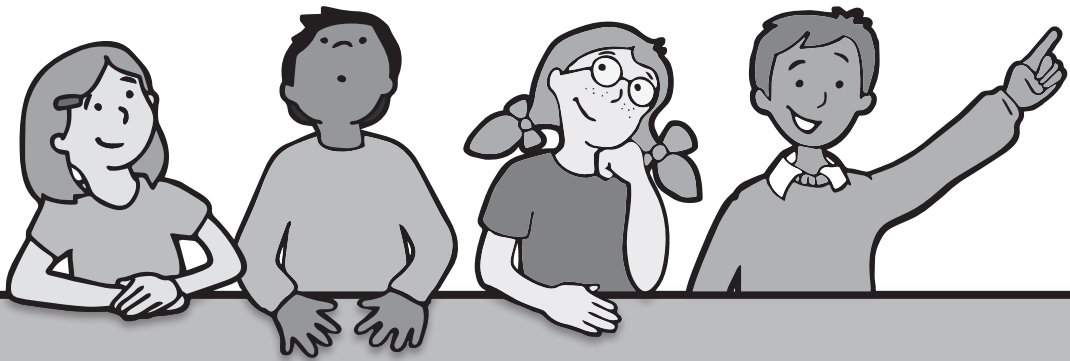


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MASTERING THE MATHEMATICS CURRICULUM YEAR 1

Part 1

Name:

Acknowledgements:

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Guidance

YEAR 1: MASTERING THE MATHS CURRICULUM

Introduction - National Curriculum

This booklet is Part 1 of a 3-booklet series which covers all the 'matters, skills and processes' specified in the Mathematics National Curriculum. These 'matters, skills and processes' are often referred to as 'learning objectives' or 'learning outcomes'.

In Year 1, the focus is to develop confidence and mental fluency with whole numbers, counting and place value. Children begin to use this fluency with numbers to solve simple calculations, and to develop their understanding of simple fractions. In addition, children develop a basic understanding of measurement and geometry (shape and position/direction).

The specific objectives covered in this booklet are identified on the contents page. The 3 booklets in the series cover all the National Curriculum objectives for Year 1.

Content of the booklet

The content is ideal for reinforcement and consolidation of taught objectives, which can be done in school or as home learning. It can also be used to introduce new National Curriculum objectives which may be unfamiliar to children. In general, the practice examples are arranged so that they become progressively more difficult working down the page.

Using the booklet

For children in Year 1, who are still developing reading skills, it may be beneficial for some pages to be read by an adult so that children are able to focus on the mathematics.

The booklet is designed so that children are able to write their answers directly onto the pages. If any additional working out or counting is necessary, an exercise book or paper would be needed.



Contents

Number – number and place value

Page	Objectives
Page 1	Count forwards, read and write numbers to and across 100, beginning with 0 or 1, or from any given number
Page 2	Count backwards, read and write numbers from any given number up to and beyond 100
Page 3	Use ordinal numbers
Page 4	Count, read and write numbers to 100 to indicate a quantity
Page 5	Count in twos
Page 6	Count in fives
Page 7	Count in tens
Page 8	Recognise odd and even numbers when counting
Page 9	Given a number, identify one more
Page 10	Given a number, identify one less
Page 11	Identify and represent numbers using objects and pictorial representations including the number line
Page 12	Count and compare numbers up to 100, using the language of: equal, more than, less than (fewer), most, least
Page 13	Recognise repeating patterns with objects and shapes
Page 14	Read and write numbers from 1 to 20 in numerals and words
Pages 15–16	Solve mixed problems involving the number system

Number – addition and subtraction

Page	Objectives
Page 17	Read and write mathematical statements involving addition (+), subtraction (–) and equals (=) signs
Page 18	Interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
Page 19	Represent and use number bonds and related subtraction facts within 10
Page 20	Represent and use number bonds and related subtraction facts within 20
Page 21	Add one-digit numbers to 20, including zero
Page 22	Add one-digit and two-digit numbers to 20, including zero
Page 23	Subtract two one-digit numbers, including zero
Page 24	Subtract one-digit and two-digit numbers, including zero
Page 25	Solve missing number problems
Pages 26–27	Solve one-step problems that involve addition
Pages 28–29	Solve one-step problems that involve subtraction
Pages 30–31	Solve mixed one-step problems involving addition and subtraction (Choose the correct operation)

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Number

Number and place value

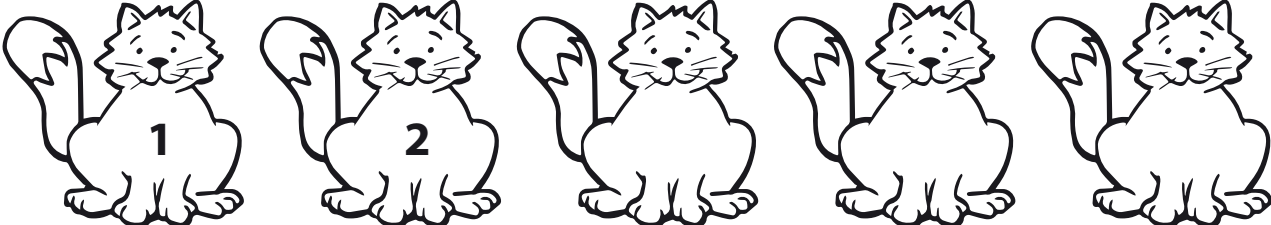
Name: _____

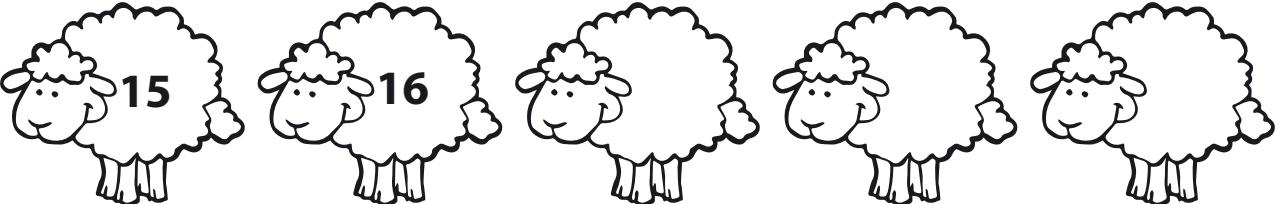
Count forwards, read and write numbers to and across 100, beginning with 0 or 1, or from any given number

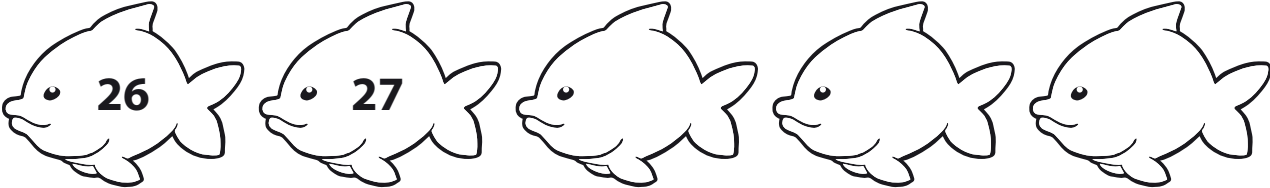
1 Start at 0 and count to 100.

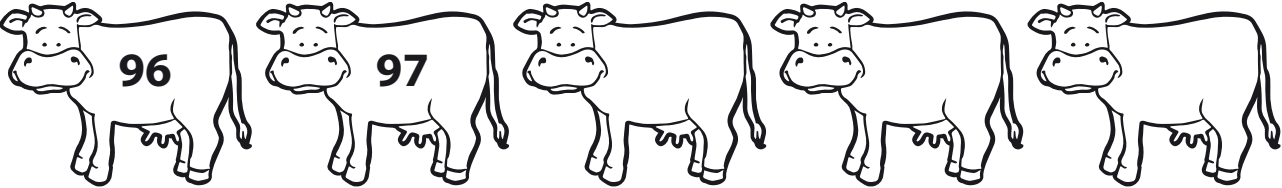
2 Now, start at 52 and count to 108.

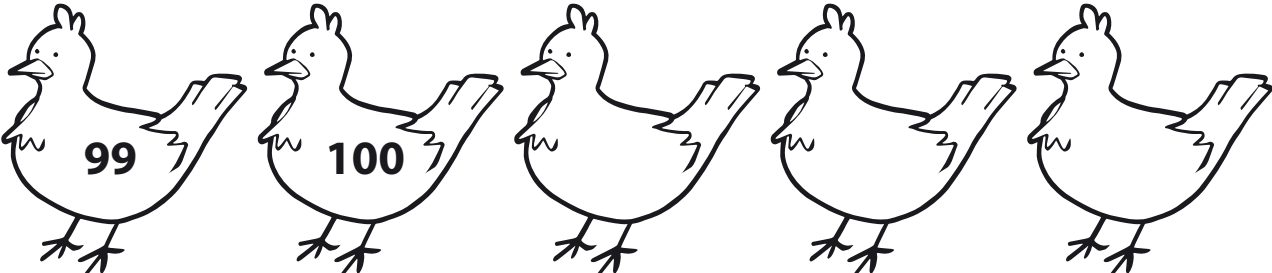
3 Try to write the missing numbers on the animals.

a 

b 

c 

d 

e 

Name: _____

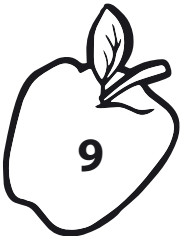


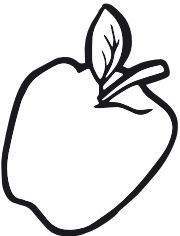

Count backwards, read and write numbers from any given number up to and beyond 100

1 Start at **10** and count backwards to **0**.

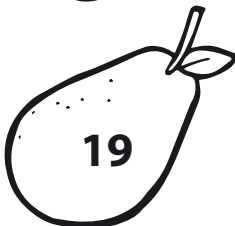
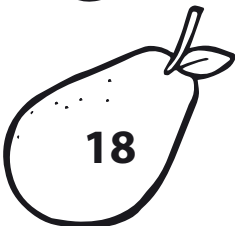
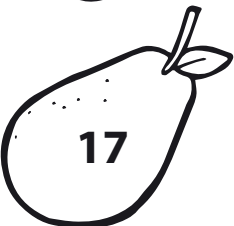
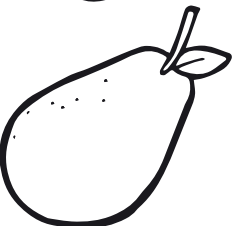
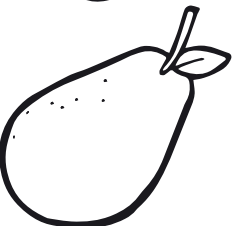
2 Now, start at **107** and count backwards to **84**.

