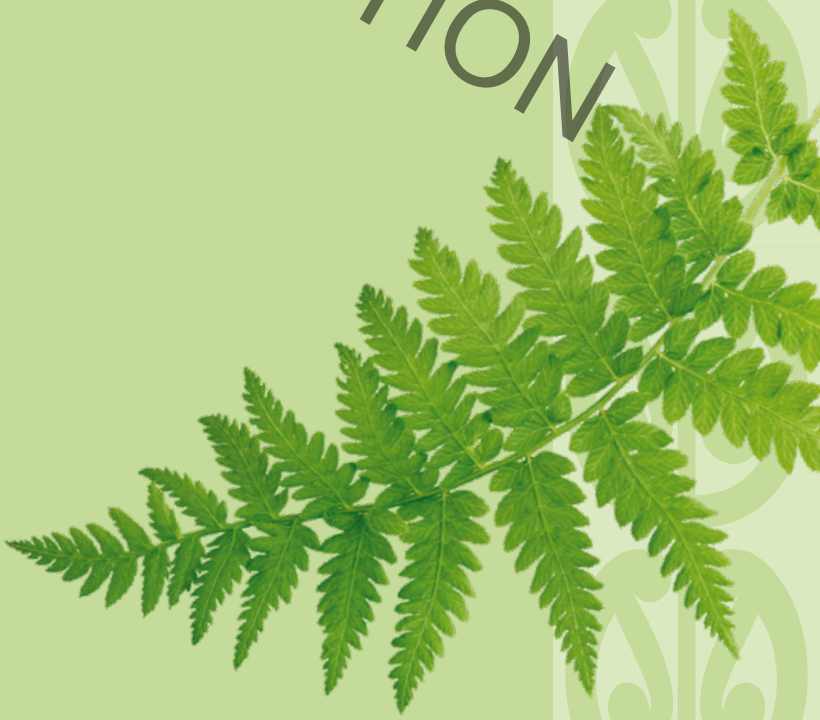
Mathletics

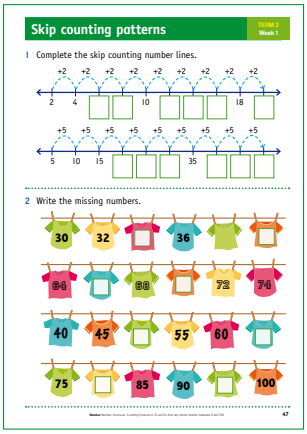
The New Zealand Curriculum 2025

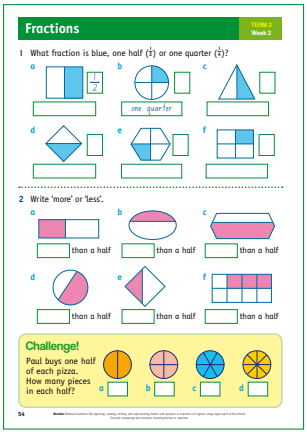
Year 2



Contents

Mathletics Year 2 Student Book





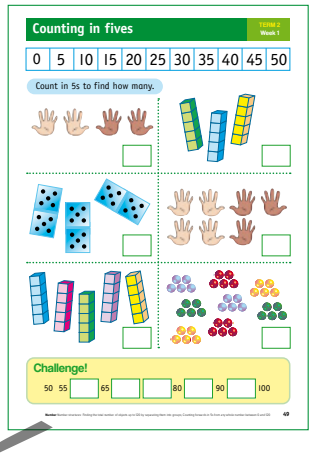
New Zealand Curriculum Alignment

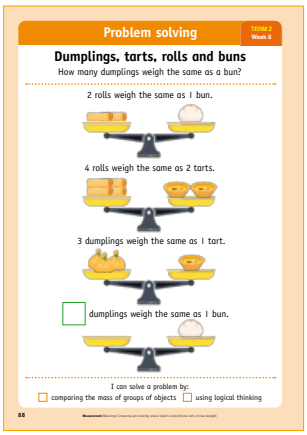
This edition fully aligns each student page with the refreshed New Zealand Curriculum: Mathematics and Statistics Years 0–8, 2025. The New Zealand Curriculum teaching sequence statements appear on each student page.

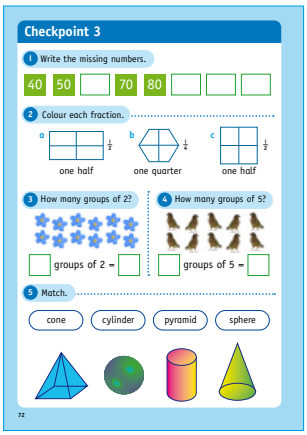
Knowledge and Practices

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

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.





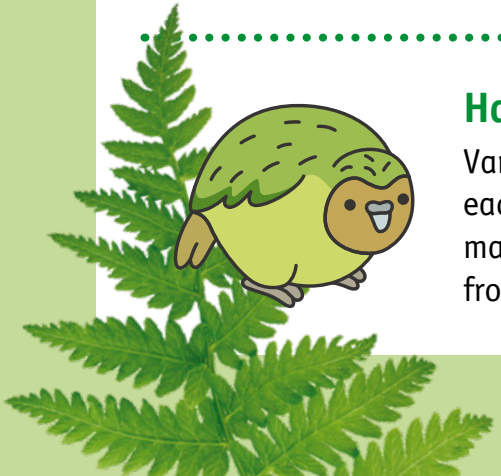


Integrated Problem-solving

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 2 Knowledge and Practices

The New Zealand Curriculum Mathematics and Statistics 2025

Knowledge	Practices	Pages
Number – Number structures		
The whole numbers from 0 to 120 form a sequence. The base 10 number system is organised by place value (hundreds, tens, and ones for three-digit numbers). The names of numbers between 101 and 120 use 'one hundred and –' phrasing. The place value of digits helps with comparing and ordering.	Reading and writing whole numbers up to 120, and representing them using base 10 structure	2, 3, 5, 7, 8, 9, 10, 33, 76, 149, 177
	Comparing and ordering whole numbers up to 120	3, 5, 6, 11, 140, 147
	Using te reo Māori for numbers up to 100	42, 43, 44
	Recognising the place value of each digit in a two-digit number, and a three-digit number up to 120	2, 10, 33
	Approximately locating numbers up to 120 on a partially labelled number line	3, 5, 9
Arranging objects into groups can help when finding their total. Groups of 10s are used to structure and count larger collections. Ten 10s can be renamed as one 100.	Finding the total number of objects up to 120 by separating them into groups	4, 42, 43, 49, 143
Rounding to the nearest 10 depends on the value of the ones place; a number line supports this.	Rounding numbers up to 120 to the nearest 10	95, 96, 97
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 in 3s from multiples of 3s	174, 175
	Counting forwards and backwards in 2s, 5s, and 10s from any whole number between 0 and 120	7, 8, 9, 11, 47, 49, 51, 57, 58, 76, 77, 78, 111
	Identifying odd and even numbers up to 120	99
Number – Operations		
Number facts can be derived from known facts using place value (e.g. 70 + 20 = 90 can be derived from 7 + 2 = 9). Addition and subtraction are inverse operations. Numbers can be added and subtracted using representations, mental strategies, known facts, and place value.	Memorising addition and subtraction facts up to 20 (e.g. 17 + 3 = 20)	14, 27, 31, 94, 179, 181
	Memorising doubles and halves to 20	15, 16, 31, 94, 103
	Adding and subtracting numbers up to 100 (e.g. 32 + 20 or 32 + 2)	12, 13, 29, 30, 32, 33, 34, 35, 36, 74, 76, 77, 78, 97, 149, 150, 177
	Adding and subtracting 3 one-digit numbers (e.g. 7 + 3 + 6).	13, 167, 177
	Adding 100 to a one-digit number	151
	Solving one-step addition and subtraction problems involving numbers up to 100	75, 98, 147, 151, 168, 177
	Solving multi-step addition and subtraction problems involving numbers up to 20	152, 153, 165, 167, 168, 176
Arrays and groups can be used to represent and solve multiplication and division problems. Multiplying and dividing by 1 gives the same number (the identity property of multiplication). Multiplying by zero always results in zero (the zero property of multiplication). Two numbers can be multiplied in either order without changing the result; the same is not true when dividing (the commutative property of multiplication). Multiplication and division are inverse operations.	Identifying the relationship between skip counting and multiplication facts for 2s, 5s, and 10s	48, 50, 51, 58, 61, 111, 143
	Memorising multiplication and corresponding division facts for 2s, 5s, and 10s	48, 50, 51, 58, 59, 60, 61, 100, 101, 102, 103, 109, 110, 111, 112, 113, 166, 180, 181
	Multiplying and dividing with products and dividends up to 100	60, 61, 164, 166
Number – Rational Numbers		
The denominator of a fraction shows the total number of equal parts a whole is divided into. The numerator of a fraction shows the number of parts being counted or considered. Fractions can be named (e.g. half) or written using words and symbols.	Recognising, reading, writing (using symbols and words), and representing halves, thirds, and quarters as fractions of sets, quantities, and regions, using equal parts of the whole	52, 53, 54, 55, 56, 79, 80, 83
	Recognising the equivalence of ¾ and ½	81
Equivalent fractions represent the same amount of the whole value (e.g. two quarters vs a half). A half is 1 of 2 equal parts, a third is 1 of 3 equal parts, and a quarter is 1 of 4 equal parts.Halves are larger than thirds, which are larger than quarters (when comparing fractions of the same whole).	Directly compare two fractions involving halves, thirds, or quarters	54, 81
The size of the whole can be determined if a fractional part is known (e.g. if 12 = 5, then the whole is 10).	Finding a half, quarter, or third of a set by identifying groups and patterns (rather than sharing by ones)	55, 56, 79, 80, 82, 83
	Finding a whole when given a ½, ⅓, or ¼ of a length, shape, or set of objects or quantities	80
Number – Financial mathematics		
New Zealand coins and notes can be ordered and grouped to find the total value.	Recognising and ordering New Zealand denominations according to their value, making groups of 'like' denominations, and calculating their value	22, 23, 24, 29, 30, 144, 145, 146, 148
	Combining denominations of currency (either all notes or all coins) to make a particular value	22, 144, 145, 146, 147, 148
Algebra – Equations and relationships		
The symbols × and ÷ represent multiplication and division in number sentences. 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 120 (e.g. 16 > 60, true or false?)	139, 140, 142
	Checking the truth of number sentences and completing open number sentences involving addition, subtraction, multiplication, or division using tens frames, discrete materials, or number lines (e.g. 18 + ___ = 17 + 6, 6 ÷ ___ = 2, 2 + 2 + 2 = 3 × 2, true or false?)	14, 16, 28, 94, 141

Year 2 Knowledge and Practices

The New Zealand Curriculum Mathematics and Statistics 2025

Knowledge	Practices	Pages
Algebra – Equations and relationships		
Patterns are made up of elements (including numeric or spatial elements) in a sequence governed by a rule, and they arise in a range of situations (e.g. cultural patterns, patterns in the local environment, patterns on everyday objects). Ordinal numbers (e.g. 1st, 2nd, 3rd) can be used to describe the elements in a sequence. Repeating patterns have a repeating group of elements called the unit of repeat. A missing element can be predicted from other elements in the pattern.	Recognising and describing the unit of repeat in a repeating pattern, and using the unit of repeat and ordinal position in a repeating pattern to predict further elements (e.g. ACDC in the pattern ACDCACDCACDC)	52, 134, 135, 136
Measurement – Measuring		
Standard measuring units are universally agreed and commonly used units for making measurements that enable people to communicate clearly. Measuring tools are usually marked with standard units to ensure consistent measurements of properties such as length, mass (weight) and capacity.	Estimating and using an informal unit repeatedly to measure the length, mass (weight) or capacity of an object	19, 20, 85, 87, 90
	Comparing and ordering several objects using informal units of length, mass (weight), or capacity	17, 18, 20, 84, 85, 86, 87, 88, 89, 91
	Estimating and measuring length (cm), mass (g) and capacity (mL), using tools with labelled markings and whole-number metric units	17, 18, 21, 86, 91, 176
The distance around the boundary of a 2D shape gives its perimeter. A polygon is a 2D straight-edged shape where the sides connect to form a closed shape.	Measuring the perimeter of polygon using metric units	120, 121, 122, 123
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	106, 107
Duration is the length of time between the start and end of an event. There are 60 minutes in an hour. There are 30 minutes in half an hour.	Naming and ordering the months and seasons	169, 170, 171
	Describing durations of familiar events using years, months, weeks, and days, or hours, minutes and seconds	172, 173
	Telling the time on analogue and digital clocks to the hour, half-hour and quarter-hour, using the language of 'past' and 'o'clock'	62, 63, 64, 65, 66, 114, 115, 116, 178
	Naming the month before and the month after	169, 170
	Using ordinal numbers to identify months of the year	169, 170, 171
Geometry – Shapes		
Te reo Māori supports identifying shape attributes (e.g. triangle / tapatoru, square / tapawhā rite, same / ōrite, different / rerekē).	Identifying, describing, visualising and sorting 2D and 3D shapes, including ovals, semicircles, polygons (e.g. hexagons, pentagons), rectangular prisms (cuboids), pyramids, and cones, using the attributes of shapes	37, 38, 39, 40, 41, 67, 68, 69, 70, 71, 122, 123, 124, 125, 126, 178
Geometry – Spatial reasoning		
Shapes can flip (reflect), turn (rotate), slide (translate), and be used to create patterns.	Flipping, sliding and turning 2D shapes to make a pattern or compose a shape	104, 105, 106, 108
Geometry – Pathways		
Paths can be described using sequenced instructions for moving or locating an object (e.g. for moving to another part of the school).	Following and giving instructions to move to a different location, using direction, distances (e.g. number of steps), and half and quarter turns	127, 128, 154, 155, 156, 157, 158
Maps are 2D representations of places in the world showing the view from above with symbols to show locations and landmarks.	Interpreting diagrams to describe the positions of objects and places in relation to other objects and places	154, 155, 156, 157, 158
Statistics – Developing knowledge from data		
Data is information collected about the world. A variable refers to an attribute being studied (e.g. colour, height, age of children). A categorical variable (e.g. colour, brand) classifies objects into groups (categories). Categorical data can be counted.	Collecting categorical data for an investigative question with limited categories (e.g. What are the favourite pets of students in our class?)	131, 161
	Sorting categorical data into categories and considering if 'other' should be a category for sorting rare responses	129, 130, 161
	Recording data using tally charts	131, 132, 133, 161
Statistics – Visualisation of data		
Data visualisations are representations (including picture graphs and dot plots) of all available values for a variable that show the frequency for each value. Dot plots represent each data point with a dot of the same size.	Creating data visualisations for categorical data	129, 130, 132, 133, 159, 160, 161
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	129, 131, 133, 159, 160
	Answering questions about data visualisations, including which category has the most or least items	129, 131, 133, 159, 160

Dictionary

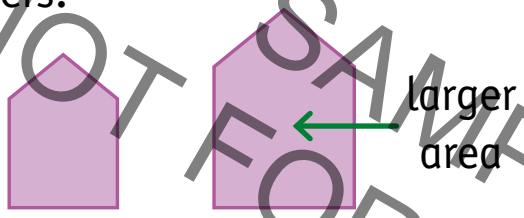
addition (+)

Six balls and two balls makes eight balls.

6 + 2 = 8

area

The amount of space something covers.



capacity

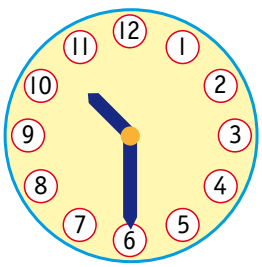
The amount it can hold.

The jug holds more.

clocks

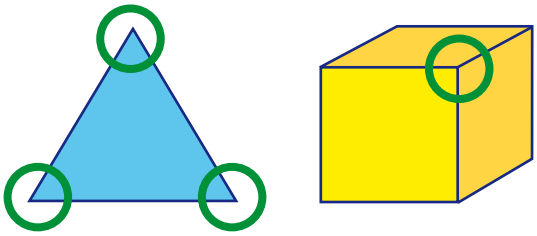
half-past ten

digital



analogue

corner

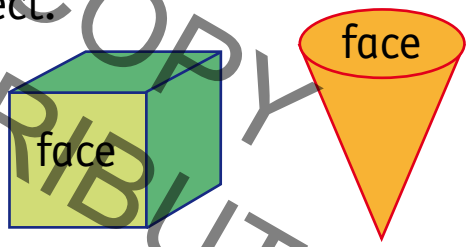


days

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

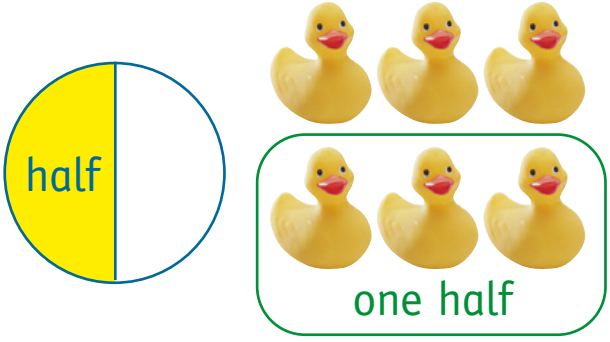
face

The flat surface of a solid object.



fractions

halves = two equal parts

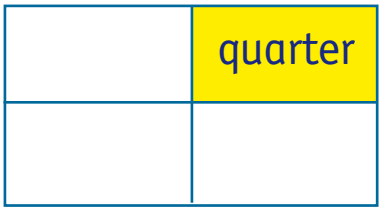


half a length

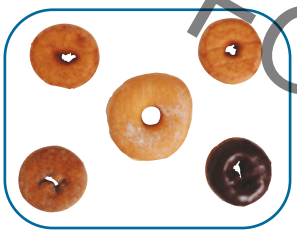
Dictionary

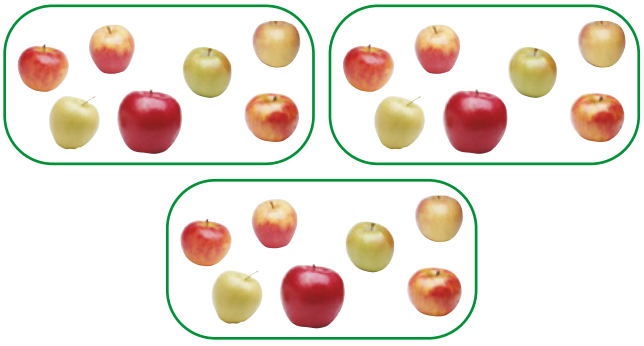
fractions

quarters = four equal parts

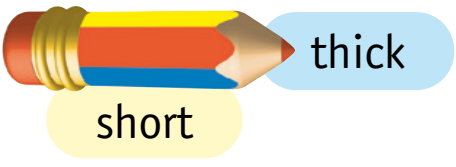


groups





length



mass

light

money

coins

notes

Dictionary

months

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

Seasons

Summer
December
January
February

Autumn
March
April
May

Winter
June
July
August

Spring
September
October
November

numbers

Even numbers can be grouped in pairs evenly.

2 4 6 8 10

Odd numbers grouped into pairs have an odd one left.

2 4 6 8 9

Ordinal numbers tell position.

1st 2nd 3rd 4th 5th 6th

position

left right

above

behind in front of

below

over

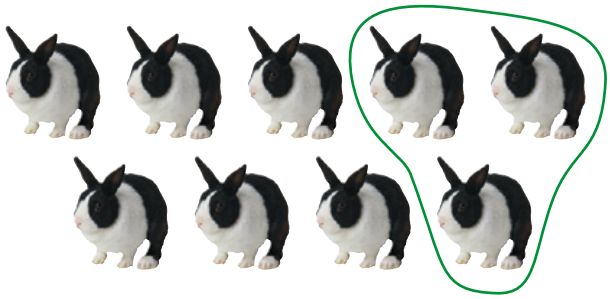
beside on beside

under

Dictionary

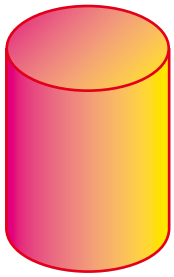
subtraction (–)

Nine rabbits take away three rabbits leaves six rabbits.

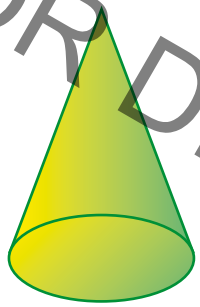


9 – 3 = 6

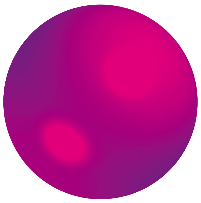
three-dimensional (3D) objects



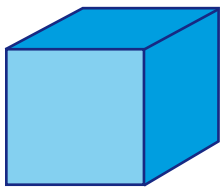
cylinder



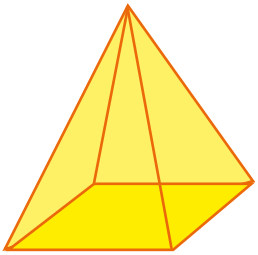
cone



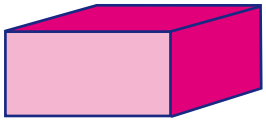
sphere



cube

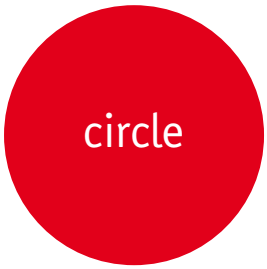


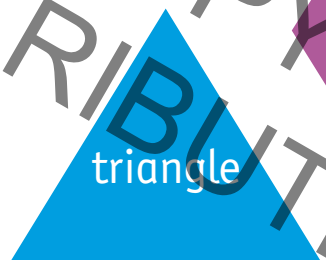
square pyramid



rectangular prism

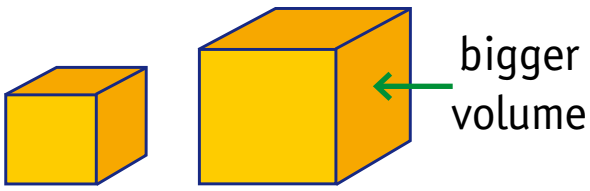
two-dimensional (2D) shapes





volume

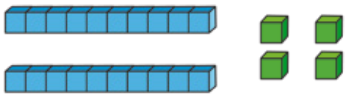
The space it takes up.



Tens and ones

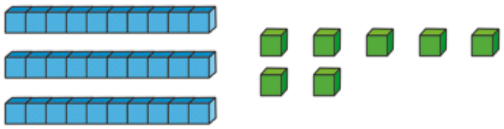
1 How many tens and ones? Write the number.

a



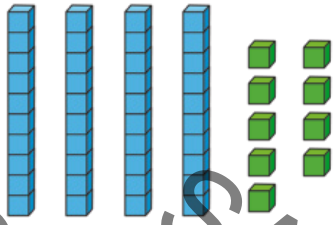
	tens		ones	=	

b



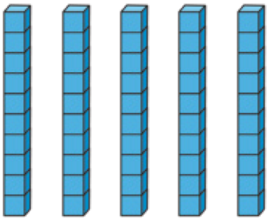
	tens		ones	=	

c



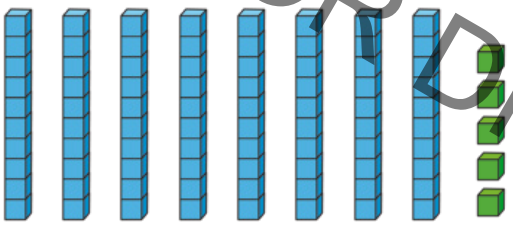
	tens		ones	=	

d



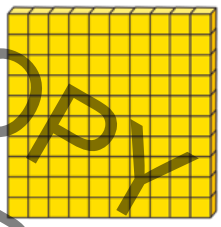
	tens		ones	=	

c



	tens		ones	=	

d



	tens		ones	=	

2 Complete.

25 = 20 + 5

29 = ☐ + ☐

44 = ☐ + ☐

49 = ☐ + ☐

81 = ☐ + ☐

67 = ☐ + ☐

50 = ☐ + ☐

95 = ☐ + ☐

Number Number structures: Reading and writing whole numbers up to 120, and representing them using base 10 structure; Recognising the place value of each digit in a two-digit number

Counting to 100

1 Fill in the missing numbers on the hundred chart.

1	2	3	4	5	6		8	9	10
11	12	13		15	16		18	19	20
				25	26		28	29	30
	32	33	34		36	37	38	39	40
	42	43	44						
51	52	53	54		56	57	58	59	60
61	62			65			68	69	70
71		73	74	75	76	77	78	79	
81		83	84	85	86	87		89	90
91		93	94	95	96	97	98		100

2 Count by 2.

10 12 14 ☐ ☐ ☐ ☐ ☐ ☐

3 Count by 5s.

10 15 20 ☐ ☐ ☐ ☐ ☐ ☐

4 Count by 10s.

20 30 40 ☐ ☐ ☐ ☐ ☐ ☐

5 Count backwards.

a 90 80 70 ☐ ☐ ☐ ☐ ☐ ☐

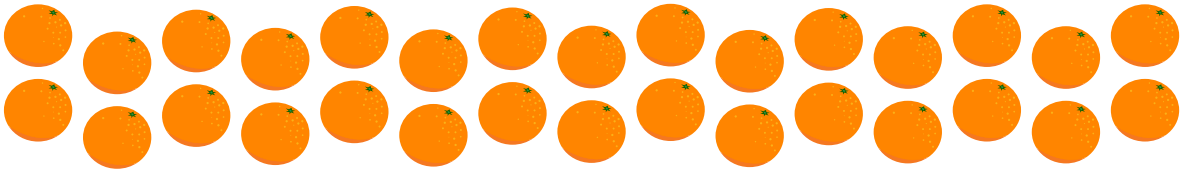
b 86 76 66 ☐ ☐ ☐ ☐ ☐ ☐

Counting by 10s

TERM 1
Week 1

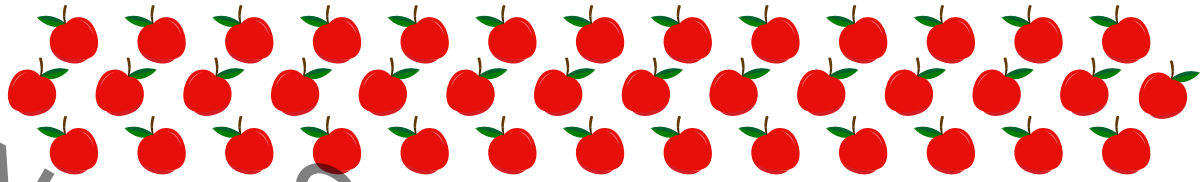
1 Circle groups of ten.

a



Count by 10s. How many altogether? ☐

b



Count by 10s. How many altogether? ☐

c

Count by 10s. How many altogether? ☐

2 Draw 10 fish  in each tank.

Count by 10s. How many altogether? ☐

Number Number structure: Finding the total number of objects up to 120 by separating them into groups (e.g. groups of ten); Counting forwards in 10s

Counting to 100

1 Write the number before.

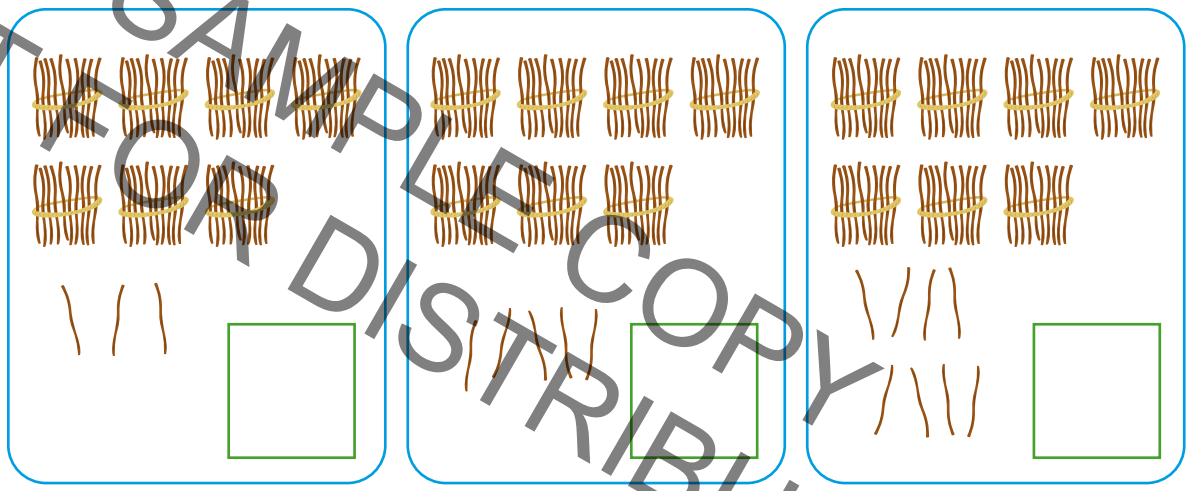
80		**72**		**91**	

2 Write the number after.

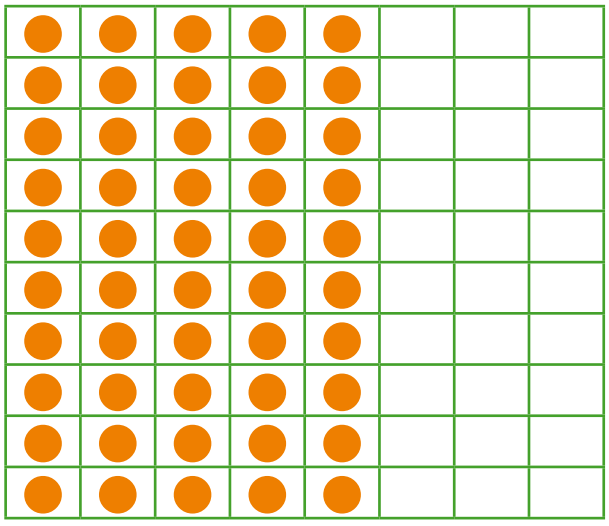
99		**55**		**90**	

3 How many?

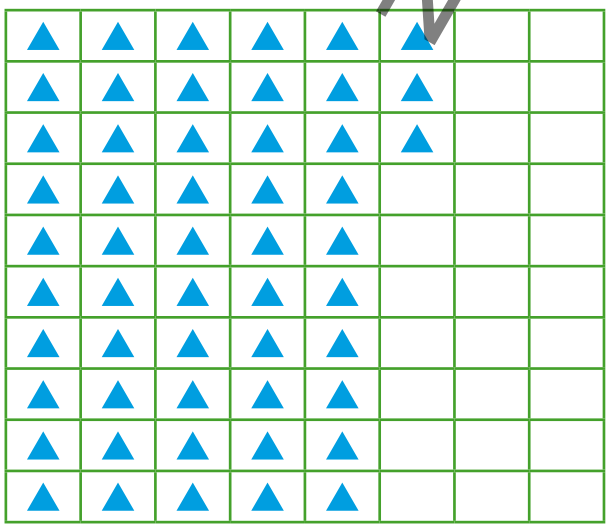
= 10



4 Make 61 ●.



5 Make 76 ▲.



Order and compare numbers

TERM 1
Week 1

1

smallest ☐

largest ☐

smallest ☐

largest ☐

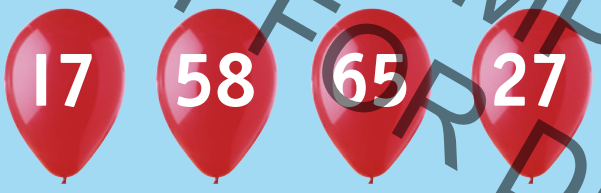
smallest ☐

largest ☐

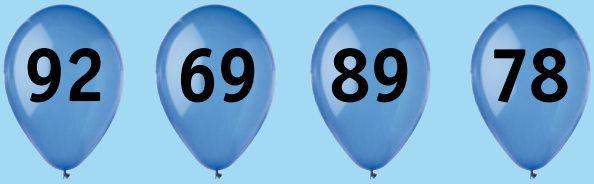
smallest ☐

largest ☐

2 Order from smallest to largest.



smallest ☐ largest ☐



smallest ☐ largest ☐

smallest ☐ largest ☐

smallest ☐ largest ☐

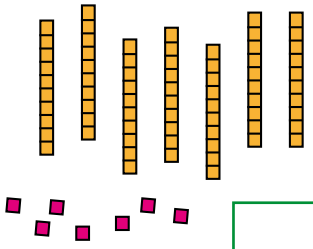
Challenge! Write the numbers on this page from smallest to largest.

Hundreds, tens and ones

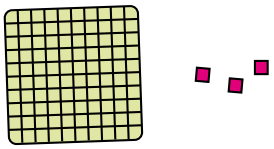
TERM 1
Week 2

1 How many?

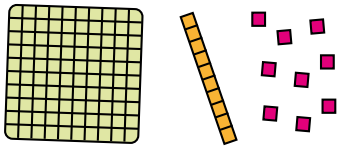
a



b



c



2 Complete.

a 54 = 50 + ☐

b 104 = ☐ + 0 + ☐

c 31 = ☐ + ☐

d 116 = 100 + ☐ + ☐

e 48 = ☐ + ☐

f 105 = ☐ + ☐ + ☐

g 20 = ☐ + ☐

h 120 = ☐ + ☐ + ☐

3 Write in numerals.

a thirty-five ☐

b one hundred ☐

c one hundred and ten ☐

d one hundred and two ☐

e nineteen ☐

f ninety-three ☐

g seventy-eight ☐

h one hundred and twenty ☐

4 Write in words.

a 61 _____

b 95 _____

c 112 _____

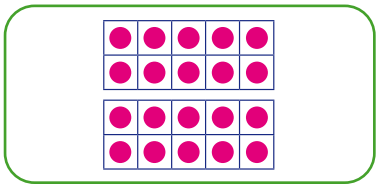
Challenge!

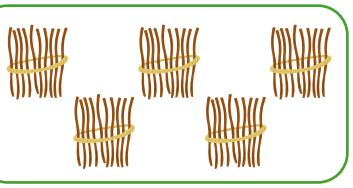
How many 2-digit numbers can be made with 4 7 1
Write them in order from smallest to largest.

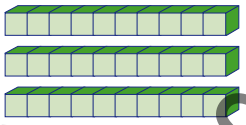
☐

Counting by 10s to 120

1 Match.

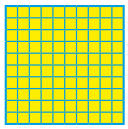




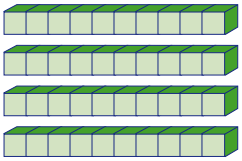


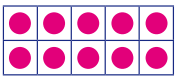
tens	ones
8	0

seventy

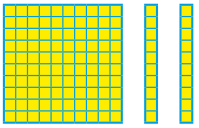


10
20
30
40
50
60
70
80
90
100
110
120





sixty

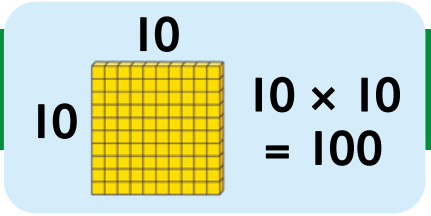


tens	ones
9	0

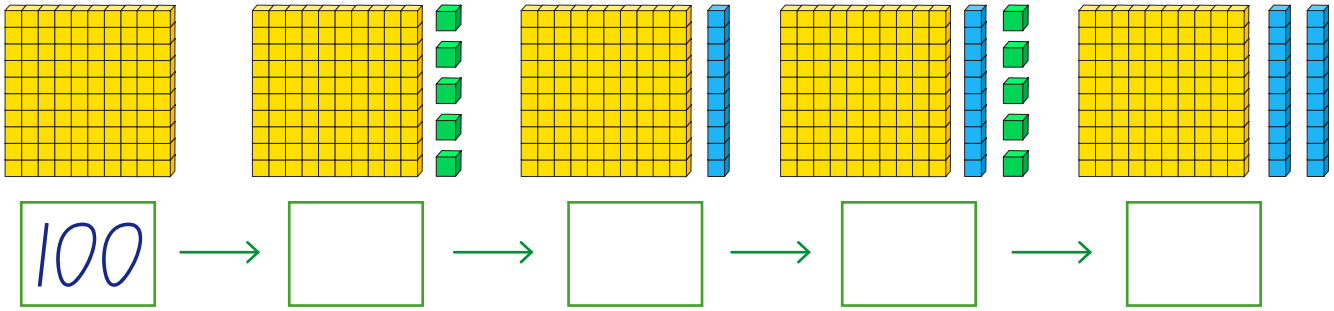
one hundred and ten

2 Match.

Counting to 120

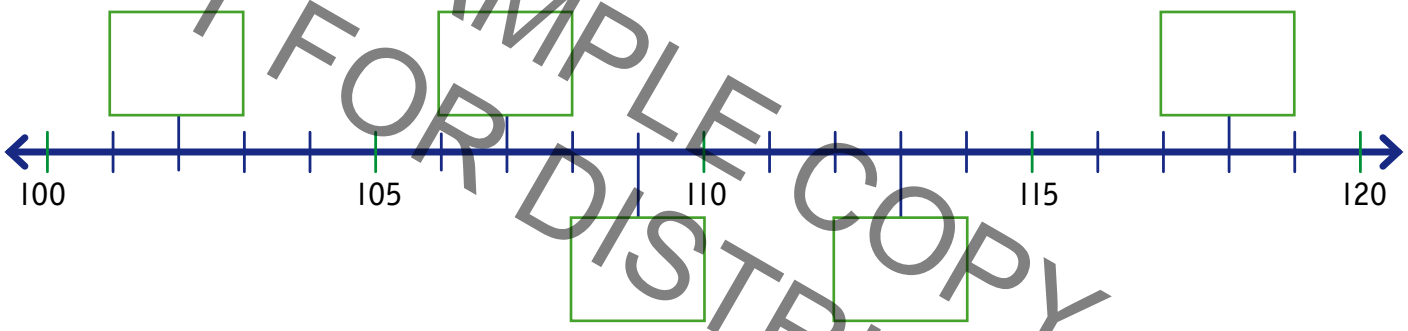


1 Continue counting by 5s to 120. Write the numbers.



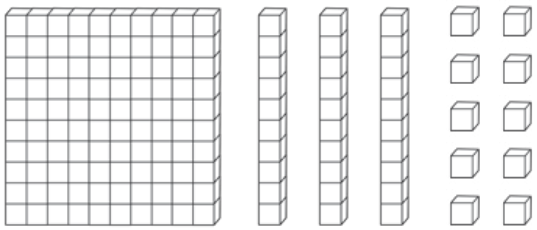
2 Place these numbers on the number line.

118 102 107 113 109

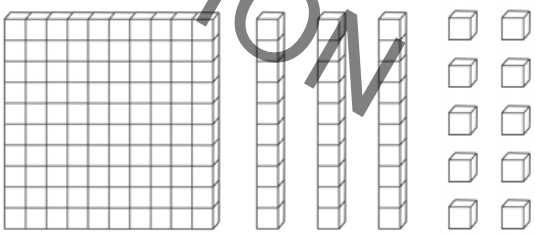


3 Colour to show the number.

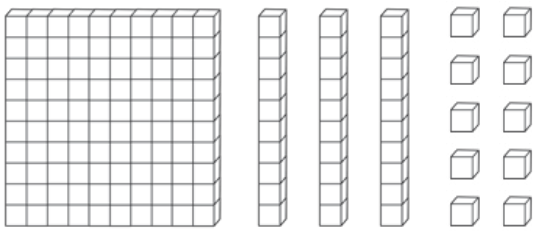
106



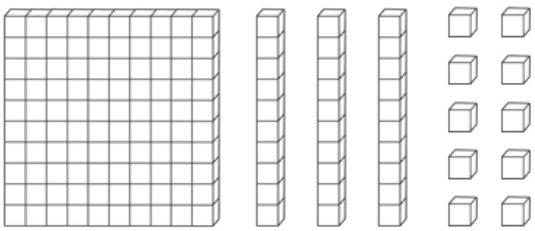
113



117



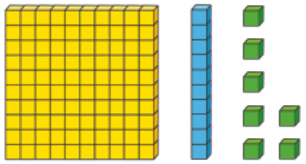
109



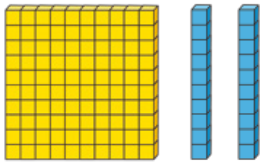
Numbers to 120

TERM 1
Week 2

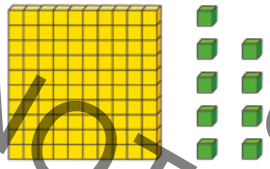
1 Complete.



_____ hundred _____ ten _____ ones = _____



_____ hundred _____ tens _____ ones = _____



_____ hundred _____ tens _____ ones = _____

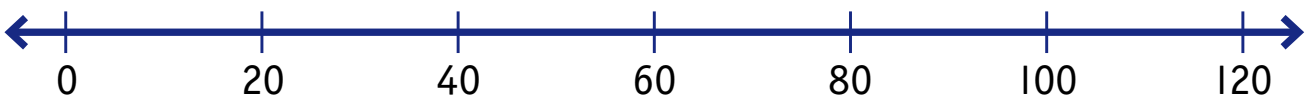
2 Complete.

	hundreds	tens	ones		hundreds	tens	ones
86 =				72 =			
104 =				101 =			
115 =				99 =			

3 **a** In 72, the 7 means _____

b In 108, the 1 means _____

4 Place these numbers on the number line **12** **61** **95** **110**



Number Number structures: Reading and writing numbers up to 120, and representing them using base 10 structure; Recognising the place value of each digit in a three-digit number up to 120

Numbers to 120

TERM 1
Week 2

Write the number:

1 one more than

a 44 ☐ **b** 97 ☐ **c** 89 ☐ **d** 101 ☐

2 one less than

a 29 ☐ **b** 88 ☐ **c** 81 ☐ **d** 20 ☐

3 ten more than

a 22 ☐ **b** 19 ☐ **c** 97 ☐ **d** 66 ☐

4 ten less than

a 26 ☐ **b** 77 ☐ **c** 120 ☐ **d** 89 ☐

5

	before		after
a		67	
b		31	
c		52	
d		119	

	between		
e	109		111
f			71
g			42
h	99		

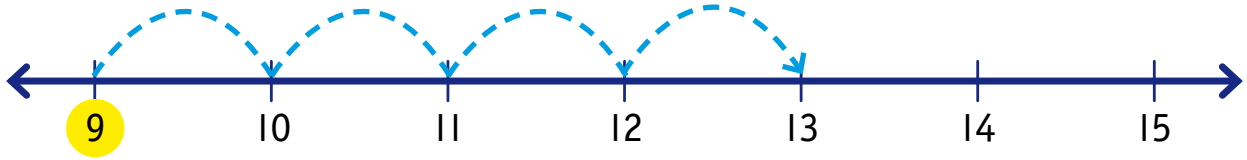
Mastery Checklist

I can:
- ☐ read and write numbers to 120
- ☐ count in 2s, 5s and 10s to 120
- ☐ compare and order numbers to 120
- ☐ understand the place value of each in a 3-digit number

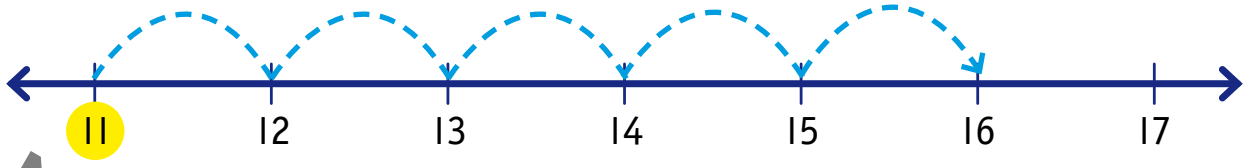
Addition on a number line

TERM 1
Week 3

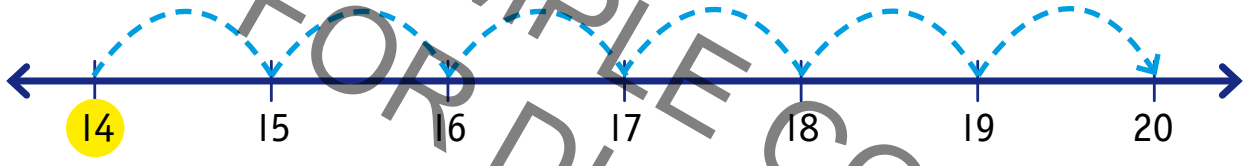
1 Use the number lines to find the answers.



$9 + 4 =$ ☐

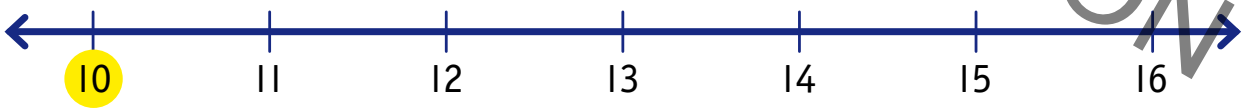


$11 + 5 =$ ☐

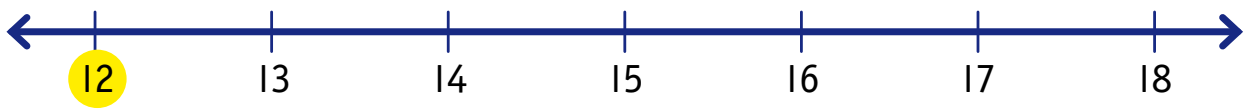


$14 + 6 =$ ☐

2 Find the answers.



$10 + 4 =$ ☐



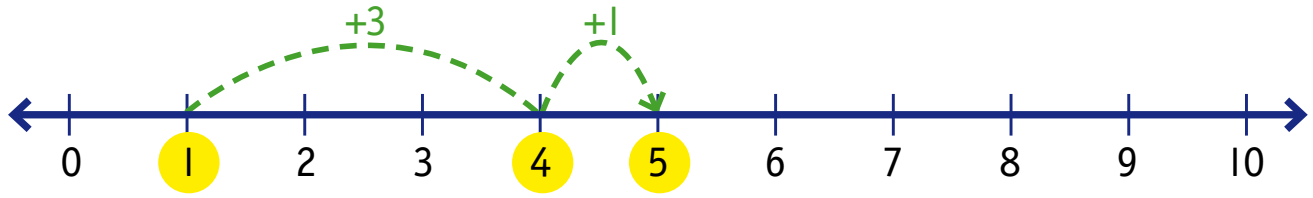
$12 + 5 =$ ☐

Adding 3 numbers on a number line

TERM 1
Week 3

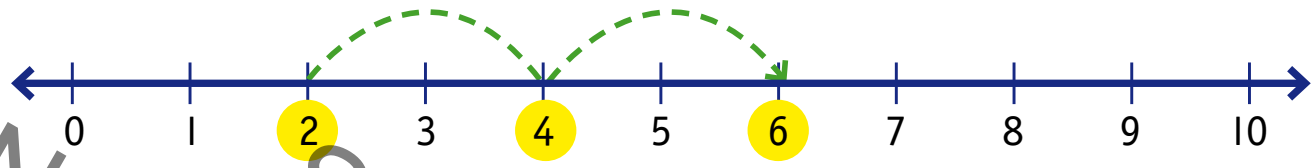
Count the jumps. Complete the number sentences.

1



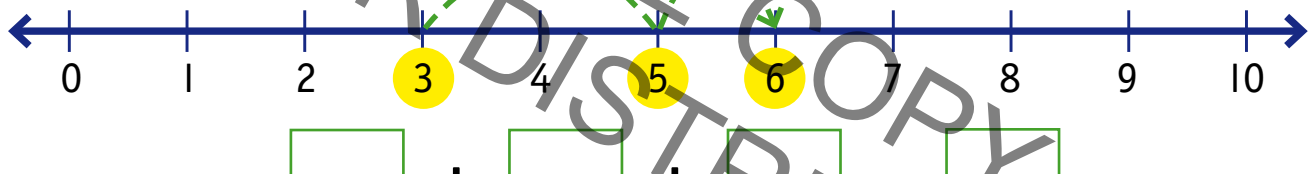
1 + 3 + ☐ = ☐

2



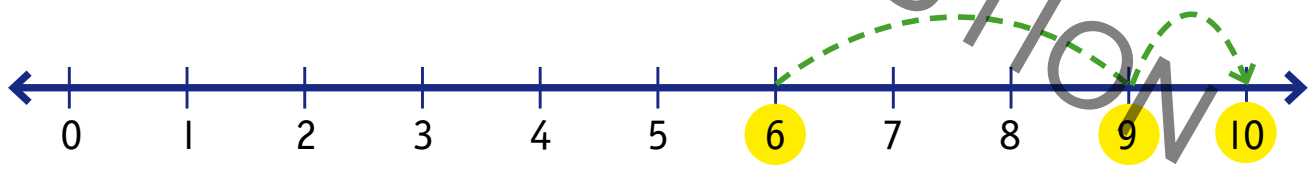
☐ + ☐ + ☐ = ☐

3



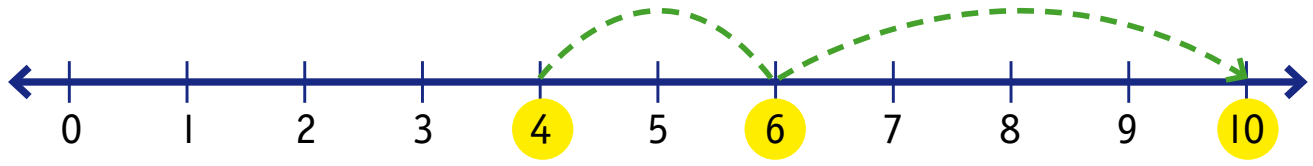
☐ + ☐ + ☐ = ☐

4



☐ + ☐ + ☐ = ☐

5



☐ + ☐ + ☐ = ☐

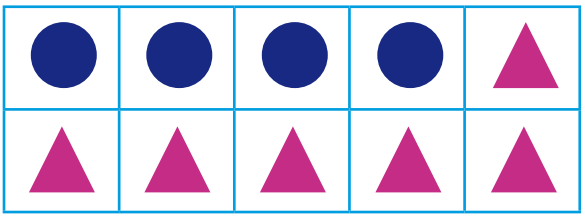
Fluent facts to 10

TERM 1
Week 3

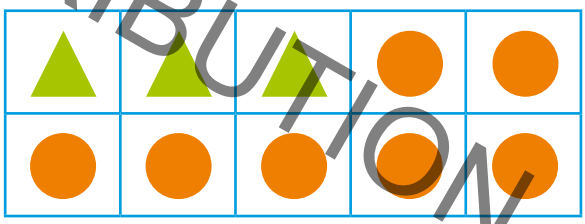
1 Find each missing number.

$\square + 10 = 10$	$0 + \square = 10$
$\square + 9 = 10$	$1 + \square = 10$
$\square + 8 = 10$	$2 + \square = 10$
$\square + 7 = 10$	$3 + \square = 10$
$\square + 6 = 10$	$4 + \square = 10$
$\square + 5 = 10$	$5 + \square = 10$

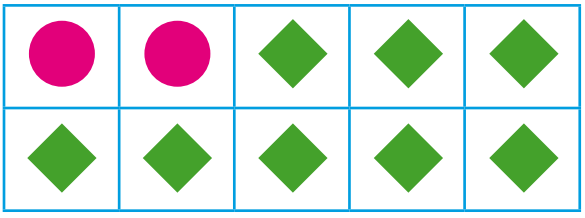
2 Write the matching equation.



