

Mathletics

for the New Zealand
Curriculum

3

Mathematics



A 3P Learning Product

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Mathletics Student Book

Comparing numbers Year 1 Week 1

1 How many?

a 

b 

c 

d Tick ✓ the largest number.

2 a 

b 

c 

d Tick ✓ the smallest number.

3 a Circle the larger number.

832 598 251 380 260 254

b Circle the smaller number.

678 439 523 325 101 711

Mastery Checklist

1 can: ☐ identify 1-digit numbers made up of hundreds, tens and ones
☐ read and write numbers to 1,000 in numerals and words
☐ split numbers into place value in words and numbers

Multiplication Year 1 Week 4

1 Double 2.

 $2 \times \square = \square$

2 Double 3.

 $2 \times \square = \square$

3 How many corners?

 $1 \times \square = \square$

4 How many corners?

 $3 \times \square = \square$

5 How many fingers?

 $3 \times \square = \square$

6 How many fingers?

 $4 \times \square = \square$

7 Count by 10s.

 $4 \times \square = \square$

8 Count by 10s.

 $5 \times \square = \square$

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.



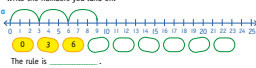
Knowledge and Practices

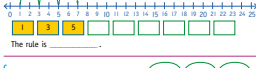
The **Mathletics Programme** develops the **knowledge** students need to build a deep understanding of mathematics and statistics — including number structures, algebraic thinking, measurement, geometry and statistics.

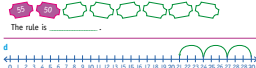
Students build their **practices** by focusing on key facts, concepts and procedures, such as patterns, place value and the structure of the base-10 system. They develop the **skills, strategies and processes** required to reason, model and solve problems. Through these practices, students apply what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

Patterns on the number line Year 1 Week 5

1 Make equal jumps along the number line. Write the numbers you land on.

a  The rule is $\square \rightarrow \square$.

b  The rule is $\square \rightarrow \square$.

c  The rule is $\square \rightarrow \square$.

d  The rule is $\square \rightarrow \square$.

Looking for patterns Keep counting by 5.

0 5 10

When I count in Fives from zero, the numbers end in .

Problem solving Year 1 Week 4

Multiplication Problems

Draw a diagram and write the equation to find the answer.

1 Deb has 3 pizzas. She cuts them into 5 slices each. How many slices of pizza are there?

 slices

2 Meg has 2 handbags, 3 backpacks and a school bag. She has 2 pens in each bag. How many pens is that in total?



3 On days that start with S, Mandy read 2 whole books. How many books does she read in two weeks?



I can solve a problem by: ☐ writing a multiplication equation ☐ drawing a diagram

Checkpoint 2

1  $372 + 122 = \square$

2  $46 - 27 = \square$

3  $867 - 531 = \square$

4 a Circle the largest number. 253 523 325

b Circle the smallest number. 612 602 620

5 Complete: $378, 388, \square, \square$

6 Use 2, 0, 5 to make the: a biggest number. $\square \times \square = \square$

b smallest number. $\square \times \square = \square$

7 Use the number line. $372 + 122 = \square$

8 Use the number line. $46 - 27 = \square$

9 Use the number line. $867 - 531 = \square$

10 a  $10 + 10 + 10 + 10 = \square$

b  $3 \times 3 = \square$

11 Fill in the equation. $\square \times \square = \square$

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 3 Knowledge and Practices

The New Zealand Curriculum Mathematics and Statistics 2025

Knowledge	Practices	Pages
Number — Number structures		
The whole numbers from 0 to 1,000 form a sequence. The base 10 number system is organised by place value (thousands, hundreds, tens and ones for four-digit numbers).	Reading and writing whole numbers up to 1,000, and representing them using base 10 structure	2, 3, 4, 5, 48, 54
	Comparing and ordering whole numbers up to 1,000	4, 10, 11, 49
	Recognising the place value of each digit in a three-digit number	2, 3, 4, 5, 11
Groups of 10s and 100s are useful ways to structure and count large numbers. Ten 100s can be renamed as one 1,000.	Finding the total number of objects beyond 120 by first separating them into groups (e.g. groups of 10 or 100)	6, 7, 9, 14, 16, 31, 35
Rounding to the nearest 100 depends on the value of the 10s place; a number line supports this. Numbers can be rounded to support estimation before calculating.	Rounding numbers to the nearest 10 or 100	50, 51
	Estimating the answer to a calculation	52, 160
Sequences generated by counting can overlap (e.g. counting in 2s and counting in 5s overlap for numbers that are multiples of 2 and 5). Counting in 3s produces alternating patterns of odd and even numbers. Numbers ending in the digits 0, 2, 4, 6 and 8 are even and numbers ending in 1, 3, 5, 7 and 9 are odd.	Counting forwards and backwards in 2s, 3s, 4s, 5s and 8s from multiples of these numbers	18, 19, 22, 23, 24, 109, 111, 112, 113
	Counting forwards and backwards in 10s and 100s from any whole number between 0 and 1,000	5, 6, 7, 8, 9, 10, 18, 19, 24, 110
Number — Operations		
Number facts can be derived from known facts using place value. Renaming (regrouping) is needed when adding or subtracting across place values. Column methods for addition and subtraction align digits in numbers by their place values.	Finding the complement of a number to 100	29, 53
	Adding and subtracting numbers up to 1,000	7, 8, 9, 12, 13, 14, 15, 16, 28, 30, 31, 32, 33, 35, 36, 37, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 104, 105, 106, 107, 108, 175
	Solving one-step addition and subtraction problems involving numbers up to 1,000	34, 57, 61, 70, 71, 77, 79, 80, 81, 82, 83, 125, 129
	Solving multi-step addition and subtraction problems involving numbers up to 100	126, 145, 146, 147, 148, 149
Multiplication can be completed by repeated addition, grouping, or using known facts and represented using an array. Division can be completed by equal sharing, grouping, repeated subtraction, or using known facts. Dividing by zero is impossible.	Multiplying or dividing using equal sharing, grouping, repeated addition or subtraction, or known facts	17, 18, 19, 20, 21, 63, 64, 65
	Memorising multiplication and corresponding division facts for 2s, 3s, 4s, 5s, 8s and 10s	67, 109, 110, 111, 112, 113, 150, 151, 152, 153, 154
	Multiplying a one- or two-digit number by a one-digit number	19, 20, 21, 80, 81
	Dividing whole numbers by a one-digit divisor with no remainders	63, 64, 65, 66
Number — Rational Numbers		
Fractions can represent parts of sets, regions, measurements and points on a number line.	Reading, writing and representing fractions of sets, quantities and measurements on a number line and of regions, using small denominators	94, 95, 96, 97, 98, 99, 100, 140, 141
A unit fraction represents one part of an equally divided whole. Its numerator is 1.	Counting in unit fractions up to 1	98, 99, 100
For unit fractions, the larger the denominator, the smaller the fraction.	Comparing unit fractions with denominators up to 12	102
Fractions with the same denominator can be ordered by the size of the numerator.	Comparing non-unit fractions with the same denominator up to 12	103
Equivalent fractions name the same quantity and can be identified by reasoning about equal parts. There are many ways to write one whole.	Identifying when two fractions are equivalent, using representations	101
When adding or subtracting fractions with the same denominator, the denominators remain unchanged, and the numerators are combined. Subtraction of fractions with the same denominator represents taking away parts of equal size.	Adding and subtracting fractions with the same denominator within a whole	114, 115, 116, 117
The relationship between part and whole is multiplicative, not additive.	Finding a unit fraction of a whole number by connecting to division	95, 97, 140, 141, 143
	Finding the whole when given a unit fraction by connecting to repeated addition or multiplication	142, 144
Number — Financial mathematics		
New Zealand currency is a decimal system of dollars made up of 100 cents.	Representing currency values of mixed dollars and cents without using decimal notation	68, 160, 161, 162, 163
	Making amounts of money using one- and two-dollar coins and 5-, 10-, 20-, 50- and 100-dollar notes	68, 69, 160, 161, 162, 163
Finding the total cost and giving change with money involves addition and subtraction.	Using addition and subtraction to give change	58, 70, 71, 160, 162, 163

Year 3 Knowledge and Practices

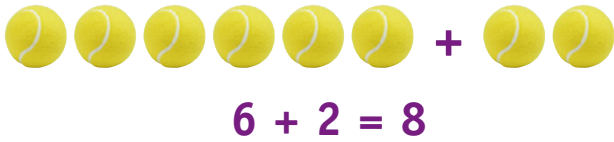
The New Zealand Curriculum Mathematics and Statistics 2025

Knowledge	Practices	Pages
Algebra — Equations and relationships		
Numbers can be compared using “greater than” ($>$), “less than” ($<$) and equals ($=$).	Checking the truth of number sentences involving direct comparisons of whole numbers up to 1,000	11, 49
	Checking the truth of number sentences and completing open number sentences involving addition, subtraction, multiplication, or division	11, 29, 109, 110, 111, 113
Copying, continuing, creating and describing a repeating pattern with two elements. Using ordinal numbers up to 5th place to describe position in a sequence.	Recognising, continuing and creating growing number patterns	10, 22, 23, 24, 25, 120, 124, 127, 128
Measurement — Measuring		
Systems of measurement have a history; different cultures use different approaches (e.g. measurement in te ao Māori is based on the human body and natural relationships).	Estimating and measuring length (cm and m), mass (g and kg) and capacity (mL and L), using tools with labelled markings and whole-number metric units	74, 75, 76, 77, 78, 84, 155, 171, 172, 173, 174, 176, 177, 178, 179
	Comparing and ordering objects using whole-number metric units of length, mass, or capacity	74, 75, 156, 171, 172, 173, 174, 177, 178, 179
Perimeter is the sum of the lengths of sides of a 2D shape.	Measuring the perimeter of polygon using metric units	135, 136, 137
Area is the measure of a region’s size on a surface.	Measuring the area of rectangles using squares of equal size	130, 131, 132, 133, 134
A turn is a rotation around a point. A turn can be directional and is described using clockwise (to the right) and anticlockwise (to the left).	Turning an object or person and describing how far they have turned, using full, half, quarter and three-quarter turns as benchmarks	122, 123
Duration is the length of time between the start and end of an event. There are 15 minutes in a quarter of an hour. There are 60 seconds in a minute. There are 24 hours in a day, 365 days in a year and 366 days in a leap year. There are 52 weeks in a year. A leap year occurs every 4 years. Months are approximately four weeks long; the specific number of days in each month varies. Larger durations of time can be measured in decades (10 years), centuries (100 years) and millennia (1,000 years).	Identifying the duration of events using years, months, weeks, days, hours, minutes and seconds	89, 90, 91, 125
	Telling the time on analogue and digital clocks to the nearest 5 minutes and the nearest minute, using the language of minutes past the hour and to the hour	85, 86, 87, 88
	Describing the differences in duration between units of time	90, 91
Geometry — Shapes		
A regular polygon is a two-dimensional shape with all sides of equal length and all interior angles of equal measure.	Identifying, describing, visualising and sorting regular polygons with up to 10 sides	38, 39, 40, 41
	Identifying, describing, visualising and sorting 3D shapes, using the attributes of shapes (Yr2)	43, 44, 45
Geometry — Spatial reasoning		
A line of symmetry is the line that divides a shape or an object into two equal and symmetrical parts. Line symmetry is where one half of an object or shape is a mirror image of the other half, across a line of symmetry.	Recognising lines of symmetry in patterns or pictures, and creating or completing symmetrical patterns or pictures	42
Shapes can flip (reflect), turn (rotate), slide (translate) and be used to create patterns. (Yr2)	Flipping, sliding and turning 2D shapes to make a pattern or compose a shape (Yr2)	121, 124
Geometry — Pathways		
Directions such as forward, left and right depend on the orientation of the observer.	Following and creating a sequence of step-by-step instructions for moving people or objects to a different location, including half and quarter turns and the distance to be travelled	166, 167, 168, 170
Cardinal directions are the four principal points of a magnetic compass: north, east, south and west.	Using simple maps to locate objects and places relative to other objects and places.	167, 168, 169
Statistics — Developing knowledge from data		
A categorical variable (e.g. colour, brand) classifies objects into groups (categories). Categorical data can be counted.	Collecting categorical data and sorting the responses	157, 159
A numerical variable in data is a number that is a measure or a count.	Collecting numerical data by asking an investigative question with a response that is a count or a discrete measurement	155
Statistics — Visualisation of data		
Data visualisations are representations (including dot plots and bar graphs) of all available values for a variable that show the frequency for each value. In a bar graph, each bar corresponds to a category or number, and the height of the bar (for a vertical chart) or the length (for a horizontal chart) directly corresponds to the frequency of the category or number.	Creating data visualisations for categorical and numerical data	155, 157, 159
Statistics — Interpretation of data		
Data visualisations are representations that help reveal the story of a set of data.	Describing data visualisations using the variable name and the context and giving the frequency for each category or number	156, 157, 158, 159
	Answering questions about data visualisations, including which category has the most or least items and questions involving operations	156, 157, 158

Dictionary

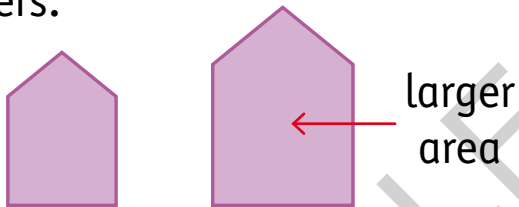
addition (+)

Six balls plus two balls makes eight balls.

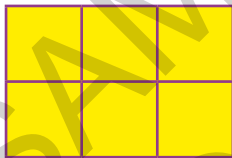


area

The amount of space something covers.



Measured in square units.
Area = 6 squares



capacity

The amount a container can hold. Measured in cups, litres (L) and millilitres (mL)

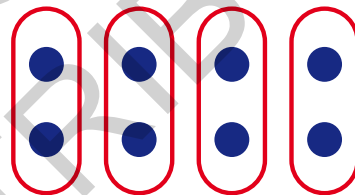


days

Sunday	Thursday
Monday	Friday
Tuesday	Saturday
Wednesday	

division (÷)

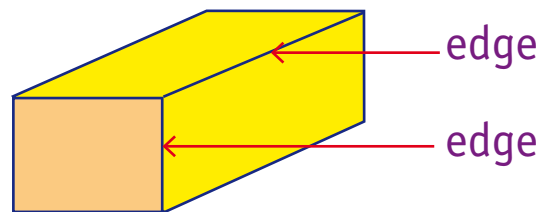
Sharing into equal groups



4 groups of 2
 $8 \div 2 = 4$

edge

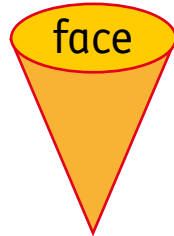
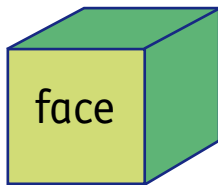
Where two surfaces meet



Dictionary

face

The flat surface of a solid object.



