



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.



MATHEMATICS IN ENGLISH
GRADE 1 – BOOK 1

TERMS 1 & 2
ISBN 978-1-920458-82-9

**THIS BOOK MAY
NOT BE SOLD.**



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Published by the Department of Basic Education
222 Struben Street
Pretoria
South Africa

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Sixth edition 2016

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MATHEMATICS IN ENGLISH – Grade 1 Book 1

ISBN 978-1-920458-82-9

Revised and
CAPS aligned



Name:

Class:



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



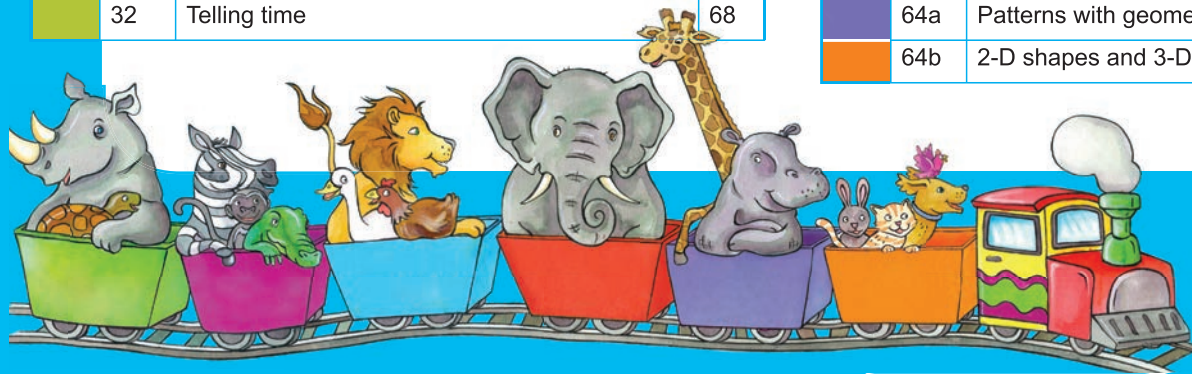
MATHEMATICS IN ENGLISH

Book 1

Terms 1 & 2

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A BILL OF RESPONSIBILITIES

FOR THE YOUTH OF SOUTH AFRICA

Preamble:

I accept the call to responsibility that comes with the many rights and freedoms that I have been privileged to inherit from the sacrifice and suffering of those who came before me. I appreciate that the rights enshrined in the Constitution of the Republic of South Africa are inseparable from my duties and responsibilities to others. Therefore I accept that with every right comes a set of responsibilities.

MY RESPONSIBILITY IN ENSURING THE RIGHT...



South Africa is a diverse nation, and equality does not mean uniformity, or that we are all the same.

Our country's motto: !KE E: /XARRA // KE, meaning "Diverse people unite", calls on all of us to build a common sense of belonging and national pride, celebrating the very diversity which makes us who we are. It also calls on us to extend our friendship and warmth to all nations and all the peoples of the world in our endeavour to build a better world.



TO LIVE IN A SAFE ENVIRONMENT

- promote sustainable development, and the conservation and preservation of the natural environment.
- protect animal and plant-life, as well as the responsibility to prevent pollution.
- not to litter, and to ensure that our homes, schools, streets and other public places are kept neat and tidy.
- in the context of climate change, we are also obliged to ensure we do not waste scarce resources like water and electricity.



TO FREEDOM OF RELIGION, BELIEF AND OPINION

- allow others to choose and practise the religion of their choice, and to hold their own beliefs and opinions, without fear or prejudice.
- respect the beliefs and opinions of others, and their right to express these, even when we may strongly disagree with these beliefs and opinions. That is what it means to be a free democracy.



TO FAMILY OR PARENTAL CARE

- honour and respect my parents, and to help them.
- to be kind and loyal to my family, to my brothers and sisters, my grandparents and all my relatives.
- recognise that love means long-term commitment, and the responsibility to establish strong and loving families.

TO HUMAN DIGNITY

- treat people with reverence, respect and dignity as we all belong to the human race.
- to be kind, compassionate and sensitive to every human being, including greeting them warmly and speaking to them courteously.

TO WORK

- work hard and do our best in everything we do.
- recognise that living a good and successful life involves hard work, and that anything worthwhile only comes with effort.
- this right must never be used for exploitation by exposing children to child labour.

TO FREEDOM AND SECURITY OF THE PERSON

- not hurt, bully or intimidate others or allow others to do so.
- solve any conflict in a peaceful manner.
- to take action to protect my safety and the safety of others.

TO EQUALITY

- treat every person equally and fairly.
- not to discriminate unfairly against anyone on the basis of race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, class, language or birth.

TO OWN PROPERTY

- respect the property of others.
- take pride in and protect both private and public property, and not to take what belongs to others.
- give generously to charity and good causes, where I am able to do so.

TO FREEDOM OF EXPRESSION

- express views which do not advocate hatred, or are based on prejudices with regard to race, ethnicity, gender or religion.
- we must therefore take responsibility to ensure this right is not abused by ourselves or others, to not tell or spread lies, and to ensure others are not insulted or have their feelings hurt.

TO CITIZENSHIP

- to participate actively in the activities of the community and affairs of the country.
- obey the laws of our country, ensuring that others do so as well.
- contribute in every possible way to making South Africa a great country.

