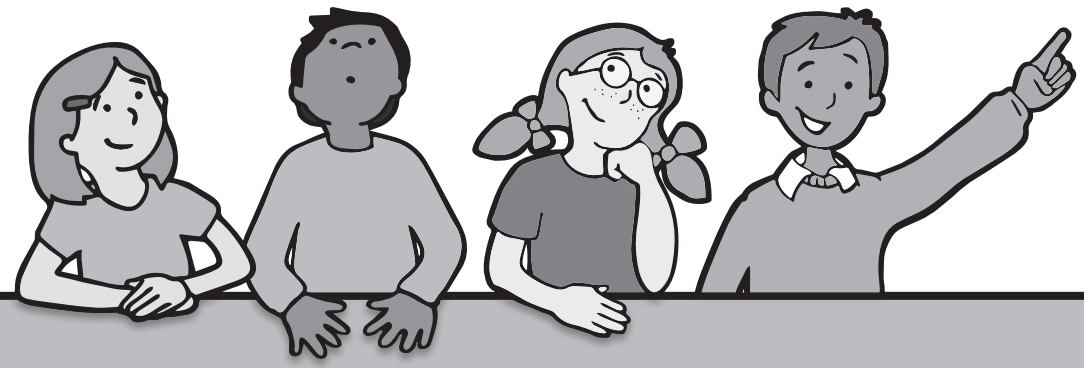
HeadStart primary



MASTERING THE MATHEMATICS CURRICULUM

YEAR 1

Part 3

Name:

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Guidance

YEAR 1: MASTERING THE MATHS CURRICULUM

Introduction - National Curriculum

This booklet is Part 3 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.

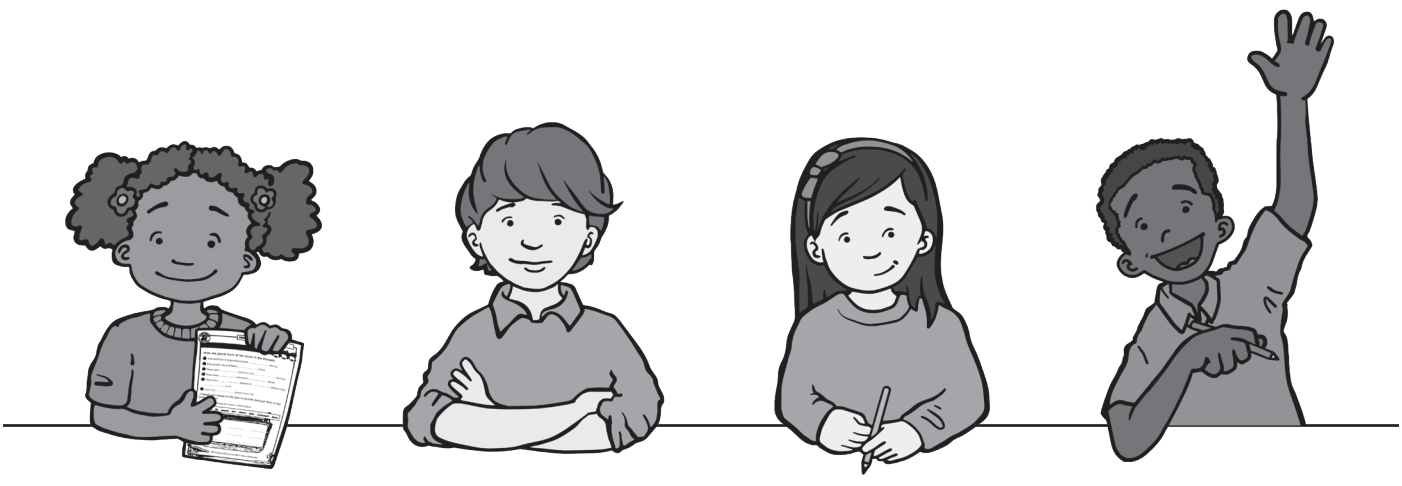
Content of the booklet

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

HeadStart primary

Measurement

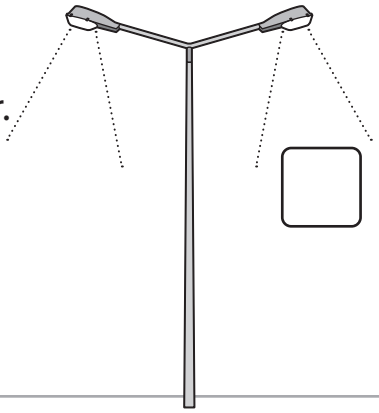
YEAR 1

Compare, describe and solve problems for lengths and heights

1 Which is **shorter**? Put a tick (✓) by your answer.

☐ ☐

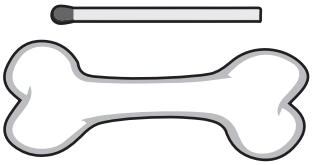
2 Which is **taller**?
Put a tick (✓) by your answer.

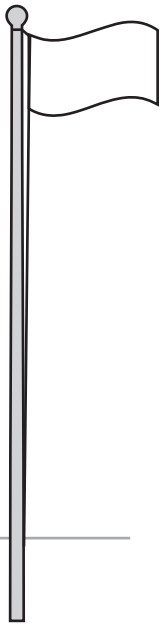


☐

☐

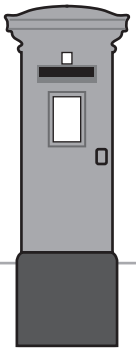
3 Write a word to complete each sentence, so that it compares the **length** or **height**.





a The matchstick is ..... than the dog bone.

b The flagpole is ..... than the postbox.

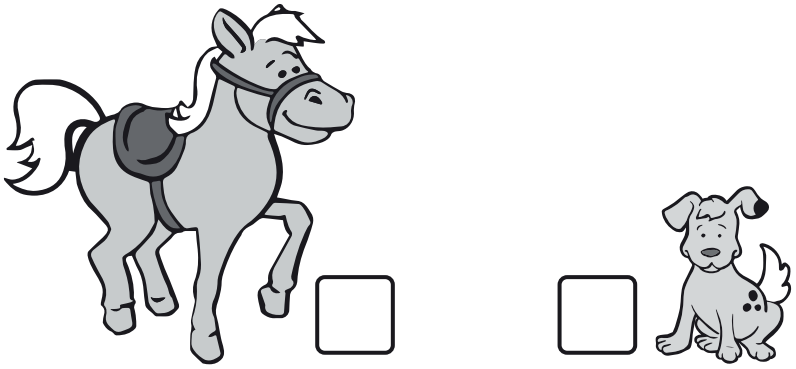


4 How many cricket bats would you need to **equal** the length of the wood?

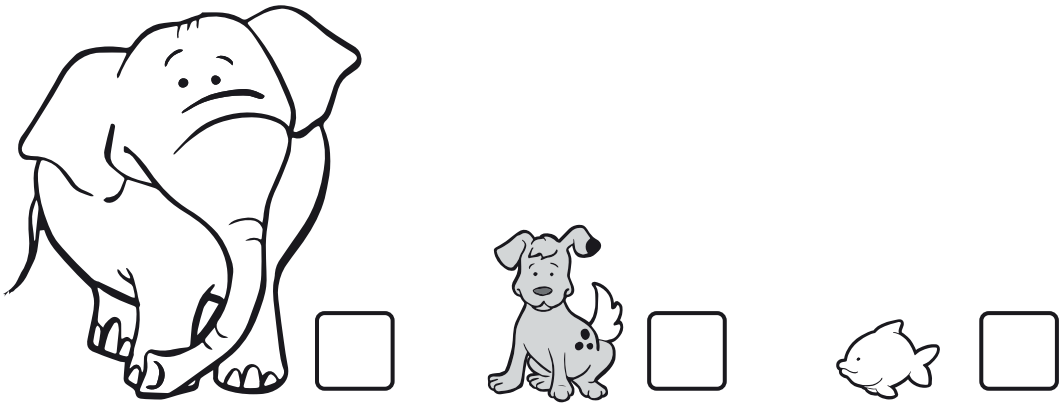
☐

Compare, describe and solve problems for mass/weight

1 Which animal is **heavier**? Put a tick (✓) by your answer.

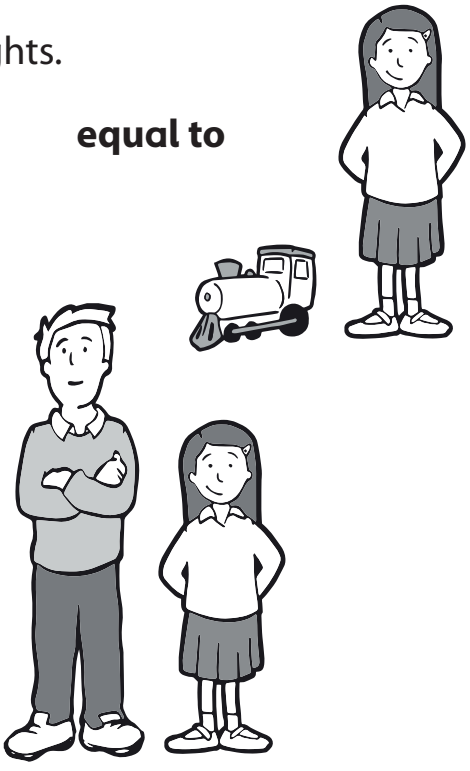


2 Put a circle around the **heaviest** and a tick (✓) by the lightest.



3 Complete each sentence to compare the weights.

Choose from: **lighter than** **heavier than** **equal to**

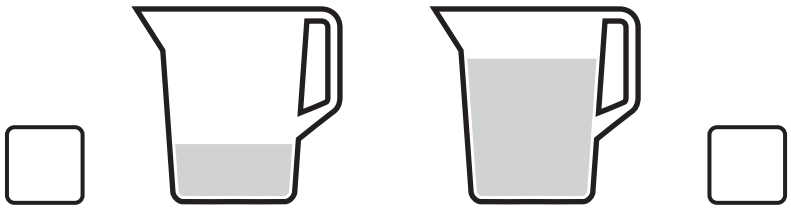


a The toy train is ..... the girl.

b The man is ..... the girl.