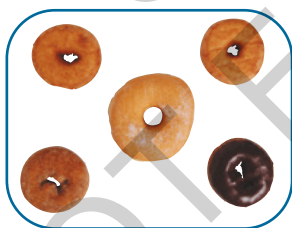
fraction

A part of a whole or a group



$\frac{1}{2}$ → numerator
→ denominator

groups



1 group of 5

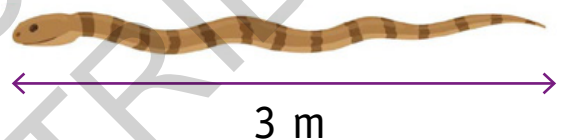
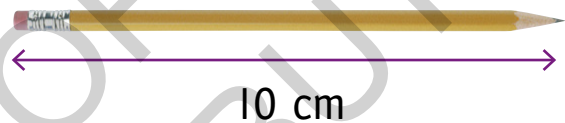


3 groups of 7



length

How long something is.
Measured in metres (m) and centimetres (cm).



mass (weight)

The amount of material in an object.

How much an object weighs.
Measured in grams (g) and kilograms (kg).



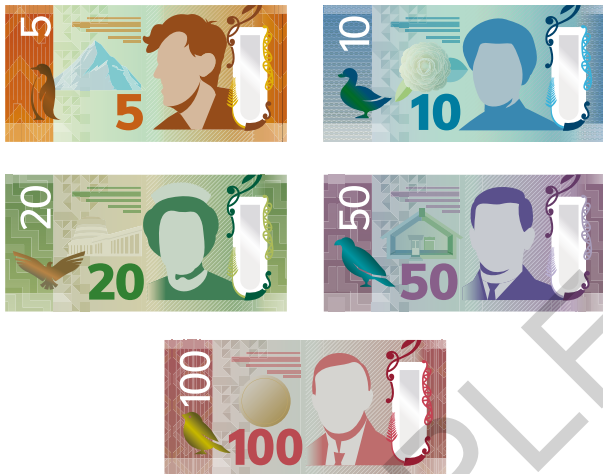
Dictionary

money

coins



notes



months and seasons

January
February
March
April
May
June
July
August
September
October
November
December

Summer

Autumn

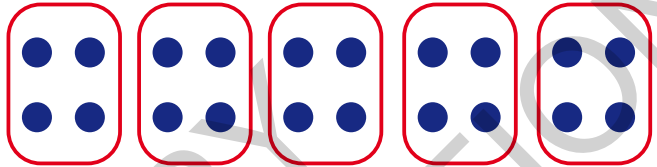
Winter

Spring

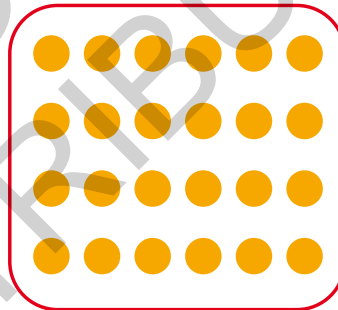
Summer

multiplication (×)

Find the total of a number of equal groups or equal rows.



$$5 \times 4 = 20$$



$$4 \times 6 = 24$$

numbers

Even numbers can be grouped in pairs evenly.



2

4

6

8

10

Odd



1

3

5

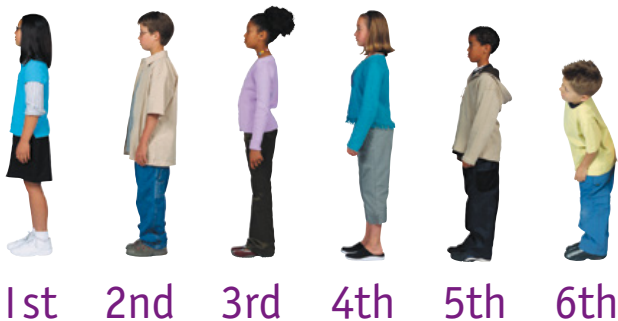
7

9

Dictionary

numbers

Ordinal numbers tell position.

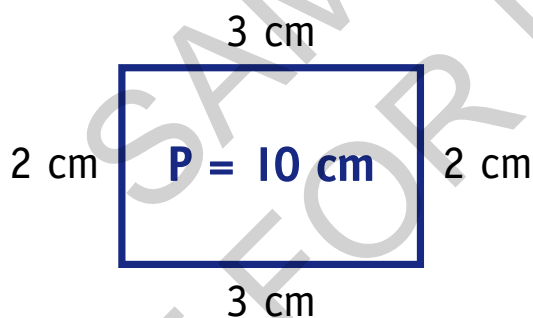


perimeter

Distance around the outside

Add side lengths:

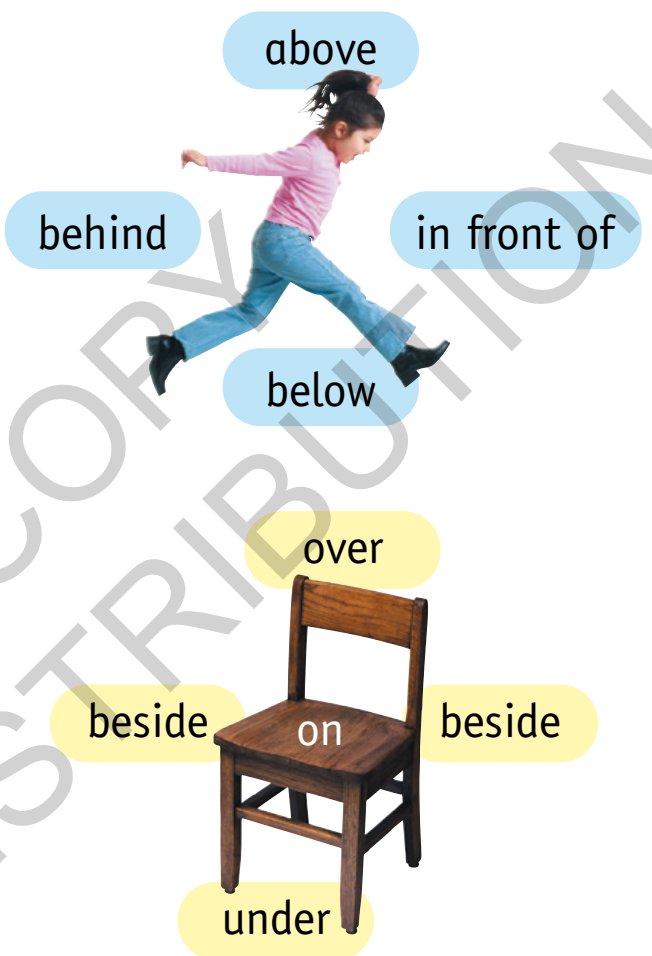
$$3 + 3 + 2 + 2 = 10 \text{ cm}$$



position

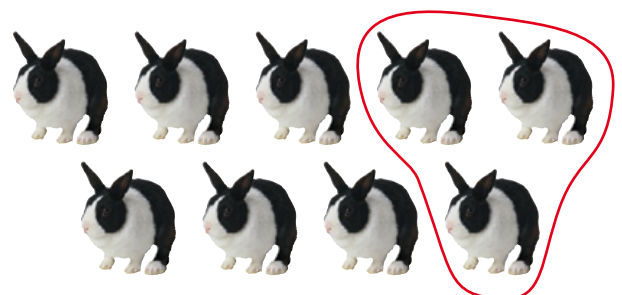


position



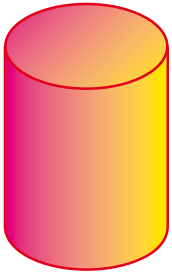
subtraction (-)

Nine rabbits take away three rabbits leaves six rabbits.

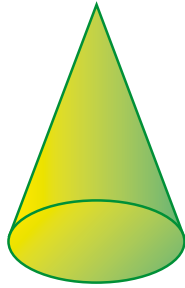


Dictionary

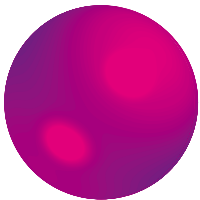
three-dimensional (3D) objects



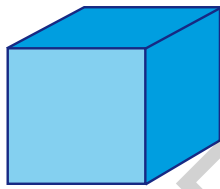
cylinder



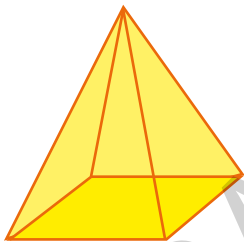
cone



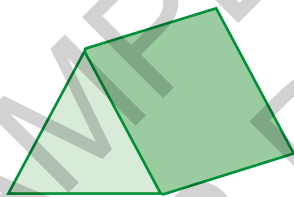
sphere



cube



square
pyramid



triangular
prism

time



analogue



digital

1 hour = 60 minutes

two-dimensional (2D) shapes

rectangle
tapawhā hāngai

square
tapawhā rite

circle
porowhita

oval
porotītaha

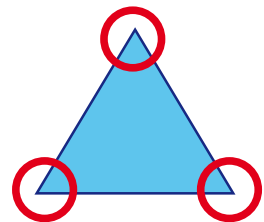
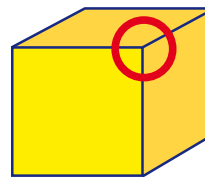
pentagon
taparima

hexagon
tapaono rite

triangle
tapatoru

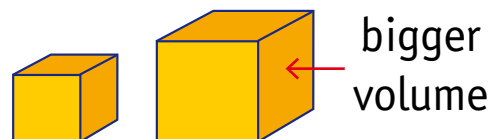
vertex

corner

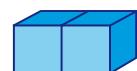


volume

The amount of space a solid object takes up.



Measured in cubes.



How to solve a problem

Read • Plan • Work • Check

Read the problem carefully. Underline the question. Circle the facts.

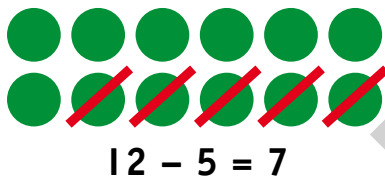
Plan what you will do: +, −, × (multiply) or ÷ (divide).

Work Write or draw a diagram to work it out. Write the answer.

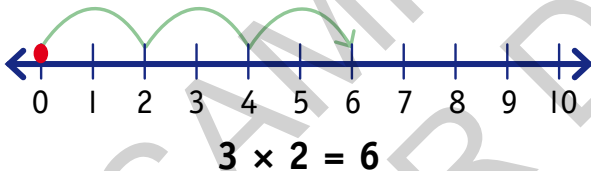
Check your answer! Make sure that your answer makes sense.

Draw a diagram

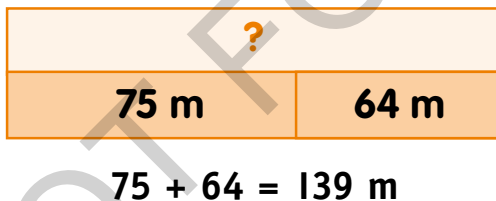
Draw a simple picture.
Use symbols if you can.



Draw a number line.
Jump along to calculate.



Draw a bar model.



Write an algorithm

Write the numbers into an algorithm
to calculate the problem.

$$\begin{array}{r} 97 - 72 = \quad 97 \\ - \quad 72 \\ \hline \end{array}$$

Use a table

Put the information from the problem in
columns. Can you see the pattern? The
information is clearer in a table.

Use this to work out the answer.

Jerry	5 mins	10 cakes	2 in 1 min.
Cam	4 mins	8 cakes	2 in 1 min.
Tilly	3 mins	9 cakes	3 in 1 min.

Who eats the fastest?

Answer: Tilly eats fastest.

Work backwards

Read the problem all the way through.
Find one piece of information. Write it
down. Find another piece of information
that relates and put them together. Write
it down. Keep working backwards until you
solve all the pieces of the problem.

*Kell has \$2 more than Greg, who has \$3
less than Dee. Dee has \$5. How much do
they each have?*

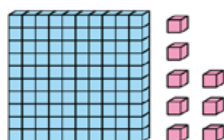
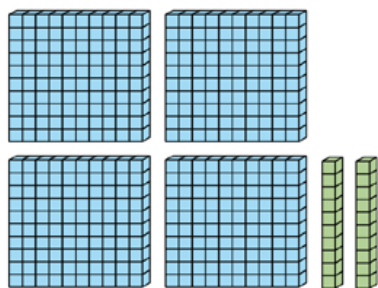
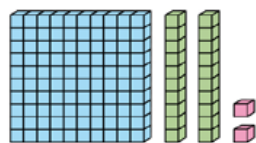
Dee = \$5

Greg = \$5 − \$3 = \$2

Kell = \$2 + \$2 = \$4



1 Match.



351

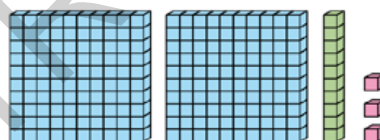
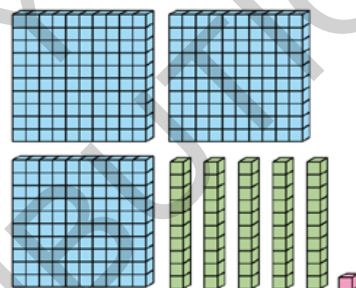
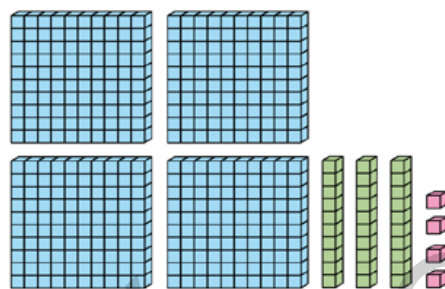
108

