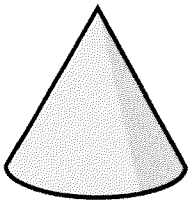
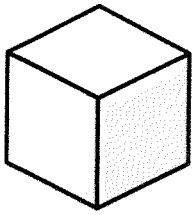
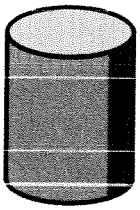
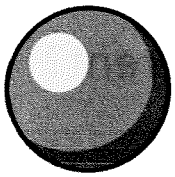
Recognise and name 3-D shapes

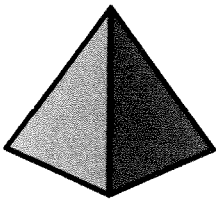
1 Match each shape to its name.

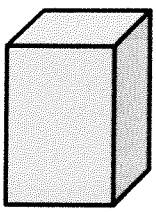












sphere

cone

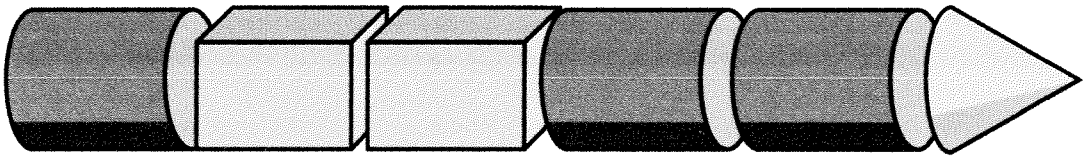
cuboid

pyramid

cylinder

cube

2 **a)** Make this train.



Complete the sentences.

The train has ☐ cylinders.

The train has 2 _____.

The last shape in the train is a _____.

b) Make a train with these shapes.

- 3 cubes
- 2 spheres
- 1 cone

Is your train the same as your partner's?

What is the same and what is different?

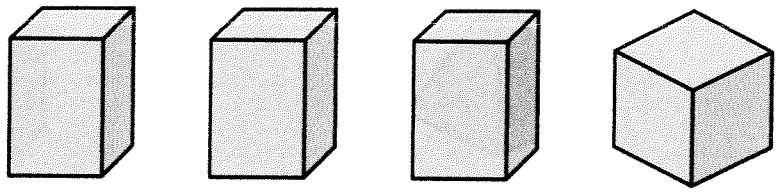
c) Make a train with shapes in this order.

- 1st: sphere
- 2nd: cuboid
- 3rd: cuboid
- 4th: cylinder
- 5th: pyramid

Sort 3-D shapes

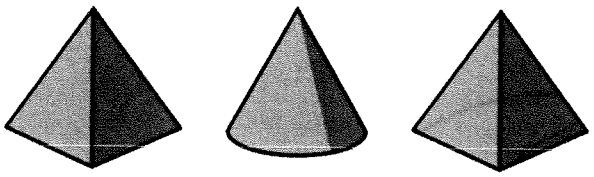
1 Circle the odd one out and complete the sentence.

a)



The odd one out is a _____.

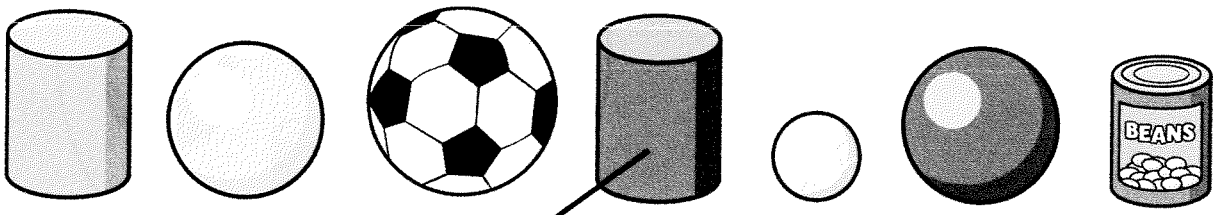
b)



The odd one out is a _____.

2 Draw lines to sort the shapes into groups.

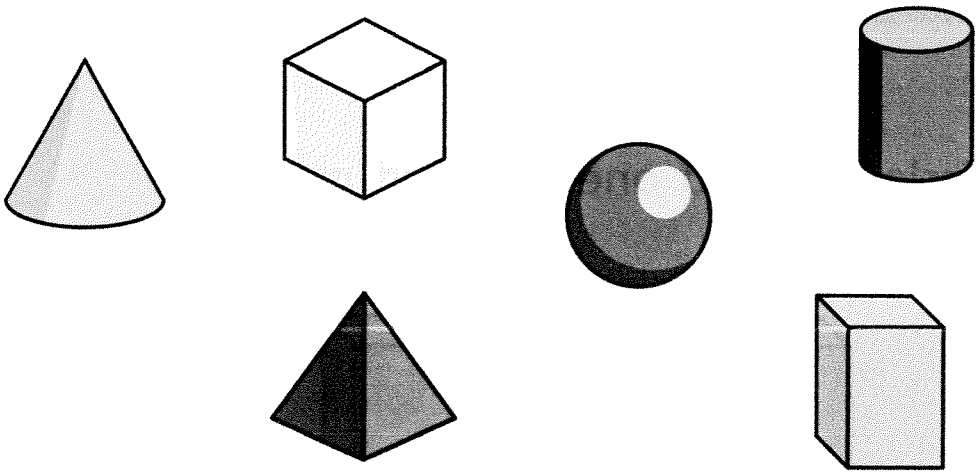
The first one has been done for you.