Compare, describe and solve problems for capacity/volume

1 Which jug has more water? Put a tick (✓) by your answer.



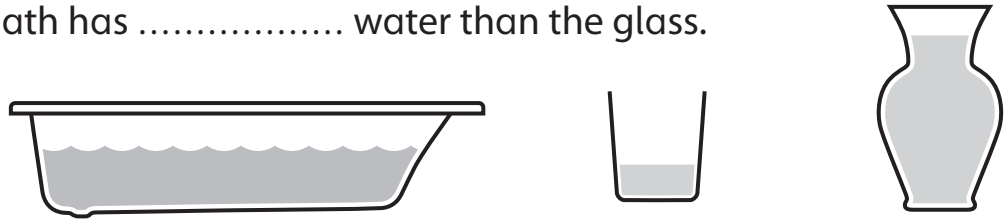
2 Draw a line from each glass to the correct word or phrase.

half full full quarter full empty

3 Write a word to complete each sentence so that it compares the capacity.
Choose from: **more** **less**

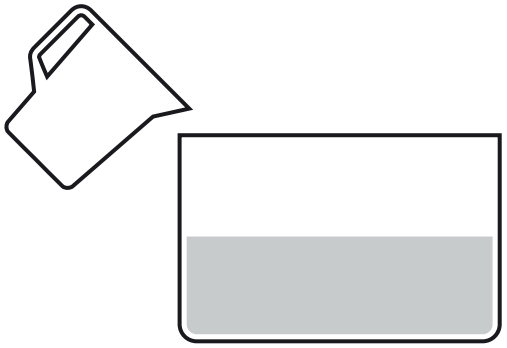
a The glass has ..... water than the vase.

b The bath has ..... water than the glass.



bath glass vase

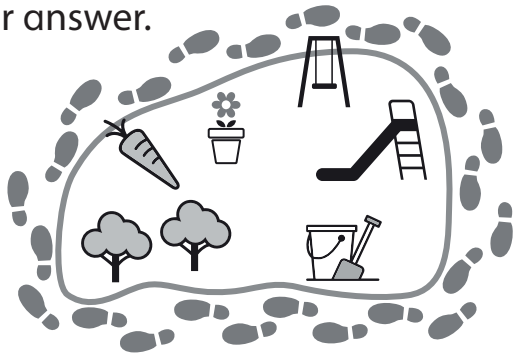
4 The jug was full with water. Then Yannick poured the water into the container. Which has the greater capacity, the jug or the container?



Compare, describe and solve problems for time

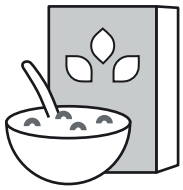
1 Which is quicker? Put a tick (✓) by your answer.

pouring a glass of water ☐

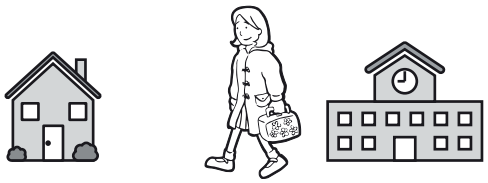


walking around the park ☐

2 Which happens later in the day? Put a tick (✓) by your answer.



eating breakfast ☐



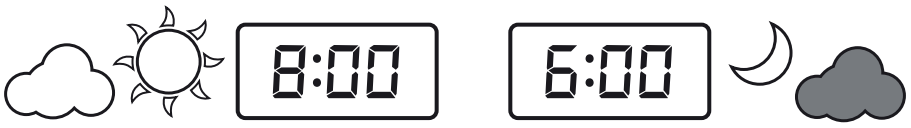
walking home from school ☐

3 Write a word in each sentence to compare the time.

Choose from: **before** **quicker** **after** **slower**

a It is ..... to climb **3** stairs than to climb a mountain.

b **8 o'clock** in the morning is ..... **6 o'clock** in the evening.

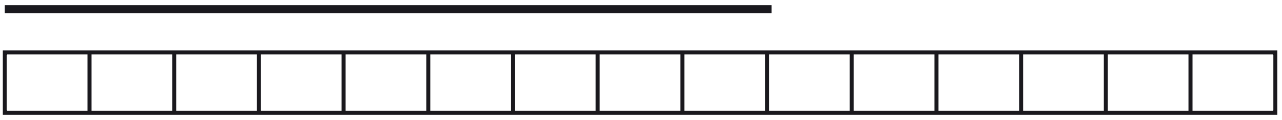


4 It took Kira **50 seconds** to swim a length.
It took Kai **44 seconds** to swim a length.

Who was slower? ☐

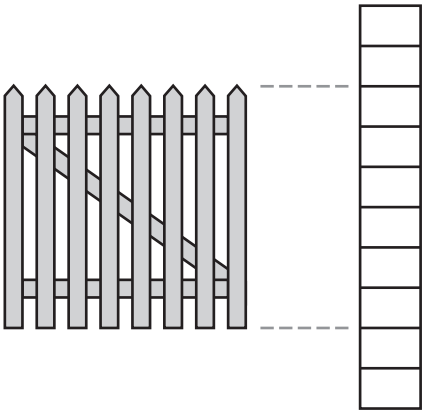
Measure and begin to record lengths and heights

1 How many units long is the line? units



2 How many units high is the gate?

units



3 Each section of the rope measures one **centimetre** (cm).

How long is the rope? centimetres

4 Use your ruler to measure the length of each line.

a

centimetres

b

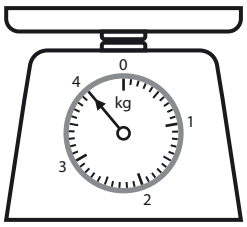
centimetres

c

centimetres

Measure and begin to record mass/weight

1 Put a tick (✓) by the scales you could use to measure weight.

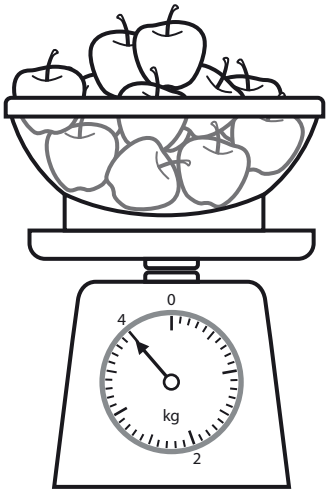
a 

b 

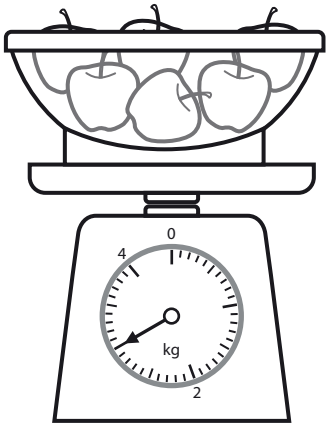
c 

d 

2 What is the weight shown on each scale?

a 

kilograms

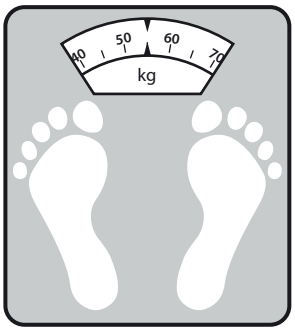
b 

kilograms

3 Now try these.

a 

kilograms

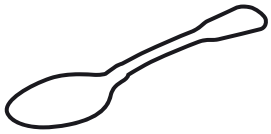
b 

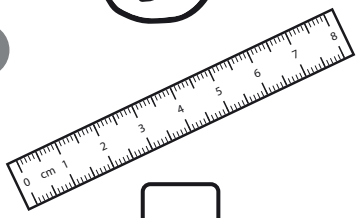
kilograms

Measure and begin to record capacity/volume

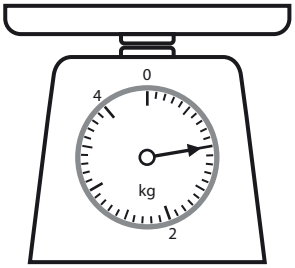
1 Azra was making a jug of fruit punch. Which of the following could she have used to measure the liquid she needed? Tick (✓) the boxes.

a 

c 

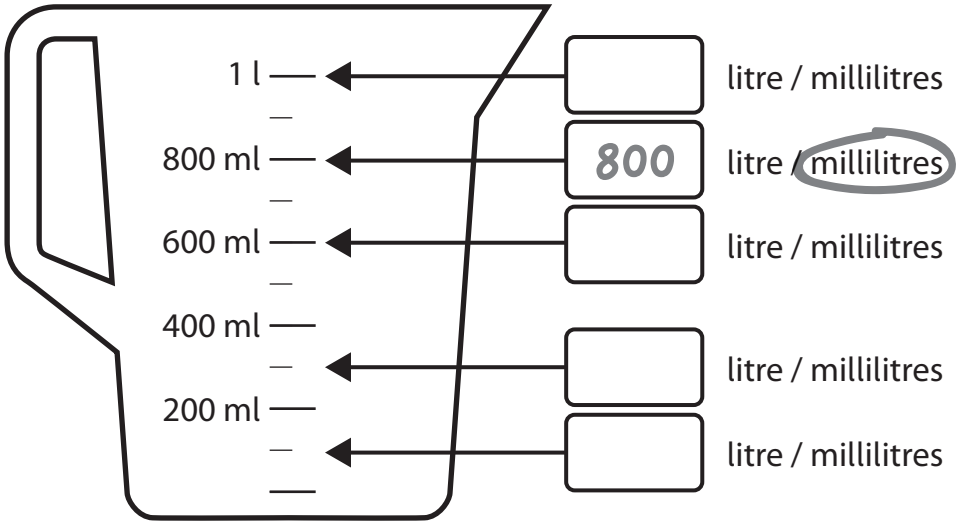
e 

b 

d 

f 

2 Write down the amount shown by each arrow. Circle whether your answer is **millilitres** (ml) or **litres** (l). One is done for you.



Measure and begin to record time

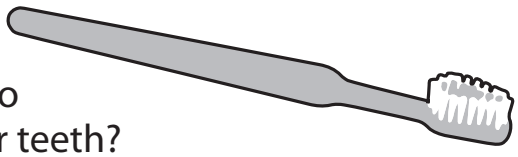
1 Bethany walks across the classroom. Which of the following amounts of time could it take her? Circle your answer.

12 minutes / **12 seconds** / **12 hours**

2 During the night, Rosa goes to bed for **10 seconds** / **10 minutes** / **10 hours**. Circle the correct amount of time.

3 On Tuesdays, Mrs Zafar's class learn Maths for **50 seconds** / **50 minutes** / **50 hours**. Circle the correct amount of time.