420

122

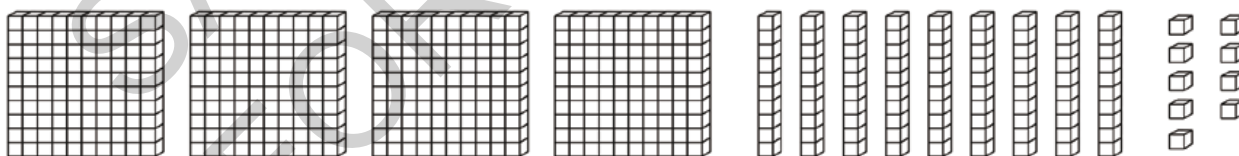
434

213

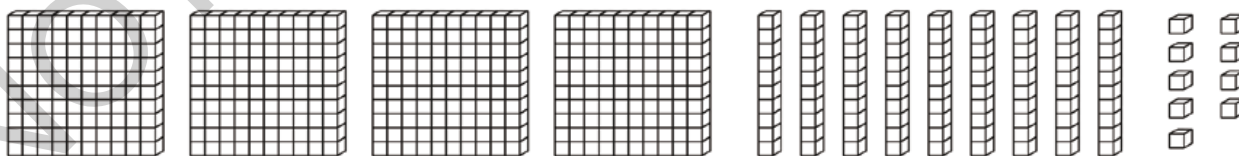


2 Colour to show the number.

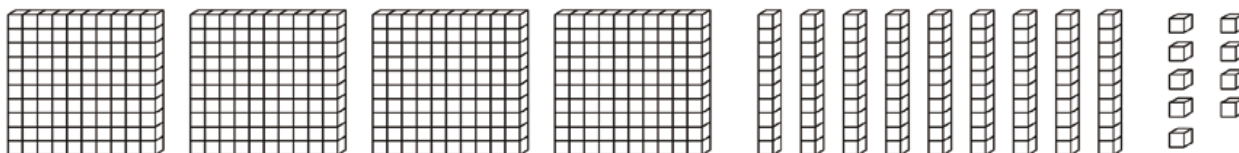
a 127



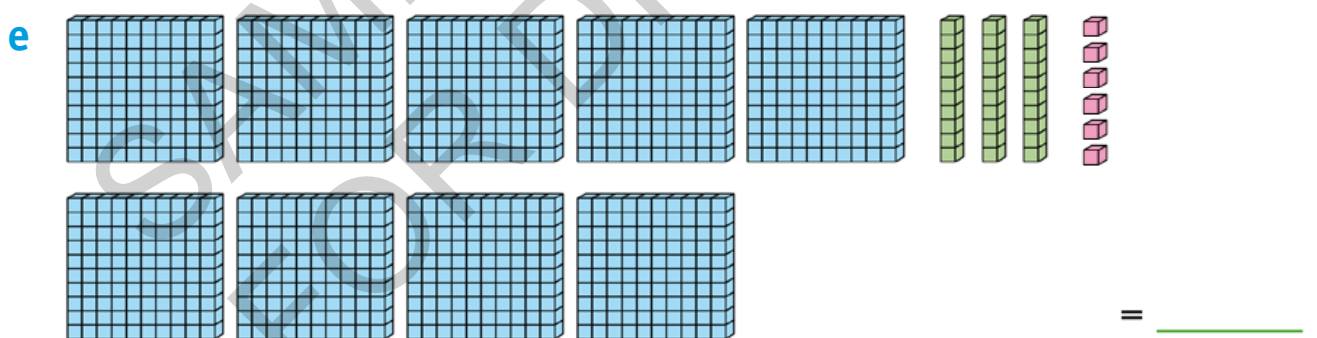
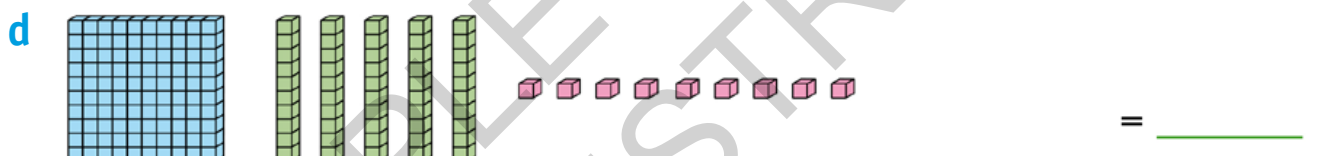
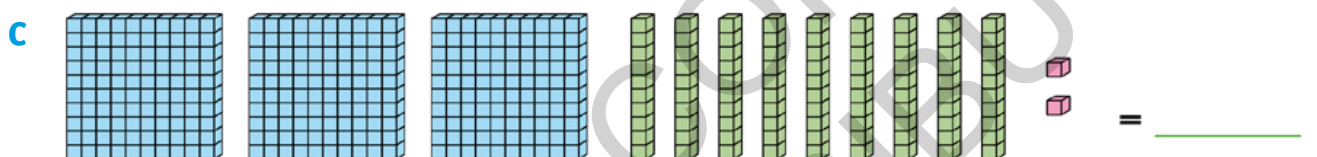
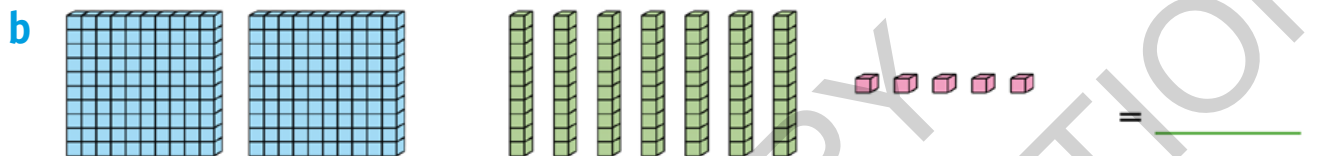
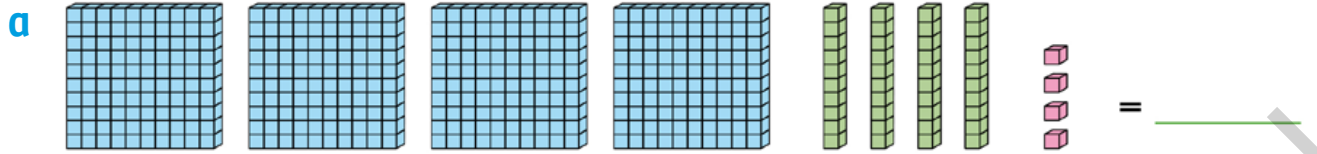
b 456



c 292



1 Write the number.



2 Write these numbers in words.

a 438 _____

b 176 _____

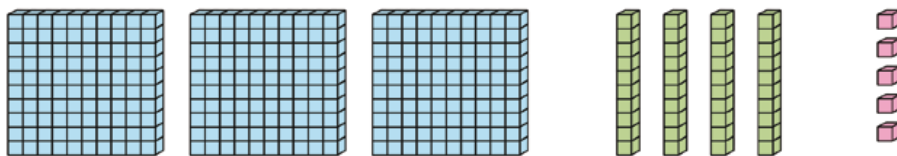
c 905 _____

d 280 _____

e 712 _____

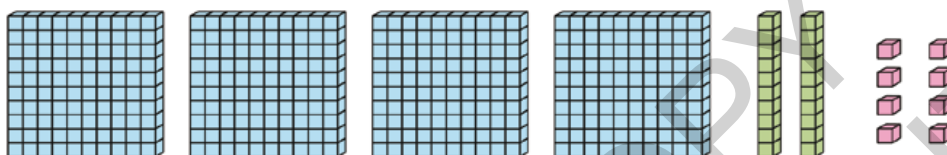
1 Complete.

a



_____ hundreds _____ tens _____ ones = _____

b



_____ hundreds _____ tens _____ ones = _____

2 Write the number in hundreds, tens and ones.

a

342

--	--	--

b

495

--	--	--

c

231

--	--	--

d

189

--	--	--

3 Complete: e.g. 549 = 5 hundreds, 4 tens and 9 ones

a 362 = _____ hundreds, _____ tens and _____ ones

b 791 = _____ hundreds, _____ tens and _____ ones

c _____ = 6 hundreds, 3 tens and 7 ones

d _____ = 8 hundreds and 4 tens

4 a 264 = 200 + 60 + _____

b 670 = _____ + 70 + 0

c 712 = _____ + 10 + _____

d 354 = _____ + _____ + 4

e 617 = 600 + _____ + _____

f 409 = _____ + _____ + 9

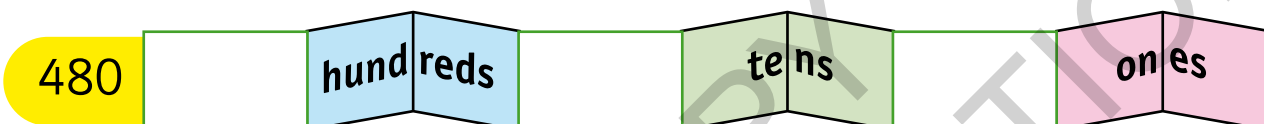
g 555 = _____ + _____ + _____

h 830 = _____ + 30 + _____

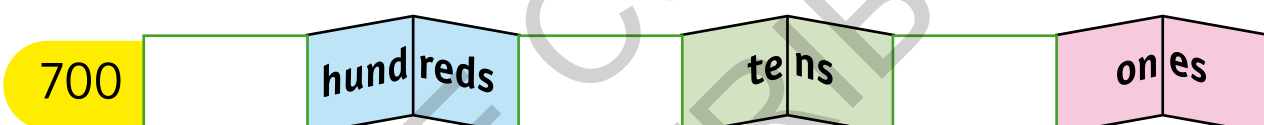
1 Complete.

a 245  hundreds tens ones

b 367  hundreds tens ones

c 480  hundreds tens ones

d 906  hundreds tens ones

e 700  hundreds tens ones

2 Complete.

- a 131 = 1 hundred, _____ tens and 1 one
- b 618 = _____ hundreds, 1 ten and _____ ones
- c 888 = _____ hundreds, _____ tens and _____ ones
- d 404 = _____ hundreds and _____ ones

3 Partition each number both ways.

- a 231 = _____ hundreds, _____ tens and _____ one
or _____ + _____ + _____
- b 585 = _____
or _____
- c 452 = _____
or _____

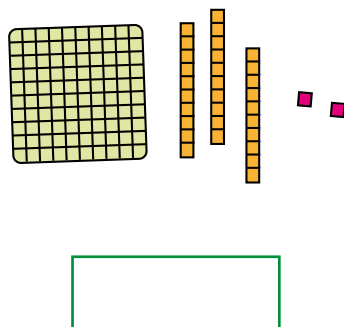


Comparing numbers

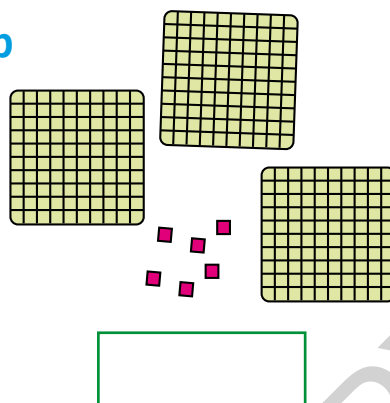
TERM 1
Week 1

1 How many?

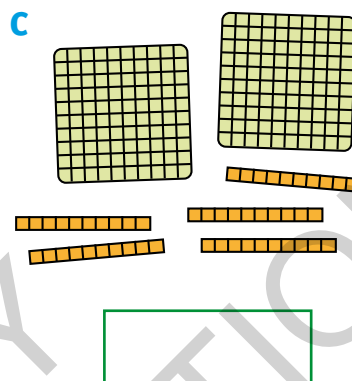
a



b



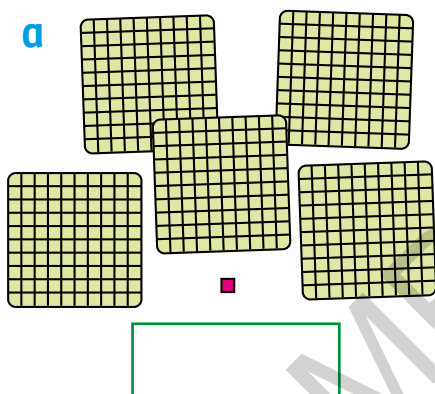
c



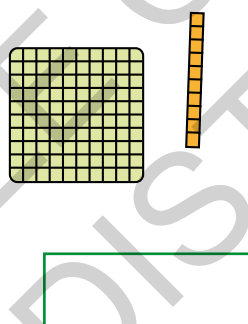
d Tick ✓ the largest number.

2

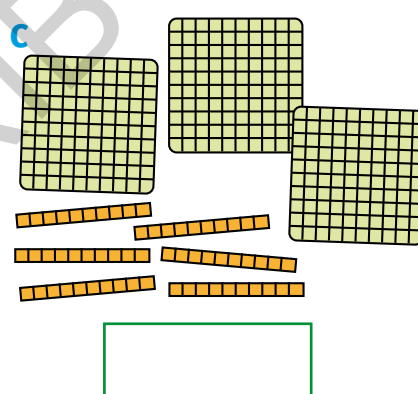
a



b

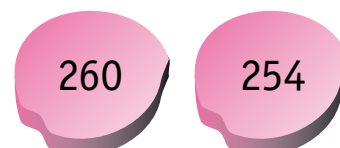
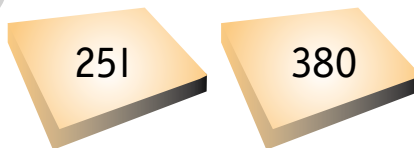


c

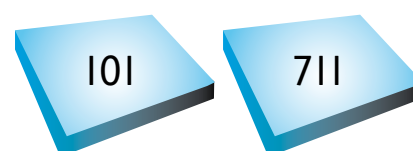
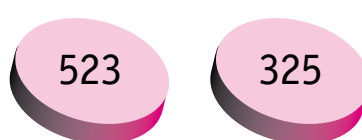
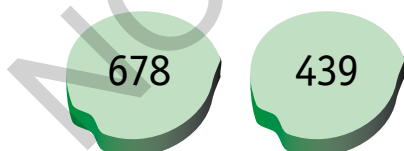


d Tick ✓ the smallest number.

3 a Circle the larger number.



b Circle the smaller number.