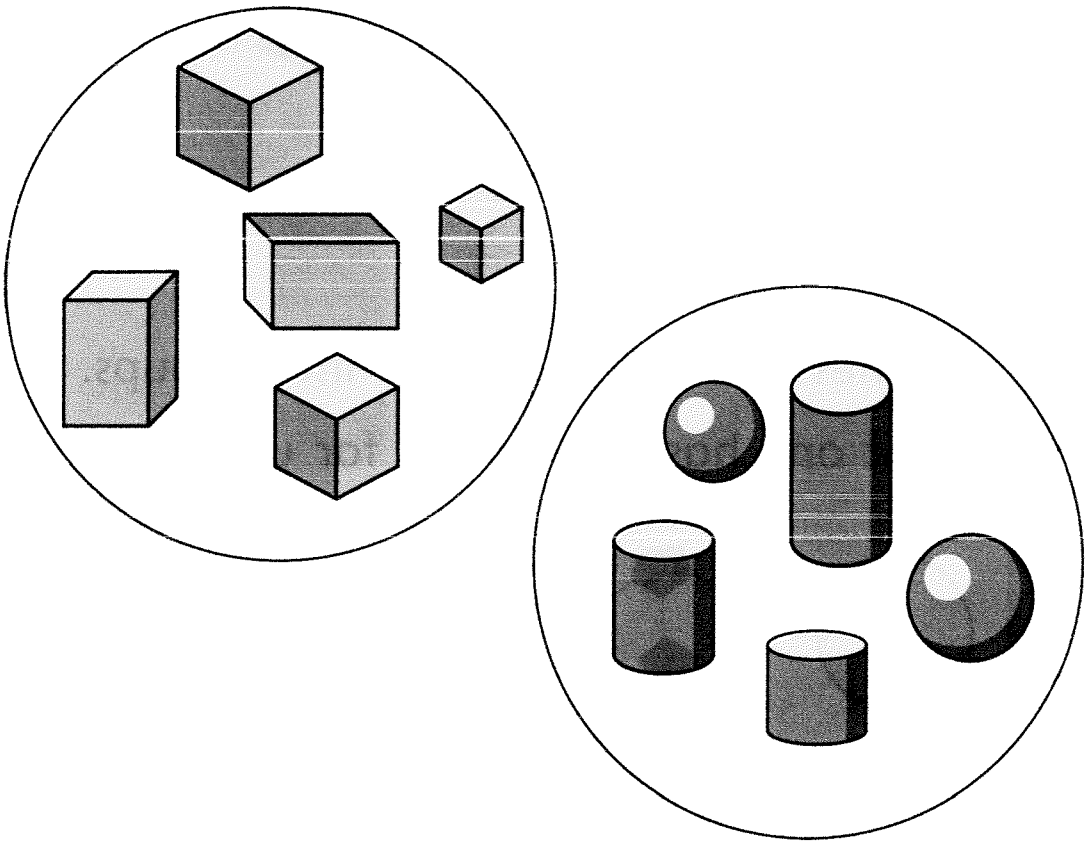
cylinders

spheres

3 Tick the shapes that stack.



4 How have the shapes been sorted?



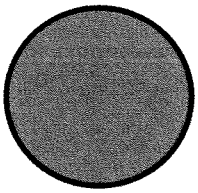
Can you sort the shapes another way?

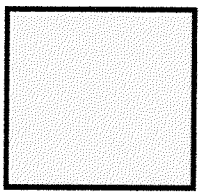
Recognise and name 2-D shapes

1 Label the shapes.

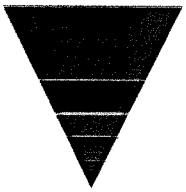
Use the word bank to help you.

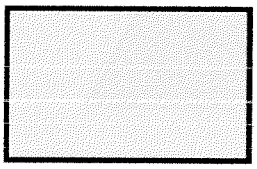
square	rectangle	circle	triangle





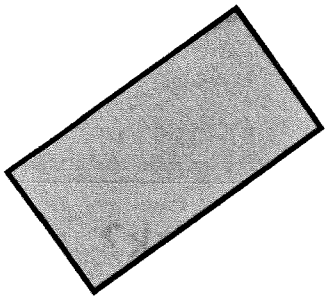
_____ _____

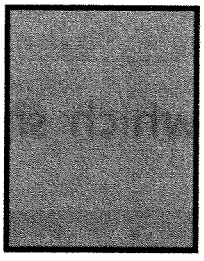


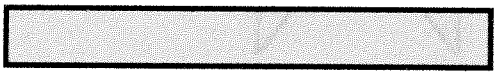


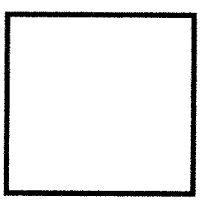
_____ _____

2 Tick the square.

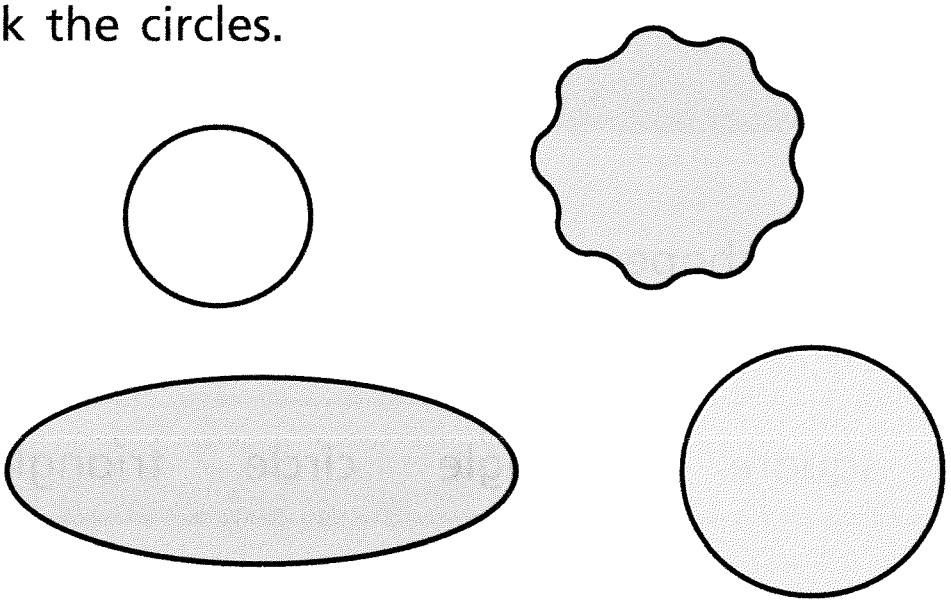




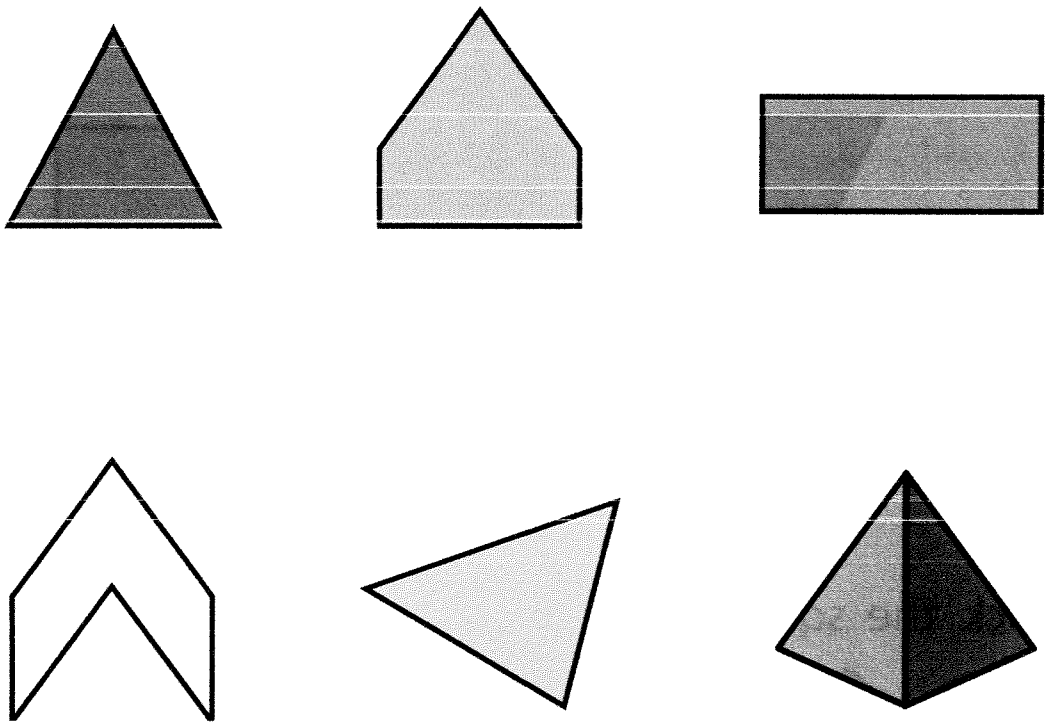




3 Tick the circles.



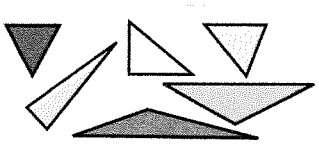
4 Tick the triangles.