3 Try to write the missing numbers on the fruit.



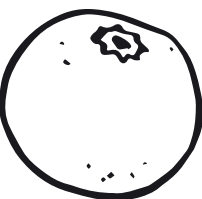
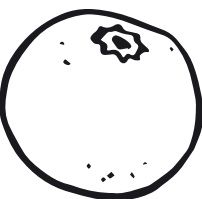
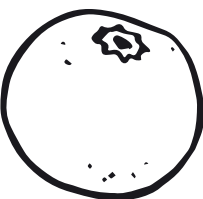
a

				
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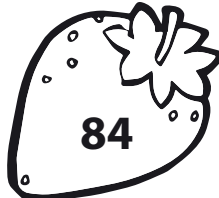
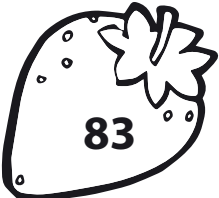
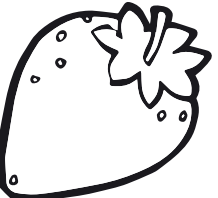
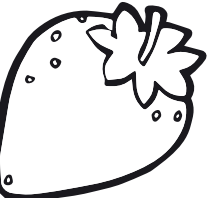
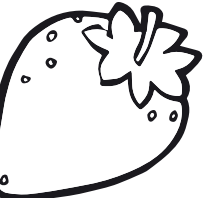
b

				
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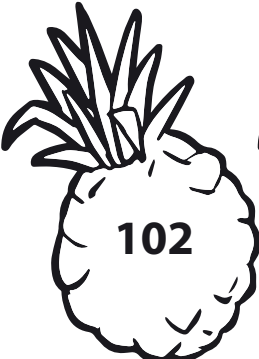




c

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

d

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

e

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

Use ordinal numbers

1 The children are lining up at school. Match the ordinal numbers. One is done for you.

2 Write a word to complete the sentences. One is done for you.

The toy is the doll .

a The toy is the teddy .

b The toy is the train .

3 Write the ordinal numbers on the stepping stones. Some are done for you.

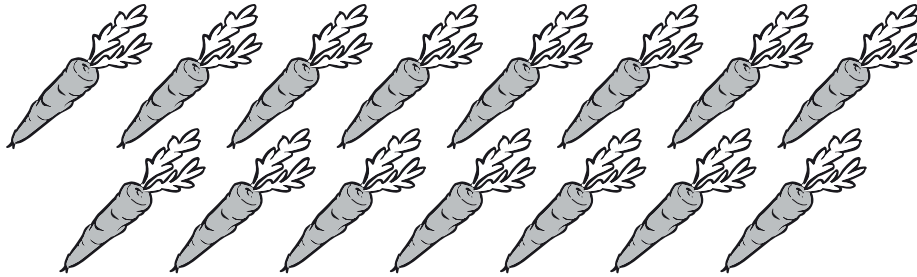
Name: _____

Count, read and write numbers to 100 to indicate a quantity

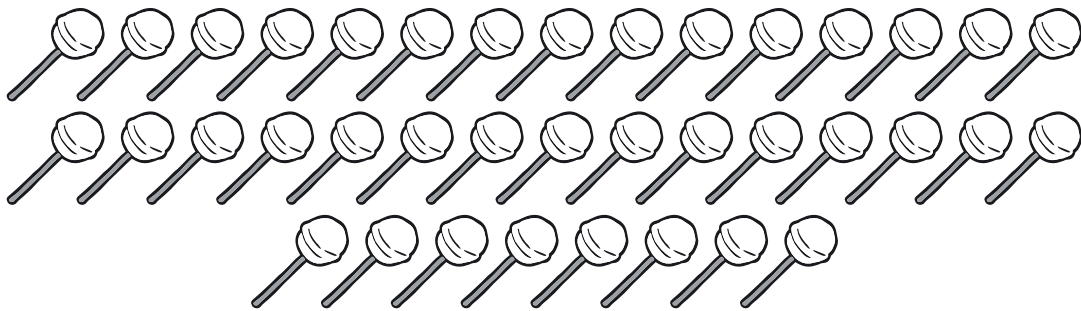
1 How many sweets can you see?



2 How many carrots are there?



3 How many lollipops are there?



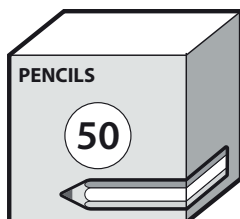
4 How long is the pencil? centimetres



not actual size



5 Count on from the box of pencils to find how many pencils there are altogether.



Name: _____

Count in twos

1 Count in **twos** to find the answer.

a How many socks can you see?



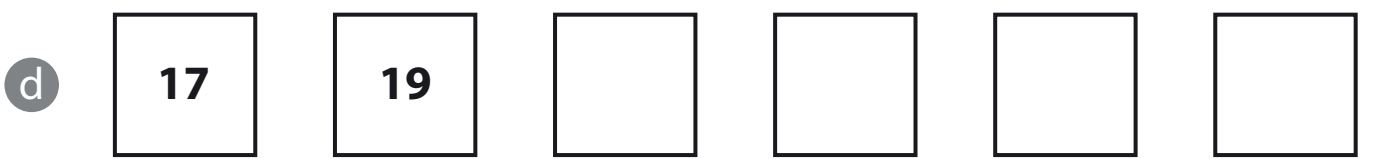
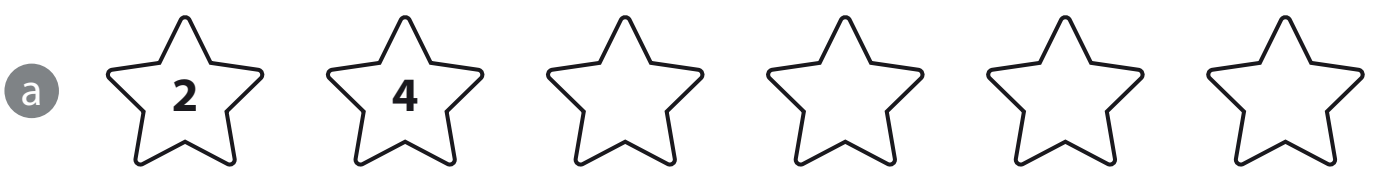
b How many shoes are there altogether?



c How many ties are there in total?



2 Now count in **twos** and write the missing numbers on the shapes.



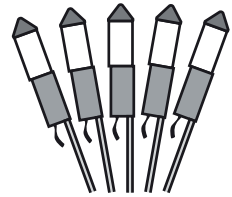
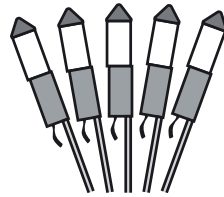
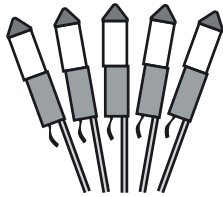
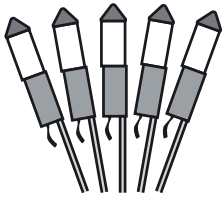
Count in fives

1 Count in **fives** to find the answers.

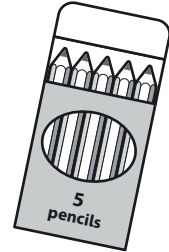
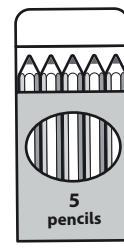
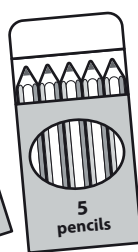
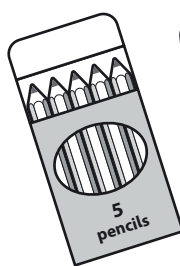
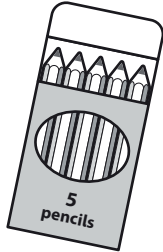
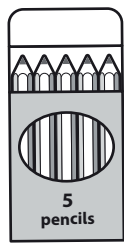
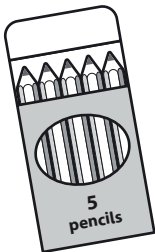
a How many balls are there altogether?



b How many rockets can you see?



c How many pencils are there in total?



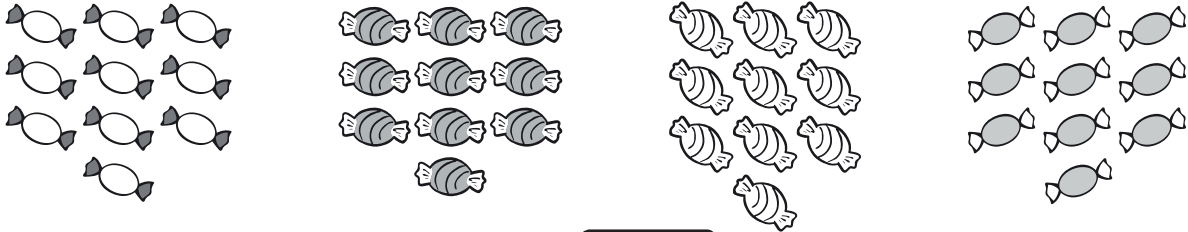
2 Now count in **fives** and write the missing numbers on the shapes.