Mastery Checklist

- I can:
- ☐ identify 3-digit numbers made up of hundreds, tens and ones
 - ☐ read and write numbers to 1,000 in numerals and words
 - ☐ split numbers into place values in words and numbers

10	20	30	40	50	60	70	80	90	100
110	120	130	140	150	160	170	180	190	200
210	220	230	240	250	260	270	280	290	300
310	320	330	340	350	360	370	380	390	400
410	420	430	440	450	460	470	480	490	500
510	520	530	540	550	560	570	580	590	600
610	620	630		650	660	670	680	690	700
710	720				760	770	780	790	800
810	820	830		850	860	870	880	890	900
910	920	930	940	950	960	970	980	990	1,000

1 Write:

a the 5 missing numbers

b the numbers between 360 and 370 361, 362 ...

c 10 more than 160 _____ d 10 less than 700 _____

e 100 more than 180 _____ f 100 less than 910 _____

2 Count in 10s from 740 to 800 _____

3 Count in 100s from 440 to 840 _____

4 a Circle the numbers 10 more than 600, 770, 510, 850

b Circle the numbers 100 less than 600, 770, 510, 850

1 Complete.

a 196 197 198

b 405 406 407

c 770 769 768



2 Complete the table.

Number	1 more	10 more	100 more
a 57			
b 300			
c 690			
d 799			
e 205			

3 Write the number 10 less than:

a 70 b 330 c 500 d 405

4 a 340 $\xrightarrow{+10}$ $\xrightarrow{+10}$ $\xrightarrow{+10}$

b 572 $\xrightarrow{+10}$ $\xrightarrow{+10}$ $\xrightarrow{+10}$

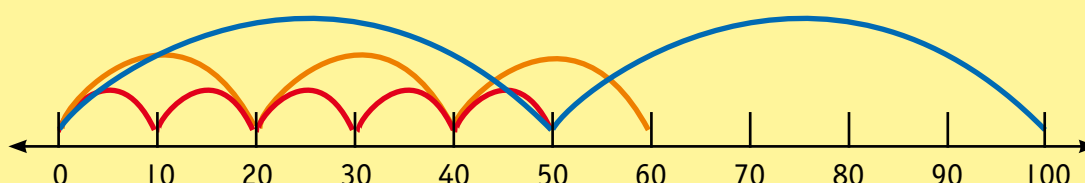
c 870 $\xrightarrow{-10}$ $\xrightarrow{-10}$ $\xrightarrow{-10}$

d 600 $\xrightarrow{-10}$ $\xrightarrow{-10}$ $\xrightarrow{-10}$

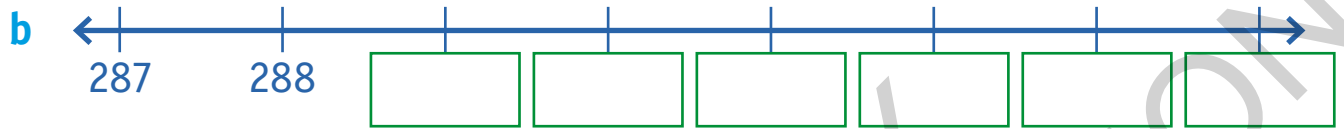
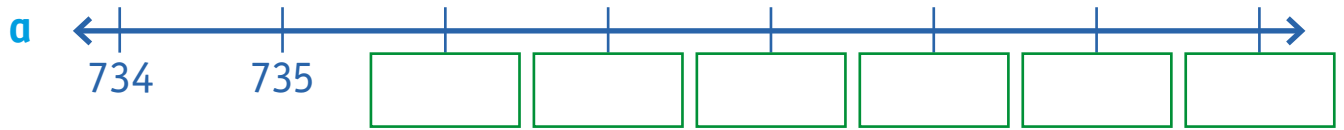


Challenge! Who will land on 850?

Flea jumps in tens, **Grasshopper** jumps in 20s, **Frog** jumps in 50s.



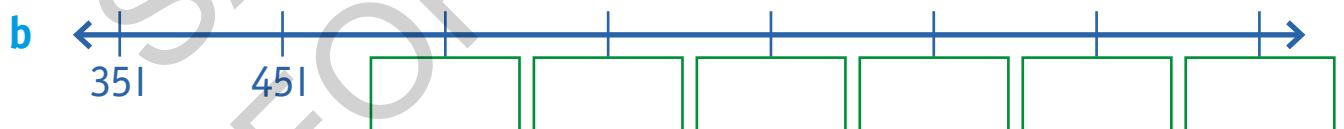
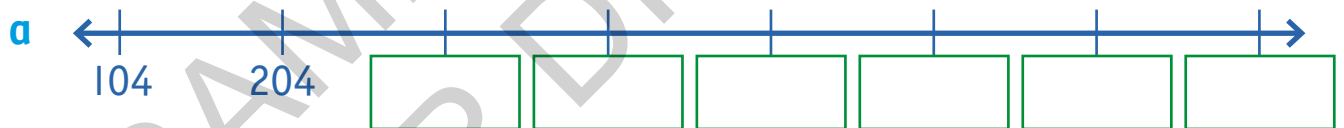
1 Count by 1s.



2 Count by 10s.



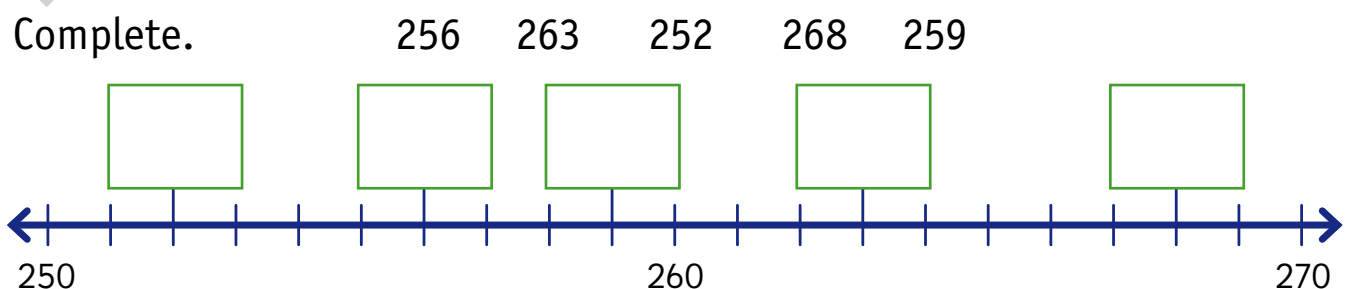
3 Count by 100s.



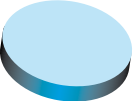
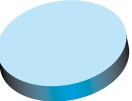
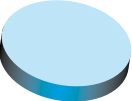
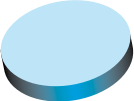
4 Fill in the missing numbers.



5 Complete.



1 Complete each counting pattern.

a 260 270 280     

b 770 670 570     

c 118 128 138     

d 475 465 455     

e 920 820 720     

2 Write each number.

- a three hundred and forty-two _____
- b seven hundred and ten _____
- c nine hundred and one _____
- d four hundred and fourteen _____



3 Write in words.

- a 509 _____
- b 213 _____

4 Underline the larger number. Write < or >.

- a 269 _____ 312 b 786 _____ 867 c 499 _____ 501
- d 301 _____ 199 e 614 _____ 641 f 221 _____ 212

Looking for patterns



Make different 3-digit numbers with these numbers. How many numbers can you make? How many are odd? How many are even? Repeat with 3 different numbers. Can you see a pattern?

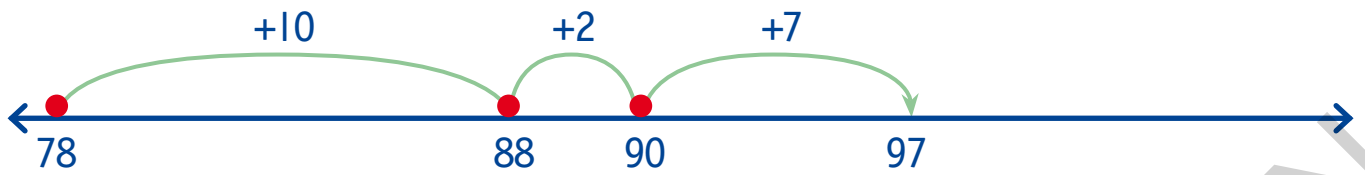
Mastery Checklist

- I can: ☐ count in 1s, 10s and 100s to 1,000
☐ find 1, 10 and 100 more or less
☐ read, write and compare 3-digit numbers

3 = 3

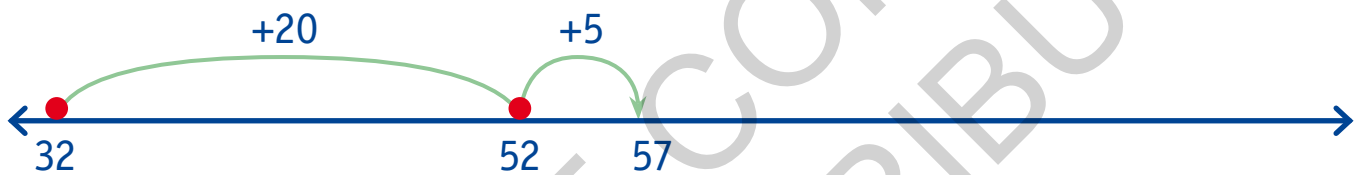
11

- 1 To add 19, add 10, then add 9.



$$78 + 19 = \boxed{}$$

- 2 To add 25, add 20, then add 5.



$$32 + 25 = \boxed{}$$

- 3 To add 36, add 30, then add 6.



$$64 + 36 = \boxed{}$$

4 $27 + 48 = \boxed{}$



5 $49 + 32 = \boxed{}$

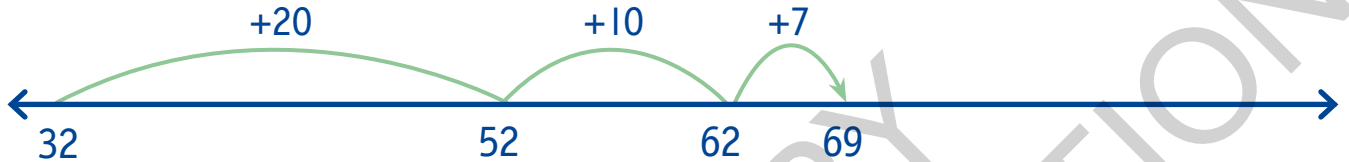


Adding many numbers

TERM 1
Week 3

Use the number lines to add. Start with the largest number.

1 $21 + 32 + 16 =$



2 $63 + 21 + 16 =$



3 $48 + 33 + 12 =$



4 $15 + 9 + 75 =$



5 $31 + 35 + 17 + 11 =$

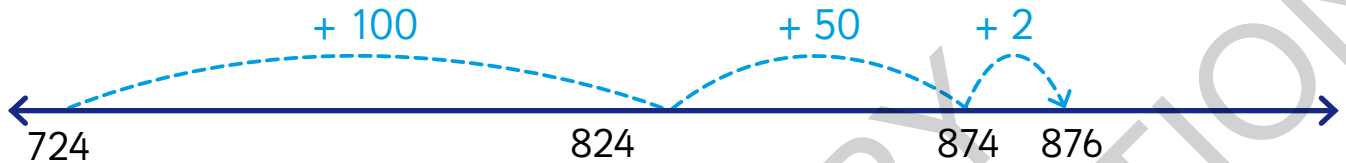


Add on a number line

TERM 1
Week 3

Use the empty number lines to add. Jump by hundreds, then tens, then ones.

1 $724 + 152 =$



2 $642 + 345 =$



3 $422 + 263 =$



4 $512 + 436 =$



5 $427 + 301 =$

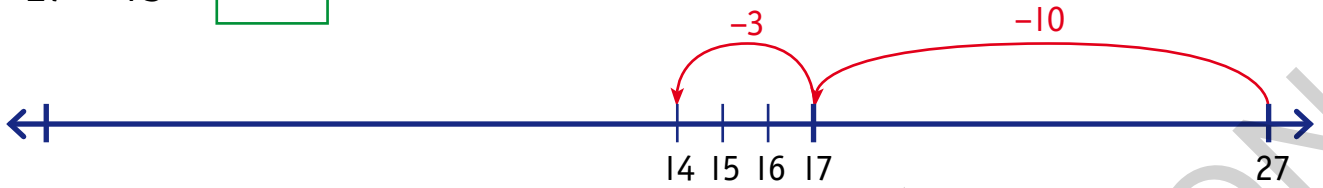


Split to subtract

TERM 1
Week 3

To subtract 13, take away 10, then take away 3.

1 $27 - 13 = \square$



To subtract 22, take away 20, then take away 2.

2 $35 - 22 = \square$



3 $48 - 15 = \square$



4 $54 - 16 = \square$



5 $62 - 25 = \square$

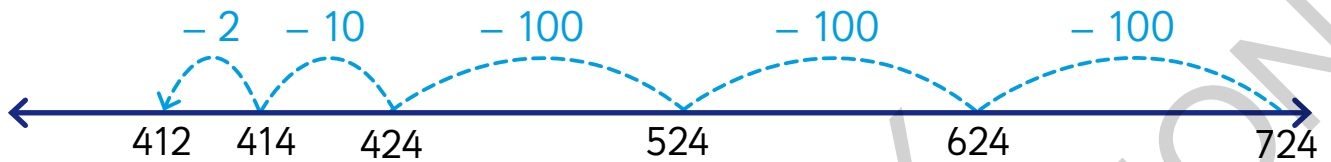


Subtract on a number line

TERM 1
Week 3

Use the number lines. Jump back hundreds, then tens, then ones.