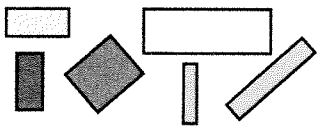
How did you choose which shapes to tick?

Sort 2-D shapes

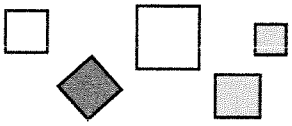
1 Match the groups of shapes to the labels.



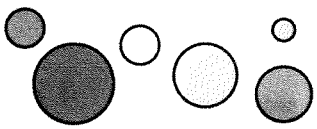
rectangles



circles

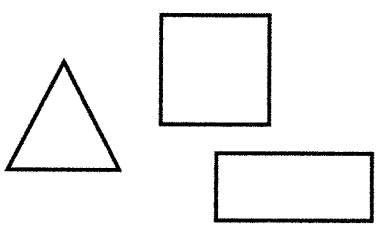


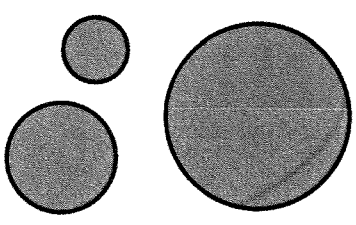
triangles



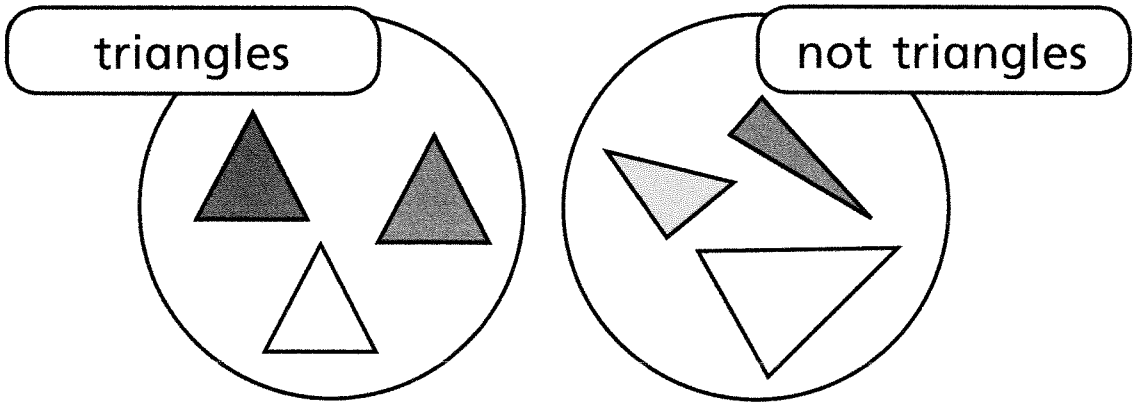
squares

2 How have the shapes been sorted?





3 Eva has sorted some shapes.

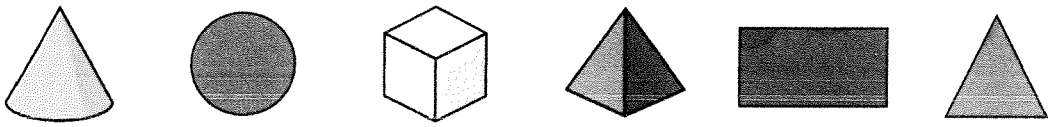


a) Is Eva correct?

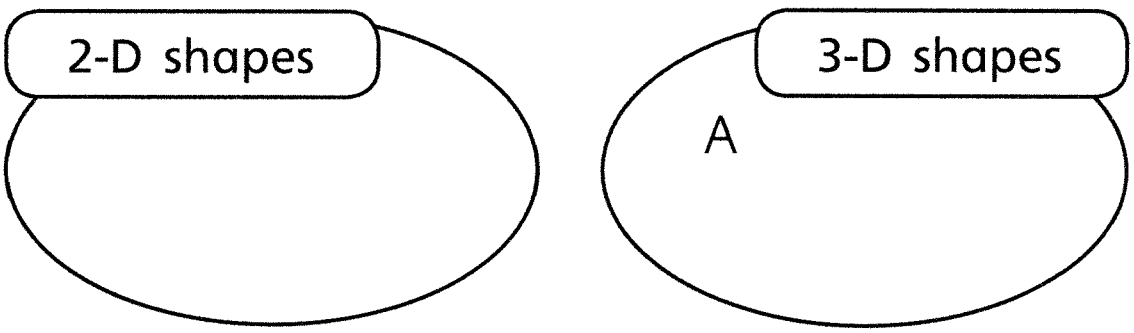
b) Draw a shape that is not a triangle.

4 Sort the shapes into groups.

The first one has been done for you.



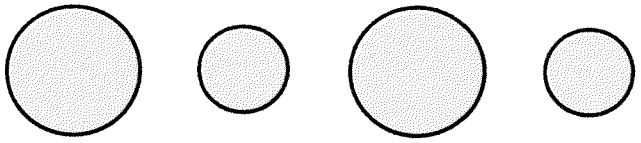
A B C D E F



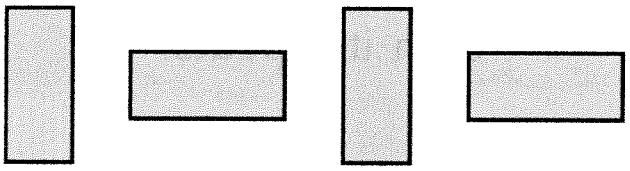
Patterns with 2-D and 3-D shapes

1 Draw the next 2 shapes in each pattern.

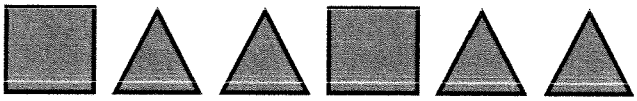
a)



b)

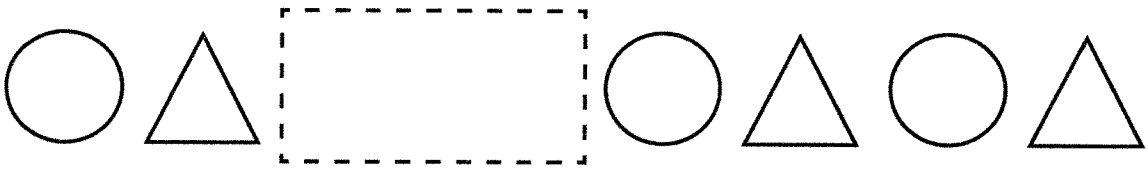


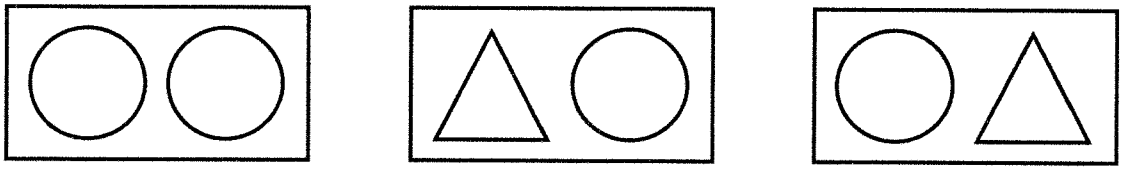
c)



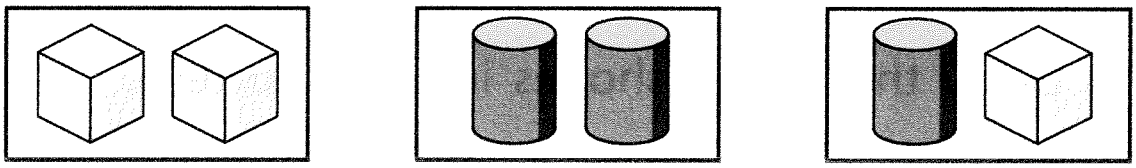
2 Tick the shapes that fit in the pattern.

a)

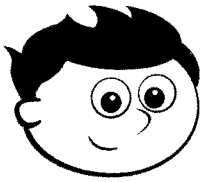




b)



3



My pattern goes:
circle, circle, square,
then it repeats.