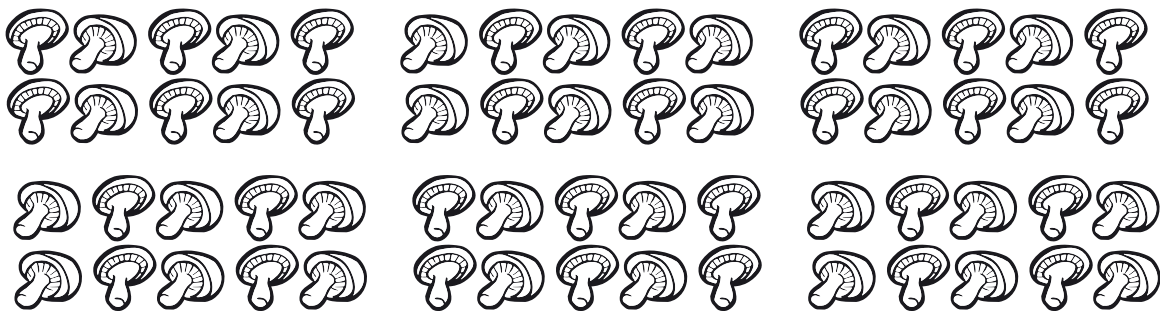
Count in tens

1 Count in **tens** to find the answer.

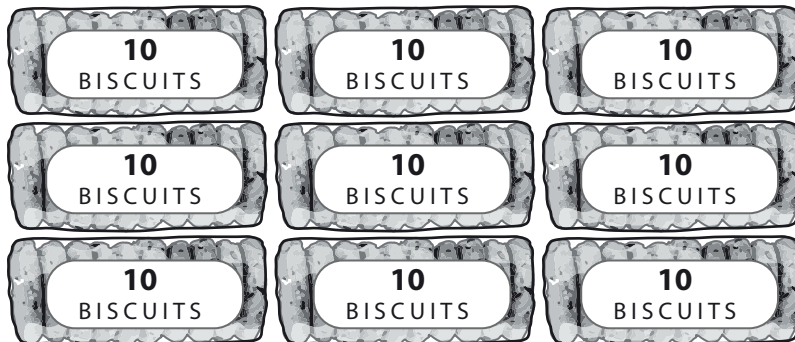
a How many sweets can you see?



b How many mushrooms are there?



c How many biscuits are there?



2 Now count in **10s** and write the missing numbers in the boxes.

a 0 10

b 40 50

c 65 85

d 33 53

Name: _____

Recognise odd and even numbers when counting

1 Draw rings around the odd numbers.

12 17 8 4 3 9

2 Count from **0** to **20** and write down all the even numbers.

0
.....
..... 20
.....

3 Now count from **20** to **40** and write down all the odd numbers.

.....
.....

4 Start from **5** and count in **fives** to **100**. Write down all the even numbers.

.....
.....

5 a Write all the odd numbers in the correct place on the number grid.



70	71	72	73	74	75
76					

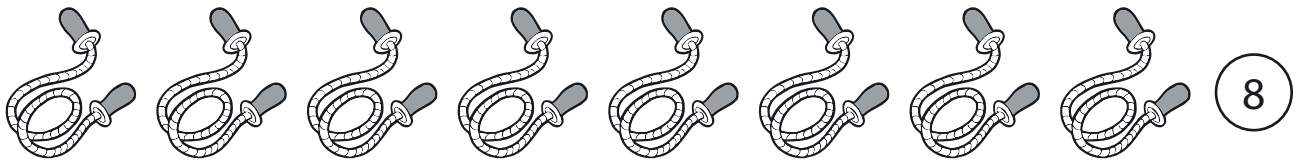
b What did you notice?

.....

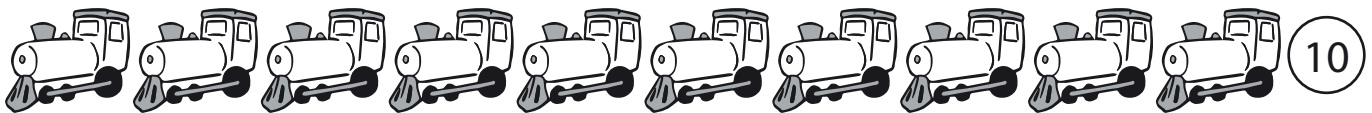
Name: _____

Given a number, identify one more

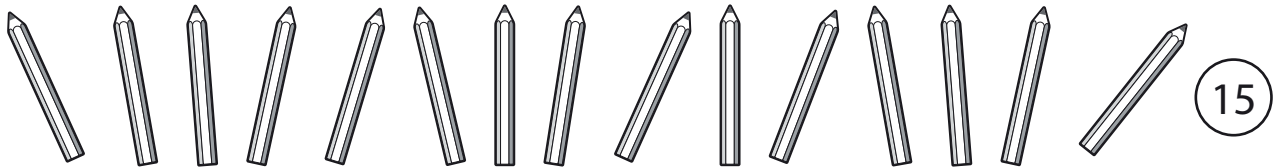
1 For each of the following, write down the number which is one more.



a One more is?



b One more is?



c One more is?

2 Complete the following. One is done for you.

1 more than 4 is

a 1 more than 7 is

b 1 more than 9 is

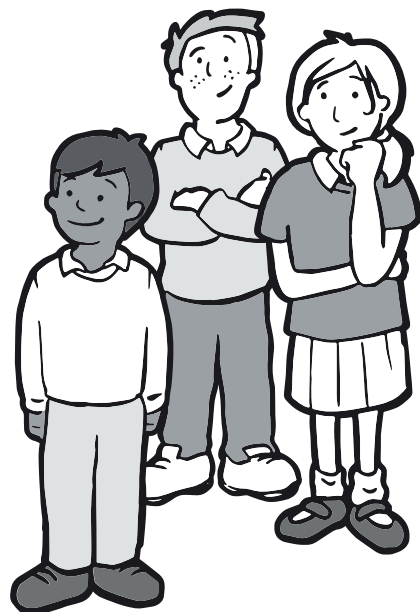
c 1 more than 36 is

d 1 more than 79 is

e 1 more than 100 is

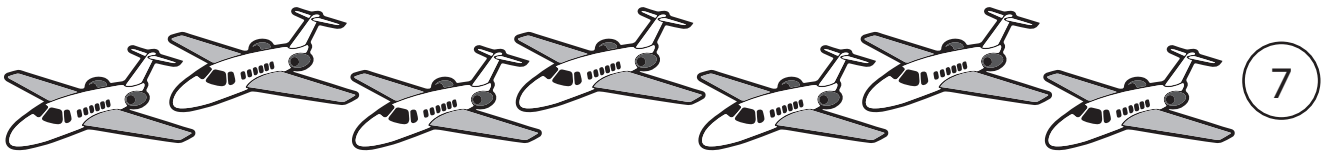
f 17 is 1 more than

g 100 is 1 more than

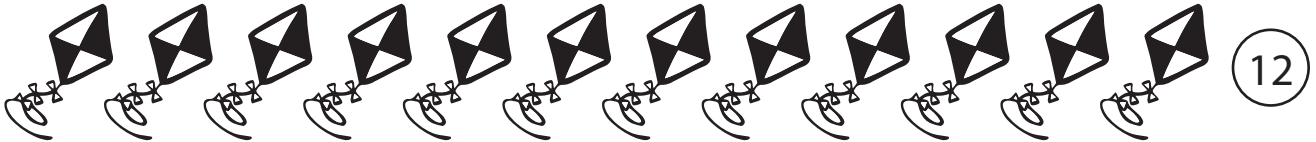


Given a number, identify one less

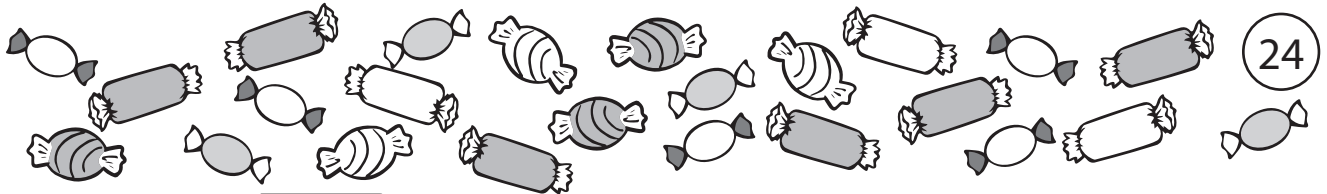
1 For each of the following, write down the number which is one less.



a One less is?



b One less is?



c One less is?

