Mathletics

# for the New Zealand Curriculum

0

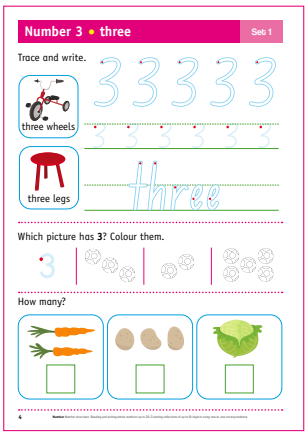
Mathematics

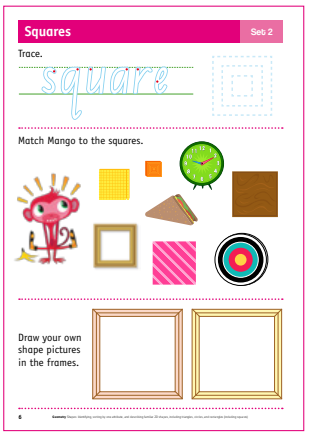
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# Mathletics Student Book




## New Zealand Curriculum Alignment

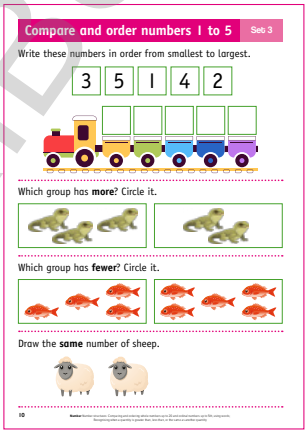
This edition fully aligns each student page with the refreshed **New Zealand Curriculum: Mathematics and Statistics Years 0–8, 2025**. The New Zealand Curriculum teaching sequence statements appear on each student page.

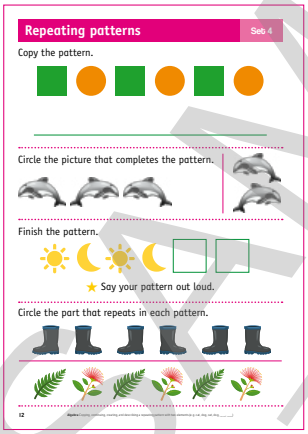


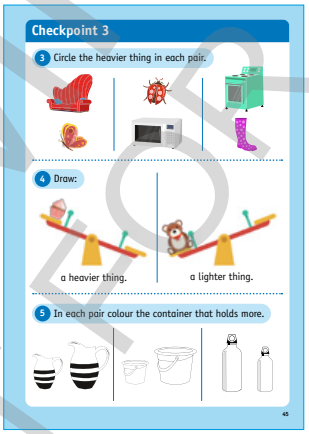
## Knowledge and Practices

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

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.




## Visual Learning

Clear pictures and visual models help students recognise numbers, quantities, shapes and patterns.

## Regular Checkpoints

Four checkpoints review and assess key concepts.



## Talk, draw, make and explore

Many Year 0 activities are designed to be discussed and explored together.

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# Year 0 Knowledge and Practices

**Aligned to Mathematics and Statistics, Phase 1 (During the first six months).**

The page references show where students develop and apply each area of knowledge and practice in this book.

## Number

| Focus | Students develop knowledge and practices to ... | Pages |
|---|---|---|
| **Number to 20** | Read, write and represent whole numbers to 20. | 2–4, 8–10, 17–19, 23–25, 32–34, 47–49, 56–58, 60 |
| **Counting** | Count collections and connect quantities with numerals. | 2–4, 8–9, 17, 23–24, 47–49, 56–57 |
| **Counting sequence** | Count forwards and backwards within 20. | 18–19, 24–25, 29, 32–33, 44, 58, 60 |
| **Compare & order** | Compare and order numbers and quantities. | 10, 25, 29, 32–34, 44, 60 |
| **Number lines** | Use number lines to count, locate and sequence numbers. | 18, 25, 29, 32–33, 44 |
| **Operations** | Build early addition and subtraction facts to 5. | 38–40, 50–52, 59 |

## Algebra

| Focus | Students develop knowledge and practices to ... | Pages |
|---|---|---|
| **Patterns** | Recognise, copy, continue and create simple repeating patterns. | 11–13, 16 |
| **Pattern rules** | Describe what repeats and predict what comes next. | 11–13, 16 |
| **Ordinal position** | Use ordinal numbers to describe position in a sequence. | 12–13, 29, 32, 34, 44, 60 |

## Measurement

| Focus | Students develop knowledge and practices to ... | Pages |
|---|---|---|
| **Compare measures** | Compare objects by size, length, mass and capacity. | 26–28, 31, 35–37, 45 |
| **Language** | Use comparison words such as bigger, smaller, longer, shorter, heavier and lighter. | 26–28, 31, 35–36, 45 |
| **Time** | Connect days of the week with familiar routines, and name and order the days. | 53–55, 61 |

## Geometry

| Focus | Students develop knowledge and practices to ... | Pages |
|---|---|---|
| **2D shapes** | Recognise and describe circles, triangles, squares and rectangles. | 5–7, 15, 20–22, 30 |
| **Shape features** | Notice features such as sides, corners, straight lines and curved lines. | 5–7, 20–22, 30 |
| **Shape recognition** | Recognise familiar shapes in different sizes and orientations. | 5–7, 15, 20–22, 30 |
| **Position** | Use position words to describe where objects are. | 41–43, 46 |

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# Number 1 • one

Set 1

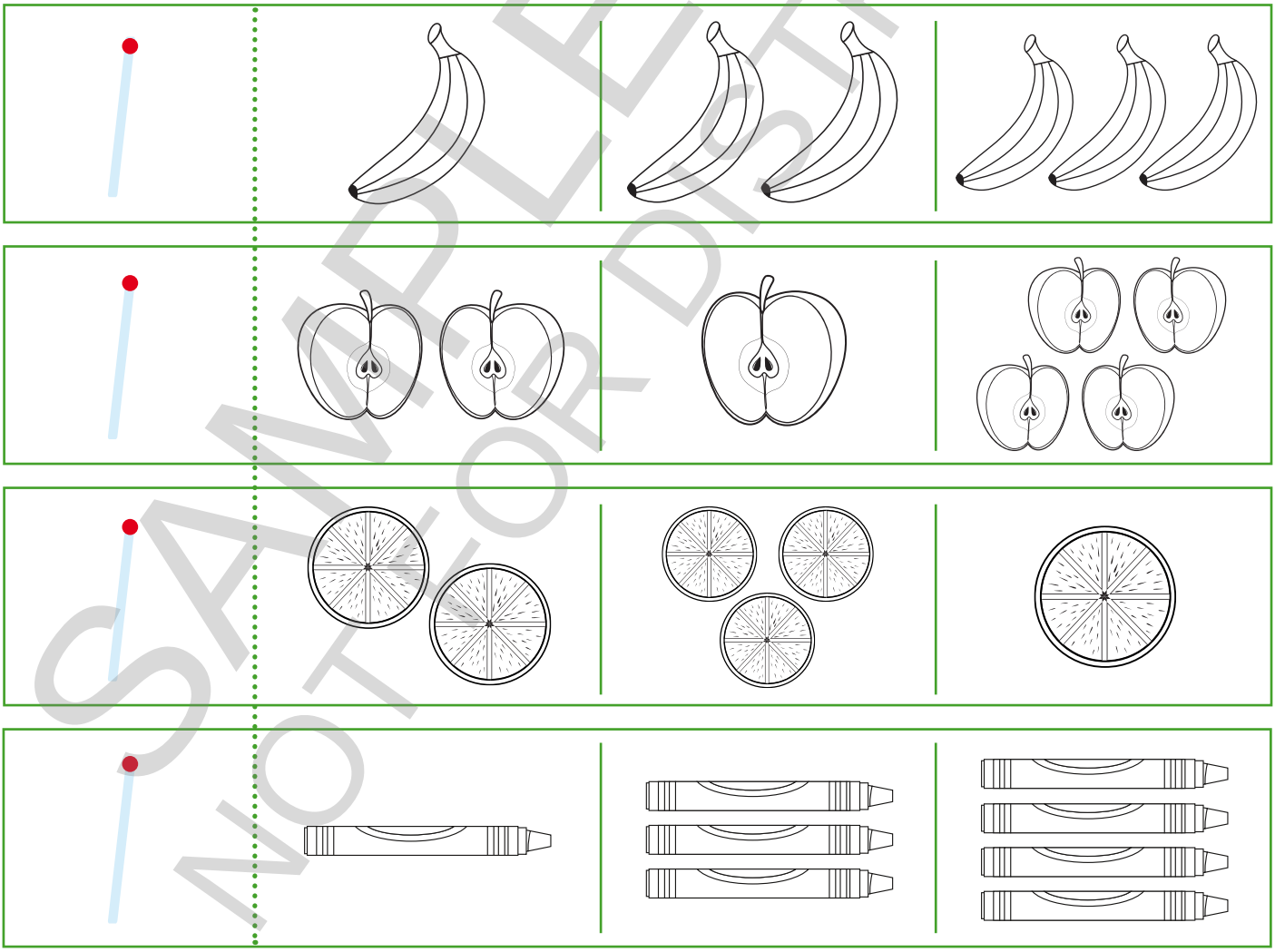
Trace.



one

one

Which box has **1** thing? Colour it.



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**Number** Number structures: Reading and writing whole numbers up to 20; Counting collections of up to 10 objects using one-to-one correspondence

# Number 2 • two

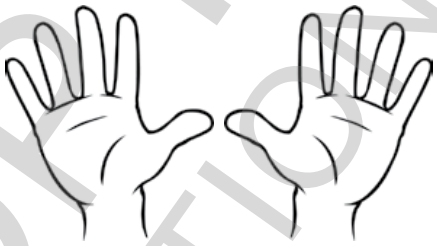
Set 1

Trace.

2 two

2 two

Colour.



two hands

Colour **two** in each row.

2



2

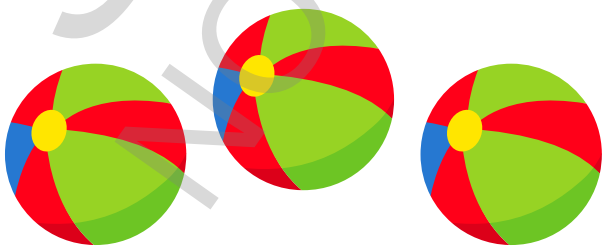


2





Draw **2** more.



Give each rabbit **2** big ears.



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# Number 3 • three

Set 1

Trace and write.



three wheels



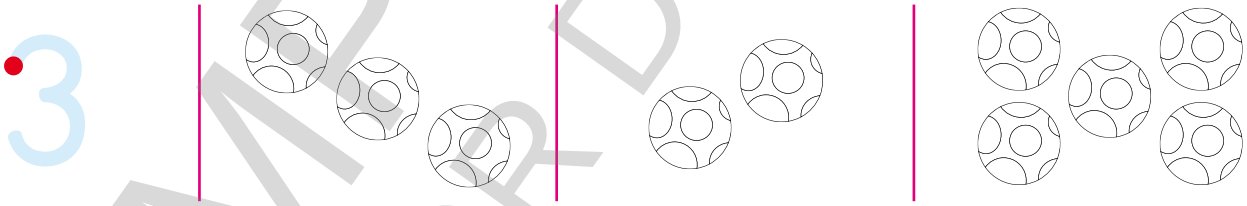
three legs

3 3 3 3 3

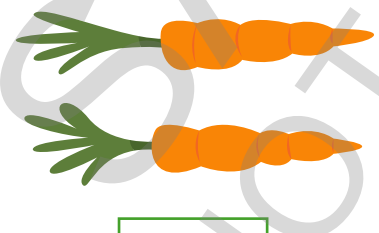
3 3 3 3 3 3

three

Which picture has **3**? Colour them.



How many?







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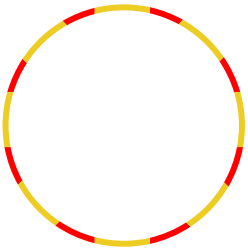
# Circles

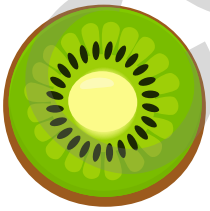
Set 2

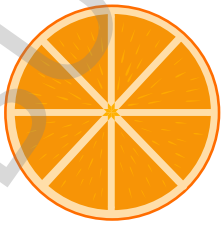
Trace.

circle

Which pictures are circles? Match.











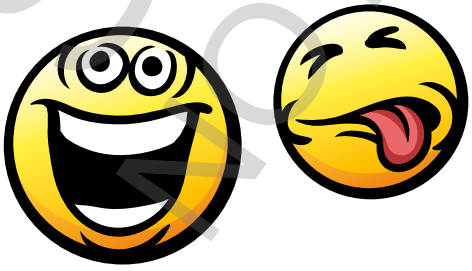
Circle







Draw your own funny faces.



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# Squares

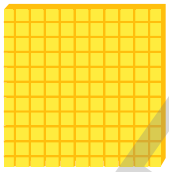
Set 2

Trace.

square

Match Mango to the squares.

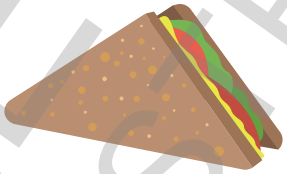










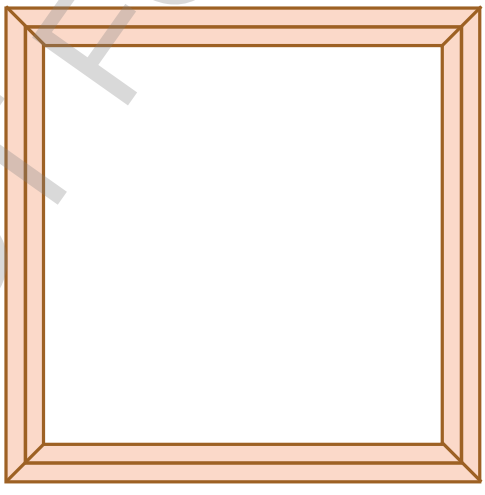


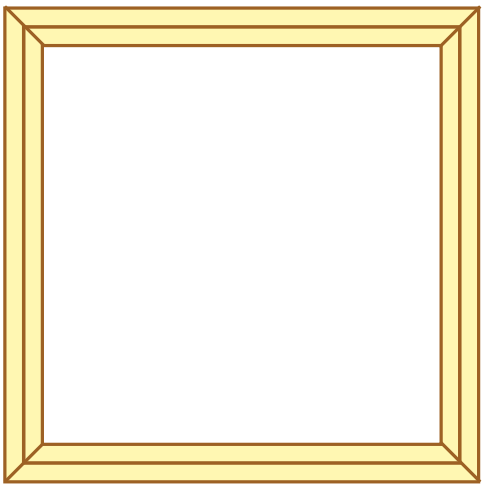






Draw your own shape pictures in the frames.



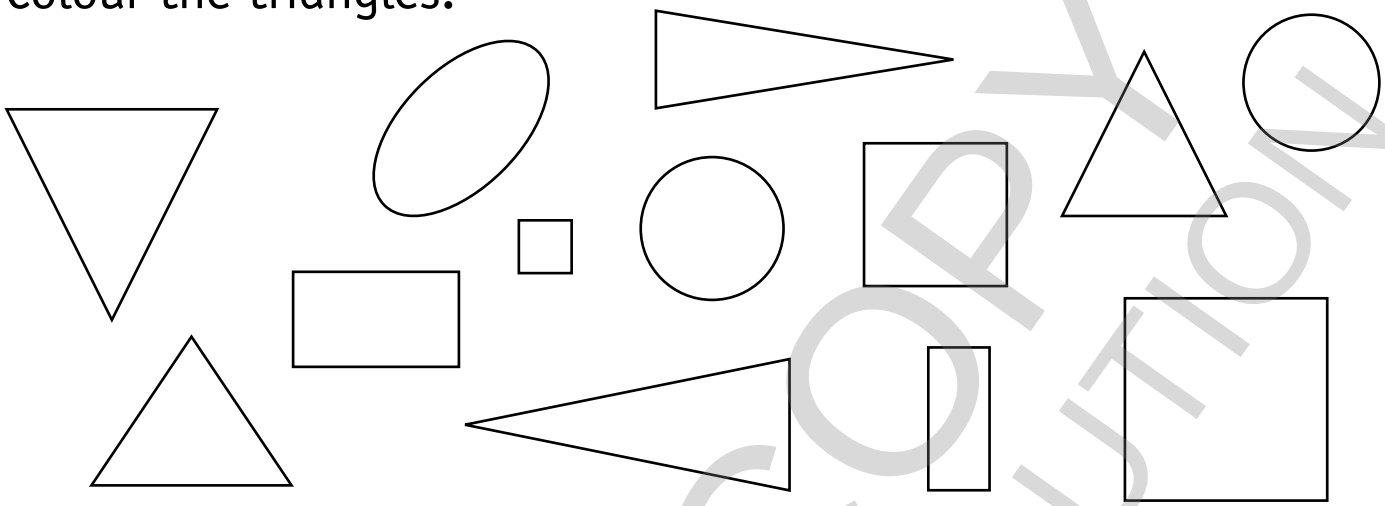


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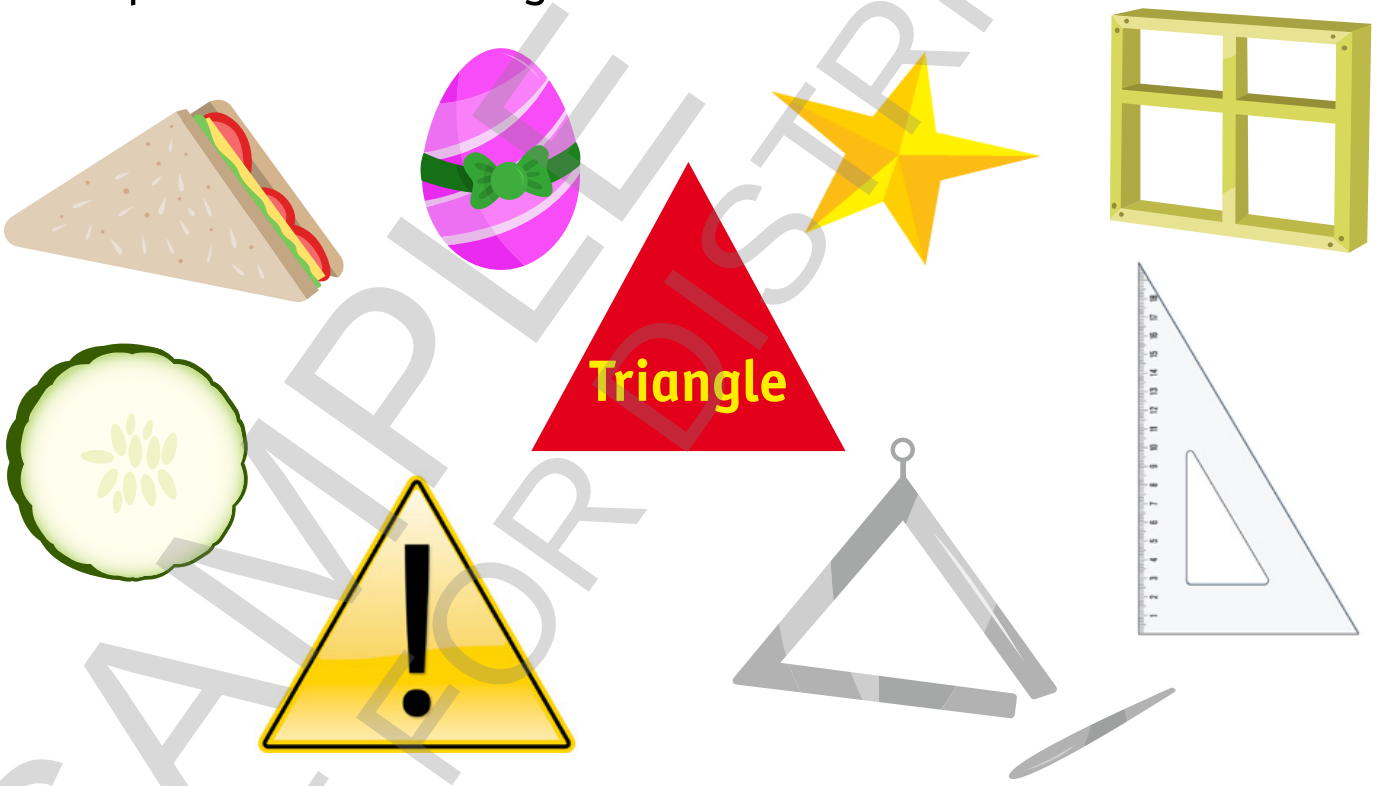
# Triangles

Set 2

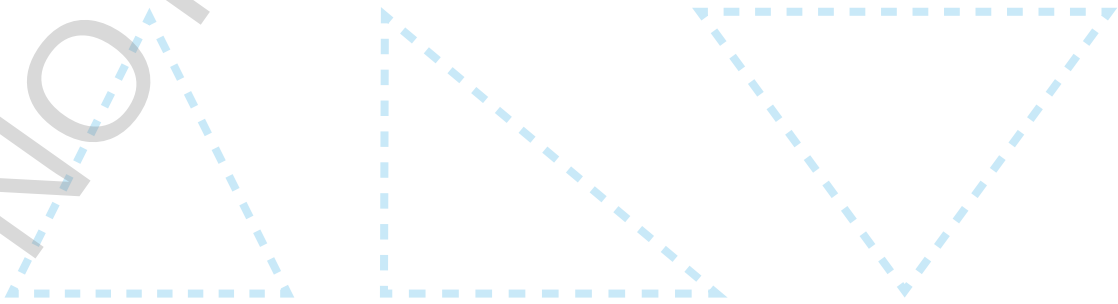
Colour the triangles.