Draw the first 9 shapes in Jack's pattern.

4 Amir makes a pattern with these shapes.

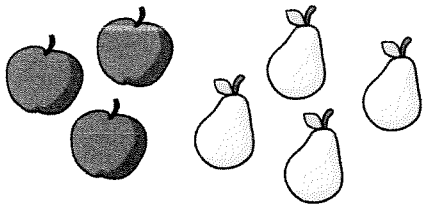
- 4 cuboids
- 3 cones
- 4 cylinders

What could Amir's pattern be?

How many different patterns can you make?

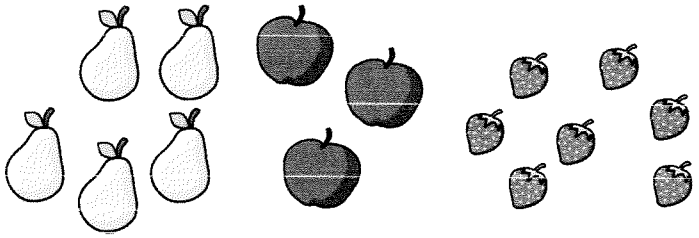
Sort objects

1 Sort the objects into groups. Circle each group.



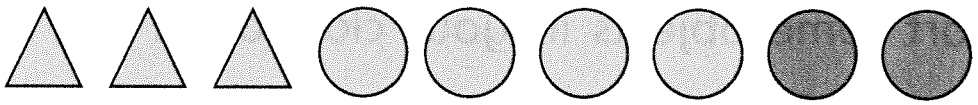
How did you sort them?

2 Sort the objects into groups. Circle each group.

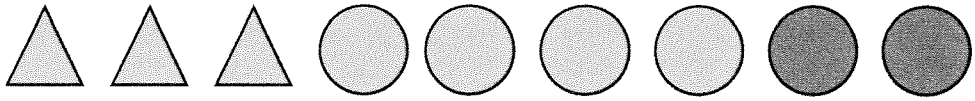


How did you sort them?

3 Sort the shapes into two groups.
Draw each group.



4 Sort the shapes into three groups.
Draw each group.



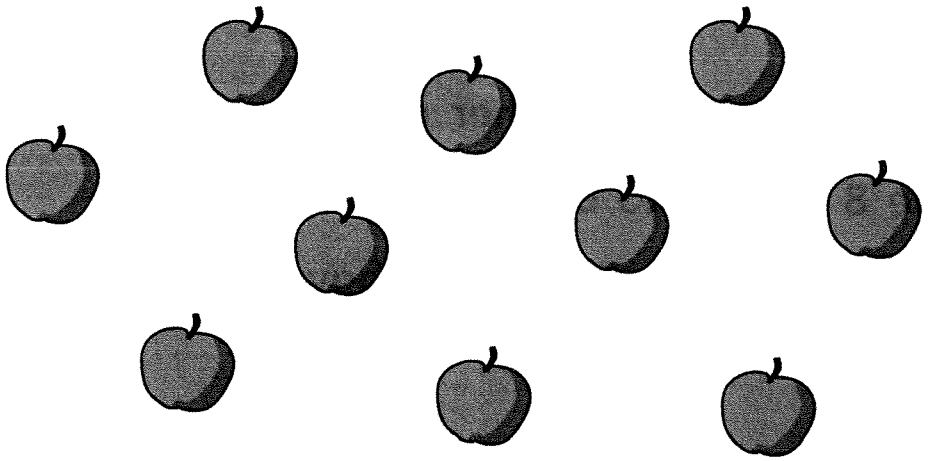
5 Sort some objects in your classroom.

How did you do it?

Can you do it another way?

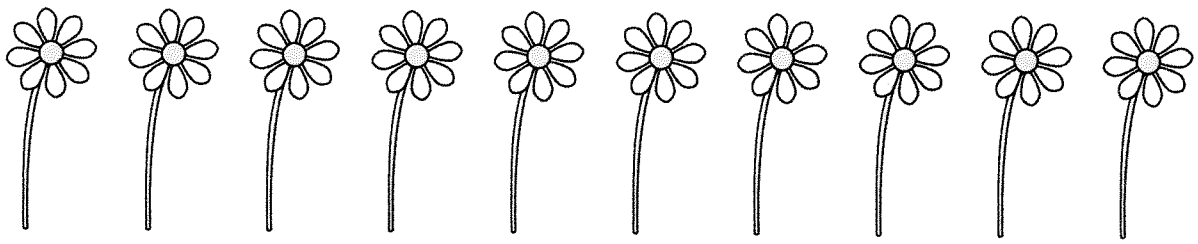
Count objects from a group of 10

1 Here are 10 apples.



Circle 7 apples.

2 Here are 10 flowers.



Circle 4 flowers.

3 Colour 4 stars.

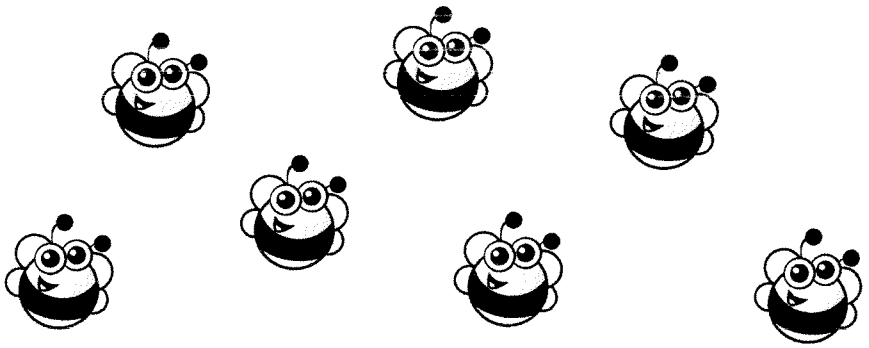
Compare answers with a partner.

4 Take 10 pencils or other objects.

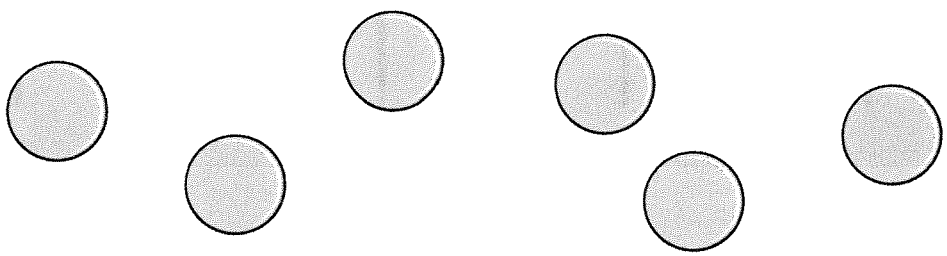
Give 8 pencils to a partner.