4 For the following, you will need to use the words **seconds**, **minutes** or **hours** in your answer.



a) How long do you think it would take you to wash your hands and face, and clean your teeth?

b) How long do you think it would take you to say, "Good morning, Mrs Topping"?

c) Alice starts reading her book at **10 o'clock** in the morning. She finishes it at **11 o'clock** in the morning. How long does Alice read for?

d) A show starts at **4 o'clock** in the evening. It ends at **7 o'clock** in the evening. How long does the show last for?

Recognise and know the value of different denominations of coins and notes

1 Draw lines to match the money to the value.

£1

£5

10p

5p

1p

£10

50p

2 Put a tick (✓) by the set of coins which could be used to pay for the lollipop.

a ☐ b ☐ c ☐ d ☐

3 Draw **2** different sets of coins which you could use to buy the cake.

Sequence events in chronological order using appropriate language

1 Write a word in the spaces so that the story makes sense.
Choose from:

evening before morning first later after next until

Use each word once.

Abigail's Day

……, Abigail put on her slippers  . ……, she went downstairs to eat her breakfast  . …… she got dressed, Abigail cleaned her teeth  . …… in the ……, she went to the park  . In the ……, she played with her friend  , Ayub. …… that, Abigail watched some television  , …… it was time for bed  .

2 Write **today**, **yesterday** or **tomorrow** in the sentences below.

I will be going swimming …… . 

…… is my birthday. 

…… it was raining. 

Recognise and use the language related to dates

1 Complete all the days of the week in the correct order, starting with Monday.

Monday ....

....

2 Complete the sentences below. Choose from: **months** **weeks** **days**

a There are **4** ____ in one month.

b There are **7** ____ in one week.

c There are **12** ____ in one year.

3 Write the correct months in the spaces below.

a The first month of the year is ____.

b ____ is the month before May.

c ____ is the month after August.

d The last month of the year is ____.

4 Liam wrote **24/10/2015** in his maths book.

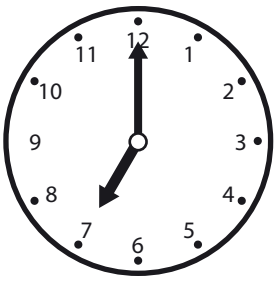
a Which number means the day? ____

b What was the year? ____

c Write the month as a word. ____

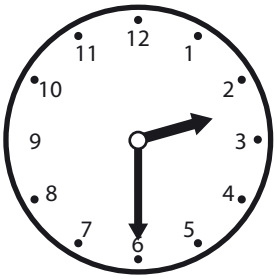
Tell the time to the hour and half past hour

1 What time do the clock faces show? Circle your answers.

a 

6 o'clock 7 o'clock

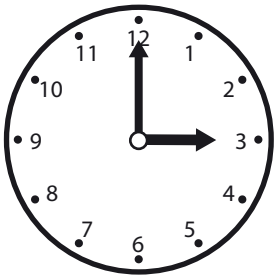
12 o'clock half past 4

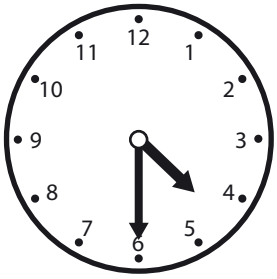
b 

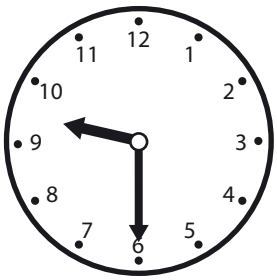
half past 6 6 o'clock

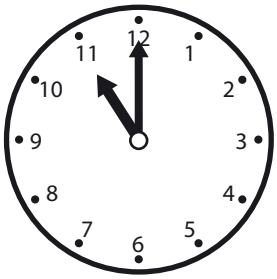
2 o'clock half past 2

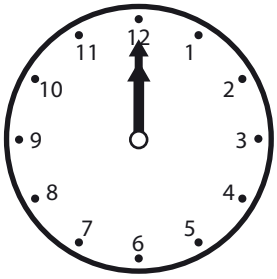
2 Write the correct time beside each clock.

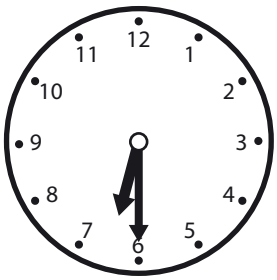
a  .....

b  .....

c  .....

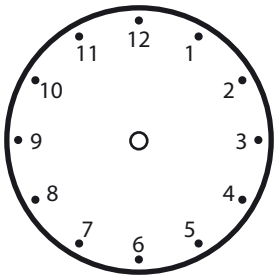
d  .....

e  .....

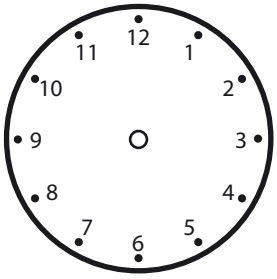
f  .....

Draw the hands on a clock face to the hour and half past the hour

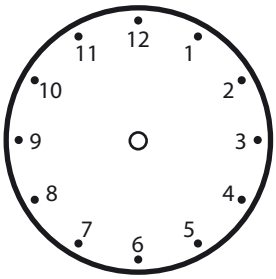
1 Draw the times on each clock face.



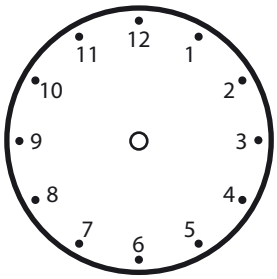
a 7 o'clock



b 5 o'clock

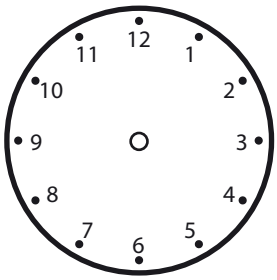


c 4 o'clock

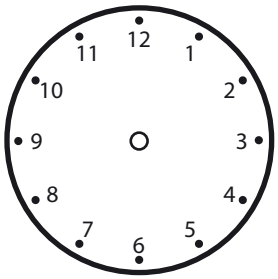


d 10 o'clock

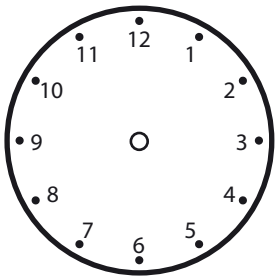
2 Now try these.



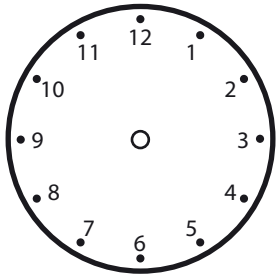
a half past 3



b half past 11



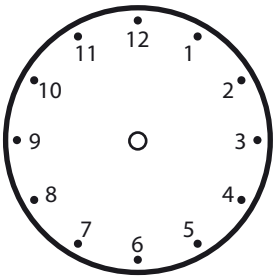
c half past 5

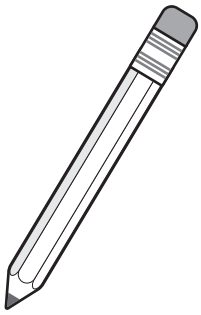


d half past 12

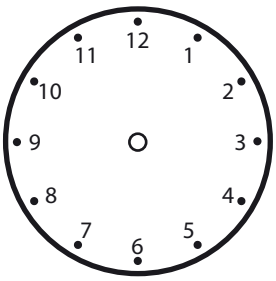
3 Levi went swimming at **6 o'clock**.

a Draw the time on the clock face.





b He got out of the water **half an hour** later. Draw the time.



HeadStart primary

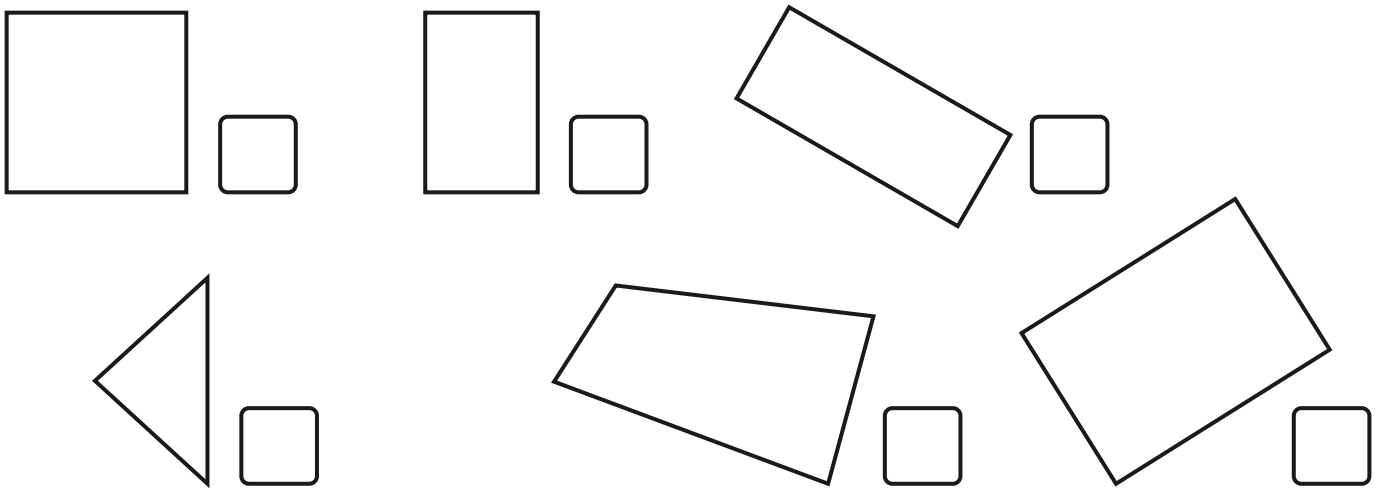
Geometry

Properties of shapes

YEAR 1

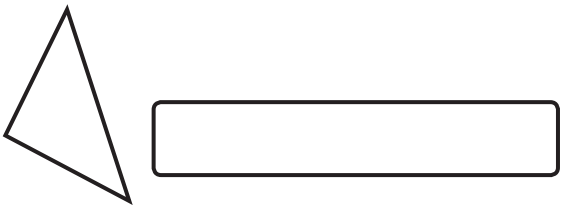
Recognise and name common 2-D shapes

1 Put a tick (✓) by all the rectangles below.



2

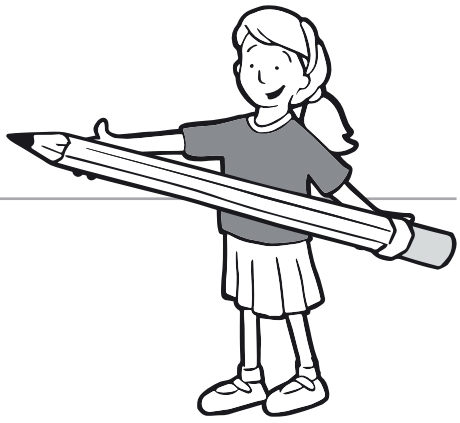
What shape is this?



