☆ NEW Revised Edition ☆

A Complete Guide to ...

Written in NZ for NZ

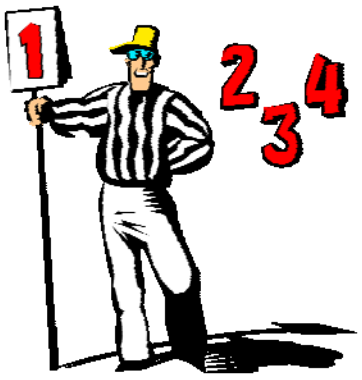
Number & Algebra

A series of In-Class Mathematics Curriculum Worksheets

Level 2 - Year 4

This resource covers the Achievement Objectives
as outlined in the revised (2008)
Mathematics in the New Zealand Curriculum
for the strands ... Number & Algebra

This resource supports the
Numeracy Professional Development Project
and
National Mathematics Standards for Year 4



These resources are supplied as PHOTOCOPY MASTERS

Author: A. W. Stark

AWS Publications Ltd

NAL2b

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A Complete Guide to ...

Written in NZ for NZ

Number & Algebra

A series of In-Class Mathematics Curriculum Worksheets

Level 2

Book 4 - Year 4

This resource revises aspects of Level 1 and introduces Level 2 Achievement Objectives as outlined in the revised (2008) Mathematics in the New Zealand Curriculum for the strands ... Number & Algebra

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Author: A. W. Stark

AWS Publications Ltd

NAL2b

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NEW REVISED EDITIONS (August 2014)

Note from the author:

At the time of writing this note, this is the third in a series of books revising the Mathematics in the New Zealand Curriculum series of resources that were first written several years ago. As each new revised edition is available, it will be advertised on my website.

www.awsresources.co.nz

If you would like to pre-order any book, please let me know so that I can keep you informed about the expected publication dates.

About this book ...

A Complete Guide to Number & Algebra

Level 2 - Year 4 (Code: NAL2b)

A series of In-Class Worksheets for Curriculum Level 2

This is one of two books written to cover the **Level 2 Achievement Objectives** as outlined in the ***Mathematics in the New Zealand Curriculum*** (2008 revised edition) document.

These books have been written to support the ***Numeracy Professional Development Project*** and ***National Standards*** as currently being implemented within New Zealand schools.

Two Level 2 Books (See table below):

Book 3 (Code: NAL2a) covers aspects of the New Zealand Curriculum Level 2 Achievement Objectives as suggested in the **National Mathematics Standards - Year 3**.

Book 1 presents questions in a format that allows students to use **Strategy Stages 4** & **5**.

Book 4 (Code: NAL2b) revises all Year 1 areas and covers the New Zealand Curriculum Level 2 Achievement Objectives as indicated by the **National Mathematics Standards - Year 4**.

Book 2 presents questions in a format that allows students to use **Strategy Stages 4** & **5**.

These books replace / complement the highly successful series of books called ...

A Complete Guide to Number - Level 2 and **A Complete Guide to Algebra - Level 2**, first published in 1998.

How to use this series:

The table opposite shows the suggested Year Group each book has been (will be) written for, but this is only a suggestion.

It is up to the classroom teacher to make the final decision as to which book to use.

*Example: 2 - **3** - 4 means it is likely to be used at Year 3, the bold underlined number.*

There are 2 books for Curriculum Levels 1 to 4. This allows you to have a new set of worksheets available each year for classes which are made up of mixed year groups.

Book	Number & Algebra Book Codes	Suggested Year Group (underlined)	Curriculum Level	Strategy Stages covered
1	NAL1a	**1** - **2** - 3	1	1 to 3
2	NAL1b	1 - **2** - 3	1	1 to 4
3	NAL2a	2 - **3** - 4	1 - 2	4 & 5
4	NAL2b	3 - **4** - 5	2	4 & 5
5	NAL3a	4 - **5** - 6	2 - 3	4 & 5
6	NAL3b	5 - **6** - 7	3	5 & 6
7	NAL4a	6 - **7** - 8	3 - 4	6 & 7
8	NAL4b	7 - **8** - 9	4	6 & 7
9	NAL5	8 - **9** - 10	5	7 & 8

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New Zealand Curriculum Level 2	National Standards	
In a range of meaningful contexts, students will be engaged in thinking mathematically and statistically. They will solve problems and model situations that require them to:	In contexts that require them to solve problems or model situations, students will be able to:	
	Year 3	**Year 4**
Number strategies ♦ **(NA2-1)*** use simple additive strategies with whole numbers and fractions **Number knowledge** ♦ **(NA2-2)*** know forward and backward counting sequences with whole numbers to at least 1000 ♦ **(NA2-3)*** know the basic addition and subtraction facts ♦ **(NA2-4)*** know how many ones, tens, and hundreds are in whole numbers to at least 1000 ♦ **(NA2-5)*** know simple fractions in everyday use **Equations and expressions** ♦ **(NA2-6)*** communicate and interpret simple additive strategies, using words, diagrams (pictures), and symbols **Patterns and relationships** ♦ **(NA2-7)*** generalise that whole numbers can be partitioned in many ways ♦ **(NA2-8)*** find rules for the next member in a sequential pattern. *Note: (NA2-1), (NA2-2), (NA2-3), etc. are codes to indicate which Number or Algebra Achievement Objective is being covered in the various worksheets.* *In the table of contents on pages 4 & 5, these codes will be used to indicate the achievement objectives being covered in each worksheet.*	♦ apply basic addition facts and knowledge of place value and symmetry to: - combine or partition whole numbers- find fractions of sets, shapes, and quantities ♦ create and continue sequential patterns with one or two variables by identifying the unit of repeat ♦ continue spatial patterns and number patterns based on simple addition or subtraction.	♦ apply basic addition and subtraction facts, simple multiplication facts, and knowledge of place value and symmetry to: - combine or partition whole numbers- find fractions of sets, shapes, and quantities ♦ create, continue, and give the rule for sequential patterns with two variables ♦ create and continue spatial patterns and number patterns based on repeated addition or subtraction.

Each resource will be available in the following versions, making this series a versatile resource to have:

- **Black-line Photocopy Masters** - Book version
- **Black-line Photocopy Masters** - PDF version
- Data Projector / Inter-active Whiteboard version
- Student Workbook (non-photocopiable) version*

* Student Workbooks are printed to order with your school name on the cover, with or without answers.

A similar series of books covering **Measurement** & **Geometry** and **Statistics** for levels 1 to 5 will be available in the future. These books will replace / complement the highly successful series of books called …

A Complete Guide to Measurement, A Complete Guide to Geometry and **A Complete Guide to Statistics.**

Table of Contents:

Table of Contents:

1

Name:

I am revising how to read & write number words for 3-digit numbers.

Using number words ....

one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, hundred

Write the 3-digit numerals that match these number words.

(1)	four hundred and sixty-seven	
(2)	one hundred and fifty-eight	
(3)	seven hundred and sixteen	
(4)	eight hundred and twenty-five	
(5)	two hundred and seventy	
(6)	nine hundred and twenty-nine	
(7)	two hundred and sixty-three	
(8)	three hundred and fifty-four	
(9)	seven hundred and eighteen	
(10)	four hundred and ninety-three	
(11)	one hundred and forty-nine	
(12)	three hundred and twenty-four	
(13)	five hundred and eight	
(14)	six hundred and thirty-one	

Write the number words that match these 3-digit numerals.

(15)	**235**	
(16)	**942**	
(17)	**118**	
(18)	**653**	
(19)	**896**	
(20)	**370**	
(21)	**724**	
(22)	**168**	
(23)	**547**	
(24)	**489**	
(25)	**951**	

2 Name:

I am revising using number lines and ordering numbers from **1** to **1000**.

Number lines go on forever ....

496 ? ? 499 **500** 501 ?

What numbers are missing on this number line? *Answer: 497, 498 & 502*

Write in the missing **numbers** on each number line.

(1) 263 264

(2) 585 586

(3) 771 773

(4) 201 204

(5) 485 487

(6) 938 940

(7) 800 803

(8) 198 200

(9) 699 700

(10) 300 301

Write these whole numbers in **order** of **smallest** to **largest**.

(11)	573	326	641	437	214	762
(12)	461	692	806	516	729	360
(13)	936	228	745	382	863	554

Write these whole numbers in **order** of **largest** to **smallest**.

(14)	274	629	981	547	392	218
(15)	654	872	491	945	857	719
(16)	190	385	446	909	658	864

Rewrite these 3-digit numbers to make the **smallest** and **largest** numbers you can.

(17)	593			271		
	smallest	largest		smallest	largest	
(18)	182			674		
	smallest	largest		smallest	largest	
(19)	263			758		
	smallest	largest		smallest	largest	

3 Name:

I am revising the 'family of facts' for addition and subtraction .

Can you work out the answer to these facts?

1 + 2 = ?, 2 + 1 = ?, 3 - 1 = ?, 3 - 2 = ?

These are known as a '**family of facts**'.

Learning the basic '**family of facts**' will make finding answers easier in the future. Time how long it takes.

(1)	1 + 1 =	- =
(2)	1 + 2 = + =	- = - =
(3)	1 + 3 = + =	- = - =
(4)	2 + 2 =	- =
(5)	1 + 4 = + =	- = - =
(6)	2 + 3 = + =	- = - =
(7)	1 + 5 = + =	- = - =
(8)	2 + 4 = + =	- = - =
(9)	3 + 3 =	- =
(10)	1 + 6= + =	- = - =
(11)	2 + 5 = + =	- = - =
(12)	3 + 4 = + =	- = - =
(13)	1 + 7 = + =	- = - =
(14)	2 + 6 = + =	- = - =
(15)	3 + 5 = + =	- = - =
(16)	4 + 4 =	- =
(17)	1 + 8 = + =	- = - =
(18)	2 + 7 = + =	- = - =
(19)	3 + 6 = + =	- = - =
(20)	4 + 5 = + =	- = - =
(21)	1 + 9 = + =	- = - =
(22)	2 + 8 = + =	- = - =
(23)	3 + 7 = + =	- = - =
(24)	4 + 6 = + =	- = - =
(25)	5 + 5 =	- =

Time taken: _____

How well do you know them?

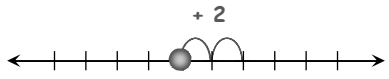
Name:

I am revising how to add using a number line and write simple equations.

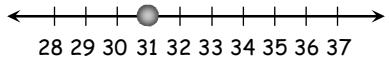
Number lines can be used to work out answers. Add 3 + 6 = ?

Mark **3** on the number line ... then **count on** 6 more. *Answer: 3 + 6 = 9*

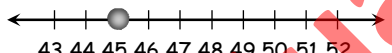
Add these numbers by drawing on the number lines. **Write** an **equation** for each.

(1) 

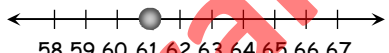
12 + 2 =

(2) 

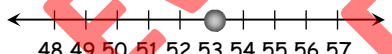
31 + 3 =

(3) 

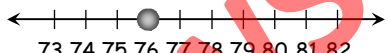
45 + 2 =

(4) 

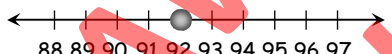
61 + 4 =

(5) 

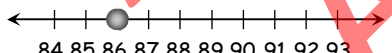
53 + 2 =

(6) 

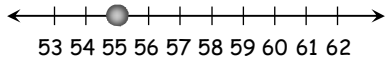
76 + 3 =

(7) 

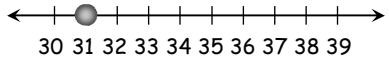
92 + 3 =

(8) 

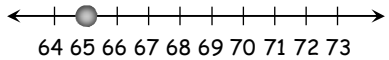
86 + 2 =

(9) 

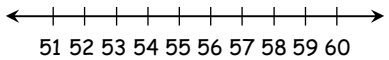
55 + 4 =

(10) 

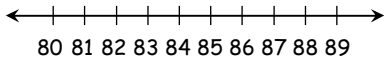
31 + 6 =

(11) 

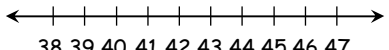
65 + 3 =

(12) 

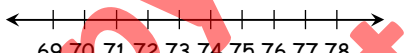
57 + 2 =

(13) 

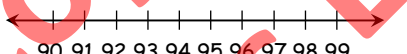
84 + 3 =

(14) 

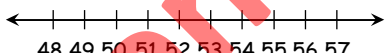
43 + 3 =

(15) 

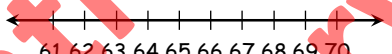
72 + 4 =

(16) 

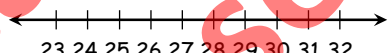
93 + 5 =

(17) 

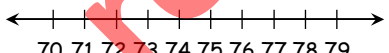
51 + 5 =

(18) 

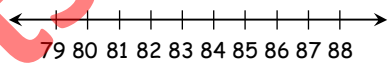
63 + 6 =

(19) 

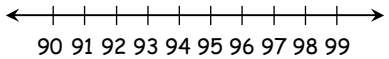
24 + 4 =

(20) 

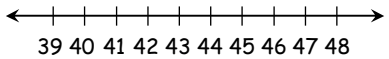
71 + 7 =

(21) 

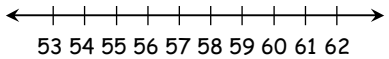
82 + 5 =

(22) 

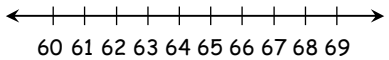
91 + 8 =

(23) 

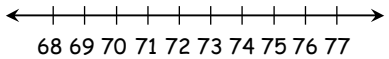
43 + 4 =

(24) 

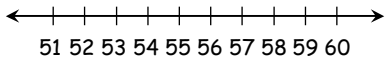
54 + 5 =

(25) 

62 + 6 =

(26) 

71 + 6 =

(27) 

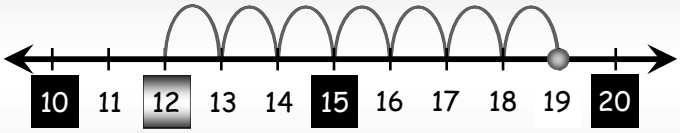
52 + 7 =

5

Name:

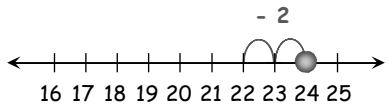
I am revising how to subtract using a number line and write simple equations.

Number lines can be used to work out answers. Subtract 19 - 7 = ?

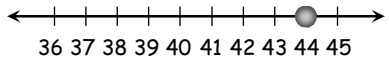


Mark **19** on the number line ... then **count back** 7. *Answer: 19 - 7 = 12*

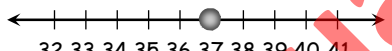
Subtract these numbers by drawing on the number lines. **Write** an **equation** for each.

(1) 

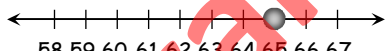
24 - 2 =

(2) 

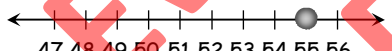
44 - 3 =

(3) 

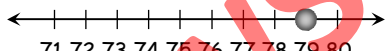
37 - 2 =

(4) 

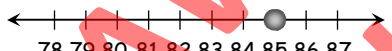
65 - 4 =

(5) 

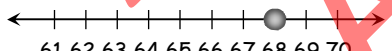
55 - 3 =

(6) 

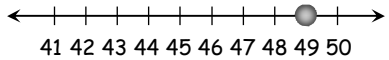
79 - 3 =

(7) 

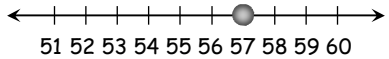
85 - 2 =

(8) 

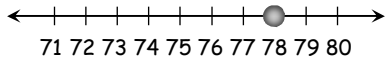
68 - 6 =

(9) 

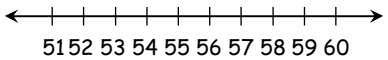
49 - 4 =

(10) 

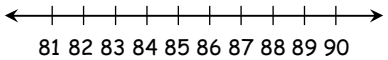
57 - 6 =

(11) 

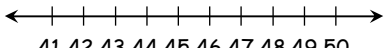
78 - 5 =

(12) 

59 - 7 =

(13) 

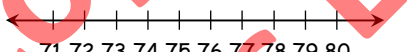
87 - 4 =

(14) 

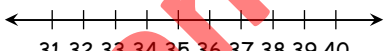
46 - 3 =

(15) 

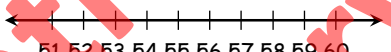
66 - 4 =

(16) 

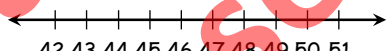
78 - 5 =

(17) 

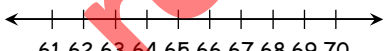
36 - 5 =

(18) 

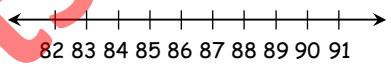
59 - 6 =

(19) 

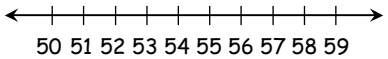
48 - 4 =

(20) 

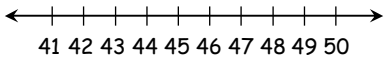
68 - 7 =

(21) 

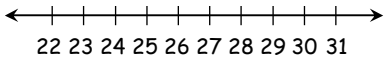
87 - 5 =

(22) 

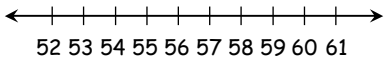
58 - 8 =

(23) 

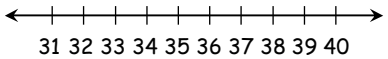
47 - 4 =

(24) 

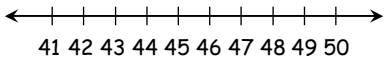
29 - 5 =

(25) 

58 - 6 =

(26) 

37 - 6 =

(27) 

49 - 7 =

6

Name:

I am revising adding and subtracting numbers using known basic facts.

