

### Learning about the Constitution of the Republic of South Africa (1996)

The Constitution of South Africa (1996) is the highest law in the country. This law is higher than the President, higher than the courts and higher than the government.

It describes how the people of our country should treat each other, and what their rights and responsibilities are. The constitution of a country is there to protect all of us now, and our children in the future.

Be aware of  
our past.

Let us not repeat the  
mistakes of past.

Our Constitution  
helps us to imagine  
and build a better  
future for all.

We, the people of South Africa;  
Recognise the injustices of our past;  
Honour those who suffered for justice and freedom in our land;  
Respect those who have worked to build and develop our country; and  
Believe that South Africa belongs to all who live in it, united in our diversity.  
We therefore, through our freely elected representatives, adopt this Constitution as law of the Republic so as to—  
Heal the division of the past and establish a society based on democratic values, social justice and fundamental human rights;  
Lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law;  
Improve the quality of life of all citizens and free the potential of each person; and  
Build a united and democratic South Africa able to take its rightful place as a Sovereign state in the family of nations.

Claim your rights as a South  
African and be responsible to  
protect the rights of others.

Know your Bill  
of rights & Bill of  
Responsibilities.

May God protect our people.

Nkosi Sikelel' iAfrika. Morena boloka setjhaba sa heso.

God seën Suid-Afrika. God bless South Africa.

Mudzimu fhatutshedza Afurika. Hosi katekisa Afrika.

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MATHEMATICS IN ENGLISH  
GRADE 2 – BOOK 1

TERMS 1 & 2

ISBN 978-1-920458-93-5

THIS BOOK MAY NOT BE SOLD.

7th Edition



MATHEMATICS IN ENGLISH – Grade 2 Book 1

ISBN 978-1-920458-93-5

Revised and  
CAPS aligned

Grade 2

Name:

Class:



basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

MATHEMATICS IN ENGLISH

Book 1

Terms 1 & 2

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Mrs Angie Motshekga,  
Minister of Basic  
Education



Mr Enver Surty,  
Deputy Minister  
of Basic Education

These workbooks have been developed for the children of South Africa under the leadership of the Minister of Basic Education, Mrs Angie Motshekga, and the Deputy Minister of Basic Education, Mr Enver Surty.

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

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

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

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



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Author team: Blom, L., Aitchison, J.J.W.





Grade 2



# Mathematics

IN ENGLISH

This book belongs to:



ENGLISH

Book



Date:

Term 1

## Me and my family

I am eight  
years old.



Our house  
number  
is 12.



I am the  
youngest in  
our family.



I have  
two sisters.



My dad  
is 32  
years old.



Fill in the answers to these questions about you and your family.

My name is \_\_\_\_\_.

I am \_\_\_\_\_ years old.

Two years ago I was \_\_\_\_\_ years old.

In one year I will be \_\_\_\_\_ years old.

I live at \_\_\_\_\_.

Who is the oldest in your family? \_\_\_\_\_

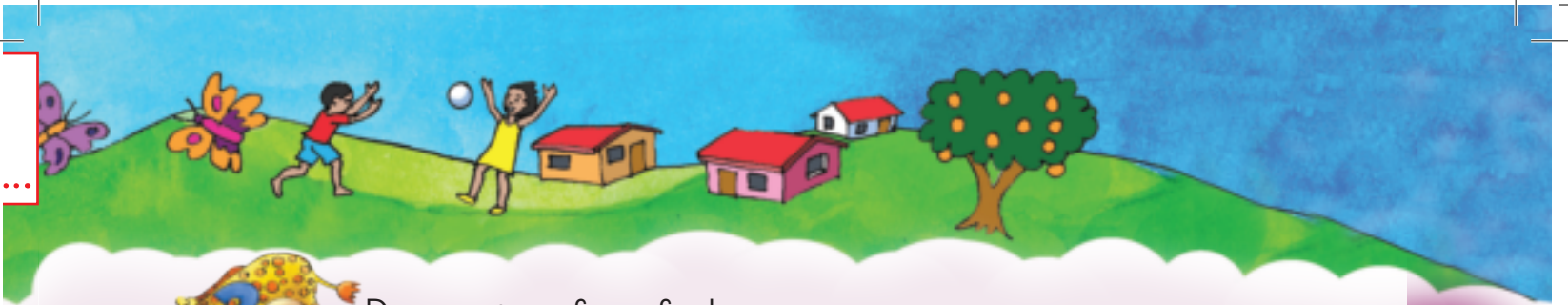
Write how old he or she is. \_\_\_\_\_

Who is the youngest in your family? \_\_\_\_\_

Write how old he or she is. \_\_\_\_\_

Today's date is \_\_\_\_\_.





Draw a picture of your family.

A large, empty rectangular box with a dashed border, intended for drawing a picture of the student's family.



1 2 3 4 5 6 7 8 9



Teacher:

Sign:

Date:

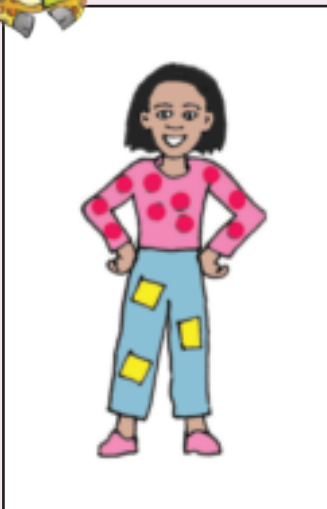
11 12 13 14 15 16 17 18 19 20

Date:

## Counting



Fill in the empty spaces.

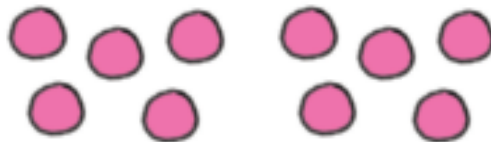


eyes

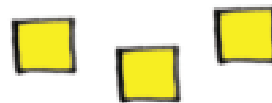


2

dots



patches



eyes

dots

patches





eyes

dots

patches



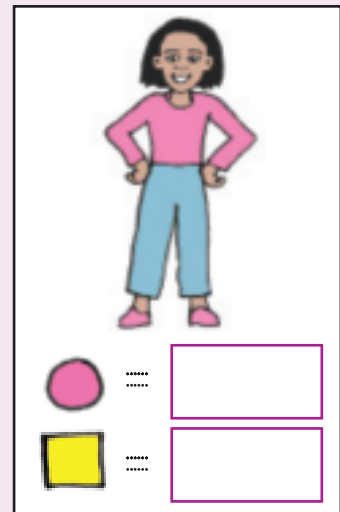
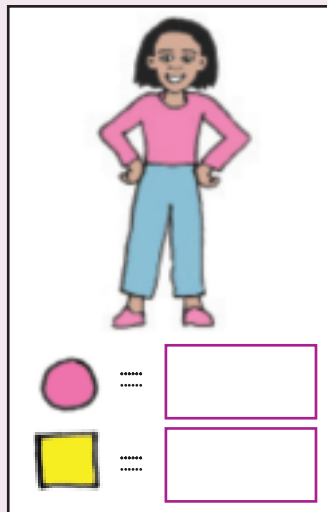
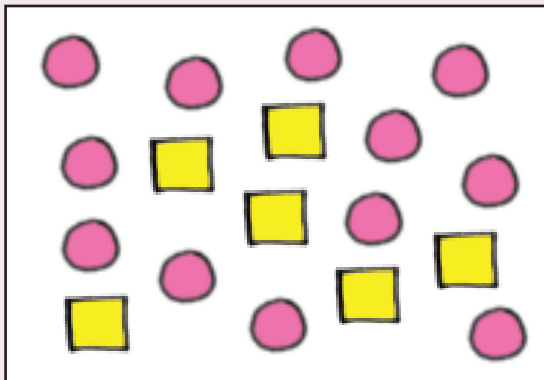

eyes

dots

patches




Share the dots and patches equally.



Teacher:

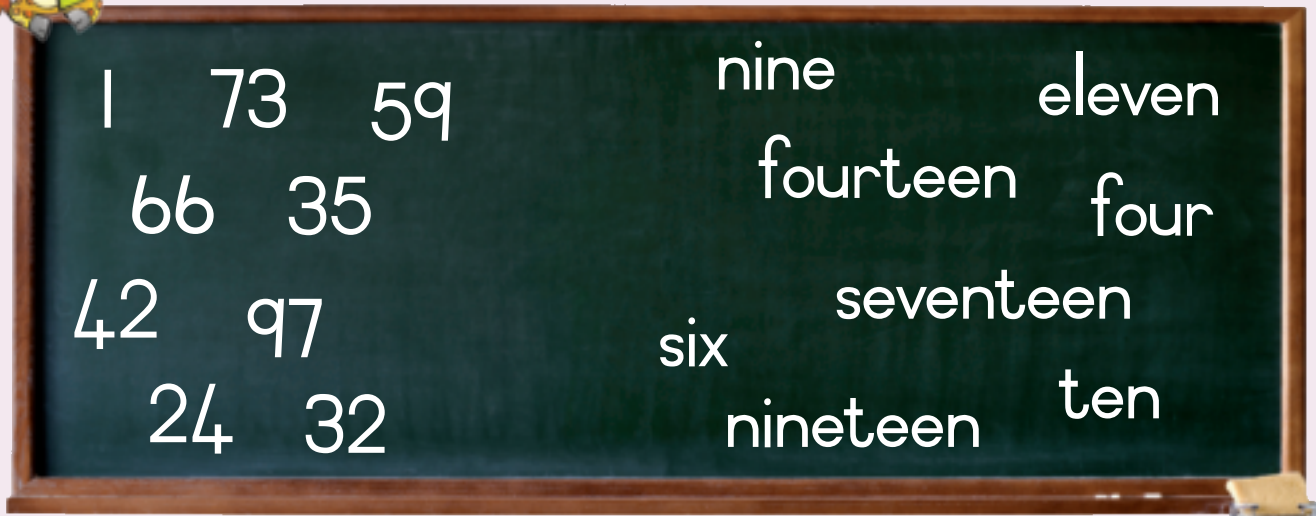
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Date:

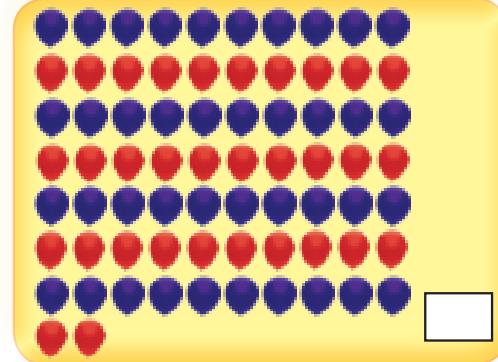
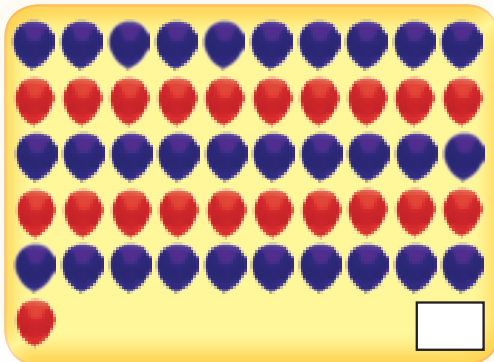
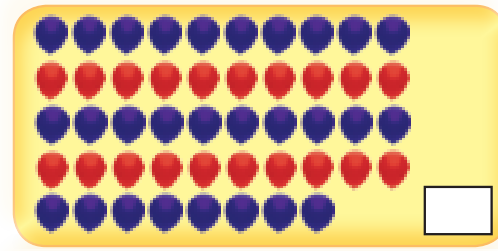
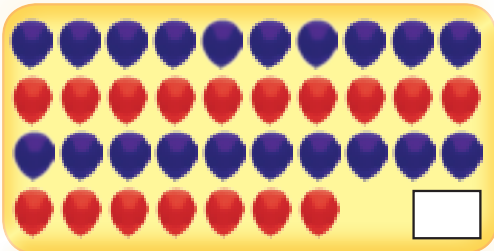
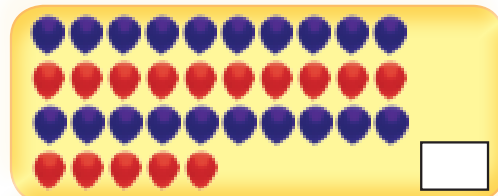
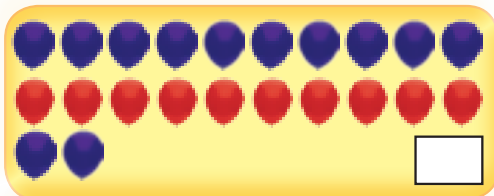
11 12 13 14 15 16 17 18 19 20

## Numbers

Read the number symbols and words on the board.



Write the number of balloons in the block.







Write the following numbers in words.

6

4

8

1

2

5

0

10

3

9

12

17

14

22

18

11

20

15

13

16



37 38 39 40 41 42 43 44

89 90 91 92 93 94 95 96



Teacher:

Sign:

Date:

11

12

13

14

15

16

17

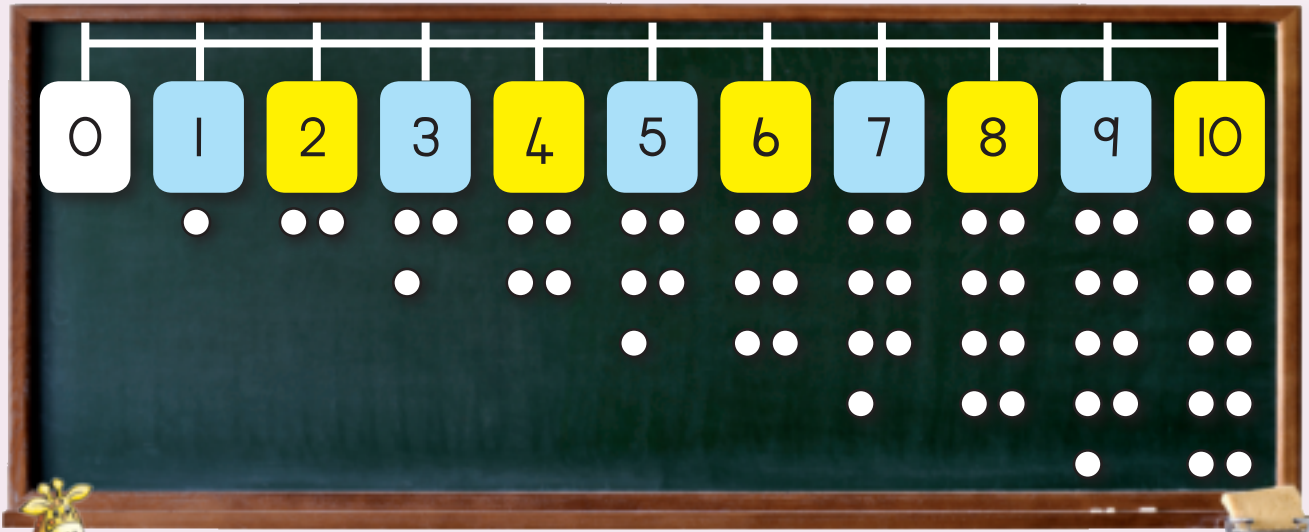
18

19

20

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

## More numbers

Draw a  $\triangle$  around the even numbers and a  $\bigcirc$  around the odd numbers.

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



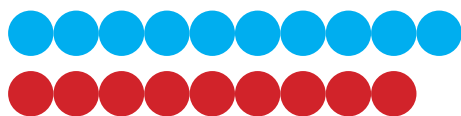
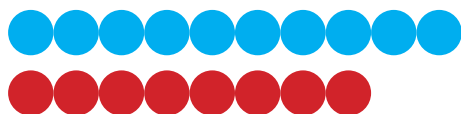
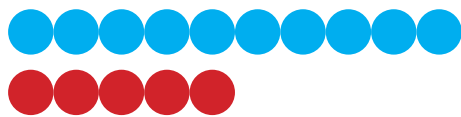
Number the houses.







Count the two colours of beads.



Write a number for:

$$10 + 2 = 12$$

$$10 + 3 = \square$$

$$10 + 5 = \square$$

$$10 + 8 = \square$$

$$10 + 9 = \square$$

We can write it as:

$$10 + 2 = 12$$

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

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

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

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



What is the answer?

$$10 + 1 = \square$$

$$10 + 8 = \square$$

$$10 + 5 = \square$$

$$10 + 9 = \square$$

$$10 + 2 = \square$$

$$10 + 4 = \square$$

$$10 + 6 = \square$$

$$10 + 3 = \square$$

$$10 + 7 = \square$$



1 3 5 7 9 11 13 15 17 19

2 4 6 8 10 12 14 16 18 20



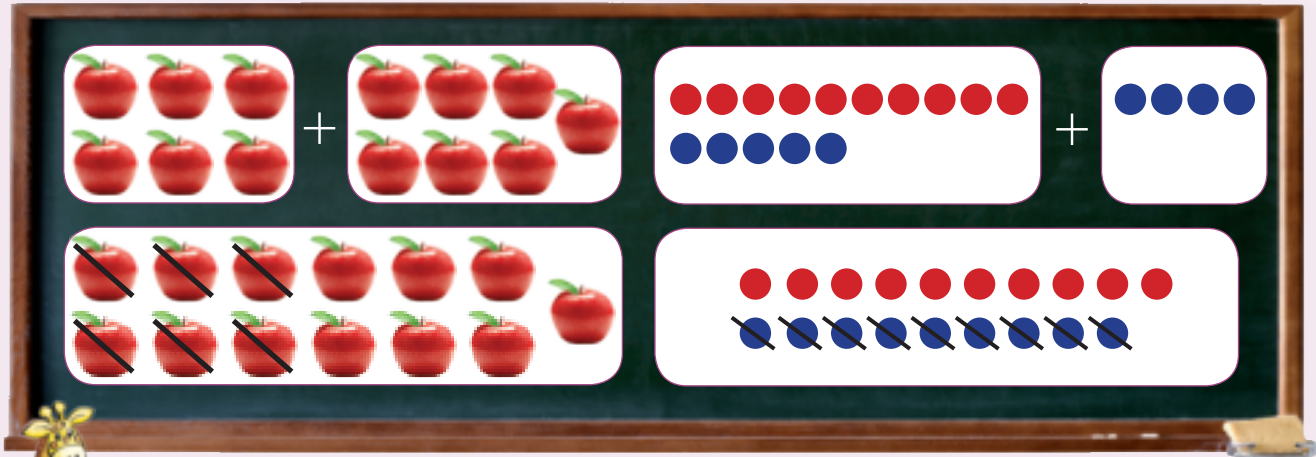
Teacher:

Sign:

Date:

11 12 13 14 15 16 17 18 19 20

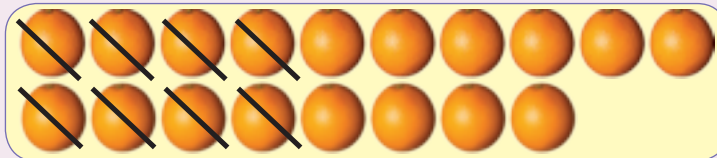
## Addition and subtraction



Add and subtract.



$$9 + 8 = \boxed{17}$$



$$18 - 8 = \boxed{\phantom{00}}$$



$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$



$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$



Calculate.



$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

$$6 + 5 = \boxed{\phantom{00}}$$

$$8 + 9 = \boxed{\phantom{00}}$$

$$11 + 3 = \boxed{\phantom{00}}$$

$$12 - 5 = \boxed{\phantom{00}}$$

$$8 + 7 = \boxed{\phantom{00}}$$

$$3 + 8 = \boxed{\phantom{00}}$$

$$9 - 5 = \boxed{\phantom{00}}$$

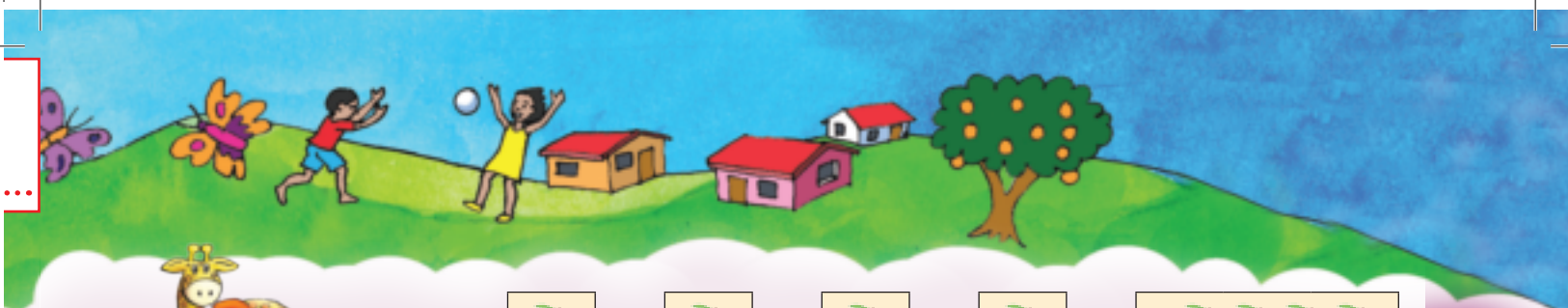
$$16 - 9 = \boxed{\phantom{00}}$$

$$6 + 4 = \boxed{\phantom{00}}$$

$$8 + 4 = \boxed{\phantom{00}}$$


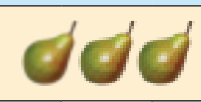
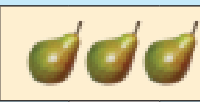
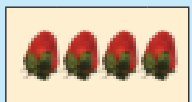
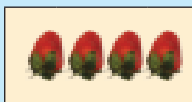
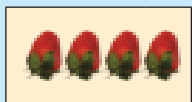
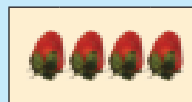





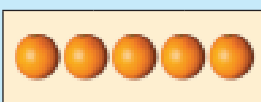
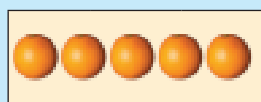
$$8 - 4 = \boxed{\phantom{00}}$$

$$6 - 4 = \boxed{\phantom{00}}$$



Add.

$$\begin{array}{|c|} \hline \text{Apple} \\ \hline 2 \\ \hline \end{array} + \begin{array}{|c|} \hline \text{Apple} \\ \hline 2 \\ \hline \end{array} + \begin{array}{|c|} \hline \text{Apple} \\ \hline 2 \\ \hline \end{array} + \begin{array}{|c|} \hline \text{Apple} \\ \hline 2 \\ \hline \end{array} = \begin{array}{|c|} \hline \text{8 Apples} \\ \hline 8 \\ \hline \end{array}$$

	+		+		=	<div></div>				
<div></div>	+	<div></div>	+	<div></div>	=	<div></div>				
	+		+		+		=	<div></div>		
<div></div>	+	<div></div>	+	<div></div>	+	<div></div>	=	<div></div>		
	+		+		+		+		=	<div></div>
<div></div>	+	<div></div>	+	<div></div>	+	<div></div>	+	<div></div>	=	<div></div>
	+		=	<div></div>						
<div></div>	+	<div></div>	=	<div></div>						



Calculate.

$$\begin{array}{l} 2 + 2 + 2 = \square \\ 4 + 4 = \square \\ 5 + 5 + 5 = \square \end{array}$$

$$\begin{array}{l} 1 + 1 + 1 + 1 + 1 + 1 = \square \\ 3 + 3 + 3 + 3 = \square \\ 5 + 5 = \square \end{array}$$

$$\begin{array}{l} 2 + 2 + 2 + 2 = \square \\ 4 + 4 + 4 + 4 = \square \\ 1 + 1 + 1 = \square \end{array}$$



$$2 + 2 + 2 + 2 + 2 + 2$$



Teacher:

Sign:

Date:

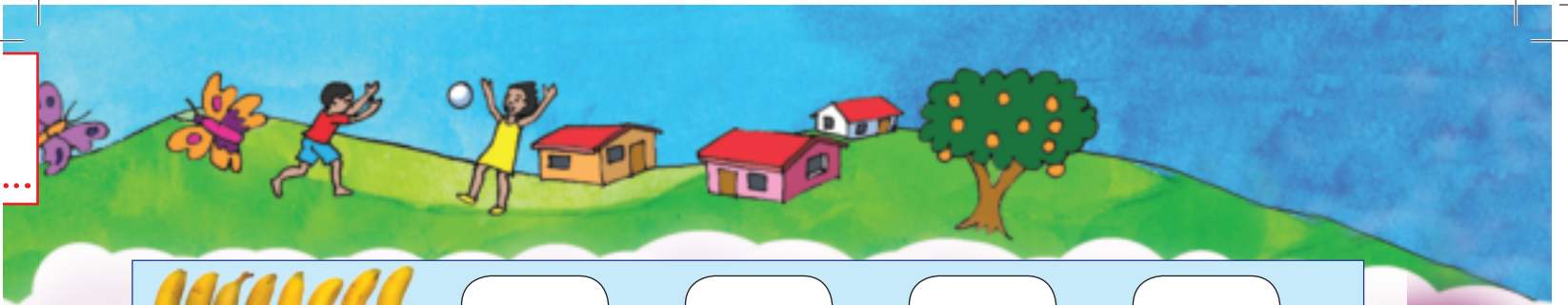







# Sharing and money



Share the fruit equally.

	 4		 4	



	<div></div>	<div></div>	<div></div>	<div></div>
				
	<div></div>	<div></div>	<div></div>	<div></div>



Complete.



5 cent



Colour the correct coins or notes so that they add up to the same amount as the first pictured coin or note in each row.



=

10c

10c

5c

2c

1c

2c



=

5c

2c

2c

1c

2c

2c



=

R2

R2

R1

R1

R1



=

R5

R2

R1

R5

R1

R2



=

R2

R2

R5

R5

R2

R1

R5



R1

1c

R5

5c

R10

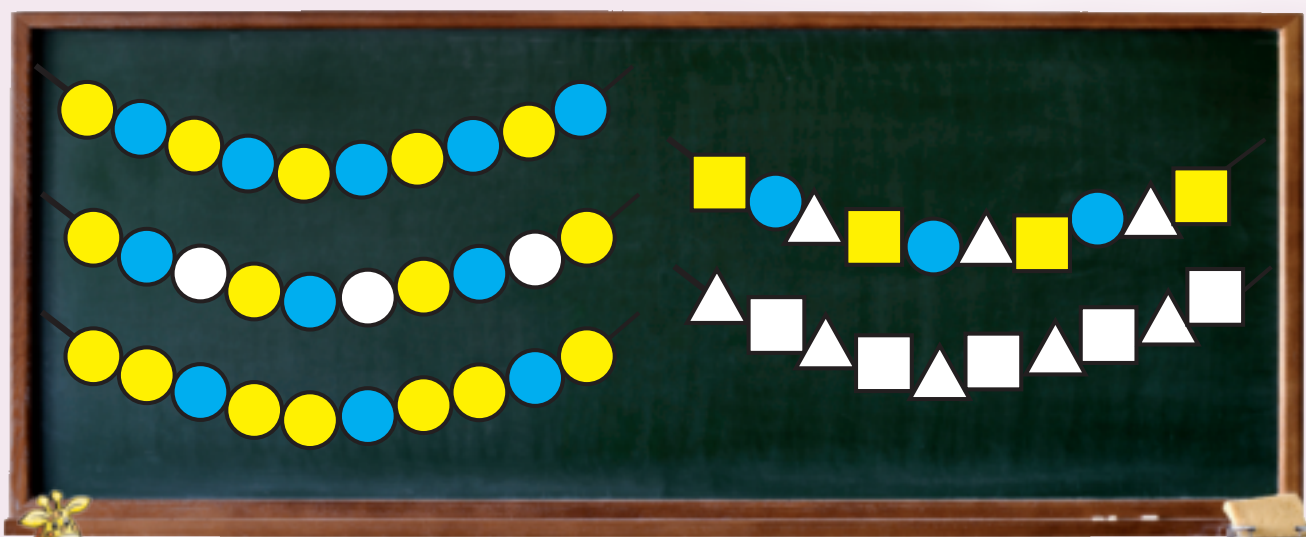


Teacher:

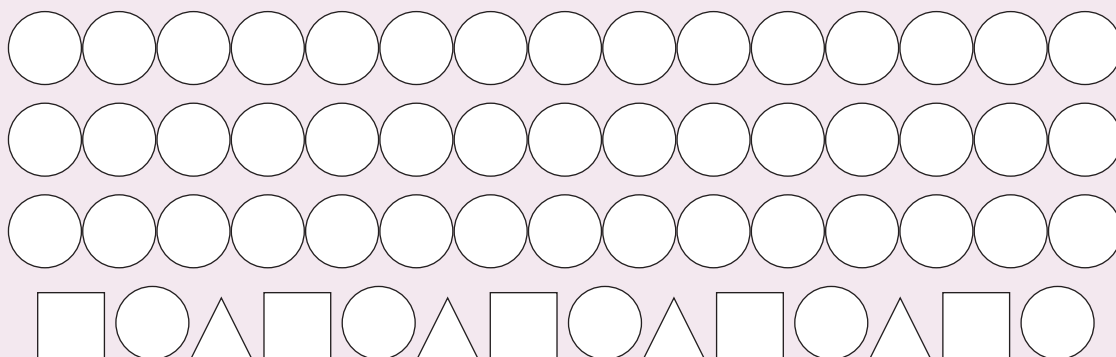
Sign:

Date:

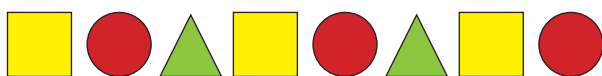
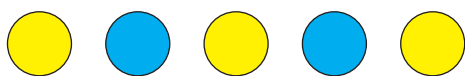
## Patterns



Copy the patterns from the chalkboard into the spaces below.



Extend the pattern.







Colour the beads as you count in twos.

2	4	6							



Colour the flowers as you count in fives.

5	10	15							



Colour the beads as you count in tens.

10	20	30							



○ □ △ ○ □ △ ○ □ △



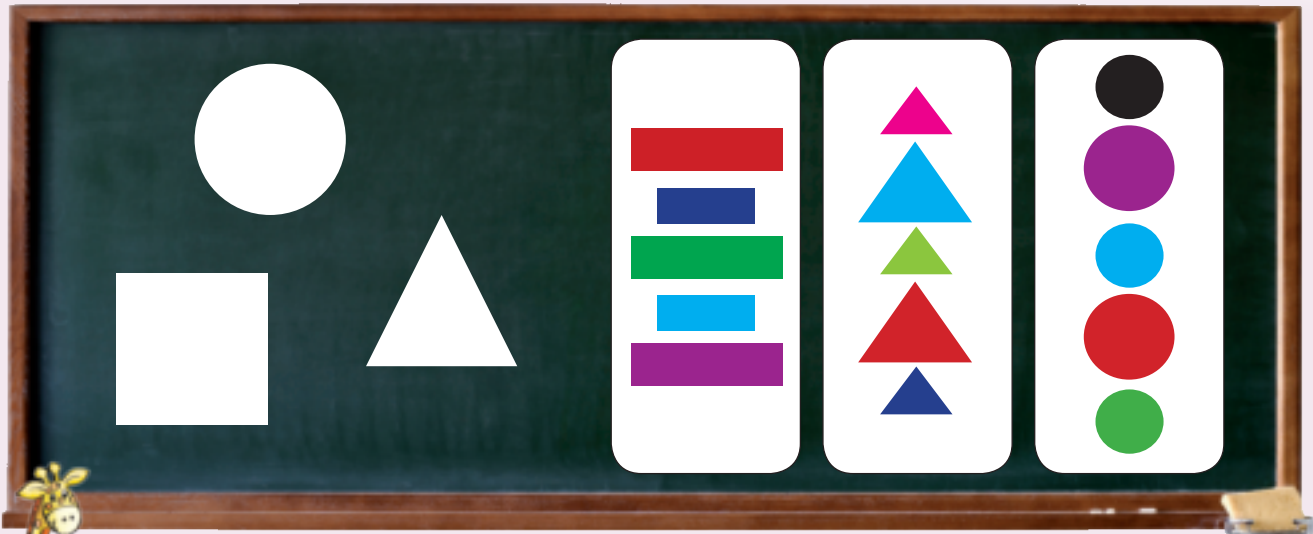
Teacher:

Sign:

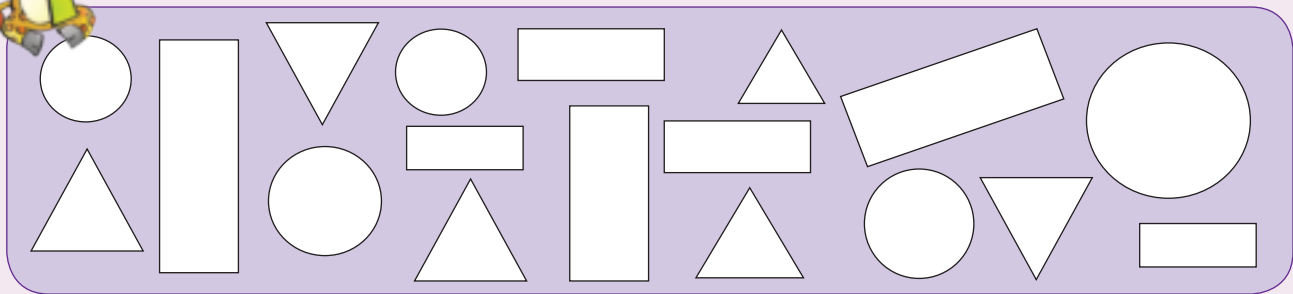
Date:

11 12 13 14 15 16 17 18 19 20

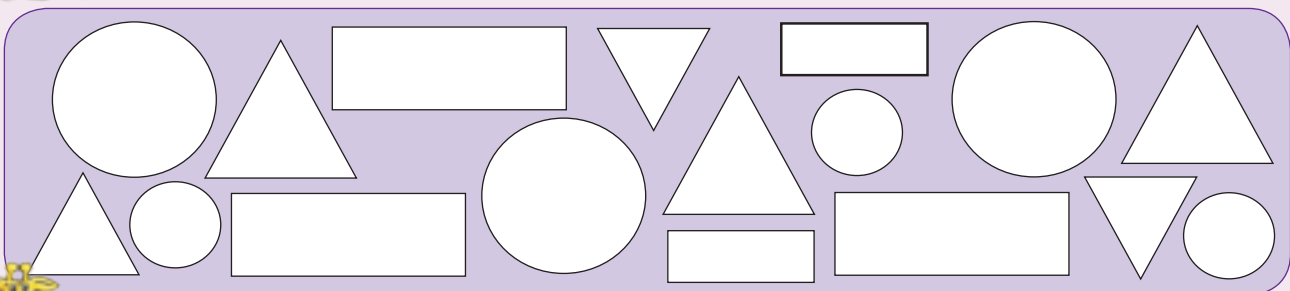
## Shapes



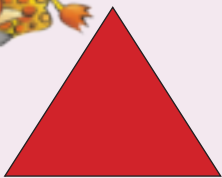
Colour the rectangles blue, the circles red and the triangles yellow.



Colour all the big circles red, the rectangles blue and the small triangles yellow.



Are the sides straight or round? Colour in the correct answer.



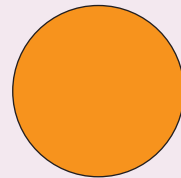
straight

curved



straight

curved

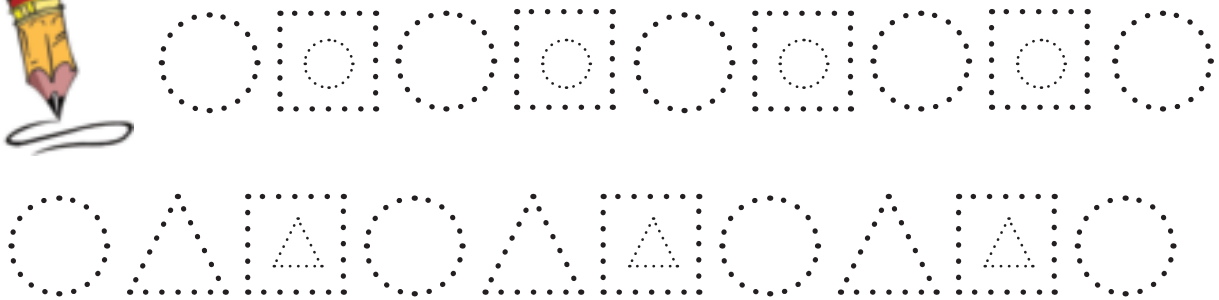


straight

curved



Draw the other wing of the butterflies.



Teacher:  
Sign:  
Date:



9

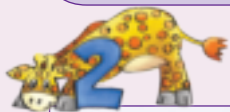
Date:

Term I

## Balls and boxes



Circle the boxes in blue and the balls in red.



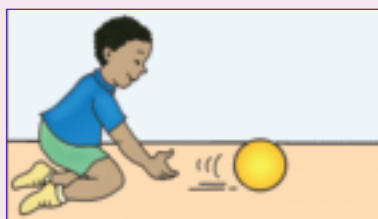
Colour the correct answer.