TO LIFE

- protect and defend the lives of others.
- not endanger the lives of others by carrying dangerous weapons or by acting recklessly or disobeying our rules and laws.
- live a healthy life, by exercising, eating correctly, by not smoking, taking alcohol, or taking drugs, or indulging in irresponsible behaviour that may result in my being infected or infecting others with diseases such as HIV and AIDS.

AND CONCURRENTLY PLACES ON MY PARENTS AND CAREGIVERS THE RESPONSIBILITY TO:

- ensure that I attend school and receive their support.
- ensure that I participate in school activities.
- create a home environment conducive to studying.

Conclusion: I accept the call of this Bill of Responsibilities, and commit to taking my rightful place as an active, responsible citizen of South Africa. By assuming these responsibilities I will contribute to building the kind of society which will make me proud to be a South African.

This Bill outlines the responsibilities that flow from each of the rights enshrined in the Constitution of the Republic of South Africa.

Grade

1



Mathematics

IN ENGLISH



This book belongs to:

ENGLISH

Book

1



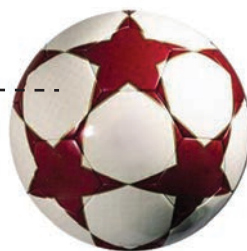
Help the girl to find all her toys.

Revision: Tracking and matching

START



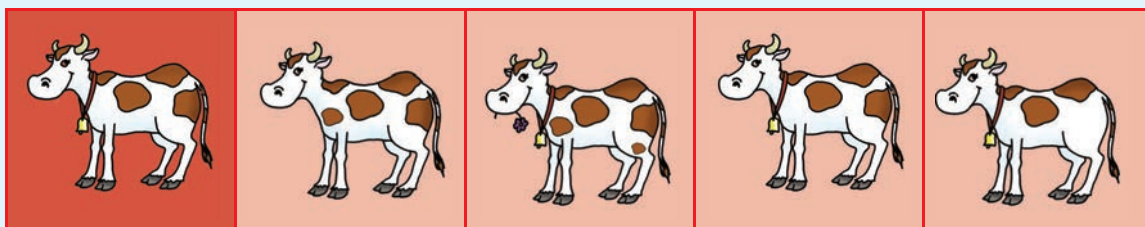
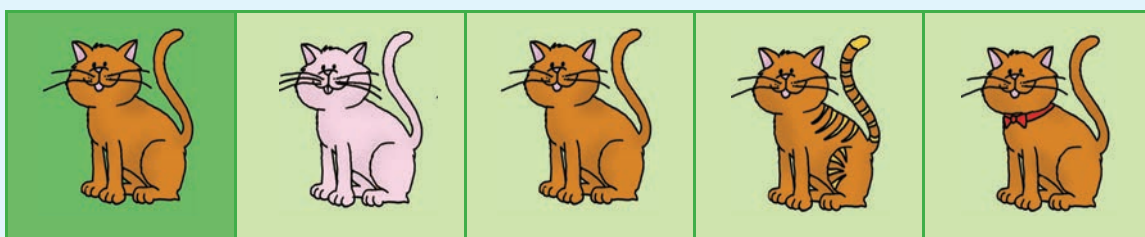
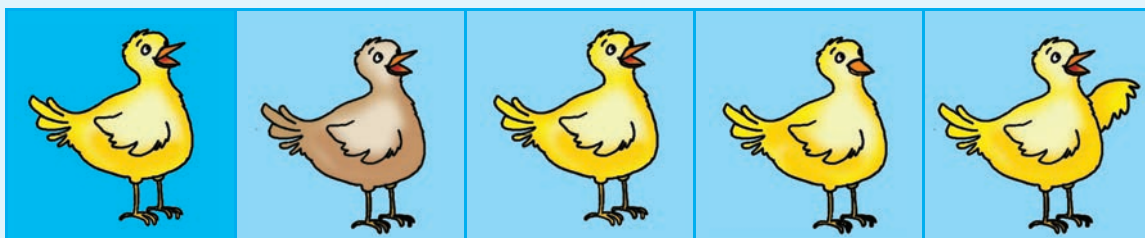
FINISH





Matching

Find the picture that is the same as the one in the first box.



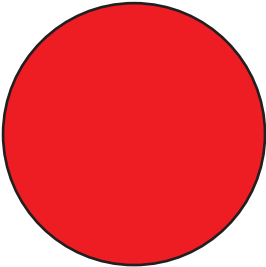
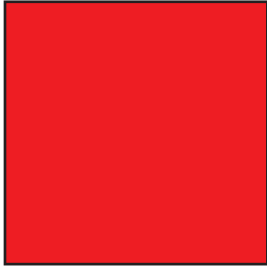
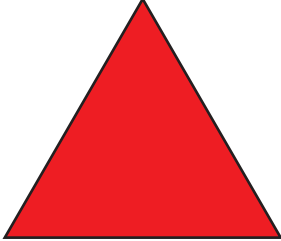
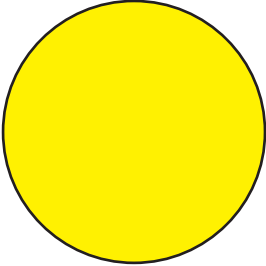
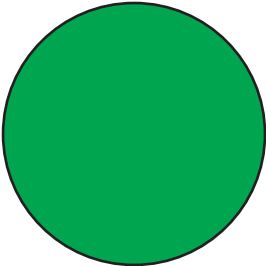
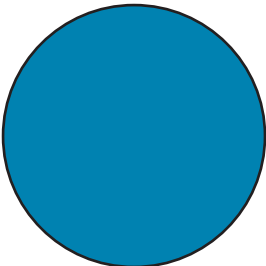
Teacher:
Sign:

Date:

Revision: Sorting colours and tracing patterns



Place the shapes, according to their colours, into the boxes.
Each row must be the same colour as the first shape.
We have done the red shapes as an example for you.
Say what colour each shape is.
Use cut-outs at the back of the book.