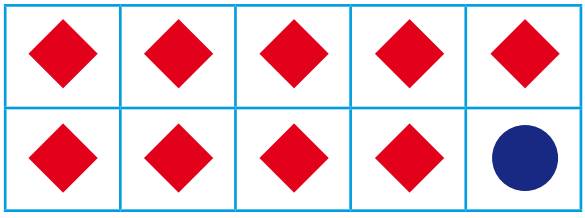
4 + ____ = 10



3 + ____ = 10



____ + ____ = 10

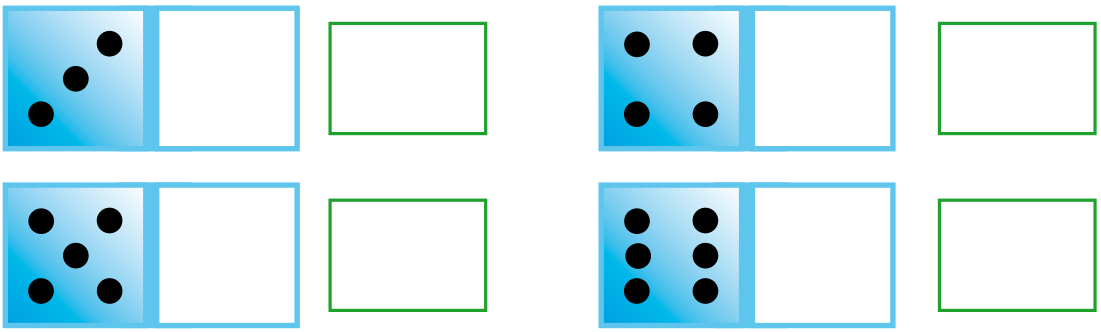


____ + ____ = 10

Number Operations: Memorising addition facts up to 20; **Algebra** Equations and relationships: Completing open number sentences involving addition

Doubles to 20

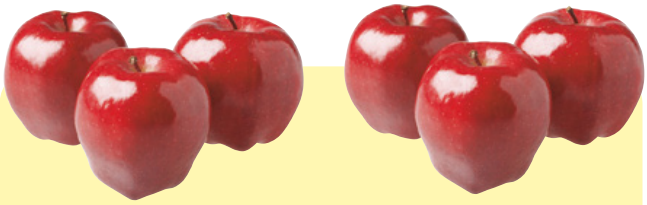
1 Draw the same number of dots. Write the double.



2 Write the double.

Double 4 is ☐

2 groups of 4 = ☐



Double 3 is ☐

2 groups of 3 = ☐

Double 5 is ☐

2 groups of 5 = ☐

Double 7 is ☐

2 groups of 7 = ☐

Challenge!

The price doubles as animals get bigger. How much is the chicken?

• $1

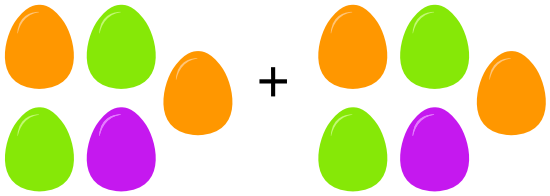
☐

Doubling

TERM 1
Week 3

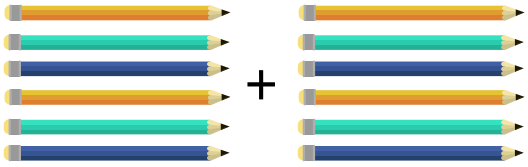
Write the missing numbers.

1



5 + 5 = ☐

2

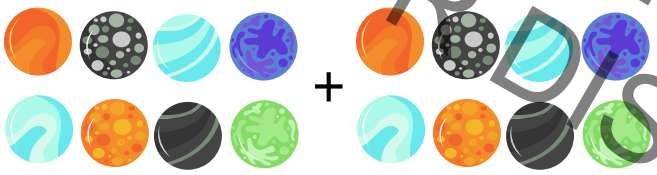


☐ + 6 = ☐

3

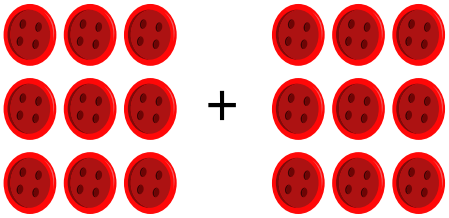
☐ + ☐ = 14

4



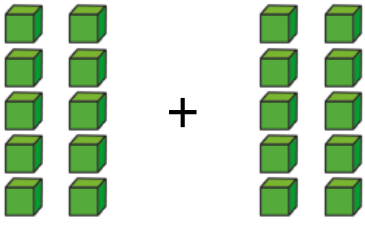
☐ + ☐ = 16

5



☐ + ☐ = ☐

6



☐ + ☐ = ☐

Mastery Checklist

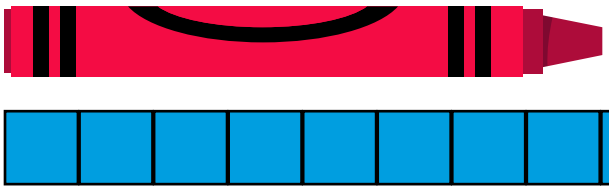
I can:
- ☐ add groups together
- ☐ add 3 numbers on a number line
- ☐ solve doubles to 20

Number Operations: Memorising doubles to 20; **Algebra** Equations and relationships: Completing open number sentences involving addition using discrete materials

Centimetres

centimetre
= cm

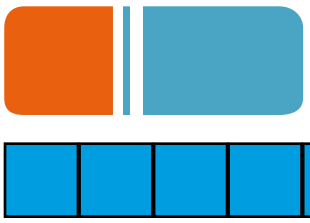
1 How many cm long is each object?



= ☐ cm

= ☐ cm

= ☐ cm

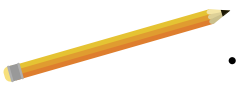


= ☐ cm

2 Write **longer** or **shorter**.

The  is _____ than the  .

The  is _____ than the  .

The  is _____ than the  .

The  is _____ than the  .

The  is _____ than the  .

Measure and compare length

TERM 1
Week 4

1 Find something that fits in this box.

Draw it.

How long is it?

☐ cm

2 How long is each thing?

☐ cm

Circle items shorter than 5 cm,

☐ cm

☐ cm

☐ cm

☐ cm

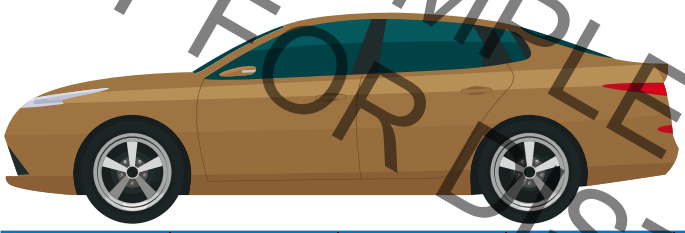
Which is: longest? ☐

shortest? ☐

Length in metres

We measure longer lengths in metres.
We write **m** for **metre**.
Your outstretched arms are about **1 m** long.

The door is ☐ m tall.



The car is ☐ m long.

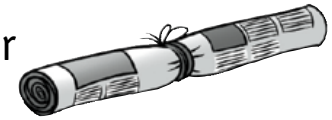
The mop is ☐ m long.

The kayak is ☐ m long.

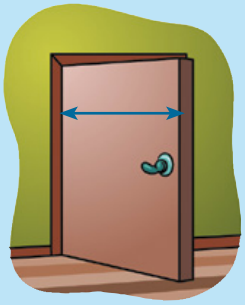
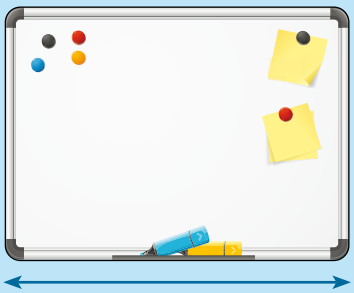
The metre

measure length in metres

1 Make a metre long measure.

Use  or  or 

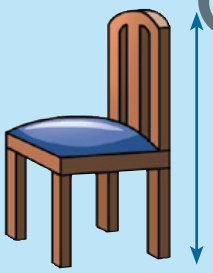
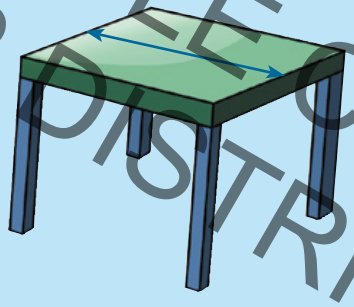
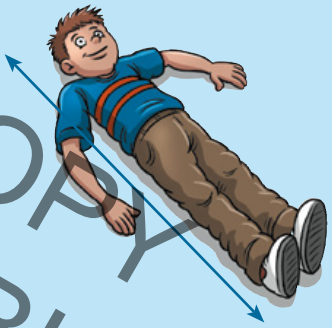
2 Use it to measure the following. Match each to a label.

shorter than 1 metre

about 1 metre

longer than 1 metre

3 Measure other things.

shorter than 1 metre	about 1 metre	longer than 1 metre

Challenge! Find something that is half a metre long.

Measurement Measuring: Estimating and using an informal unit repeatedly to measure the length of an object; Comparing and ordering several objects using informal units of length

Measuring in metres

TERM 1
Week 4

The tiger is about **3 metres** long.

1 metre | 1 metre | 1 metre

measure length in metres

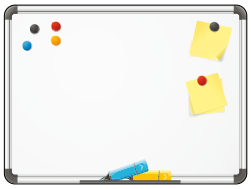
1 Estimate each length in metres. Then measure each length.

a

about ☐ metres

☐ metres

b



about ☐ metres

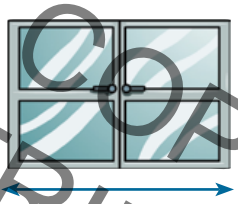
☐ metres

c

about ☐ metres

☐ metres

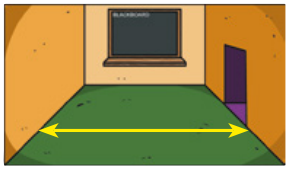
d



about ☐ metres

☐ metres

e



about ☐ metres ☐ metres

Challenge!

Estimate how far it is from your classroom to the:

front gate ☐ office ☐ playground ☐.

How could you measure these lengths?

Mastery Checklist

I can:

- ☐ measure length using centimetres (cm)
- ☐ compare lengths
- ☐ compare items to 1 metre
- ☐ measure in metres

Coins

TERM 1
Week 5

1 Complete.

c

cents

c

twenty

c

fifty

2 Make 50c.

Use 3 coins.

Use 4 coins.

Use 5 coins.

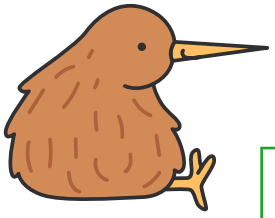
Challenge! How many ways can you make $1?

Number Financial mathematics: Recognising New Zealand denominations according to their value, making groups of 'like' denominations, and calculating their value; Combining denominations of currency to make a particular value

New Zealand dollars

TERM 1
Week 5

1 Write the missing numbers.



New Zealand dollars

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

2 How many dollars?

$

$

$

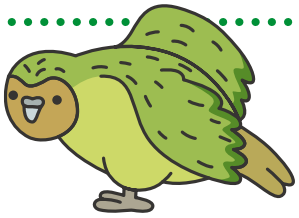
$

$

$

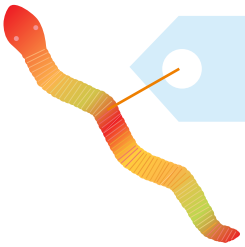
Mastery Checklist

I can: ☐ recognise coins and notes
☐ add notes to calculate the total



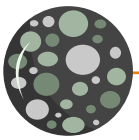
Money

Match.



10c

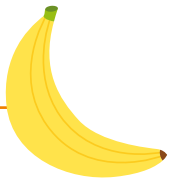
50c

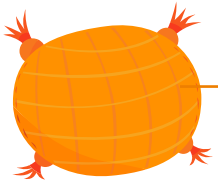


20c

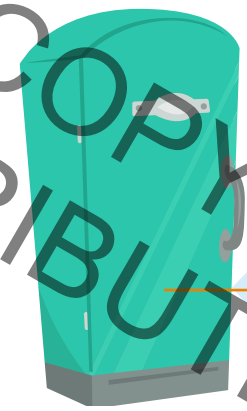
$1

$2





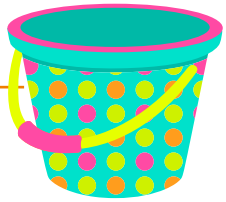
$5

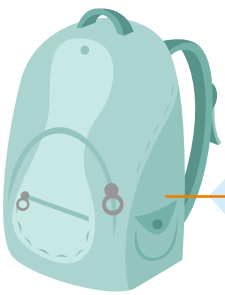


$100

$50

$10





$20

Circle the least expensive item, cross out ✕ the most expensive.

Checkpoint 1

1 Colour the circles that add to 10.

10+0 6+5 5+5 9+1 2+7 8+2

2 Write the missing numbers.

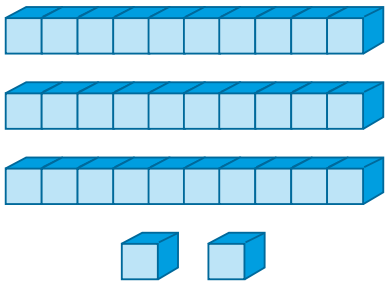
85 86 89 92

3 Write the numerals.

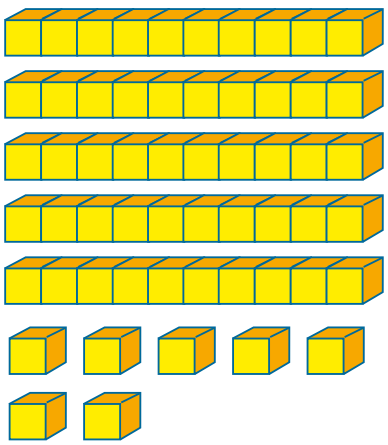
twelve eighteen eighty fifty-one

4 How many?

a



b



Checkpoint 1

5 Add.

$7 + 3 =$ ☐

$5 + 4 =$ ☐

Double 6 is ☐

Double 10 is ☐

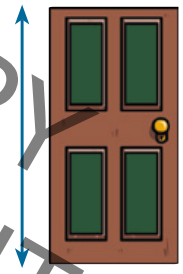
6 Write 2 more than:

7 ☐ 14 ☐ 59 ☐ 118 ☐

7 Match.

longer than 1 metre

shorter than 1 metre



Which is shortest? door ☐ spoon ☐ bat ☐

8 How much?

a 

$ ☐

b 

$ ☐

c 

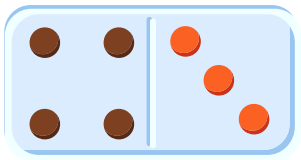
c ☐

Subtraction fluent facts within 10

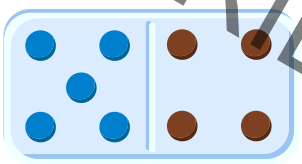
TERM 1
Week 6

1 Find each missing number.

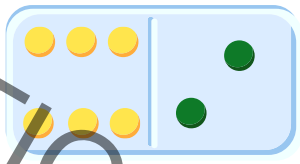
10 − 10 = ☐	10 − 4 = ☐	10 − ☐ = 6
10 − 9 = ☐	10 − 3 = ☐	10 − ☐ = 3
10 − 8 = ☐	10 − 2 = ☐	10 − ☐ = 8
10 − 7 = ☐	10 − 1 = ☐	10 − ☐ = 1
10 − 6 = ☐	10 − 0 = ☐	10 − ☐ = 7
10 − 5 = ☐		10 − ☐ = 4



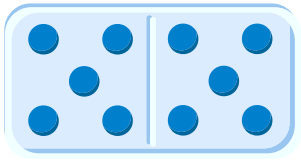
7 − 3 = ☐



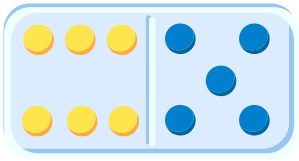
9 − 4 = ☐



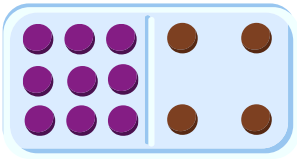
8 − 2 = ☐



10 − 5 = ☐



11 − 5 = ☐



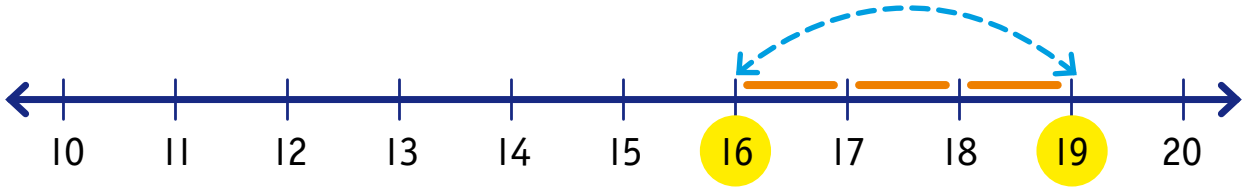
13 − 4 = ☐

Add and subtract

TERM 1
Week 6

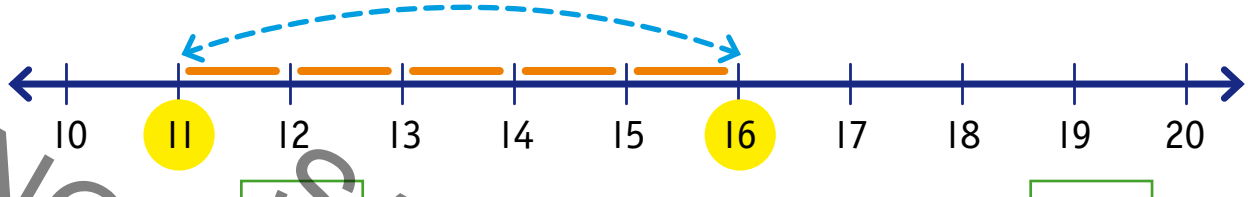
Use the number lines to solve the problems.

1



16 + ☐ = 19 19 − 16 = ☐

2

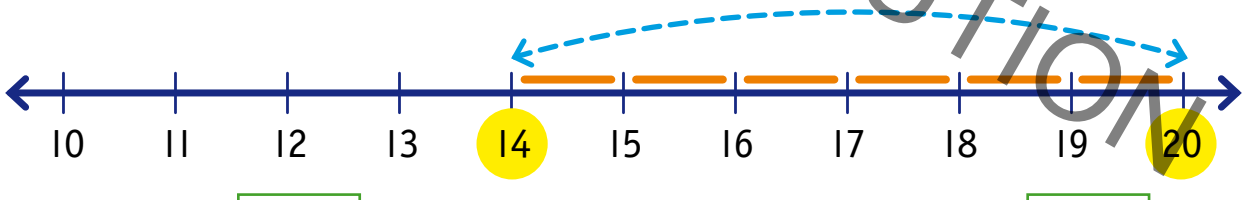


11 + ☐ = 16 16 − 11 = ☐

3

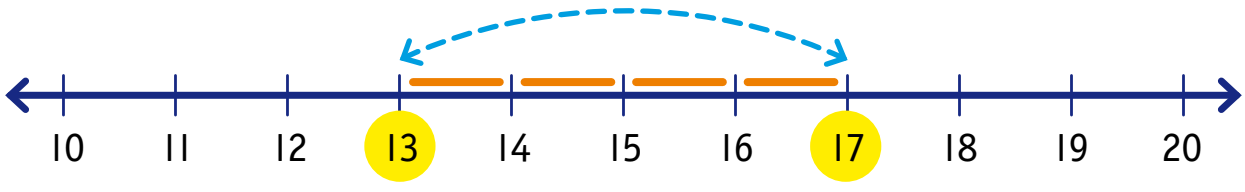
13 + ☐ = 18 18 − 13 = ☐

4



14 + ☐ = 20 20 − 14 = ☐

5



13 + ☐ = 17 17 − 13 = ☐

Algebra Equations and relationships: Completing open number sentences involving addition or subtraction using number lines; Operations: Addition and subtraction are inverse operations

Subtraction

TERM 1
Week 3

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

1 a $9 - 2 =$ ☐

b $10 - 4 =$ ☐

c $15 - 1 =$ ☐

d $15 - 3 =$ ☐

e $12 - 2 =$ ☐

f $11 - 3 =$ ☐

2 How much change?

You have  You spend  change ☐

You have  You spend  change ☐

You have  You spend  change ☐

You have  You spend  change ☐

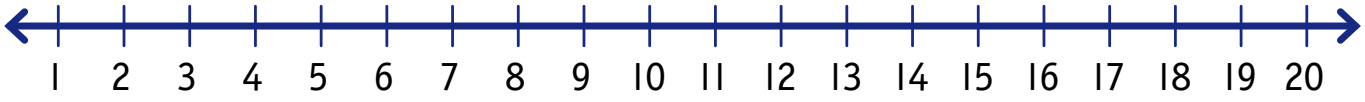
You have  You spend  change ☐

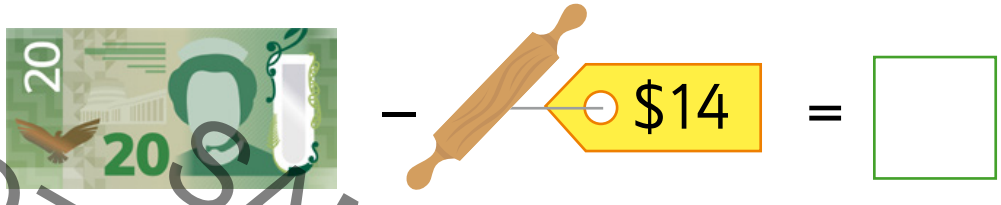
You have  You spend  change ☐

Change from $20

1 Count back to find the change.

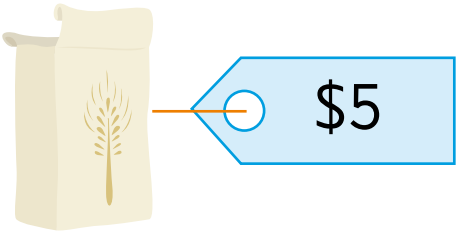
– =



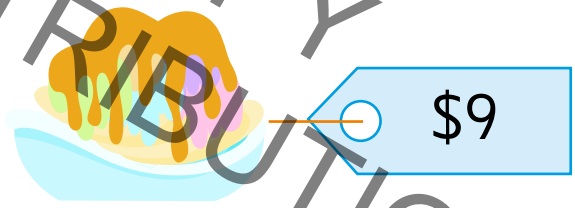


– =

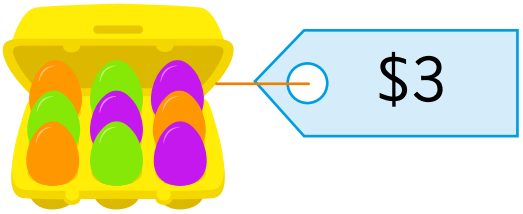
2 Find the change from $20.



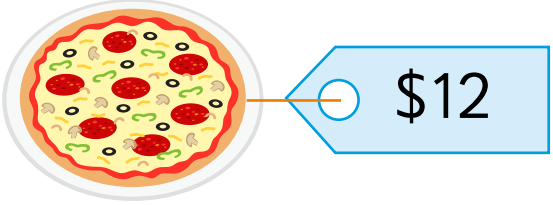
$20 – $5 =



$20 – =



$20 – =



$20 – =

Number Operations: Subtracting numbers up to 100; Financial mathematics: Recognising New Zealand denominations according to their value, making groups of 'like' denominations, and calculating their value

Subtraction fluent facts within 20

1 Find each missing number.

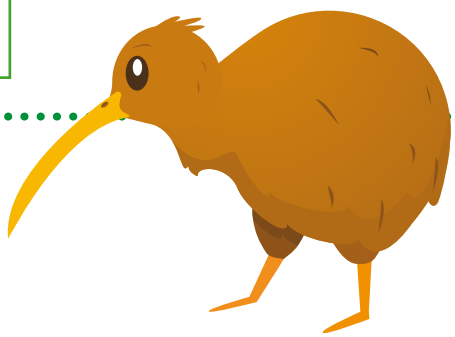
20 − 10 = ☐	20 − 4 = ☐	20 − 12 = ☐
20 − 9 = ☐	20 − 3 = ☐	20 − 13 = ☐
20 − 8 = ☐	20 − 2 = ☐	20 − 14 = ☐
20 − 7 = ☐	20 − 1 = ☐	20 − 15 = ☐
20 − 6 = ☐	20 − 0 = ☐	20 − 18 = ☐
20 − 5 = ☐	20 − 11 = ☐	20 − 19 = ☐

2 If you know your doubles, you can solve these.

Half of 10 = ☐	Half of 12 = ☐	Half of 14 = ☐
7 + 7 = ☐	5 + 5 = ☐	9 + 9 = ☐
Half of 8 = ☐	Half of 16 = ☐	Half of 20 = ☐
10 + 10 = ☐	Half of 18 = ☐	

Mastery Checklist

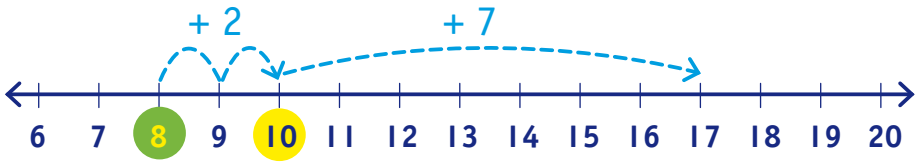
I can: ☐ subtract numbers within 20
☐ double or half even numbers to 20



Addition to 20

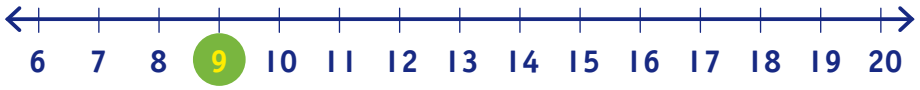
1 Use the number lines. Make 10 first. Then add the rest.

$8 + 9 =$ ☐



$7 + 5 =$ ☐

$9 + 6 =$ ☐



$8 + 7 =$ ☐

2 Circle the two numbers that add to 10.

10

5 + 3 + 5 = 10 + 3 = 13

10

6 + 2 + 4 = ☐ + ☐ = ☐

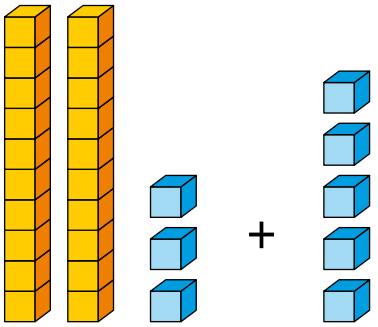
$4 + 7 + 3 =$ ☐ + ☐ = ☐

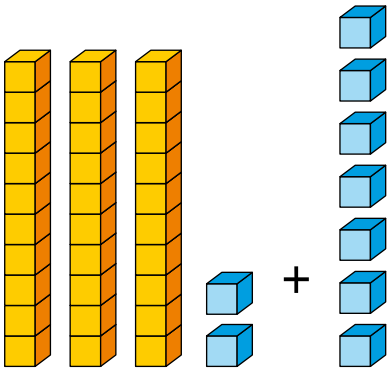
$8 + 5 + 2 =$ ☐ + ☐ = ☐

$3 + 6 + 7 =$ ☐ + ☐ = ☐

Adding to 2-digit numbers

1 Add.





2 Draw the tens and ones to add.

43 + 4 =

Tens	Ones

51 + 6 =

Tens	Ones

62 + 5 =

Tens	Ones

76 + 3 =

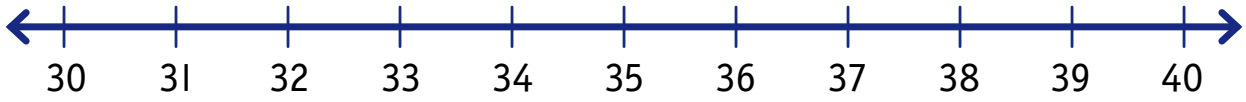
Tens	Ones

Adding to 2-digit numbers

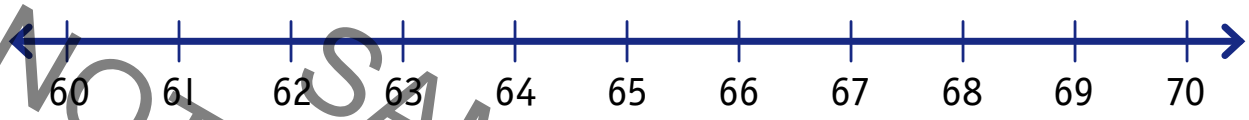
TERM 1
Week 7

1 Count on to add.

34 + 3 = ☐ 37 + 1 = ☐



62 + 6 = ☐ 65 + 2 = ☐



2 Count on using the number chart.

43 + 3 = ☐ 52 + 3 = ☐ 65 + 4 = ☐

54 + 4 = ☐ 44 + 2 = ☐ 61 + 7 = ☐

44 + 5 = ☐ 62 + 4 = ☐ 57 + 3 = ☐

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

Mastery Checklist

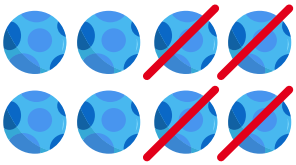
I can: ☐ add a 1-digit number to a 2-digit number within 100
☐ break a 2-digit number into tens and ones

Subtraction

TERM 1
Week 7

1 Find the answers.

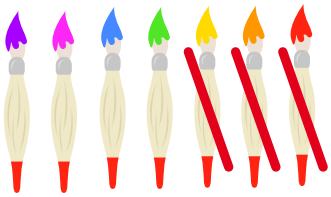
5 − 1 = ☐



8 − 4 = ☐

6 − 3 = ☐

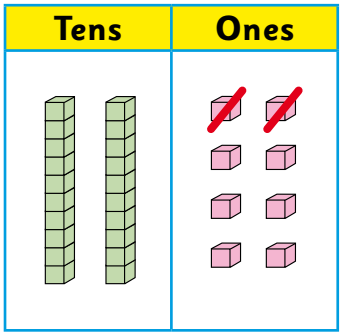
9 − 5 = ☐



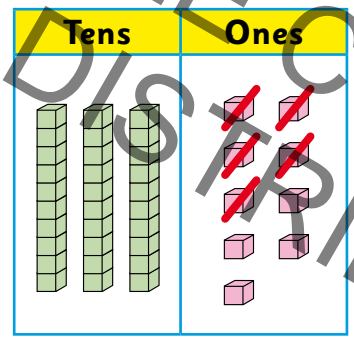
7 − 3 = ☐

4 − 1 = ☐

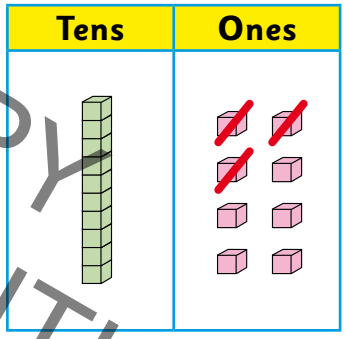
2 Subtract.



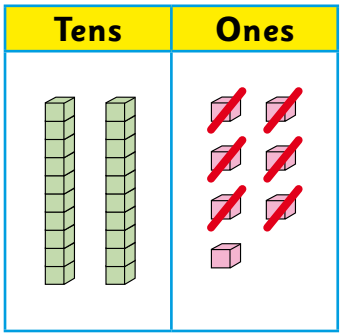
28 − 2 = ☐



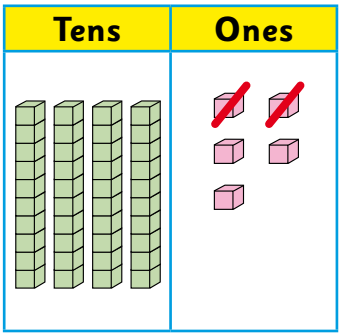
39 − 5 = ☐



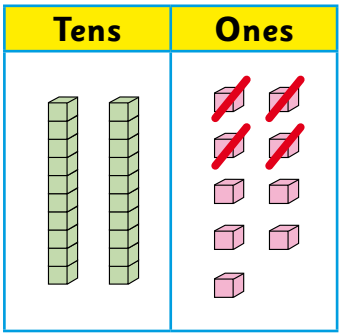
18 − 3 = ☐



27 − 6 = ☐



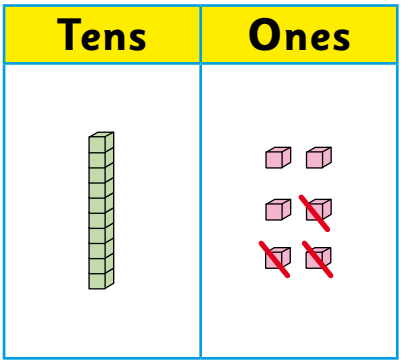
45 − 2 = ☐



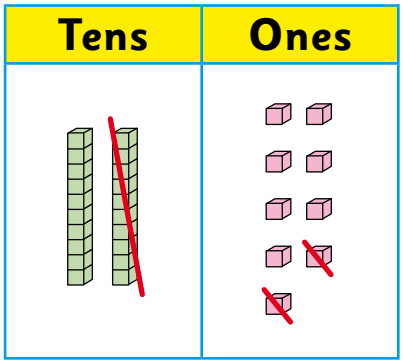
29 − 4 = ☐

Subtraction

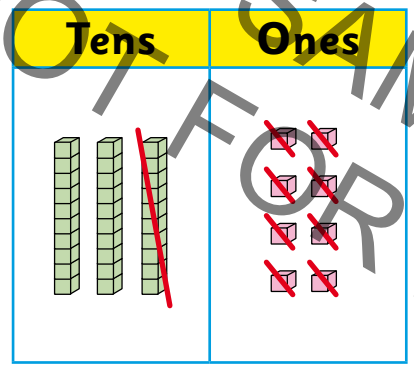
1 Complete the subtraction.



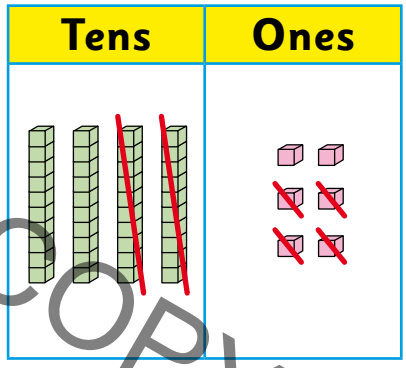
16 − 3 = ☐



☐ − ☐ = ☐



☐ − ☐ = ☐



☐ − ☐ = ☐

2 Find the answer.

9 − 7 = ☐ 18 − 5 = ☐ 25 − 4 = ☐

3 16 children. 5 went home. How many left? _____

38 marbles. 7 lost. How many left? _____

29 birds. 5 flew away. How many left? _____

2D shapes

tapa = edge/side/corner
whā = four toru = three
ono = one rite = same/equal

1 Draw the shape.

Colour vertical lines green. |
Colour horizontal lines red. —

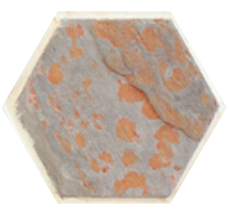
Draw the shape

square
tapawhā rite

circle
porowhita

triangle
tapatoru

rectangle
tapawhā

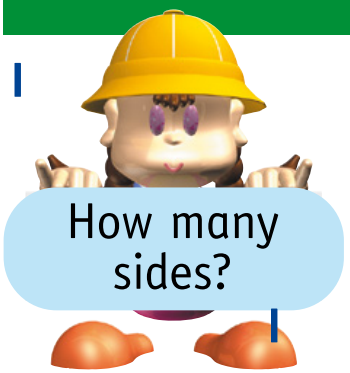


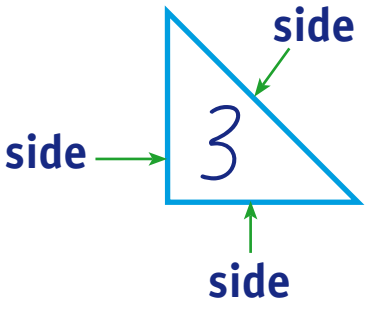
hexagon
tapa ono

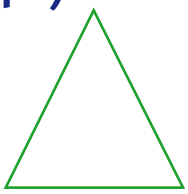
Sides and corners

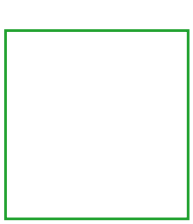
Quadrilaterals have 4 straight sides.

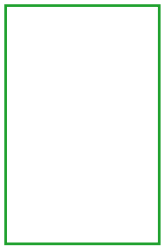
1

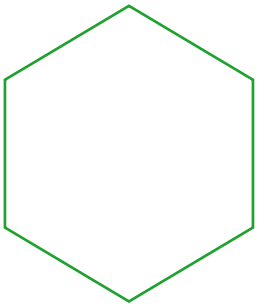


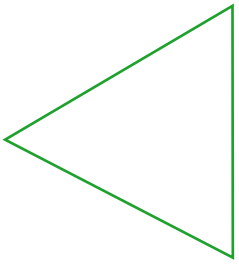




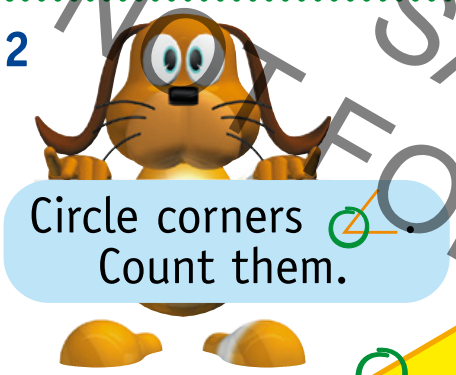


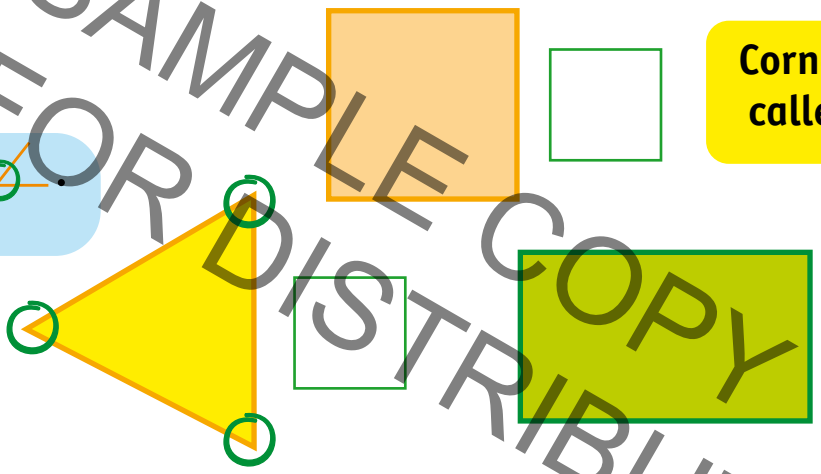






2





Corners are also called vertices.

3

	Sides	Vertices	Quadrilateral? (yes or no)
triangle **tapatoru**			
square **tapawhā rite**			
rectangle **tapawhā hangai**			

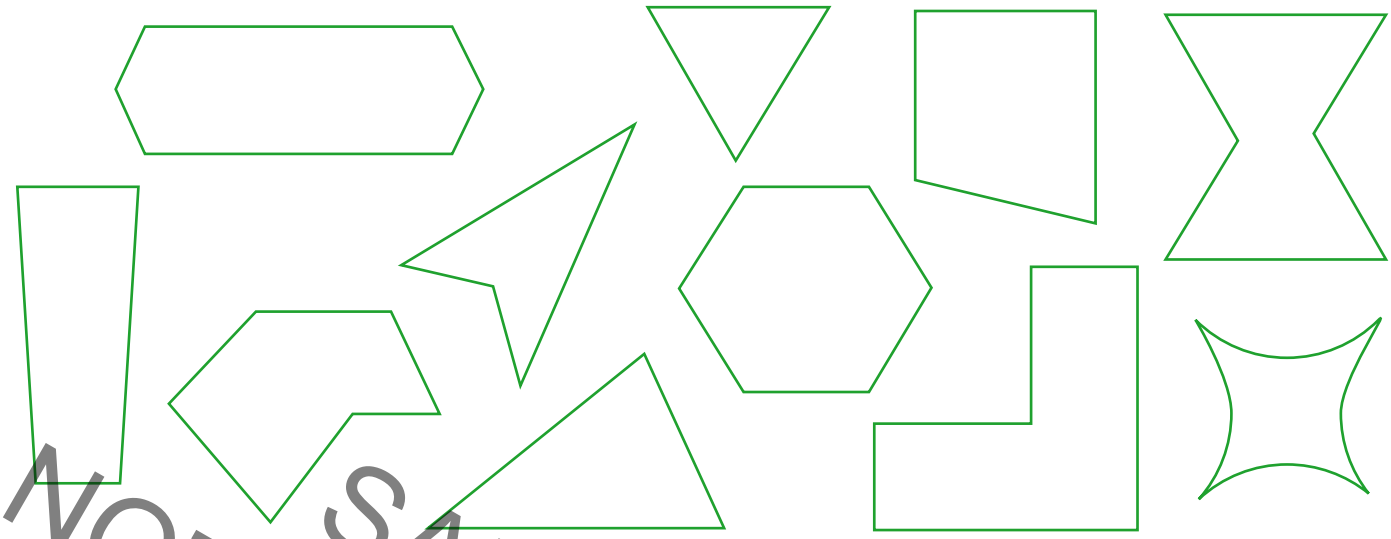
Hexagons • Tapaono

Hexagons have 6 straight sides.

TERM 1
Week 8

tapa = edge/side
ono = six

1 Colour the hexagons.

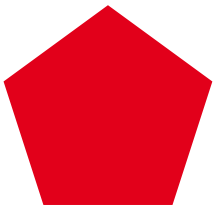
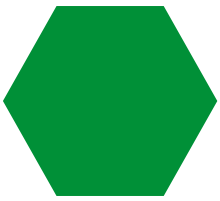
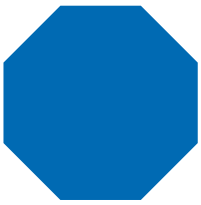


2 Draw four different hexagons.

Challenge! Parallel lines are like train tracks. They are straight lines that never meet. Find the parallel lines on this page. Draw over them in red.

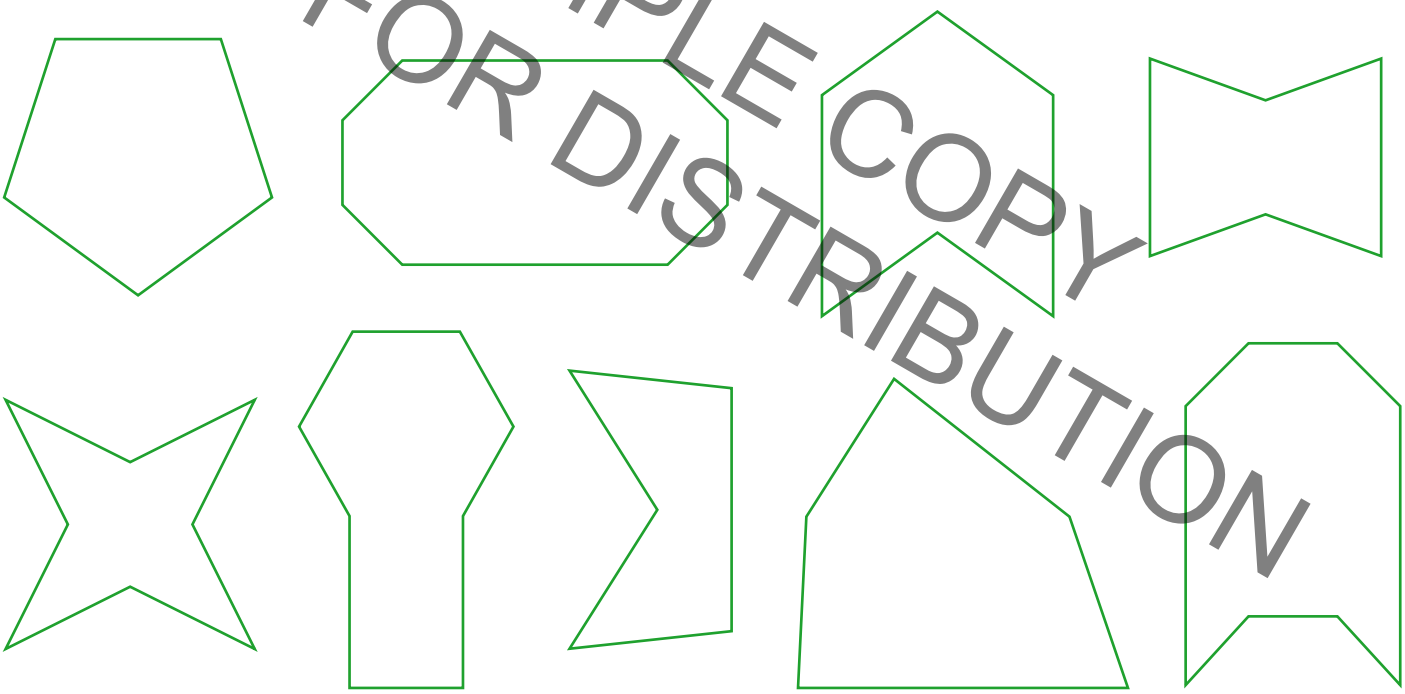
Polygons

1

	tapamira	tapaono rite	tapawau
			
	pentagon	hexagon	octagon
Sides: (tapa)			
Corners: (tapa)			

Polygons are 2D shapes with straight sides.

2 Colour pentagons **red**, hexagons **green**, octagons **blue**.



Challenge!

How many different triangles can you draw?

Mastery Checklist

I can:

- ☐ identify and describe features of 2D shapes
- ☐ classify polygons by the number of sides or corners
- ☐ identify polygons with different side lengths

2D shapes

Draw and name each shape.

3 corners

6 sides

4 sides the same length

5 sides of different lengths

2 short vertical sides, 2 long horizontal sides

I can solve a problem by:

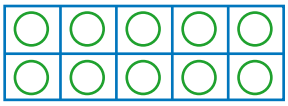
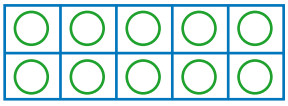
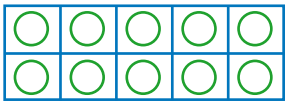
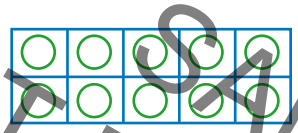
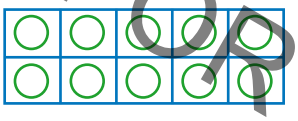
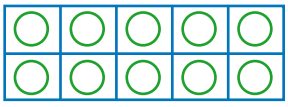
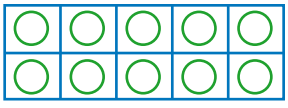
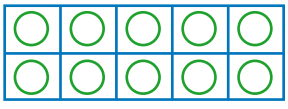
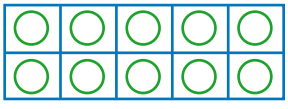
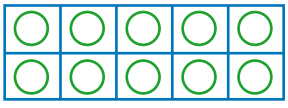
- ☐ naming a shape from its features
- ☐ drawing a picture

Te Reo Māori numbers

toru tekau → three tens
kotahi rau → one hundred

TERM 1
Week 9

1 Colour the correct number.

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

2 Write the number in Te Reo Māori.

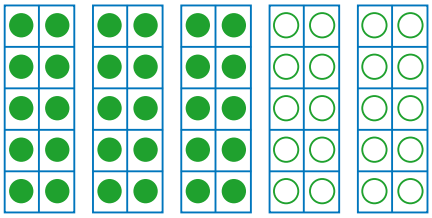
10	_____
20	_____
30	_____
40	_____
50	_____
60	_____
70	_____
80	_____
90	_____
100	_____

Te Reo Māori numbers to 50

tekau → ten
tekau mā rima → ten and five
toru tekau → three tens

1 Colour the correct number.

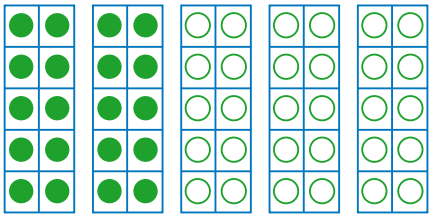
31



30 + _____

toru tekau mā tahi

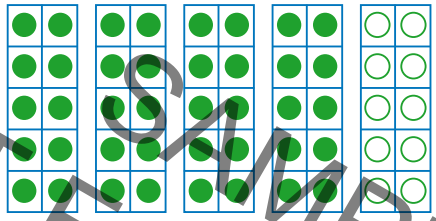
26



20 + _____

rua tekau mā ono

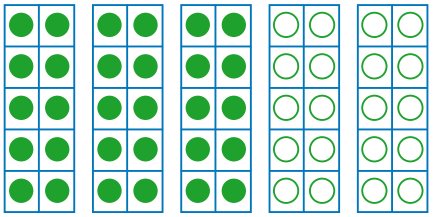
43



40 + _____

whā tekau mā toru

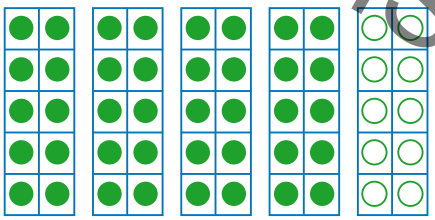
37



30 + _____

toru tekau mā whitu

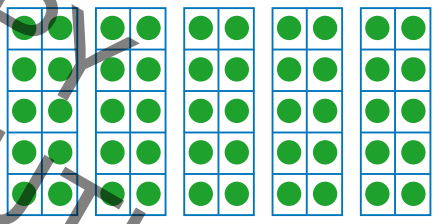
48



40 + _____

whā tekau mā waru

50



50 + _____

rima tekau

2 Match.

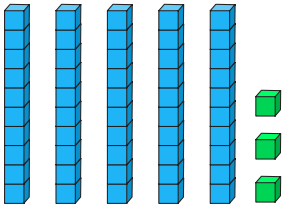
rima tekau mā whitu	**57**	
	38	rua tekau mā iwa
toru tekau mā waru	**29**	
	40	whā tekau

Counting to 100: Te Reo Māori

TERM 1
Week 9

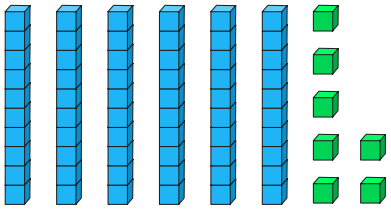
tekau mā rima → ten and five
whitu tekau → seven tens
kotahi rau → one hundred

1 Complete.



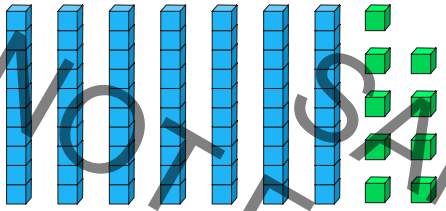
50 + _____

rima tekau mā _____



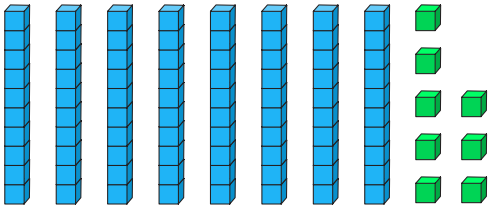
60 + _____

ono tekau mā _____



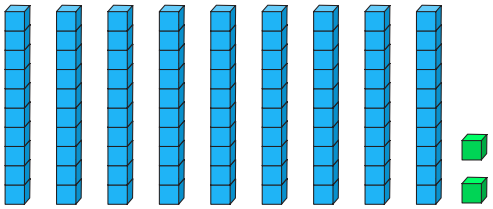
70 + _____

whitu tekau mā _____



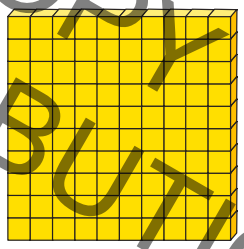
80 + _____

waru tekau mā _____



90 + _____

iwa tekau mā _____



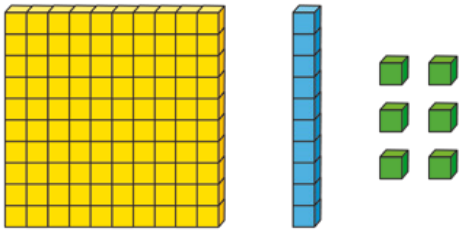
_____

2 Match.

waru tekau mā iwa	61	iwa tekau mā whā
	75	
whitu tekau mā rima	89	ono tekau mā tāhi
	94	

Checkpoint 2

1 How many?

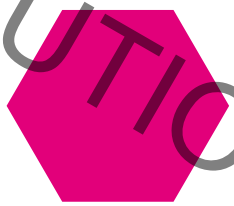


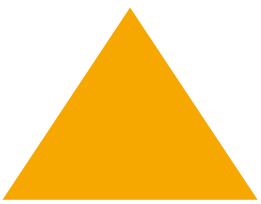
_____ hundred _____ tens ____ ones

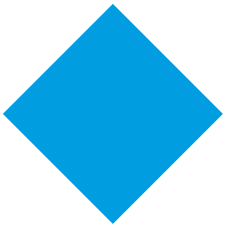
_____ + _____ + _____ = _____

2 Write both numbers. Add them together.

3 Name each shape. How many corners (tapa)?







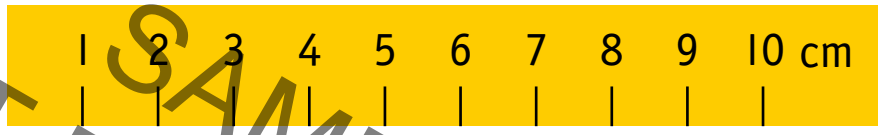
Checkpoint 2

4 Write the numbers.

whitu _____ ono _____

toru tekau _____ rima tekau mā tahi _____

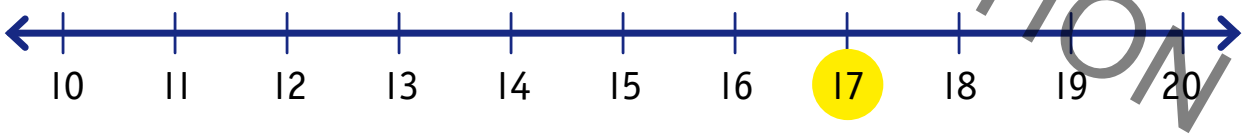
5 How long is each line?



