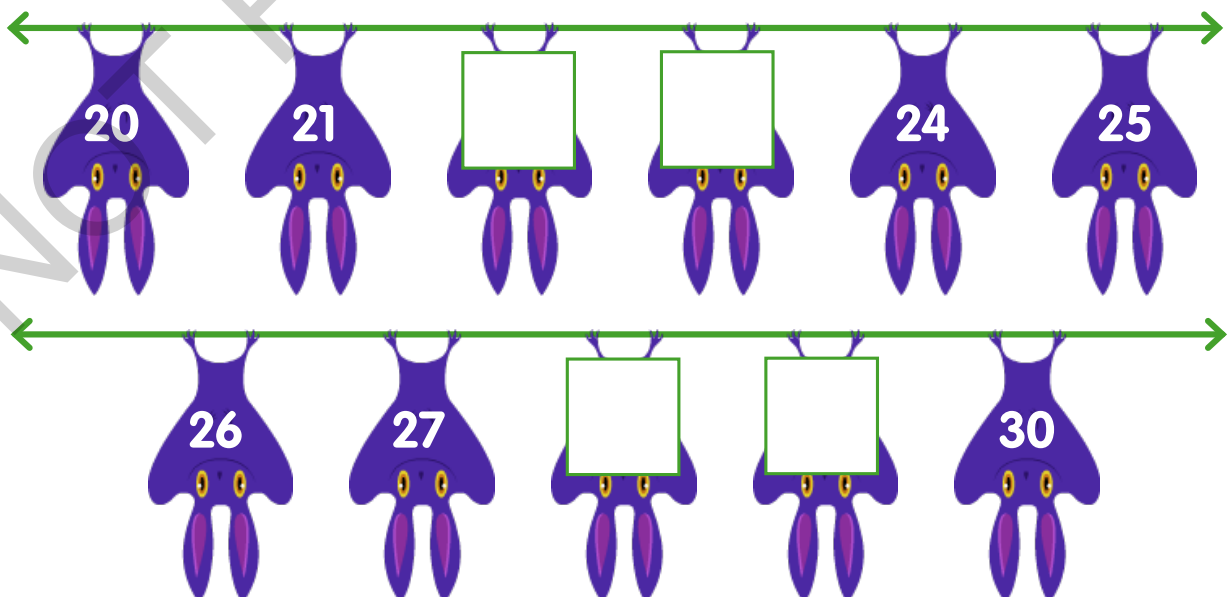


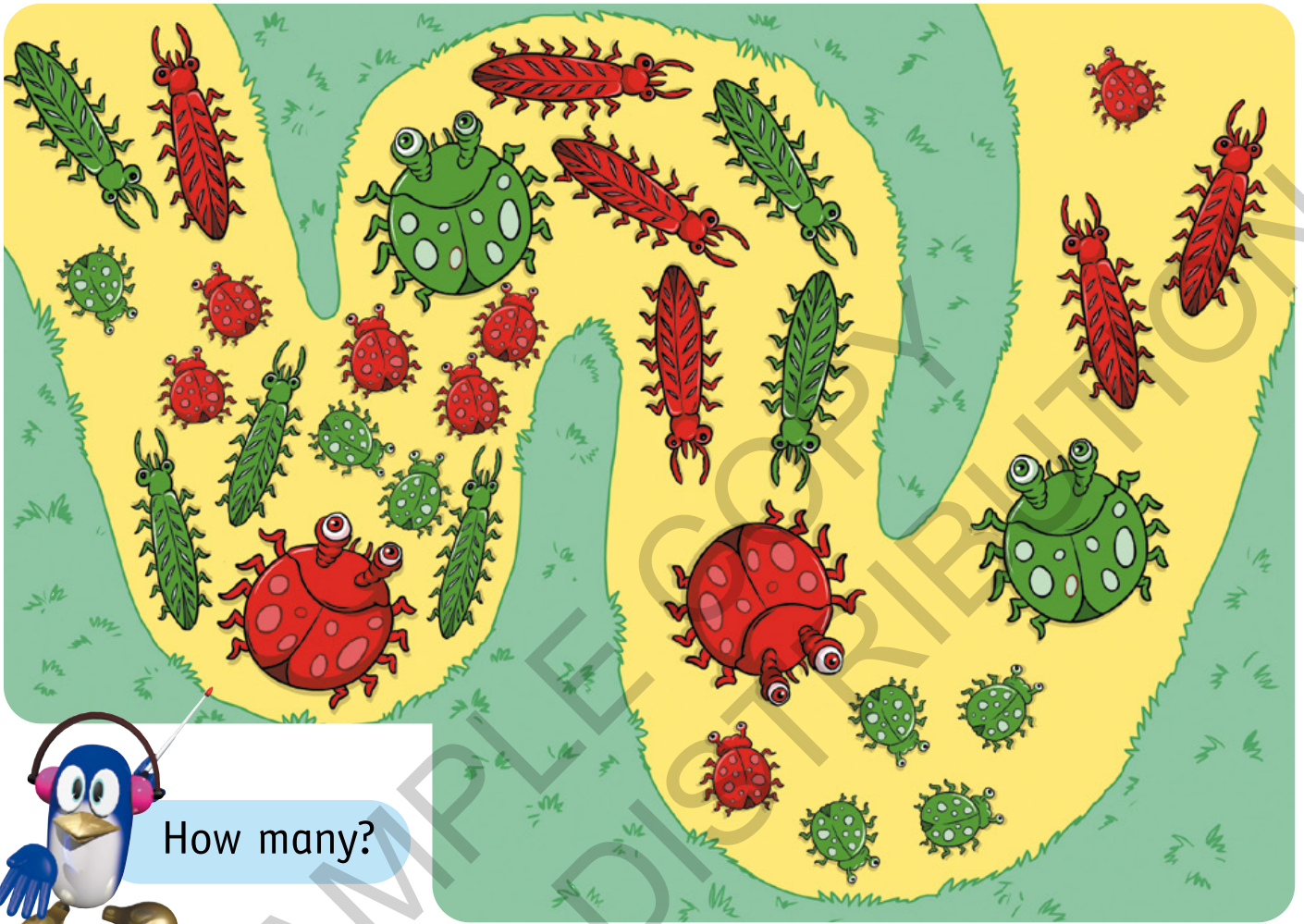


1 Match.

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?