Explain how you know.

.....

3 Draw a triangle inside a circle.



4 Leah said, "A square is just a shape with 4 sides."

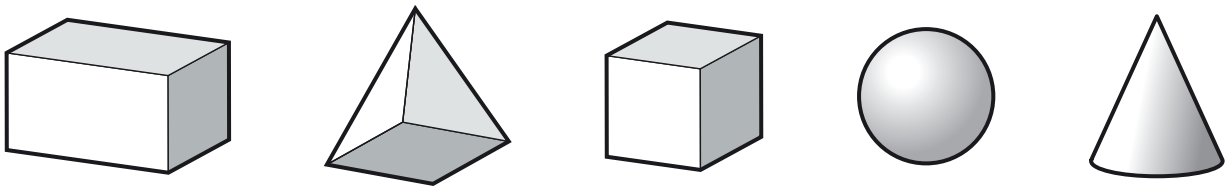
Is she correct? ☐

Explain your answer.

.....

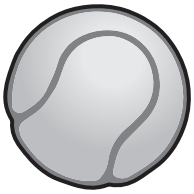
Recognise and name common 3-D shapes

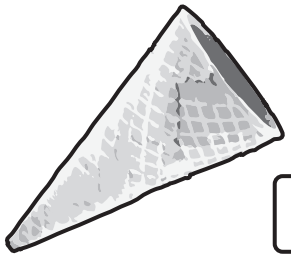
1 Draw a line from each **3-D** shape to its name.



cube sphere cone cuboid pyramid

2 Write the name of the shape by each item.

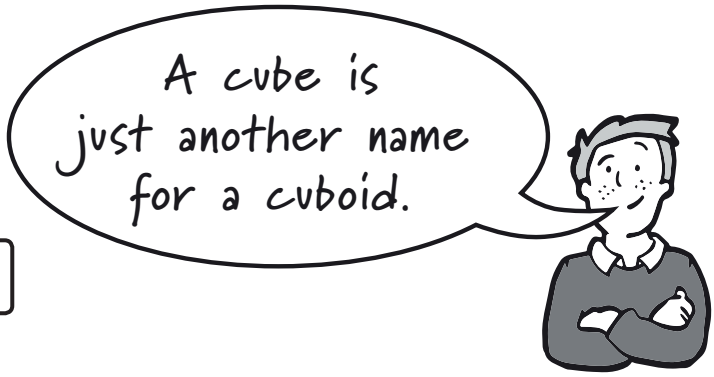
a 

c 

b 

d 

3 Max said, …



Is he correct?

Explain your answer.

.....

HeadStart primary

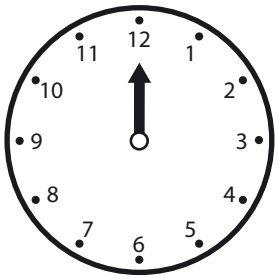
Geometry

Position and direction

YEAR 1

Describe position, direction and movement using an amount of turn

1 The hour hand is pointing to **12**.

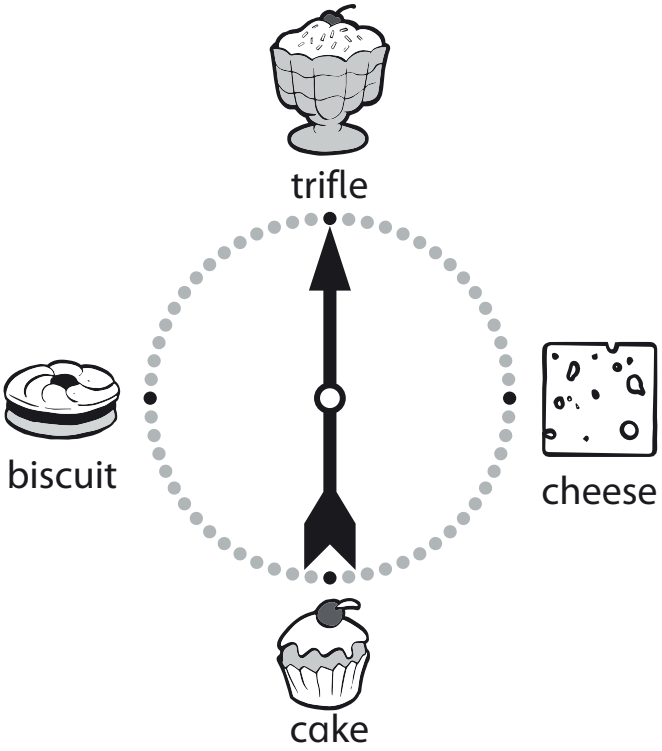


a) If it makes **half** a turn, what number will it point to? ☐

b) What number will it point to if it makes a **quarter** turn clockwise? ☐

c) The hand is pointing to **6**. Anna makes a **quarter** turn anti-clockwise. What number does she turn the hand to? ☐

2 Look at the spinner.



a) What will the spinner point to if it makes a **full** turn?

b) What will the spinner point to if makes a **quarter** turn anti-clockwise?

c) The spinner turns to point to the cake, after passing the biscuit. Describe its turn.

.....

d) The spinner is pointing to the cheese. Molly makes a **quarter** turn clockwise, then **half** a turn anti-clockwise. What is the spinner pointing to now?

Use appropriate language to describe position, direction and movement

1 Look at the position of the vehicles below.


bicycle


lorry


bus


car

ice-cream van


coach

a) What is on the top right?

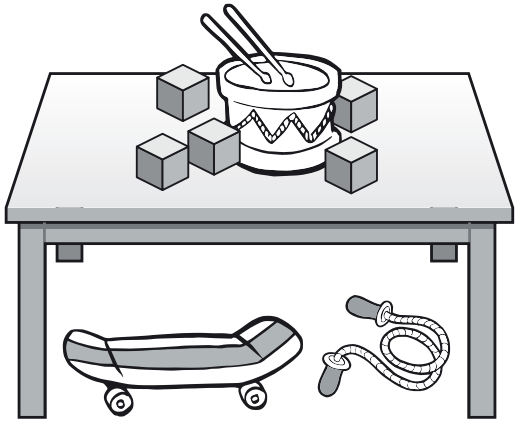
b) What is on the bottom left?

c) What is on the middle right?

d) Describe the position of the bicycle.

The bicycle is on the _____

2 Underline the correct words to complete each sentence.



a) The drum is **on top of** / **underneath** / **beside** the table.

b) The skateboard is **on top of** / **underneath** / **beside** the table.

c) The toy car is **inside** / **between** / **outside** the table and the toy box.

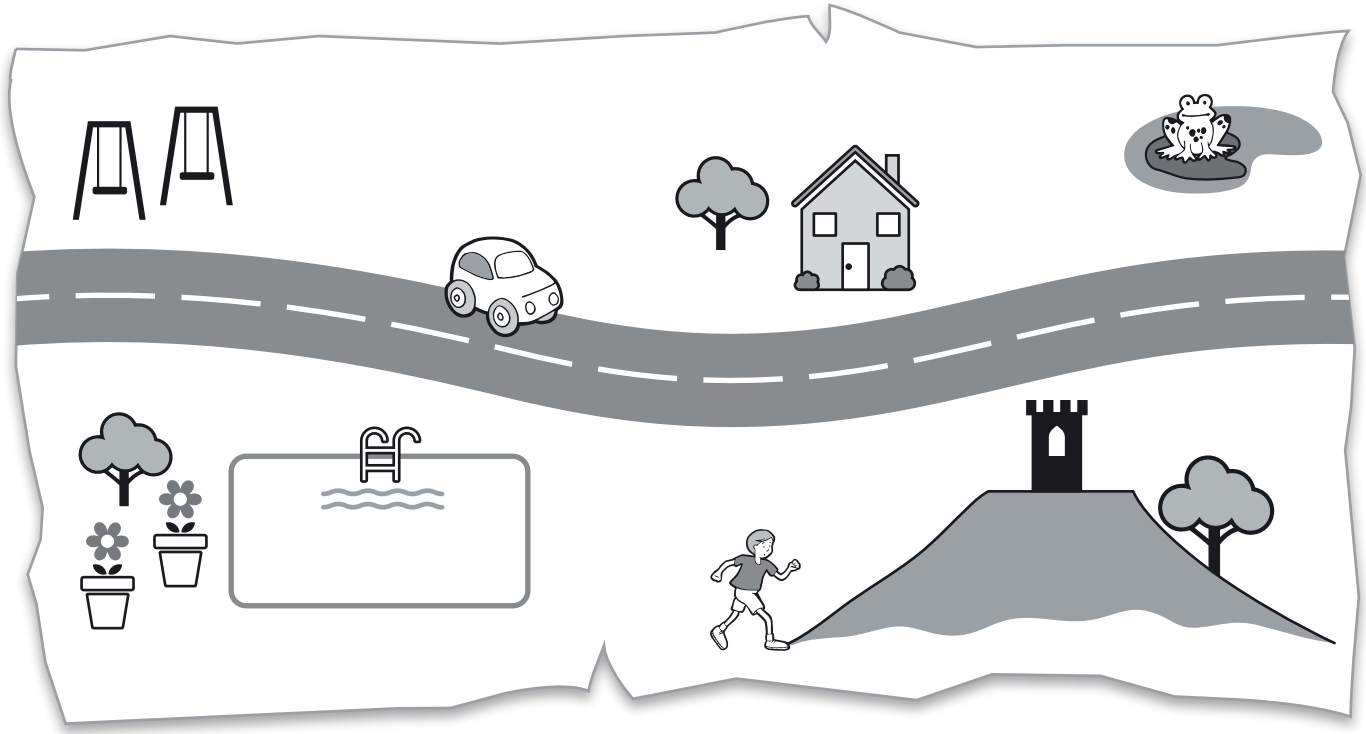
d) The teddy is **inside** / **outside**/ **next to** the toy box.

e) The cubes are **on top of** / **around** / **inside** the drum.

f) The skipping rope is **around** / **near** / **above** the skateboard.