The box

slides

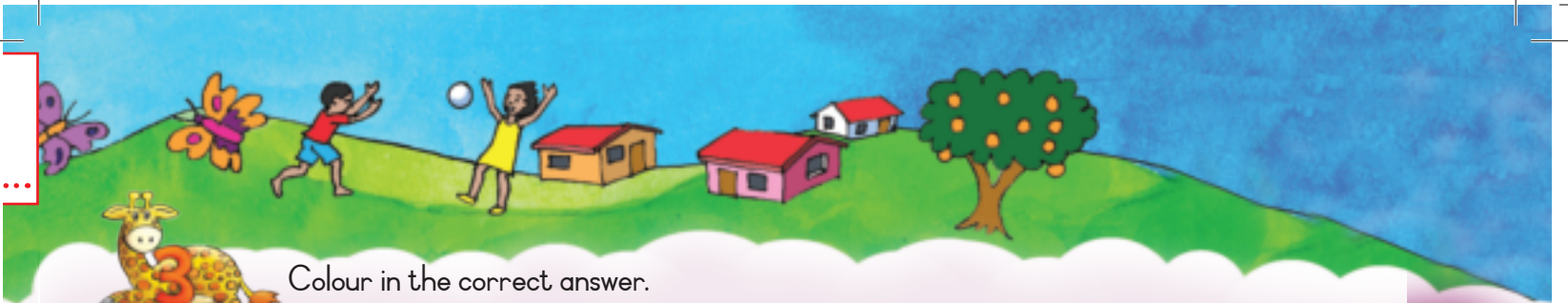
rolls



The ball

slides

rolls



Colour in the correct answer.



curved edge

straight edge



curved edge

straight edge



curved edge

straight edge



curved edge

straight edge



curved edge

straight edge



curved edge

straight edge



curved edge

straight edge



curved edge

straight edge



Say if the ball is behind, in front of, next to or on top of the box.



behind

in front of

next to

on top of



behind

in front of

next to

on top of



behind

in front of

next to

on top of



behind

in front of

next to

on top of



ball box ball box



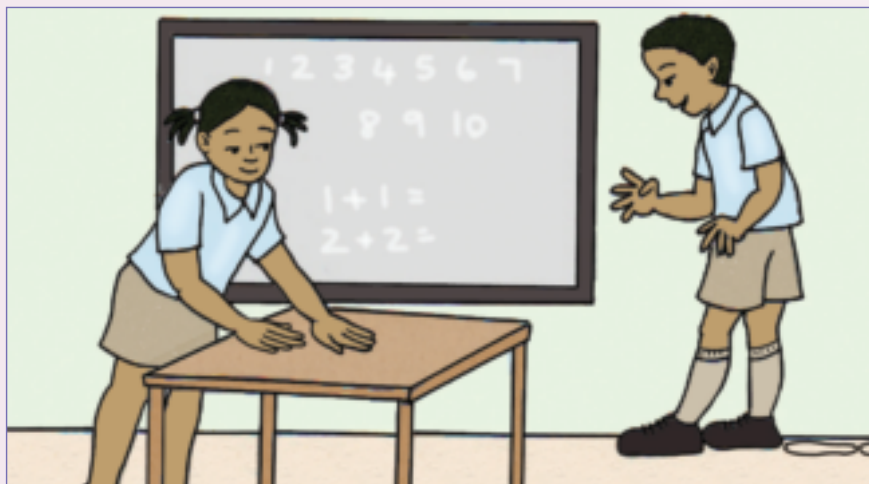
Teacher:

Sign:

Date:

## Length

What are they doing?



Which train is shorter and which is longer?



shorter

longer



shorter

longer

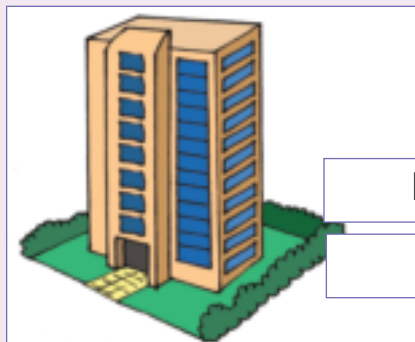


Which building is higher or lower?



higher

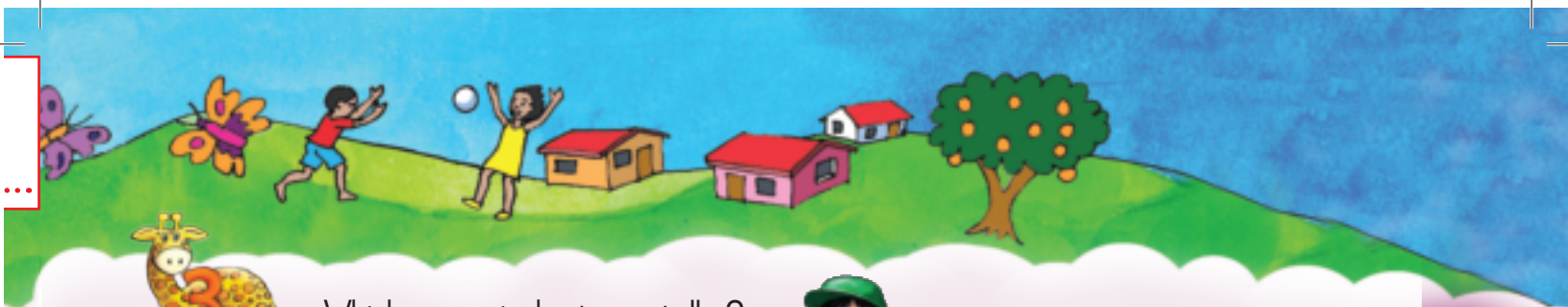
lower



higher

lower





Which person is shorter or taller?



shorter

shorter

taller

taller



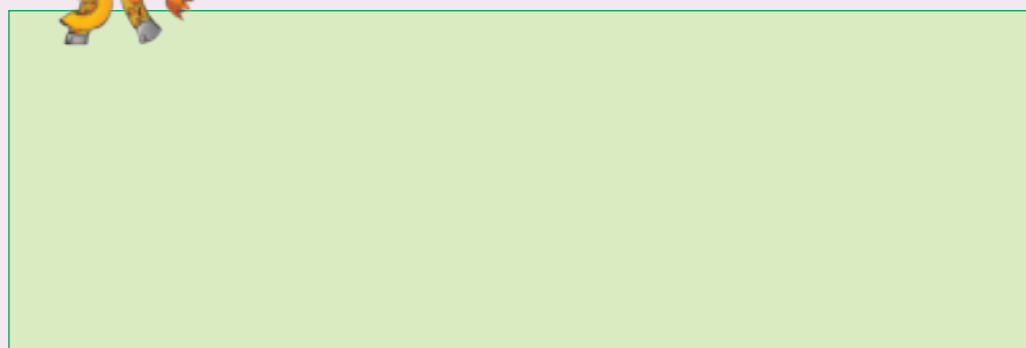
Use Cut-out I of the hand. How many hands long is this rectangle?  
Use Cut-out I of the foot. How many feet long is the rectangle?



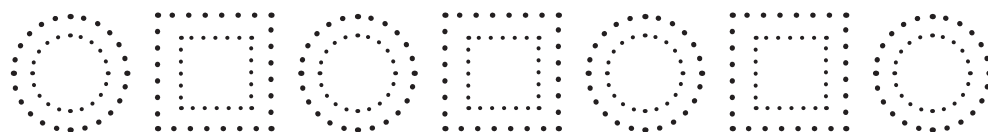




Now measure the height of the rectangle in hands and feet.





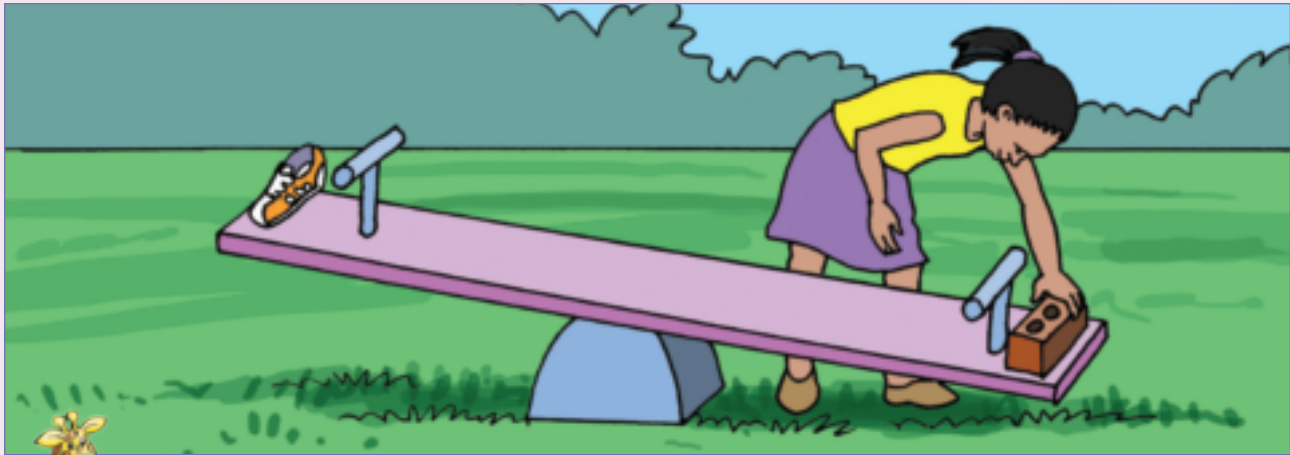


Teacher:

Sign:

Date:

# Mass

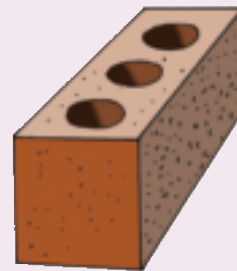


Say if the object is heavier or lighter than the other.



heavier

lighter

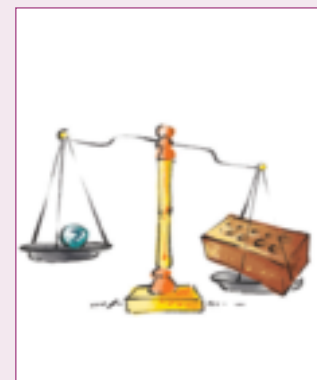


heavier

lighter



Circle the heavier object.





Is the object heavier or lighter than one kilogram?



heavier

lighter



heavier

lighter



heavier

lighter



heavier

lighter



heavy and light



Teacher:

Sign:

Date:



## Capacity

Discuss the picture.



Colour the correct answer.



full

empty

half



full

empty

half



full

empty

half



full

empty

half



full

empty

half



full

empty

half

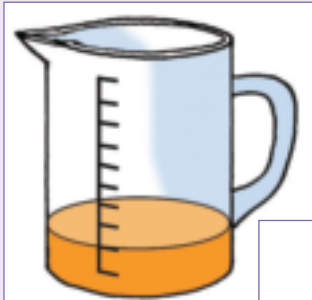


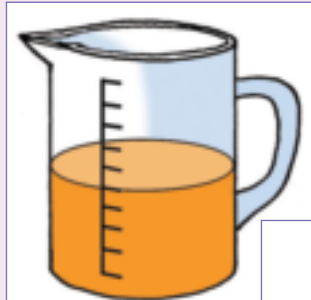
One measure fills up to the first marker on this jug.  
How many measures will fill this jug?

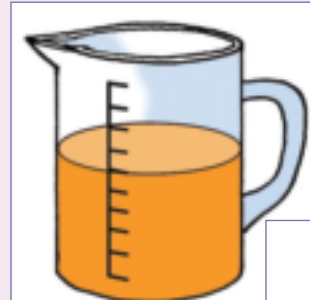




How many measures are poured into these jugs?

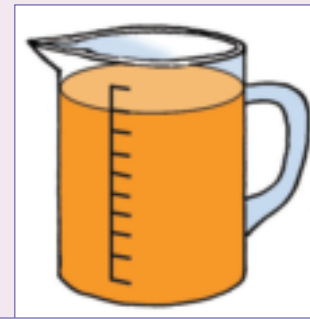
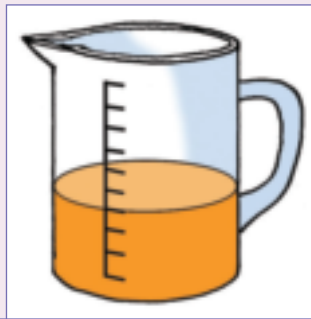
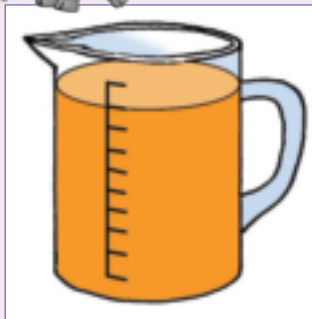








The jug on the left holds 1 litre of juice.  
Which jug has the same amount of juice, and which has less juice than the jug on the left?



same

less

same

less



full and empty



Teacher:

Sign:

Date:

## Time



Go to Cut-out I. Cut out the words and paste them under the pictures to show the time of day.



Complete the sentences.

I \_\_\_\_\_ early in the morning.

I \_\_\_\_\_ in the morning.

I \_\_\_\_\_ in the afternoon.

I \_\_\_\_\_ every day.

I \_\_\_\_\_ late every day.

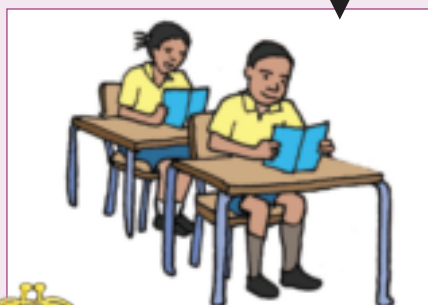




Yesterday

Today

Tomorrow



Answer the questions.

What is the child doing today? \_\_\_\_\_

What did the child do yesterday? \_\_\_\_\_

What will the child do tomorrow? \_\_\_\_\_



Draw your own picture.

Yesterday

Today

Tomorrow



Yesterday

O □ △ O □ △ O □ △ O



Teacher:

Sign:

Date:

11

12

13

14

15

16

17

18

19

20

# Birthday Calendar



Trace the months.

January

Sipho  
Maryke  
Annie

February

Jeffrey  
Simon

March

Sam  
Juan

April

Betty  
Liesel

May

Lettie  
Ricco  
George

June

Mpho

July

Busi  
Lisa  
Kayla

August

Mbali  
Brenda  
Mary

October

Karin  
Jaco

September

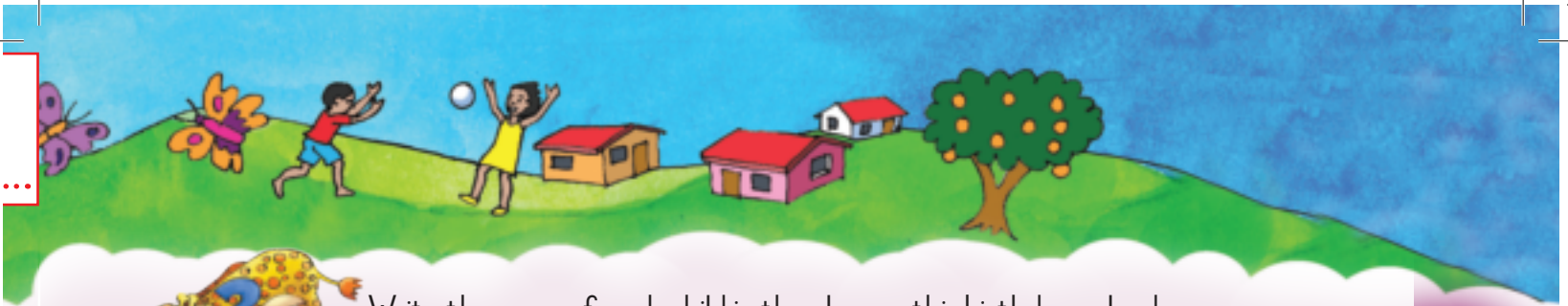
John

November

Gugu  
Dian

December

Kara  
Richard  
Denise



Write the name of each child in the class on this birthday calendar.

January	February	March
April	May	June
July	August	September
October	November	December

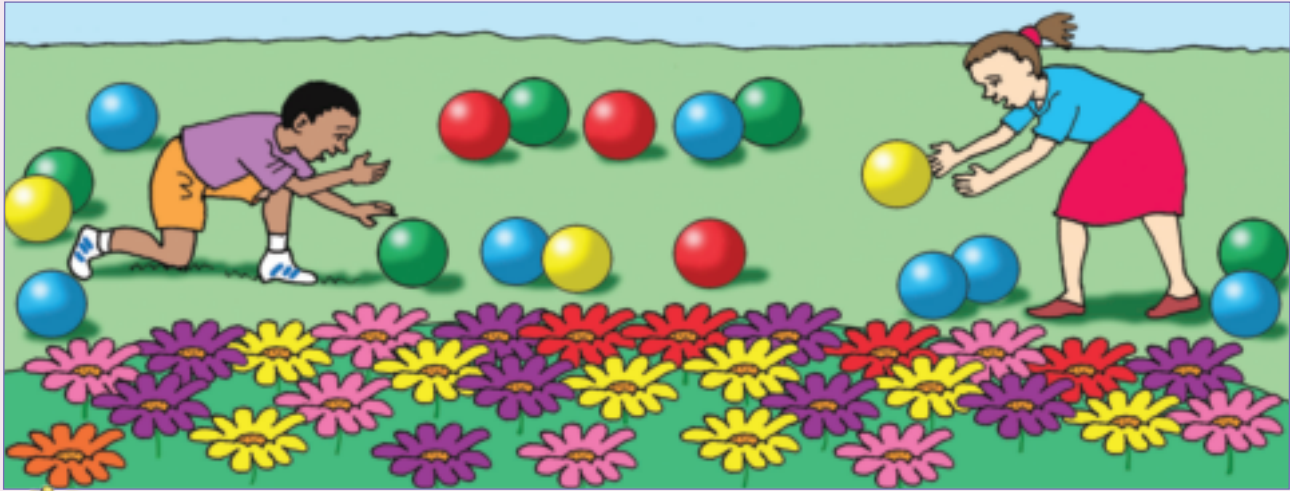
 My birthday is in



Teacher:  
Sign:  
Date:



# Collect and sort



Collect and sort the balls then draw them in the correct box.



--	--	--	--

green balls

red balls

blue balls

yellow balls



Collect the flowers and sort them.

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

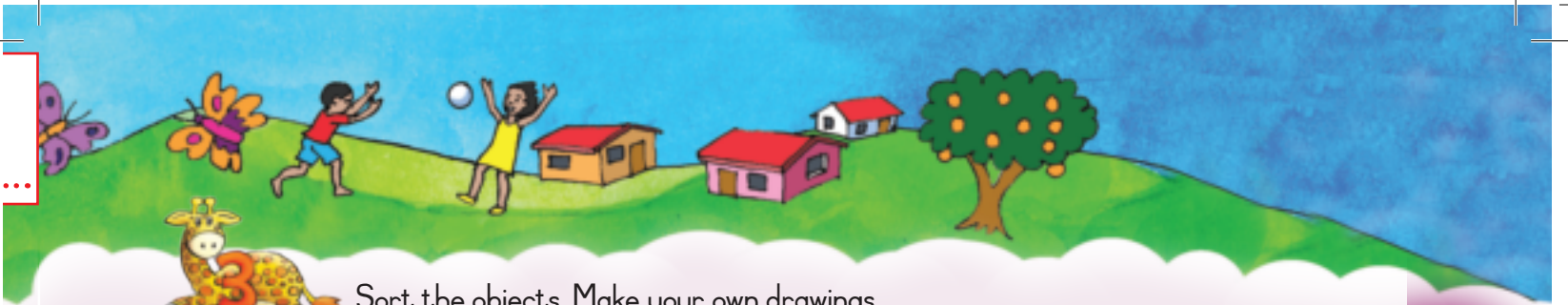
yellow flowers

red flowers

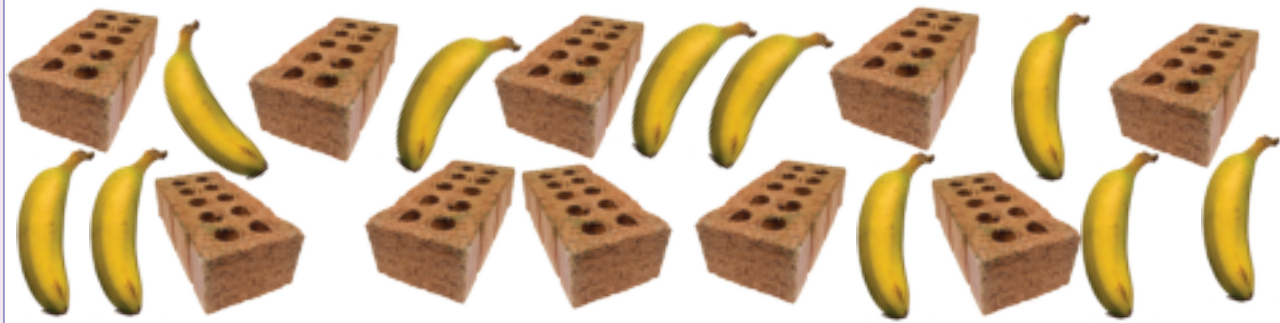
purple flowers

pink flowers

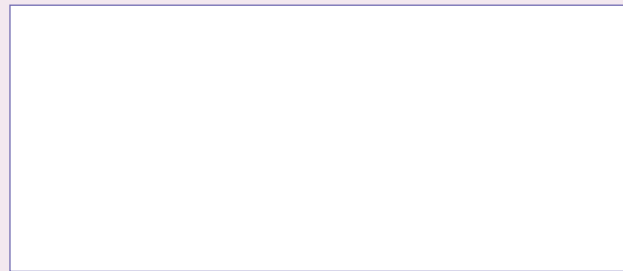
orange flowers



Sort the objects. Make your own drawings.



light objects



heavy objects



small balls



big balls



small boxes



big boxes

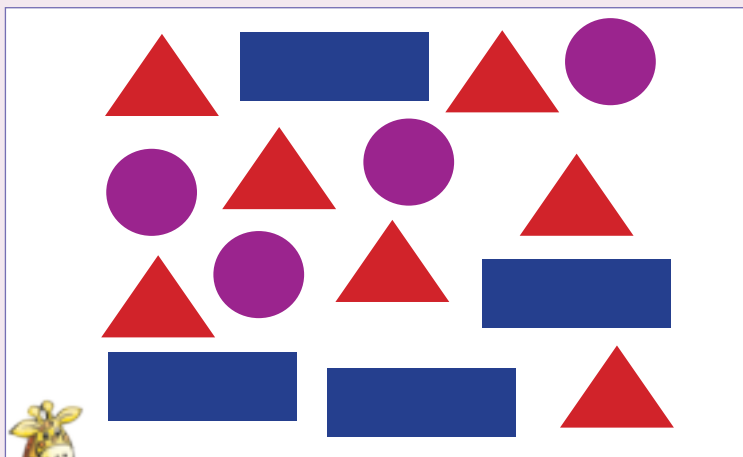


Teacher:

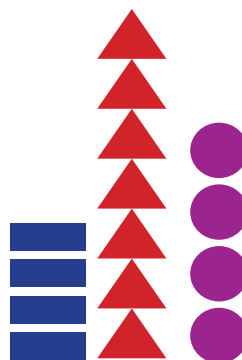
Sign:

Date:

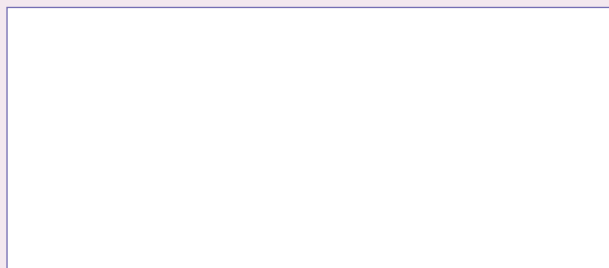
## Read and interpret



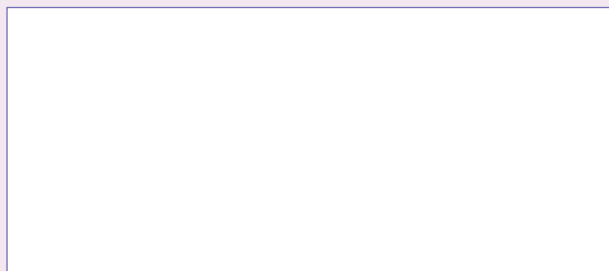
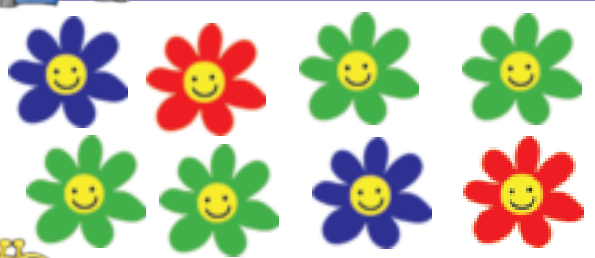
My own drawing



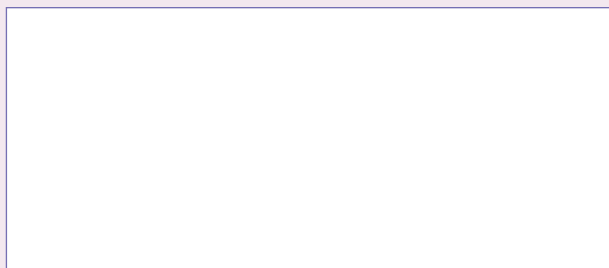
Sort the crayons. Draw the groups.



Sort the flowers. Draw the groups.



Sort the clouds and rainbows. Draw the groups.







Answer the questions.

triangles	rectangles	circles

How many triangles are there?

How many rectangles are there?

How many circles are there?

Are there more triangles or rectangles?

Are there more circles or triangles?

Are there more circles or rectangles?

empty	half	full

How many empty jugs are there?

How many half full jugs are there?

How many full jars are there?



Teacher:

Sign:

Date:

# Before, after and between

Discuss the numbers in the blocks using the words before, between and after.

Example: Each red ball is between two blue balls.



Write the correct numbers in the squares.

4 6 8

before between after

18

before between after

25

before between after

16

before between after



Fill in the missing numbers.

	2			5	
	12			15	
13			16		

10			13		
	17			20	
20					25

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

Which number is before 8? \_\_\_\_\_.

Which number is after 16? \_\_\_\_\_.

Which numbers are between 8 and 12? \_\_\_\_\_.



Colour the numbers between 14 and 17 blue. Colour the number before 14 red.  
Colour the number after 17 yellow.



Write all the numbers that are on the yellow beads.  
What do we call the numbers on the yellow beads?

Write all the numbers that are on the pink beads.  
What do we call the numbers on the pink beads?



Divide the yellow beads equally between the children wearing yellow.

How many beads does each get? \_\_\_\_\_. Are there any beads left? \_\_\_\_\_.

Divide the pink beads equally between the children wearing pink.

How many beads does each get? \_\_\_\_\_. Are there any beads left? \_\_\_\_\_.



Answer the following questions.

Write three **even numbers** that come just after 12? \_\_\_\_\_

Write three **odd numbers** that come just after 14? \_\_\_\_\_

Which **odd numbers** come between 18 and 24? \_\_\_\_\_

Write down the **even numbers** between 8 and 18. \_\_\_\_\_



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

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

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

11 12 13 14 15 16 17 18 19 20



## Numbers 1 – 30



How many books are there?  
How many jars of paint are there?



How many beads are there?

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



How many books are there?





Fill in the missing numbers.

14	12	15	17	19	13	26	28	21	30
10	4		2	10		7	10		

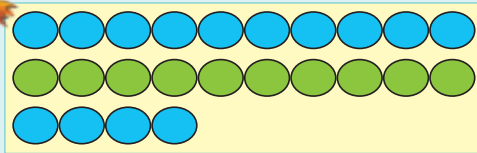


Look at the first example and complete the rest.

18	=	1	ten	+	8	units	or	18	=	10	+	8
15	=		ten	+		units	or		=		+	
19	=		ten	+		units	or		=		+	
22	=		tens	+		units	or		=		+	
24	=		tens	+		units	or		=		+	



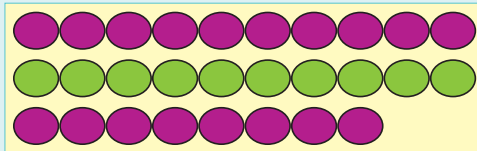
How many beads are there?



Number

We can write it as:

$$20 + \square = 24$$



Number

We can write it as:

$$20 + \square = 28$$



Write in words:

10	_____	11	_____
12	_____	13	_____
14	_____	15	_____
16	_____	17	_____
18	_____	19	_____
20	_____	21	_____
22	_____	23	_____
24	_____	25	_____



Look at the first example and complete the rest.

25	=	2	tens	+	5	units
13	=		ten	+		units
26	=		tens	+		units

22	=	2	tens	+	2	units
21	=		tens	+		unit
19	=		ten	+		units



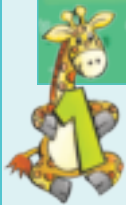
Teacher:

Sign:

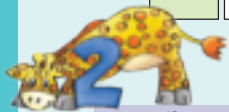
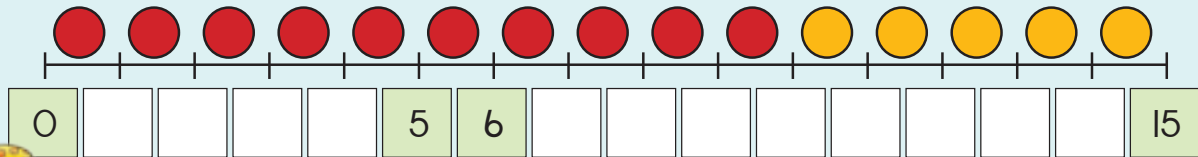
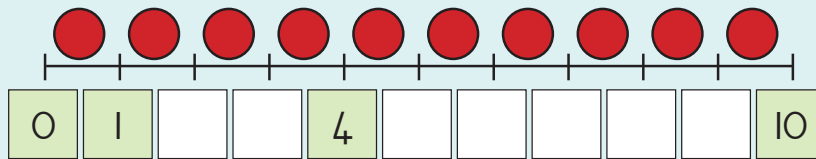
Date:

11 12 13 14 15 16 17 18 19 20

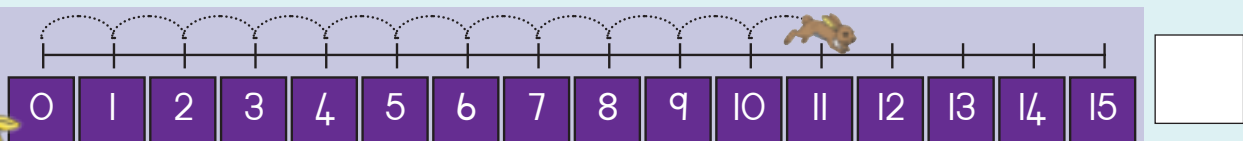
# Number lines



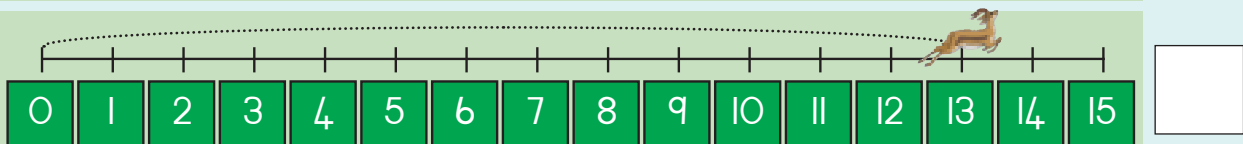
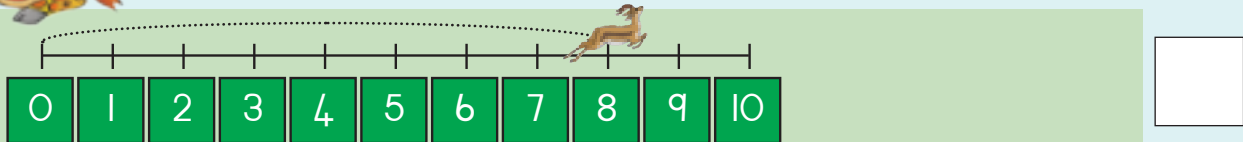
Fill in the missing numbers.



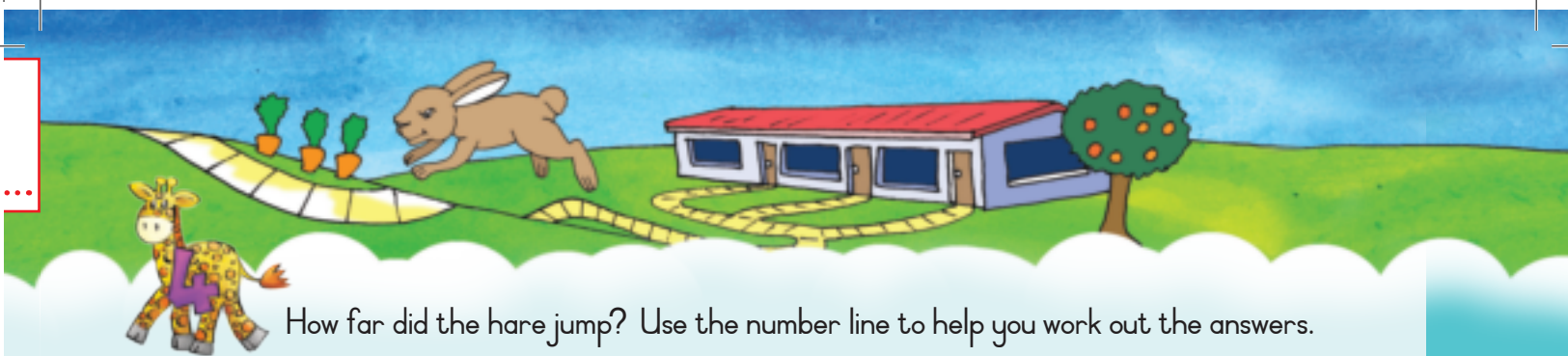
How far did the hare jump? Use the number line to help you work out the answers.



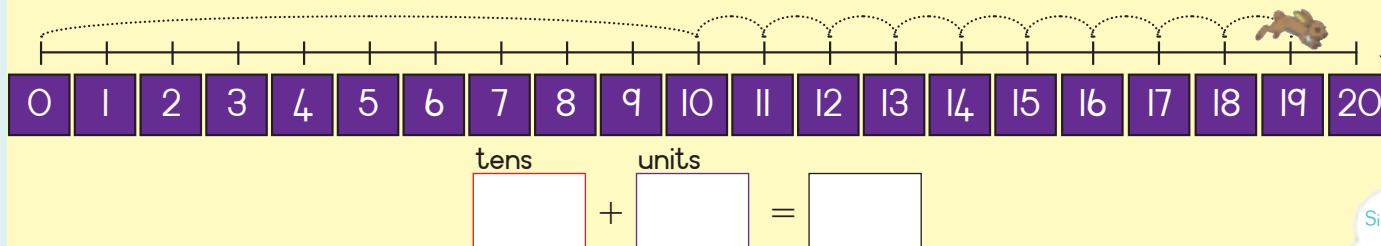
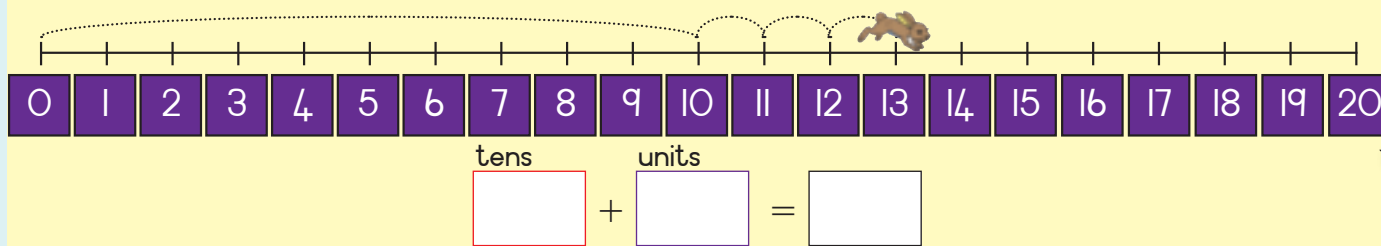
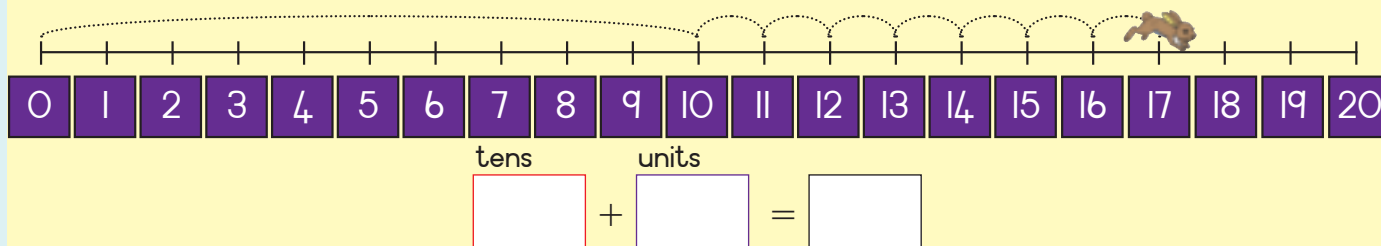
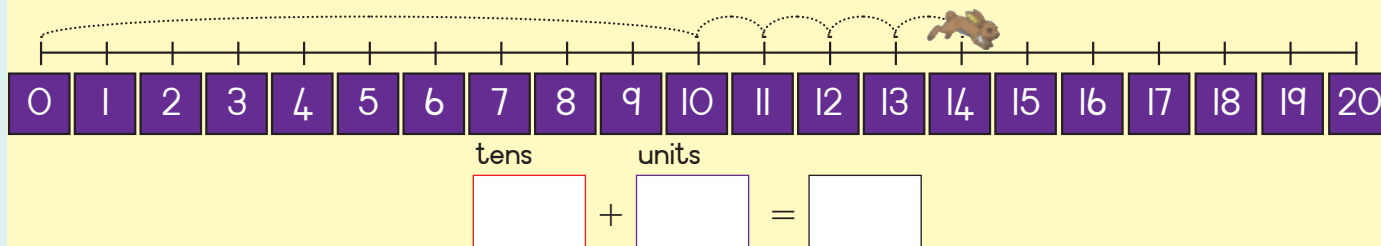
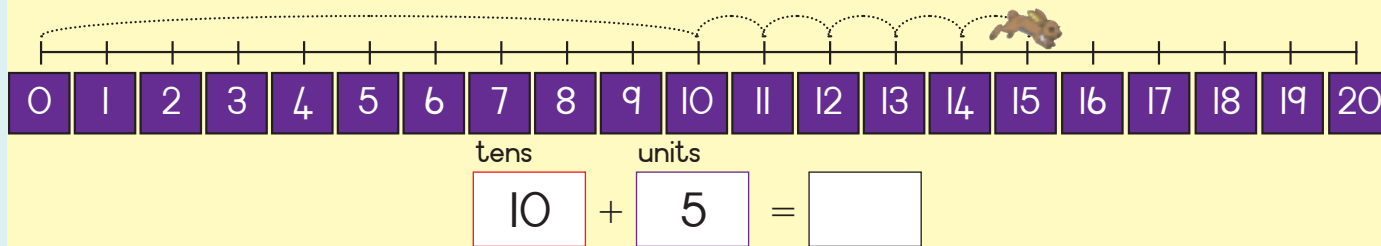
How far did the springbok jump? Use the number line to help you work out the answers.