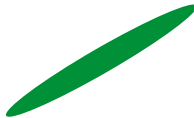
red



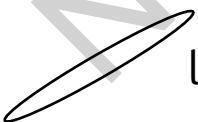
small, round



green



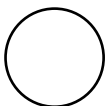
long, green



long



round, red



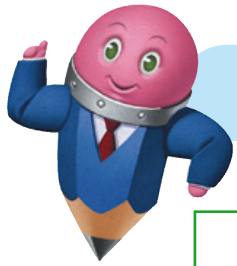
big,
round



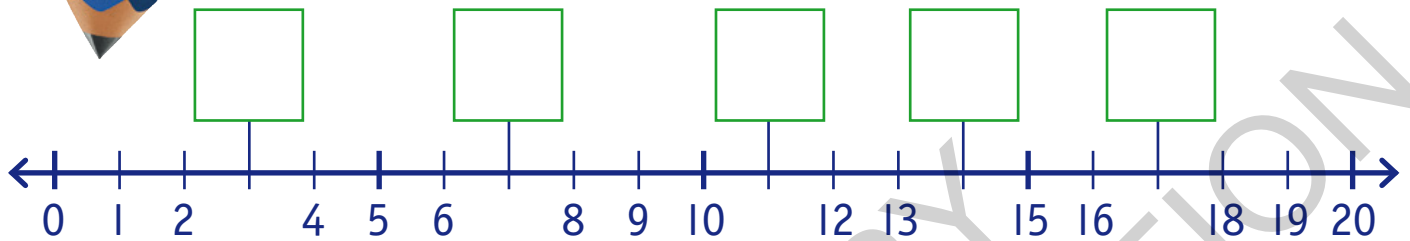
bugs altogether

Using a number line

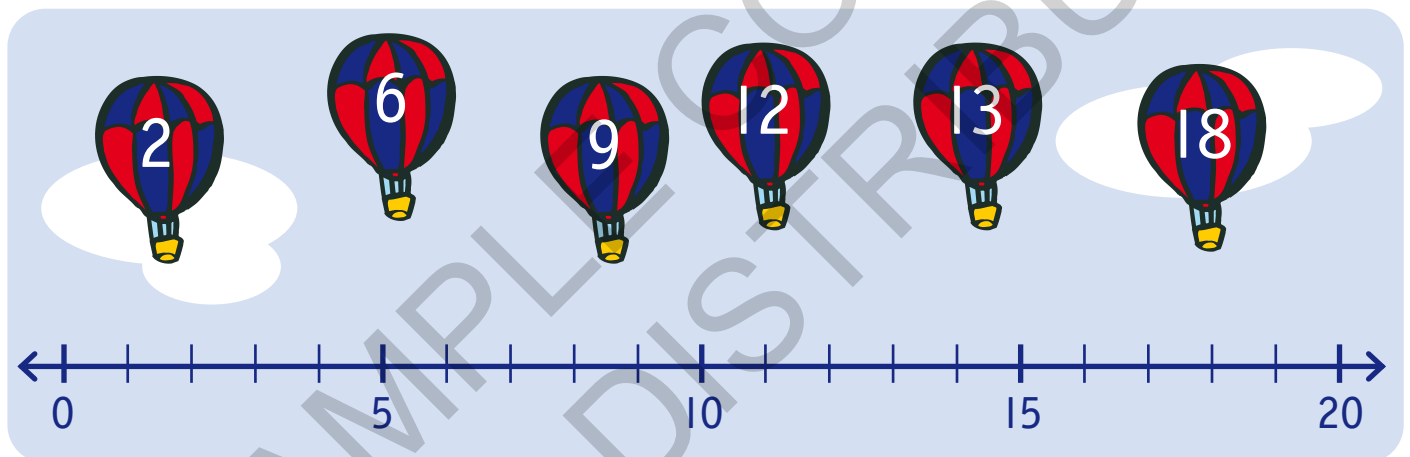
TERM 1
Week 7



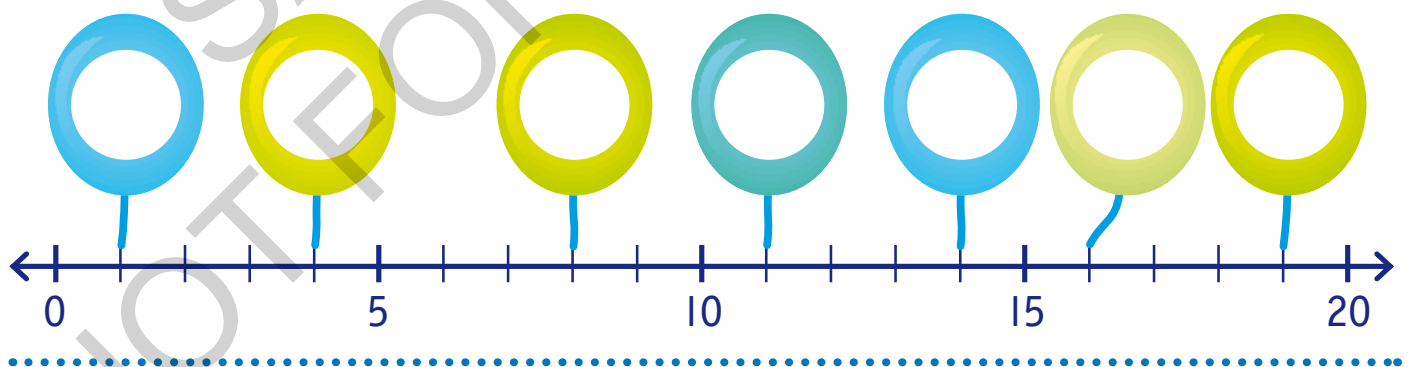
1 Write the missing numbers.



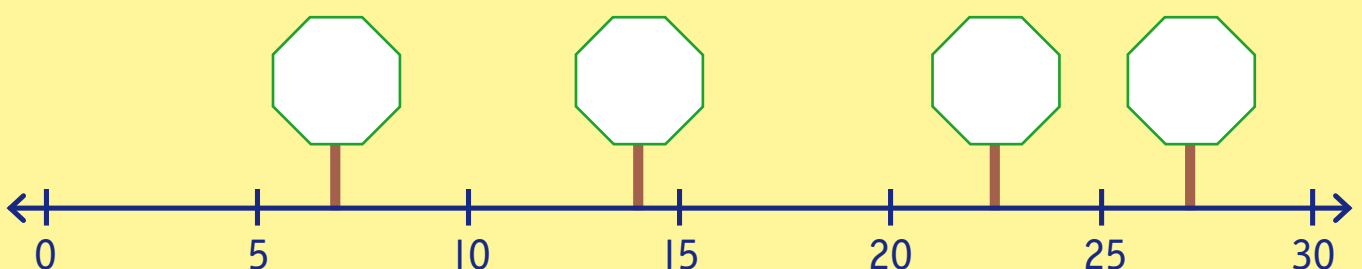
2 Match.



3 Write the numbers.



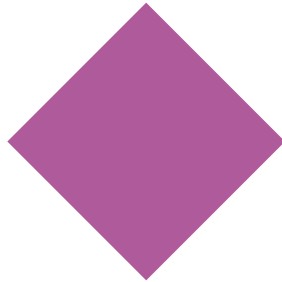
Challenge! Estimate the numbers.



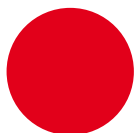
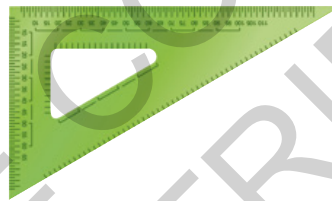
Circle shapes that are:



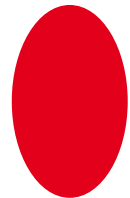
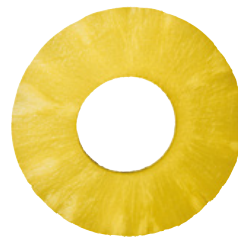
square



triangle



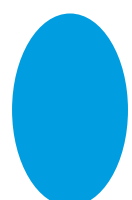
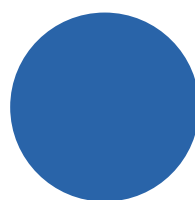
circle



rectangle



oval



1 Colour the shapes.

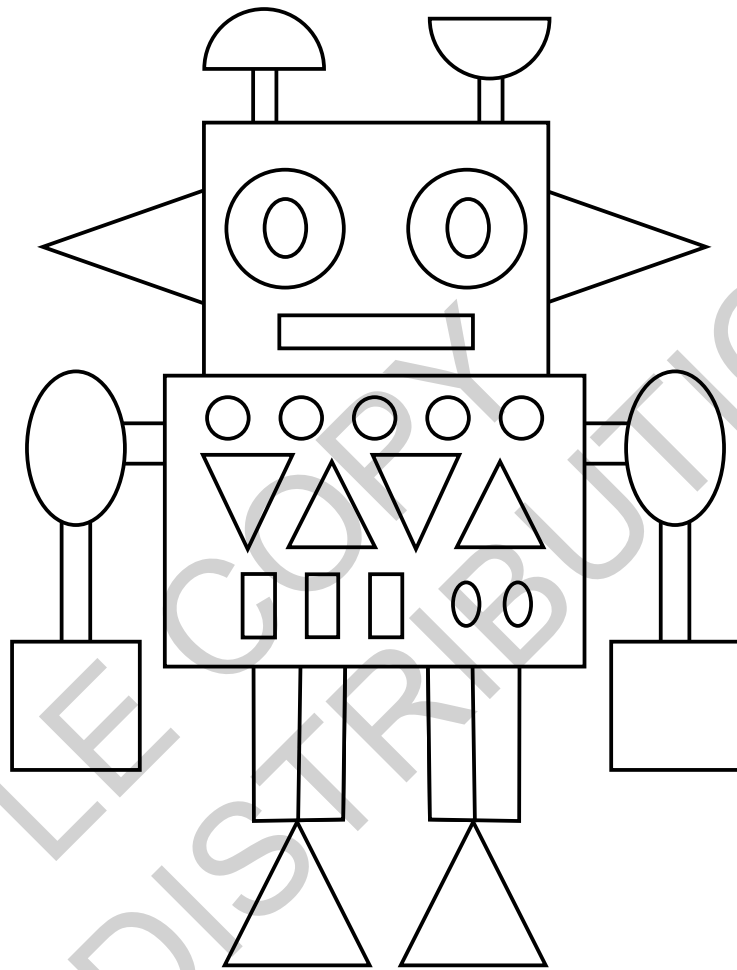
triangle = **red**

square = **green**

rectangle = **yellow**

circle = **orange**

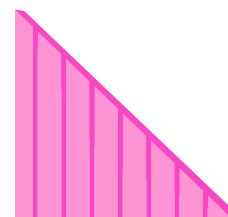
oval = **blue**



2 Match.



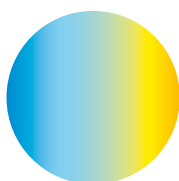
1 side



2 sides



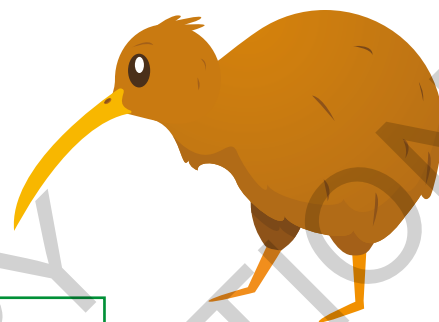
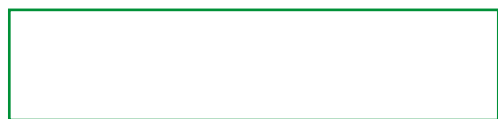
3 sides