Work out the missing numbers for these **'basic addition & subtraction facts'** and time how long it takes.

Group 1

(1)	4 + 32 =	23 + 4 =
(2)	52 + 2 =	2 + 53 =
(3)	7 + 21 =	34 + 4 =
(4)	61 + 3 =	7 + 62 =
(5)	5 + 71 =	42 + 5 =
(6)	192 + 6 =	5 + 893 =
(7)	4 + 683 =	421 + 4 =
(8)	542 + 7 =	3 + 203 =
(9)	6 + 163 =	310 + 9 =
(10)	342 + 5 =	4 + 725 =

Time taken:

Group 2

(1)	46 - 2 =	97 - 3 =
(2)	14 - 2 =	35 - 2 =
(3)	68 - 1 =	88 - 4 =
(4)	74 - 3 =	68 - 6 =
(5)	26 - 1 =	47 - 5 =
(6)	268 - 2 =	158 - 3 =
(7)	917 - 3 =	865 - 1 =
(8)	379 - 2 =	126 - 3 =
(9)	739 - 3 =	689 - 0 =
(10)	597 - 2 =	459 - 5 =

Time taken:

Work out the missing numbers for these **'basic addition & subtraction facts'** and time how long it takes.

Group 3

(1)	14 + 2 =	3 + 84 =
(2)	2 + 62 =	32 + 3 =
(3)	21 + 7 =	4 + 44 =
(4)	7 + 71 =	57 + 2 =
(5)	31 + 5 =	2 + 15 =
(6)	2 + 586 =	125 + 3 =
(7)	644 + 3 =	8 + 931 =
(8)	2 + 897 =	263 + 3 =
(9)	356 + 3 =	9 + 770 =
(10)	2 + 135 =	494 + 5 =

Time taken:

Group 4

(1)	16 - 4 =	27 - 4 =
(2)	64 - 2 =	35 - 3 =
(3)	28 - 7 =	98 - 4 =
(4)	84 - 4 =	18 - 2 =
(5)	56 - 5 =	67 - 2 =
(6)	298 - 6 =	78 - 5 =
(7)	537 - 4 =	245 - 4 =
(8)	379 - 7 =	486 - 3 =
(9)	649 - 6 =	319 - 9 =
(10)	417 - 5 =	759 - 5 =

Time taken:

How well do you know them?

7

Name:

I am revising adding and subtracting numbers using known basic facts.

Work out the missing numbers for these **'basic addition & subtraction facts'** and time how long it takes.

Group 1

(1)	54 + ___ = 56	___ + 14 = 17
(2)	___ + 62 = 64	52 + ___ = 55
(3)	21 + ___ = 28	___ + 74 = 78
(4)	___ + 91 = 94	67 + ___ = 69
(5)	45 + ___ = 46	___ + 135 = 137
(6)	___ + 712 = 718	93 + ___ = 98
(7)	673 + ___ = 677	___ + 241 = 245
(8)	___ + 927 = 929	583 + ___ = 586
(9)	236 + ___ = 239	___ + 850 = 858
(10)	___ + 412 = 417	365 + ___ = 369

Time taken:

Group 2

(1)	16 - 2 =	57 - ___ = 53
(2)	84 - ___ = 82	25 - 3 =
(3)	48 - 7 =	98 - ___ = 94
(4)	64 - ___ = 61	38 - 2 =
(5)	26 - 5 =	77 - ___ = 75
(6)	688 - ___ = 686	528 - 3 =
(7)	457 - 3 =	315 - ___ = 311
(8)	179 - ___ = 172	616 - 3 =
(9)	739 - 3 =	569 - ___ = 560
(10)	297 - ___ = 292	349 - 5 =

Time taken:

Work out the missing numbers for these **'basic addition & subtraction facts'** and time how long it takes.

Group 3

(1)	32 + ___ = 36	___ + 53 = 57
(2)	___ + 82 = 84	73 + ___ = 75
(3)	27 + ___ = 28	___ + 64 = 68
(4)	___ + 93 = 94	92 + ___ = 99
(5)	41 + ___ = 46	___ + 52 = 57
(6)	___ + 216 = 218	595 + ___ = 598
(7)	674 + ___ = 677	___ + 861 = 865
(8)	___ + 741 = 749	323 + ___ = 326
(9)	973 + ___ = 979	___ + 130 = 138
(10)	___ + 465 = 467	684 + ___ = 689

Time taken:

Group 4

(1)	26 - 4 =	67 - ___ = 63
(2)	84 - ___ = 82	45 - 3 =
(3)	78 - 7 =	18 - ___ = 14
(4)	94 - ___ = 93	58 - 2 =
(5)	36 - 1 =	27 - ___ = 22
(6)	88 - ___ = 86	368 - 5 =
(7)	457 - 4 =	625 - ___ = 621
(8)	519 - ___ = 512	176 - 3 =
(9)	239 - 7 =	99 - ___ = 90
(10)	167 - ___ = 165	649 - 4 =

Time taken:

How well do you know them?

8 Name:

I am revising the 'family of facts' for addition and subtraction .

Can you work out the answer to these facts?

5 + 6 = ?, 6 + 5 = ?, 11 - 5 = ?, 11 - 6 = ?

These are known as a '**family of facts**'.

Learning the basic '**family of facts**' will make finding answers easier in the future. Time how long it takes.

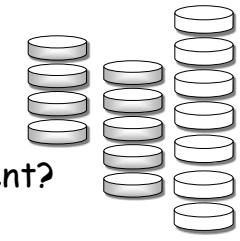
1	2	3	4	**5**	6	7	8	9	**10**	11	12	13	14	**15**	16	17	18	19	**20**

(1)	2 + 9 = + =	- = - =
(2)	3 + 8 = + =	- = - =
(3)	4 + 7 = + =	- = - =
(4)	5 + 6 = + =	- = - =
(5)	3 + 9 = + =	- = - =
(6)	4 + 8 = + =	- = - =
(7)	5 + 7 = + =	- = - =
(8)	6 + 6 =	- =
(9)	4 + 9 = + =	- = - =
(10)	5 + 8 = + =	- = - =

(11)	6 + 7 = + =	- = - =
(12)	5 + 9 = + =	- = - =
(13)	6 + 8 = + =	- = - =
(14)	7 + 7 =	- =
(15)	6 + 9 = + =	- = - =
(16)	7 + 8 = + =	- = - =
(17)	7 + 9 = + =	- = - =
(18)	8 + 8 =	- =
(19)	8 + 9 = + =	- = - =
(20)	9 + 9 =	- =

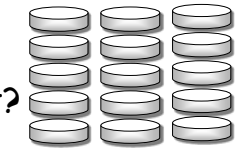
Word problems.

(21) If you spend $29 and $8 on two new books, how much have you spent?



_____ + _____ = _____

(22) If you have $53 and spend $8, how much money do you have left?



_____ - _____ = _____

Time taken: _____

How well do you know them?

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

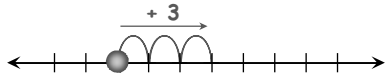
9 Name:

I am revising how to add using a number line and write simple equations.

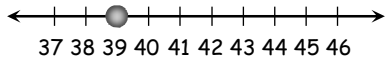
Number lines can be used to work out answers. Add 8 + 6 = ?

Mark **8** on the number line ... then **count on** 6 more. *Answer: 8 + 6 = 14*

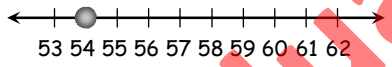
Add these numbers by drawing on the number lines. **Write** an **equation** for each.

(1) 

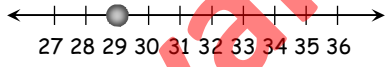
18 + 3 =

(2) 

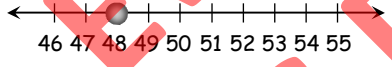
39 + 3 =

(3) 

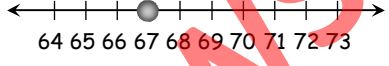
54 + 7 =

(4) 

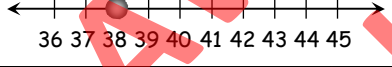
29 + 2 =

(5) 

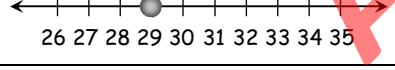
48 + 4 =

(6) 

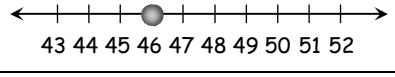
67 + 4 =

(7) 

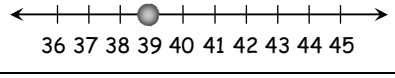
38 + 5 =

(8) 

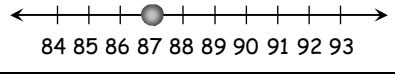
29 + 4 =

(9) 

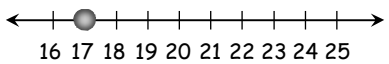
46 + 5 =

(10) 

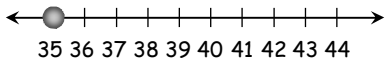
39 + 5 =

(11) 

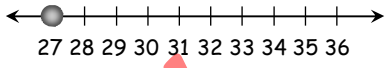
87 + 5 =

(12) 

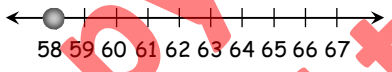
17 + 6 =

(13) 

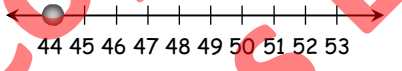
35 + 7 =

(14) 

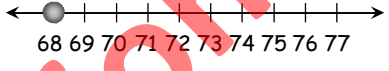
27 + 9 =

(15) 

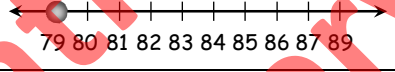
58 + 6 =

(16) 

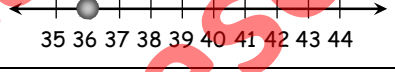
44 + 9 =

(17) 

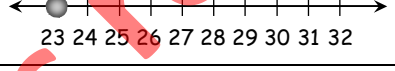
68 + 7 =

(18) 

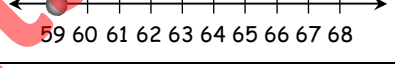
79 + 6 =

(19) 

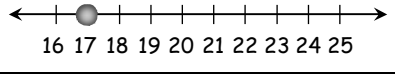
36 + 7 =

(20) 

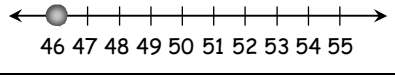
23 + 9 =

(21) 

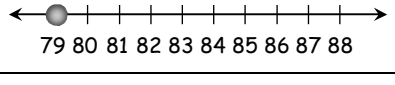
59 + 7 =

(22) 

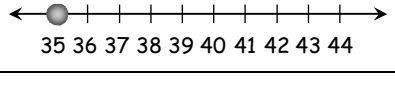
17 + 8 =

(23) 

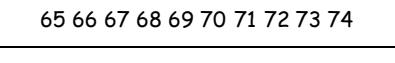
46 + 9 =

(24) 

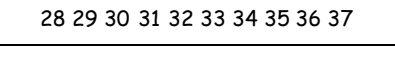
79 + 8 =

(25) 

35 + 9 =

(26) 

66 + 8 =

(27) 

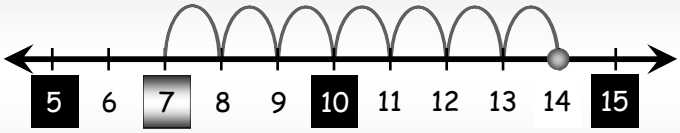
28 + 9 =

10

Name:

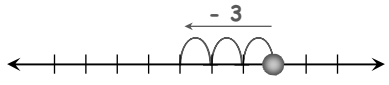
I am revising how to subtract using a number line and write simple equations.

Number lines can be used to work out answers. Subtract 14 - 7 = ?

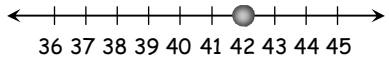


Mark **14** on the number line ... then **count back** 7. *Answer: 14 - 7 = 7*

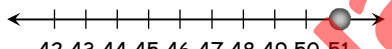
Subtract these numbers by drawing on the number lines. **Write** an **equation** for each.

(1) 

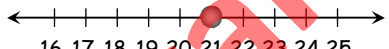
31 - 3 =

(2) 

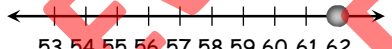
42 - 3 =

(3) 

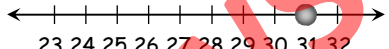
51 - 7 =

(4) 

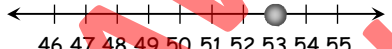
21 - 2 =

(5) 

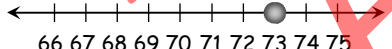
62 - 4 =

(6) 

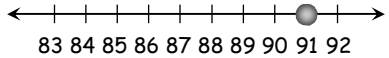
31 - 4 =

(7) 

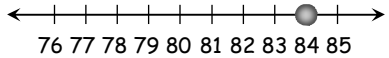
53 - 5 =

(8) 

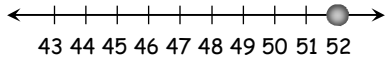
73 - 4 =

(9) 

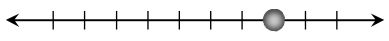
91 - 5 =

(10) 

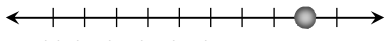
84 - 5 =

(11) 

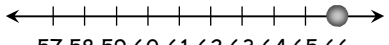
52 - 5 =

(12) 

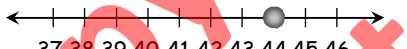
33 - 6 =

(13) 

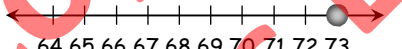
52 - 7 =

(14) 

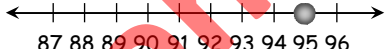
66 - 9 =

(15) 

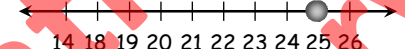
44 - 6 =

(16) 

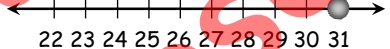
73 - 9 =

(17) 

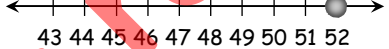
95 - 7 =

(18) 

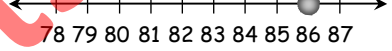
25 - 6 =

(19) 

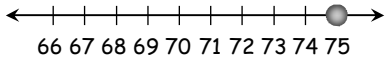
31 - 7 =

(20) 

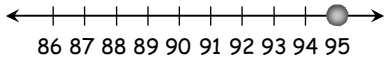
52 - 9 =

(21) 

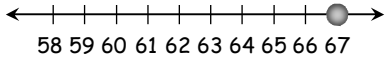
86 - 7 =

(22) 

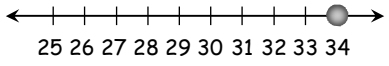
75 - 8 =

(23) 

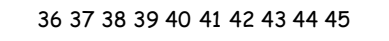
95 - 9 =

(24) 

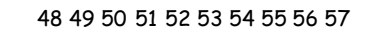
67 - 8 =

(25) 

34 - 9 =

(26) 

44 - 8 =

(27) 

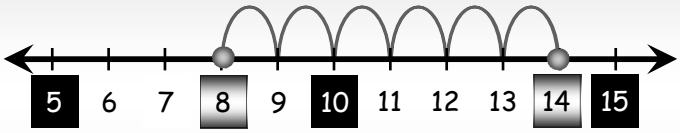
57 - 9 =

11

Name:

I am learning more about number lines and writing simple equations.