_____

_____

6 Subtract.



17 − 12 = ☐

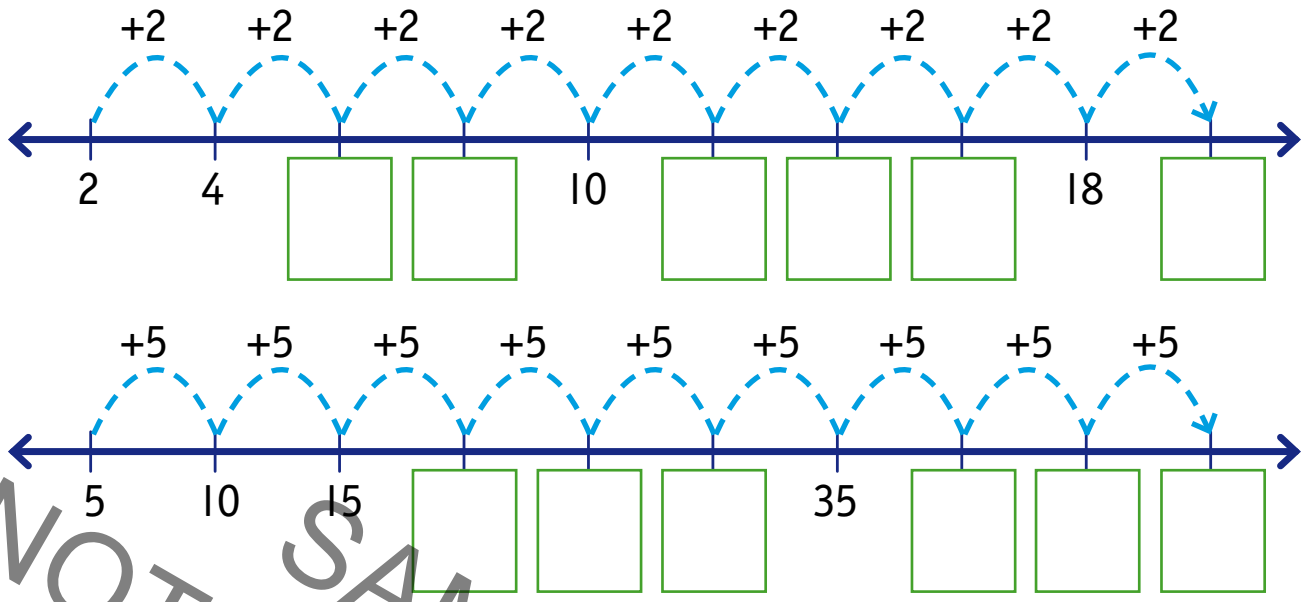
7

10 − 7 = ☐ 20 − 4 = ☐

10 − 4 = ☐ 20 − 9 = ☐

Skip counting patterns

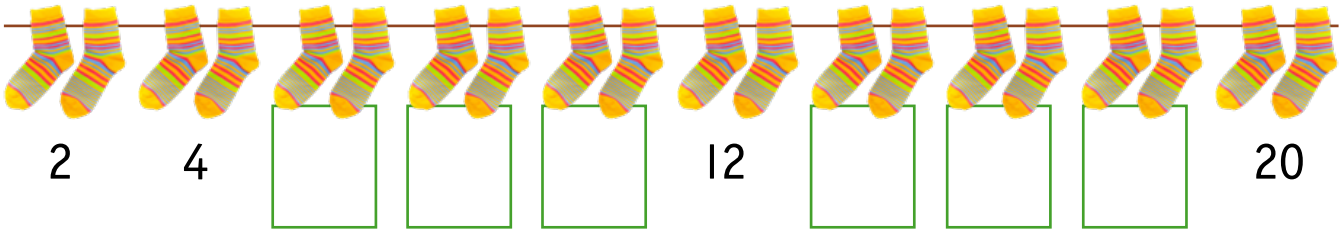
1 Complete the skip counting number lines.

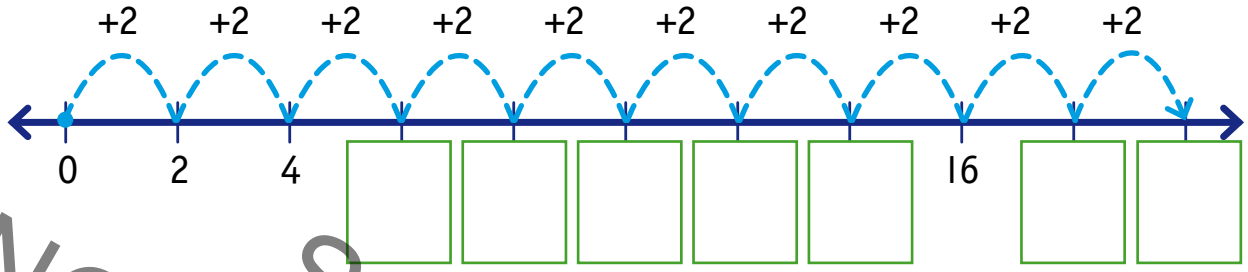


2 Write the missing numbers.

Multiply ×2

1 Count by 2s.





2 Write the answers.

2 + 2 = ☐	2 + 2 + 2 = ☐
2 × 2 = ☐	3 × 2 = ☐
2 + 2 + 2 + 2 = ☐	2 + 2 + 2 + 2 + 2 = ☐
4 × 2 = ☐	5 × 2 = ☐
6 × 2 = ☐	7 × 2 = ☐
8 × 2 = ☐	9 × 2 = ☐
10 × 2 = ☐	11 × 2 = ☐

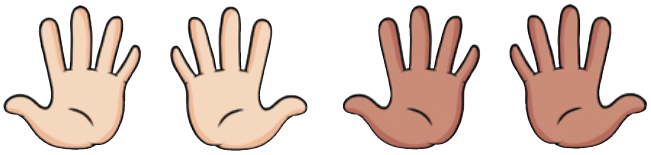
Number Operations: Identifying the relationship between skip counting and multiplication facts for 2s; Memorising multiplication for 2s

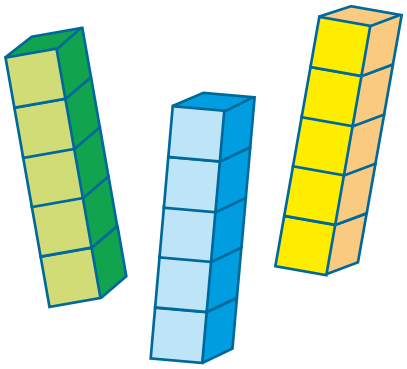
Counting in fives

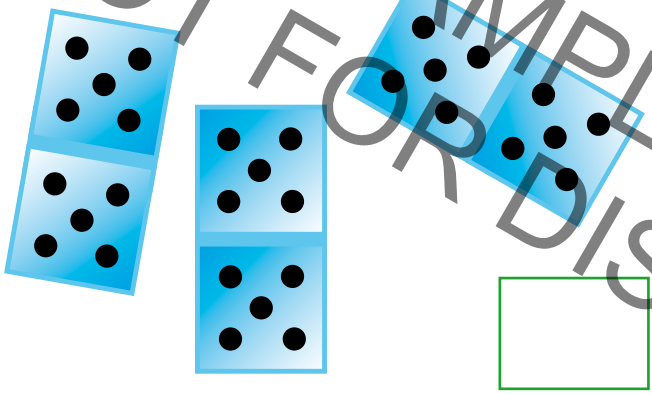
TERM 2
Week 1

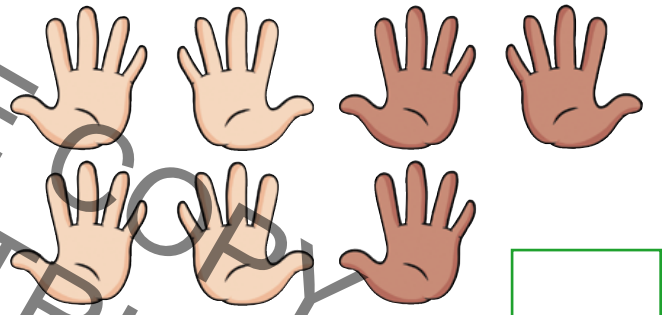
0	5	10	15	20	25	30	35	40	45	50

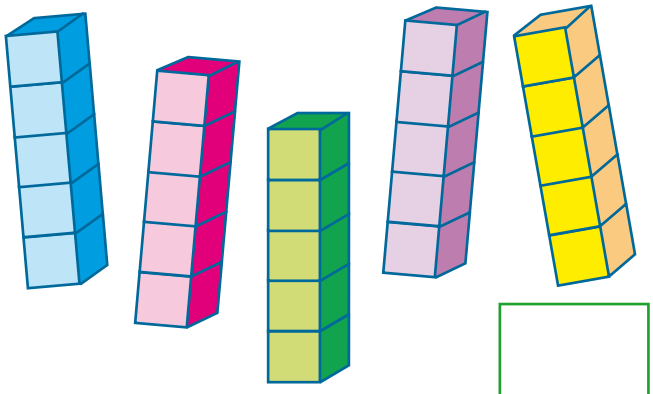
Count in 5s to find how many.

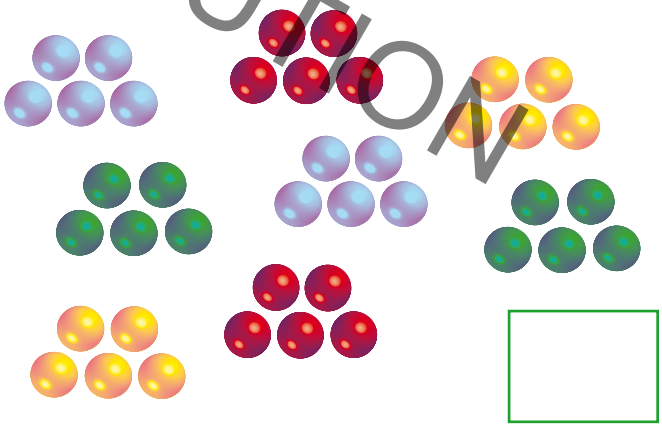












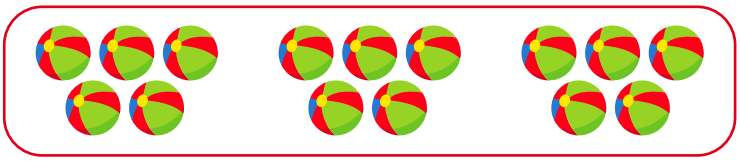
Challenge!

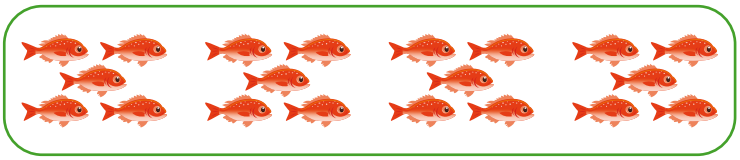
50 55 ☐ 65 ☐ ☐ 80 ☐ 90 ☐ 100

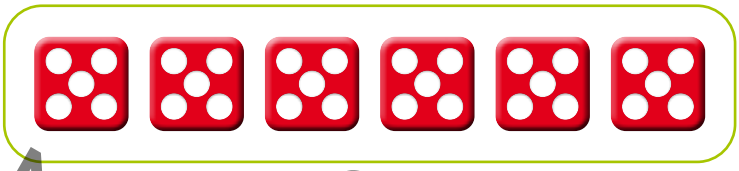
Multiplying groups

TERM 2
Week 1

1 Match each group with its number sentence.







$4 \times 5 =$ ☐

$3 \times 5 =$ ☐

$6 \times 5 =$ ☐

$2 \times 5 =$ ☐

$5 \times 5 =$ ☐

2 Find the answer.

$7 \times 5 =$ _____

$8 \times 5 =$ _____

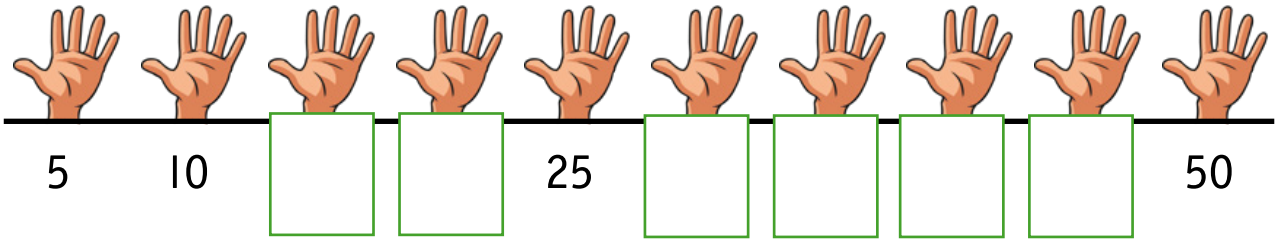
$9 \times 5 =$ _____

$10 \times 5 =$ _____

Number Operations: Identifying the relationship between skip counting and multiplication facts for 5s; Memorising multiplication facts for 5s

Multiply ×5

1 Count by 5s.



2

5 + 5 = ☐	5 + 5 + 5 = ☐
2 × 5 = ☐	7 × 5 = ☐
5 + 5 + 5 + 5 = ☐	5 + 5 + 5 + 5 + 5 = ☐
4 × 5 = ☐	5 × 5 = ☐
6 × 5 = ☐	7 × 5 = ☐
8 × 5 = ☐	9 × 5 = ☐
10 × 5 = ☐	10 × 0 = ☐

3 How many 5s in

50? ☐ 40? ☐ 25? ☐

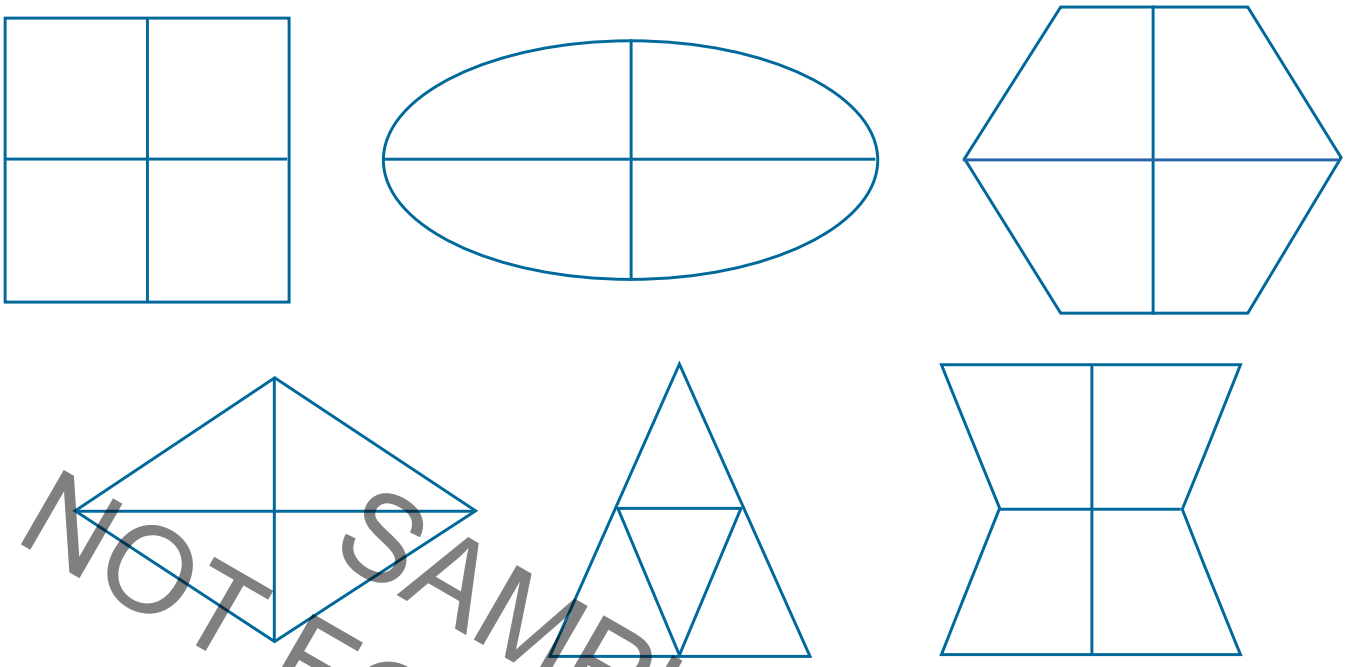
Mastery Checklist

I can: ☐ skip count by 2s, 5s and 10s
☐ multiply by 2s to 20 and 5s to 50

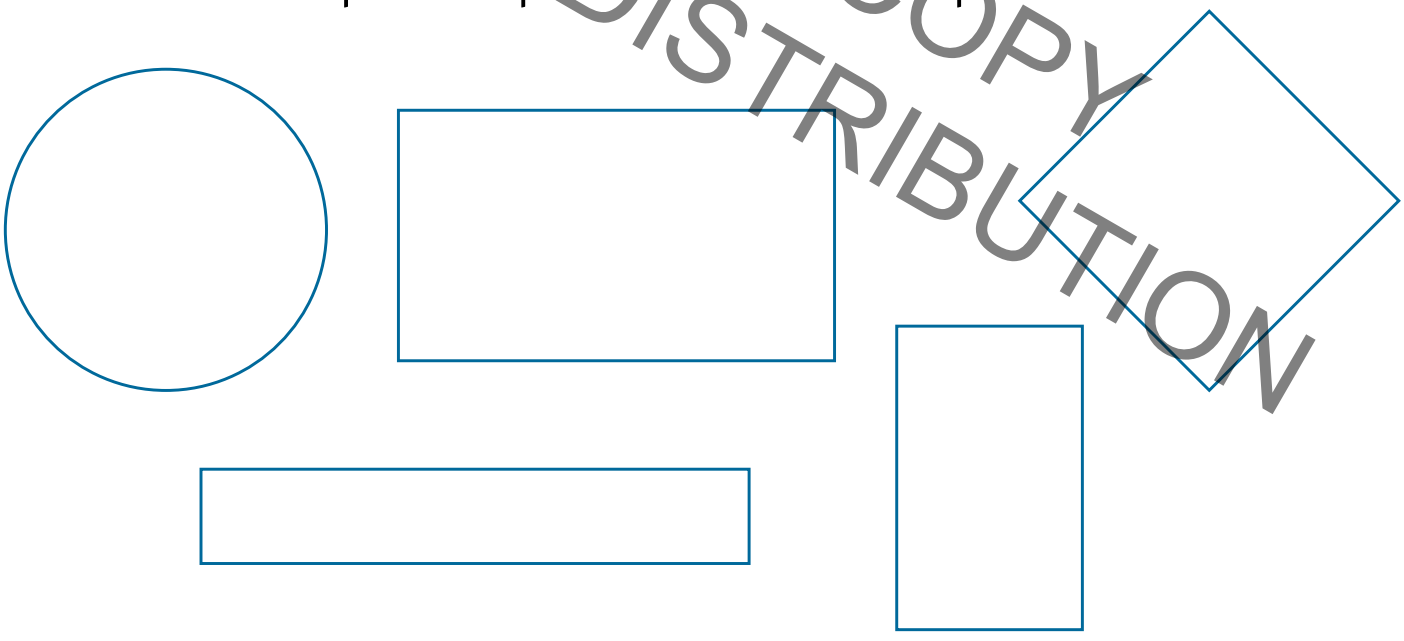
Quarters

TERM 2
Week 2

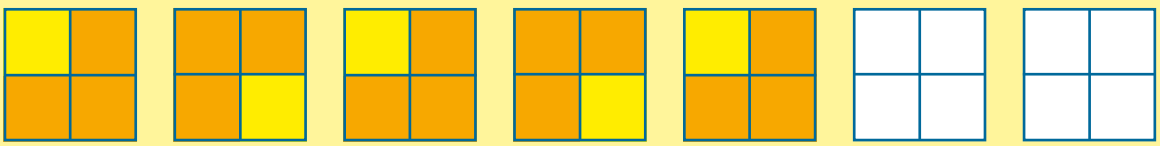
1 Colour one quarter of each shape.



2 Cut each shape into quarters. Colour one quarter.



Challenge! Continue the pattern.



Number Rational numbers: Recognising and representing quarters;
Algebra Equations and relationships: Recognising and describing the unit of repeat in a repeating pattern and using the unit of repeat to predict further elements

Halves and quarters

TERM 2
Week 2

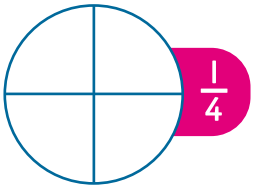
$\frac{1}{2}$ = one half
$\frac{1}{4}$ = one quarter

1 Colour to match the label.

a

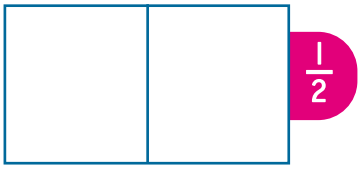
one half

b



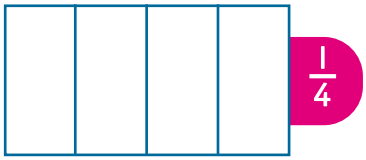
one quarter

c



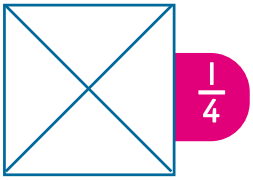
one half

d



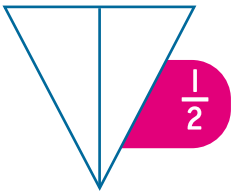
one quarter

e



one quarter

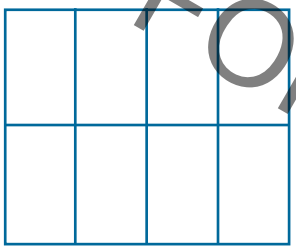
f



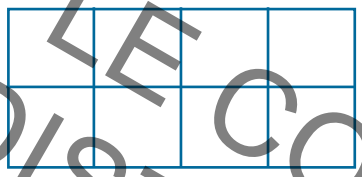
one half

2 Colour one half ($\frac{1}{2}$).

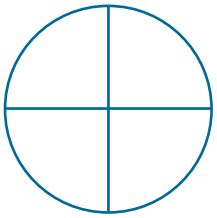
a



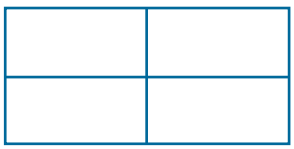
b



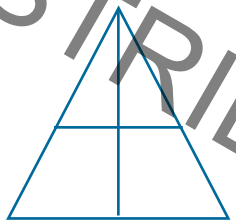
c



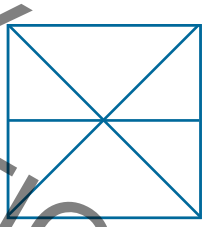
d



e

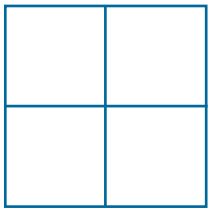


f

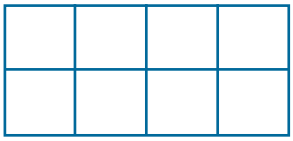


3 Colour one quarter ($\frac{1}{4}$).

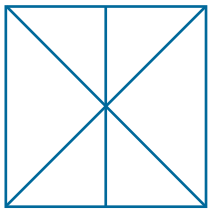
a



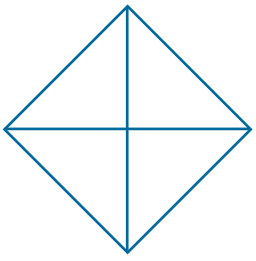
b



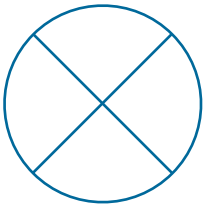
c



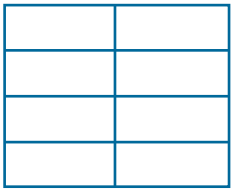
d



e



f



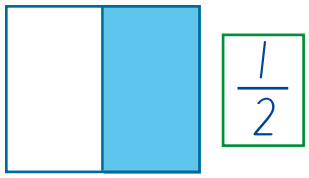
g

Fractions

TERM 2
Week 2

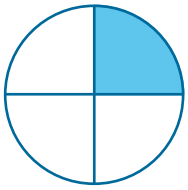
1 What fraction is blue, one half ($\frac{1}{2}$) or one quarter ($\frac{1}{4}$)?

a



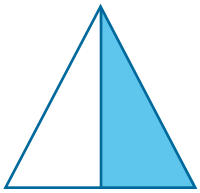
$\frac{1}{2}$

b

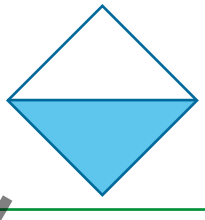


one quarter

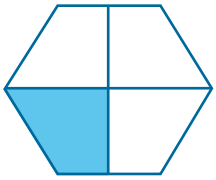
c



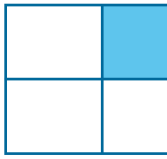
d



e



f



2 Write 'more' or 'less'.

a

than a half

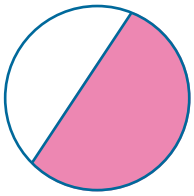
b

than a half

c

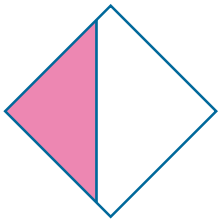
than a half

d



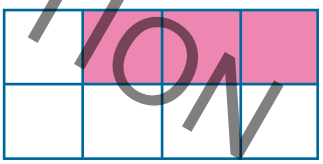
than a half

e



than a half

f

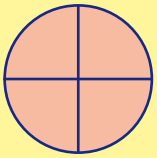


than a half

Challenge!

Paul buys one half of each pizza. How many pieces in each half?

a



b

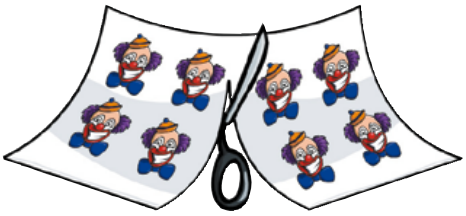
c

d

Half a collection

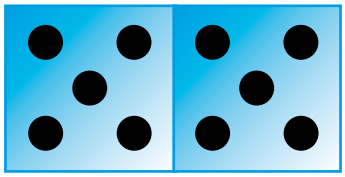
Halves are two equal parts.

1



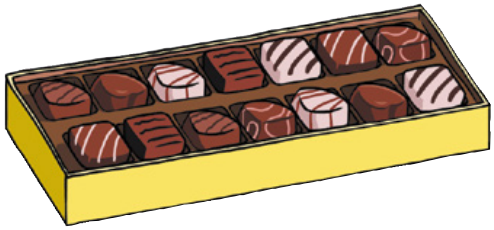
half of 8 is ☐

2



half of 10 is ☐

3



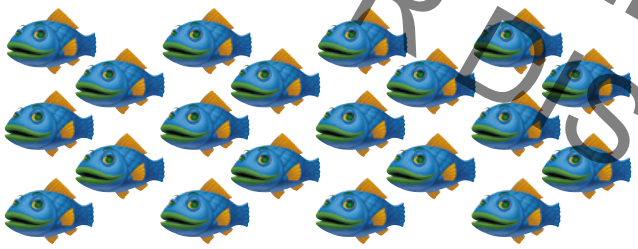
half of ☐ is ☐

4

half of ☐ is ☐

Divide into equal halves.

5



half of ☐ is ☐

6

half of ☐ is ☐

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

8 Maia ate half of the biscuits.
There are 10 left.
How many were there? ☐

Draw a diagram

18 animals.
Half are cats.
How many cats?

☐

Mastery Checklist

I can:

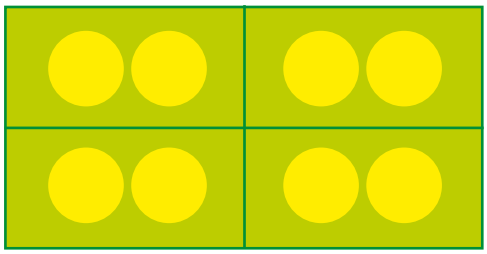
- ☐ read and write halves $\frac{1}{2}$ and quarters $\frac{1}{4}$
- ☐ colour halves and quarters of shapes
- ☐ identify half of a set of objects

Quarter of a collection

Quarters are four equal parts.

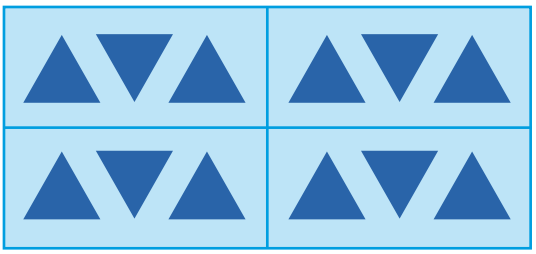
TERM 2
Week 2

1



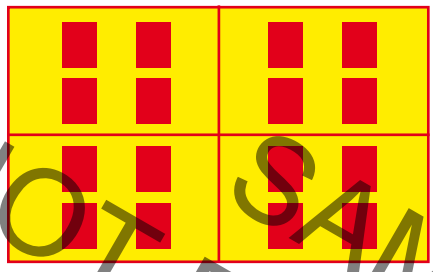
one quarter of 8 is ☐

2



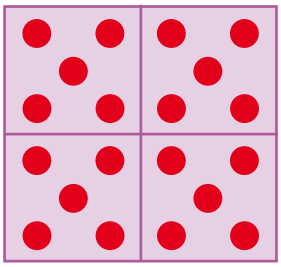
one quarter of 12 is ☐

3



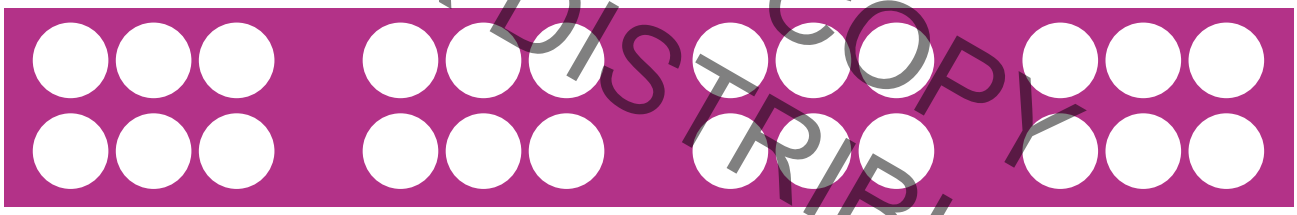
one quarter of ☐ is ☐

4



one quarter of ☐ is ☐

5



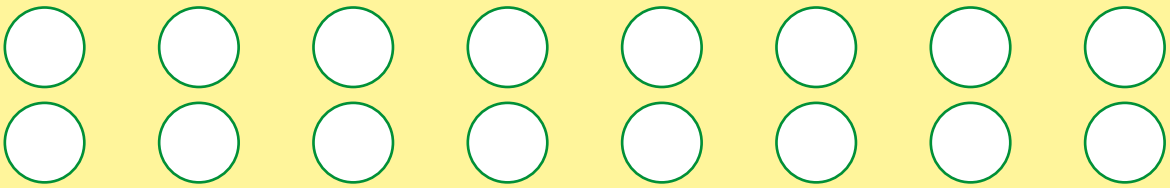
one quarter of ☐ is ☐

6 Use counters. $\frac{1}{4}$ = one quarter

a $\frac{1}{4}$ of 4 = ☐ **b** $\frac{1}{4}$ of 8 = ☐ **c** $\frac{1}{4}$ of 12 = ☐

d $\frac{1}{4}$ of 16 = ☐ **e** $\frac{1}{4}$ of 20 = ☐ **f** $\frac{1}{4}$ of 24 = ☐

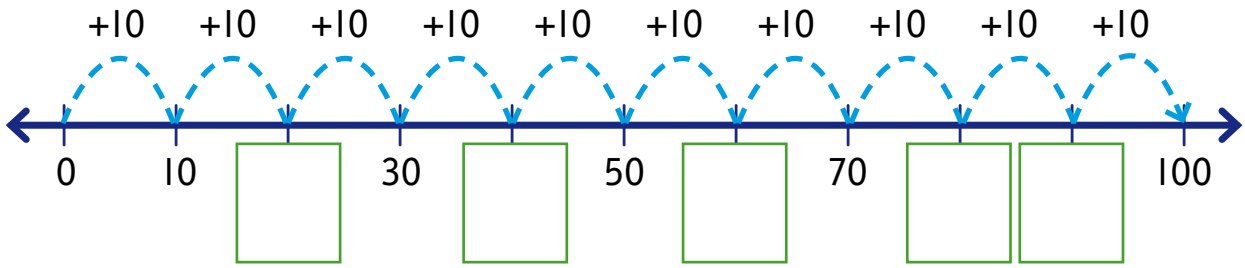
Challenge! Colour $\frac{1}{4}$ red, $\frac{1}{4}$ blue, $\frac{1}{2}$ yellow.



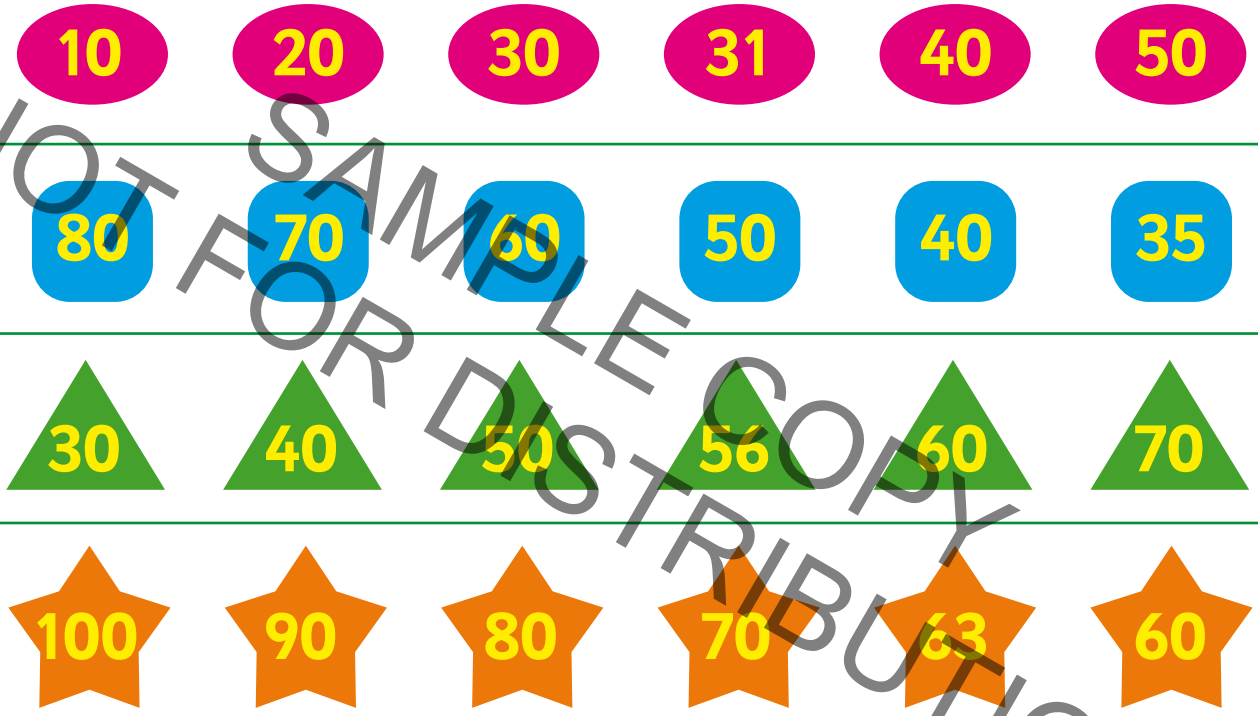
Counting by 10s

TERM 2
Week 3

1 Complete the number line.



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



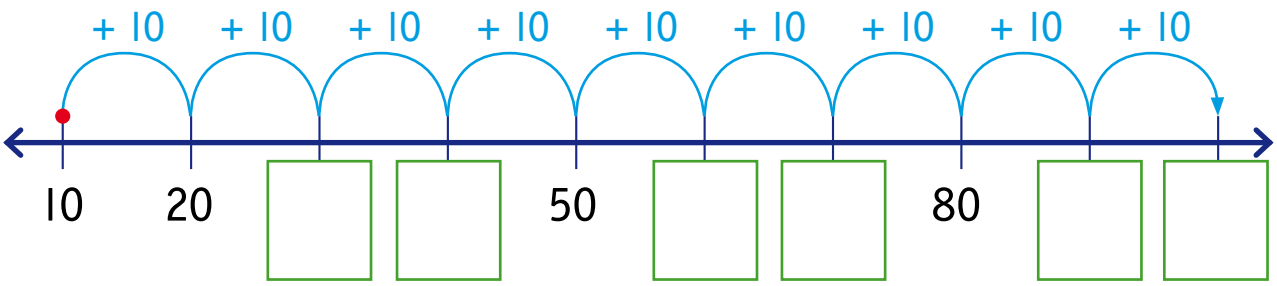
3 Write 10 more than each number.

20	0	40	50
60	30	90	10
100			

Multiply ×10

When you multiply by zero the answer is always zero.

1 Complete the skip counting pattern.



2

10 + 10 = ☐

2 × 10 = ☐

10 + 10 + 10 = ☐

3 × 10 = ☐

10 + 10 + 10 + 10 = ☐

4 × 10 = ☐

10 + 10 + 10 + 10 + 10 = ☐

5 × 10 = ☐

6 × 10 = ☐

8 × 10 = ☐

10 × 10 = ☐

7 × 10 = ☐

9 × 10 = ☐

0 × 10 = ☐

3 How many 10s in

30? ☐ 80? ☐ 100? ☐

50? ☐ 60? ☐ 90? ☐

Number Number structures: Counting forwards in 10s from any whole number between 0 and 120; Operations: Identifying the relationship between skip counting and multiplication facts for 10s; Memorising multiplication facts for 10s

Multiply by 5s and 10s

1 Find each missing number.

1 × 5 = ☐	1 × 10 = ☐
2 × 5 = ☐	2 × 10 = ☐
3 × 5 = ☐	3 × 10 = ☐
4 × 5 = ☐	4 × 10 = ☐
5 × 5 = ☐	5 × 10 = ☐
6 × 5 = ☐	6 × 10 = ☐
7 × 5 = ☐	7 × 10 = ☐
8 × 5 = ☐	8 × 10 = ☐
9 × 5 = ☐	9 × 10 = ☐
10 × 5 = ☐	10 × 10 = ☐

2 Yes or no?

Is 1 × 10 double 1 × 5? ☐

Is 4 × 5 half of 4 × 10? ☐

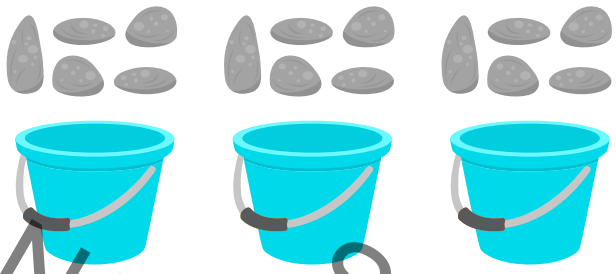
Is 10 × 10 double 10 × 5? ☐

Can you see the pattern? ☐

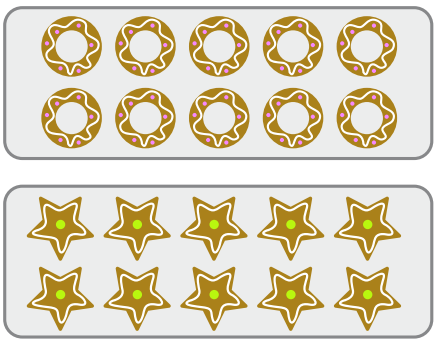
Word problems ×

1 Find the answer.

Min has three buckets with five rocks in each bucket. How many rocks altogether?



Kim made two trays of ten cookies. How many cookies altogether? _____



2 Multiply to find the answer.

Ruby bought four pairs of shoes. How many shoes in total?

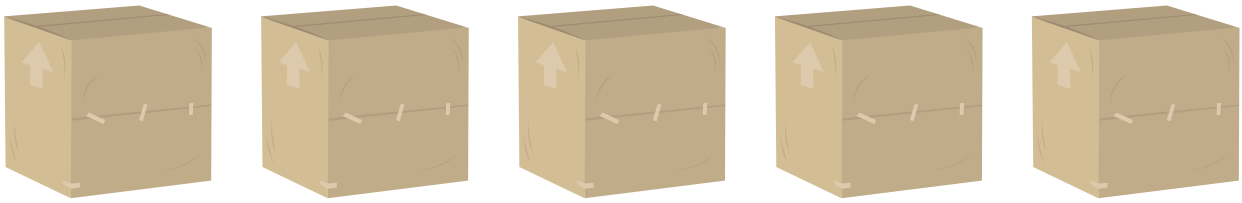
Waldo has five fish bowls. There are two fish in each bowl. How many fish in total?

Mango made eight sandwiches. She used two slices of bread for each sandwich. How much bread did she use altogether?

Doc wrote six books. Each book had ten pages. How many pages did Doc write altogether?

Skip counting patterns

1 There are 5 boxes. Skip count to find the total.



If there are 2 shoes in each box, how many shoes in total?

If there are 5 shells in each box, how many shells altogether?

If there are 10 books in each box, how many books in total?

If there are 20 pencils in each box, how many pencils altogether?

Mastery Checklist

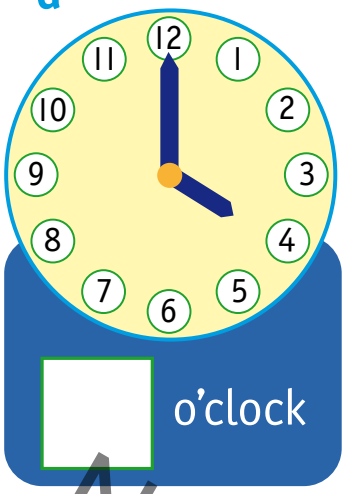
I can:

- ☐ skip count by 2s, 5s, 10s and 100s
- ☐ solve problems using skip counting and multiplication

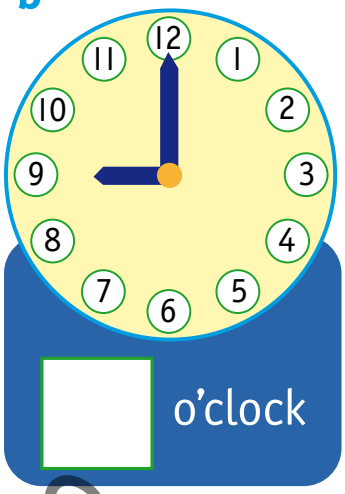
O'clock

1 What time is it?

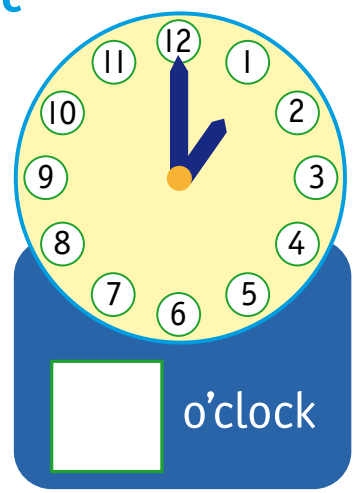
a



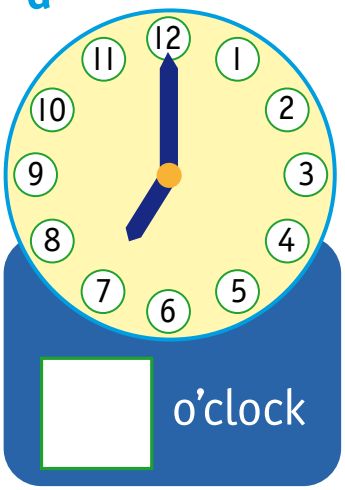
b



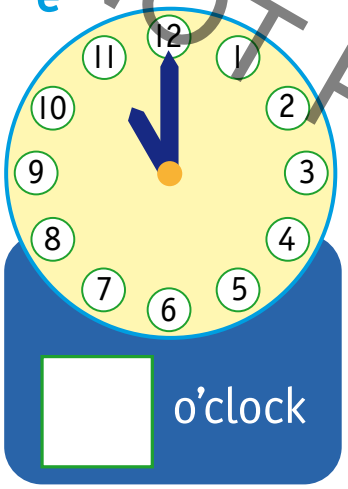
c



d

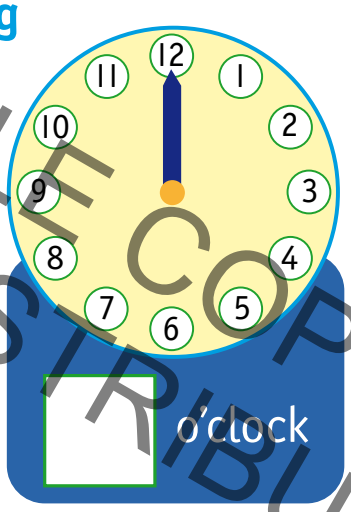


e

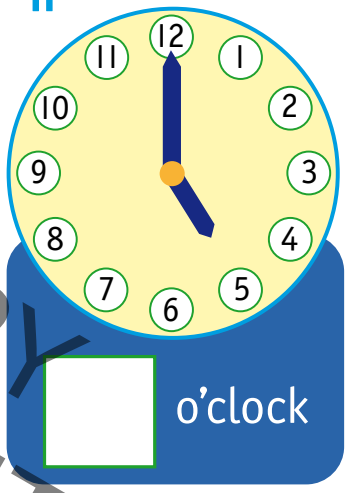


f

g

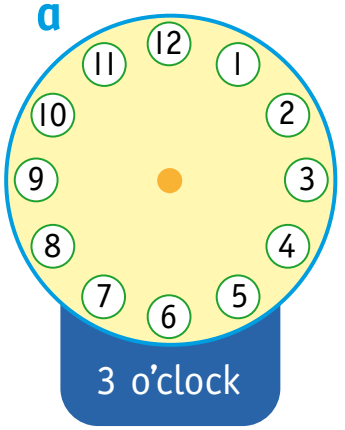


h

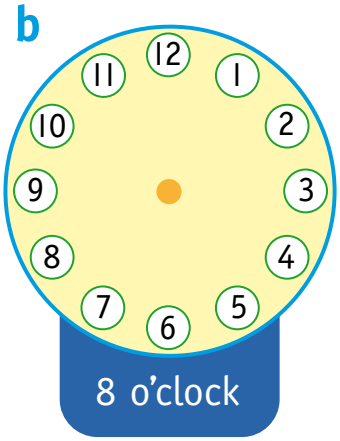


2 Draw hands.

a



b



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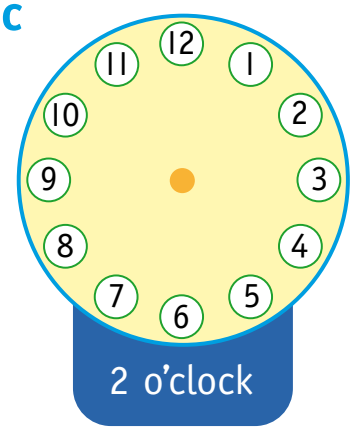

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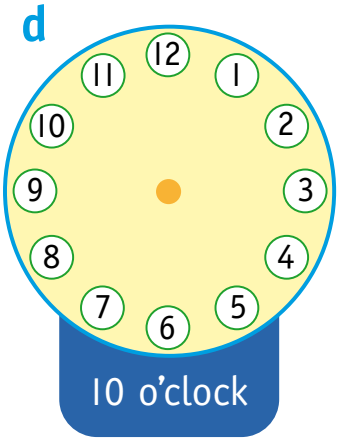
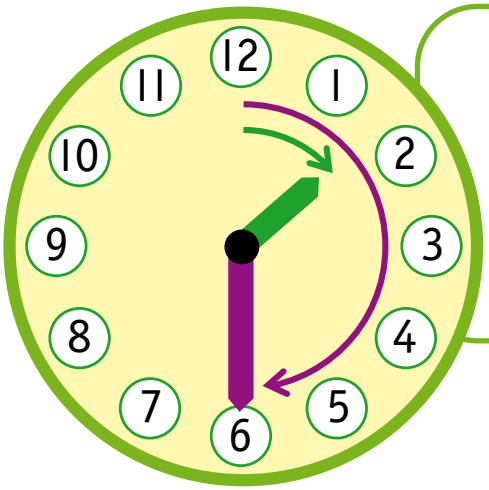


Measurement Measuring: Telling the time on analogue clocks to the hour using the language of 'o'clock'

Half hours



1:30

Half-past

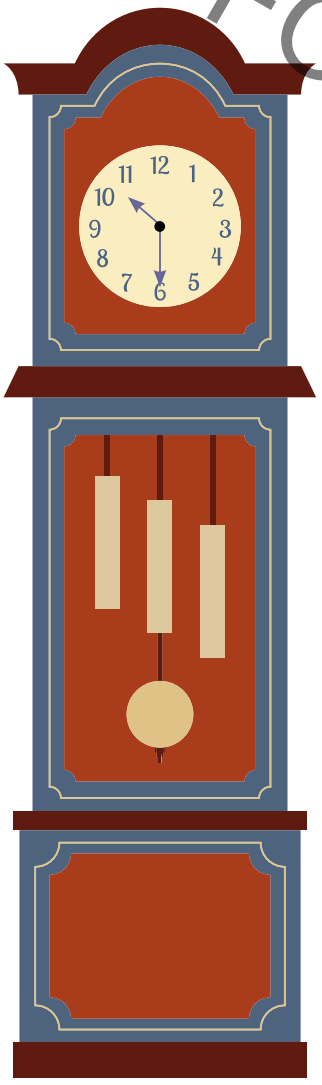
Minute hand points to 6, a **half turn** around the clock. **Hour hand** is **halfway** between the last hour and the next. Both clocks show **half-past**.