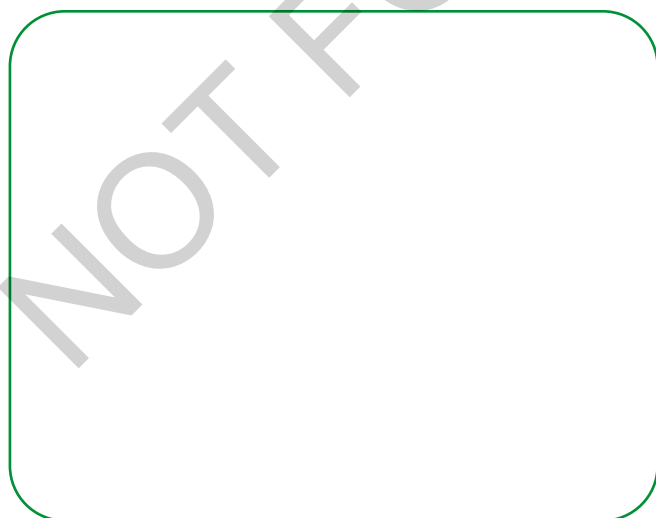
4 sides



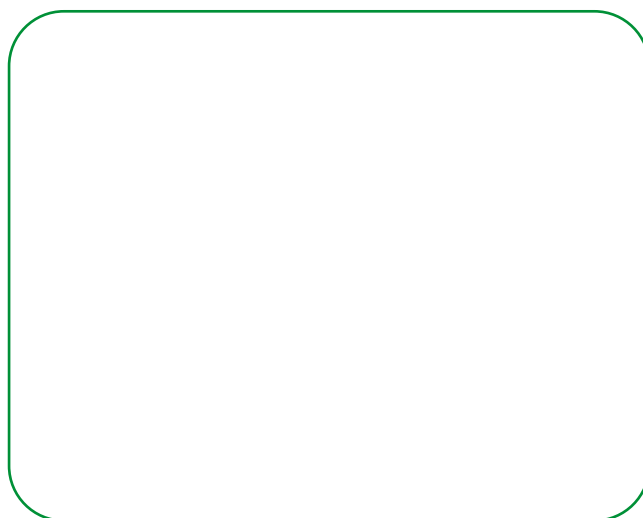
- 1 Label the parts of the shapes — **corner** or **side**.



2 Draw

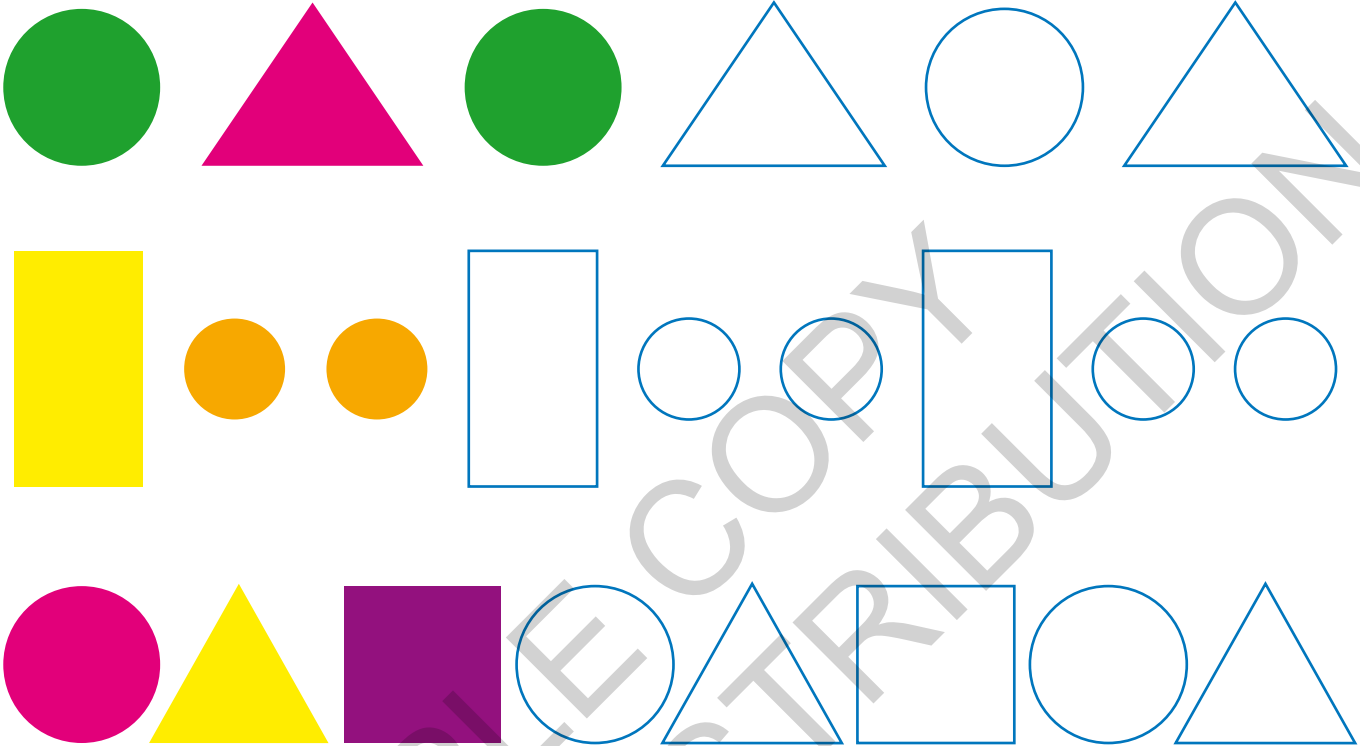


a shape with 4 sides.