How many pencils do you have left?

5 **a)** Circle 4 bees.

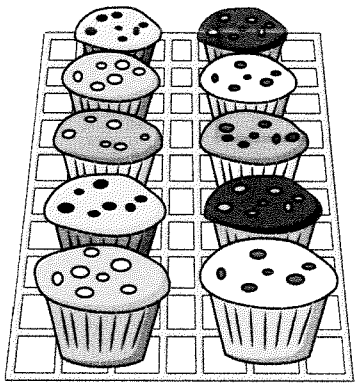


b) Circle 5 counters.



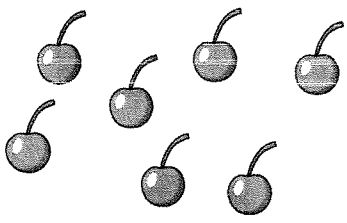
Represent objects

1 How many cakes are there? Draw counters.



There are ☐ cakes.

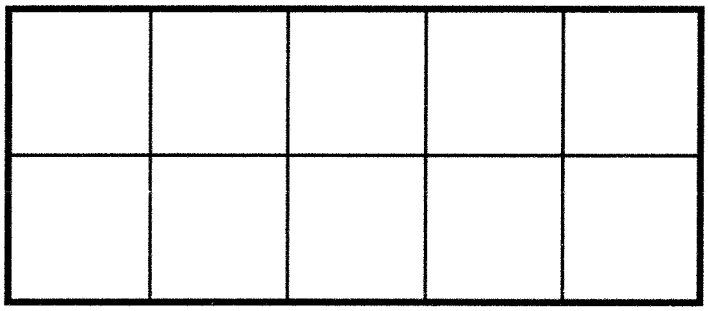
2 How many cherries are there? Draw counters.



There are ☐ cherries.

How did you count them?

3 How many leaves are there? Draw counters.

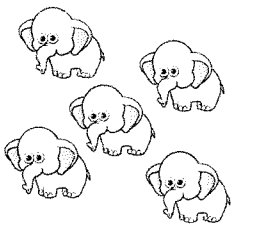


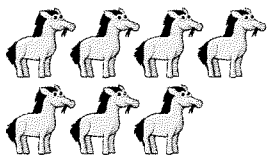
There are ☐ leaves.

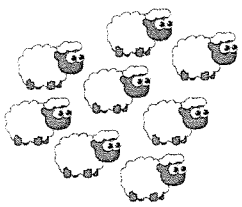
Write the number of leaves in words.

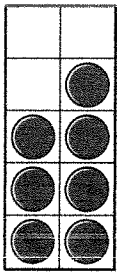
_____

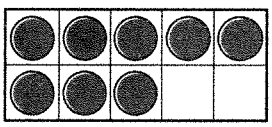
4 Match the animals to the ten frames.

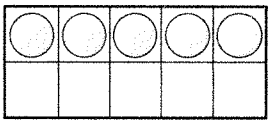








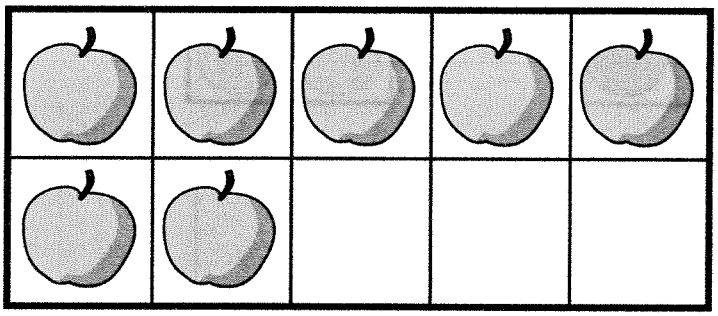




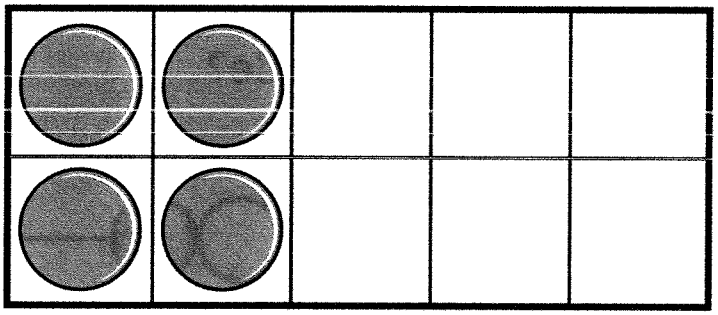
Represent numbers to 10

1 How many objects are there on each ten frame?

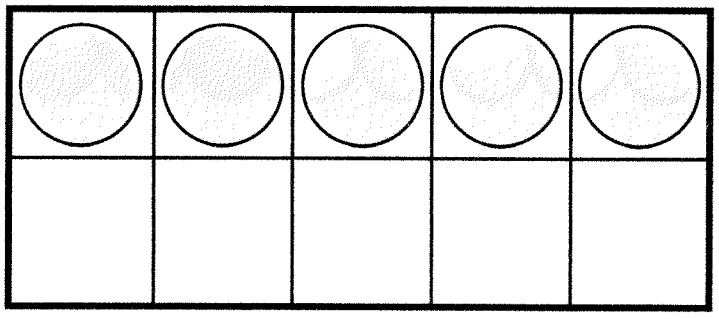
a)



b)

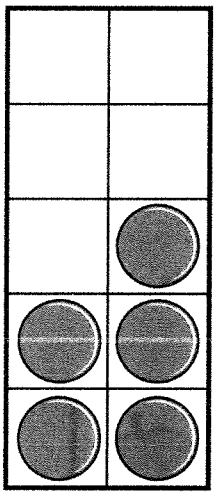


c)

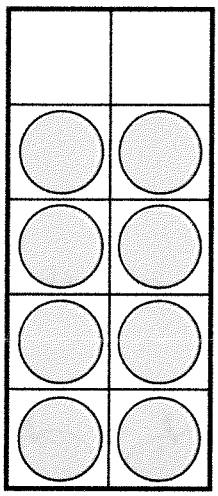


2 What numbers are shown?

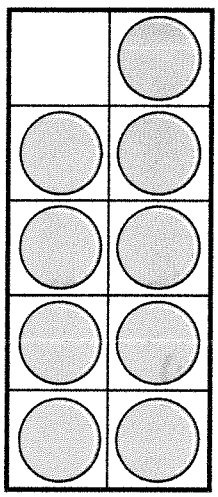
a)



b)



c)



3 Kim makes some numbers on bead strings.

What numbers has she made?