2 Complete the following. One is done for you.

1 less than 3 is

a 1 less than 6 is

b 1 less than 21 is

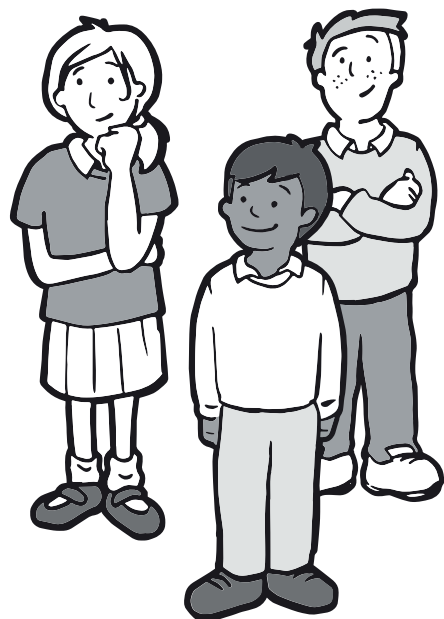
c 1 less than 14 is

d 1 less than 38 is

e 1 less than 100 is

f 61 is 1 less than

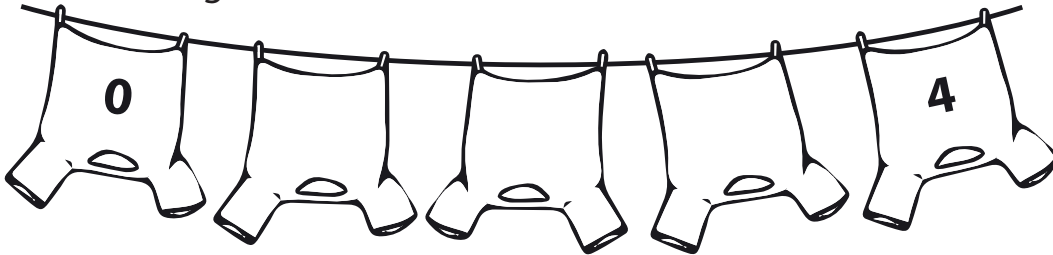
g 80 is 1 less than



Name: _____

Identify and represent numbers using objects and pictorial representations including the number line

1 Write the missing numbers on the t-shirts.



2 Write the missing numbers on the bottles.



3 Complete the number lines. Look carefully.

a

17					22
----	--	--	--	--	----

b

		41			44
--	--	----	--	--	----

c

89	91				
----	----	--	--	--	--

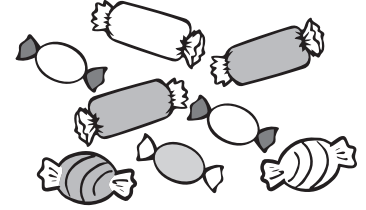
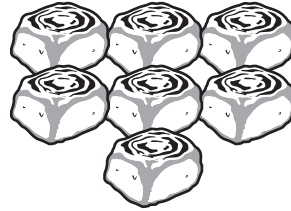
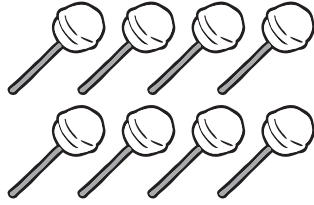
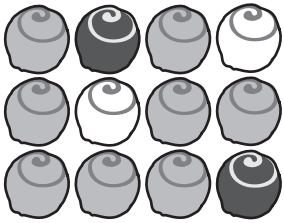
4 Now try and complete the missing numbers in the number grid. Part of the grid has been torn off.

0	1	2	3	4	5	6	7	8	9
10	11								19
20				24					
							37		
							47		

Name: _____

Count and compare numbers up to 100, using the language of: equal, more than, less than (fewer), most, least

1 Write equal, more or fewer in each of the sentences below.




a There are lollipops  than chocolates .


b The number of sweets  is than the number of buns .

c There are buns  than chocolates .

d The number of lollipops  is to the number of sweets .

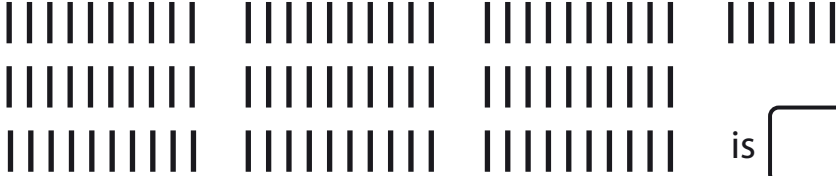
2 Write more than, less than or equal to.

a  is 14

b  is 44

c 47 is 52








d 84 is 75

e  is 96








Name: _____

Recognise repeating patterns with objects and shapes

1 Which toy comes next? Draw or write your answers.

a       










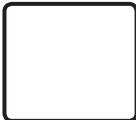
doll drum teddy doll drum teddy

b       



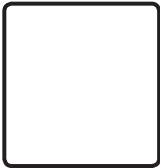



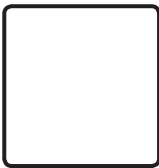
car rocket rocket car rocket rocket

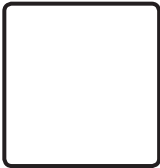
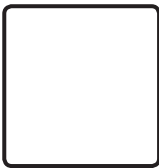
2 Draw the next **three** shapes in the pattern.



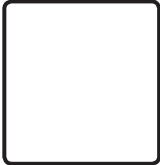



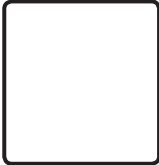
a          

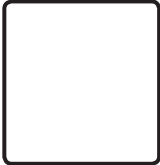
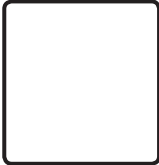
b          

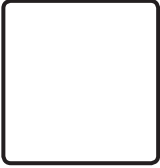





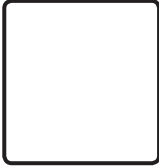
3 What are the missing toys or shapes? Draw or write your answers.

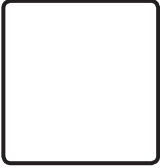
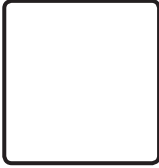
a       

bike bus  bike bus plane 

b       

square triangle  square triangle circle 

c       

 square triangle circle square triangle 

Name: _____

Solve mixed problems involving the number system

1 Count the toys. How many are there altogether?



2 Zac was counting his cars. He counted **twelve** in his garage, then another **7** on the floor.

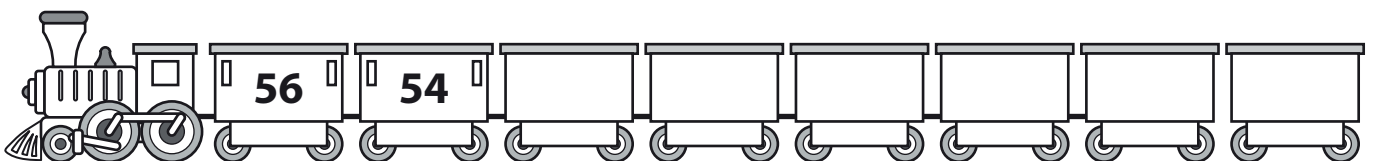
What number did Zac count to?



3 a Tasmin was counting in **fives**. She said **5**, **10**, **15**. Write down the next **6** numbers she said.

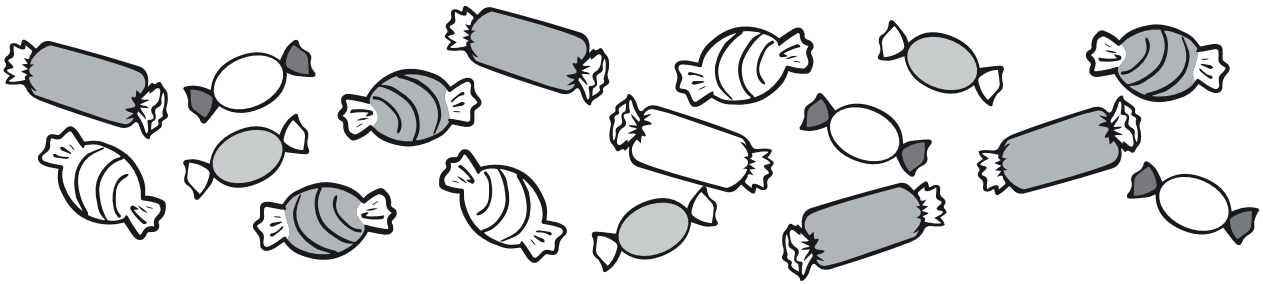
b Now go back and put a circle around all the even numbers which Tasmin said.

4 Put a number on each train carriage so that they go backwards in **twos**.



Name: _____

5 Count the sweets and write how many there are in numerals and words.



.....

6 Complete each sentence below by writing odd or even.

a When I start at **0** and count in **twos**, all the numbers are

b When I start at **11** and count in **twos**, all the numbers are

c When I start at **0** and count in **tens**, all the numbers are

d When I start at **5** and count in **twos**, all the numbers are

7 Count forwards in **twos**. The first number you say is **20**.

What is the **6th** number you say?

8 Count backwards in **fives**. The first number you say is **40**.

What is the **third** number you say?



HeadStart

primary



Number

Addition and subtraction

Name: _____

Read and write mathematical statements involving addition (+), subtraction (-) and equals (=) signs

1 Draw lines from each sign to its meaning.

—

add

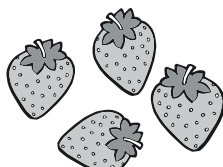
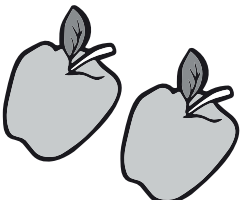
+

equals

=

subtract

2 Fill in each box by writing +, - or =. One is done for you.

a  and  4 2 6

b  and  9 7 16

c  take away  9 3 6

3 Now try these.

a $6 \square 3 = 9$

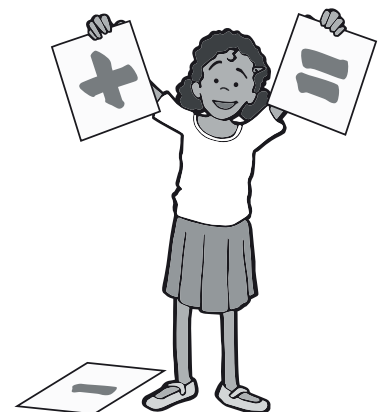
d $6 \square 2 + 4$

b $8 \square 5 = 3$

e $11 = 7 \square 4$

c $7 - 4 \square 3$

f $15 \square 9 = 6$



Interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs

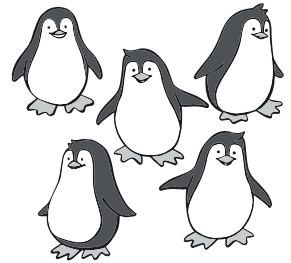
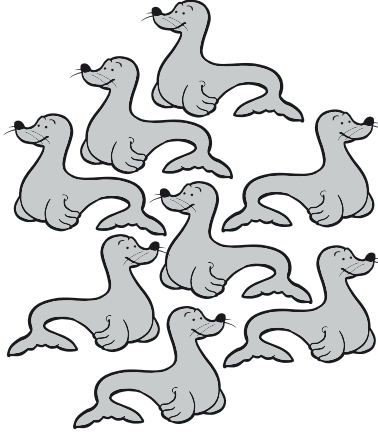
1 Solve the following. Use the pictures to help you.