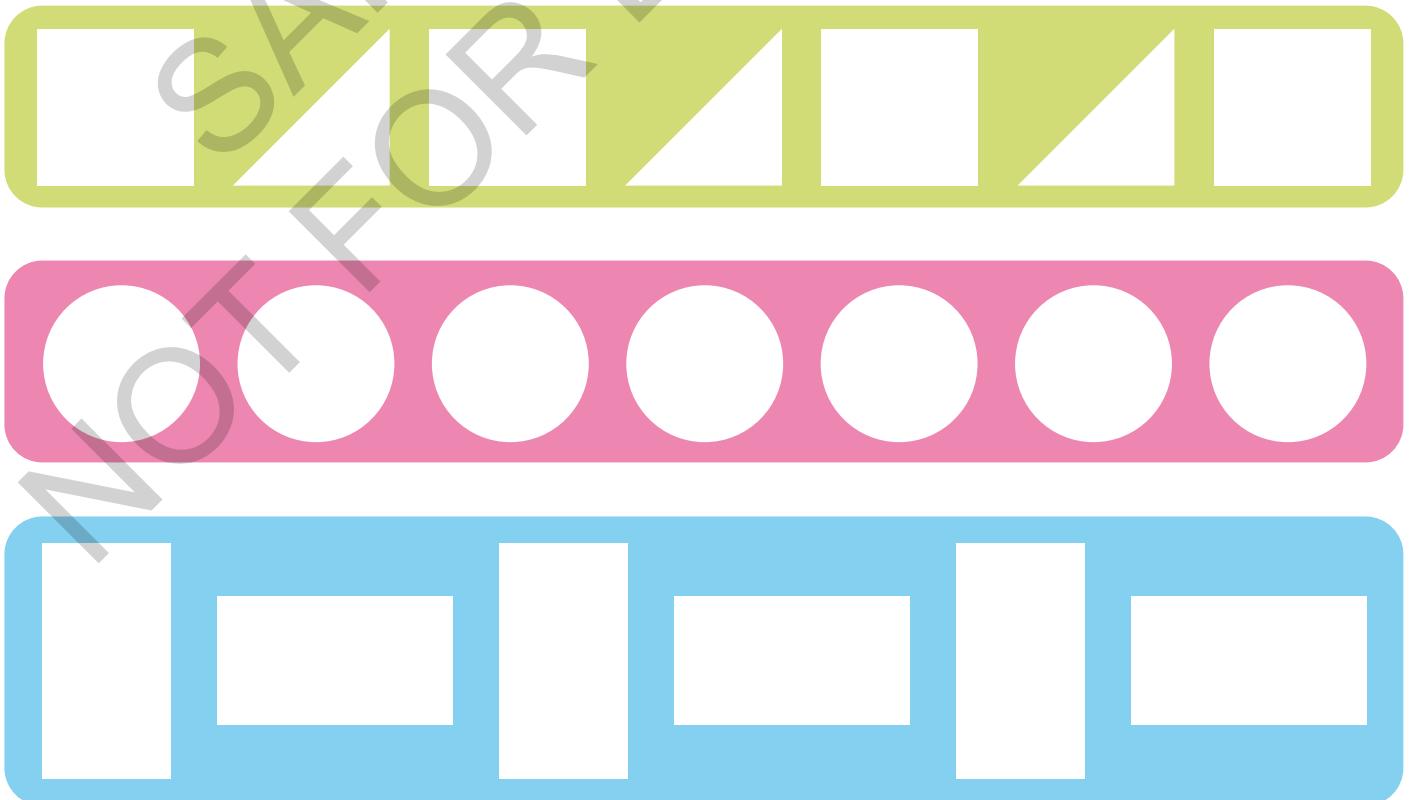


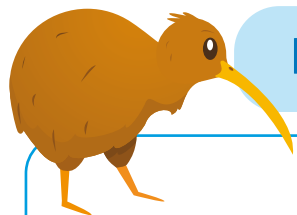
a shape with 3 corners.

1 Colour to repeat the pattern.



2 Colour to make a pattern.





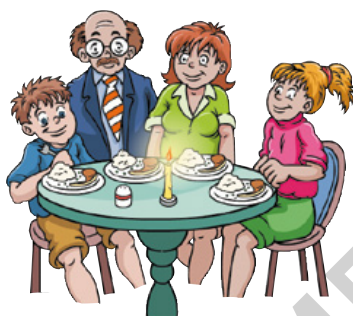
1 Match.



daytime



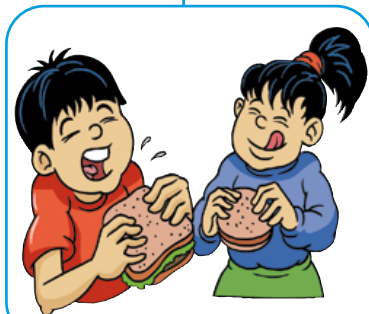
night time



2 Draw something you do

before lunch

after lunch



morning

afternoon

I Match.



hours



minutes



seconds

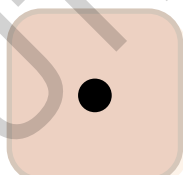
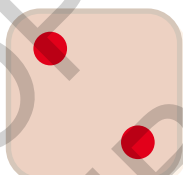
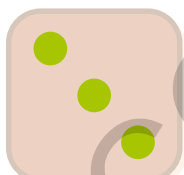
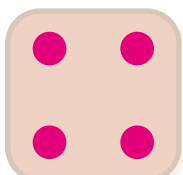
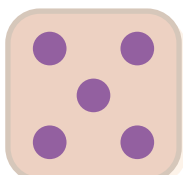
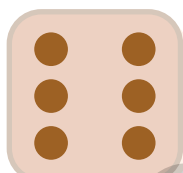
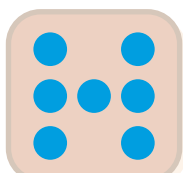
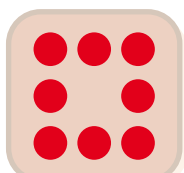
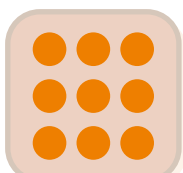
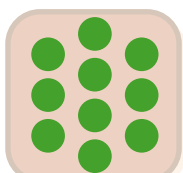


2 How long does it take? Write hours, minutes or seconds.

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

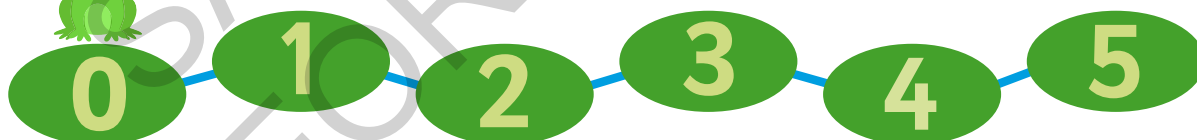
Checkpoint 2

1 Write the numbers.

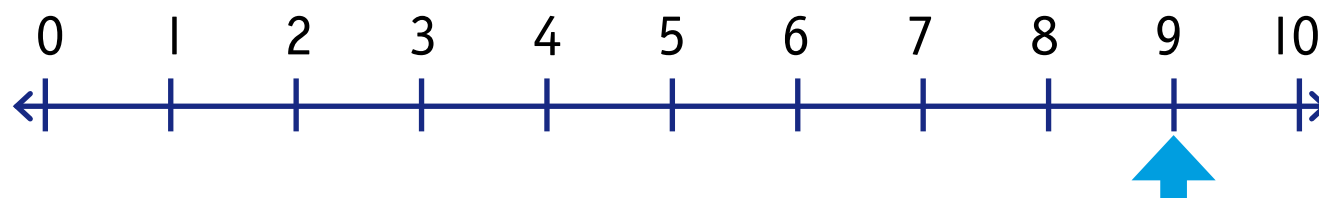
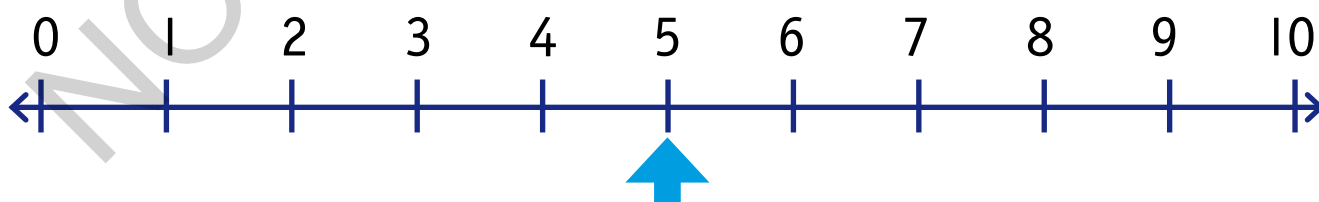


2 Frog jumps **forwards** 3 spaces.

She lands on number .



3 Count back 4 places. Circle the number.



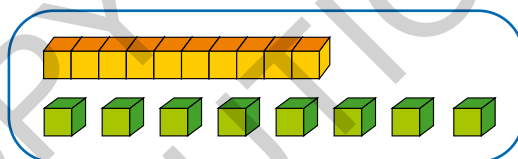
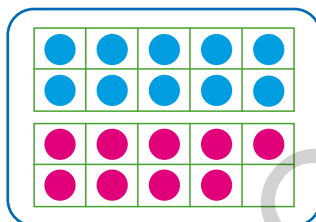
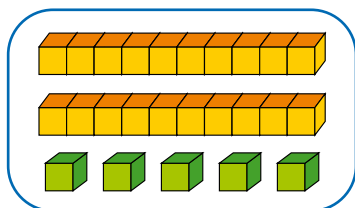
Checkpoint 2

4 Write the number. Match to a picture.

eighteen

nineteen

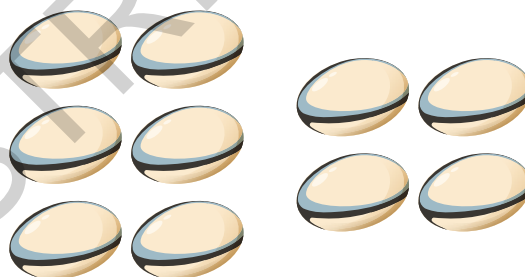
twenty-five



5



$$10 - 3 =$$



$$6 + 4 =$$

6 Match.



minutes

hours

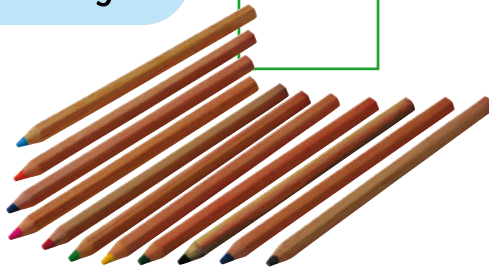


Counting to 30

TERM 2
Week 1

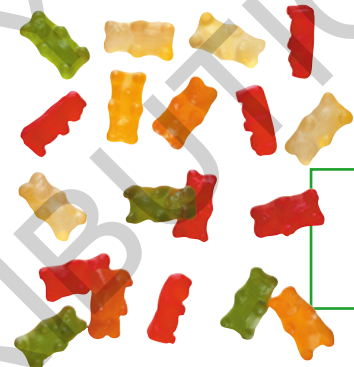


How many?