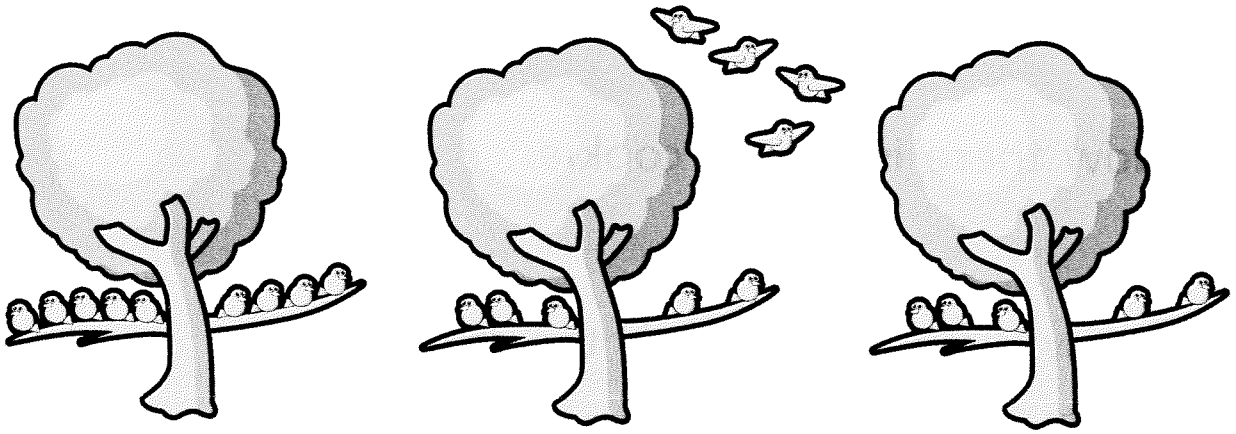
a)

b)

How many left? (1)

1 There are 9 birds in a tree.

4 fly away.



Complete the sentences.

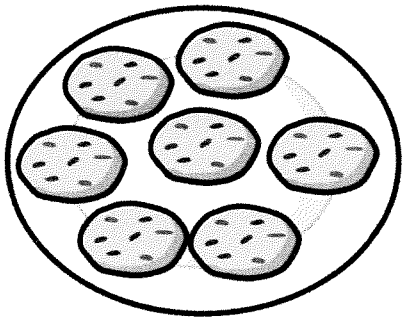
First there were ☐ birds in the tree.

Then ☐ of the birds flew away.

Now there are ☐ birds left in the tree.

2 There are 7 cookies on a plate.

6 of the cookies are eaten.



Complete the sentences.

First there were ☐ cookies.

Then ☐ cookies were eaten.

Now there is ☐ cookie.

3 Draw pictures to match the story.

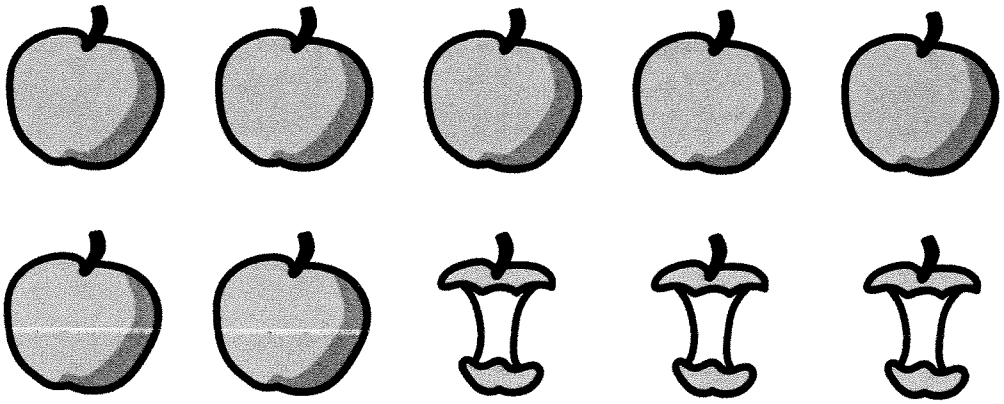
First there were 4 sheep in a field.

Then 1 sheep escaped.

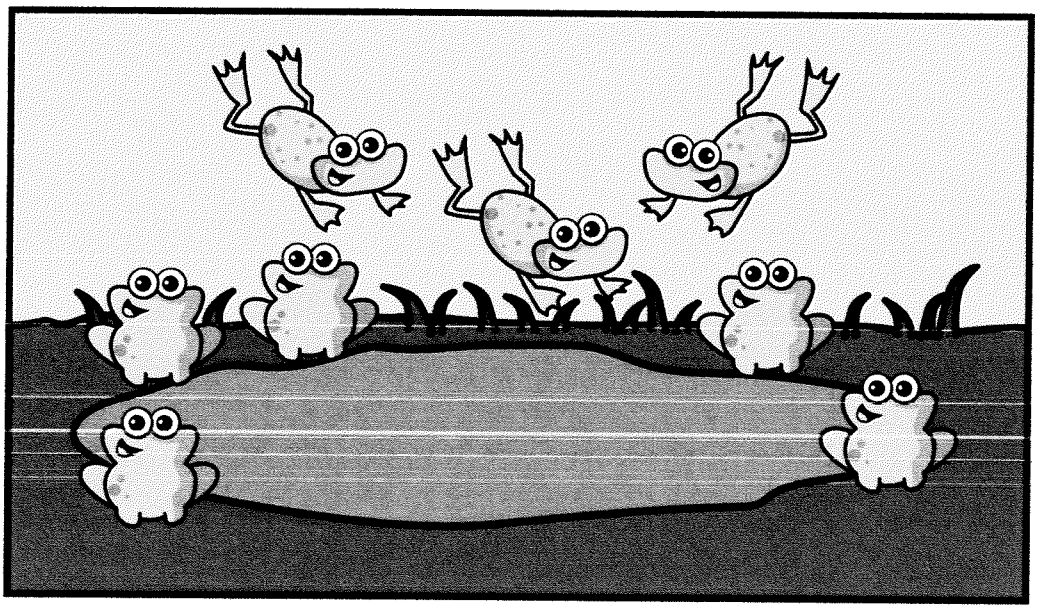
Now there are 3 sheep in the field.

4 Tell a story to match each picture.

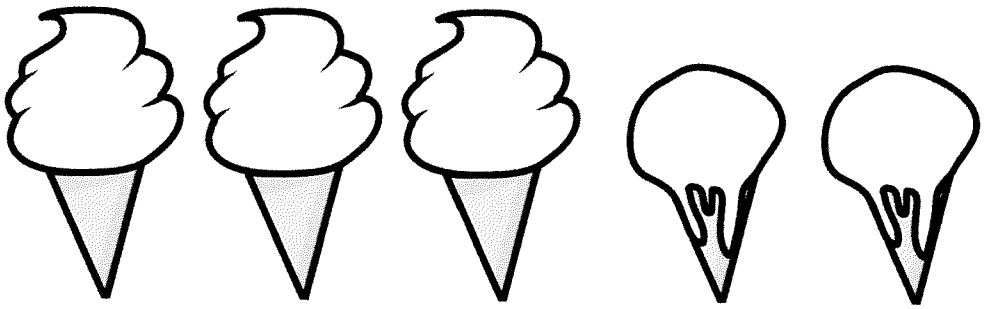
a)



b)

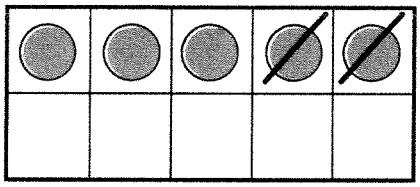


c)

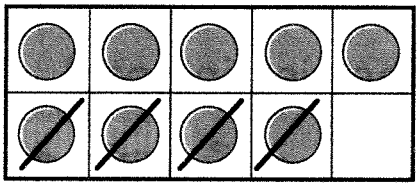


How many left? (2)

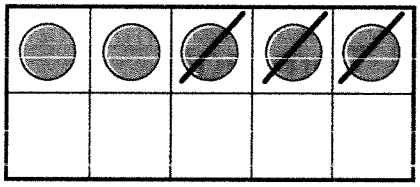
1 Match the counters to the number sentences.