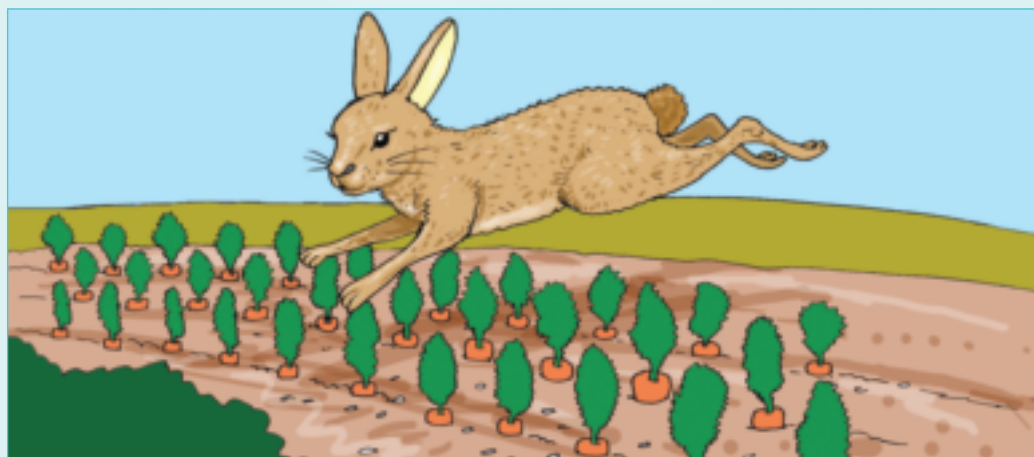
How far did the hare jump? Use the number line to help you work out the answers.



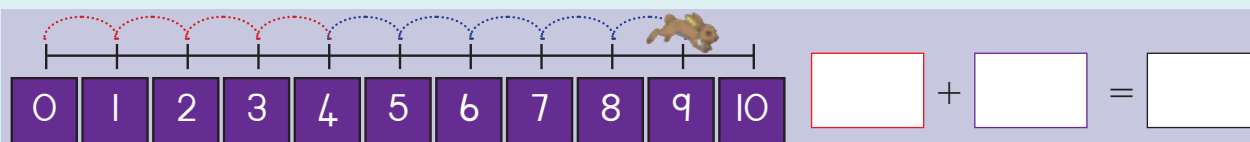
Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_

11 12 13 14 15 16 17 18 19 20

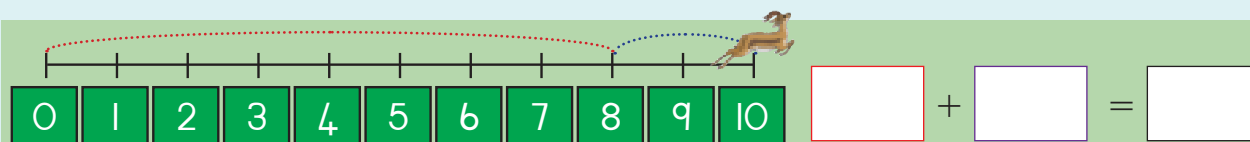
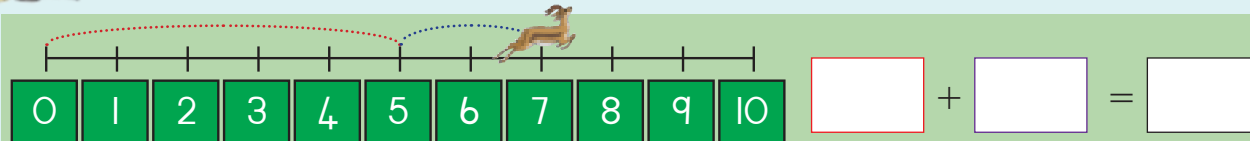
## More number lines



Help the hare to write a sum. Use the number line to help you work out the answers.

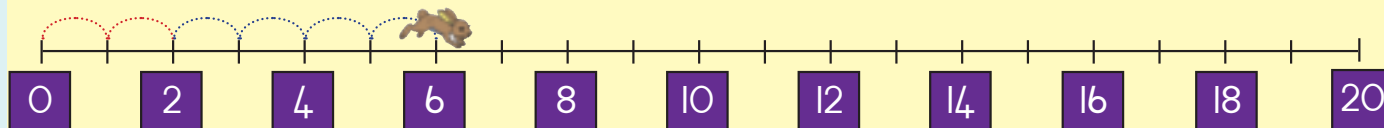


Help the springbok to write a sum.  
Use the number line to help you work out the answers.

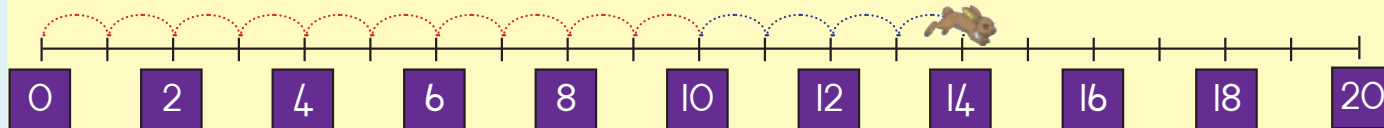




Help the hare to write a sum.



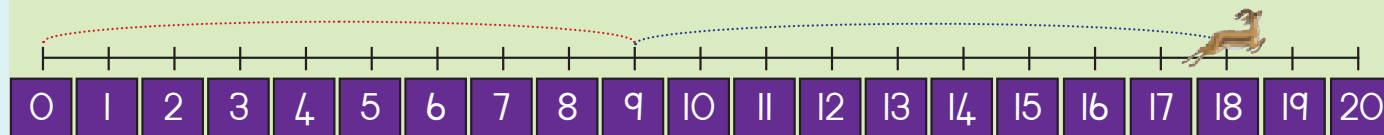
$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$



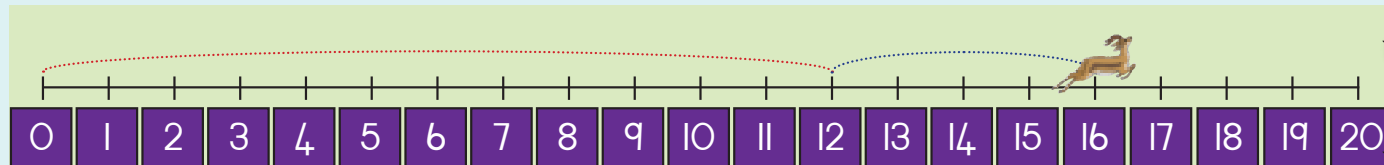
$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$



Help the springbok to write a sum.



$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$



$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$



Teacher:

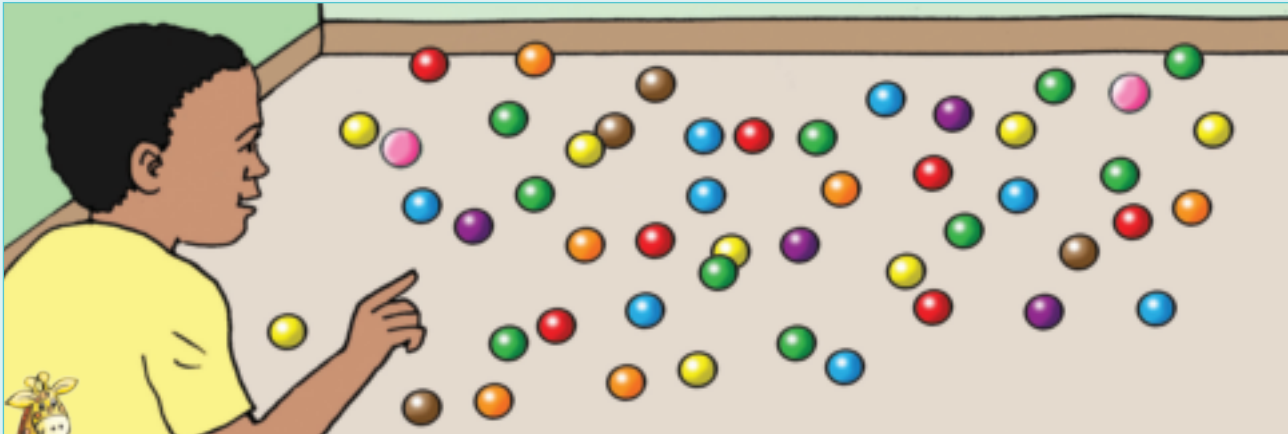
Sign:

Date:

11 12 13 14 15 16 17 18 19 20



## Addition and subtraction



Write the number of beads.

How many red beads are there?

How many blue beads are there?

How many green beads are there?

How many orange beads are there?

How many purple beads are there?

How many beads are there altogether?



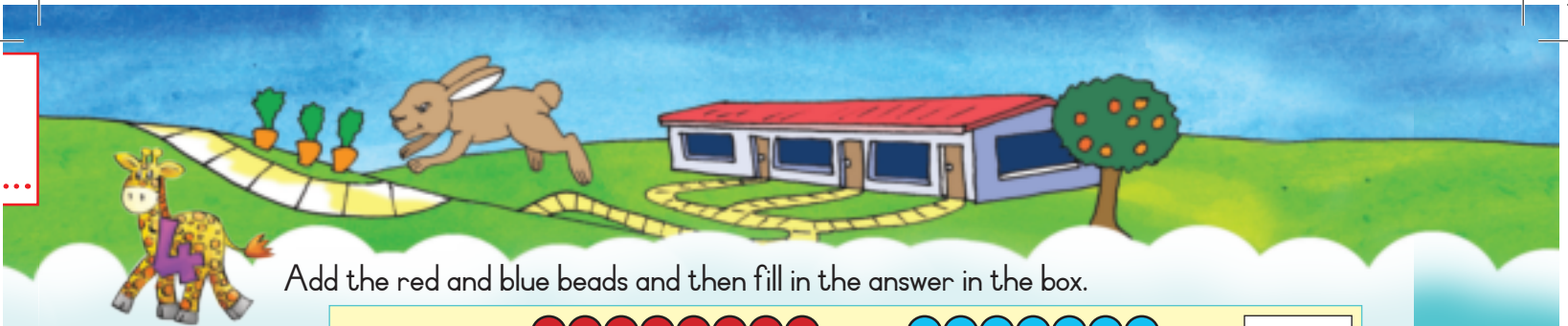
Write the number of beads of each colour in the correct boxes and add them.

red	+	green	=	
yellow	+	pink	=	
orange	+	blue	=	
purple	+	green	=	
brown	+	yellow	=	








Complete the patterns.



red	green	red	green	red			
yellow	pink	yellow	pink	yellow			
orange	blue	orange	blue	orange			
purple	green	purple	green	purple			
brown	yellow	brown	yellow	brown			






Add the red and blue beads and then fill in the answer in the box.

	+		=	<div style="border: 1px solid black; padding: 5px; width: 40px;">15</div>
<div style="border: 1px solid black; padding: 5px; width: 40px;">8</div>	+	<div style="border: 1px solid black; padding: 5px; width: 40px;">7</div>	=	






	+		+		=	<div style="border: 1px solid black; width: 60px; height: 40px;"></div>
<div style="border: 1px solid black; padding: 5px; width: 40px;">8</div>	+	<div style="border: 1px solid black; padding: 5px; width: 40px;">2</div>	+	<div style="border: 1px solid black; padding: 5px; width: 40px;">5</div>	=	

	+		=	<div style="border: 1px solid black; width: 60px; height: 40px;"></div>
<div style="border: 1px solid black; padding: 5px; width: 40px;">9</div>	+	<div style="border: 1px solid black; padding: 5px; width: 40px;">6</div>	=	

	+		+		=	<div style="border: 1px solid black; width: 60px; height: 40px;"></div>
<div style="border: 1px solid black; padding: 5px; width: 40px;">9</div>	+	<div style="border: 1px solid black; padding: 5px; width: 40px;"></div>	+	<div style="border: 1px solid black; padding: 5px; width: 40px;"></div>	=	





Match the picture with the correct sum and then fill in the answer.


	$7 - 5 = \div style{border: 1px solid black; width: 40px; height: 30px; display: inline-block; vertical-align: middle;}$
	$9 - 4 = \div style{border: 1px solid black; width: 40px; height: 30px; display: inline-block; vertical-align: middle;}$
	$8 - 3 = \div style{border: 1px solid black; width: 40px; height: 30px; display: inline-block; vertical-align: middle;}$
	$5 - 4 = \div style{border: 1px solid black; width: 40px; height: 30px; display: inline-block; vertical-align: middle;}$
	$6 - 2 = \div style{border: 1px solid black; width: 40px; height: 30px; display: inline-block; vertical-align: middle;}$




Write a sum for:


<div style="border: 1px solid black; padding: 5px; width: 40px;">9</div> - <div style="border: 1px solid black; padding: 5px; width: 40px;">6</div> = <div style="border: 1px solid black; padding: 5px; width: 40px;">3</div>


<div style="border: 1px solid black; padding: 5px; width: 40px;"></div> - <div style="border: 1px solid black; padding: 5px; width: 40px;"></div> = <div style="border: 1px solid black; padding: 5px; width: 40px;"></div>


<div style="border: 1px solid black; padding: 5px; width: 40px;"></div> - <div style="border: 1px solid black; padding: 5px; width: 40px;"></div> = <div style="border: 1px solid black; padding: 5px; width: 40px;"></div>


<div style="border: 1px solid black; padding: 5px; width: 40px;"></div> - <div style="border: 1px solid black; padding: 5px; width: 40px;"></div> = <div style="border: 1px solid black; padding: 5px; width: 40px;"></div>



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

## Days, weeks and months

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

Monday	January	February	March
Tuesday	April	May	June
Wednesday	July	August	September
Thursday	October	November	December
Friday			
Saturday			
Sunday			

Answer the following questions on days of the weeks.

Which day comes before Wednesday? \_\_\_\_\_

Which day comes after Wednesday? \_\_\_\_\_

Which day comes after Saturday? \_\_\_\_\_

Which day comes between Monday and Wednesday? \_\_\_\_\_

If Monday is the 1st day, then Friday is the \_\_\_\_\_ day.

Which days come between Wednesday and Saturday?

\_\_\_\_\_

Answer the following questions on months.

Which month comes before April? \_\_\_\_\_

Which month comes after June? \_\_\_\_\_

Which month comes between August and October? \_\_\_\_\_

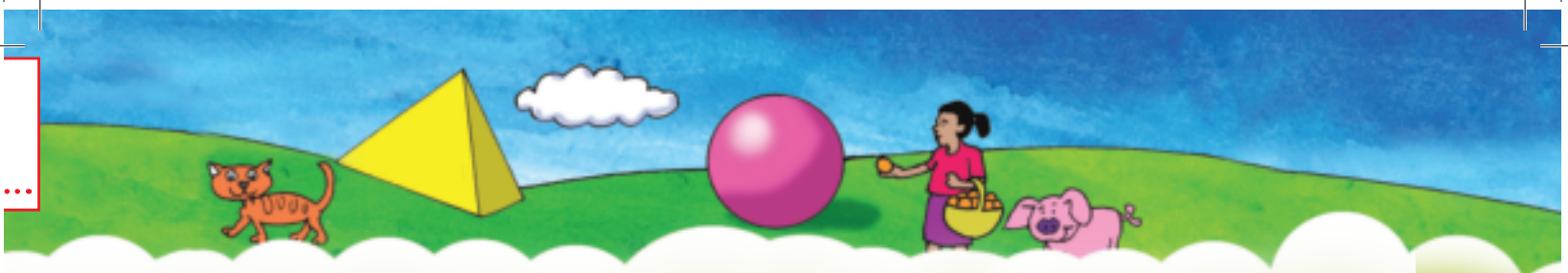
Which months come between January and June?

\_\_\_\_\_

Which is the first month of the year? \_\_\_\_\_

Which is the last month of the year? \_\_\_\_\_





<p>Religions in South Africa</p>	<p>Historical events</p> <p>Human Rights Day</p> <p>Freedom Day</p> <p>Workers' Day</p> <p>Youth Day</p> <p>National Women's Day</p> <p>Heritage Day</p> <p>Day of Reconciliation</p>	<p>Birthday</p> <p>My Birthday</p>
----------------------------------	---	------------------------------------



Cut-out 2: Use the cut-outs and paste three religious holidays and all the South African public holidays onto the calendar months.

January	February	March
April	May	June
July	August	September
October	November	December



Teacher:  
Sign:  
Date:



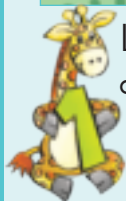
11 12 13 14 15 16 17 18 19 20

# 23a

Term I

## Addition

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



Look at the picture and write the number of marbles of each colour in the correct boxes and then add up the sums.

red	+	blue	=	3	+	4	=	
green	+	blue	=		+		=	
pink	+	blue	=		+		=	
green	+	orange	=		+		=	
red	+	green	=		+		=	
orange	+	blue	=		+		=	

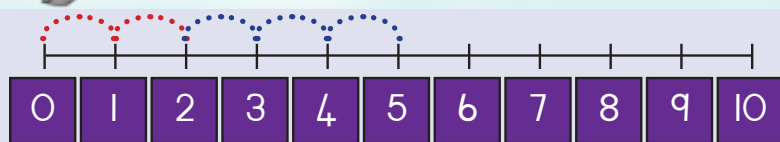


Add.

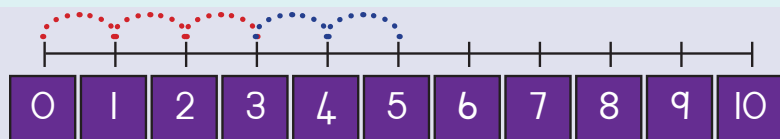
$3 + 2 =$	$4 + 6 =$	$9 + 3 =$
$6 + 5 =$	$7 + 8 =$	$8 + 4 =$
$9 + 5 =$	$8 + 6 =$	$7 + 4 =$
$9 + 9 =$	$7 + 5 =$	$8 + 8 =$
$7 + 6 =$	$9 + 6 =$	$7 + 7 =$



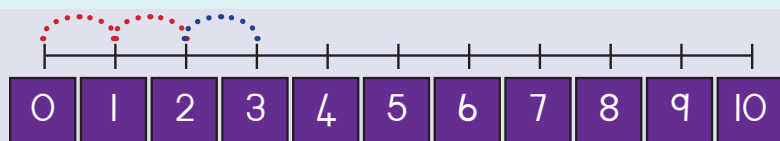
Write a sum for:



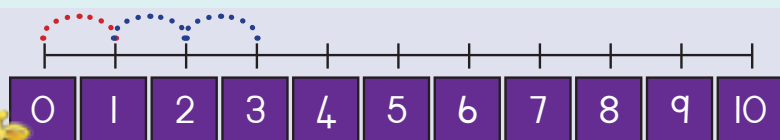
$$2 + 3 = 5$$



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



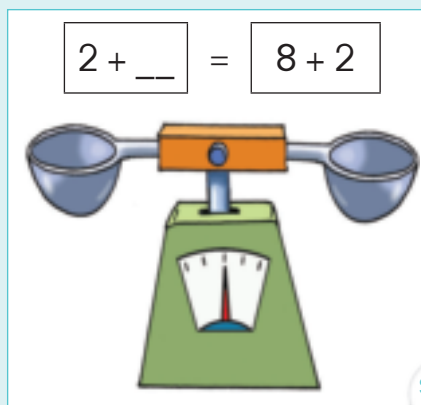
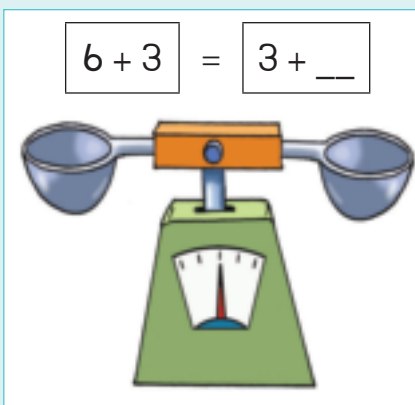
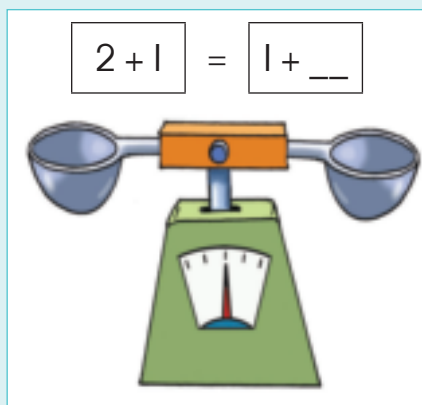
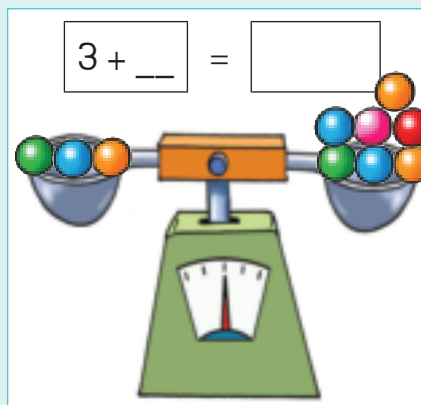
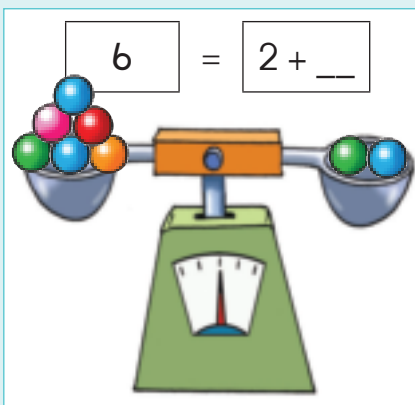
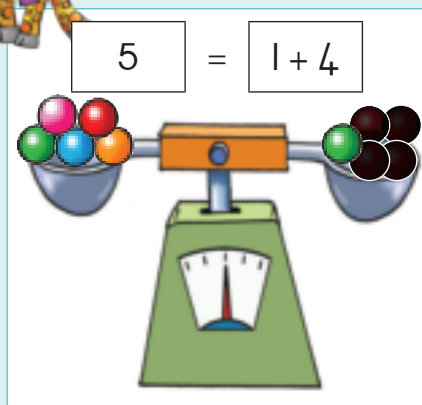
$$\square + \square = \square$$



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



Add beads to make the scales equal. We have done the first one for you.



Teacher:

Sign:

Date:



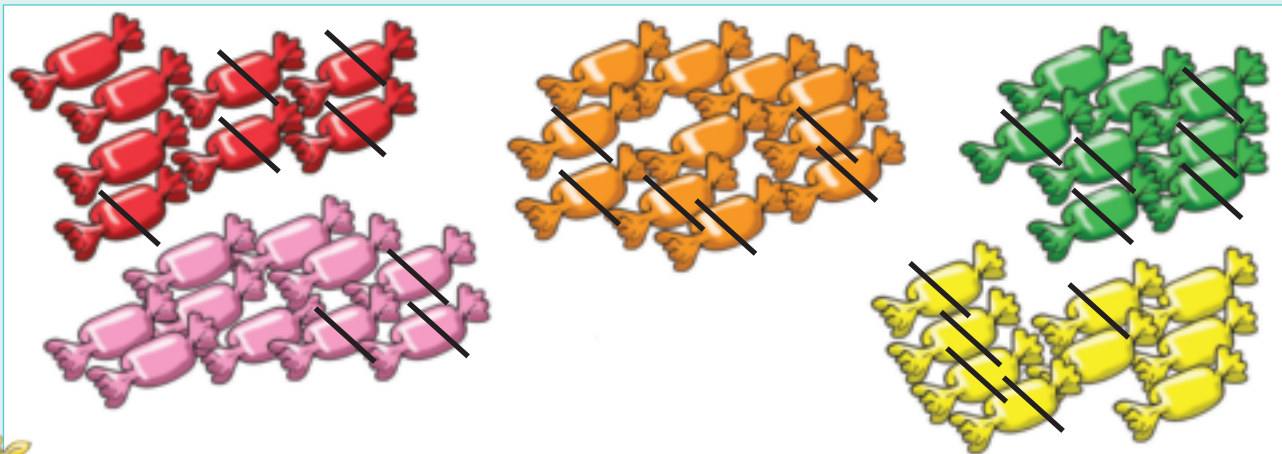
# 23b

Term 1



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

## Subtraction



Look at the picture and write minus sums.

red sweets =  -  =

green sweets =  -  =

yellow sweets =  -  =

orange sweets =  -  =

pink sweets =  -  =



Minus.

$5 - 3 =$

$10 - 6 =$

$12 - 3 =$

$11 - 5 =$

$15 - 7 =$

$12 - 4 =$

$14 - 9 =$

$14 - 8 =$

$11 - 4 =$

$18 - 9 =$

$12 - 5 =$

$16 - 8 =$

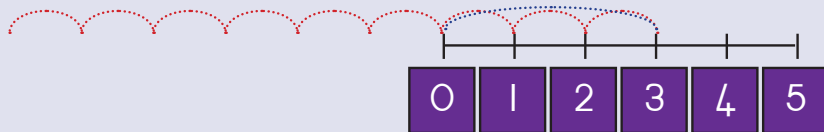
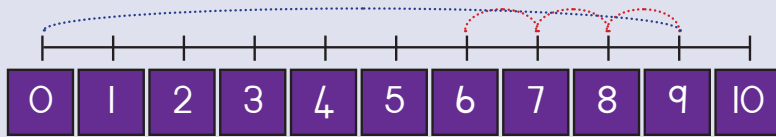
$13 - 7 =$

$15 - 6 =$

$14 - 7 =$



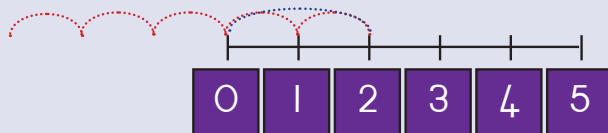
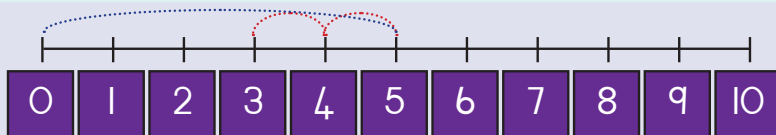
Complete.



$$9 - 3$$

Is not equal to

$$3 - 9$$



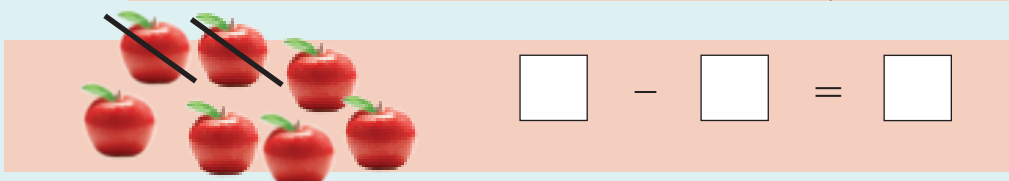
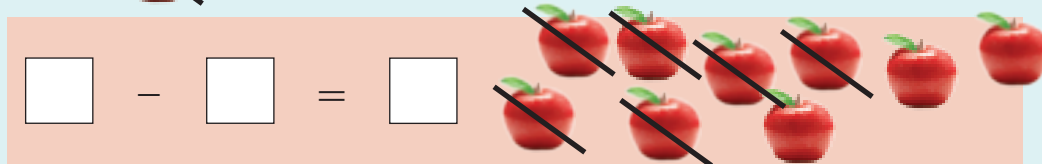
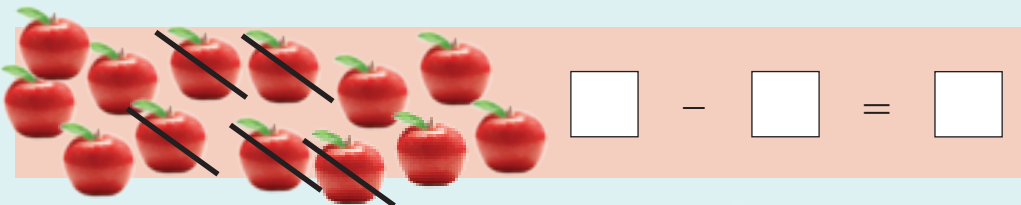
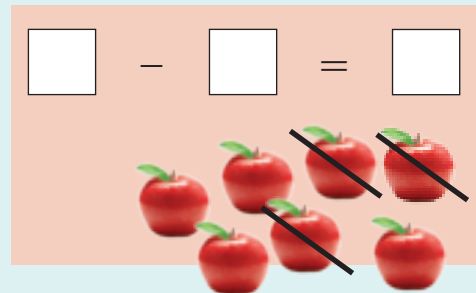
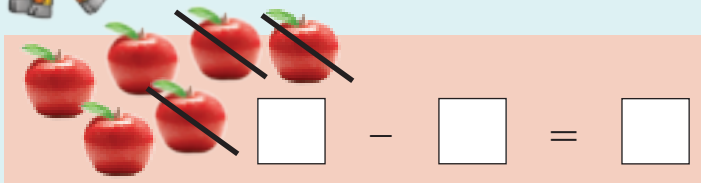
$$5 - 2$$

Is not equal to

$$2 - 5$$



Write a sum for:



Teacher:

Sign:

Date:

11 12 13 14 15 16 17 18 19 20

## Some more addition

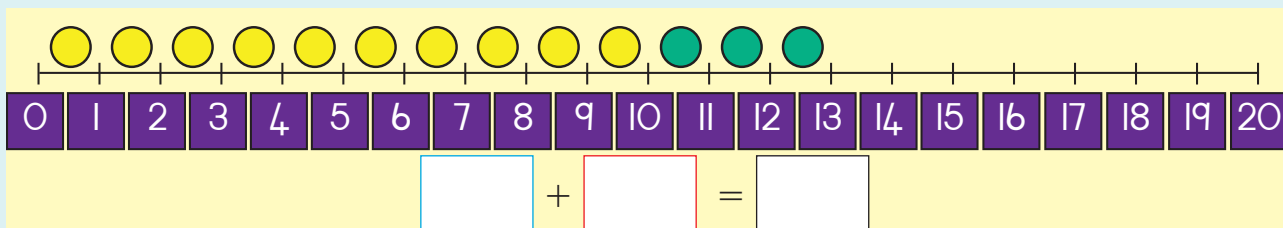
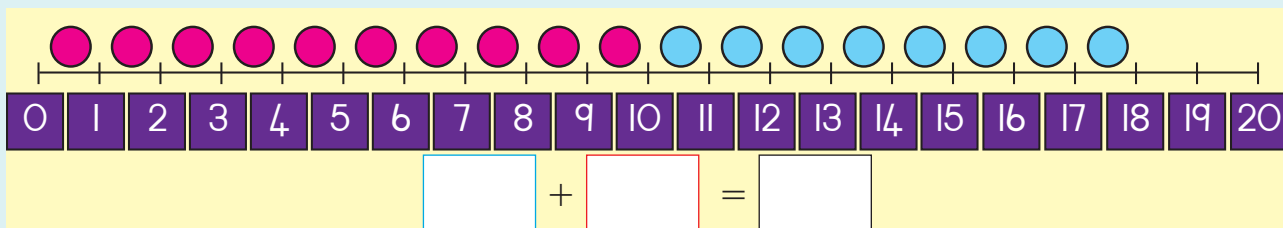
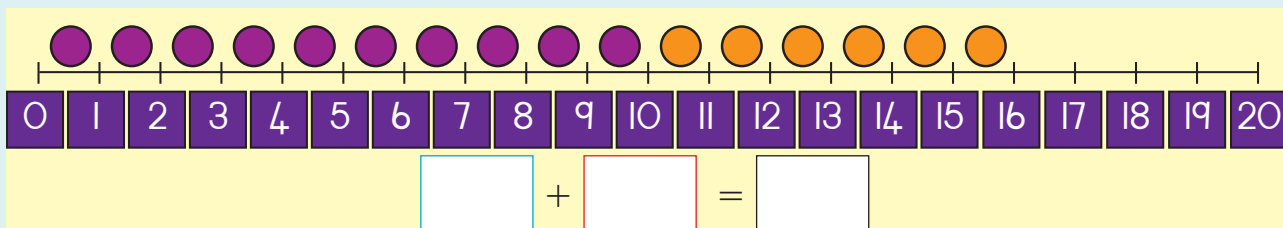
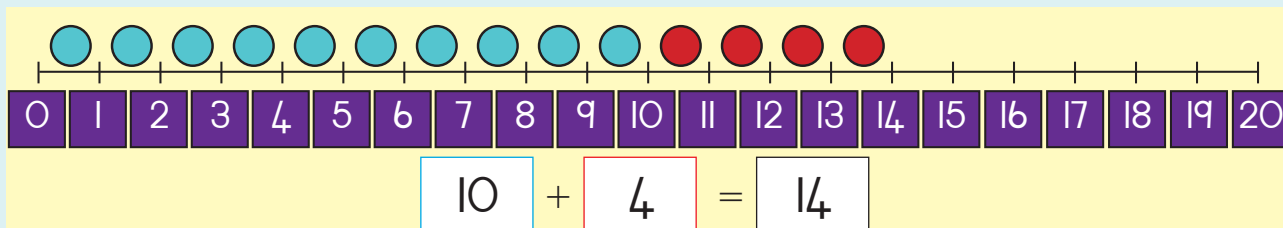


Add the numbers in each block and write down the total.

<div>2</div>	<div>8</div>	<div>7</div>	<div>5</div>	<div>3</div>
<div>10</div>	<div>10</div>	<div>10</div>	<div>10</div>	<div>10</div>



Use the number line. Write an addition sum. We have done the first one for you.







Add.

10	+	3	=	13
10	+	5	=	
10	+	1	=	
10	+	4	=	
10	+	9	=	

10	+	2	=	
10	+	7	=	
10	+	6	=	
10	+	8	=	
10	+	3	=	



Add.

16 + 13				
10		10		20
6	+	3	=	9
16	+	13	=	29

14 + 12				
10		10		
4	+	2	=	
	+		=	

17 + 11				
10		10		
7	+	1	=	
	+		=	

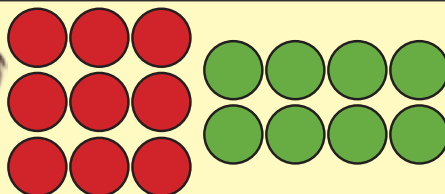
15 + 13				
10		10		
5	+	3	=	
	+		=	

16 + 12				
10		10		
6	+	2	=	
	+		=	

18 + 12				
10		10		
8	+	2	=	
	+		=	



Lisa has 9  
counters and  
Aakar has 8.



What is the total?



Teacher:

Sign:

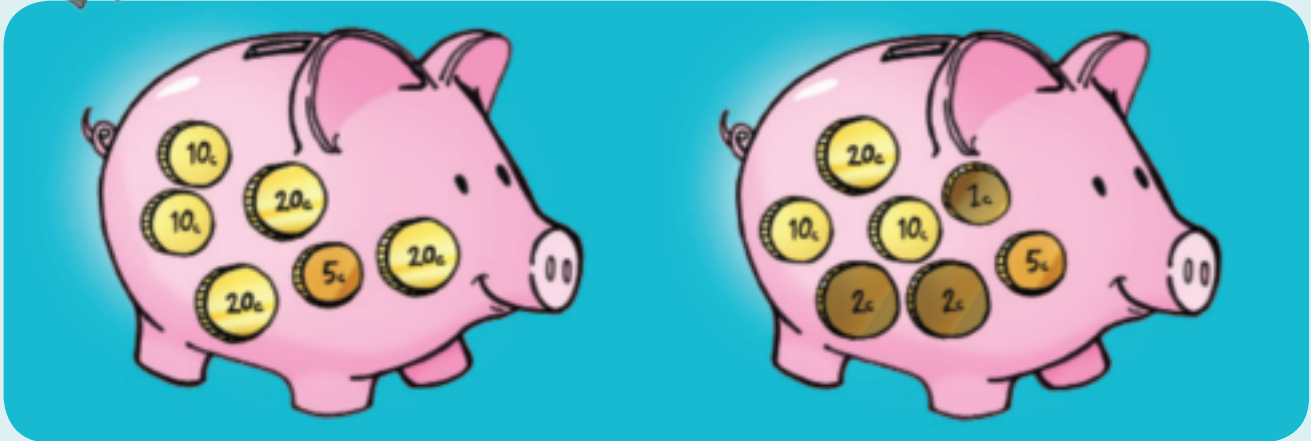
Date:

11 12 13 14 15 16 17 18 19 20



## Money

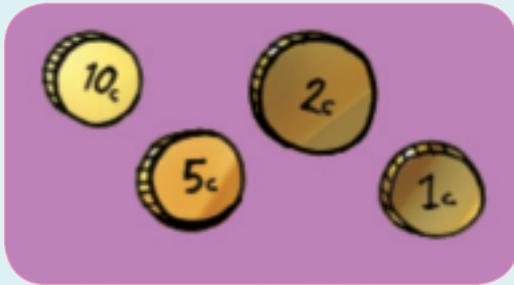
What is in my piggy bank?



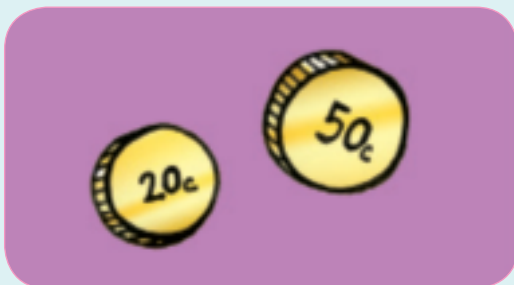
Cut the coins from Cut-out 3 and paste the right amounts here.

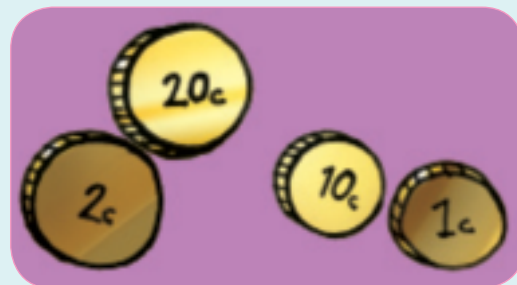



How many cents?















Word sums.

Suzy has 50c. Her mother gives her 20c more. How much money does Suzy have altogether?

I have 90c. I bought a sweet for 30c. How much money do I have left?



Teacher:

Sign:

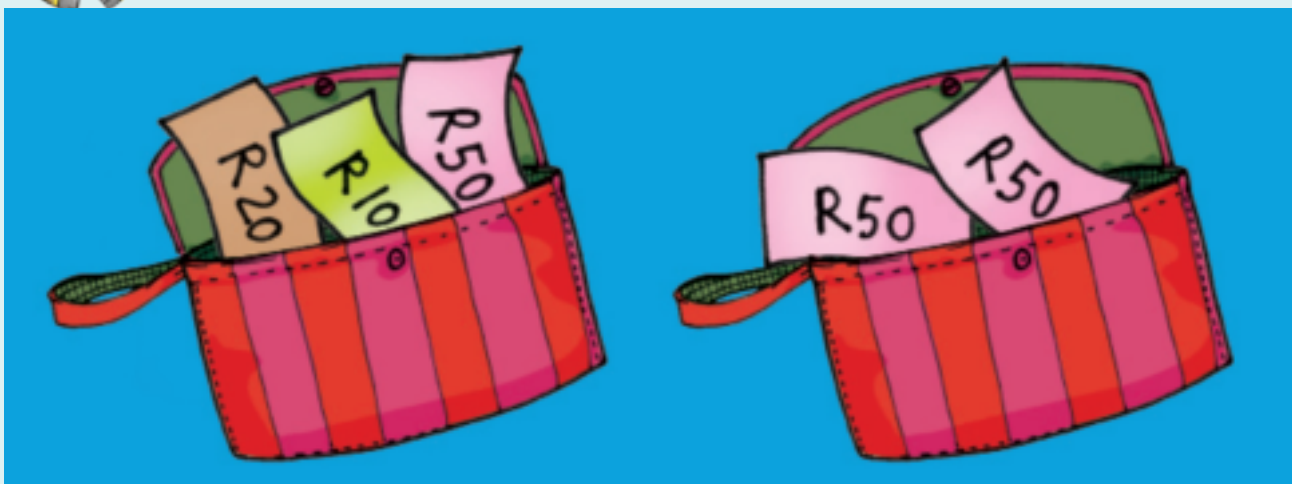
Date:





# Note money

How much money is in my purse?