Which pictures are triangles? Match.




Trace.



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# Number 4 • four

Set 3

Trace and write.



four corners



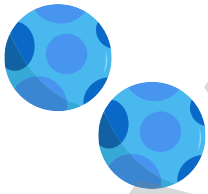
four legs

4 4 4 4 4

4 4 4 4 4

four

How many?

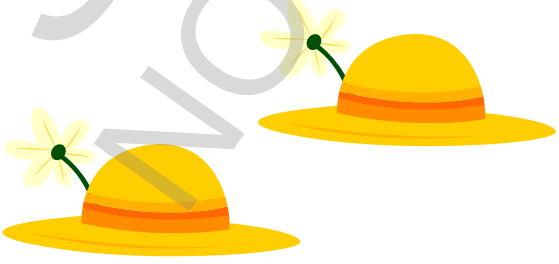








Draw **four** more hats.



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**Number** Number structures: Reading and writing whole numbers up to 20; Counting collections of up to 10 objects using one-to-one correspondence

# Number 5 • five

Set 3

Trace and write.



five points



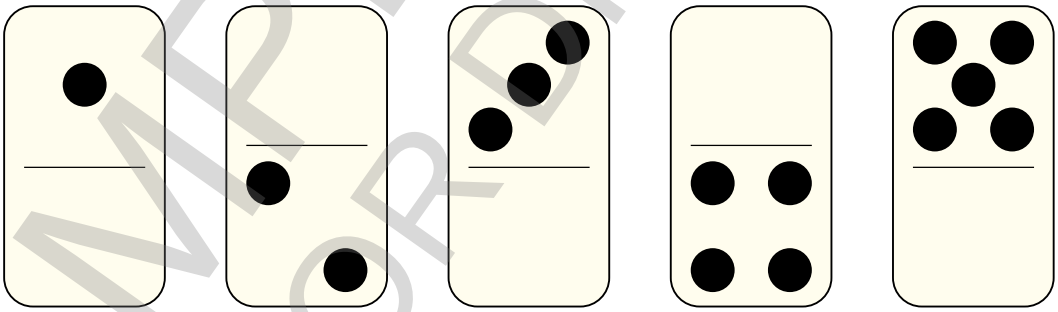
five toes

5 5 5 5 5

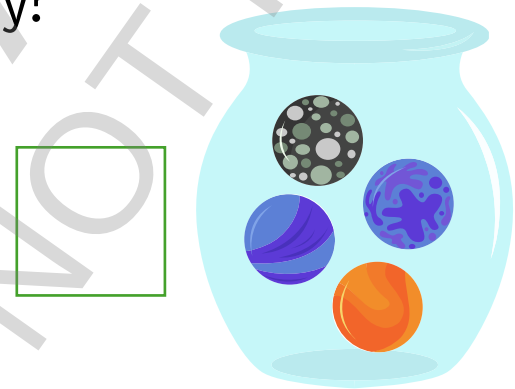
5 5 5 5 5

five

Count the dots. Write the numbers.



How many?





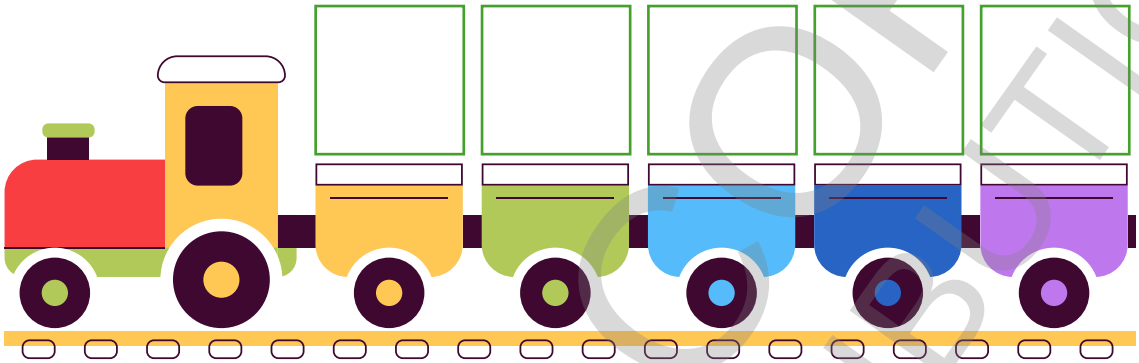
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# Compare and order numbers 1 to 5

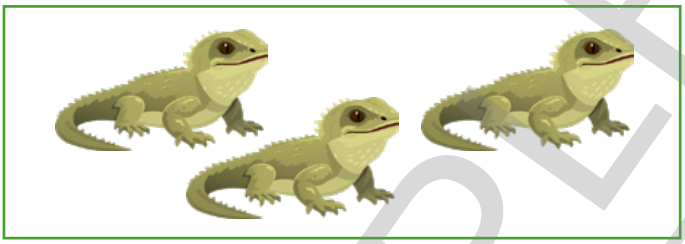
Set 3

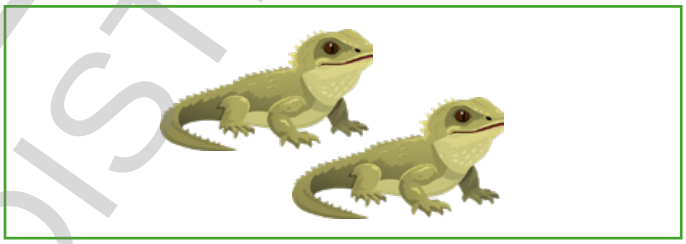
Write these numbers in order from smallest to largest.

| 3 | 5 | 1 | 4 | 2 |
|---|---|---|---|---|

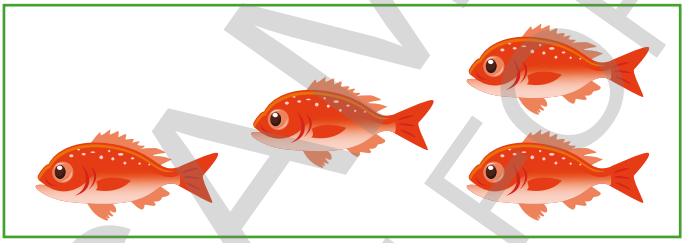


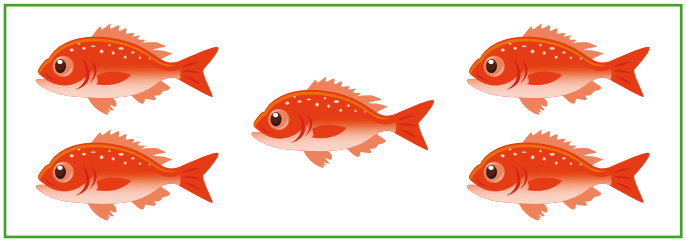
Which group has **more**? Circle it.



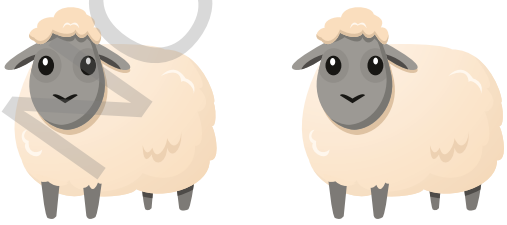


Which group has **fewer**? Circle it.





Draw the **same** number of sheep.



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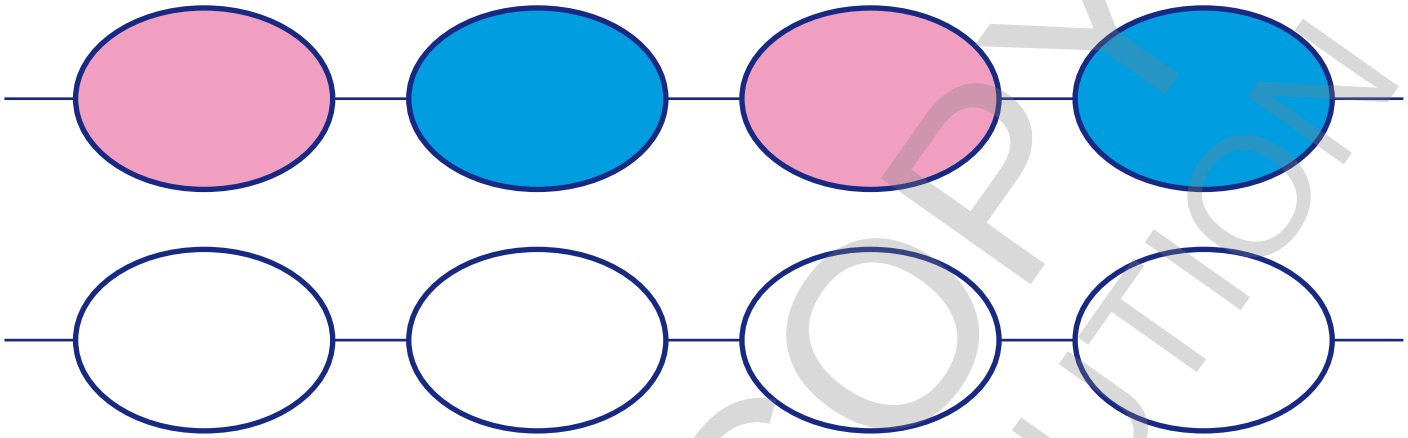


**Number** Number structures: Comparing and ordering whole numbers up to 20 and ordinal numbers up to 5th, using words; Recognising when a quantity is greater than, less than, or the same as another quantity

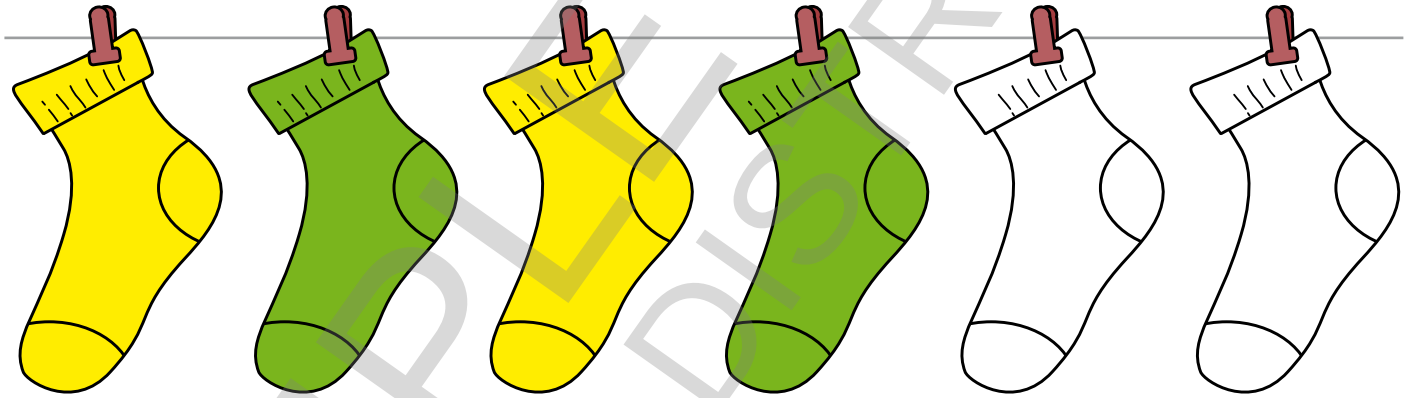
# Coloured patterns

Set 4

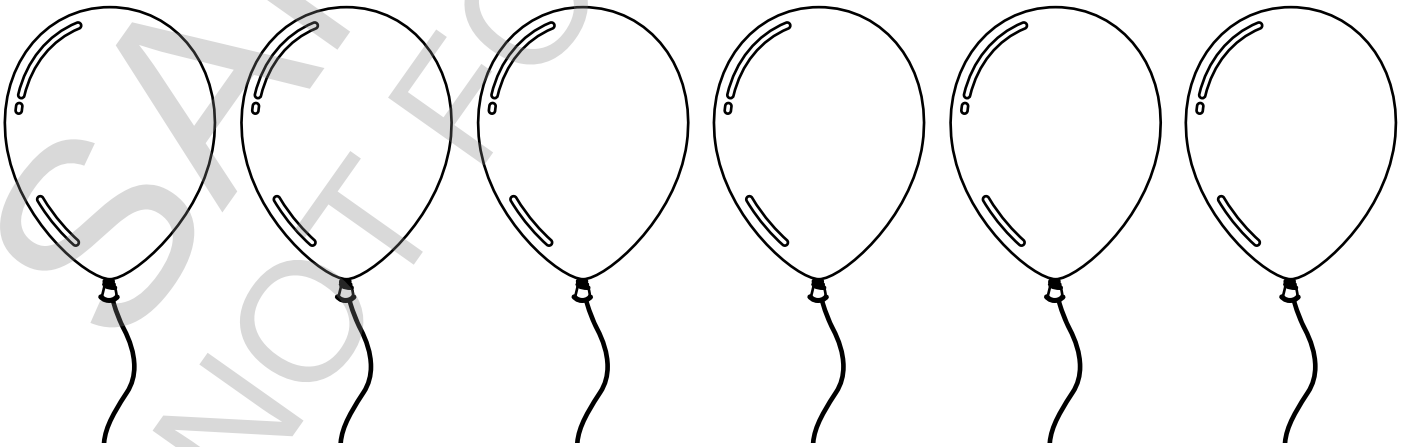
Copy the colour pattern.



Finish colouring the pattern.



Pick **2** new colours. Make your own pattern.



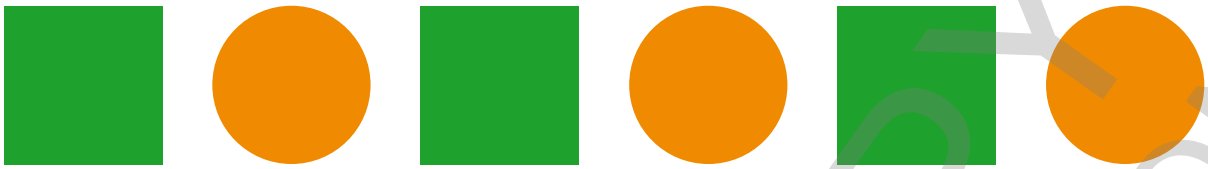
★ Say your pattern out loud.

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# Repeating patterns

Set 4

Copy the pattern.



Circle the picture that completes the pattern.



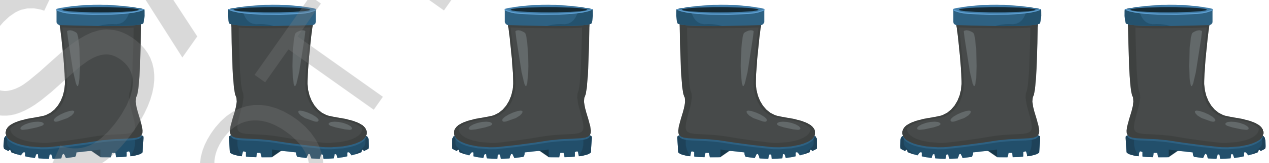


Finish the pattern.



★ Say your pattern out loud.

Circle the part that repeats in each pattern.





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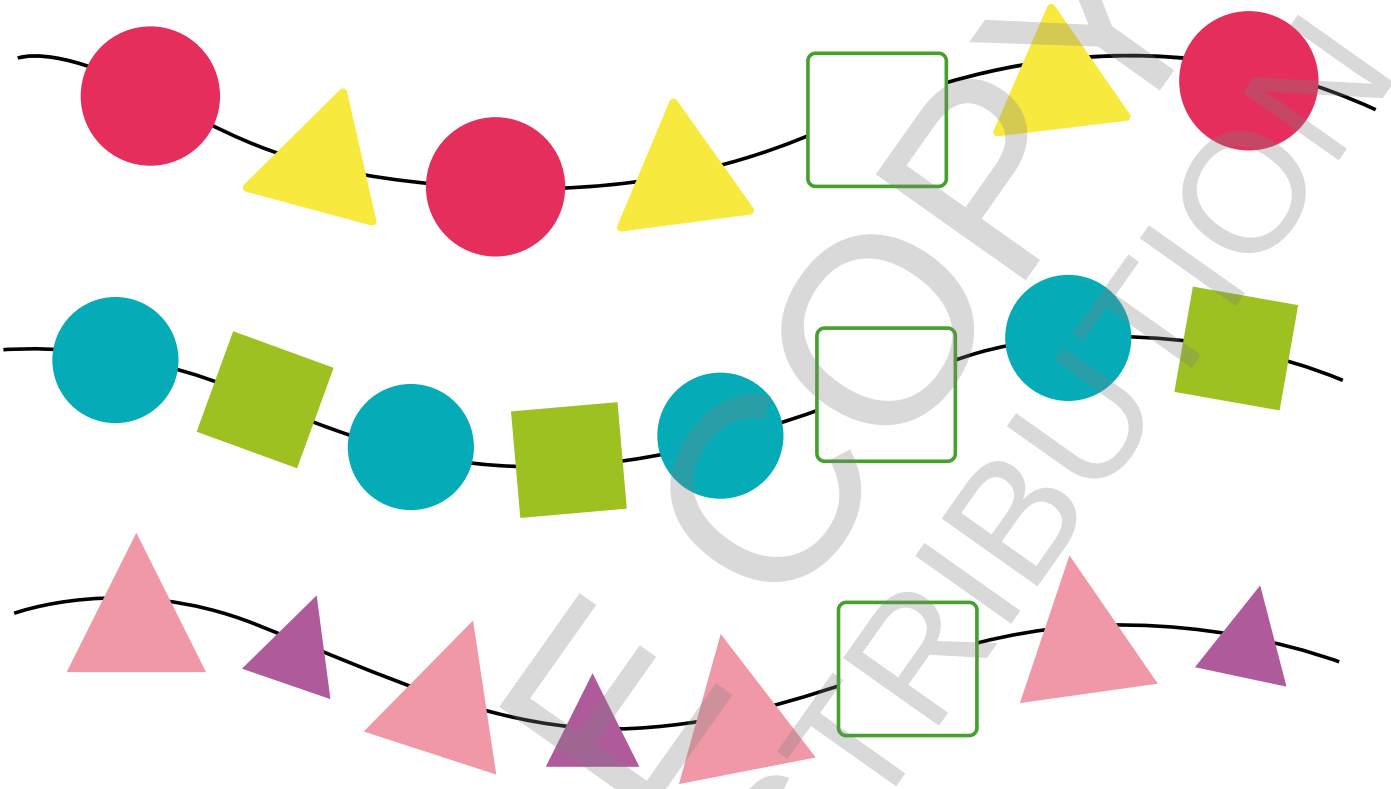


**Algebra** Copying, continuing, creating, and describing a repeating pattern with two elements (e.g. cat, dog, cat, dog, ___, ___)

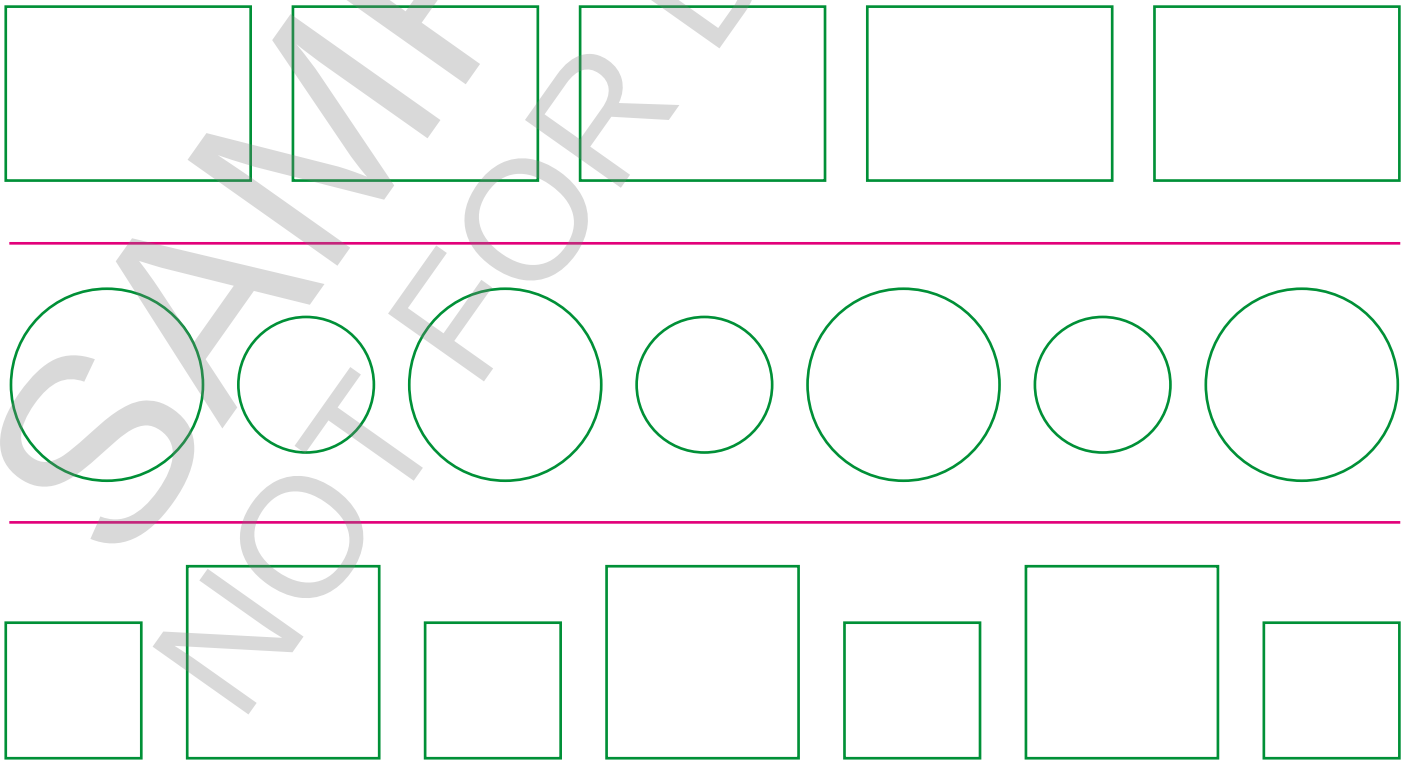
# Making patterns

Set 4

Say each pattern out loud. Then complete it.