1 $742 - 312 =$



2 $692 - 470 =$



3 $529 - 118 =$



4 $873 - 551 =$



5 $457 - 305 =$



Mastery Checklist

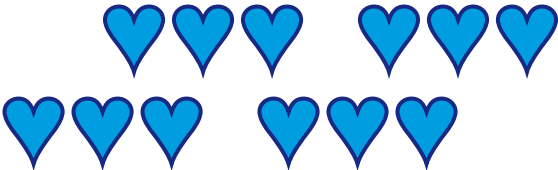
- I can: ☐ split by place value to add and subtract on a number line
☐ add and subtract 2-digit and 3-digit numbers on number lines

Repeated addition

TERM 1
Week 4

1 Find the answer.

a

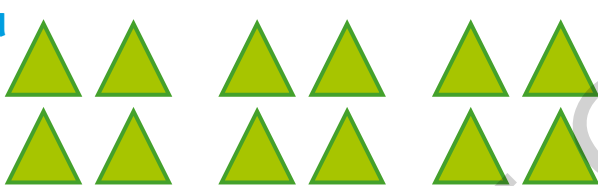

$$3 + 3 + 3 + 3 = \underline{\hspace{2cm}}$$

b

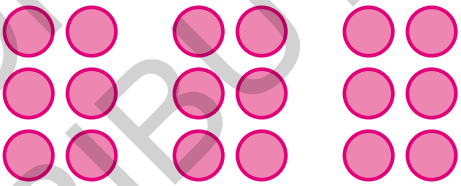

$$5 + 5 + 5 = \underline{\hspace{2cm}}$$

2 Write the repeated addition sum. Find the answer.

a


$$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$$

b

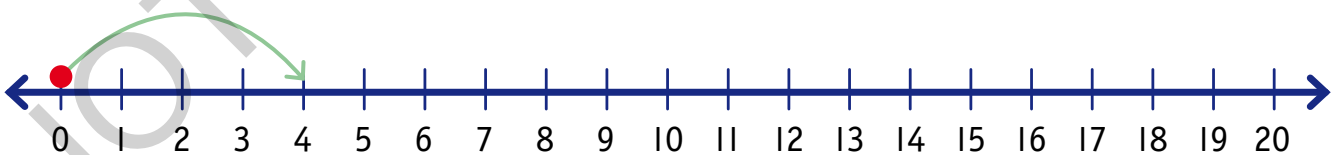

$$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$$

3 Draw the jumps. Find the answer.

a $3 + 3 + 3 + 3 = \underline{\hspace{2cm}}$



b $4 + 4 + 4 + 4 = \underline{\hspace{2cm}}$



c $6 + 6 + 6 = \underline{\hspace{2cm}}$



Multiplication

× is the
sign that tells
us to multiply

TERM 1
Week 4

1 Double 2.



$$2 \times \square = \square$$

2 Double 3.



$$2 \times \square = \square$$

3 How many corners?



$$1 \times \square = \square$$

4 How many corners?



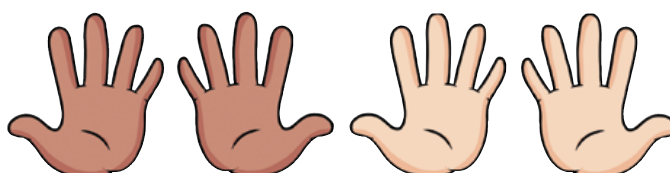
$$3 \times \square = \square$$

5 How many fingers?



$$3 \times \square = \square$$

6 How many fingers?



$$4 \times \square = \square$$

7 Count by 10s.



$$4 \times \square = \square$$

8 Count by 10s.



$$5 \times \square = \square$$

- 1 Use multiplication to find the answer.

Waldo ate two apples every day for two weeks. How many apples did he eat in total? _____



- 2 Ruby has six dogs. They each have five puppies. How many puppies altogether? _____



- 3 Dizzy bought nine packets of marbles. There were ten marbles in each pack. How many marbles in total? _____



- 4 Skip count along the number line to find the answers.



Mango made three paper flowers each day for six days. How many flowers altogether? _____

Doc writes five letters every week. After four weeks, how many letters has he written in total? _____

Mango has eight pairs of gloves. How many gloves does she have altogether? _____

Waldo has 6 boxes with 3 hats in each box. How many hats does Waldo have? _____

Use the numbers from the problem to fill in the equation.

- 1 Ruby has two bookshelves.
She has five books on each shelf.
How many books does she have?

$$\square \times \square = \square$$

- 2 Doc bought five packs of bouncy balls.
Each packet had three balls in it.
How many bouncy balls did he buy?

$$\square \times \square = \square$$

- 3 Mango has three animal puzzles.
Each puzzle has ten pieces.
How many puzzle pieces altogether?

$$\square \times \square = \square$$

- 4 Write an equation and find the answer.

- a Ruby walks four dogs.
They each have four legs.
How many legs in total?

- b Dizzy made enough finger puppets to cover all the fingers on five hands. How many puppets did he make?

- c Waldo has five toy cars.
Each car has 4 tyres.
How many tyres in total?

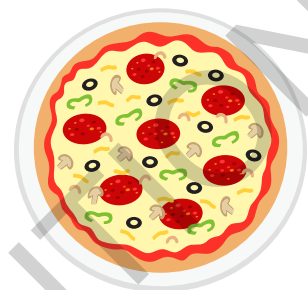


- Mastery Checklist** I can: ☐ use repeated addition to answer multiplications
☐ write multiplication equations
☐ multiply using groups and arrays and a number line
☐ skip count to multiply
☐ solve multiplication word problems

Multiplication Problems

Draw a diagram and write an equation to find the answer.

- 1 Deb has 3 pizzas. She cuts them into 5 slices each.
How many slices of pizza are there?



slices

- 2 Meg has 2 handbags, 3 backpacks and a school bag.
She has 2 pens in each bag. How many pens is that in total?



=

- 3 On days that start with S, Mandy read 2 whole books.
How many books does she read in two weeks?



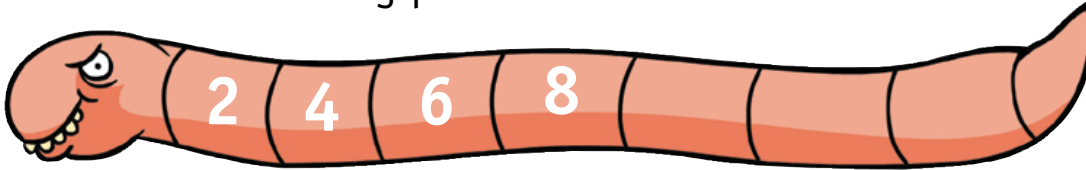
=

I can solve a problem by:

☐ writing a multiplication equation ☐ drawing a diagram

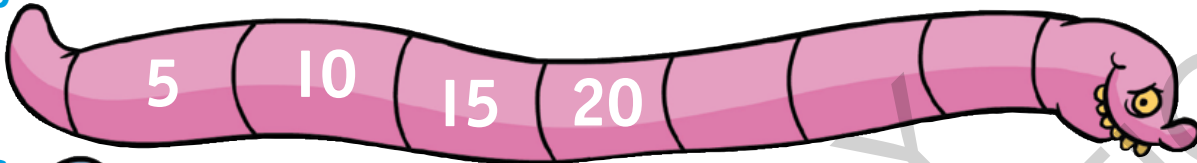
1 Continue each counting pattern. Write a + or – rule in the box.

a

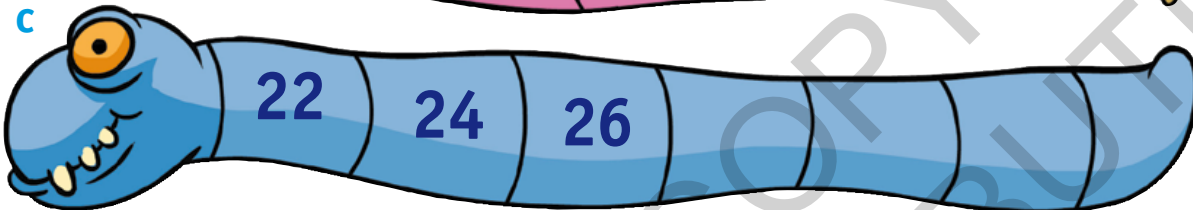


+2

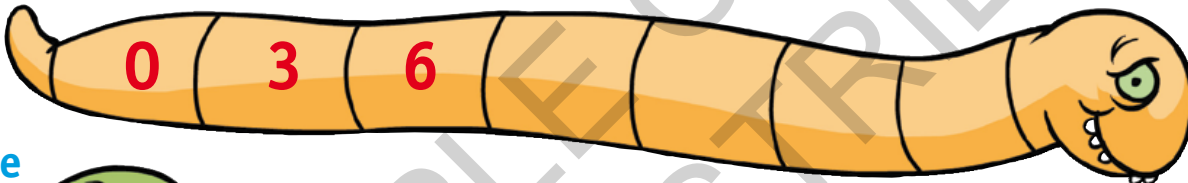
b



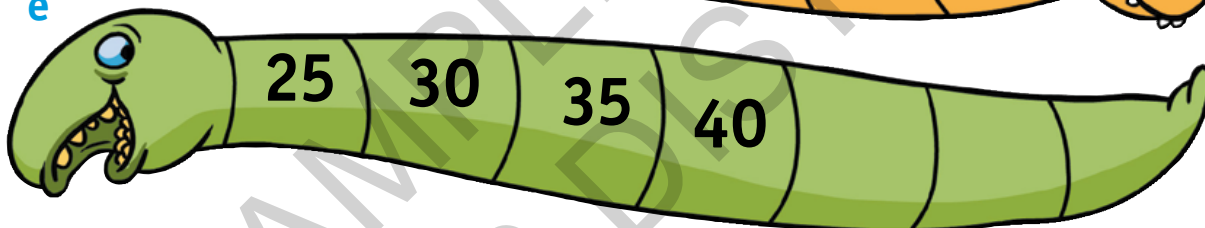
c



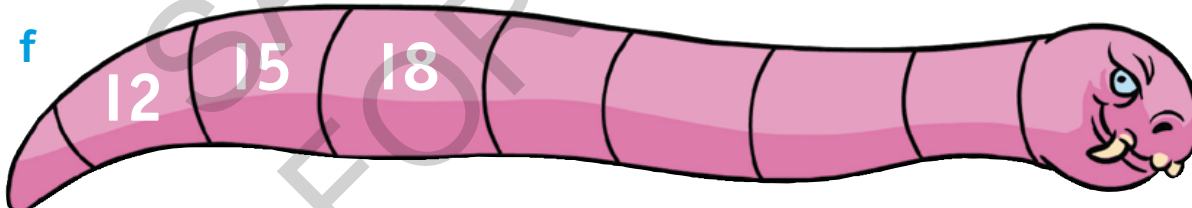
d



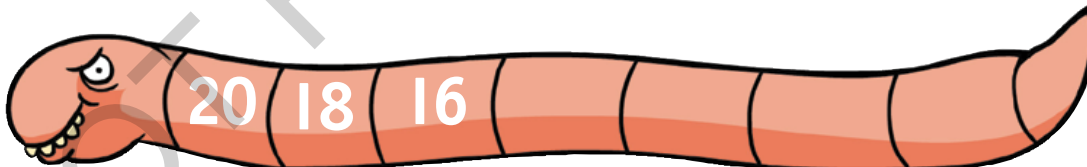
e



f



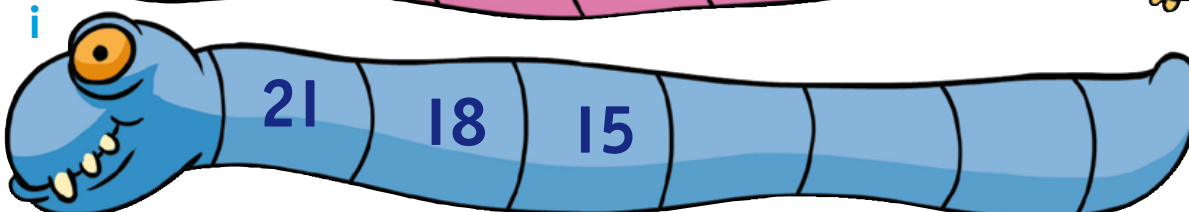
g



h



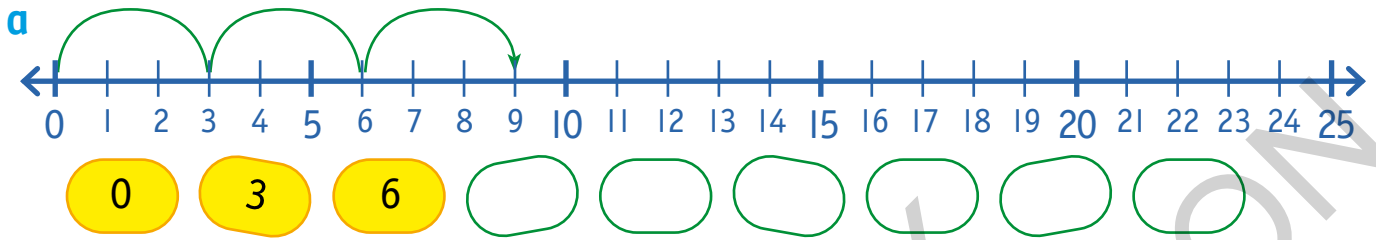
i



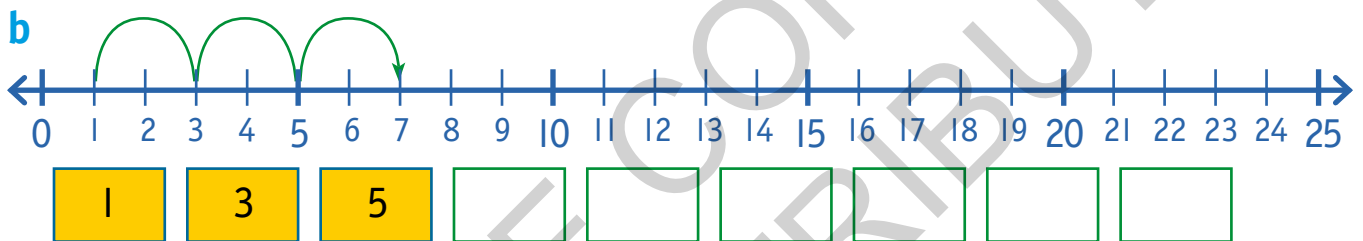
Patterns on the number line

TERM 1
Week 5

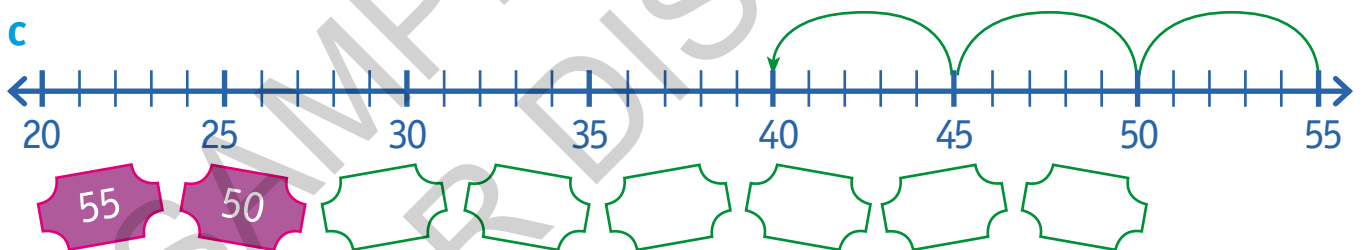
- I Make equal jumps along the number line.
Write the numbers you land on.