Cut the notes from Cut-out 3 and paste the correct amounts here.

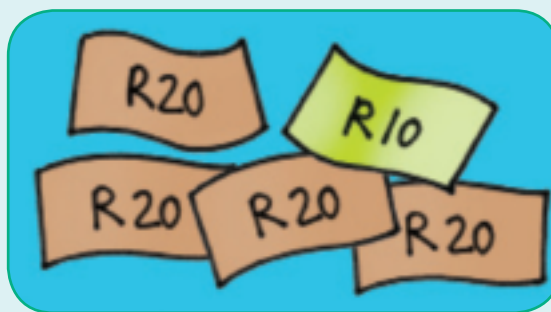


How many rands in total?















Word sums.

I saved R50. I got R20 for my birthday. How much money do I have?

---

I have R90. I bought a book for R30. How much money do I have left?

---



Teacher:

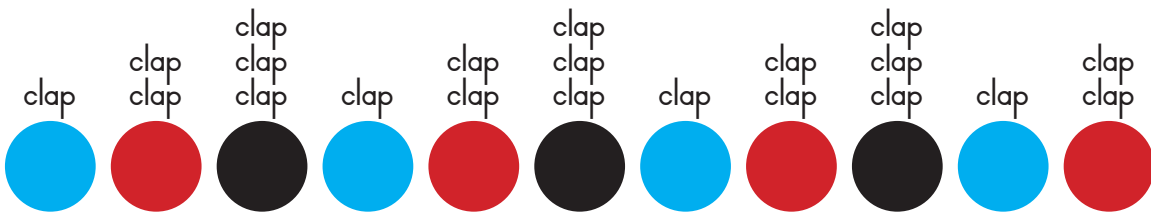
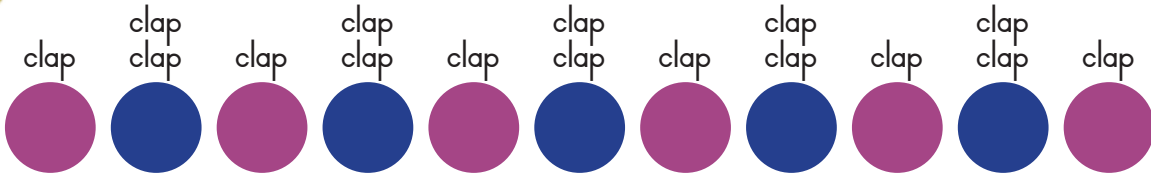
Sign:

Date:

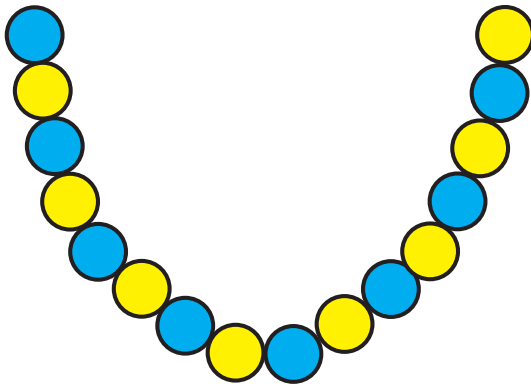
## Patterns



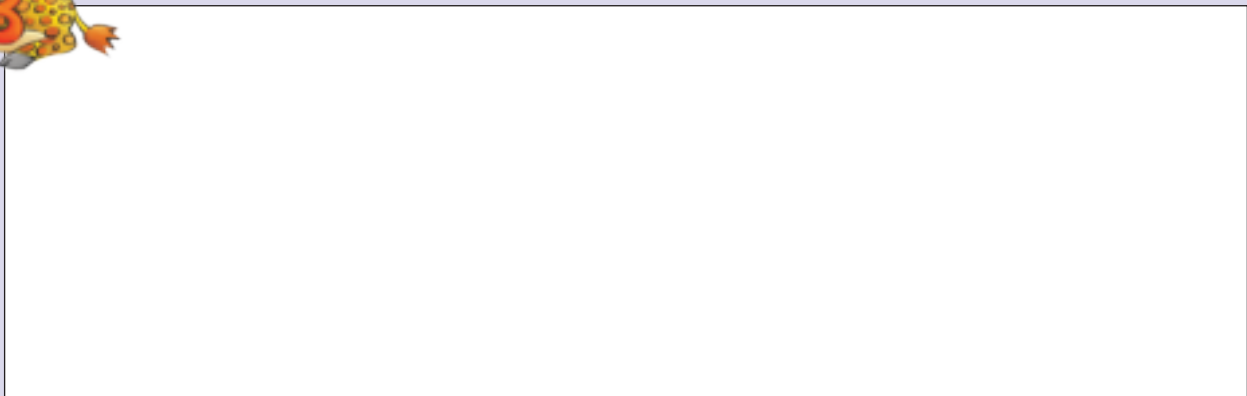
Clap the pattern.



Copy the pattern. Use Cut-out 4.



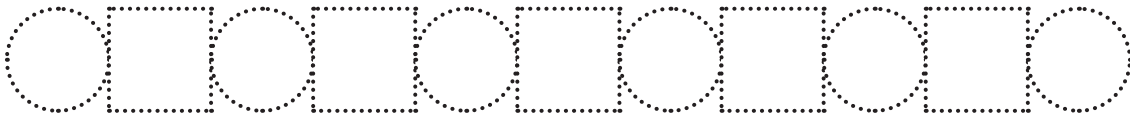
Make your own picture from the left-over beads. Use Cut-out 4.



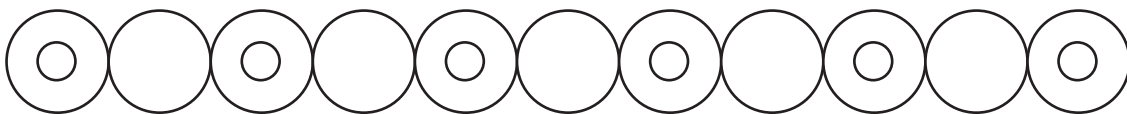




Copy the following patterns.



Copy the patterns.



Teacher:

Sign:

Date:

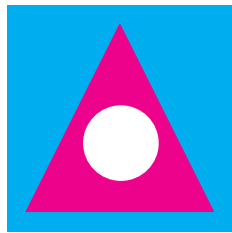
## More patterns



Describe each pattern in words. The words below might help you.



rectangle



square

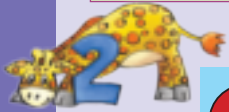


triangle

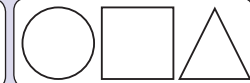
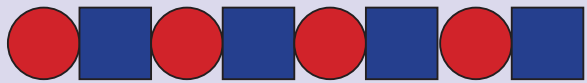


circle

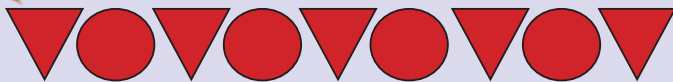
colours



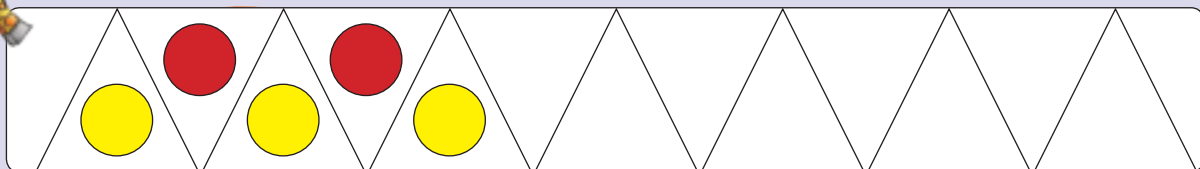
Choose and then colour the pattern that comes next.



Draw the next pattern.



Extend the pattern.

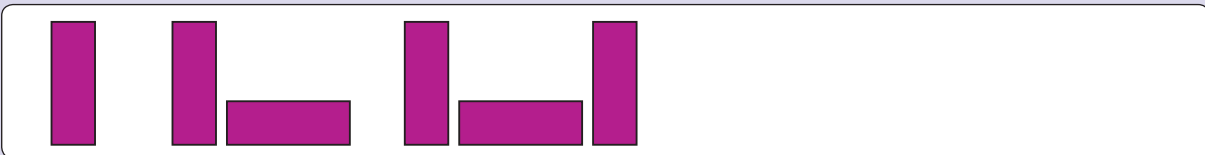
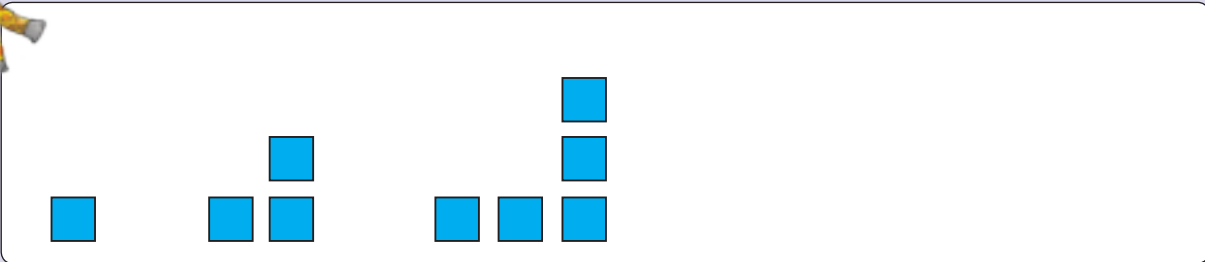




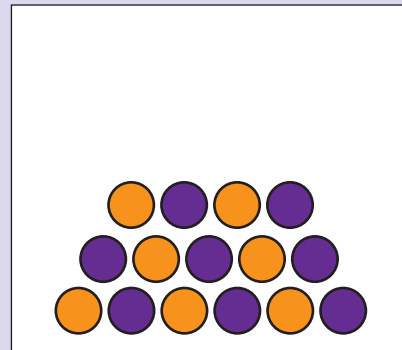
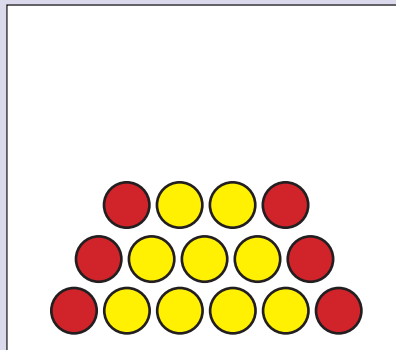
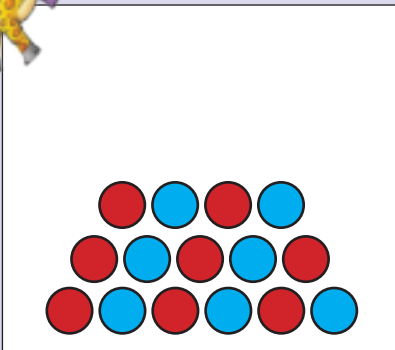
Draw your own patterns using



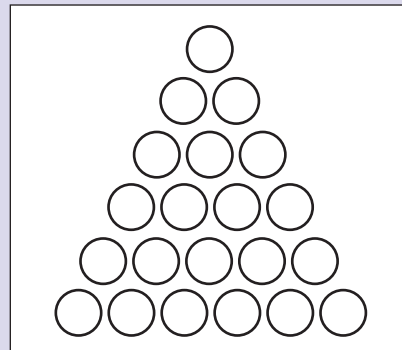
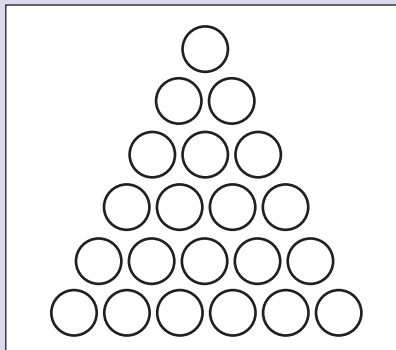
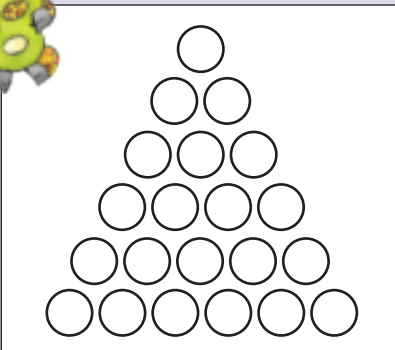
Draw the next pattern.



Complete the following so that you only have one circle at the top.



Create your own colour patterns using the shapes below.

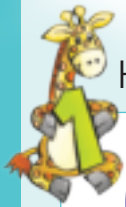


Teacher:

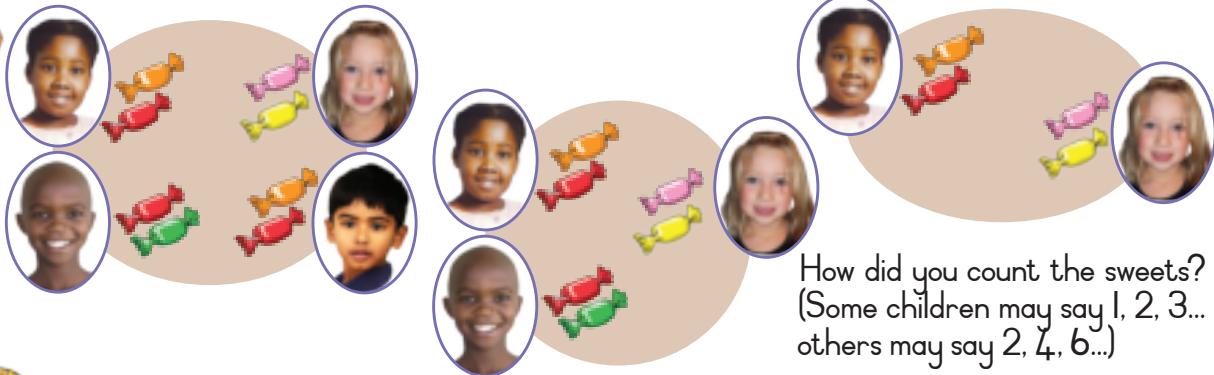
Sign:

Date:



Multiplication:  $\times 2$ 

How many sweets are on each table?



How did you count the sweets?  
(Some children may say 1, 2, 3...  
others may say 2, 4, 6...)



Complete the following. We have done the first one for you.



4 groups of 2

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

$$4 \times 2 = 8$$



5 groups of 2

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

$$5 \times 2 =$$



6 groups of 2

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

$$6 \times 2 =$$



7 groups of 2

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

$$7 \times 2 =$$



8 groups of 2

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

$$8 \times 2 =$$



Make a drawing of the following.

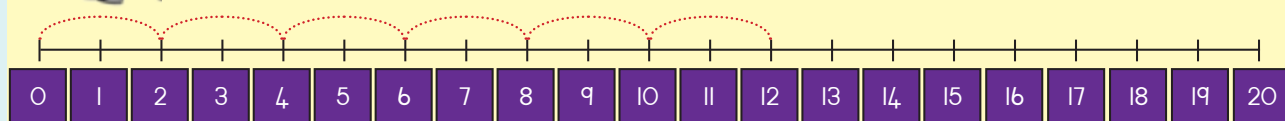
3 groups of 2

4 groups of 2

9 groups of 2



Make a drawing of the following and fill in the answers below.



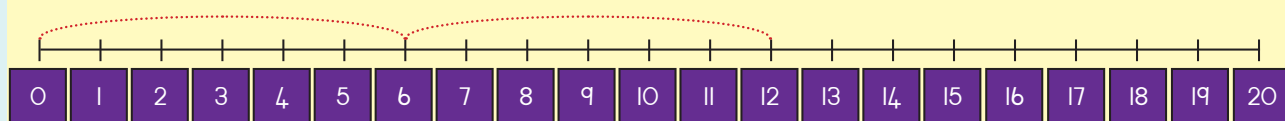
2, 4, 6, 8, \_\_\_\_, \_\_\_\_

$$2 + 2 + 2 + 2 + 2 + 2 = \boxed{\phantom{00}}$$

6 groups of 2 =  $\boxed{\phantom{00}}$

$$6 \times 2 = \boxed{\phantom{00}}$$

Drawing



6, \_\_\_\_

6 +  $\boxed{\phantom{00}}$  =  $\boxed{\phantom{00}}$

2 groups of  $\boxed{\phantom{00}}$  =  $\boxed{\phantom{00}}$

2  $\times$   $\boxed{\phantom{00}}$  =  $\boxed{\phantom{00}}$

Drawing



One spider has 2 eyes. How many eyes do 7 spiders have?



2 4 6 8 10 12 14

16 18 20 22 24 26



Teacher:

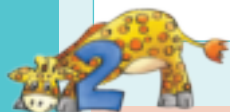
Sign:

Date:

11 12 13 14 15 16 17 18 19 20

Multiplication:  $\times 5$ 

How many sweets are on each table?



Complete the following. We have done the first one for you.



3 groups of 5

$5 + 5 + 5 = 15$

$3 \times 5 = 15$



2 groups of 5

$5 + 5 =$

$2 \times 5 =$



4 groups of 5

$5 + 5 + 5 + 5 =$

$4 \times 5 =$



6 groups of 5

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

$6 \times 5 =$



7 groups of 5

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

$7 \times 5 =$



Make a drawing of the following.

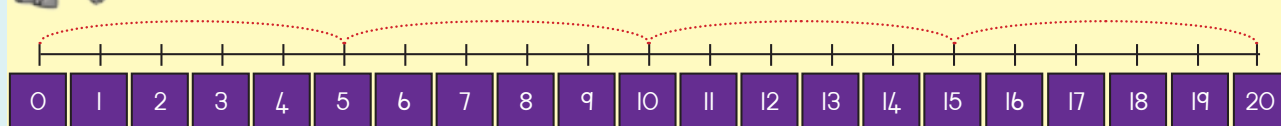
3 groups of 5

4 groups of 5

5 groups of 5



Make a drawing of the following and fill in the answers below.



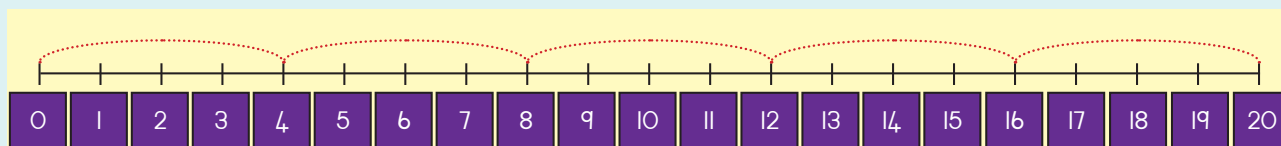
5, 10, 15, \_\_\_\_

$$5 + 5 + 5 + 5 = \boxed{\phantom{00}}$$

$$4 \text{ groups of } 5 = \boxed{\phantom{00}}$$

$$4 \times 5 = \boxed{\phantom{00}}$$

Drawing



4, 8, 12, \_\_\_\_, \_\_\_\_

$$4 + 4 + 4 + 4 + 4 = \boxed{\phantom{00}}$$

$$5 \text{ groups of } 4 = \boxed{\phantom{00}}$$

$$5 \times 4 = \boxed{\phantom{00}}$$

Drawing



5 10 15 20 25 30  
35 40 45 50



Teacher:

Sign:

Date:

11 12 13 14 15 16 17 18 19 20





## Multiplication stories

Make your own story using the total number of ears, eyes, hands and feet.

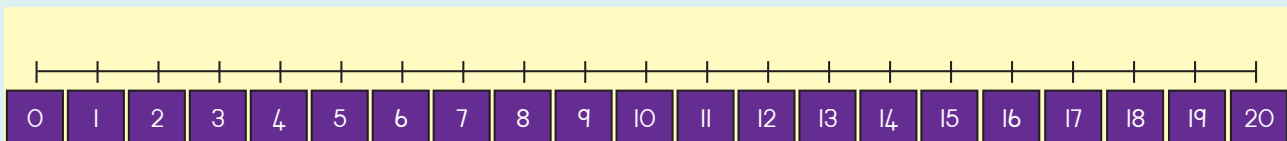


We are 10 friends. How many hands do we have?

Make a drawing.

Show it with counters.

Show it on a number line.



$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

$$\boxed{\phantom{00}} \times \boxed{\phantom{00}} = \boxed{\phantom{00}}$$



Susan's family has 10 pairs of shoes. How many shoes do they have?

Make a drawing.

Show it with counters.

Show it on a number line.



$\square + \square = \square$

$\square \times \square = \square$



Write your own story using 6 children and their hands.



5 10 15 20 25 30 35



Teacher:

Sign:

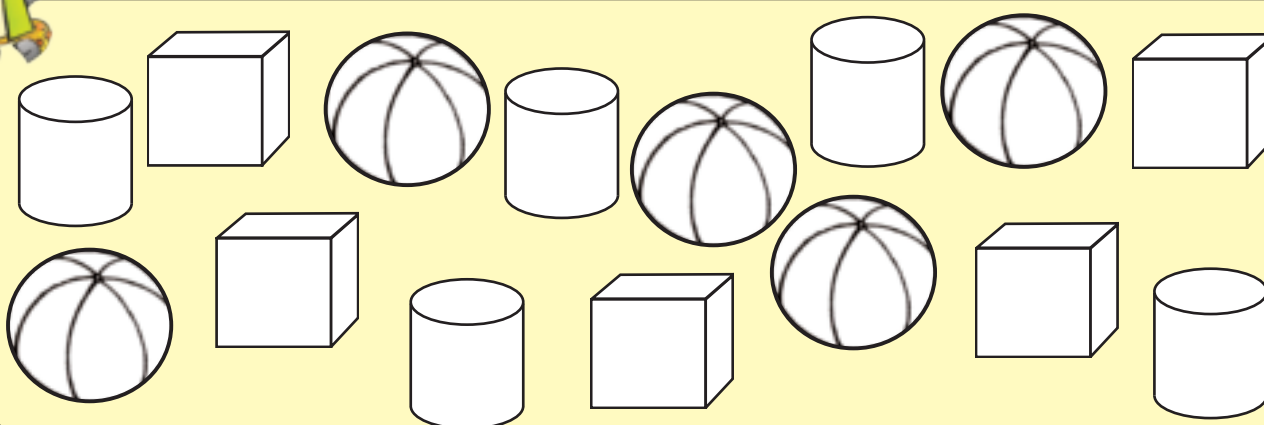
Date:

11 12 13 14 15 16 17 18 19 20

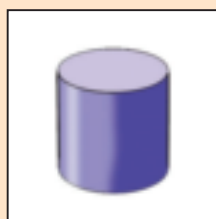
## Three-dimensional objects



Colour all the balls red, the boxes blue and the cylinders green.

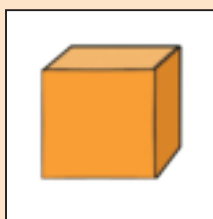


Choose and colour the correct answer.



straight edges

curved edges



straight edges

curved edges



straight edges

curved edges

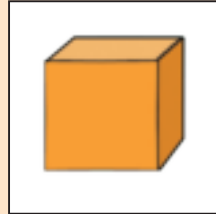


Say if the object will roll or slide.



slide

roll



slide

roll



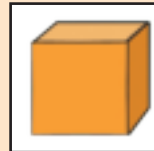
slide

roll



How many of these objects do you see in the picture: cylinders, boxes and balls?

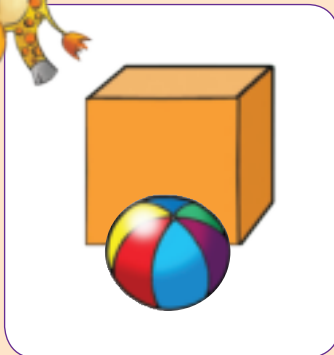






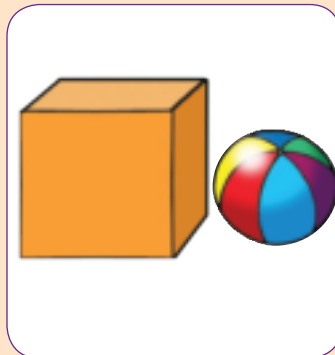


Where is the ball? In front of the box? At the side? Behind? On top?



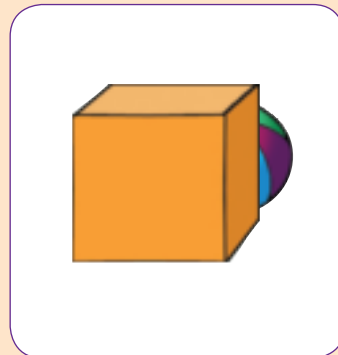
in front \_\_\_\_ at side \_\_\_\_

behind \_\_\_\_ on top \_\_\_\_



in front \_\_\_\_ at side \_\_\_\_

behind \_\_\_\_ on top \_\_\_\_



in front \_\_\_\_ at side \_\_\_\_

behind \_\_\_\_ on top \_\_\_\_



Teacher:

Sign:

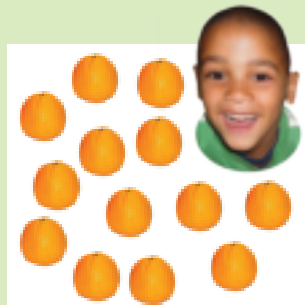
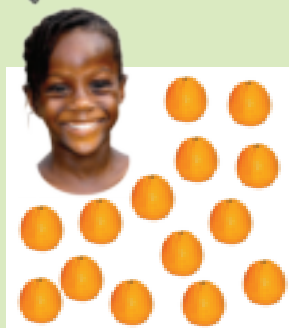
Date:



## Order and compare numbers: 1 – 40



Who has more oranges?



Who has more apples?



Fill in the empty boxes on the bead count.

1	2	3	4	5		7			10
	12				16		18		
21				25	26				30
31					36				40



Look at the beads and answer the questions.

What number is smaller than 8?	<input type="text"/>
What number is bigger than 13?	<input type="text"/>
What number is smaller than 20?	<input type="text"/>
What number is smaller than 24?	<input type="text"/>



Colour the numbers that are smaller than 10 in blue and bigger than 10 in red.

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

Colour the numbers that are smaller than 30 and bigger than 24 in green.

20	21	22	23	24	25	26	27	28	29	30
----	----	----	----	----	----	----	----	----	----	----

Colour the numbers that are smaller than 40 and bigger than 36 in yellow.

30	31	32	33	34	35	36	37	38	39	40
----	----	----	----	----	----	----	----	----	----	----

Colour the even numbers yellow and the odd numbers green.

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



Which odd number comes just after 10?

Which even number comes just before 10?

Write down the even numbers between 14 and 24.

Write down the odd numbers between 5 and 15.

Which odd number comes just after 21?

Which even number comes just before 24?

Write down the even numbers between 20 and 30.

Write down the odd numbers between 20 and 30.



Teacher:

Sign:

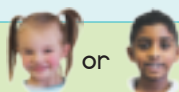
Date:

11 12 13 14 15 16 17 18 19 20

## Order and compare numbers: 40 – 50



Who has more pineapples?



Count the beads and fill in the empty boxes.

1	2	3	4	5					
								19	
							28		

	32								
									50
51	52	53	54	55	56	57	58	59	60



Look at the beads and answer the questions.

What number is smaller than 3?

What number is bigger than 31?

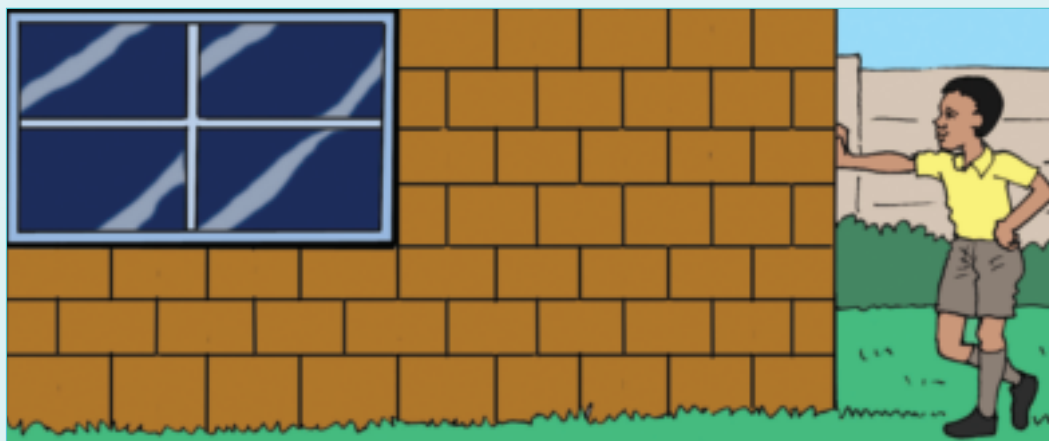
What number is smaller than 38?

What number is smaller than 47?

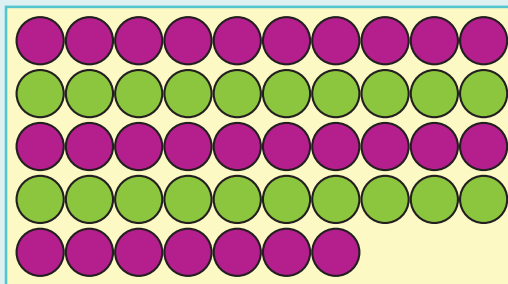
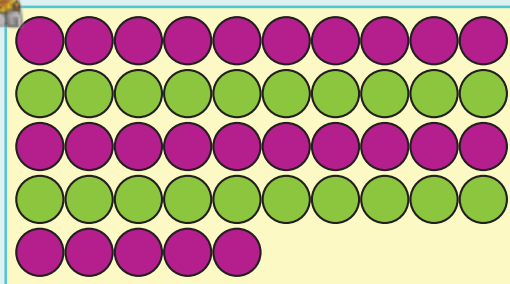




## Numbers 40 – 50



How many beads are there?



Number

45

We can write it as:

$$40 + 5 = 45$$

Number




We can write it as:

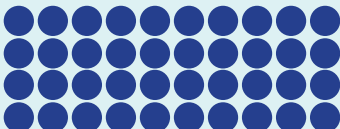


$$\square + \square = \square$$

Complete the following.

20	21	22								
30				34						
		42								

Complete the following.


 $20 +$ 

 $4 =$ 



 $+$ 

 $=$ 




Write the words for:

41	_____	42	_____
43	_____	44	_____
45	_____	46	_____
47	_____	48	_____
49	_____	50	_____



Look at the first example and complete the rest.

45	=	4	tens	+	5	units
43	=		tens	+		units
42	=		tens	+		units

44	=		tens	+		units
41	=		tens	+		units
48	=		tens	+		units



Write the correct number in the correct column.

	Tens	Units
27		
34		
46		
41		
39		



Teacher:

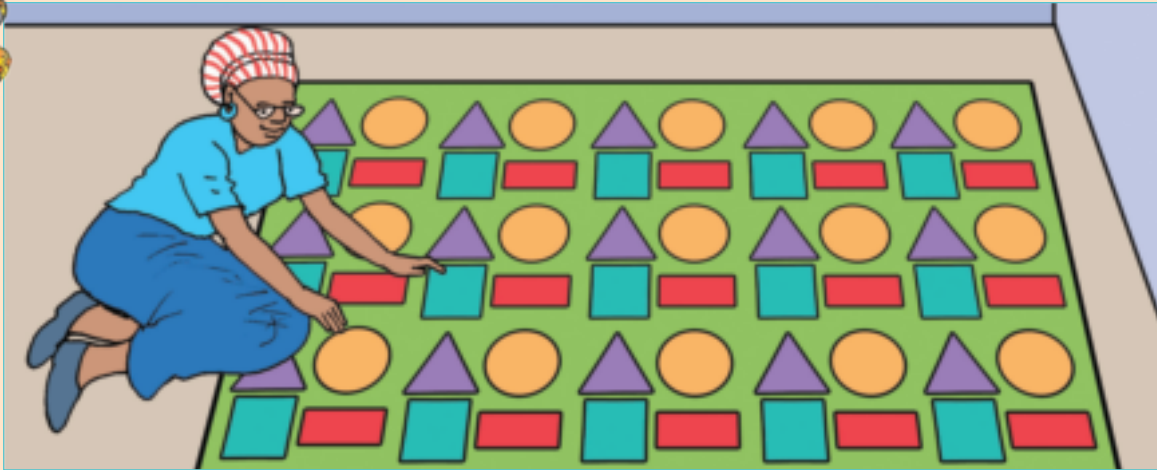
Sign:

Date:

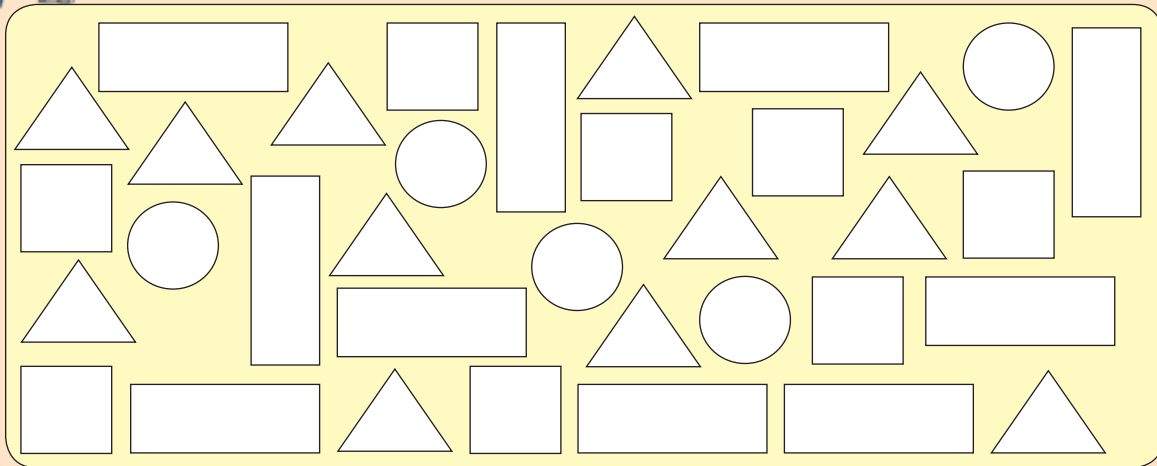
## Squares, rectangles, triangles and circles



Granny made this beautiful quilt. Identify all the shapes.



Colour the squares blue, the rectangles yellow, the triangles green and the circles red.

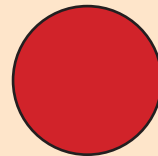


Choose and colour the correct answer.



straight edges

curved edges



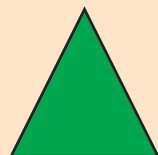
straight edges

curved edges



straight edges

curved edges

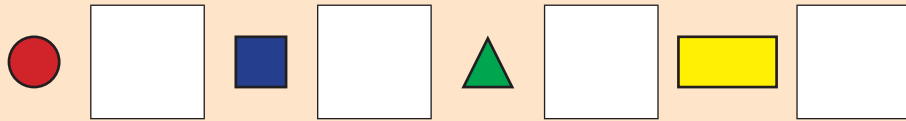
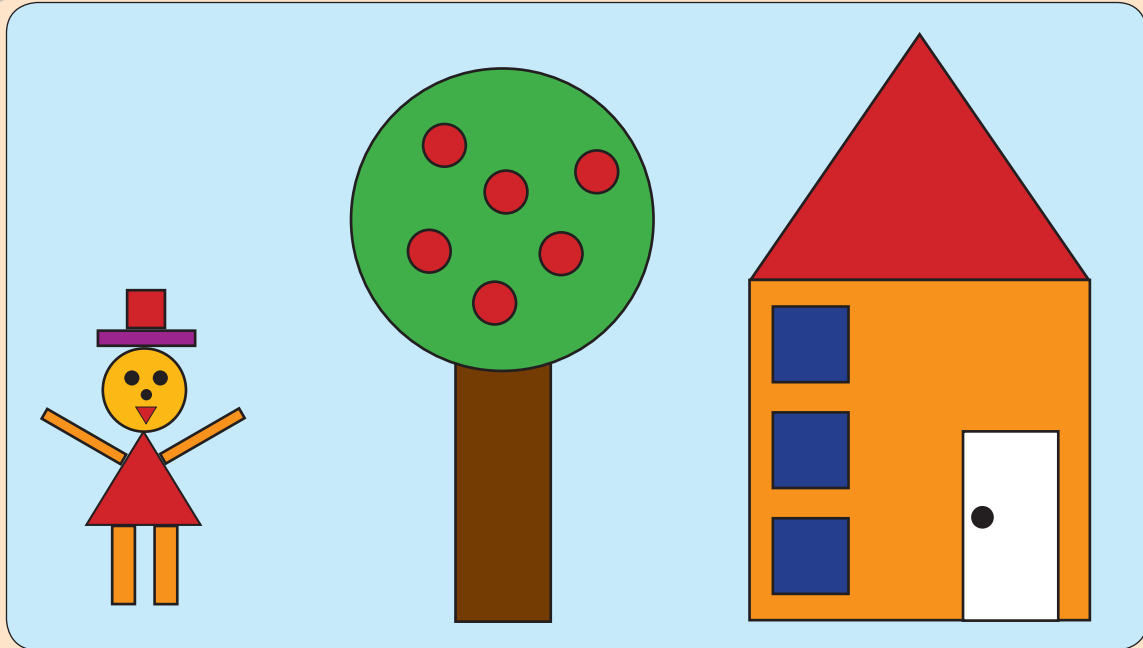


straight edges

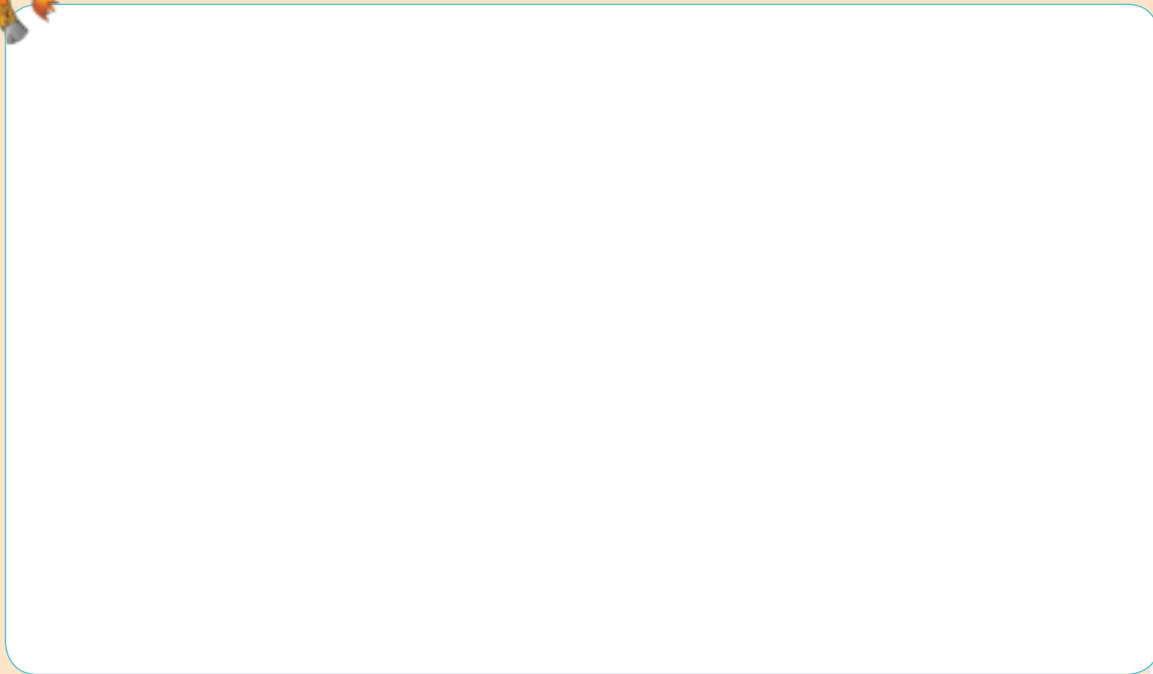
curved edges



How many    and  do you count?