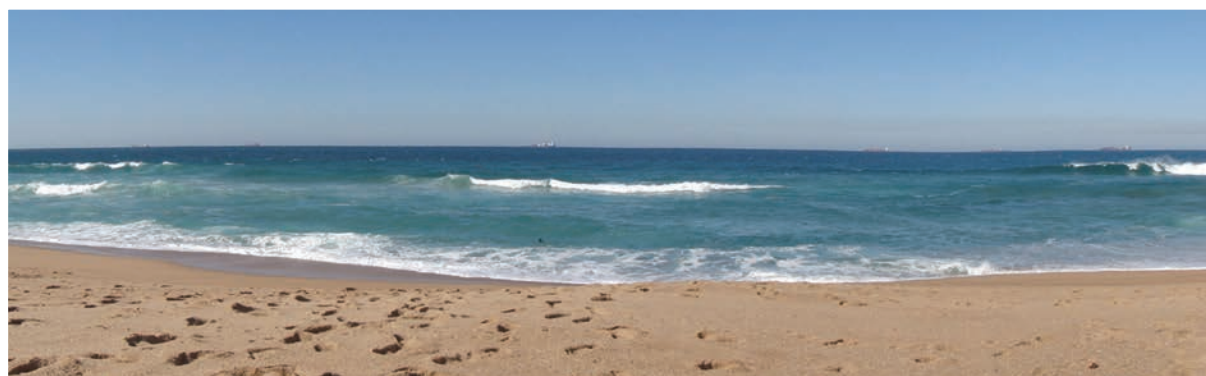
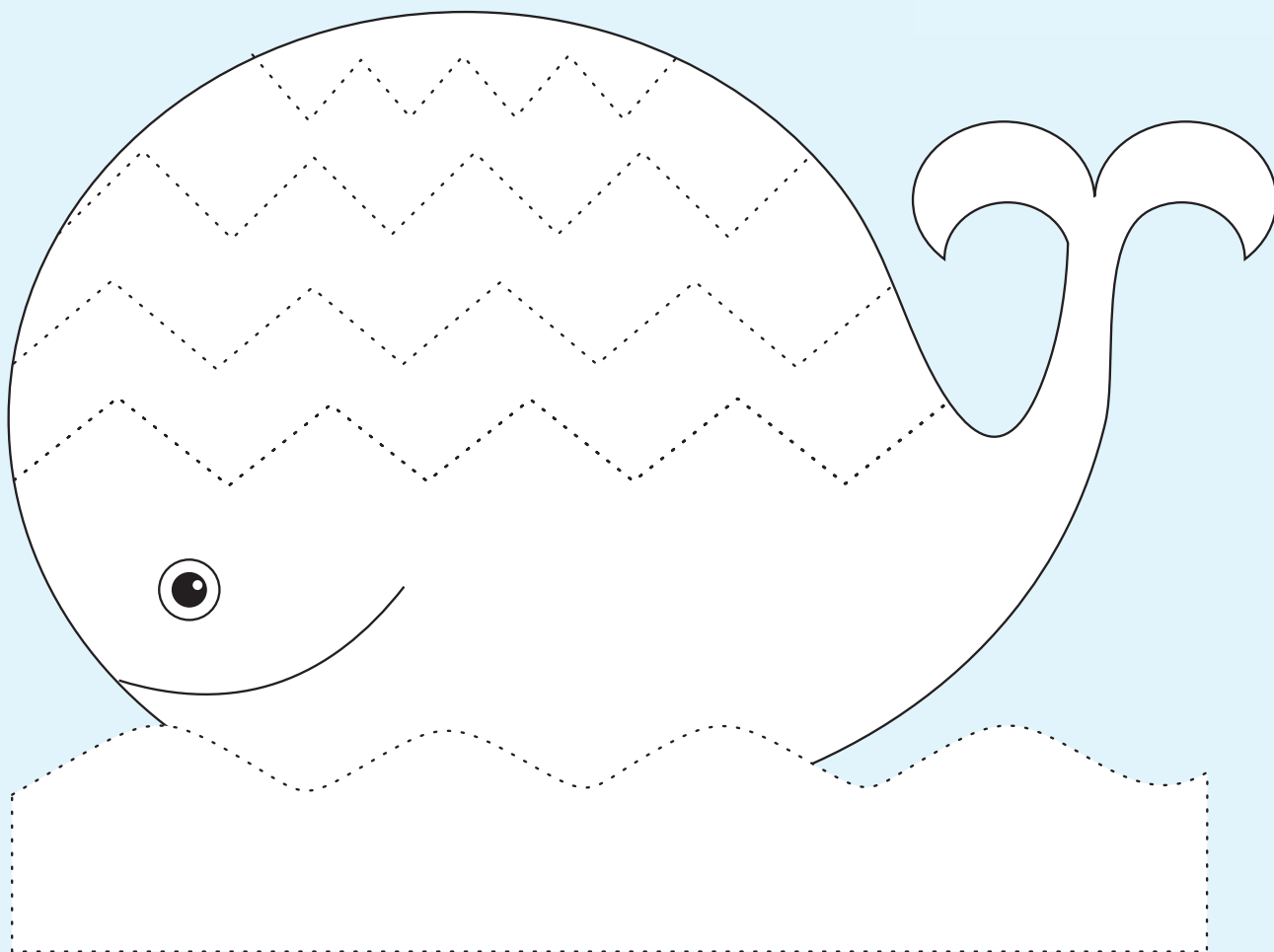
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Patterns



