

LET'S STOP BULLYING WITH

# BUDDY BUNNY

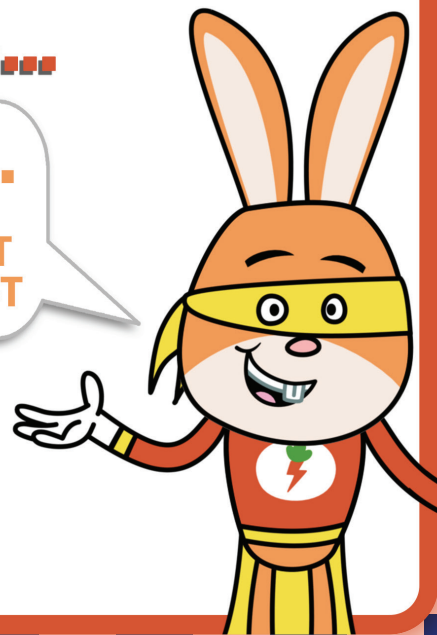


WHEN YOU'RE BEING BULLIED,  
BUDDY BUNNY SAYS...

**STOP.**  
TELL THE  
BULLY TO  
STOP

**WALK.**  
WALK  
AWAY

**TALK.**  
TALK TO  
AN ADULT  
YOU TRUST



FOR RESOURCES ON BULLYING VISIT:  
[www.stopwalktalk.co.za](http://www.stopwalktalk.co.za)



ISBN 978-1-4315-0125-0

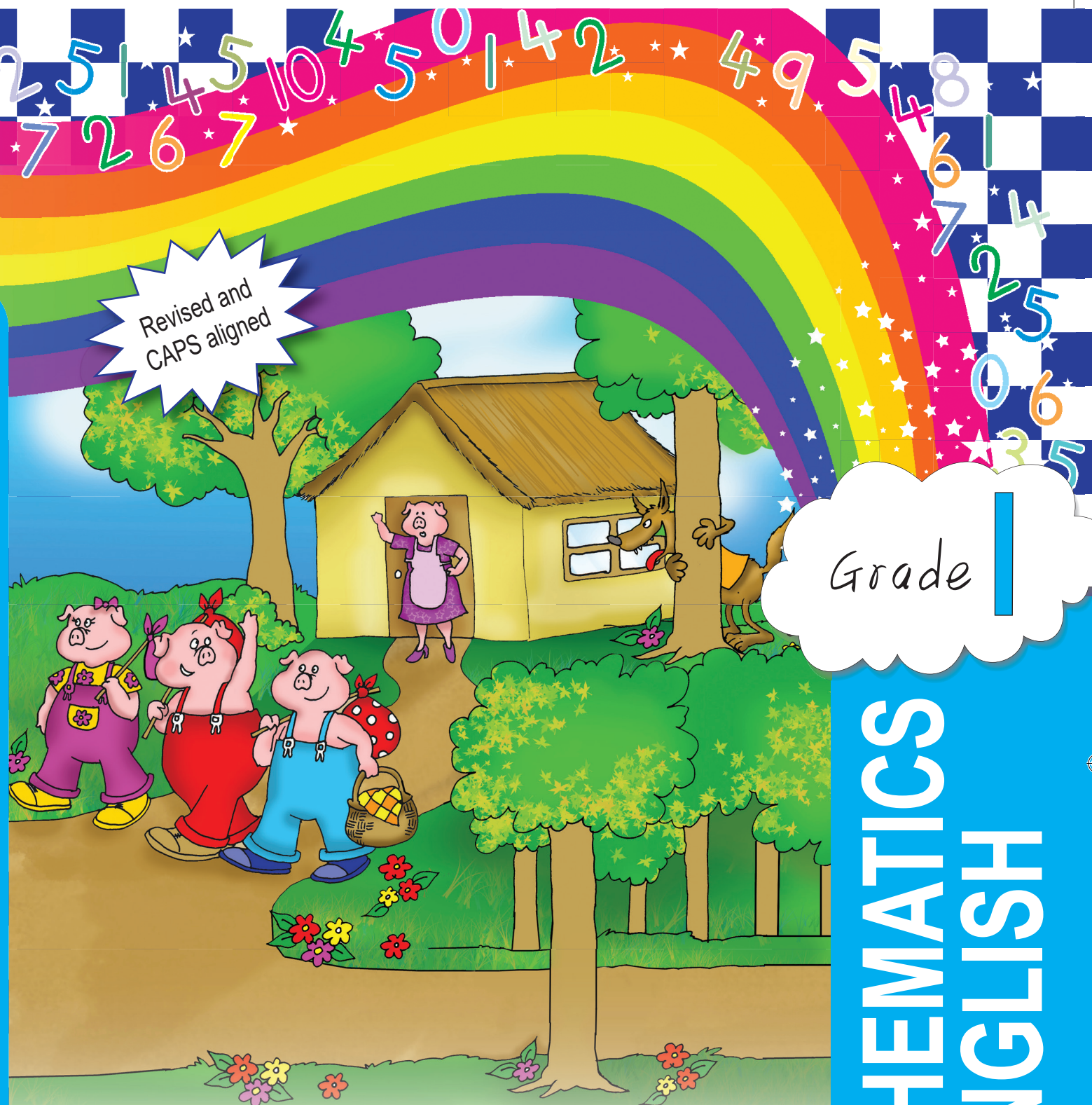


MATHEMATICS IN ENGLISH  
GRADE 1 – BOOK 2 • TERMS 3 & 4  
ISBN 978-1-4315-0125-0  
THIS BOOK MAY NOT BE SOLD.  
11th Edition

MATHEMATICS IN ENGLISH – Grade 1 Book 2

ISBN 978-1-4315-0125-0

Revised and  
CAPS aligned



Grade 1

Name: \_\_\_\_\_

Class: \_\_\_\_\_



basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

MATHEMATICS  
IN ENGLISH

Book 2  
Terms  
3 & 4

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Mrs Angie Motshekga,  
Minister of  
Basic Education



Dr Reginah Mhaule,  
Deputy Minister of  
Basic Education

These workbooks have been developed for the children of South Africa under the leadership of the Minister of Basic Education, Mrs Angie Motshekga, and the Deputy Minister of Basic Education, Dr Reginah Mhaule.

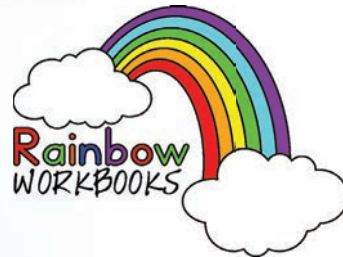
The Rainbow Workbooks form part of the Department of Basic Education's range of interventions aimed at improving the performance of South African learners in the first six grades. As one of the priorities of the Government's Plan of Action, this project has been made possible by the generous funding of the National Treasury. This has enabled the Department to make these workbooks, in all the official languages, available at no cost.

We hope that teachers will find these workbooks useful in their everyday teaching and in ensuring that their learners cover the curriculum. We have taken care to guide the teacher through each of the activities by the inclusion of icons that indicate what it is that the learner should do.

We sincerely hope that children will enjoy working through the book as they grow and learn, and that you, the teacher, will share their pleasure.

We wish you and your learners every success in using these workbooks.

Grade **1**



**M a t h e m a t i c s**

**IN ENGLISH**

This book belongs to:

**ENGLISH**

*Book*

**2**



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

# Understand number 11


Term 3

Revision:

Practice writing the numbers.

 one

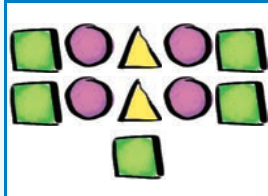
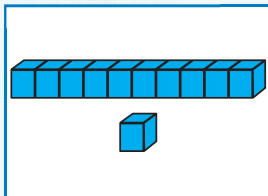
1 1

 two

2 2

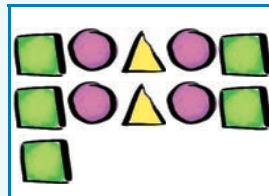


Match the pictures.

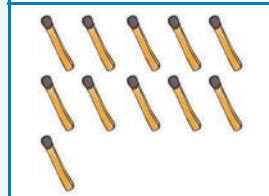
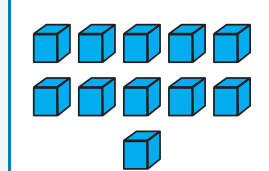


10 1

11



11

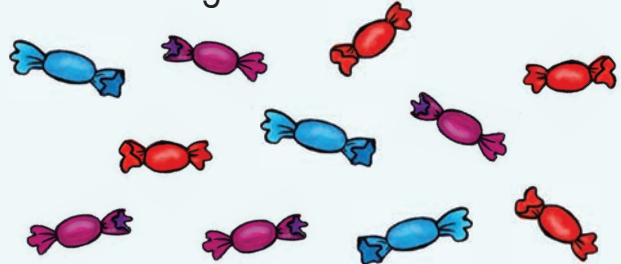


10 1



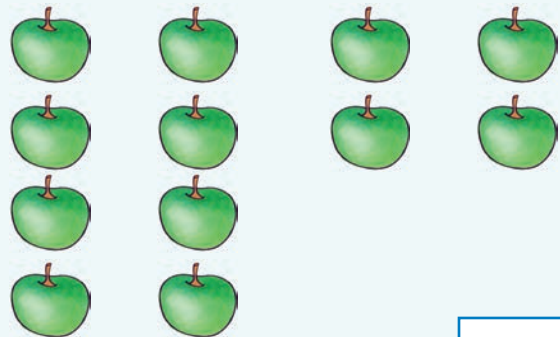
Circle the objects.

Circle only 10 sweets.



How many sweets are left?

Circle only 10 apples.



How many apples are left?





Trace the numbers.

eleven			



Each column must add up to 11. Fill in the missing numbers.

3	5	4
4	5	
4		2
11	11	11



Draw 11 objects.



Fill in the missing numbers.

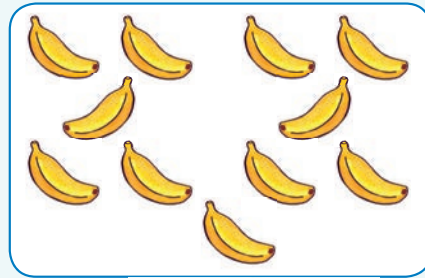
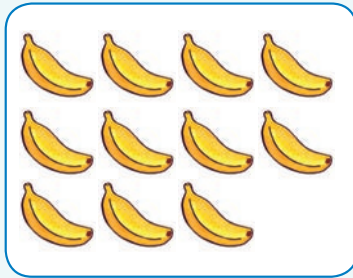
1

2

4



Count the objects.



Complete the table. Each row has a picture, a number and the word for that number.

		eleven
		eleven
11		
	eleven	



What is one less than 11?

\_\_\_\_\_

What is one more than 11?

\_\_\_\_\_

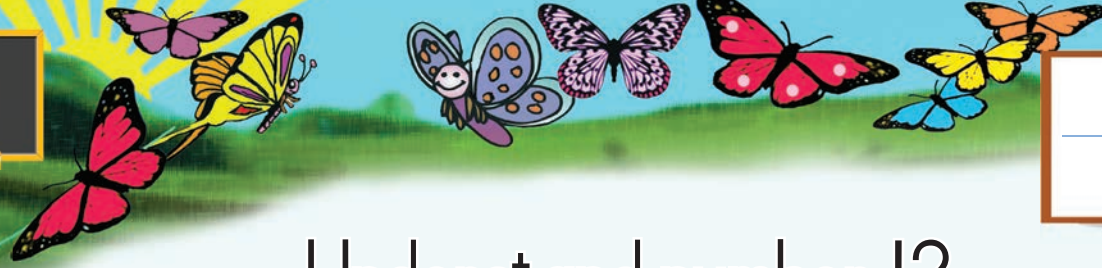


Teacher: \_\_\_\_\_

Sign: \_\_\_\_\_

Date: \_\_\_\_\_





Date: \_\_\_\_\_

# Understand number 12

Term 3

Revision:

Practice writing the numbers.

 three

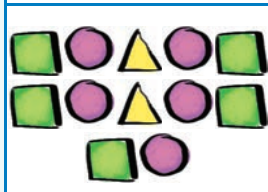
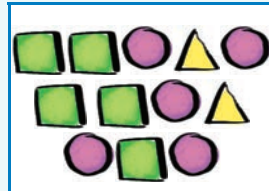
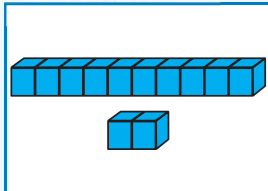
3 3

 four

4 4

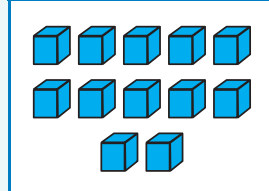


Match the pictures.

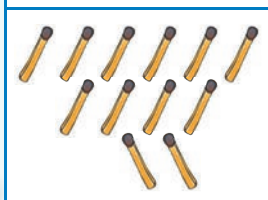


12

10 2



12



10 2



Circle the objects.

Circle only 10 shoes.



How many shoes are left?

Circle only 12 sea shells.



How many sea shells are left?





Trace the numbers.

12	12	12	12
twelve			
12	12	12	12



Each column must add up to 12. Fill in the missing numbers.

	7	6
4		4
3	2	
12	12	12



Draw 12 objects.

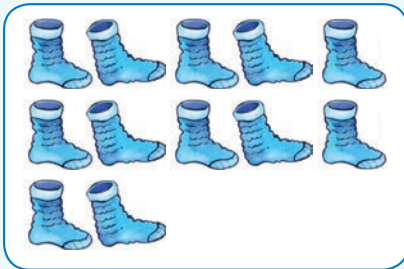


Fill in the missing numbers.

3		5			
8			11		



Count the objects.



Complete the table. Each row has a picture, a number and the word for that number.

		twelve
	12	twelve
		12
	twelve	



What is one less than 12?

\_\_\_\_\_

What is one more than 12?

\_\_\_\_\_

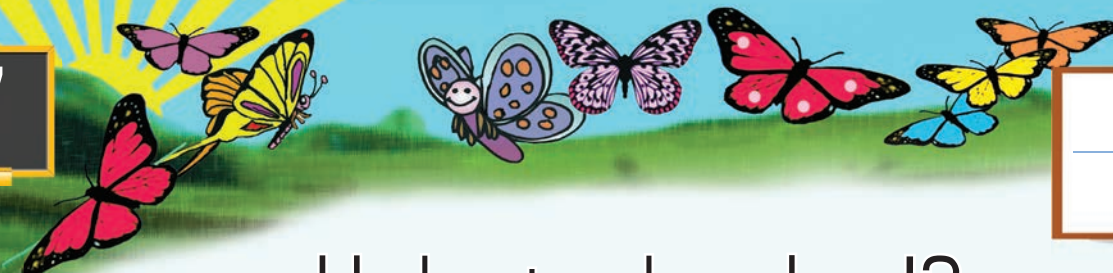


Teacher: \_\_\_\_\_

Sign: \_\_\_\_\_

Date: \_\_\_\_\_





Date: \_\_\_\_\_

# Understand number 13

Term 3

Revision:

Practice writing the numbers.

 five

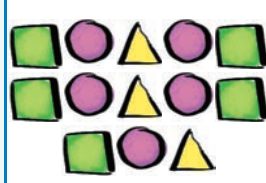
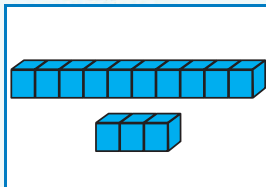
5 5

 six

6 6

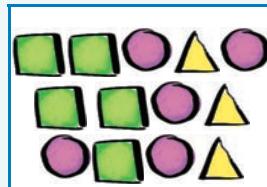
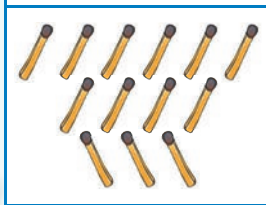


Match the pictures.

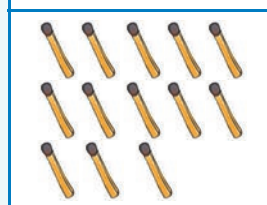
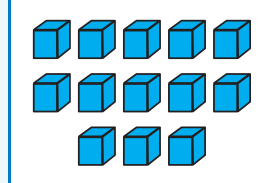


10 3

13



13



10 3



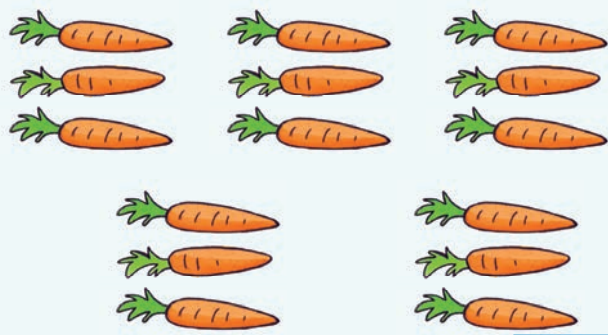
Circle the objects.

Circle only 10 cats.



How many cats are left?

Circle only 13 carrots.



How many carrots are left?







Trace the numbers.

13	13	13	13
thirteen			
13	13	13	13



Each column must add up to 13. Fill in the missing numbers.

1	2	6
1		
	3	2
13	13	13



Draw 13 objects.

Now draw them in a different way.

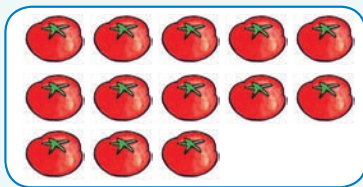


Fill in the missing numbers.

	10		12	
--	----	--	----	--



Count the objects.



Complete the table. Each row has a picture, a number and the word for that number.

		thirteen
	13	thirteen
13		
	thirteen	



What is one less than 13?

\_\_\_\_\_

What is one more than 13?

\_\_\_\_\_

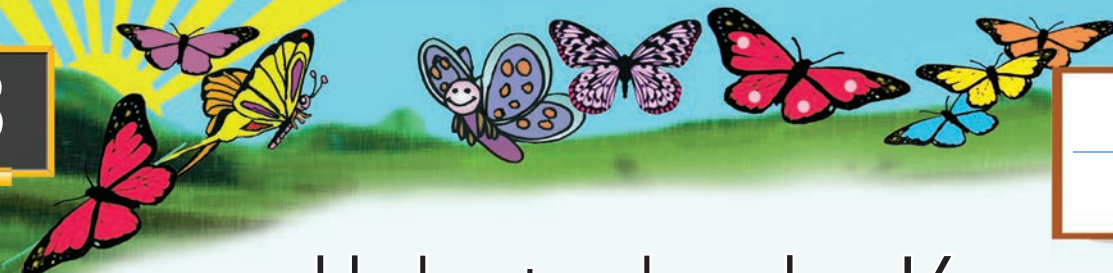


Teacher: \_\_\_\_\_

Sign: \_\_\_\_\_

Date: \_\_\_\_\_





Date: \_\_\_\_\_

# Understand number 14

Term 3

Revision:

Practice writing the numbers.

 seven

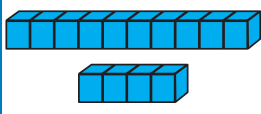
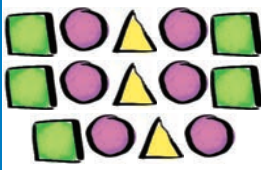

77

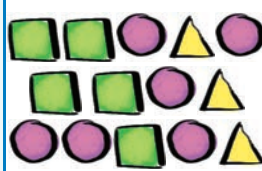
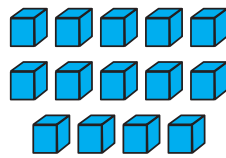

 eight

88



Match the pictures.



<div style="border: 1px solid gray; padding: 2px; display: inline-block;">10</div> <div style="border: 1px solid pink; padding: 2px; display: inline-block; margin-left: 20px;">4</div>
14



14


<div style="border: 1px solid gray; padding: 2px; display: inline-block;">10</div> <div style="border: 1px solid pink; padding: 2px; display: inline-block; margin-left: 20px;">4</div>



Circle the objects.

Circle only 10 butterflies.

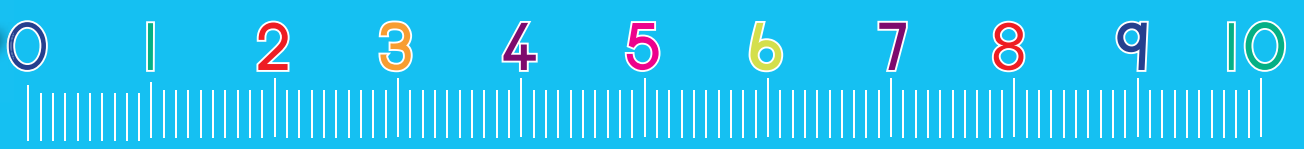


How many butterflies are left?

Circle only 14 dresses.



How many dresses are left?





Trace the numbers.

14	14	14	14
fourteen			
14	14	14	14



Each column must add up to 14. Fill in the missing numbers.

1		2
	5	1
3	2	
14	14	14

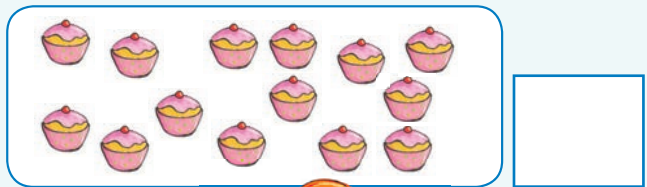
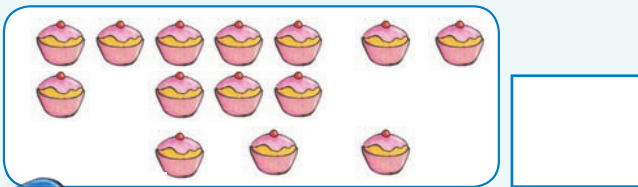


Draw 14 objects.

Now draw them in a different way.



Count the objects.



Complete the table. Each row has a picture, a number and the word for that number.

	14	fourteen
14		
	fourteen	



What is one less than 14?

\_\_\_\_\_

What is one more than 14?

\_\_\_\_\_



Teacher: \_\_\_\_\_

Sign: \_\_\_\_\_

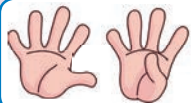
Date: \_\_\_\_\_



# Understand number 15

## Revision:

Practice writing the numbers.



nine

9 9



ten

10 10



Match the pictures.

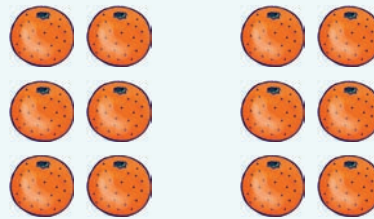
10 <input type="checkbox"/> 5 <input type="checkbox"/>
15 <input type="checkbox"/>

15 <input type="checkbox"/>
10 <input type="checkbox"/> 5 <input type="checkbox"/>



Circle the objects.

Circle only 10 oranges.



How many oranges are left?

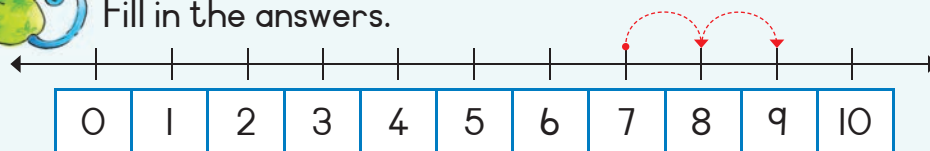
Circle only 15 stars.



How many stars are left?

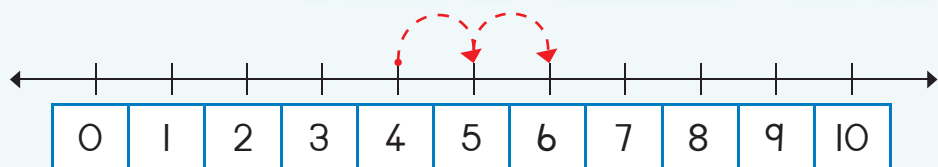


Fill in the answers.



$7 + 2 =$





$$4 + 2 =$$



Trace the numbers.

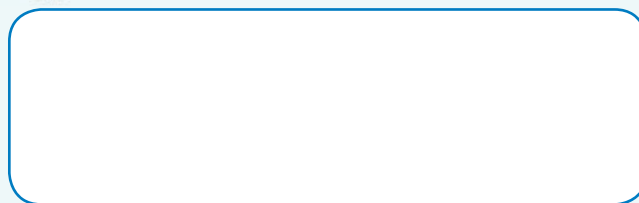
15 15 15 15

fifteen

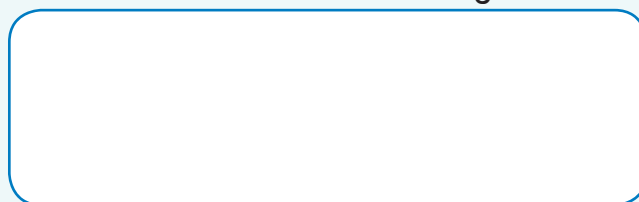
15 15 15 15



Draw 15 objects.



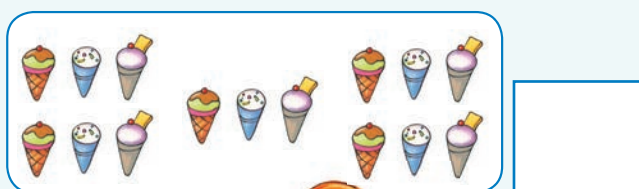
Now draw it in a different way.



Fill in the missing numbers.



Count the objects.



Complete the table. Each row has a picture, a number and the word for that number.

	15	fifteen
		fifteen
15		

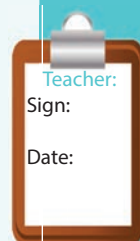


What is one less than 15?

\_\_\_\_\_

What is one more than 15?

\_\_\_\_\_



11 12 13 14 15 16 17 18 19 20



# Addition up to 20 – counting on

Revision:

Practice writing the number name.

6

six



Look at the picture and write a number sentence for each.

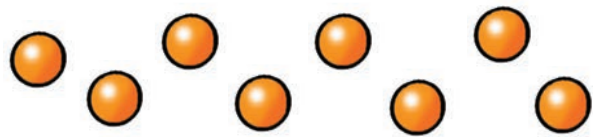
Lisa has 3 sweets. Mandla has 5 sweets. How many sweets do they have altogether?



Let us count:

3	...	4	5	6	7	8
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>		

I had 8 marbles and lost 4 of them. How many marbles do I have left?

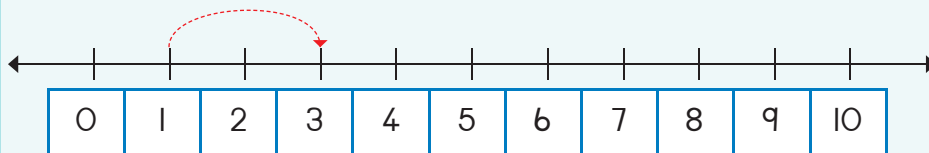


Let us count backwards:

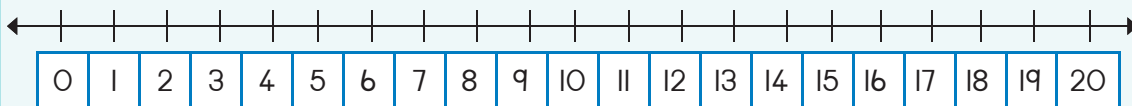
8	...	7	6	5	4
<input type="text"/>	-	<input type="text"/>	=	<input type="text"/>	



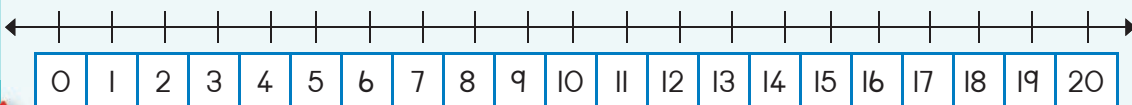
Fill in the answers.