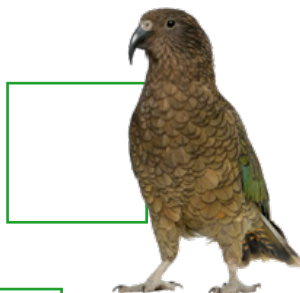




0	1	2	3	4	5	6	7	8	9
10	11	12	13	13	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30									





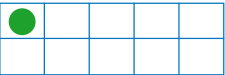
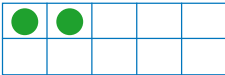




Te reo Māori numbers to 10

TERM 2
Week 1

1 Count to 10.

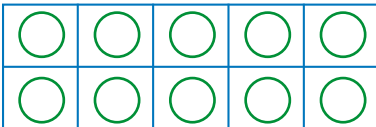
tahi 1 	rua 2 	toru 3 	whā 4 	rima 5 
ono 6 	whitu 7 	waru 8 	iwa 9 	tekau 10 

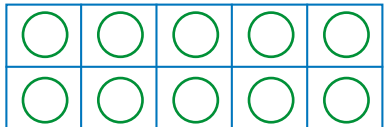
2 Write the number.

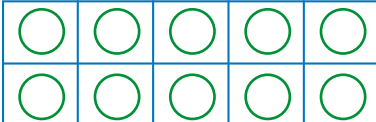
tahi	rima
waru	ono
tekau	rua

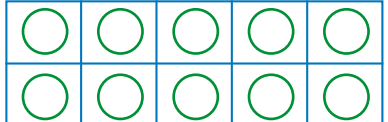


3 Colour the correct number.

toru 

whitu 

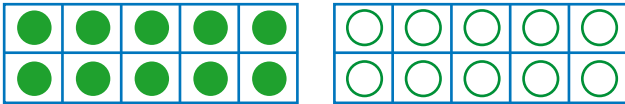
iwa 

whā 

1 Colour the correct number.

11

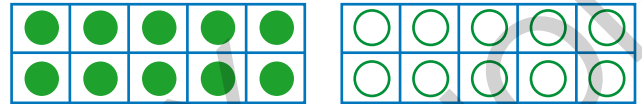
tekau mā tahi



10 + _____

12

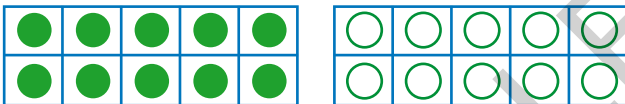
tekau mā rua



10 + _____

13

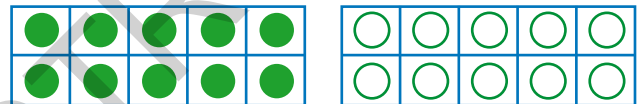
tekau mā toru



10 + _____

14

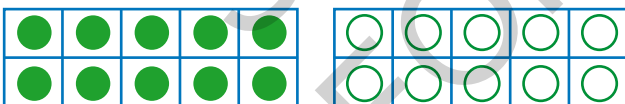
tekau mā whā



10 + _____

15

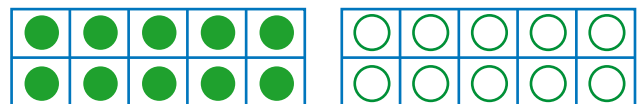
tekau mā rima



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.

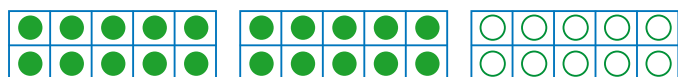
tekau → ten

tekau mā rua → ten and two

rua tekau → two tens

21

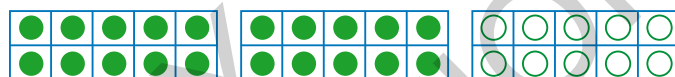
rua tekau mā tahi



20 + _____

22

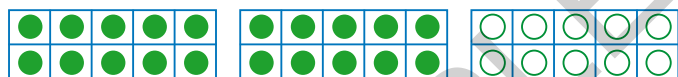
rua tekau mā rua



20 + _____

23

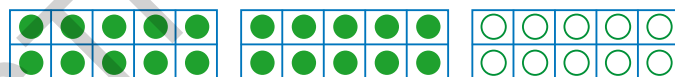
rua tekau mā toru



20 + _____

24

rua tekau mā whā



20 + _____

25

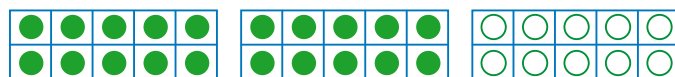
rua tekau mā rima



20 + _____

26

rua tekau mā ono



20 + _____

2 Match.

rua tekau mā whitu

rua tekau mā waru

27

28

29

30

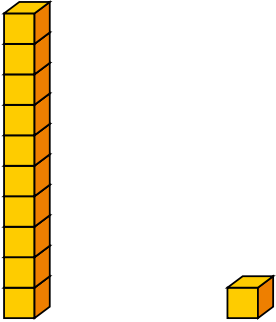
rua tekau mā iwa

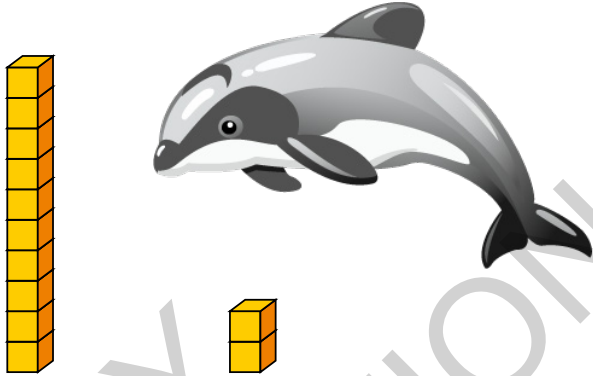
toru tekau

Adding 10 to a one-digit number

TERM 2
Week 2

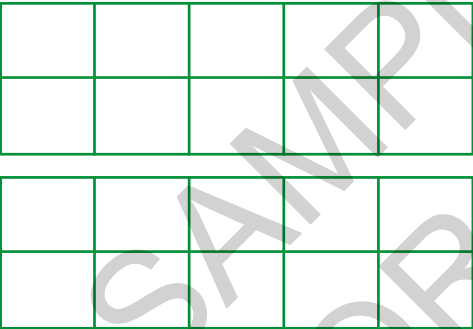
1 Complete each sum.


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

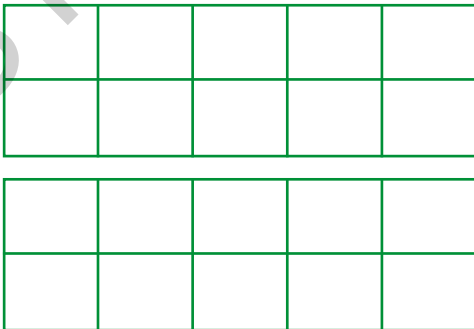

$$\boxed{10} + \boxed{2} = \boxed{}$$

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

11

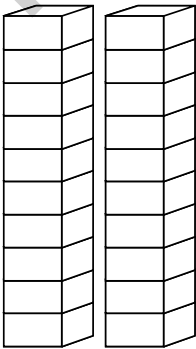

$$\boxed{10} + \boxed{} = \boxed{11}$$

12

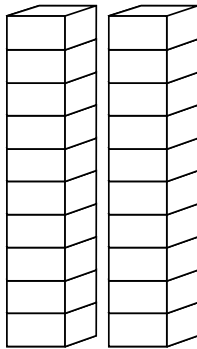

$$\boxed{10} + \boxed{} = \boxed{12}$$

3 Colour.

13

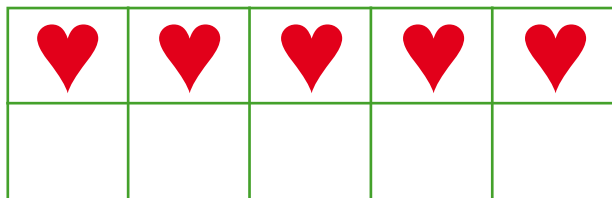

$$\boxed{10} + \boxed{} = \boxed{13}$$

14


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

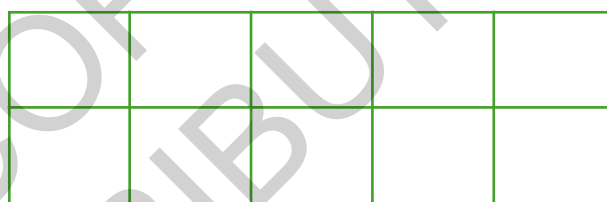
1 Complete the ten frames to make the number.