1 There are:

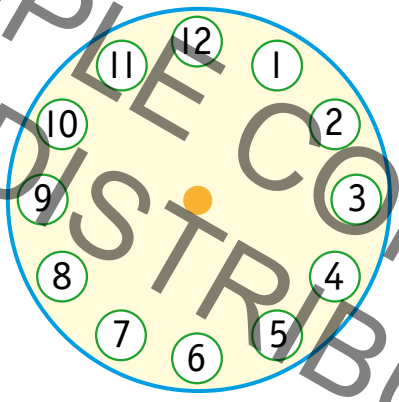
☐ minutes is an hour.

☐ minutes in half an hour.

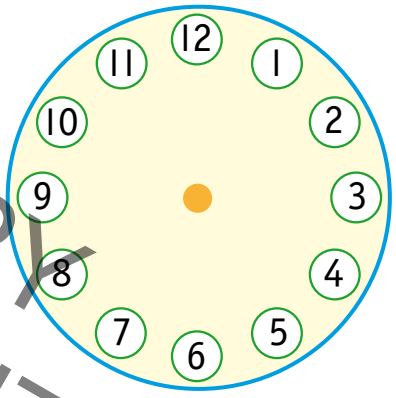
2 Complete the clocks.



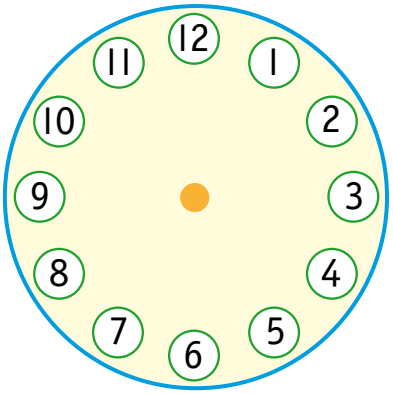
Half-past 4



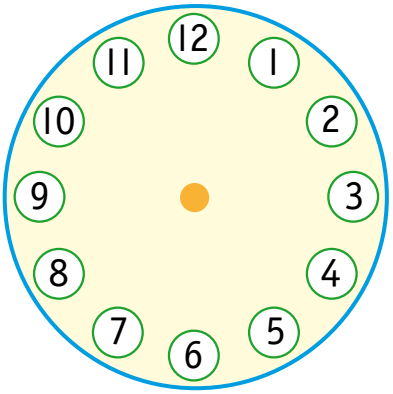
Half-past 9



Half-past 11



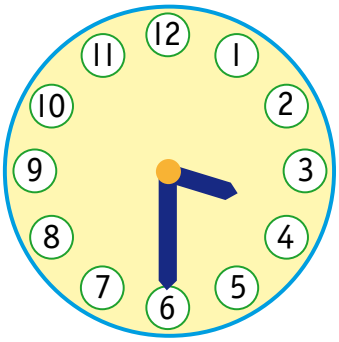
Half-past 6



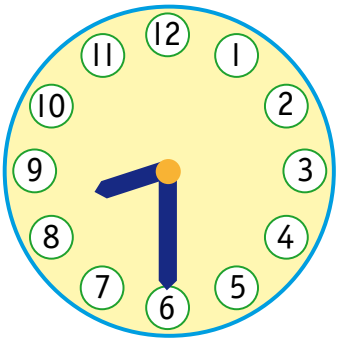
Half-past

TERM 2
Week 4

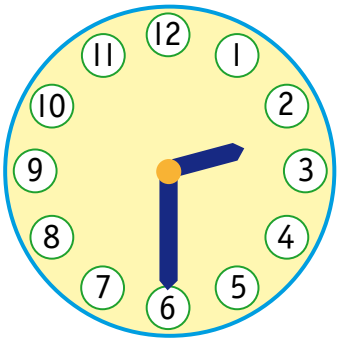
1



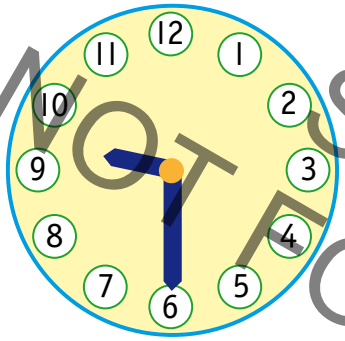
half-past ☐



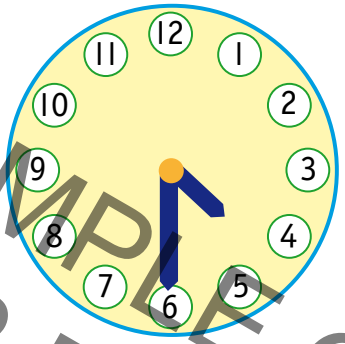
half-past ☐



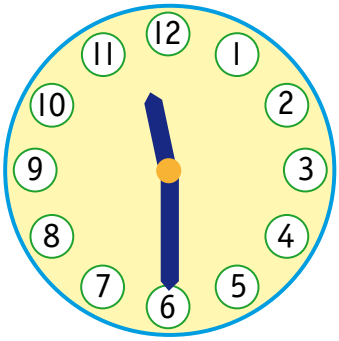
half-past ☐



half-past ☐

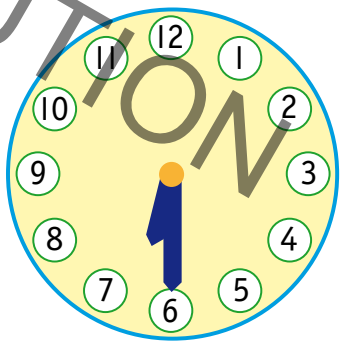


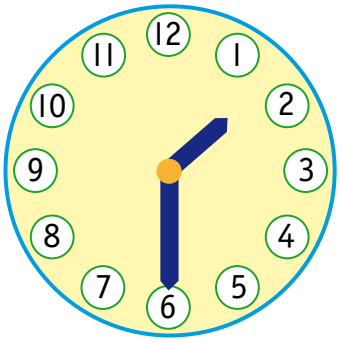
half-past ☐

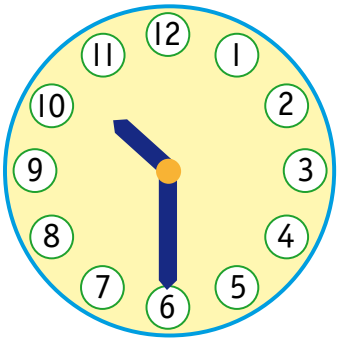


half-past ☐

2 Match.







half-past 10

half-past 7

half-past 1

half-past 6

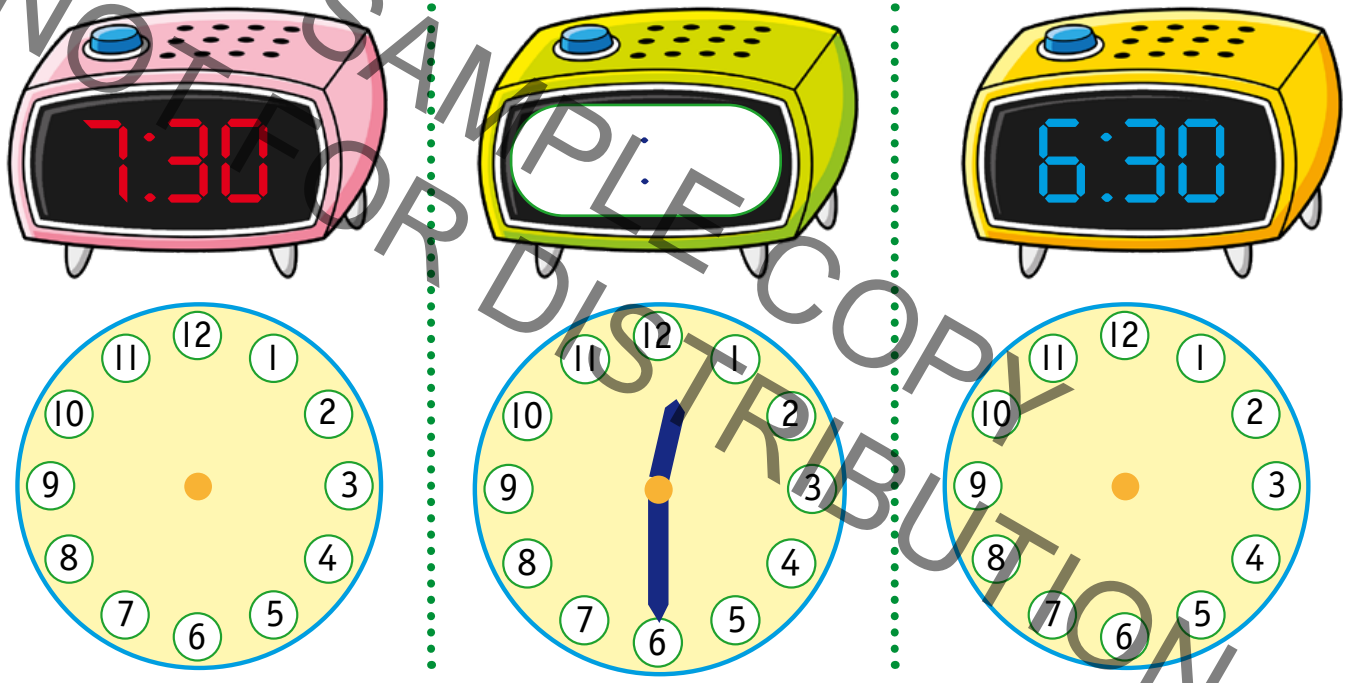
Measurement Measuring: Telling the time on analogue and digital clocks to the half-hour using the language of 'past'

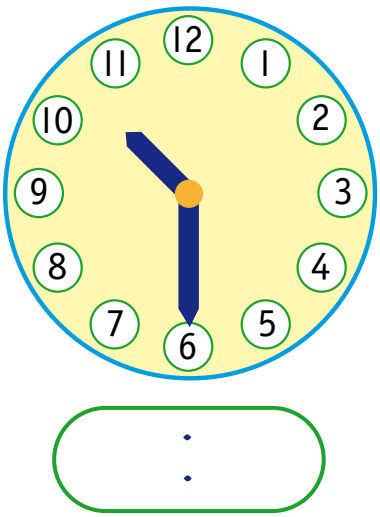
Digital half hours

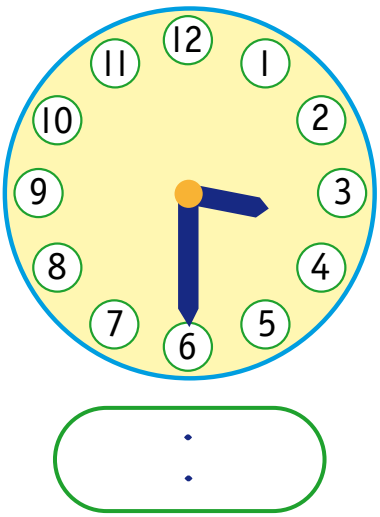
Half an hour

An hour is 60 minutes long.
Half an hour is **30 minutes**.
Half-past 1 is 1:30.
Half-past 5 is 5:30.
Half-past 12 is 12:30.

Fill in the missing times.







Mastery Checklist

I can:

- ☐ read clocks to the hour and half-hour
- ☐ use 'o'clock' and 'half-past'
- ☐ read digital time to the half-hour

Half-past

Half-past 7 is the same as 7:30.

TERM 2
Week 4

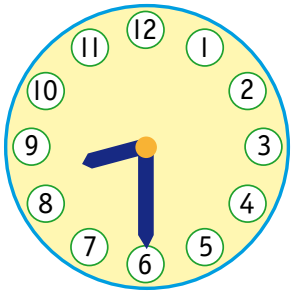
What time is it?

1

half-past 7

7:30

2



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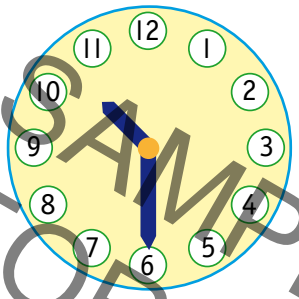
3



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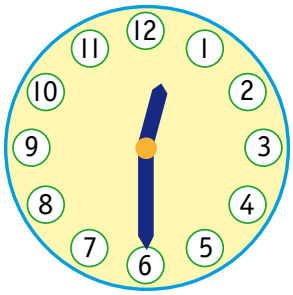
4



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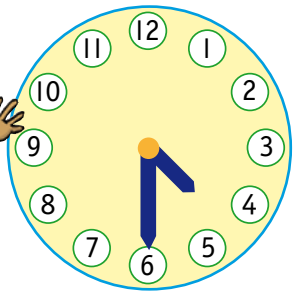
5



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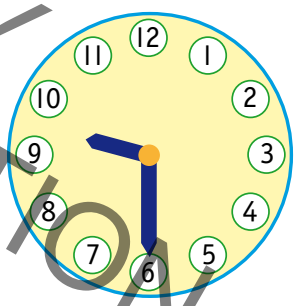
6



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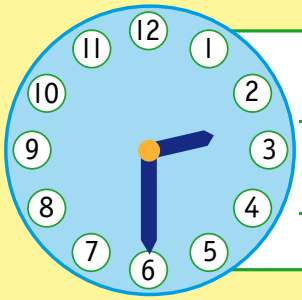
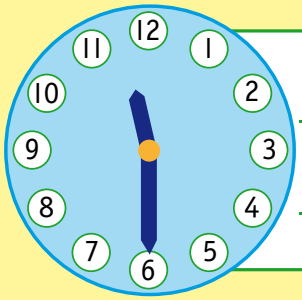
Challenge! What time is it two hours later?





Measurement Measuring: Telling the time on analogue clocks to the half-hour, using the language of 'past'

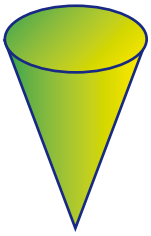
3D shapes in real life

3D shapes are not flat.

TERM 2
Week 5

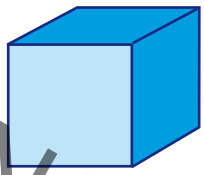
1 Circle things that are shaped like each 3D shape.

a



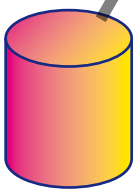
cone

b

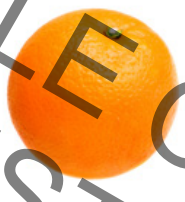


cube

c



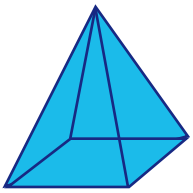
cylinder



d

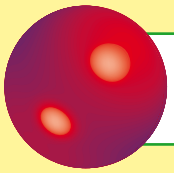
sphere

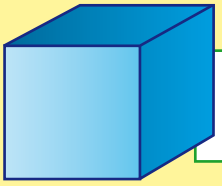
e



pyramid

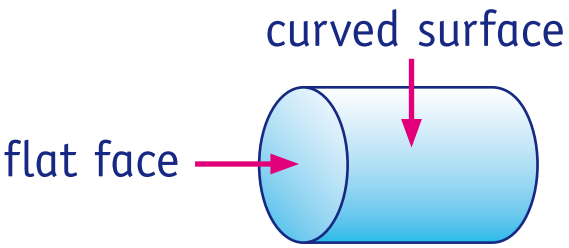
Challenge! Name the 3D shapes.



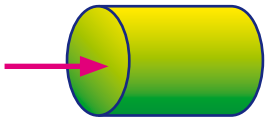
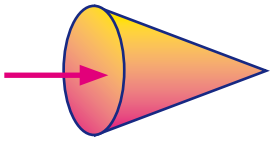
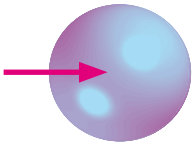


Sorting 3D shapes

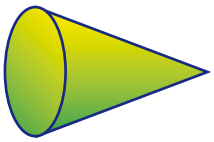
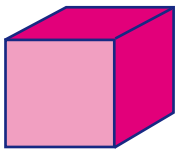
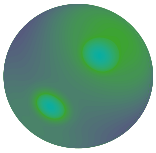
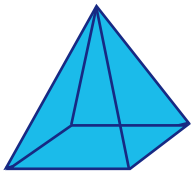
3D shapes may have flat faces, curved surfaces, or both.



1 What is the arrow pointing to? Circle the correct answer.

 curved surface **flat face**	 curved surface flat face	 curved surface flat face

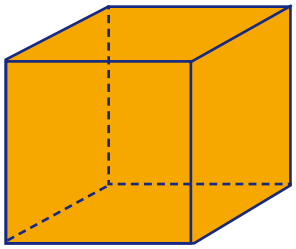
2 How many?

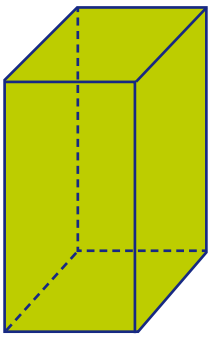
	curved surfaces	flat faces
a  cone		
b  cube		
c  sphere		
d  cylinder		
e  pyramid		

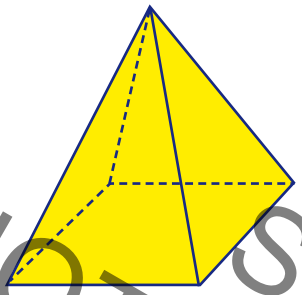
3D shapes – faces and corners

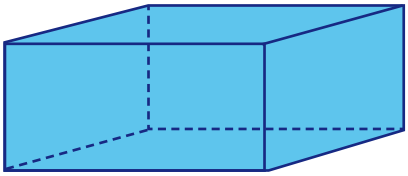
TERM 2
Week 5

1 How many faces?

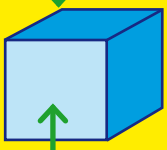






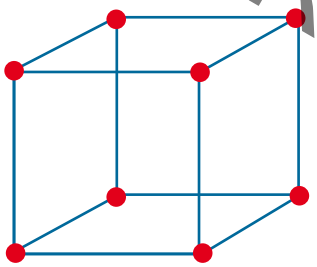


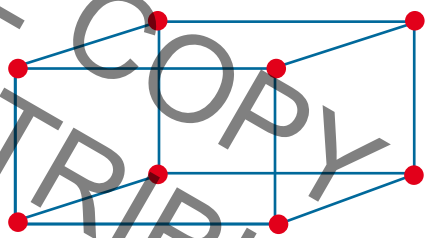
corner (tapa)

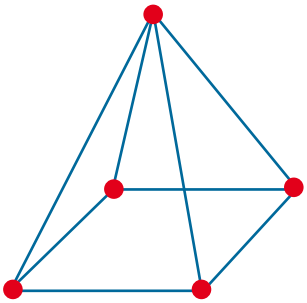


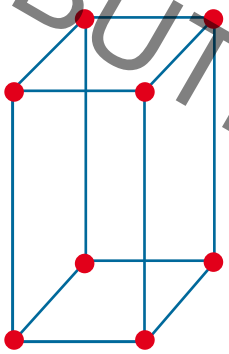
face

2 How many corners (tapa)?









Challenge!

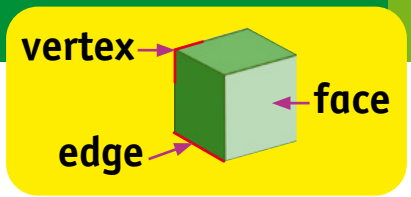
Make your own shapes. Label them.

Mastery Checklist

I can:

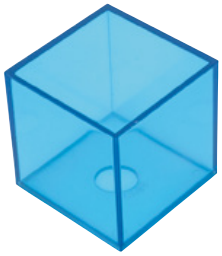
- ☐ identify 3D shapes and 2D shapes
- ☐ identify the 2D shapes of faces on 3D shapes
- ☐ count faces and corners on 3D shapes
- ☐ describe 3D shapes

Faces, edges and corners



1 Shapes can have flat faces or curved surfaces. Count the faces.

a



cubes have ☐ faces

b

cones have ☐ faces

c

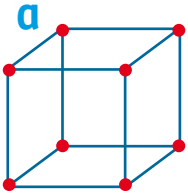
cylinders have ☐ faces

d

spheres have ☐ faces

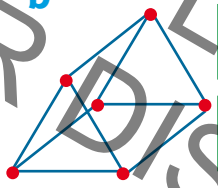
2 Vertices are corners. Count the vertices and the edges.

a



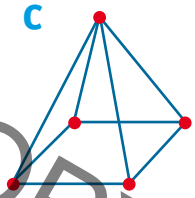
☐ vertices
☐ edges

b



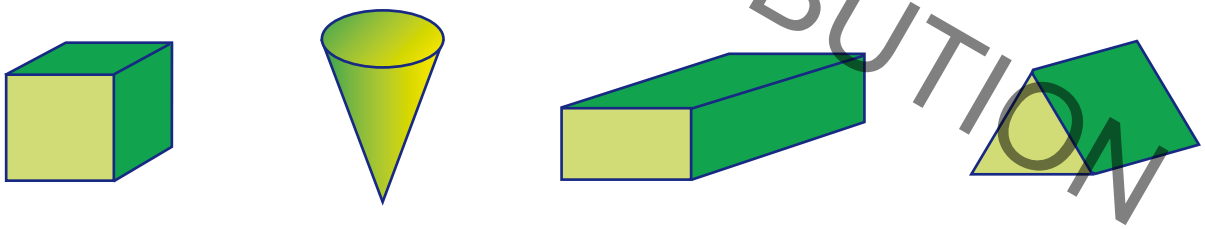
☐ vertices
☐ edges

c



☐ vertices
☐ edges

3 Circle the objects with 6 faces.



4 What am I? Match.

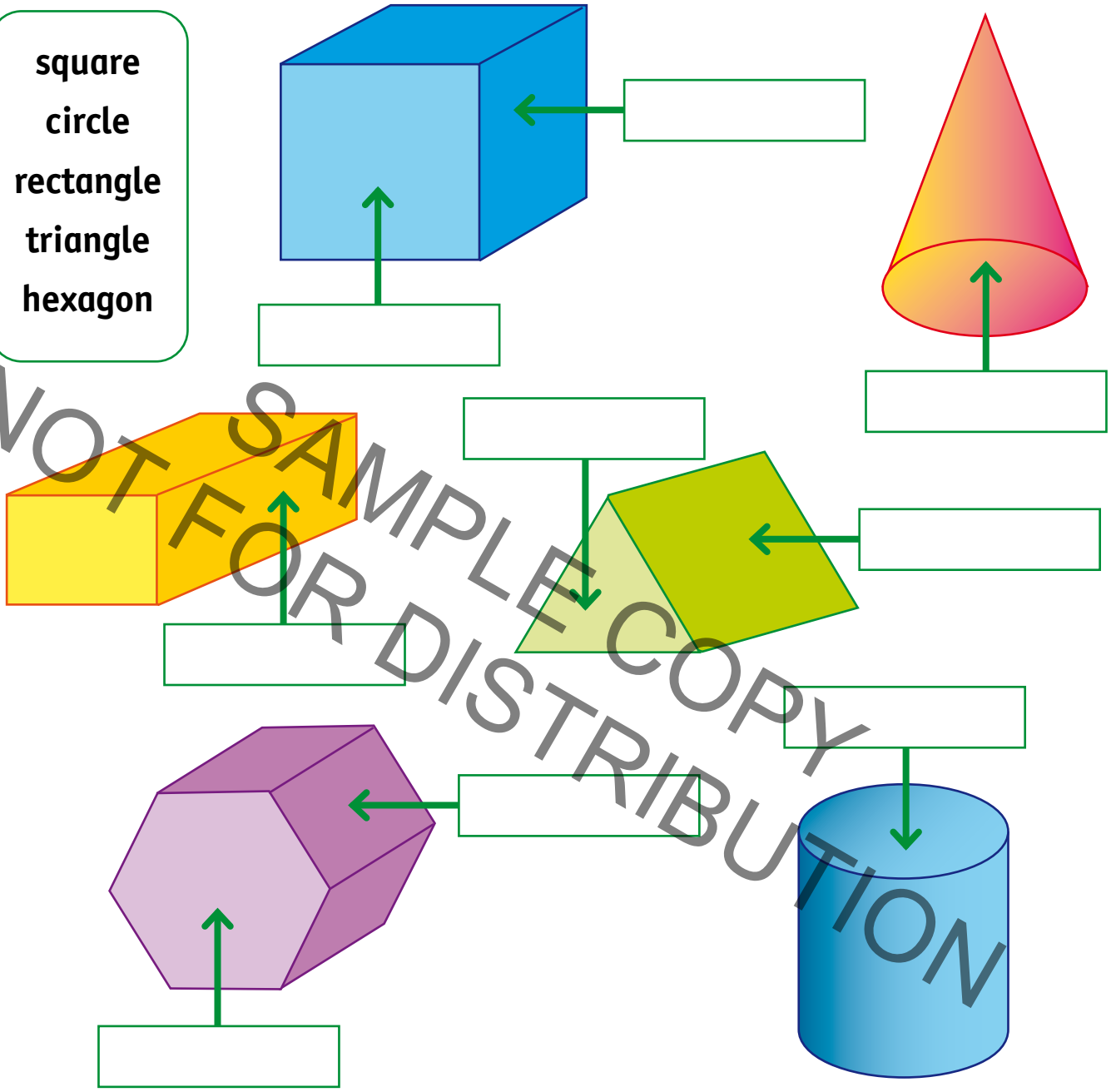
I have 1 face that is a circle and 1 curved surface.	cylinder	I have 2 faces that are circles and 1 curved surface.
I have 1 curved surface.	cone	
	cube	I have 6 square faces and 8 vertices.
	sphere	

Faces of 3D objects

A face is a flat surface.

1 Name the shape of the face.

square
circle
rectangle
triangle
hexagon



Challenge!

What object could you make out of these faces?

a 6 squares

b 2 triangles and 3 rectangles

Checkpoint 3

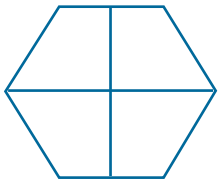
1 Write the missing numbers.

40	50		70	80			

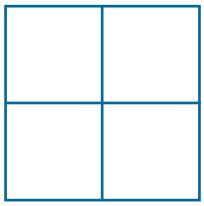
2 Colour each fraction.

a  $\frac{1}{2}$

one half

b  $\frac{1}{4}$

one quarter

c  $\frac{1}{2}$

one half

3 How many groups of 2?

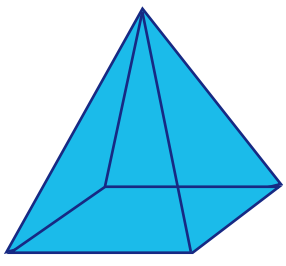
☐ groups of 2 = ☐

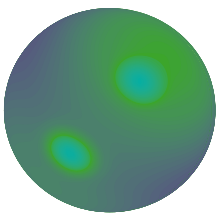
4 How many groups of 5?

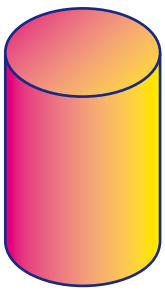
☐ groups of 5 = ☐

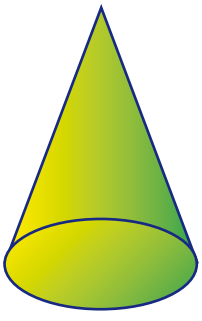
5 Match.

cone | cylinder | pyramid | sphere



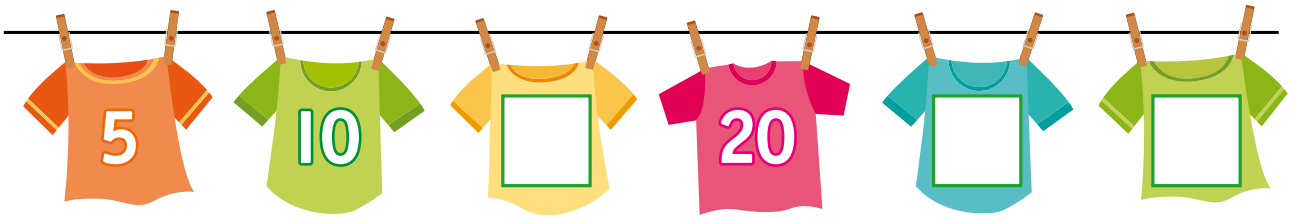






Checkpoint 3

6 Complete the counting pattern.



7

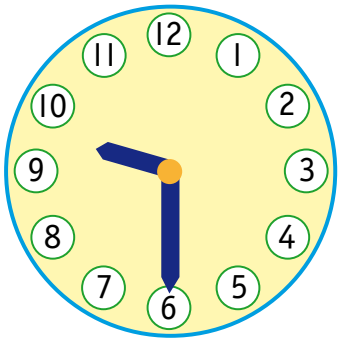
a $5 + 5 + 5 =$ ☐

b $4 \times 5 =$ ☐

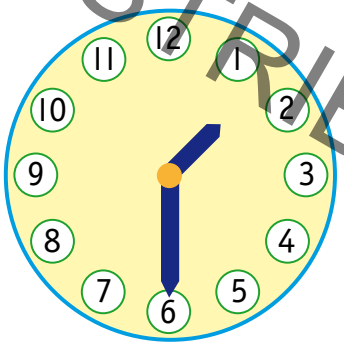
c $3 \times 5 =$ ☐

d $5 \times 5 =$ ☐

8 What time is it?



a half-past ☐



b half-past ☐

c ☐ o'clock

d half-past ☐

9

a Half of 10 is ☐

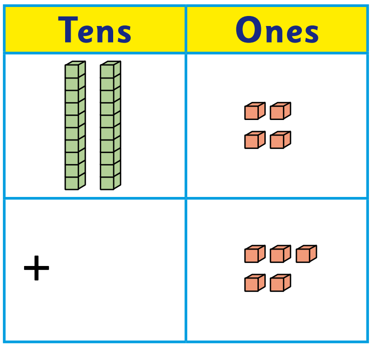
b Double 8 is ☐

c Double 7 is ☐

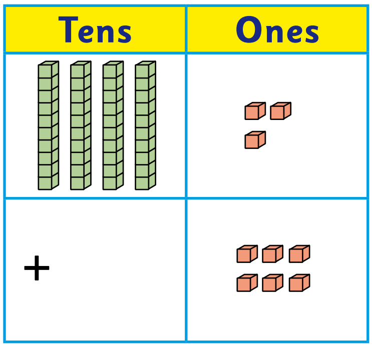
d Half of 12 = ☐

2-digit addition

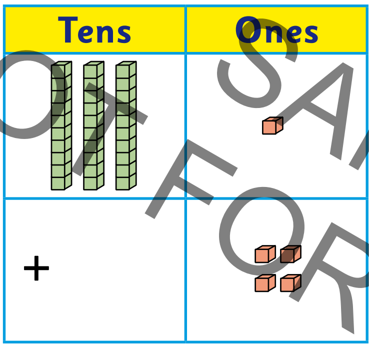
1 Write the sum. Find the answer.



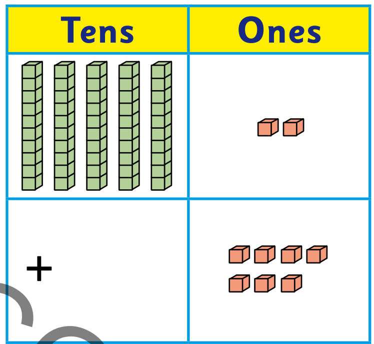
24 + 5 = ___



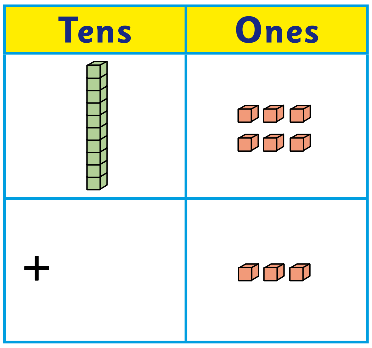
___ + ___ = ___



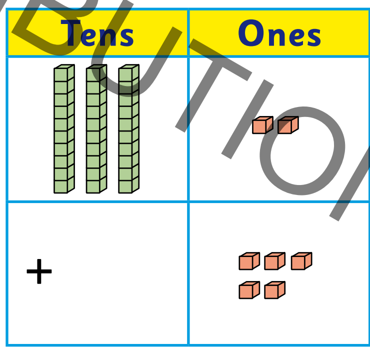
___ + ___ = ___



___ + ___ = ___



___ + ___ = ___



___ + ___ = ___

2 Find the answer.

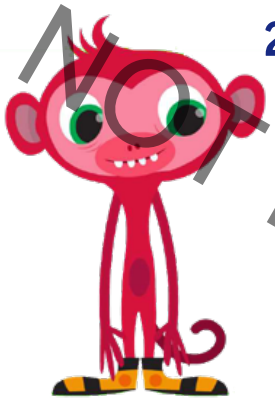
14 + 2 = ___ 25 + 3 = ___ 13 + 4 = ___

2-digit addition

TERM 2
Week 6

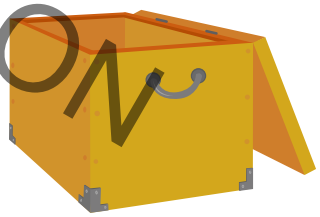
Write the sum and find the answer.

1 Doc collects the eggs from the henhouse. Chooky laid five eggs and Penny laid four eggs. How many eggs altogether?



2 Mango watched a TV show for twenty-two minutes and then switched to another program for five minutes. How long was he watching TV for?

3 Dizzy has thirty-three cars in his toy box. His grandma gives him five more. How many toy cars does he have now?



4 Ruby borrows 22 library books. Waldo borrows 7 books. How many library books altogether?

Add and subtract tens

TERM 2
Week 6

1 Draw the tens and ones, then count to add.

35 + 40 = ☐

Tens	Ones

51 + 20 = ☐

Tens	Ones

2 Draw the first number, then cross off the tens to subtract.

89 – 50 = ☐

Tens	Ones

64 – 30 = ☐

Tens	Ones

3 Find the answers.

73 + 20 = ☐	27 + 70 = ☐	44 + 20 = ☐
98 – 70 = ☐	65 – 40 = ☐	56 – 30 = ☐
62 + 12 = ☐	24 + 33 = ☐	100 – 40 = ☐

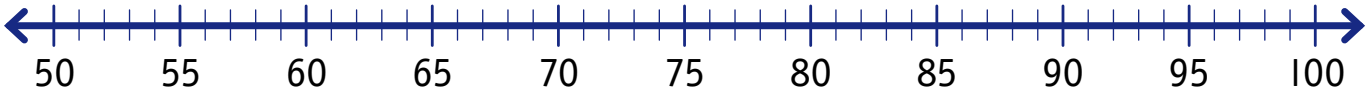
Number Operations: Adding and subtracting numbers up to 100; Number structures: Reading and writing whole numbers up to 120, and representing them using base 10 structure; Counting forwards and backwards by 10s from any whole number between 0 and 120

Add and subtract tens

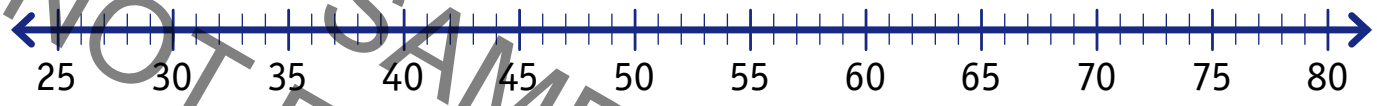
TERM 2
Week 6

Circle the first number, then jump by tens.

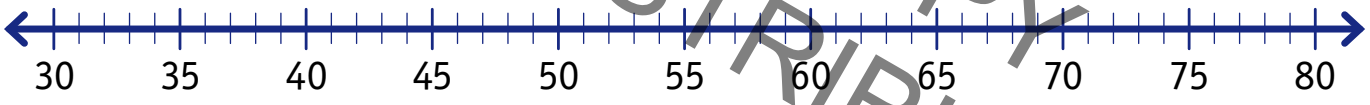
61 + 30 = _____



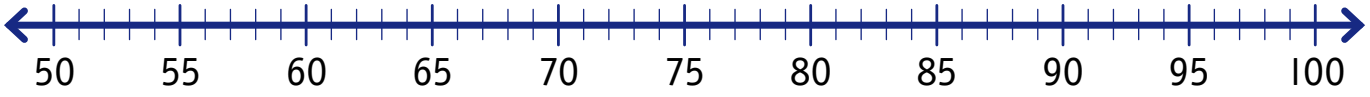
38 + 30 = _____



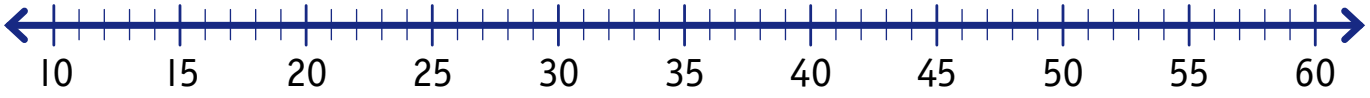
74 – 40 = _____



93 – 20 = _____



52 – 30 = _____



Add and subtract tens

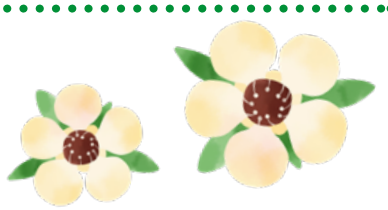
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Jump up or down the hundred chart by tens to find the answers.

32 + 60 = ☐	56 + 20 = ☐	17 + 70 = ☐
95 – 80 = ☐	49 – 30 = ☐	84 – 50 = ☐
16 + 40 = ☐	25 + 50 = ☐	43 + 40 = ☐
91 – 50 = ☐	74 – 40 = ☐	37 – 20 = ☐

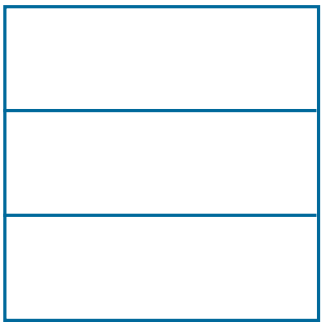
Mastery Checklist

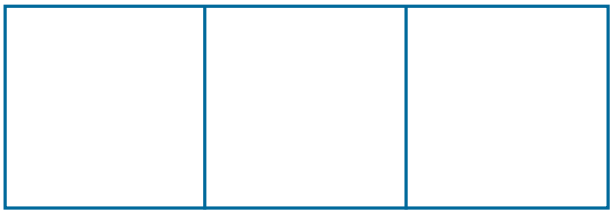
I can: ☐ add and subtract tens
☐ add and subtract numbers up to 100

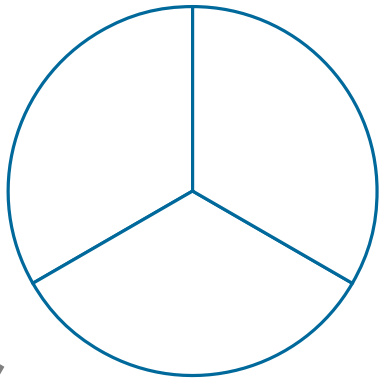


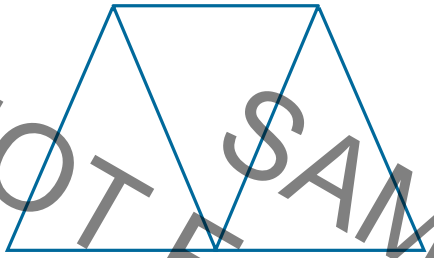
Thirds

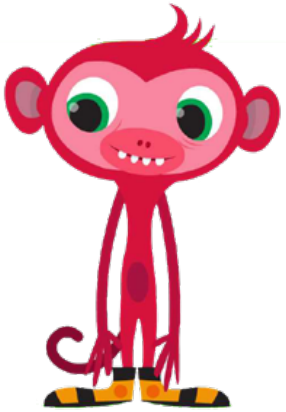
1 Colour one third of each shape.



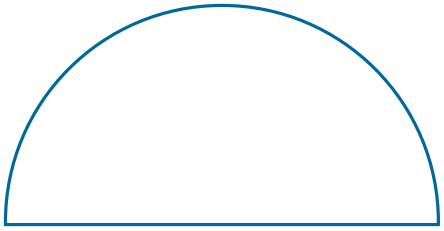


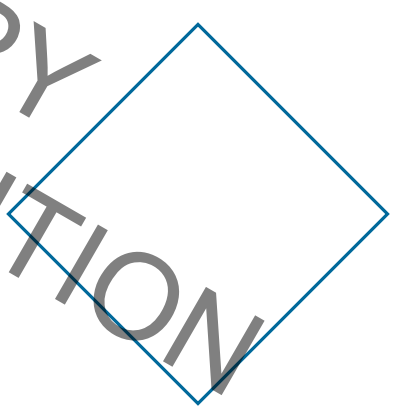






2 Cut each shape into thirds. Colour one third.





3 Circle three equal thirds.

☐ is one third of ☐

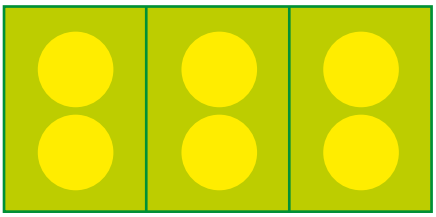
☐ is one third of ☐

Third of a collection

Thirds are three equal parts.

TERM 2
Week 7

1

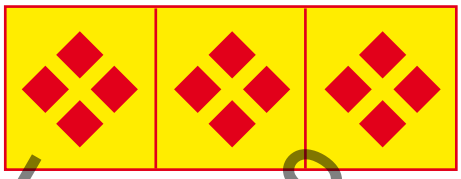


one third of 6 is ☐

2

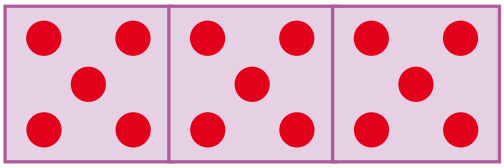
one third of 9 is ☐

3



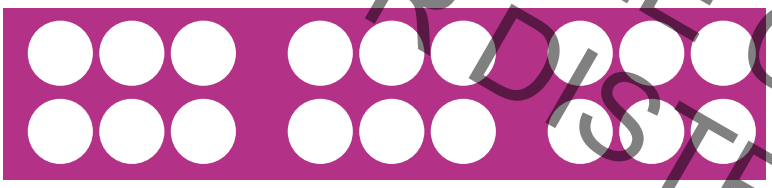
one third of ☐ is ☐

4



one third of ☐ is ☐

5



one third of ☐ is ☐

6 Here is one third. How many in a whole? Draw and write the answer.

☐ is one third of ☐

☐ is one third of ☐

7 Use counters.

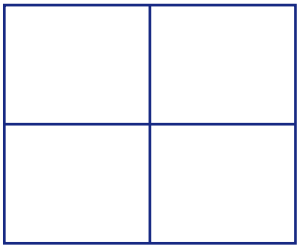
$\frac{1}{3}$ of 3 = ☐ $\frac{1}{3}$ of 6 = ☐ $\frac{1}{3}$ of 9 = ☐

Number Rational numbers: Recognising, reading and representing thirds as fractions of regions using equal parts of the whole; Finding a third of a set by identifying groups; Finding a whole when given a third of a set

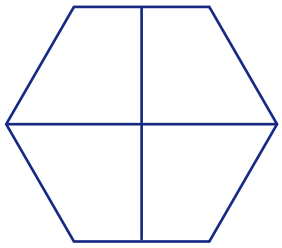
Comparing fractions

1 In each shape colour one half ($\frac{1}{2}$) blue. Colour $\frac{2}{4}$ yellow.

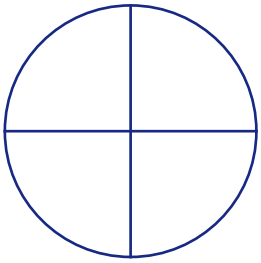
a



b



c



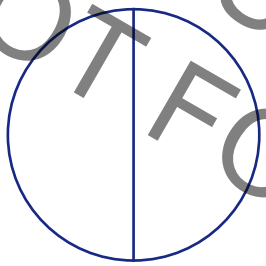
d Is one half equal to $\frac{2}{4}$? _____

e How many quarters make one half? _____

$\frac{2}{4}$ ← numerator
denominator

2 Colour and compare the size.

a



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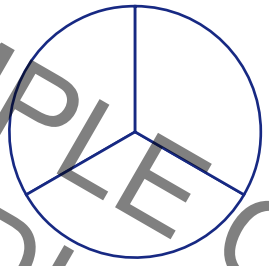

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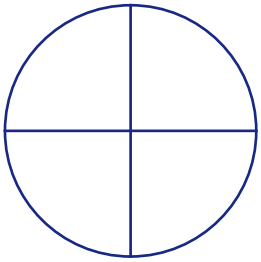
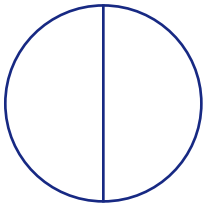


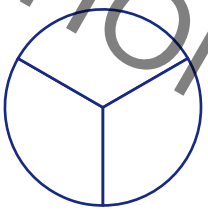
Which fraction is largest? ☐ smallest? ☐

2 Colour the fraction. Write **larger**, **smaller** or **equal to**.

a



$\frac{1}{2}$ ☐ $\frac{1}{3}$



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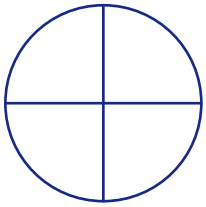
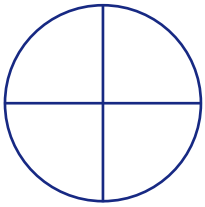
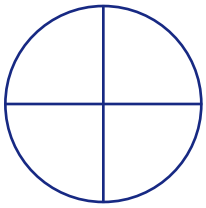


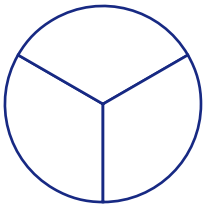
$\frac{1}{2}$ ☐ $\frac{2}{4}$



c



$\frac{1}{4}$ ☐ $\frac{1}{3}$



Fractions of a collection

TERM 2
Week 7

1 Draw a diagram to help you find the answer.

What is $\frac{1}{2}$ of 8? _____

What is $\frac{1}{4}$ of 12? _____

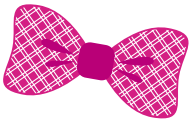
What is $\frac{2}{4}$ of 16? _____

What is $\frac{1}{3}$ of 9? _____

2 Draw a diagram to solve the problem.

Doc has 20 bow ties. He wants to give $\frac{1}{4}$ of them away.

How many is that? _____



Ruby bought 18 buns. $\frac{1}{2}$ are for Waldo.

How many is that? _____

Mango found 21 shells. She put $\frac{1}{3}$ in the hermit crab tank.

How many is that? _____

Mastery Checklist

I can: ☐ share a collection into groups to find a fraction of a collection

Use **counters** or **blocks**

Fractions of a group

1 Grab a handful of blocks or counters. Draw them.

How many altogether? ☐

Circle half the group.

One half of ☐ is ☐.

2 Grab a smaller handful. Draw them.

How many altogether? ☐

Circle a quarter of the group.

One quarter of ☐ is ☐.

3 Grab a larger handful. Draw them.

How many altogether? ☐

Circle a third of the group.

One third of ☐ is ☐.

4 If you had an odd number, what did you do with the extra one?

I can solve a problem by:

☐ dividing a group in halves, quarters or thirds ☐ drawing a diagram

Comparing weight

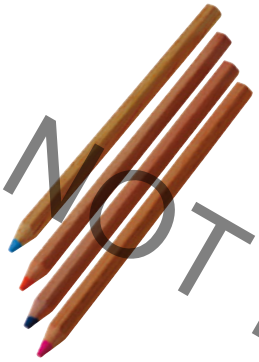
TERM 2
Week 8

1 Circle O the heavier one. Draw a ✗ on the lighter one.

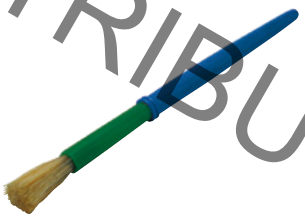





2 Draw something heavier.




3 Draw something lighter.

4 Draw two different things that weigh the same.

Compare and measure weight

TERM 2
Week 8

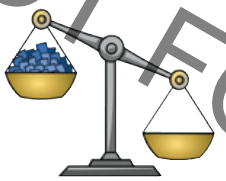
1 Match.

heavier lighter

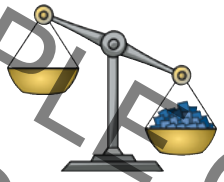
heavier lighter

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

Measure **mass** on a scale



heavier



lighter

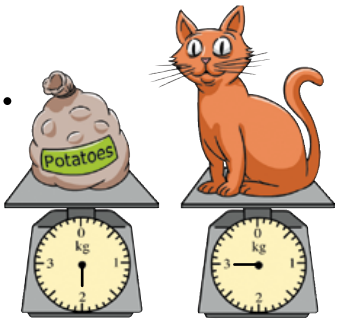
about the same

	is heavier than 20 blocks.
	is lighter than 20 blocks.
	weighs about the same as 20 blocks.