Colour your own pattern. Then say it out loud.

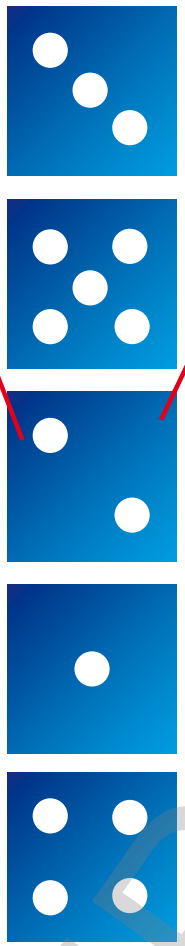


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# Checkpoint 1

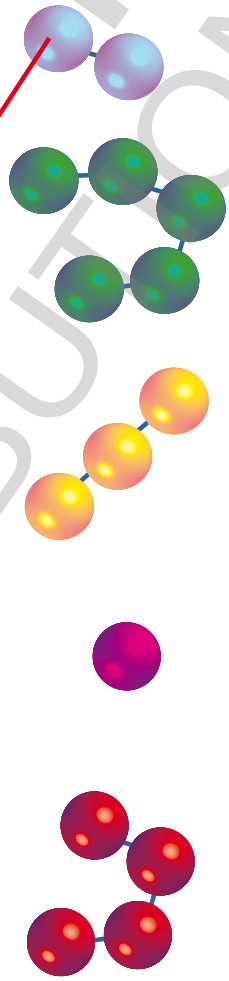
## 1 Draw each path.

2 3 4 5 1



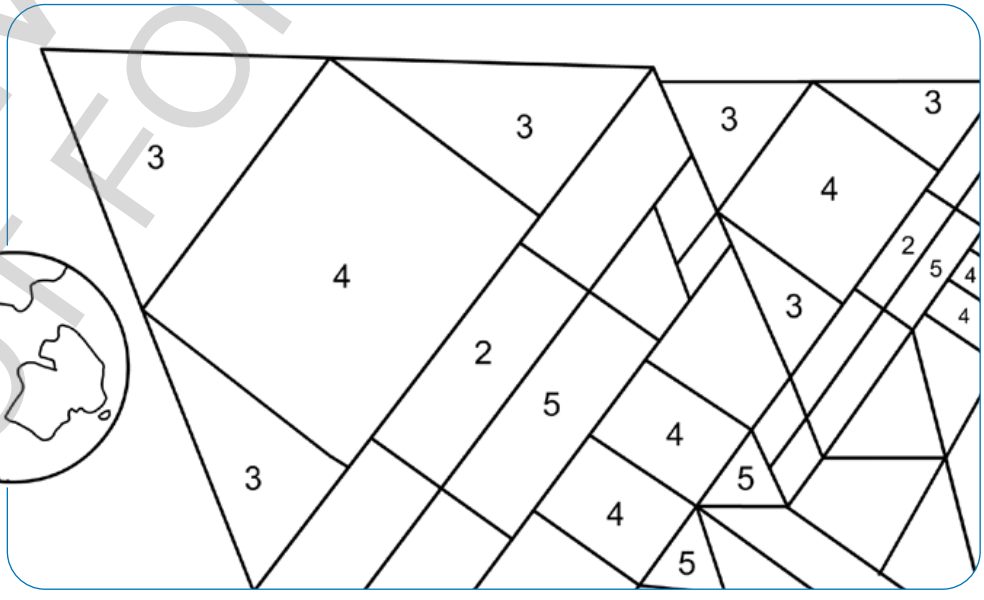
two five three four one

5 2 4 3 1



## 2 Colour.

2 3 4 5




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# Checkpoint 1

**3** Trace the words and match to a shape.

circle

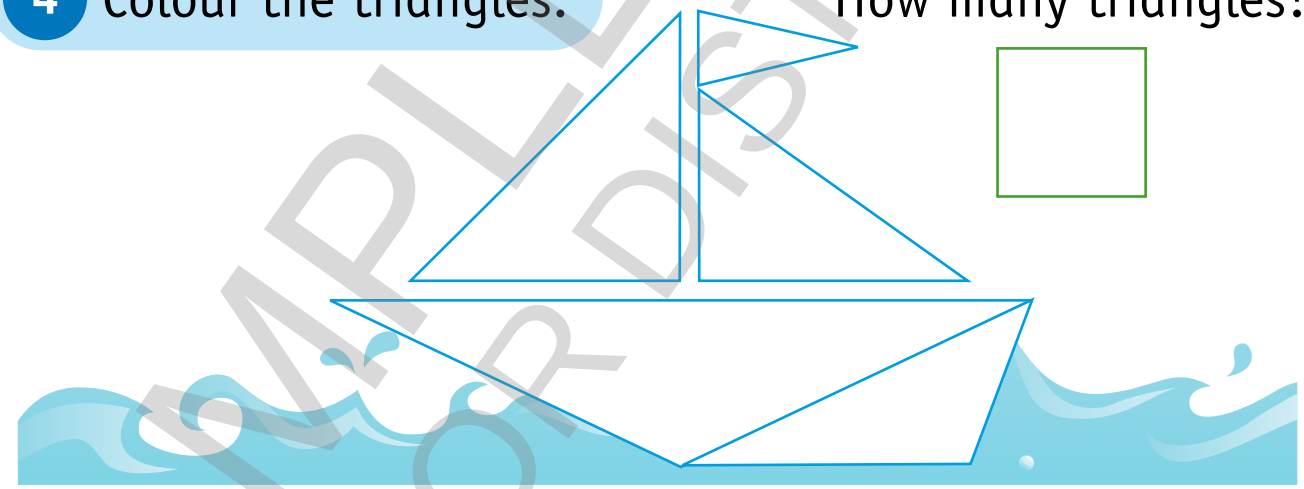
triangle

square

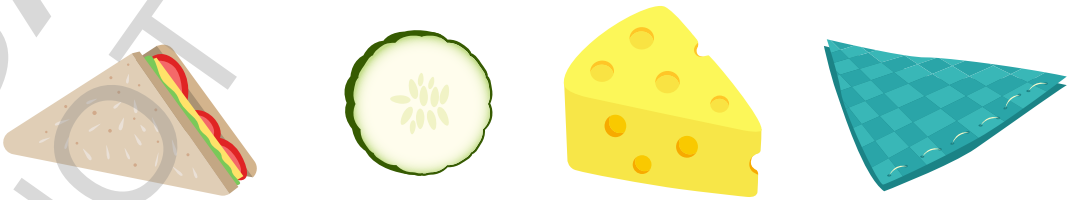


**4** Colour the triangles.

How many triangles? ☐



**5** Circle the odd one out.



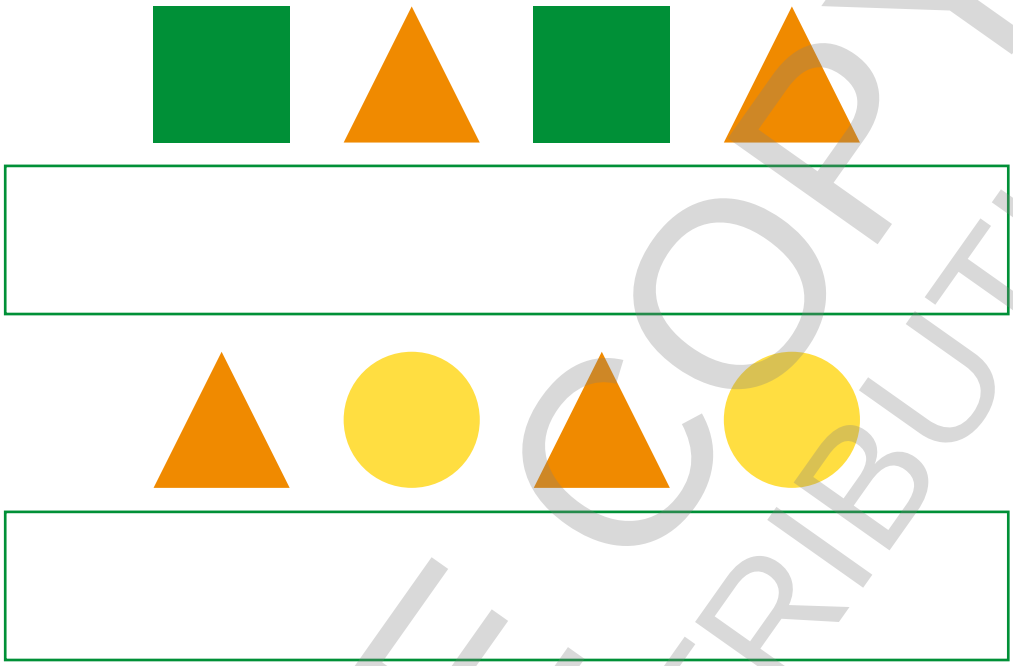
How many triangles? ☐

How many circles? ☐

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# Checkpoint 1

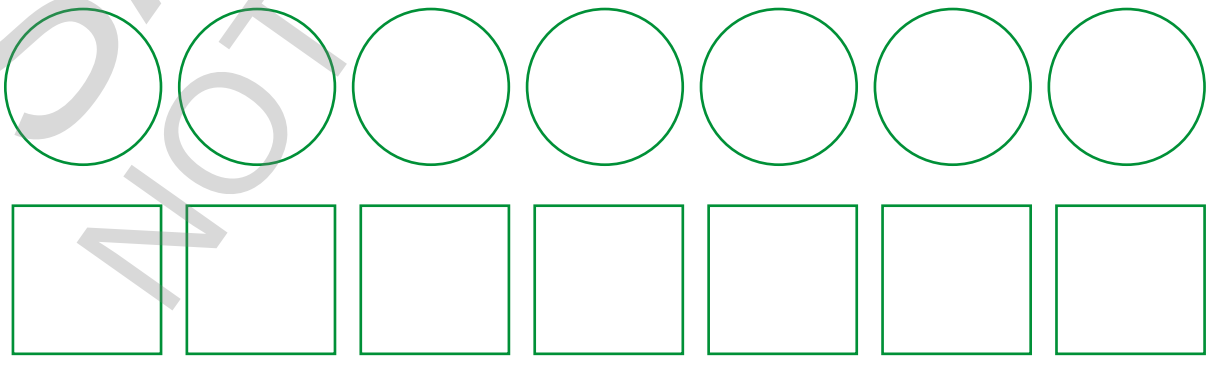
**6** Copy each pattern.



**7** Draw the next three shapes in each row.



**8** Colour your own patterns.



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# Number 6 • six

Set 6

Trace and write.



six legs



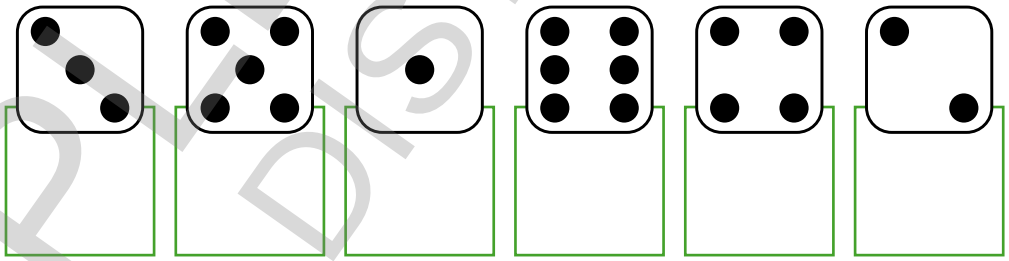
six points

6 6 6 6 6

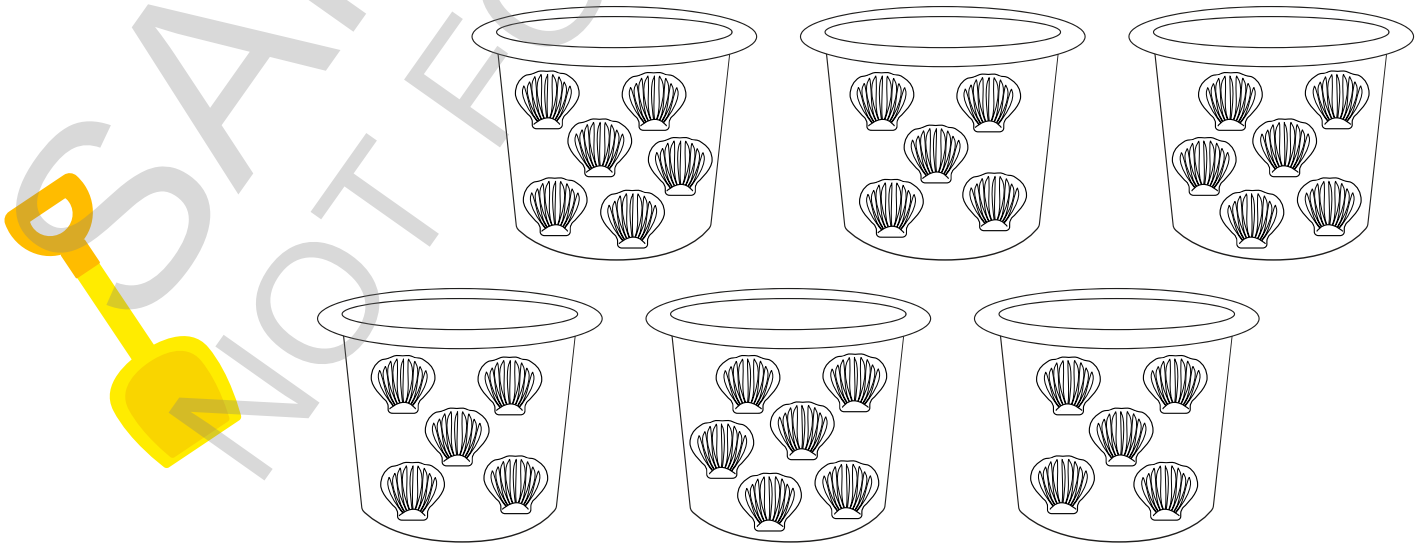
6 6 6 6 6

six six

How many dots?



Colour the buckets with **5 shells red**, **6 shells yellow**.

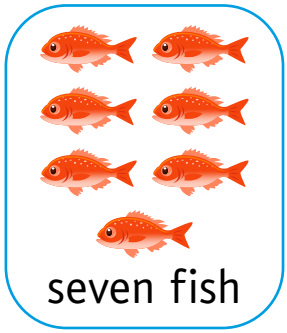


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# Number 7 • seven

Set 6

Trace and write.



seven fish



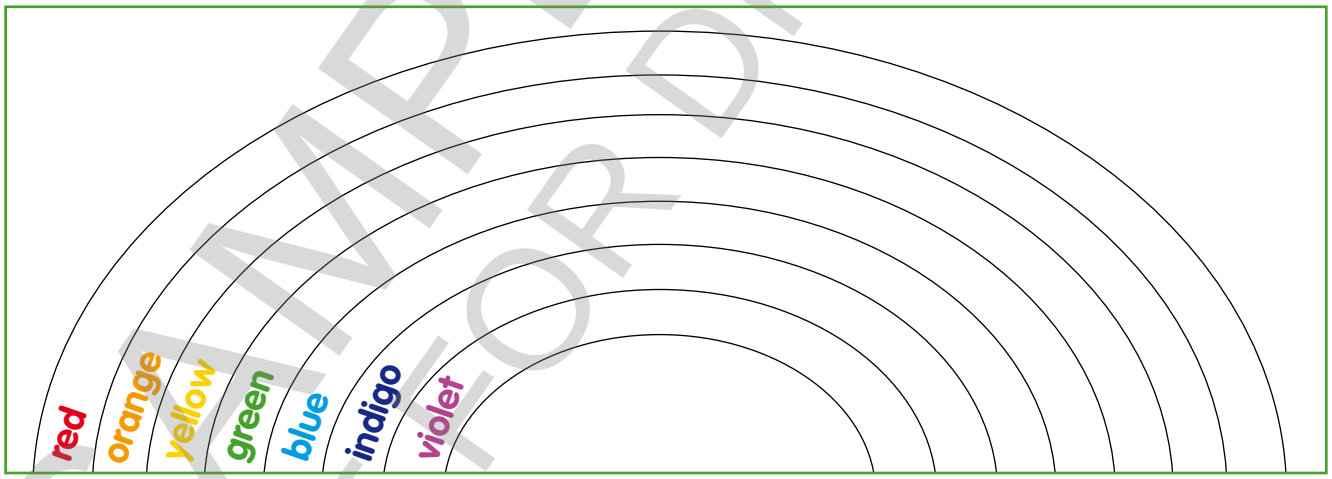
seven colours

7 7 7 7 7

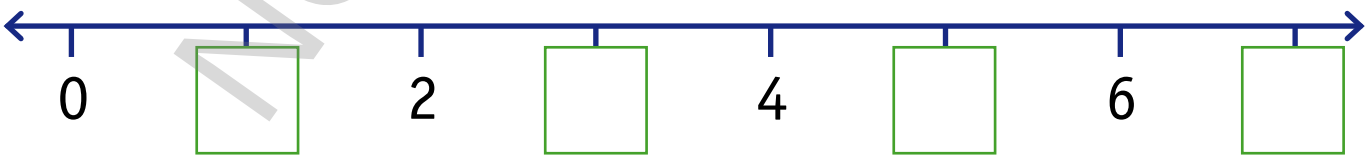
seven

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Colour a rainbow with **7** colours.



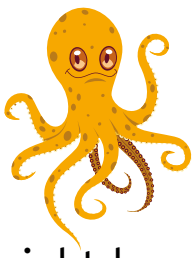

Fill in the number line.