Use the number line to work out the difference between the two points marked.

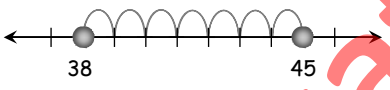


Two simple equations can be written ...
either **8 + ? = 14** or **14 - ? = 8**.
Answer: 8 + 6 - 14 and 14 - 6 = 8

Look at each number line.
Write two equations for each and **work out** the answers.

(1) 

26 + = 31
- =

(2) 

+ =
45 - = 38

(3) 

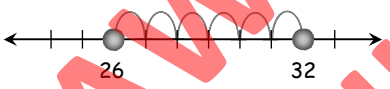
+ =
- =

(4) 

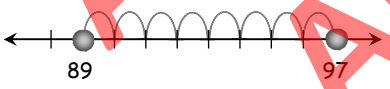
+ =
- =

(5) 

+ =
- =

(6) 

+ =
- =

(7) 

+ =
- =

(8) 

+ =
- =

(9) 

+ =
- =

(10) 

+ =
- =

(11) 

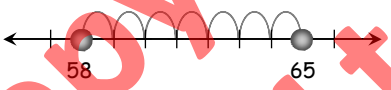
+ =
- =

(12) 

+ =
- =

(13) 

+ =
- =

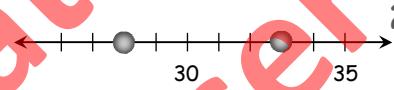
(14) 

+ =
- =

(15) 

+ =
- =

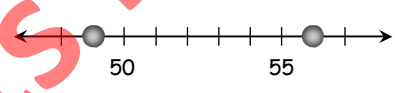
Look at each number line.
Write two equations for each and **work out** the answers.

(16) 

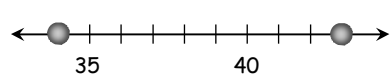
28 + =
- = 28

(17) 

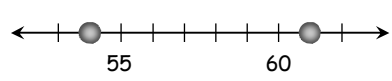
+ =
- =

(18) 

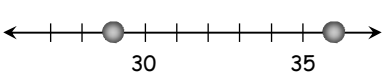
+ =
- =

(19) 

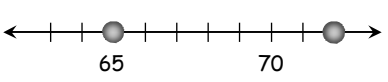
+ =
- =

(20) 

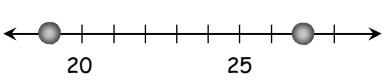
+ =
- =

(21) 

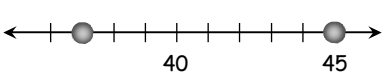
+ =
- =

(22) 

+ =
- =

(23) 

+ =
- =

(24) 

+ =
- =

Name:

I am revising how to add numbers using the 'adding to 10' and 10+ strategies.

Add these three numbers .... 12 + 4 + 8

Firstly, find two numbers that add to 10.

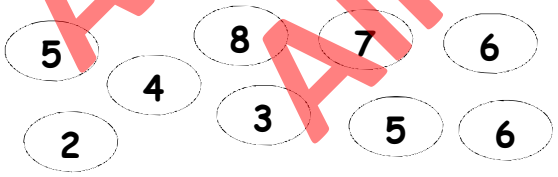
Answer: 12 + 8 = 20, then 20 + 4 = 24

Circle the pair of numbers that **add to 10**, then work out the answers.

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

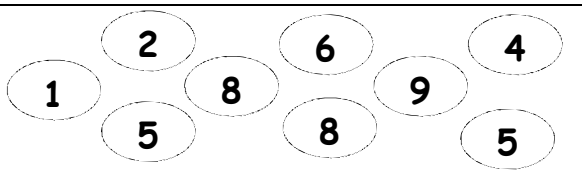
Colour in each pair of numbers that **add to 10** in a different colour, then **work out** what they all add up to.

(9)



+ + + + =

(10)



+ + + + =

The 10+ adding strategies can be used with larger numbers ... Add 82 + 7 + 8

Answer: 82 + 8 = 90, then 90 + 7 = 97

Circle the pair of numbers that when **added** end in a **0**, then work out the answers.

(11)	81 5 9	90 + =
(12)	72 6 8	+ =
(13)	8 7 33	+ =
(14)	7 4 56	+ =
(15)	45 5 8	+ =
(16)	9 61 7	+ =
(17)	8 9 82	+ =
(18)	4 8 56	+ =
(19)	73 7 9	+ =
(20)	22 8 4	+ =
(21)	45 6 5	+ =
(22)	7 6 63	+ =
(23)	5 81 9	+ =
(24)	32 7 8	+ =
(25)	95 5 9	+ =

13

Name:

I am revising adding and subtracting numbers using known basic facts.

Work out the missing numbers for these **'basic addition & subtraction facts'** and time how long it takes.

Group 1

(1)	6 + 34 =	68 + 3 =
(2)	55 + 8 =	9 + 25 =
(3)	9 + 22 =	47 + 3 =
(4)	78 + 6 =	5 + 17 =
(5)	6 + 67 =	77 + 4 =
(6)	642 + 8 =	8 + 148 =
(7)	8 + 214 =	429 + 8 =
(8)	387 + 9 =	9 + 731 =
(9)	6 + 256 =	887 + 7 =
(10)	969 + 4 =	9 + 549 =

Time taken:

Group 2

(1)	21 - 3 =	40 - 4 =
(2)	34 - 5 =	53 - 5 =
(3)	50 - 3 =	61 - 2 =
(4)	22 - 7 =	24 - 8 =
(5)	41 - 4 =	31 - 5 =
(6)	126 - 8 =	270 - 2 =
(7)	737 - 8 =	452 - 4 =
(8)	950 - 9 =	266 - 7 =
(9)	524 - 7 =	822 - 6 =
(10)	348 - 9 =	733 - 9 =

Time taken:

Work out the missing numbers for these **'basic addition & subtraction facts'** and time how long it takes.

Group 3

(1)	25 + 7 =	8 + 37 =
(2)	9 + 61 =	24 + 9 =
(3)	14 + 8 =	6 + 65 =
(4)	8 + 35 =	45 + 9 =
(5)	46 + 9 =	5 + 85 =
(6)	8 + 482 =	318 + 9 =
(7)	673 + 9 =	7 + 578 =
(8)	9 + 137 =	753 + 8 =
(9)	365 + 6 =	9 + 576 =
(10)	7 + 256 =	826 + 8 =

Time taken:

Group 4

(1)	15 - 7 =	42 - 7 =
(2)	73 - 9 =	20 - 9 =
(3)	31 - 5 =	92 - 8 =
(4)	24 - 9 =	53 - 5 =
(5)	60 - 5 =	85 - 9 =
(6)	217 - 9 =	640 - 8 =
(7)	865 - 8 =	492 - 9 =
(8)	621 - 8 =	176 - 7 =
(9)	385 - 6 =	531 - 6 =
(10)	754 - 8 =	963 - 6 =

Time taken:

How well do you know them?

14

Name:

I am revising adding and subtracting numbers using known basic facts.

Work out the missing numbers for these **'basic addition & subtraction facts'** and time how long it takes.

Group 1

(1)	+ 34 = 40	68 + = 71
(2)	55 + = 63	+ 25 = 34
(3)	+ 22 = 31	47 + = 50
(4)	78 + = 84	+ 17 = 22
(5)	+ 67 = 74	77 + = 81
(6)	642 + = 650	+ 148 = 156
(7)	+ 214 = 222	429 + = 437
(8)	397 + = 406	+ 731 = 740
(9)	+ 256 = 262	887 + = 894
(10)	969 + = 973	+ 549 = 558

Time taken:

Group 2

(1)	21 - 3 =	40 - = 36
(2)	34 - = 29	53 - 5 =
(3)	50 - 3 =	61 - = 59
(4)	22 - = 14	24 - 8 =
(5)	41 - 4 =	31 - = 26
(6)	26 - = 18	40 - 2 =
(7)	37 - 8 =	52 - = 48
(8)	50 - = 41	66 - 7 =
(9)	24 - 7 =	22 - = 16
(10)	48 - = 39	33 - 9 =

Time taken:

Work out the missing numbers for these **'basic addition & subtraction facts'** and time how long it takes.

Group 3

(1)	25 + = 32	+ 37 = 45
(2)	+ 61 = 70	24 + = 33
(3)	14 + = 22	+ 65 = 71
(4)	+ 35 = 43	45 + = 54
(5)	46 + = 55	+ 85 = 90
(6)	+ 482 = 490	318 + = 327
(7)	673 + = 682	+ 578 = 585
(8)	+ 137 = 146	753 + = 761
(9)	365 + = 371	+ 596 = 605
(10)	+ 256 = 263	826 + = 834

Time taken:

Group 4

(1)	15 - = 8	42 - 7 =
(2)	73 - 9 =	20 - = 11
(3)	31 - = 26	92 - 8 =
(4)	24 - 9 =	53 - = 48
(5)	60 - = 55	85 - 9 =
(6)	217 - 9 =	640 - = 636
(7)	865 - = 857	492 - 9 =
(8)	621 - 8 =	176 - = 169
(9)	385 - = 379	531 - 6 =
(10)	754 - 8 =	963 - = 957

Time taken:

How well do you know them?

Name:

Assessment 1:
I am seeing what I remember so far.

Write the 3-digit numerals that match these number words.

(1)	six hundred and seventy-nine	
(2)	nine hundred and seventy-six	
(3)	four hundred and twelve	

Write the number words that match these 3-digit numerals.

(4)	**346**	
(5)	**619**	
(6)	**250**	

Write in the missing **numbers** on each number line.

(7) 450 451

(8) 296 299

(9) 780 779

(10) 900 898

Write these whole numbers in **order** of **smallest** to **largest**.

(11)	**392**	**584**	**129**	**648**	**461**	**216**
(12)	**347**	**861**	**923**	**432**	**174**	**716**

Rewrite these 3-digit numbers to make the **smallest** and **largest** numbers you can.

	693		**208**	
(13)	smallest	largest	smallest	largest

Add and **subtract** these numbers using the number lines. Write an **equation** for each.

(14) 50 51 52 53 54 55 56 57 58 59 — 52 + 7 =

(15) 83 84 85 86 87 88 89 90 91 92 — 84 + 8 =

(16) 43 44 45 46 47 48 49 50 51 52 — 49 - 3 =

(17) 63 64 65 66 67 68 69 70 71 72 — 72 - 8 =

Work out the missing numbers for these **addition** and **subtraction** questions.

(18)	63 + 4 =	42 + = 45
(19)	22 + = 24	4 + 54 =
(20)	7 + 61 =	71 + = 72
(21)	93 - = 87	62 - 7 =
(22)	75 - 9 =	34 - = 28
(23)	47 - = 39	58 - 9 =

Circle the pair of numbers that when **added** end in a **0**, then work out the answers.

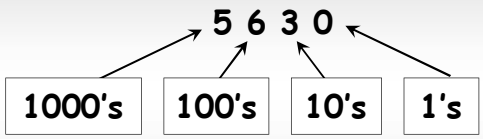
(24)	81 / 5 9	+ =
(25)	72 6 / 8	+ =
(26)	8 / 7 53	+ =
(27)	7 4 / 66	+ =

16

Name:

I am learning how to read & write number words for 4-digit numbers.

4-digit numbers are made up of ...



Written as words this number is ...
five thousand, six hundred and thirty

Write the 4-digit numerals that match these number words.

Use these number words ....

one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, hundred, thousand

(1)	one thousand, four hundred and ninety-three
(2)	six thousand, three hundred and thirty-eight
(3)	two thousand, four hundred and eighty-five
(4)	five thousand, one hundred and seven
(5)	nine thousand, five hundred and forty-two
(6)	seven thousand and sixty-nine
(7)	three thousand, two hundred and fourteen
(8)	one thousand, eight hundred and fifty-six
(9)	eight thousand, six hundred and forty
(10)	four thousand, three hundred and twenty-one
(11)	two thousand, nine hundred and sixty-seven

Write the number words that match these 4-digit numerals.

(12)	**5412**
(13)	**7195**
(14)	**3628**
(15)	**6706**
(16)	**9250**
(17)	**4873**
(18)	**2549**
(19)	**8061**

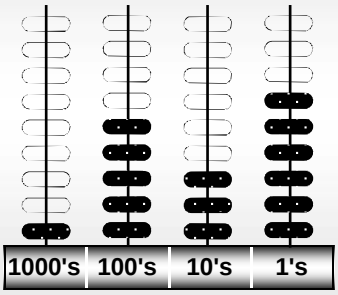
Name:

I am learning to understand place value for 4-digit numbers.

The number **1536** is shown on this abacus.

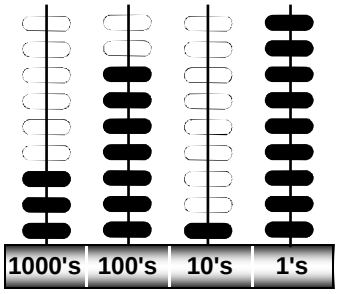
How many black rings are on each peg?

Answer:
*One **1000's**,*
*five **100's**,*
*three **10's***
*and six **1's**.*



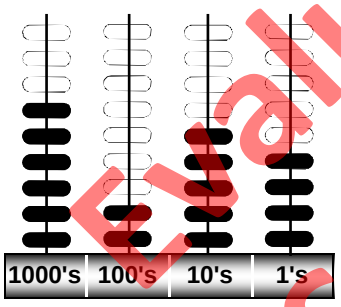
Count the number of black rings on each abacus peg. What number is shown?

(1)



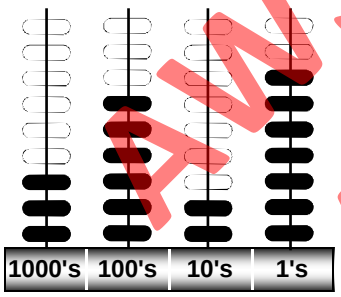
1000's =
100's =
10's =
1's =
number =

(2)



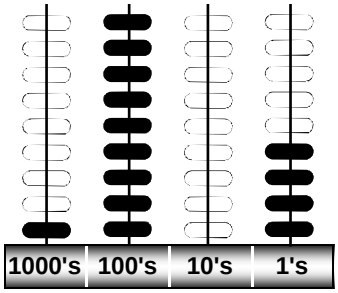
1000's =
100's =
10's =
1's =
number =

(3)



1000's =
100's =
10's =
1's =
number =

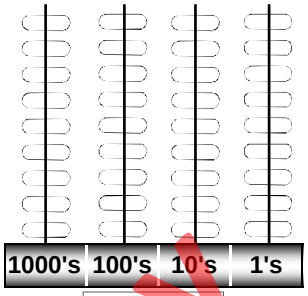
(4)



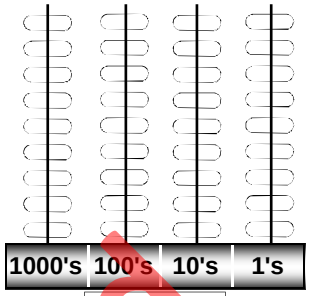
1000's =
100's =
10's =
1's =
number =

Colour in rings on each abacus to show the number written below each abacus.