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



Teacher:

Sign:

Date:





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

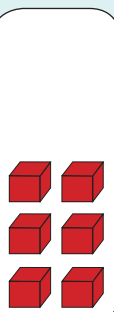
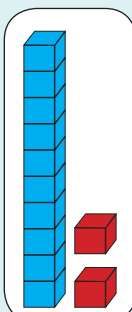


Quick recall.

$4 + 5 - 1 =$	$13 - 9 + 2 =$	$20 - 7 + 1 =$	$10 + 5 - 4 =$
$10 + 3 + 2 =$	$9 + 3 - 2 =$	$8 - 2 - 1 =$	$13 - 8 + 1 =$
$9 - 4 - 3 =$	$18 - 9 - 4 =$	$7 + 8 + 1 =$	$16 - 7 + 3 =$
$14 - 6 + 4 =$	$12 - 5 - 2 =$	$19 - 10 + 5 =$	$6 + 5 - 3 =$

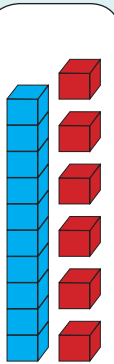
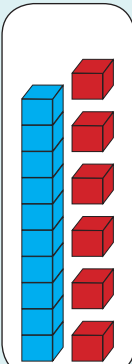


Add the following.



$$= 10 + 8$$

$$= 18$$

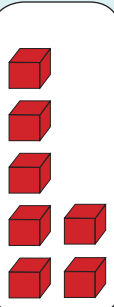
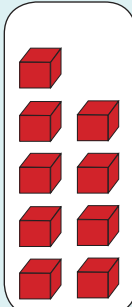


$$= \square + \square$$

$$= \square + \square$$

$$= \square + \square$$

$$= \square$$



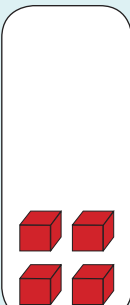
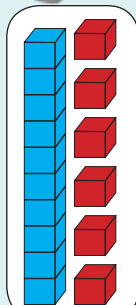
$$= \square + \square$$

$$= \square + \square$$

$$= \square$$



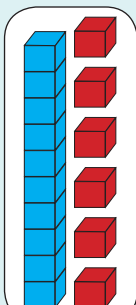
Subtract the following.



$$= 10 - 4$$

$$= 10 - 2$$

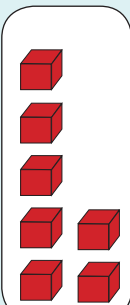
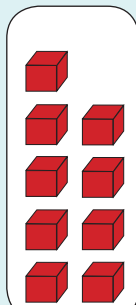
$$= 8$$



$$= \square - \square$$

$$= \square + \square$$

$$= \square$$



$$= \square - \square$$

$$= \square$$



I bought 15 sweets. I ate 2. I gave my friend 4.  
How many sweets do I have left?



Teacher:

Sign:

Date:

## Addition and subtraction up to 50



Quick recall.

$20 + 2 - 1 =$

$36 - 6 + 2 =$

$42 - 2 + 4 =$

$47 + 4 - 1 =$

$30 + 3 + 6 =$

$42 + 9 - 1 =$

$33 - 2 - 1 =$

$49 - 1 + 2 =$

$55 - 5 - 0 =$

$38 - 7 - 1 =$

$45 + 1 + 2 =$

$50 - 5 + 3 =$

$24 - 3 + 2 =$

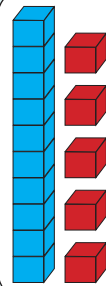
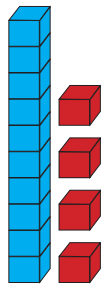
$32 - 5 - 2 =$

$49 - 10 + 1 =$

$29 + 5 - 4 =$



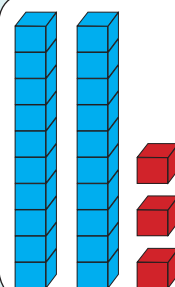
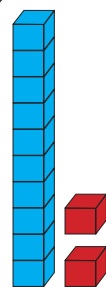
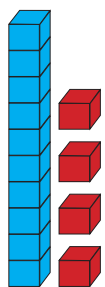
Add the following.



$$= \square + \square$$

$$= \square + \square$$

$$= \square$$



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

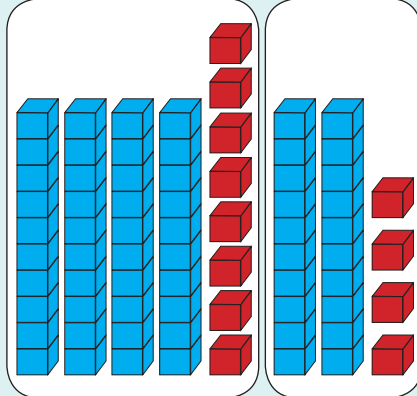
$$= \square + \square$$

$$= \square$$

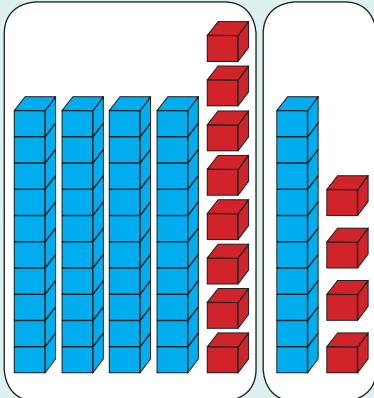
Now try your own method.



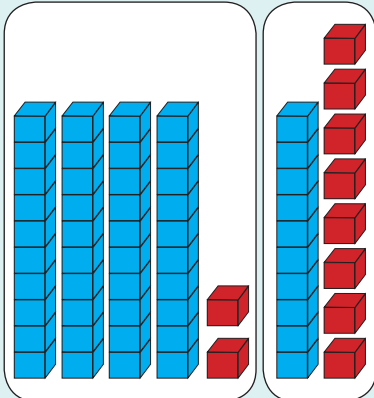
Subtract the following.



$$\begin{aligned}
 &= 40 - 20 - 4 \\
 &= 40 - 20 + 8 - 4 \\
 &= 20 + 4 \\
 &= 24
 \end{aligned}$$



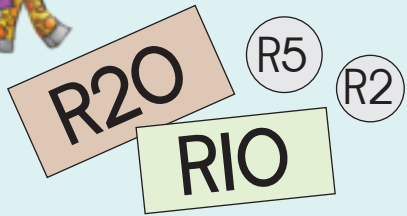
$$\begin{aligned}
 &= \square - \square - \square - \square \\
 &= \square - \square + \square - \square \\
 &= \square + \square \\
 &= \square
 \end{aligned}$$



$$\begin{aligned}
 &= \square - \square - \square - \square \\
 &= \square - \square + \square - \square \\
 &= \square - \square \\
 &= \square
 \end{aligned}$$



I have a R10 note, a R5 coin, a R20 note and a R2 coin in my piggy bank.  
How much money did I save?



Teacher:

Sign:

Date:



# 39a

Term 2



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

## More addition



Add the numbers in each block and write the total.

1	10	5
	10	
<input type="text"/>		

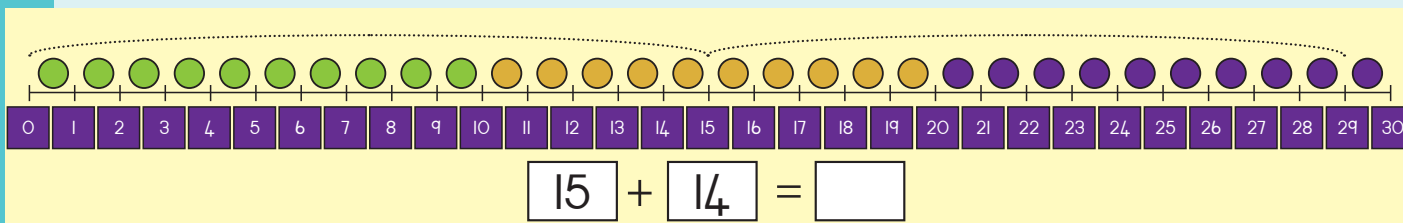
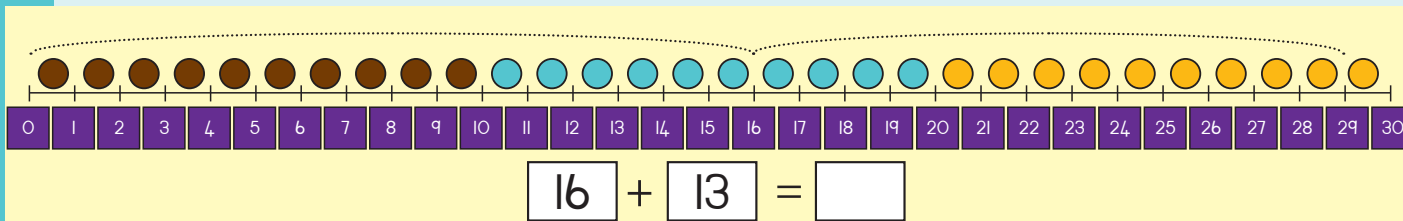
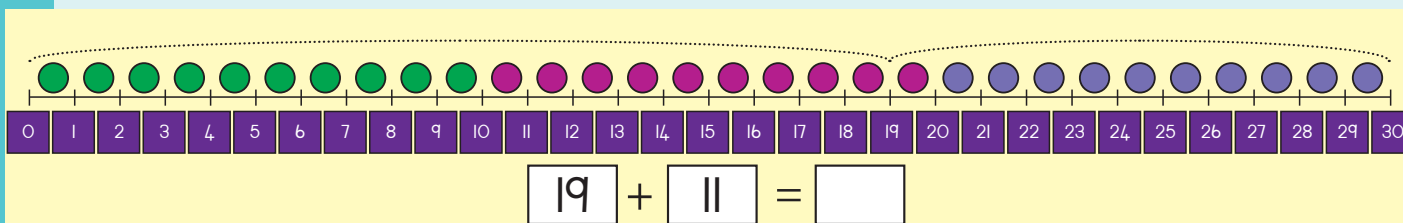
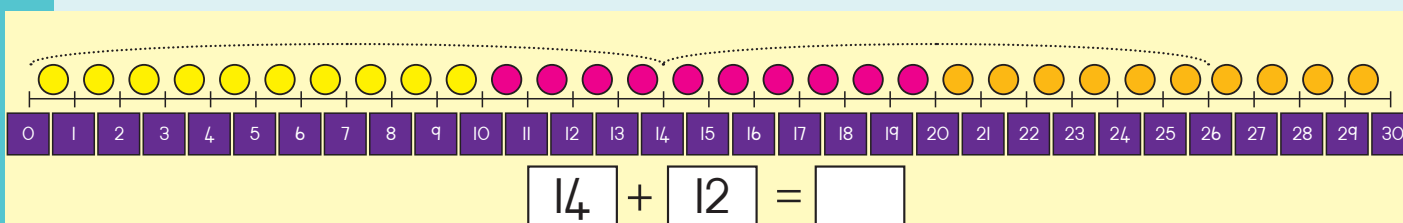
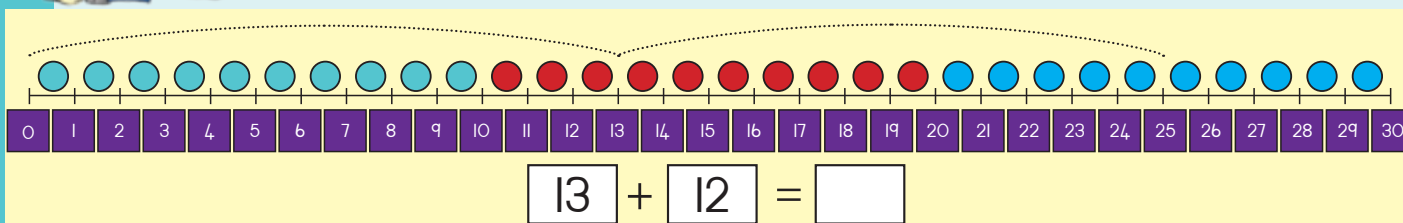
2	10	6
	20	
<input type="text"/>		

3	20	5
	20	
<input type="text"/>		

4	20	4
	10	
<input type="text"/>		



Add.





Add.

$$12 + 11$$

$$= \begin{array}{|c|c|} \hline 1 & 0 \\ \hline \end{array} \begin{array}{|c|} \hline 2 \\ \hline \end{array} + \begin{array}{|c|c|} \hline 1 & 0 \\ \hline \end{array} \begin{array}{|c|} \hline 1 \\ \hline \end{array}$$

$$= \begin{array}{|c|c|} \hline 1 & 0 \\ \hline \end{array} + \begin{array}{|c|c|} \hline 1 & 0 \\ \hline \end{array} + \begin{array}{|c|} \hline 2 \\ \hline \end{array} + \begin{array}{|c|} \hline 1 \\ \hline \end{array}$$

$$= \begin{array}{|c|c|} \hline 2 & 0 \\ \hline \end{array} + \begin{array}{|c|} \hline 3 \\ \hline \end{array}$$

$$= \begin{array}{|c|c|} \hline 2 & 3 \\ \hline \end{array}$$

$$13 + 15$$

$$= \begin{array}{|c|} \hline \\ \hline \end{array} \begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array} \begin{array}{|c|} \hline \\ \hline \end{array}$$

$$= \begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array}$$

$$= \begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array}$$

$$= \begin{array}{|c|} \hline \\ \hline \end{array}$$

$$26 + 12$$

$$= \begin{array}{|c|} \hline \\ \hline \end{array} \begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array} \begin{array}{|c|} \hline \\ \hline \end{array}$$

$$= \begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array}$$

$$= \begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array}$$

$$= \begin{array}{|c|} \hline \\ \hline \end{array}$$

$$23 + 22$$

$$= \begin{array}{|c|} \hline \\ \hline \end{array} \begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array} \begin{array}{|c|} \hline \\ \hline \end{array}$$

$$= \begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array}$$

$$= \begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array}$$

$$= \begin{array}{|c|} \hline \\ \hline \end{array}$$

$$24 + 13$$

$$= \begin{array}{|c|} \hline \\ \hline \end{array} \begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array} \begin{array}{|c|} \hline \\ \hline \end{array}$$

$$= \begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array}$$

$$= \begin{array}{|c|} \hline \\ \hline \end{array}$$

$$35 + 12$$

$$= \begin{array}{|c|} \hline \\ \hline \end{array} \begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array} \begin{array}{|c|} \hline \\ \hline \end{array}$$

$$= \begin{array}{|c|} \hline \\ \hline \end{array} + \begin{array}{|c|} \hline \\ \hline \end{array}$$

$$= \begin{array}{|c|} \hline \\ \hline \end{array}$$



Betty bought R36 sweets and Sipho R13.  
How much money did they spend on sweets?



Teacher:

Sign:

Date:

11 12 13 14 15 16 17 18 19 20

39%

Term 2

Date:

# More addition (continued)



Write the total.

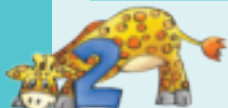
$$12 + 10 = \square$$



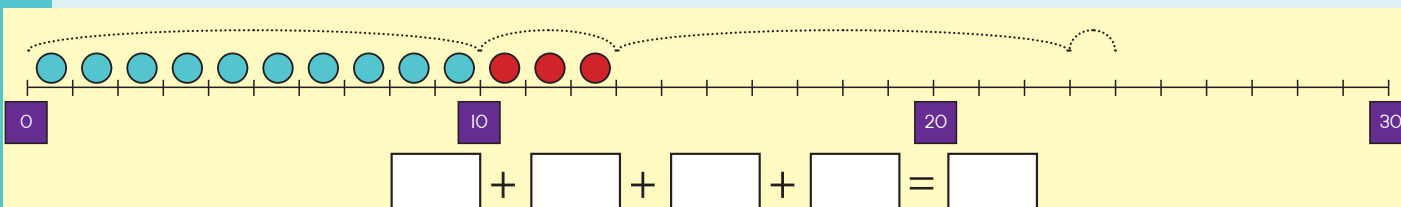
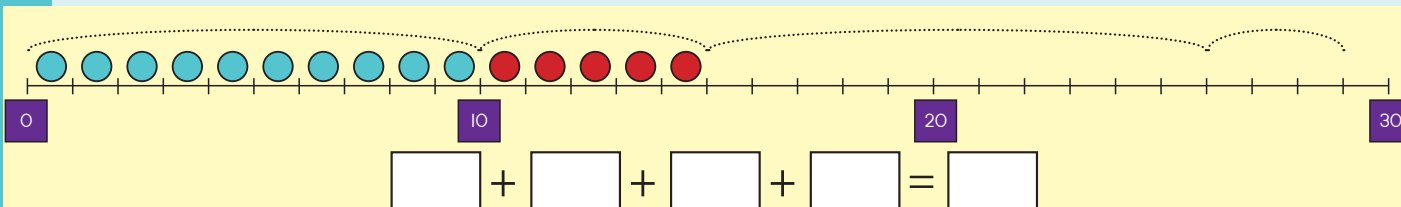
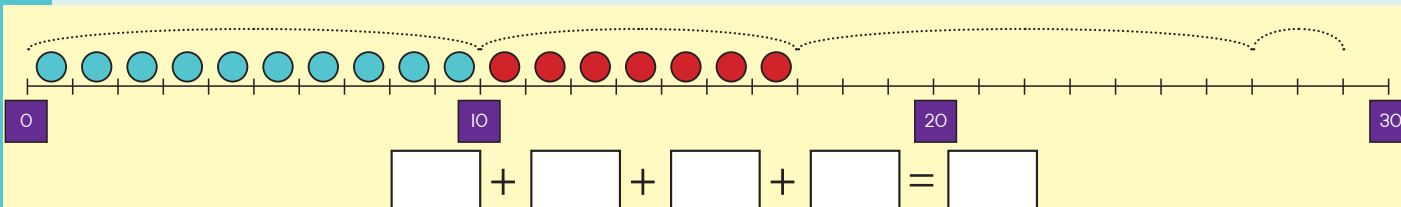
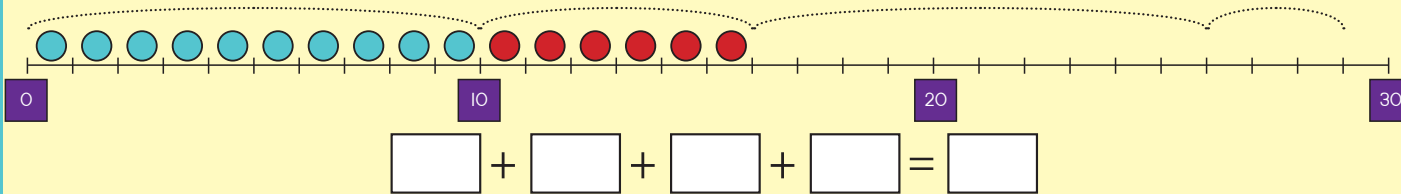
$$15 + 10 = \square$$



$$19 + 10 = \square$$



Draw the rest of the beads and complete the sums.





Complete.

28	+	11	=	2	8	+	10	+	1	=	38	+	1	=	39
34	+	12	=	3	4	+	10	+	2	=		+		=	
23	+	13	=	2	3	+	10	+	3	=		+		=	
35	+	12	=	3	5	+	10	+	2	=		+		=	
26	+	11	=	2	6	+	10	+	1	=		+		=	



Add.

11 + 10 =		23 + 10 =		36 + 10 =	
28 + 10 =		37 + 10 =		12 + 10 =	
34 + 10 =		29 + 10 =		15 + 10 =	

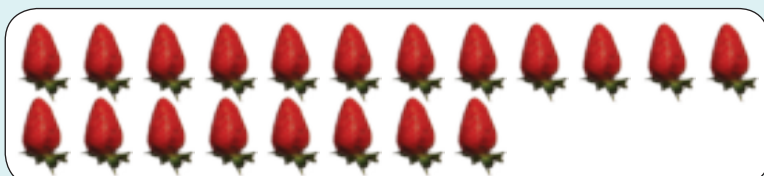


The sum of 27 and 16 is?

Draw a picture to show your answer.



Make your own word sum using the picture.



Teacher:

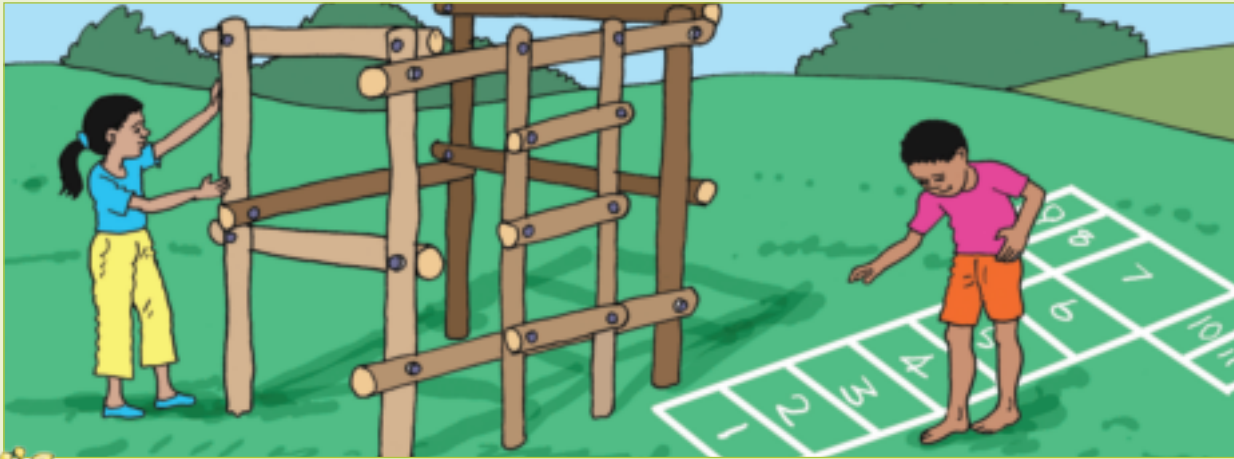
Sign:

Date:

11 12 13 14 15 16 17 18 19 20



## Length

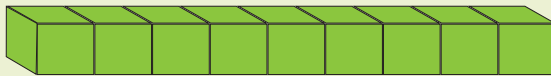
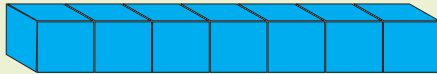


Colour the correct answer to show whether these rows and columns are shorter or longer, shorter or taller, or wider or thinner. Colour your answer in the same colour as the blocks.



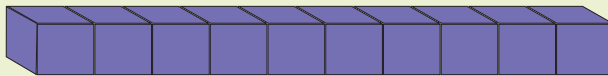
shorter

longer



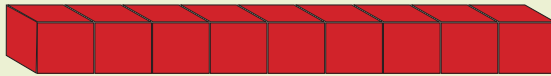
shorter

longer



shorter

longer

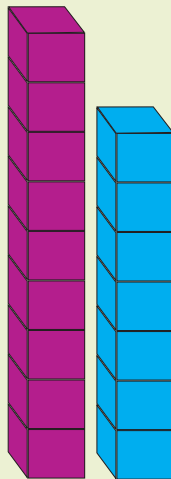


shorter

longer

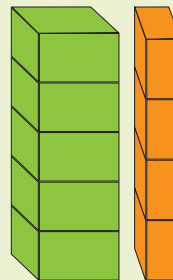
shorter

taller



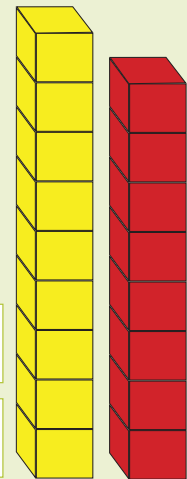
wider

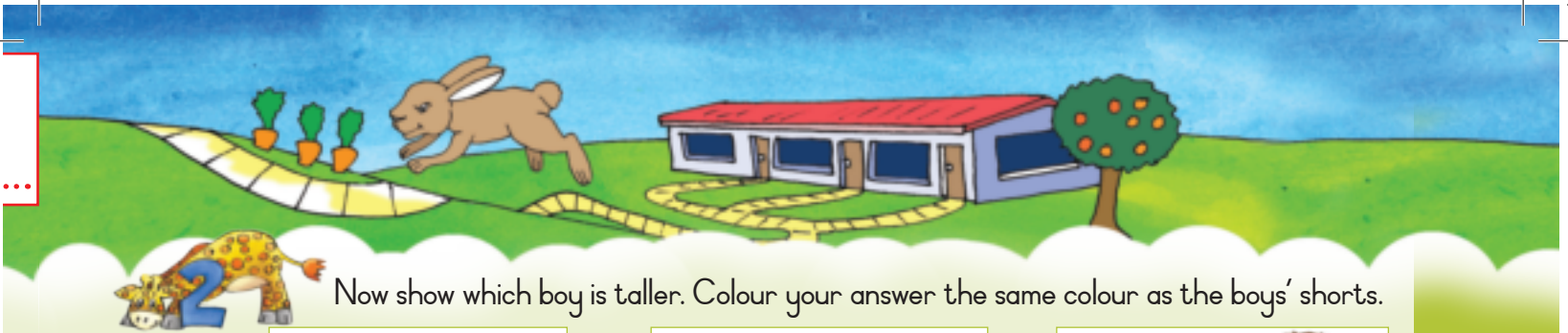
thinner



shorter

taller





Now show which boy is taller. Colour your answer the same colour as the boys' shorts.



shorter

taller



taller

shorter



shorter

taller

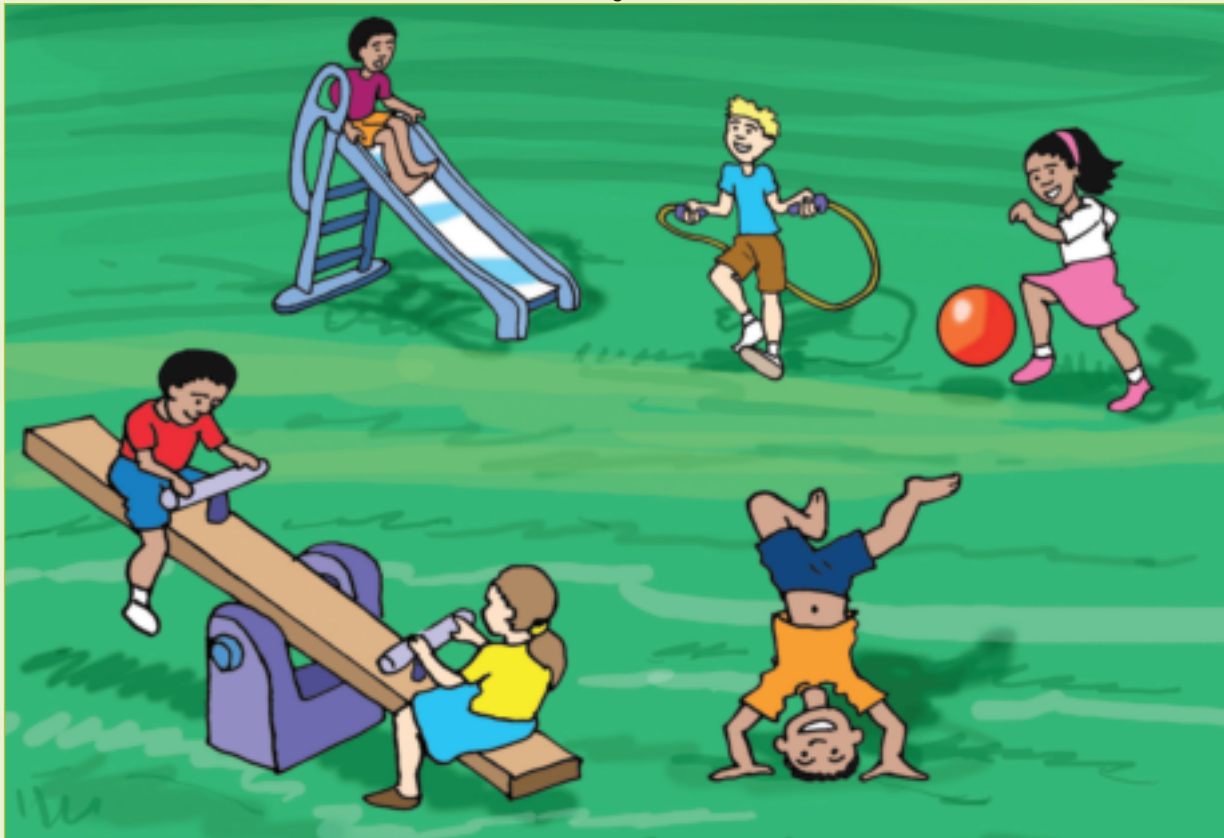


Measure the length of the playground using the feet and hands from Cut-out 1.

How many hands long is the playground?

How many feet long is the playground?

← length →



Teacher:

Sign:

Date:

11 12 13 14 15 16 17 18 19 20



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

## Subtraction



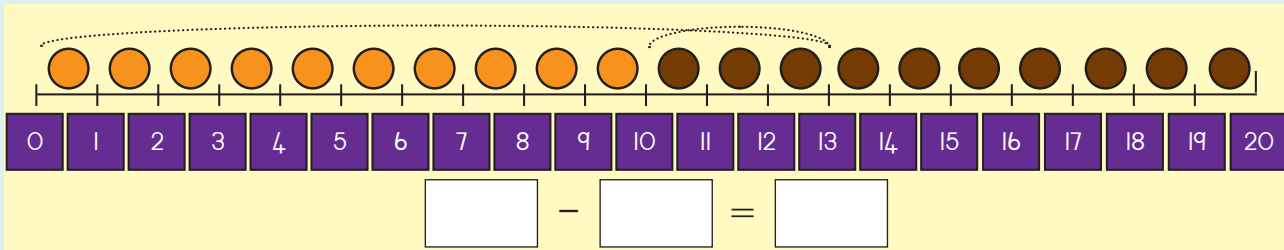
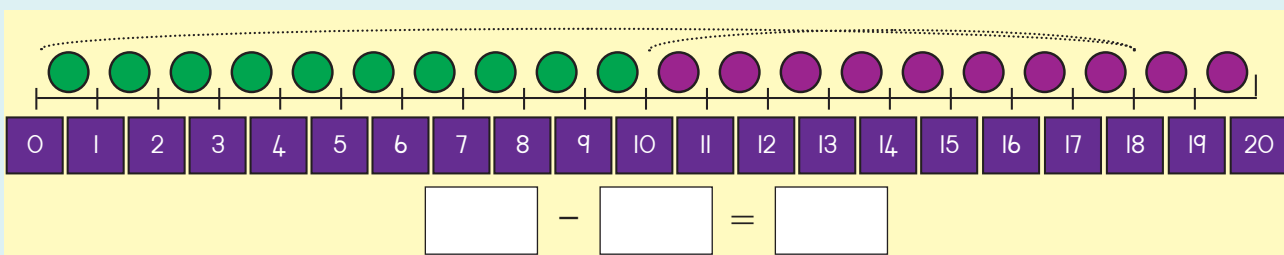
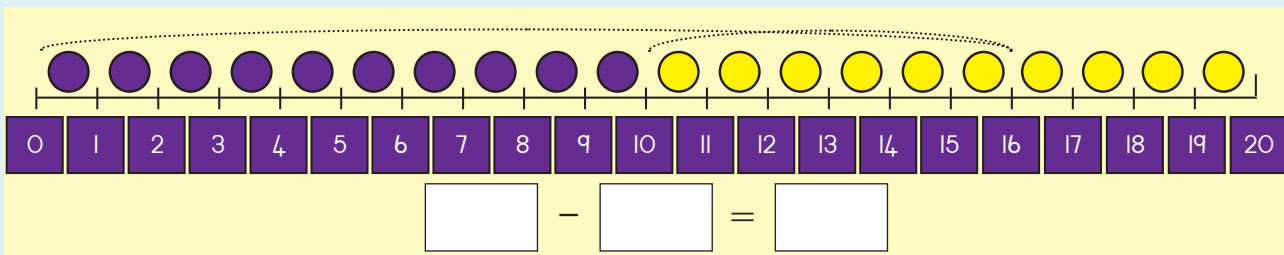
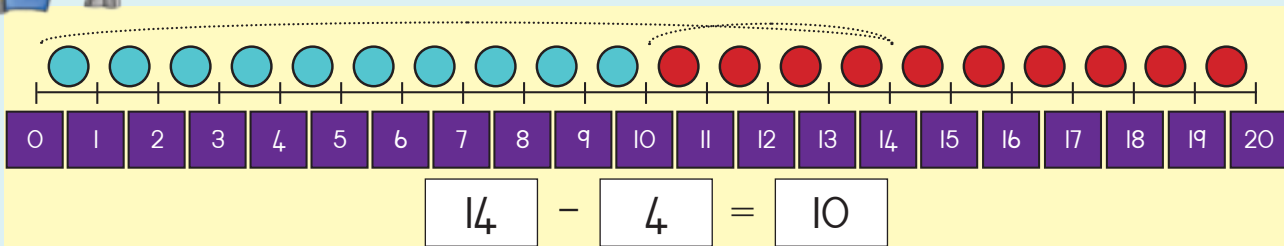
Match the cards to the subtraction sums.

10	10	10	10	10
22	88	77	55	33

$17 - 7 = 10$	$12 - 2 = 10$	$15 - 5 = 10$	$13 - 3 = 10$	$18 - 8 = 10$
---------------	---------------	---------------	---------------	---------------



Use the number line. Write a subtraction sum.





Subtract.

$$\begin{array}{l} 10 - 3 = \square \\ 10 - 5 = \square \\ 10 - 1 = \square \\ 10 - 4 = \square \\ 10 - 9 = \square \end{array}$$

$$\begin{array}{l} 10 - 2 = \square \\ 10 - 7 = \square \\ 10 - 6 = \square \\ 10 - 8 = \square \\ 10 - 9 = \square \end{array}$$



Subtract.

$$\begin{array}{l} 16 - 13 \\ \begin{array}{|c|c|c|} \hline 10 & 10 & 0 \\ \hline 6 & - & 3 \\ \hline \end{array} = \begin{array}{|c|} \hline 3 \\ \hline \end{array} \\ \hline 16 - 13 = 3 \end{array}$$

$$\begin{array}{l} 14 - 12 \\ \begin{array}{|c|c|c|} \hline 10 & 10 & \square \\ \hline 4 & - & 2 \\ \hline \end{array} = \begin{array}{|c|} \hline \square \\ \hline \end{array} \\ \hline 14 - 12 = \square \end{array}$$

$$\begin{array}{l} 27 - 11 \\ \begin{array}{|c|c|c|} \hline 20 & 10 & \square \\ \hline 7 & - & 1 \\ \hline \end{array} = \begin{array}{|c|} \hline \square \\ \hline \end{array} \\ \hline \square - \square = \square \end{array}$$

$$\begin{array}{l} 35 - 13 \\ \begin{array}{|c|c|c|} \hline 30 & 10 & \square \\ \hline 5 & - & 3 \\ \hline \end{array} = \begin{array}{|c|} \hline \square \\ \hline \end{array} \\ \hline \square - \square = \square \end{array}$$

$$\begin{array}{l} 26 - 12 \\ \begin{array}{|c|c|c|} \hline 20 & 10 & \square \\ \hline 6 & - & 2 \\ \hline \end{array} = \begin{array}{|c|} \hline \square \\ \hline \end{array} \\ \hline \square - \square = \square \end{array}$$

$$\begin{array}{l} 48 - 11 \\ \begin{array}{|c|c|c|} \hline 40 & 10 & \square \\ \hline 8 & - & 1 \\ \hline \end{array} = \begin{array}{|c|} \hline \square \\ \hline \end{array} \\ \hline \square - \square = \square \end{array}$$



Lisa has 17 counters. She lost 8 counters.



How many counters does she have left?



Teacher:

Sign:

Date:



# 42a

Term 2



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

## More subtraction

Add each set of cards and then subtract the bottom answers from the top answers.

<div>10</div> <div>7</div> <div>17</div>	<div>20</div> <div>2</div> <div></div>	<div>30</div> <div>8</div> <div></div>	<div>40</div> <div>9</div> <div></div>
<div>10</div> <div>5</div> <div>15</div>	<div>10</div> <div>1</div> <div></div>	<div>10</div> <div>5</div> <div></div>	<div>10</div> <div>4</div> <div></div>
2			



Use the number line. Write a subtraction sum.