a $8 + 5 = \square$

b $\square = 5 + 8$

c $13 - 5 = \square$

d $13 - \square = 5$



2 Now use the dots to help you solve these.

a $4 + 6 = \square$



b $10 - 4 = \square$

c $9 - 2 = \square$



d $2 + \square = 9$



3 Now try these. You could draw your own dots to help you.

a $3 + 2 = \square$

b $\square = 5 + 3$

c $6 - 2 = \square$

d $7 - 4 = \square$



Represent and use number bonds and related subtraction facts within 10

1 Draw the correct number of dots in each empty box.

a + =

b - =

c + =

d = +

2 Now write the missing numbers in the boxes, so that each pair makes the number in the circle.

a 18 6

b 9 4

c 5 5

d 0 7

3 Complete the number sentences on each petal to make 10.
Use different numbers on each petal.

a

b Use the information to help solve:

$$10 - 6 = \square$$

$$10 - 3 = \square$$

$$10 - \square = 8$$

$$10 - \square = 10$$



Represent and use number bonds and related subtraction facts within 20

- 1** Write down as many different ways as you can to make **20** by adding **2** numbers together. Use different numbers each time.

$$\square + \square = 20$$

$$\square + \square = 20$$

$$\square + \square = 20$$

$$\square + \square = 20$$

$$\square + \square = 20$$

$$\square + \square = 20$$

$$\square + \square = 20$$

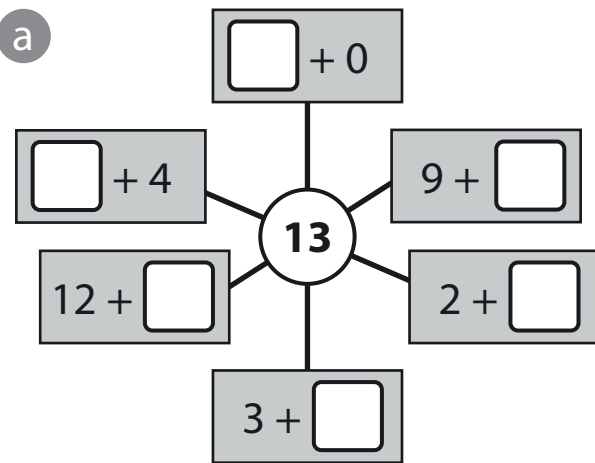
$$\square + \square = 20$$

$$\square + \square = 20$$

$$\square + \square = 20$$

$$\square + \square = 20$$

- 2** Write the missing numbers so that each pair makes the number in the centre.



- b** Use the information to help solve:

$$13 - 10 = \square$$

$$\square - 0 = 13$$

$$13 - 9 = \square$$

$$13 - \square = 1$$

- 3** Put the missing numbers in the boxes.

a $\square + 16 = 20$ and $20 - \square = 16$

b $18 + \square = 18$ and $18 - 18 = \square$

c $19 - 4 = \square$ and $4 + \square = 19$

Add one-digit numbers to 20, including zero

1 Solve the following. You can use the dots to help you.

a $3 + 4 = \square$



c $2 + 8 = \square$



b $2 + 0 = \square$



d $7 + 5 = \square$



2 Now try these. You can draw your own dots to help you.

a $2 + 6 = \square$

d $4 + 7 = \square$

b $4 + 0 = \square$

e $\square = 5 + 8$

c $\square = 3 + 3$

f $6 + 9 = \square$

3 Crack the code. Solve each calculation and then write the letter.

a	b	e	i	m	n	p	r	u	z
19	6	17	14	15	9	13	16	18	4

a $6 + 3 = \square$

d $6 + 0 = \square$

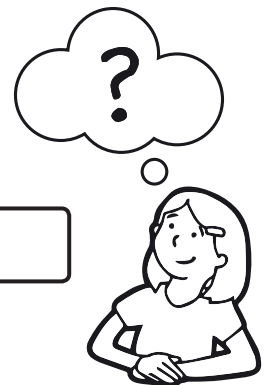
b $9 + 9 = \square$

e $8 + 9 = \square$

c $9 + 6 = \square$

f $8 + 8 = \square$

What word have you made?



Add one-digit and two-digit numbers to 20, including zero**1** Solve each calculation.

a $2 + 12 = \square$

e $\square = 11 + 7$

b $14 + 0 = \square$

f $15 + 3 = \square$

c $10 + 10 = \square$

g $6 + 11 = \square$

d $\square = 13 + 4$

h $0 + 17 = \square$

2 Put a ring around each calculation which equals the number in the box.

EXAMPLE:

16

$3 + 13$

$7 + 10$

$8 + 8$

$12 + 4$

$10 + 5$

a **19**

$11 + 8$

$4 + 16$

$17 + 2$

$14 + 5$

$13 + 6$

b **17**

$17 + 0$

$7 + 12$

$11 + 6$

$14 + 4$

$14 + 3$

c **18**

$14 + 6$

$12 + 6$

$13 + 5$

$17 + 2$

$19 + 0$

d **14**

$0 + 13$

$1 + 13$

$14 + 0$

$11 + 3$

$12 + 3$

e **15**

$7 + 12$

$11 + 4$

$12 + 4$

$10 + 5$

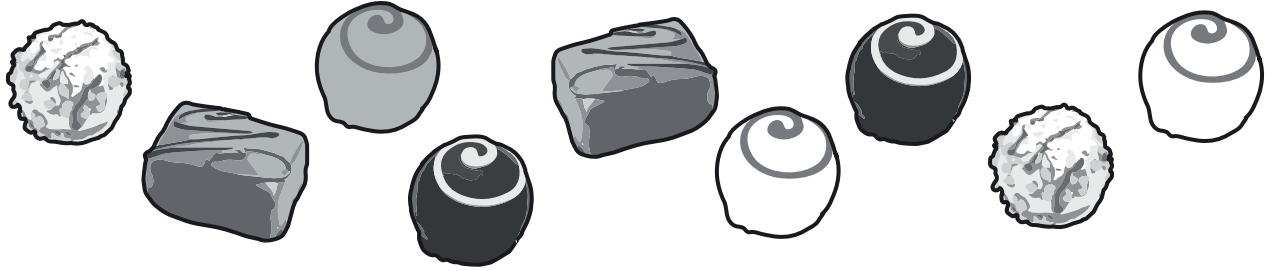
$13 + 2$



Name: _____

Subtract two one-digit numbers, including zero

1 Tom ate 4 chocolates.



How many were left?

2 Solve the following. The dots can help you.

a $8 - 2 = \square$



b $9 - 5 = \square$



3 Now try these. You can draw your own dots to help you.

a $7 - 4 = \square$

c $\square = 9 - 2$

b $6 - 0 = \square$

d $8 - 8 = \square$

4 Complete each calculation, and then circle those which have an answer of less than 5. One is done for you.

$7 - 6 = \square$ (The answer 1 is circled)

c $8 - 2 = \square$

f $7 - 7 = \square$

a $3 - 0 = \square$

d $9 - 2 = \square$

g $7 - 3 = \square$

b $7 - 1 = \square$

e $8 - 4 = \square$

h $9 - 4 = \square$

Subtract one-digit and two-digit numbers, including zero**1** Solve the following.