(5)

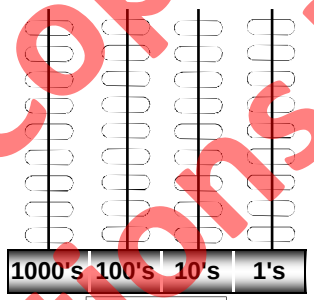


3054

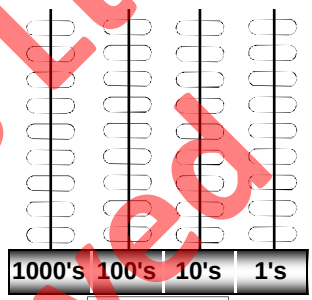


1879

(6)

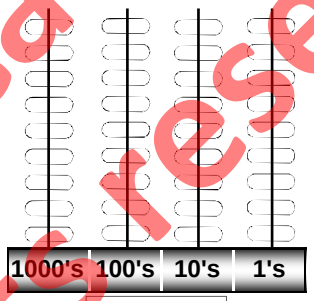


4620

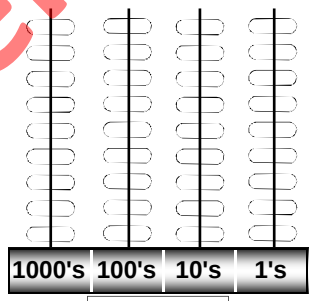


9136

(7)

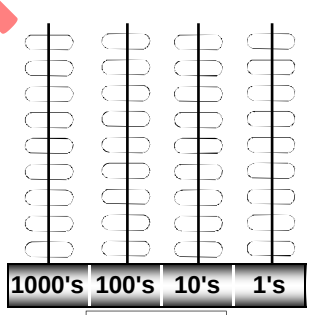


5317

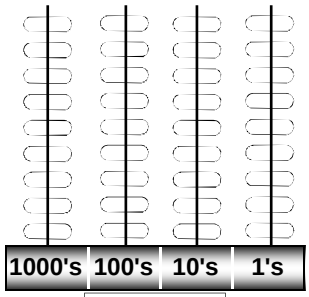


8465

(8)

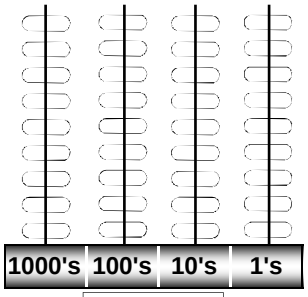


9256

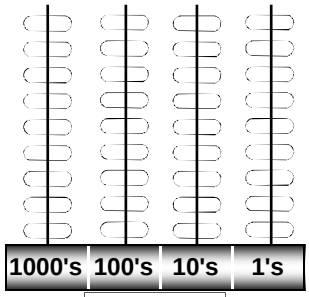


4079

(9)



8124



6547

18 Name:

I am learning to rename numbers and understand place value.

Numbers can also be **renamed** into **1000's**, **100's**, **10's** and **1's**.

Example: 2985

= **2** 1000's + **9** 100's + **8** 10's + **5** 1's

or **2000** + **900** + **80** + **5**

Rename these numbers as 1000's, 100's, 10's & 1's.

(1) 4219 =

4 1000's + 100's + 10's + 1's

or + + +

(2) 3576 =

1000's + **5** 100's + 10's + 1's

or + + +

(3) 8462 =

1000's + 100's + 10's + 1's

or + + +

(4) 3715 =

1000's + 100's + 10's + 1's

or + + +

(5) 1459 =

1000's + 100's + 10's + 1's

or + + +

What number am I if I am made up of ...

		Number
(6)	**4** 1000's, **1** 100's, **8** 10's, **6** 1's	
(7)	**9** 1000's, **7** 100's, **2** 10's, **5** 1's	
(8)	**3** 1000's, **8** 100's, **4** 10's, **1** 1's	
(9)	**4** 1000's, **2** 100's, **7** 10's, **0** 1's	
(10)	**8** 1000's, **5** 100's, **3** 10's, **9** 1's	

This time the order has been mixed up. What number am I? Remember the order ....

5 9 2 3 ← **1's**

1000's **100's** **10's**

		Number
(11)	**1** 1000's, **6** 10's, **2** 100's, **4** 1's	
(12)	**7** 100's, **3** 10's, **1** 1000's, **5** 1's	
(13)	**8** 1's, **0** 1000's, **9** 10's, **2** 100's	
(14)	**5** 10's, **3** 1000's, **4** 100's, **6** 1's	
(15)	**8** 1000's, **7** 10's, **0** 1's, **9** 100's	
(16)	**4** 100's, **1** 1's, **7** 10's, **5** 1000's	
(17)	**3** 1000's, **8** 10's, **2** 100's, **6** 1's	
(18)	**3** 1's, **8** 10's, **2** 100's, **6** 1000's	

The place a digit has in a number will affect its value.

Example: In 4**6**0, the 6 has a place value of **10** and means **60**.

What is the **place value** of the **BOLD** digit in each number and what does it mean?

		Place value	Means
(19)	6**3**70		300
(20)	34**9**1	10's	
(21)	51**3**6		
(22)	**4**062		
(23)	29**2**7		
(24)	**8**390		
(25)	26**4**6		
(26)	56**2**3		

19 Name:

I am learning to add numbers using my knowledge of place value (no carrying).

Add 1's, 10's & 100's ... then add together. *Example:* Add 473 + 216

1's	3 + 6 = 9
10's	70 + 10 = 80
100's	400 + 200 = 600

Answer: *9 + 80 + 600 = 689*

Work out the answers by first **adding** .... **1's, 10's &** then **100's** separately.

(1) 342 + 531

1's: 2 + 1 = 3
10's: + 30 =
100's: 300 + =
3 + + =

(2) 237 + 531

1's: + =
10's: + =
100's: + =
+ + =

(3) 614 + 354

1's: + =
10's: + =
100's: + =
+ + =

(4) 852 + 123

1's: + =
10's: + =
100's: + =
+ + =

(5) 342 + 236

1's: + =
10's: + =
100's: + =
+ + =

(6) 431 + 266

1's: + =
10's: + =
100's: + =
+ + =

(7) 545 + 314

1's: + =
10's: + =
100's: + =
+ + =

(8) 562 + 127

1's: + =
10's: + =
100's: + =
+ + =

(9) 723 + 224

1's: + =
10's: + =
100's: + =
+ + =

(10) 692 + 104

1's: + =
10's: + =
100's: + =
+ + =

(11) 741 + 248

1's: + =
10's: + =
100's: + =
+ + =

(12) 705 + 294

1's: + =
10's: + =
100's: + =
+ + =

20

Name:

I am learning to subtract numbers using my knowledge of place value.

Subtract 1's, 10's & 100's ... then add together. *Example:* Subtract 978 - 515

1's	8 - 5 = 3
10's	70 - 10 = 60
100's	900 - 500 = 400

Answer:
3 + 60 + 400 = 463

Work out the answers by **subtracting**... **1's, 10's &** then **100's** separately.

(1) 873 - 531

1's: 3 - 1 = 2
10's: - 30 =
100's: 800 - =
2 + + =

(2) 768 - 531

1's: - =
10's: - =
100's: - =
+ + =

(3) 968 - 354

1's: - =
10's: - =
100's: - =
+ + =

(4) 975 - 123

1's: - =
10's: - =
100's: - =
+ + =

(5) 578 - 236

1's: - =
10's: - =
100's: - =
+ + =

(6) 697 - 266

1's: - =
10's: - =
100's: - =
+ + =

(7) 859 - 314

1's: - =
10's: - =
100's: - =
+ + =

(8) 689 - 127

1's: - =
10's: - =
100's: - =
+ + =

(9) 747 - 224

1's: - =
10's: - =
100's: - =
+ + =

(10) 796 - 104

1's: - =
10's: - =
100's: - =
+ + =

(11) 989 - 248

1's: - =
10's: - =
100's: - =
+ + =

(12) 992 - 280

1's: - =
10's: - =
100's: - =
+ + =

21 Name:

I am learning to add numbers using my knowledge of place value (with carrying).

Add 1's, then 10's ... then add together.

Example: Add 73 + 56 (Carry on 10's only)

1's 3 + 6 = 9
10's 70 + 50 = 120

Answer: *9 + 120 = 129*

Work out the answers by first **adding** .... **1's & then 10's** separately.

(1) 85 + 34
1's: + =
10's: + =
+ =

(2) 52 + 76
1's: + =
10's: + =
+ =

(3) 83 + 82
1's: + =
10's: + =
+ =

(4) 97 + 51
1's: + =
10's: + =
+ =

(5) 63 + 74
1's: + =
10's: + =
+ =

(6) 85 + 72
1's: + =
10's: + =
+ =

(7) 91 + 96
1's: + =
10's: + =
+ =

Add 1's, then 10's ... then add together.

Example: Add 43 + 39 (Carry on 1's only)

1's 3 + 9 = 12
10's 40 + 30 = 70

Answer: *12 + 70 = 82*

Work out the answers by first **adding** .... **1's & then 10's** separately.

(8) 17 + 24
1's: + =
10's: + =
+ =

(9) 43 + 49
1's: + =
10's: + =
+ =

(10) 27 + 47
1's: + =
10's: + =
+ =

(11) 38 + 15
1's: + =
10's: + =
+ =

(12) 47 + 28
1's: + =
10's: + =
+ =

(13) 19 + 54
1's: + =
10's: + =
+ =

(14) 23 + 28
1's: + =
10's: + =
+ =

(15) 37 + 65
1's: + =
10's: + =
+ =

Name:

Assessment 2:
I am seeing what I remember so far.

Write the 4-digit numerals that match these number words.

(1)	two thousand, seven hundred and forty-eight	
(2)	five thousand, three hundred and ninety-six	

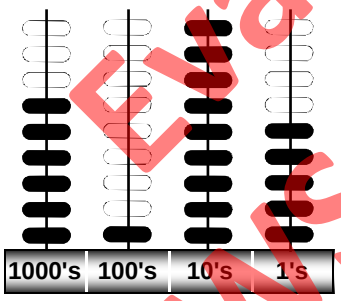
Write the number words for this 4-digit numeral.

Use these number words ....
one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, hundred, thousand

(3) **5412**

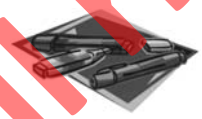
Count the number of black rings on each abacus peg. What number is shown?

(4)



1000's =
100's =
10's =
1's =
number =

Rename this number as 1000's, 100's, 10's & 1's.



(5) **5067** =

1000's + 100's + 10's + 1's

or + + +

What number am I if I am made up of ...

		Number
(6)	**4** 1000's, **1** 100's, **8** 10's, **6** 1's	
(7)	**9** 10's, **7** 1's, **2** 1000's, **5** 100's	

What is the **place value** of the **BOLD** digit in each number and what does it mean?

		Place value	Means
(8)	63**7**0		
(9)	34**9**1		

Add or **subtract** these numbers ... . **1's, 10's** & then **100's** separately.

(10) 423 + 153

1's: + =
10's: + =
100's: + =
+ + =

(11) 989 - 248

1's: - =
10's: - =
100's: - =
+ + =

(12) 992 - 280

1's: - =
10's: - =
100's: - =
+ + =

Work out the answers by first **adding** .... **1's & then 10's** separately.

(13) 17 + 24

1's: + =
10's: + =
+ =

(14) 43 + 49

1's: + =
10's: + =
+ =

(15) 27 + 47

1's: + =
10's: + =
+ =

23

Name:

I am learning to add numbers using my knowledge of place value (no carrying).

You can **add** numbers without showing the working. *Example: 627 + 341 = ?*

Place Value			+	Place Value			=	Place Value		
100's	10's	1's		100's	10's	1's		100's	10's	1's
6	2	7		3	4	1		9	6	8

Add **1's** (7 + 1 = 8)
Add **10's** (20 + 40 = 60)
Add **100's** (600 + 300 = 900)

Draw lines between numbers with the same **place value** as you **work out** the answers by **adding** in **order 1's, 10's &** then **100's** as above.

(1) 1 2 4 + 1 7 3 = | 100's | 10's | 1's | | | | 7 |

(2) 6 1 4 + 2 5 1 = | 100's | 10's | 1's | | | | 6 | |

(3) 4 6 2 + 4 3 0 = | 100's | 10's | 1's | | 8 | | |

(4) 5 1 2 + 3 2 6 = | 100's | 10's | 1's | | | |

(5) 2 1 2 + 4 8 1 = | 100's | 10's | 1's | | | |

(6) 6 1 4 + 3 3 4 = | 100's | 10's | 1's | | | |

(7) 2 7 4 + 2 2 3 = | 100's | 10's | 1's | | | |

(8) 3 1 6 + 5 6 3 = | 100's | 10's | 1's | | | |

(9) 2 1 8 + 3 4 1 = | 100's | 10's | 1's | | | |

(10) 2 5 3 + 3 4 4 = | 100's | 10's | 1's | | | |

More addition ... work out the answers by first **adding 1's, 10's & 100's** in order.

(11) 3 3 3 + 2 5 1 = | 100's | 10's | 1's | | | |

(12) 5 1 3 + 2 1 2 = | 100's | 10's | 1's | | | |

(13) 1 6 2 + 2 3 4 = | 100's | 10's | 1's | | | |

(14) 3 1 4 + 1 6 2 = | 100's | 10's | 1's | | | |

(15) 2 2 1 + 2 3 5 = | 100's | 10's | 1's | | | |

(16) 5 3 1 + 1 4 4 = | 100's | 10's | 1's | | | |

(17) 6 4 1 + 1 4 4 = | 100's | 10's | 1's | | | |

(18) 4 1 2 + 3 7 6 = | 100's | 10's | 1's | | | |

(19) 5 1 3 + 1 3 5 = | 100's | 10's | 1's | | | |

(20) 4 2 8 + 4 3 1 = | 100's | 10's | 1's | | | |

(21) 3 2 4 + 3 7 2 = | 100's | 10's | 1's | | | |

(22) 5 3 4 + 3 1 5 = | 100's | 10's | 1's | | | |

(23) 3 5 4 + 6 3 1 = | 100's | 10's | 1's | | | |

(24) 2 7 1 + 4 1 2 = | 100's | 10's | 1's | | | |

(25) 7 5 3 + 1 4 2 = | 100's | 10's | 1's | | | |

Name:

I am learning to subtract numbers with the same place value - no renaming.

You can **subtract** numbers without showing the working ... *Example: 968 - 341 = ?*

Place Value				Place Value				Place Value		
100's	10's	1's	-	100's	10's	1's	=	100's	10's	1's
9	6	8		3	4	1		6	2	7

Subtract **1's** (8 - 1 = 7)

Subtract **10's** (60 - 40 = 20)

Subtract **100's** (900 - 300 = 600)

Draw lines between numbers with the same **place value** as you **work out** the answers by **subtracting 1's, 10's &** then **100's** in that order.

		Answers 100's	10's	1's
(1)	297 - 124 =			3
(2)	865 - 614 =	2		
(3)	892 - 462 =		3	
(4)	838 - 512 =			
(5)	693 - 481 =			
(6)	948 - 514 =			
(7)	497 - 274 =			
(8)	874 - 313 =			
(9)	759 - 218 =			
(10)	587 - 253 =			

More subtraction ... work out the answers by first **subtracting 1's, 10's &** then **100's** in that order.

		100's	10's	1's
(11)	584 - 251 =			
(12)	725 - 212 =			
(13)	396 - 234 =			
(14)	476 - 162 =			
(15)	456 - 235 =			
(16)	675 - 144 =			
(17)	785 - 641 =			
(18)	788 - 376 =			
(19)	648 - 135 =			
(20)	859 - 431 =			
(21)	696 - 372 =			
(22)	849 - 315 =			
(23)	985 - 631 =			
(24)	683 - 412 =			
(25)	895 - 142 =			

25

Name:

I am learning to add numbers using my knowledge of place value (with carrying).

More **adding** numbers using place value ...

Example: 56 + 38 = ?

Place Value			Place Value			Place Value	
10's	1's	+	10's	1's	=	10's	1's
5	6		3	8		9	4

Add **1's** (6 + 8 = 14)

Write 4 in the **1's** place value column,
carry 1 (10) to the **10's** place value numbers ...

Add **10's** (1 + 5 + 3 = 9)

Write 9 in the **10's** place value column.

Draw lines between numbers with the same **place value** as you **work out** the answers by **adding in order 1's and 10's.**

		Show working
(1)	26 + 37 =	1's: 6 + 7 = 13 10's: 1 + 2 + 3 = 6
(2)	47 + 13 =	1's: + = 10's: + + =
(3)	21 + 59 =	1's: + = 10's: + + =
(4)	17 + 65 =	1's: + = 10's: + + =
(5)	49 + 26 =	1's: + = 10's: + + =
(6)	33 + 58 =	1's: + = 10's: + + =
(7)	29 + 68 =	1's: + = 10's: + + =
(8)	47 + 49 =	1's: + = 10's: + + =
(9)	38 + 44 =	1's: + = 10's: + + =
(10)	54 + 17 =	1's: + = 10's: + + =

More addition ... work out the answers by first **adding 1's** and then **10's ...**
... and don't forget to '**carry**'.