# Number 8 • eight

Set 6

Trace and write.



eight legs



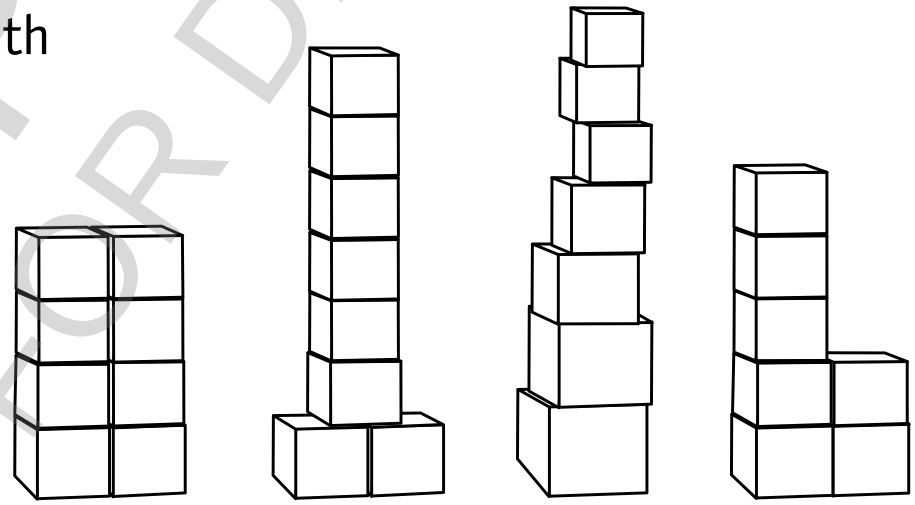

eight sides

8 8 8 8 8

8 8 8 8 8

eight

Colour the towers with
**7** blocks **green**,
**8** blocks **pink**.



Write the missing numbers.

1 ☐ 3 4 ☐ 6 7 ☐

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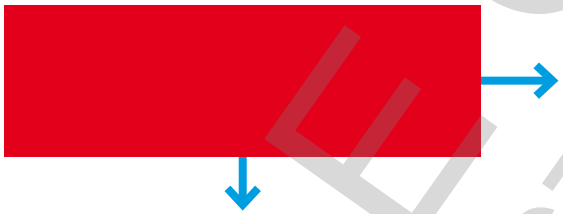
# Rectangles

Set 7

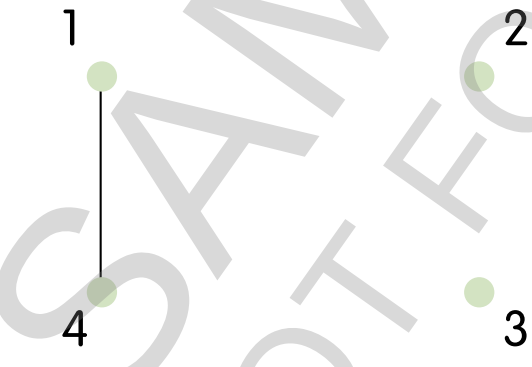
Trace.

rectangle

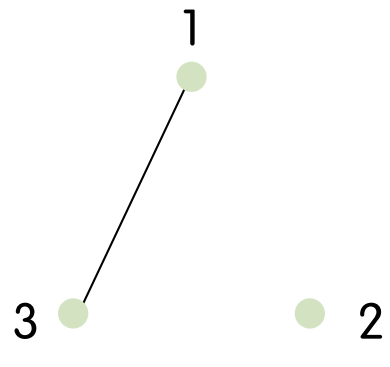
Label the sides **short** or **long**.



Join the numbers. Name each shape.




This is a _____




This is a _____

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**Geometry** Shapes: Identifying, sorting by one attribute, and describing familiar 2D shapes, including triangles, circles, and rectangles (including squares)

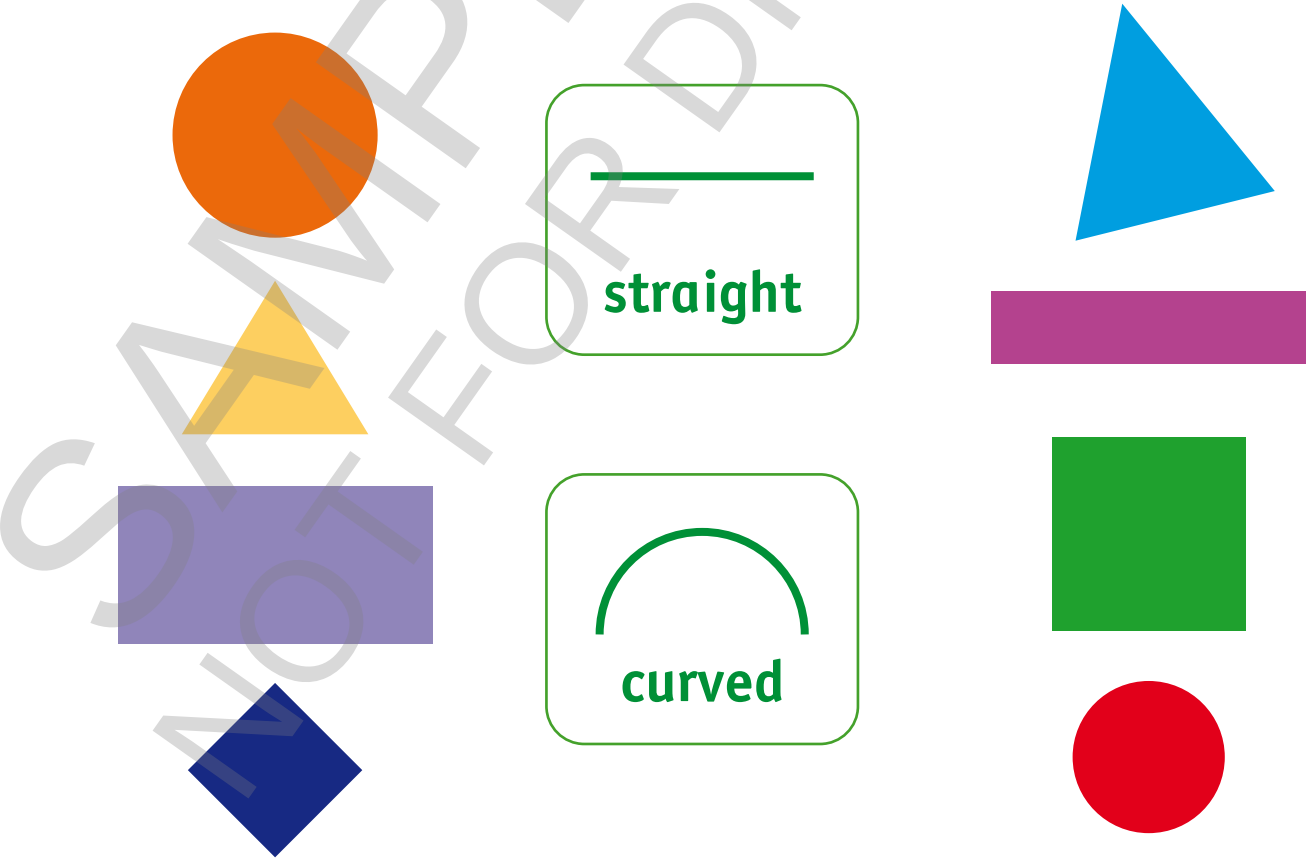
# Straight and curved lines

Set 7

Trace the straight lines **red**. Trace the curved lines **blue**.



Match.

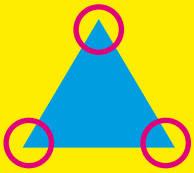



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# 2D shape sorting

Set 7

These are corners.



Draw 2 shapes in each box.

## curved lines

## straight lines

## 3 corners

## 4 corners

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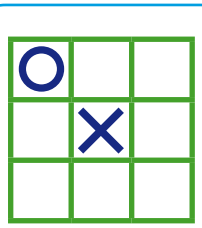


**Geometry** Shapes: 2D shapes have attributes such as size, colour, sides, angles, and corners that can be observed and described using geometric language; Shapes have the same name despite their colour or size

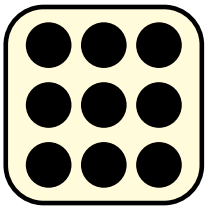
# Number 9 • nine

Set 8

Trace and write.



nine squares

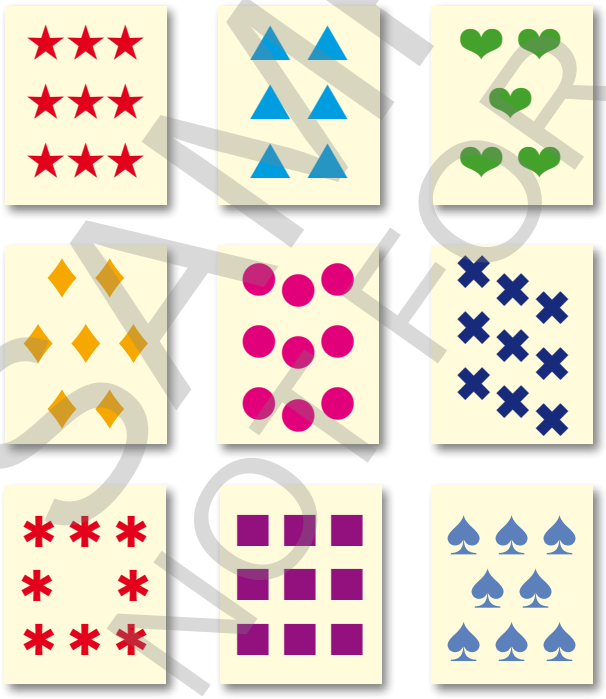


nine dots

9 9 9 9 9

9 9 9 9 9

Circle the cards that show 9.



Draw.

6 ❤

9 ✖

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# Number 10 • ten

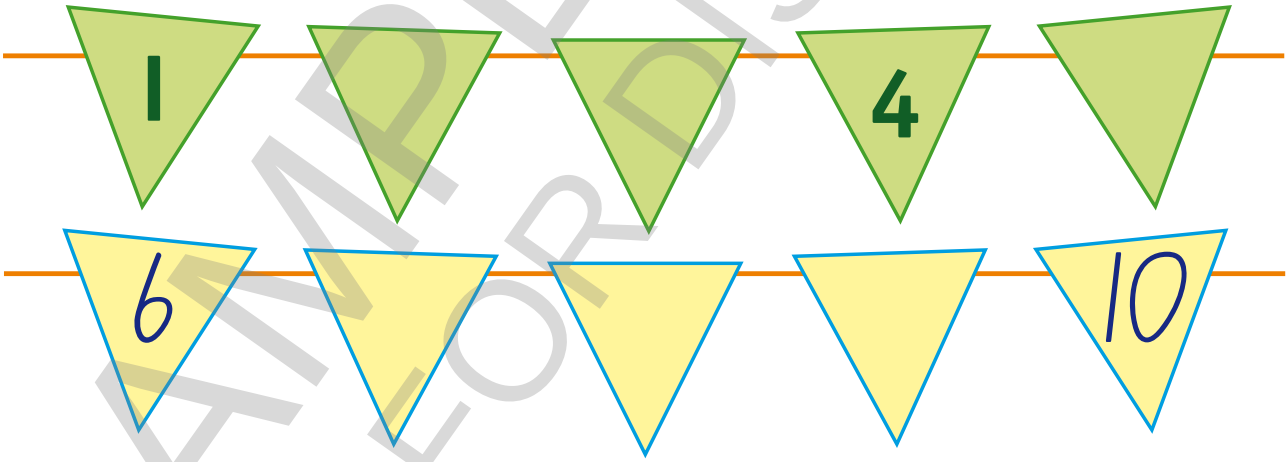
Set 8

Trace and write.

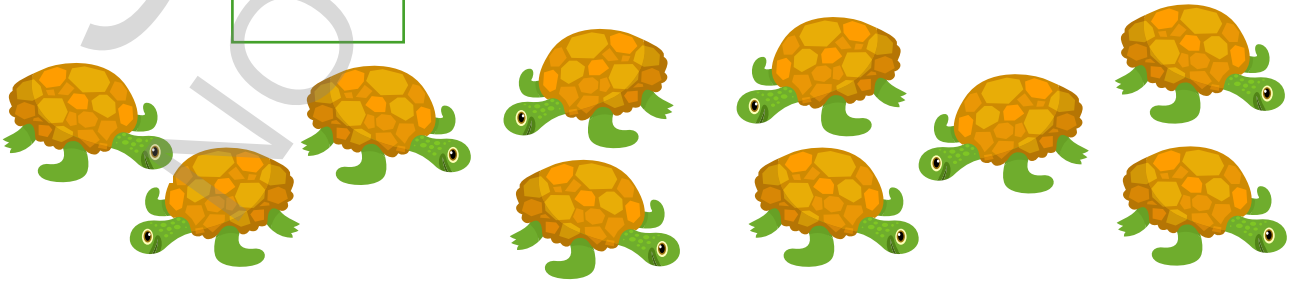
10 10 10 10

10 10 10 10

Fill in the missing numbers.




How many? ☐



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# Numbers to 10

Set 8

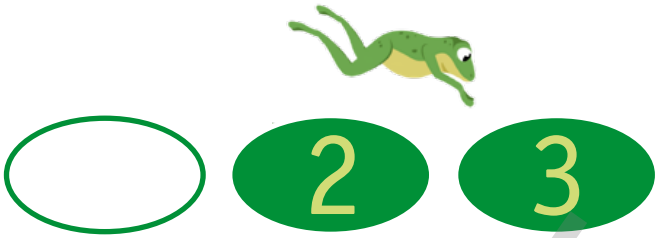
Write the **next** number.

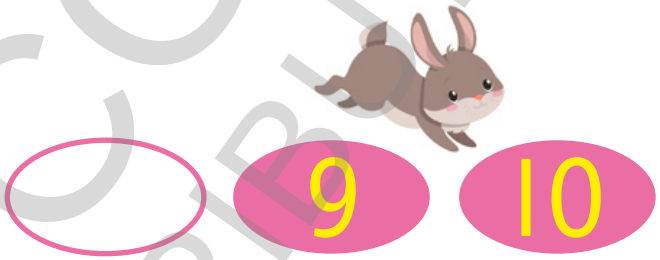






Write the number **before**.




Colour the group that has **more**.



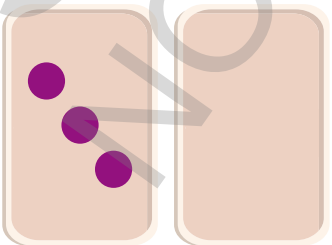


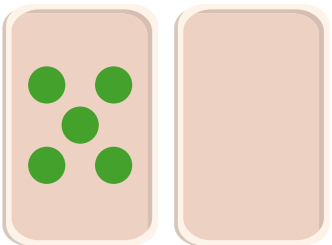
Circle the group that has **fewer**.

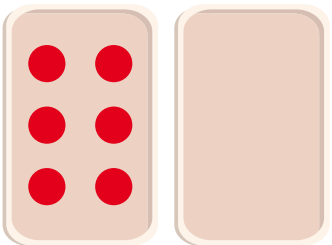




Draw the **same** number of dots.







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# Big and small

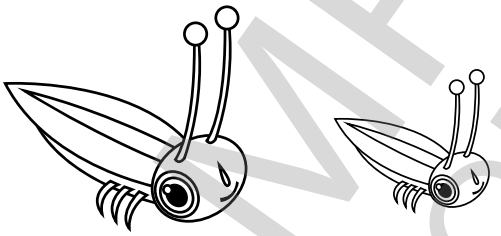
Set 9

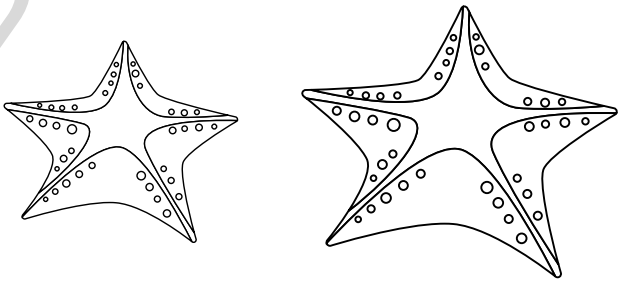
Draw:

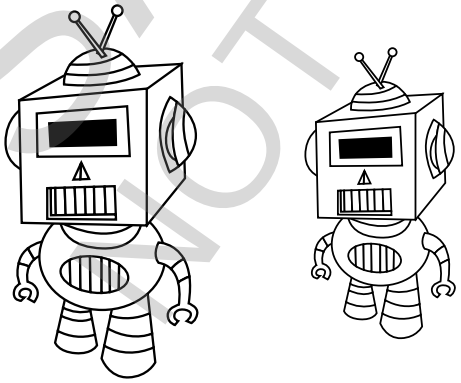
a **big** ice-cream.

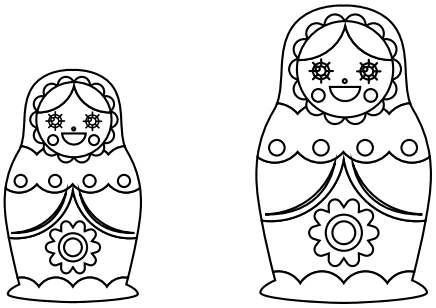
a **small** ice-cream.

Colour the bigger one **blue**. Colour the smaller one **yellow**.







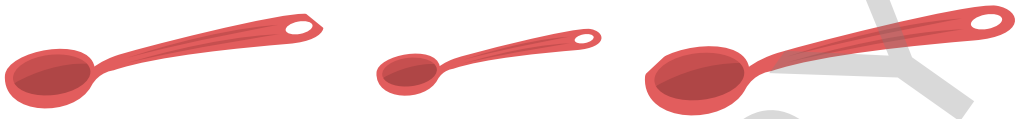


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# Biggest to smallest

Set 9

Draw the pictures in order of size.



biggest → smallest



smallest → biggest



biggest → smallest

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# Long and short

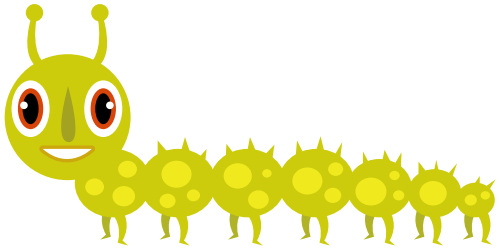
Set 9

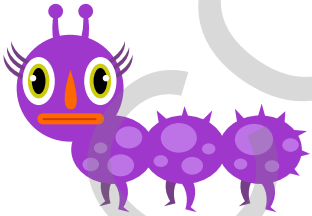
Match each picture to a word.



long

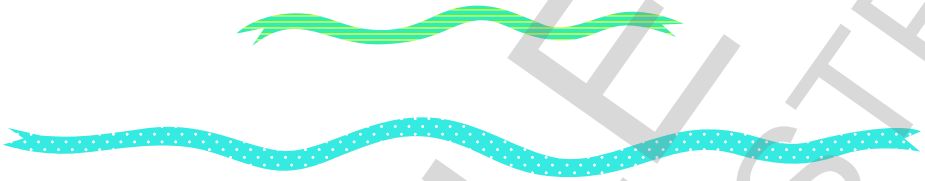
short





long

short

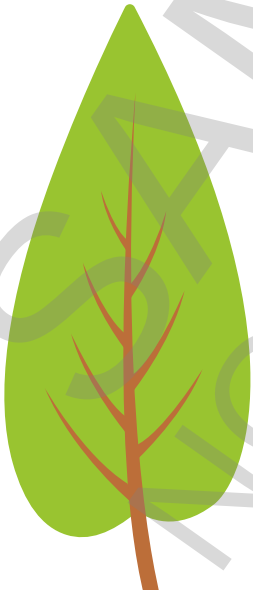


long

short

Draw:

a **shorter** leaf.



a **longer** worm.