a $18 - 6 = \square$

f $15 - 8 = \square$

b $17 - 5 = \square$

g $\square = 12 - 0$

c $\square = 19 - 12$

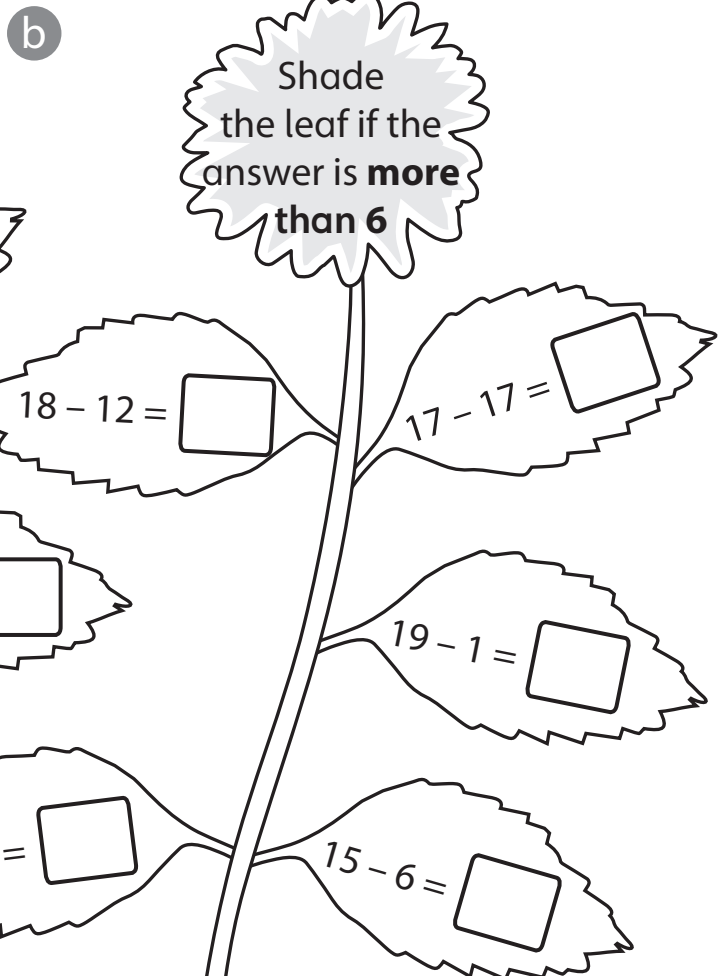
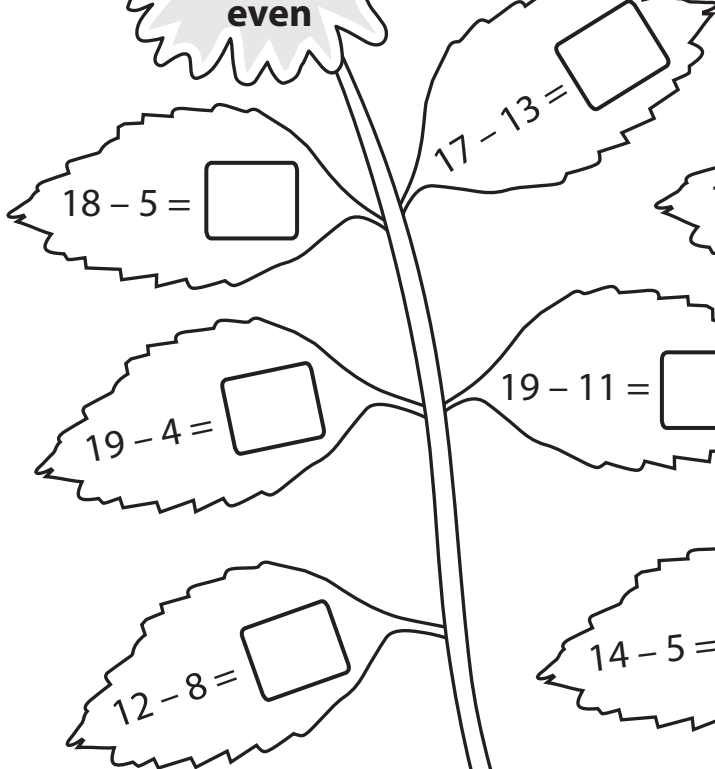
h $10 - 10 = \square$

d $\square = 17 - 13$

i $13 - 9 = \square$

e $14 - 6 = \square$

j $28 - 15 = \square$

2 Answer the calculations on the leaves. Then follow the instruction on the flower.a
Shade the leaf if the answer is **even**

Solve missing number problems

1 Put the missing numbers in the boxes.

a + 8 = 9

f 8 + = 8

b 4 + = 17

g - 4 = 13

c 19 - = 11

h 16 - = 7

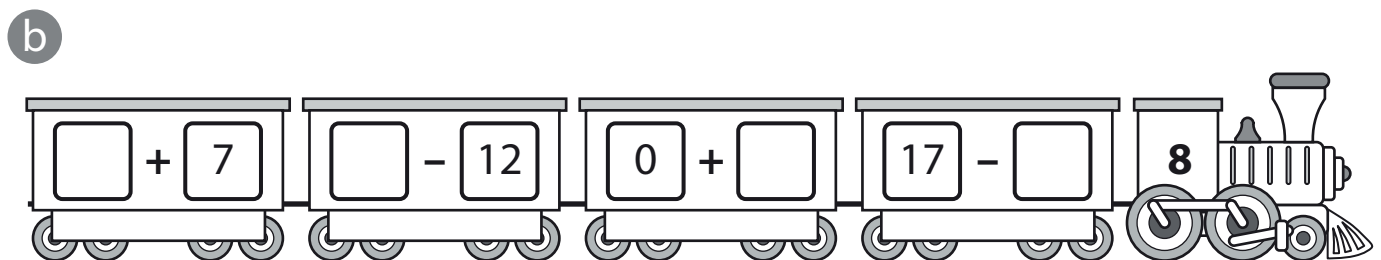
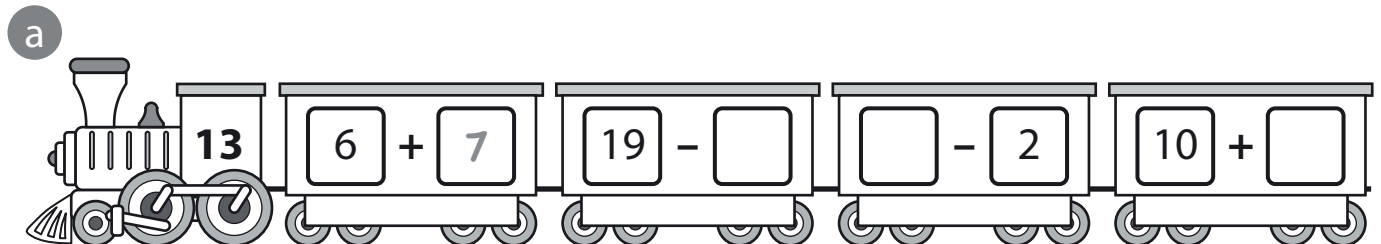
d - 9 = 0

i + 13 = 19

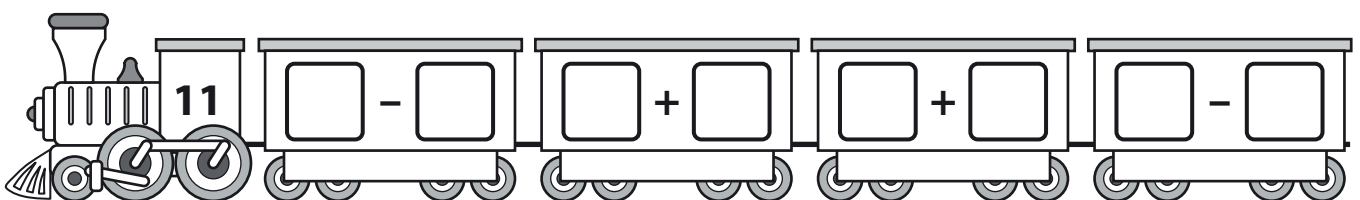
e 6 + = 17

j - 12 = 3

2 Complete the calculations on the carriages so that each answer equals the number on the engine. One is done for you.



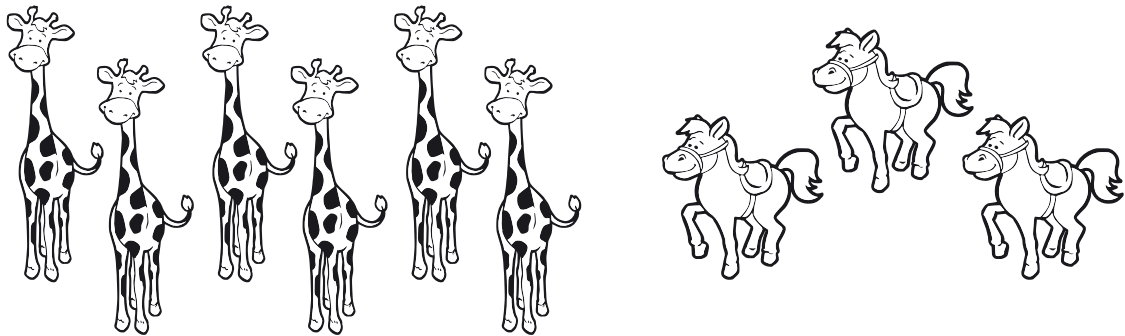
c Think carefully about this one! Don't write any numbers greater than 20.



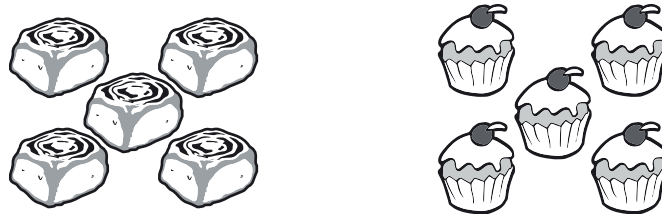
Name: _____

Solve one-step problems that involve addition

1 How many animals are there altogether?



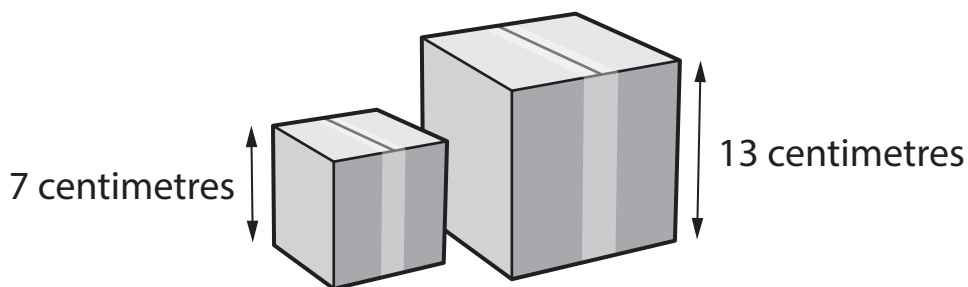
2 Saima and Josh each baked 5 cakes. They put them together on a plate. How many cakes were on the plate?



3 What is the total cost of the lollipop and the crisps? p



4 The height of the bigger box is 13 centimetres. The height of the smaller box is 7 centimetres.



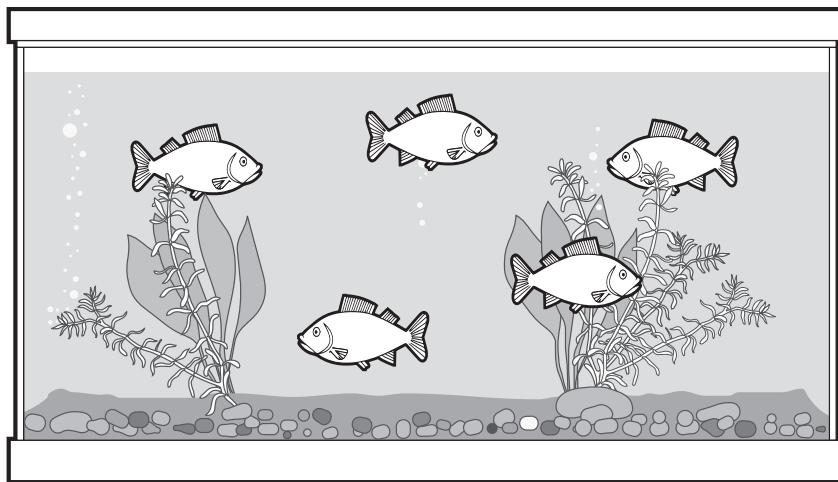
What is the total height of both boxes? centimetres

Name: _____

- 5 Deri put **11** spoonfuls of sugar in a bowl. Then she added **4** more spoonfuls. How many spoonfuls of sugar did she put in the bowl altogether?