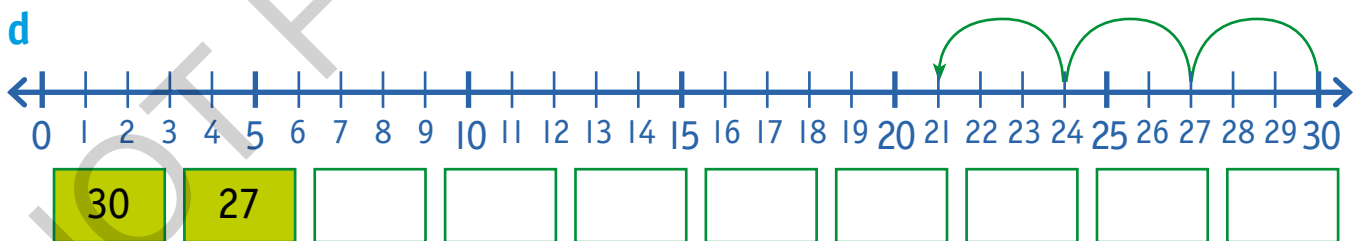
The rule is _____.



The rule is _____.



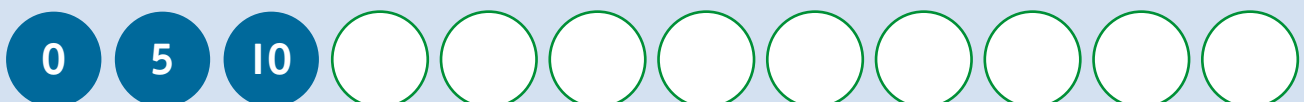
The rule is _____.



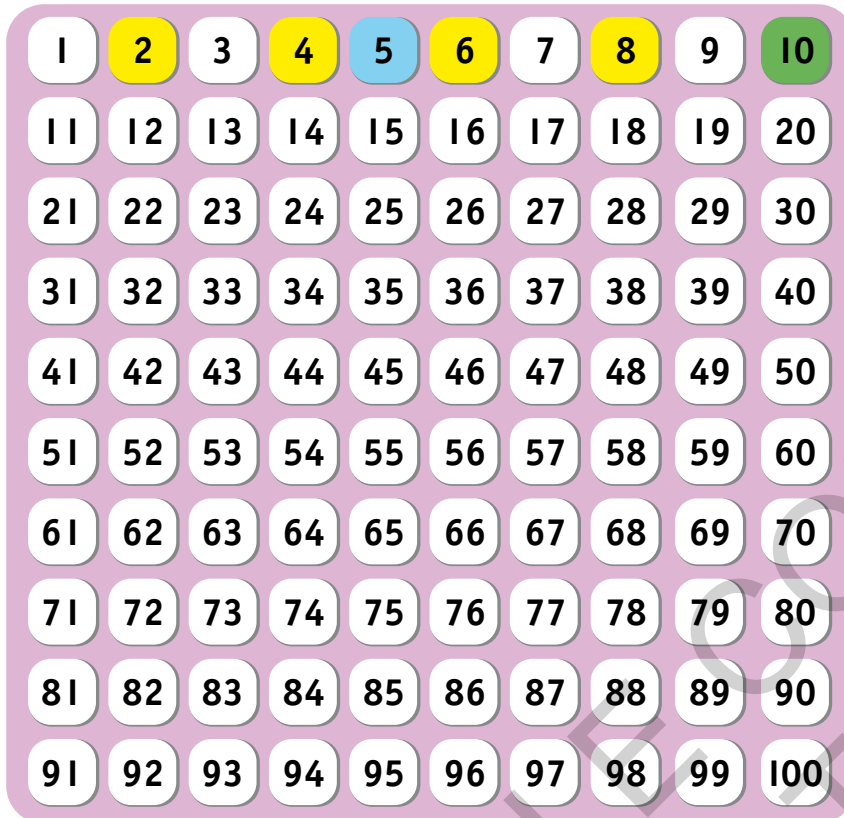
The rule is _____.

Looking for patterns

Keep counting by 5.



When I count in fives from zero, the numbers end in or .



1 Colour:

- a the **counting by 2s** pattern yellow.
- b the **counting by 5s** pattern blue.

2 What is the pattern of green numbers where yellow and blue come together?

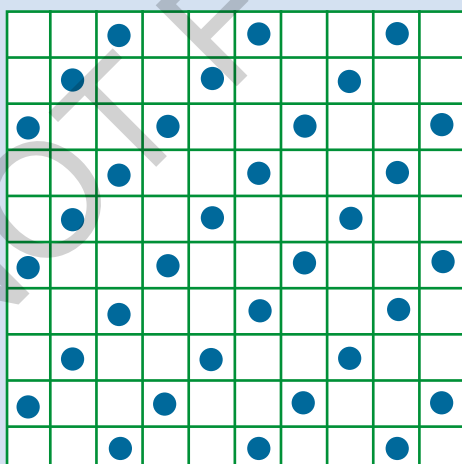
Counting by

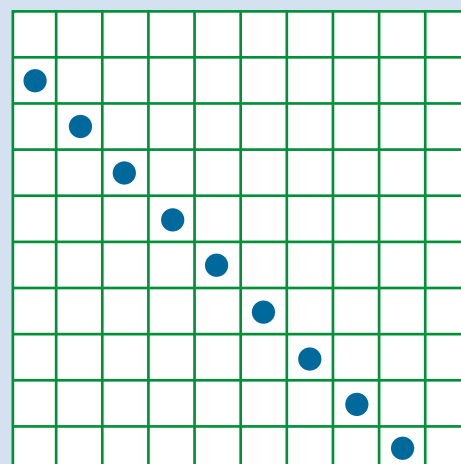
3 Write the counting by 10s pattern.

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

Looking for patterns

What number patterns are shown?





1 What are the next three numbers?

a

b

c

d

2 What is the rule?

a 26, 36, 46, 56 + _____

b 131, 151, 171, 191 + _____

c 159, 359, 559, 759 + _____

d 290, 270, 250, 230 - _____

e 654, 554, 454, 354 - _____

f 905, 705, 505, 305 - _____

3 Write the next 3 numbers.

a _____, _____, _____

b _____, _____, _____

c _____, _____, _____

d _____, _____, _____

e _____, _____, _____

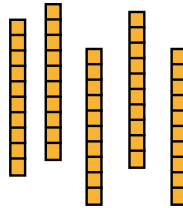
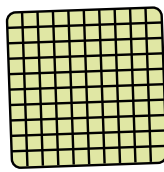
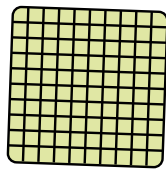
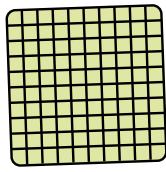
f _____, _____, _____

Mastery Checklist

- I can:
- ☐ identify $\pm$ 2, 3, 5, 10, 11 rules for number patterns
 - ☐ continue number patterns increasing or decreasing by 2, 3 or 5
 - ☐ identify $\pm$ tens/hundreds rules for number patterns
 - ☐ continue number patterns increasing or decreasing by tens/hundreds

Checkpoint 1

1



Shade one bubble.



This number is:

532

☐

253

☐

352

☐

523

☐

2 Complete:

Write the answers.

a 753 = _____ hundreds, _____ tens and _____ ones

b _____ = 2 hundreds, 8 tens and 4 ones

c 169 = _____ + _____ + _____

d _____ = 300 + 20 + 1

Shade one bubble.



3 Which number is the smallest?

235

☐

523

☐

325

☐

253

☐

4 Continue.

Write the answers.

a

15

25

35

b

335

435

535

Shade one bubble.



5 769, 770, 771, _____, _____, 774, 775, 776

The missing numbers are:

771, 772

☐

773, 774

☐

770, 772

☐

772, 773

☐

Checkpoint 1

Write the answers.

- 6 Write the equation. Use the number line to find the answer.
Pam has 134 fish and 217 birds. How many pets altogether?



a $\square \square \square = \square$

b



- 7 Write the equation. Use the number line to find the answer.
Sam has 367 beetles. He sells 173 of them. How many are left?

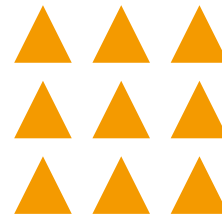
a $\square \square \square = \square$

b



8 a $\square + \square + \square = \square$

b $\square \times \square = \square$



- 9 Write the equation. Use the number line to find the answer.
Bob has 4 cars and each car has 4 wheels.
How many wheels altogether?



a $\square \square \square = \square$

b



- 10 What is the next number in this pattern?

30, 27, 24, 21, 18, $\square$

17



16



15



12



Shade one bubble.



I Use the number chart to add the tens, then the ones.

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



a $22 + 11 =$

b $37 + 13 =$

c $64 + 15 =$

d $51 + 42 =$

e $72 + 19 =$

f $89 + 9 =$

g $68 + 23 =$

h $49 + 22 =$

i $37 + 35 =$

j $33 + 28 =$

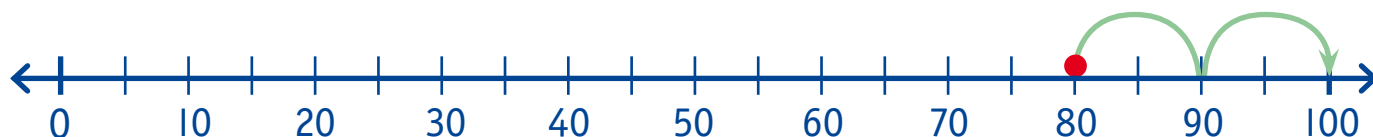
k $84 + 12 =$

l $45 + 48 =$

m $56 + 27 =$

n $77 + 8 =$

o $63 + 17 =$



1 True or false? Write T or F.

a $80 + 20 = 100$ _____ b $60 + 30 = 100$ _____ c $90 + 10 = 100$ _____

d $50 + 40 = 100$ _____ e $70 + 40 = 100$ _____ f $100 + 0 = 100$ _____

2 Complete these equations.

a $70 + \underline{\hspace{2cm}} = 100$ b $60 + \underline{\hspace{2cm}} = 100$ c $50 + \underline{\hspace{2cm}} = 100$



3 Complete these equations.

a $85 + \underline{\hspace{2cm}} = 100$ b $91 + \underline{\hspace{2cm}} = 100$ c $89 + \underline{\hspace{2cm}} = 100$

4 How many more to make 100? Draw them.

Tens	Ones

Tens	Ones

Tens	Ones

a $56 + \underline{\hspace{2cm}} = 100$

b $47 + \underline{\hspace{2cm}} = 100$

c $32 + \underline{\hspace{2cm}} = 100$

5 Complete.

a $17 + \underline{\hspace{2cm}} = 100$

b $29 + \underline{\hspace{2cm}} = 100$

c $34 + \underline{\hspace{2cm}} = 100$

d $48 + \underline{\hspace{2cm}} = 100$

e $56 + \underline{\hspace{2cm}} = 100$

f $63 + \underline{\hspace{2cm}} = 100$

Adding 10 and 100

Think about place value
When you add 10
the **tens** digit changes.
When you add 100
the **hundreds** digit changes.

TERM 1
Week 6

1 Match sums to answers.

$123 + 100 =$

$312 + 10 =$

$123 + 10 =$

$321 + 100 =$

$231 + 10 =$

$312 + 100 =$

$231 + 100 =$

421

331

223

412

133

322

241

2 Write the missing numbers.

a $683 + 10 =$

b $740 +$ $= 840$

c $+ 100 = 345$

d $451 +$ $= 551$

e $+ 10 = 724$

f $815 + 100 =$

g $+ 10 = 452$

h $94 +$ $= 294$

3 a Dizzy collected 501 shells. Then he found 10 more.

How many shells does he have now? _____

b Waldo picked 174 apples. Mango picked 100 apples.

How many apples altogether? _____

c Doc bought 250 cm of ribbon. Ruby gave him another 100 cm.

How much ribbon in total? _____



1 Add using place value.

a $245 + 2 =$

b $318 + 5 =$

c $472 + 6 =$

$245 + 20 =$

$318 + 50 =$

$472 + 60 =$

$245 + 200 =$

$318 + 500 =$

$472 + 600 =$

2 Use known facts.

a $6 + 4 =$

b $8 + 5 =$

c $9 + 3 =$

$60 + 40 =$

$80 + 50 =$

$90 + 30 =$

$600 + 400 =$

$800 + 500 =$

$900 + 300 =$

3 Some of these are tricky.

a $1 + 9 =$

b $356 + 5 =$

c $482 + 2 =$

$10 + 90 =$

$356 + 50 =$

$482 + 20 =$

$110 + 900 =$

$356 + 500 =$

$482 + 200 =$

4 Write the missing numbers.

a $428 +$ $= 438$

b $428 +$ $= 628$

c $705 +$ $= 715$

5 Solve the problems.

- a A library has 326 books.
The school buys 200 more books.
How many books are there now?

- b Mia has 415 stickers. Her friend
gives her 30 more. How many
stickers does Mia have now?

Adding within 1,000

TERM 1
Week 6

Draw blocks to show the sum, then find the total.

1 $253 + 135 = \underline{\hspace{2cm}}$

	Hundreds	Tens	Ones
+			

2 $416 + 241 = \underline{\hspace{2cm}}$

	Hundreds	Tens	Ones
+			

3 $352 + 314 = \underline{\hspace{2cm}}$

	Hundreds	Tens	Ones
+			

Mastery Checklist

- I can: ☐ partition 2-digit and 3-digit numbers to add within place values
☐ find the number that is added to make 100
☐ mentally add 10 or 100 to 3-digit numbers

Partitioning to subtract

TERM 1
Week 7

1 Complete.

a

$$28 - 16 = \square$$

tens	ones
1	6

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

Start at 28. Jump back 10. Jump back 6.

Colour the answer.

b

$$79 - 24 = \square$$

tens	ones
2	4

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

Start at 79. Jump back 20. Jump back 4.

Colour the answer.

2 Complete each sum.

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

a $100 - 13 = \square$

b $94 - 22 = \square$

c $90 - 16 = \square$

d $87 - 15 = \square$

Subtraction problems

TERM 1
Week 7

Show your working. Write the answer in the box.

- 1 There are 287 seeds and 51 have been planted.
How many are left to plant?



- 2 I have 168 books and I give away 45 for the book sale.
How many books do I have left?

- 3 Ruby has 55 shopping bags. She lends 34 bags to Mango.
How many left?



- 4 There are 99 children at the pool and 79 go home.
How many are left?