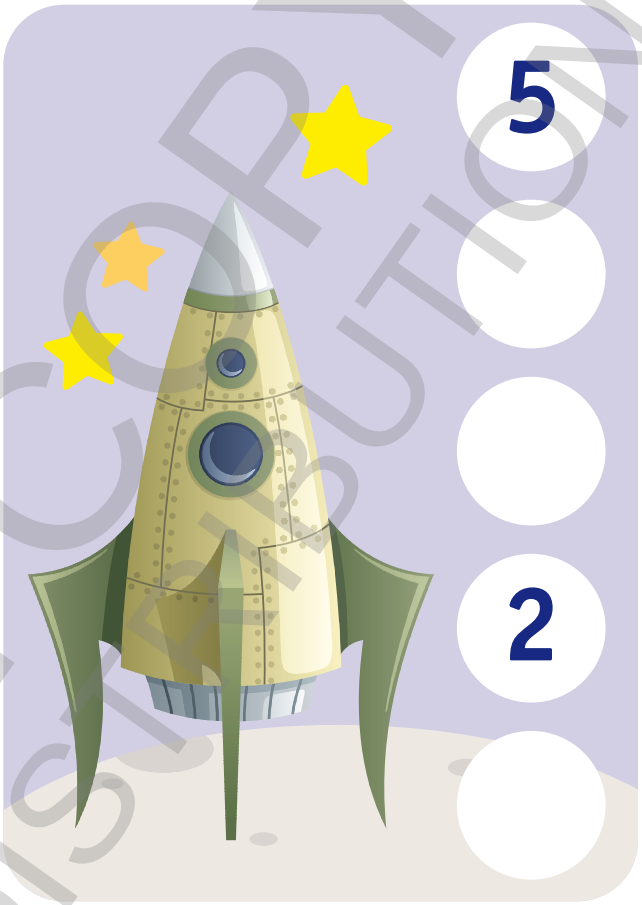


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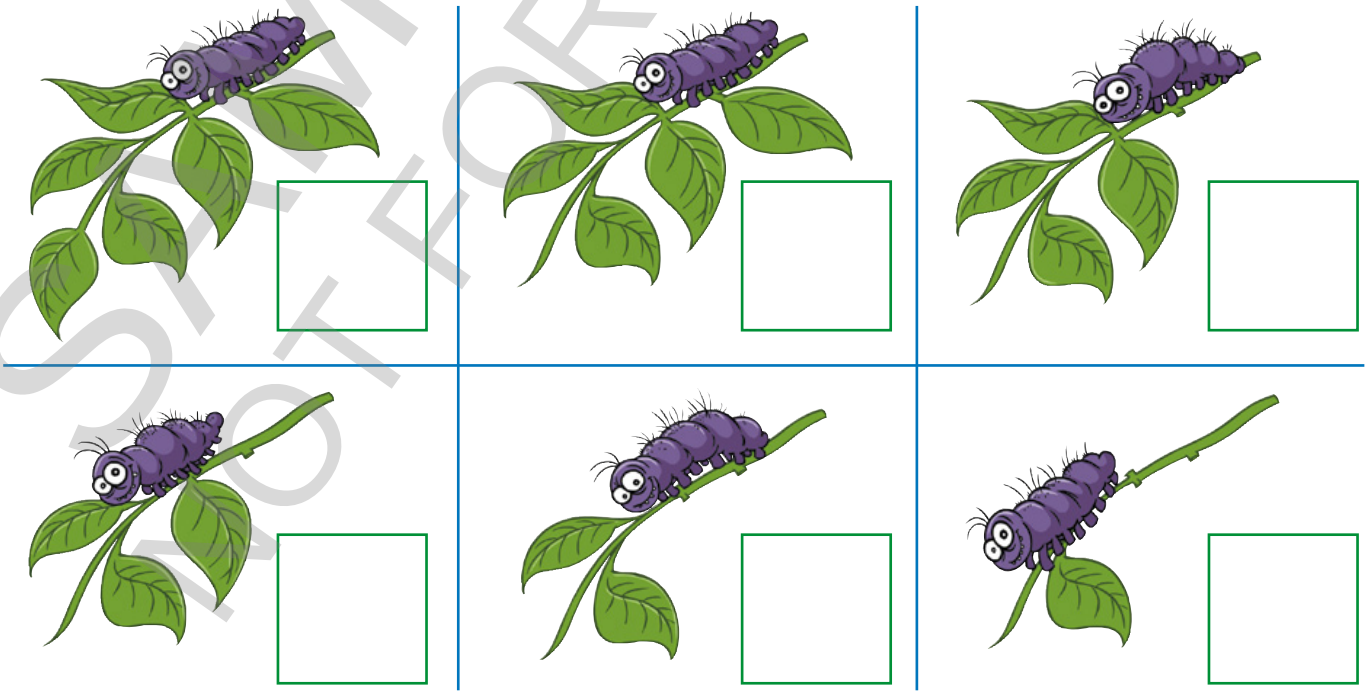
# Checkpoint 2

## 1 Write the missing numbers.



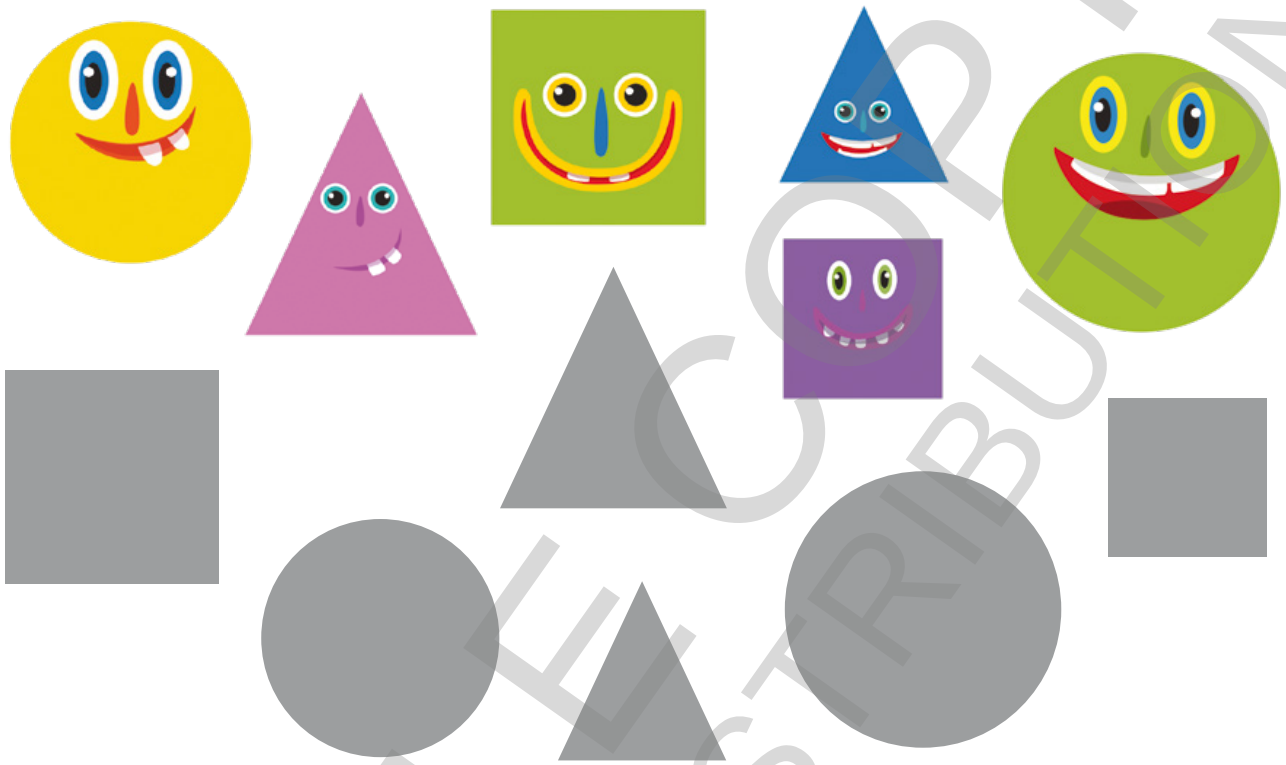

## 2 How many leaves?



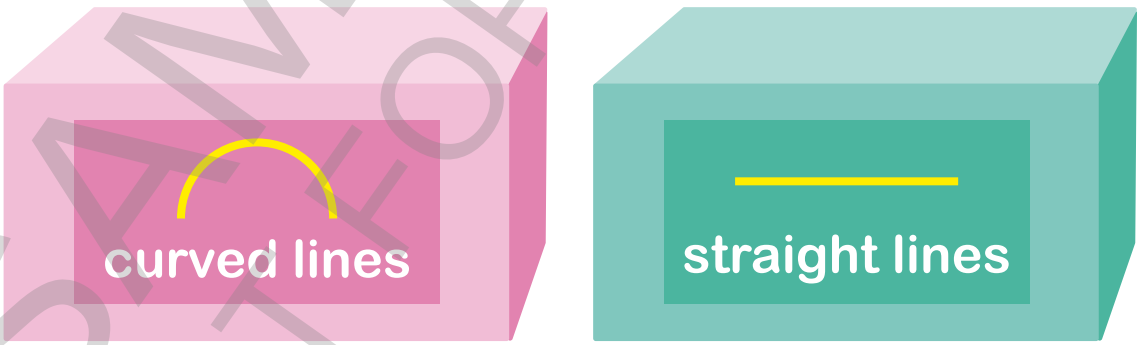
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# Checkpoint 2

**3** Match each shape to its shadow.



**4** Match each shape to the correct box.

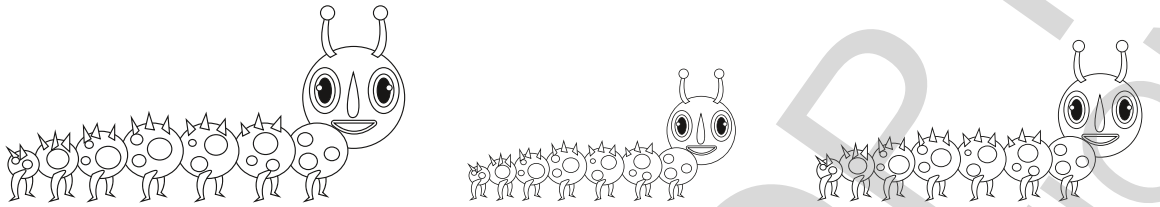


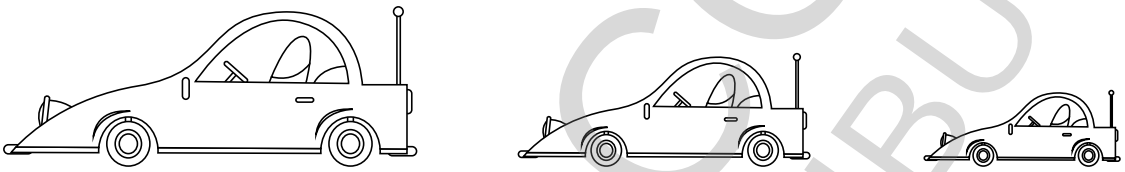


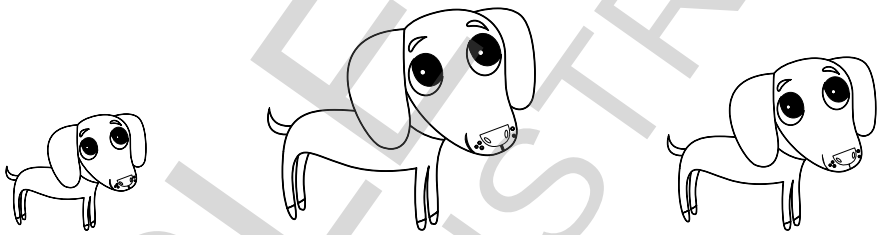

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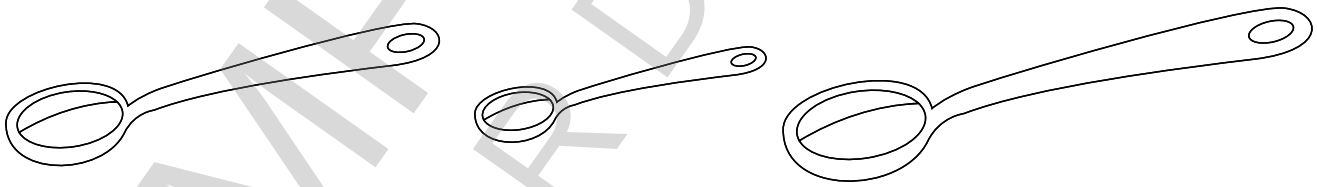
# Checkpoint 2

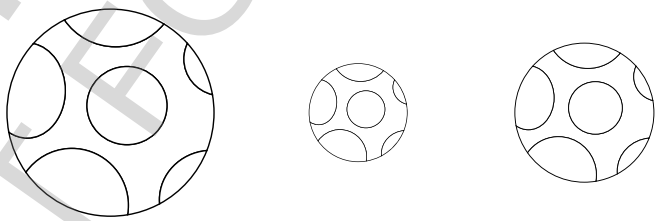
**5** Circle the biggest and colour the smallest in each row.

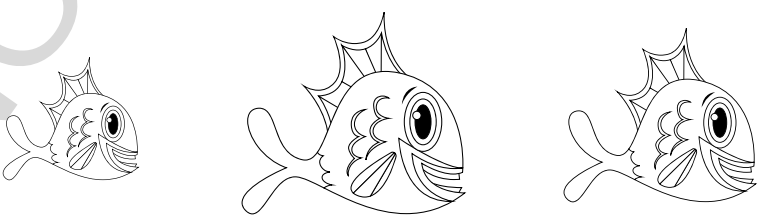










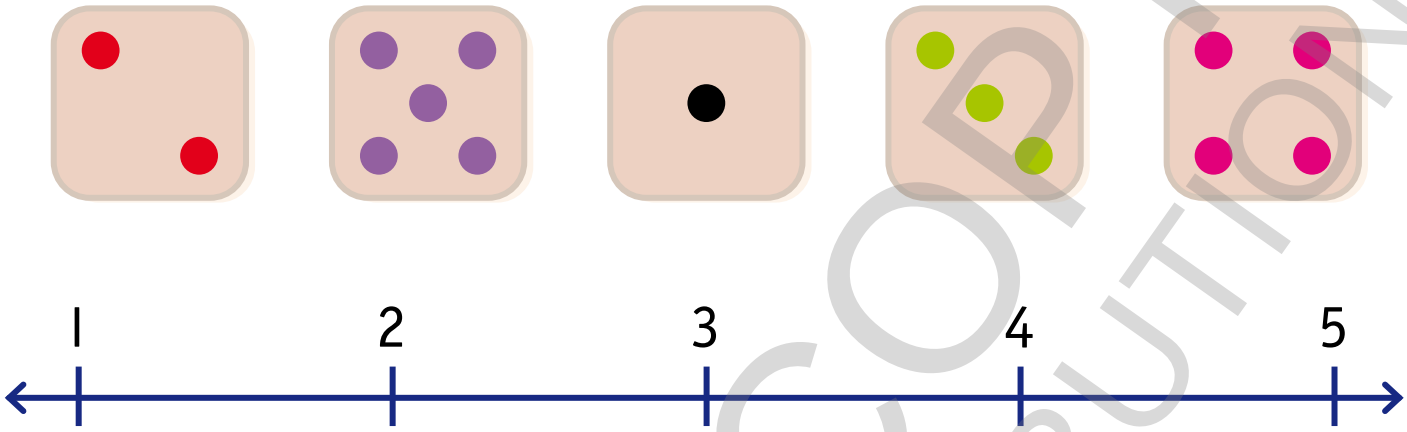


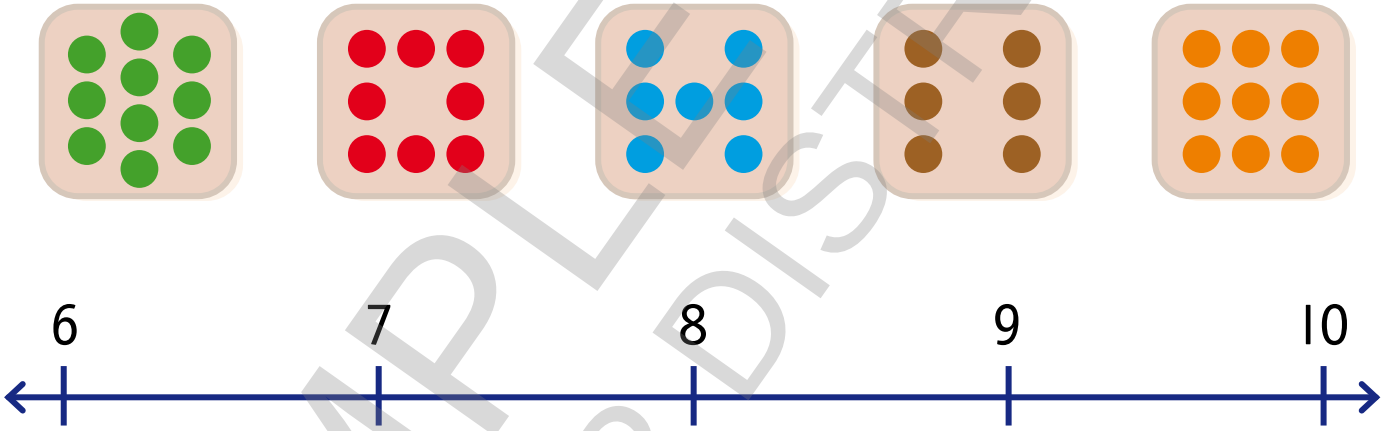
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# Number lines 1–10

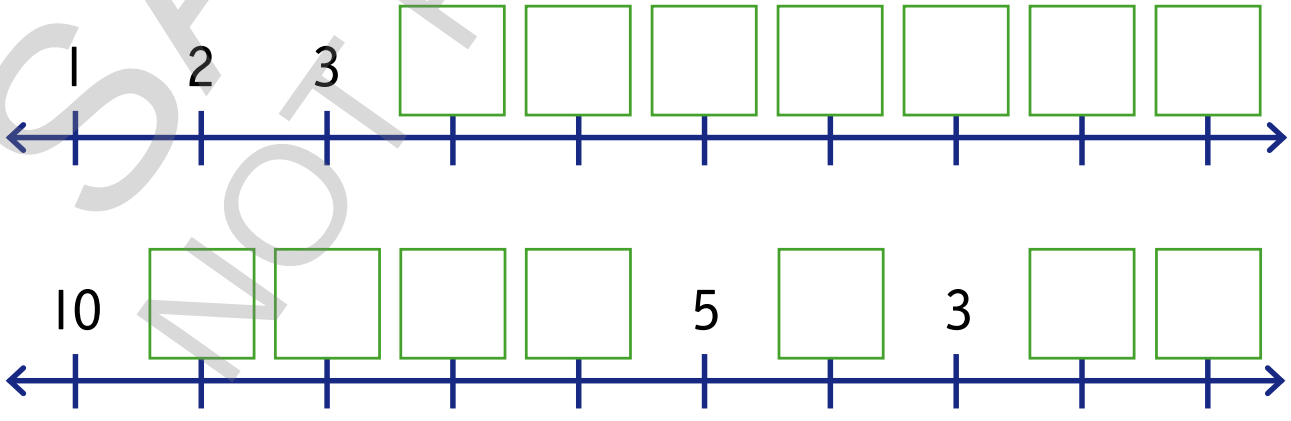
Set 11

Count the dots. Join to the number line.




Complete the number lines.