		Show working
(11)	16 + 86 =	1's: + = 10's: + + =
(12)	48 + 37 =	1's: + = 10's: + + =
(13)	76 + 26 =	1's: + = 10's: + + =
(14)	18 + 78 =	1's: + = 10's: + + =
(15)	58 + 22 =	1's: + = 10's: + + =
(16)	26 + 78 =	1's: + = 10's: + + =
(17)	38 + 29 =	1's: + = 10's: + + =
(18)	67 + 36 =	1's: + = 10's: + + =
(19)	35 + 39 =	1's: + = 10's: + + =
(20)	57 + 44 =	1's: + = 10's: + + =
(21)	25 + 48 =	1's: + = 10's: + + =
(22)	47 + 57 =	1's: + = 10's: + + =
(23)	69 + 23 =	1's: + = 10's: + + =
(24)	85 + 15 =	1's: + = 10's: + + =
(25)	69 + 39 =	1's: + = 10's: + + =

26

Name:

I am learning to add by rounding to form a 'tidy' number.

Rounding to make 10 or a multiple of 10

Add 29 + 8 (add 1 to 29, subtract 1 from 8)

Answer: 29 + 8 becomes .... 30 + 7 = 37

Look for and round the number that is closest to **10** or a **multiple of 10** ... then **add**.

(1)	9 + 17 = (+1) (-1)	10 + 16 =
(2)	39 + 5 = ( ) ( )	40 + =
(3)	9 + 74 = ( ) ( )	+ =
(4)	49 + 5 = ( ) ( )	+ =
(5)	9 + 66 = ( ) ( )	+ =
(6)	73 + 9 = ( ) ( )	+ =
(7)	5 + 29 = ( ) ( )	+ =
(8)	34 + 9 = ( ) ( )	+ =
(9)	6 + 69 = ( ) ( )	+ =
(10)	72 + 9 = ( ) ( )	+ =
(11)	8 + 27 = ( ) ( )	+ =
(12)	58 + 6 = ( ) ( )	+ =
(13)	8 + 34 = ( ) ( )	+ =
(14)	68 + 5 = ( ) ( )	+ =

More adding by rounding to make 10 ...

(15)	26 + 19 = ( ) ( )	+ =
(16)	58 + 37 = ( ) ( )	+ =
(17)	45 + 17 = ( ) ( )	+ =
(18)	29 + 64 = ( ) ( )	+ =
(19)	14 + 78 = ( ) ( )	+ =
(20)	37 + 56 = ( ) ( )	+ =
(21)	23 + 29 = ( ) ( )	+ =
(22)	38 + 56 = ( ) ( )	+ =
(23)	24 + 47 = ( ) ( )	+ =
(24)	59 + 35 = ( ) ( )	+ =
(25)	14 + 68 = ( ) ( )	+ =
(26)	77 + 16 = ( ) ( )	+ =
(27)	69 + 19 = ( ) ( )	+ =
(28)	28 + 45 = ( ) ( )	+ =
(29)	17 + 37 = ( ) ( )	+ =
(30)	49 + 36 = ( ) ( )	+ =
(31)	28 + 68 = ( ) ( )	+ =

Name:

I am learning to subtract by rounding to form a 'tidy' number.

Rounding to make 10 or a multiple of 10

1. Work out 42 - 7 = ?
   (add 3 to 7 to make 10, also add 3 to 42)
   Answer: 42 - 7 becomes .... 45 - 10 = 35
2. Work out 52 - 23 = ?
   (subtract 3 from 23 to make 20, also subtract 3 from 52)
   Answer: 52 - 23 becomes .... 49 - 20 = 29

First **add** to each number to round to make **10** or a **multiple of 10**, then work out the answer.

(1)	52 - 9 = ( ) ( )	53 - 10 =
(2)	85 - 19 = ( ) ( )	- 20 =
(3)	73 - 29 = ( ) ( )	- =
(4)	66 - 49 = ( ) ( )	- =
(5)	94 - 39 = ( ) ( )	- =
(6)	72 - 28 = ( ) ( )	- =
(7)	66 - 18 = ( ) ( )	- =
(8)	93 - 48 = ( ) ( )	- =
(9)	54 - 28 = ( ) ( )	- =
(10)	86 - 38 = ( ) ( )	- =
(11)	63 - 17 = ( ) ( )	- =
(12)	95 - 57 = ( ) ( )	- =
(13)	74 - 27 = ( ) ( )	- =

This time **subtract** from each number to round to make **10** or a **multiple of 10**, then work out the answer.

(14)	75 - 11 = ( ) ( )	74 - 10 =
(15)	67 - 51 = ( ) ( )	- 50 =
(16)	92 - 31 = ( ) ( )	- =
(17)	83 - 41 = ( ) ( )	- =
(18)	56 - 21 = ( ) ( )	- =
(19)	93 - 12 = ( ) ( )	- =
(20)	67 - 52 = ( ) ( )	- =

Either **add** or **subtract** from each number to round to make **10** or a **multiple of 10**, then work out the answer.

(21)	55 - 31 = ( ) ( )	- =
(22)	67 - 28 = ( ) ( )	- =
(23)	92 - 19 = ( ) ( )	- =
(24)	83 - 32 = ( ) ( )	- =
(25)	56 - 23 = ( ) ( )	- =
(26)	94 - 69 = ( ) ( )	- =
(27)	75 - 48 = ( ) ( )	- =
(28)	85 - 43 = ( ) ( )	- =
(29)	94 - 25 = ( ) ( )	- =

28

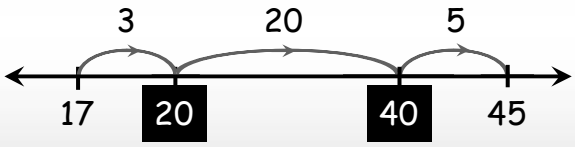
Name:

I am learning more addition and subtraction strategies.

Don't subtract .... add

45 - 17 = ? is the same as 17 + ? = 45

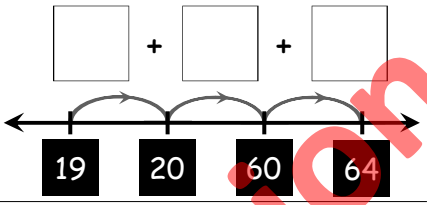
Use 'tidy' numbers on a number line.



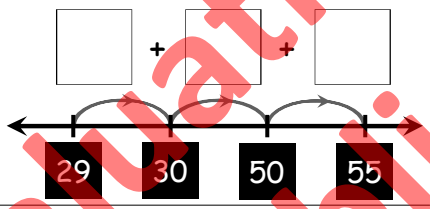
Answer: 3 + 20 + 5 = 28, so 45 - 17 = 28

Use the boxes on each number line as above to help **work out** each subtraction.

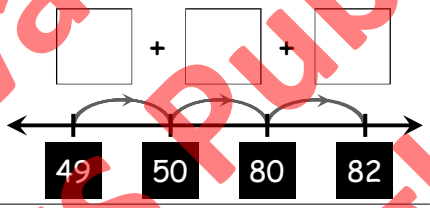
(1) 64 - 19 = _____



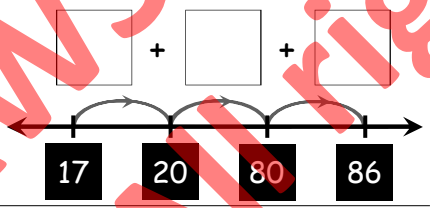
(2) 55 - 29 = _____



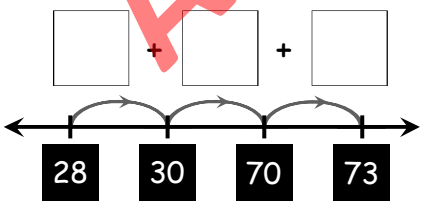
(3) 82 - 49 = _____



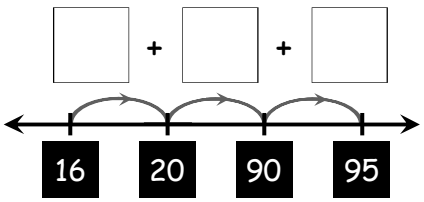
(4) 86 - 17 = _____



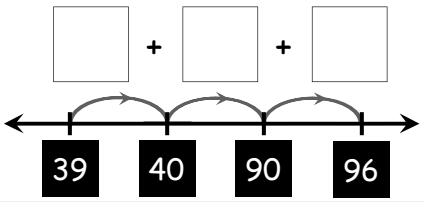
(5) 73 - 28 = _____



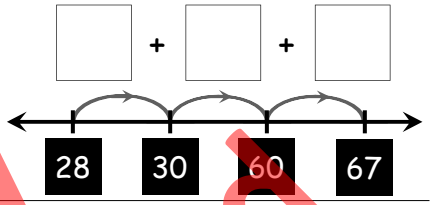
(6) 95 - 16 = _____



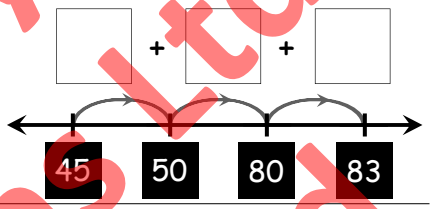
(7) 96 - 39 = _____



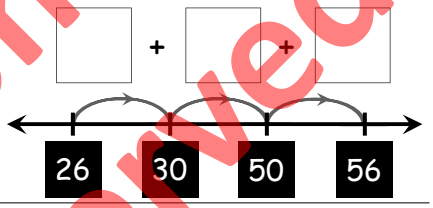
(8) 67 - 28 = _____



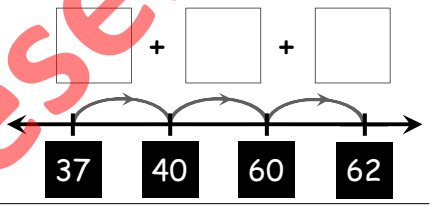
(9) 83 - 45 = _____



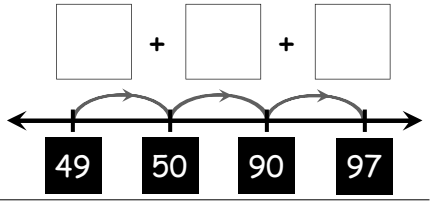
(10) 56 - 26 = _____



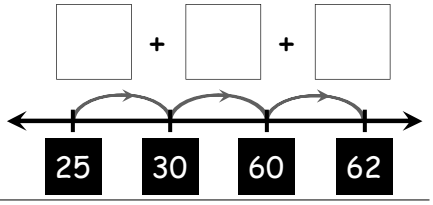
(11) 62 - 37 = _____



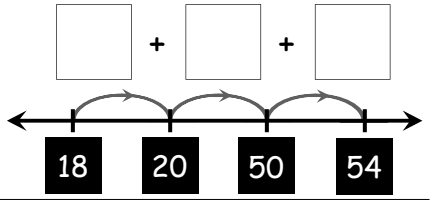
(12) 97 - 49 = _____



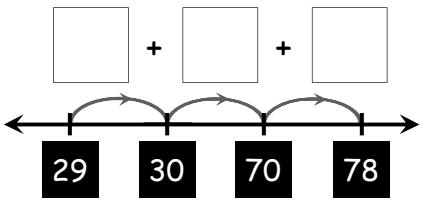
(13) 62 - 25 = _____



(14) 54 - 18 = _____



(15) 78 - 29 = _____



Name:

I am using my knowledge of place value to add numbers using columns.

To **add** numbers together, using columns can be helpful. *Example: 356 + 4 + 92 = ?*

1. **Write** the numbers in columns, lining up numbers by place value.
2. Add **1's** (6 + 4 + 2 = 12)
3. Write 2 in the 1's column, **carry** 1 to the **10's** column.
4. Add **10's** (1 + 5 + 9 = 15)
5. Write 5 in the 10's column, **carry** 1 to the **100's** column.
6. Add **100's** (1 + 3 = 4)
7. Write **4** in 100's column.

Answer: 356 + 4 + 92 = 452

Place value columns

100's	10's	1's
1	1	
3	5	6
		4
+	9	2
4	5	2

Add these numbers, starting with the right hand column.

(1)

100's	10's	1's
	3	8	5
+		2	6

100's	10's	1's
	4	9
+	5	7	5

(2)

100's	10's	1's
	5	8
+	3	7	6

100's	10's	1's
	1	7	3
+		6	9

(3)

100's	10's	1's
	6	9	3
+		6	8

100's	10's	1's
		4	7
+	5	8	7

(4)

100's	10's	1's
		6	8
+	7	4	5

100's	10's	1's
	3	8	4
+		7	9

(5)

100's	10's	1's
		8	2
+	5	4	9

100's	10's	1's
	4	5	8
+		9	8

(6)

100's	10's	1's
	2	6	9
+	3	6	4

100's	10's	1's
	5	6	4
+	1	4	7

(7)

100's	10's	1's
	2	9	3
		2	6
+			7

100's	10's	1's
			8
	4	9	2
+		5	3

(8)

100's	10's	1's
		9	6
			4
+	7	7	8

100's	10's	1's
	3	7	8
		9	5
+			5

(9)

100's	10's	1's
		9
	6	8	6
+		5	1

100's	10's	1's
		6	2
			7
+	4	5	8

(10)

100's	10's	1's
	5	9	8
		9	7
+			3

100's	10's	1's
			7
	8	9	1
+		2	9

(11)

100's	10's	1's
	1	9	7
	3	4	8
+		2	7

100's	10's	1's
	1	3	9
		9	5
+	3	7	6

(12)

100's	10's	1's
		8	4
	2	8	8
+	1	4	5

100's	10's	1's
	1	5	2
	6	8	9
+	1	7	9

Name:

I am using my knowledge of place value to add numbers using columns.

To **add** numbers together, using columns can helpful. *Example: 2509 + 87 + 678 = ?*

1. **Write** the numbers in columns, lining up numbers by place value.
2. Add **1's** (9 + 7 + 8 = 24)
3. Write 4 in the 1's column, **carry** 2 to the **10's** column.
4. Add **10's** (2 + 0 + 8 + 7 = 17)
5. Write 7 in the 10's column, **carry** 1 to the **100's** column.
6. Add **100's** (1 + 5 + 6 = 12)
7. Write 2 in the 100's column, **carry** 1 to the **1000's** column.
8. Add **1000's** (1 + 2 = 3)
9. Write **3** in 1000's column.

Place value columns

1000's	100's	10's	1's
1	*1*	*2*	
2	5	0	9
		8	7
+	6	7	8
3	2	7	4

Answer: 2509 + 87 + 678 = 3274

Add these numbers, starting with the right hand column.

(1)

100's	10's	1's
8	5	2
+ 4	6	3

100's	10's	1's
8	3	7
+ 5	3	4

(2)

100's	10's	1's
4	6	9
+ 3	8	3

100's	10's	1's
7	3	6
+ 7	9	7

(3)

100's	10's	1's
8	4	9
+ 6	8	6

100's	10's	1's
3	7	6
+ 8	5	6

(4)

1000's	100's	10's	1's
	6	9	7
3	9	1	8
+		4	3

10's	1's
4	9
7	9
+ 9	3

More addition ...

(5)

10's	1's
4	8
9	8
+ 8	7

1000's	100's	10's	1's
		7	5
4	6	9	7
+	9	3	8

(6)

10's	1's
7	6
6	5
+ 9	7

1000's	100's	10's	1's
		4	6
	3	9	9
+ 6	7	3	5

(7)

10's	1's
7	8
5	3
+ 9	8

1000's	100's	10's	1's
3	9	5	8
7	6	9	6
+ 1	5	8	6

(8)

10's	1's
1	9
9	8
+ 9	4

1000's	100's	10's	1's
5	9	4	9
3	8	6	5
+ 5	4	3	1

Add these numbers by first arranging them in place value columns.

(9)

23 + 1052 + 134 + 6 + 201 = ?

1000's	100's	10's	1's
+			

4028 + 43 + 7 + 1006 + 342 + 24

1000's	100's	10's	1's
+			

Name:

Assessment 3:
I am seeing what I remember so far.

Draw lines between numbers with the same **place value** as you **work out** the answers by **adding or subtracting** in **order** the **1's, 10's & then 100's.**

		100's	10's	1's
(1)	2 1 2 + 4 8 1 =			
(2)	6 1 4 + 3 3 4 =			
(3)	2 7 4 + 2 2 3 =			
(4)	6 9 3 - 4 8 1 =			
(5)	9 4 8 - 5 1 4 =			
(6)	4 9 7 - 2 7 4 =			

More addition and **subtraction** ...