13



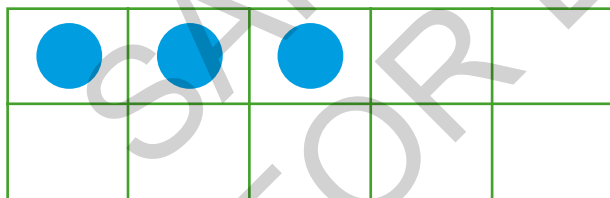
$$10 + \square = 13$$

14



$$\square + 4 = 14$$

15

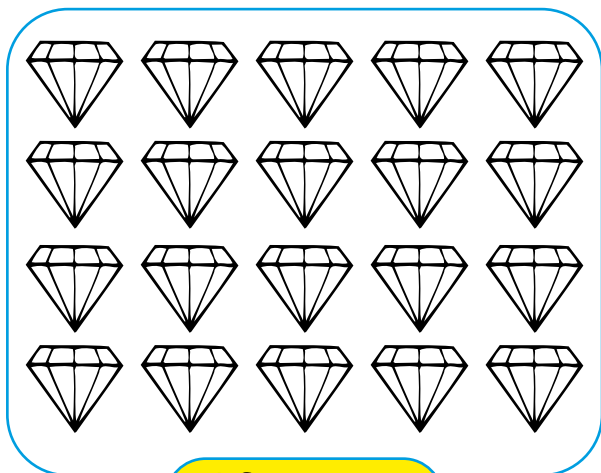


$$10 + 5 = \square$$

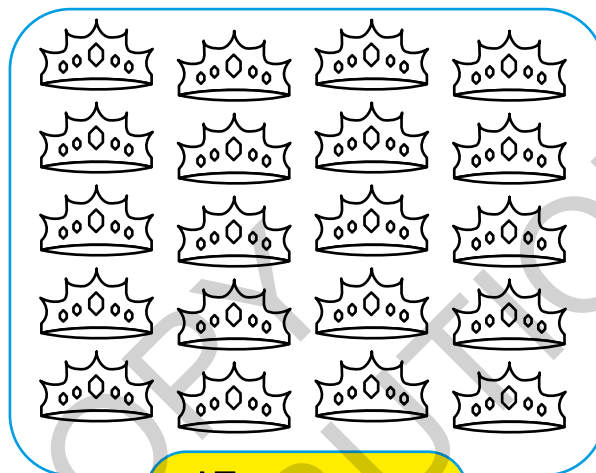
2 Write the missing numbers.



1 Colour



16 gems.



17 crowns.

2 Show each number in the ten frames.

16

10

+

--

=

16

17

--

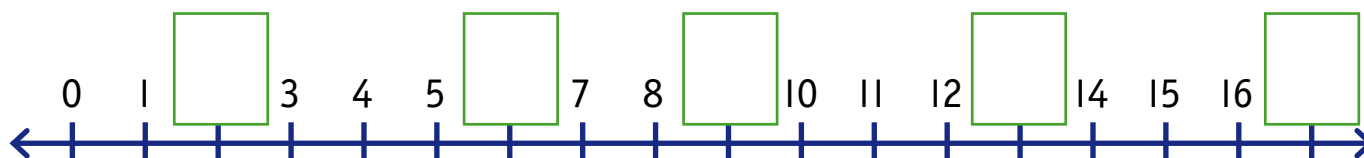
+

7

=

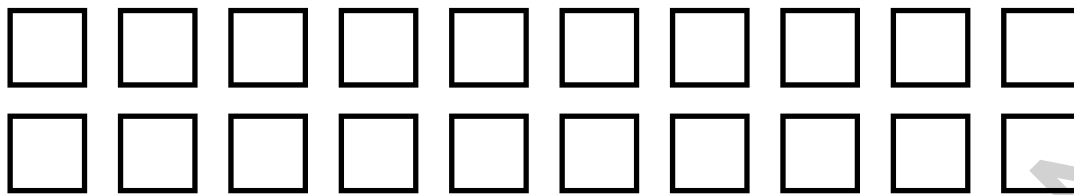
17

3 Complete.



1 Colour.

18

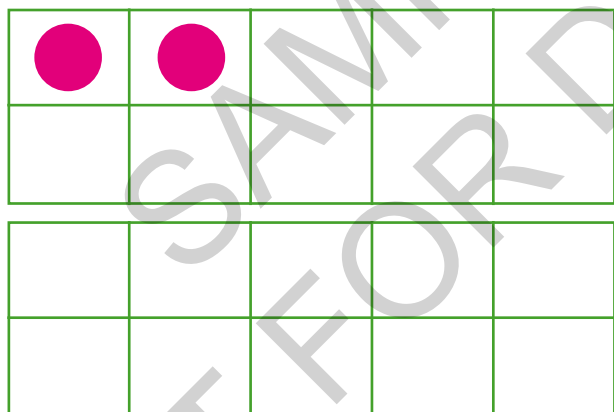


19



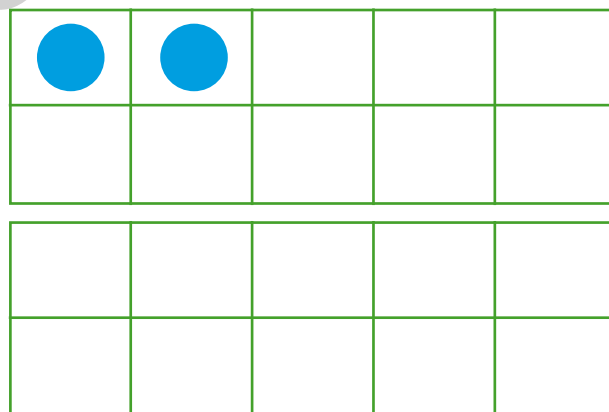
2 Draw more to make each number.