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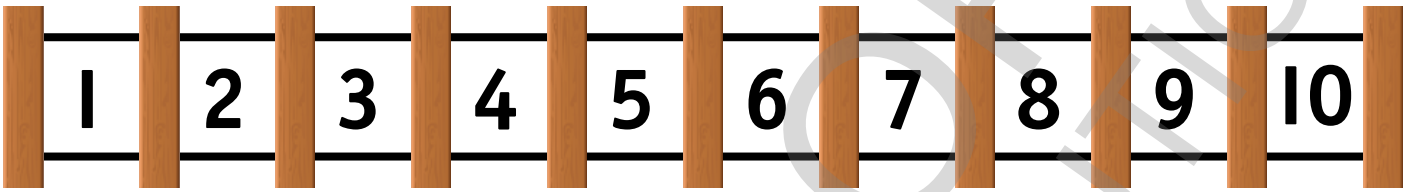
**Number** Number structures: Counting forwards or backwards from any whole number between 1 and 10, and then between 1 and 20; Comparing and ordering whole numbers up to 20 and ordinal numbers up to 5th, using words; Subitising (recognising without counting) the number of objects in a small collection (3-5 objects)

# Number lines 10–1

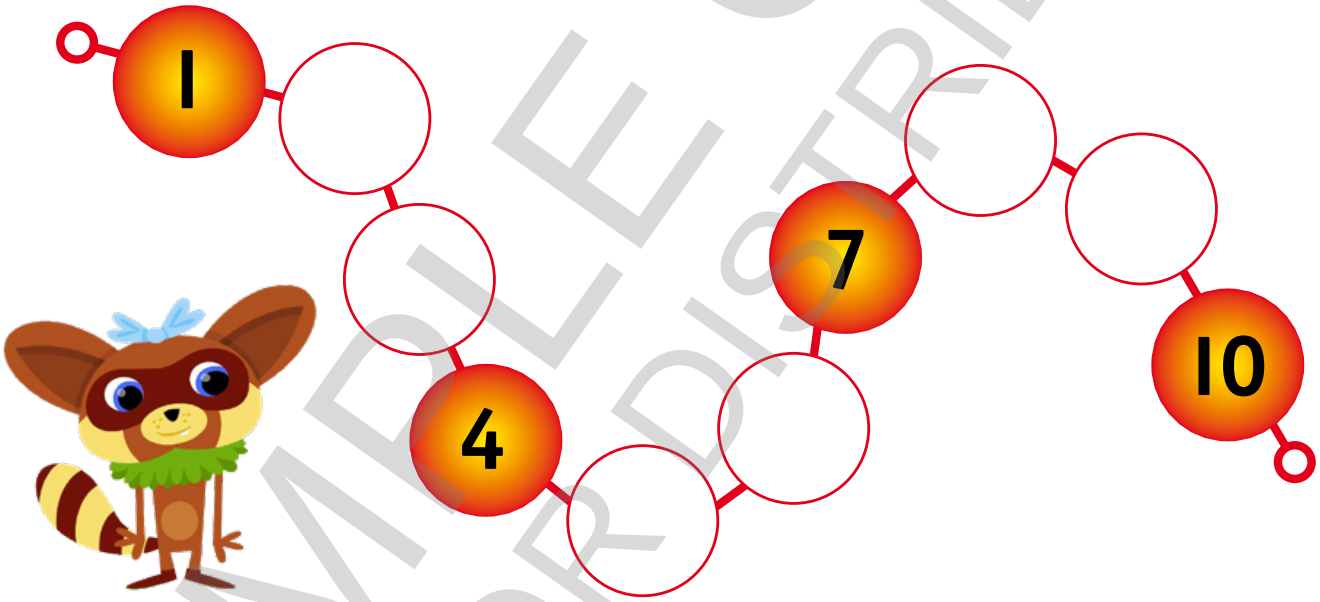
Set 11

Circle these numbers on the number line.

1 5 7 10




Complete the numbers on Ruby's beads.




Circle the next piece of the number line.










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# Ordinal numbers 1st–5th

Set 11

Colour the **1st** mouse.



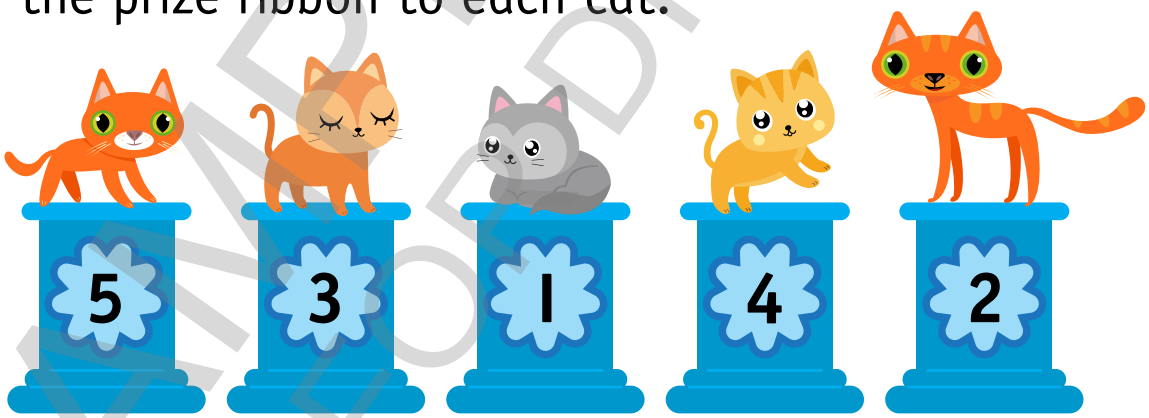
Colour the **3rd** horse.



Colour the **5th** car.



Match the prize ribbon to each cat.







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**Number** Algebra: Using ordinal numbers up to 5th place to describe position in a sequence

# Heavy and light

Set 12

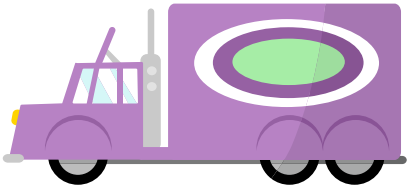
Match each picture to a word.



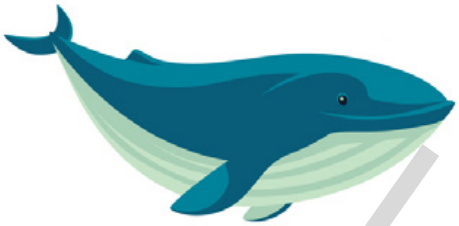


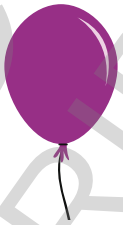
heavy

light

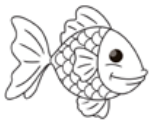




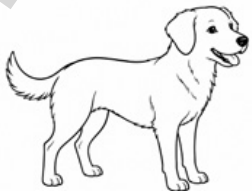


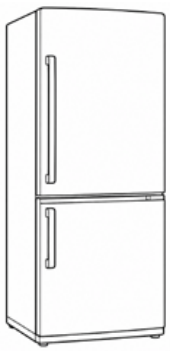


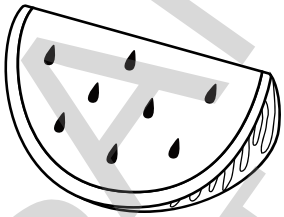
Colour the heavier object in each pair.













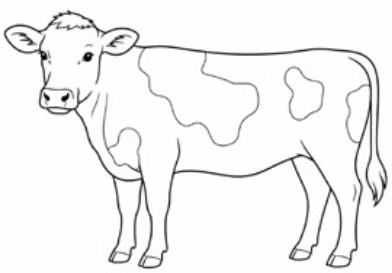












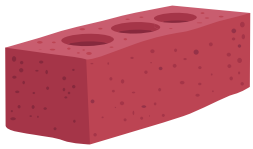
SAMPLE COPY
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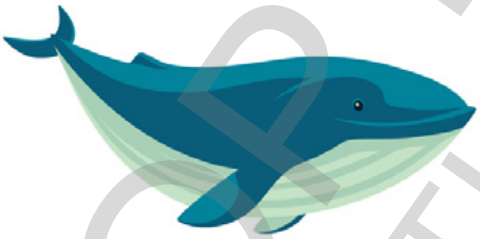
# Comparing mass

Set 12

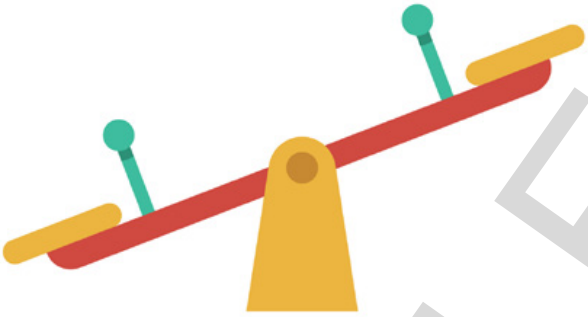
Put the heavy and light items on the seesaw.



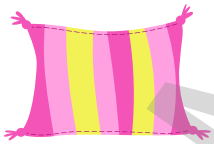




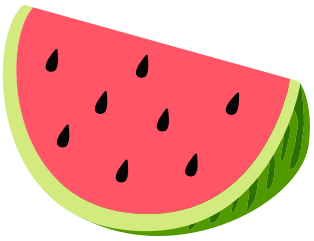






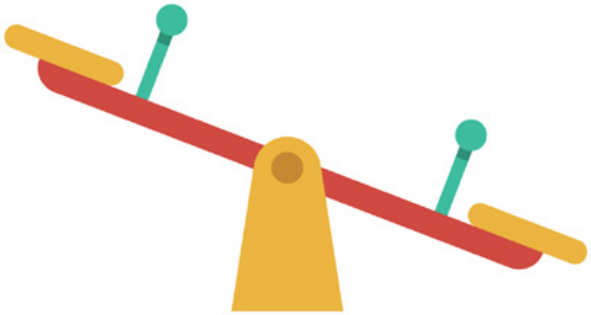












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# Full or empty?

Set 12

Colour:

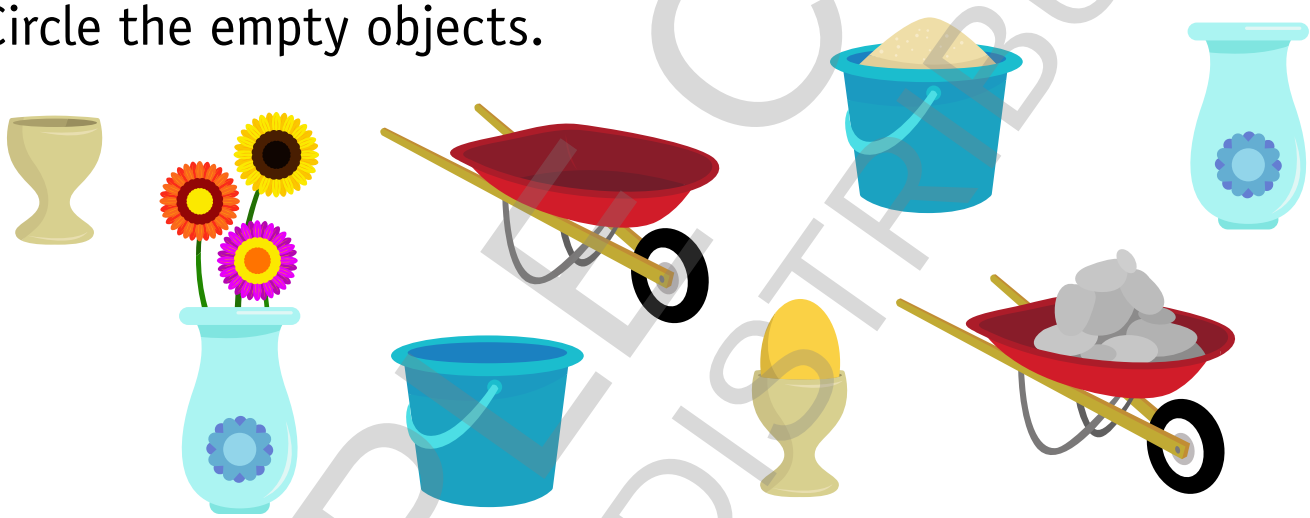


empty



full

Circle the empty objects.



Draw:

a **full** glass.

an **empty** glass.

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# Add to 5

Set 13

Count. Write the answer.

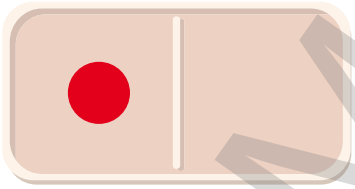
 and  makes ☐

 and  makes ☐

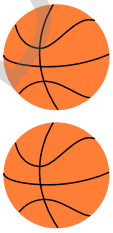
 and  makes ☐

 and  makes ☐

Draw and add.



1 and 2 makes ☐



2 and 1 makes ☐



1 and 4 makes ☐



2 and 3 makes ☐

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# Count and add to 5

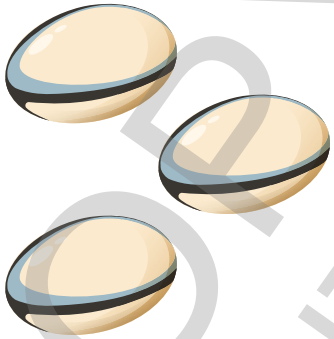
Set 13

Draw:





3 more.



2 more.

How many? ☐

How many? ☐

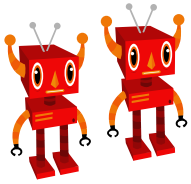
Count and add.





/ + / = ☐





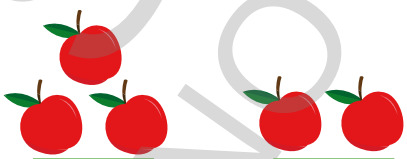
☐ + ☐ = ☐



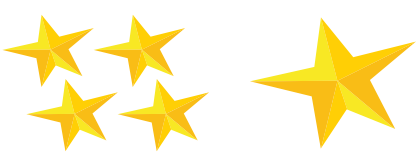
☐ + ☐ = ☐



☐ + ☐ = ☐



☐ + ☐ = ☐



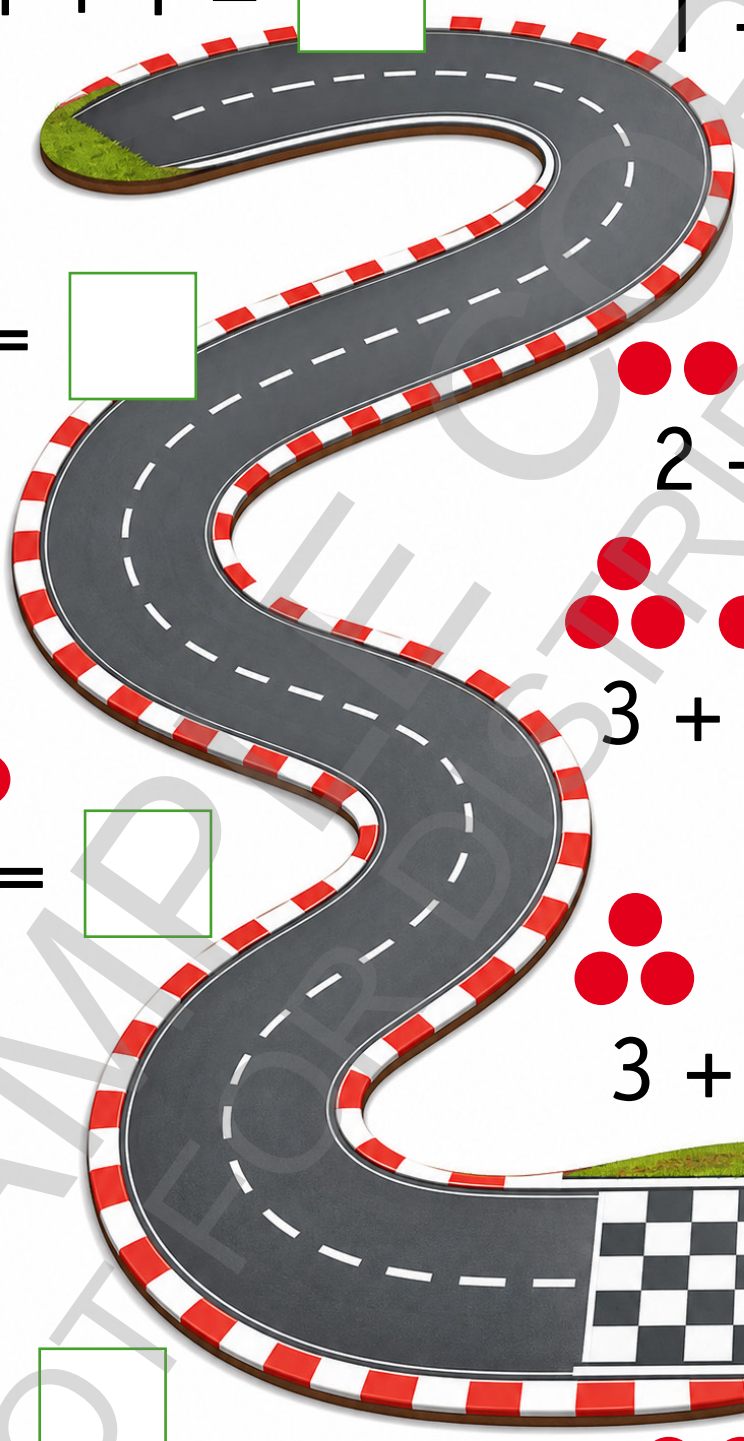
☐ + ☐ = ☐

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# Fast facts to 5

Set 13

Zoom around the track. Find the fast facts.



Start

1 + 1 =

1 + 3 =

2 + 1 =

2 + 3 =

3 + 2 =

2 + 2 =

3 + 1 =

Finish

1 + 2 =

4 + 1 =

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**Number** Operations: Addition is putting parts together to find a total or whole; Memorising addition and subtraction facts up to 5

# Position words

Set 14

Match.





under

on

in

next to





Draw a cat  :



**on.**



**in.**

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# Position words

Set 14

Match.





between

above

in front

behind







Draw:



a ● **in front** of Dizzy.



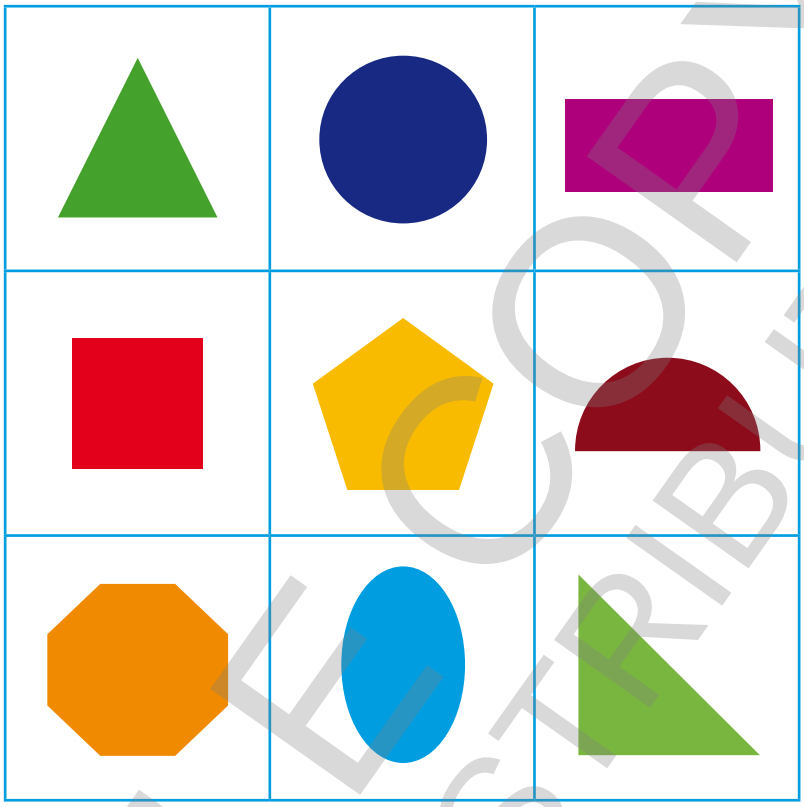
a ▬ **above** Doc.

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# Find the shape

Set 14

Use the pictures to answer the questions.



Which shape is

- above the  ?
- below the  ?
- between the  and the  ?
- next to the  ?
- above the  ?

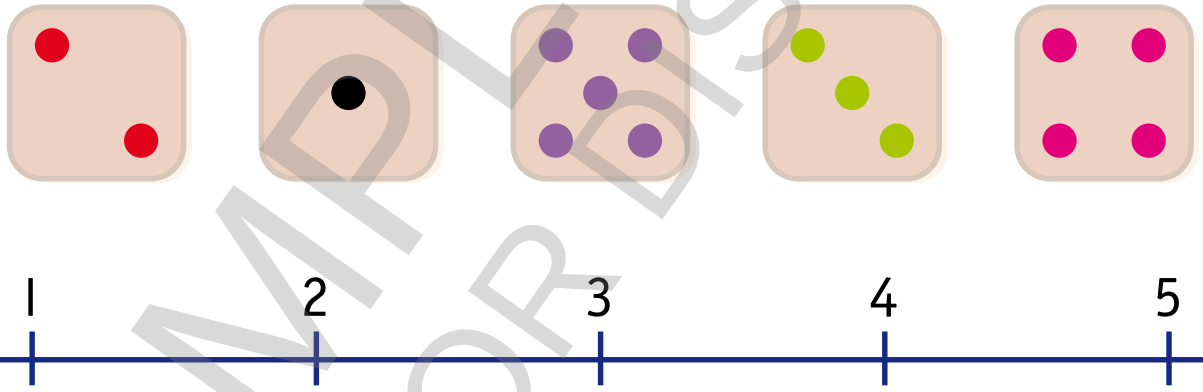
SAMPLE COPY NOT FOR DISTRIBUTION

# Checkpoint 3

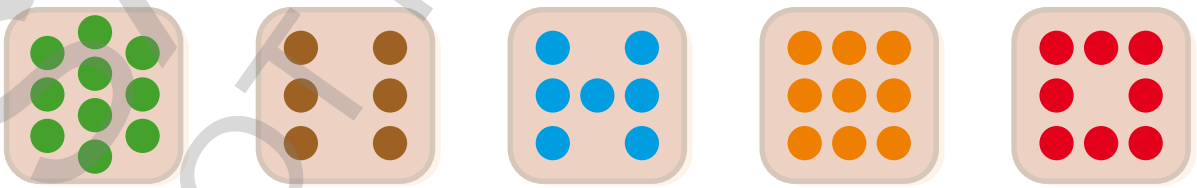
**1** Complete the number line.