$1 + 2 = \square$



$13 + 2 = \square$



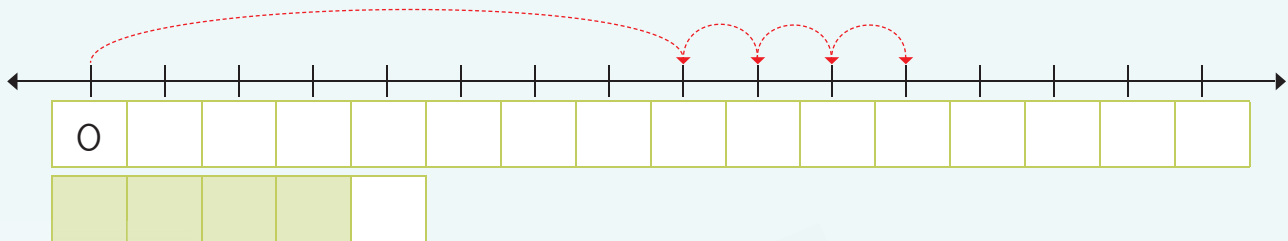
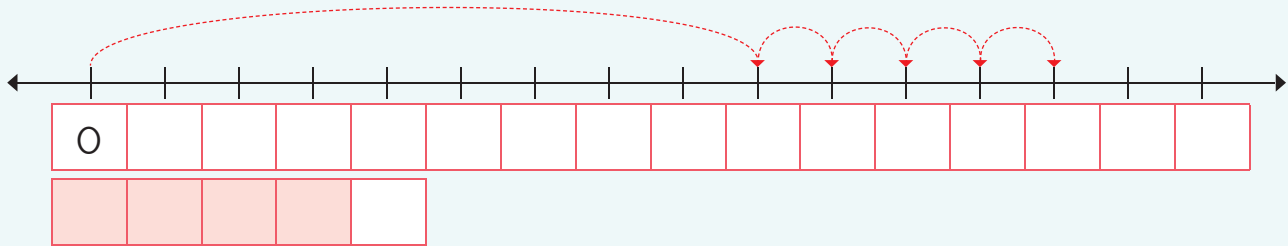
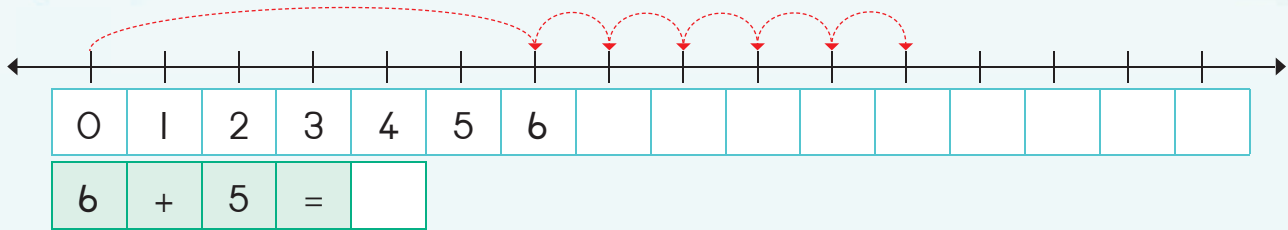
$15 + 2 = \square$



0 1 2 3 4 5 6 7 8 9 10



Fill in the numbers on the number line and then write a number sentence for each.



Count on 2.

3	5
4	
2	



7	
8	
6	



Fill in the numbers.

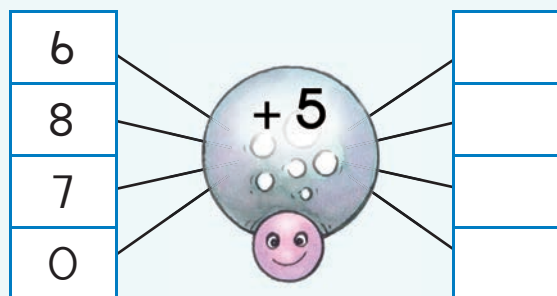
I am 7 years old.  
How old will I be in 5 years time?

7				
---	--	--	--	--

I will be \_\_\_\_\_ years old.



Help the spider to finish the sum.



Teacher:
Sign:
Date:



# Addition – building up and breaking down numbers up to 10

Term 3

Revision:

Practice writing the number name.

7

seven



Fill in the answer.

$3 + 3 = \square$



$0 + 5 = \square$



$3 + 2 + 1 = \square$



Colour to show the following.

$3 + 9$



$4 + 8$



$5 + 7$



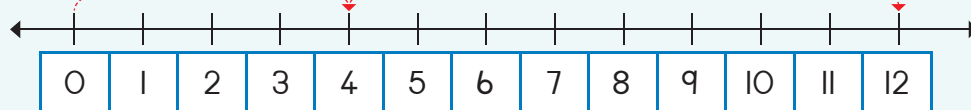
$6 + 6$



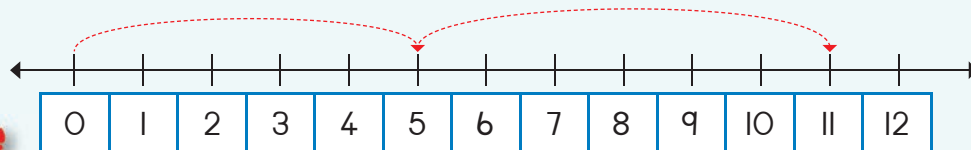
$7 + 5$



Write a sum for:



$\square + \square = \square$

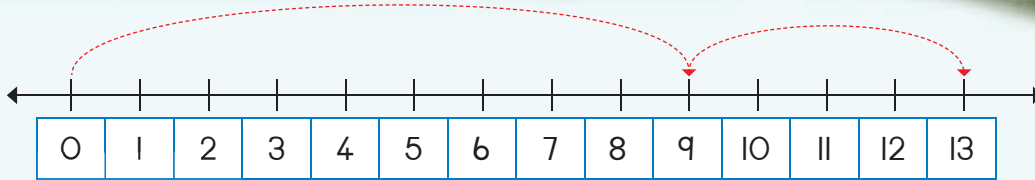


$\square + \square = \square$



0 1 2 3 4 5 6 7 8 9 10





0 1 2 3 4 5 6 7 8 9 10 11 12 13

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



Complete the number line and fill in the answer.

$4 + 5 + 1 = \square$

$3 + 3 + 2 = \square$

$2 + 4 + 3 = \square$

$4 + 3 + 2 = \square$



Solve the following by drawing the pictures.

I have 5 marbles and my friend has 8. How many marbles do we have altogether?

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

I got 9 flowers for our teacher and my friend got 6 flowers. How many flowers did we get altogether?

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

Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_



# Addition – building up and breaking down numbers up to 20

Revision:

Practice writing the number name.

8

eight



Fill in the answer.

$0 + 2 =$	$2 + 2 =$	$4 + 2 =$	$6 + 2 =$	$8 + 2 =$
$10 + 2 =$	$12 + 2 =$	$14 + 2 =$	$16 + 2 =$	$18 + 2 =$



Use the different colour flowers to make your own number sentences.

+  +  =

+  +  =

+  +  =



Help the spider to finish the sums.

12		
14		
11		
9		



How many hearts?

Make your own sum.

+  =





Match the pairs of numbers to make the following numbers.

7	●	13	●	5
8	●			4
9	○			6
10	○			2
11	○			3

6	○	11	○	7
7	○			4
3	○			8
4	○			5
5	○			6

8	○	12	○	6
10	○			1
4	○			8
11	○			4
6	○			2



Write a number sentence for:

+  =

+  =

Revision:

Revision: Colour in the correct answer.

front view
back view
side view

front view
back view
side view

front view
back view
side view

front view
back view
side view



Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_



# Addition and subtraction – building up and breaking down

Revision:

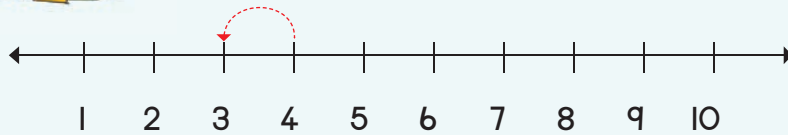
Practice writing the number name.

9

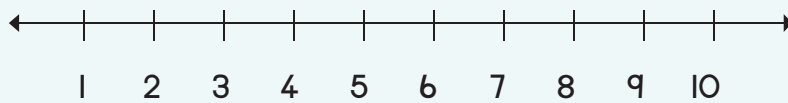
nine



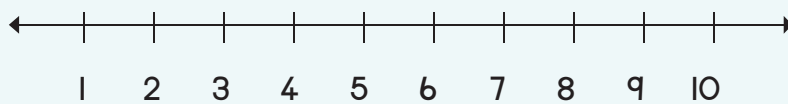
Fill in the answer.



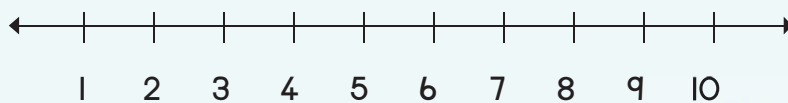
$4 - 1 = \square$



$5 - 3 = \square$



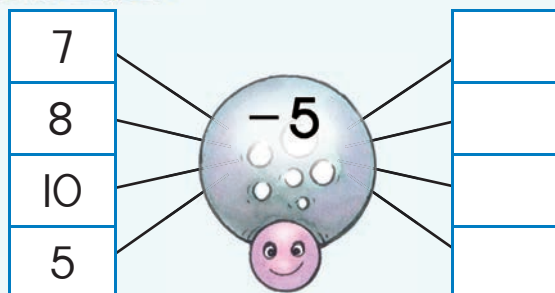
$4 - 2 = \square$



$5 - 2 = \square$



Help the spider to finish the sums.



How many hearts?



Make your own sum.

$\square + \square = \square$





Calculate the following.

$$7 + 4 = \square$$

$$7 + 4 + 1 = \square$$

$$10 + 1 = \square$$

$$6 + 6 = \square$$

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

$$10 + \square = \square$$

$$13 - 6 = \square$$

$$13 - 3 + 3 = \square$$

$$10 - 3 = \square$$

$$12 - 8 = \square$$

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

$$10 - 3 = \square$$



Write the answers and also colour in and draw.

$8 + 6 = \square$

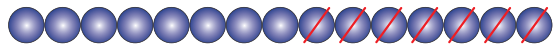


We can also show it as:

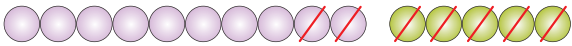


$(8 + 2) + 4 = \square \rightarrow 10 + 4 = \square$

$15 - 7 = \square$

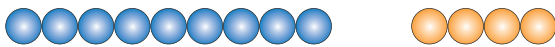


We can also show it as:



$(15 - 5) - 2 = \square \rightarrow 10 - 2 = \square$

$9 + 4 = \square$



We can also show it as:



$(9 + 1) + 3 = \square \rightarrow \square = \square$

$14 - 5 = \square$



We can also show it as:

$(\square - \square) - 1 = \square \rightarrow 10 - 1 = \square$

Revision:

Practice writing the number name.

10

ten

Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_



# Length

Term 3



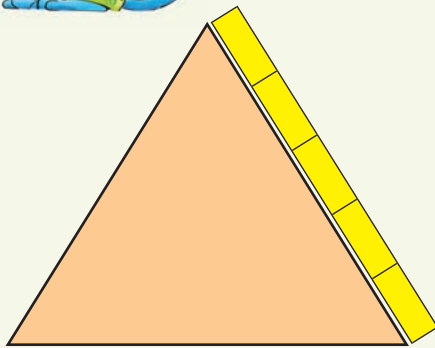
Look at the picture then answer the questions.

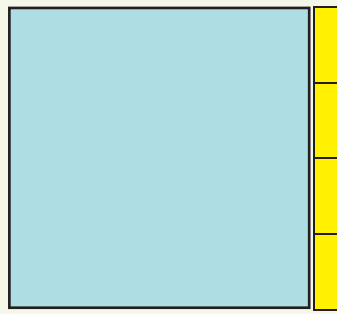
<p>Jabu</p>	<p>Pam</p>	<p>Nomsa</p>	<p>Ken</p>
-------------	------------	--------------	------------

Who is the tallest?	Who is the shortest boy?
Who is the shortest?	Who is the tallest girl?



How many blocks long are the sides of these shapes?











What is the length and the width of the table in blocks and pencil lengths?



The width is \_\_\_\_ blocks.

The length is \_\_\_\_ blocks.



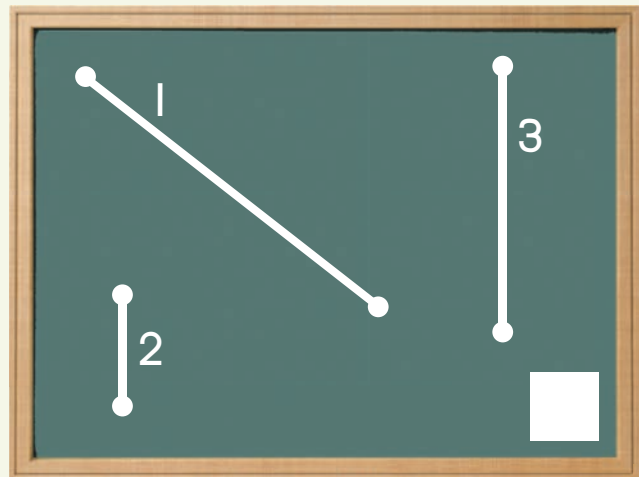
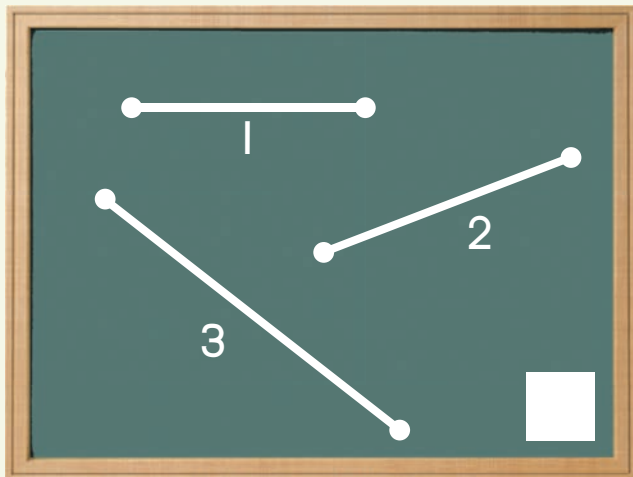
The width is \_\_\_\_ pencils.

The length is \_\_\_\_ pencils.



Which line is the shortest?  
Line 1, 2 or 3?

Which line is the longest?  
Line 1, 2 or 3?



Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_

Date: \_\_\_\_\_

# Money and change

Term 3



Tick the highest amount in each row.

 <input type="checkbox"/>	 <input checked="" type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>













Tick the coins that will give you R10.

 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>



Tick the coins that will give you R20.

 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>		







Calculate the following.

$R5 + R10 =$		$R5 + R2 + R8 =$		$R10 + R10 =$	
$R3 + R10 + R2 + R2 =$		$R5 + R7 + R1 + R5 =$		$R10 + R1 + R5 + R2 =$	



Solve the following:

I have a R2 coin and a R5 coin. My friend has three R2 coins. Who has the most money?

I have a R5 and a R1 coin. My friend has three R5 coins. Who has the most money?



I have R15:

I pay

Change

$R4 + R7 = R11$	R4
$R6 + R9 =$	
$R8 + R3 =$	
$R2 + R11 =$	
$R3 + R8 =$	
$R6 + R8 =$	
$R0 + R2 =$	
$R2 + R2 =$	
$R4 + R2 =$	
$R6 + R2 =$	



Calculate the following:

I have R15. I buy a packet of chips for R6. How much money do I have left?



Make it R2 less.

R11		R4	
R12		R6	
R10		R8	



Teacher:  
Sign:  
Date:



# Money and change

Term 3



Draw coins to make up:

R11	
R12	
R13	
R14	



Tick and fill in the correct answer.

$R18 - R8 =$    $R10$

$R12 - R2 =$

$R15 - R4 =$

$R14 - R7 =$



Calculate the following:

$R15 - R10 =$	<input type="text"/>
$R10 - R1 - R1 - R2 =$	<input type="text"/>

$R20 - R2 - R8 =$	<input type="text"/>
$R5 - R4 =$	<input type="text"/>

$R20 - R5 =$	<input type="text"/>
$R10 - R1 - R5 - R2 =$	<input type="text"/>



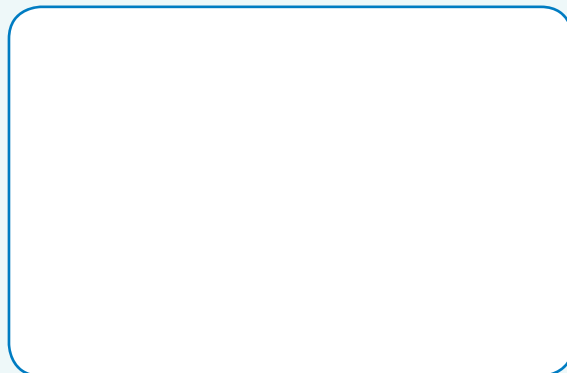


Calculate the following.

I have R15. I buy for:	How much do I have left?
R2 and R4 =	R9
R8 and R4 =	
R12 and R2 =	
R5 and R5 =	
R8 and R7 =	
R10 and R2 =	
R8 and R2 =	
R6 and R2 =	
R4 and R2 =	
R2 and R2 =	
R9 and R6 =	
R10 and R2 =	



I have R15. I buy a bag of sweets for R11.  
Make a drawing to show how much money you have left.



Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_

# Money: Addition and subtraction



Calculate the following:

$R10 + R2 =$	
$R10 + R4 =$	
$R9 + R5 =$	
$R12 + R5 =$	

$R10 + R5 =$	
$R10 + R7 =$	
$R8 + R4 =$	
$R14 + R2 =$	

$R10 + R1 =$	
$R10 + R6 =$	
$R7 + R6 =$	
$R11 + R6 =$	



Calculate the following:

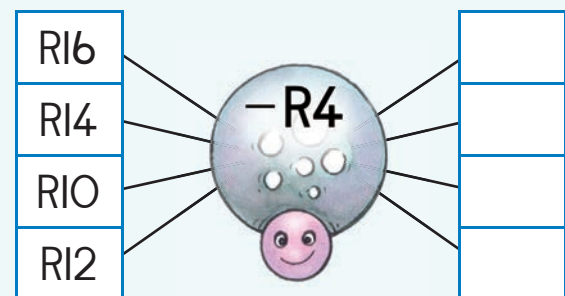
$R10 - R7 =$	
$R15 - R1 =$	
$R12 - R2 =$	
$R15 - R6 =$	

$R10 - R2 =$	
$R15 - R15 =$	
$R14 - R7 =$	
$R12 - R9 =$	

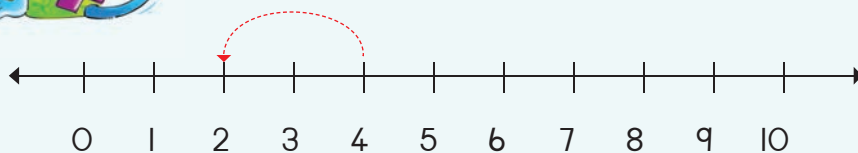
$R10 - R5 =$	
$R15 - R2 =$	
$R16 - R6 =$	
$R14 - R4 =$	



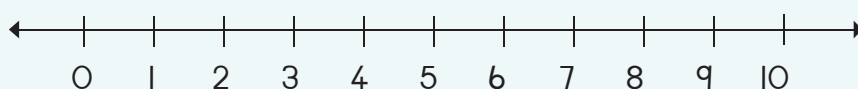
Help the spider to finish all the sums.



Make it R2 less.



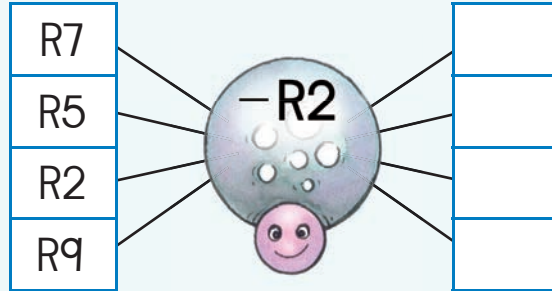
$R4 - R2 =$	
-------------	--



$R7 - R2 =$	
-------------	--



Help the spider to do all the subtraction sums.



Solve the following.

You had R12. Your mother gave you R5. How much money do you have now?

You have R19. You buy a sweet for R8. How much money do you have left?

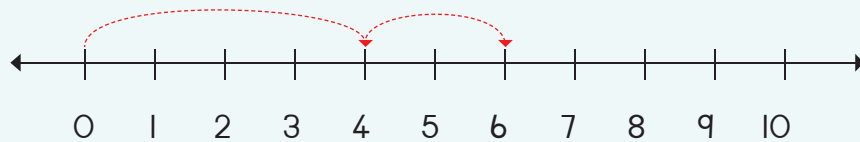


How much money have I saved?



Show the sum on the number line and calculate the answer.

R4 + R2 =



R8 + R2 =



Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_

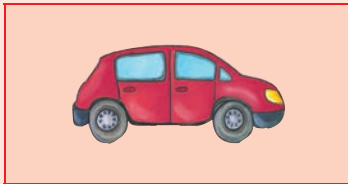
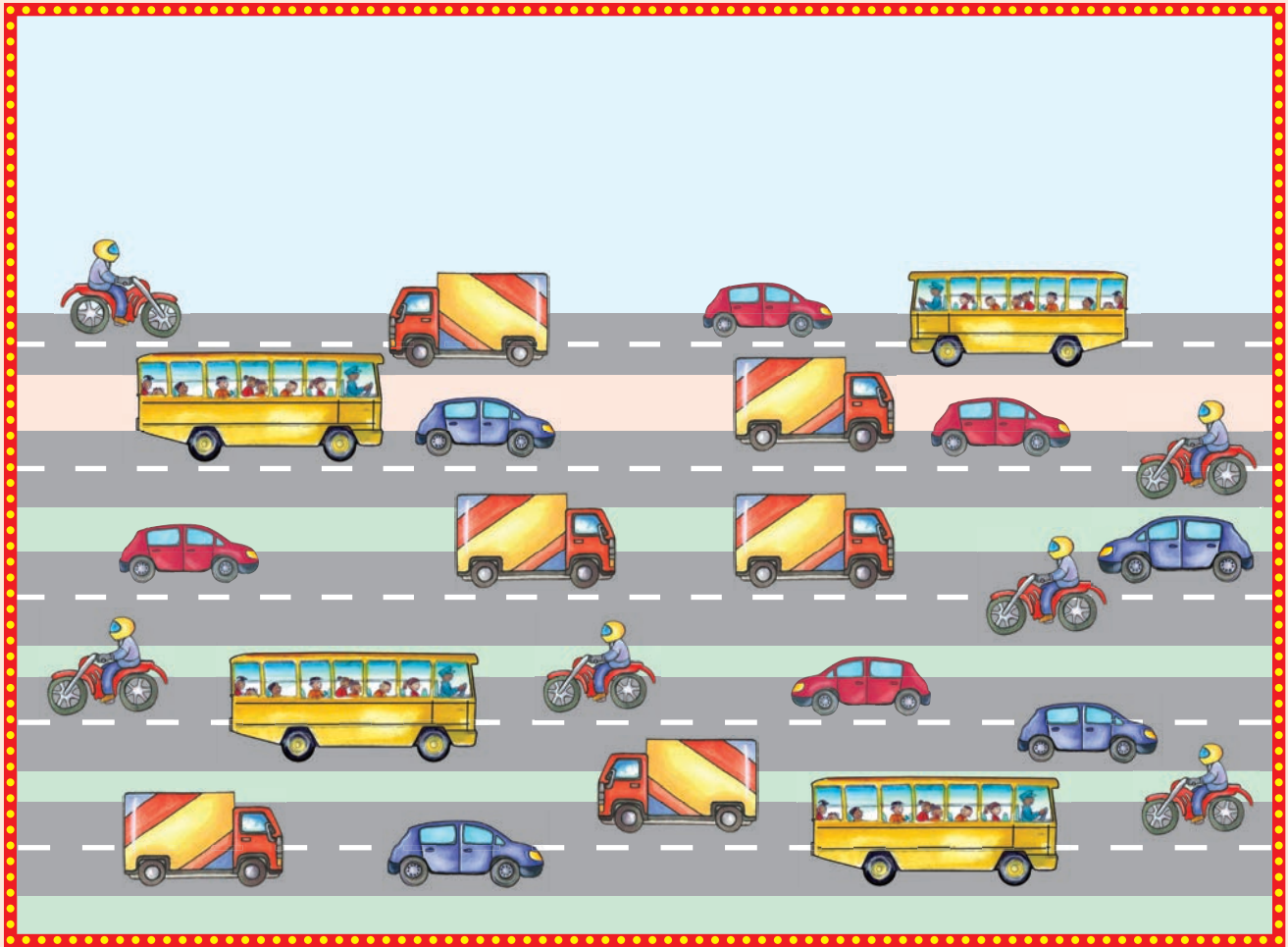


# Data



Count how many of each kind of vehicle you can see.

Term 3











Count the shapes and colour in on the chart below to show how many there are of each. Then answer the questions.



5						
4						
3						
2						
1						

The \_\_\_\_\_ are the most.

The \_\_\_\_\_ are the least.

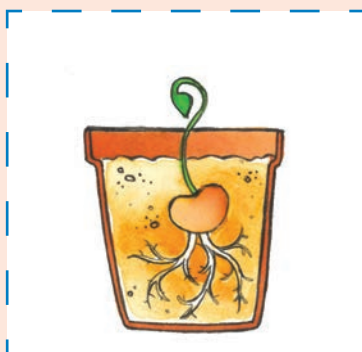
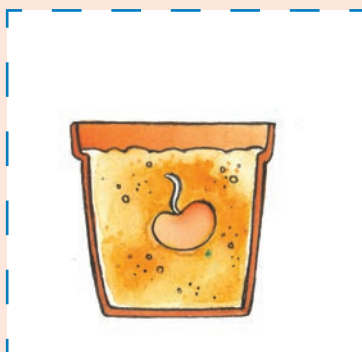
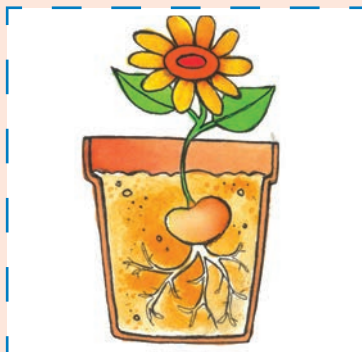
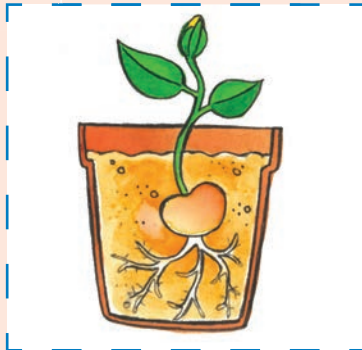
Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_

# Data and time

Term 3



Talk about these pictures and then place them in the correct order.



1



2



3

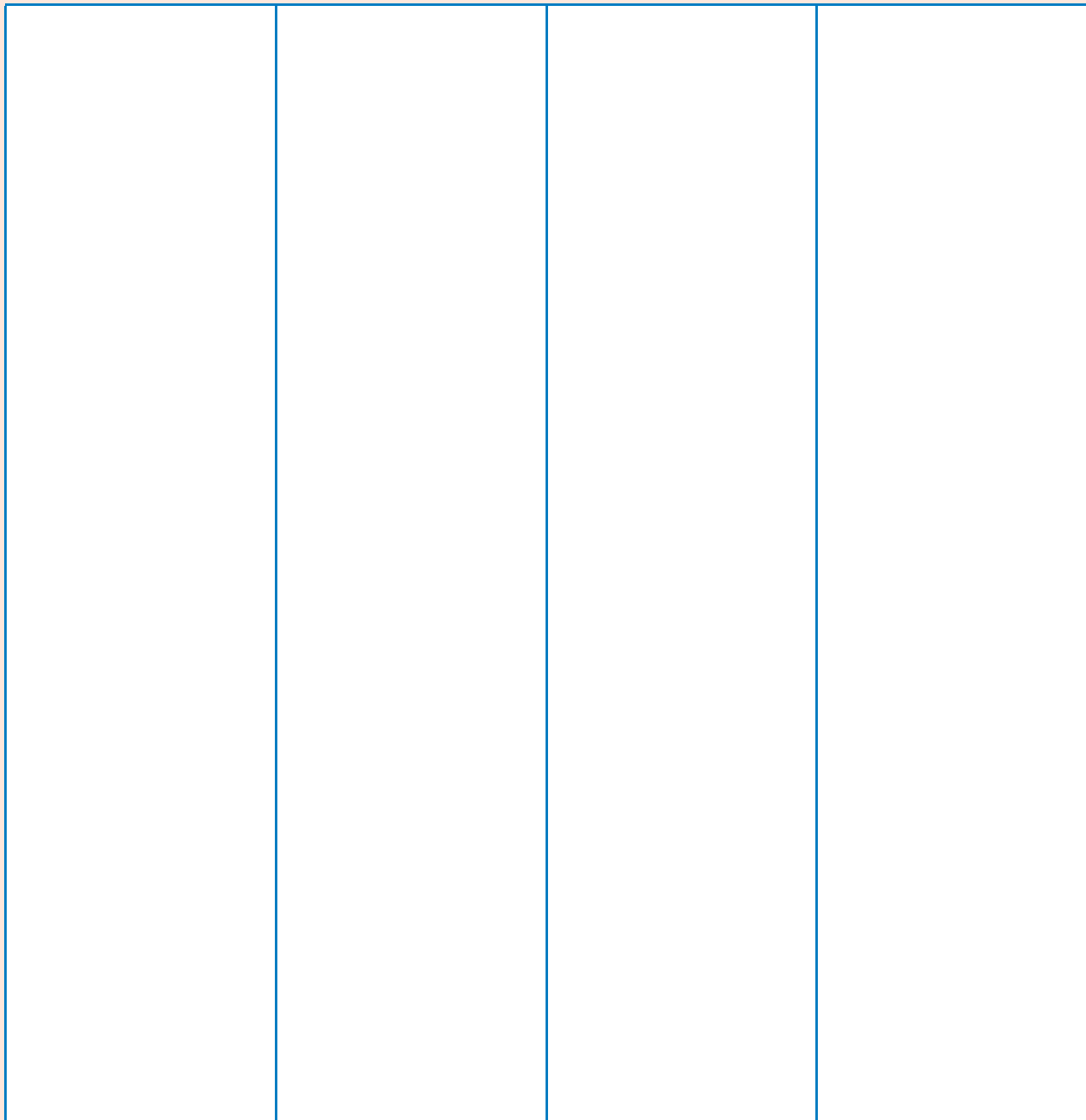
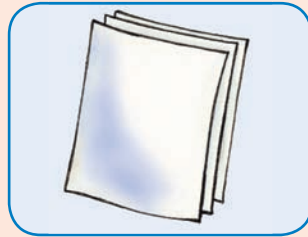


4





Use the sorting cards from Cut-out 1 to complete the pictograph.



Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_



# Groups of fives up to 15

Revision:

Practice writing the number name.

5

five



Look at the picture then answer the question.



How many groups of 5 can you make?



Look at the picture.

This is how we can write it:

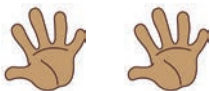
Draw your own here.



1 group of 5 is 5



Count the fingers then fill in your answer.



$$5 + 5 =$$



$$5 + 5 + 5 =$$



$$5 + 5 + 5 + 5 =$$

2 groups of five is 10



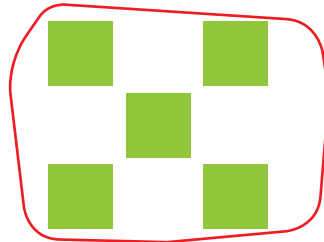
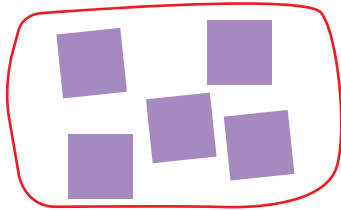


Draw circles around the following to make:

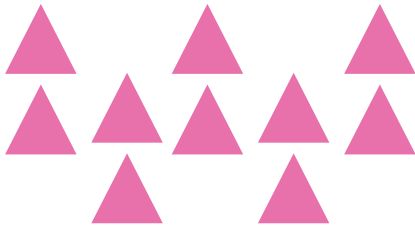


Write number sentences for the following.

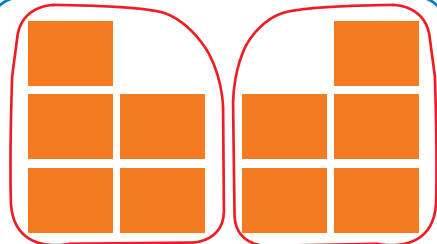
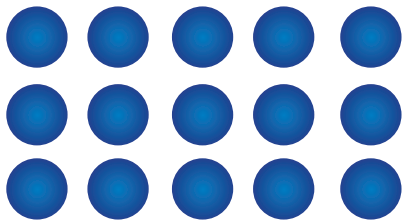
1 group of 5



2 groups of 5



3 groups of 5



How many groups of five can you make with?

10	and	0		groups
8	and	2		groups
6	and	4		groups
4	and	1		groups
2	and	3		groups



Teacher:  
Sign:  
Date:





Date: \_\_\_\_\_

## Fives: repeated addition up to 15

Revision:

Revision: Fill in the missing numbers.



How many toes or fingers are there?  
Write a number sentence for it.






A group of five bananas

Two groups of five flowers each

Draw:




Draw shapes for the following.

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

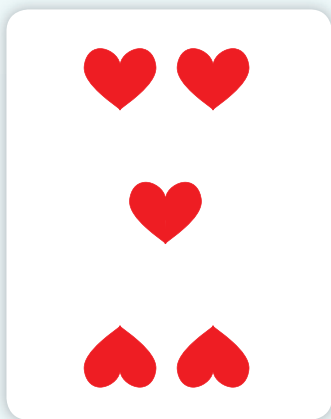
$$\boxed{5} + \boxed{5} + \boxed{5} = \boxed{\quad}$$

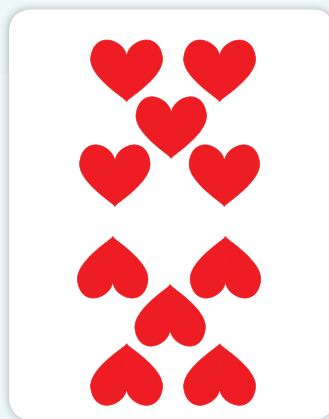






Circle and count how many groups of five you can make on each card.







Write a number sentence for:

○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○	○ ○ ○ ○ ○ ○ ○



Use different colours to show the numbers that you will use to make groups of five.

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



How many groups of five can you make?

1	and	14	will make		groups
13	and	2	will make		groups
8	and	2	will make		groups
7	and	8	will make		groups
9	and	2	will make		groups



Teacher: \_\_\_\_\_

Sign: \_\_\_\_\_

Date: \_\_\_\_\_



## Fives up to 15

Term 3



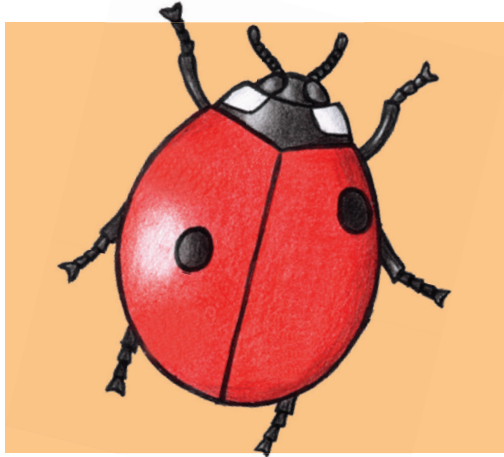
Fill in the missing numbers.

I		3		5		7	8	9	
II	12								



Make groups of five.

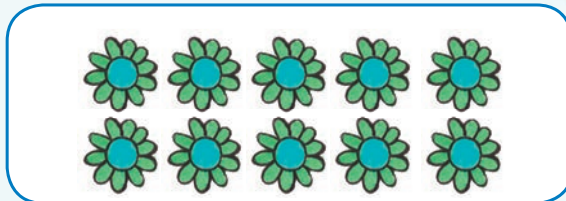
Each ladybird has to have a group of five black dots on each wing.  
Draw the missing dots.

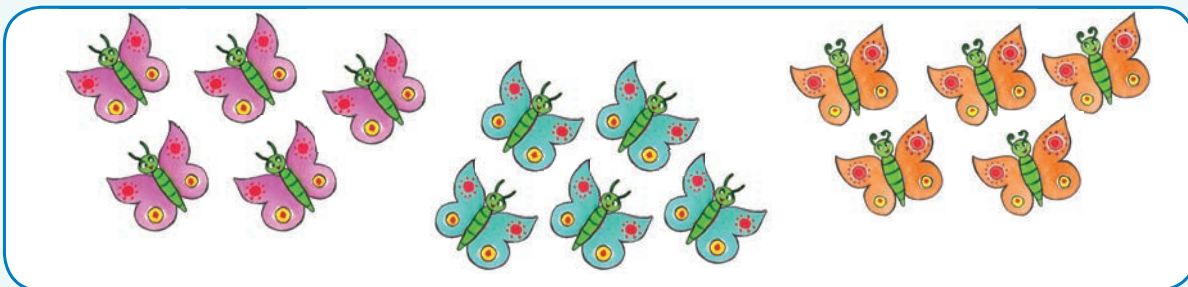




Write a number sentence for each.









Calculate the following:

$0 + 5 = \square$

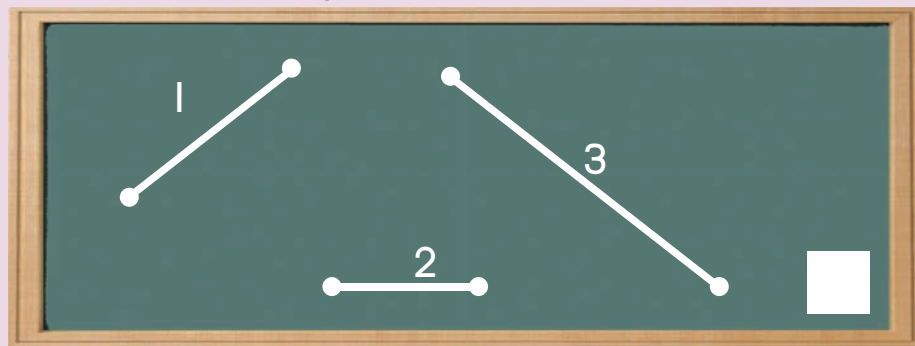
$5 + 5 + 5 = \square$

$5 + 5 = \square$

$5 + 5 + 5 + 5 = \square$

Revision:

Revision: Which line is the longest?



Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_



Date: \_\_\_\_\_

## Number patterns of fives up to 50

Term 3

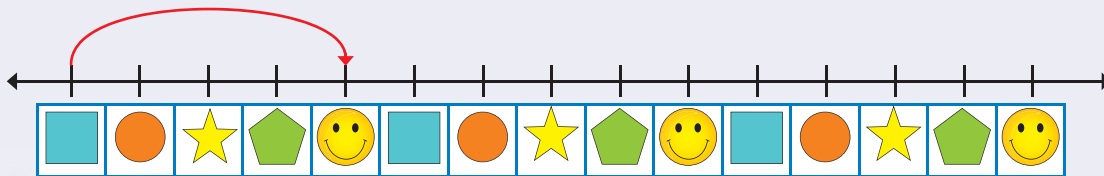


Complete the fives pattern by colouring in the numbers.

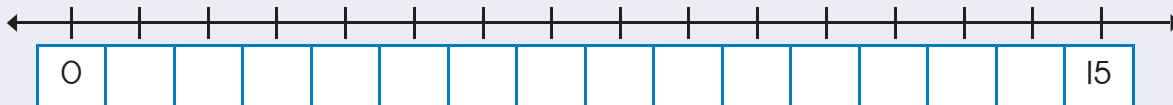
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50



Draw hoops to show the groups of five.

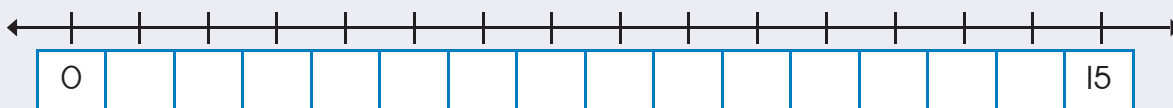


Fill in the missing numbers and draw hoops to show groups of five.

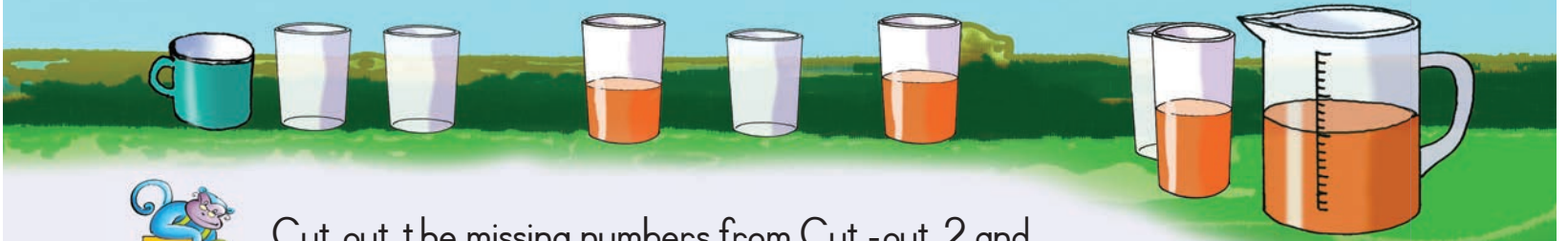


Complete the number line. Draw hoops to show groups of five.

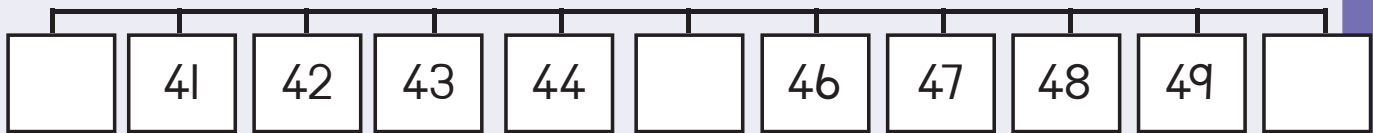
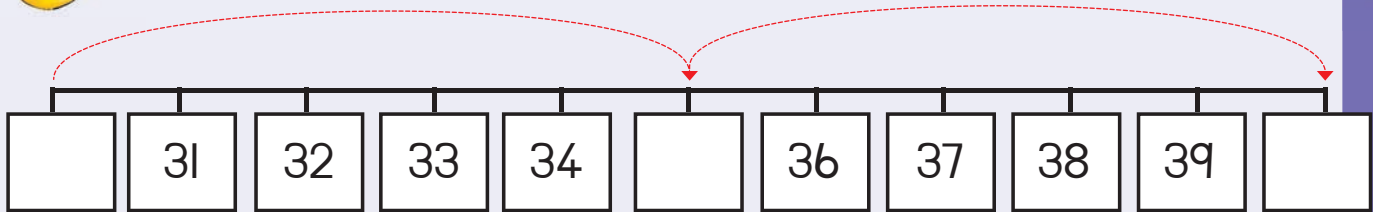
There are  groups of five.





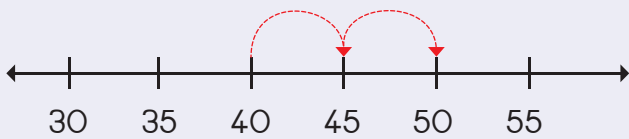


Cut out the missing numbers from Cut-out 2 and place them on the number lines.

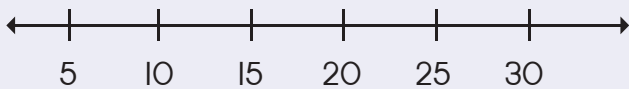


Draw hoops to show the following:

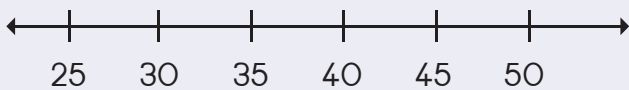
40, 45, 50



10, 15, 20



25, 30, 35



Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_





Date: \_\_\_\_\_

# Number patterns of fives up to 80

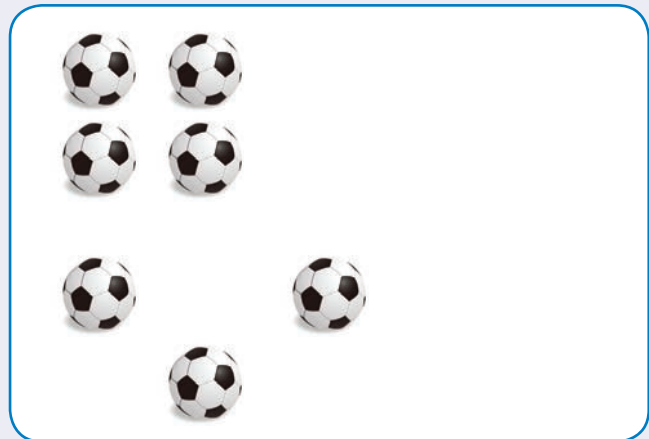
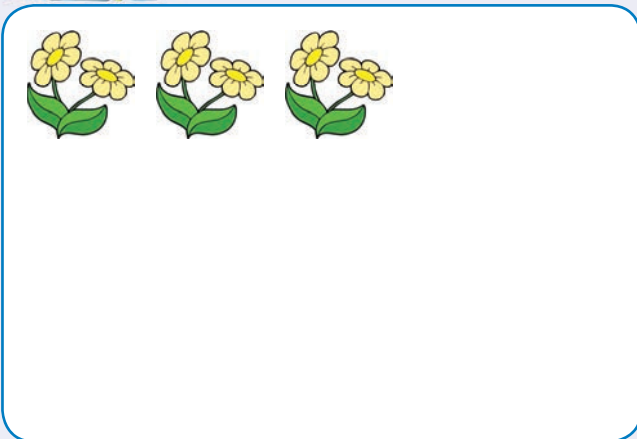
Term 3

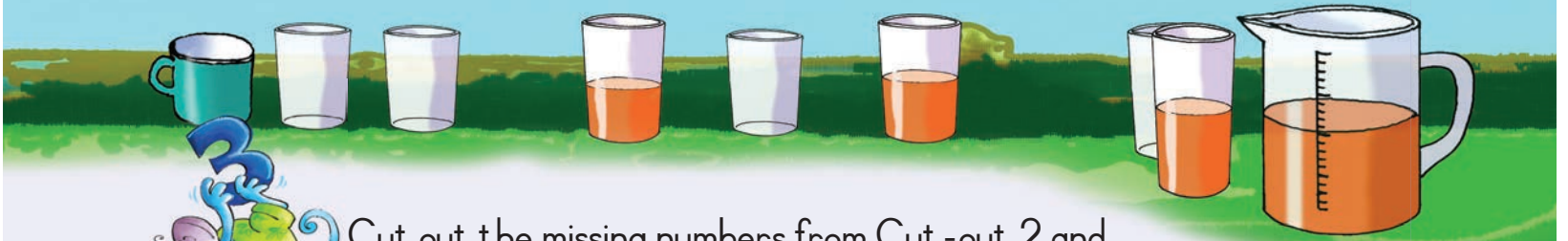


How many groups of fives can you see in the picture?

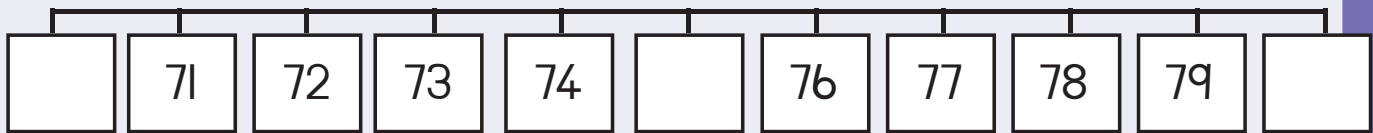
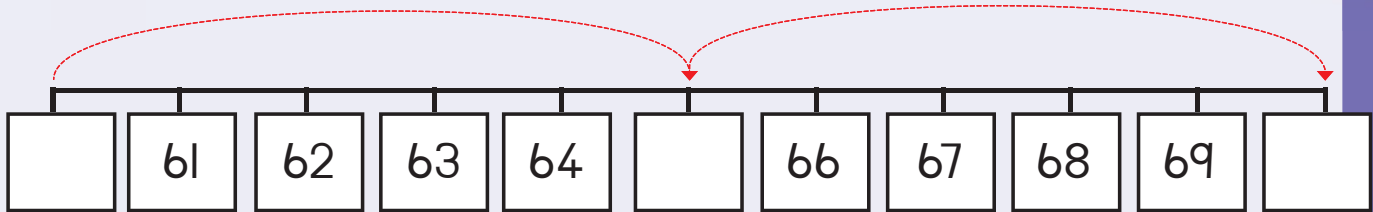


Complete these pictures to show two groups of five in each block.



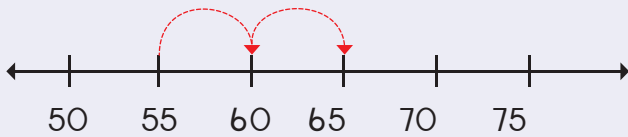


Cut out the missing numbers from Cut-out 2 and place them on the number lines.



Draw the hoops to show the following:

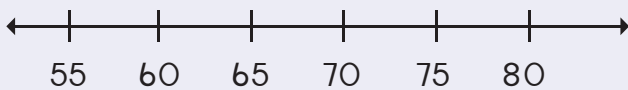
55, 60, 65



65, 70, 75



70, 75, 80



Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_





Date: \_\_\_\_\_

## Doubles

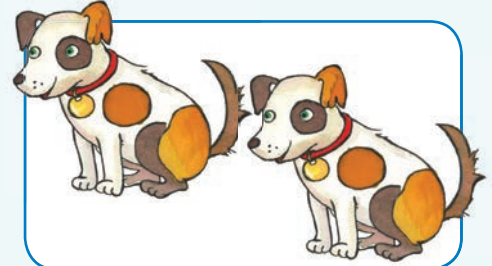
Term 3



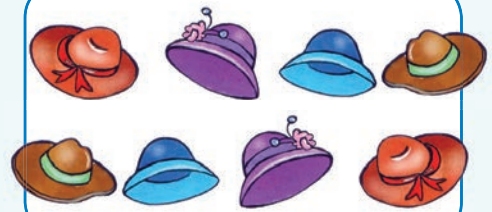
Double the items and fill in the answer.



1 doubled is



4 doubled is

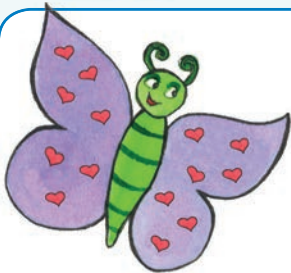


5 doubled is



Count the shapes on each butterfly's wings.

Complete the double number sentences.



$7 + 7 =$   
or  
double  $7 =$



$5 + 5 =$   
or  
double  $5 =$


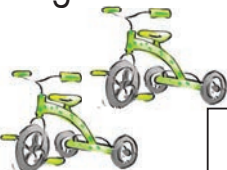

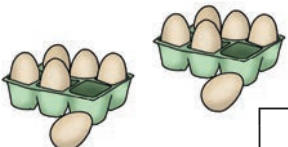
$2 + 2 =$   
or  
double  $2 =$















We say double 6 is 12. What will half of 12 be? \_\_\_\_\_

Complete the following:

How many wheels do you see?  <input type="text"/>	How many wheels do you see now?  <input type="text"/>	How many eggs are there in a carton?  <input type="text"/>	How many eggs are there now?  <input type="text"/>
--	--	--	---



Count the dots and then double them.

	1	double →		2
	2	double →		
	3	double →		
	4	double →		
	5	double →		





Double the numbers.

4	double →	8
5	double →	
6	double →	
3	double →	
2	double →	
10	double →	



Complete the following:

How many days are there in a week? <table border="1" data-bbox="192 1435 578 1526"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <input type="text"/>	S	M	T	W	T	F	S								How many days are there in two weeks? <table border="1" data-bbox="730 1390 1355 1481"> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td><td>S</td><td>M</td><td>T</td><td>W</td><td>T</td><td>F</td><td>S</td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> <input type="text"/>	S	M	T	W	T	F	S	S	M	T	W	T	F	S														
S	M	T	W	T	F	S																																					
S	M	T	W	T	F	S	S	M	T	W	T	F	S																														
How many feet do you see?  <input type="text"/>	How many feet do you see now?  <input type="text"/>																																										
We say double 7 is 14. What will half of 14 be? <input type="text"/>	We say double 2 is 4. What will half of 4 be? <input type="text"/>																																										



Complete the following:

$2 + 2 + 1 =$	5	or	Double $2 + 1 = 5$
$4 + 4 + 1 =$		or	
$7 + 7 + 1 =$		or	

Teacher:  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_



Date: \_\_\_\_\_

# Halves

Term 3



Cross out half of the children and write the answer.

Half of 4 is \_\_\_\_\_

Half of 6 is \_\_\_\_\_

Half of 2 is \_\_\_\_\_

Half of 8 is \_\_\_\_\_



Cross out half and then fill in the answer.

Half of 2 = <input type="text"/>	Half of 8 = <input type="text"/>
Half of 4 = <input type="text"/>	Half of 10 = <input type="text"/>
Half of 6 = <input type="text"/>	



How many fish are there?



Half of the fish is?





Count the dots and halve them.

	2	half →		<input type="text" value="1"/>
	4	half →		<input type="text"/>
	6	half →		<input type="text"/>
	8	half →		<input type="text"/>
	10	half →		<input type="text"/>

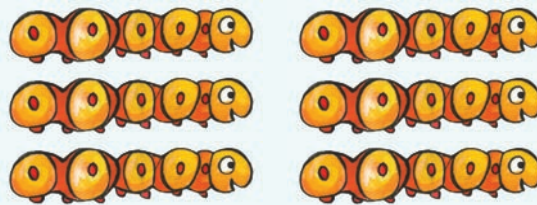


Halve the numbers.

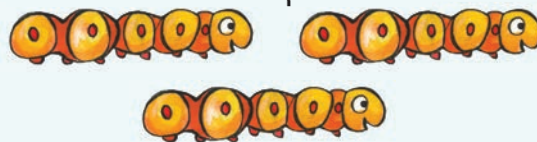
4	half →	<input type="text" value="2"/>
8	half →	<input type="text"/>
6	half →	<input type="text"/>
10	half →	<input type="text"/>
12	half →	<input type="text"/>
14	half →	<input type="text"/>



How many caterpillars are there?

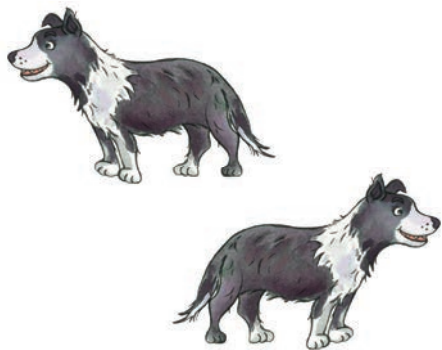


Half of the caterpillars is?



Answer the following:

How many legs are there?



How many legs are there now?



We say half of 8 is



Teacher:
Sign:
Date:





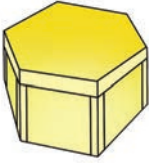
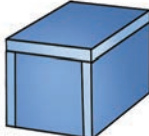




Date: \_\_\_\_\_

# 3-D objects

Term 3


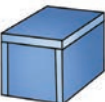



Tick the smallest object.

					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>




Draw a bigger object on the right hand side of each picture.


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



Draw a ball that is bigger than the blue ball.

Draw a ball that is smaller than the grey ball.

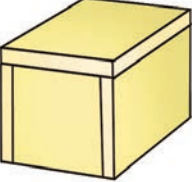
	
---	--


	
--	--



Draw a box that is smaller than the yellow box.

Draw a box that is bigger than the green box.

	
---	--

	
---	--

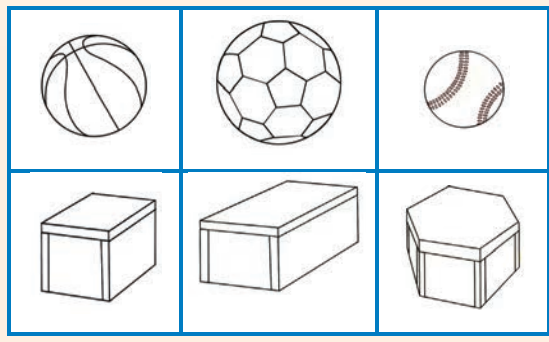
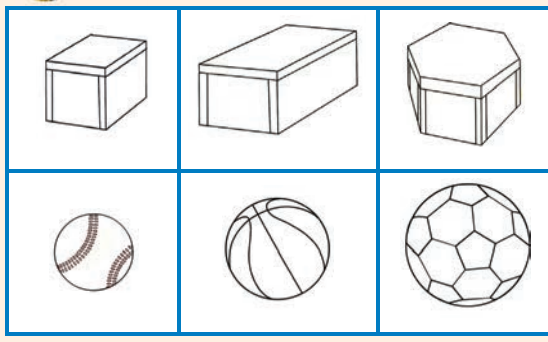






Colour the smallest box blue and the smallest ball yellow.