Trace the dotted lines to complete the pattern on the whale.



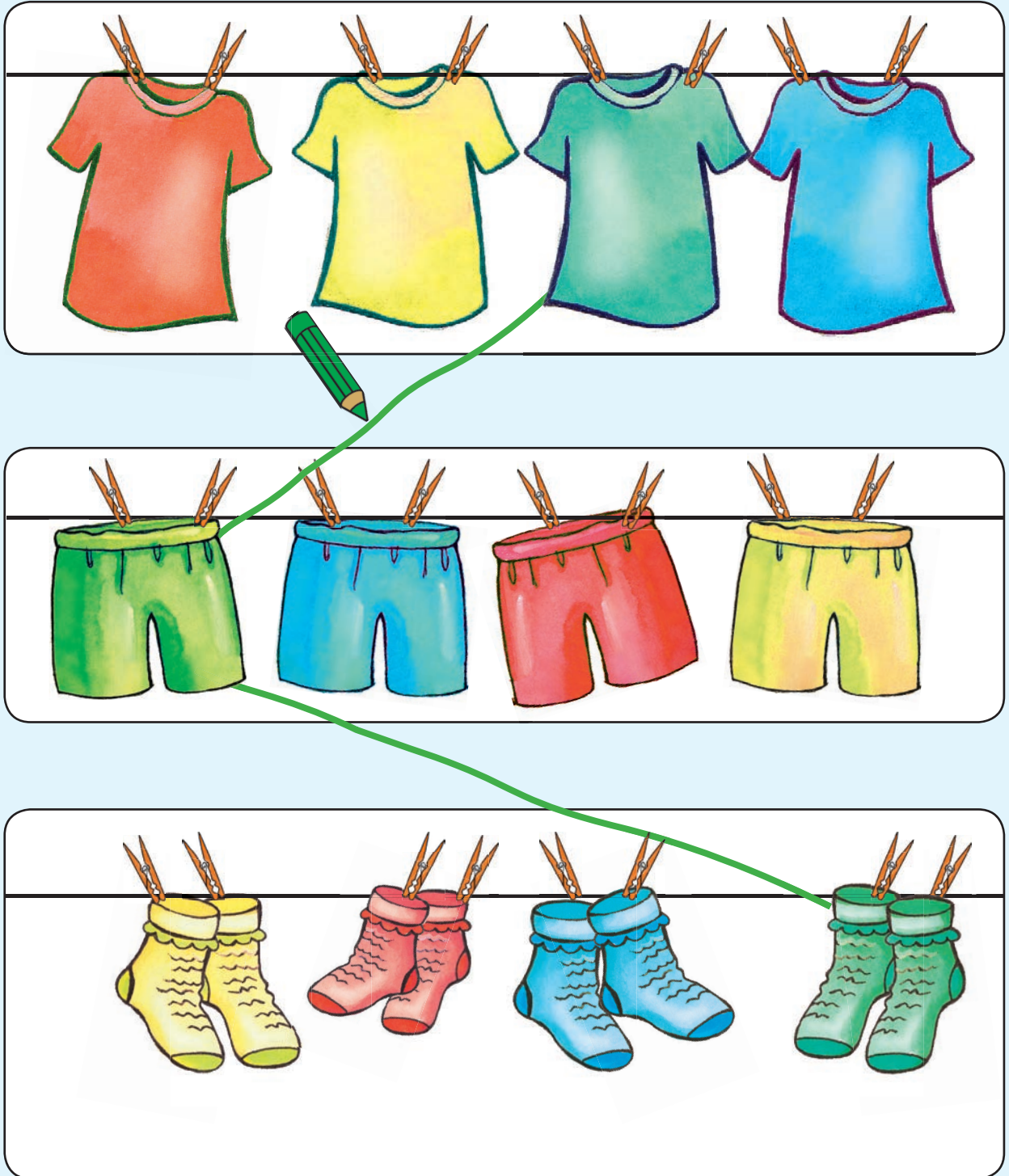
Teacher:
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Revision: Colours and patterns

Draw a line to match the clothes that have the same colour.





First trace the broken line patterns using your finger and then with your crayon or pencil. Then copy the smaller patterns started at the left. The first pattern will always guide you.