(7)	333 + 251 =	321 + 315 =
(8)	725 - 212 =	474 - 223 =

Draw lines between numbers with the same **place value** as you **work out** the answers by **adding in order 1's and 10's.**

		10's	1's	Show working
(9)	2 1 + 5 9 =			1's: + = 10's: + + =
(10)	2 9 + 6 8 =			1's: + = 10's: + + =
(11)	5 4 + 1 7 =			1's: + = 10's: + + =
(12)	4 7 + 4 9 =			1's: + = 10's: + + =
(13)	4 9 + 2 6 =			1's: + = 10's: + + =

Add these numbers by first rounding to make to **10** or a **multiple of 10.**

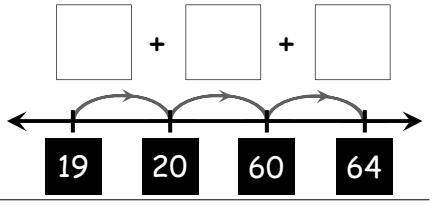
(14)	19 + 7 =	+	=
(15)	5 + 28 =	+	=
(16)	39 + 6 =	+	=
(17)	8 + 79 =	+	=
(18)	48 + 6 =	+	=

Subtract these numbers by first rounding to make to **10** or a **multiple of 10.**

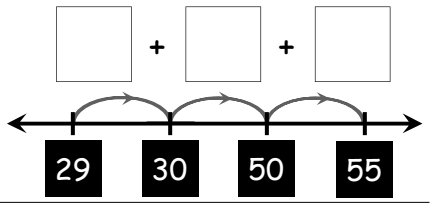
(19)	42 - 18 =	-	=
(20)	58 - 29 =	-	=
(21)	65 - 27 =	-	=
(22)	86 - 23 =	-	=
(23)	57 - 24 =	-	=

Rather than **subtract** .... **add.**
Use the boxes on each number line to help **work out** each subtraction.

(24) 64 - 19 = _____



(25) 55 - 29 = _____



Add these numbers, starting with the right hand column.

(26)

100's	10's	1's
	5	4 8
		2
+	9	7

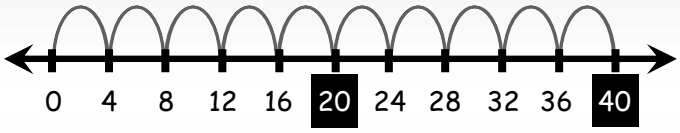
100's	10's	1's
	2	7 5
	8	6
+		4

32

Name:

I am learning to skip count in **4's**.

Skip counting in **4's** creates a pattern that could go on forever.



The first **5** numbers would be ...

4, 8, 12, 16, 20, ...

Write in the missing numbers as you **skip count** in **4's** from **4** to **40**.

(1) 4, ____, ____, ____, ____, ____, ____, 32, ____, 40

(2) ____, 8, ____, ____, 20, ____, ____, 32, ____, ____

(3) ____, ____, 12, ____, ____, ____, 28, ____, 36, ____

(4) 4, ____, ____, ____, ____, ____, ____, ____, ____, ____

Write in the missing numbers as you **skip count** in **4's** from **40** to **4**.

(5) 40, ____, ____, 28, ____, ____, ____, ____, 8, ____

(6) ____, 36, ____, ____, 24, ____, ____, 12, ____, ____

(7) ____, ____, 32, ____, ____, ____, 16, ____, ____, ____

As you **skip count** in **4's**, what number comes **after** ...

(8)	12,	36,	20,
(9)	32,	24,	28,

As you **skip count** in **4's**, what number comes **before** ...

(10)	, 20	, 12	, 36
(11)	, 16	, 28	, 40

As you **skip count** in **4's**, what number comes **between** ...

(12)	4, , 12	32, , 40	
(13)	16, , 24	28, , 36	

Skip counting in **4's** can go on forever. **Write** in the missing numbers on each number line as you **skip count** in **4's**.

(14) 60 64 76

(15) 96 100 108

(16) 300 304 312

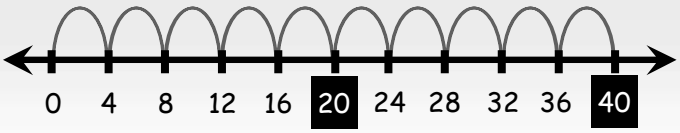
(17) 616 624 632

(18) 240 244 252

(19) 876 880 896

Name:

I am learning to use skip counting in **4's** to work out word problems.

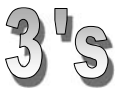


If Jack gives **3** friends **4** toys each to play with, how many toys did he give out?

This could be written as ....

4 + 4 + 4 = 12 toys

Use **skip counting** in **4's** to work out these word problems.



(1) If five friends are given $4.00 each to spend at a school BBQ, how much money is that?
(4 + 4 + 4 + 4 + 4)

(2) If there are 10 piles of four blocks, how many blocks are there altogether?
(4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4)

(3) If seven teams of four are playing tennis, how many players is that altogether?
(4 + 4 + 4 + 4 + 4 + 4 + 4)

(4) If four friends have four pets each, how many pets is that altogether?
(4 + 4 + 4 + 4)

(5) If eight groups of four cupcakes are on a table, how many cupcakes is that altogether?
(4 + 4 + 4 + 4 + 4 + 4 + 4 + 4)

(6) If two friends have four black berries each, how many black berries is that altogether?
(4 + 4)

(7) If six groups of four children from Room 7 walk to the hall, how many children is that altogether?
(4 + 4 + 4 + 4 + 4 + 4)

(8) If honey cost $4.00 a jar and you buy three jars, how much would that cost?
(4 + 4 + 4)

(9) If a bottle holds four cups of water and there are nine bottles to fill, how many cups of water are needed altogether?
(4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 + 4)

(10) If an ice-cream costs $4.00, how many ice-creams could you buy with $12.00?

(11) If a drink cost $4.00, how many could you buy with $16.00?

(12) If a hamburger costs $4.00, how many could you buy with $24.00?

(13) If children get 4 oranges each and there are 40 oranges, how many children are there?

Name:

I am revising skip counting in **4's** and learning to write multiplication facts.

If there are 8 piles of four blocks, how many blocks are there altogether?

Answer:

4 + 4 + 4 + 4 + 4 + 4 + 4 + 4 = 32

8 groups of 4 blocks = 32 blocks

Written 8 x 4 = 32 (Multiplication fact)

Use **skip counting** to add all the 4's and then **write** as a **multiplication fact**.

(1) 4 4 4 4 =

Number of 4's = 4 or x 4 =

(2) 4 4 4 4 4 4 4 4 =

Number of 4's = or x 4 =

(3) 4 4 =

Number of 4's = or x 4 =

(4) 4 4 4 4 4 4 4 4 4 =

Number of 4's = or x 4 =

(5) 4 4 4 4 4 =

Number of 4's = or x 4 =

(6) 4 4 4 4 4 4 4 4 =

Number of 4's = or x 4 =

(7) 4 4 4 =

Number of 4's = or x 4 =

(8) 4 4 4 4 4 4 4 4 4 4 =

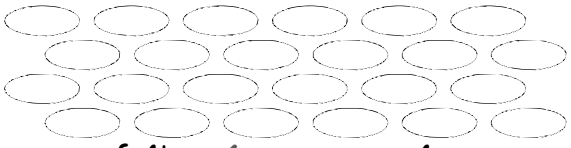
Number of 4's = or x 4 =

(9) 4 4 4 4 4 4 =

Number of 4's = or x 4 =

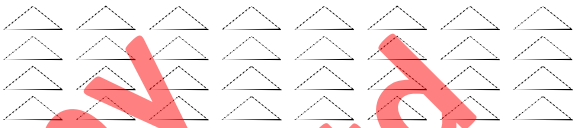
Colour in shapes to form groups of **4**. **Write** as a **multiplication fact**.

(10)



Groups of 4's = 6 or x 4 =

(11)



Groups of 4's = or x 4 =

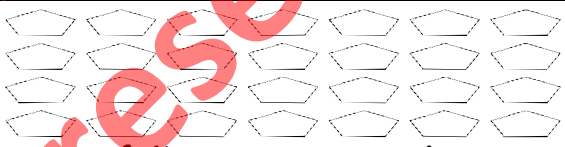
(12)

Groups of 4's = or x 4 =

(13)

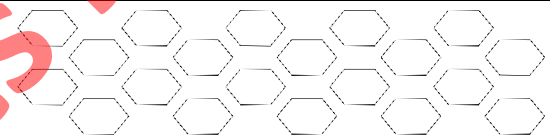
Groups of 4's = or x 4 =

(14)



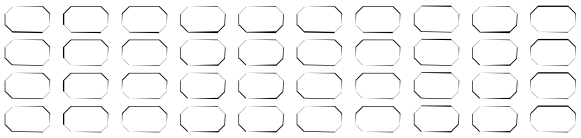
Groups of 4's = or x 4 =

(15)



Groups of 4's = or x 4 =

(16)



Groups of 4's = or x 4 =

Write in the missing numbers for these **4x multiplication facts**.

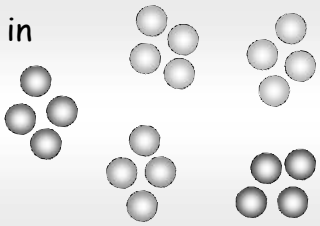
(17)	1 x 4 =	2 x 4 =
(18)	3 x 4 =	4 x 4 =
(19)	5 x 4 =	6 x 4 =
(20)	7 x 4 =	8 x 4 =
(21)	9 x 4 =	10 x 4 =

Name:

I am learning to share by forming groups of 4 and find remainders.

If there are 20 marbles in a bag, how many groups of 4 are there?

Answer: 5 groups of 4.



4	8	12	16	**20**	24	28	32	36	**40**	44	48	52	56	**60**	64	68	72	76	**80**

Work out how many groups of **4** would be in these numbers.

		Groups of 4		Groups of 4
(1)	**4**	1	**16**	
(2)	**36**		**28**	
(3)	**20**		**8**	
(4)	**12**		**40**	
(5)	**32**		**24**	

Work out how many $4 amounts can be made from these $ totals.

		$4 groups		$4 groups
(6)	**$36**		**$24**	
(7)	**$80**		**$100**	

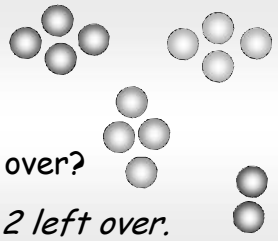
(8) If hot dogs cost $4.00 each, how many hot dogs can you buy with $20.00?

(9) If chips cost $4.00 each, how many can you buy with $32.00?

(10) If drinks cost $4.00 each, how many can you buy with $40.00?

If there are 14 marbles in a bag, how many groups of 4 are there?
Are there any marbles left over?

Answer: 3 groups of 4 and 2 left over.



Work out how many groups of **4** would be in these numbers and how much is left over.

4	8	12	16	**20**	24	28	32	36	**40**	44	48	52	56	60
64	68	72	76	**80**	84	88	92	96	**100**	104	108	112	116	120

		Groups of 4	What is left over?
(11)	**21**	5	1
(12)	**18**		
(13)	**37**		
(14)	**26**		
(15)	**39**		
(16)	**47**		
(17)	**63**		
(18)	**103**		

Work out how many $4 amounts can be made from these money totals and how much is left over.

		$4 groups	$ left over
(19)	**19**		
(20)	**33**		
(21)	**50**		

(22) If ice creams cost $4.00 each, how many can you buy with $27.00?

How much money is left over?

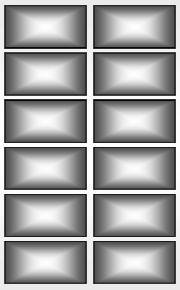
Name:

I am learning more about sharing in groups and writing as division facts.

If there are 12 cubes of chocolate, how many groups of 2 are there?

Answer: 6 groups of 2.

This can be written as a division fact. *12 ÷ 2 = 6*



Work out how many groups of **2, 3, 5, 10 or 4** would be in these numbers and write each as a **division fact**.

		Groups of 2	Division fact
(1)	8	4	8 ÷ 2 =
(2)	14		÷ 2 =
(3)	6		÷ 2 =
(4)	20		÷ 2 =
(5)	10		÷ 2 =
(6)	16		÷ 2 =
(7)	18		÷ 2 =
(8)	12		÷ 2 =

		Groups of 10	Division fact
(1)	50	5	50 ÷ 10 =
(2)	70		÷ 10 =
(3)	90		÷ 10 =
(4)	40		÷ 10 =
(5)	80		÷ 10 =
(6)	30		÷ 10 =
(7)	100		÷ 10 =
(8)	60		÷ 10 =

		Groups of 5	Division fact
(1)	30	6	30 ÷ 5 =
(2)	15		÷ 5 =
(3)	45		÷ 5 =
(4)	35		÷ 5 =
(5)	20		÷ 5 =
(6)	50		÷ 5 =
(7)	25		÷ 5 =
(8)	40		÷ 5 =

		Groups of 3	Division fact
(1)	15	5	15 ÷ 3 =
(2)	21		÷ 3 =
(3)	9		÷ 3 =
(4)	27		÷ 3 =
(5)	12		÷ 3 =
(6)	24		÷ 3 =
(7)	30		÷ 3 =
(8)	18		÷ 3 =

		Groups of 4	Division fact
(1)	16	4	16 ÷ 4 =
(2)	28		÷ 4 =
(3)	20		÷ 4 =
(4)	36		÷ 4 =
(5)	12		÷ 4 =
(6)	40		÷ 4 =
(7)	32		÷ 4 =
(8)	24		÷ 4 =

Name:

I am revising more basic multiplication and division 'family of facts'.

Can you work out the answer to these facts?

3 x 4 = ?, 4 x 3 = ?, 12 ÷ 3 = ?, 12 ÷ 4 = ?

These are known as a '**family of facts**'.

Learning these basic '**family of facts**' will make finding answers easier in the future. Time how long it takes.

(1)	3 x 2 =	÷ =
	x =	÷ =
(2)	4 x 2 =	÷ =
	x =	÷ =
(3)	5 x 2 =	÷ =
	x =	÷ =
(4)	6 x 2 =	÷ =
	x =	÷ =
(5)	7 x 2 =	÷ =
	x =	÷ =
(6)	8 x 2 =	÷ =
	x =	÷ =
(7)	9 x 2 =	÷ =
	x =	÷ =
(8)	10 x 2 =	÷ =
	x =	÷ =
(9)	3 x 5 =	÷ =
	x =	÷ =
(10)	4 x 5 =	÷ =
	x =	÷ =
(11)	5 x 5 =	÷ =

more '**family of facts**' ...

(12)	6 x 5 =	÷ =
	x =	÷ =
(13)	7 x 5 =	÷ =
	x =	÷ =
(14)	8 x 5 =	÷ =
	x =	÷ =
(15)	9 x 5 =	÷ =
	x =	÷ =
(16)	10 x 5 =	÷ =
	x =	÷ =
(17)	3 x 10 =	÷ =
	x =	÷ =
(18)	4 x 10 =	÷ =
	x =	÷ =
(19)	6 x 10 =	÷ =
	x =	÷ =
(20)	7 x 10 =	÷ =
	x =	÷ =
(21)	8 x 10 =	÷ =
	x =	÷ =
(22)	9 x 10 =	÷ =
	x =	÷ =
(23)	10 x 10 =	÷ =

Time taken: _____

How well do you know them?

Name:

I am revising more basic multiplication and division 'family of facts'.

Can you work out the answer to these facts?

3 x 4 = ?, 4 x 3 = ?, 12 ÷ 3 = ?, 12 ÷ 4 = ?

These are known as a '**family of facts**'.

Learning these basic '**family of facts**' will make finding answers easier in the future. Time how long it takes.

(1)	3 x 3 =	÷ =
(2)	4 x 3 =	÷ =
	x =	÷ =
(3)	5 x 3 =	÷ =
	x =	÷ =
(4)	6 x 3 =	÷ =
	x =	÷ =
(5)	7 x 3 =	÷ =
	x =	÷ =
(6)	8 x 3 =	÷ =
	x =	÷ =
(7)	9 x 3 =	÷ =
	x =	÷ =
(8)	10 x 3 =	÷ =
	x =	÷ =
(9)	4 x 4 =	÷ =
(10)	6 x 4 =	÷ =
	x =	÷ =
(11)	7 x 4 =	÷ =
	x =	÷ =

more '**family of facts**' ...

(12)	8 x 4 =	÷ =
	x =	÷ =
(13)	9 x 4 =	÷ =
	x =	÷ =
(14)	10 x 4 =	÷ =
	x =	÷ =

Work out these basic facts ...