- 6 **12** more fish were put in the fish tank. What was the total number of fish in the tank then?

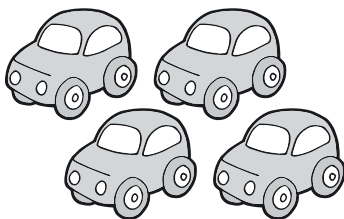


- 7 How much money is there in total?

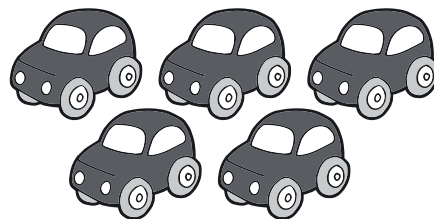
 p

8

Jack's cars



Polly's cars

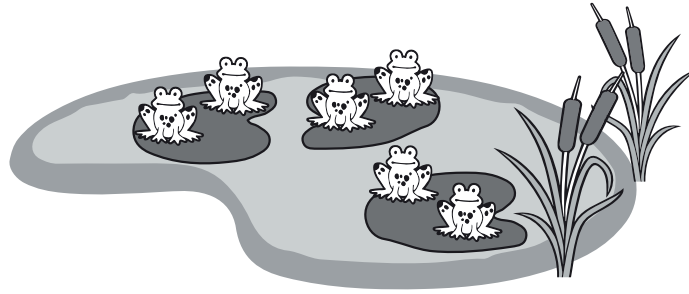


Aftab had **4** cars. How many cars did Jack, Polly and Aftab have altogether?

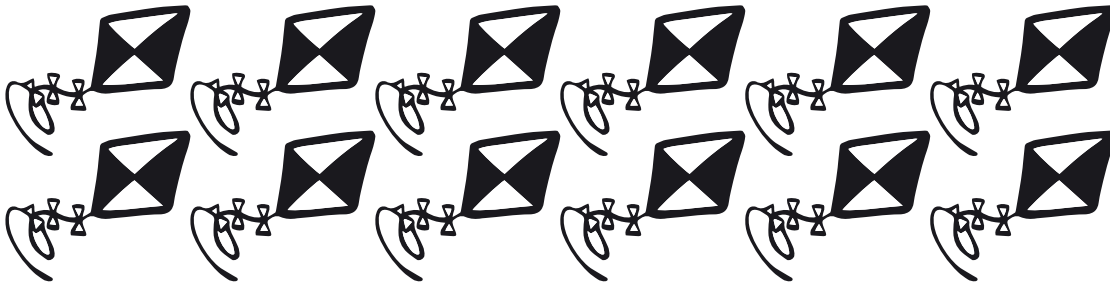
Name: _____

Solve one-step problems that involve subtraction

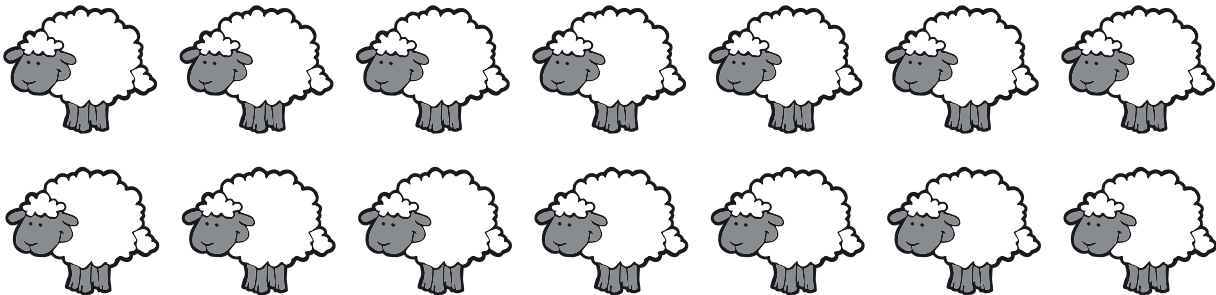
- 1 4 of the frogs hopped out of the pond. How many frogs were left in the pond?



- 2 7 of the kites flew away. How many kites were left?



- 3 There are 8 fewer cows than sheep. How many cows are there?



- 4 What is the distance between point A and point B? centimetres

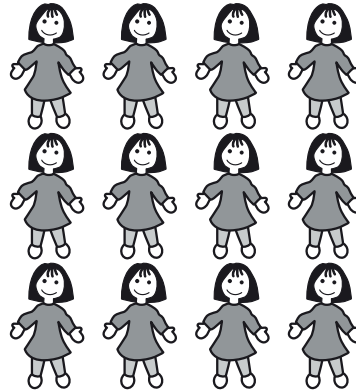


not actual size

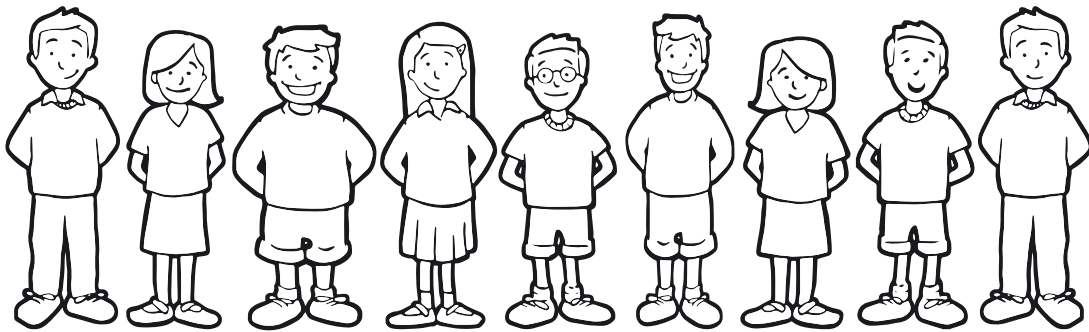
Continued overleaf

Name: _____

5 What is the difference between the number of dragons and the number of dolls?



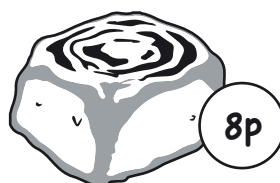
6 Each child eats **one** biscuit. How many biscuits are left?



7 The lollipop cost **9p** less than the carton of drink. How much does the lollipop cost? p



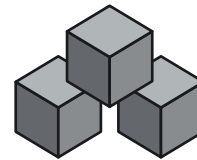
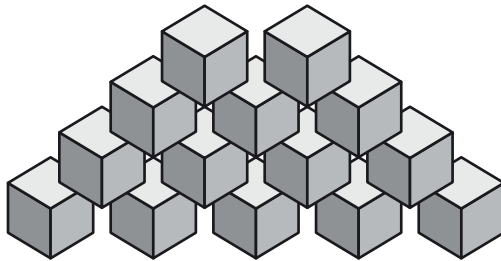
8 Jaz has **17p**. He buys a bun. How much does he have left? p



Name: _____

Solve mixed one-step problems involving addition and subtraction
(Choose the correct operation)

- 1 There were **14** blue cubes and **3** red cubes.
How many cubes were there altogether?

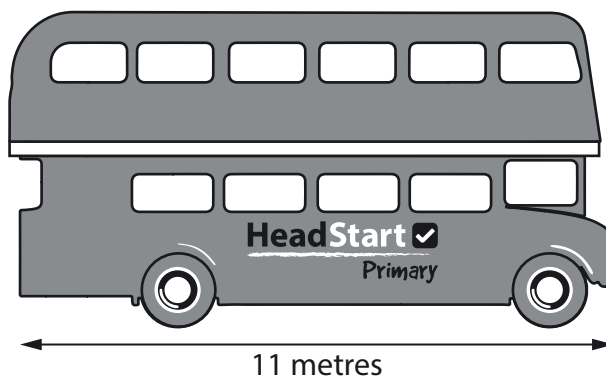


- 2 Ayaan thought of the number **6**. He added **8** to it.

What was his answer?

- 3 What is the difference between the length of the bus and the length of the bicycle?

metres



- 4 Jai had **20p**.



Jessica had **2p**.



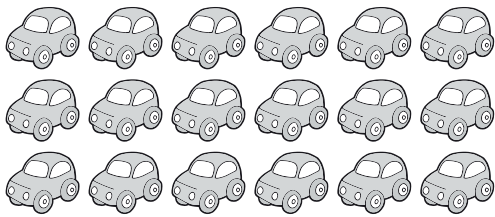
How much more money did Jai have than Jessica?

p

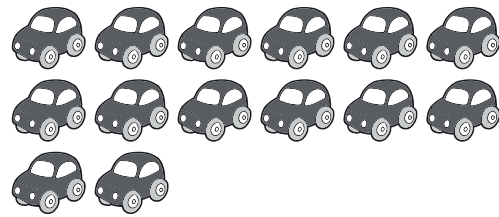
Name: _____

- 5 Sky had **18** toy cars. Salma had **14** toy cars.

How many more toy cars did Sky have than Salma?