Colour the biggest box pink and the biggest ball red.



Can you build a tower with the following objects?



Colour yes or no.

yes	no
-----	----

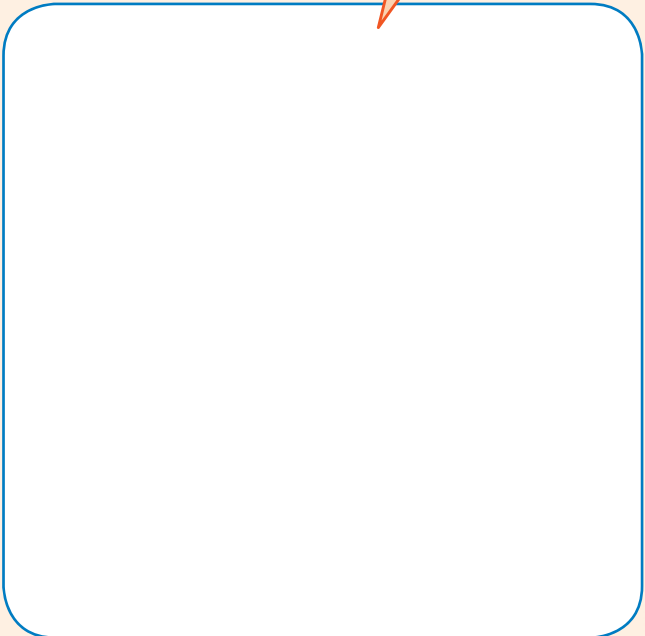
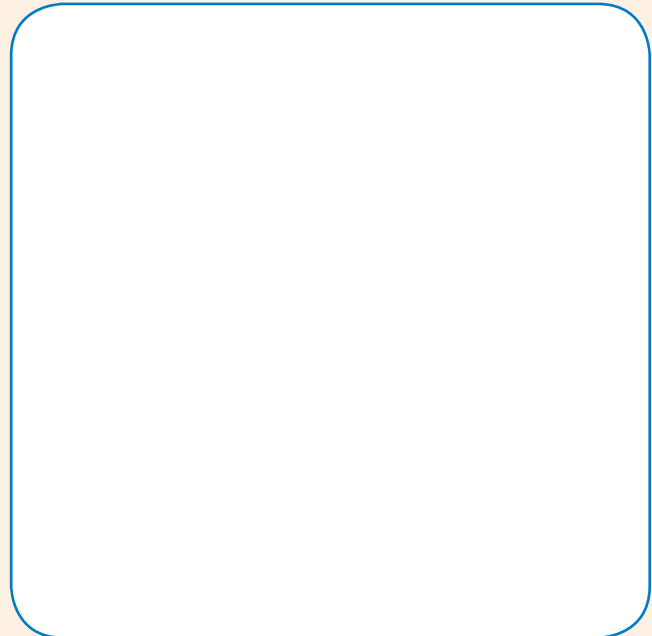
yes	no
-----	----

yes	no
-----	----



Cut and paste pictures from a magazine or newspaper to make two of your own towers.

Remember the towers must balance.



Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_





Date: \_\_\_\_\_

# 3D objects – Slide and roll

Term 3



Will these objects roll or slide?  
Colour the correct answer.



roll	slide
------	-------



roll	slide
------	-------



roll	slide
------	-------



roll	slide
------	-------



Is the following possible?  
Colour the correct answer.

yes	no
-----	----

yes	no
-----	----

yes	no
-----	----



Sort the following objects by drawing them in the correct block.

	<p>Balls</p>	<p>Boxes</p>
--	--------------	--------------



Sort the objects according to size by drawing them.

	<p>Small balls</p>	<p>Small boxes</p>
	<p>Big balls</p>	<p>Big boxes</p>



Teacher: \_\_\_\_\_

Sign: \_\_\_\_\_

Date: \_\_\_\_\_





Date: \_\_\_\_\_

# Geometric patterns

Term 3

Revision:

Draw the following:

a circle

a square

a rectangle



Complete the pattern.






Make drawings to continue with the pattern.




Draw your own pattern.



Paste pictures to make your own pattern.



Complete this pattern.

A	B	C	A	B	C				A	B	C
---	---	---	---	---	---	--	--	--	---	---	---

Teacher: \_\_\_\_\_

Sign: \_\_\_\_\_

Date: \_\_\_\_\_



90



Date: \_\_\_\_\_

# Groups of two up to 15

Term 3



Write the number name for this number symbol.

2

two



Answer the questions.



How many penguins do you see?

How many pairs of feet do you see?

Write it as a number sentence:



Answer the questions.



How many books are there?

How many groups of two can I make?

Write it as a number sentence.



Write the number name for this number symbol.

4

\_\_\_\_\_



Count the wings, then fill in your answer.



$2 + 2 =$

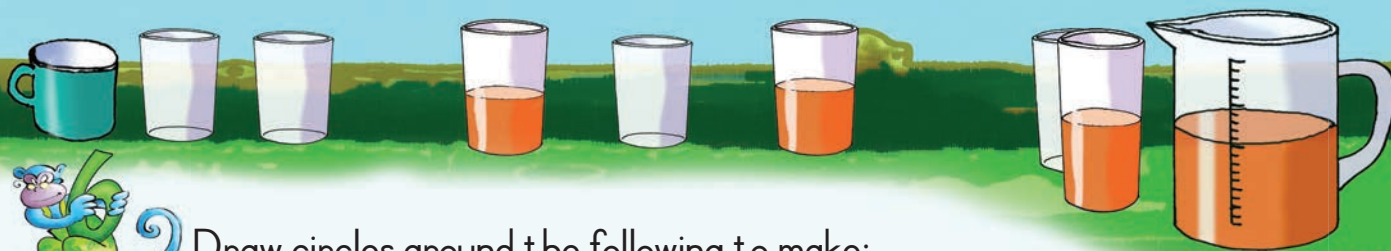


$2 + 2 + 2 =$



$2 + 2 + 2 + 2 =$





Draw circles around the following to make:

4 groups of 2

5 groups of 2

6 groups of 2

7 groups of 2



Write a number sentence for the following.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



How many groups of two can you make?

13 and I will make	_____	groups	12 and I will make	_____	groups
11 and I will make	_____	groups	5 and I will make	_____	groups
9 and I will make	_____	groups	1 and I will make	_____	groups
7 and I will make	_____	groups	10 and I will make	_____	groups

Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_

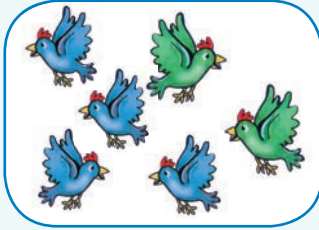
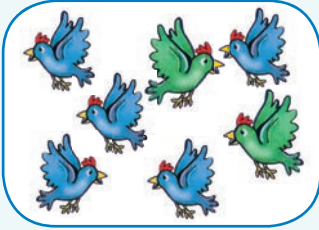
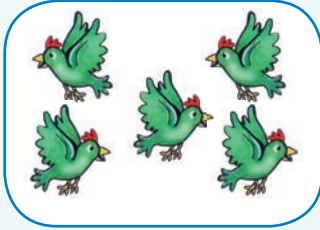


Date: \_\_\_\_\_

## Two's repeated addition up to 15



How many legs are there?

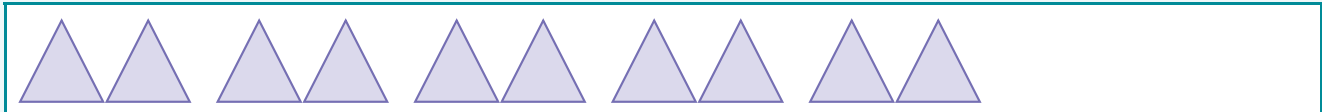


How did you count it?



Draw shapes to show the following:

$$\boxed{2} + \boxed{2} + \boxed{2} + \boxed{2} + \boxed{2} = \boxed{\phantom{0}}$$



$$\boxed{2} + \boxed{2} + \boxed{2} + \boxed{2} + \boxed{2} + \boxed{2} + \boxed{2} = \boxed{\phantom{0}}$$

$$\boxed{2} + \boxed{2} + \boxed{2} + \boxed{2} = \boxed{\phantom{0}}$$

$$\boxed{2} + \boxed{2} + \boxed{2} + \boxed{2} + \boxed{2} + \boxed{2} = \boxed{\phantom{0}}$$



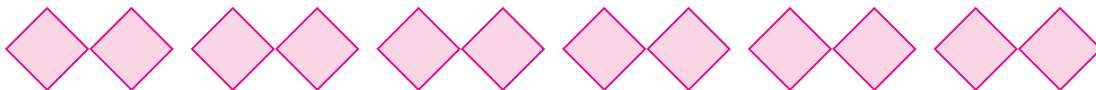
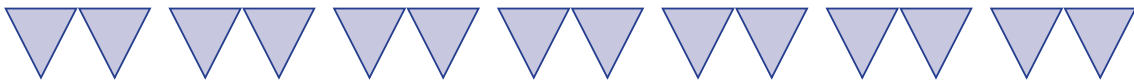




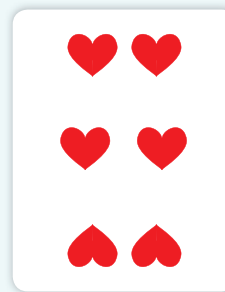
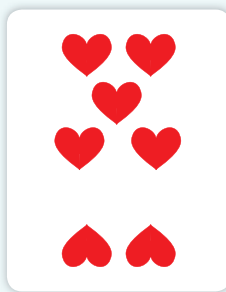
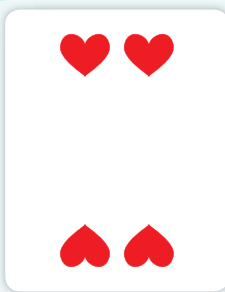
Write number sentences for the following.



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



Circle and count how many groups of two you can make on each card.



Complete this pattern of the numbers you will use to make groups of two.

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



Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_





Date: \_\_\_\_\_

## Twos up to 15

Term 3



Fill in the missing numbers.

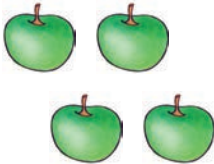
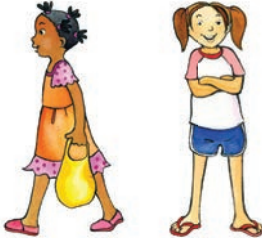
1   ○   3   ○   5   ○   7   ○   9   ○

11   ○   13   ○   15



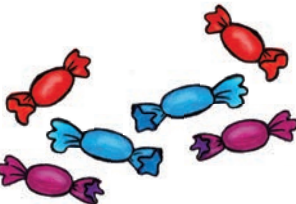

Make groups of two.

Draw a circle round each group of two.

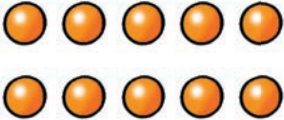

How many groups of apples are there?

How many apples will each child get?

How many groups of sweets are there?

How many sweets will each child get?

How many groups of marbles are there?

How many marbles will each child get?




How many groups of marbles are there?

How many marbles will each child get?





Fill in the missing numbers.

1	2	3	4		6	7	
2	4		8	10		14	16
0	3	6		12		18	21



Write a number sentence using twos.

$2 + 2 + 2 + 2 + 2 + 2 + 2 = 14$

$2 + 2 + 2 + 2 + 2 = 10$

$2 + 2 + 2 + 2 + 2 = 10$

$2 + 2 + 2 + 2 + 2 = 10$



Calculate the following:

$2 + 2 + 2 =$	
$2 + 2 + 2 + 2 =$	
$2 + 2 + 2 + 2 + 2 =$	
$2 + 2 + 2 + 2 + 2 + 2 =$	
$2 + 2 + 2 + 2 + 2 + 2 + 2 =$	



Circle groups of twos in each line.



Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_



Date: \_\_\_\_\_

# Number patterns 2 to 50

Term 3



Cut out the missing numbers from Cut-out 2 and paste them on the number line. Also complete the hoops.

39	49
37	47
35	45
33	43
31	41
30	40



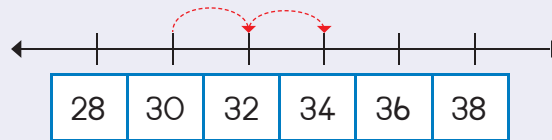
Complete the pattern by colouring the correct numbers.

31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

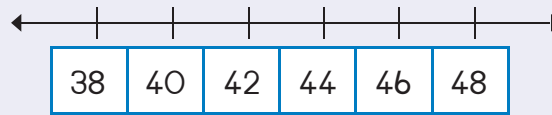


Draw hoops to show the following:

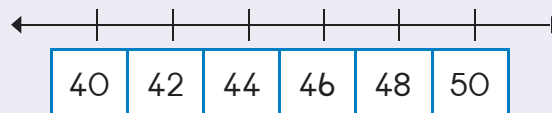
30, 32, 34

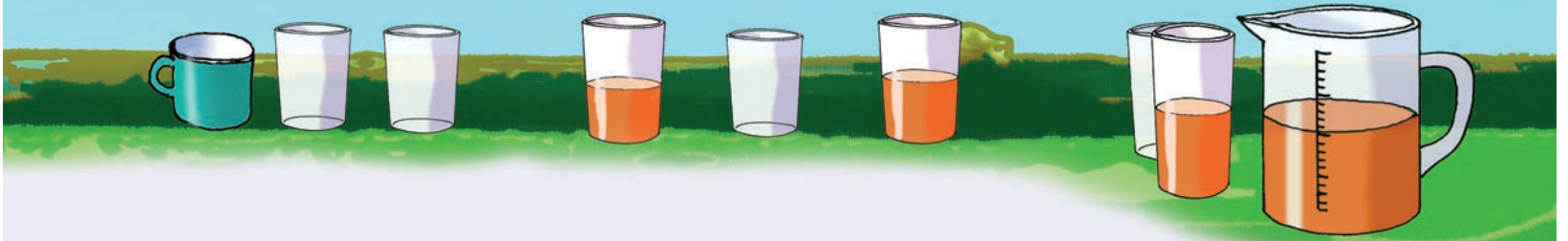


40, 42, 44

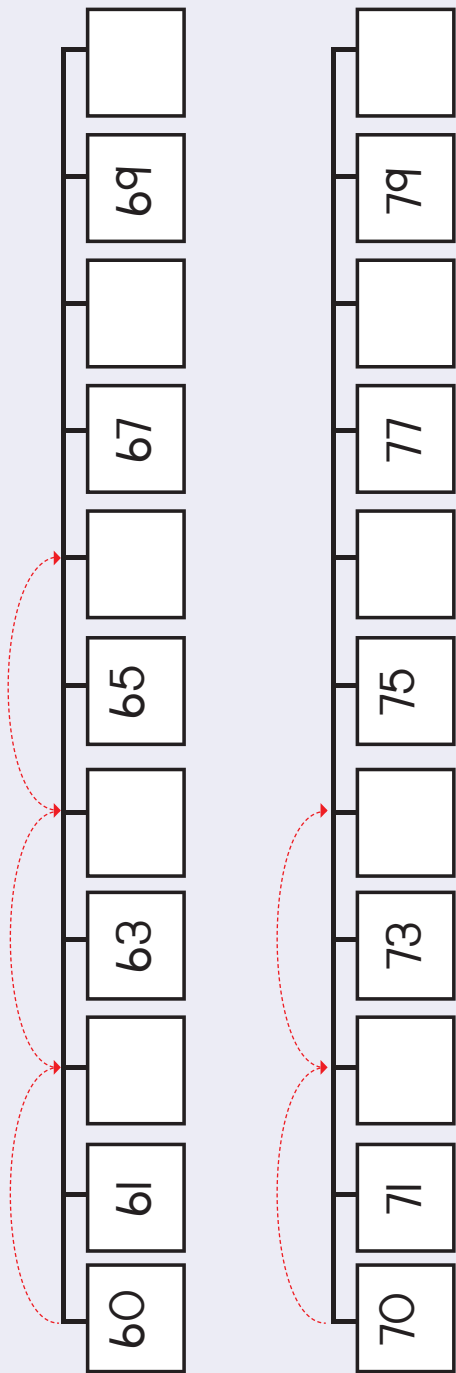


46, 48, 50





Cut the numbers from Cut-out 2 and place them on the number line. Complete the hoops.



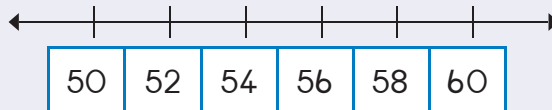
Complete the pattern by colouring the correct numbers.

61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80

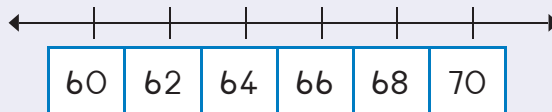


Draw hoops to show the following:

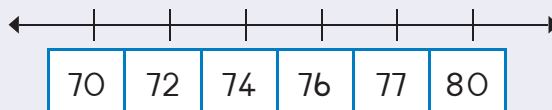
54, 56, 58



64, 66, 68



72, 74, 76



Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_





Date: \_\_\_\_\_

# Symmetry

Term 3



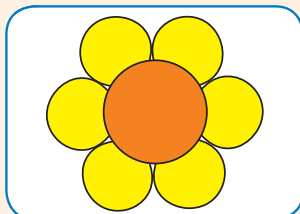
Colour the two parts of the shapes that will make one shape.

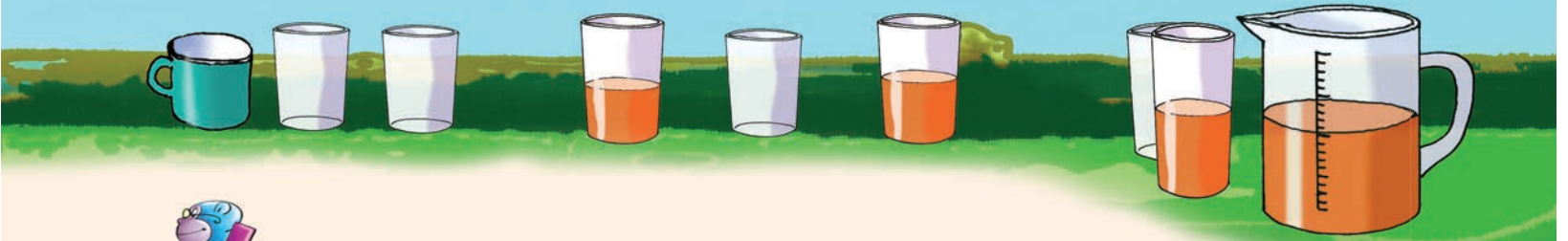



Draw the other half and colour it.




Draw a line to divide these pictures into two so that both sides look exactly the same.

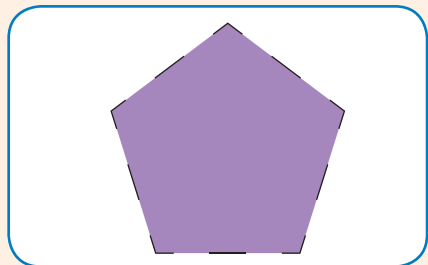
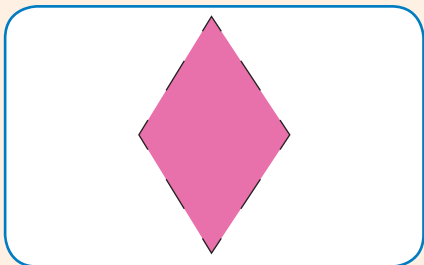
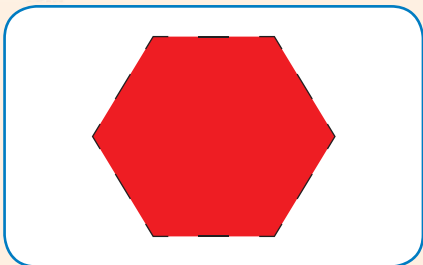




Draw the other half of the shape using the grid board to guide you.




Draw a line to divide these shapes into two parts that look exactly the same.



Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_



Date:

## Numbers and Place value

Term 3



Fill in the missing numbers.

10	11				15
9	10				



Fill in the missing numbers.

←----- ----- ----- ----- ----- ----- ----- ----- ----- -----→									
6	7			10	11				15
←----- ----- ----- ----- ----- ----- ----- ----- ----- -----→									
15	14				10				6



Fill in the answer.

10 + 1 =	11	15 - 10 =	
10 + 2 =		14 - 10 =	
10 + 5 =		12 - 10 =	
10 + 3 =		11 - 10 =	







Calculate each colour sum and then colour in the correct puzzle piece that has the right number. Use the same colour. We have done the first one for you.



$10 + 1$  in red



$10 + 3$  in pink



$10 + 5$  in blue



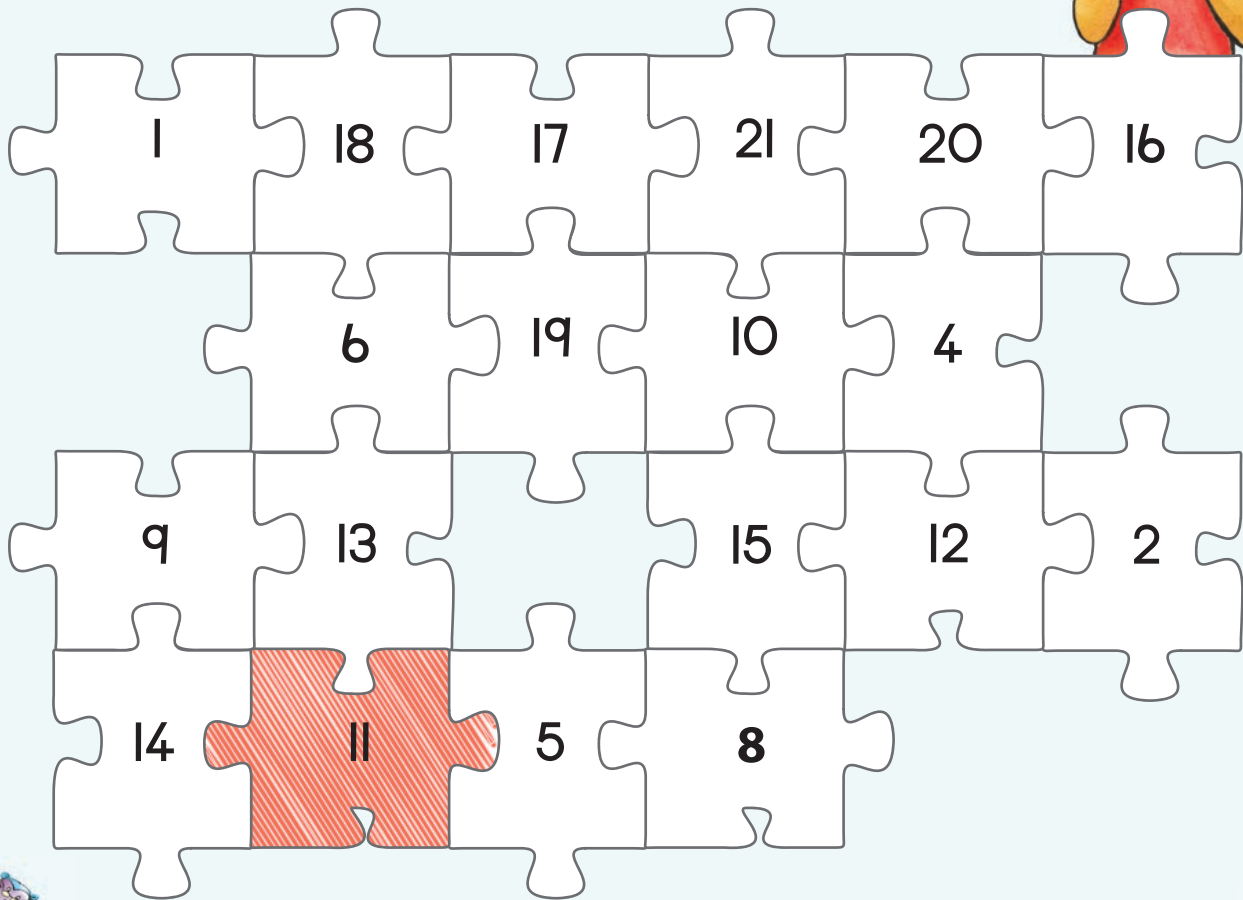
$10 + 4$  in yellow



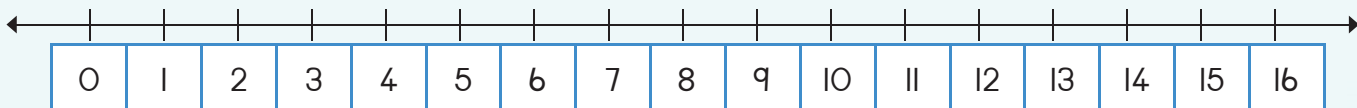
$10 + 0$  in green



$10 + 2$  in orange



Show ten and four on the number line:



11 12 13 14 15 16 17 18 19 20



Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_



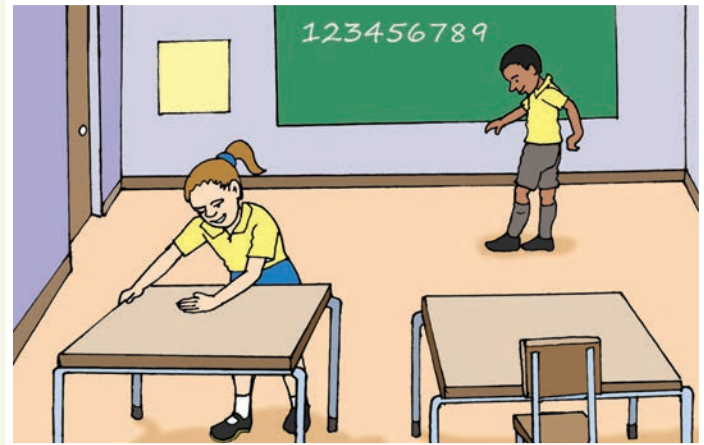


# Length

Term 3



Measure the length and width of a desk or table using the length of your hand. How many hand spans for the length of the table?



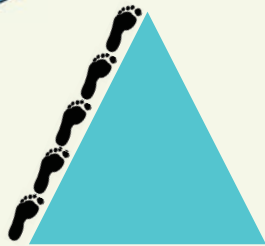
How many hand spans for the width?

The length is \_\_\_\_\_ hand spans.

The width is \_\_\_\_\_ hand spans.



How many foot spans on the side?







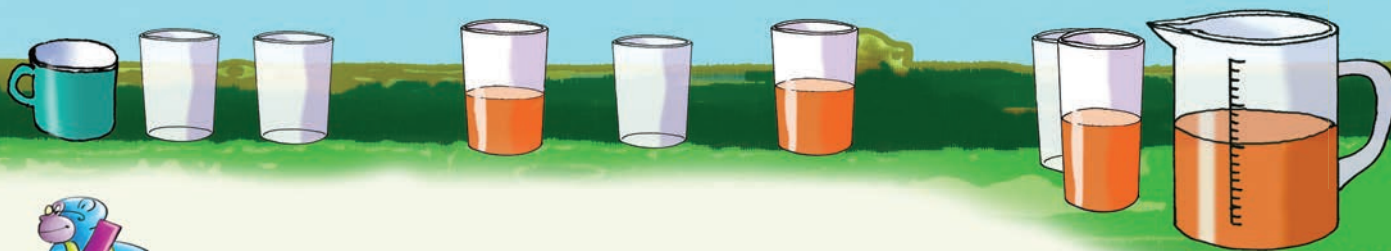


Fill in the answer.

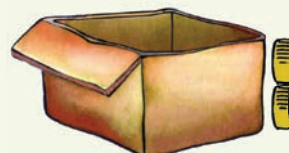
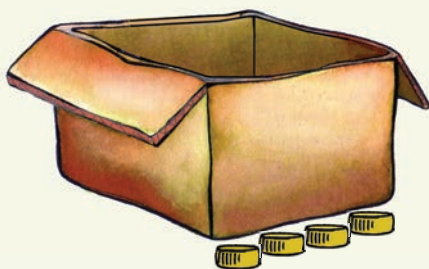


The length is \_\_\_\_\_ hand spans.





What is the length and the width of this box?



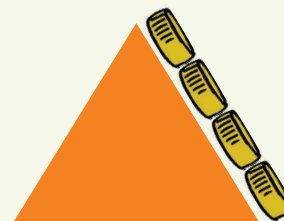
The length is \_\_\_\_\_ bottle tops long.

The width is \_\_\_\_\_ bottle tops long.



How many bottle tops long is the side?