(15)	10 x 2 =	3 x = 21
(16)	36 ÷ = 4	20 ÷ 5 =
(17)	10 x 10 =	2 x = 14
(18)	15 ÷ = 3	20 ÷ 4 =
(19)	10 x 5 =	10 x = 60
(20)	10 ÷ = 2	27 ÷ 3 =
(21)	10 x 4 =	5 x = 30
(22)	50 ÷ = 10	8 ÷ 2 =
(23)	8 x 3 =	4 x = 24
(24)	35 ÷ = 5	90 ÷ 10 =
(25)	8 x 2 =	3 x = 18
(26)	28 ÷ = 4	45 ÷ 5 =
(27)	8 x 10 =	2 x = 12
(28)	12 ÷ = 3	16 ÷ 4 =
(29)	8 x 5 =	10 x = 70
(30)	32 ÷ = 4	25 ÷ 5 =
(31)	2 x 9 =	3 x = 27

Time taken: _____

How well do you know them?

Name:

Assessment 4:
I am seeing what I remember so far.

Write in the missing numbers as you **skip count** in **4's** from **4** to **40**.

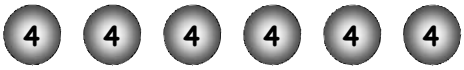
(1) _____, _____, 12, _____, _____,

_____, 28, _____, 36, _____

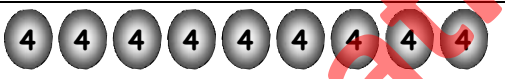
Use **skip counting** to add all the 4's and then **write** as a **multiplication fact**.

(2)  =

Number of 4's = or x 4 =

(3)  =

Number of 4's = or x 4 =

(4)  =

Number of 4's = or x 4 =

As you **skip count** in **4's**, what number comes **after** ...

(5)	12,	36,	20,

As you **skip count** in **4's**, what number comes **before** ...

(6)	, 20	, 28	, 36

As you **skip count** in **4's**, what number comes **between** ...

(7)	4, , 12	32, , 40

Work out how many groups of **4** would be in these numbers.

		Groups of 4		Groups of 4
(8)	**16**	4	**32**	
(9)	**40**		**8**	
(10)	**28**		**12**	

Work out these basic facts ...

(11)	7 x 2 =	2 x = 10
(12)	3 x 10 =	10 x = 80
(13)	4 x 5 =	5 x = 35
(14)	6 x 3 =	3 x = 27
(15)	2 x 4 =	4 x = 40
(16)	12 ÷ 2 =	18 ÷ = 2
(17)	50 ÷ 10 =	70 ÷ = 10
(18)	40 ÷ 5 =	15 ÷ = 5
(19)	12 ÷ 3 =	30 ÷ = 3
(20)	32 ÷ 4 =	20 ÷ = 4
(21)	6 x 2 =	2 x = 18
(22)	90 ÷ = 10	50 ÷ 10 =
(23)	5 x 5 =	5 x = 50
(24)	30 ÷ = 3	24 ÷ 3 =
(25)	8 x 4 =	4 x = 28
(26)	10 ÷ = 2	20 ÷ 2 =
(27)	10 x 10 =	10 x = 80
(28)	40 ÷ = 5	35 ÷ 5 =
(29)	7 x 3 =	3 x = 18
(30)	24 ÷ = 4	36 ÷ 4 =
(31)	8 x 2 =	2 x = 14
(32)	70 ÷ = 10	60 ÷ 10 =
(33)	6 x 5 =	5 x = 45
(34)	27 ÷ = 3	15 ÷ 3 =
(35)	5 x 4 =	4 x = 40
(36)	25 ÷ = 5	100 ÷ 10 =

40

Name:

I am revising working with fractions.

What do these fractions mean?
Fill in the missing numbers or fractions.

(1)	$\frac{1}{2}$ ⇔ 1 out of 2	1 out of 4 ⇔ ___ 4
(2)	$\frac{1}{10}$ ⇔ out of	1 out of 6 ⇔ ___
(3)	$\frac{1}{5}$ ⇔ out of	1 out of 3 ⇔ ___
(4)	$\frac{2}{3}$ ⇔ out of	4 out of 5 ⇔ ___
(5)	$\frac{3}{4}$ ⇔ out of	5 out of 6 ⇔ ___
(6)	$\frac{2}{5}$ ⇔ out of	7 out of 8 ⇔ ___
(7)	$\frac{9}{10}$ ⇔ out of	4 out of 9 ⇔ ___
(8)	$\frac{3}{8}$ ⇔ out of	6 out of 7 ⇔ ___
(9)	$\frac{5}{9}$ ⇔ out of	3 out of 6 ⇔ ___
(10)	$\frac{4}{7}$ ⇔ out of	5 out of 8 ⇔ ___

What fraction is coloured in?
Write your answer as a **fraction**.

(11)	___ 5	___
(12)	___	___
(13)	___	___
(14)	___	___
(15)	___	___
(16)	___	___

Use **colouring in** to show you understand these fractions.

(17)	$\frac{1}{2}$	$\frac{2}{3}$
(18)	$\frac{3}{4}$	$\frac{4}{5}$
(19)	$\frac{3}{10}$	$\frac{2}{5}$
(20)	$\frac{1}{2}$	$\frac{2}{3}$
(21)	$\frac{5}{8}$	$\frac{4}{5}$
(22)	$\frac{3}{4}$	$\frac{2}{7}$

Word problems.

(23) If you have \$100.00 and spend $\frac{1}{2}$ of the money, how much have you spent?

(24) If you have \$45.00 and spend $\frac{1}{5}$ of the money, how much have you spent?

(25) If you have \$1000.00 and spend $\frac{1}{10}$ of the money, how much have you spent?

(26) If you have \$90.00 and bank $\frac{1}{3}$ of the money, how much have you banked?

Name:

I am revising using multiplication facts to find a given fraction of a number.

What is one quarter of 32?
(Written as $\frac{1}{4}$ of 32 = ? or $\frac{1}{4}$ x 32 = ?)
This is the same as working out how many groups of 4 there are in 32 or finding 4 x ? = 32.
Answer: 8 groups of 4, as 4 x 8 = 32, then $\frac{1}{4}$ of 32 = 8

Work out each **fraction** of these numbers by using groupings.

(1) 7 7 = **14**
2 groups of 7 = 14, so $\frac{1}{2}$ of 14 = 7

(2) 5 5 5 5 5 5 5 5 5 5 = **50**
10 groups of = 50, so $\frac{1}{10}$ of 50 =

(3) 6 6 6 6 6 = **30**
5 groups of = 30, so $\frac{1}{5}$ of 30 =

(4) 8 8 8 = **24**
3 groups of = 24, so $\frac{1}{3}$ of 24 =

(5) 7 7 7 7 = **28**
4 groups of = 28, so $\frac{1}{4}$ of 28 =

(6) 10 10 10 10 10 = **50**
5 groups of = 50, so $\frac{1}{5}$ of 50 =

(7) 9 9 9 9 9 9 9 9 9 9 = **90**
10 groups of = 90, so $\frac{1}{10}$ of 90 =

(8) 5 5 5 5 5 5 = **30**
6 groups of = 30, so $\frac{1}{6}$ of 30 =

(9) 2 2 2 2 2 2 2 2 = **16**
8 groups of = 16, so $\frac{1}{8}$ of 16 =

(10) 3 3 3 3 3 3 3 3 3 = **27**
9 groups of = 27, so $\frac{1}{9}$ of 27 =

Work out each **fraction** of these numbers by using known multiplication facts.

(11) 2 x 6 = 12 ⇔ $\frac{1}{2}$ of 12 = 6

(12) 10 x = 80 ⇔ $\frac{1}{10}$ of 80 =

(13) 5 x = 45 ⇔ $\frac{1}{5}$ of 45 =

(14) 3 x = 15 ⇔ $\frac{1}{3}$ of 15 =

(15) 4 x = 28 ⇔ $\frac{1}{4}$ of 28 =

(16) 2 x = 18 ⇔ $\frac{1}{2}$ of 18 =

(17) 10 x = 70 ⇔ $\frac{1}{10}$ of 70 =

(18) 5 x = 40 ⇔ $\frac{1}{5}$ of 40 =

(19) 3 x = 18 ⇔ $\frac{1}{3}$ of 18 =

(20) 2 x = 40 ⇔ $\frac{1}{2}$ of 40 =

(21) 10 x = 100 ⇔ $\frac{1}{10}$ x 100 =

(22) 5 x = 35 ⇔ $\frac{1}{5}$ x 35 =

(23) 3 x = 27 ⇔ $\frac{1}{3}$ x 27 =

(24) 4 x = 32 ⇔ $\frac{1}{4}$ x 32 =

(25) 6 x = 18 ⇔ $\frac{1}{6}$ x 18 =

(26) 8 x = 32 ⇔ $\frac{1}{8}$ x 32 =

(27) 6 x = 24 ⇔ $\frac{1}{6}$ x 24 =

(28) 4 x = 40 ⇔ $\frac{1}{4}$ x 40 =

(29) 3 x = 21 ⇔ $\frac{1}{3}$ x 21 =

(30) 9 x = 36 ⇔ $\frac{1}{9}$ x 36 =

(31) If you have $16.00 and spend a $\frac{1}{4}$ of the money, how much have you spent?

(32) If you have $36.00 and spend a $\frac{1}{6}$ of the money, how much have you spent?

Name:

I am learning to use division facts to find a given fraction of a number.

What is one quarter of 20?
(Written as $\frac{1}{4}$ of 20 = ? or $\frac{1}{4}$ x 20 = ?)
This is the same as working out how many 4's there are in 20 or finding 20 ÷ 4 = ?.
Answer: 4 goes into 20, 5 times as 20 ÷ 4 = 5, then $\frac{1}{4}$ of 20 = 5

Work out each **fraction** of these numbers by using grouping.

(1) 7 7 = **14**
2 groups of 7 = 14, so $\frac{1}{2}$ of 14 = 7

(2) 6 6 6 6 6 6 6 6 6 6 = **60**
10 groups of = 60, so $\frac{1}{10}$ of 60 =

(3) 9 9 9 9 9 = **45**
5 groups of = 45, so $\frac{1}{5}$ of 45 =

(4) 8 8 8 = **24**
3 groups of = 24, so $\frac{1}{3}$ of 24 =

(5) 5 5 5 5 = **20**
4 groups of = 20, so $\frac{1}{4}$ of 20 =

(6) 5 5 5 5 5 = **25**
5 groups of = 25, so $\frac{1}{5}$ of 25 =

(7) 7 7 7 7 7 7 7 7 7 7 = **70**
10 groups of = 70, so $\frac{1}{10}$ of 70 =

(8) 5 5 5 5 5 5 = **30**
6 groups of = 30, so $\frac{1}{6}$ of 30 =

(9) 2 2 2 2 2 2 2 2 = **16**
8 groups of = 16, so $\frac{1}{8}$ of 16 =

(10) 4 4 4 4 4 4 4 4 4 = **36**
9 groups of = 36, so $\frac{1}{9}$ of 36 =

Work out each **fraction** of these numbers by using known division facts.

(11)	14 ÷ 2 = 7	⇔	$\frac{1}{2}$ of 14 = 7
(12)	50 ÷ 10 =	⇔	$\frac{1}{10}$ of 50 =
(13)	35 ÷ 5 =	⇔	$\frac{1}{5}$ of 35 =
(14)	15 ÷ 3 =	⇔	$\frac{1}{3}$ of 15 =
(15)	28 ÷ 4 =	⇔	$\frac{1}{4}$ of 28 =
(16)	16 ÷ 2 =	⇔	$\frac{1}{2}$ of 16 =
(17)	60 ÷ 10 =	⇔	$\frac{1}{10}$ of 60 =
(18)	40 ÷ 5 =	⇔	$\frac{1}{5}$ of 40 =
(19)	27 ÷ 3 =	⇔	$\frac{1}{3}$ of 27 =
(20)	80 ÷ 2 =	⇔	$\frac{1}{2}$ of 80 =
(21)	200 ÷ 10 =	⇔	$\frac{1}{10}$ x 200 =
(22)	45 ÷ 5 =	⇔	$\frac{1}{5}$ x 45 =
(23)	18 ÷ 3 =	⇔	$\frac{1}{3}$ x 18 =
(24)	36 ÷ 4 =	⇔	$\frac{1}{4}$ x 36 =
(25)	30 ÷ 6 =	⇔	$\frac{1}{6}$ x 30 =
(26)	24 ÷ 8 =	⇔	$\frac{1}{8}$ x 24 =
(27)	24 ÷ 6 =	⇔	$\frac{1}{6}$ x 24 =
(28)	32 ÷ 4 =	⇔	$\frac{1}{4}$ x 32 =
(29)	30 ÷ 3 =	⇔	$\frac{1}{3}$ x 30 =
(30)	18 ÷ 2 =	⇔	$\frac{1}{2}$ x 18 =

(31) If you have $45.00 and spend a $\frac{1}{5}$ of the money, how much have you spent?

(32) If you have $90.00 and spend a $\frac{1}{10}$ of the money, how much have you spent?

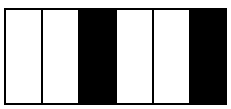
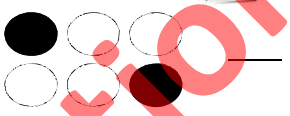
Name:

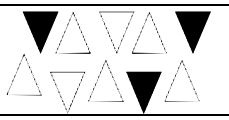
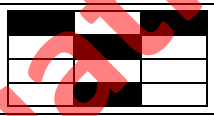
Assessment 5:
I am seeing what I remember so far.

What do these fractions mean?
Fill in the missing numbers or fractions.

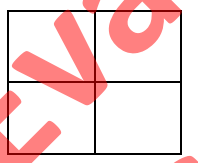
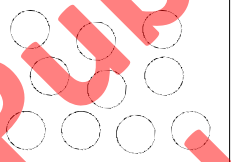
(1)	$\frac{1}{3}$ ⇔	out of	1 out of 4 ⇔ ___
(2)	$\frac{5}{10}$ ⇔	out of	2 out of 3 ⇔ ___
(3)	$\frac{3}{5}$ ⇔	out of	3 out of 4 ⇔ ___
(4)	$\frac{3}{4}$ ⇔	out of	7 out of 10 ⇔ ___

What fraction is coloured in?
Write your answer as a **fraction**.

(5) ___   ___

(6) ___   ___

Use **colouring in** to show you understand these fractions.

(7) $\frac{1}{2}$  $\frac{9}{10}$ 

(8) $\frac{3}{4}$  $\frac{3}{5}$ 

Work out each **fraction** of these numbers by using groupings.

(9) 8 8 = **16**
2 groups of ___ = 16, so $\frac{1}{2}$ of 16 = ___

(10) 7 7 7 7 7 7 7 7 7 7 = **70**
10 groups of ___ = 70, so $\frac{1}{10}$ of 70 = ___

(11) 8 8 8 8 8 = **40**
5 groups of ___ = 40, so $\frac{1}{5}$ of 40 = ___

Work out each **fraction** of these numbers by using known multiplication facts.

(12) 2 x ___ = 12 ⇔ $\frac{1}{2}$ of 12 = ___

(13) 10 x ___ = 70 ⇔ $\frac{1}{10}$ of 70 = ___

(14) 5 x ___ = 45 ⇔ $\frac{1}{5}$ of 45 = ___

(15) 3 x ___ = 15 ⇔ $\frac{1}{3}$ x 15 = ___

(16) 4 x ___ = 28 ⇔ $\frac{1}{4}$ x 28 = ___

Work out each **fraction** of these numbers by using grouping.

(17) 7 7 7 = **21**
3 groups of ___ = 21, so $\frac{1}{3}$ of 21 = ___

(18) 10 10 10 10 10 10 10 10 = **80**
8 groups of ___ = 80, so $\frac{1}{8}$ of 80 = ___

(19) 3 3 3 3 3 3 3 3 3 = **27**
9 groups of ___ = 27, so $\frac{1}{9}$ of 27 = ___

Work out each **fraction** of these numbers by using known division facts.

(20) 12 ÷ 2 = ⇔ $\frac{1}{2}$ of 12 = ___

(21) 80 ÷ 10 = ⇔ $\frac{1}{10}$ of 80 = ___

(22) 45 ÷ 5 = ⇔ $\frac{1}{5}$ x 45 = ___

(23) 18 ÷ 3 = ⇔ $\frac{1}{3}$ x 18 = ___

(24) 24 ÷ 4 = ⇔ $\frac{1}{4}$ x 24 = ___

Word problems

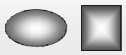
(25) If you have $21.00 and spend a $\frac{1}{3}$ of the money, how much have you spent?