19



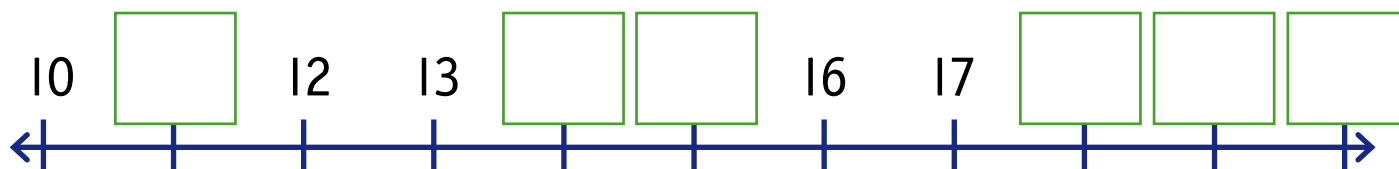
$$10 + \boxed{} = 19$$

20



$$\boxed{} + 10 = 20$$

3 Complete.



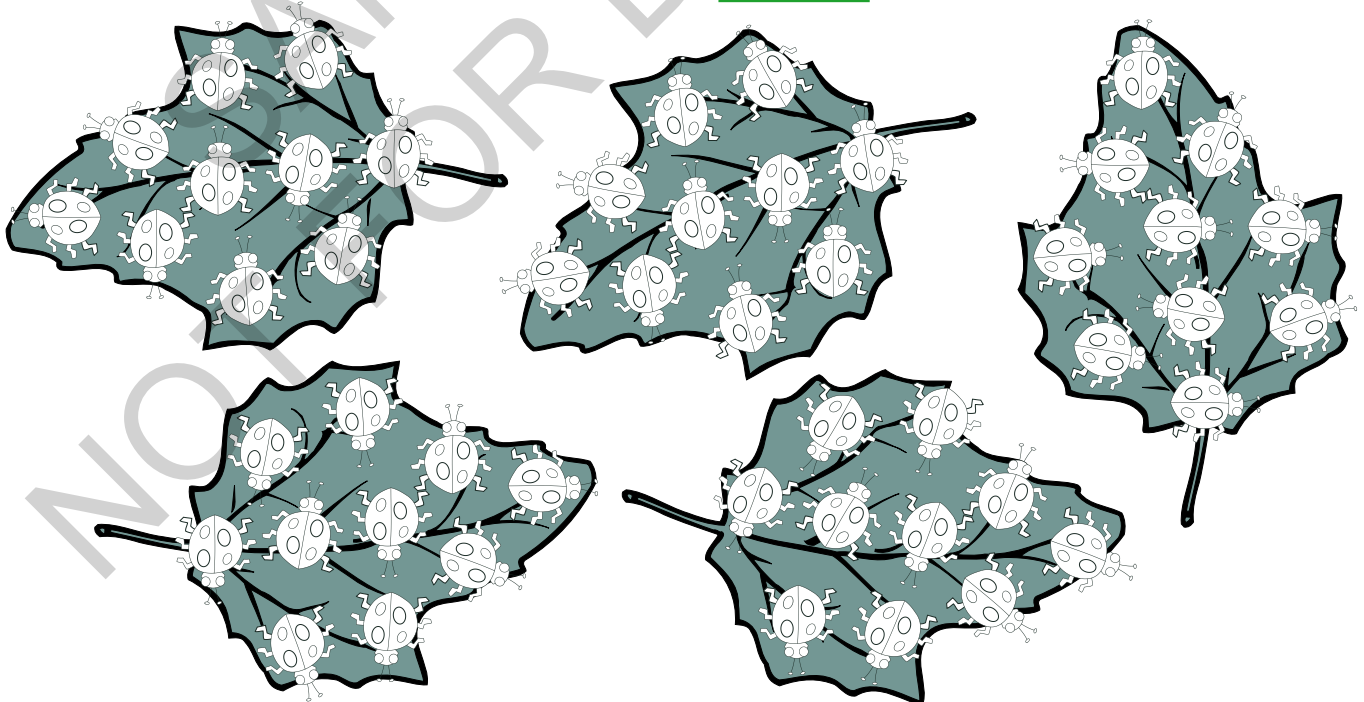


1 Complete.

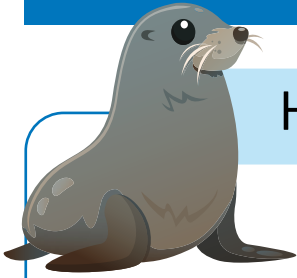
1	2	3				7	8		10
11	12	13			16				20
21			24	25		27			30
31	32		34		36		38		40
	42	43		45		47		49	

2 How many bugs altogether?

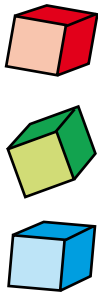
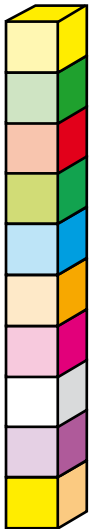
Count in tens.

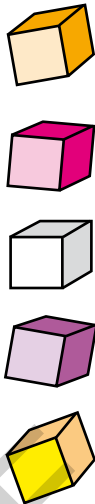


Colour. 24 bugs **red** 12 bugs **green** 14 bugs **blue**

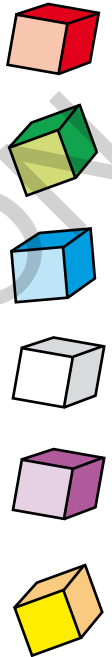
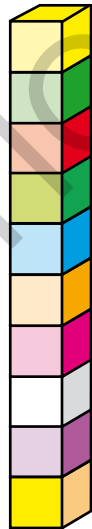


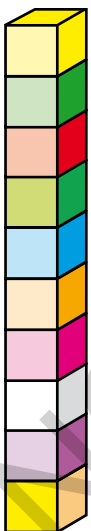
How many?

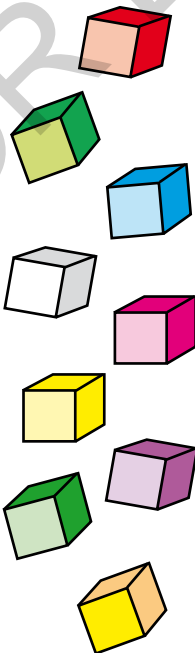
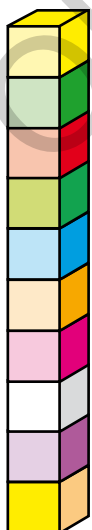








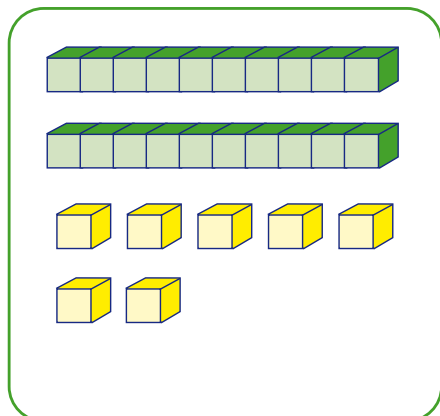


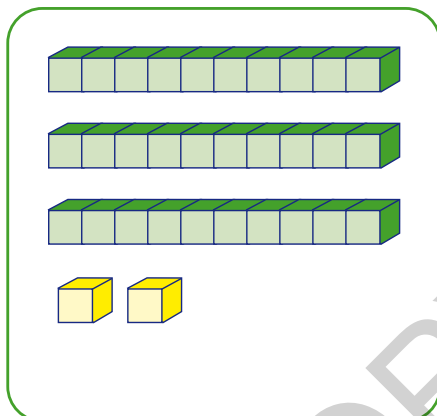


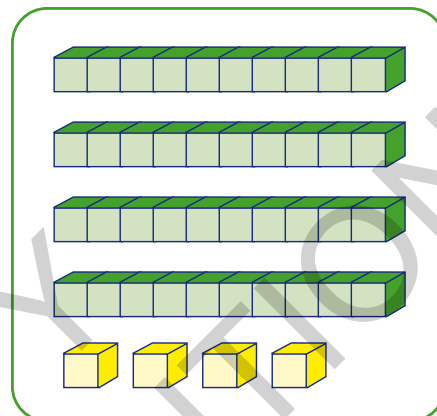


Draw a number.

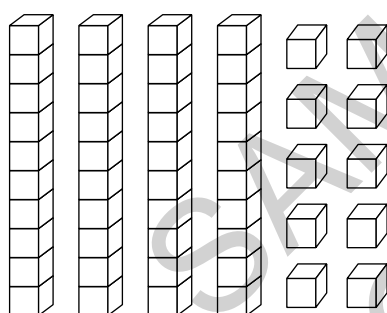
1 How many?



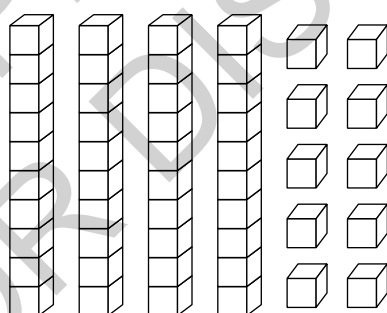




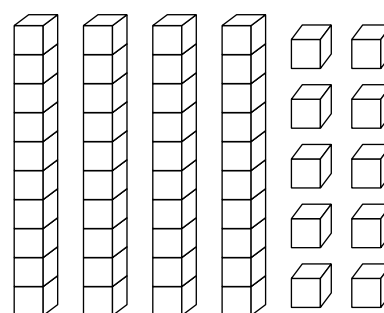
2 Colour the correct number of blocks.



33

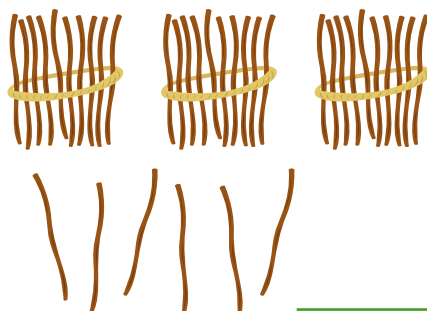
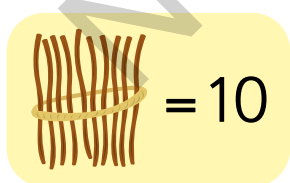


40

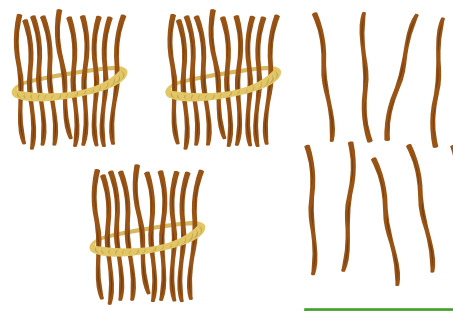


38

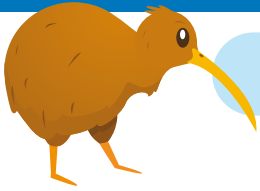
3 Count.