Weight in grams and kilograms

TERM 2
Week 8

Weight tells us how **heavy** or **light** something is.
We measure **light objects in grams (g).**
We measure **heavier objects in kilograms (kg).**



1


10 g


30 g

1 kg


3 kg


20 kg

Is the pencil light or heavy? _____

Is the dog light or heavy? _____

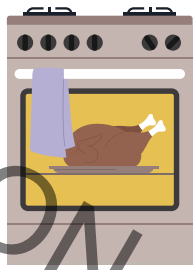
2 Circle the correct unit. Circle g or kg.

g kg


g kg


g kg


g kg


g kg

3 Match the object to the unit.

grams (g)

kilograms (kg)

Measurement Measuring: Comparing and ordering several objects using informal units of mass (weight); Estimating mass (g)

Compare and measure weight

TERM 2
Week 8

Measure **mass** on a scale

1 Weigh.

grams

grams

grams

grams

grams

grams

The _____ was lightest.

The _____ was heaviest.

Order from lightest to heaviest:

Challenge! Who has the heaviest shoe?

_____ has the heaviest shoe.

Dumplings, tarts, rolls and buns

How many dumplings weigh the same as a bun?

2 rolls weigh the same as 1 bun.

4 rolls weigh the same as 2 tarts.

3 dumplings weigh the same as 1 tart.

☐ dumplings weigh the same as 1 bun.

I can solve a problem by:

☐ comparing the mass of groups of objects ☐ using logical thinking

Measurement Measuring: Comparing and ordering several objects using informal units of mass (weight)

Comparing capacity

Capacity is how much it will hold.

1 Circle the one that holds more.

2 Order these from holds least (1) to holds most (6).

✓ holds most ✗ holds least

Challenge! Compare lunchboxes. Order four lunchboxes from holds least to holds most.

Capacity in cups

TERM 2
Week 9

measure capacity in cups

Find four drink containers like these.

1 How many cups does each hold? Colour the number of cups.

a

Container	Number of cups
	

b

Container	Number of cups
	

c

Container	Number of cups
	

d

Container	Number of cups
	

2 During one week of school:

a Alex drank 10  . How many cups did he drink? _____

b Freya drank 5  . How many cups did she drink? _____

c Ned drank 2  and 3 cups of water. How many cups did he drink? _____

d Karen drank 2  and 3  . How many cups did she drink? _____

Challenge! Jenny makes 2 jugs of cordial a day. Each jug holds 5 cups. How many cups does Jenny make:

a in one week? ☐ **b** in 4 weeks? ☐

Measuring capacity in litres

TERM 2
Week 9

1 How much water does it hold?

Use a 1 litre measuring jug.

measure capacity

a

☐ litres

b

☐ litres

c

☐ litres

d

☐ litres

e

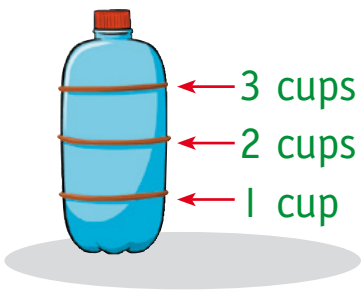
☐ litres

f

☐ litres

2 Draw in order from holds least to holds most.

3 How many cups does each bottle hold? Estimate using elastic bands. Measure to check.



Bottle 1

Estimate ☐ cups

Measure ☐ cups

Bottle 2

Estimate ☐ cups

Measure ☐ cups

Checkpoint 4

1 How many cups will it hold?

a 

1 

3 

b 

4 

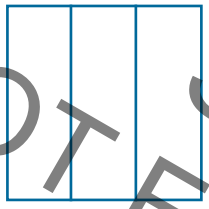
9 

c 

2 

5 

2 Colour one third of each shape.

a 

b 

c 

3 Complete.

30 add 10 → ☐ add 10 → ☐ add 10 → ☐

4 Subtract the tens.

62 − 20 = ☐

85 − 40 = ☐

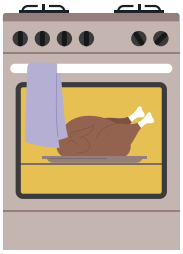
5 Circle the correct unit. Circle g or kg.

g kg

g kg

g kg

g kg



g kg

Checkpoint 4

6 Take away.

a $5 - 2 =$ ☐

b $3 - 1 =$ ☐

c $16 - 4 =$ ☐

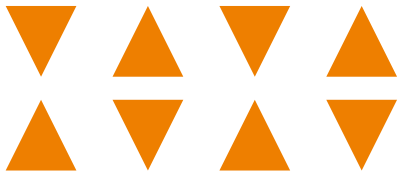
d $28 - 3 =$ ☐

7 Circle the fraction. Complete the sentence.

a

One half of 10 is ☐.

b



One quarter of 8 is ☐.

c

One third of 9 is ☐.

d Circle the largest fraction.

$\frac{1}{3}$ $\frac{1}{2}$ $\frac{1}{4}$

8 Add the tens.

a $12 + 20 =$ ☐

b $25 + 40 =$ ☐

c $33 + 50 =$ ☐

d $64 + 30 =$ ☐

Mental warm ups: Facts to 20

1 Find each missing number.

☐ + 10 = 20	10 + ☐ = 20
☐ + 9 = 20	9 + ☐ = 20
☐ + 8 = 20	8 + ☐ = 20
☐ + 7 = 20	7 + ☐ = 20
☐ + 6 = 20	6 + ☐ = 20
☐ + 5 = 20	5 + ☐ = 20

2 Complete the doubles.

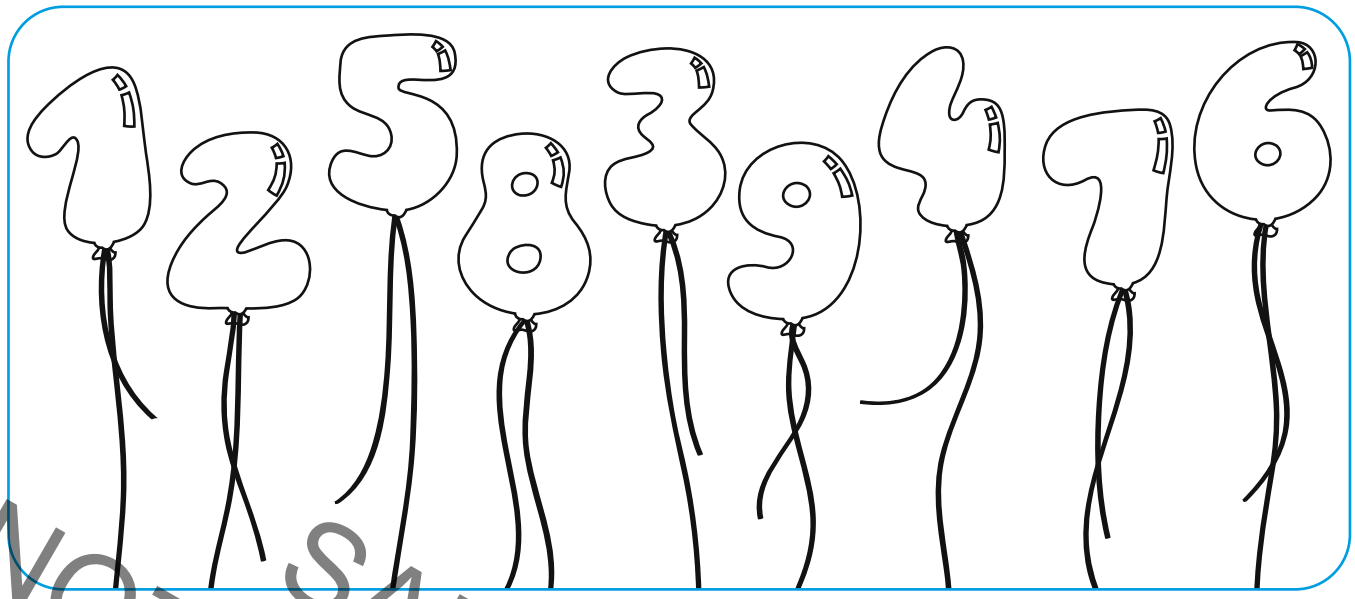
7 + 7 = ☐	5 + 5 = ☐	9 + 9 = ☐
Double 3 is ☐	Double 8 is ☐	Double 4 is ☐
Double 6 is ☐	Double 2 is ☐	Double 10 is ☐
Half of 12 is ☐	Half of 18 is ☐	Half of 20 is ☐

Rounding numbers

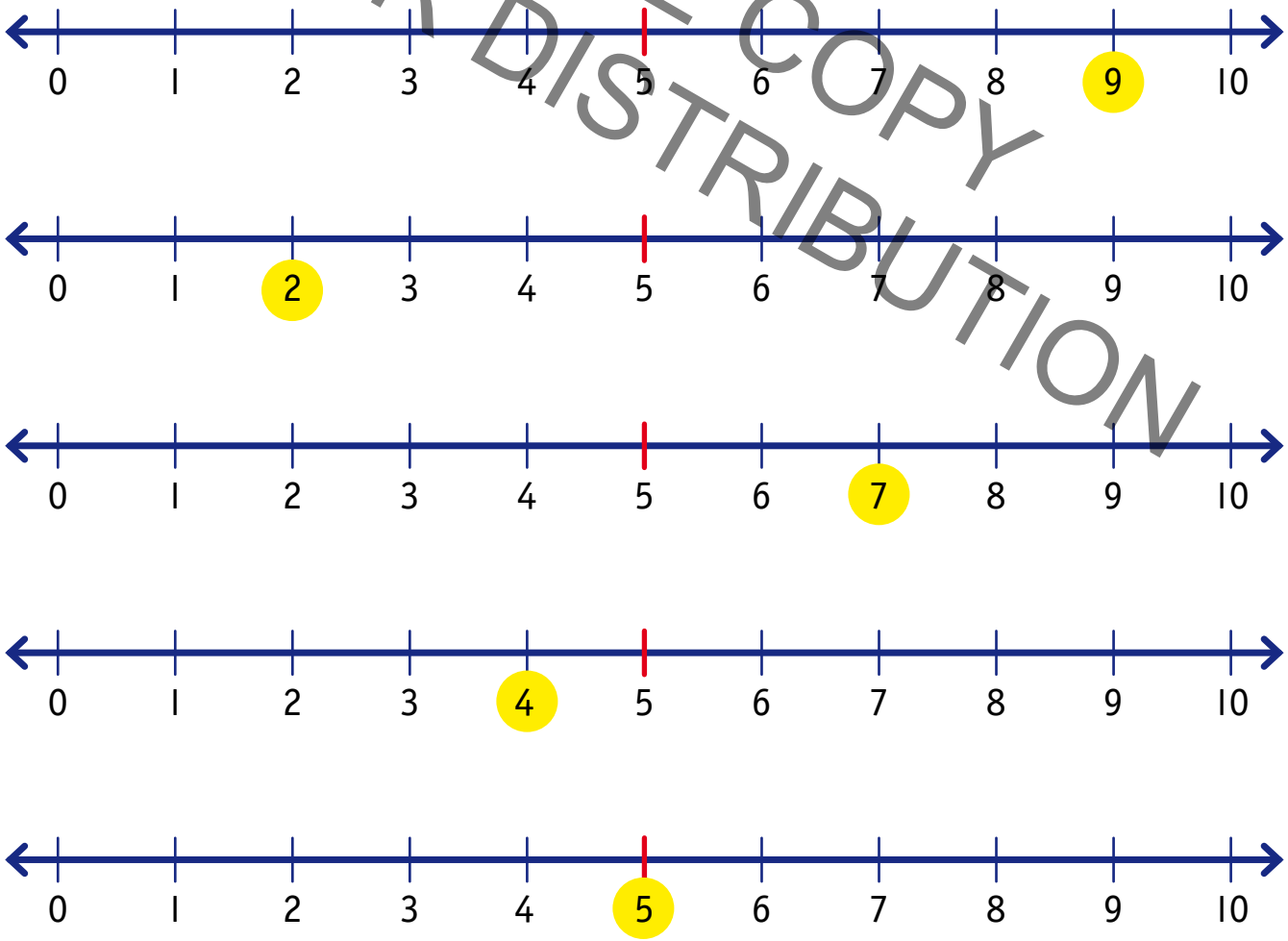
TERM 3
Week 1

5 or more round up!

1 Colour the numbers which round up to 10.



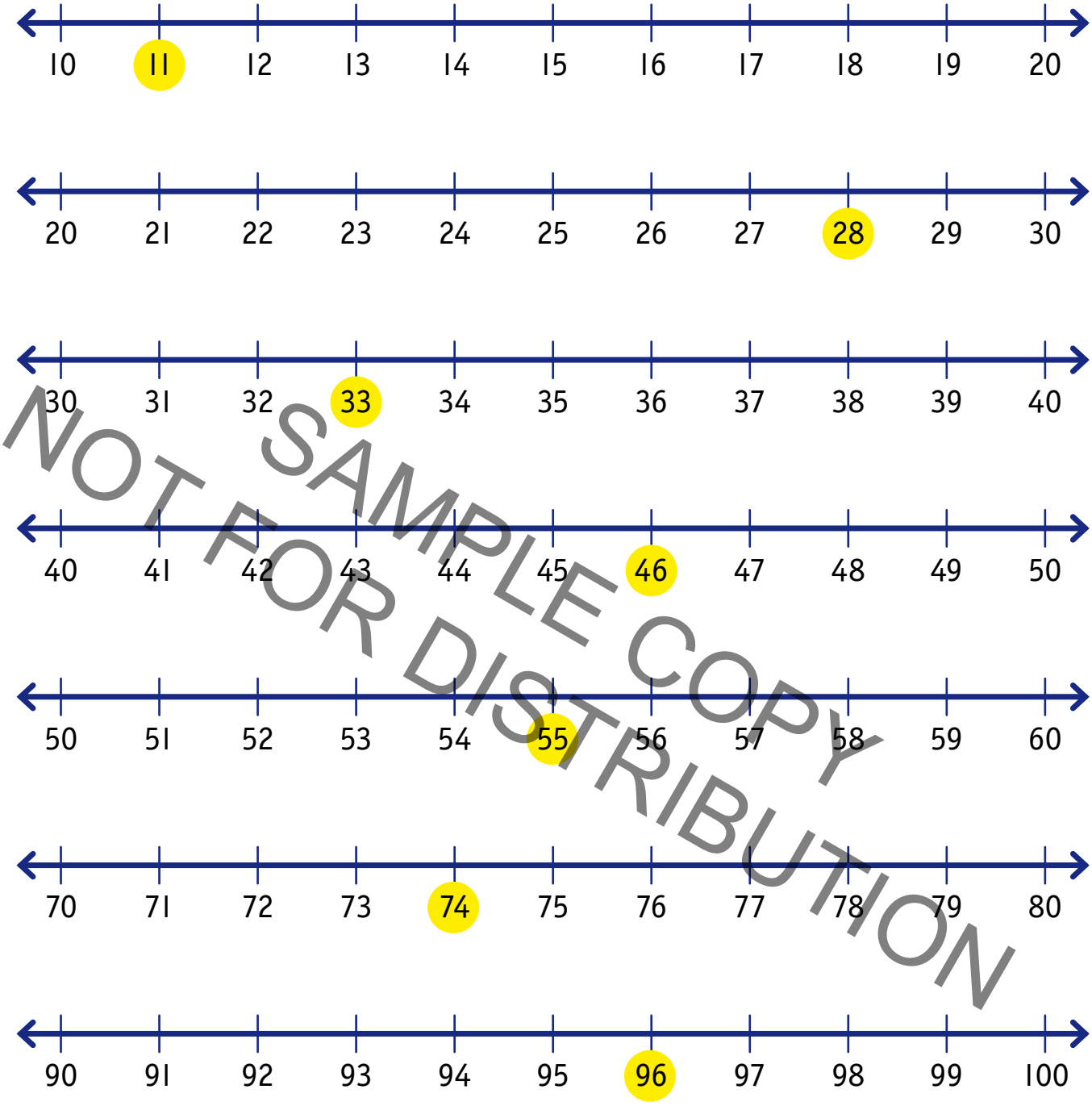
2 Does the number round up or down? Circle 0 or 10.



Rounding numbers

TERM 3
Week 1

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



2 Round to the nearest ten.

55 ☐	62 ☐	79 ☐
84 ☐	91 ☐	97 ☐

Rounding numbers

TERM 3
Week 1

1 Circle the numbers in each row that round to Dizzy's number.

60	67	61	56	53	59
20	18	26	19	21	14
80	72	88	78	83	81

2 Round each number to the nearest ten, then estimate the answer.

19 + 19 = ☐ + ☐ = ☐

29 + 11 = ☐ + ☐ = ☐

31 + 41 = ☐ + ☐ = ☐

52 + 28 = ☐ + ☐ = ☐

3 Estimate to the **nearest ten.**

39 + 28 = ☐ 61 + 34 = ☐ 88 + 12 = ☐

42 + 19 = ☐ 27 + 23 = ☐ 78 + 11 = ☐

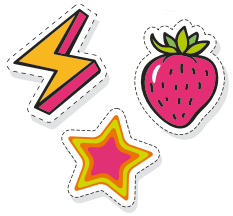
21 + 49 = ☐ 32 + 41 = ☐ 51 + 49 = ☐

Rounding numbers

TERM 3
Week 1

Add or subtract. Round your answer to the **nearest 10**.

1 Dizzy collected 23 stickers. Ruby gave him 16 more. How many stickers altogether?



_____ stickers altogether. Rounded to the nearest 10 = _____

2 The hens lay 27 eggs. Waldo drops 6 eggs on the floor. How many eggs are left?

_____ eggs left. Rounded to the nearest 10 = _____

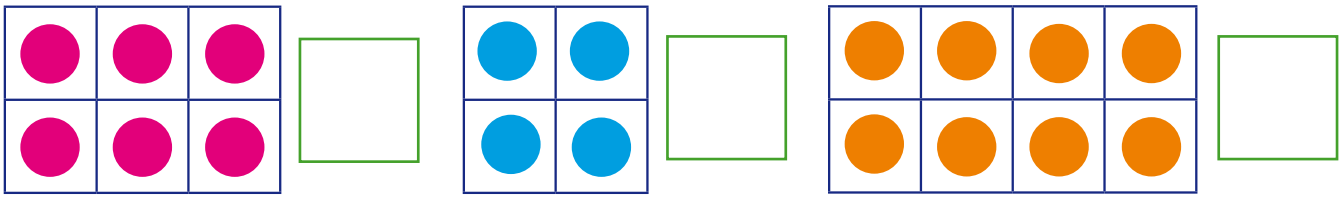
3 Doc picks up 34 stones in the backyard and 25 stones in the park. How many stones altogether?

_____ stones altogether. Rounded to the nearest 10 = _____

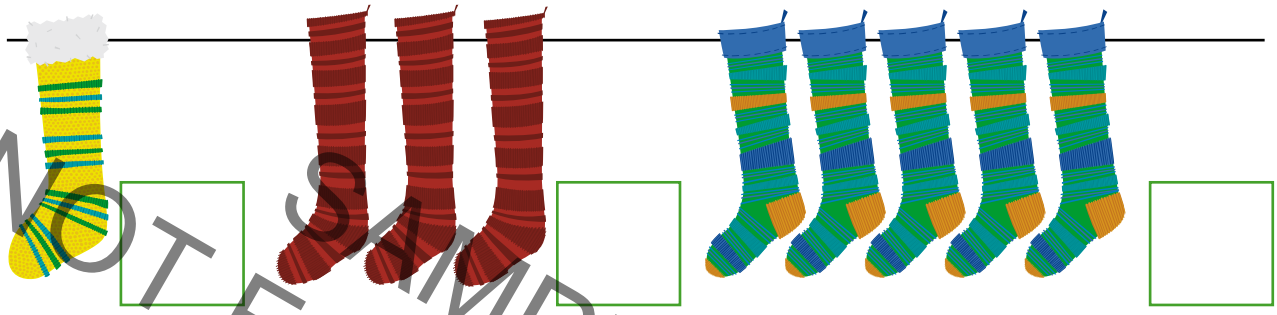
Number Number structures: Rounding numbers up to 120 to the nearest 10; Operations: Solving one-step addition and subtraction problems involving numbers up to 100

Odd and even numbers

1 Even numbers make pairs. Write the even numbers.



2 Odd numbers have one left over. Write the odd numbers.



3 Colour the even numbers **blue** and the odd numbers **red**.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

4 What do even numbers end with?

____ ____ ____ ____ ____

What do odd numbers end with?

____ ____ ____ ____ ____

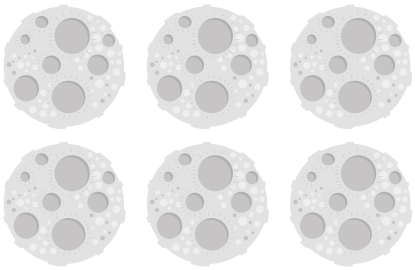
Divide by 2

TERM 3
Week 2

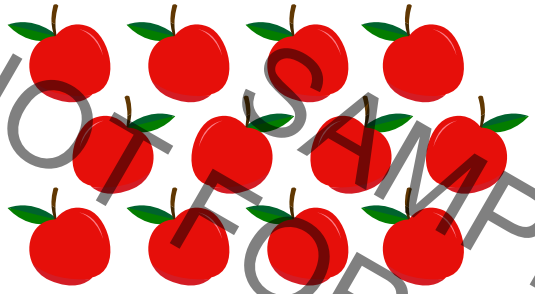
÷ is the sign that tells us to divide

1 Divide into two equal groups. Fill in the equation.

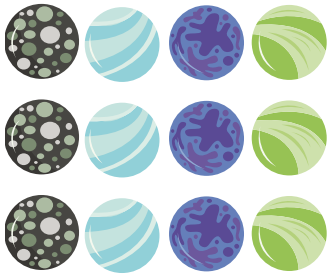
4 ÷ ☐ = ☐



☐ ÷ ☐ = ☐

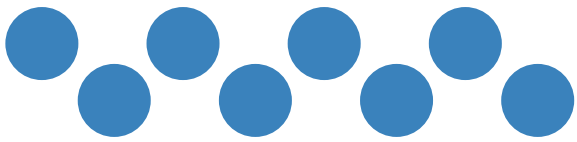


☐ ÷ ☐ = ☐

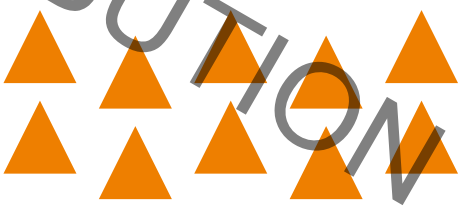


☐ ÷ ☐ = ☐

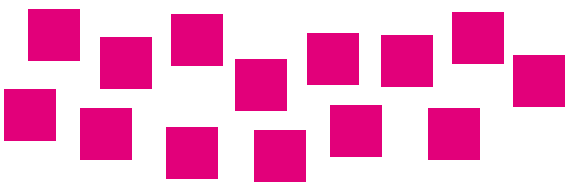
2 Circle two equal groups. Find the missing numbers.



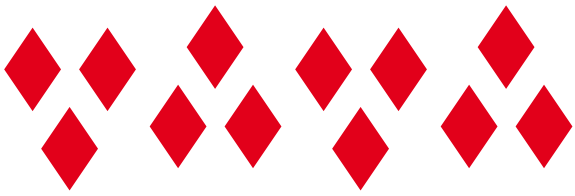
8 ÷ _____ = _____



10 ÷ _____ = _____



_____ ÷ _____ = _____



_____ ÷ _____ = _____

The division sign

1 Draw a picture to find each answer.

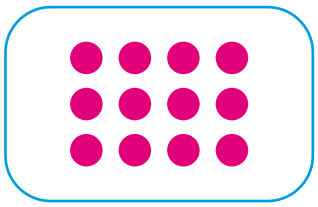
12 ÷ 2 = ☐

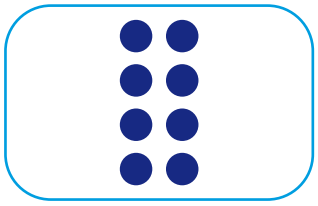
16 ÷ 2 = ☐

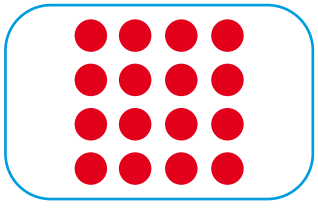
20 ÷ 2 = ☐

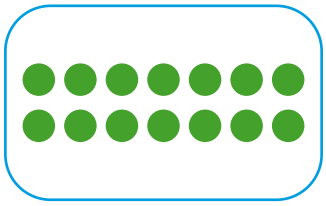
18 ÷ 2 = ☐

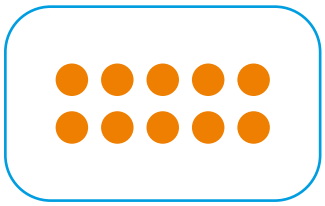
2 Match and find the answer.











12 ÷ 2 =

8 ÷ 2 =

6 ÷ 2 =

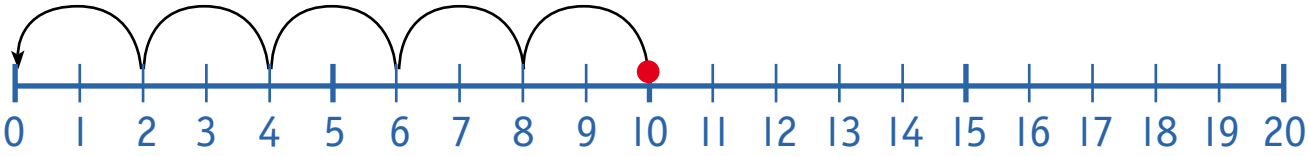
14 ÷ 2 =

10 ÷ 2 =

Dividing on a number line

TERM 3
Week 2

1 How many 2s in 10?



There are ☐ 2s in 10.

2 How many 2s in 14?

There are ☐ 2s in 14.

3 How many 2s in 16?

There are ☐ 2s in 16.

4 How many 2s in 18?

There are ☐ 2s in 18.

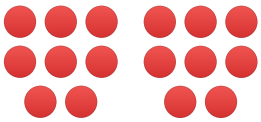
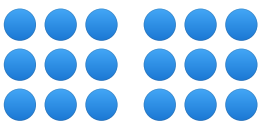
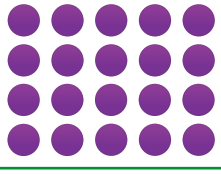
5 How many 2s in 20?

There are ☐ 2s in 20.

2s facts

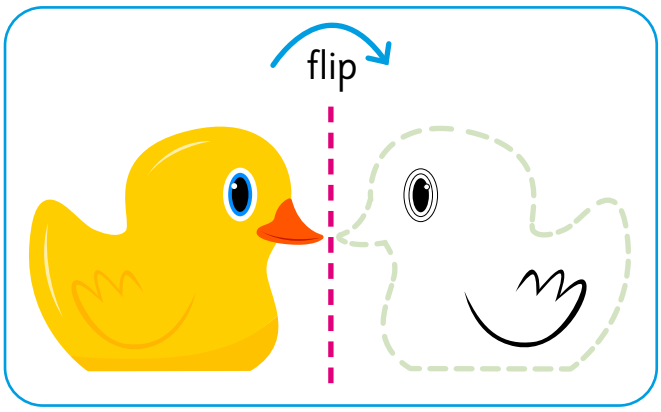
TERM 3
Week 2

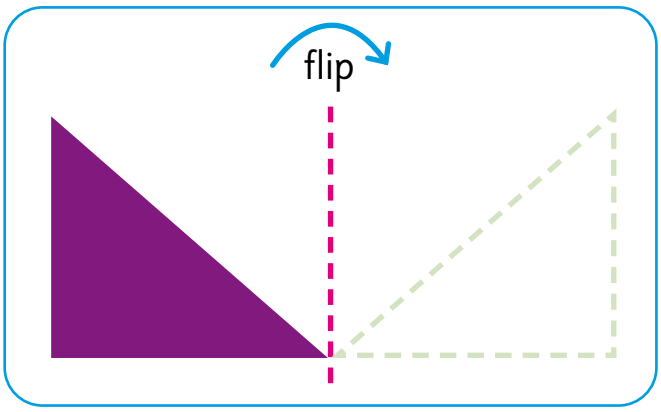
Complete the table.

1 × 2 = 2	**Double** 1 is 2		**Half** of 2 is 1	2 ÷ 2 = 1
2 × 2 = 4	_____ 2 is 4		_____ of 4 is 2	4 ÷ 2 = 2
3 _____ = 6	**Double** 3 is 6			6 _____ = 3
4 × 2 = 8	**Double** 4 is 8		**Half** of 8 is _____	8 ÷ 2 = 4
5 × 2 = 10	**Double** 5 is _____		**Half** of 10 is 5	
	Double 6 is _____		**Half** of 12 is _____	
7 × 2 = 14				14 ÷ 2 = 7
			**Half** of 16 is _____	16 ÷ 2 = 8
9 × 2 = 18	**Double** 9 is 18			
				

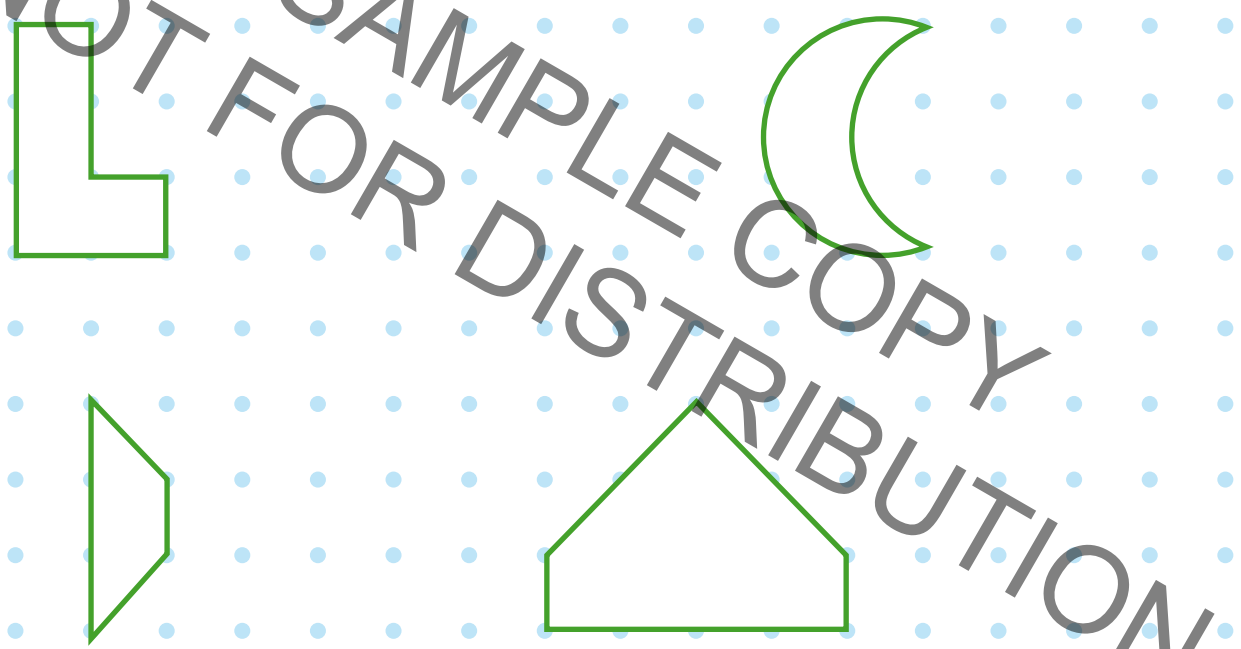
Moving shapes

1 Trace each flip.





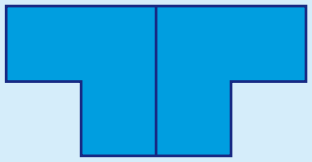
2 Flip each shape and draw it.



3 This shape has been flipped. Flip and draw it again.
Continue across the page.

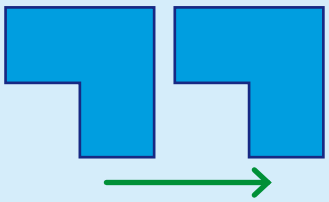
Flip, slide and turn

flip



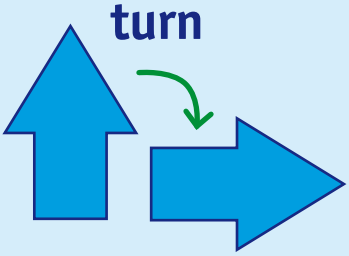
flip it over

slide



slide it along

turn

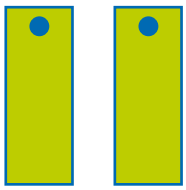


turn it around

1 How has the shape been moved? Write flip, slide or turn.

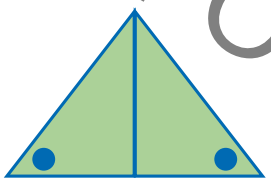
a

b



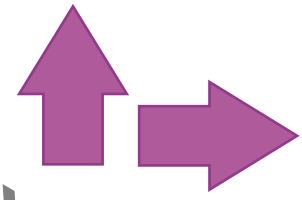
c

d

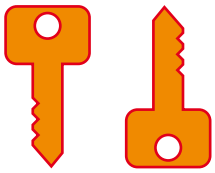


e

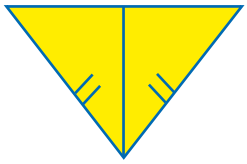
f



g

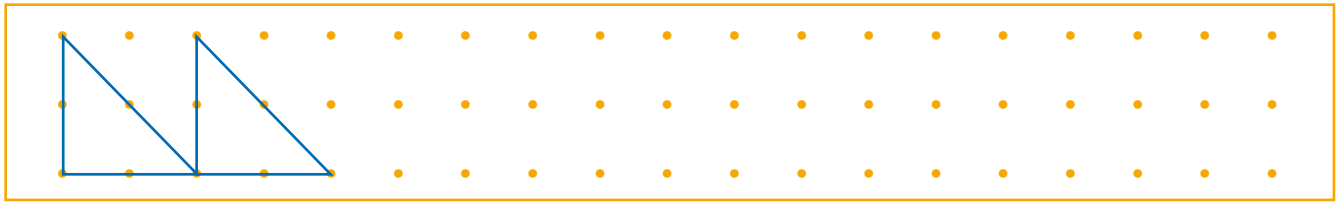


h



i

2 Continue the pattern.



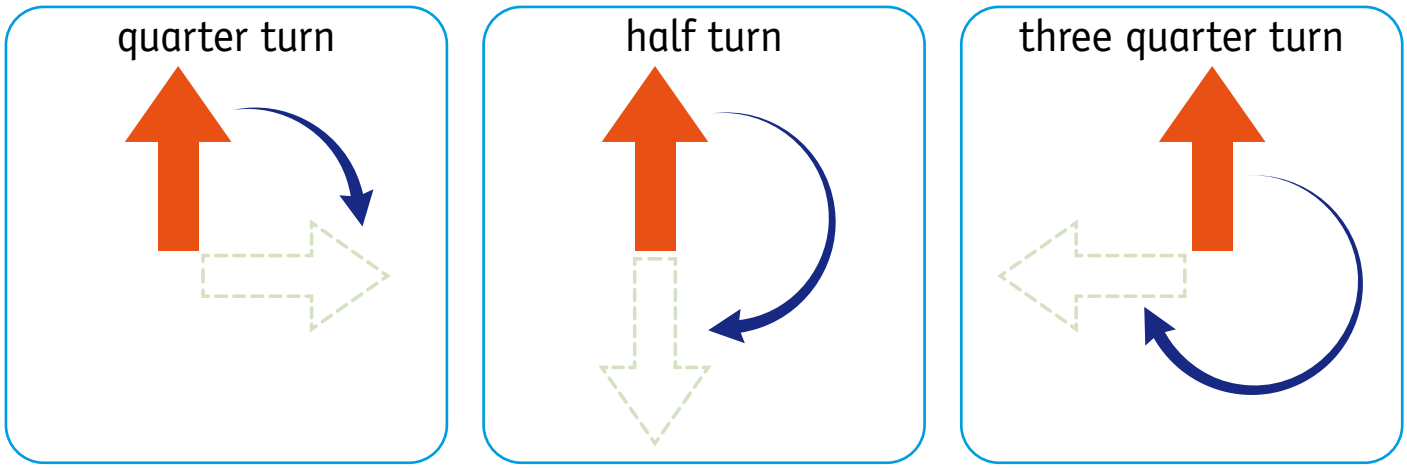
How did you move the triangle?

Turning shapes

Clockwise is the same direction a clock turns

TERM 3
Week 3

1 Let's turn this arrow. Trace each turn.

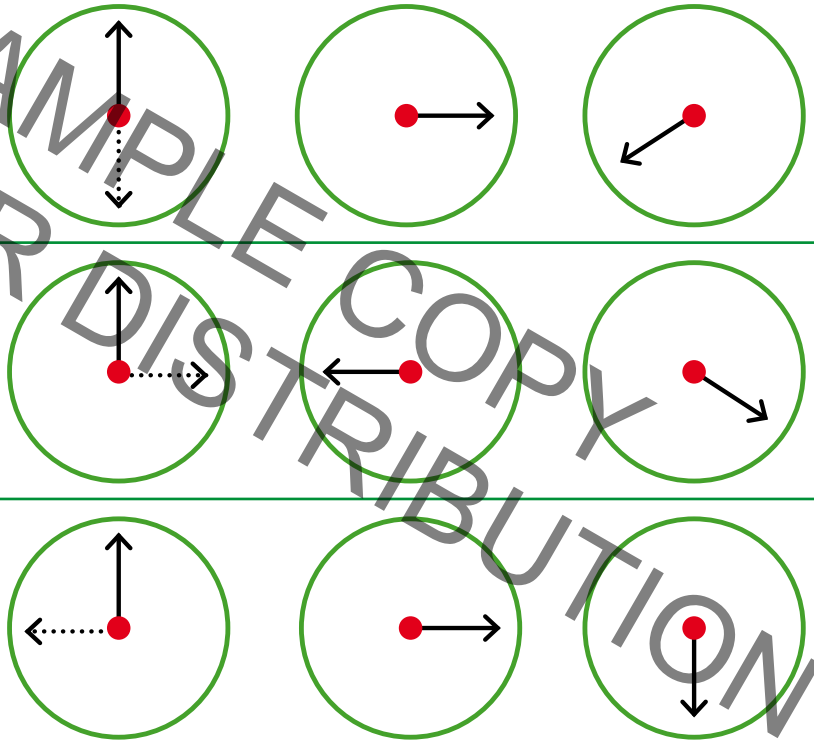


2 Draw where the hand would be after a:

half turn.

quarter turn.

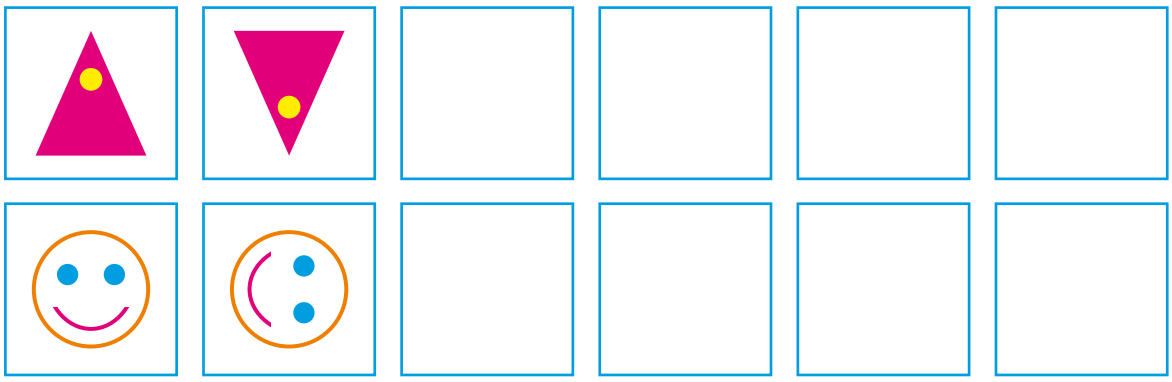
three quarter turn.



3 Complete the patterns using half and quarter turns.

half turns

quarter turns

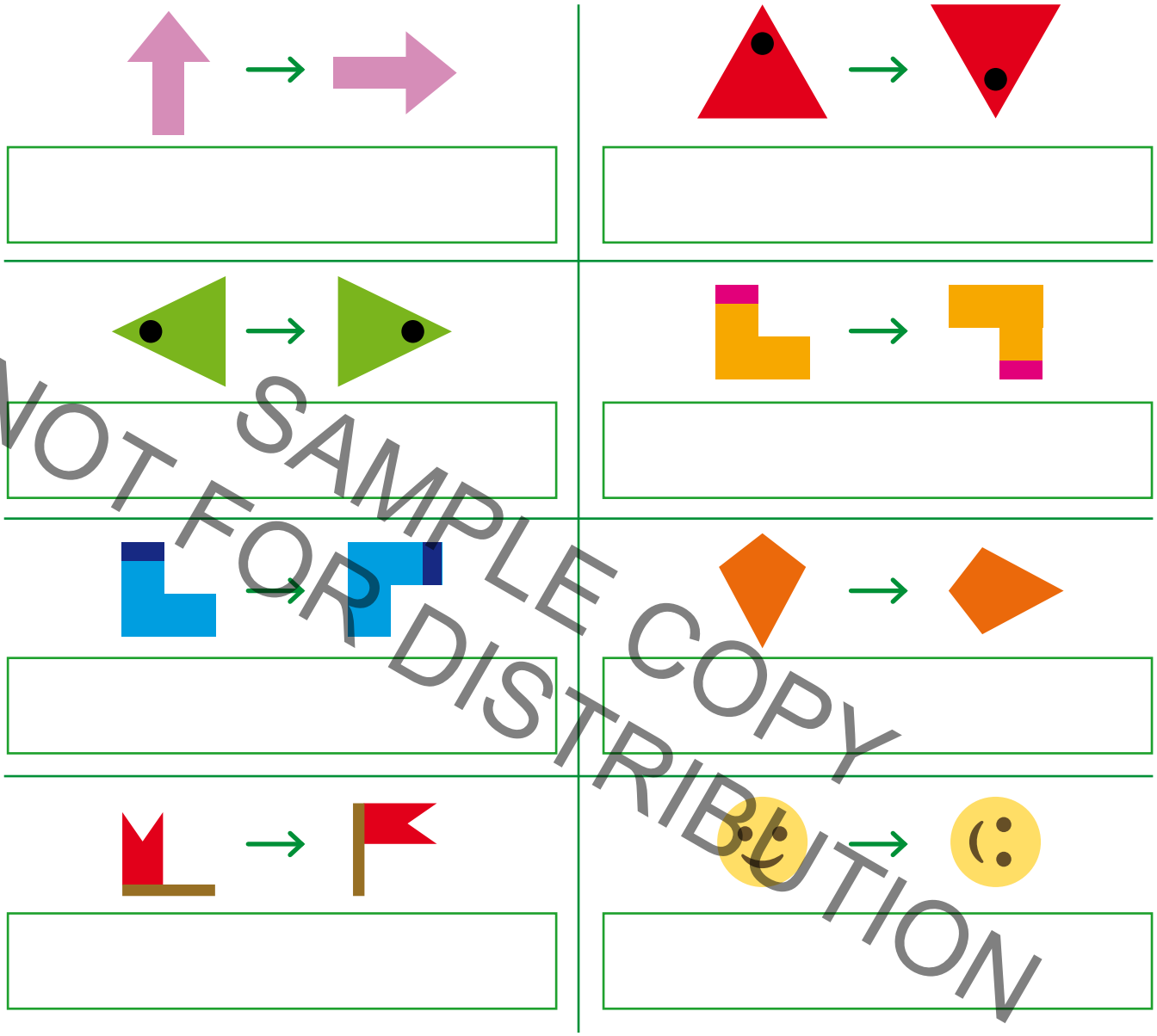


Measurement Measuring: Turning an object and describing how far they have turned, using full, half, quarter, and three-quarter turns as benchmarks;
Geometry Spatial reasoning: Turning 2D shapes to make a pattern

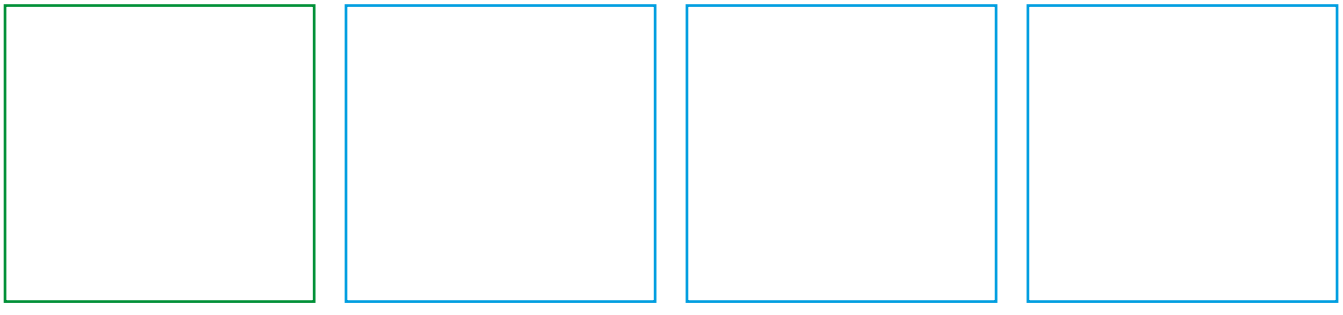
Turning clockwise

cut shapes and turn them

1 Each shape has turned clockwise.
Is it a quarter, half or three quarter turn?
Label each one.



2 Draw a shape then show each turn.



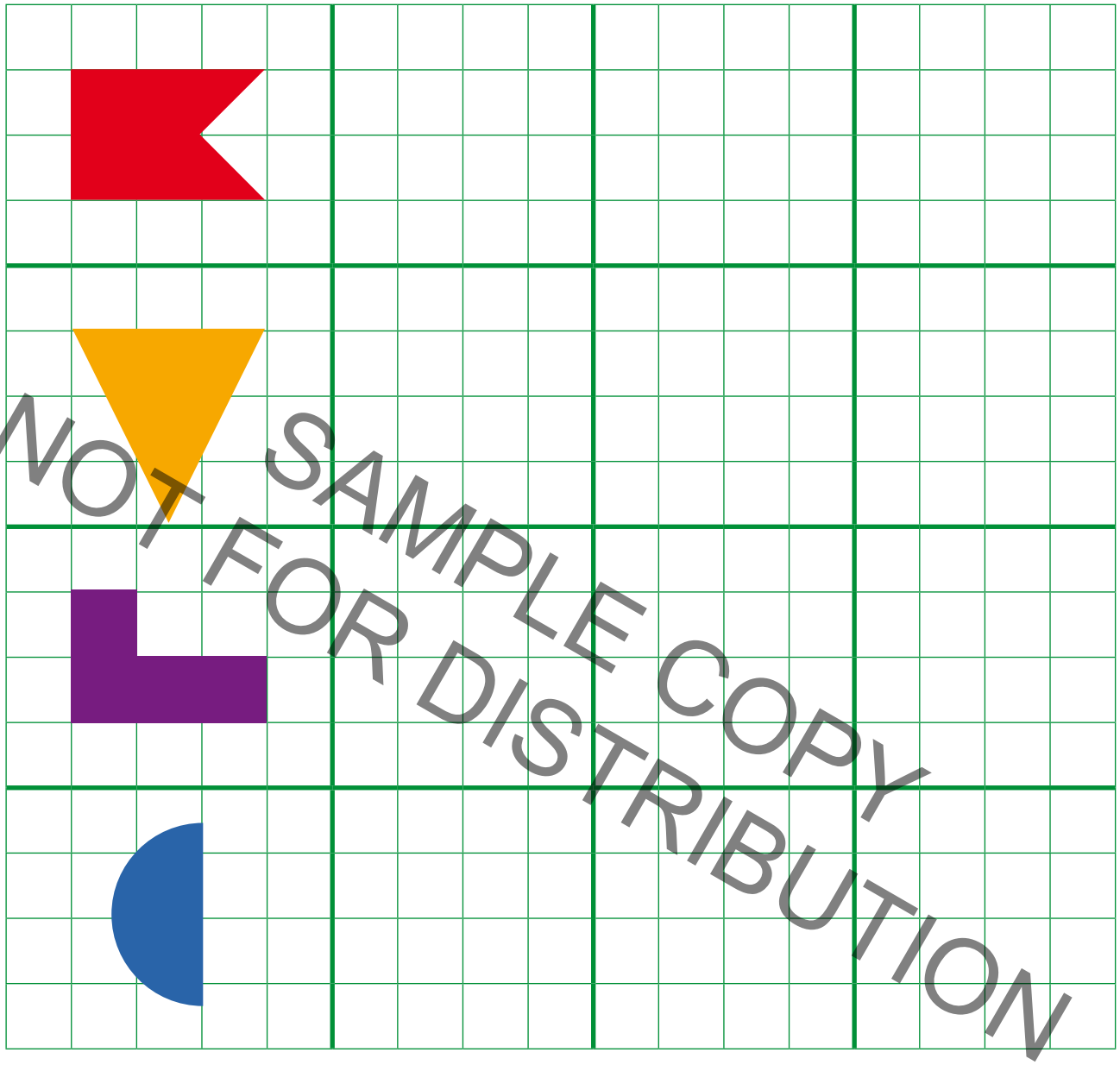
quarter half three quarter

Flip, slide and turn

TERM 3
Week 3

1 Complete the table. Show each movement.

Shape	Flip	Slide	Half turn



2 Draw a shape then flip, slide and turn it.

Mastery Checklist I can:
- ☐ flip, slide and turn a shape
- ☐ turn shapes using quarter, half and three quarter turns

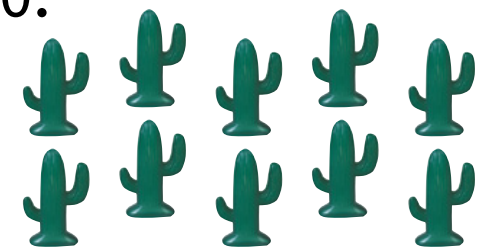
Geometry Spatial reasoning: Flipping, sliding, and turning 2D shapes to make a pattern or compose a shape

Dividing by 5

÷ is the sign that tells us to divide.

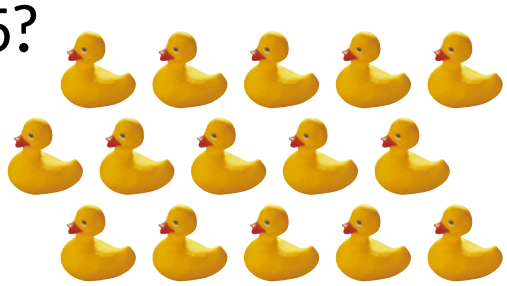
1 How many fives in:

a 10?