**2** Count the dots. Join to the number line.



1 2 3 4 5

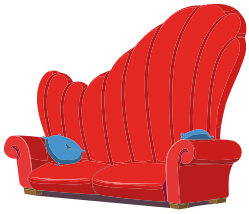


6 7 8 9 10

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# Checkpoint 3

**3** Circle the heavier thing in each pair.



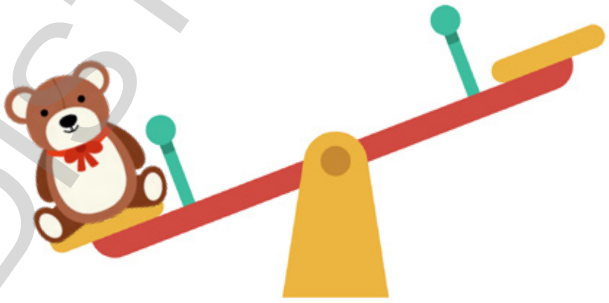





**4** Draw:

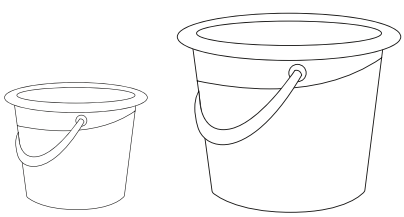
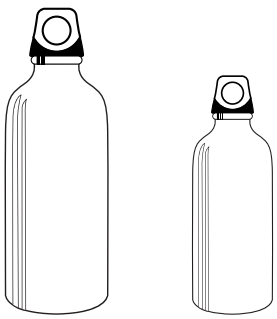


a heavier thing.



a lighter thing.

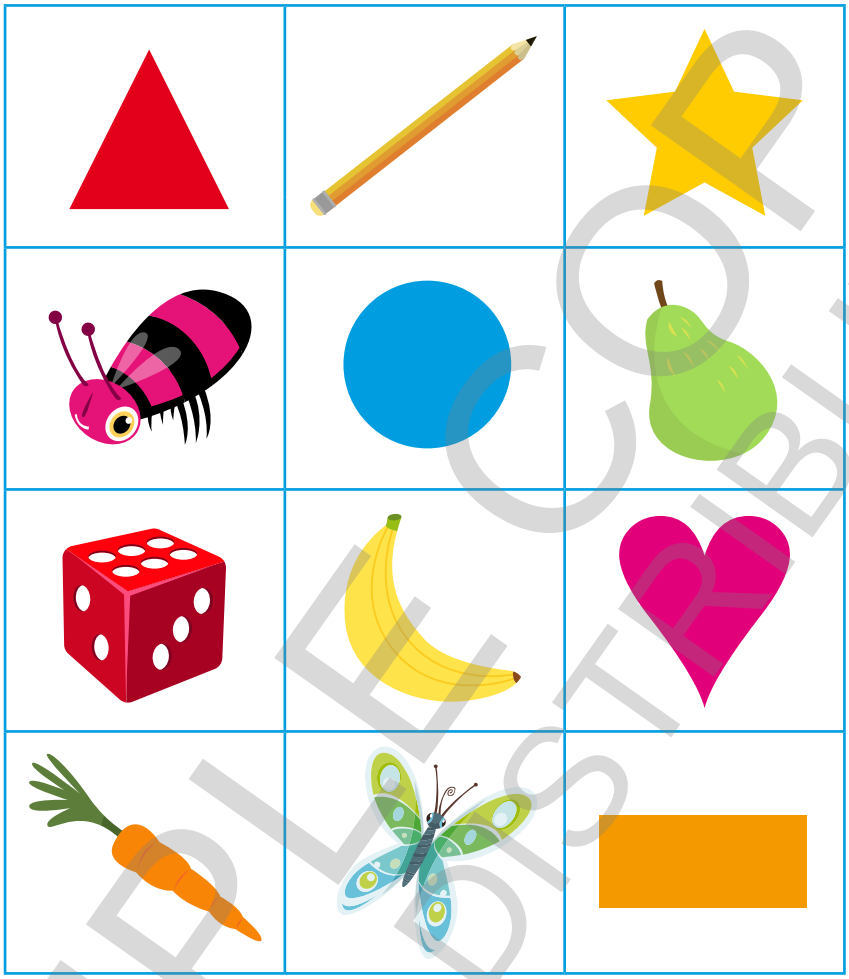
**5** In each pair colour the container that holds more.

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# Checkpoint 3

**6** Use the pictures to answer the questions.



Which shape is

- above the  ? _____
- below the  ? _____
- between the  and the  ? _____
- next to the  ? _____
- above the  ? _____

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# Numbers 11 and 12

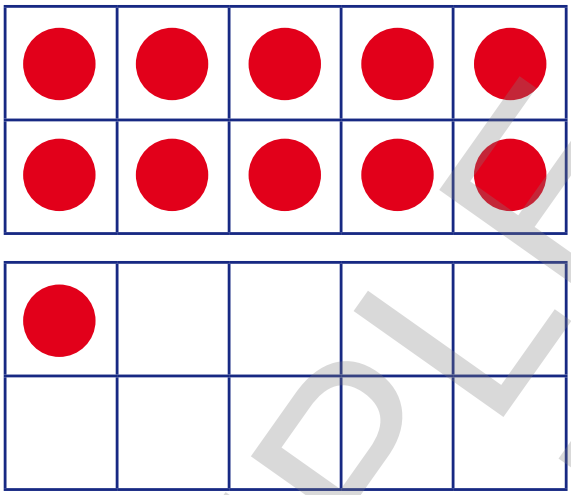
Set 16

Trace.

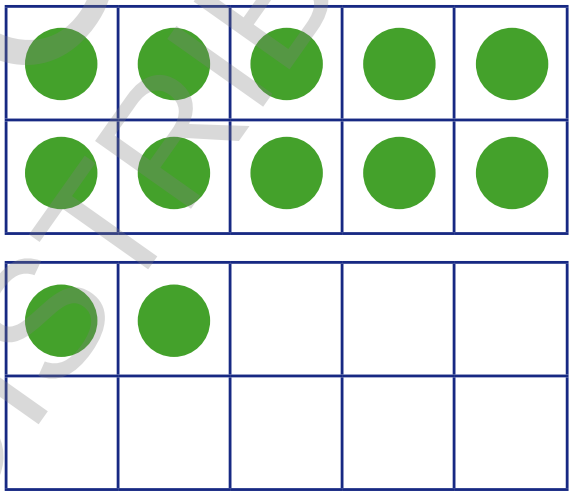
11 11 11 11

12 12 12 12

Count.



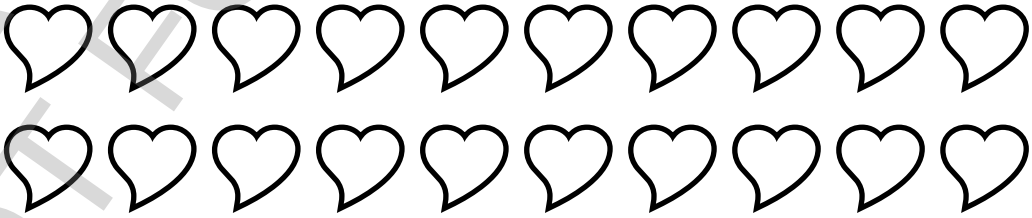
How many? ☐



How many? ☐

Colour.

11



12



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# Numbers 13 and 14

Set 16

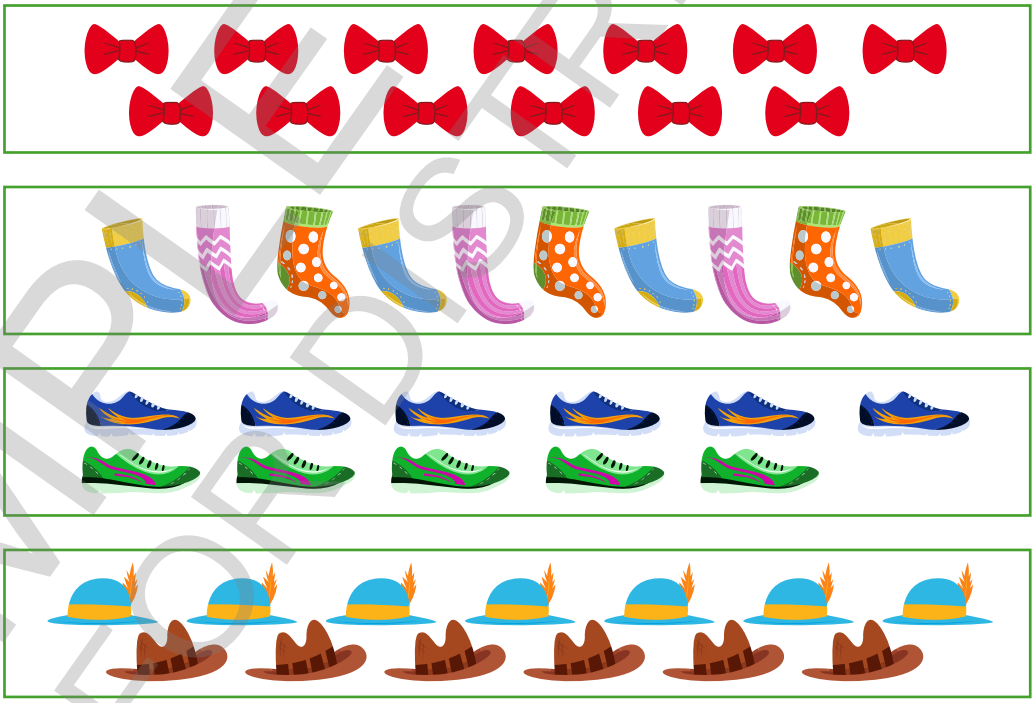
Trace.

13 13 13 13 13 13 13

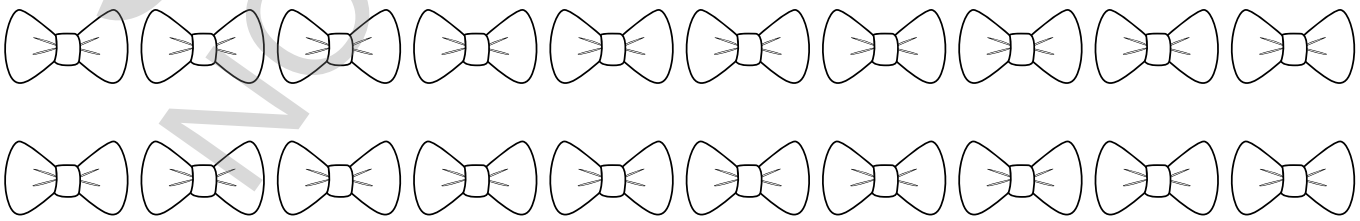
14 14 14 14 14 14 14

Join Doc to the pictures that show **13**.





Colour **14** bow ties.



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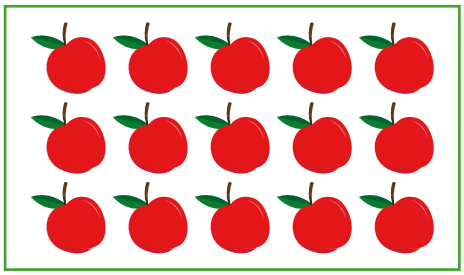
# Numbers 13, 14 and 15

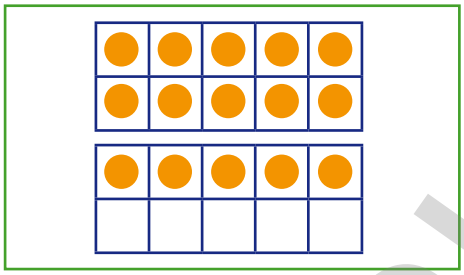
Set 16

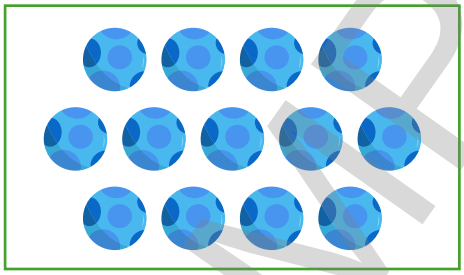
Write the numbers 13, 14 and 15.

13 14 15 13 14 15

Match.



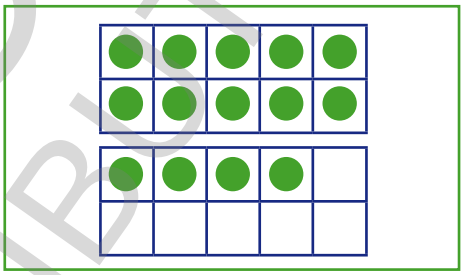


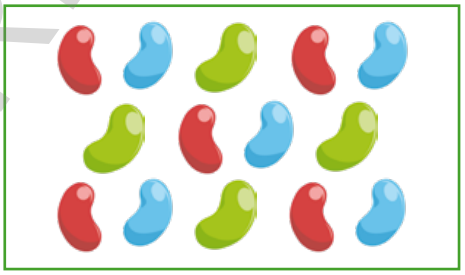


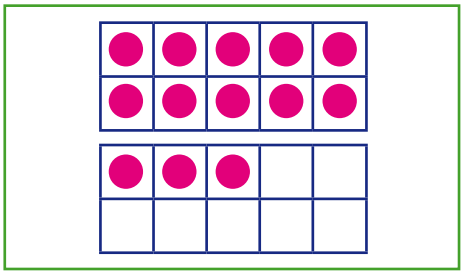
13

14

15

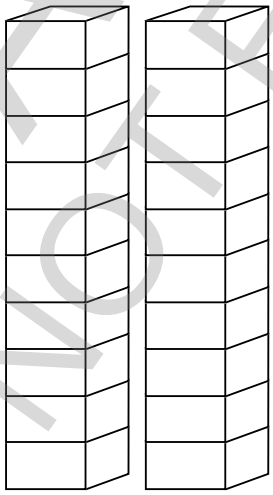




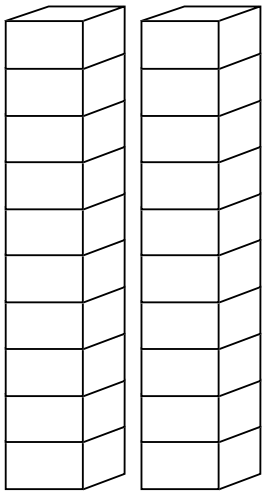


Colour.

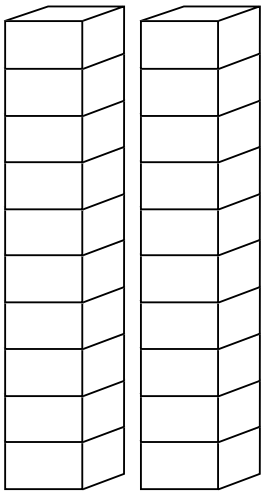
13



14



15



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# Take away 1

Set 17

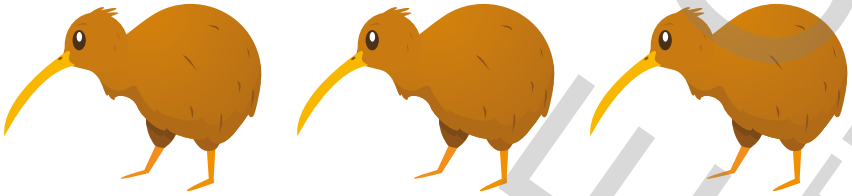
Cross out 1.



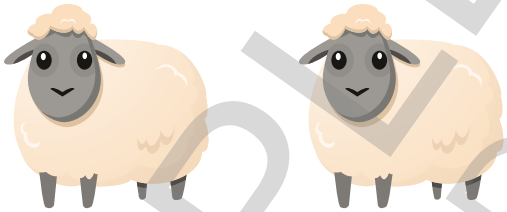
5 →



4 →



→



→

Draw 4 flowers .

Draw 2 clouds .

Take away 1.

How many left?

Take away 1.

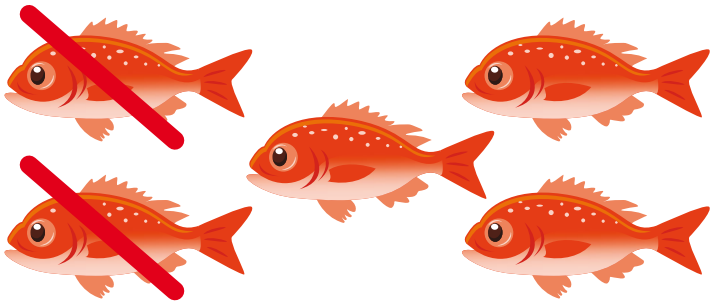
How many left?

SAMPLE COPY NOT FOR DISTRIBUTION

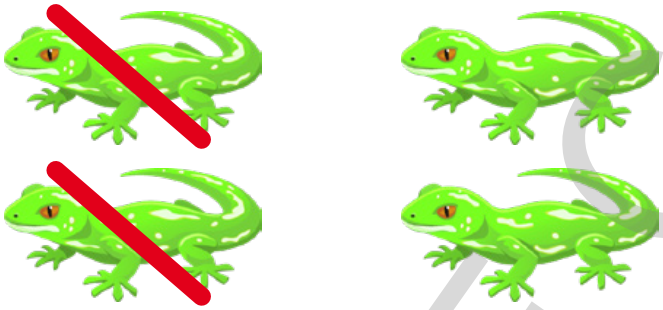
# Take away 2

Set 17

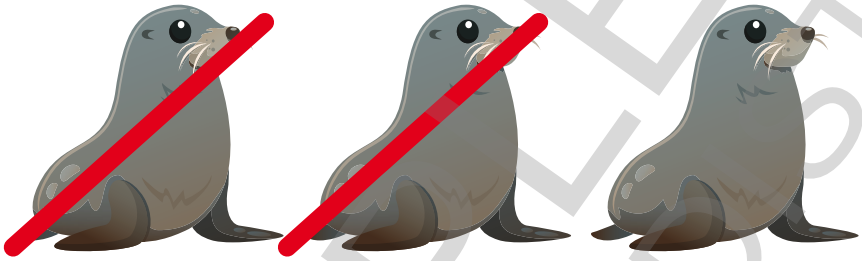
Take away.



**5** take away **2** is ☐

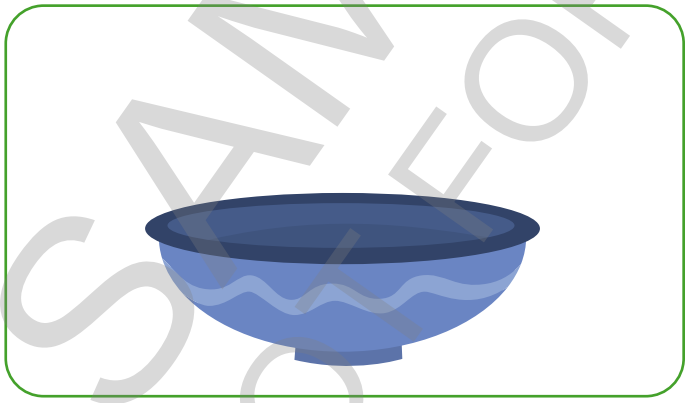


**4** take away **2** is ☐



**3** take away **2** is ☐

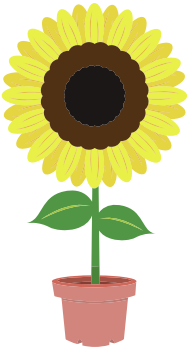
Draw 5 apples .



Take away 2.

How many left? ☐

Draw 3 bees .



Take away 2.

How many left? ☐

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# Take away

Set 17

Take away. Write each answer.



4 – 1 = ☐



5 – 3 = ☐



7 – 5 = ☐

Match to the answer.



4 – 1 =



5 – 1 =



5 – 4 =



4 – 2 =

4

3

2

1

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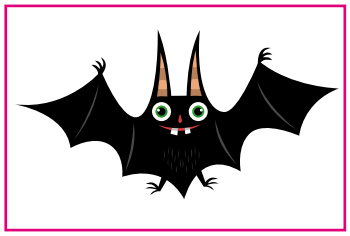
# Night and day

Set 18

Match.