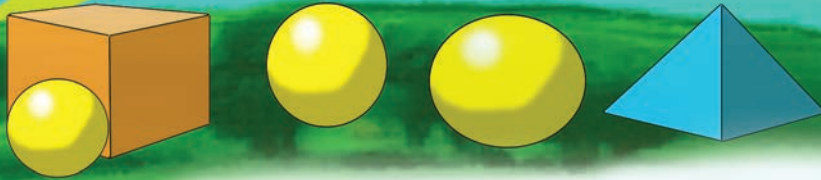








Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_



Date: \_\_\_\_\_

# Number 16

Term 4

Revision:

Practice writing the number name and complete the pattern.

7

seven

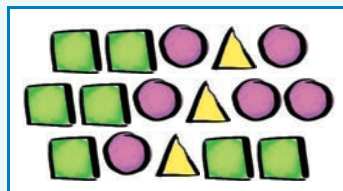
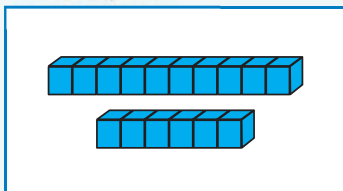
\_\_\_\_\_



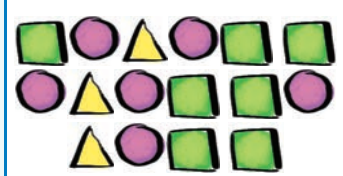
Match the pictures.



Trace the numbers.



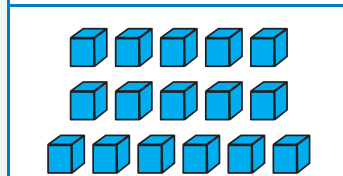
16 16 16 16



16

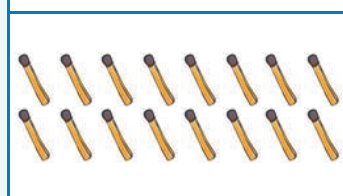
sixteen

10 6

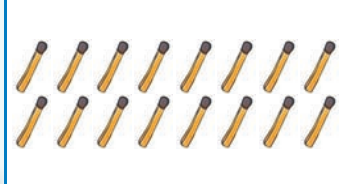


16 16 16 16

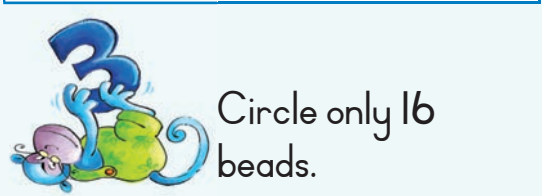
16



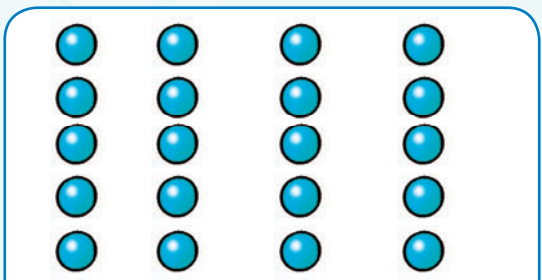
sixteen



10 6



Circle only 16 beads.



How many are left? \_\_\_\_\_





Draw 16 objects.

Now draw them in a different way.



Fill in the missing number.

2	3	4
19		21
17		19



Complete the table. Each row has a picture, a number and the word for that number.

	16	
		sixteen



What is one less than 16?

\_\_\_\_\_

What is one more than 16?

\_\_\_\_\_



What is one less than sixteen?

--

What is two less than sixteen?

--

What is one more than sixteen?

--

What is two more than sixteen?

--



Fill in the missing numbers.

10	9		7	6		4	3		1



Teacher: \_\_\_\_\_

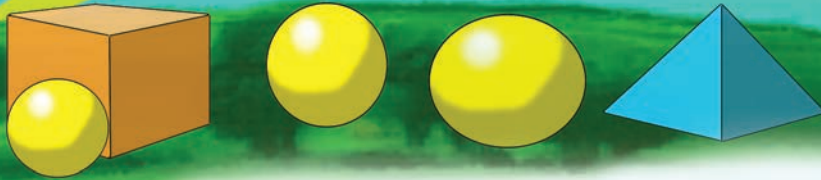
Sign: \_\_\_\_\_

Date: \_\_\_\_\_



11 12 13 14 15 16 17 18 19 20





Date: \_\_\_\_\_

# Number 17

Term 4

Revision:

Practice writing the number name and complete the pattern.

8

eight



Match the pictures.



Trace the numbers.

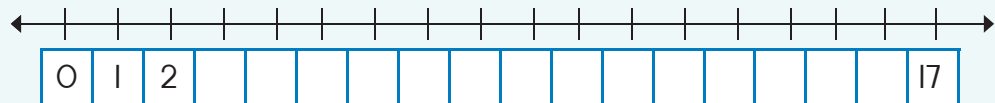
10 7
17

17
10 7

17	17	17	17
seventeen			
17	17	17	17
seventeen			



Complete the number line.





Draw 17 objects.

Now draw them in a different way.



Which number comes after?

16	17	
24	25	
17	18	



Complete the table. Each row has a picture, a number and the word for that number.

	17	
		seventeen



What is one less than seventeen?	
What is two less than seventeen?	
What is one more than seventeen?	
What is two more than seventeen?	



Fill in the missing numbers.

	2		4		6		8		10
	12		14		16		18		20

These are also called odd numbers.



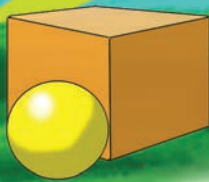
Teacher: \_\_\_\_\_

Sign: \_\_\_\_\_

Date: \_\_\_\_\_



99



Date: \_\_\_\_\_

# Number 18

Term 4

Revision:

Practice writing the number name and complete the pattern.

9

nine



A large grid for writing practice. The first three columns contain a pattern of three slanted lines. The remaining columns are empty for practice.



Match the pictures.



Trace the numbers.

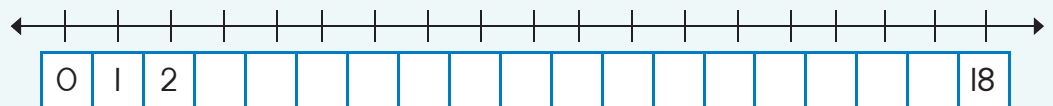
10
8
18

18
10
8

18	18	18	18
eighteen			
18	18	18	18
eighteen			



Complete the number line.



0 1 2 3 4 5 6 7 8 9 10







Draw 18 objects.

Now draw them in a different way.

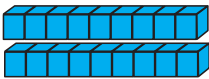
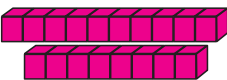
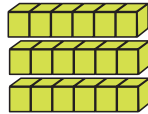
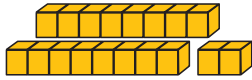


Which number comes after?

8	9	
33	34	
0	1	



Complete the table. Each row has a picture, a number and the word for that number.

	18	
		
		eighteen
		



What is one less than 18?	
What is two less than 18?	
What is one more than 18?	
What is two more than 18?	



Fill in the missing numbers.

1	2		4	5	6	7		9	10
11		13	14	15		17	18		20



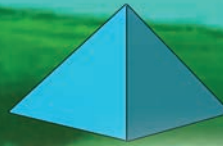
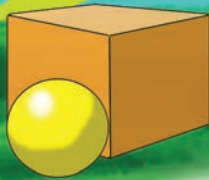
Teacher: \_\_\_\_\_

Sign: \_\_\_\_\_

Date: \_\_\_\_\_



100



Date: \_\_\_\_\_

# Number 19

Term 4

Revision:

Practice writing the number name and complete the pattern.

10

ten



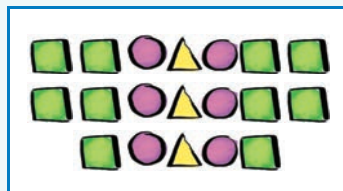
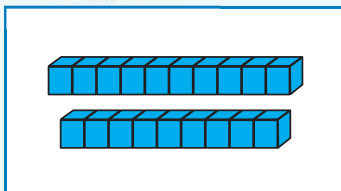
Handwriting practice lines with a zigzag pattern for tracing.



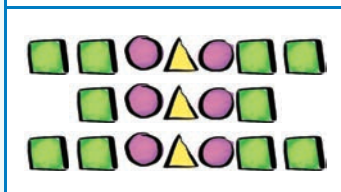
Match the pictures.



Trace the numbers.



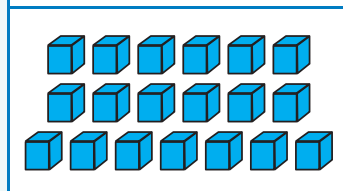
19 19 19 19



19

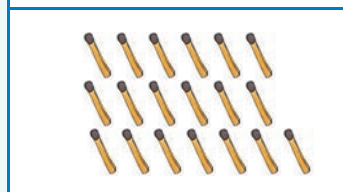
nineteen

10 9

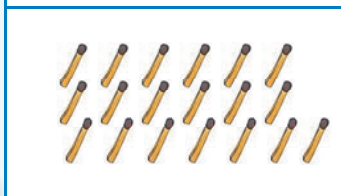


19 19 19 19

19



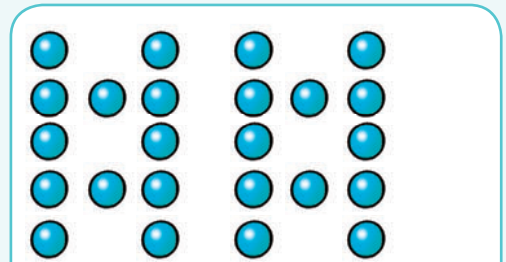
nineteen



10 9



Circle only 19 beads.



How many are left? \_\_\_\_\_





Draw 19 objects.

Now draw them in a different way.







Which number comes between?

14		16
35		37
8		10



Complete the table. Each row has a picture, a number and the word for that number.

	19	
		
		nineteen
		



What is one less than 19?

What is two less than 19?

What is one more than 19?

What is two more than 19?



Fill in the missing numbers.

I		3		5		7		9	
II		13		15		17		19	

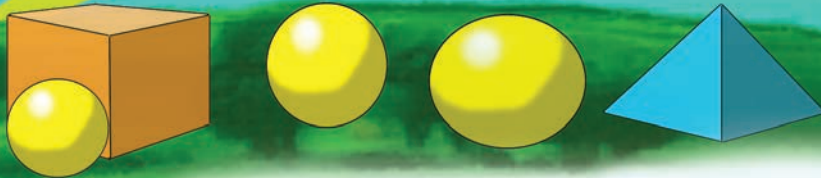
These are also called even numbers.

Teacher: \_\_\_\_\_

Sign: \_\_\_\_\_

Date: \_\_\_\_\_





Date: \_\_\_\_\_

## Number 20

Term 4



Match the pictures.





Trace the numbers.

20 20 20 20

twenty

20 20 20 20

twenty



Circle only 20 beads.

How many are left? ____

How many are left? ____



Complete the table. Each row has a picture, a number and the word for that number.

	20	twenty
		twenty
20		



What is one less than 20?

\_\_\_\_\_

What is one more than 20?

\_\_\_\_\_



Join the number to the word.

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14

- four
- seven
- nine
- three
- eleven
- twelve
- one
- two
- eight
- zero
- five
- six
- thirteen
- ten
- fourteen



Fill in the missing number.

Before		After
16	17	
	12	
	14	
	9	10
	6	



Use the words less and more to complete these:

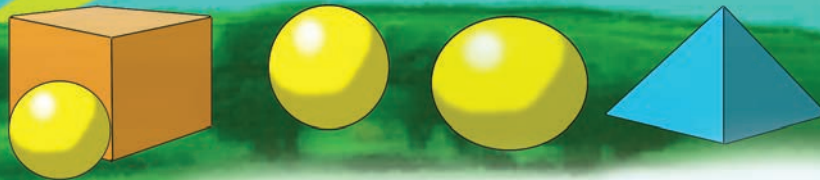
35 is _____ than 38
79 is _____ than 65



Teacher: \_\_\_\_\_

Sign: \_\_\_\_\_

Date: \_\_\_\_\_



Date: \_\_\_\_\_

## Addition

Term 4



Circle the bigger number in each block.

3	5	15	11	20	8
8	7	12	6	17	18



Add the following.  
Start by putting the biggest number first.

$1 + 1 + 5 =$	$5 + 1 + 1 =$
$6 + 2 + 10 =$	
$3 + 4 + 2 =$	
$2 + 6 + 3 =$	
$1 + 10 + 2 =$	



Add the blocks.

 $10 + 2 + 3 = 15$ $10 + 5 = 15$	   	   
--	--------------	--------------



Write a number sentence for the following:

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





Write a number sentence for each of the following:

 $8 + 4 = 12$   $10 + 2 = 12$	    	    

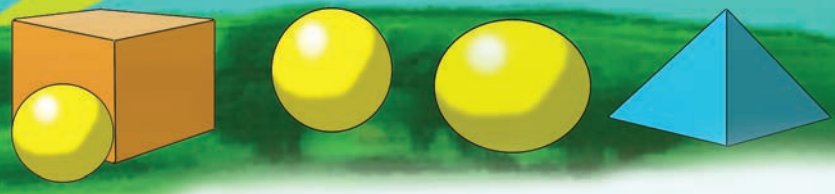


Fill in the missing numbers.

	+	14	=	17
9	+		=	20
12	+	8	=	
15	+		=	20
	+	6	=	13
14	+	3	=	0



Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_



Date: \_\_\_\_\_

## Subtraction

Term 4



Calculate.

17		
19		
14		
12		



Write a number sentence.

<del>Orange</del>	<del>Orange</del>	<del>Orange</del>	Orange	Orange	Orange
Orange	Orange	Orange	Orange	Orange	Orange
Orange	Orange	Orange	Orange	Orange	Orange
_____					



Write a number sentence.

<del>Cupcake</del>	<del>Cupcake</del>	Cupcake	Cupcake	Cupcake	Cupcake
Cupcake	Cupcake	Cupcake	Cupcake	Cupcake	Cupcake
Cupcake	Cupcake	Cupcake	Cupcake		
_____					



Calculate.

18		
7		
15		
9		



Complete the sums using the drawings.

	$16 - \square = \square$
--	--------------------------

	$10 + \square = \square$
--	--------------------------







Subtract the blocks.

$(10 + 3) - 2 =$		
$13 - 2 =$		



Calculate the following:

$11 + 7 = \square$	$11 + 7 = \square$
$11 + 4 + \square = \square$	$11 + 5 + \square = \square$
$19 - 7 = \square$	$17 - 9 = \square$
$19 - (5 + \square) = \square$	$17 - (7 + \square) = \square$



Complete the following:

Double 5 is <input type="text"/>	Double 3 is <input type="text"/>	Double 4 is <input type="text"/>
Double 7 is <input type="text"/>	Double 2 is <input type="text"/>	Double 8 is <input type="text"/>
Double 10 is <input type="text"/>	Double 9 is <input type="text"/>	Double 1 is <input type="text"/>



Answer the following:

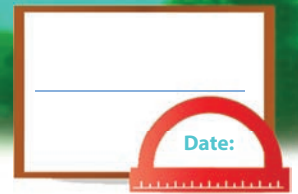
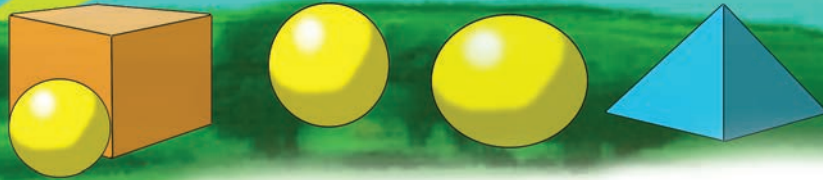
$9 + 9 - 1 =$		or	$\text{Double } 9 - 1 =$	
		or	$\text{Double } 5 - 1 =$	
$4 + 4 - 1 =$		or		

Teacher: \_\_\_\_\_

Sign: \_\_\_\_\_

Date: \_\_\_\_\_





## Addition and subtraction

Term 4



Count how many cats there are sitting in the sun.  
At night, some of them go to sleep behind the wall.  
Work out how many are behind the wall and write it down.

3 +  = 8

4 +  =



Solve the following.  
You can make a drawing to help you.



Lerato had 4 oranges. Peter gave her 13 oranges.  
How many oranges does she have now?

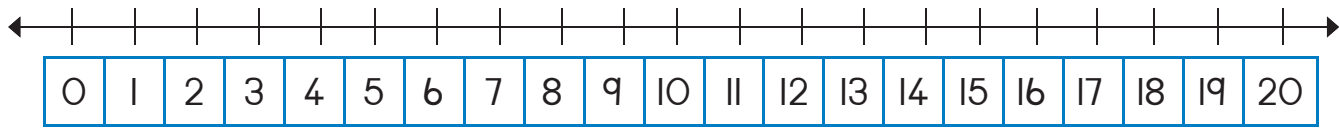
Mandla has 5 pencil crayons. Anne has 8 pencil crayons.  
Who has fewer pencil crayons?



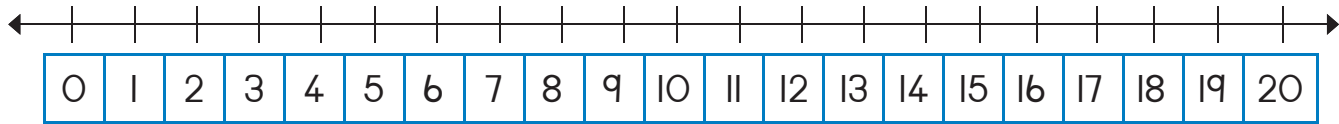


Use a number line to solve the following:

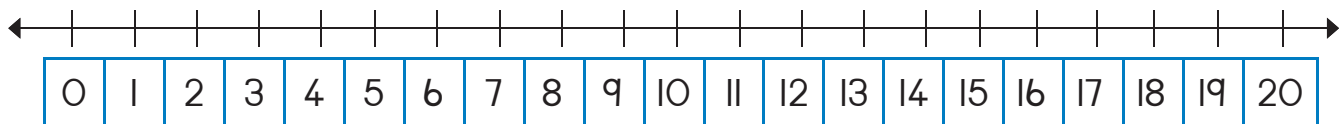
Thandi has 6 green and 9 blue marbles.  
How many marbles does she have?



Lerato has 16 marbles. Eight are green and the rest are blue.  
How many blue marbles does Lerato have?



Thandi has 19 bananas. Themba has 10 bananas.  
How many more bananas does Thandi have than Themba?



Which numbers lie between 25 and 30?

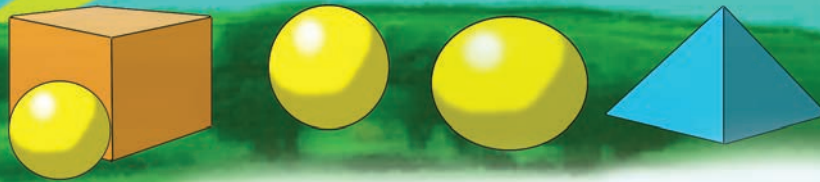
Circle the number that is 1 more than 76.



Circle the number that is 2 more than 76.



Teacher:  
Sign:  
Date:



Date: \_\_\_\_\_

# Ordinal numbers

Term 4

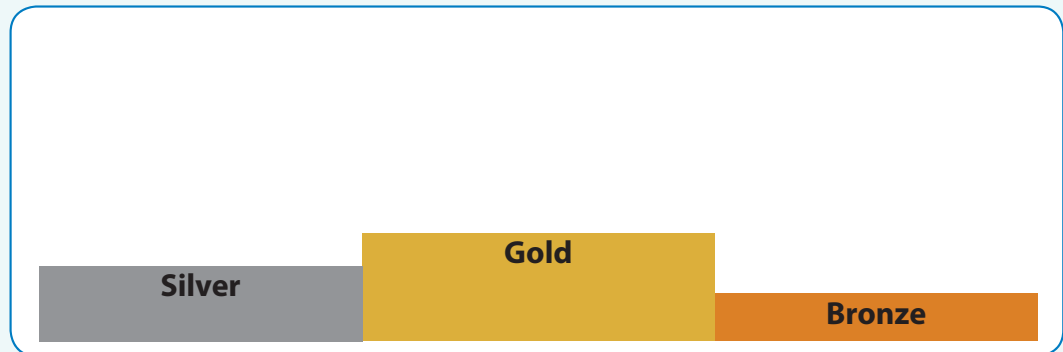


Who came first in the race?  
Write the position below them.

Sipho	Lerato	John	Peter	Ann
<input type="text"/>	2	3	<input type="text"/>	<input type="text"/>



Draw them on the podium.



Who got gold? \_\_\_\_\_

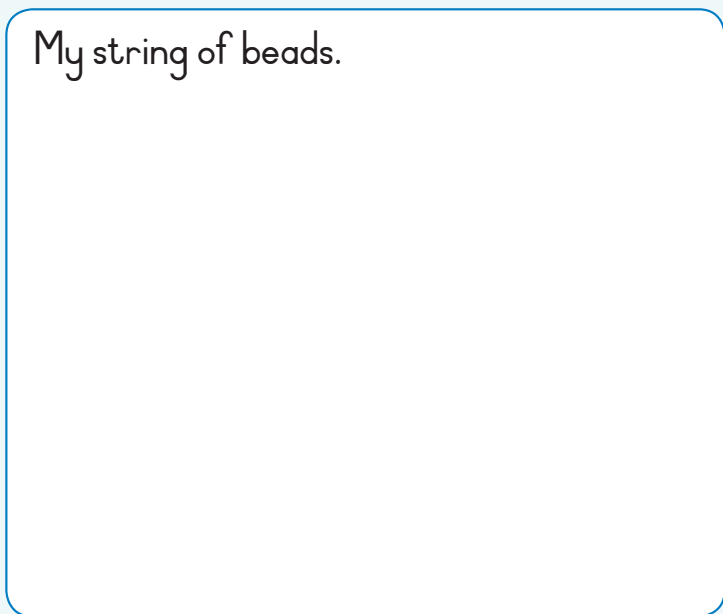
Who got silver? \_\_\_\_\_



Draw a string of beads as follows:

- The first bead is blue.
- The second bead is red.
- The third bead is green.
- The fourth bead is yellow.
- The fifth bead is blue.
- The sixth bead is red.
- The seventh bead is green.
- The eighth bead is yellow.
- The ninth bead is blue.
- The tenth bead is red.

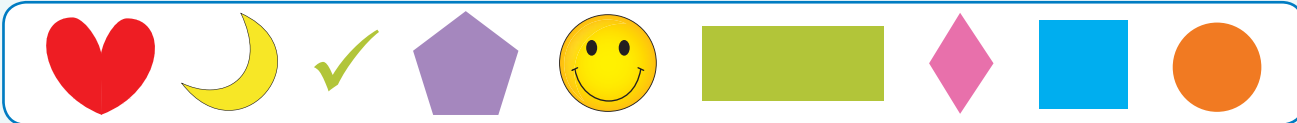
My string of beads.





Look at the order of the shapes.

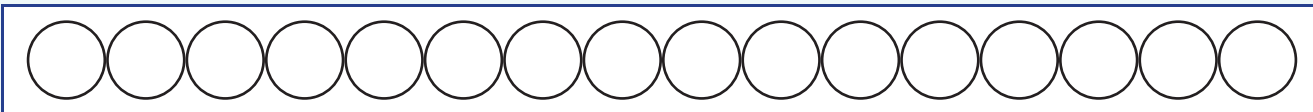
Copy the shapes in the correct places in the table.  
We have done the first one for you.



Which shape is:			
Fourth		Seventh	
Fifth		Ninth	
Second		Last	
Third		Sixth	



Do the following:



Colour the first circle red.



Colour the fifth circle yellow.



Colour the eighth circle blue.



Draw a 10 to 20 number line.

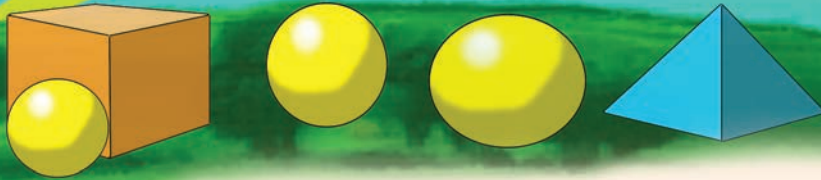
Circle the third and the eighth numbers.



Teacher: \_\_\_\_\_

Sign: \_\_\_\_\_

Date: \_\_\_\_\_



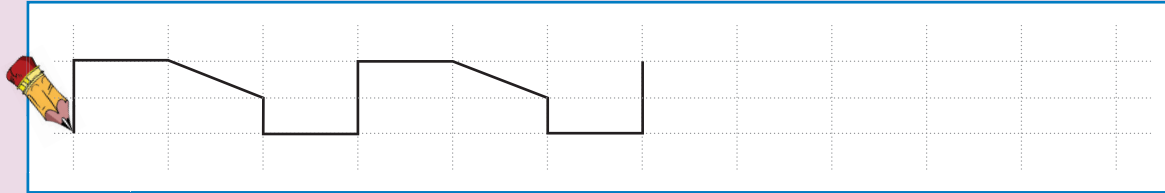
Date: \_\_\_\_\_

# Objects and shapes

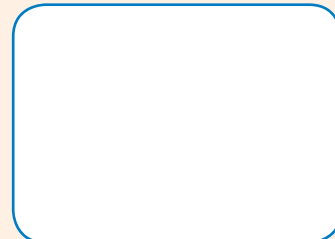
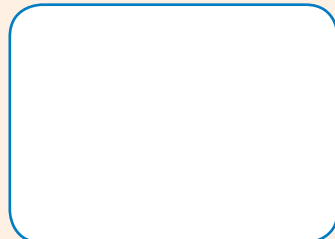
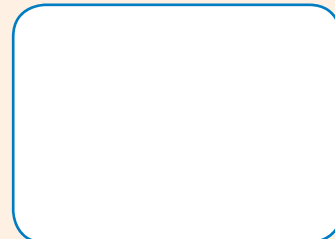
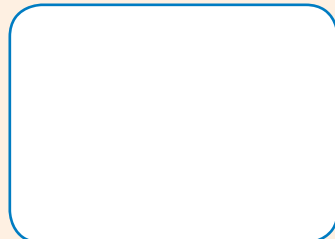
Term 4

Revision:

Revision: Complete the pattern.



Find two pictures of a ball and two pictures of a box in a newspaper or magazine and paste them below.



Draw a blue circle around all the objects that can slide.  
Draw a red square around all the objects that can roll.





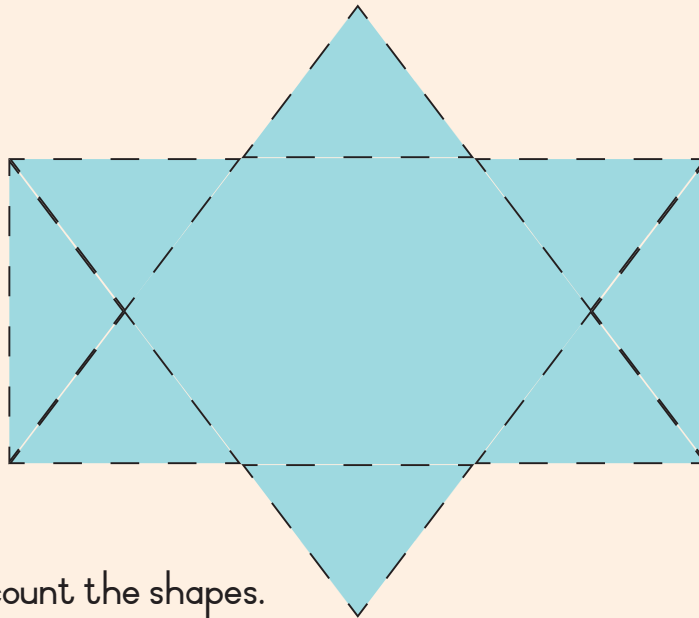
Trace the word then draw the object.

box

ball



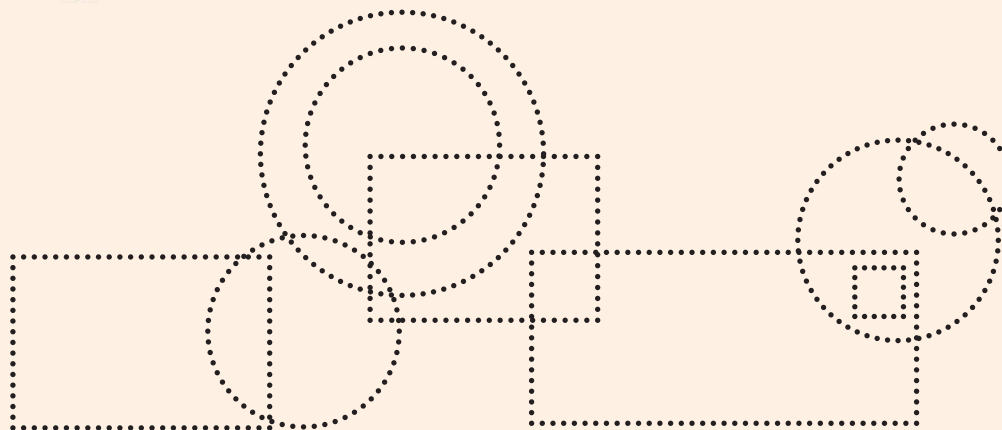
Count all the triangles and write the number.