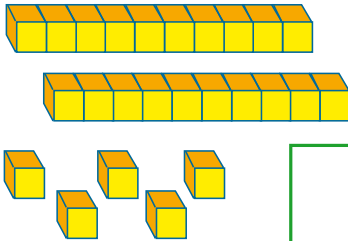
How many?

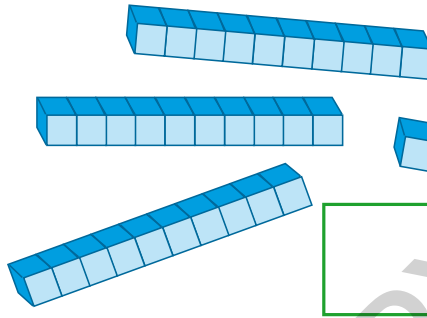


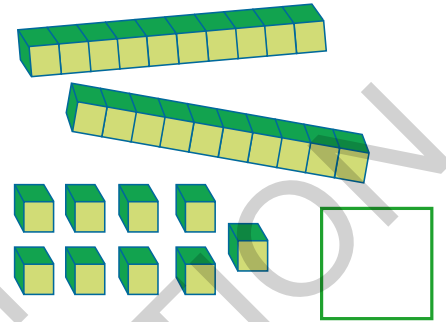
How many?

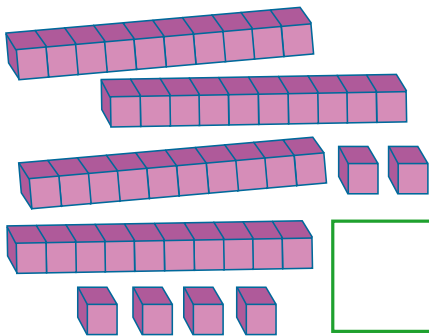


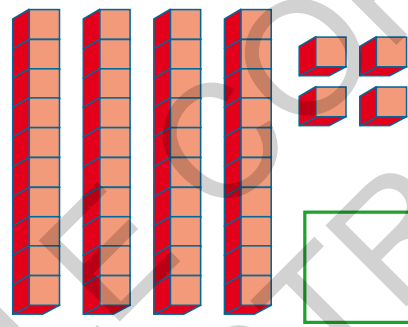
1 How many?

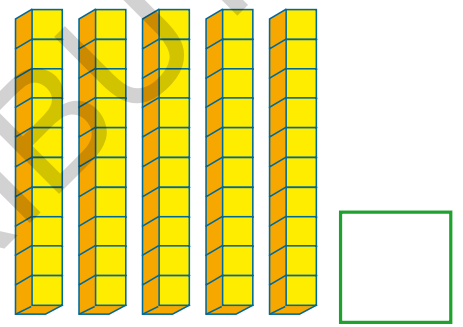












2 Write in order.

smallest

largest



3 Complete.

$$25 = 20 + 5$$

$$29 = \square + \square$$

$$44 = \square + \square$$

$$49 = \square + \square$$

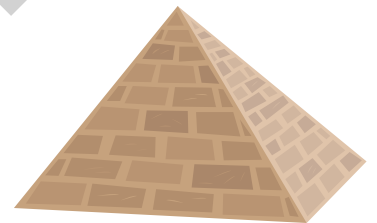
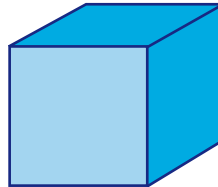
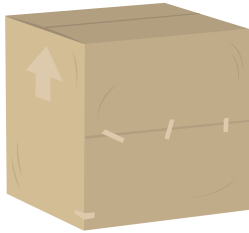
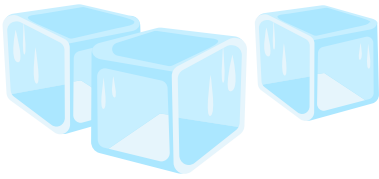
$$31 = 30 + \square$$

$$47 = 40 + \square$$

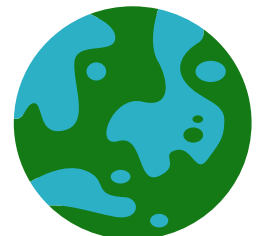
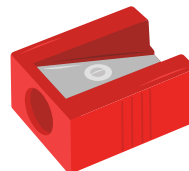
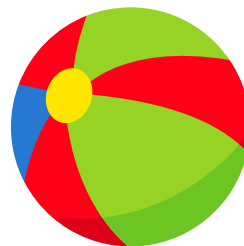
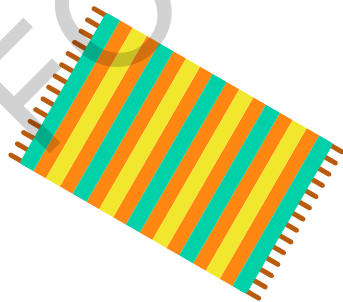
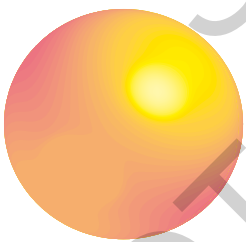
$$50 = \square + \square$$

$$30 = \square + \square$$

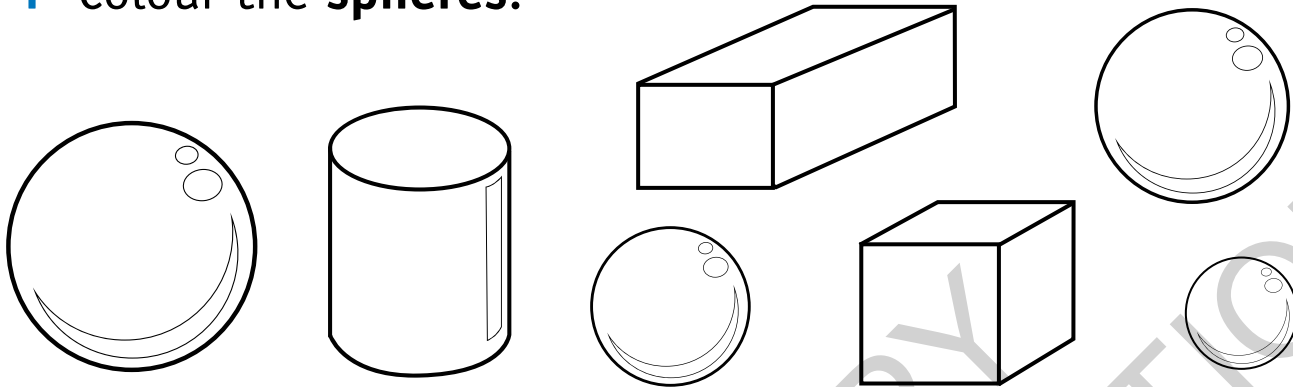
1 Which pictures are **cubes**?  Circle them.



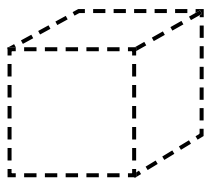
2 Join the kiwi to the **spheres**. 



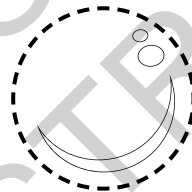
1 Colour the **spheres**.



2 Trace and colour. Write the shape name.



This is a



This is a

3 Draw



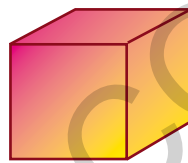
the cube.



the sphere.



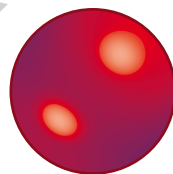
Use colours to match.



cube



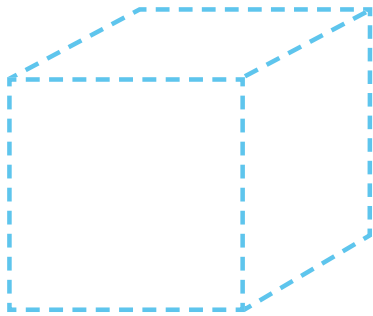
cylinder



sphere

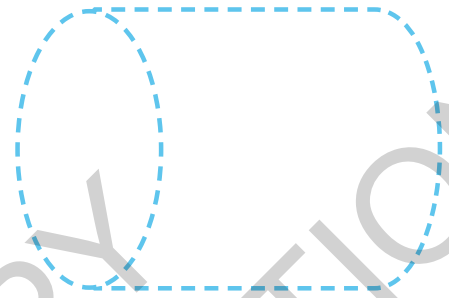


1 Trace.



This is a

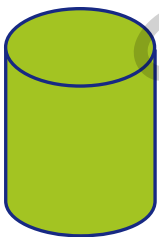




This is a



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.