9 – 4 = 5



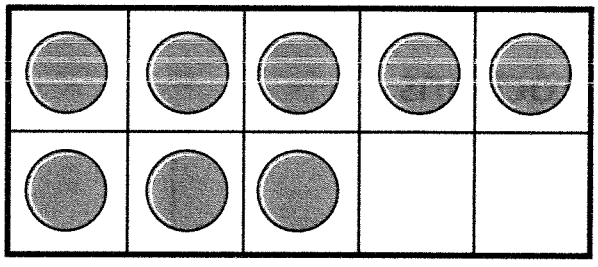
5 – 3 = 2



5 – 2 = 3

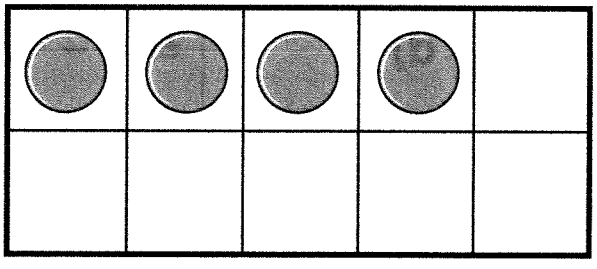
2 Cross out the counters to show the subtraction.

a)



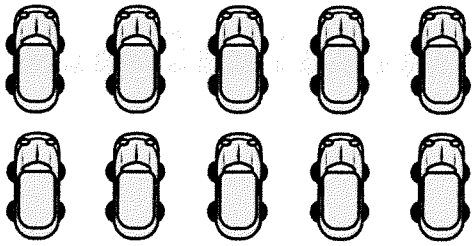
8 – 2 = 6

b)



4 – 4 = 0

3 There are 10 cars in a car park.

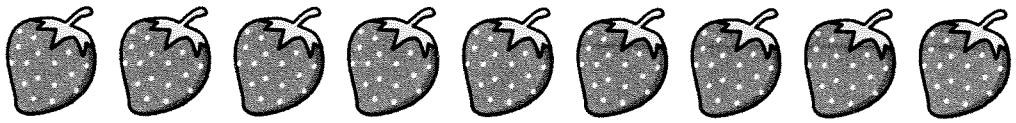


4 cars leave.

How many cars are left in the car park?

$\square - \square = \square$

4 Ann and Tom have 9 strawberries in total.



Ann eats 2 strawberries and Tom eats 1 strawberry.

How many strawberries do they have left?

$\square$

5 Complete the subtractions.

a) $4 - 3 = \square$

c) $5 - 3 = \square$

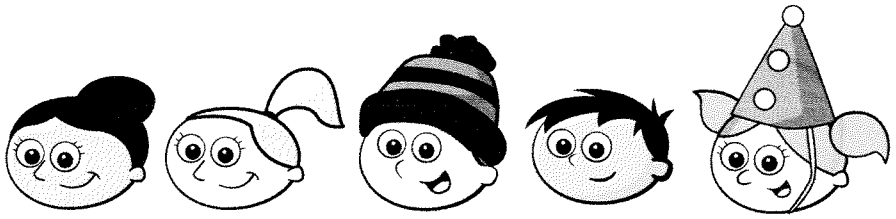
b) $\square = 7 - 4$

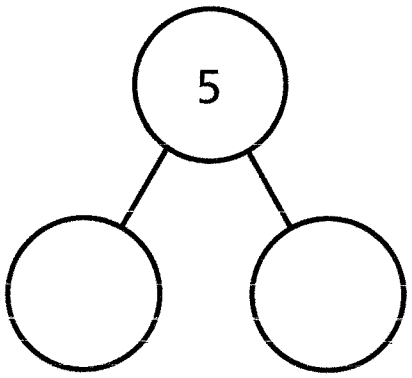
d) $\square = 6 - 1$

Subtraction – break apart

1 Complete the part-whole models and subtractions.

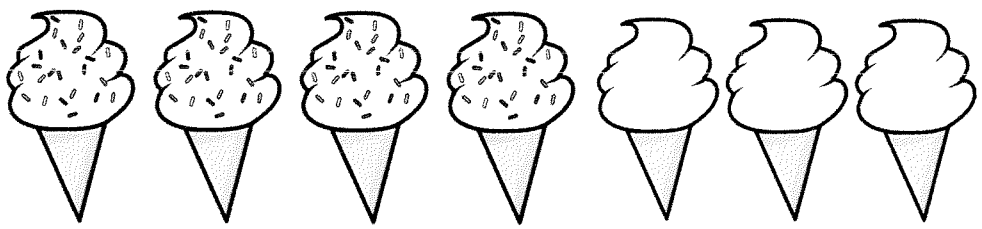
a) How many children do **not** have hats?

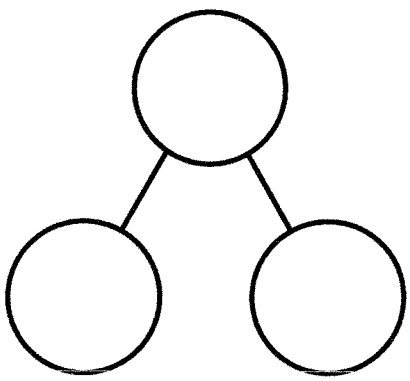




$5 - 2 = \square$

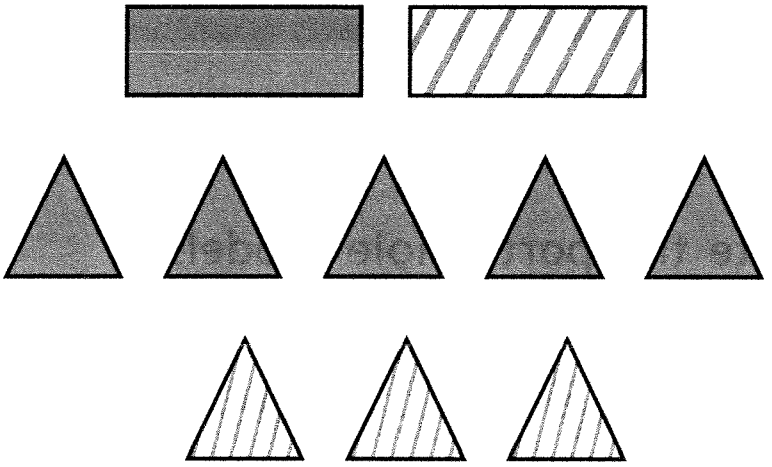
b) How many ice creams have sprinkles?