Answer:



Trace and count the shapes.



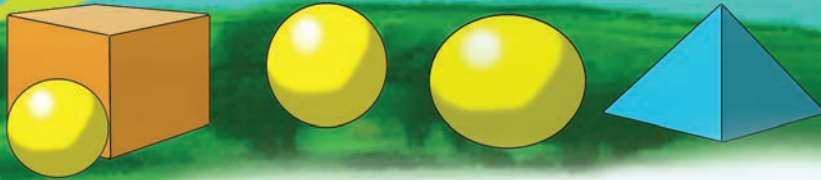
Circles

Squares



Teacher:  
Sign:  
Date:





Date: \_\_\_\_\_

# Money

Term 4



Which coins can you match?




Tick the coins and notes in each block that will give you the following:




<b>R10</b>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>R20</b>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>R15</b>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>







Take away R2.

 <p><math>R12 - R2 = R10</math></p>	 <p></p>	 <p></p>
--	--	---




Take away R5.

 <p><math>R15 - R5 = R10</math></p>	 <p></p>	 <p></p>
---	---	--



How many different combinations can you draw for R20?  
We did the first one for you.





Circle the coin in each line with which you can buy the most.

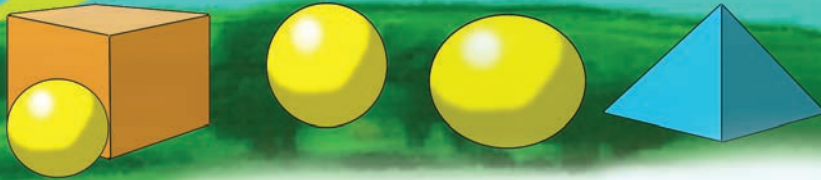


Teacher: \_\_\_\_\_

Sign: \_\_\_\_\_

Date: \_\_\_\_\_





Date: \_\_\_\_\_

## More money

Term 4



Calculate.

R5		
R9		
R7		
R4		



Calculate.

R13		
R15		
R17		
R14		



Fill in the answer.

$R10 + R1 =$	
$R10 + R2 =$	
$R10 + R3 =$	
$R10 + R4 =$	
$R10 + R5 =$	



Which is more?

Circle your answer.

5c or R5
20c or R20
R1 or 50c
R2 or R1
20c or 50c



Add the numbers sideways and downwards and fill in the answers.

R2	R4	R9	=
R7	R3	R5	=
R6	R8	R1	=
=	=	=	=





Look at the example and complete the rest.

R17	=	R10	+	R7
R16	=		+	
R15	=		+	
R14	=		+	
R13	=		+	
R12	=		+	



James bought bread for R8. He paid for it with a R10 note. How much change did he get?

What is the question?

---



---

Write down the numbers.

---

Write down the sum and calculate it.

---



Busi's mother bought a hat for R17. She paid with two R10 notes. How much change did she get?

What is the question?

---



---

Write down the numbers.

---

Write down the sum and calculate it.

---



Judy's birthday was on Sunday. She received R5 from her sister, R2 from her brother and R10 from her cousin. How much money did she get altogether?

What is the question?

---



---

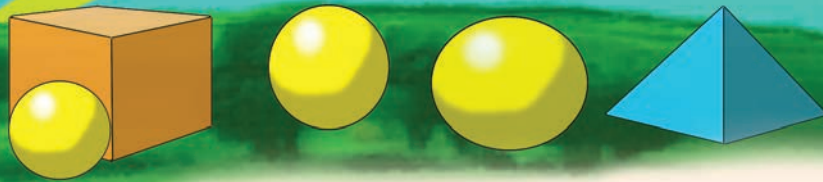
Write down the numbers.

---

Write down the sum and calculate it.

---





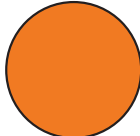

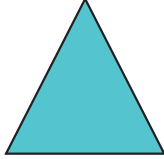



Date: \_\_\_\_\_

# 2-D shapes

Term 4

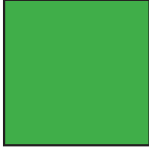

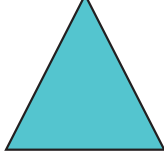


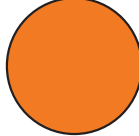


Tick the smallest shape in each block.

					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Tick the largest shape in each block.

					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



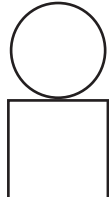


Colour all the:

- squares blue
- triangles red
- circles green



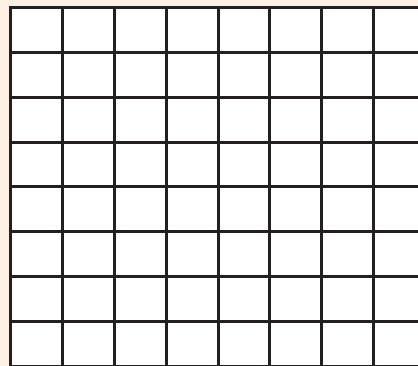
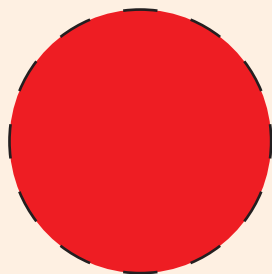
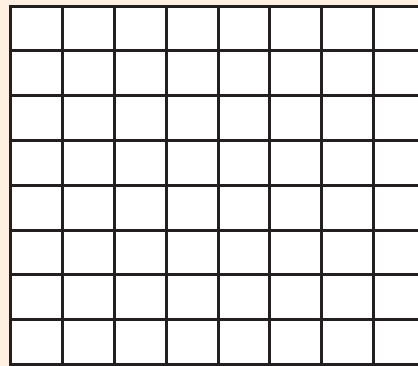
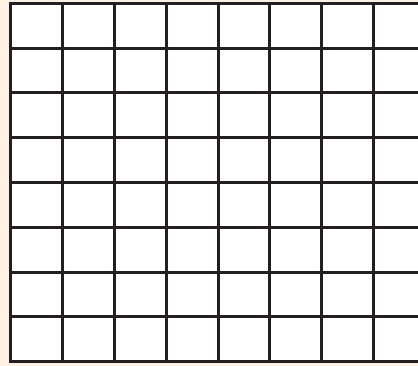
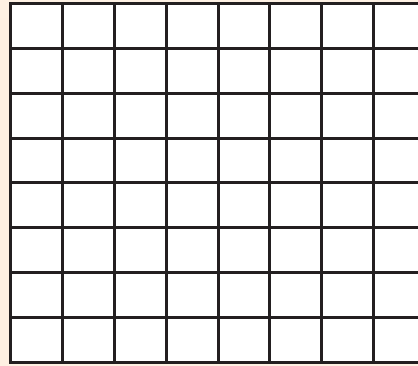
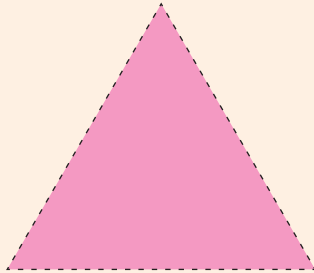
Make a picture using shapes. We started each picture with 2 shapes.

		
---	---	---



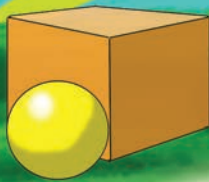


Draw the shapes in the grid.  
Use the small squares to help you.



Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_





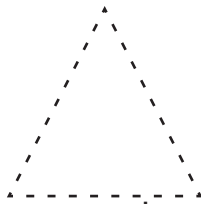



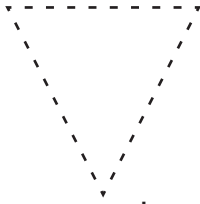
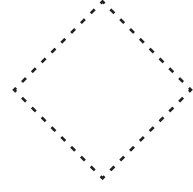
Date: \_\_\_\_\_

# 2-D shapes – straight and round sides

Term 4

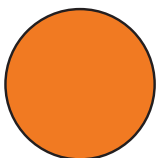

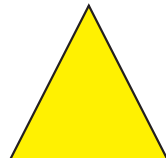


Trace the following shapes.

 triangle	 circle	 square
 circle	 triangle	 square



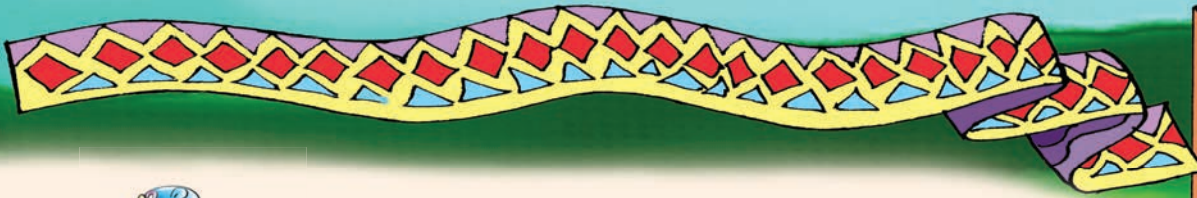
Tick to say if the shape has straight or round sides.

 round sides <input type="checkbox"/> straight sides <input type="checkbox"/>	 round sides <input type="checkbox"/> straight sides <input type="checkbox"/>	 round sides <input type="checkbox"/> straight sides <input type="checkbox"/>
--	--	--

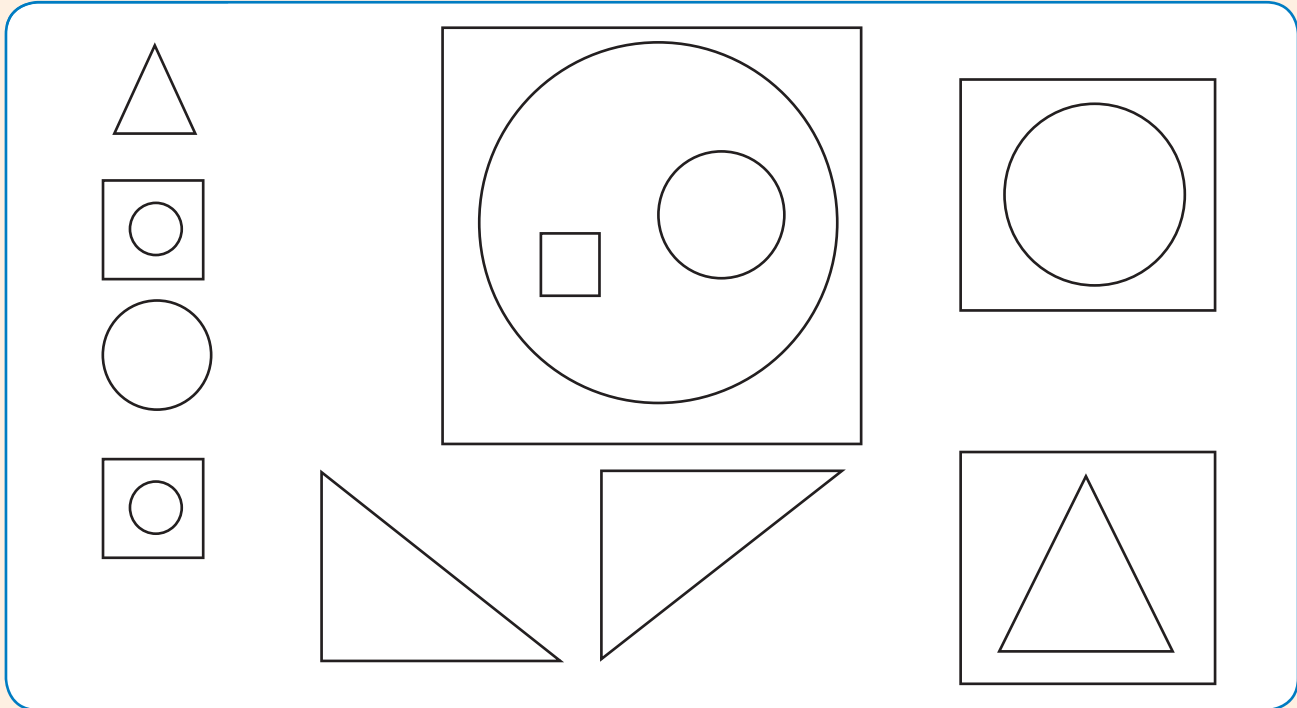


Draw a shape with:

straight sides  	round sides  
------------------------	---------------------



Count the number of circles, squares and triangles.



Circles

Squares

Triangles



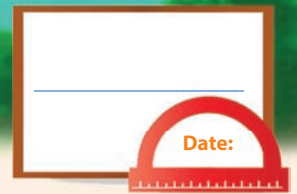
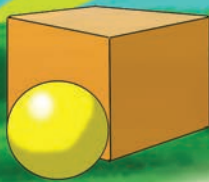
Find a picture from a magazine of something that has:

round sides

straight sides



Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_

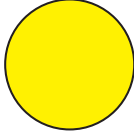
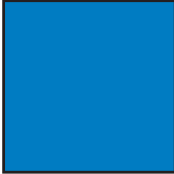
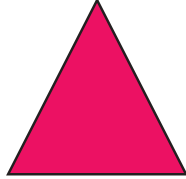

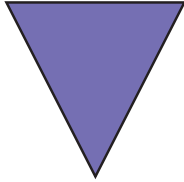
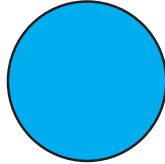


# More 2-D shapes

Term 4



Name the following shapes:

		
<input type="text"/>	<input type="text"/>	<input type="text"/>
		
<input type="text"/>	<input type="text"/>	<input type="text"/>



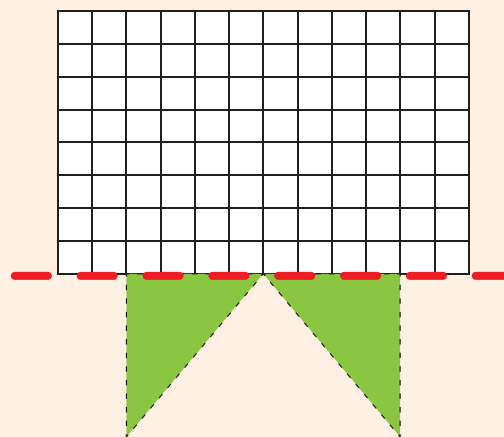
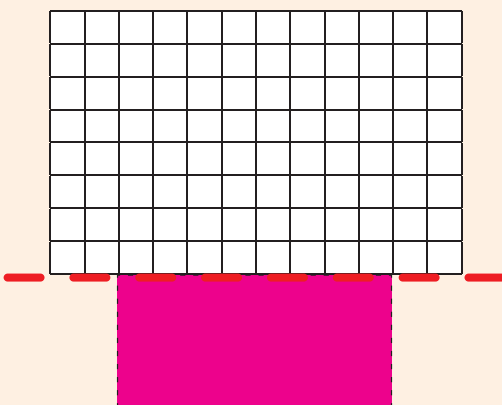
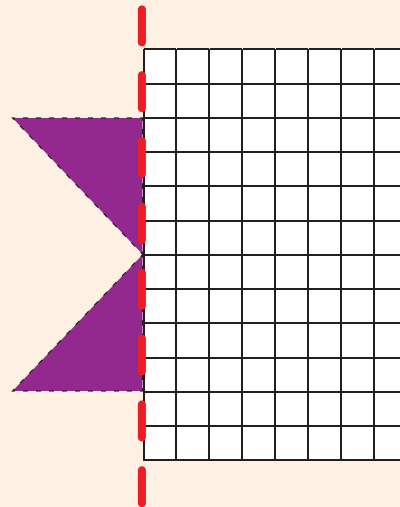
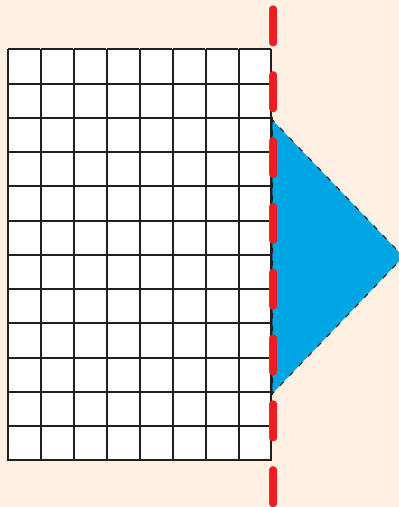
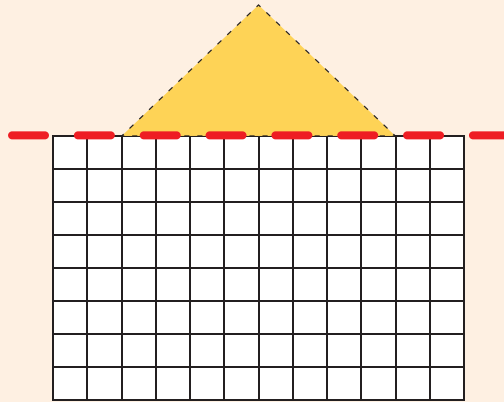
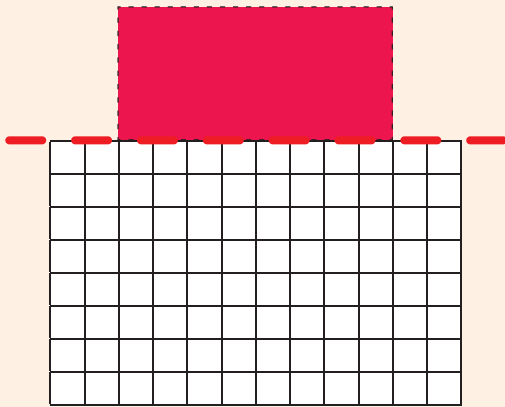
Draw your own picture using circles, triangles and squares only.







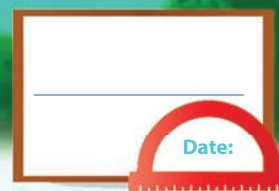
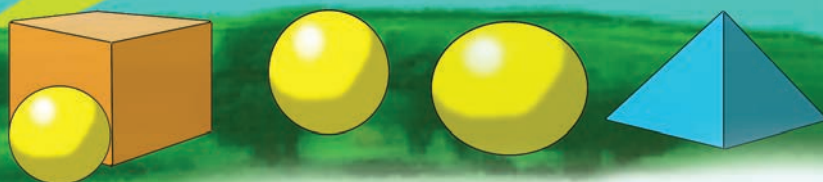
Draw the other half of each shape.  
Use the small squares to help you.



They all have   sides.



Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_

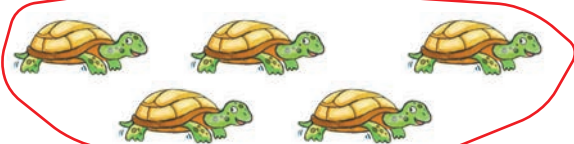


## Groups of five up to 20



Draw circles to make groups of five.  
How many groups of five do you have?

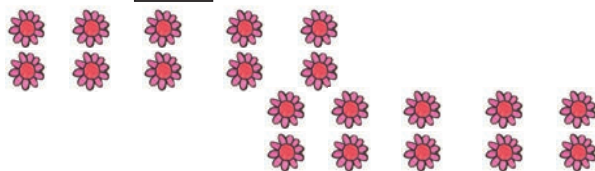
group of 5



groups of 5



groups of 5



groups of 5



Count the number of fingers. Write down your answer.



$$5 + 5 + 5 =$$



$$5 + 5 + 5 + 5 =$$



$$5 + 5 + 5 + 5 + 5 =$$



$$5 + 5 + 5 + 5 + 5 + 5 =$$



0

1

2

3

4

5

6

7

8

9

10



Write a number sentence for each of the following:



Answer the questions.



How many 5c coins do you see?

Write it as a number sentence:



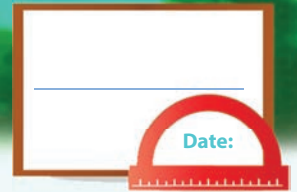
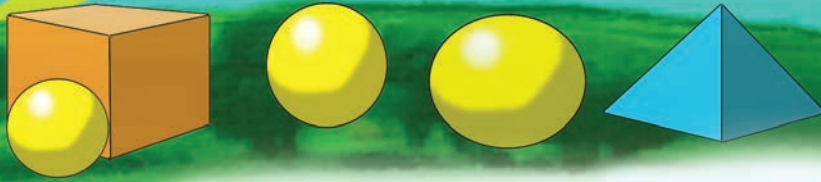
Fill in the missing numbers.

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



Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_





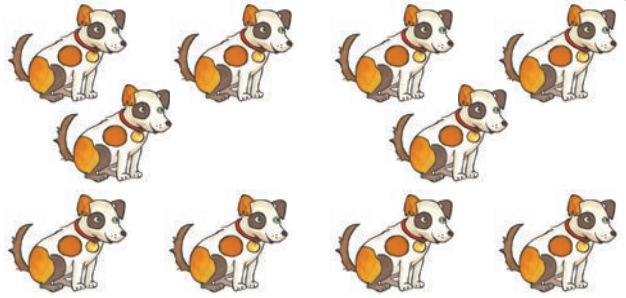
## Fives – repeated addition up to 20

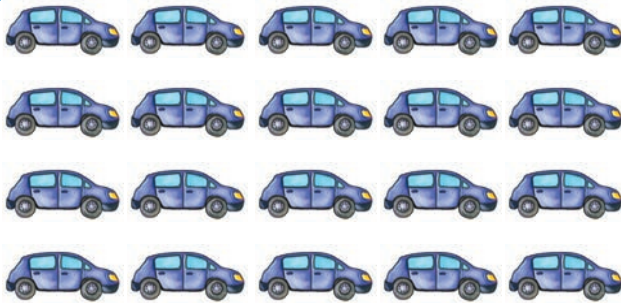
Term 4

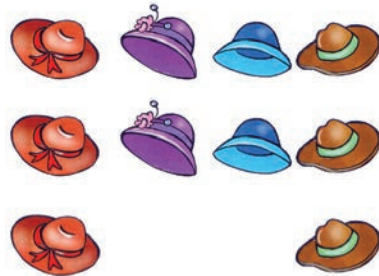


Make groups of five and write the number sentence.











Draw groups of shapes to show the number sentences.


$$5 + 5 + 5 = \square$$


$$5 + 5 + 5 + 5 = \square$$




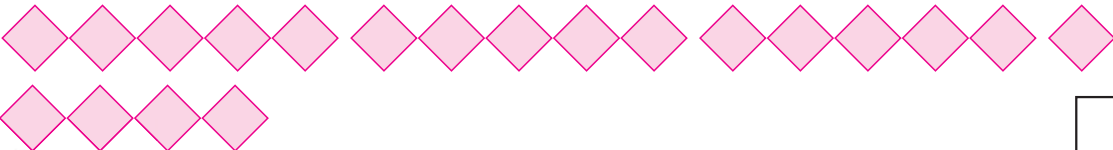


Write a number sentence for each of the following:


  
 $5 + 5 = \square$









How many times do you count five numbers? \_\_\_\_\_

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



There are 3 hands on the window. How many fingers are on the window?  
Draw a picture and write a number sentence.

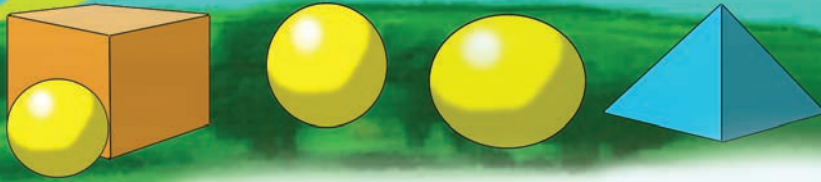


Teacher: \_\_\_\_\_

Sign: \_\_\_\_\_

Date: \_\_\_\_\_





Date: \_\_\_\_\_

# Sharing up to 20

Term 4



Share the sweets between five friends.  
How many sweets will each get?

Each friend will get  sweets.

Each friend will get  sweets.

Each friend will get  sweets.

Each friend will get  sweets.

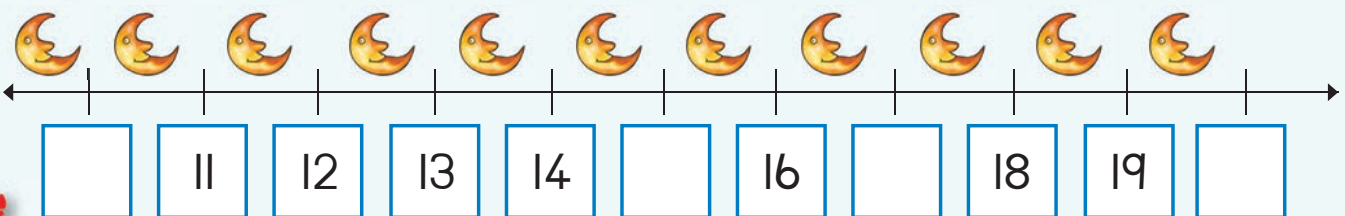


Colour the multiples of five.

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



Fill in the missing numbers.





Make a drawing to show the following.  
Are there any counters left?

Share 10 counters between five children.

There are  counters left.

Share 6 counters between five children.

There are  counters left.

Share 11 counters between five children.

There are  counters left.

Share 16 counters between five children.

There are  counters left.



Write a number sentence for each of the following:

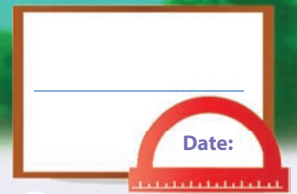
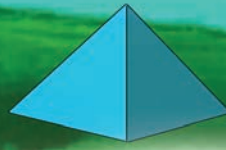
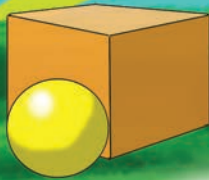


$5 + 5 =$



Teacher:  
Sign:  
Date:





## Number patterns – fives to 100

Term 4



Complete the pattern by colouring the multiples of five.

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

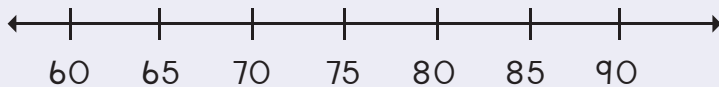


Draw hoops to show the following:

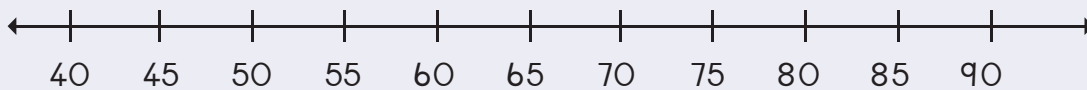
86, 88, 90



70, 75, 80



55, 60, 65, 70



Use the clock to show counting the minutes in fives.