1 Match sums to answers.

$123 - 100 =$

$312 - 10 =$

$123 - 10 =$

$321 - 100 =$

$231 - 10 =$

$312 - 100 =$

$231 - 100 =$

221

131

113

302

23

221

212

2 Write the missing numbers.

a $683 - 10 = \square$

b $940 - \square = 840$

c $\square - 100 = 345$

d $571 - \square = 561$

e $\square - 10 = 724$

f $815 - 100 = \square$

g $\square - 10 = 452$

h $294 - \square = 94$

3 a Dizzy collected 501 shells. Then he lost 10.

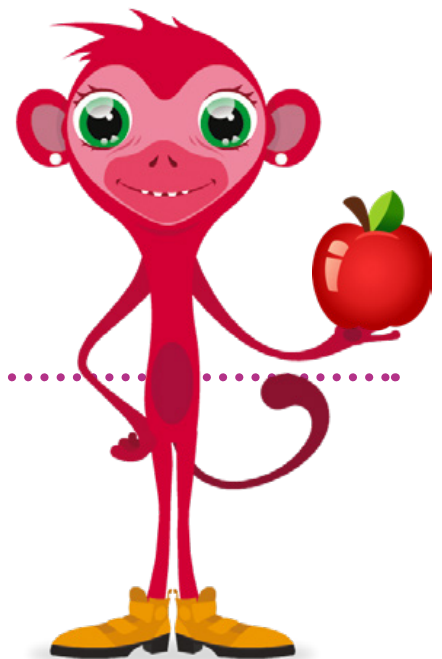
How many shells does he have now? _____

b Waldo picked 174 apples. Mango ate 10 apples.

How many apples now? _____

c Doc bought 250 cm of ribbon. He gave Ruby 100 cm.

How much ribbon is left? _____



Subtract within 1,000

TERM 1
Week 7

Draw blocks. Cross out to take away. Write the answer.

1 $574 - 351 = \underline{\hspace{2cm}}$

Hundreds	Tens	Ones

2 $748 - 316 = \underline{\hspace{2cm}}$

Hundreds	Tens	Ones

3 $631 - 510 = \underline{\hspace{2cm}}$

Hundreds	Tens	Ones

4 $828 - 703 = \underline{\hspace{2cm}}$

Hundreds	Tens	Ones

Subtract by place value

TERM 1
Week 7

1 Complete.

a $564 - 4 =$

b $731 - 1 =$

c $856 - 6 =$

$564 - 40 =$

$731 - 10 =$

$856 - 60 =$

$564 - 400 =$

$731 - 100 =$

$856 - 600 =$

2 Use known facts.

a $7 - 2 =$

b $8 - 5 =$

c $9 - 3 =$

$70 - 20 =$

$80 - 50 =$

$90 - 30 =$

$700 - 200 =$

$800 - 500 =$

$900 - 300 =$

3 Write the missing numbers.

a $563 -$ $= 553$

b $563 -$ $= 463$

c $742 -$ $= 702$

4 a A library has 625 books.

The school gives away 200 books.

How many books are left?

b A farmer has 483 sheep.

He sells 30 sheep. How many

sheep remain?

Challenge Find the answers. Use the letters to solve the riddle.

R: $72 -$ $= 32$

T: $968 -$ $= 938$

E: $573 -$ $= 373$

L: $685 -$ $= 285$

H: $478 -$ $= 178$

M: $859 -$ $= 839$

What comes once in a minute, twice in a moment, but never in a thousand years?

30 300 200

400 200 30 30 200 40

20

Mastery Checklist

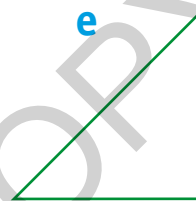
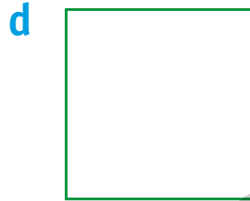
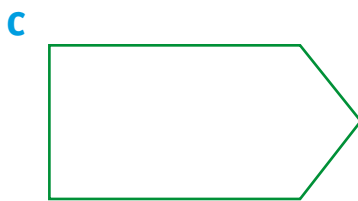
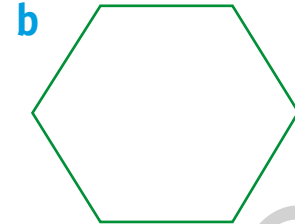
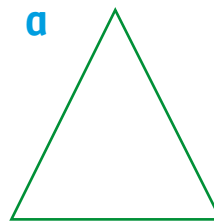
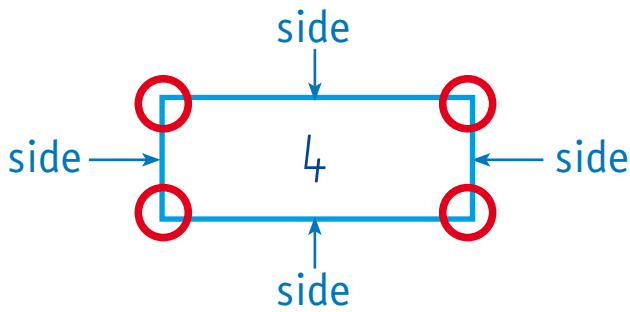
I can: ☐ partition 2-digit and 3-digit numbers to subtract within place values
☐ add and subtract 10 or 100 from 3-digit numbers

Sides and vertices

A **vertex** is where 2 straight lines meet.

TERM 1
Week 8

1 How many sides has each shape?



2 Circle the vertices.

3

	Number of sides	Number of vertices
a  triangle		
b  square		
c  rectangle		
d  pentagon		
e  hexagon		

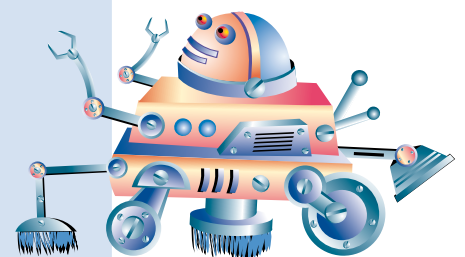
Looking for patterns

A shape with 3 straight sides has vertices.

A shape with 4 straight sides has vertices.

A shape with 5 straight sides has vertices.

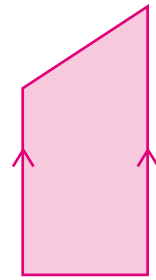
A shape with 6 straight sides has vertices.



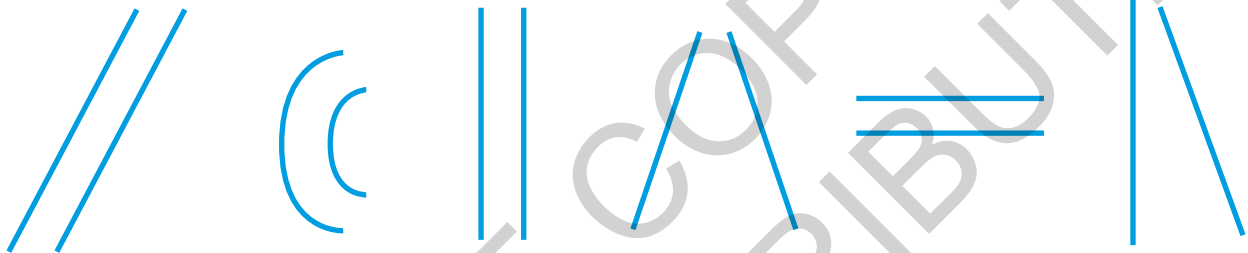
Parallel lines are always the same distance apart and never meet.

Trapeziums have:

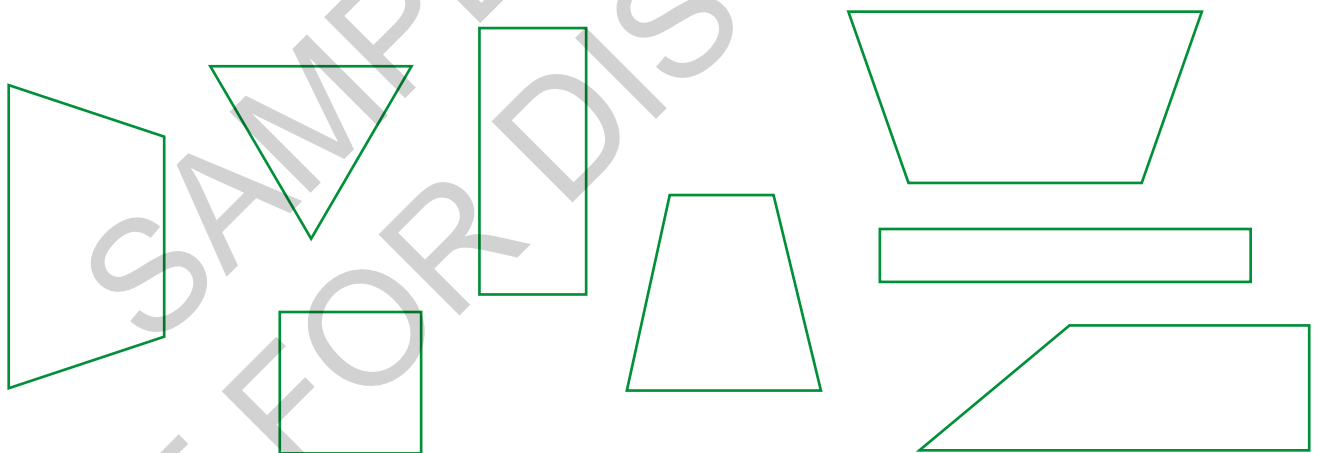
- 4 straight sides
- 2 sides that are parallel
- 2 sides that are not parallel.



1 Circle the parallel lines.



2 Tick shapes with parallel lines. Colour the trapeziums.



3 Draw 2 different trapeziums.



- A rhombus has:**
- 4 straight sides all the same length
 - 2 pairs of parallel sides.

rhombus

- 1 Draw a rhombus. Draw a square.



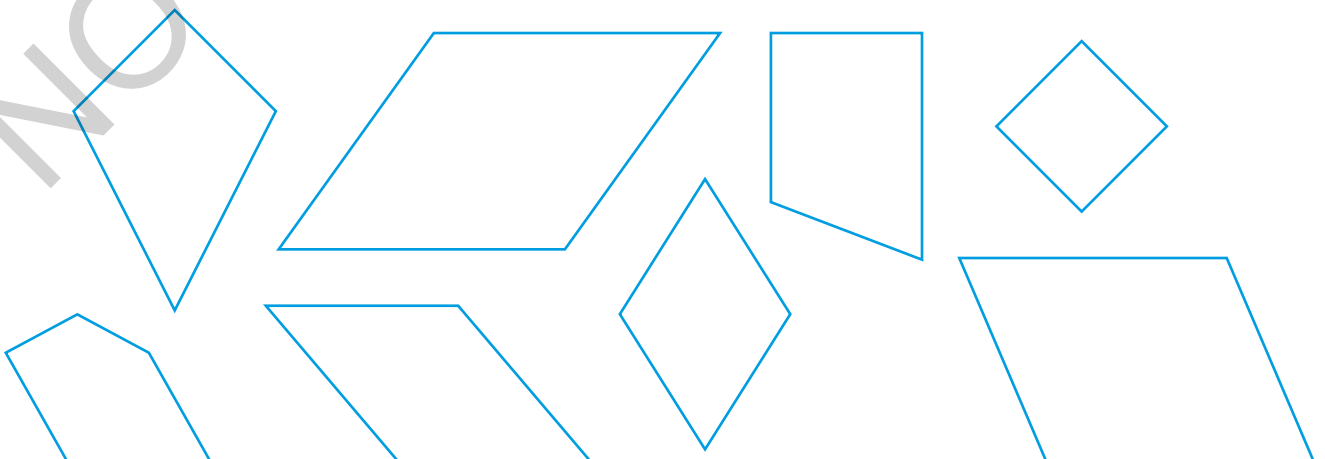
- 2 Tick or cross.

	Rhombus	Square
4 straight sides		
all sides the same length		
2 pairs of parallel sides		

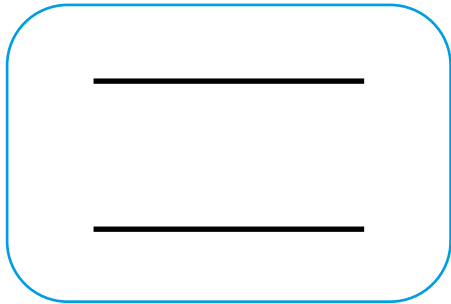


- 3 What does a square have that a rhombus doesn't? Hint: Look at the vertices.

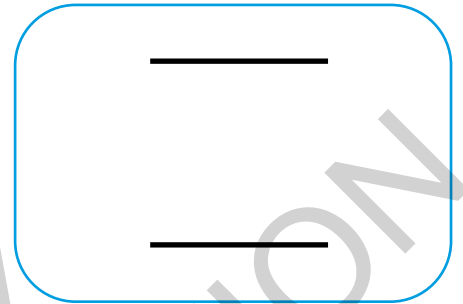
- 4 Colour each rhombus.



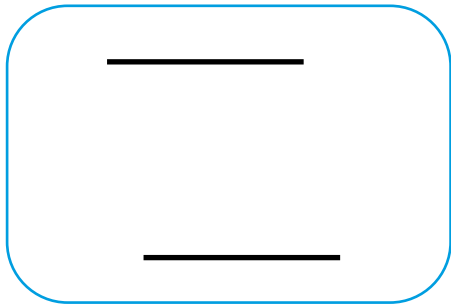
1 Turn these parallel lines into different quadrilaterals. Match.