Continued overleaf

3 Look at the plan and then put a word in each of the spaces below.



Choose from: **close** **forwards** **backwards** **up** **far** **down**

a To get to the house  , the car  should go ..... .

b To get to the swings  , the car  should go ..... .

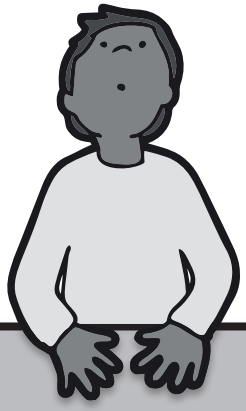
c The garden  is ..... to the swimming pool  .

d The pond  is ..... from the garden  .

e To reach the  tower, the boy  should walk .....
the hill  .

f The tree  is further ..... the hill  than the tower  .

HeadStart primary

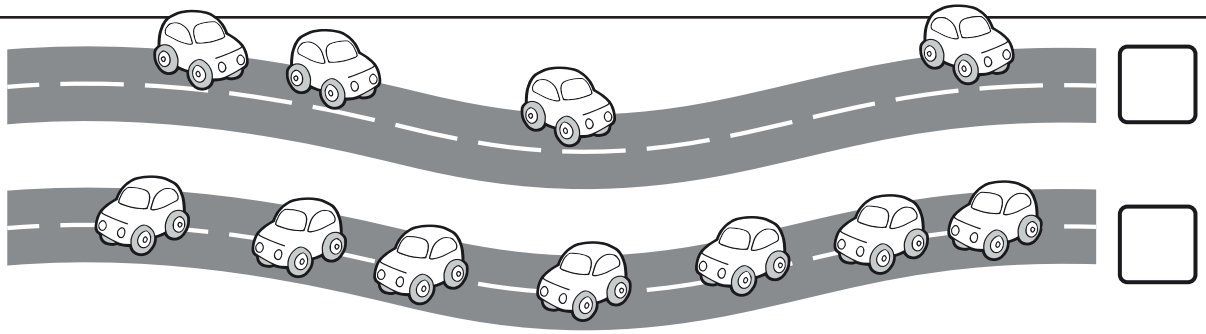


Further mastery

YEAR 1

Further mastery – number and place value

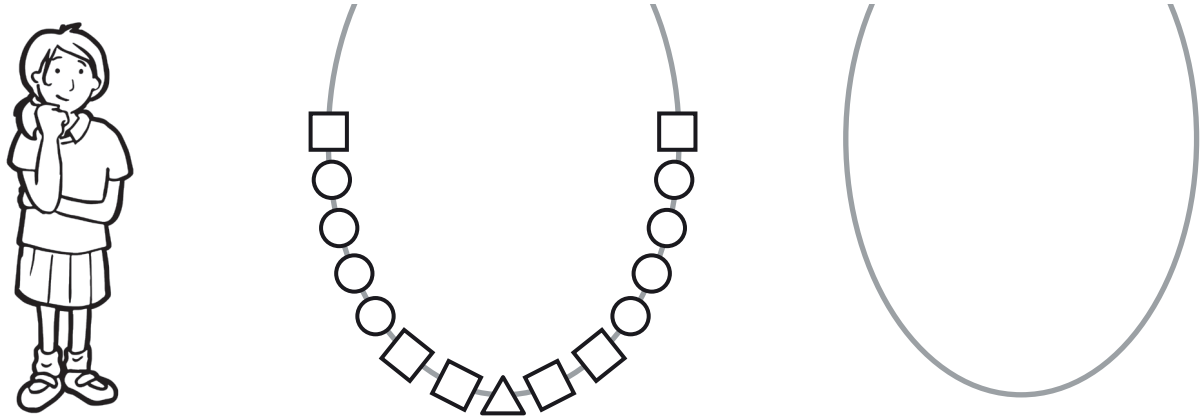
1



a Put a tick (✓) by the road which has more cars.

b Count how many cars there are altogether and write your answer in digits and words.

2 Draw the shapes on the **second** necklace so that it is the same pattern as the **first** necklace.



3 a Draw this pattern in the boxes below.

The **first** shape is a square. The **second** and **fifth** shapes are triangles. The **third** and **fourth** shapes are circles. The **sixth** shape is a square.

						?

b What do you think the next shape is?

Continued overleaf

4 Write the number **32** in the correct place on each grid below.

a

20	21	22	23	24
25				

b

20	21	22
23	24	25

5 Write the missing numbers in the boxes.

a **17** is **1** less than ☐.

b **24** is **1** more than ☐.

c **1** more than **39** is ☐.

d ☐ is **1** less than **59**.

e **79** is **1** less than ☐.

6 Put the missing numbers in each section. Look carefully.

a

56					51				47		

b

8	10						22				

c

5			20	25							

d

	90					40			10	

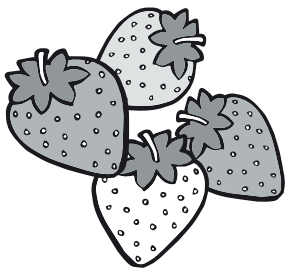
Further mastery – addition and subtraction

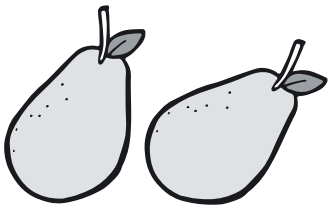
1 Complete the pattern by shading rows **3**, **4** and **5**.
Rows **1** and **2** are completed.
Complete the shading and number sentences for rows **6**, **7** and **8**.

Row 1	● ● ● ● ● ● ●	0 + 7 = 7
Row 2	○ ● ● ● ● ● ●	1 + 6 = 7
Row 3	○ ○ ○ ○ ○ ○ ○	2 + 5 = 7
Row 4	○ ○ ○ ○ ○ ○ ○	3 + 4 = 7
Row 5	○ ○ ○ ○ ○ ○ ○	4 + 3 = 7
Row 6	○ ○ ○ ○ ○ ○ ○	☐ + ☐ = ☐
Row 7	○ ○ ○ ○ ○ ○ ○	☐ + ☐ = ☐
Row 8	○ ○ ○ ○ ○ ○ ○	☐ + ☐ = ☐

2 The number sentences can be made from the pieces of fruit shown.

a Complete the missing numbers.

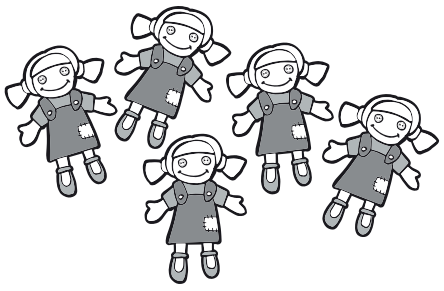


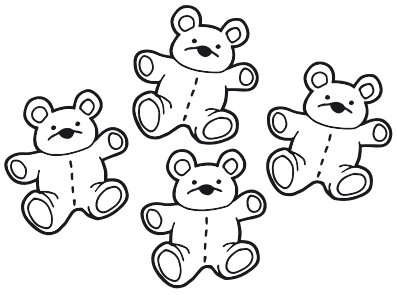


4 + 2 = 6
☐ + 4 = 6
6 − 2 = ☐
6 − ☐ = 2

b Now write **4** number sentences for the pictures below.

☐ + ☐ = ☐
☐ + ☐ = ☐
☐ − ☐ = ☐
☐ − ☐ = ☐





Continued overleaf

3 Complete the first number sentence and then use it to write **3** more sentences. An example is shown.

3 + 2 = 5
2 + 3 = 5
5 − 2 = 3
5 − 3 = 2

a

7 + 3 = ☐
☐ + ☐ = ☐
☐ − ☐ = ☐
☐ − ☐ = ☐

b 15 − 8 = ☐

☐ − ☐ = ☐

☐ + ☐ = ☐

☐ + ☐ = ☐

---

4 a Complete the following.

4 + ☐ = 4 5 + ☐ = 6 7 − ☐ = 7

8 − ☐ = 2 12 − ☐ = 10 13 + ☐ = 13

b Use your answers to complete the sentences below.

If you subtract **0** from a number, the answer .....

If you add **0** to a number, the answer .....

---

5 Roha has **4** fewer toy cars than Leo. Leo has **13** toy cars.
Write a number sentence to work out how many toy cars Roha has.

☐ ☐ ☐ = ☐

6 Make up a problem to match this number sentence. 5 + 3 = 8

.....

.....

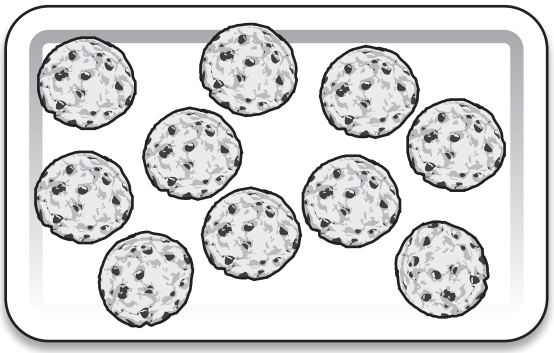
Further mastery – multiplication and division

1 Megan is counting in **tens**, starting with **20**. Maisie is counting in **fives**, starting with **15**. Maisie says, "If we carry on counting, we will both say the number **95**."

Is Maisie correct? ☐ Try to explain your answer.

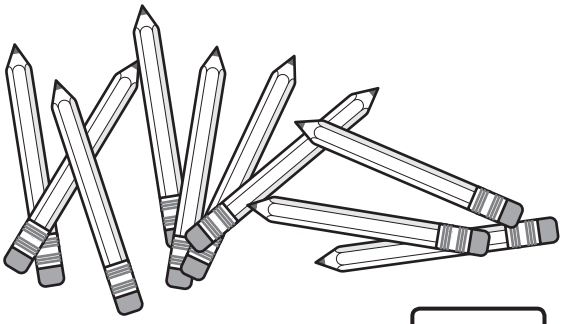
.....

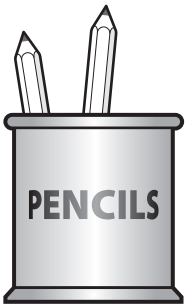
2 There are **6** trays of biscuits. Each tray has the same number of biscuits.