 <div>25</div> - <div>12</div> = <div></div>
 <div></div> - <div></div> = <div></div>
 <div></div> - <div></div> = <div></div>
 <div></div> - <div></div> = <div></div>
 <div></div> - <div></div> = <div></div>


$$45 - 23$$

$$\begin{aligned} &= \boxed{40} - \boxed{5} - \boxed{20} + \boxed{3} \\ &= \boxed{40} - \boxed{20} + \boxed{5} - \boxed{3} \\ &= \boxed{20} + \boxed{2} \\ &= \boxed{22} \end{aligned}$$

38 - 16

The diagram illustrates the simplification of the expression  $(2x^2 + 3x - 4) + (x^2 - 5x + 7)$  using algebra tiles. The tiles are arranged in four rows, showing the process of combining like terms and canceling out opposite terms.

- Row 1:** Represents the initial expression. It shows 2 blue squares ( $2x^2$ ), 3 red rectangles ( $3x$ ), and 4 small red squares ( $-4$ ), followed by a minus sign, then 1 blue square ( $x^2$ ), 5 red rectangles ( $-5x$ ), and 7 small red squares ( $+7$ ).
- Row 2:** Shows the first simplification step. The 2 blue squares from the previous row are reduced to 1 blue square, and the 1 blue square from the second polynomial is subtracted, resulting in 1 blue square. The 3 red rectangles and 5 red rectangles are combined to form 1 red square. The 4 small red squares and 7 small red squares are combined to form 1 red square. The final result is 1 blue square, 1 red square, and 1 red square.
- Row 3:** Shows the final simplified expression. The 1 blue square and 1 red square combine to form 1 orange square, and the 1 red square remains. The final result is 1 orange square and 1 red square.
- Row 4:** Shows the final simplified expression. The 1 orange square and 1 red square combine to form 1 orange square.

29-14

Diagram illustrating the simplification of the expression  $(2x^2 + 3x - 4) + (x^2 - 5x + 7)$  using algebra tiles:

- Row 1:  $2x^2 + 3x - 4$  (2 blue squares, 3 red rectangles, 4 small red squares)
- Row 2:  $x^2 - 5x + 7$  (1 blue square, 5 red rectangles, 7 small red squares)
- Row 3:  $3x^2 - 2x + 3$  (3 blue squares, 2 red rectangles, 3 small red squares)
- Row 4:  $3x^2$  (3 blue squares)

48-11

$$\begin{aligned}
 &= \boxed{\phantom{00}} - \boxed{\phantom{00}} - \boxed{\phantom{00}} - \boxed{\phantom{00}} \\
 &= \boxed{\phantom{00}} - \boxed{\phantom{00}} + \boxed{\phantom{00}} - \boxed{\phantom{00}} \\
 &= \boxed{\phantom{00}} + \boxed{\phantom{00}} \\
 &= \boxed{\phantom{00}}
 \end{aligned}$$

35 - 23

Diagram illustrating the simplification of the expression  $(a+b)^2 - (a-b)^2$  using algebra tiles:

- Row 1:  $(a+b)^2 = a^2 + 2ab + b^2$  (represented by 1 large blue square, 2 blue rectangles, and 1 small blue square).
- Row 2:  $(a-b)^2 = a^2 - 2ab + b^2$  (represented by 1 large blue square, 2 blue rectangles, and 1 small blue square).
- Row 3:  $(a+b)^2 - (a-b)^2 = a^2 + 2ab + b^2 - a^2 + 2ab - b^2$  (represented by 1 large blue square, 2 blue rectangles, 1 small blue square, 1 large blue square, 2 blue rectangles, and 1 small blue square).
- Row 4: The result is  $4ab$  (represented by 4 blue rectangles).

$38 - 15$

The diagram illustrates the simplification of the expression  $(2x^2 + 3x - 4) + (x^2 - 5x + 7)$  using algebra tiles. The process is shown in four rows:

- Row 1:** Represents the first polynomial  $2x^2 + 3x - 4$ . It consists of 2 blue squares ( $x^2$ ), 3 red rectangles ( $x$ ), and 4 small red squares ( $1$ ).
- Row 2:** Represents the second polynomial  $x^2 - 5x + 7$ . It consists of 1 blue square ( $x^2$ ), 5 red rectangles ( $x$ ), and 7 small red squares ( $1$ ).
- Row 3:** Shows the combination of the two polynomials. It consists of 3 blue squares ( $3x^2$ ), 2 red rectangles ( $2x$ ), and 3 small red squares ( $3$ ).
- Row 4:** Shows the final simplified expression  $3x^2 + 2x + 3$ . It consists of 3 blue squares ( $3x^2$ ), 2 red rectangles ( $2x$ ), and 3 small red squares ( $3$ ).



Date:

# 42b

Term 2

Date:

## Even more subtraction

Do the subtraction and put your answer in the blank box.

$$\boxed{22} - \boxed{10} = \boxed{\phantom{00}}$$



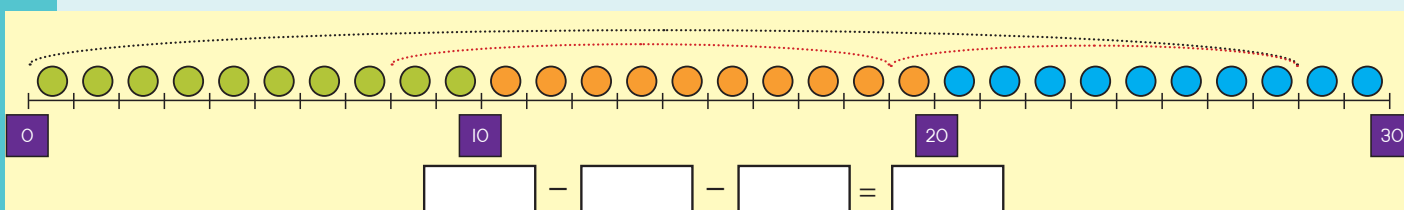
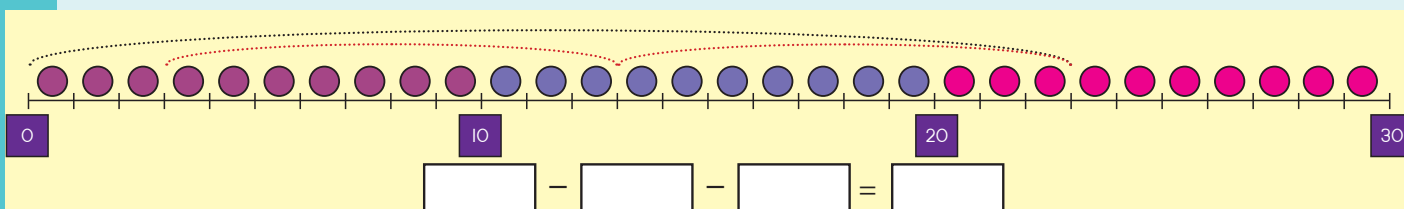
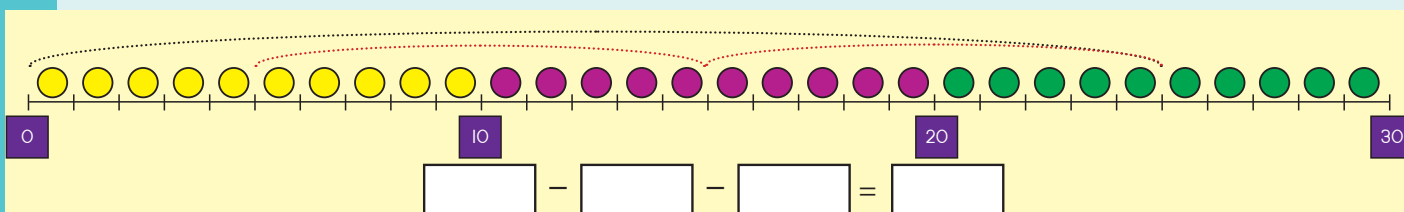
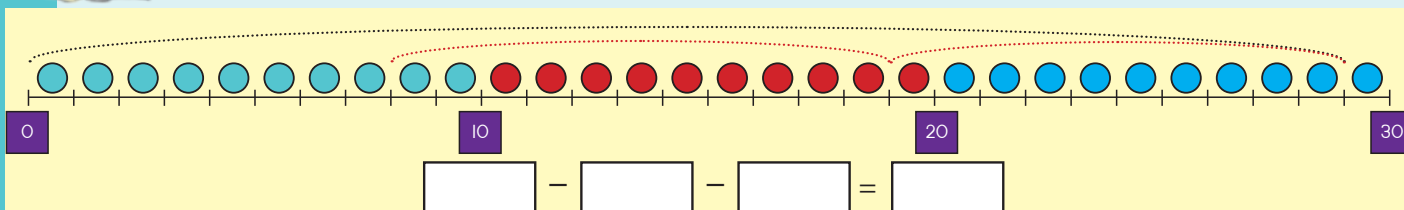
$$\boxed{25} - \boxed{10} = \boxed{\phantom{00}}$$



$$\boxed{29} - \boxed{10} = \boxed{\phantom{00}}$$



Complete the subtraction sums.





Complete.

$$46 - 13 = \square$$

$$49 - 23 = \square$$

$$38 - 14 = \square$$

$$27 - 16 = \square$$

$$25 - 11 = \square$$

$$46 - 32 = \square$$



Minus.

$21 - 10 = \square$	$43 - 10 = \square$	$16 - 10 = \square$
$28 - 10 = \square$	$27 - 10 = \square$	$22 - 10 = \square$
$34 - 10 = \square$	$37 - 10 = \square$	$45 - 10 = \square$



The difference between 35 and 20 is? Draw a picture to show your answer.

$$\boxed{35} - \boxed{20} = \underline{\hspace{2cm}}$$



Make your own word sum using the picture.



Teacher:

Sign:

Date:





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

## Heavy and light

Look at each picture and answer the question.

What is lightest and what is heaviest?



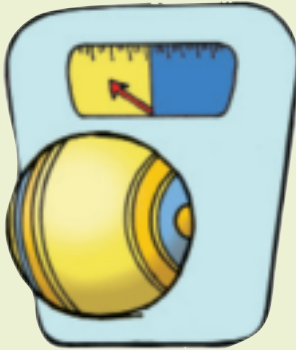
Paste or draw pictures of:

Heavy objects

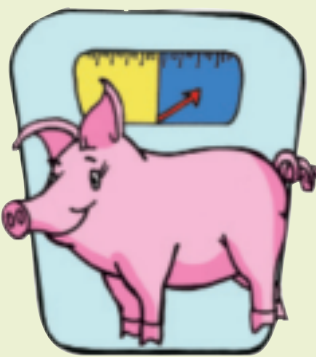
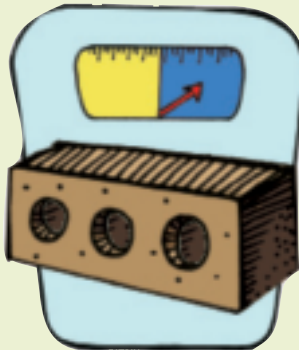
Light objects



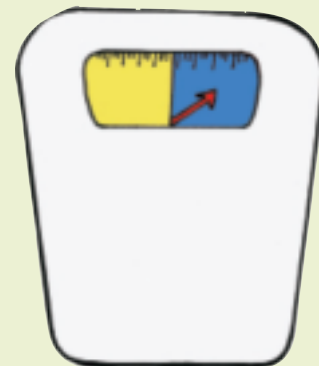
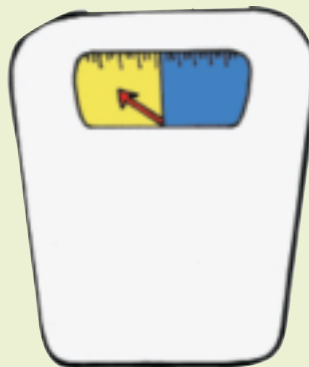
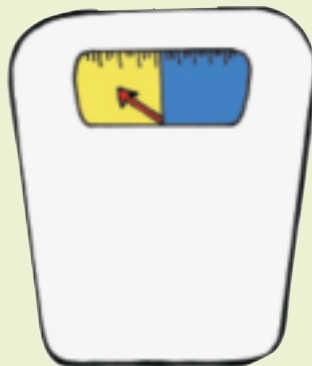
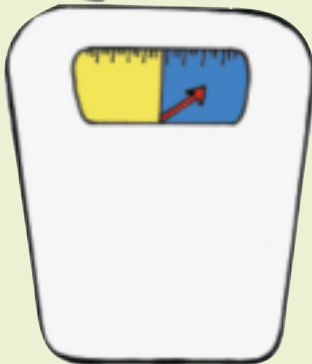
When the red arrow points to the yellow side the object is light and when it points to the blue the object is heavy. Write light or heavy.



light



Draw or paste objects according to what the scale shows.



Teacher:

Sign:

Date:



Let us count in twos.

## Number patterns: twos



Draw or paste pictures of things that come in **twos**.

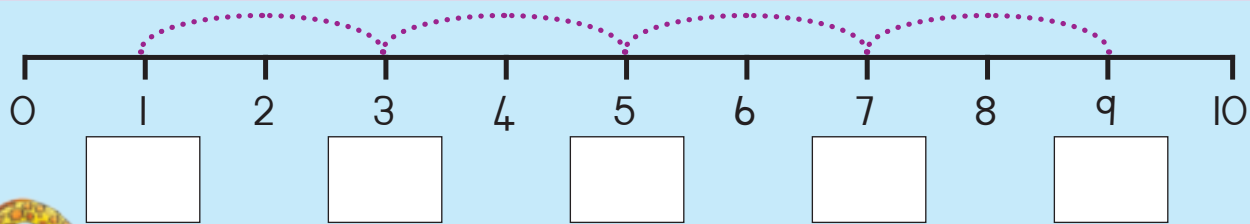
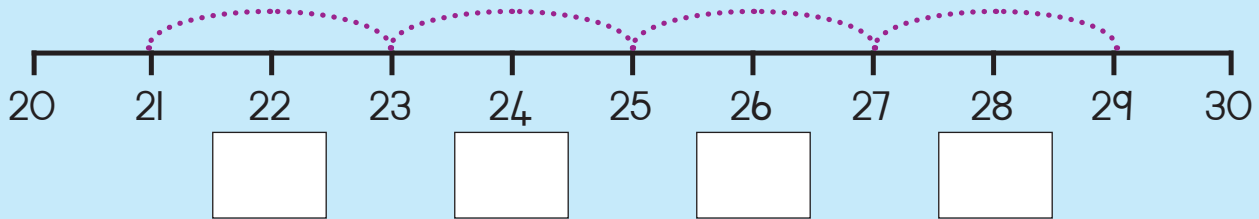
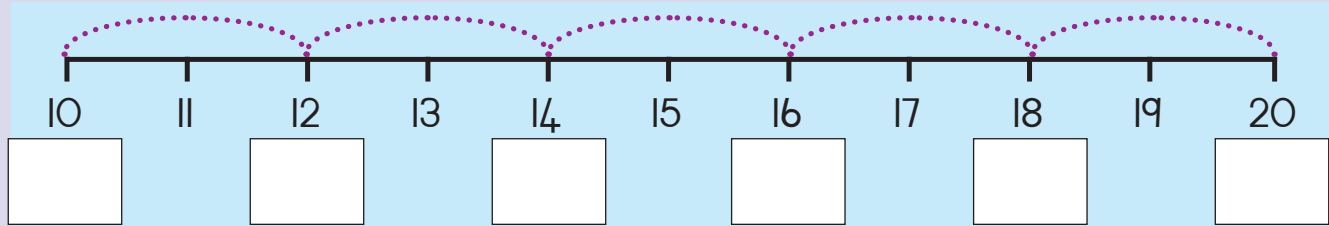
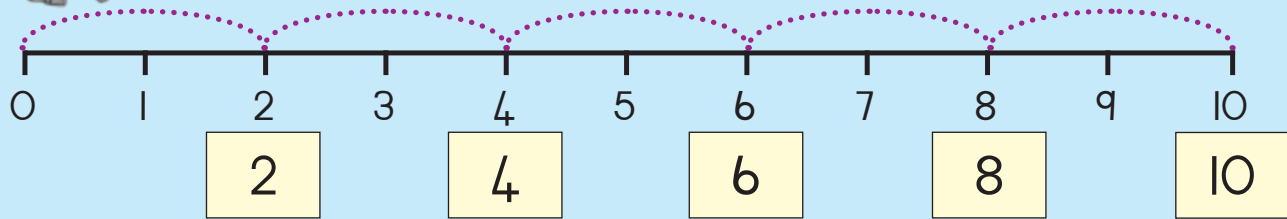


We started the pattern. Complete it.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Use the number lines to write a pattern.



Complete the following.

2, 4, 6, \_\_, \_\_, \_\_

62, 64, 66, \_\_, \_\_, \_\_

44, 46, 48, \_\_, \_\_, \_\_

1, 3, 5, \_\_, \_\_, \_\_

13, 15, 17, \_\_, \_\_, \_\_

55, 57, 59, \_\_, \_\_, \_\_

10, 8, 6, \_\_, \_\_, \_\_

98, 96, 94, \_\_, \_\_, \_\_

26, 24, 22, \_\_, \_\_, \_\_

11, 9, 7, \_\_, \_\_, \_\_

29, 27, 25, \_\_, \_\_, \_\_

95, 93, 91, \_\_, \_\_, \_\_



2 4 6 8 10 12 14 16 18 20



Teacher:

Sign:

Date:

11 12 13 14 15 16 17 18 19 20



# 45

Term 2



Date:

## Double

Look at the first and second picture. What happened?

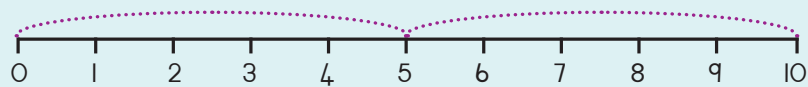
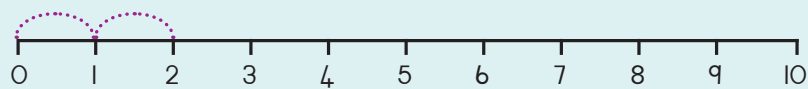
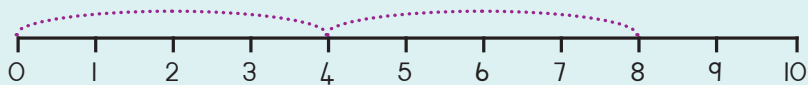
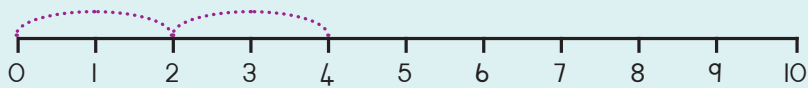
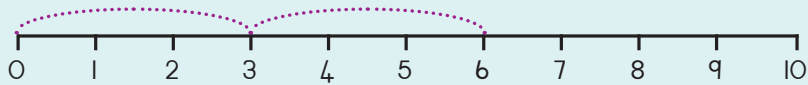


Add the dots and write a sum for each.

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



Use the number lines to write a sum.



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

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

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

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

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



Double the following numbers.

Double 1

$$1 + 1 = 2$$

Double 2

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

Double 3

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

Double 4

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

Double 5

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

$$2 \times 1 = 2$$

$$2 \times \square = \square$$

$$2 \times \square = \square$$

$$2 \times \square = \square$$

$$2 \times \square = \square$$



I have R5. My friend has double that. How much money does she have?

Teacher:

Sign:

Date:

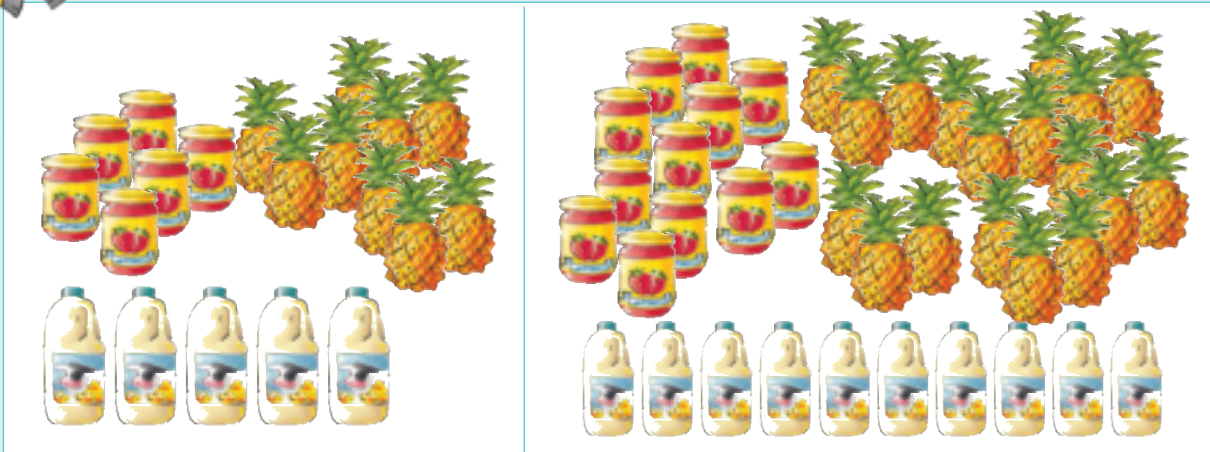




Date: \_\_\_\_\_

## Double again

Look at the first and second picture. What happened?

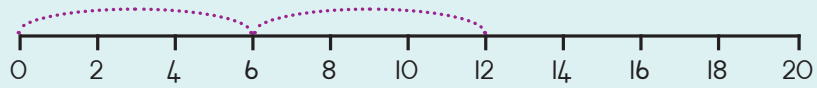


Add the dots and write a sum for each.

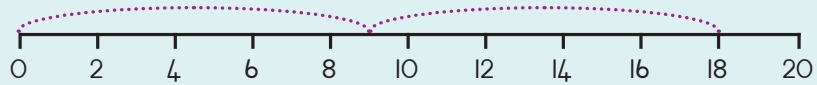
		<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
		<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
		<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
		<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
		<input type="text"/>	+	<input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



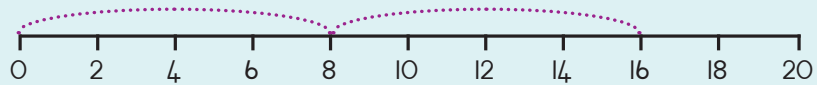
Use the number lines to write a sum.



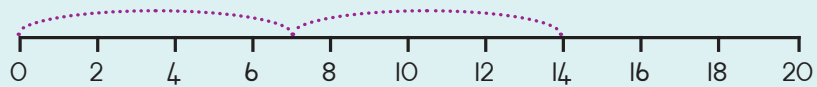
$$\square + \square = \square$$



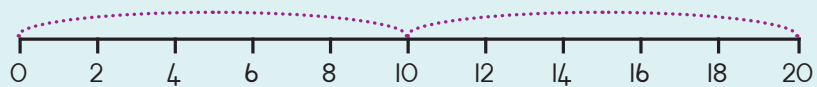
$$\square + \square = \square$$



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



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



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



Double the following numbers.

Double 6

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

$$2 \times 6 = 12$$

Double 7

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

$$2 \times \square = \square$$

Double 8

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

$$2 \times \square = \square$$

Double 9

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

$$2 \times \square = \square$$

Double 10

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

$$2 \times \square = \square$$



My friend has 9 marbles. I have double that. How many marbles do I have?

Teacher:

Sign:

Date:



11 12 13 14 15 16 17 18 19 20



## Double up

Double 8

1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8



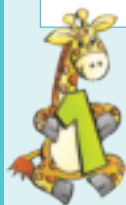
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

Double 9

1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9



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



Circle the beads to double the numbers. We started the first one for you.

Double 5



$$\boxed{5} + \boxed{5} = \boxed{\phantom{00}}$$

Double 6



$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

Double 7



$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

Double 8

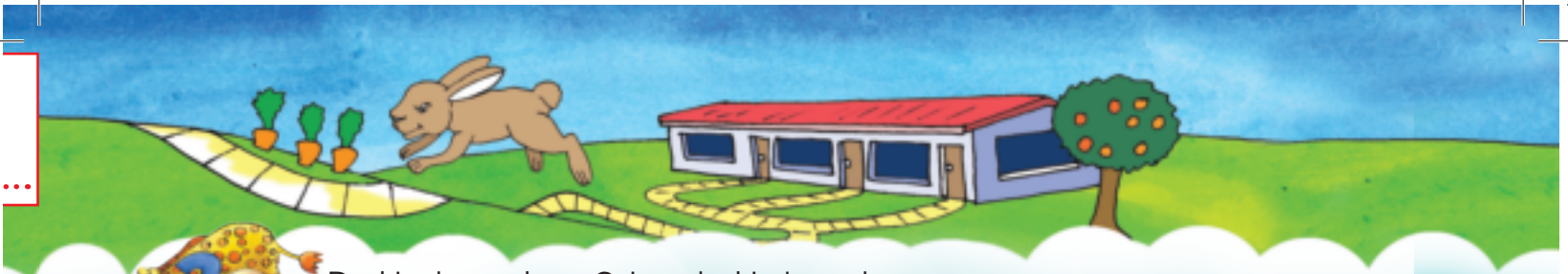


$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

Double 9



$$\boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$



Double the numbers. Colour the blocks to show your answer.

Double 6

6 + 6 =

2 × 6 =

Double 8

+  =

2 ×  =

Double 7

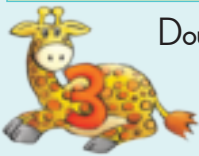
+  =

2 ×  =

Double 9

+  =

2 ×  =



Double the following.

Double 7  +  =

2 ×  =

Double 9  +  =

2 ×  =

Double 6  +  =

2 ×  =

Double 8  +  =

2 ×  =

Double 10  +  =

2 ×  =



I scored 8 points. My friend scored double that. How many points does my friend have?



Teacher:

Sign:

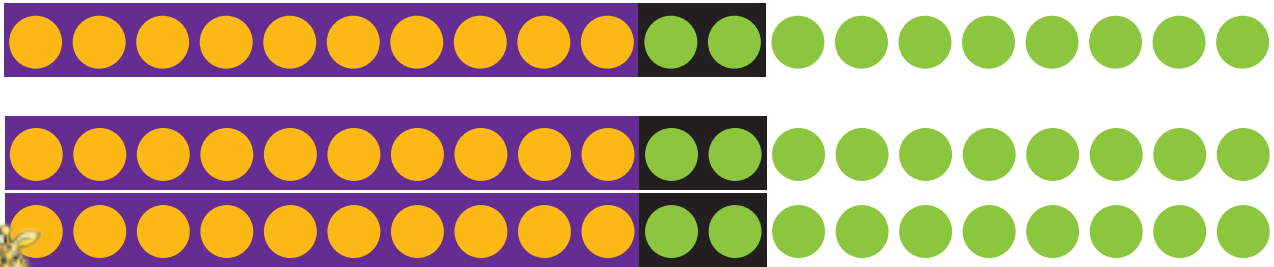
Date:



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

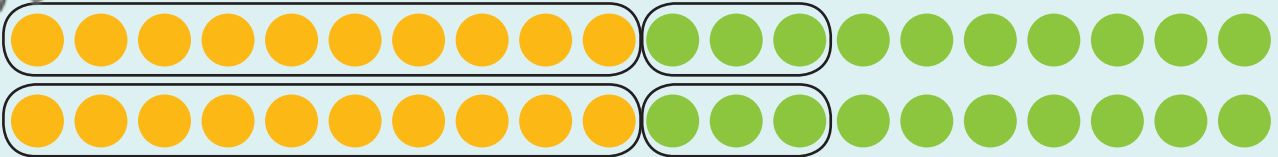
## More doubling

Double 12



Circle the beads to double the numbers. We started the first one for you.

Double 13



Double 15

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



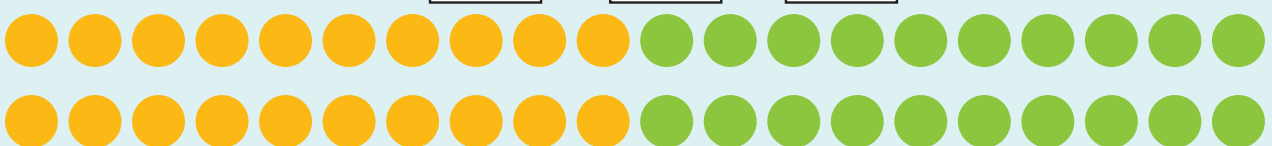
Double 14

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



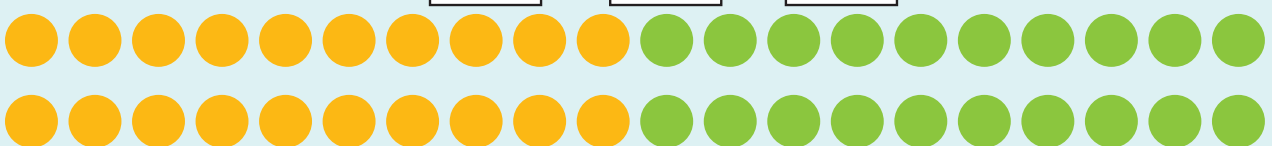
Double 11

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



Double 16

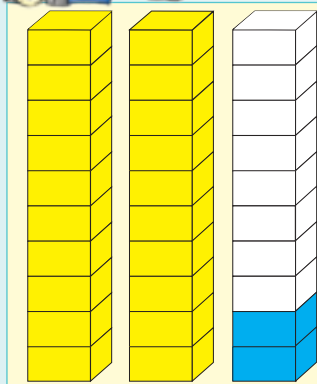
$$\square + \square = \square$$



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

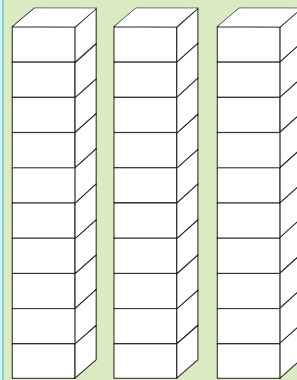


Double the numbers. Colour the blocks to show your answer.



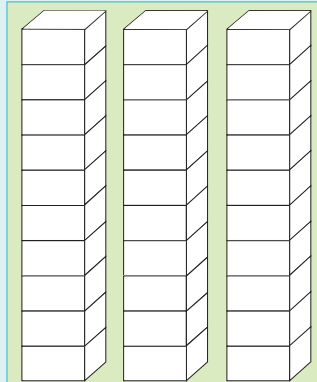
Double 11

$$\begin{array}{r} 11 + 11 = \square \\ 2 \times 11 = \square \end{array}$$



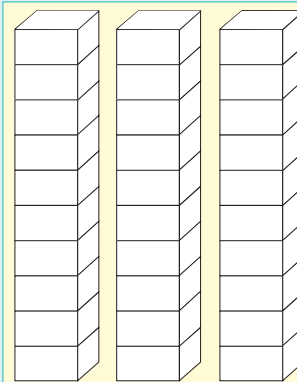
Double 13

$$\begin{array}{r} \square + \square = \square \\ 2 \times \square = \square \end{array}$$



Double 14

$$\begin{array}{r} \square + \square = \square \\ 2 \times \square = \square \end{array}$$



Double 15

$$\begin{array}{r} \square + \square = \square \\ 2 \times \square = \square \end{array}$$



Double the following.

Double 11

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

$$2 \times \square = \square$$

Double 13

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

$$2 \times \square = \square$$

Double 16

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

$$2 \times \square = \square$$

Double 17

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

$$2 \times \square = \square$$

Double 18

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

$$2 \times \square = \square$$



I got 14 words correct in a spelling game. The winner got double that number. How many did the winner get?



Teacher:

Sign:

Date:

11 12 13 14 15 16 17 18 19 20



## Containers and capacity



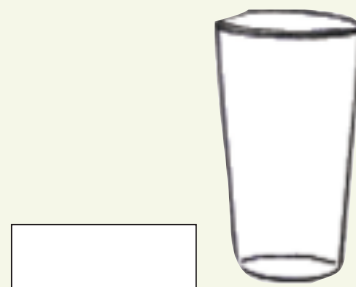
Talk about the containers on the desks.

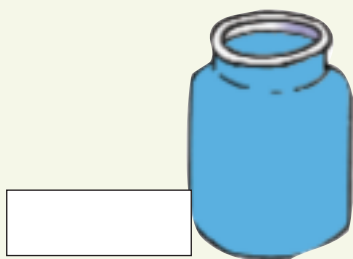


Say if the containers are full or empty.









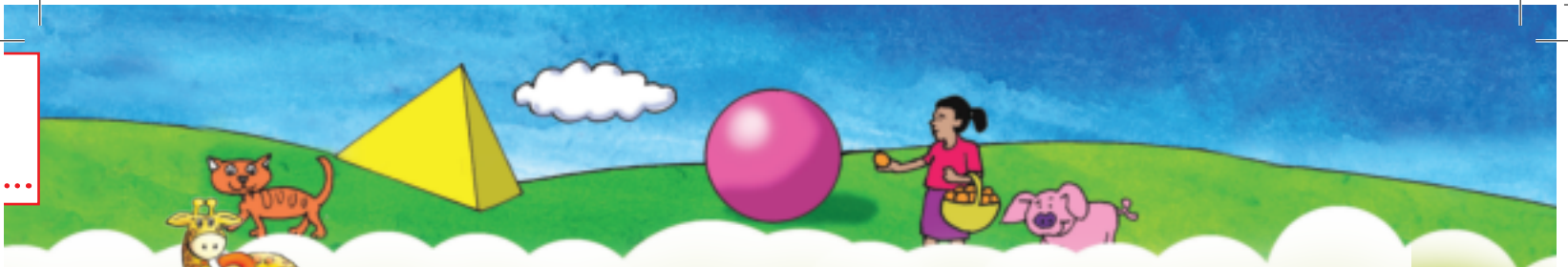




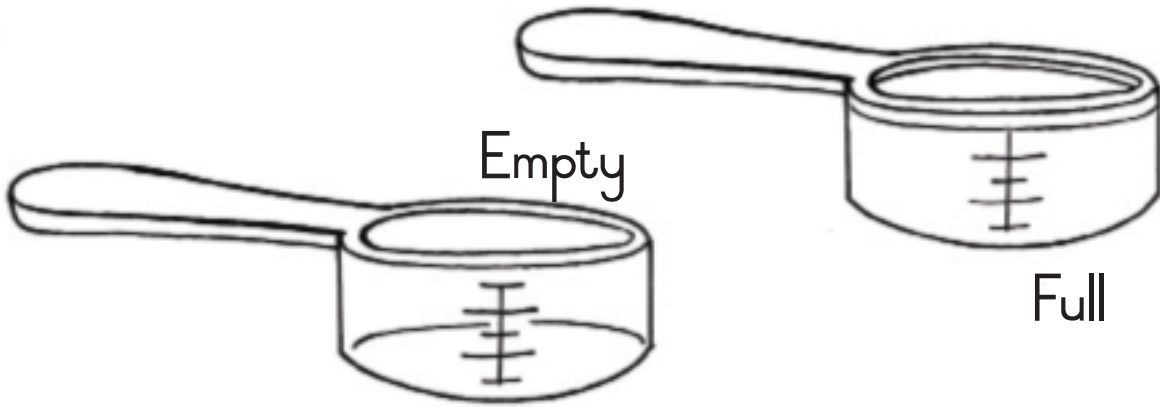








Colour in to show that these containers are \_\_\_\_\_.



Draw your own containers and colour their contents to show:

Empty	Full
Empty	Full



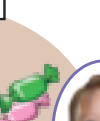
Teacher:

Sign:

Date:

Multiplication:  $\times 3$ 

How many sweets are on each table?



Complete the following:



2 groups of 3

$3 + 3 =$

$2 \times 3 =$



5 groups of 3

$3 + 3 + 3 + 3 + 3 =$

$5 \times 3 =$



4 groups of 3

$3 + 3 + 3 + 3 =$

$4 \times 3 =$



6 groups of 3

$3 + 3 + 3 + 3 + 3 + 3 =$

$6 \times 3 =$



7 groups of 3

$3 + 3 + 3 + 3 + 3 + 3 + 3 =$

$7 \times 3 =$



Make a drawing of the following.

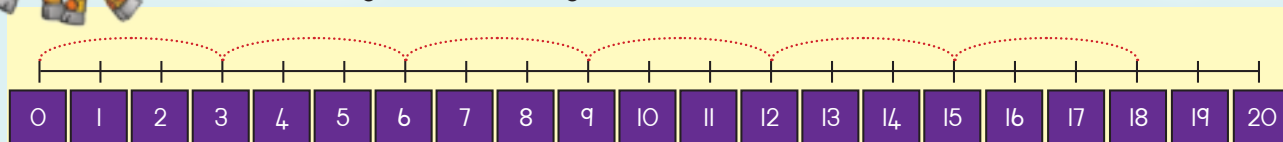
3 groups of 3

4 groups of 3

5 groups of 3



Make a drawing of the following.



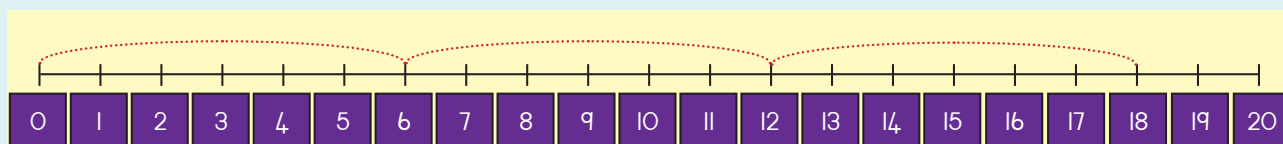
3, 6, 9, 12, \_\_\_\_, \_\_\_\_

$$3 + 3 + 3 + 3 + 3 + 3 = \boxed{\phantom{00}}$$

6 groups of  $\boxed{\phantom{00}}$  =  $\boxed{\phantom{00}}$

$$6 \times 3 = \boxed{\phantom{00}}$$

Drawing



6, \_\_\_\_, \_\_\_\_

$$6 + \boxed{\phantom{00}} + \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

3 groups of  $\boxed{\phantom{00}}$  =  $\boxed{\phantom{00}}$

$$3 \times \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

Drawing



The cooking pot has three legs.  
How many legs do 7 cooking pots have?  $\boxed{\phantom{00}}$



3 6 9 12 15 18  
21 24 27 30 33



Teacher:

Sign:

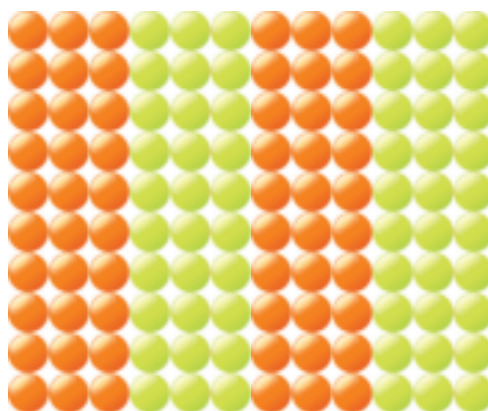
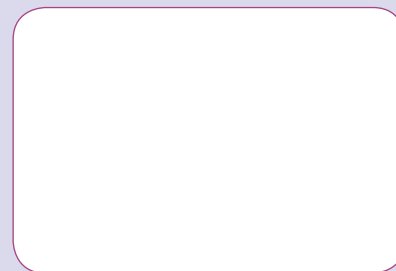
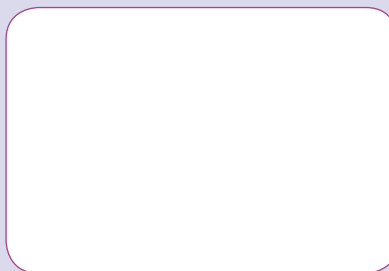
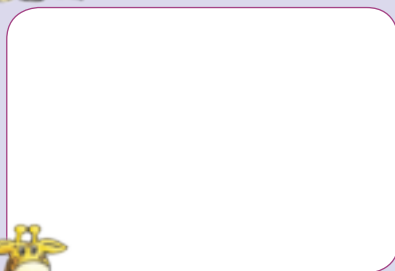
Date:

11 12 13 14 15 16 17 18 19 20



## Number patterns: threes

Let us count in threes.