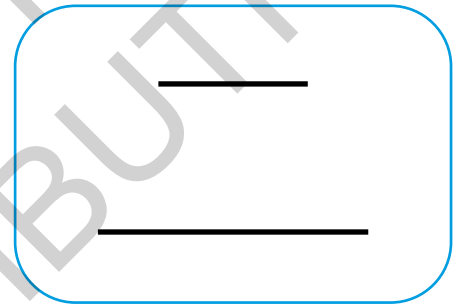
trapezium



rectangle

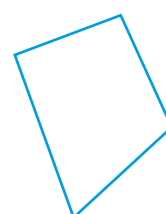
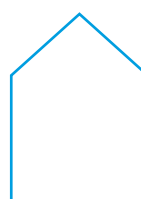
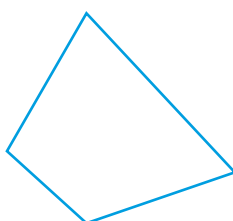
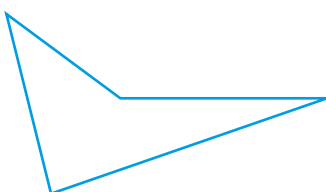
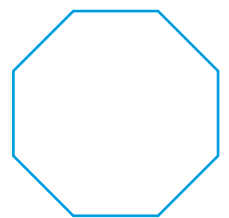
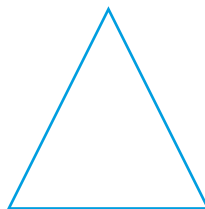
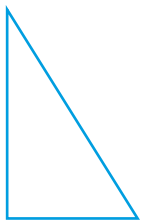
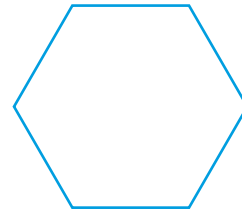
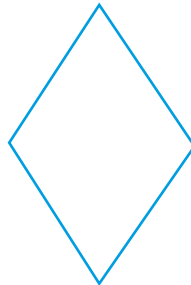
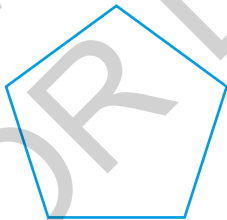


rhombus



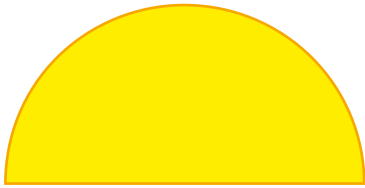
square

2 Colour triangles **pink**. Colour quadrilaterals **orange**.
Colour shapes with more than four sides **green**.



1 Draw one line of symmetry for each shape.

a



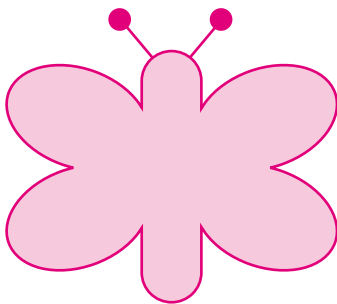
b



Symmetry
Both sides match
when folded
on the line of
symmetry.



c



d

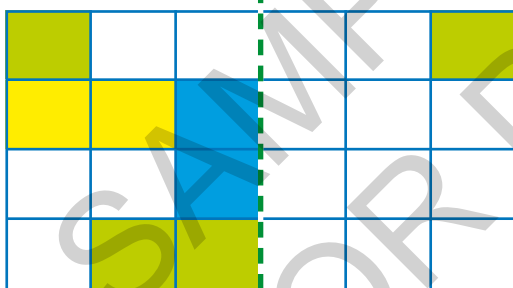


e



2 Colour to make each pattern symmetrical.

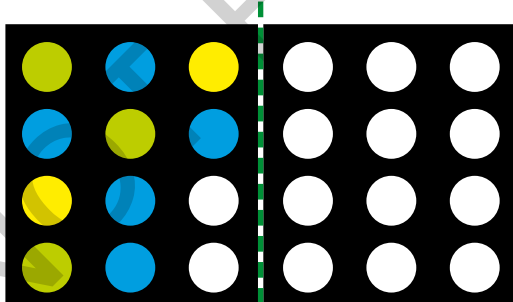
a



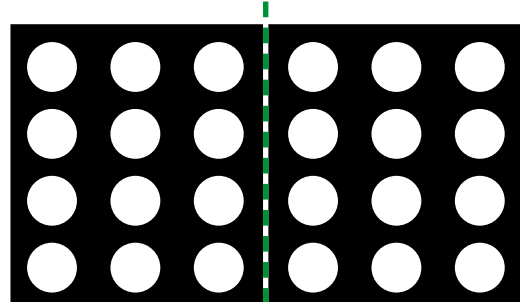
b



c



d



Mastery Checklist I can:

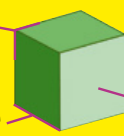
- ☐ recognise parallel lines and sides
- ☐ identify and draw a trapezium and a rhombus
- ☐ draw lines of symmetry
- ☐ complete symmetrical designs
- ☐ identify and count attributes of 2D shapes

Faces, edges and vertices

Faces are flat surfaces.

vertex

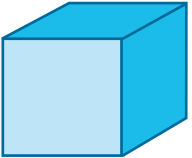
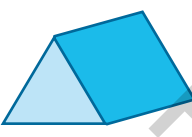
edge



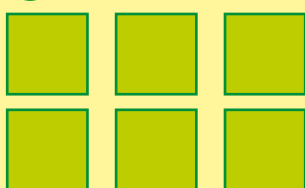
face

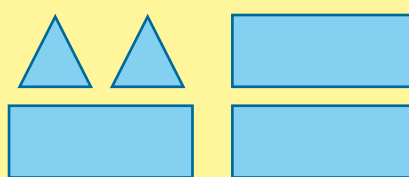
TERM 1
Week 9

Complete the table.

Shape	Number of faces	Number of edges	Number of vertices	Number of curved surfaces
 cube				
 cylinder				
 cone				
 rectangular prism				
 triangular prism				

Challenge Which 3D objects could you make from these faces?



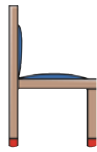


Top, front and side view

TERM 1
Week 9

1 Is the view from the top, front or side?

a chair







b elephant







c house

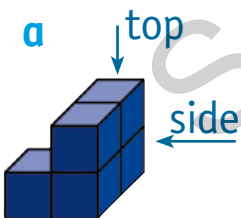




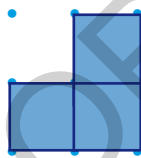




2 Make each model. Draw the different views.



a



front

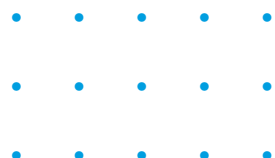


side

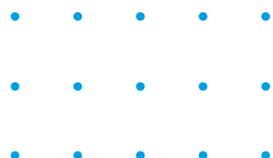


top

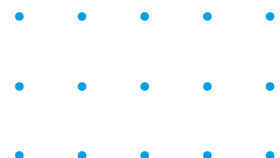
b



front

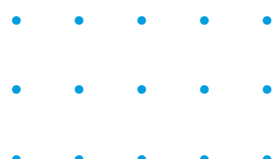
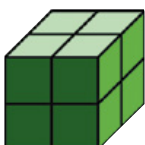


side

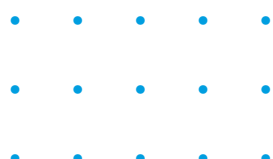


top

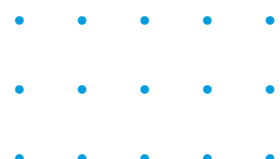
c



front

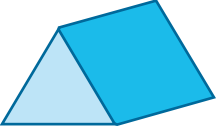
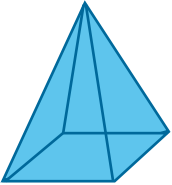
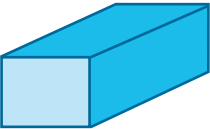
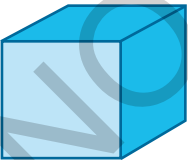


side



top

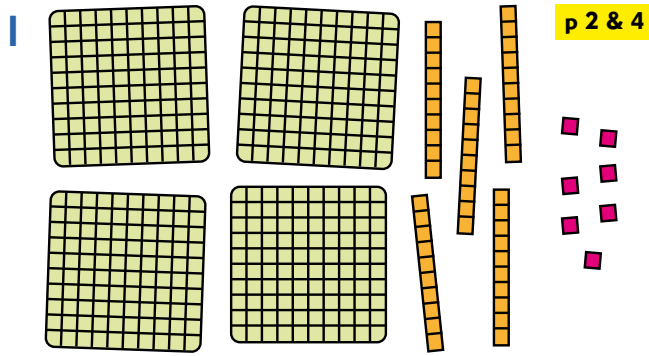
Draw each view of these 3D objects as a 2D shape.

	front	top	side
			
			
			
			
			
			

Mastery Checklist

- I can: ☐ identify the attributes of 3D objects
☐ recognise different views of items
☐ draw different views of block models and 3D objects

Checkpoint 2



p 2 & 4

a 2 hundreds 6 tens 0 ones

b 200 + 60 + 0 = 260

2 Write 260 in words. p 3

3 a Circle the largest number. p 6

253 **523** **325**

b Circle the smallest number.

612 **602** **620**

4 Complete: p 8

a 378, 388, _____, _____

b 246, 346, _____, _____

5 Use 2, 0, 5 to make the: p 10

a biggest number. _____

b smallest number. _____

6 Use the number line. p 13

$$15 + 18 + 23 = \boxed{}$$



7 Use the number line. p 14

$$372 + 122 = \boxed{}$$



8 Use the number line. p 15

$$46 - 27 = \boxed{}$$



9 Use the number line. p 16

$$867 - 531 = \boxed{}$$



10 a p 17 & 18



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

b



3 threes are $\boxed{}$

$$3 \times 3 = \boxed{}$$

11 Fill in the equation. p 18



$$\boxed{4} \times \boxed{3} = \boxed{12}$$

Checkpoint 2

12 Write the equation.

p 20

Draw a picture.

Abdul has 3 pies. He cuts each pie into 5 slices. How many slices of pie are there in total?



p 25

13 Write in the missing numbers.

a 95 90 _____ 80 75 _____

b 78 _____ 58 _____ 38

c 29 27 _____ 21 19

d 48 _____ 42 39 _____ 33

14 Complete these equations.

p 29

a $73 + \underline{\hspace{2cm}} = 100$

b $68 + \underline{\hspace{2cm}} = 100$

15 Partition to add.

p 30

$54 + 12 + 31 = \underline{\hspace{2cm}}$

16 Match.

p 31 & 35

a $425 - 10 =$

352

b $713 + 100 =$

813

c $452 - 100 =$

721

d $731 - 10 =$

415

17 Write the equation and answer.

p 35

Kaia has 239 stickers. She gives 100 to May. How many left?

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

18 Subtract place values.

p 37

$$894 - 352 = \underline{\hspace{2cm}}$$

$$800 - 300 = \underline{\hspace{2cm}}$$

$$90 - 50 = \underline{\hspace{2cm}}$$

$$4 - 2 = \underline{\hspace{2cm}}$$

p 38

19

	Number of sides	Number of vertices
a 		
b 		
c 		

20 Name shapes **b** and **c**.

p 39 & 40

b _____

c _____

p 42

21 Draw a line of symmetry on each shape in question 19.

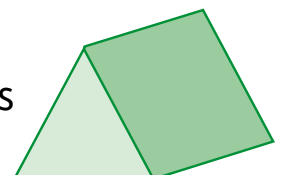
22 This shape has:

p 43

a _____ faces

b _____ vertices

c _____ edges



1 Draw lines to match.

1 2 3 4 5 6 7 8 9 10

rima ono toru iwa tahi rua tekau waru whā whitu

2 Write the numbers.

- | | |
|--------------------------|-----------------------------|
| a tekau mā whā _____ | b tekau mā waru _____ |
| c rua tekau _____ | d rima tekau _____ |
| e ono tekau mā iwa _____ | f toru tekau mā whitu _____ |

3 Write in te reo Māori.

- | |
|------------|
| a 12 _____ |
| b 43 _____ |
| c 75 _____ |
| d 89 _____ |

Write 3-digit
numbers in place
value order:
hundreds, tens
and ones

4 Colour the words to match.

1	10	100
tekau	tahi	kotahi rau

- 5 a What does 'rau' mean? _____
- b What does 'kotahi' mean? _____
- c What do you think 'mano' means? _____

6 Write the numbers.

- | | |
|--------------------------------|-------|
| a kotahi rau toru tekau mā rua | _____ |
| b ono rau iwa tekau mā rima | _____ |
| c whitu rau rima tekau mā iwa | _____ |
| d whā rau waru tekau mā whā | _____ |
| e toru rau ono tekau mā tahi | _____ |



Comparing numbers

TERM 2
Week 1

1 Write the correct symbol in the box: $>$ or $<$.

a 17 71

b 23 27

c 34 27

d 156 147

e 228 282

f 729 927

2 Write a number in each box to make a true number sentence.

a $74 > \square$

b $23 < \square$

c $17 > \square$

d $398 < \square$

e $734 < \square$

f $565 > \square$

3 Does the number sentence match the story? Circle true or false.

- a Dizzy has fifteen bananas. Mango has more. She has nineteen bananas.



$19 > 15$

true false

- b Ruby buys twenty-nine bows. Doc buys the same number of bow ties.



$29 = 29$

true false

- c Waldo sleeps for fifty minutes. Mango sleeps for less time. She sleeps for forty minutes.



$50 < 40$

true false

4 True or False? Write T or F.

a $23 > 20 + 1$ _____

b $84 > 40 + 8$ _____

c $75 < 70 + 2$ _____

d $600 > 610$ _____

e $111 < 222$ _____

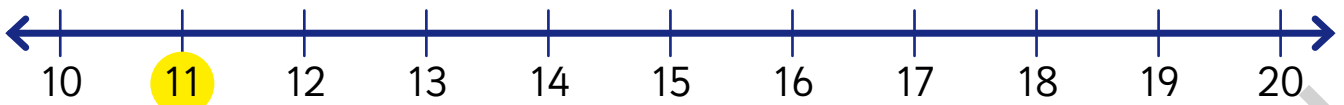
f $35 = 30 + 5$ _____

Rounding numbers

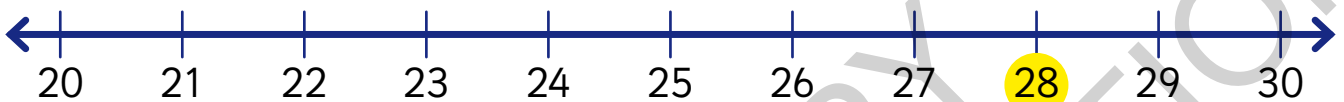
TERM 2
Week 1

1 Round the number to the nearest ten. Circle your answer.

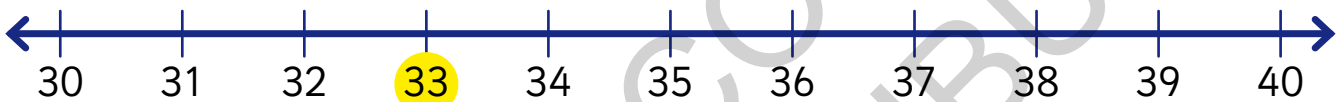
a



b



c



d



e



2 Round the number to the nearest ten. Write your answer.

a 55

b 62

c 79

d 84

e 91

f 97



3 Circle the numbers that round to 50. 44 45 49 59 54 55

4 A number rounds to 90. What could it be?
Write five different numbers that round to 90.