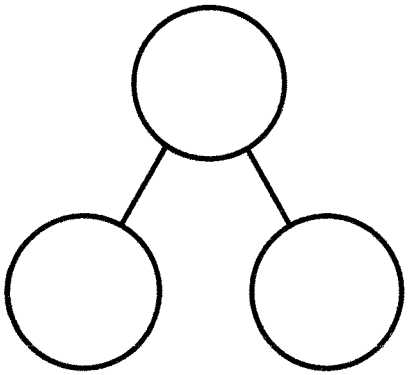


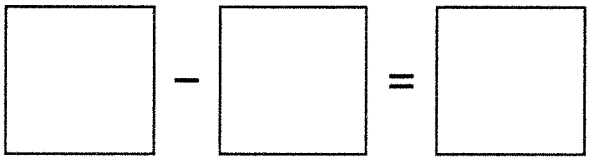


$\square - \square = \square$

2 Complete the part-whole model and subtraction.

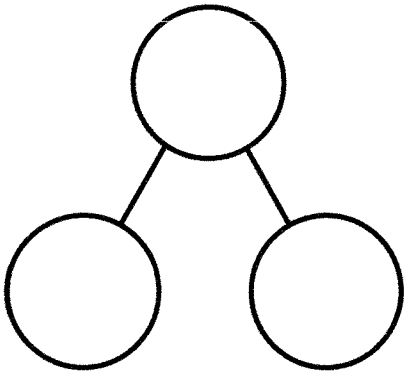


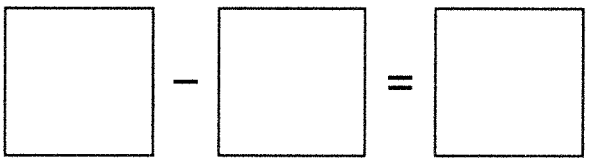




What has your subtraction worked out?

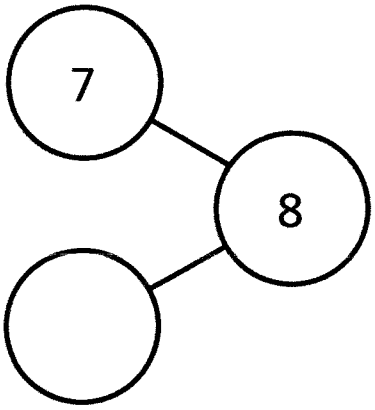
Find another way to complete the part-whole model and subtraction.





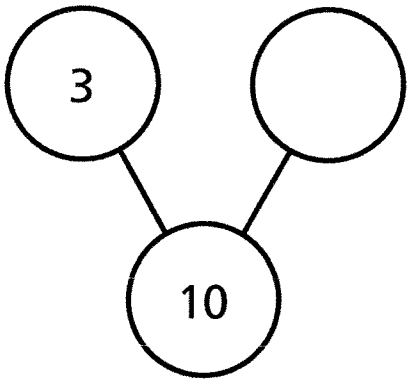
3 Complete the part-whole models and subtractions.

a)



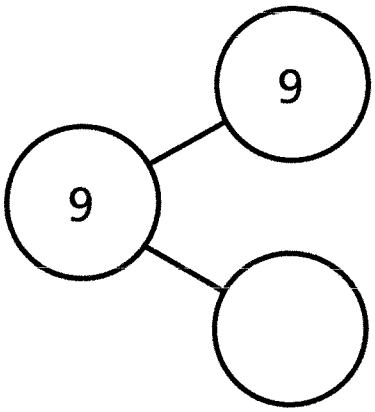
8 − 7 = ☐

b)



10 − ☐ = ☐

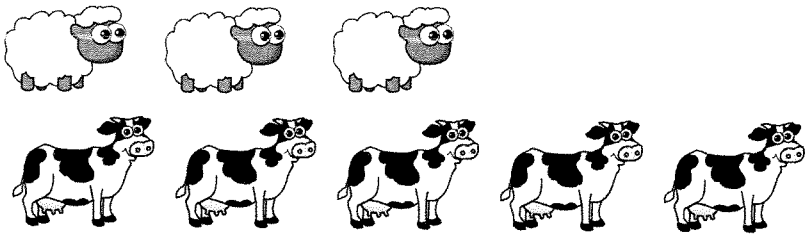
c)



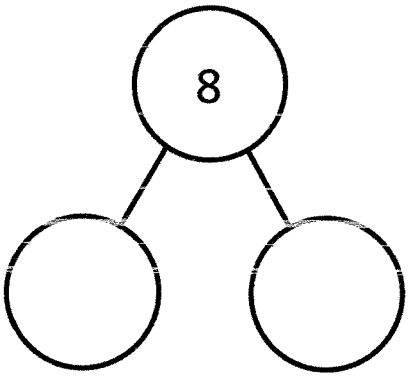
☐ − ☐ = ☐

Fact families – 8 facts

1 Look at the picture.



Complete the part-whole model and the fact family.



$\square + \square = 8$

$\square + \square = 8$

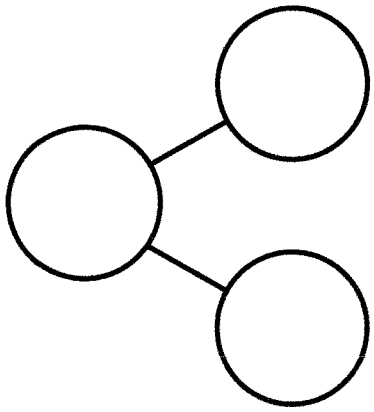
$8 - \square = \square$

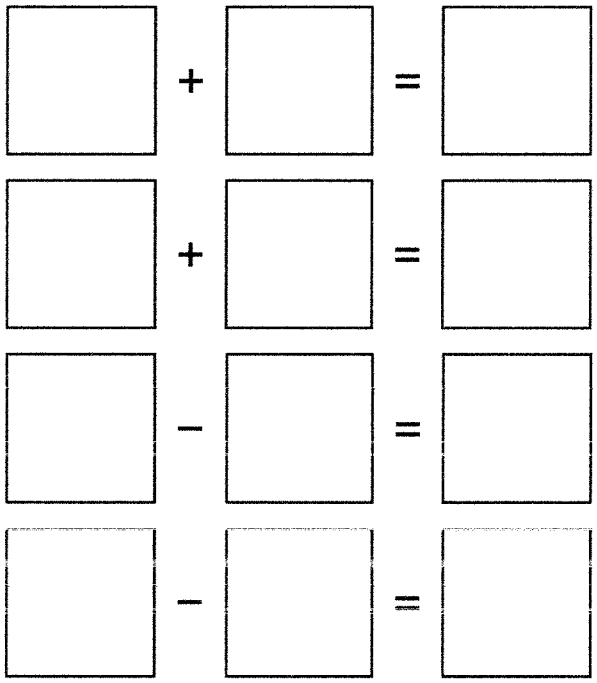
$8 - \square = \square$

Can you write each number sentence a different way?

2 Look at the picture.

Complete the part-whole model and the fact family.



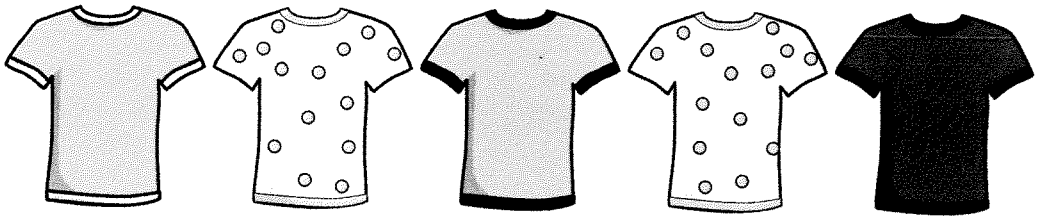


Which number sentence shows the number of apples?

Tick your answer.

Can you write each number sentence a different way?

3 Some T-shirts have spots and some do not.



Complete the fact family.

	+		=			=		+	
	+		=			=		+	
	−		=			=		−	
	−		=			=		−	