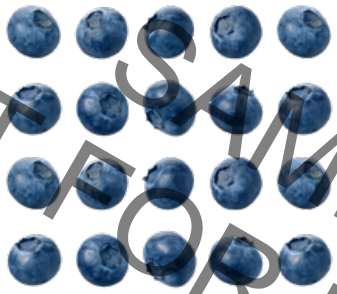
10 ÷ 5 = ☐

b 15?



15 ÷ 5 = ☐

c 20?



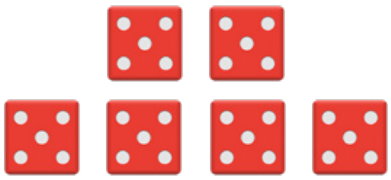
20 ÷ 5 = ☐

d 25?

25 ÷ 5 = ☐

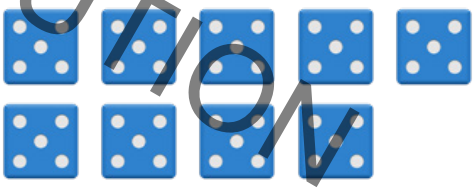
2 How many fives in:

a 30?



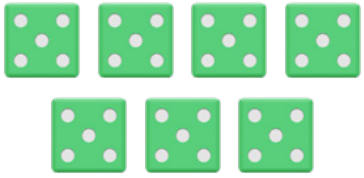
30 ÷ 5 = ☐

b 45?



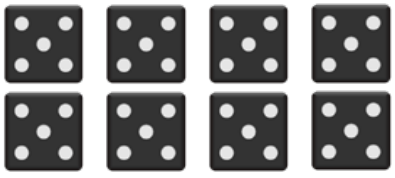
45 ÷ 5 = ☐

c 35?



35 ÷ 5 = ☐

d 40?

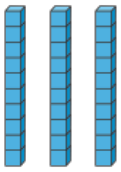


40 ÷ 5 = ☐

Dividing by 10

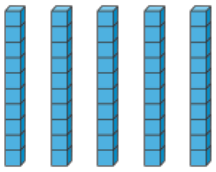
1 How many tens in:

a 30?



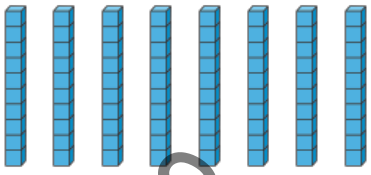
30 ÷ 10 = ☐

b 50?



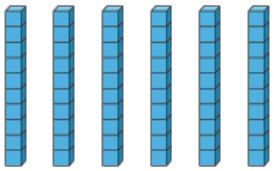
50 ÷ 10 = ☐

c 80?



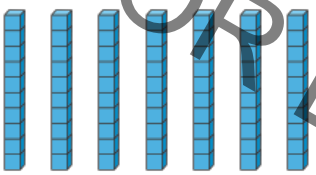
80 ÷ 10 = ☐

d 60?



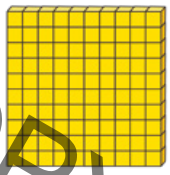
60 ÷ 10 = ☐

e 70?



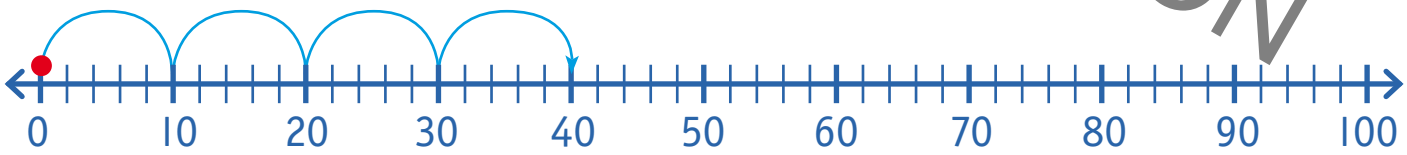
70 ÷ 10 = ☐

f 100?



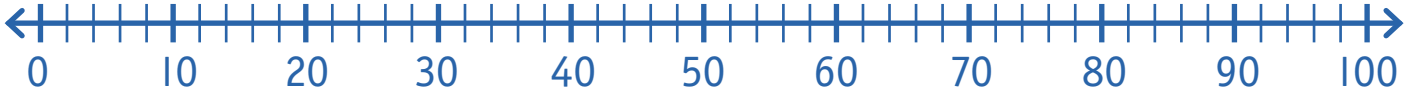
100 ÷ 10 = ☐

2 How many 10s in 40?



There are _____ 10s in 40.

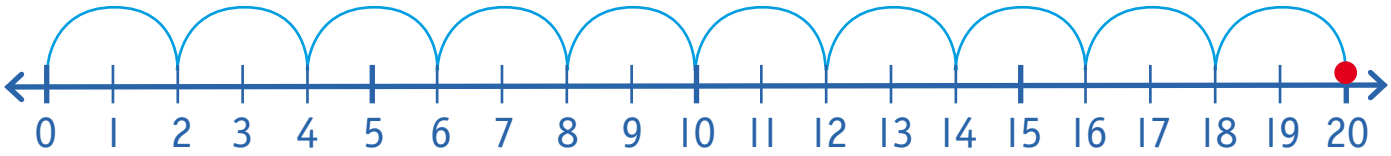
3 How many 10s in 90?



There are _____ 10s in 90.

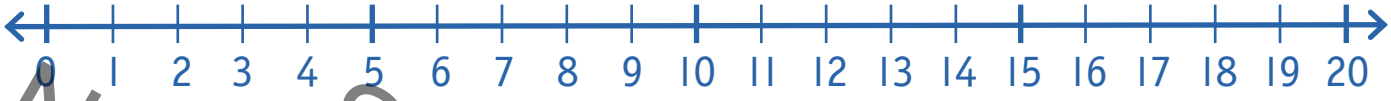
Dividing on a number line

1 How many 2s in 20?



There are ☐ 2s in 20. 20 ÷ 2 = ☐

2 How many 5s in 20?



There are ☐ 5s in 20. 20 ÷ 5 = ☐

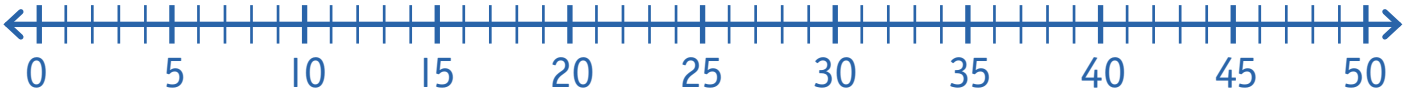
3 How many 10s in 20?

There are ☐ 10s in 20. 20 ÷ 10 = ☐

4 How many 5s in 35?

There are ☐ 5s in 35. 35 ÷ 5 = ☐

5 How many 10s in 40?



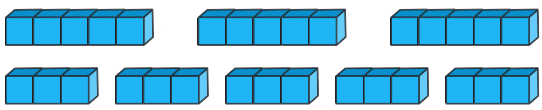
There are ☐ 10s in 40. 40 ÷ 10 = ☐

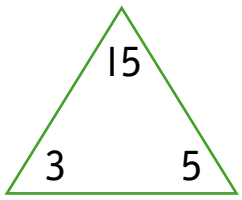
Multiplication and division

TERM 3
Week 4

Multiplication and division are related.
Write four facts for each number mountain.

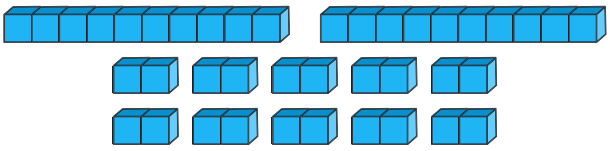
1

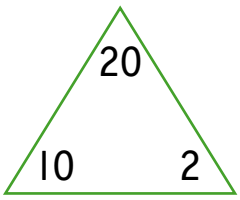




	×		=
	×		=
	÷		=
	÷		=

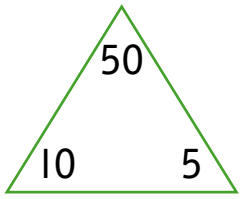
2





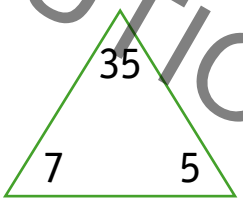
	×		=
	×		=
	÷		=
	÷		=

3



	×		=
	×		=
	÷		=
	÷		=

4



	×		=
	×		=
	÷		=
	÷		=

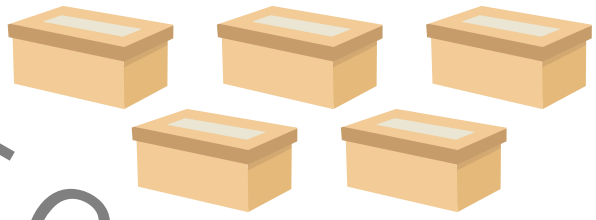
The division sign

1 Read the problem.
2 Circle the operations and number words.
3 Write an equation.
4 Find the answer.

Dizzy shared 20 marbles between his ten friends. How many marbles did each person get?

☐ ☐ ☐ = ☐

Mango has five boxes. Each box holds one pair of shoes. How many shoes does Mango have?



☐ ☐ ☐ = ☐

Waldo bought 20 fish. He divided them equally into five fish tanks. How many fish are in each fish tank?

☐ ☐ ☐ = ☐

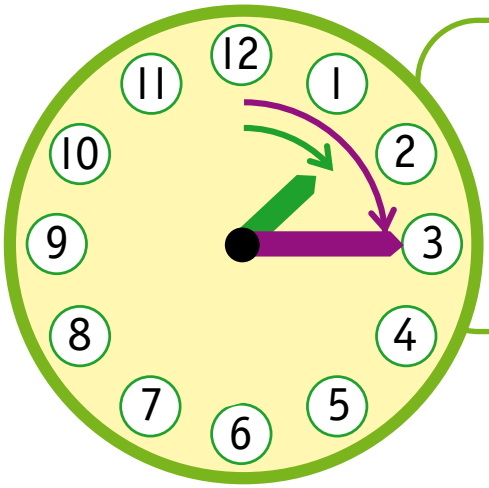
Doc walked two kilometres each day this week, including the weekend. How far did Doc walk this week?

☐ ☐ ☐ = ☐

I can solve a problem by:

☐ dividing by 2s, 5s and 10s ☐ using division equations ☐ using a number line to divide

Quarter-hour



Quarter-past

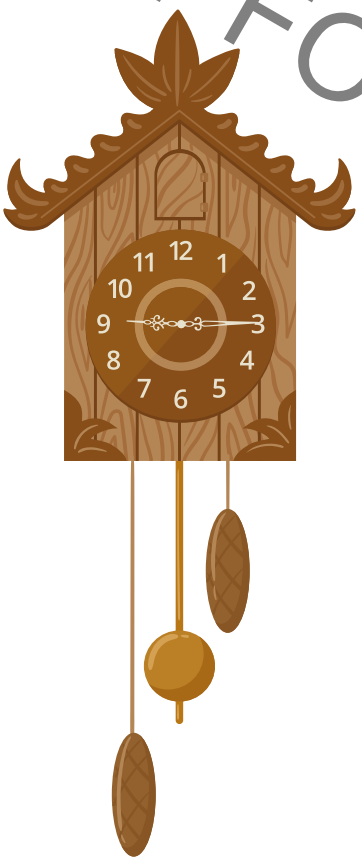
Minute hand points to 3, a **quarter turn** around the clock. A **quarter hour** is 15 minutes. Both clocks show **quarter-past**.

1 There are:

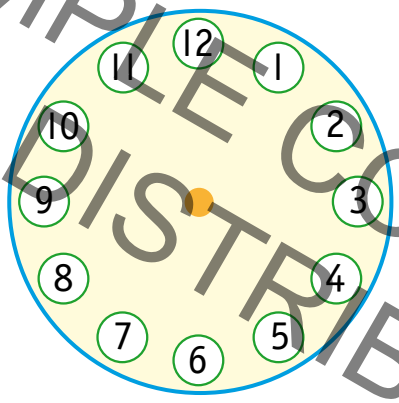
☐ minutes is an hour.

☐ minutes in a quarter hour.

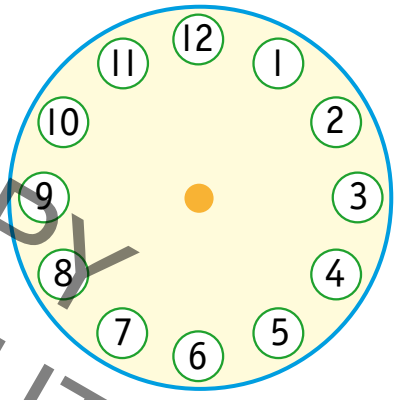
2 Complete the clocks.



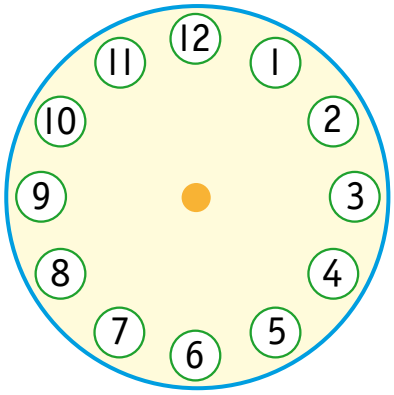
Quarter-past 4



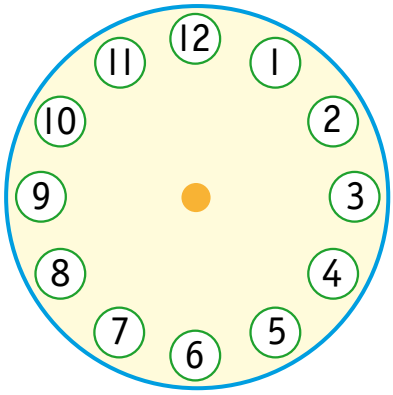
Quarter-past 9



Quarter-past 11



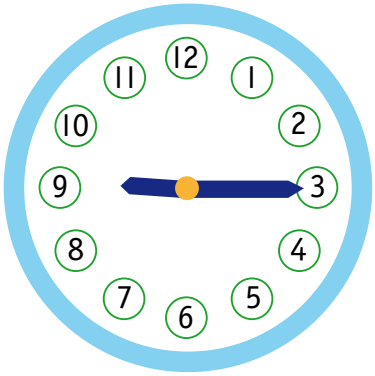
Quarter-past 6



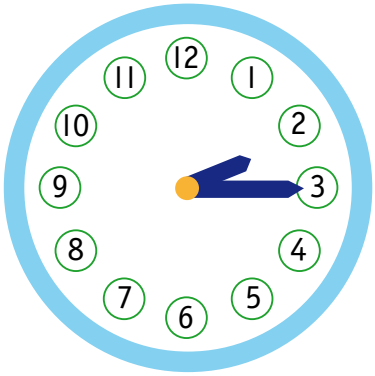
Quarter-past

TERM 3
Week 5

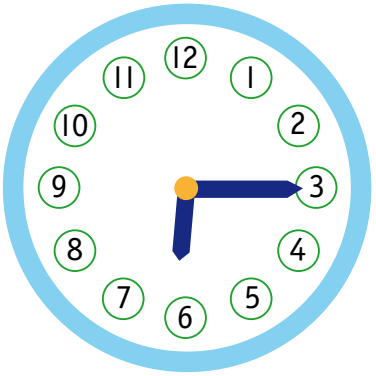
1 What time is it?



Quarter-past _____



Quarter-past _____



Quarter-past _____

12:15

Quarter-past _____

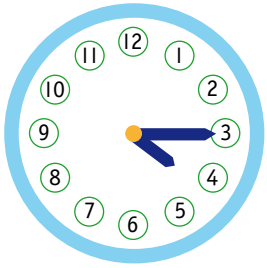
4:15

Quarter-past _____

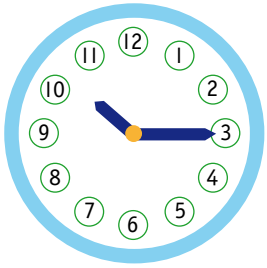
8:15

Quarter-past _____

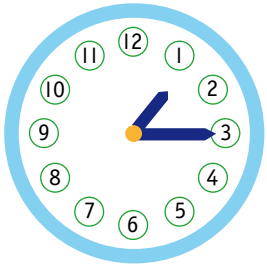
2 Colour the matching time in each row.



4:15 | 1:15 | 3:15 | 5:15



3:15 | 8:15 | 10:15 | 9:15



1:15 | 12:15 | 4:15 | 2:15

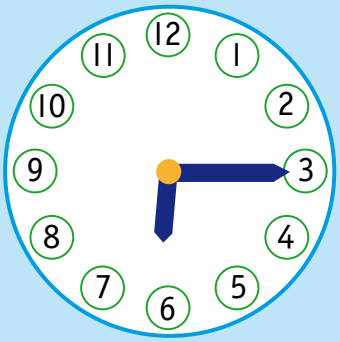
Reading digital clocks

TERM 3
Week 5

1 What time is it?

3:00	____ o'clock	8:15	quarter-past ____
7:00	____ o'clock	10:15	quarter-past ____
5:30	half-past ____	11:15	quarter-past ____
1:30	half-past ____	3:30	half-past ____

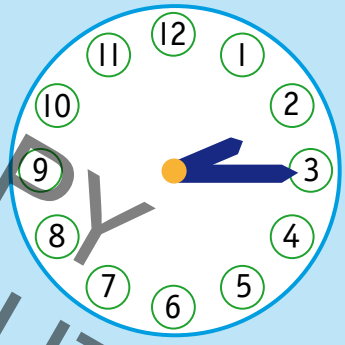
2 Colour to match.



2:15

12 o'clock

6:15

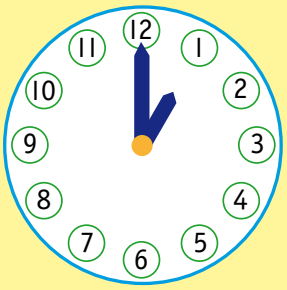


12:00

Challenge!

What time is it 1 hour later?

4:00 ☐ o'clock



☐ o'clock

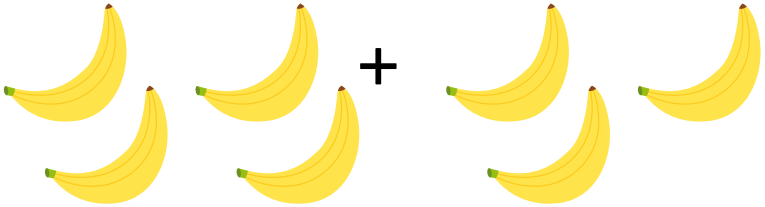
Mastery Checklist

I can:
- ☐ tell times: hour, half-past and quarter-past
- ☐ read analogue and digital clocks

Measurement Measuring: Telling the time on analogue and digital clocks to the hour using the language of 'o'clock'

Checkpoint 5

1 Is the answer odd or even?

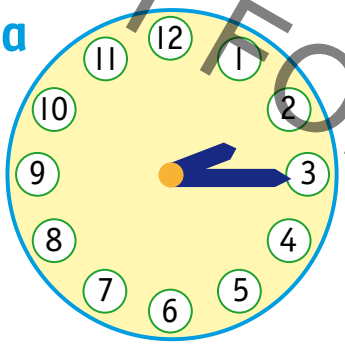


odd even

odd even

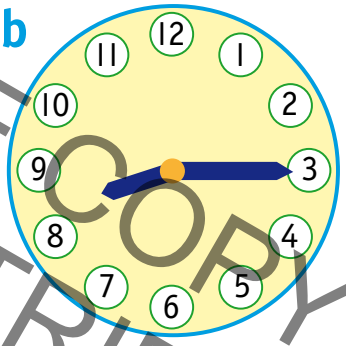
2 What time is it?

a



quarter-past

b



quarter-past

c

d

3 Slide the shape.

4 Flip the shape.

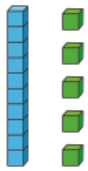
Checkpoint 5

5 Add.

a $32 + 5 =$ ☐ b $36 + 3 =$ ☐

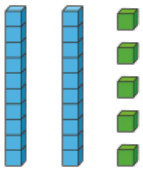
6 How many fives in:

15?



$15 \div 5 =$ ☐

25?

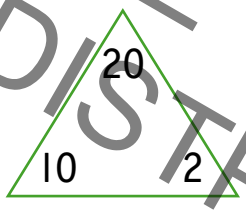


$25 \div 5 =$ ☐

7 Write 4 facts.

☐ × ☐ = ☐

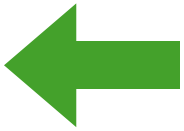
☐ × ☐ = ☐



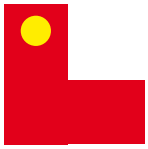
☐ ÷ ☐ = ☐

☐ ÷ ☐ = ☐

8 Turn the shape clockwise.



half turn



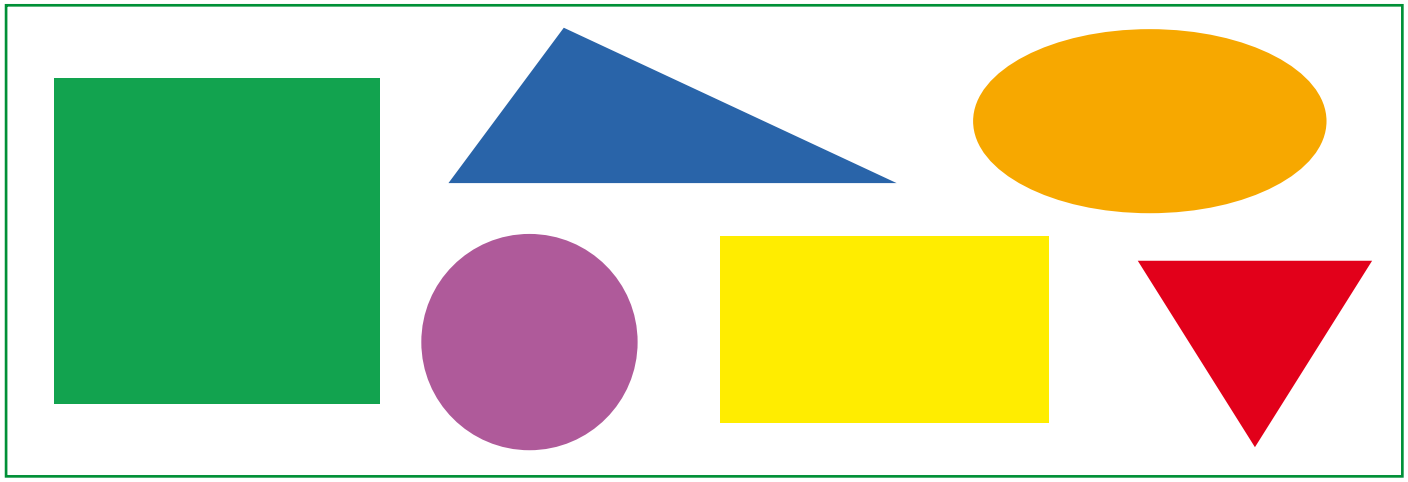
quarter turn

9 Round to the nearest ten?

18 ☐ 23 ☐ 35 ☐

Area

Circle the smallest shape. Cross the largest shape.

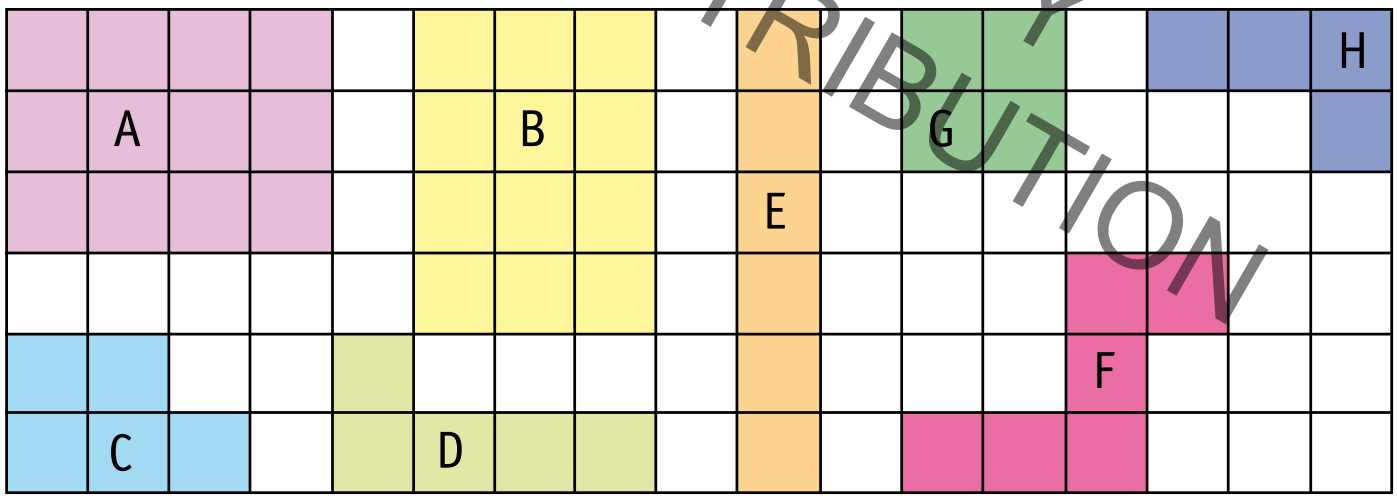


How many cubes cover each shape?

green square ☐ blue triangle ☐ orange oval ☐

purple circle ☐ yellow rectangle ☐ red triangle ☐

How many small squares cover each shape?



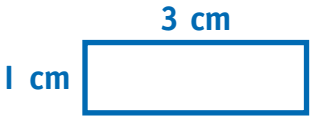
A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ G ☐ H ☐

Challenge! Which shapes above have the same area?

☐ = ☐ , ☐ = ☐ , ☐ = ☐ , ☐ = ☐

Perimeter

Perimeter is the distance around the outside of a shape. To find the perimeter, add the lengths of all the sides.



Perimeter = 1 + 3 + 1 + 3
= 8 cm

1

3 + 2 + 3 + 2

☐ = cm

2

2 + 2 + 2 + 2

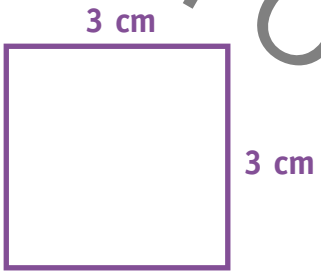
☐ = cm

3

1 + 5 + 1 + 5

☐ = cm

4

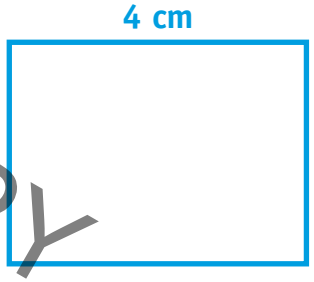


☐ = cm

5

☐ = cm

6



☐ = cm

7 Draw.

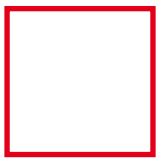
a small square | a large square

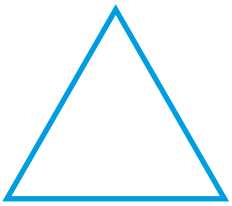
Perimeter = _____ Perimeter = _____

Challenge! Find the area of each shape.

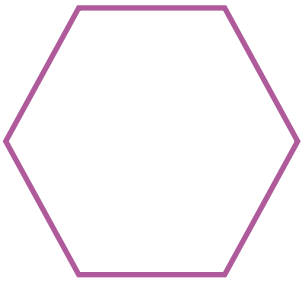
Perimeter

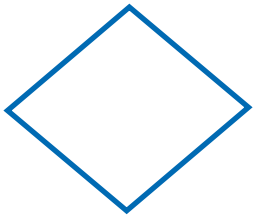
Measure the sides of these shapes with a ruler.
Use these to find the perimeter.

1 

2 

3 

4 

5 

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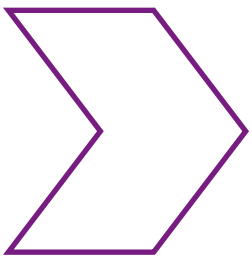
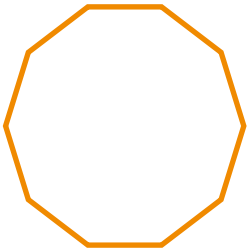
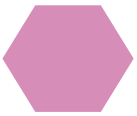
7 

8 

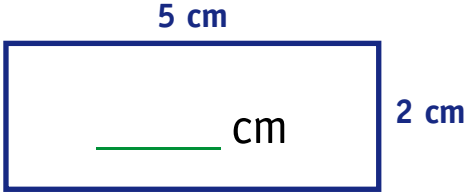
Perimeter of shapes

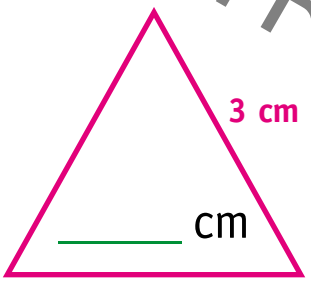
TERM 3
Week 6

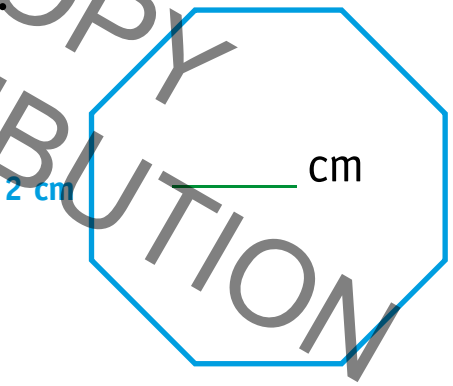
1 Match.

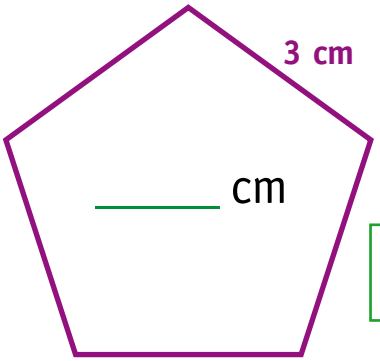
triangle		tapawhā rite
square		tapatoru
rectangle		tapawaru
pentagon		tapaono
hexagon		taparima
octagon		tapawhā

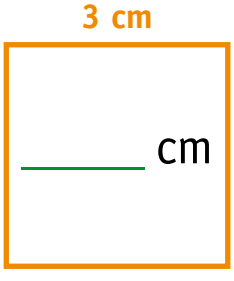
2 Name each shape and find the perimeter.







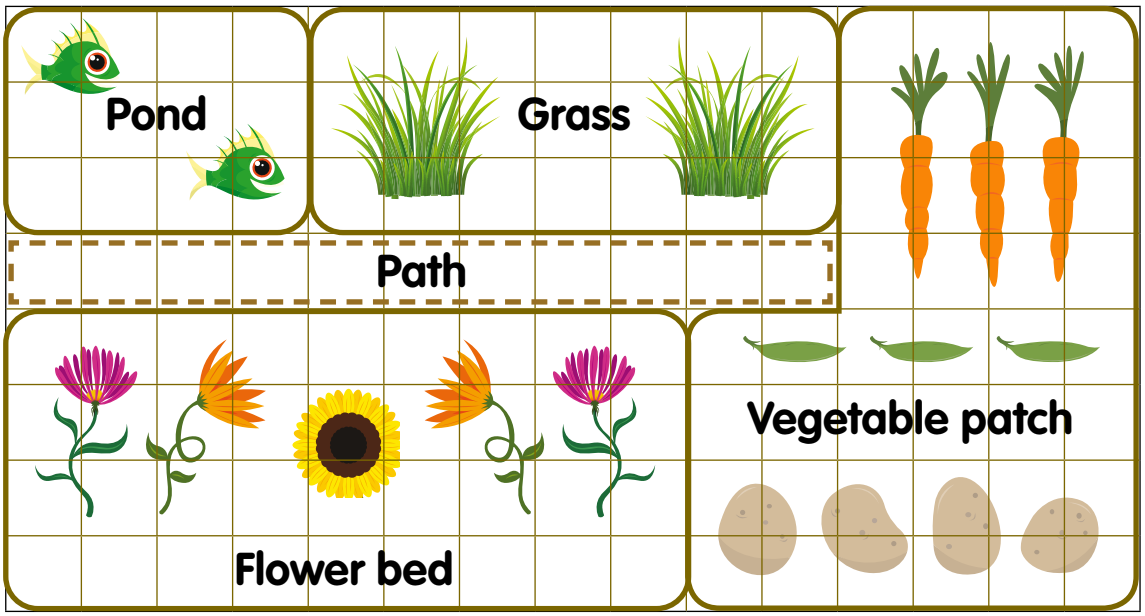




 Geometry Shapes: Te reo Māori supports identifying shape attributes; **Measurement** Measuring: Measuring length (cm) using tools with labelled markings and whole-number metric units; Measuring the perimeter of polygon using metric uni

Perimeter problems

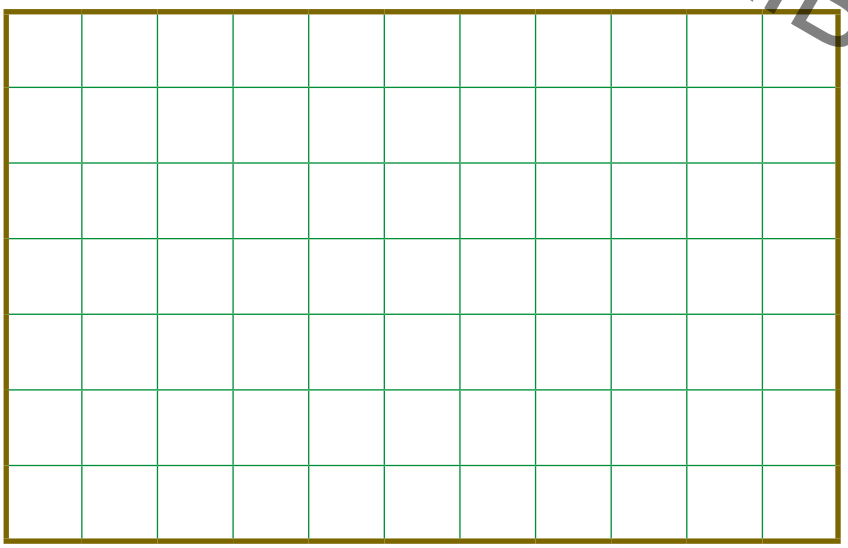
TERM 3
Week 6



1 Find the perimeter of each part of Anna's garden.
Each square = 1 cm sides.

a the pond _____
b vegetable patch _____
c the path _____
d flower bed _____
e the grass _____
f the whole garden _____

2 Design your own garden. Write the perimeters of all the sections.



_____
_____
_____
_____
_____

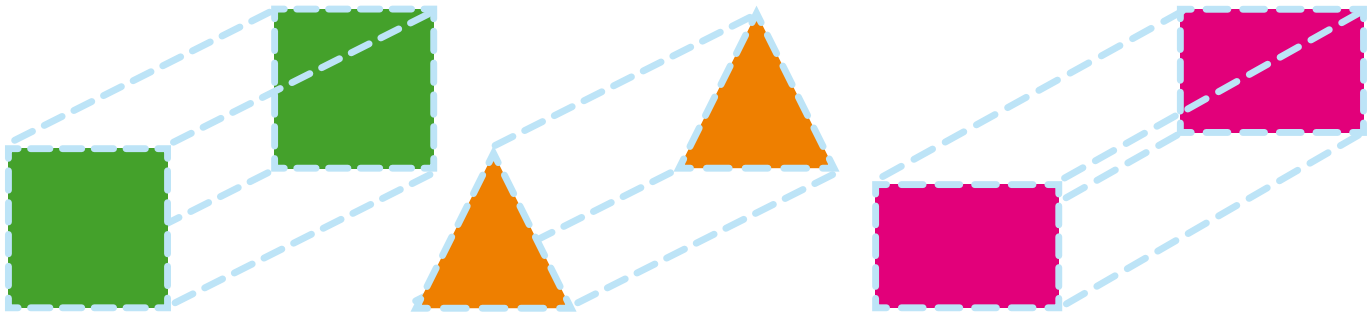
Mastery Checklist

I can: ☐ find the perimeter of many different shapes
☐ recognise regular shapes as having sides that are all the same length

3D shapes – Prisms

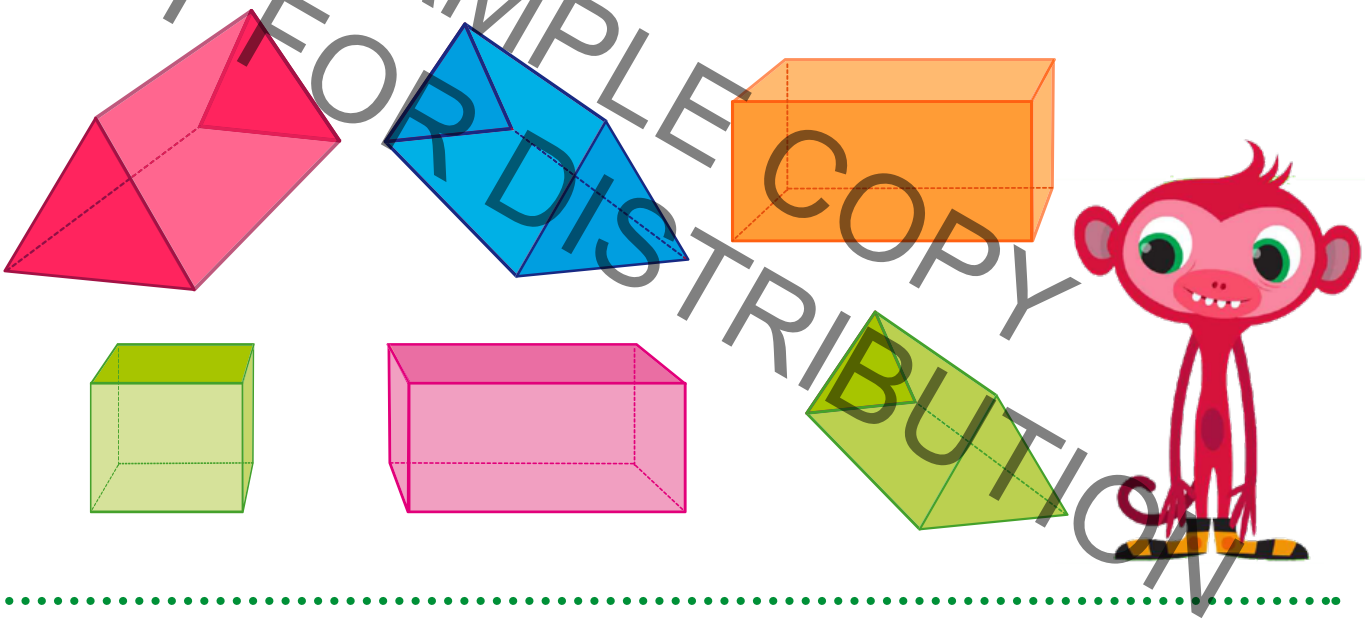
Prisms are named from their bases. All other sides are rectangles.

1 Trace.

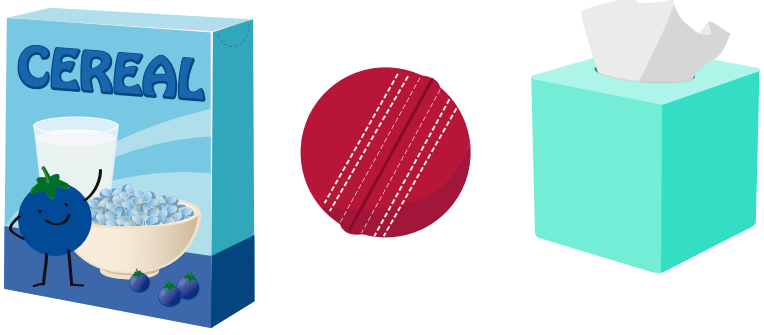


square prism | triangular prism | rectangular prism

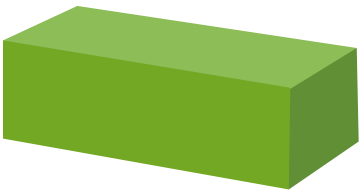
2 Trace the rectangular prisms. Join the triangular prisms to Mango.



3 Circle the square prism.



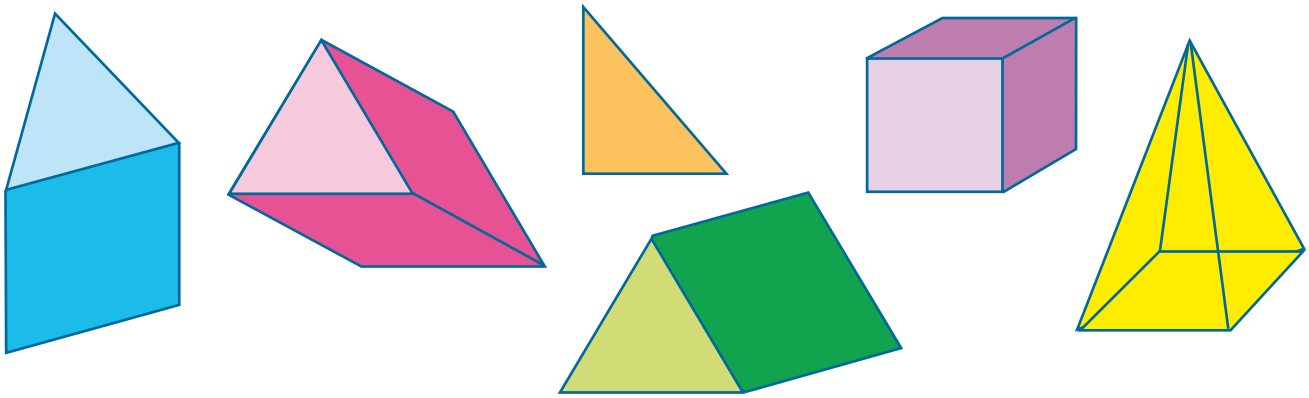
Name this shape.



Prisms

Prisms have 2 ends that are the same shape. All the other faces are rectangles.

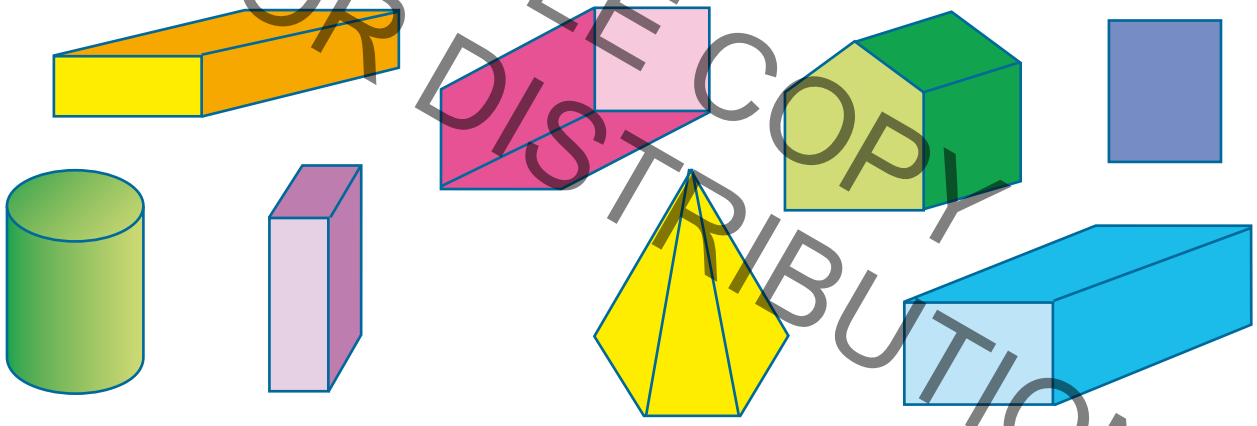
1 **a** Circle the triangular prisms.



b Write a description. A triangular prism has _____

_____

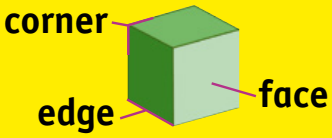
2 Circle the rectangular prisms.



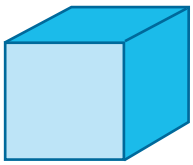
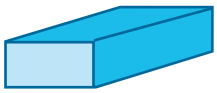
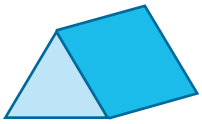
3 Cross out the objects that are not prisms.

Faces, edges and corners

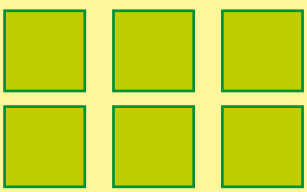
Faces are flat surfaces.

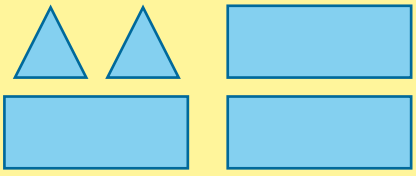


1 Look at 3D objects and complete the table.

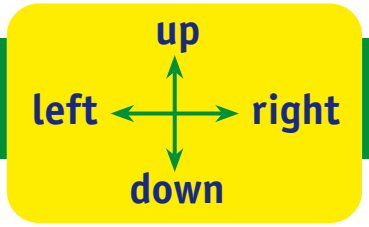
Shape	Number of faces	Number of edges	Number of corners	Number of curved surfaces
 cube				
 cylinder				
 cone				
 rectangular prism				
 triangular prism				

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

a 

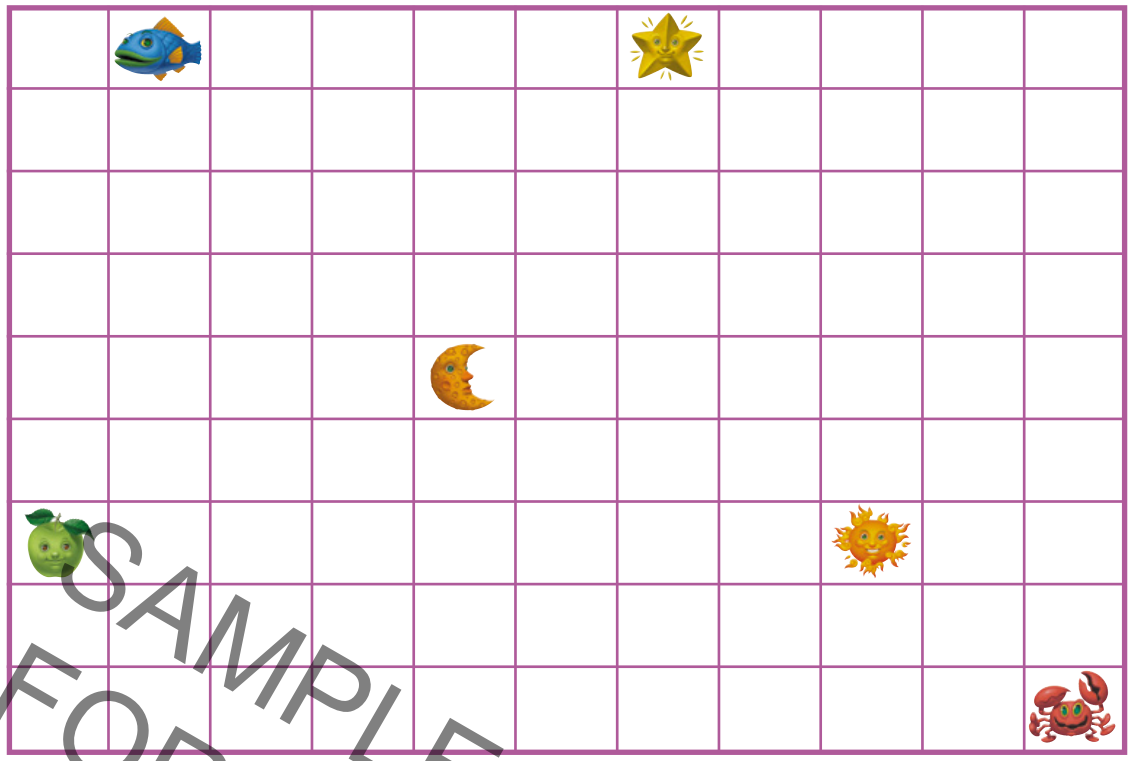
b 

Following directions



1 Follow the directions. Start at ☺.

Move:
up 3
left 2
up 4
right 5
down 2
right 2
up 4
left 3

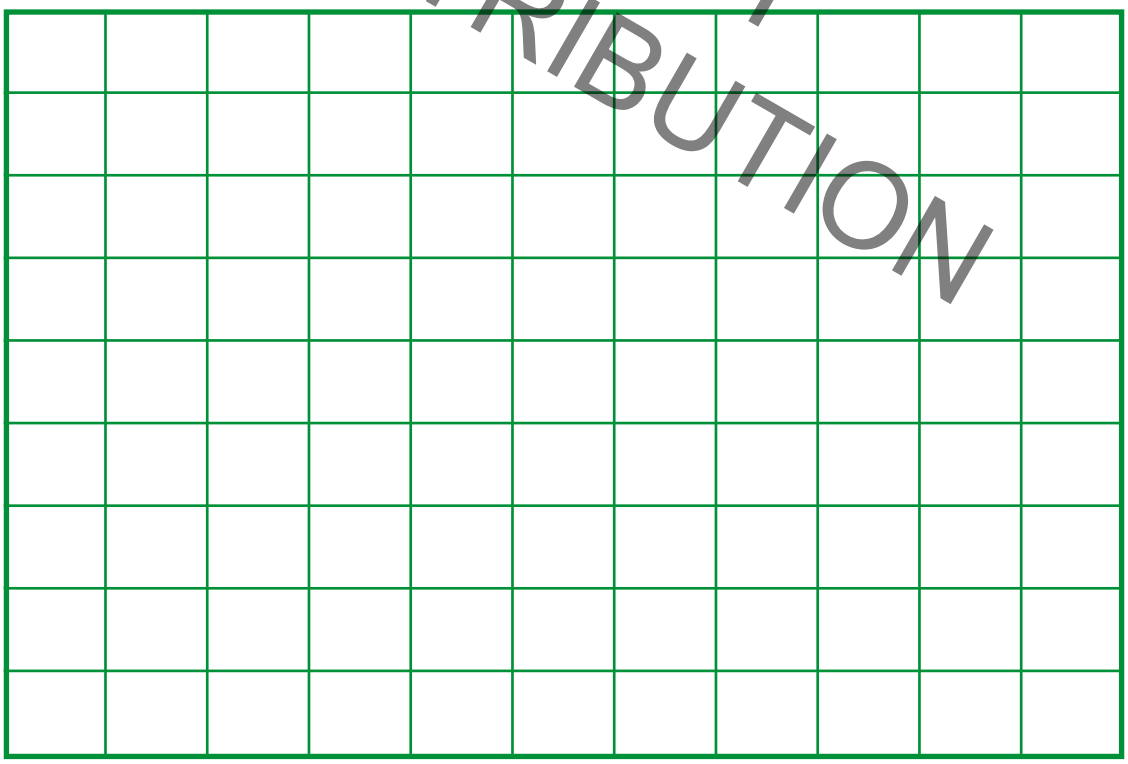


Where did you end up?