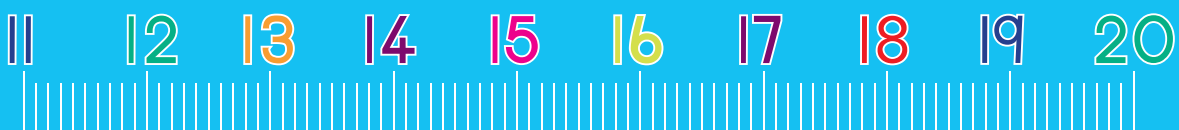
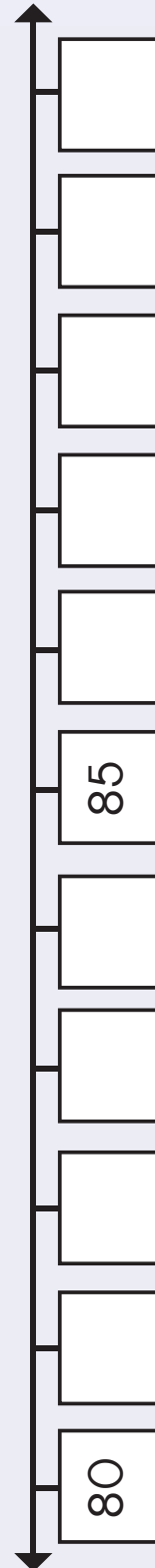
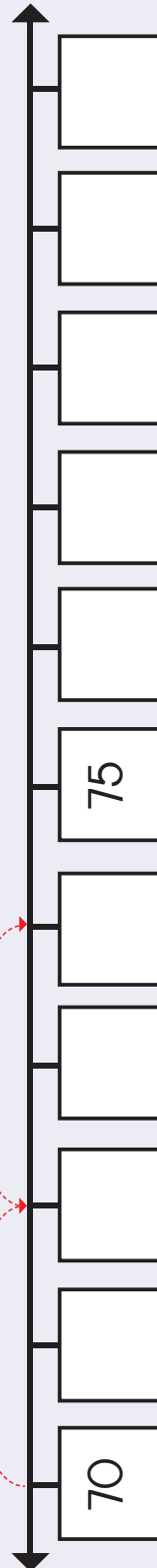
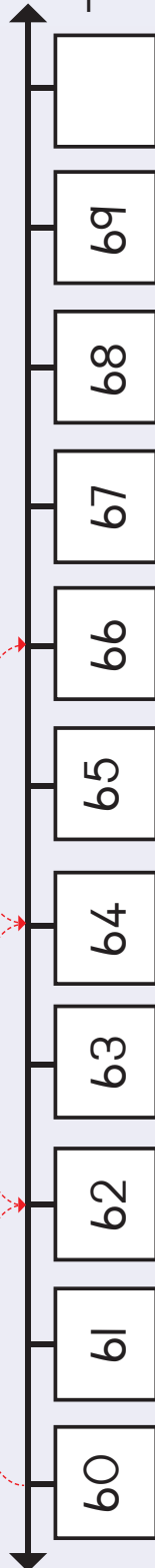
0 1 2 3 4 5 6 7 8 9 10







Place numbers from Cut-out 2 on the places where numbers are missing on these number lines. Also complete the hoops.

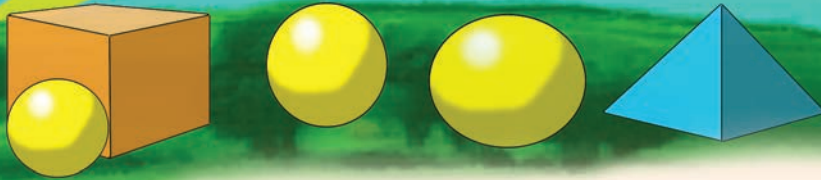


Teacher:

Sign:

Date:





Date: \_\_\_\_\_

# Position and view

Term 4



Match the front and the back of each animal.

Front

Back



Circle the arrow that matches the shaded arrow.

↑	→	←	↑	↓
↓	↑	↓	→	←
←	→	←	↑	↓
→	↑	←	↓	→





Colour the correct view



Top view

Side view

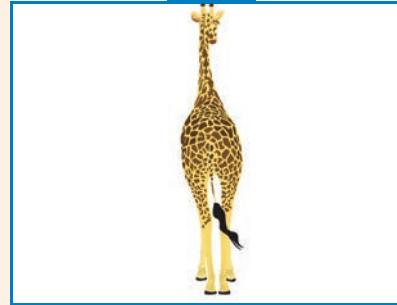
Front view



Top view

Side view

Front view



Back view

Side view

Front view



Where is the cat?

Colour the correct answer.



Behind

In front

Next to



Behind

In front

Next to



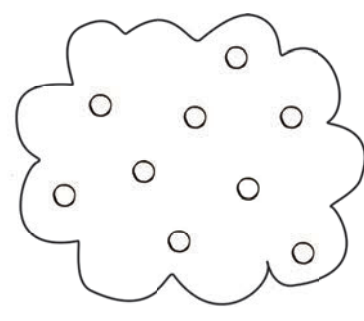
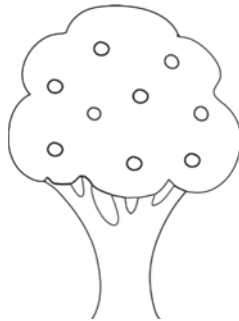
Behind

In front

Next to

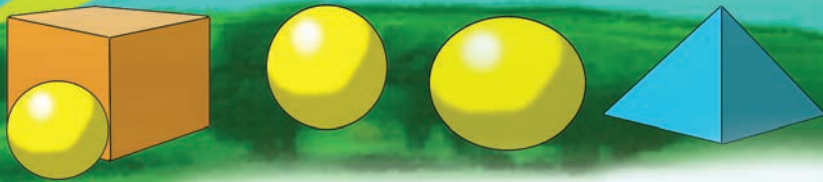


Look at the tree pictures.  
Colour the top view.



Teacher: \_\_\_\_\_  
 Sign: \_\_\_\_\_  
 Date: \_\_\_\_\_





Date: \_\_\_\_\_

# Groups of twos up to 20

Term 4



Make groups of two. Write down how many groups there are.

	<input type="text"/>
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	<input type="text"/>
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	<input type="text"/>
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	<input type="text"/>
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	<input type="text"/>
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	<input type="text"/>
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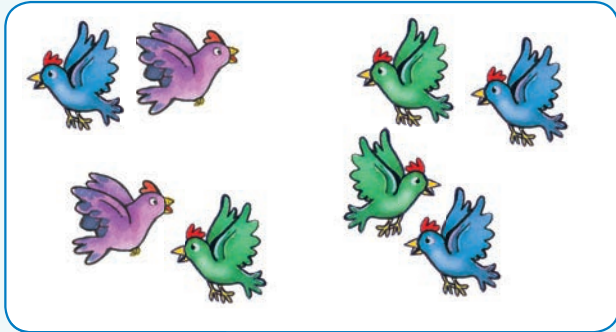


Make groups of two. Draw the groups.






Answer the questions.



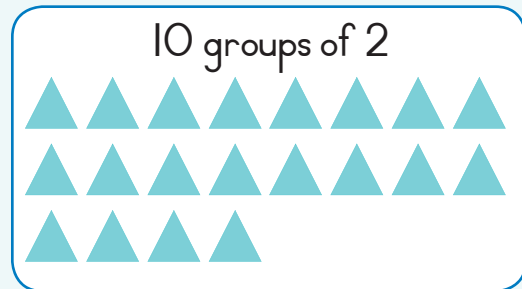
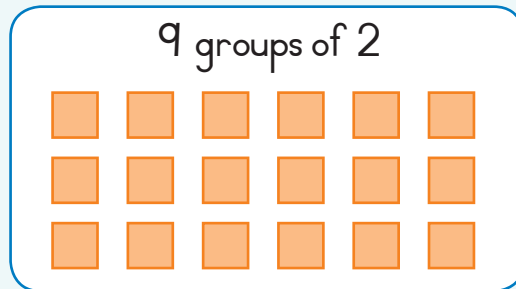
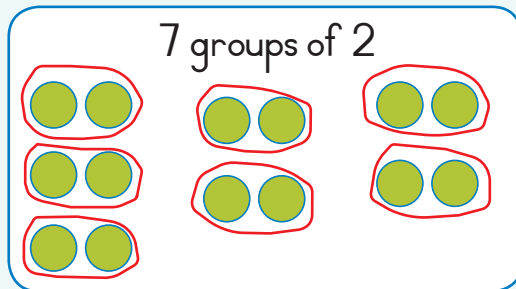
How many birds are there?

How many groups of two can you make?

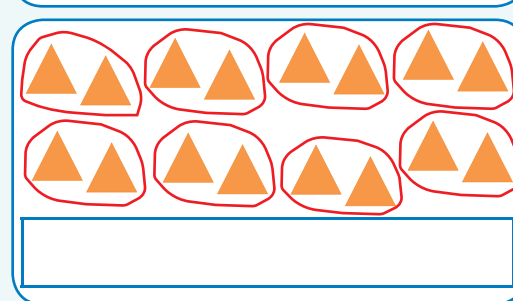
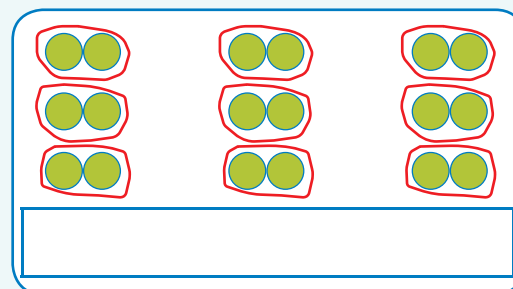
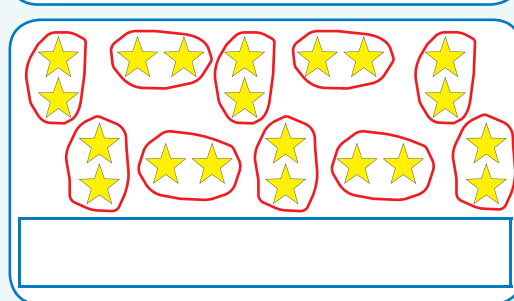
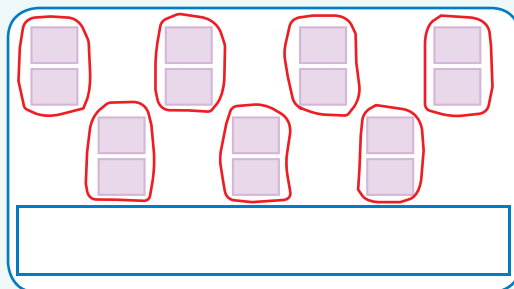
Write a number sentence.



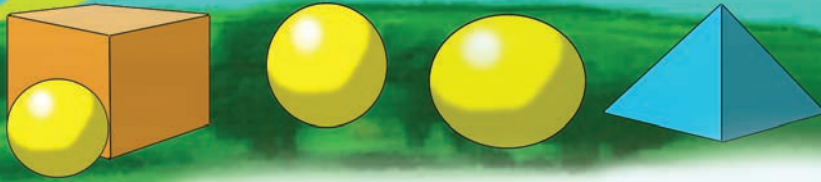
Draw circles to make the following.



Write a number sentence for the following.



Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_



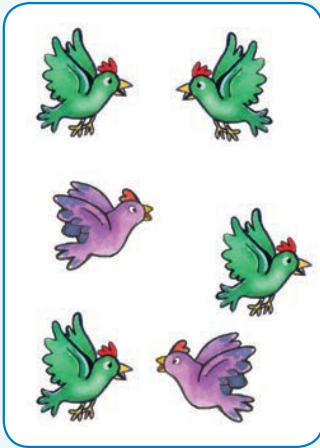
Date: \_\_\_\_\_

# Twos – repeated addition up to 20

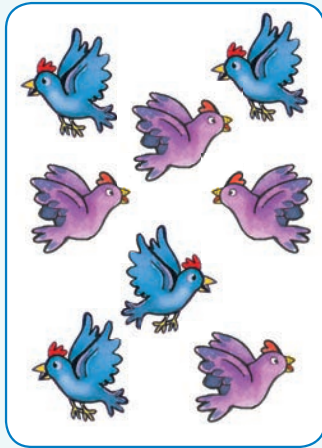
Term 4



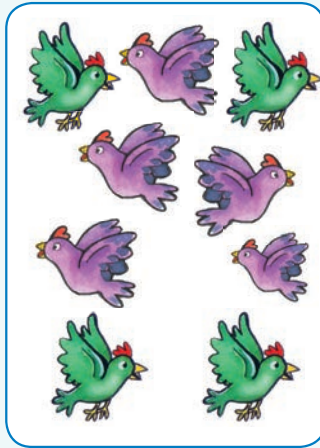
How many legs are there?  
Write a number sentence for each.



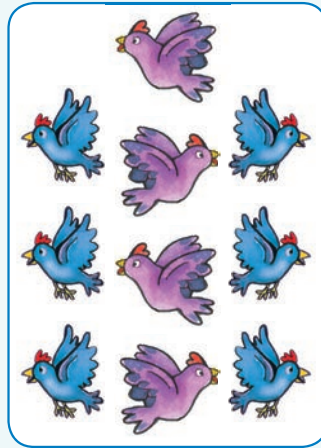
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



Draw shapes for the following:

$2 + 2 + 2 + 2 + 2 + 2 + 2 = 14$



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

\_\_\_\_\_

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

\_\_\_\_\_

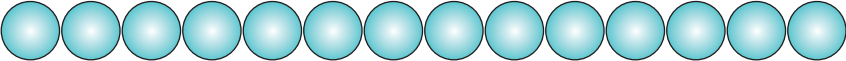
$2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 = \square$

\_\_\_\_\_

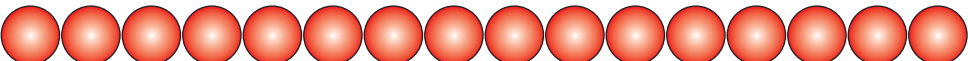


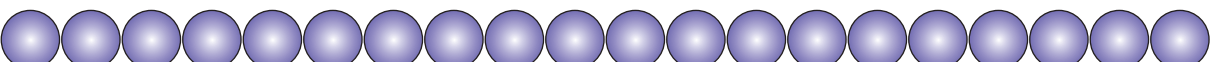



Write a number sentence for the following:



$2 + 2 + 2 + 2 + 2 + 2 + 2 =$









Colour the multiples of two.

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



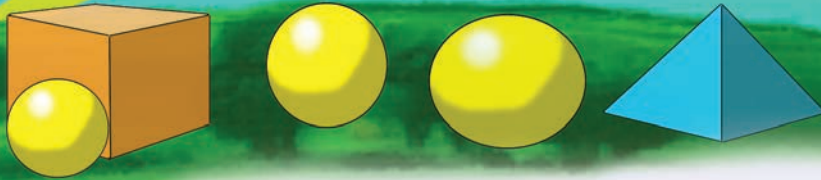
I have 6 packets with 2 sweets in each. How many sweets do I have?  
Draw a picture and write a number sentence.

I have  sweets.



Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_





Date: \_\_\_\_\_

# Number patterns – twos to 100

Term 4



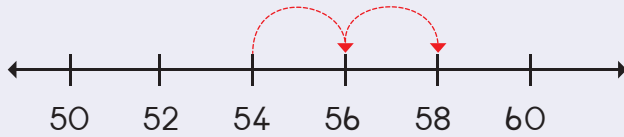
Complete the pattern by colouring the numbers.

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

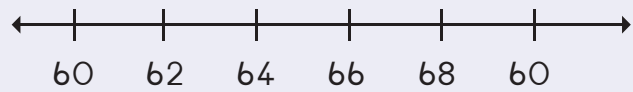


Draw hoops to show the following:

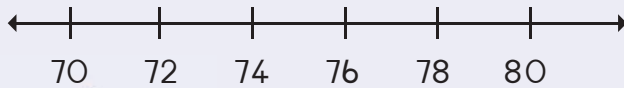
54, 56, 58



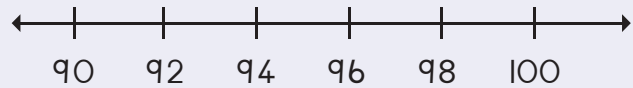
64, 66, 68



74, 76, 78



94, 96, 98

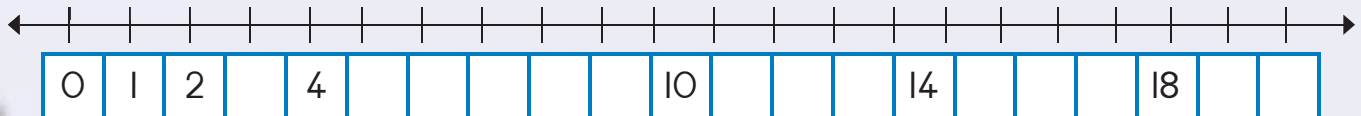


Fill in the missing numbers. Colour the pattern: 2, 4...

I		3				7			10
II						17			20



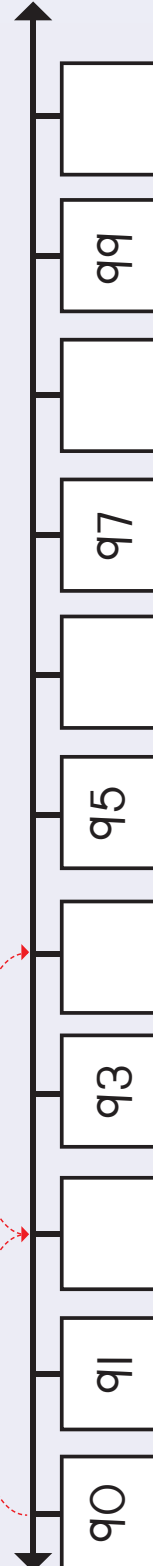
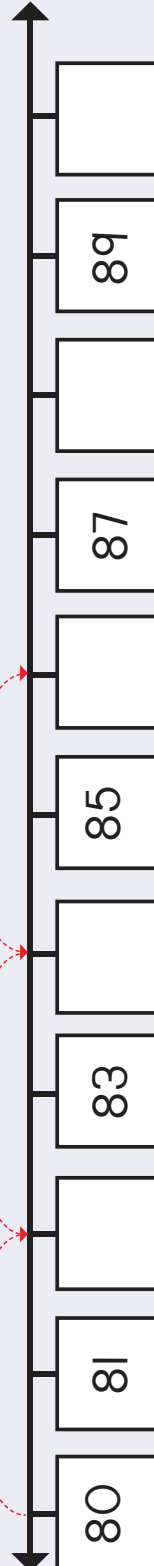
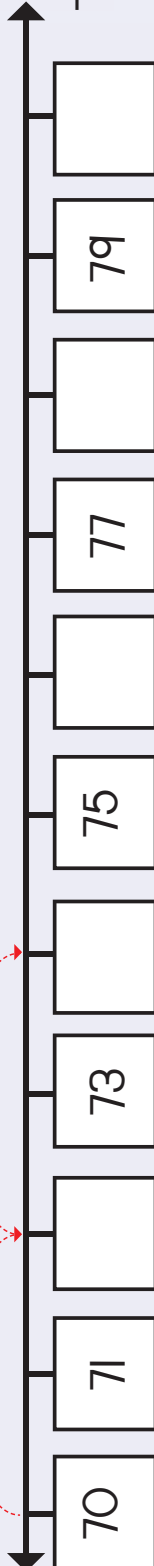
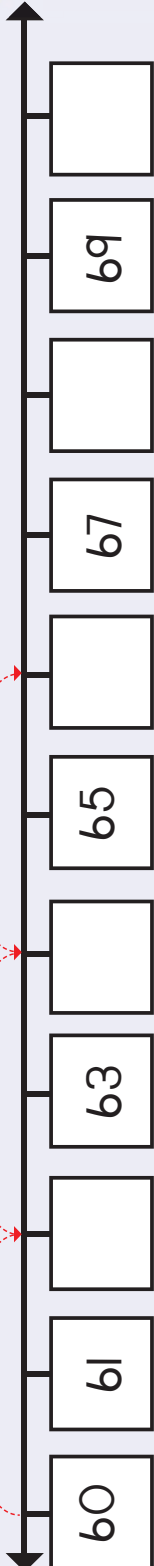
Complete the number line.







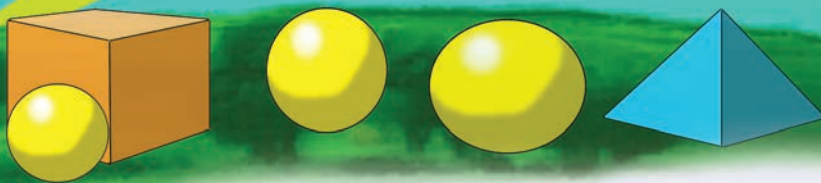
Cut out the numbers from Cut-out 2 and place them on the number lines where the numbers are missing. Also complete the hoops.



12 13 14 15 16 17 18 19 20

Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_





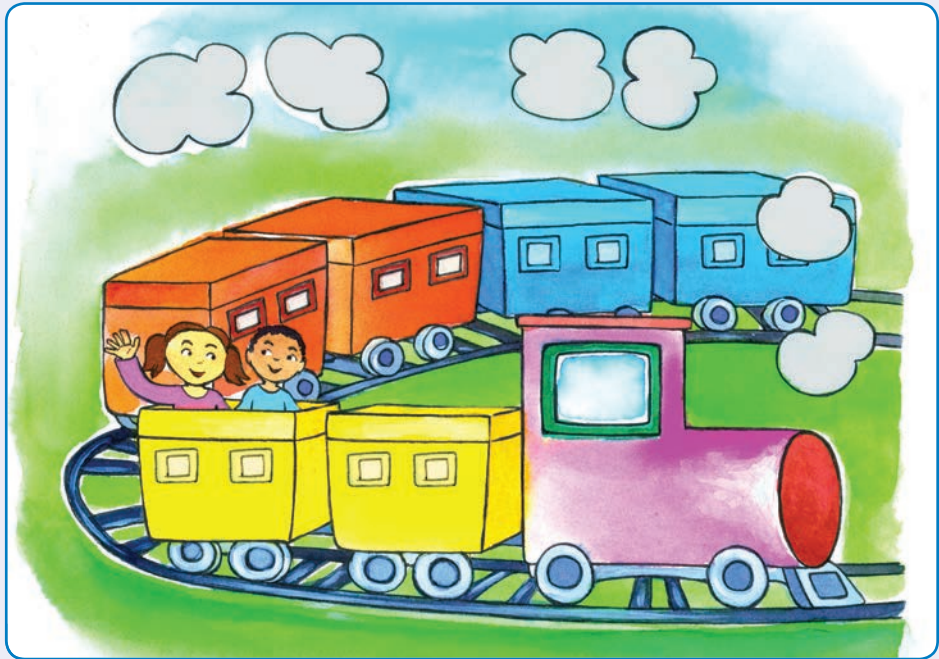
Date: \_\_\_\_\_

# Number patterns – twos to 100

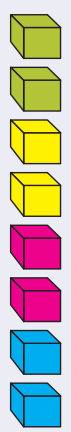
Term 4



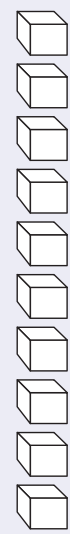
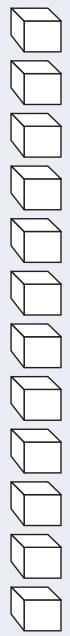
Can you see any patterns of twos?



Colour the blocks to show groups of twos.  
Count how many groups there are.

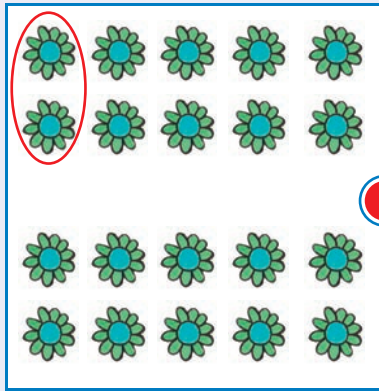


4

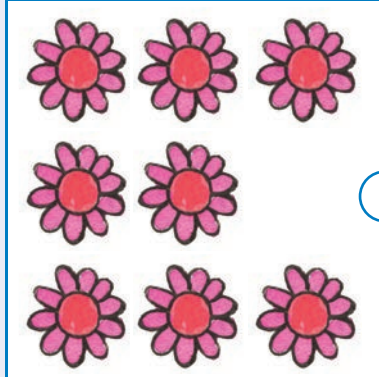




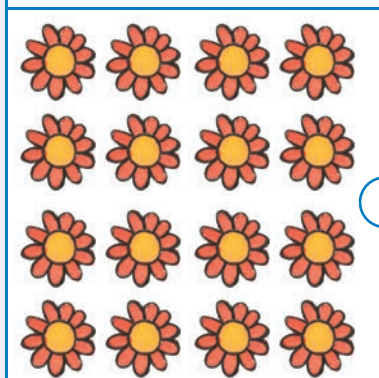
Match the groups of twos with the number sentence by drawing a line.



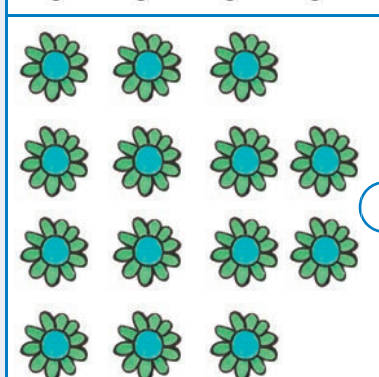
$$2 + 2 + 2 + 2 = 8$$



$$2 + 2 + 2 + 2 + 2 + 2 + 2 = 14$$



$$2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 = 20$$

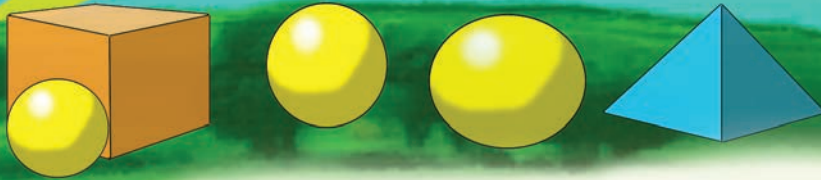


$$2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 = 16$$



Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_





Date: \_\_\_\_\_

# Mass (weight)

Term 4



Write how many blocks are in each container.  
Circle the container that is heavier.



Write how many blocks are in each container.  
Circle the container that is lighter.



Count how many blocks there are. Then work out how many extra blocks are needed to balance the toy. We tell you how many blocks the toy weighs.

12 blocks

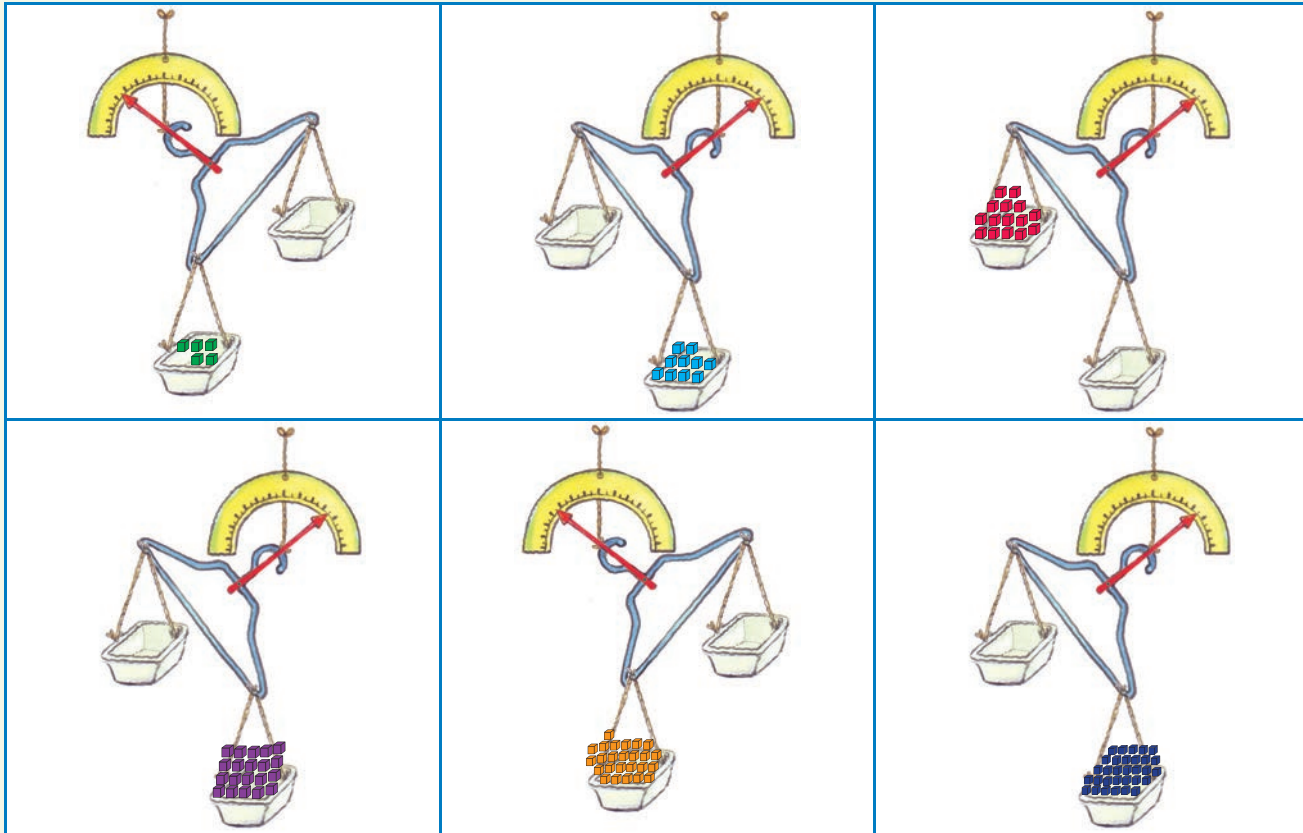
17 blocks

20 blocks





Draw an object that is heavier or lighter than the blocks.