How many biscuits are there altogether? ☐

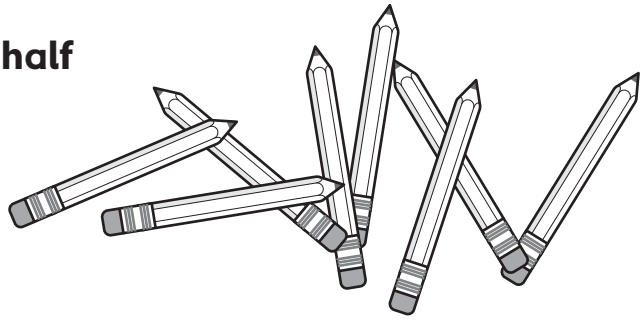
3 Zak has **12** pencils. He puts **2** pencils in each pencil pot.





How many pencil pots does he fill? ☐

4 Zoya has **8** pencils. She puts **half** of the pencils on the desk.



How many pencils does Zoya put on the desk? ☐

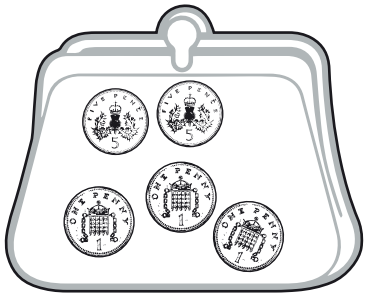
Continued overleaf

5 Molly has **16p**. Put a tick (✓) by the purses which could be Molly's.

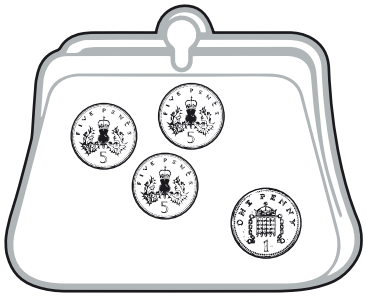
a ☐

c ☐

b ☐

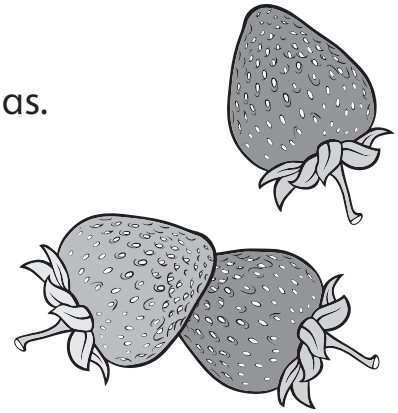


d ☐



6 Now draw coins in these purses to equal **12p** in each purse. Make each purse different.

7 Orla has **3** strawberries.



a Jamal has **double** the number of strawberries Orla has.

How many strawberries does Jamal have? ☐

b May has **5 times** as many strawberries as Jamal.

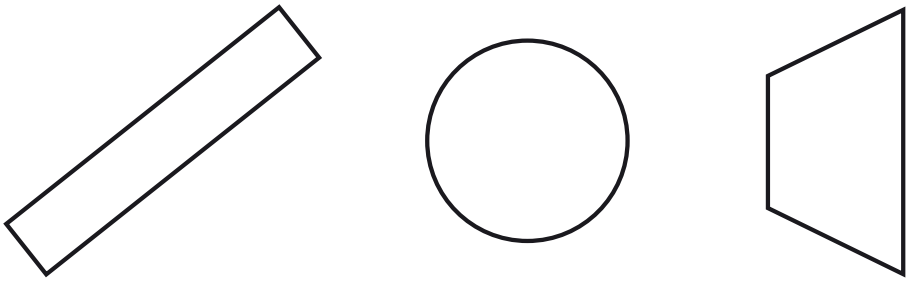
How many strawberries does May have? ☐

c Aftab has **one third** as many strawberries as May.

How many strawberries does Aftab have? ☐

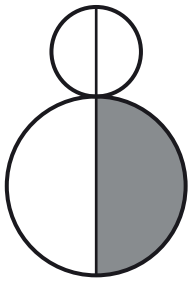
Further mastery – fractions

1 Shade **half** of each shape.

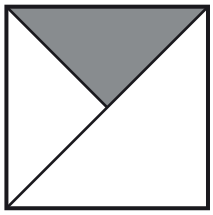


2 Tick (✓) the shapes which have **one quarter** shaded.

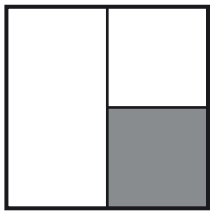
a



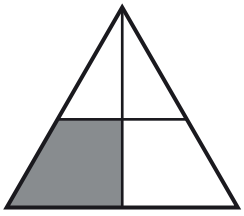
c



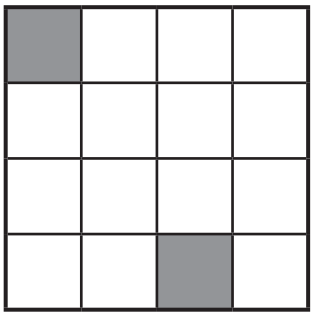
b

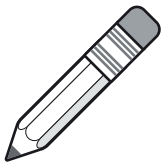


d

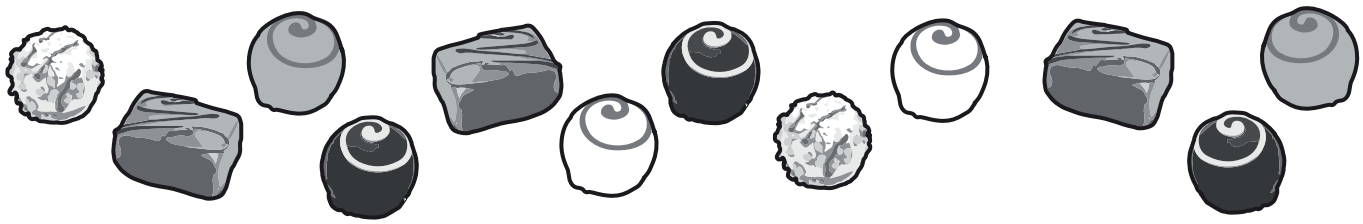


3 Complete the shading so that a **half** is not shaded.





4 Draw rings so that a **quarter** of the chocolates are in each ring.



Continued overleaf

5 Write the correct numbers in each box.

20			

6 There are **18** children in a swimming pool.
Half of the children are boys.
10 of the children are girls.

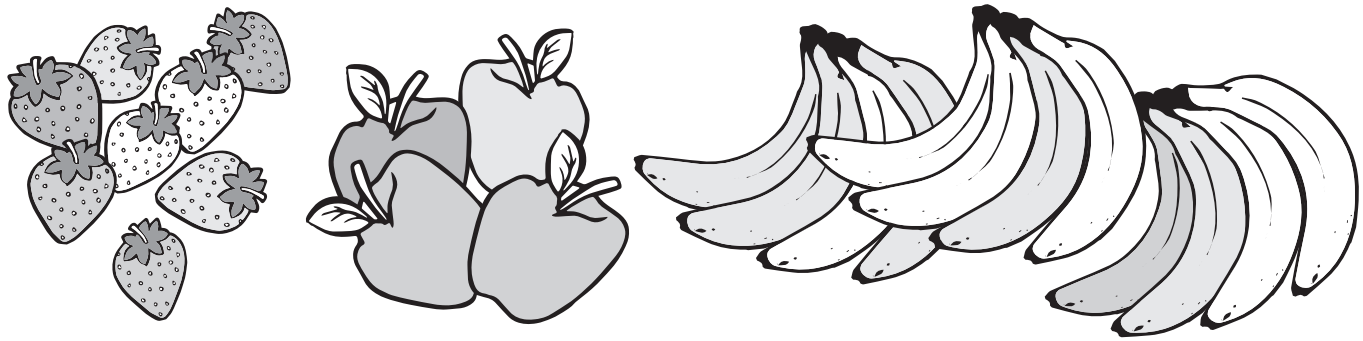
Can this be correct? ☐

Explain your answer.

.....

.....

7 Hugo, Max, Sean and Tegan share each type of fruit equally between them.



a Complete the table to show how many of each fruit Max gets.

strawberries	apples	bananas

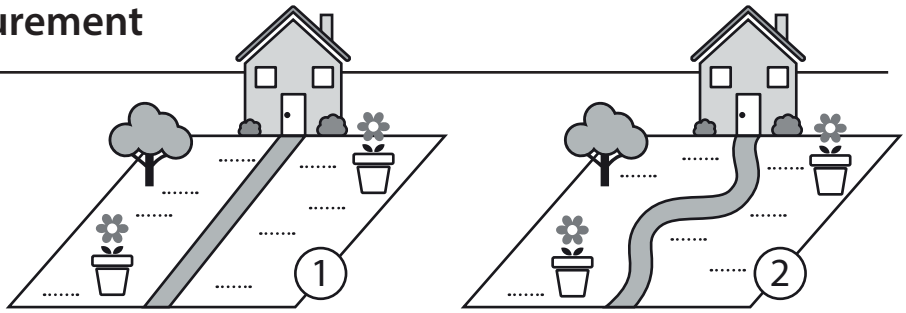
b What fraction of the fruit does Tegan get? ☐

c What fraction of the fruit do Hugo and Sean get together? ☐

Further mastery – measurement

1 Which path is longer?

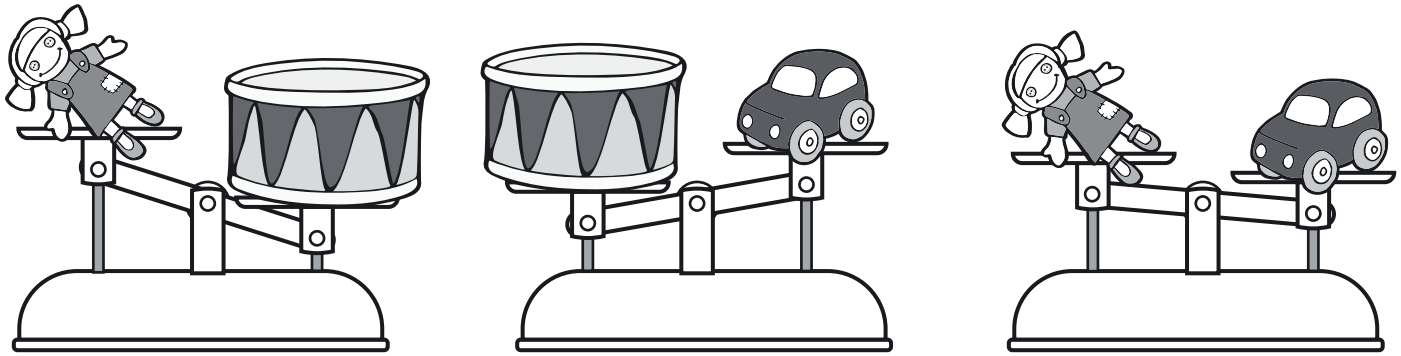
house number



Explain your answer.