(26) If you have $18.00 and spend a $\frac{1}{2}$ of the money, how much have you spent?

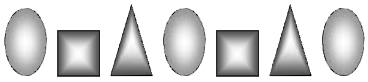
Name:

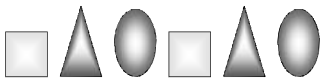
I am revising work on how to create a sequence of shapes, letters or numbers.

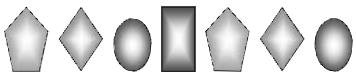
Look at this sequence using some shapes.
What would be the next two shapes?

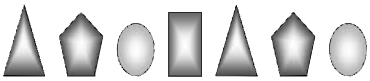
Answer: The next two shapes are ... 

Look at each sequence of shapes.
Draw the next three shapes.

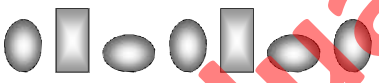
(1) 

(2) 

(3) 

(4) 

(5) 

(6) 

(7) 

(8) 

Look at each sequence of letters or numbers. **Write** the next three for each sequence.

(9) s, T, s, T, s, T, s, , ,

(10) 6, H, 6, H, 6, H, 6, , ,

(11) 5, E, 2, d, 5, E, 2, d, , ,

(12) w, x, 2, z, w, x, 2, z, , ,

(13) 9, g, Q, H, 9, g, Q, H, , ,

(14) R, G, 3, 7, T, R, G, 3, , ,

(15) 4, T, W, 5, G, 4, T, W, , ,

(16) 7, 8, W, H, T, 7, 8, W, , ,

Look at each sequence of numbers, letters and shapes. **Work out** the next three for each sequence.

(17) 

(18) 

(19) 

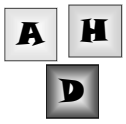
(20) 

(21) 

(22) 

(23) 

(24) Use these three letters to create a repeating sequence.



Use the same three letters to create a new repeating sequence.

(25) Use these four numbers to create a repeating sequence.

Use the same four numbers to create a new repeating sequence.

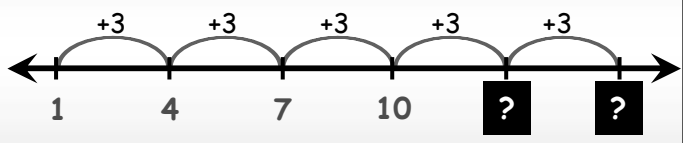
Use the same four numbers to create a third new repeating sequence.

45

Name:

I am revising work on adding numbers to a sequence.

Look at this sequence of numbers.
What would the next two numbers be?



Answer: Add 3 each time, so it would be 13 & 16.

Look at each sequence of numbers that involve **addition**.
Work out the next **three** numbers.

(1) 2, 4, 6, 8, 10, 12, 14, , ,

(2) 1, 3, 5, 7, 9, 11, 13, , ,

(3) 6, 16, 26, 36, 46, , ,

(4) 3, 8, 13, 18, 23, , ,

(5) 1, 5, 9, 13, 17, , ,

(6) 1, 4, 7, 10, 13, , ,

(7) 2, 6, 10, 14, 18, , ,

Look at each sequence of numbers that involve **subtraction**.
Work out the next **three** numbers.

(8) 100, 98, 96, 94, 92, , ,

(9) 152, 142, 132, 122, , ,

(10) 100, 97, 94, 91, , ,

(11) 70, 65, 60, 55, 50, , ,

(12) 69, 64, 59, 54, 49, , ,

(13) 57, 53, 49, 45, , ,

(14) 140, 136, 132, 128, , ,

Look at each sequence of numbers that involve either **addition or subtraction**.
Work out the next **3** numbers and under each sequence write how each was created.

(15) 61, 63, 65, 67, 69, , ,

Add 2 to each new number

(16) 1, 4, 7, 10, 13, , ,

(17) 14, 24, 34, 44, 54, , ,

(18) 60, 55, 50, 45, 40, , ,

(19) 79, 77, 75, 73, 71, , ,

(20) 33, 37, 41, 45, 49, , ,

(21) 37, 34, 31, 28, 25, , ,

(22) 16, 21, 26, 31, 36, , ,

(23) 89, 79, 69, 59, 49, , ,

(24) 78, 74, 70, 66, 62, , ,

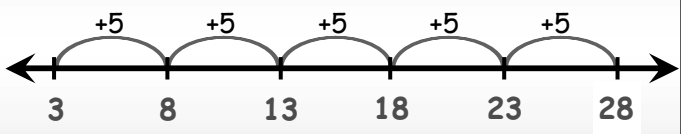
(25) 32, 35, 38, 41, 44, , ,

(26) 49, 45, 41, 37, 33, , ,

Name:

I am learning how to create a sequence having been given a rule.

Starting with **3**, create a sequence by adding **5** to each number created.



The sequence is 3, 8, 13, 18, 23, 28, ...

Use each **addition** rule to work out the **next five numbers** for each sequence.

	Rule	Creating a sequence
(1)	**+2**	1, , , , ,
(2)	**+10**	7, , , , ,
(3)	**+5**	4, , , , ,
(4)	**+3**	8, , , , ,
(5)	**+4**	5, , , , ,
(6)	**+3**	9, , , , ,
(7)	**+6**	8, , , , ,
(8)	**+3**	5, , , , ,
(9)	**+5**	9, , , , ,
(10)	**+4**	2, , , , ,

Use each **subtraction** rule to work out the **next five numbers** for each sequence.

	Rule	Creating a sequence
(11)	**-2**	29, , , , ,
(12)	**-10**	119, , , , ,
(13)	**-5**	72, , , , ,
(14)	**-3**	56, , , , ,

More subtraction sequences ...

	Rule	Creating a sequence
(15)	**-4**	29, , , , ,
(16)	**-10**	124, , , , ,
(17)	**-5**	83, , , , ,
(18)	**-3**	65, , , , ,
(19)	**-4**	72, , , , ,
(20)	**-6**	56, , , , ,

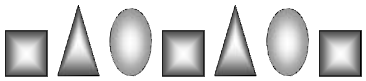
Look at the first two numbers of each sequence below and work out the rule. Use this rule to then **work out** the next four numbers of each sequence.

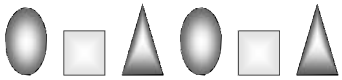
	Rule	Creating a sequence
(21)	**+3**	1, 4, 7, , , ,
(22)		20, 18, , , ,
(23)		23, 33, , , ,
(24)		60, 55, , , ,
(25)		1, 5, , , ,
(26)		5, 10, , , ,
(27)		30, 27, , , ,
(28)		100, 90, , , ,
(29)		3, 5, , , ,
(30)		40, 36, , , ,
(31)		9, 12, , , ,
(32)		6, 11, , , ,
(33)		79, 77, , , ,
(34)		8, 16, , , ,
(35)		6, 12, , , ,

Name:

Assessment 6:
I am seeing what I remember so far.

Look at each sequence of shapes. **Draw** the next three shapes.

(1) 

(2) 

(3) 

Look at each sequence of letters or numbers. **Write** the next three for each sequence.

(4) k, U, k, U, k, U, k, , ,

(5) 9, w, 9, w, 9, w, 9, , ,

(6) A, 4, B, A, 4, B, A, 4, , ,

Look at each sequence of numbers, letters and shapes. **Work out** the next three for each sequence.

(7) G 7  G 7

(8)  Y 5 Y 5

(9) A  3 A

Look at each sequence of numbers that involve **addition**. **Work out** the next **three** numbers.

(10) 1, 3, 5, 7, 9, 11, 13, , ,

(11) 3, 8, 13, 18, 23, , ,

(12) 4, 14, 24, 34, 44, , ,

(13) 2, 6, 10, 14, 18, , ,

(14) 1, 4, 7, 10, 13, , ,

Look at each sequence of numbers that involve **subtraction**. **Work out** the next **three** numbers.

(15) 100, 97, 94, 91, , ,

(16) 90, 80, 70, 60, , ,

(17) 7, 12, 17, 22, , ,

(18) 70, 65, 60, 55, 50, , ,

(19) 69, 64, 59, 54, 49, , ,

Use each **addition** & **subtraction** rule to work out the **next five numbers** for each sequence.

	Rule	Creating a sequence
(20)	+2	8, , , , ,
(21)	-10	93, , , , ,
(22)	+5	8, , , , ,
(23)	-3	36, , , , ,
(24)	+4	7, , , , ,

Look at the first two numbers of each sequence below and work out the rule. Use this rule to then **work out** the next four numbers of each sequence.

	Rule	Creating a sequence
(25)		1, 5, , , ,
(26)		19, 17, , , ,
(27)		87, 77, , , ,
(28)		15, 20, , , ,
(29)		1, 6, , , ,
(30)		62, 57, , , ,
(31)		32, 29, , , ,

Name:

Assessment 7:
I am seeing what I remember so far.

Work out the answers by **adding or subtracting** in **order** the **1's, 10's &** then **100's**.

(1) 2 5 2 + 4 3 4 =

100's	10's	1's

(2) 9 4 8 - 3 3 4 =

100's	10's	1's

Work out the answers by **adding in order 1's and 10's**.

(3) 2 1 + 5 9 =

10's	1's

Show working
1's: + =
10's: + + =

(4 2 9 + 6 8 =

10's	1's

1's: + =
10's: + + =

Add these numbers by first rounding to make to **10** or a **multiple of 10**.

(5) 19 + 7 = + =

(6) 5 + 28 = + =

Subtract these numbers by first rounding to make to **10** or a **multiple of 10**.

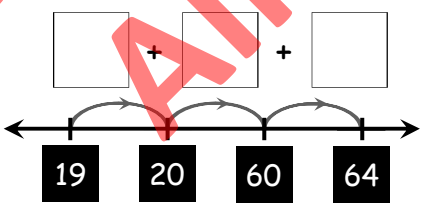
(7) 42 - 18 = - =

(8) 58 - 29 = - =

Use the boxes on each number line to help **work out** each subtraction.

(9) 64 - 19 =

_____



100's	10's	1's

(10) **Add** these numbers, starting with the right hand column.

		4	5
	3	9	2
+			8

Work out how many groups in each number and what is left over.

	How many groups?		What is left over?
(11)	**2's** = 11		
(12)	**3's** = 19		
(13)	**4's** = 31		

Fill in the missing numbers or fractions.

(14) $\frac{1}{3}$ ⇔ ____ out of ____ | 3 out of 4 ⇔ ____

What fraction is coloured in?
Write your answer as a **fraction**.

(15) ____   ____

Work out each **fraction** of these numbers by using known facts.

(16) 5 x ____ = 45 ⇔ $\frac{1}{5}$ of 45 =

(17) 18 ÷ 3 = ⇔ $\frac{1}{3}$ x 18 =

Work out the next **three** numbers.

(18) 1, 3, 5, 7, 9, 11, 13, , ,

(19) 3, 8, 13, 18, 23, , ,

Use each **addition** & **subtraction** rule to work out the **next five numbers** for each sequence.

	Rule	Creating a sequence
(20)	**+2**	13, , , , ,
(21)	**-5**	93, , , , ,

Work out the **rule** and the **next four numbers** of this sequence.

	Rule	Creating a sequence
(22)		1, 5, , , ,

Name:

Assessment 8:
I am seeing what I remember so far.

Work out the answers by **adding or subtracting** in **order** the **1's, 10's &** then **100's**.

(1) 5 1 6 + 2 8 2 =

100's	10's	1's

(2) 2 7 4 + 3 2 5 =

100's	10's	1's

Work out the answers by **adding in order 1's and 10's**.

(3) 5 6 + 3 4 =

10's	1's

Show working
1's: + =
10's: + + =

(4 3 7 + 4 7 =

10's	1's

1's: + =
10's: + + =

Add these numbers by first rounding to make to **10** or a **multiple of 10**.

(5) 49 + 6 = + =

(6) 7 + 58 = + =

Subtract these numbers by first rounding to make to **10** or a **multiple of 10**.

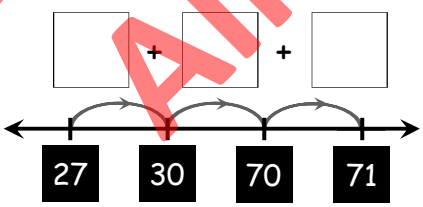
(7) 75 - 29 = - =

(8) 92 - 38 = - =

Use the boxes on each number line to help **work out** each subtraction.

(9) 71 - 27 =

_____



100's	10's	1's

(10) **Add** these numbers, starting with the right hand column.

		3	4
	5	8	7
+			6

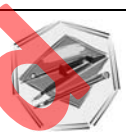
Work out how many groups in each number and what is left over.

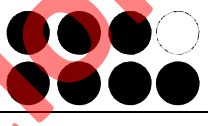
	How many groups?		What is left over?
(11)	**2's** = 19		
(12)	**5's** = 44		
(13)	**10's** = 85		

Fill in the missing numbers or fractions.

(14) $\frac{1}{10}$ ⇔ ____ out of ____ | 3 out of 5 ⇔ ____

What fraction is coloured in?
Write your answer as a **fraction**.



(15) ____   ____

Work out each **fraction** of these numbers by using known facts.

(16) 10 x ____ = 70 ⇔ $\frac{1}{10}$ of 70 =

(17) 20 ÷ 4 = ⇔ $\frac{1}{4}$ x 20 =

Work out the next **three** numbers.

(18) 1, 4, 7, 10, 13, 16, ____, ____, ____

(19) 78, 68, 58, 48, 38, ____, ____, ____

Use each **addition** & **subtraction** rule to work out the **next five numbers** for each sequence.

	Rule	Creating a sequence
(20)	**+3**	11, ____, ____, ____, ____, ____
(21)	**-4**	87, ____, ____, ____, ____, ____

Work out the **rule** and the **next four numbers** of this sequence.

	Rule	Creating a sequence
(22)		2, 7, ____, ____, ____, ____

50 Name:

Assessment 9:
I am seeing what I remember so far.

Work out the answers by **adding or subtracting** in **order** the **1's, 10's &** then **100's**.

(1) 2 1 2 + 4 8 1 =

100's	10's	1's

(2) 6 1 4 + 3 3 4 =

100's	10's	1's

Work out the answers by **adding in order 1's and 10's**.

(3) 23 + 4 7 =

10's	1's

Show working
1's: + =
10's: + + =

(4 3 8 + 5 5 =

10's	1's

1's: + =
10's: + + =

Add these numbers by first rounding to make to **10** or a **multiple of 10**.

(5) 16 + 5 = + =

(6) 6 + 37 = + =

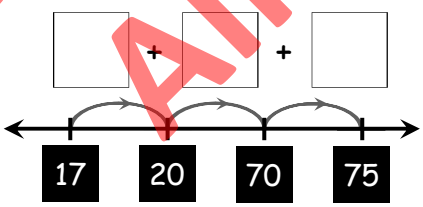
Subtract these numbers by first rounding to make to **10** or a **multiple of 10**.

(7) 53 - 17 = - =

(8) 61 - 38 = - =

Use the boxes on each number line to help **work out** each subtraction.

(9) 75 - 17 = _____



100's	10's	1's

(10) **Add** these numbers, starting with the right hand column.

		9	7
	6	5	3
+			8

Work out how many groups in each number and what is left over.

	How many groups?		What is left over?
(11)	**2's** = 16		
(12)	**3's** = 13		
(13)	**4's** = 27		

Fill in the missing numbers or fractions.

(14) $\frac{1}{5}$ ⇔ ____ out of ____ | 6 out of 8 ⇔ ____

What fraction is coloured in?
Write your answer as a **fraction**.

(15) _____   _____

Work out each **fraction** of these numbers by using known facts.

(16) 4 x ____ = 28 ⇔ $\frac{1}{4}$ of 28 = ____

(17) 90 ÷ 10 = ____ ⇔ $\frac{1}{10}$ x 90 = ____

Work out the next **three** numbers.

(18) 1, 5, 9, 13, 17, 21, 25, ____, ____, ____

(19) 39, 34, 29, 24, 19, ____, ____, ____

Use each **addition** & **subtraction** rule to work out the **next five numbers** for each sequence.

	Rule	Creating a sequence
(20)	**+4**	13, ____, ____, ____, ____, ____
(21)	**-10**	102, ____, ____, ____, ____, ____

Work out the **rule** and the **next four numbers** of this sequence.

	Rule	Creating a sequence
(22)		1, 4, ____, ____, ____, ____