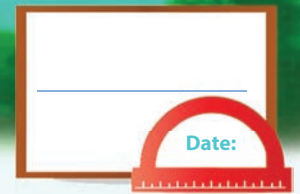
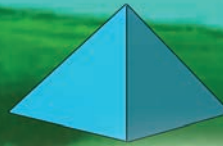
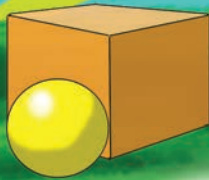
Use 5 objects on your desk. First estimate how much it weighs and then weigh it on a scale or balance to check if your estimation was correct.

Draw the object	Guess	Mass	Difference
	___ blocks	___ blocks	___ - ___ = ___



Teacher:  
Sign:  
Date:





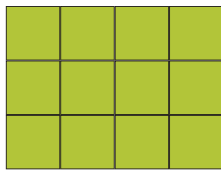
## Doubling

Term 4



Answer the following:

How many squares are there?

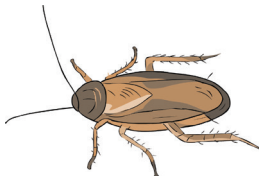


How many are there now?



We say double 12 is 24.

How many legs are there?



How many legs are there now?



We say double 6 is

How many skittles are there?



How many skittles are there now?



We say double 10 is

How many days are there in a week?

S	M	T	W	T	F	S

How many days are there in two weeks?

S	M	T	W	T	F	S

We say double 7 is

How many crayons are there?



How many crayons are there now?



We say double 8 is





Fill in the answer.

Double of 4	=	8
Double of 10	=	
Double of 11	=	
Double of 2	=	
Double of 6	=	



Fill in the answer.

Double <b>two</b> is	four
Double <b>three</b> is	
Double <b>four</b> is	
Double <b>five</b> is	
Double <b>six</b> is	
Double <b>seven</b> is	



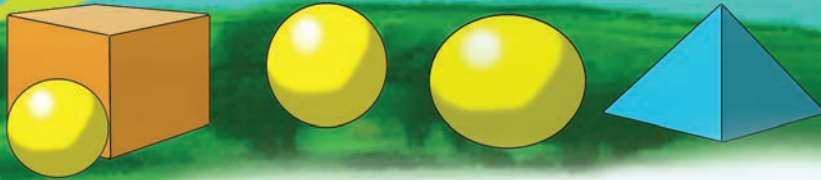
Complete the table.

$9 + 9 + 1 =$	<input type="text"/>	or	Double 9 + 1 =	<input type="text"/>
	<input type="text"/>	or	Double 8 + 1 =	<input type="text"/>
$10 + 10 + 1 =$	<input type="text"/>	or		<input type="text"/>
$7 + 7 + 1 =$	<input type="text"/>	or	Double 7 + 1 =	<input type="text"/>



Teacher:  
Sign:  
Date:





Date: \_\_\_\_\_

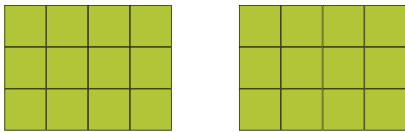
# Halving

Term 4

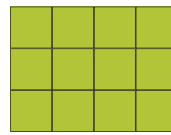


Answer the following:

How many squares are there?

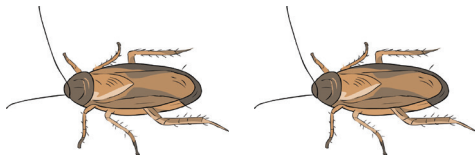


How many are there now?

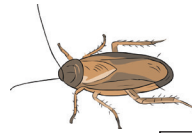


We say half of 24 is 12.

How many legs are there?



How many legs are there now?



We say half of 12 is

How many skittles are there?



How many skittles are there now?



We say half of 20 is

How many days are there in 2 weeks?

S	M	T	W	T	F	S	S	M	T	W	T	F	S

How many days are there in one week?

S	M	T	W	T	F	S

We say half of 14 is

How many crayons are there?



How many crayons are there now?



We say half of 16 is







Fill in the answer.

Half of 8	=	4
Half of 10	=	
Half of 6	=	
Half of 12	=	
Half of 14	=	



Fill in the answer.

Half of <b>four</b> is	two
Half of <b>six</b> is	
Half of <b>two</b> is	
Half of <b>eight</b> is	
Half of <b>ten</b> is	

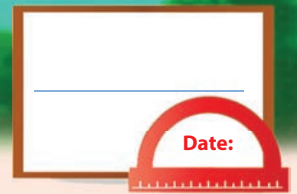
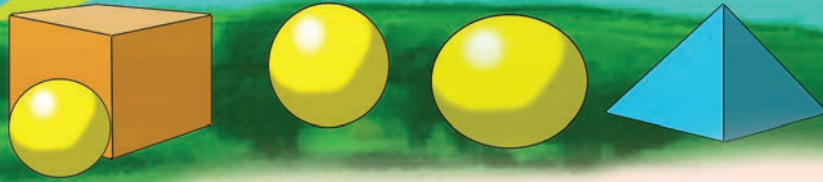


Fill in the answer.

Half of <b>10</b> is	5
Half of <b>12</b> is	
Half of <b>14</b> is	
Half of <b>16</b> is	
Half of <b>18</b> is	



Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_

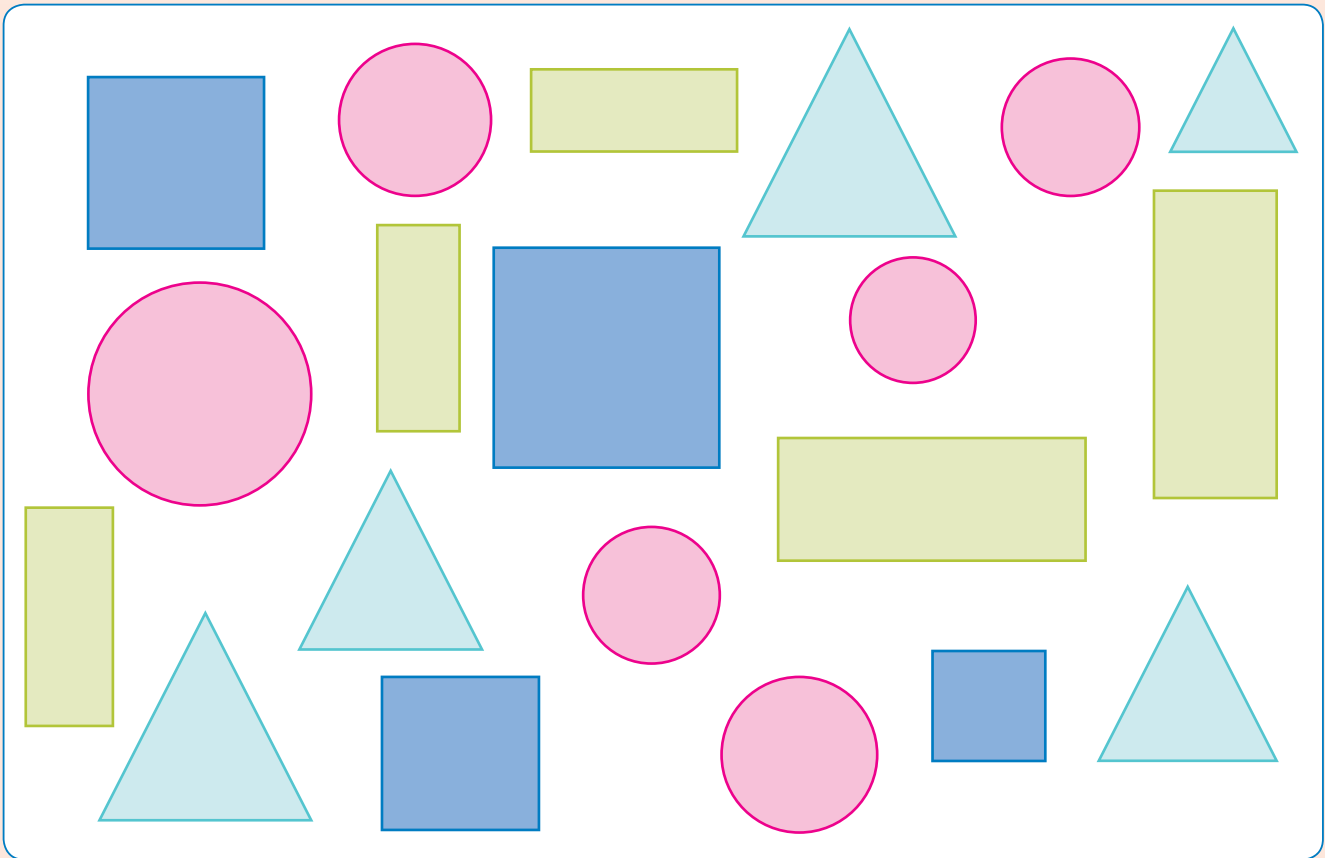


# Data

Term 4



Count how many different shapes there are, and then answer the questions.

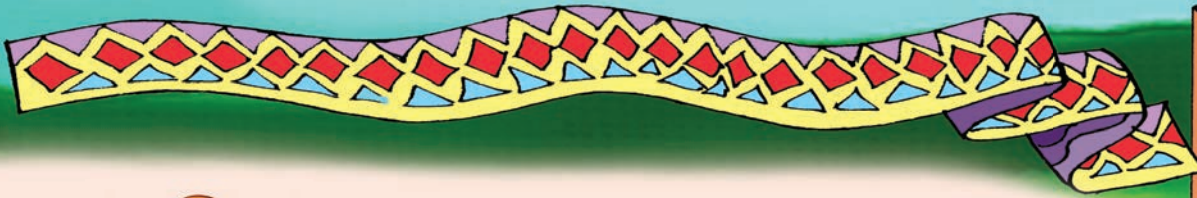


1. How many squares  are there?

2. How many triangles  are there?

3. How many rectangles  are there?


4. How many circles  are there?



These fruit were chosen by 20 of your friends.  
Sort the fruit and make a drawing on the pictograph of the fruit that you sorted and then answer the questions below.



Our favourite fruit?

Key = 

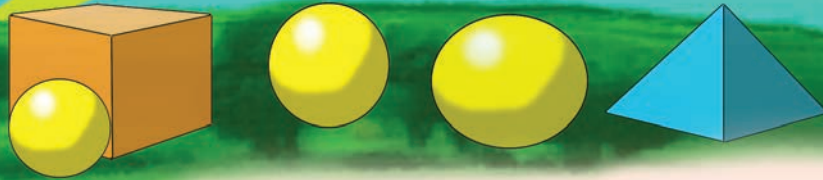
Strawberry	Apple	Pear	Banana	Orange

How many children like strawberries?	
How many children like apples?	
How many children like pears?	
How many children like bananas?	
How many children like oranges?	
Which fruit do the children like the most?	
Which fruit do the children like the least?	



Teacher:  
Sign:  
Date:





Date: \_\_\_\_\_

## More data

Term 4



Children in a class have the following toys.  
How many of each kind do they have?



Complete the table.


Toy	Number
Dolls	
Trucks	
Teddies	
Robots	





Complete the pictograph by drawing the right number of pictures of the stick person for each kind of toy.

The toys we have

Key = 

Dolls	Trucks	Teddy bears	Robots



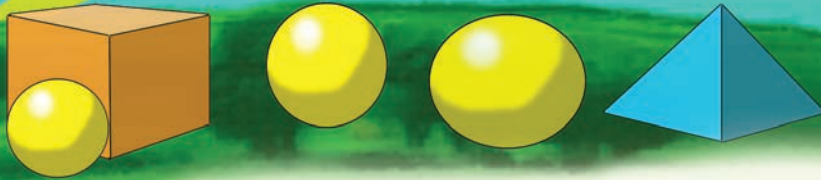
Answer the questions. Look at the pictograph to help you.

How many children have a doll?	
How many children have a truck?	
How many children have a teddy bear?	
How many children have a robot?	
Which toy is the most popular?	
Which toy is the least popular?	



Teacher:  
Sign:  
Date:





Date: \_\_\_\_\_

# Capacity

Term 4



How do we measure liquids?  
Draw a line to match the item with the correct measuring tool.

	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	



Tick the container that will hold the least.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------



Tick the container that will hold the most.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------



Are the containers full or empty?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------





You need five cups to fill one jug.  
How many more cups do you need to fill the other two jugs? Draw it.



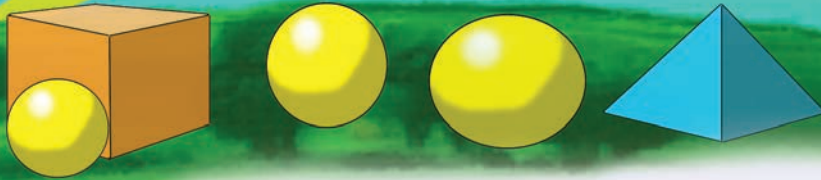

Colour in the right amount of liquid.

	+		=		<input type="checkbox"/>
1		2			
	+		=		<input type="checkbox"/>
2		2			
	+		=		<input type="checkbox"/>
2		3			



Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_





Date: \_\_\_\_\_

# Geometric patterns

Term 4



Complete the patterns.

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

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

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

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

A	B	C	D	A	B	C	D				
---	---	---	---	---	---	---	---	--	--	--	--

A	B	B	A	B	B		B	B	A		
---	---	---	---	---	---	--	---	---	---	--	--

A	B	C	A	B	C				A	B	C
---	---	---	---	---	---	--	--	--	---	---	---

A	D	A	D	A	D			A	D		
---	---	---	---	---	---	--	--	---	---	--	--

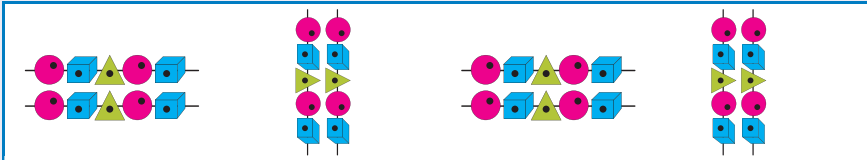
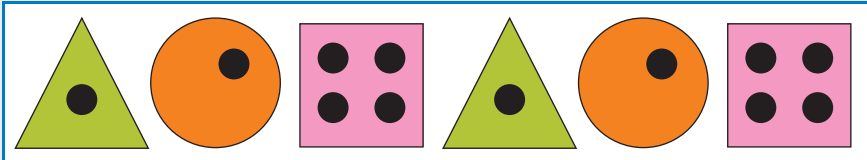
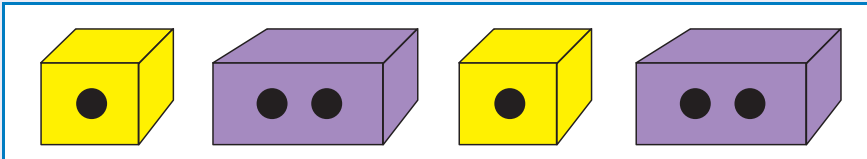
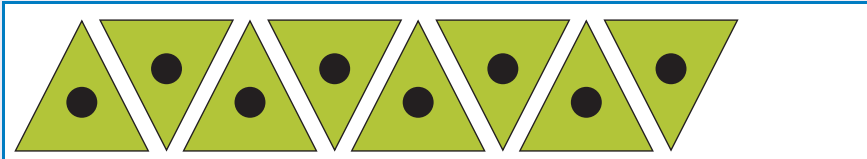
--	--	--	--	--	--	--	--	--	--



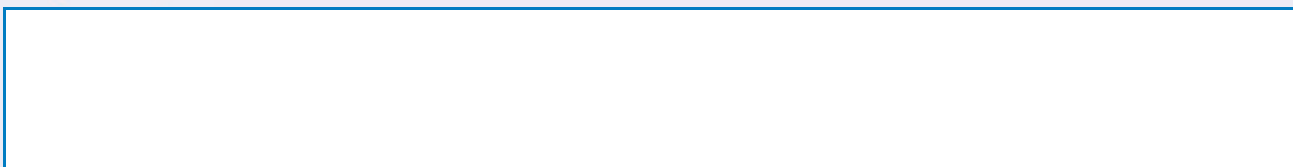


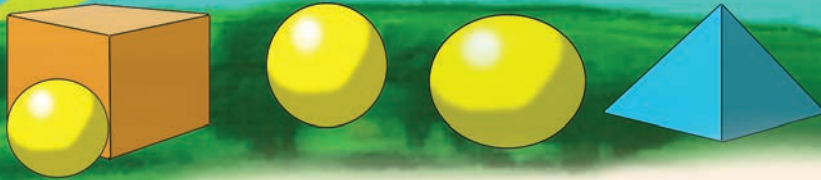


Extend the pattern.



Create your own patterns using circles, squares and triangles.





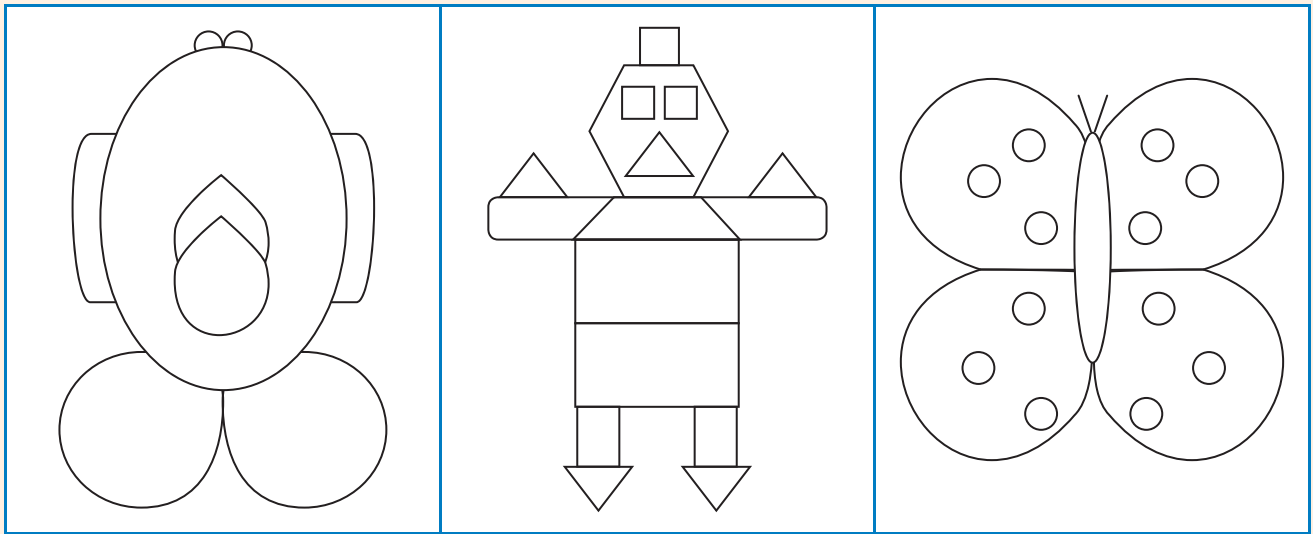
Date: \_\_\_\_\_

# Symmetry

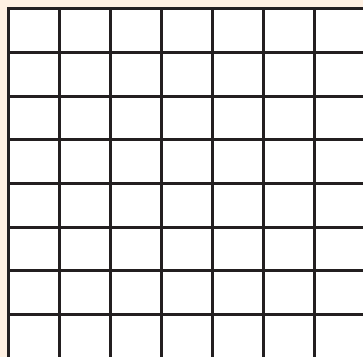
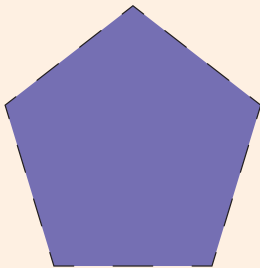
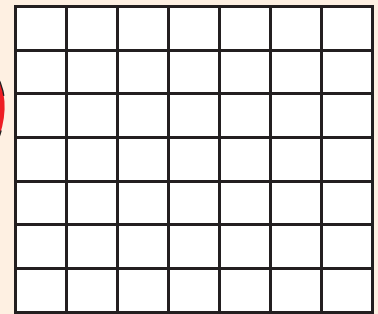
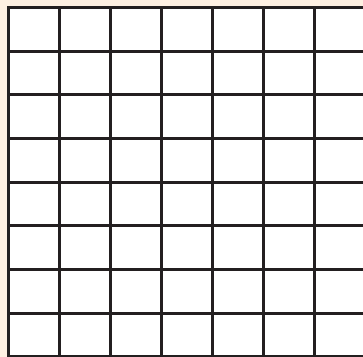
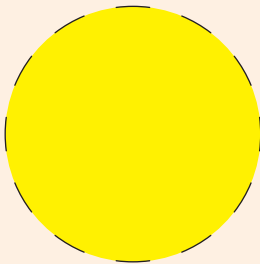
Term 4

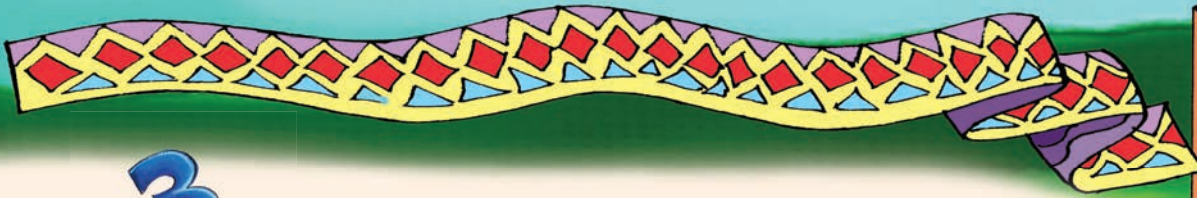


Draw a line of symmetry that divides the picture into two equal halves. Colour one half of each picture.



Copy the shapes, then draw a line of symmetry.





Complete the picture by drawing the exact other half.




Draw the other half of the shape.

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Teacher: \_\_\_\_\_

Sign: \_\_\_\_\_

Date: \_\_\_\_\_

# Notes



A large rectangular area with a light blue background, containing a white writing space. The writing space is ruled with horizontal blue lines and a vertical red margin line on the left side.

# Notes



A large rectangular area with horizontal blue lines for writing. A vertical red margin line is positioned on the left side of the writing area.

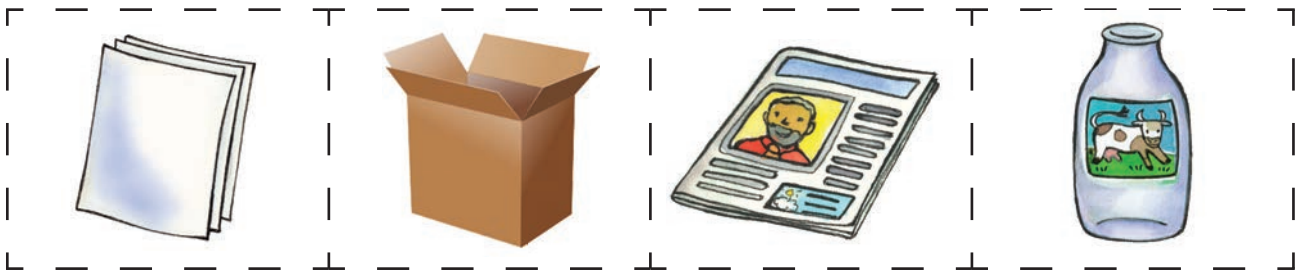
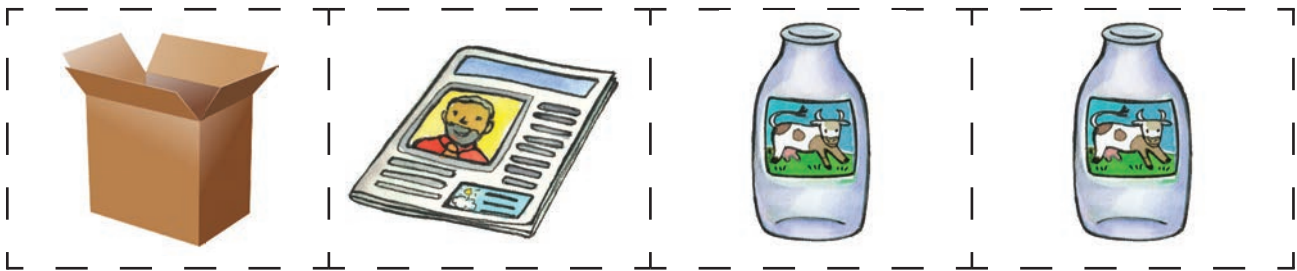
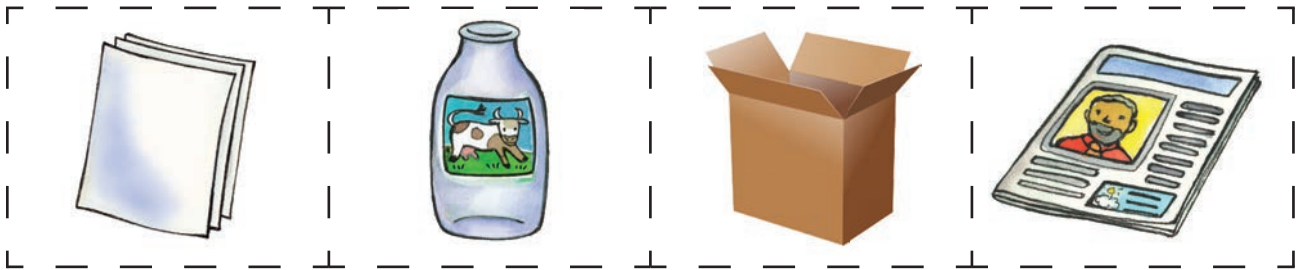
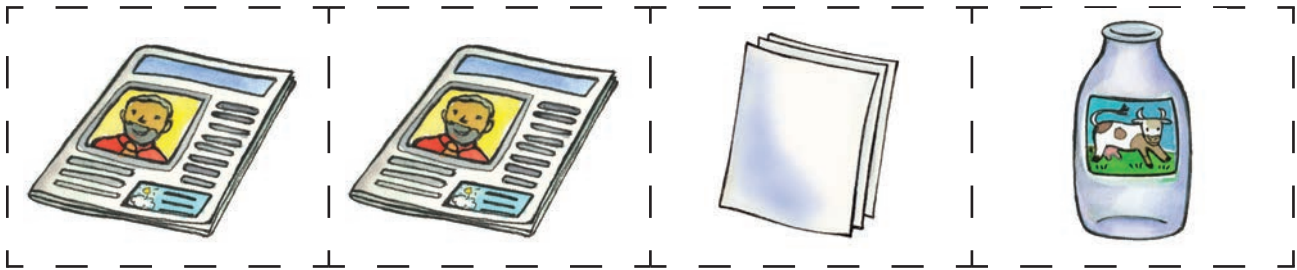
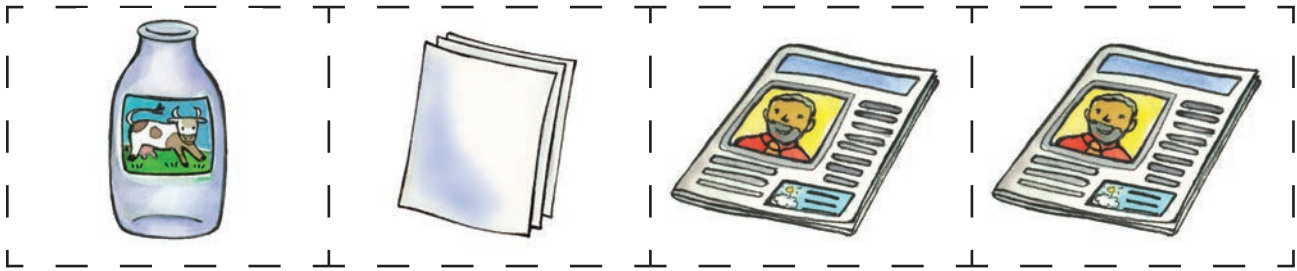
# Notes



A large rectangular area with a light blue background, containing a white writing space. The writing space is ruled with horizontal blue lines and a vertical red margin line on the left side.

# Cut-out 1

Worksheet 79







## Cut out cards 2

### Worksheet 83

45	50	40	40	30	35
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### Worksheet 84

70	65	75	80	70	60
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### Worksheet 93

34	46	40	44	36	50	32		
42	48	38						
62	74	66	68	64	76	80	72	78

### Worksheet 115

72	78	82	84	86	74	80
76	88	90				

### Worksheet 119

62	72	64	74	86	66	78	80	68
82	94	86	90	84	96	100		
92	98	88						