.....

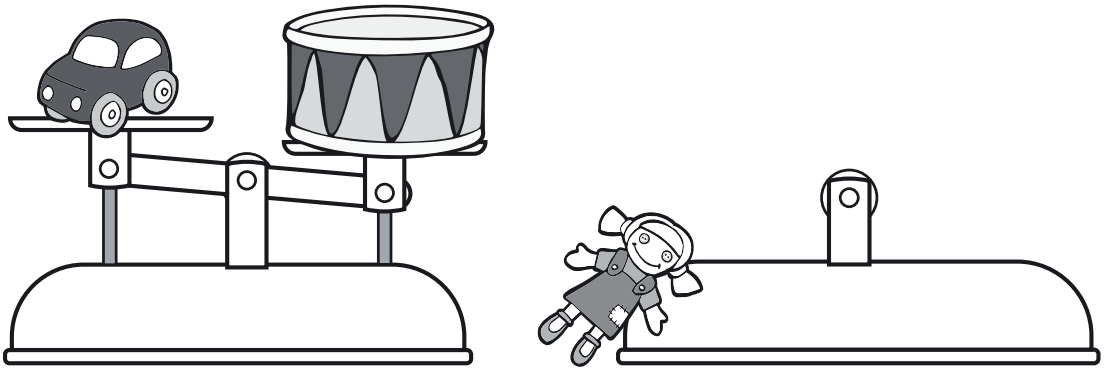
2 Look at the scales below.



a Which toy is the heaviest? Circle your answer.

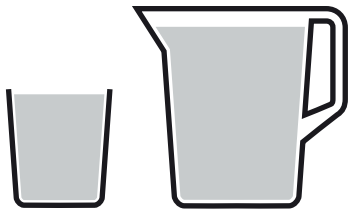
b Which toy is the lightest? Circle your answer.

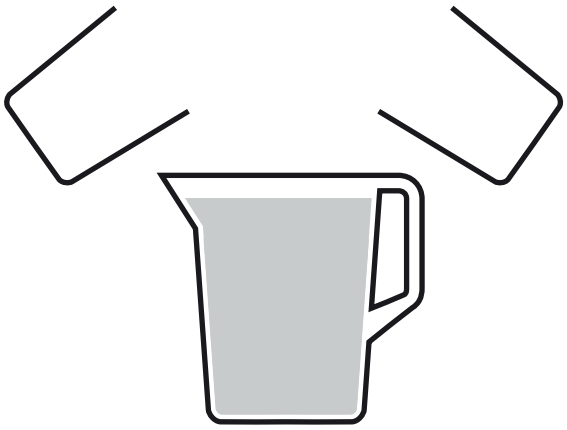
3 Complete the **second** scales below to show what you think would happen, if the doll and the car were together on **one** side of the scales, and the drum was on the other.



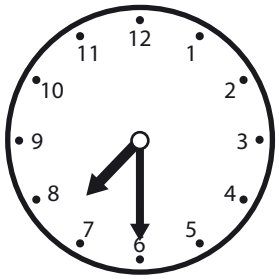
Continued overleaf

4 Rose had **two** glasses full of juice. She poured them into the jug. Circle the container with the greater capacity.

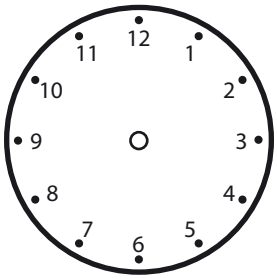




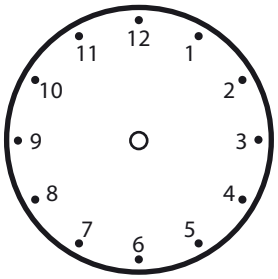
5 The **first** clock shows the time Alfie sets off for school. Lucy sets off **half an hour** later than Alfie and Stefan sets off **half an hour** later than Lucy. Complete the clocks below.



time Alfie sets off



time Lucy sets off



time Stefan sets off

6 Put **T** (true) or **F** (false) by each of the statements.

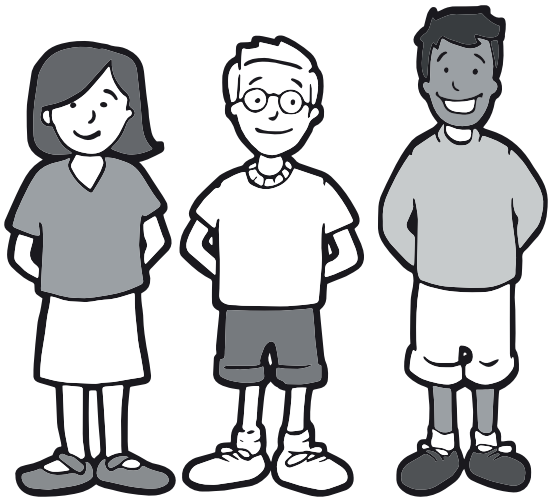
a **1 year** is shorter than **1 week**. ☐

b **1 day** is shorter than **1 week**. ☐

c **1 month** is shorter than **1 week**. ☐

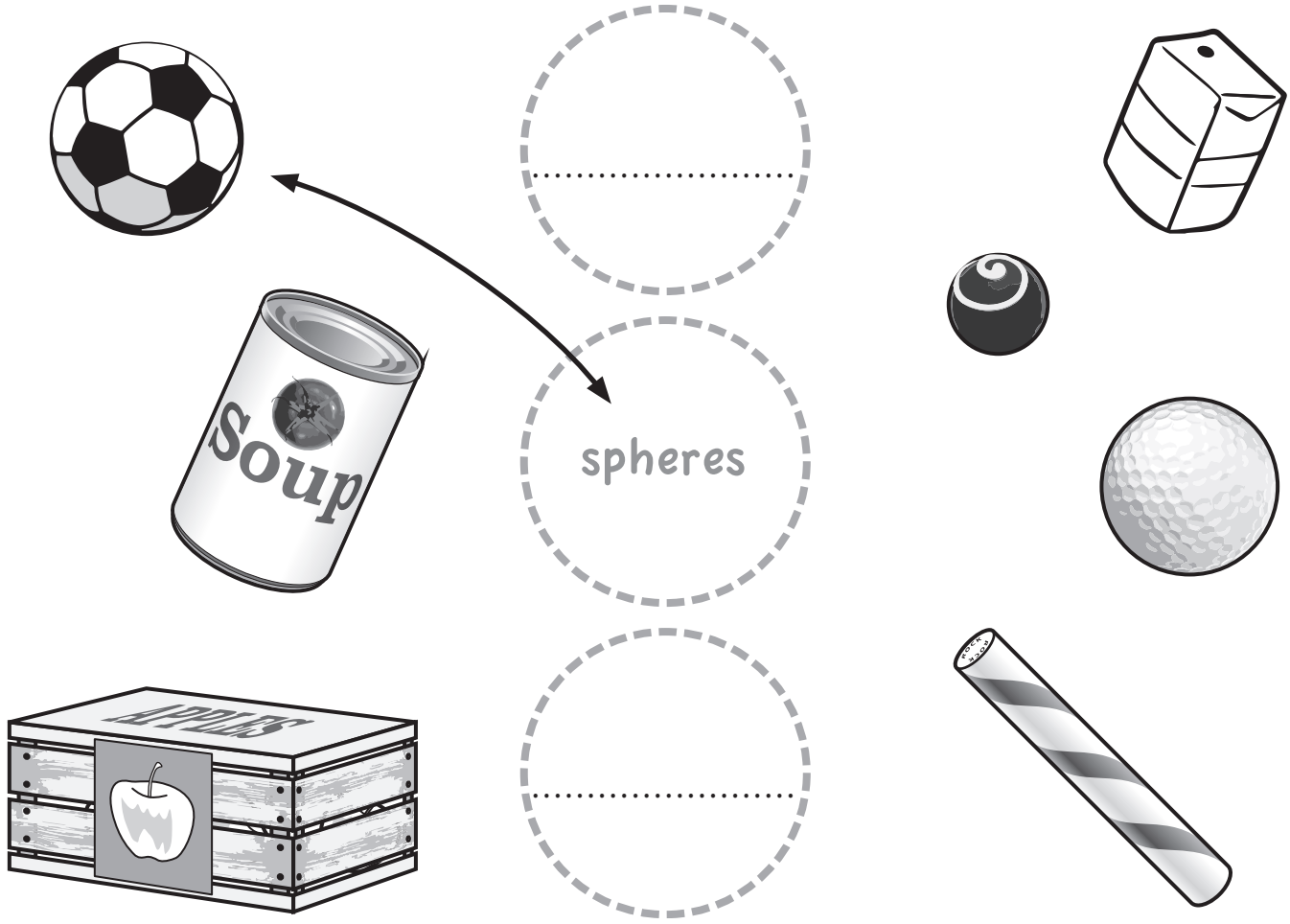
d **1 minute** is shorter than **1 week**. ☐