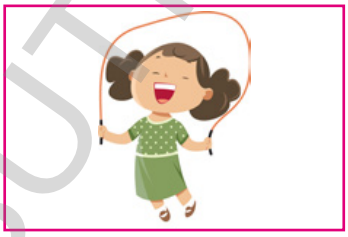




daytime

night-time







Draw something you do:

in the **daytime.**

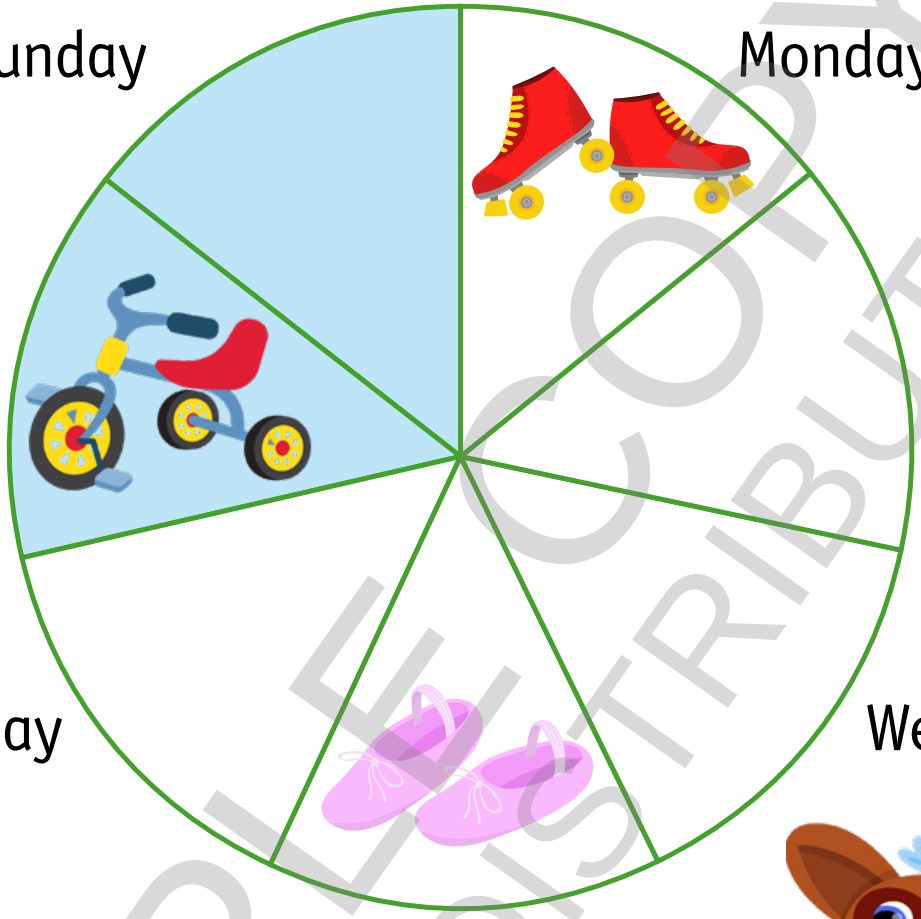
in the **night-time.**

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# Ruby's week

Set 18

This is Ruby's week.






Complete Ruby's week. Draw:



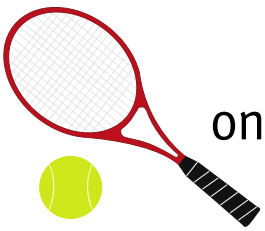
on **Tuesday.**



on **Wednesday.**



on **Friday.**



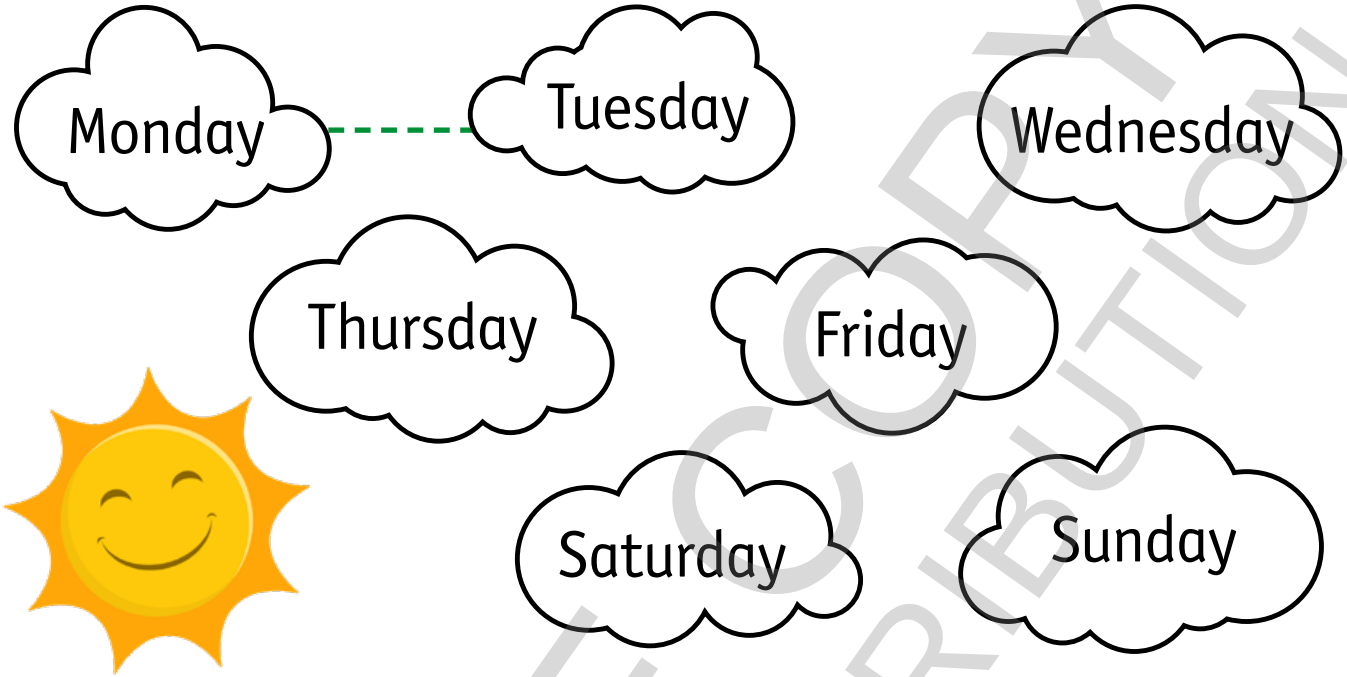
on **Sunday.**

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# My week

Set 18

Say the days. Join them in order.




Colour the clouds.

Colour **today** **red**.

Colour **yesterday** **yellow**.

Colour **tomorrow** **pink**.



Draw something you do.

On **Saturday** I ...

On **Tuesday** I ...

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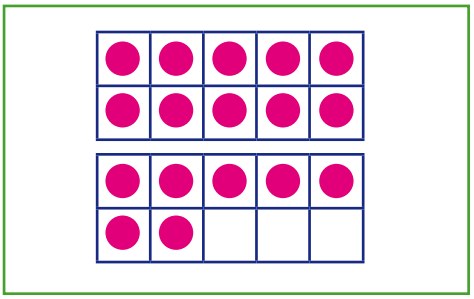
# Numbers 16 and 17

Set 19

Write the numbers 16 and 17.

16 17 16 17 16 17 16 17

Match.

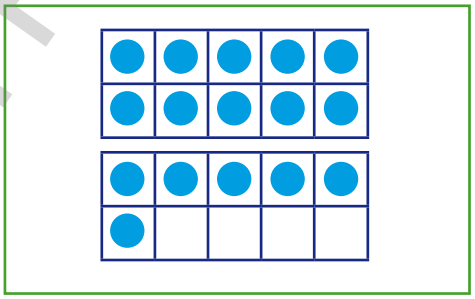




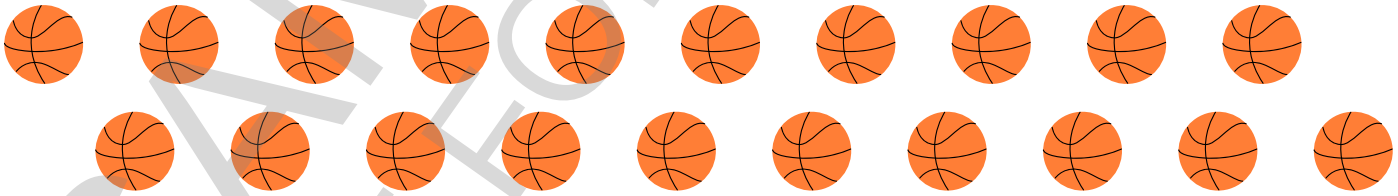
16

17

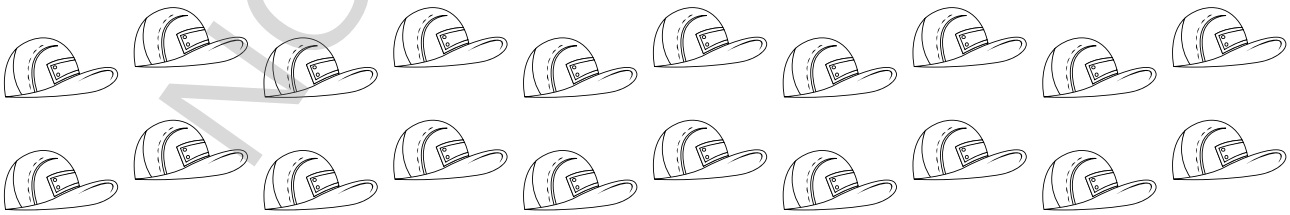




Circle **16** balls.



Colour **17** caps.



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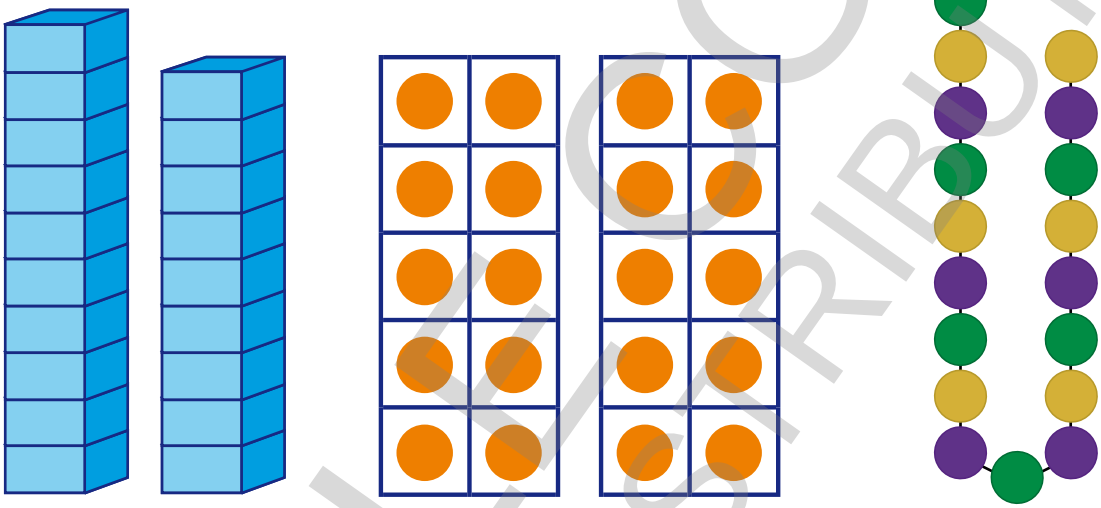
# Numbers 18, 19 and 20

Set 19

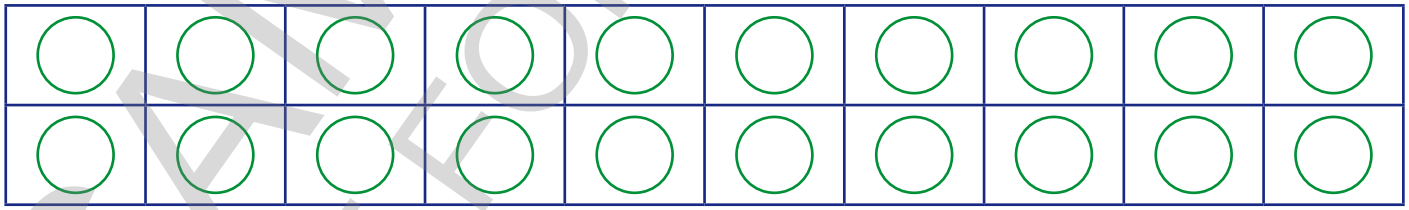
Write the numbers 18, 19 and 20.

18 19 20 18 19 20

How many?



Colour **18**.



Circle **19** stars.



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# Counting forwards and backwards 11-20

Set 19

Write the missing numbers.

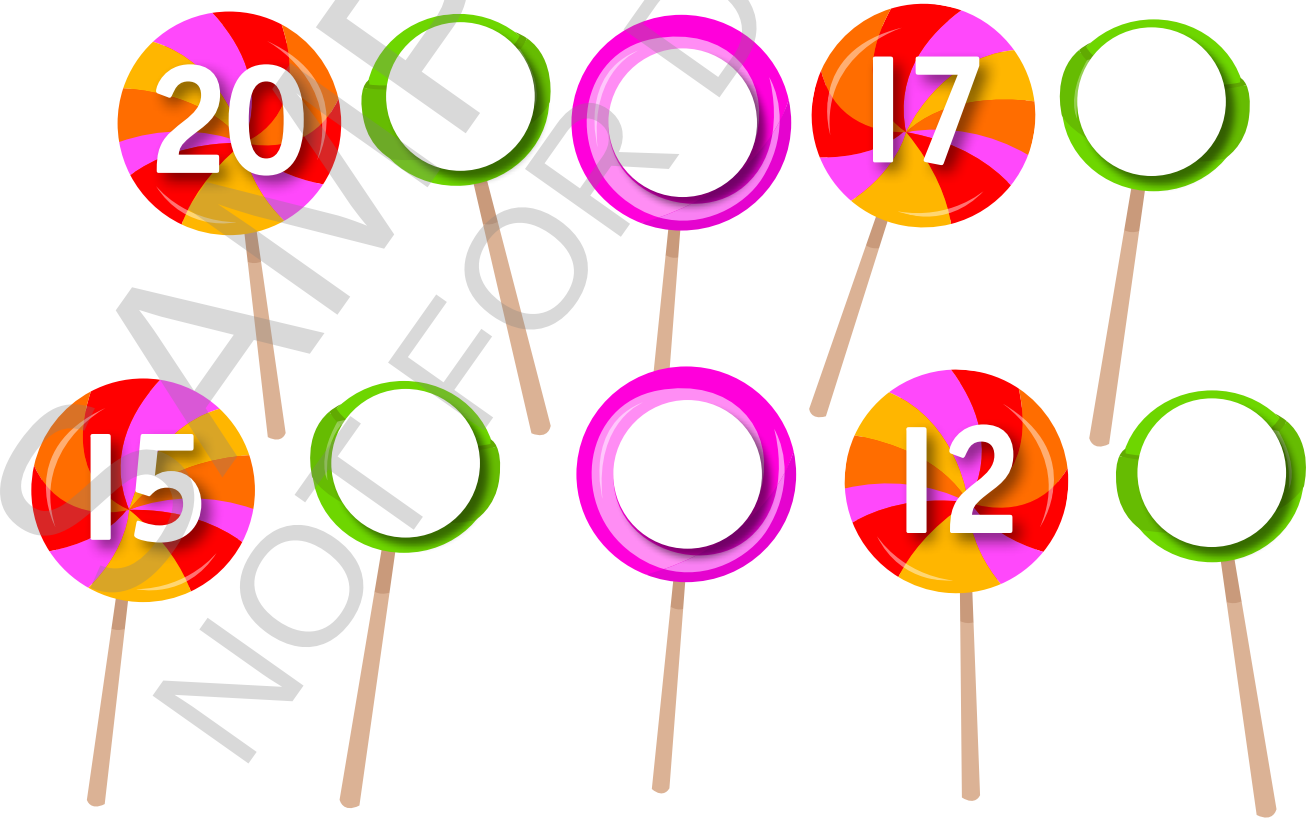









Count back. Write the missing numbers.




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**Number** Number structures: Counting forwards or backwards from any whole number between 1 and 10, and then between 1 and 20

# Checkpoint 4

## 1 Find the answers.

How many? _____



Cross out 2 stars. How many left? _____

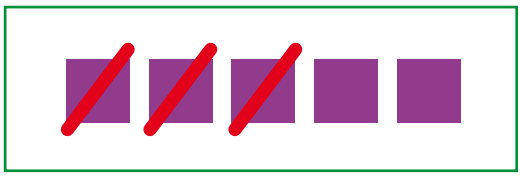
How many? _____

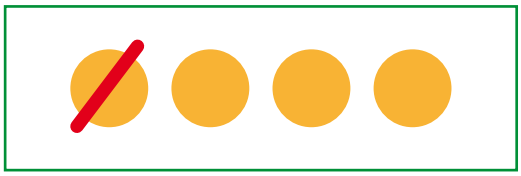


Cross out 4 pears. How many left? _____

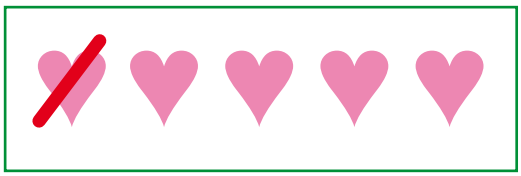
## 2 Draw lines to match.

| |
|---|
| 4 – 1 = |
| 5 – 3 = |
| 5 – 1 = |
| 3 – 2 = |









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# Checkpoint 4

## 3 Match.

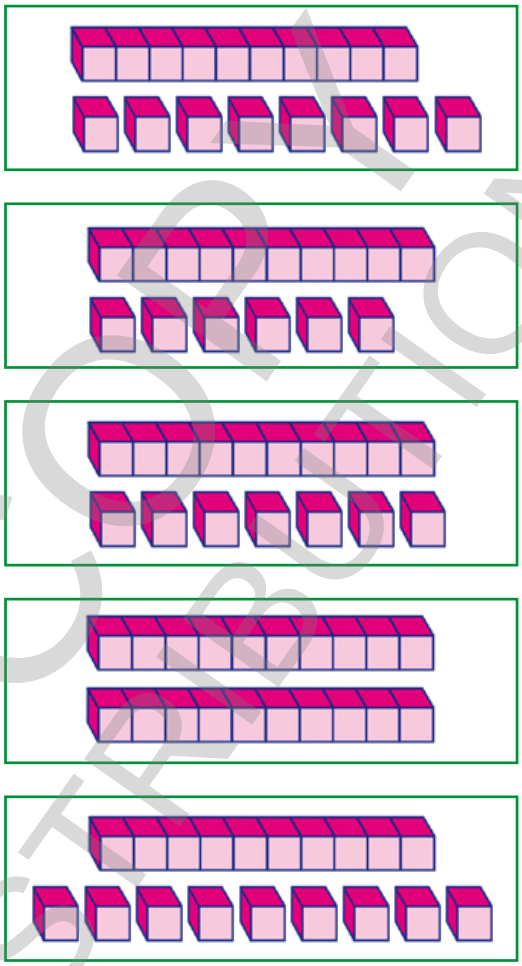
16

17

18

19

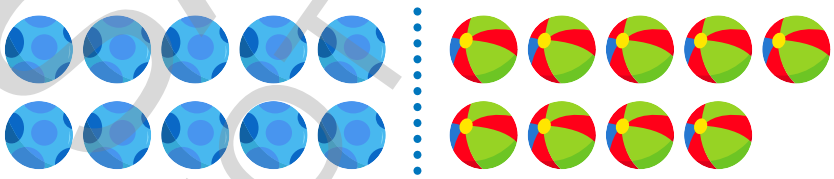
20



## 4 Count back.

17 ◯ ◯ 14 ◯ 12

## 5 How many?

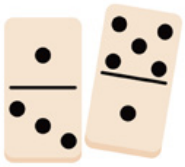


☐ and ☐ makes ☐

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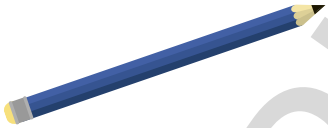
# Checkpoint 4

## Mango's week

| | | |
|---|---|---|
| Monday  | Tuesday | Wednesday  |
| Thursday | Friday  | Saturday |
| Sunday  | | |



**6** Finish drawing Mango's chart. Choose from:





**7** Draw something you do:

on **Monday.**

on **Friday.**

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Mathletics

# Wow! What Great Work!

Congratulations!





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