_____

2 Draw your own path. Write the directions.

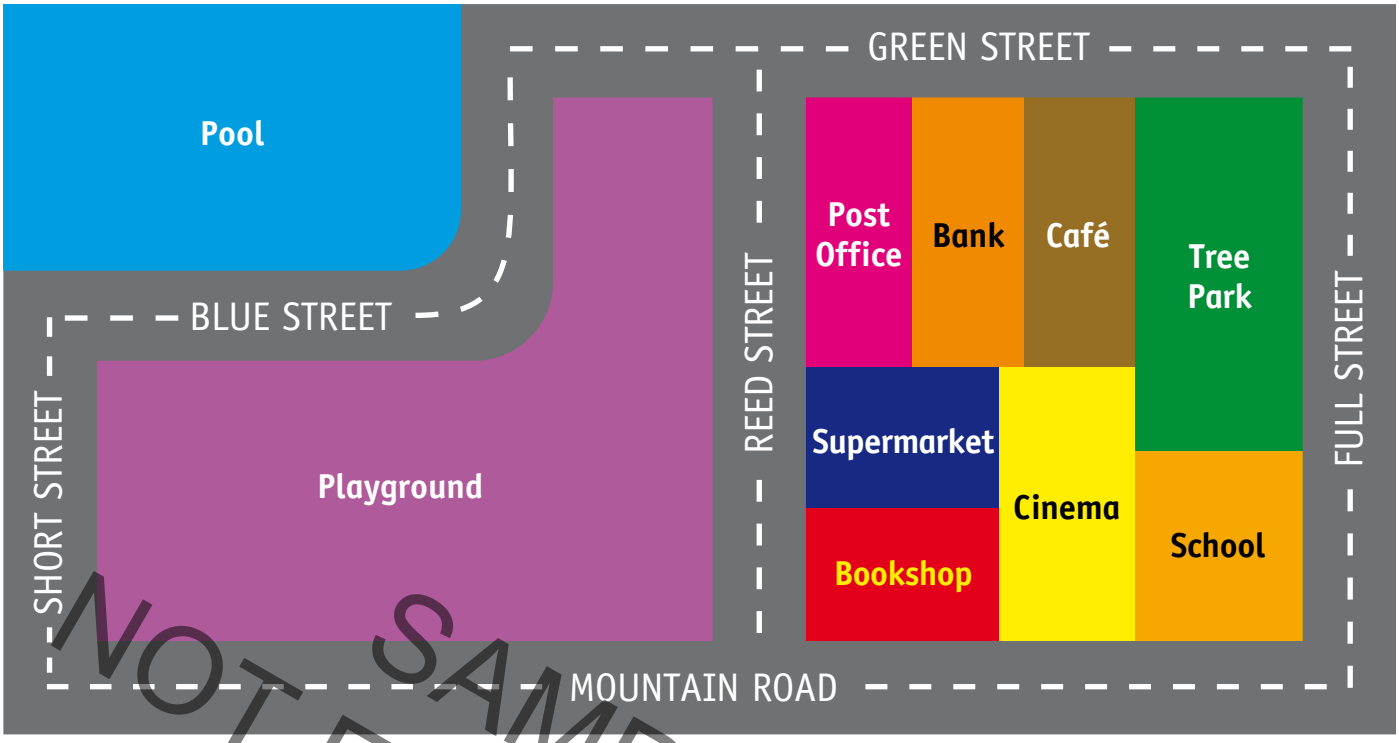
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____



☺

Reading maps

TERM 3
Week 7



1 a The Bank is on _____ Street.

b The school is on the corner of _____ Road and _____ Street.

c On which road is the pool? _____

d If you turn left from Full Street onto Green Street, what is the first shop? _____

2 Answer true or false.

a The Post Office and the café are on the same road. _____

b Tree Park is next to the school. _____

c The Cinema is near the pool. _____

3 Write directions to get from the school to the pool.

_____

_____

_____

Year Two's Pets

How many?

 ☐

 ☐

 ☐

Complete the graph.

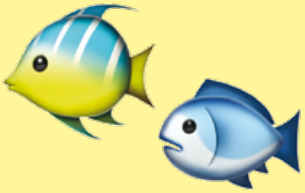
Pets of Year 2

How many more fish than cats? ☐

Challenge! There are 2 fish in each fish tank.

How many fish tanks? ☐

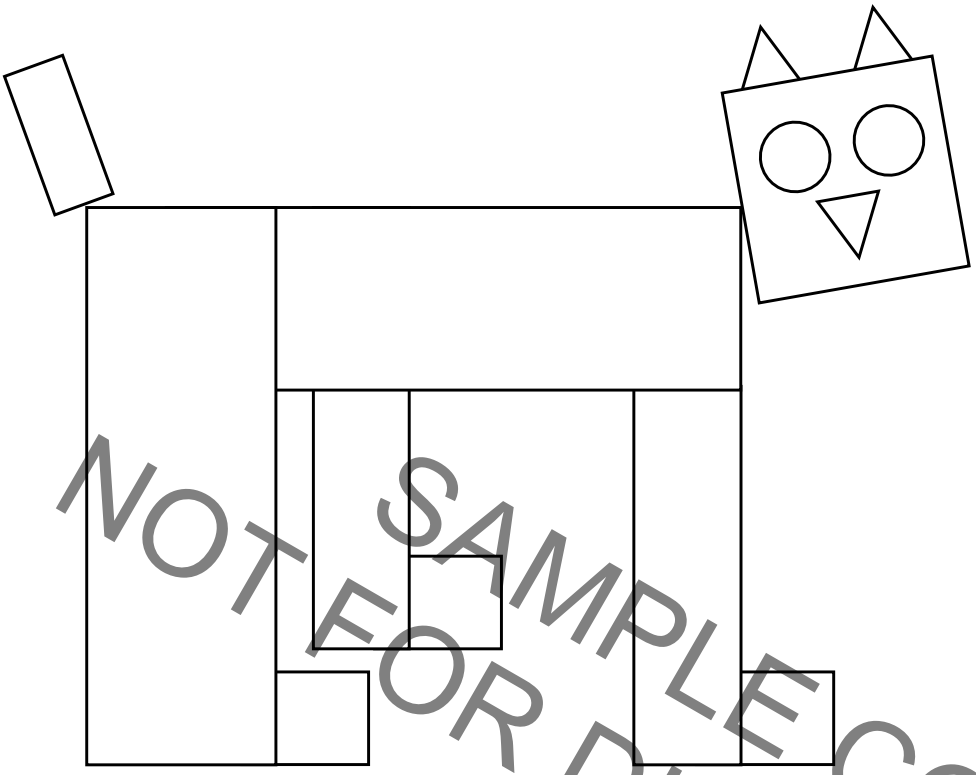


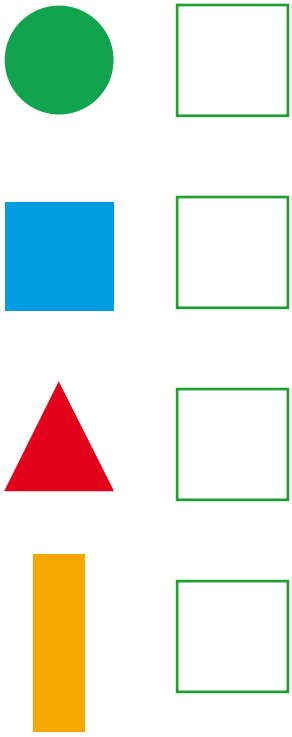
Graphing data

TERM 3
Week 8

Colour

How many?





Draw.

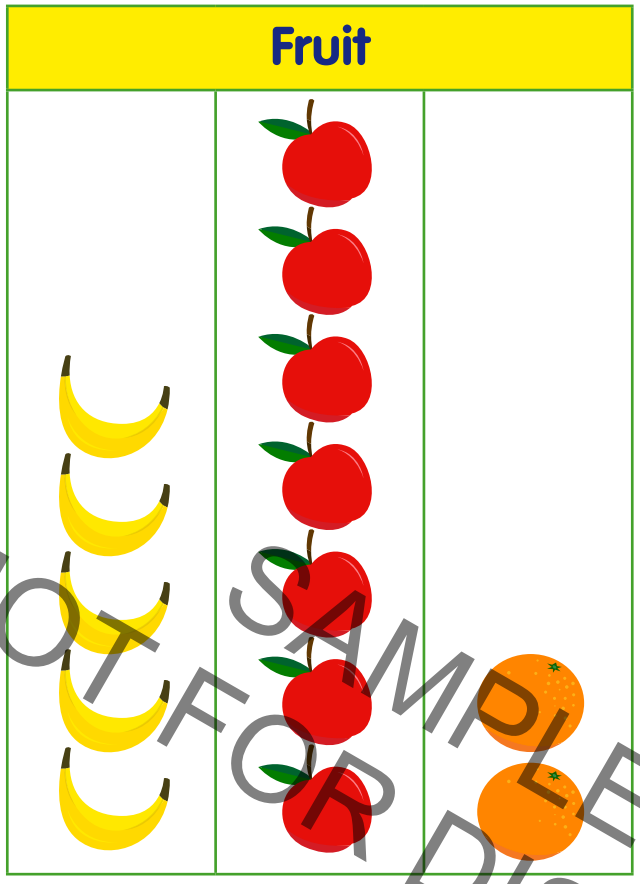
Shapes in the Cat

Number of shapes

5
4
3
2
1

Statistics Developing knowledge from data: Sorting categorical data into categories; Visualisation of data: Creating data visualisations for categorical data

This is a graph of the Whetu family's fruit today.



How many  ?

How many  ?

How many  ?

How many pieces of fruit altogether?

Which fruit does the family have the **most** of?

Which fruit does the family have the **least** of?

Use the graph to make a tally table.

	Tally	Total
		
		
		

How many more apples than bananas?

1 Write the numbers for these tally marks.

2 Draw the tally marks for these numbers.

5 _____ 8 _____ 4 _____

3 Complete Doc's table. Give the table a title.

Foods	Tally marks	Total
Cereal		
Toast		7
Fruit		
Yoghurt		3

Use Doc's table to complete the picture graph.

Cereal									
Toast									
Fruit									
Yoghurt									

Collecting data

Tally marks can help you keep count.
𝍸 = 5

survey the class

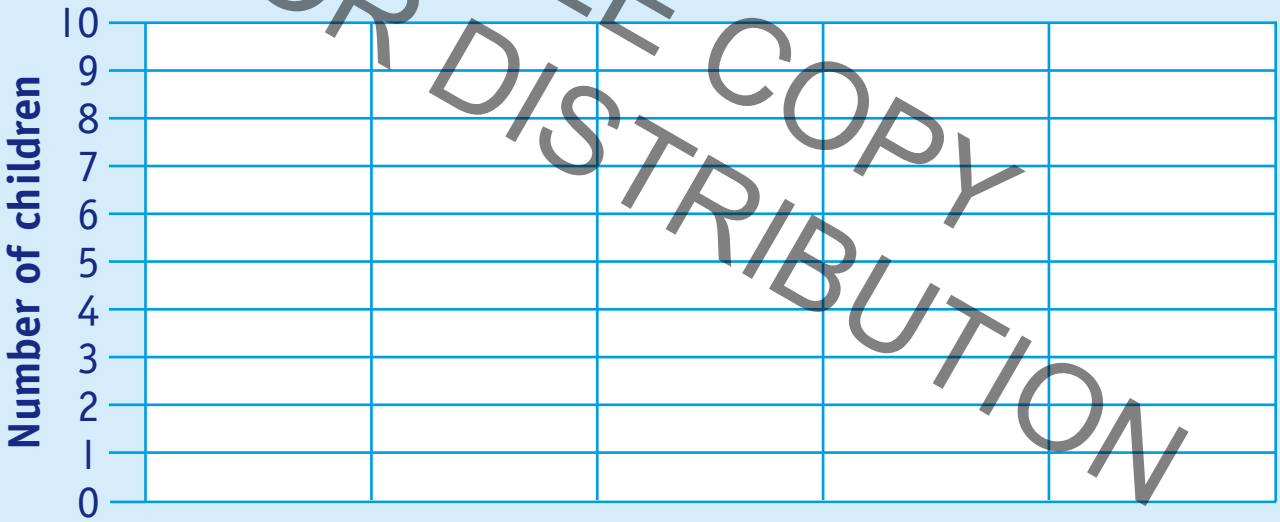
What is our favourite type of pet?

1 Ask the class and tally the results.

Pet	Tally	Total
dog		
cat		
fish		
bird		
small animal		

2 Graph the results.

Favourite type of pet



3 Which pet was:

a most popular? _____ b least popular? _____

4 How many children liked:

a dogs? _____ b cats? _____ c birds? _____

5 How many children altogether? _____

Shape patterns

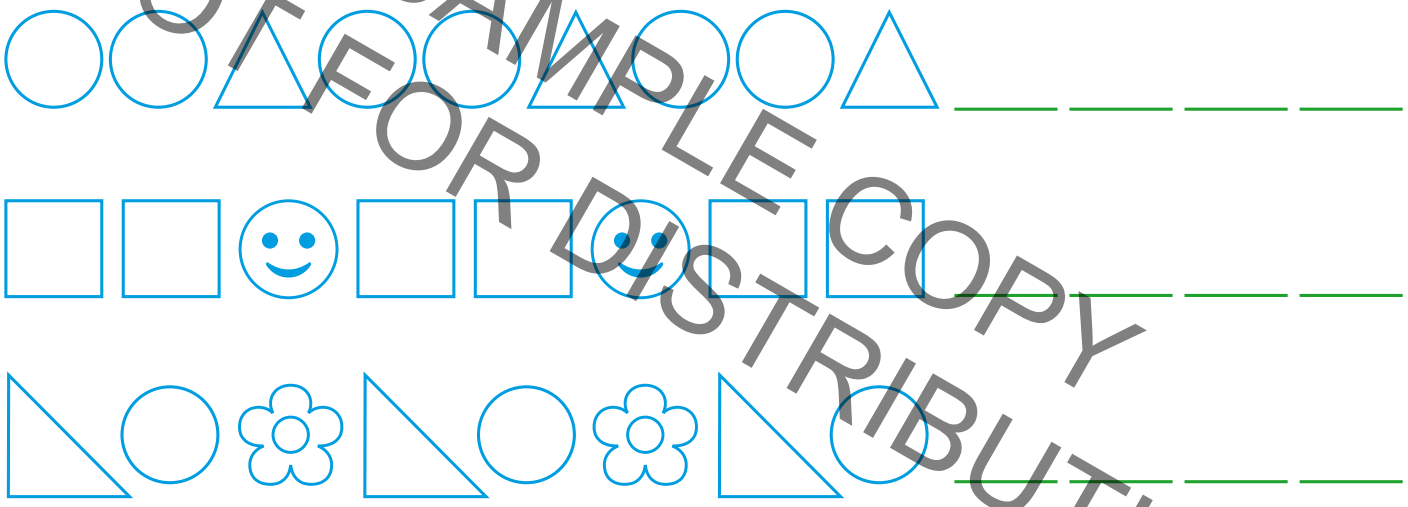
TERM 3
Week 9

1 Colour squares (■) **red**, triangles (▲) **green** and circles (●) **blue**.

Draw the shape that comes:

1st	2nd	3rd

2 Colour to make a pattern. Draw the next 4 shapes.



3 Write the next 4 letters.

A B C A B C A ____ ____ ____ ____

How many letters in the pattern? ____

The first letter is ____

The second letter is ____

The third letter is ____

Algebra Equations and relationships: Recognising and describing the unit of repeat in a repeating pattern, and using the unit of repeat and ordinal position in a repeating pattern to predict further elements

What is a repeating pattern?

TERM 3
Week 9

The repeating part of a pattern is called the **unit of repeat.**

Unit of repeat = 

1 Circle and draw the unit of repeat.

Unit of repeat = _____

2

Unit of repeat = _____

3

Unit of repeat = _____

4 Draw a repeating pattern using 3 different shapes.

Unit of repeat = _____

Challenge!

A B C D A B C D

In this pattern which letter is:

4th? ☐ 10th? ☐ 16th? ☐

What comes next?

TERM 3
Week 9

1 Continue this pattern.

_____ _____ _____

a Unit of repeat = _____

b What is the 6th shape? _____

c What is the 10th shape? _____

2 What comes next?

a Unit of repeat = _____

b What is the 3rd item? _____ c What is the 6th item? _____

d What is the 9th item? _____ e What is the 12th item? _____

3 Think ahead.

a What is the 9th shape? _____

b What is the 15th shape? _____

Mastery Checklist

I can: ☐ continue a shape pattern
☐ find the unit of repeat in a pattern

Algebra Equations and relationships: Recognising and describing the unit of repeat in a repeating pattern, and using the unit of repeat and ordinal position in a repeating pattern to predict further elements

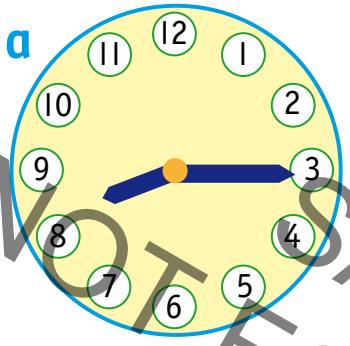
Checkpoint 6

1 Circle the numbers that round to 50.

57 48 55 52 46

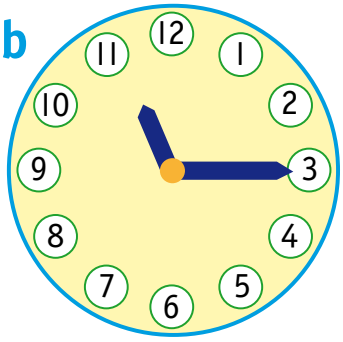
2 What time is it?

a



quarter-past

b



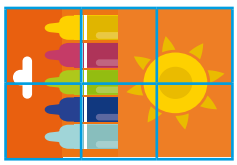
quarter-past

c

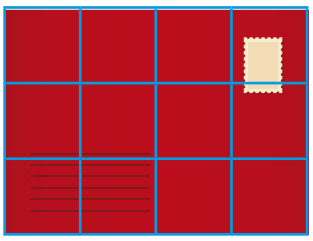
d

3 Each square has 1 cm sides. What is the perimeter?

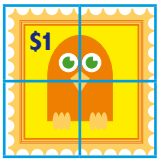
a



b



c



d

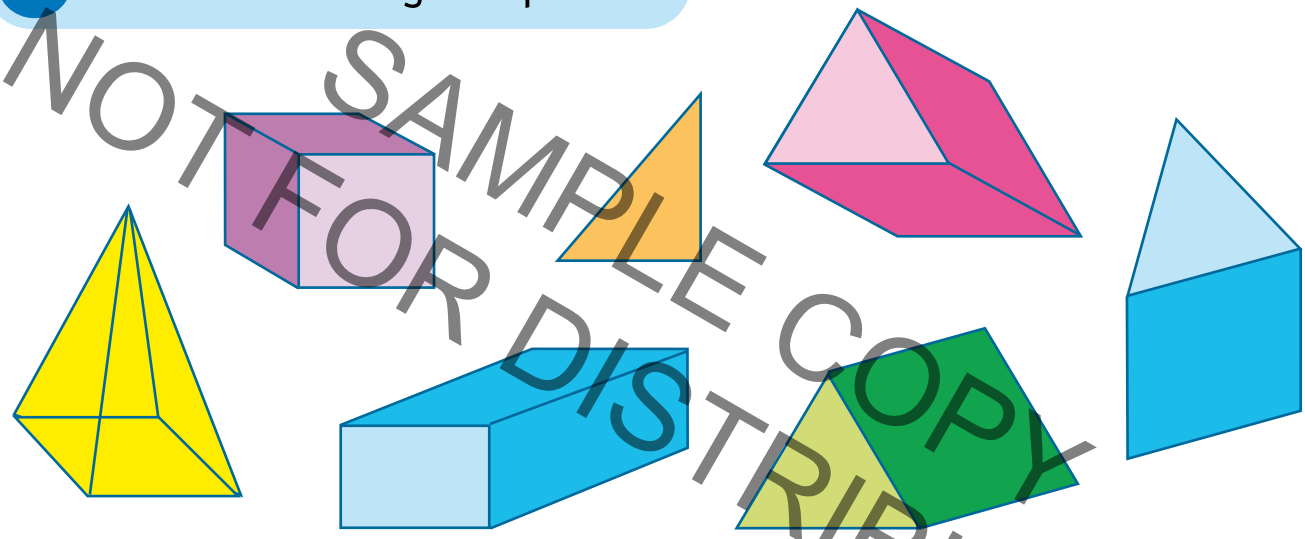
Checkpoint 6

4

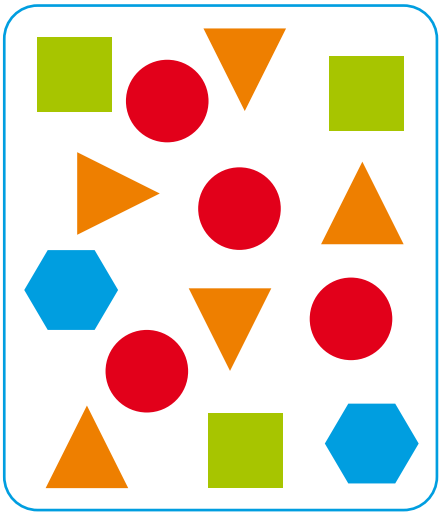
a Draw a leaf above the crab.

b Start at the star  .
Move up 2 then right 1.
Draw a ✘ where you land.

5 Circle the triangular prisms.



6 Complete the table. Use tally marks and numbers.



●	𝍸	4
■		
▲		
⬢		

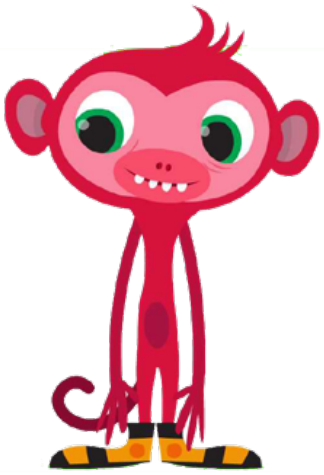
Comparing numbers

TERM 4
Week 1

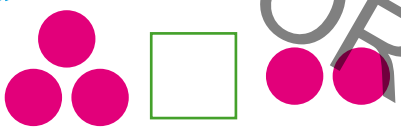
< looks like this for Less than

1 Match the equal numbers.

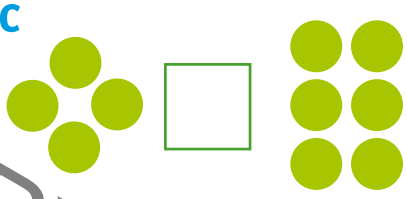
eleven	52	40 + 8
forty-eight	70	10 + 1
seventy	11	50 + 2
fifty-two	48	70 + 0



2 Write the correct symbol in the box: < > =

a 

b 

c 

d 9 ☐ 4

e 3 ☐ 7

f 15 ☐ 12

g 69 ☐ 96

h 71 ☐ 71

i 23 ☐ twenty-three

j eighty ☐ 8

k 66 ☐ 60 + 6

l 80 + 5 ☐ 88

m 37 ☐ 73

n fifteen ☐ 15

3 Why is 17 less than 71? _____

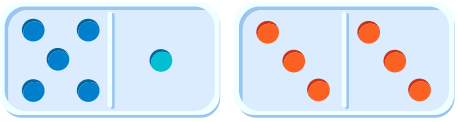
_____

The equals sign

TERM 4
Week 1

Are these sums equal? Work out both sides to check.
Colour true or false.

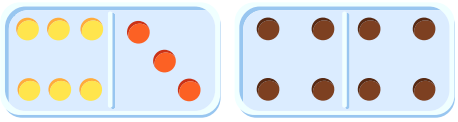
1



5 + 1 = 3 + 3

true false

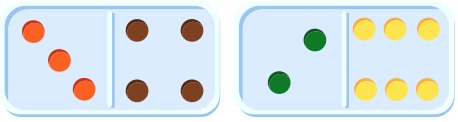
2



6 + 3 = 4 + 4

true false

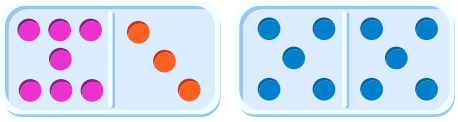
3



3 + 4 = 2 + 6

true false

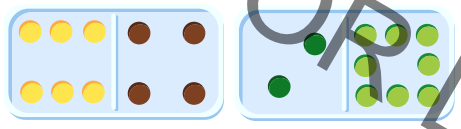
4



7 + 3 = 5 + 5

true false

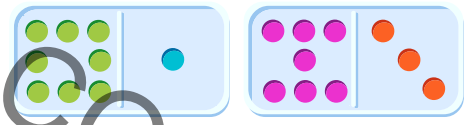
5



6 + 4 = 2 + 8

true false

6



8 + 1 = 7 + 3

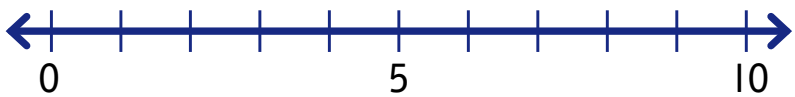
true false

7 Complete each number sentence.

a 3 + 4 = ☐ + 2

b 5 + 2 = 6 + ☐

c 7 + 1 = ☐ + 4



d 6 + 3 = 5 + ☐

8 Circle the equal pair.

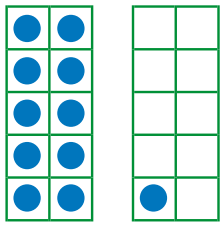
4 + 5 6 + 2 3 + 6

Number Number structures: Comparing whole numbers up to 120;
Algebra Equations and relationships: Checking the truth of number sentences involving direct comparisons of whole numbers up to 120

Make them equal

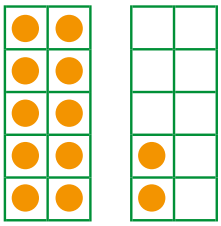
TERM 4
Week 1

1



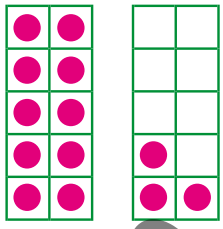
10 + 1 = 7 + ☐

2



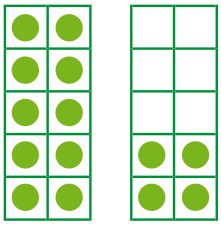
10 + 2 = 6 + ☐

3



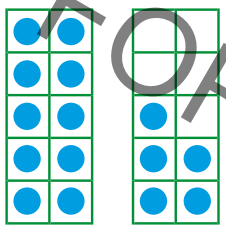
10 + 3 = ☐ + 5

4



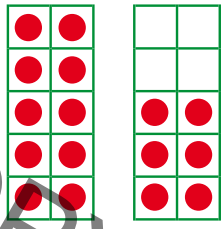
10 + 4 = 8 + ☐

5



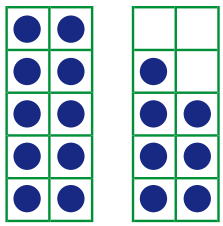
10 + 5 = ☐ + 6

6



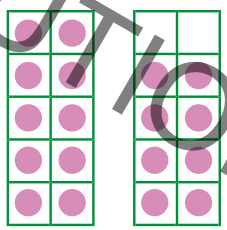
10 + 6 = ☐ + 9

7



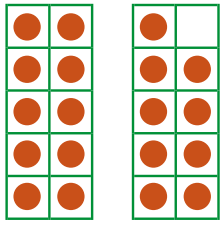
10 + 7 = 5 + ☐

8



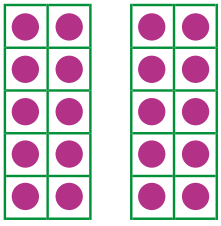
10 + 8 = ☐ + 4

9



10 + 9 = 8 + ☐

10



10 + 10 = 15 + ☐

The equals sign

TERM 4
Week 1

Are these equal? Colour true or false.

1

7 – 4 = 10 – 7

true false

2

9 – 3 = 7 – 2

true false

3

10 – 6 = 5 – 2

true false

4

8 – 5 = 9 – 6

true false

5

9 – 4 = 10 – 5

true false

Are these equal? Draw dots to show each side.

6 2 + 2 + 2 = 2 × 3

true false

7 4 × 5 = 2 × 10

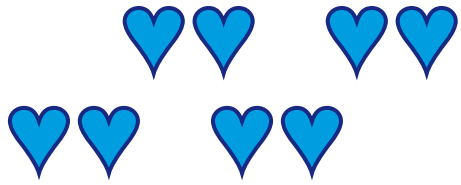
true false

Algebra Equations and relationships: Checking the truth of number sentences involving direct comparisons of whole numbers up to 120

Make them equal: + ×

1 Write the multiplication that is equal to:

a

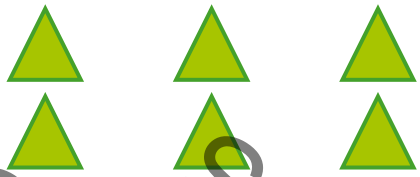


2 + 2 + 2 + 2 = 2 × _____

b

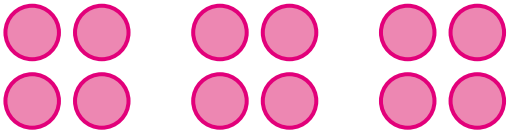
5 + 5 + 5 = 5 × _____

c



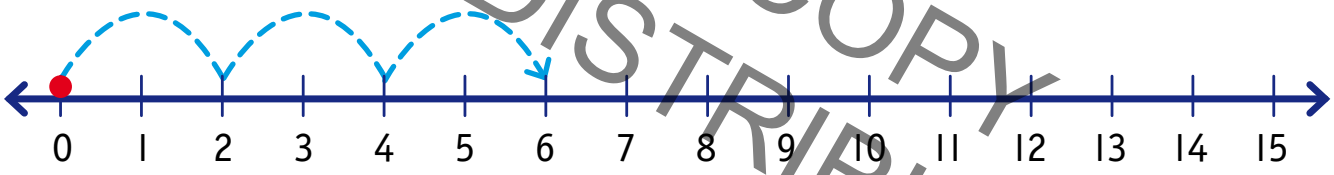
2 + 2 + 2 = _____ × _____

d

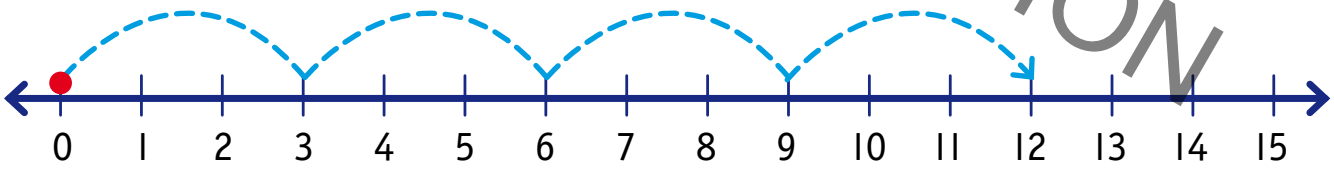


4 + 4 + 4 = _____ × _____

2 2 + 2 + 2 = _____ × _____

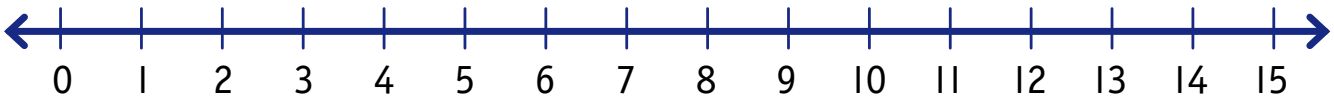


3 3 + 3 + 3 + 3 = _____ × _____



4 Draw the jumps. Write the multiplication that is equal to:

5 + 5 + 5 = _____ × _____



1 Match the coins to the correct amount of money.

20c

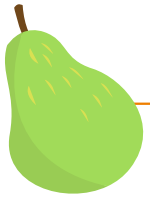
50c

$1

$2

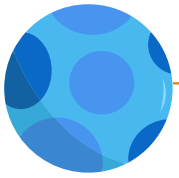
2 Colour the correct coins to make the amount.

a



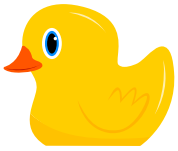
30c

b



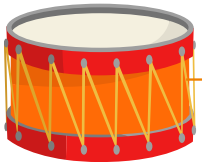
70c

c



80c

d



90c

Number Financial mathematics: Recognising New Zealand denominations according to their value, making groups of 'like' denominations, and calculating their value; Combining denominations of currency to make a particular value

Money

1 Colour $1.60 in each set.

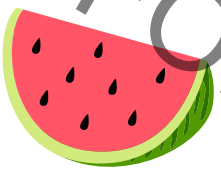
a

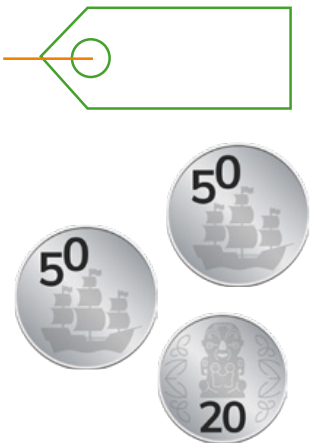

b


c


2 How much?

a





b

c

3 Find the total amount.

a

$_____

b

$_____

Money

Colour the correct amount of money.

$10	$15	$20
		

$5.50

$15.20

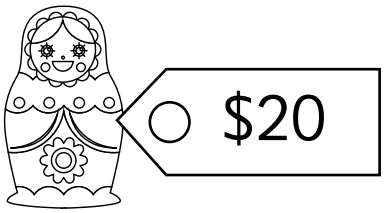
$10.70

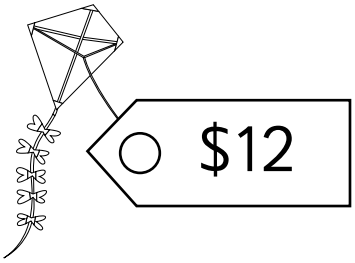
		

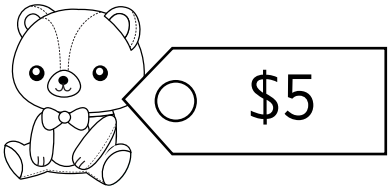
Number Financial mathematics: Recognising and ordering New Zealand denominations according to their value, making groups of 'like' denominations, and calculating their value; Combining denominations of currency to make a particular value

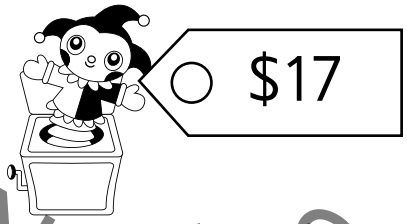
Money

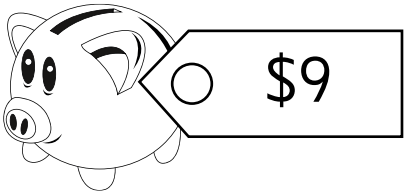
Circle the most expensive toy, cross out ✕ the cheapest toy.

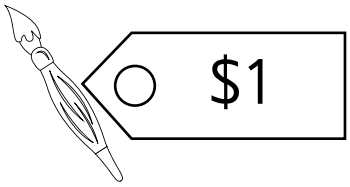

$20


$12


$5

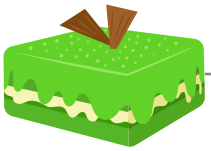

$17

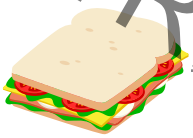

$9

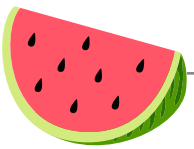

$1

Colour the 3 toys that cost $18 altogether.

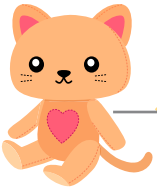
How much altogether? Write the total.


$11 + 
$3 = ☐


$14 + 
$5 = ☐


$18 + 
$2 = ☐


$15 + 
$1 = ☐


$12 + 
$7 = ☐

Money problems

TERM 4
Week 2

1 Ruby paid for her drink with a 20 cent coin and a 10 cent coin. How much did her drink cost?

2 Dizzy bought a new ball with two 20 cent coins and a 10 cent coin. How much did the ball cost?

3 Mango gave Waldo a 10 cent coin and four 20 cent coins. How much altogether?

4 Doc wants to buy a new book for $1. Colour the coins he needs.

5 Waldo needs a new hat. It costs $3.20. Colour the money he needs.

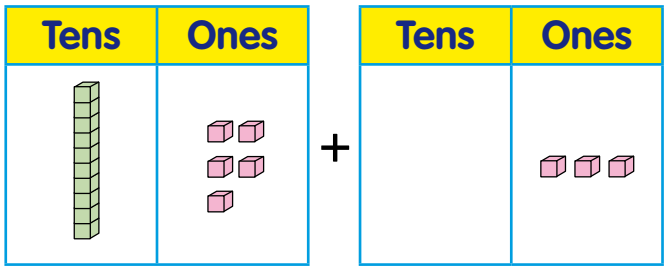
Mastery Checklist

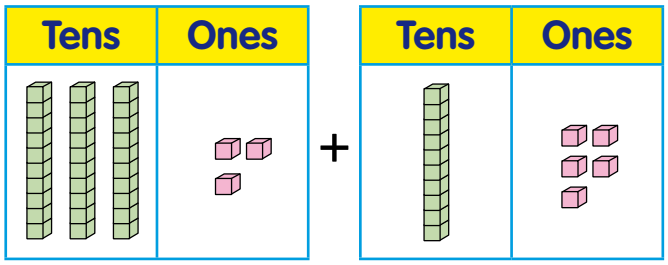
I can: ☐ identify which coins and notes make a given amount

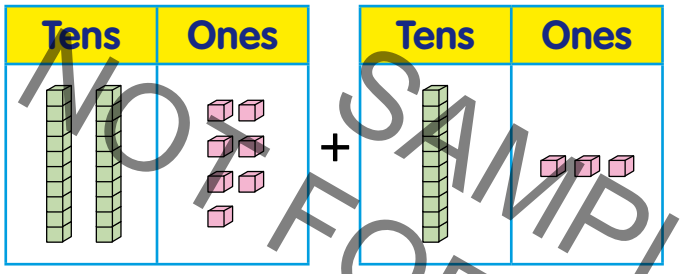
Number Financial mathematics: Recognising New Zealand denominations according to their value and calculating their value; Combining denominations of currency to make a particular value

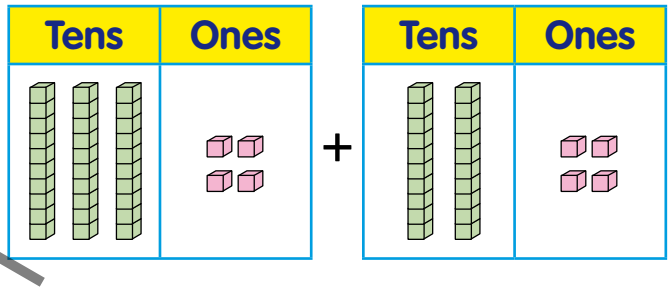
Addition

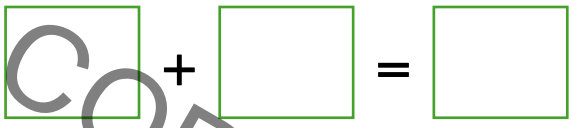
1 Write the sum and then add.



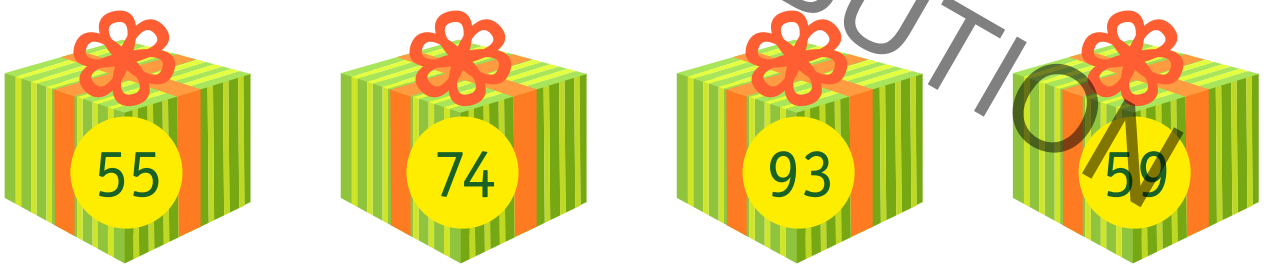








2 Complete. Match each answer to a box.



35 + 20 = ☐

54 + 20 = ☐

45 + 15 = ☐

82 + 11 = ☐

Addition

1 Find the answers. Match each answer to a letter.
Find the secret word.

Code	
68	k
37	y
26	m
85	n
88	e
58	o

15 + 11 = ☐ letter: ☐	32 + 26 = ☐ letter: ☐
53 + 32 = ☐ letter: ☐	46 + 22 = ☐ letter: ☐
73 + 15 = ☐ letter: ☐	27 + 10 = ☐ letter: ☐

Write the secret word ___ ___ ___ ___ ___ ___

2 Add.

a 46 + 30 = ☐

b 81 + 8 = ☐

c 60 + 27 = ☐

d 73 + 20 = ☐

e 50 + 26 = ☐

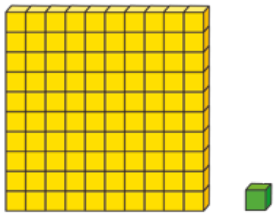
f 45 + 14 = ☐

g 33 + 22 = ☐

h 25 + 23 = ☐

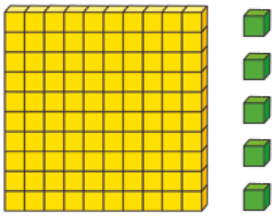
Adding to 100

1 a



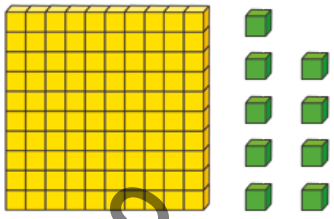
101 = 100 + ☐

b



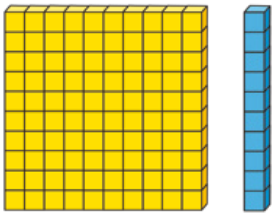
105 = ☐ + ☐

c



109 = ☐ + ☐

d



110 = ☐ + ☐

2 Mango had 100 marbles in a jar. Dizzy gave her six more.

How many marbles altogether? ☐

3 100 animal books in the library. The library buys 8 more books.

How many animal books now? ☐

4 a 100 + 4 = ☐

b 100 + 9 = ☐

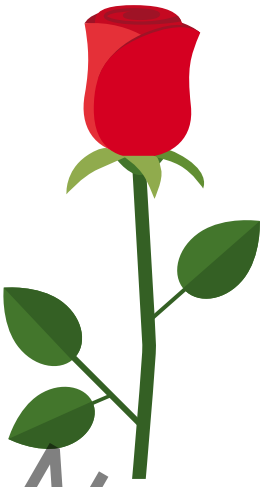
c 100 + 7 = ☐

d 100 + 3 = ☐

Two step word problems

TERM 4
Week 3

Complete the algorithms. Find the answer.



1 Mango picks 32 red roses and 6 pink roses.

She gives 5 away.

How many are left?

step 1

32 + 6 = ☐

step 2

− 5 = ☐

2 Waldo caught 18 fish in the morning. 4 swam away.

Waldo caught 12 more fish in the afternoon.

How many fish does Waldo have now?

step 1

18 − 4 = ☐

step 2

+ 12 = ☐

3 Dizzy made 53 snowballs. Ruby made 6 snowballs.

They threw 8 snowballs at each other.

How many snowballs are left?

step 1

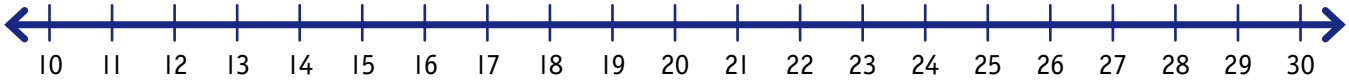
53 + 6 = ☐

step 2

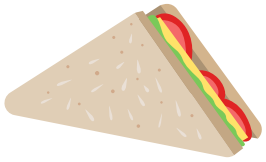
− 8 = ☐

Two step word problems

1 Use the number line to find the answer.



Sam made 12 sandwiches and 7 wraps for lunch.
His friends ate 14 of them.
How many are left? _____



Kim bought 29 marbles.
She lost 5, then found nine.
How many does she have now? _____

Jamie has $14 in his wallet. He has $15 in his money box. Jamie buys a robot for $8.
How much is left? _____

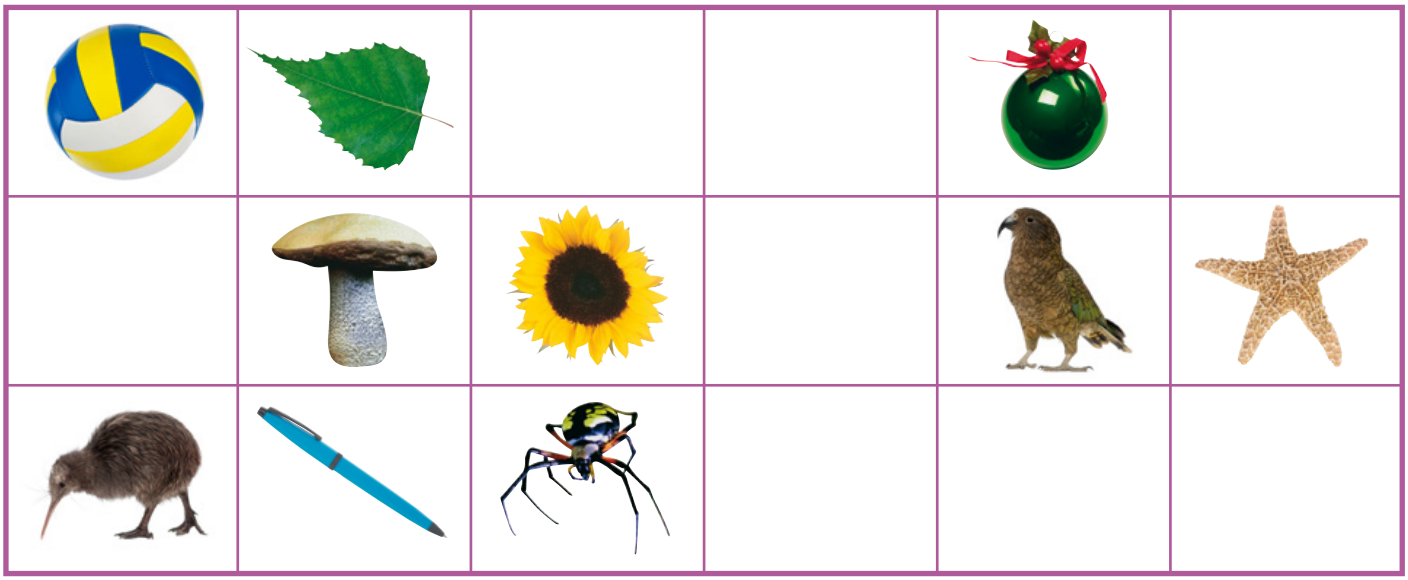
2 Alex picks 13 apples and 15 peaches. She eats 5 over the next week.
How many are left? _____

Li read 35 pages on Monday and 21 pages on Tuesday. The book has 78 pages. How many pages are left? _____

Mastery Checklist I can:

- ☐ add 2-digit numbers within 100
- ☐ add a 1-digit number to 100
- ☐ solve 2-step word problems

Position



1 Draw what is:

a above 

b below 

c next to 

d below 

e beside 

f under 

2 Draw:

a a fish under the starfish.

b a tree next to the leaf.

c a butterfly above the kiwi.

d a worm beside the spider.

3 Draw what is to the left and right.

left right 

left right 

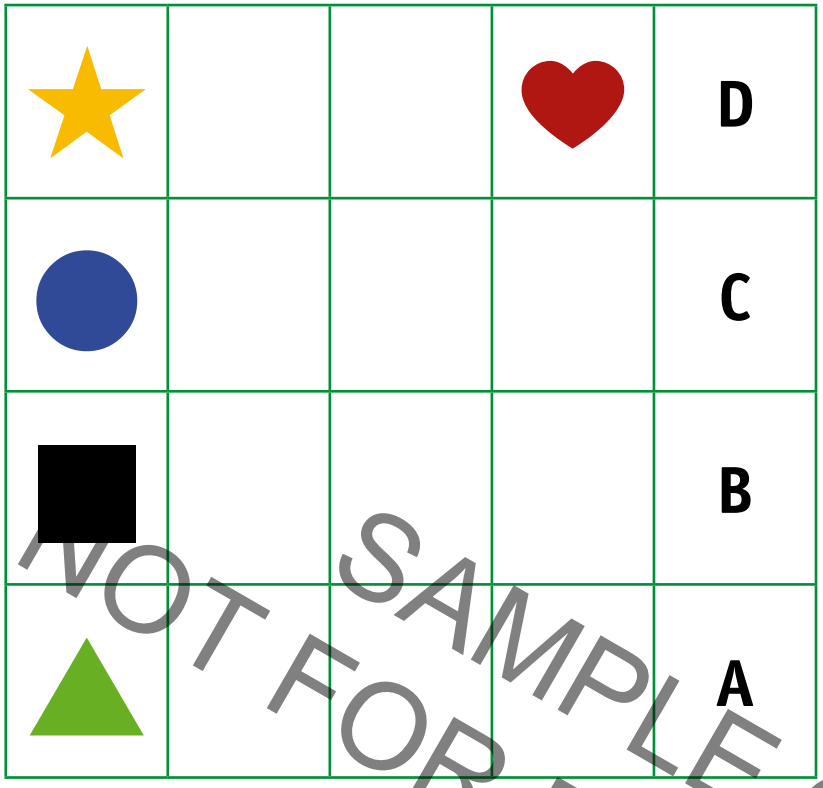
4 Do you write with your right or left hand?

Geometry Pathways: Following and giving instructions to move to a different location; Interpreting diagrams to describe the position of objects and places in relation to other objects and places

Follow directions

TERM 4
Week 4

Follow each set of directions.