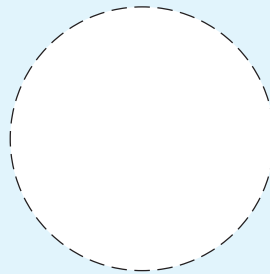
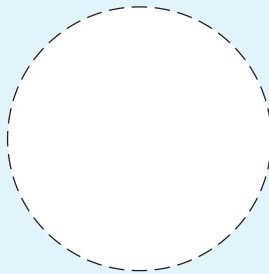
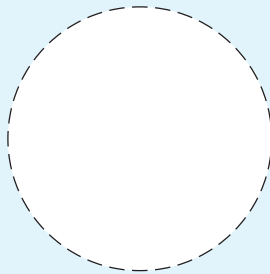
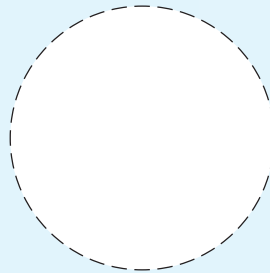
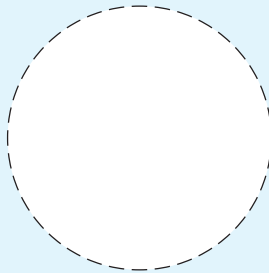
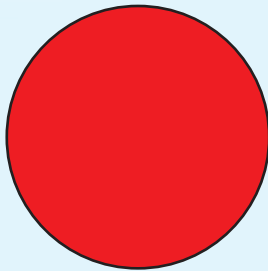


Teacher:
Sign:
Date:

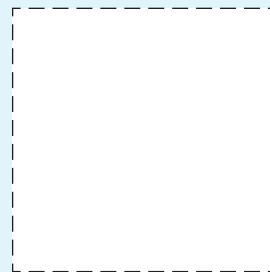
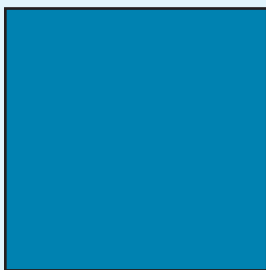
Revision: Sorting and matching shapes



Use your cut-out circles from the back of the workbook and place them in these spaces.

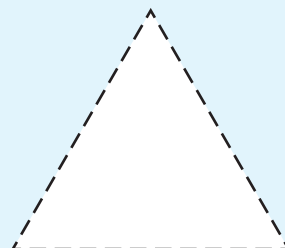
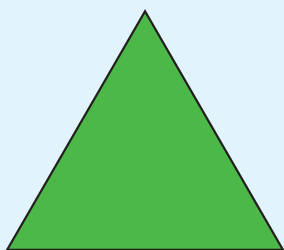


Use your cut-out squares and place them in these spaces.

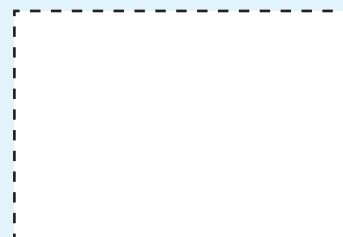
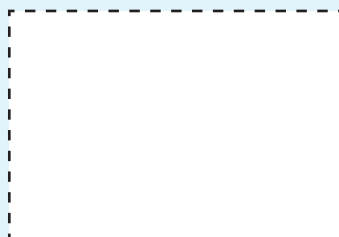
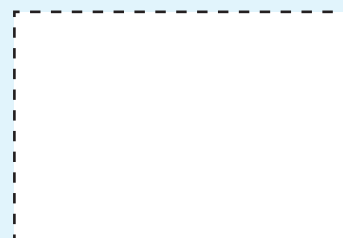
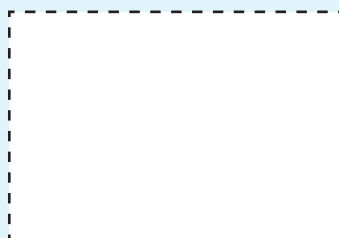




Find your cut-out triangles and put them in these spaces.



Use your cut-out rectangles and place them in these spaces.



Teacher:
Sign:

Date:



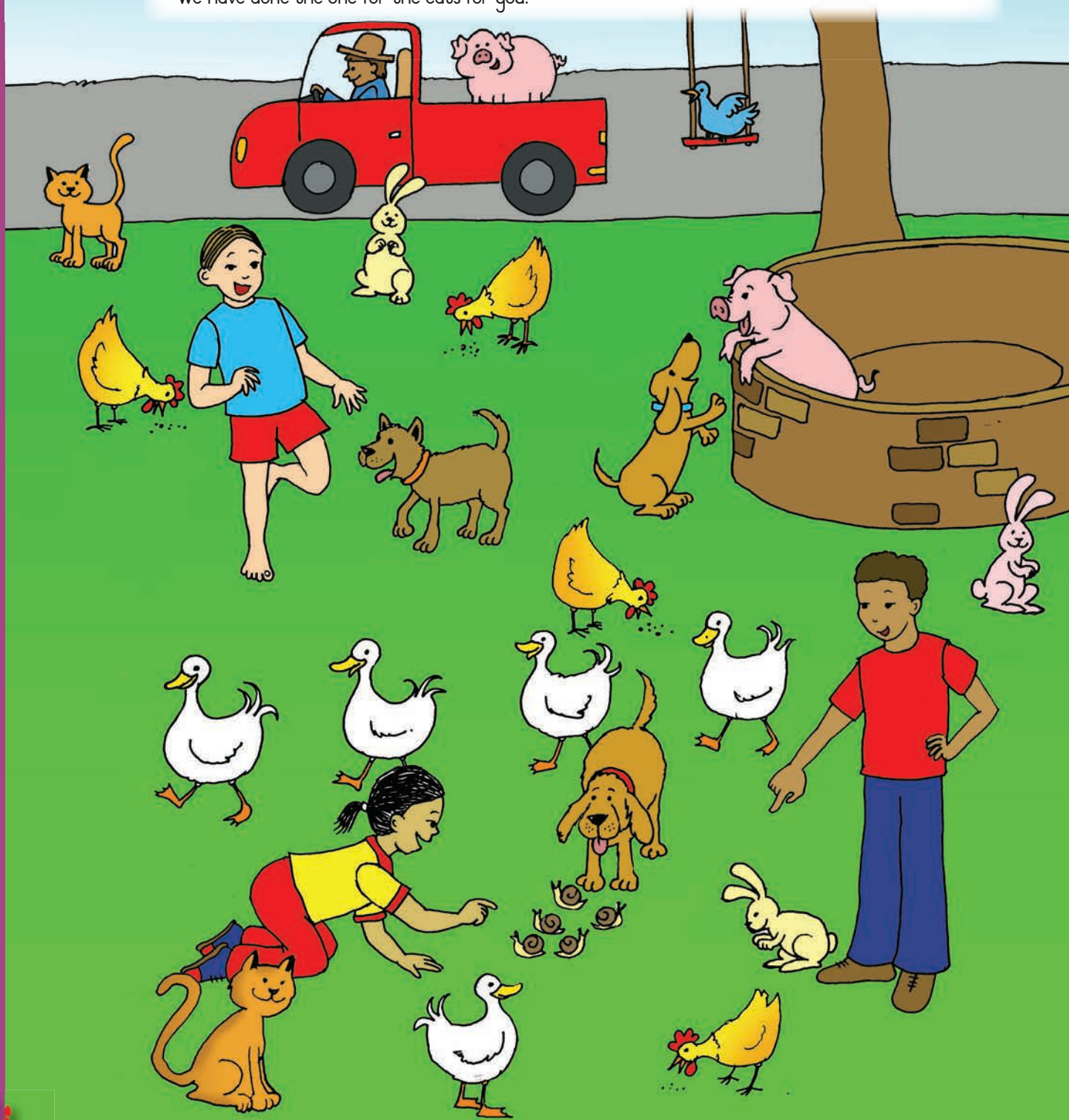


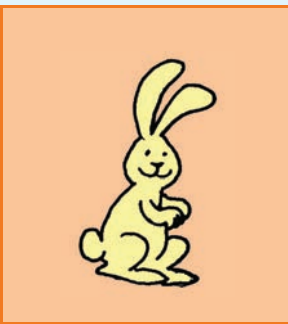
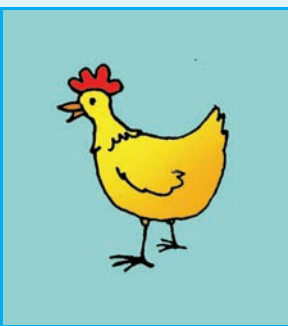
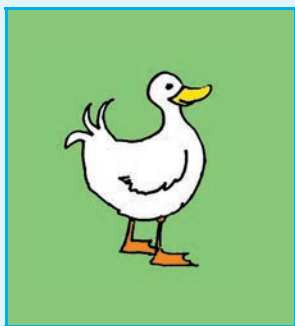
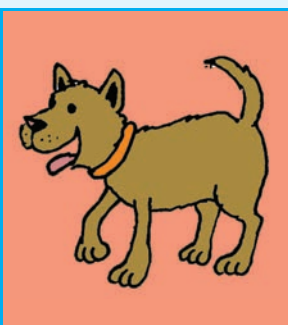
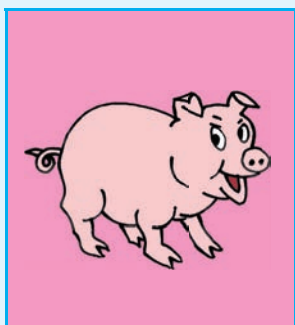
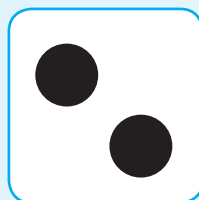
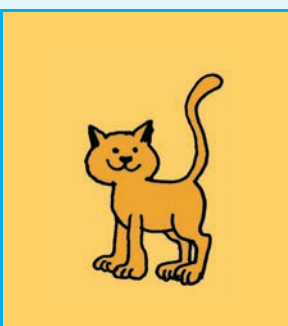
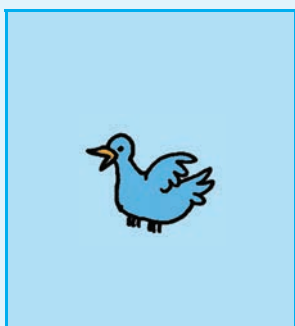
Revision: Find and count

Look at these pictures of animals.