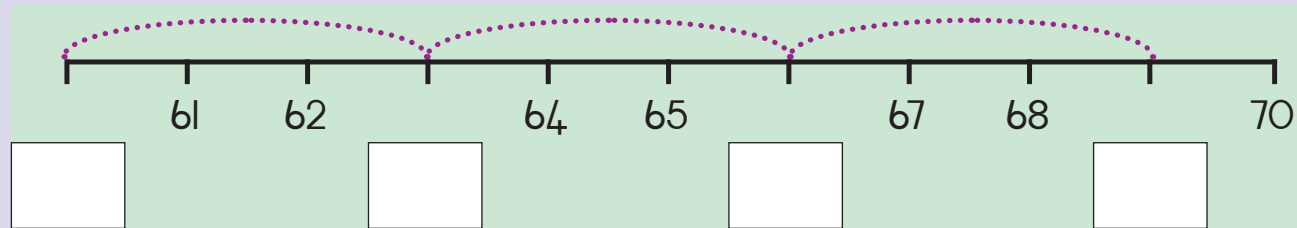
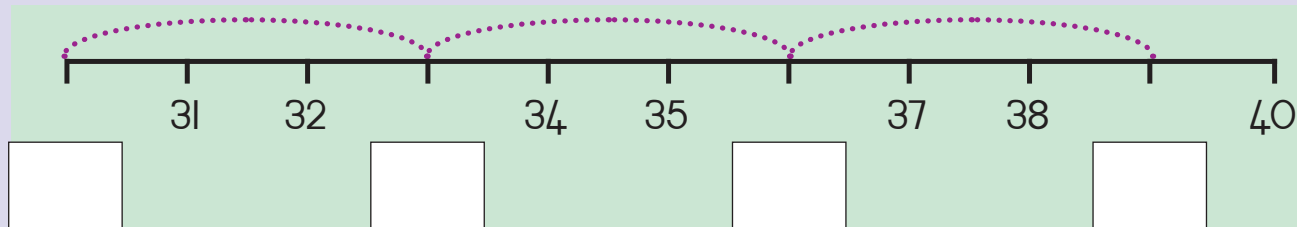
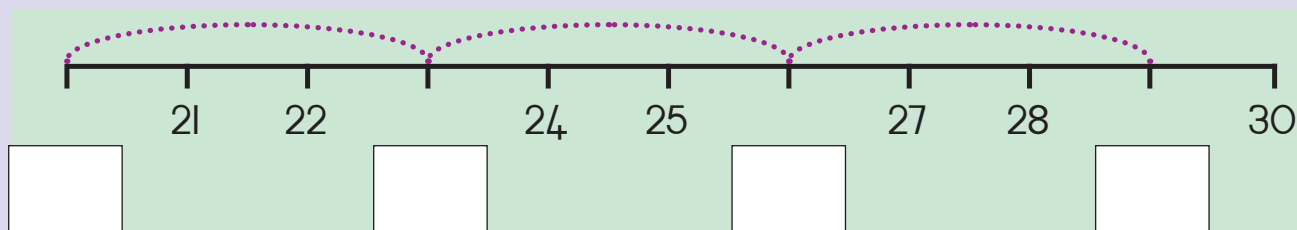
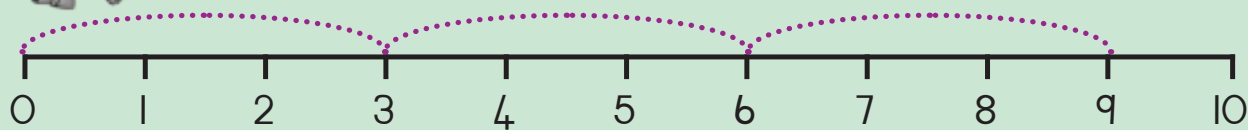
Draw or paste pictures of things that come in **threes**.

We started the pattern. Complete it.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Use the number lines to write a pattern.



Complete the following.

3, 6, 9, \_\_, \_\_, \_\_

36, 39, 42, \_\_, \_\_, \_\_

12, 15, 18, \_\_, \_\_, \_\_

1, 4, 7, \_\_, \_\_, \_\_

22, 25, 28, \_\_, \_\_, \_\_

15, 12, 9, \_\_, \_\_, \_\_

99, 96, 93, \_\_, \_\_, \_\_

66, 63, 60, \_\_, \_\_, \_\_

40, 37, 34, \_\_, \_\_, \_\_



There are 10 tricycles at the preschool. How many tricycle wheels will there be?



Teacher:

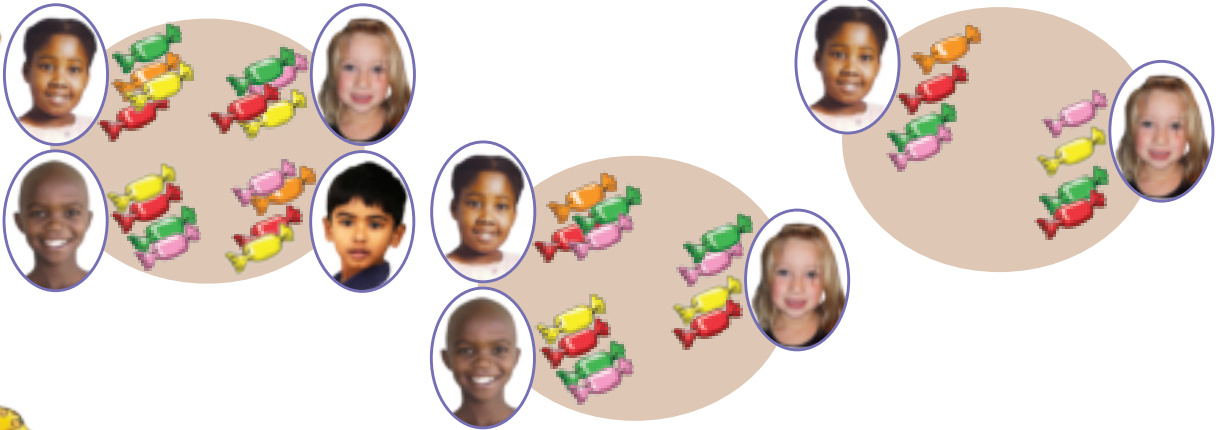
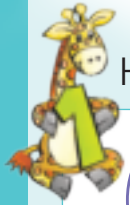
Sign:

Date:

11 12 13 14 15 16 17 18 19 20

Multiplication:  $\times 4$ 

How many sweets are on each table?



Complete the following.



$$3 \text{ groups of } 4 \quad 4 + 4 + 4 =$$

$$3 \times 4 =$$



$$2 \text{ groups of } 4 \quad 4 + 4 =$$

$$2 \times 4 =$$



$$4 \text{ groups of } 4 \quad 4 + 4 + 4 + 4 =$$

$$4 \times 4 =$$



$$6 \text{ groups of } 4 \quad 4 + 4 + 4 + 4 + 4 + 4 =$$

$$6 \times 4 =$$



$$7 \text{ groups of } 4 \quad 4 + 4 + 4 + 4 + 4 + 4 + 4 =$$

$$7 \times 4 =$$



Make a drawing of the following.

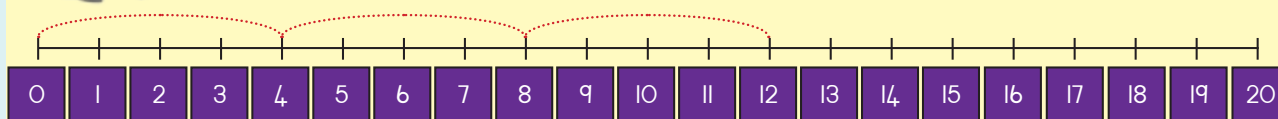
3 groups of 4

4 groups of 4

5 groups of 4



Make a drawing of the following.



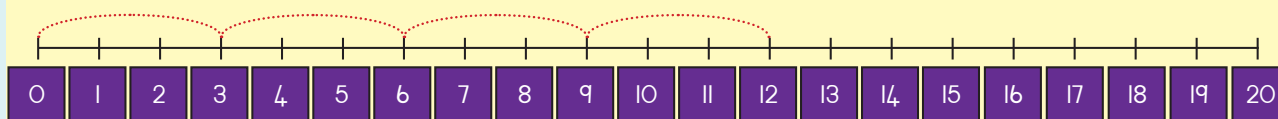
4, 8, \_\_\_\_

$$4 + 4 + 4 = \boxed{\phantom{00}}$$

$$3 \text{ groups of } 4 = \boxed{\phantom{00}}$$

$$3 \times 4 = \boxed{\phantom{00}}$$

Drawing



3, 6, 9, \_\_\_\_

$$3 + 3 + 3 + 3 = \boxed{\phantom{00}}$$

$$4 \text{ groups of } \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

$$4 \times \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

Drawing



A horse has 4 legs. How many legs do 3 horses have?



4 8 12 16 20 24  
28 32 36 40



Teacher:

Sign:

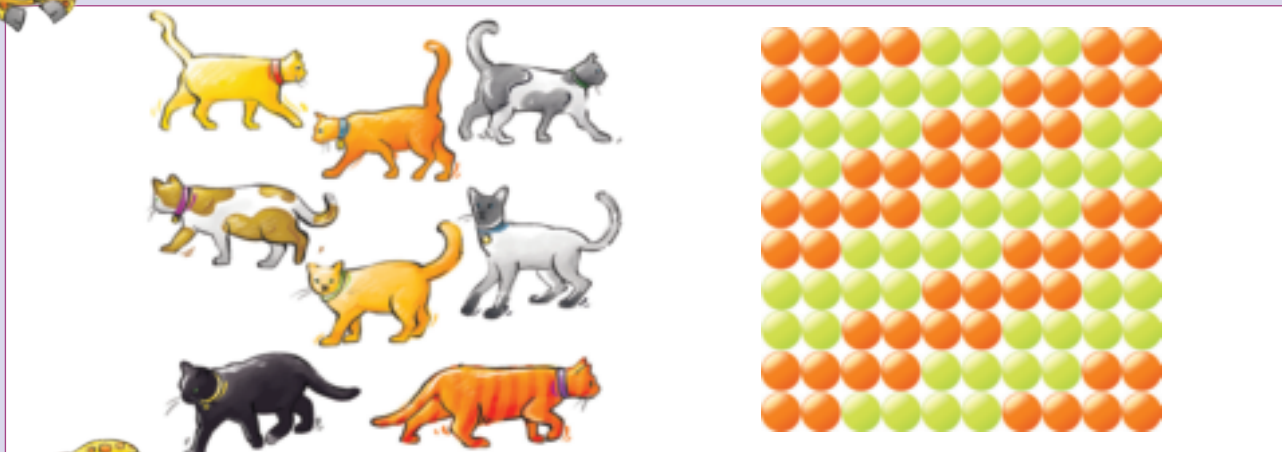
Date:

11 12 13 14 15 16 17 18 19 20

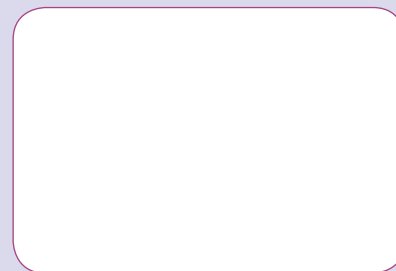
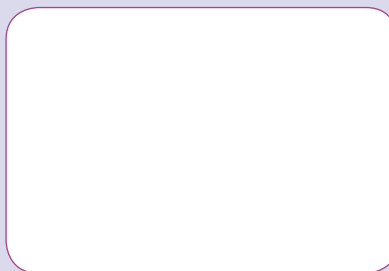
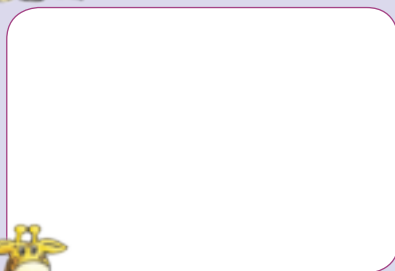


## Number patterns: fours

Let us count in fours.



Draw or paste pictures of things that come in fours.

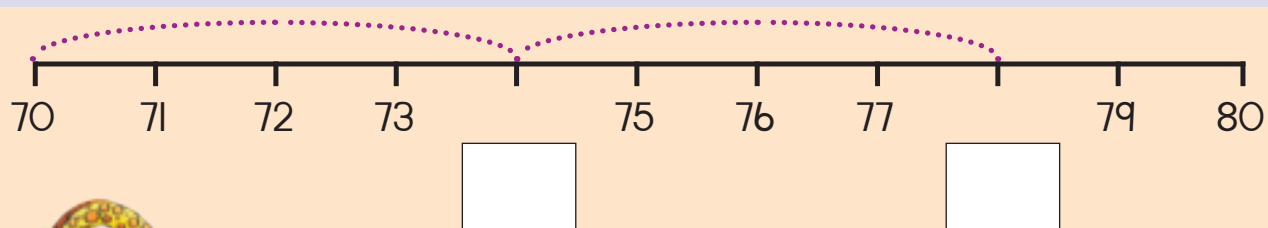
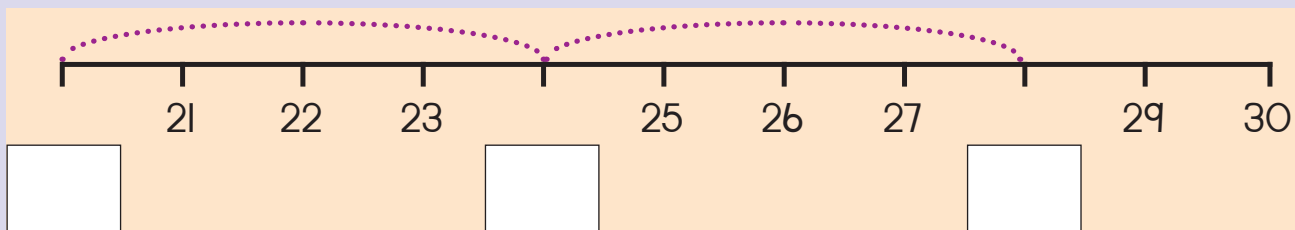
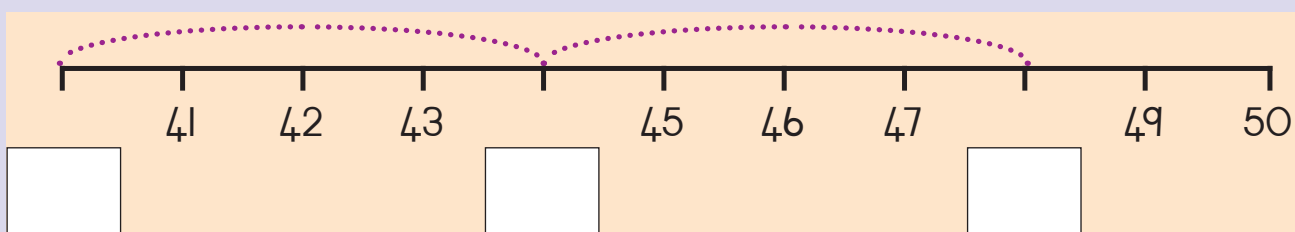
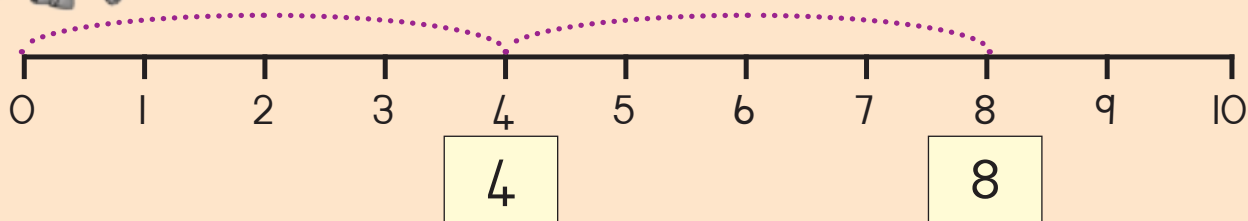


We started the pattern. Complete it.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



Use the number lines to write a pattern.



Complete the following.

4, 8, 12, \_\_, \_\_, \_\_

28, 32, 36, \_\_, \_\_, \_\_

12, 16, 20, \_\_, \_\_, \_\_

1, 5, 9, \_\_, \_\_, \_\_

42, 46, 50, \_\_, \_\_, \_\_

20, 16, 12, \_\_, \_\_, \_\_

48, 44, 40, \_\_, \_\_, \_\_

60, 56, 52, \_\_, \_\_, \_\_

70, 66, 62, \_\_, \_\_, \_\_



There are four biscuits in a packet. I sold 9 packets. How many biscuits did I sell?



Teacher:

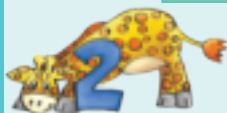
Sign:

Date:

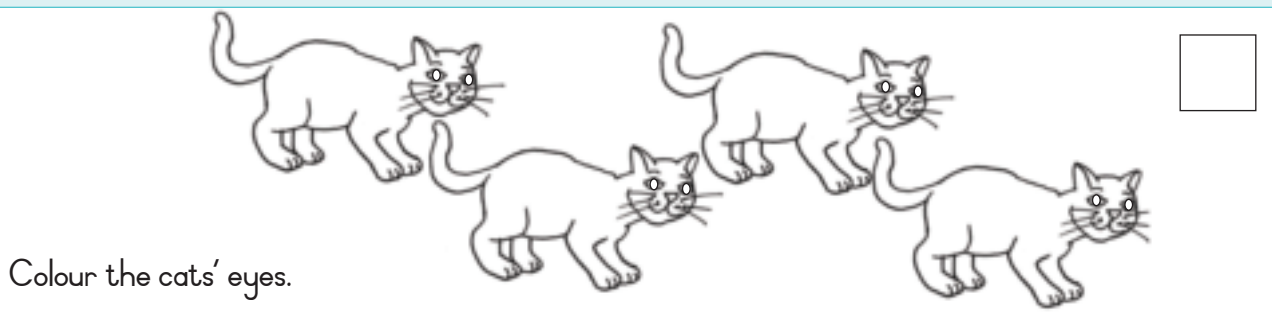


## More multiplication stories

Make your own story using words such as eyes, legs, hands, feet, animals, people.  
Add a number to each.



A cat has 2 eyes. How many eyes do 4 cats have?

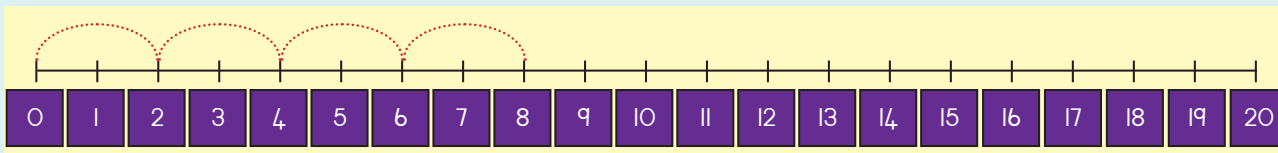


Colour the cats' eyes.

Show it with counters.



Show it on a number line.



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

$$\square \times \square = \square$$



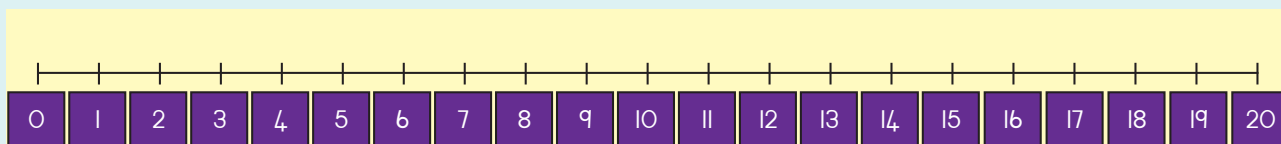
A tricycle has 3 wheels. How many wheels do 5 tricycles have?



Colour the tricycle wheels.

Show it with counters.

Show it on a number line.



+

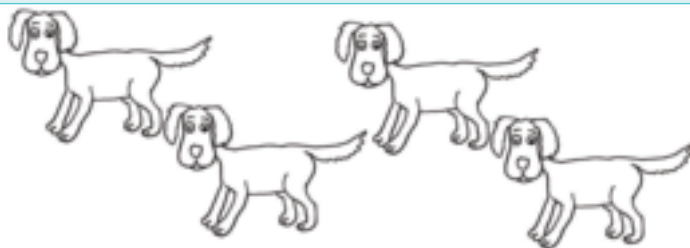
=

×

=



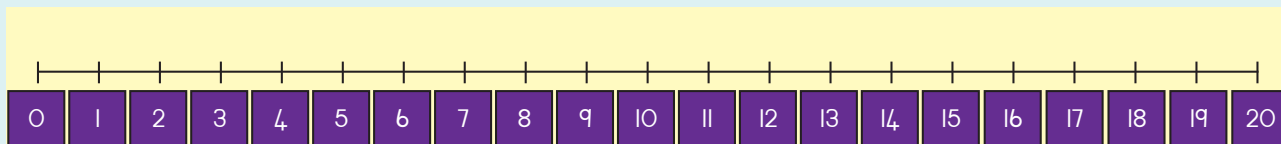
A dog has 4 legs. How many legs do 4 dogs have?



Colour the dogs' legs.

Show it with counters.

Show it on a number line.



+

=

×

=



Teacher:

Sign:

Date:

11 12 13 14 15 16 17 18 19 20





Talk about the clock.

## Hours

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



The **short hand** shows us the hours.  
Here it shows **7 hours**.

The hand on the clock goes round and round,  
round and round, round and round.  
The hand on the clock goes round and round,  
To tell us the time.



What is the **short hand** showing us?



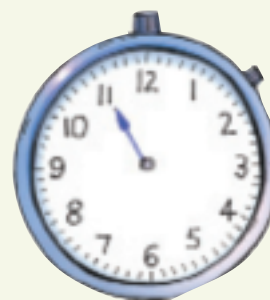
hour



hours



hours



hours



hours



hours



hours



hours



hours



hours



hours



hours



Draw the **short hand**.

4 hours



1 hours



11 hours



7 hours



9 hours



10 hours



2 hours



5 hours



3 hours



6 hours



8 hours



12 hours



What can take an hour to do? Colour in the correct answer.



Doing homework



Sleeping



Brushing teeth



Teacher:

Sign:

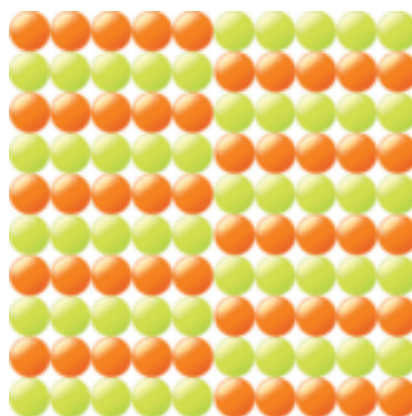
Date:

11 12 13 14 15 16 17 18 19 20

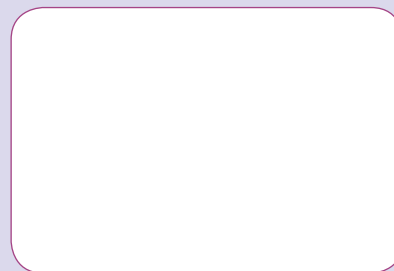
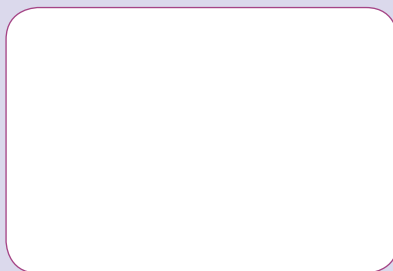
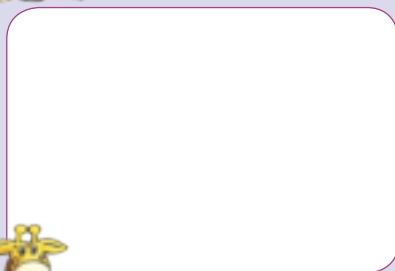


Let us count in fives.

## Number patterns: fives



Draw or paste pictures of things that come in **fives**.



We started the pattern. Complete it.

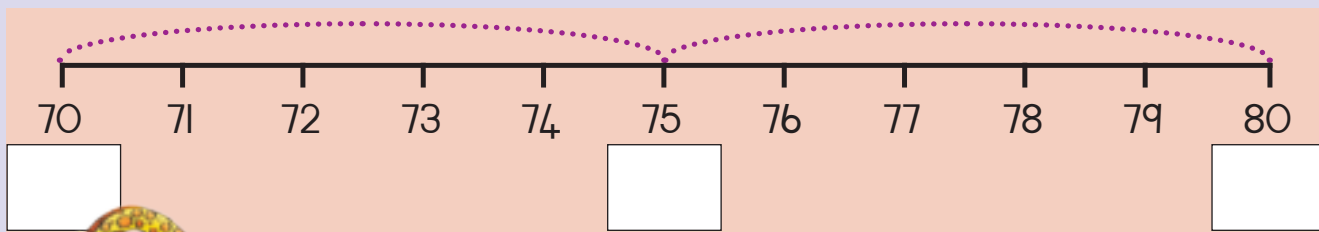
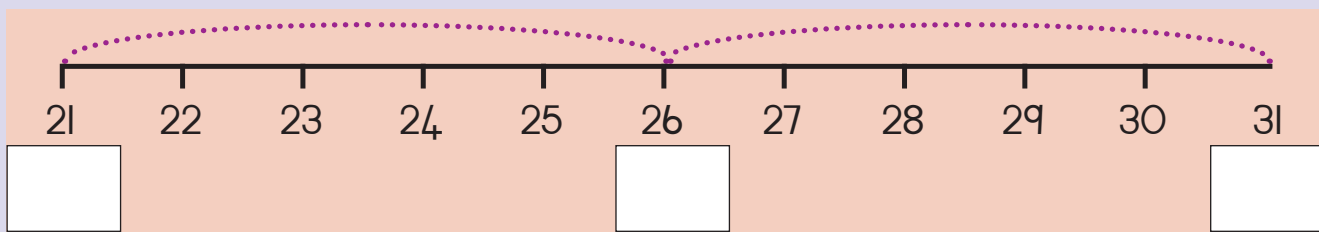
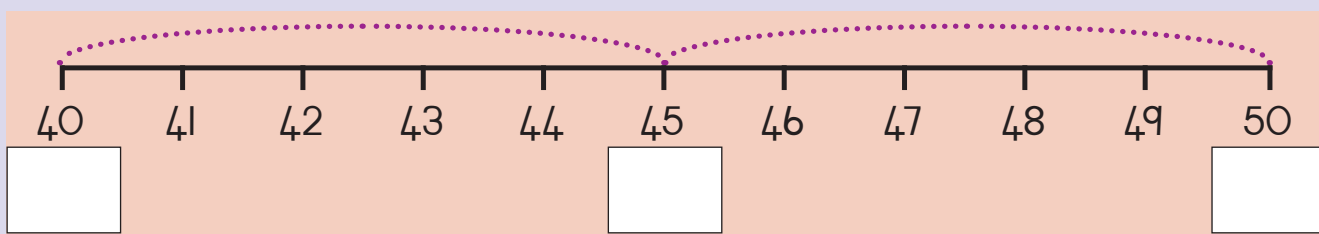
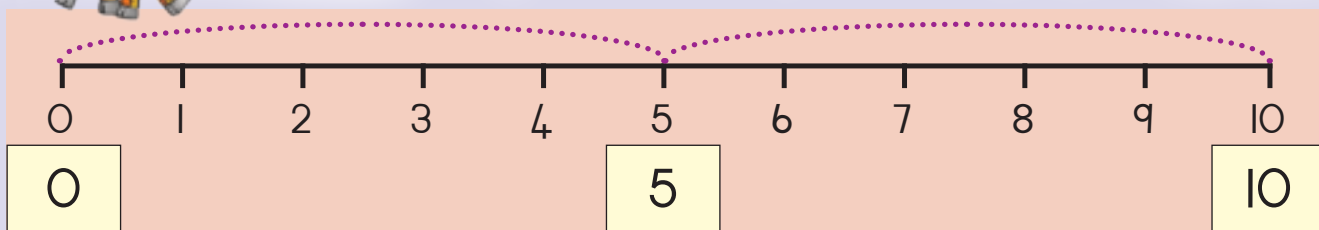
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Date:





Use the number lines to write a pattern.



Complete the following.

5, 10, 15, \_\_, \_\_, \_\_

20, 25, 30, \_\_, \_\_, \_\_

30, 35, 40, \_\_, \_\_, \_\_

1, 6, 11, \_\_, \_\_, \_\_

23, 28, 33, \_\_, \_\_, \_\_

25, 20, 15, \_\_, \_\_, \_\_

50, 45, 40, \_\_, \_\_, \_\_

60, 55, 50, \_\_, \_\_, \_\_

54, 49, 44, \_\_, \_\_, \_\_



5 10 15 20 25 30 35 40 45 50



Teacher:

Sign:

Date:

11 12 13 14 15 16 17 18 19 20



57a

Term 2



Date:

## Minutes

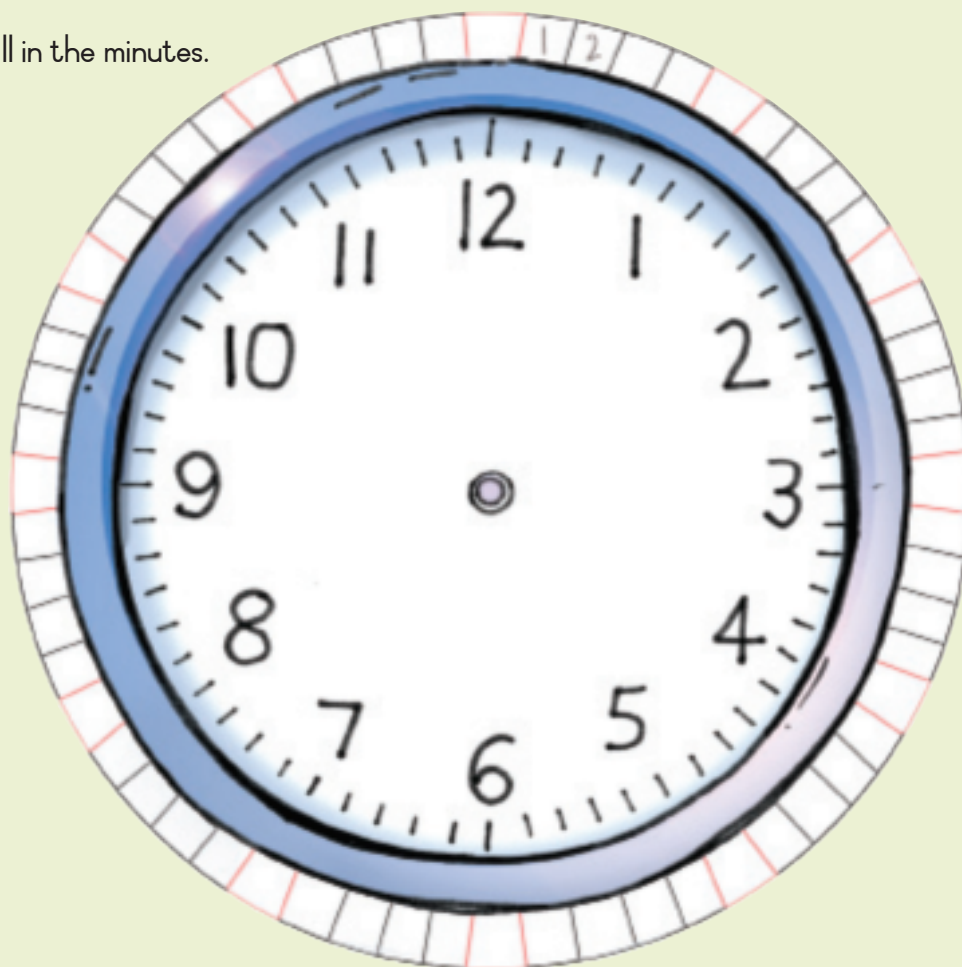
How do we use the short black lines on the clock's face?



Think of all the things you can do in one minute.



Fill in the minutes.



Write down the numbers in the red squares here.

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



You might need an adult to help you.

Make a drawing of things you can do in ...

<p>1 minute</p>	<p>5 minutes</p>
<p>30 minutes</p>	<p>60 minutes</p>



Teacher:  
Sign:  
Date:

57b

Term 2



Talk about the clock.

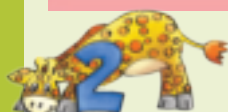
## More minutes

Date:



The **long hand** shows us minutes.  
Here it shows **10 minutes**.

The hand on the clock goes round and round,  
round and round, round and round.  
The hand on the clock goes round and round,  
To tell us the time.



What is the **long hand** showing us?



minutes



minutes



minutes



minutes



minutes



minutes





Draw the **long hand**.

55 minutes



35 minutes



60 minutes



10 minutes



45 minutes



12 minutes



What can take one minute to do? Colour in the correct answer.



Skipping



Playing



Eating



Teacher:

Sign:

Date:



# Grouping and sharing

How many blocks are in each circle? Share them equally between the children.



How many blocks are in each circle? Write the total in the blue circle.

×  =   
 ×  =   
 ×  =



Share the blocks equally between the circles.

shared between  =   
 shared between  =



Draw the following. Write a sum for each.

3 groups of 2



Plus sum:



Times sum:

2 groups of 14



Plus sum:



Times sum:

Share 12 counters between 4.



Minus sum:



Shared between (division sum):

Share 30 counters between 3.



Minus sum:



Shared between (division sum):



Calculate.

2 groups of 7 \_\_\_\_\_ 3 groups of 8 \_\_\_\_\_

4 groups of 5 \_\_\_\_\_ 2 groups of 15 \_\_\_\_\_

Share 18 between 2 \_\_\_\_\_ Share 24 between 3 \_\_\_\_\_

Share 35 between 5 \_\_\_\_\_ Share 50 between 10 \_\_\_\_\_



There were 6 groups of 5 children each at my party. How many children were at my party?



Teacher:

Sign:

Date:

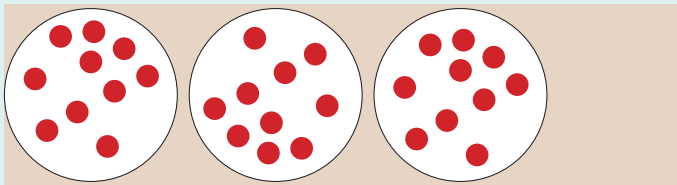
## More grouping and sharing

How many blocks are in each circle? Share them equally between the children.

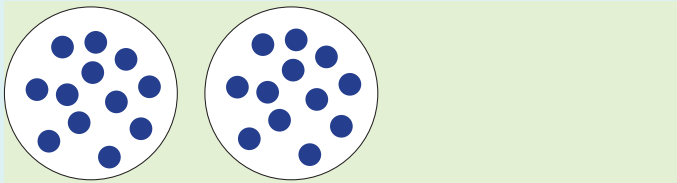
Three circles are shown, each containing blocks. The first circle has 3 blue blocks and 2 red blocks. The second circle has 1 blue block and 6 red blocks. The third circle has 2 blue blocks and 4 red blocks. Each circle is associated with a child's photo.



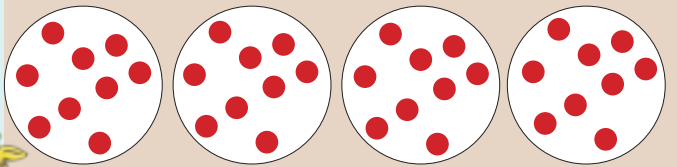
How many counters are in each circle? Write the total in the blue circle.



$\times$   =



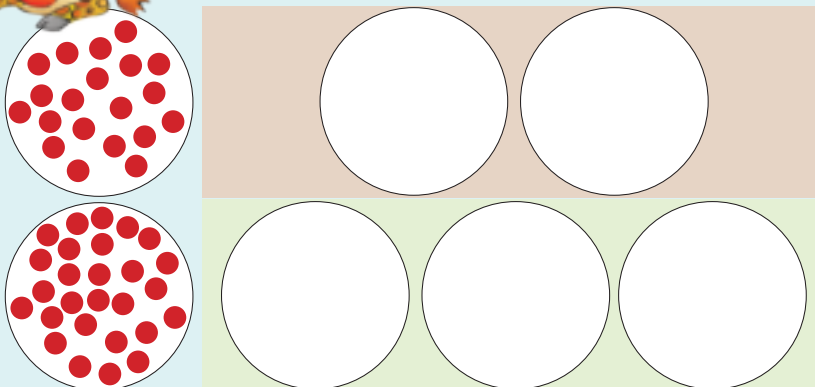
$\times$   =



$\times$   =



Divide the counters between the circles.



shared between  =

shared between  =



Draw the following. Write a sum for each.

3 groups of 12



Plus sum:



Times sum:

5 groups of 10



Plus sum:



Times sum:

Share 24 counters between 4.



Minus sum:



Shared between (division sum):

Share 25 counters between 5.



Minus sum:



Shared between (division sum):



Calculate.