Sky's cars

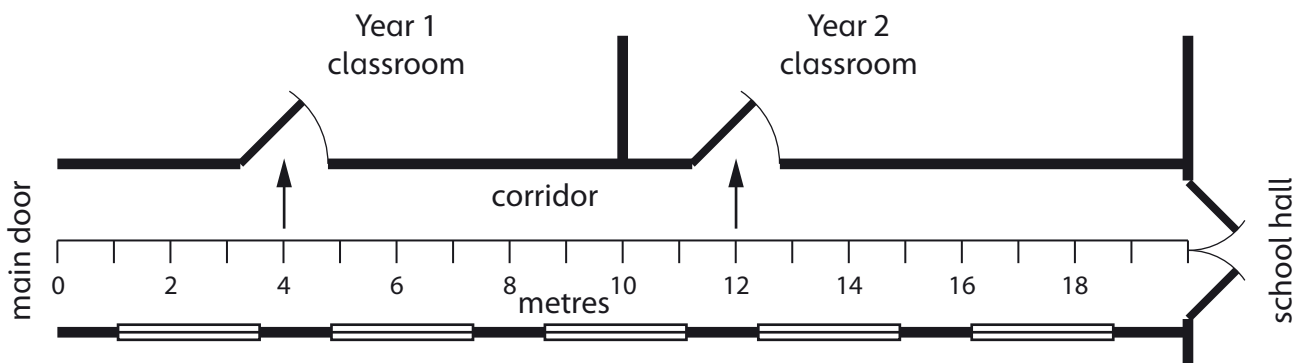


Salma's cars

- 6 How much money is there altogether? p



- 7 Look at the plan of the school corridor (not actual size).



- a What is the distance between the Year 1 classroom door and the Year 2 classroom door? metres

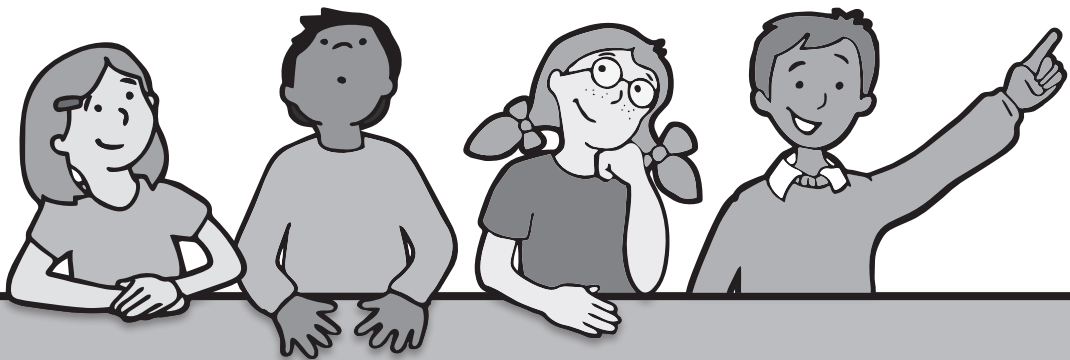
- b Samir skipped from the main door to the Year 2 door. Then he skipped another **5 metres**.

How many metres had he skipped altogether? metres

- 8 Toby has **2** more blue cubes than red cubes. He has **5** red cubes.

HeadStart

primary



MASTERING THE MATHEMATICS CURRICULUM
YEAR 1

Part 1

ANSWERS

Answers

Page 1

- 1 Children counting correctly
- 2 Children counting correctly
- 3 a) 3, 4, 5 b) 17, 18, 19 c) 28, 29, 30
d) 98, 99, 100 e) 101, 102, 103

Page 2

- 1 Children counting correctly
- 2 Children counting correctly
- 3 a) 6, 5 b) 16, 15 c) 25, 24, 23
d) 82, 81, 80 e) 100, 99, 98

Page 3

- 1 matched correctly
- 2 a) third b) fifth
- 3 4th, 6th, 7th, 8th, 10th, 11th

Page 4

- 1 6
- 2 15
- 3 38
- 4 20 cm
- 5 62

Page 5

- 1 a) 8 b) 12 c) 16
- 2 a) 6, 8, 10, 12 b) 12, 16, 18, 20 c) 30, 32, 36, 38
d) 21, 23, 25, 27

Page 6

- 1 a) 15 b) 20 c) 35
- 2 a) 10, 15, 20, 25 b) 35, 40, 45, 50
c) 70, 75, 80, 85 d) 38, 43, 48, 53

Page 7

- 1 a) 40 b) 60 c) 90
- 2 a) 20, 30, 40, 50 b) 60, 70, 80, 90 c) 75, 95, 105,
115 d) 43, 63, 73, 83

Page 8

- 1 rings around 17, 3, 9
- 2 2, 4, 6, 8, 10, 12, 14, 16, 18
- 3 21, 23, 25, 27, 29, 31, 33, 35, 37, 39
- 4 10, 20, 30, 40, 50, 60, 70, 80, 90
- 5 a) 2nd column: 77, 83, 89, 95; 4th column: 79, 85,
91, 97; 6th column: 81, 87, 93, 99 b) appropriate
explanation, e.g. odd numbers in columns,
increasing in 6 because 6 numbers in a row

Page 9

- 1 a) 9 b) 11 c) 16
- 2 a) 8 b) 10 c) 37 d) 80 e) 101 f) 16 g) 99

Page 10

- 1 a) 6 b) 11 c) 23
- 2 a) 5 b) 20 c) 13 d) 37 e) 99 f) 62 g) 81

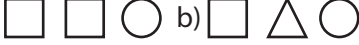


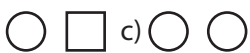

Page 11

- 1 1, 2, 3
- 2 11, 13, 14
- 3 a) 18, 19, 20, 21 b) 39, 40, 42, 43 c) 93, 95, 97, 99
- 4 row 1: 12, 13, 14, 15, 16, 17, 18;
row 2: 21, 22, 23, 25, 26, 27;
row 3: 34, 35, 36; Row 4: 46

Page 12

- 1 a) fewer b) more c) fewer d) equal
- 2 a) more than b) equal to c) less than
d) more than e) equal to

Page 13

- 1 a) doll b) car
- 2 a)  b) 
- 3 a)  b)  c) 

Page 14

- 1 15: fifteen, 12: twelve, 4: four, 20: twenty, 10: ten
- 2 a) 3 b) 2 c) 8 d) 17 e) 11 f) 19
- 3 a) seven b) eleven c) fourteen d) sixteen
e) twenty

Page 15

- 1 27
- 2 19
- 3 a) 20, 25, 30, 35, 40, 45 b) 20, 30, 40 circled
- 4 52, 50, 48, 46, 44, 42

Page 16

- 5) 17, seventeen
- 6) a) even b) odd c) even d) odd
- 7) 30
- 8) 30

Page 17

- 1 - : subtract, + : add, = equals
- 2 a) + b) +, = c) -, =
- 3 a) + b) - c) = d) = e) + f) -

Answers

Page 18

- 1 a) 13 b) 13 c) 8 d) 8
- 2 a) 10 b) 6 c) 7 d) 7
- 3 a) 5 b) 8 c) 4 d) 3

Page 19

- 1 a) 6 dots drawn b) 4 dots drawn
c) 5 dots drawn d) 5 dots drawn
- 2 a) 12 b) 5 c) 0 d) 7
- 3 a) $0 + 10, 1 + 9, 2 + 8, 3 + 7, 4 + 6, 5 + 5$ b) 4, 7, 2, 0

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- 1 $0 + 20, 1 + 19, 2 + 18, 3 + 17, 4 + 16, 5 + 15,$
 $6 + 14, 7 + 13, 8 + 12, 9 + 11, 10 + 10$
- 2 a) $13 + 0, 9 + 4, 2 + 11, 3 + 10, 12 + 1, 9 + 4$
b) 3, 13, 4, 12
- 3 a) 4, 4 b) 0, 0 c) 15, 15

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- 1 a) 7 b) 2 c) 10 d) 12
- 2 a) 8 b) 4 c) 6 d) 11 e) 13 f) 15
- 3 a) 9 b) 18 c) 15 d) 6 e) 17 f) 16: number

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- 1 a) 14 b) 14 c) 20 d) 17 e) 18 f) 18 g) 17 h) 17
- 2 a) ring around: $11 + 8, 17 + 2, 14 + 5, 13 + 6$
b) ring around: $17 + 0, 11 + 6, 14 + 3$
c) ring around: $12 + 6, 13 + 5,$
d) ring around: $1 + 13, 14 + 0, 11 + 3$
e) ring around: $11 + 4, 10 + 5, 13 + 2$

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- 1 5
- 2 a) 6 b) 4
- 3 a) 3 b) 6 c) 7 d) 0
- 4 a) 3 b) 6 c) 6 d) 7 e) 4 f) 0 g) 4 h) 5

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- 1 a) 12 b) 12 c) 7 d) 4 e) 8 f) 7 g) 12 h) 0 i) 4
j) 13
- 2 a) $18 - 5 = 13, 19 - 4 = 15, 12 - 8 = 4$ (shaded),
 $17 - 13 = 4$ (shaded), $19 - 11 = 8$ (shaded),
b) $18 - 12 = 6, 14 - 5 = 9$ (shaded),
 $17 - 17 = 0, 19 - 1 = 18$ (shaded),
 $15 - 6 = 9$ (shaded)

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- 1 a) 1 b) 13 c) 8 d) 9 e) 11 f) 0 g) 17 h) 9
i) 6 j) 15
- 2 a) 6, 15, 3 b) 1, 20, 8, 9
c) appropriate calculations equalling 11

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- 1 9
- 2 10
- 3 18p
- 4 20 cm

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- 5 15
- 6 17
- 7 17p
- 8 13

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- 1 2
- 2 5
- 3 6
- 4 12 cm

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- 5 7
- 6 5
- 7 9p
- 8 9p

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- 1 17
- 2 14
- 3 9 m
- 4 18p

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- 5 4
- 6 27p
- 7 a) 8 m b) 17 m
- 8 12