Then count the number of each different kind of animal and draw the same number of dots in the correct block on the next page.

We have done the one for the cats for you.





Teacher:
Sign:

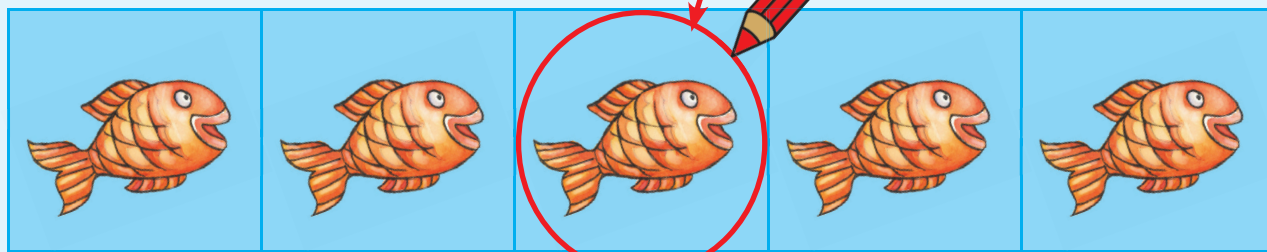
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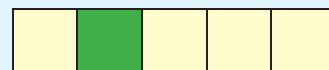
Revision: Positions



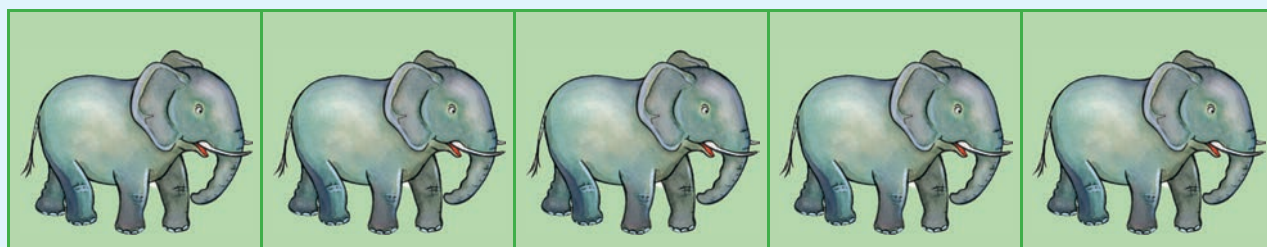
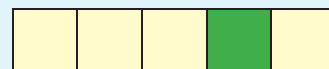
Circle the animal in the row to show that it is in the same position as the green coloured block in the row.
We have done the first one for you to see.



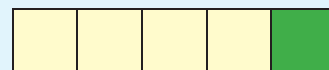
Circle the animal in this position in the row below.



Circle the animal in this position in the row below.

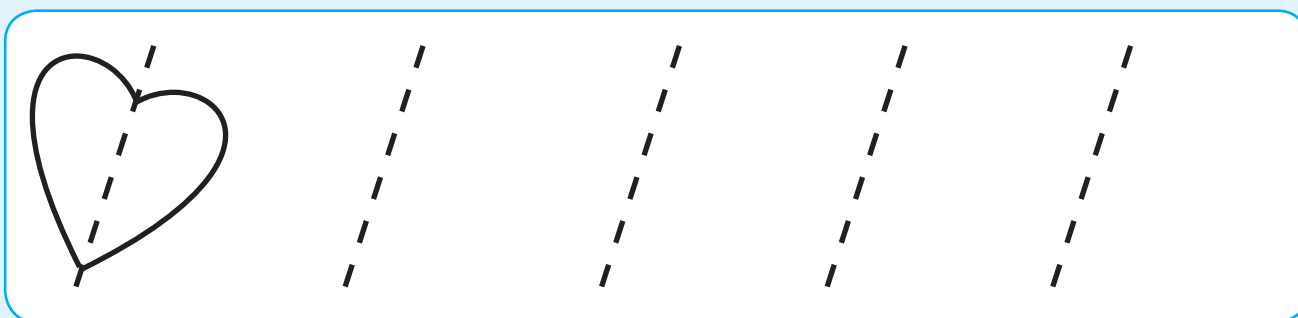
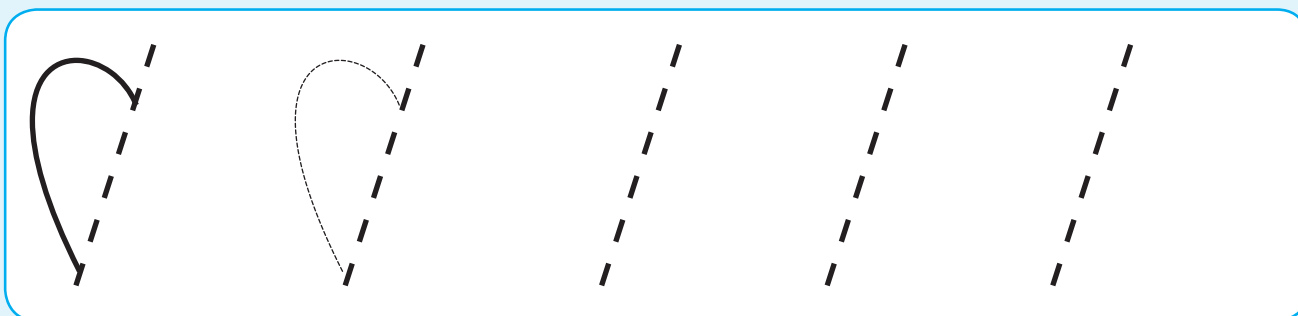
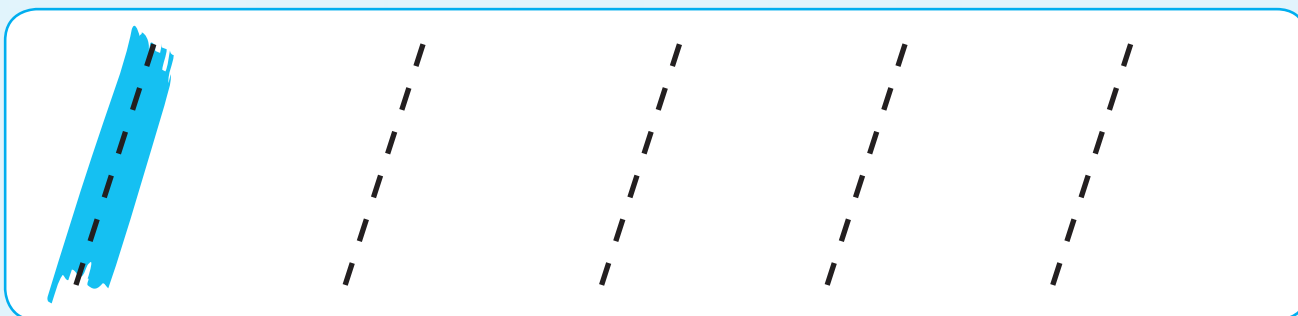