2 groups of 11 \_\_\_\_\_ 3 groups of 10 \_\_\_\_\_

4 groups of 4 \_\_\_\_\_ 2 groups of 25 \_\_\_\_\_

Share 20 by 2 \_\_\_\_\_ Share 27 by 3 \_\_\_\_\_

Share 50 by 5 \_\_\_\_\_ Share 28 by 2 \_\_\_\_\_



double share



Teacher:

Sign:

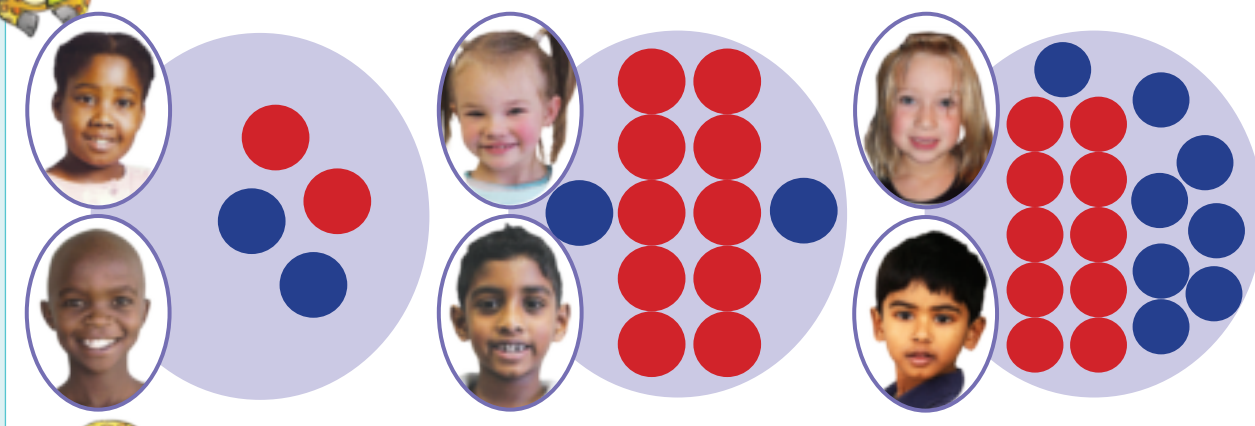
Date:

11 12 13 14 15 16 17 18 19 20

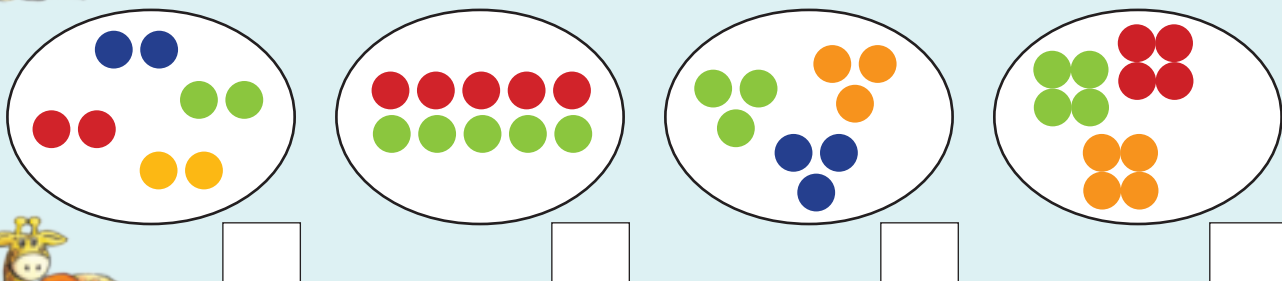


# Yet more grouping and sharing

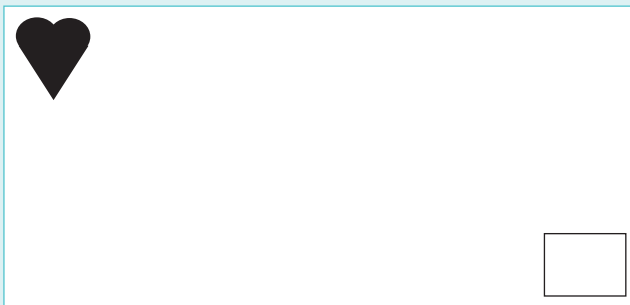
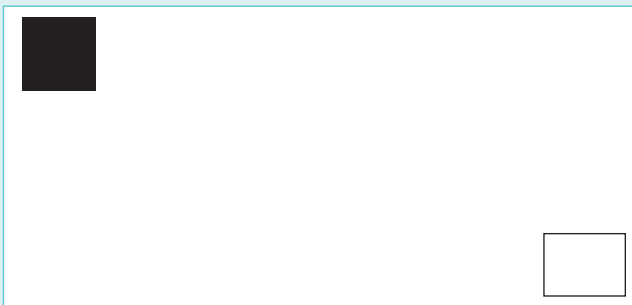
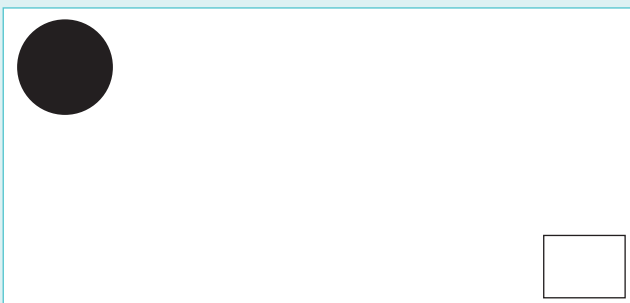
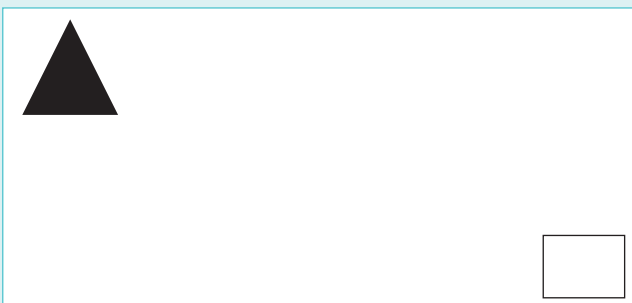
How many counters are in each circle? Share them equally between two children.




How many counters are in each circle?




Cut the shapes from Cut-out 4 and paste it in the correct block.  
Count the shapes.



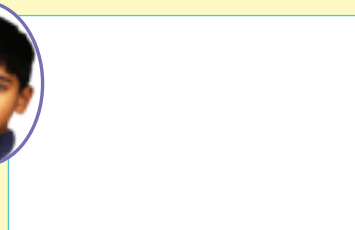
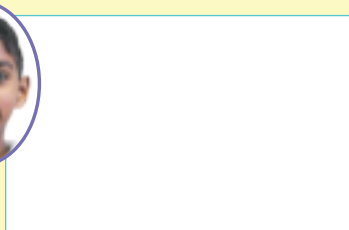
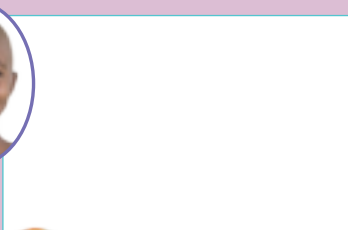


Share the shapes between the children. Use the shapes from Cut-out 4.  
(Worksheet 60 section)

triangles



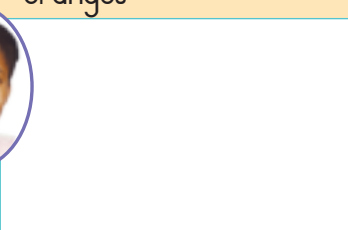
squares



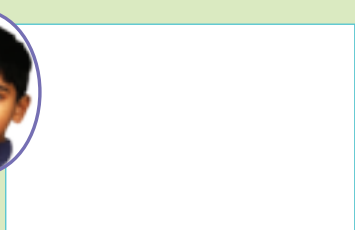
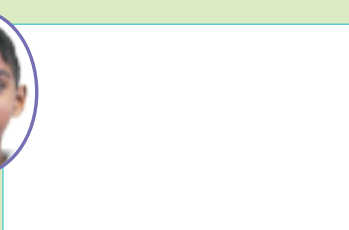
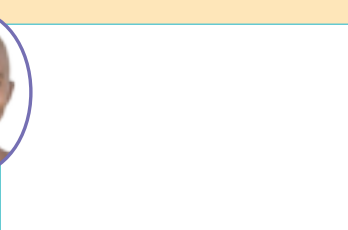
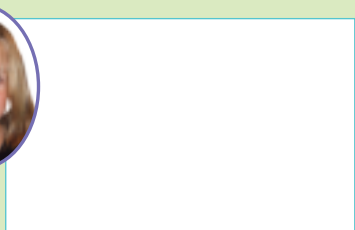
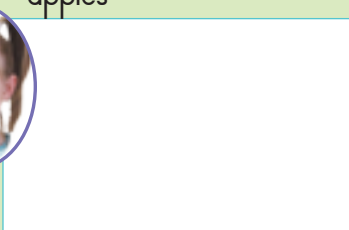
Share the fruit between the children. Draw them.



oranges



apples



John and Belinda shared 12 sweets equally. How many sweets did each get?



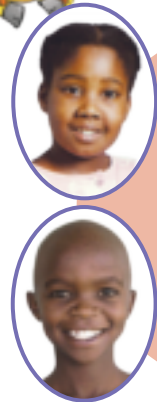
Teacher:

Sign:

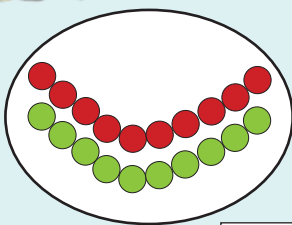
Date:

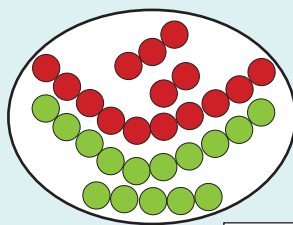
## Grouping and sharing again

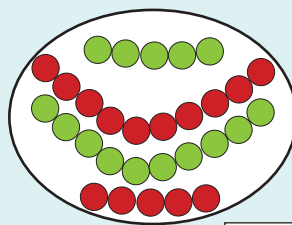
How many beads do you count in each circle? Share them between the children.

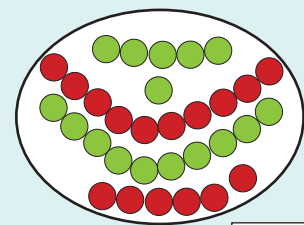


How many beads are in each circle?











Cut the beads from Cut-out 4 (Worksheet 61 section) and paste them here.  
Count the beads.

Red beads

Blue beads

Yellow beads

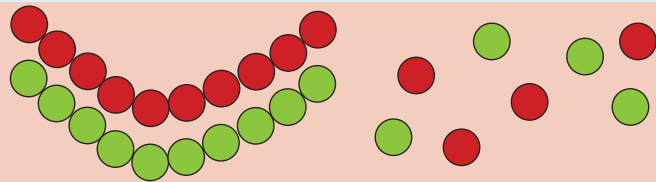
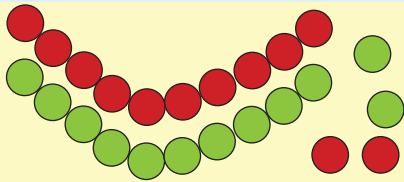
Green beads



Draw an equal number of beads for each child.



Share the beads between the children. Draw them.



Busi and Zaheda shared 32 coloured pencils equally.  
How many pencils did they each get?



Teacher:

Sign:

Date:

11 12 13 14 15 16 17 18 19 20

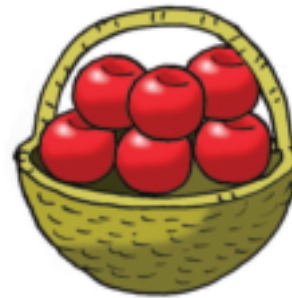
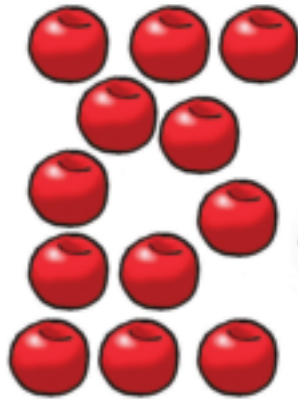




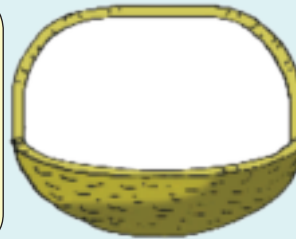
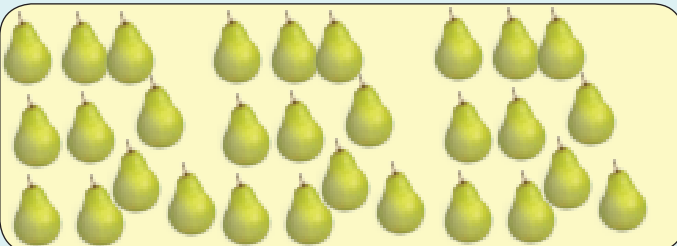
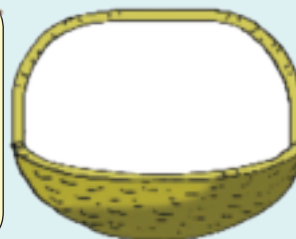
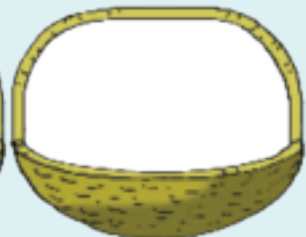
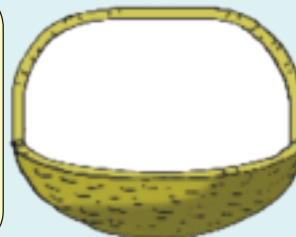
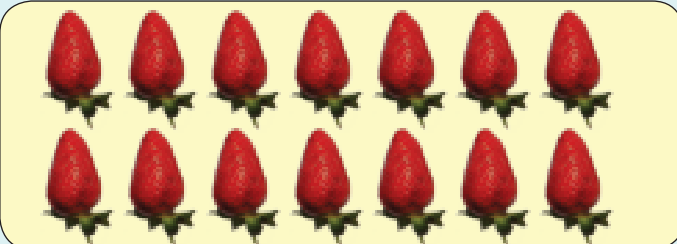
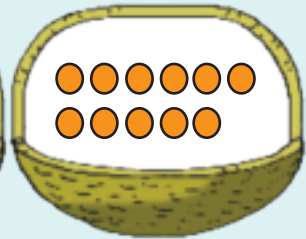
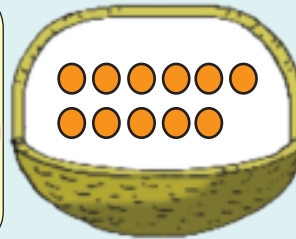
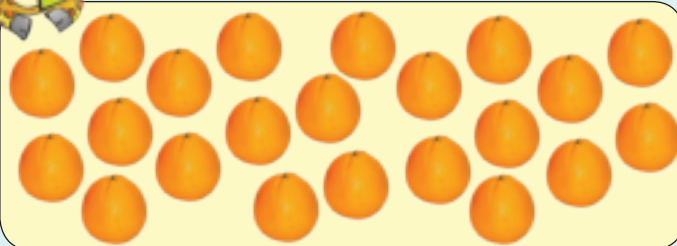
Date: \_\_\_\_\_

Halves: 1 – 20

What happened to the apples?

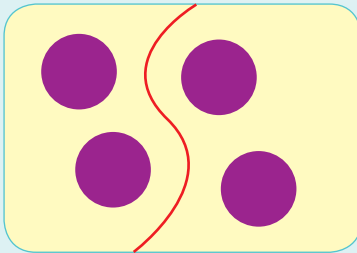


Share the fruit on the left in the baskets on the right. Draw it.

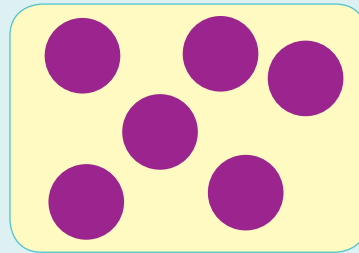




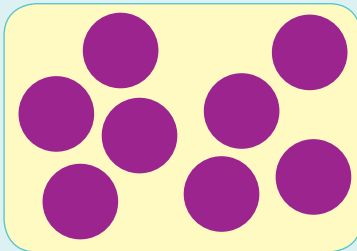
Draw a line to show half.



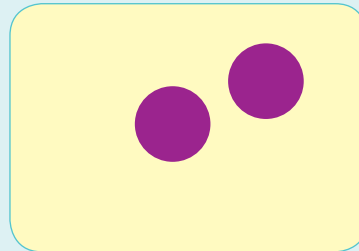
Half of 4 is



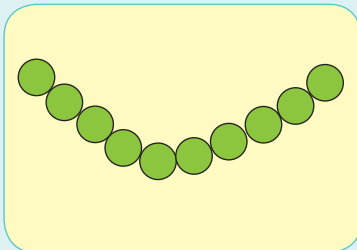
Half of 6 is



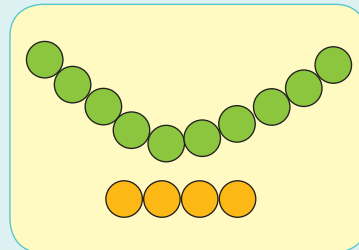
Half of 8 is



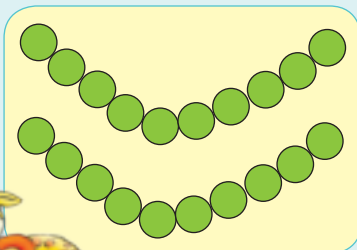
Half of 2 is



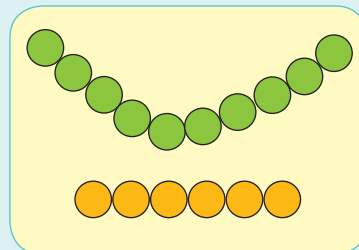
Half of 10 is



Half of 14 is



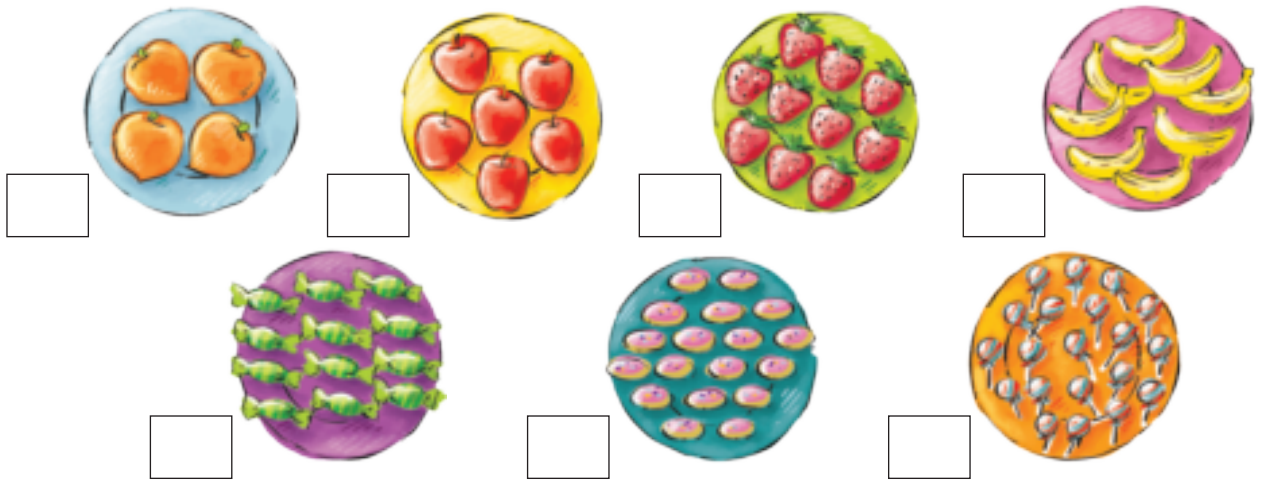
Half of 20 is



Half of 16 is



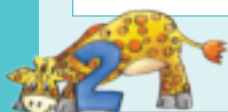
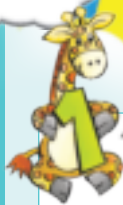
What is half of each plate of food?



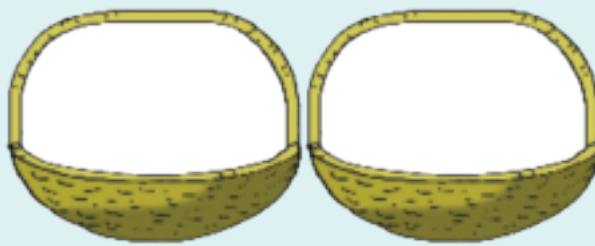
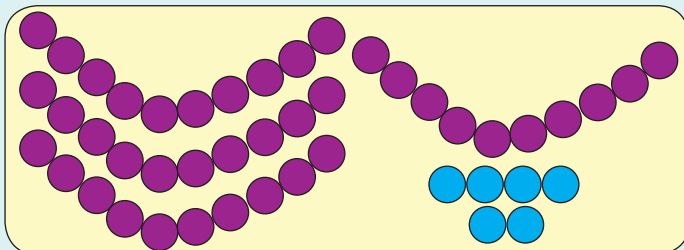
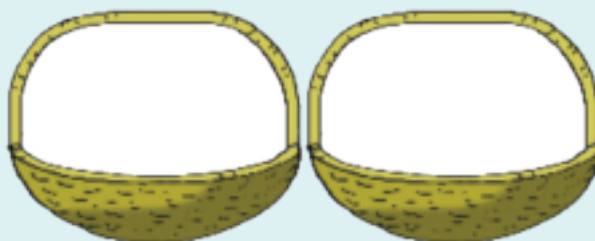
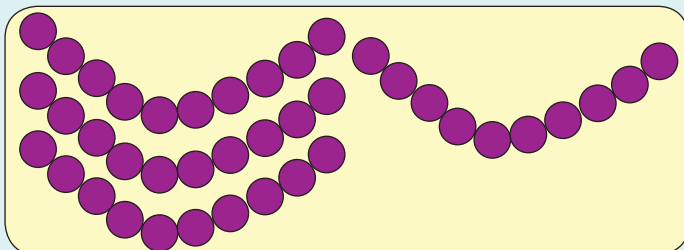
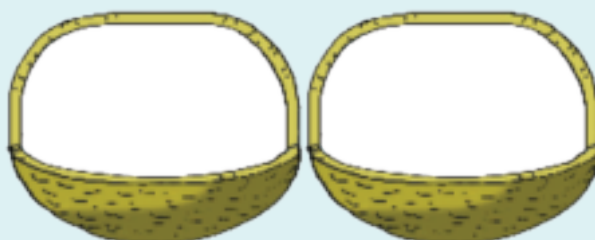
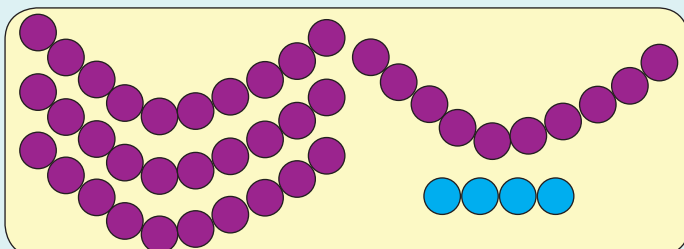
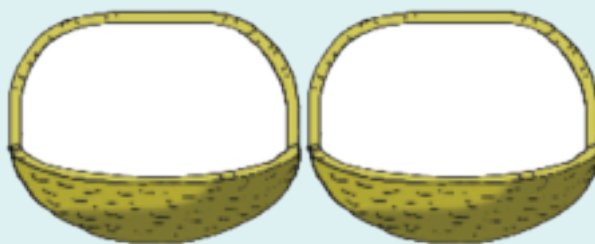
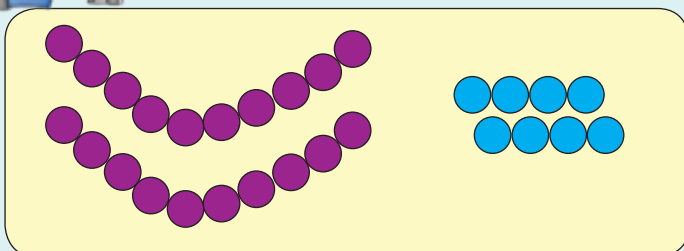
Teacher: \_\_\_\_\_  
Sign: \_\_\_\_\_  
Date: \_\_\_\_\_

## Sharing 20 – 50

Tell your friend how the beads are shared between the two bowls.



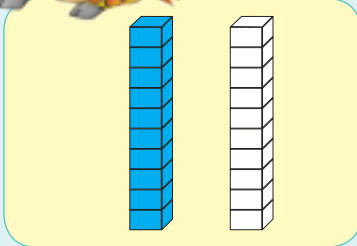
Share the beads equally between the two baskets. Draw them as you place them into the basket.



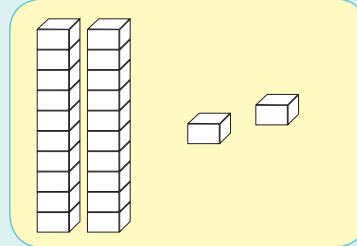




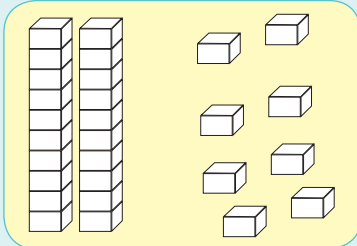
Colour one half a different colour.



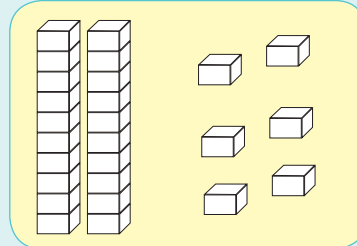
Half of 20 is



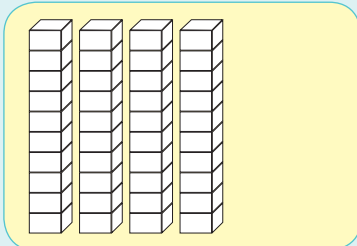
Half of 22 is



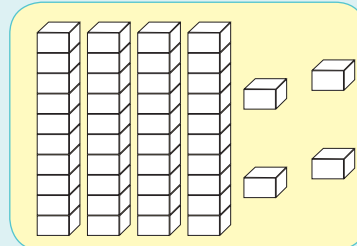
Half of 28 is



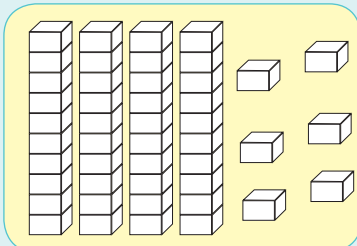
Half of 26 is



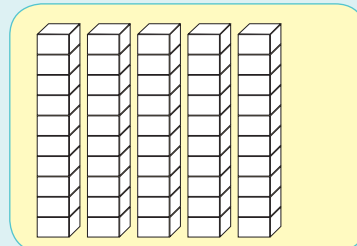
Half of 40 is



Half of 44 is



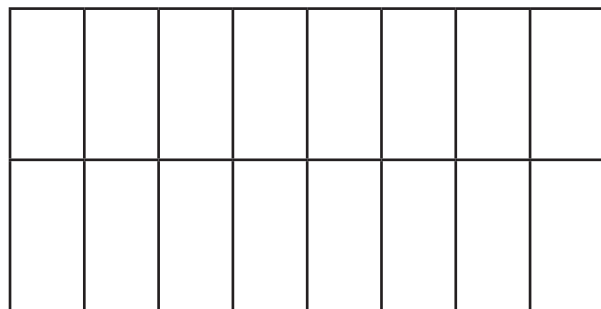
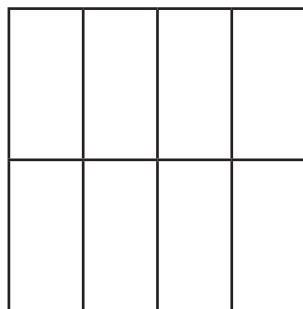
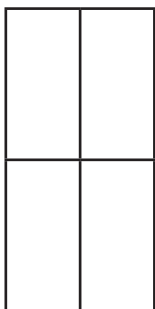
Half of 46 is



Half of 50 is



Colour half of each diagram.



Teacher:

Sign:

Date:





# Data



Sort the fruit. Make your own drawing to show it. Write the total in the box.

Through sorting I put the same fruit together.

Draw a photograph of your sorted fruit.


Look at the fruit and answer the questions.


Which fruit do we have the most?

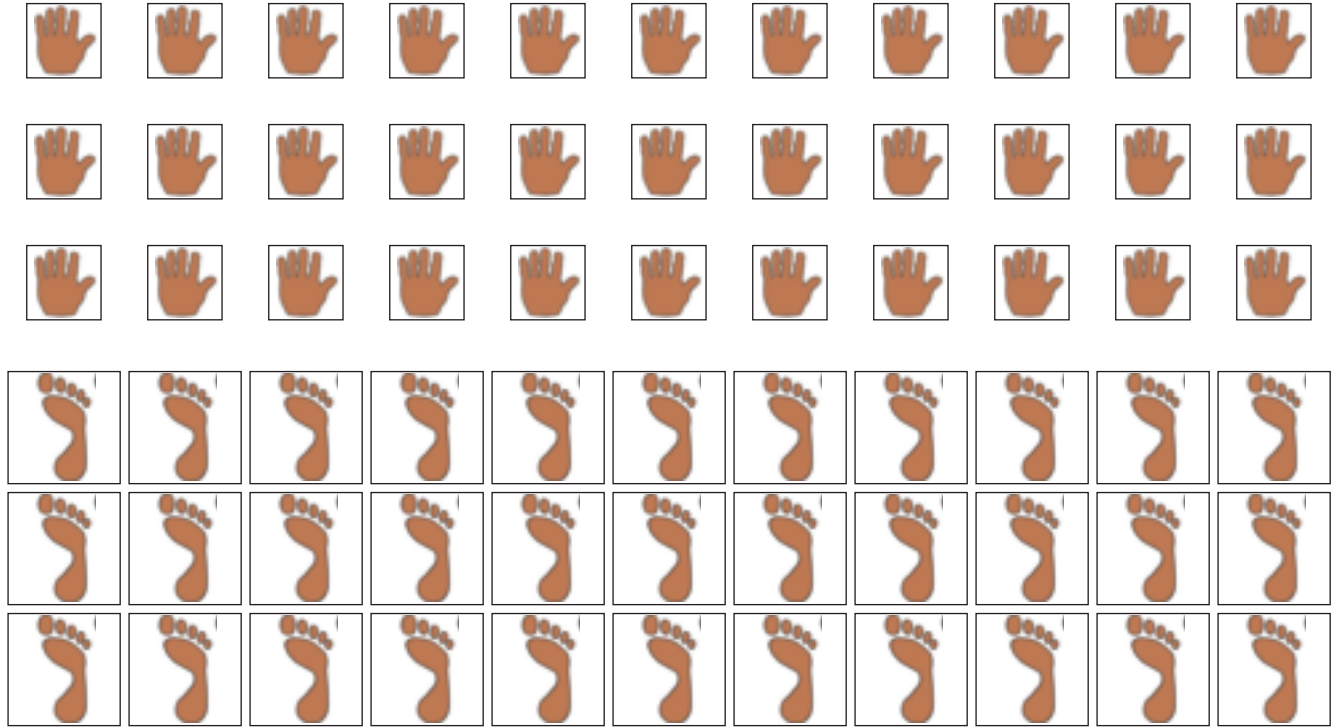
Which fruit do we have the least?



Teacher:  
Sign:  
Date:

# Cut-out I

## Worksheets 10 and 40



## Worksheet 13

early  
morning

late  
afternoon

afternoon

night

late night

morning and  
early afternoon



# Cut-out 2

## Worksheet 22

### Historical and Special events

Human Rights  
Day

Day of  
Reconciliation

Workers' Day

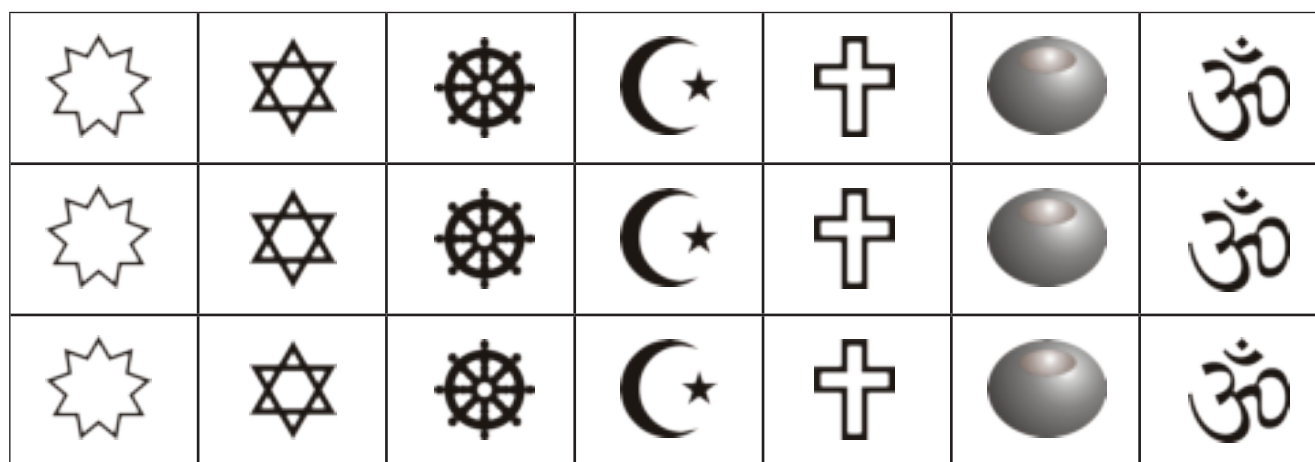
Youth Day

Heritage Day

National  
Woman's Day

Freedom Day

### Symbols of the religions



Bahai

Judaic

Buddhist

Islamic

Christian

Traditional  
African

Hindu





# Cut-out 3

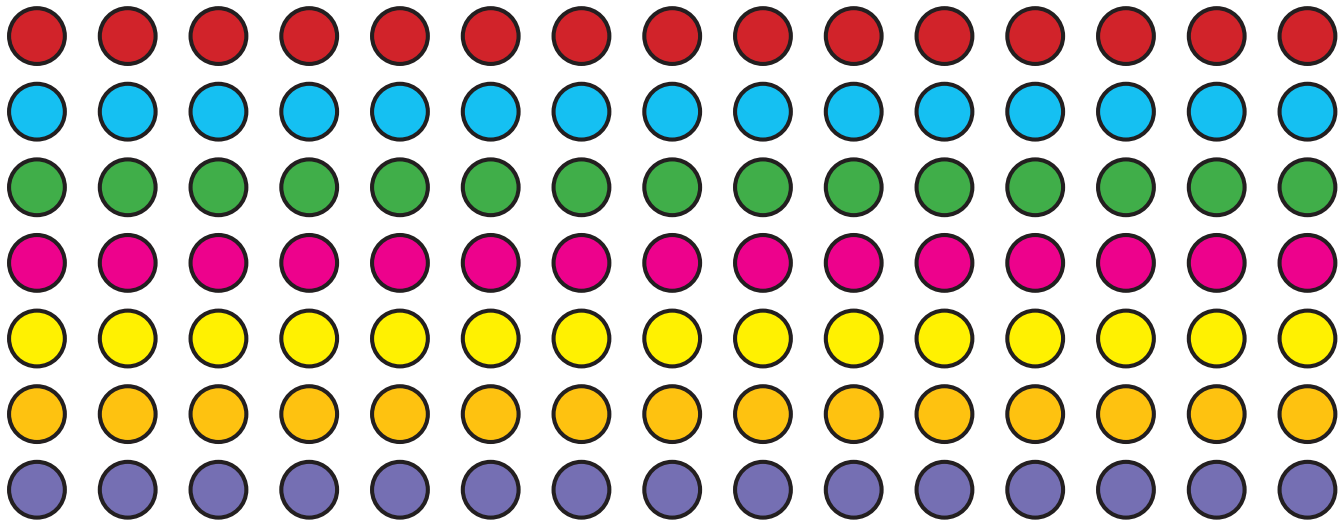
Worksheets 25 and 26



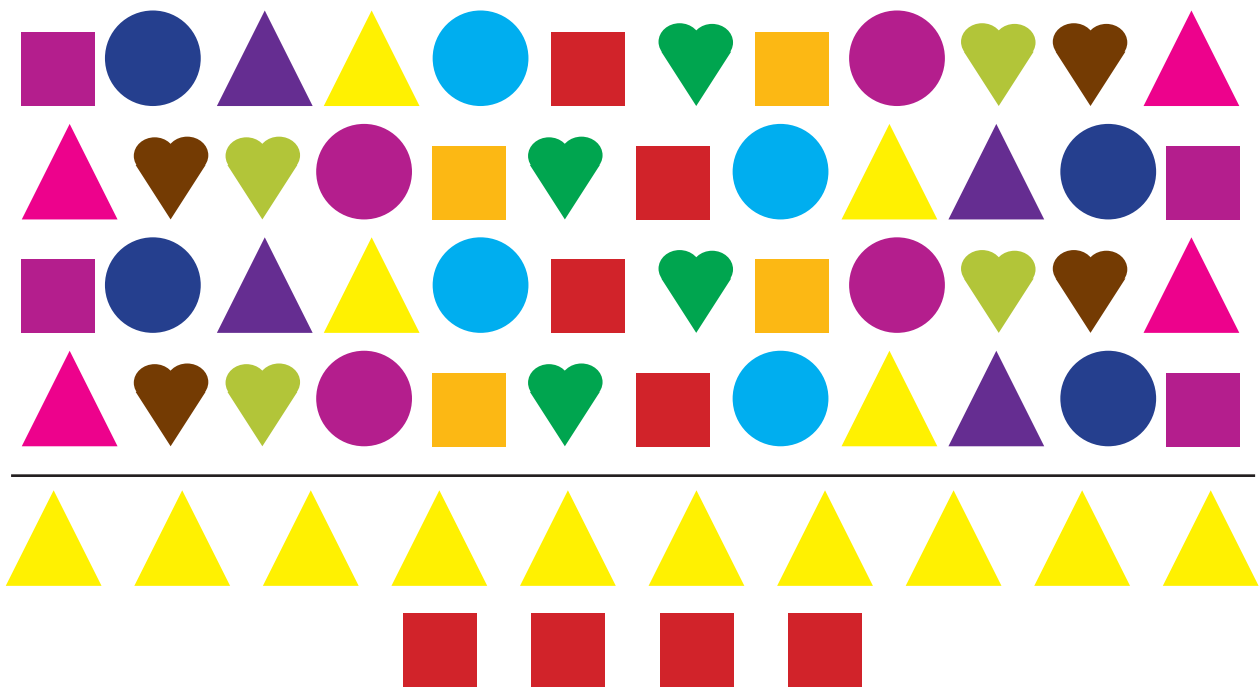


# Cut-out 4

## Worksheet 27



## Worksheet 60



## Worksheet 61