e **1 hour** is shorter than **1 minute**. ☐

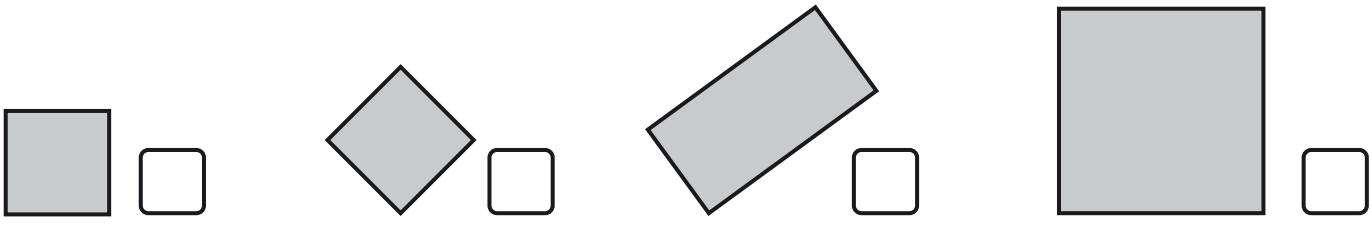


Further mastery – geometry

1 Draw arrows to put each item in a circle. Write the name of the shapes in each circle. An example is shown.



2 Put a tick by the odd one out.



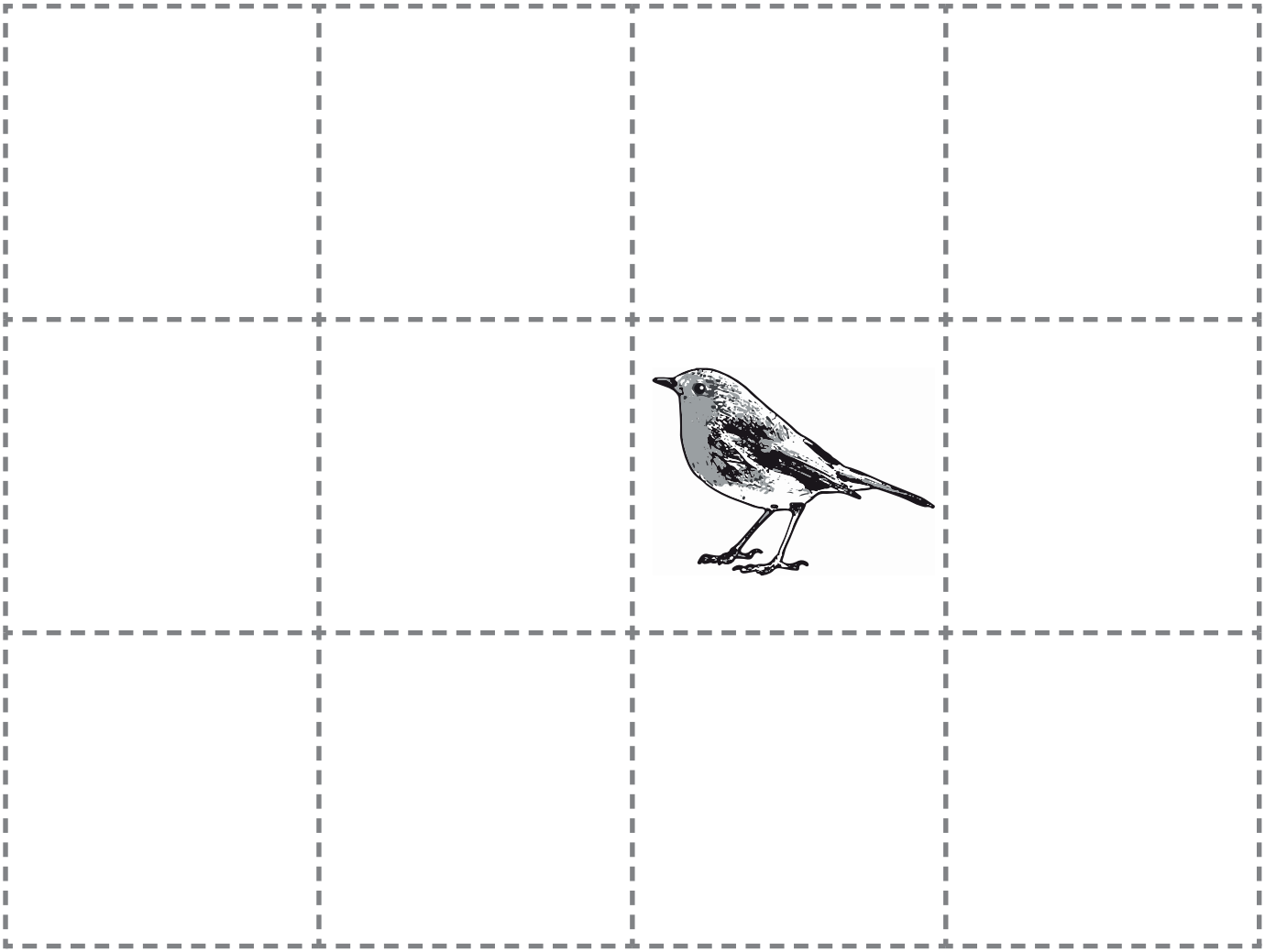
Explain your answer.

.....

.....

Continued overleaf

3



a Draw a circle ◯ in the top row, **third** from the right.

b Draw a triangle △ in the bottom row, **second** from the left.

c Describe the position of the bird.

.....

d Put a cross ✕ underneath the bird.

e Put a dot ● next to the circle, on top of the bird.

f Put **2** dots ●● in the top right hand corner.

HeadStart
primary

MASTERING THE MATHEMATICS CURRICULUM

YEAR 1

Part 3

ANSWERS

Answers

Page 1

1 tick by the pencil

2 tick by the lamp post

3 a) shorter b) taller, higher or longer

4 3

Page 2

1 tick by the horse

2 circle around the elephant, tick by the fish

3 a) lighter than b) heavier than

Page 3

1 tick by 2nd jug

2 lines drawn correctly

3 a) less b) more

4 container

Page 4

1 tick by 'pouring a glass of water'

2 tick by 'walking home from school'

3 a) quicker b) before

4 Kira

Page 5

1 9 units

2 6 units

3 10 centimetres

4 a) 4 centimetres b) 7 centimetres
c) 8 centimetres

Page 6

1 ticks by a and d

2 a) 4 kilograms b) 3 kilograms

3 a) 24 kilograms b) 55 kilograms

Page 7

1 ticks by a, b, c and f

2 from top: 1 litre, 600 millilitres, 300 millilitres, 100 millilitres

Page 8

1 12 seconds circled

2 10 hours circled

3 50 minutes circled

4 a) reasonable amount of time b) reasonable amount of time

d 1 hour or 60 minutes d) 3 hours

Page 9

1 money and values correctly matched

2 ticks by a, b and d

3 2 different combinations, e.g $12 \times 1p$, $6 \times 2p$, $10p + 2p$, $10p + (1p \times 2)$, $(5p \times 2) + 2p$, $(5p \times 2) + (1p \times 2)$

Page 10

1 first, next, before, later, morning, evening, after, until

2 tomorrow, today, yesterday

Page 11

1 Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

2 a) weeks b) days c) months

3 a) January b) April c) September d) December

4 a) 24 b) 2015 c) October

Page 12

1 a) 7 o'clock b) half past 2

2 a) 3 o'clock b) half past 4 c) half past 9
d) 11 o'clock e) 12 o'clock f) half past 6

Page 13

1 times drawn correctly on the clock faces

2 times drawn correctly on the clock faces

3 a) 6 o'clock drawn correctly on the clock face
b) 6:30 drawn correctly on the clock face

Page 14

1 tick by all on the top row and bottom right

2 triangle: appropriate explanation – 3 sides and 3 corners or vertices

3 appropriate drawing

4 No: appropriate explanation shape properties – 4 equal sides & 4 equal square (or 90°) angles

Answers

Page 15

1 Lines drawn correctly

2 a) sphere b) cube c) cone d) cuboid

3 No: appropriate explanation shape properties – cube has 6 equivalent square faces, cuboid can have oblong faces

Page 16

1 a) 6 b) 3 c) 3

2 a) trifle b) biscuit c) appropriate: makes half a turn in an anti-clockwise direction d) trifle

Page 17

1 a) lorry b) ice-cream van c) car d) top left

2 a) on top of b) underneath c) between d) inside e) around f) near

Page 18

3 a) forwards b) backwards c) close d) far e) up f) down

Page 19

1 a) tick by second road b) 11: eleven

2 pattern drawn correctly

3 a) b) triangle

Page 20

4 32 written: a) 3rd row, 3rd column b) 5th row, 1st column

5 a) 18 b) 23 c) 40 d) 58 e) 80

6 a) 55, 54, 53, 52, 50, 49, 48, 46, 45
b) 12, 14, 16, 18, 20, 24, 26, 28, 30
c) 10, 15, 30, 35, 40, 45, 50, 55, 60
d) 100, 80, 70, 60, 50, 30, 20, 0

Page 21

1 row 3: 2 dots not shaded, 5 shaded;
row 4: 3 dots not shaded, 4 shaded;
row 5: 4 dots not shaded, 3 shaded;
row 6: 5 dots not shaded, 2 shaded, 5 + 2 = 7;
row 7: 6 dots not shaded, 1 shaded, 6 + 1 = 7;
row 8: 7 dots not shaded, 7 + 0 = 7

2 a) 2 + 4 = 6, 6 – 2 = 4, 6 – 4 = 2
b) 5 + 4 = 9, 4 + 5 = 9, 9 – 5 = 4, 9 – 4 = 5

Page 22

3 a) 10, 3 + 7 = 10, 10 – 7 = 3, 10 – 3 = 7
b) 7, 15 – 7 = 8, 7 + 8 = 15, 8 + 7 = 15

4 a) 4 + 0 = 4, 8 – 6 = 2, 5 + 1 = 6, 12 – 2 = 10, 7 – 0 = 7, 13 + 0 = 13
b) appropriate to explain when adding & subtracting 0 to and from a number, the number remains the same

5) 13 – 4 = 9

6) appropriate, e.g. There are 5 girls & 3 boys. How many children are there altogether.

Page 23

1 No: appropriate explanation that 95 is not a multiple of 10

2 60

3 6

4 4

Page 24

5 Tick by a, c and d

6 2 different combinations drawn, e.g. 10p + 2p, 5 × 2 + 2p, 5p × 2 + 1p × 2, 1p × 12, 2p × 6

7 a) 6 b) 30 c) 10

Page 25

1 half of each shape shaded appropriately

2 tick by b and c

3 6 additional squares shaded

4 4 rings with 3 chocolates in each ring

Answers

Page 26

5 5 in each box

6 No: appropriate to explain that half of the children must be girls and half of 18 is 9

7 a) 2 strawberries, 1 apple, 3 bananas b) quarter c) half

Page 27

1 2: appropriate, to explain length of both gardens is equal, path 2 is wavy and therefore longer

2 a) drum circled b) doll circled

3 scale drawn to show the left hand pan is lower than on the first scale

Page 28

4 jug circled

5 8 o'clock drawn on 2nd clock, 8:30 drawn on 3rd clock

6 a) F b) T c) F d) T e) F

Page 29

1 cylinders: arrows from soup and rock;
spheres: arrows from chocolate and golf ball
cuboids: arrows from crate and drink carton

2 tick by the oblong: explanation that the rest are squares/ have equal sides & square corners

Page 30

3 a) & b) placed appropriately
c) appropriate, e.g. middle row, 3rd from left
d), e) & f) placed appropriately