1 Start at the star ★.
Move 4 steps forward.
Where do you land?

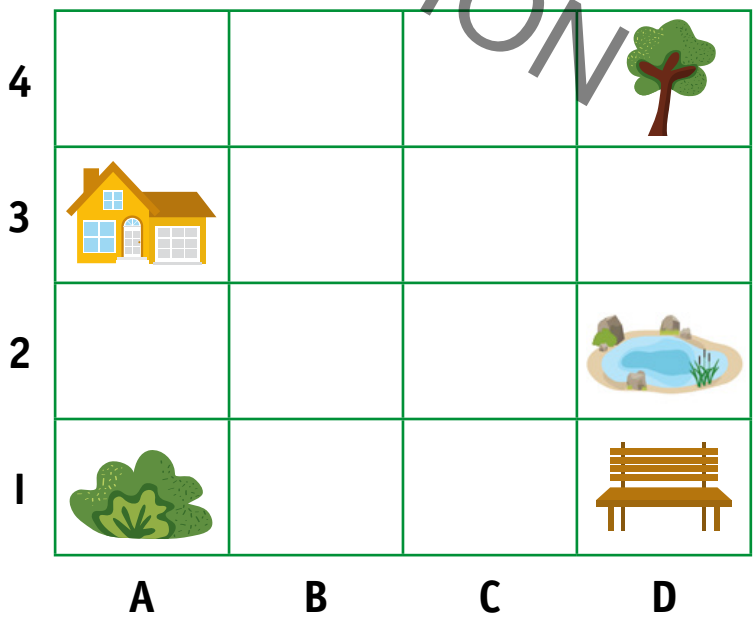
A B C D

2 Start at the circle ●.
Move 4 steps forward.
Then turn right (quarter turn). Move 2 steps.
Where do you land?

A B C D

3 Start at the square ■. Move 3 steps forward.
Turn left (quarter turn). Move 2 steps forwards.
Where do you land? ★ ● ■ ▲ ♥

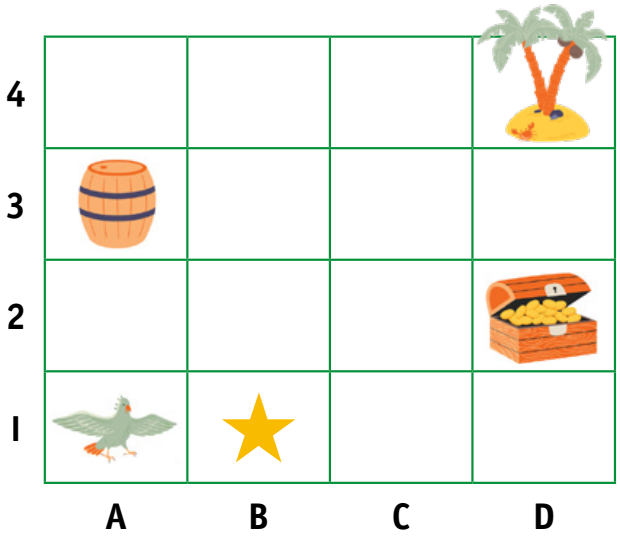
4 Start at the house.
Move 2 steps down.
Turn left (quarter turn).
Move 3 steps right.
Circle where do you land.

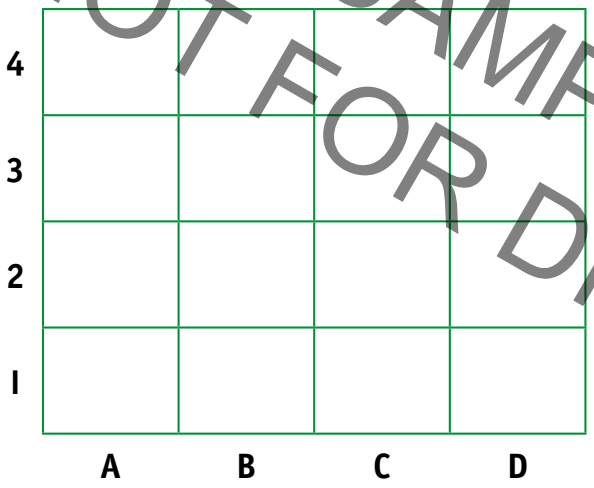


Give directions

Write directions using steps and turns. Use forward, back, left, right and turns.

1 Look at the map. Start at the star ★ and finish at the treasure. Write the directions.





2 Draw and write.

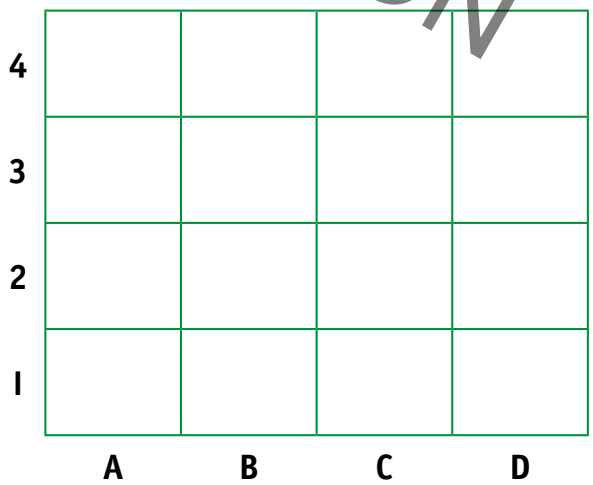
Draw a path using:

- 3 steps forward.
- 1 quarter turn.
- 2 more steps.

Now write your directions.

3 Create your own map.

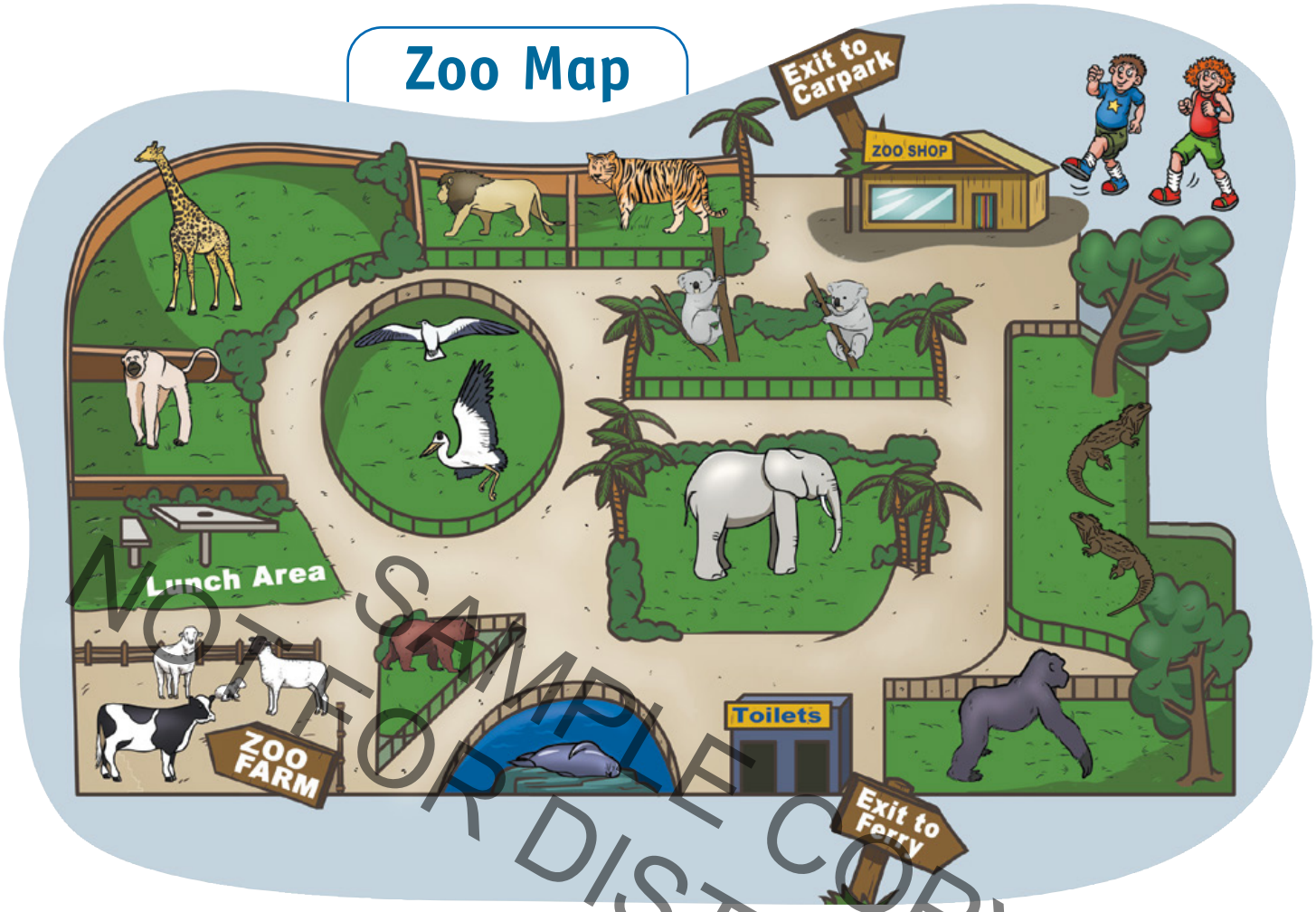
Draw 3 places (e.g. house, tree, shop). Write directions from one place to another.



Geometry Pathways: Following and giving instructions to move to a different location; Interpreting diagrams to describe the position of objects and places in relation to other objects and places

Reading maps

Zoo Map



Draw Katy's path in red. Draw Bryn's path in blue.

1 Katy wants to see the elephants, lions and giraffes. Then she will stop for lunch.

2 Bryn wants to see the birds, tuatara and bears. Then he will stop for lunch.

3 After lunch, Katy wants to see the bears and the koalas. Then she will look in the shop before going home by car.

4 After lunch, Bryn wants to see the farm and the seals. Then he will go to the toilet before going home by ferry.

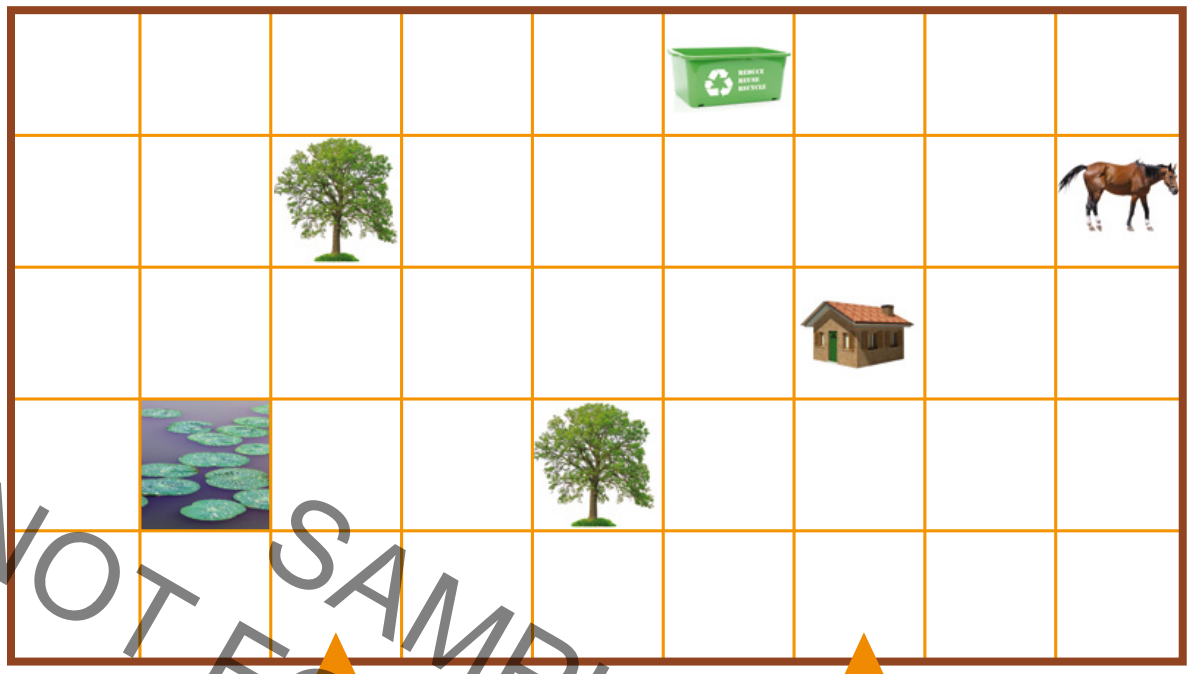
Challenge!

What animals would you like to see? Draw your own path in green. Write where you went.

Mastery Checklist

I can:
- ☐ describe position
- ☐ write and follow directions

Buried treasure



Start here

Start here

Start here to find treasure.

Up 3. Left 2. Up 2. Right 3.

Draw an ✖ in the square.

Draw an ✖ above the horse.

Write how to get there.

Draw one more item on the map. Write how to get there.

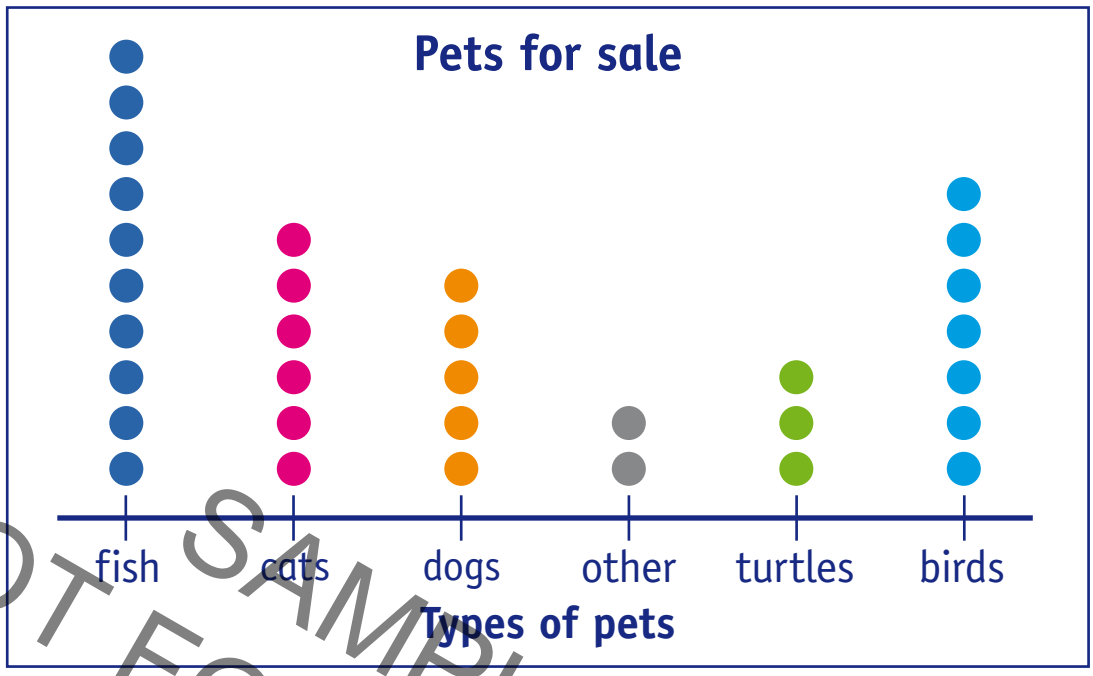
I can solve a problem by:

☐ giving and following directions ☐ using a grid map

Dot plots

A dot plot is a graph that shows data using dots.

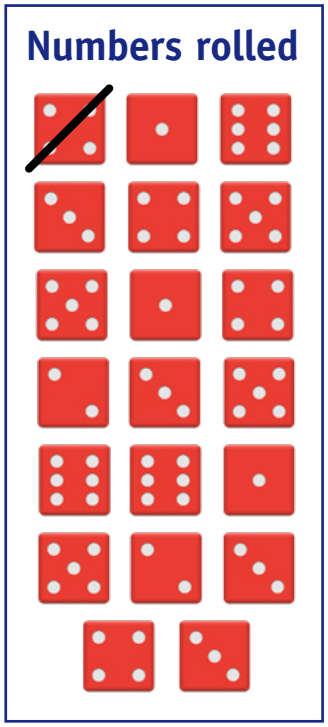
1 This dot plot shows the number of pets for sale.

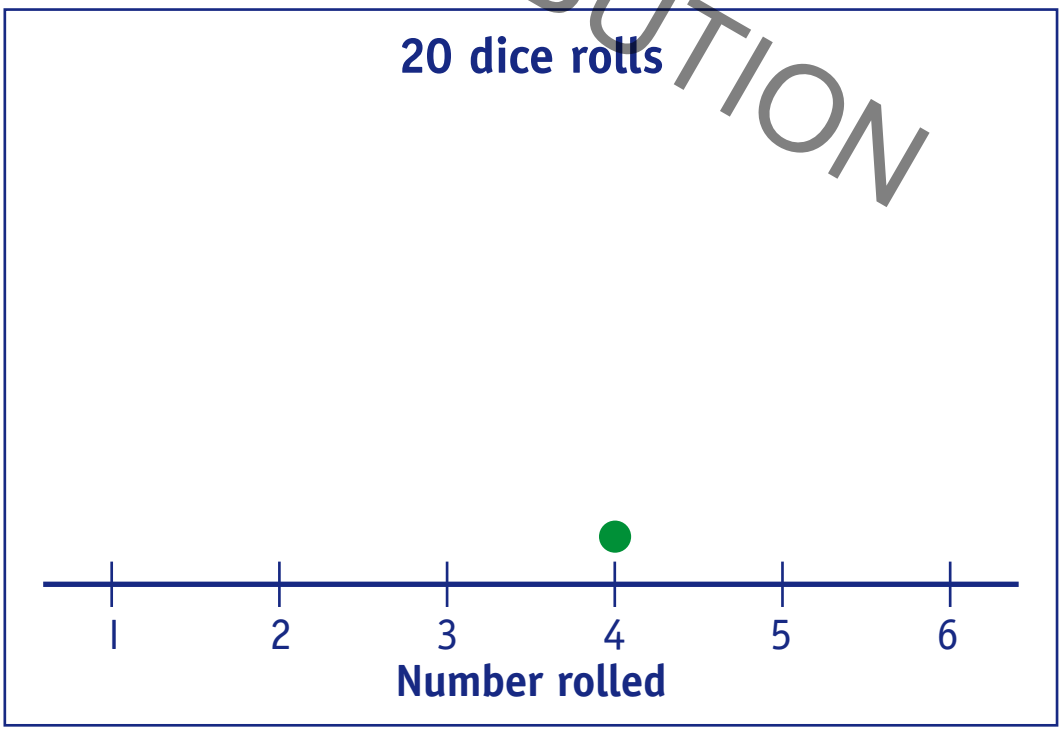


How many? a fish? _____ b birds? _____ c cats? _____

d pets altogether? _____

2 Jai rolled one six sided dice 20 times. Show each number on the dot plot. The first one has been done for you.

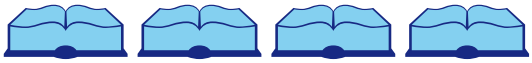




Reading tables and graphs

TERM 4
Week 5

1 This table shows the number of books read by Blue Group.

Name	Books read	Number
Aroha		2
Rawiri		4
Matiu		6
Amiria		3

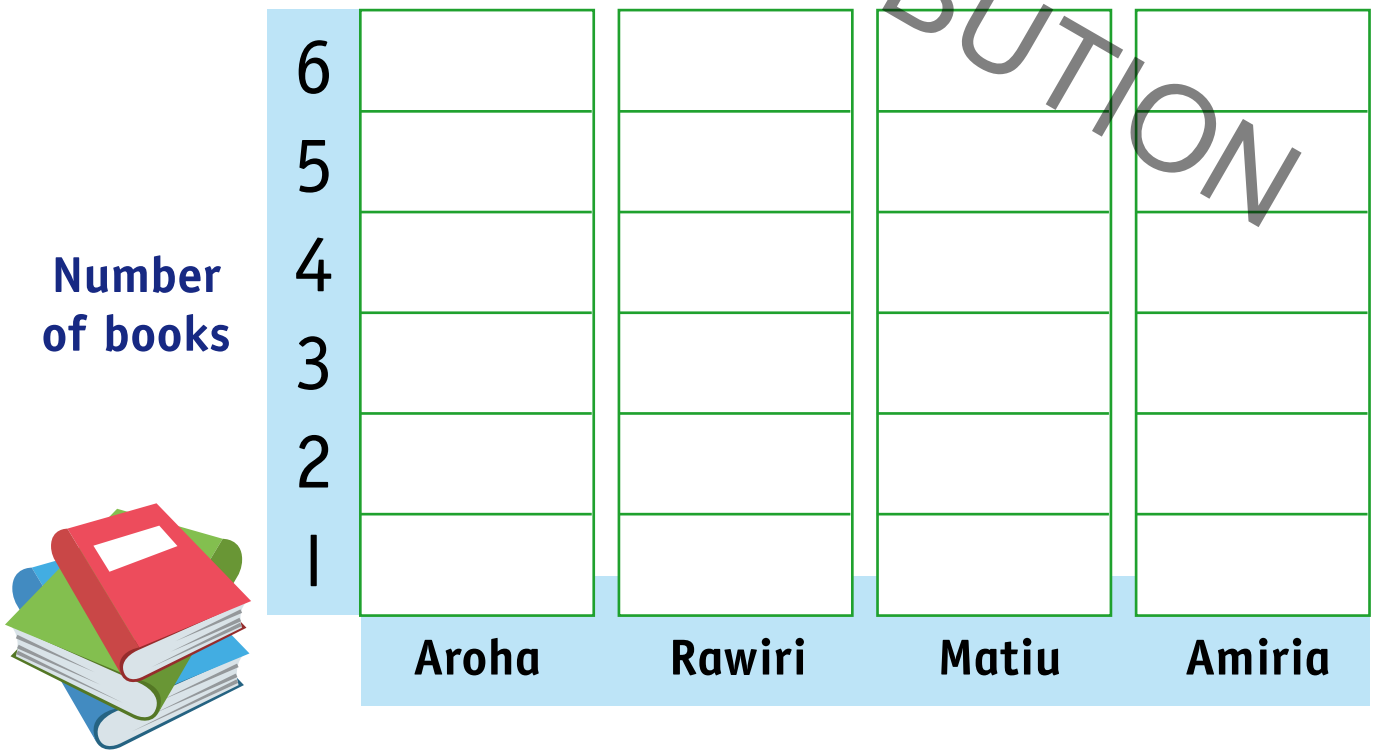
How many books did Amiria read? _____

Who read the most books? _____

Who read 4 books? _____

How many books did Matiu and Aroha read altogether? _____

2 Colour 1 ☐ for each book read.



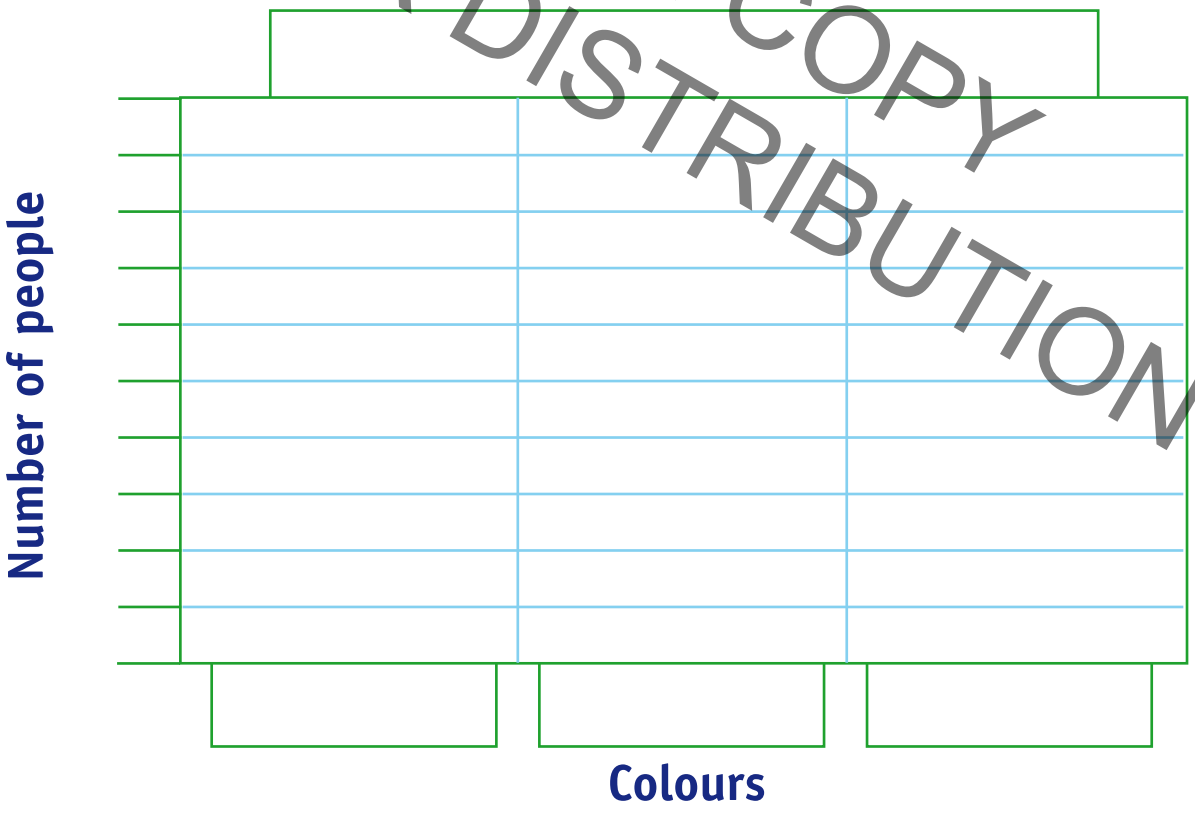
Statistics Visualisation of data: Creating data visualisations for categorical data; Interpretation of data: Describing data visualisations using the variable name and the context and giving the frequency for each category; Answering questions about data visualisations, including which category has the most or least items

Graphing

Choose 3 colours. Write them in the table. Ask at least 10 people to answer this question. *Which colour do you like best?*
Tally the answers.

Colours	Number of people

Draw a graph of your results. Add numbers and labels.



I can solve a problem by:

☐ collecting data ☐ making a graph

Checkpoint 7

1 Match the numbers that are equal.

sixteen	86	50 + 3
eighty six	16	80 + 6
fifty three	53	10 + 6

2 Compare numbers using **<**, **>** or **=**.

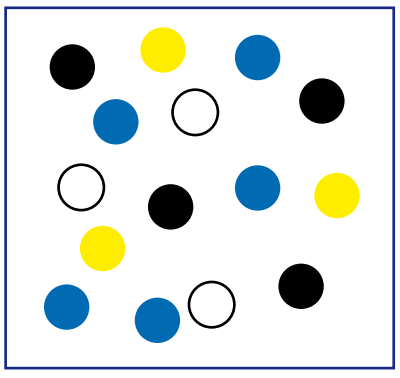
a 73 ☐ 37

b 87 ☐ 91

c 64 ☐ 60 + 4

d 20 + 5 ☐ twenty three

3 Liz picked 15 counters from a bag.
Show each on the dot plot.

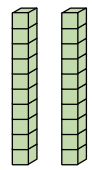
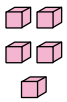
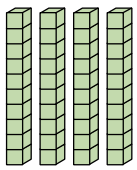
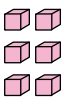
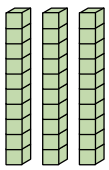


4 Circle and draw the unit of repeat.

Unit of repeat ☐

Checkpoint 7

5 Write the numbers. Find the answer.

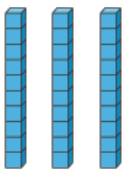
Tens	Ones		Tens	Ones		Tens	Ones		Tens	Ones
		+						+		

☐ + ☐ = ☐ ☐ + ☐ = ☐

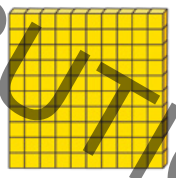
6 a 60 add 10 ☐ add 10 ☐ add 10 ☐

b 4 × 10 = ☐ c 7 × 10 = ☐

7 How many tens in:

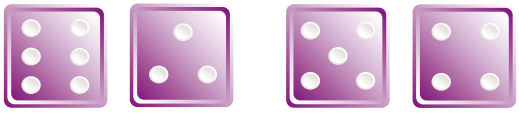
30? 

30 ÷ 10 = ☐

100? 

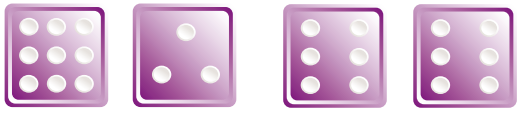
100 ÷ 10 = ☐

8 Are these sums equal? Yes or no?

a 

6 + 3 = 5 + 4

Yes No

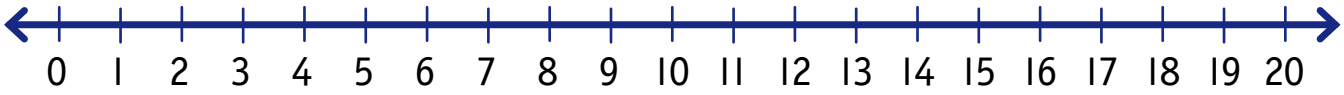
b 

9 + 3 = 6 + 6

Yes No

× ÷ problems

1 Multiply or divide? Check what each question is asking you to do.



10 ÷ 2 = ☐	15 ÷ 3 = ☐	4 × 5 = ☐
10 × 2 = ☐	3 × 5 = ☐	20 ÷ 2 = ☐
10 × 5 = ☐	20 ÷ 3 = ☐	10 × 2 = ☐

2 Read the problem. Do you need to multiply or divide?

Dizzy shared 15 hats with three friends. How many hats did each person get?

☐ ☐ ☐ = ☐

Mango has five boxes. Each box holds ten toys. How many toys does Mango have?

☐ ☐ ☐ = ☐

Waldo bought 30 fish. He divided them equally into five fish tanks. How many fish are in each fish tank?

☐ ☐ ☐ = ☐

Doc walked two kilometres each day this week, including the weekend. How far did Doc walk this week?

☐ ☐ ☐ = ☐

Word problems

1 Use counters to act out the problem. Write the sum. Find the answer.

Mango has 12 bananas. Doc has 10 apples.
Ruby has 7 pears. How much fruit altogether?

Waldo packed 18 sandwiches. Doc ate 5.
Dizzy ate 2. How many are left for Waldo?

For her party Ruby has 21 balloons, 12 party hats and 6 plates.
How many party things altogether?

2 Use play money to act out the problem. Write the sum. Find the answer.

Pencils cost 30c each. Dizzy buys 5 pencils.
How much does he spend?

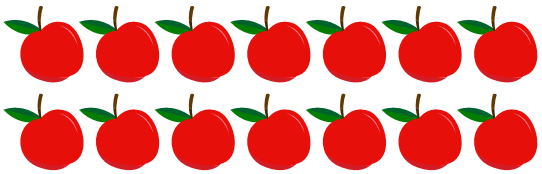
Doc had $35 for a day at the zoo. The bus ride cost $4.
The zoo ticket cost $21. A toy lion cost $7.
How much money does Doc have left?

Word problems

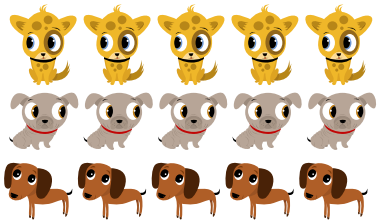
TERM 4
Week 6

1 Multiply by 2s, 5s or 10s to find the answer.

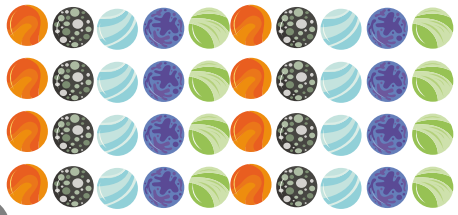
Waldo ate two apples every day for seven days. How many apples did he eat in total? _____



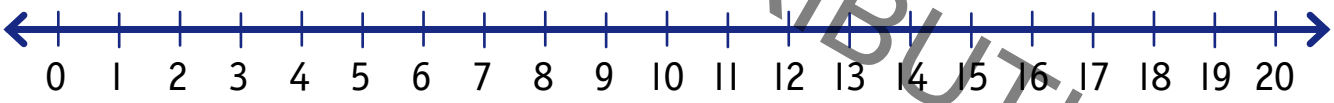
Ruby has three dogs.
They each have five puppies.
How many puppies altogether? _____



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



2 Skip count along the number line to find the answer.



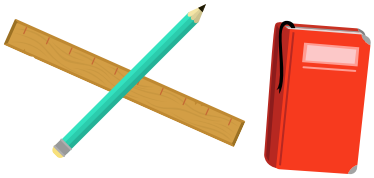
Mango made three five flowers each day for seven days.
How many flowers altogether? _____

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? _____

Change from $20

Solve the word problems.



1 Ruby buys a pencil for $1, a ruler for $2 and a note pad for $4.

How much does she spend?

□ + □ + □ = □

How much change does she get from $10?

□ − □ = □

2 Waldo buys a ball for $3, a skipping rope for $4 and a drink bottle for $8.

How much does he spend?

□ + □ + □ = □

How much change does he get from $20?

□ − □ = □

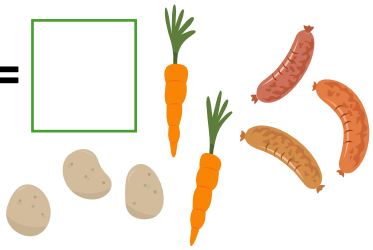
3 Dizzy buys carrots for $2, potatoes for $4 and sausages for $5.

How much does he spend?

□ + □ + □ = □

How much change does he get from $20?

□ − □ = □

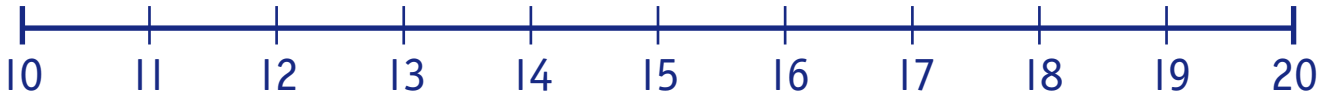


Mastery Checklist I can:

- ☐ add amounts to find the total
- ☐ subtract to find the change from $10 and $20

Subtraction problems

Ben has 20 tennis balls. Jen has 16.
What is the difference? How many altogether?

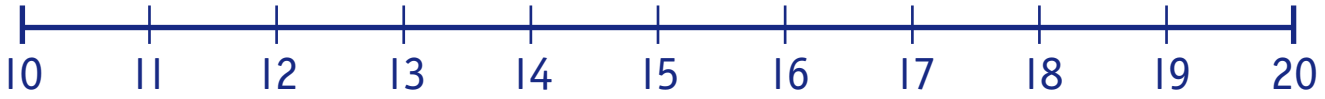


□ − □ = □ □ + □ = □

Manaaki makes 18 pies. The dog eats 5 of them.
How many pies are left?

□ − □ = □

Polly has 17 dolls. She gives 3 to Matiu.
Then she gives 3 to Jane. How many does she have now?



□ − □ − □ = □

I can solve a problem by:

☐ counting back to subtract ☐ using a number line

Months of the year

1 Match. Write the missing months.

May

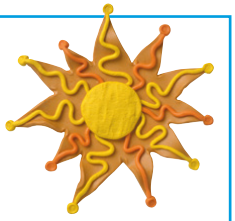
February

July

October

December

August

January	Summer 
March	Autumn 
April	
June	Winter 
September	Spring 
November	
	Summer

2 Which month is:

1st? _____ 4th? _____

6th? _____ 11th? _____

Months, seasons and ordinal numbers

TERM 4
Week 7

JANUARY

MON	TUE	WED	THU	FRI	SAT	SUN
				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

FEBRUARY

MON	TUE	WED	THU	FRI	SAT	SUN
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

MARCH

MON	TUE	WED	THU	FRI	SAT	SUN
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				

APRIL

MON	TUE	WED	THU	FRI	SAT	SUN
			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		

MAY

MON	TUE	WED	THU	FRI	SAT	SUN
					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						

JUNE

MON	TUE	WED	THU	FRI	SAT	SUN
	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				

JULY

MON	TUE	WED	THU	FRI	SAT	SUN
			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	

AUGUST

MON	TUE	WED	THU	FRI	SAT	SUN
						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					

SEPTEMBER

MON	TUE	WED	THU	FRI	SAT	SUN
		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			

OCTOBER

MON	TUE	WED	THU	FRI	SAT	SUN
				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

NOVEMBER

MON	TUE	WED	THU	FRI	SAT	SUN
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					

DECEMBER

MON	TUE	WED	THU	FRI	SAT	SUN
		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		

1 Colour the months in each season.

Spring = **green** Summer = **yellow** Autumn = **orange**

Draw a snowflake on the Winter months.

2 Which month of the year is:

2nd?		5th?	
7th?		9th?	
10th?		12th?	

3 Which month comes:

before		after
	April	
	December	

The calendar

TERM 4
Week 7

1 Order the months of the year. Number them from 1 to 12.

January	1	August	____	December	____
May	____	November	____	March	____
September	____	June	____	July	____
February	____	October	____	April	____

2 Match.

January		July
February	Summer	August
March	Autumn	September
April	Winter	October
May	Spring	November
June		December

3 Write **yes** if it is true and **no** if it is false.

March is the 3rd month. _____

August is the 5th month. _____

December is the last month. _____

February is the first month. _____

June is the first month of winter. _____

January is in winter. _____

Summer begins in December. _____

September is the first month of spring. _____

Duration

1 Match.

12 hours	a fortnight
7 days	a season
2 weeks	between birthdays
3 months	a week
1 year	a night

2 Number these events 1-5, shortest to longest time.
How long do they take?

- ☐ A weekend _____
- ☐ Lunchtime _____
- ☐ A month _____
- ☐ A school week _____
- ☐ A school day _____

My Favourite Date

What is your favourite day of the year? _____

What month is your favourite day in? _____

Fill in the calendar for the month of your favourite day.

Add your favourite day to the calendar.

Month:						
Sunday	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**

What day of the week is your favourite day?

_____

What is the number of your favourite day? _____

Fill in the date for your favourite day:

_____	_____	_____
Day of the week	Number	Month

I can solve a problem by:

☐ identifying a date ☐ using a calendar

Counting by 3s

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

1 Finish colouring the count by 3s pattern.

2 Write the next three numbers.

- 15, 18, 21, _____, _____, _____
- 36, 39, 42, _____, _____, _____
- 69, 72, 75, _____, _____, _____
- 84, 87, 90, _____, _____, _____

Odd or even?

_____

_____

_____

_____

Number Number structures: Number counting in 3s produces alternate patterns of odd and even numbers; Counting forwards in 3s from multiples of 3

Counting in 2s, 3s and 5s

TERM 4
Week 8

1 Continue each number pattern. What is the rule?

a 1, 4, 7, ____, ____, ____, ____ — +3

b 5, 7, 9, ____, ____, ____, ____ — ____

c 3, 8, 13, ____, ____, ____, ____ — ____

d 2, 5, 8, ____, ____, ____, ____ — ____

2 Write the missing numbers.

a 6, 11, ____, 21, 26, ____, ____

b 9, 11, ____, ____, 17, ____, ____

c 14, 17, ____, 23, ____, 29, 32

3 Write your own number patterns.

a ____, ____, ____, ____, ____, ____, ____ — ____

b ____, ____, ____, ____, ____, ____, ____ — ____

Challenge!

Use all the numbers to complete the sums.

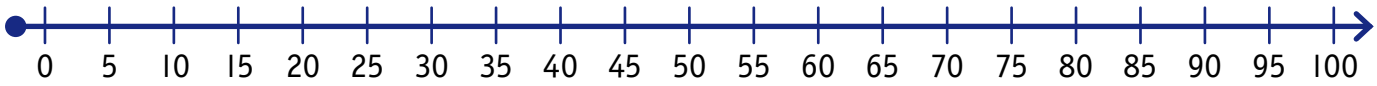
1 2 3 4 5 6

____ + ____ = ____ ____ + 3 = 6

10 − ____ = ____ 8 − ____ = 7

Revision

1 Use the number line to find the total.



Ruby has 20 cents. She is given another 20 cents. Then she spends 30c. How much does she have now?

☐ c

Waldo has 80c. He buys a toy for 50c. Then he buys lollies for 30c. How much money is left?

☐ c

2 How much change?

You have

You spend

change ☐

You have

You spend

change ☐

You have

You spend

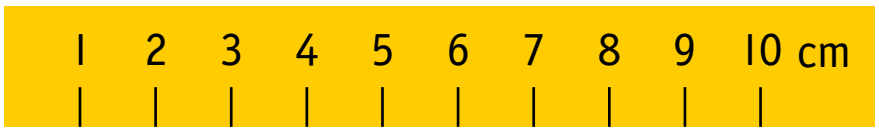
change ☐

You have

You spend

change ☐

3



The pencil is ☐ cm long.

Number Operations: Solving multi-step addition and subtraction problems;
Measurement Measuring: Measuring length (cm) using tools with labelled markings and whole-number metric units

Revision

1 Find the answer.

35 + 14 = ☐ 42 + 29 = ☐ xx + xx = ☐

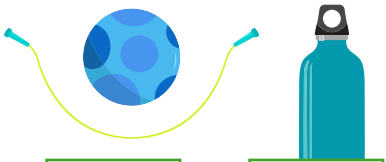
2 Mango watched a TV show for twenty-two minutes and then switched to another program for thirty five minutes. How long was he watching TV for?

☐ + ☐ = ☐

3 Dizzy has thirty-three cars. His grandma gives him fifteen more. How many toy cars does he have now?

☐ + ☐ = ☐

4 Waldo buys a ball for $3, a skipping rope for $4 and a drink bottle for $8.



How much does he spend? ☐ + ☐ + ☐ = ☐

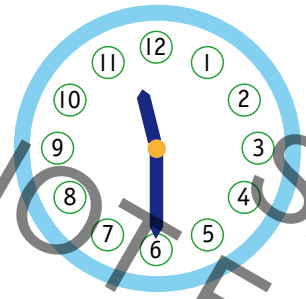
How much change does he get from $20? ☐ − ☐ = ☐

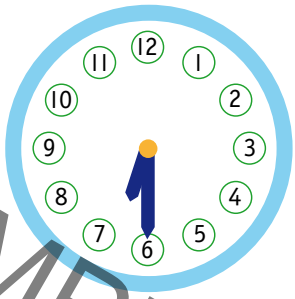
Revision

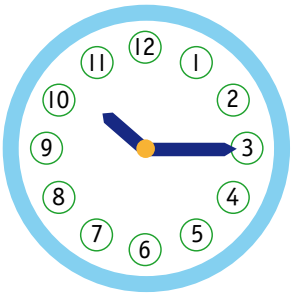
TERM 4
Week 8

1 What time does the clock show?

2 Write the matching time on the digital clock.

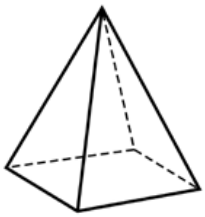




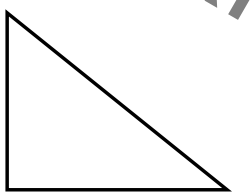


3 Colour the **2D shapes** **green**. Colour the **3D shapes** **blue**.
Name each shape.

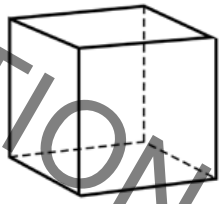
A



B



C



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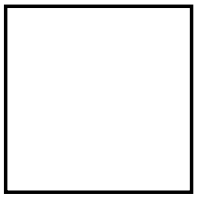
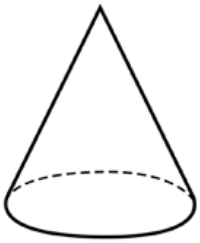
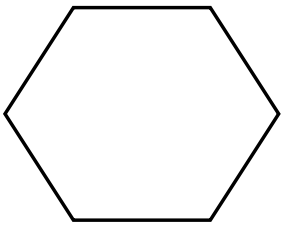


E



F



Measurement Measuring: Telling the time on analogue and digital clocks to the hour, half-hour, and quarter-hour, using the language of 'past' and 'o'clock';
Geometry Shapes: Identifying, describing, visualising, and sorting 2D and 3D shapes, using the attributes of shapes

Number facts + – practice

TERM 4
Week 9

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

1

3 + 2 =	5 + 5 =
7 + 3 =	7 – 3 =
10 – 5 =	6 + 4 =
8 – 4 =	10 – 7 =
10 – 0 =	9 + 1 =

Score

2

10 + 7 =	14 – 7 =
15 – 5 =	20 – 11 =
14 + 2 =	17 + 3 =
12 – 6 =	12 + 9 =
10 + 10 =	18 – 7 =

Score

3

9 + 3 =	12 – 3 =
8 + 8 =	14 – 6 =
7 + 5 =	15 – 8 =
9 + 9 =	16 – 9 =
8 + 7 =	11 – 4 =

Score

Number facts × ÷ practice

TERM 4
Week 9

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

1

3 × 2 =	25 ÷ 5 =
4 × 5 =	20 ÷ 10 =
30 ÷ 5 =	2 × 2 =
5 × 2 =	5 ÷ 5 =
5 × 10 =	10 × 10 =

Score

2

10 × 2 =	10 × 2 =
10 × 5 =	10 ÷ 10 =
50 ÷ 5 =	8 × 2 =
8 ÷ 2 =	25 ÷ 5 =
80 ÷ 10 =	0 × 10 =

Score

3

3 × 5 =	6 × 5 =
4 × 10 =	100 ÷ 10 =
30 ÷ 10 =	7 × 2 =
25 ÷ 5 =	10 ÷ 5 =
10 × 5 =	2 × 10 =

Score

Mixed number facts practice

TERM 4
Week 9

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

1

4 × 5 =		17 + 3 =	
10 − 7 =		70 ÷ 10 =	
12 + 9 =		12 − 6 =	
30 ÷ 10 =		16 + 4 =	
8 + 8 =		25 ÷ 5 =	

Score

2

20 ÷ 10 =		20 − 11 =	
4 × 10 =		2 × 5 =	
17 + 3 =		14 − 6 =	
6 × 5 =		8 + 7 =	
19 − 12 =		9 × 5 =	

Score

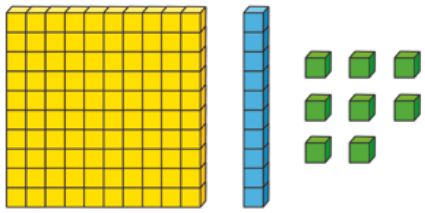
3

50 ÷ 5 =		9 + 9 =	
6 × 10 =		8 × 2 =	
18 − 4 =		20 ÷ 10 =	
40 ÷ 5 =		16 − 9 =	
8 + 8 =		7 × 5 =	

Score

Checkpoint 8

1



_____ hundred _____ tens ____ ones

_____ + _____ + _____ = _____

2 Write in numerals.

a one hundred and nine

_____

b one hundred and five

_____

3 Write 110 in words.

_____

_____

4 Continue each pattern.

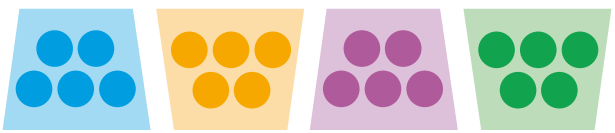
a 2, 4, 6, ☐ ☐ ☐

b 5, 10, 15, ☐ ☐ ☐

5 **a** 16 + 13 = ☐

b 24 + 33 = ☐

6

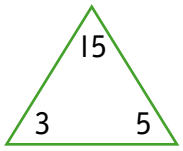


a 2 groups of 5 = _____

b 3 × 5 = _____

c 4 × 5 = _____

7 Write number sentences.



a _____ × _____ = _____

b _____ × _____ = _____

c _____ ÷ _____ = _____

d _____ ÷ _____ = _____

8

10c

Jim has 50c.

He can buy ☐ strawberries.

9

a One half of 12 = _____

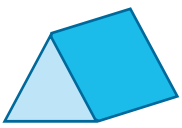
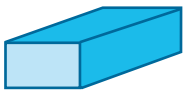
b One quarter of 12 = _____

10 How long is your textbook?

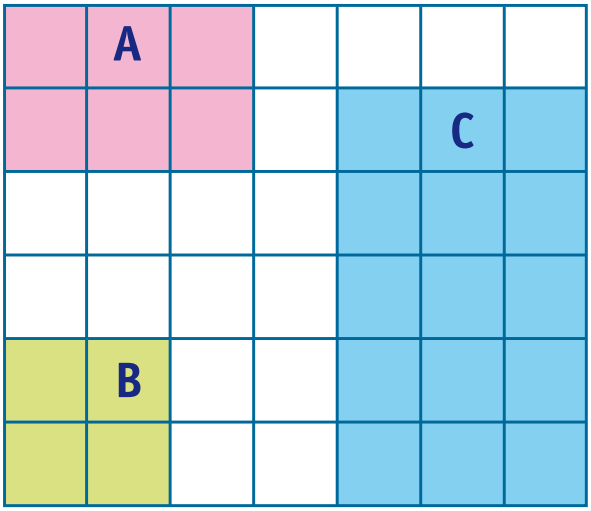
Estimate: _____ cm

Measure: _____ cm

11

	Number of faces	edges	corners
			
			

Checkpoint 8



12 What is the perimeter in cm of:

a A ☐ B ☐ C ☐

Which shape has:

b the smallest area? _____

c the largest area? _____

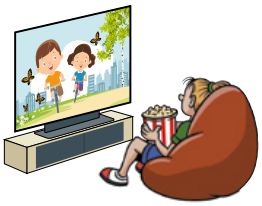
13 Split this shape into 2 triangles.

14 The pencil weighs 5 blocks.
The scissors weigh 10 blocks.

a The pencil weighs _____ than the scissors.

b The difference is _____ blocks.

15 Circle the one that takes about 30 minutes.

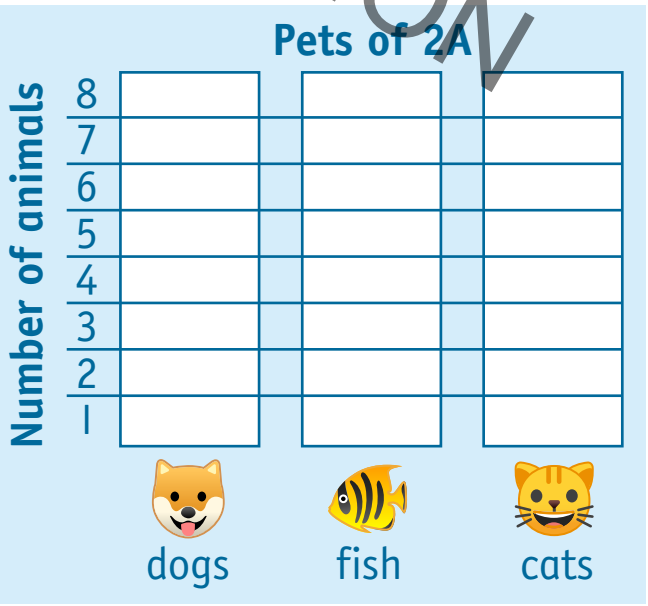


16 Circle 4 equal quarters.

$\frac{1}{4}$ of 8 = ☐

17 Use the tallies to complete the table and the graph.

	Tally	Total
dogs	𝍸	
fish	𝍸 |	
cats	𝍸 |	



Mathletics

Well Done!

Ka pai!

You made it to the end of Year 2, congratulations! Are you looking forward to Year 3?