Circle the animal in this position in the row below.





First trace the patterns using your finger and then with your crayon or pencil.
The first pattern in the row will always guide you.



Teacher: _____
Sign: _____
Date: _____



Revision: Time

Look at the pictures and say what takes a longer time (✓) and what takes a shorter time (x).
Tick (✓) what takes a longer time. Cross (x) what takes a shorter time.



Walking to
school.



Driving to
school.



Making a
sandwich.



Making a cake.



Working at
school.



Playing a game
of soccer.



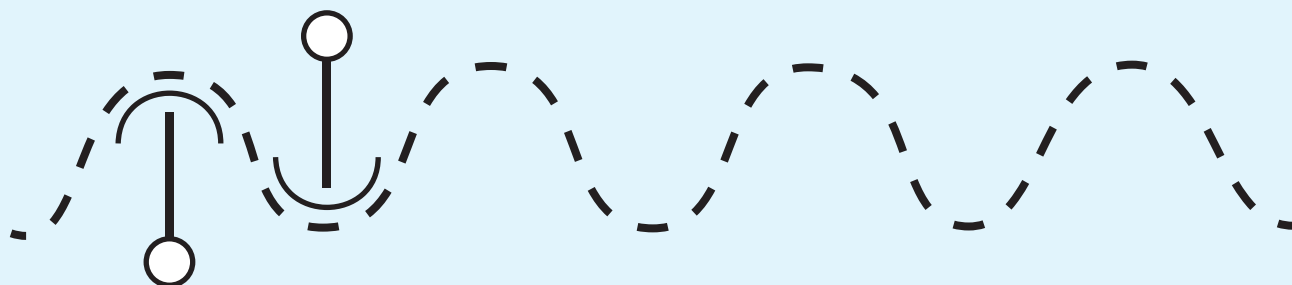
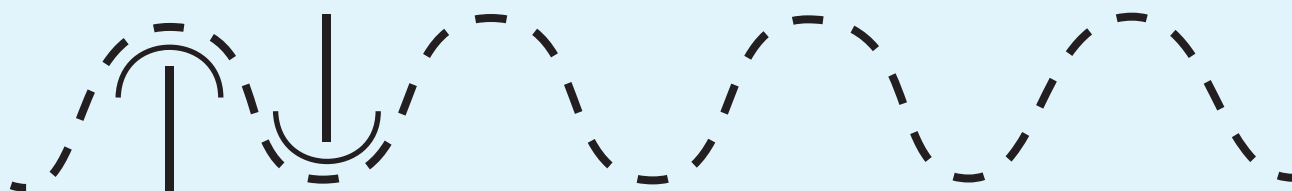
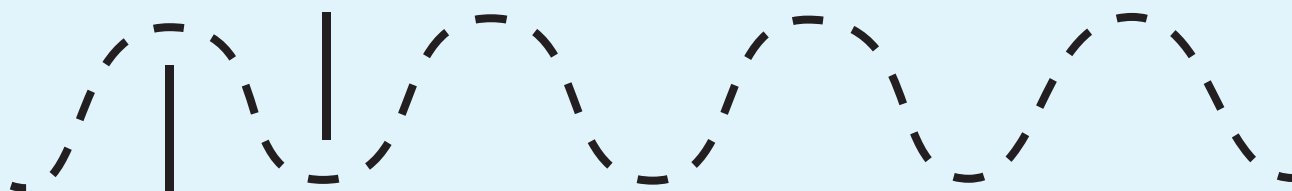
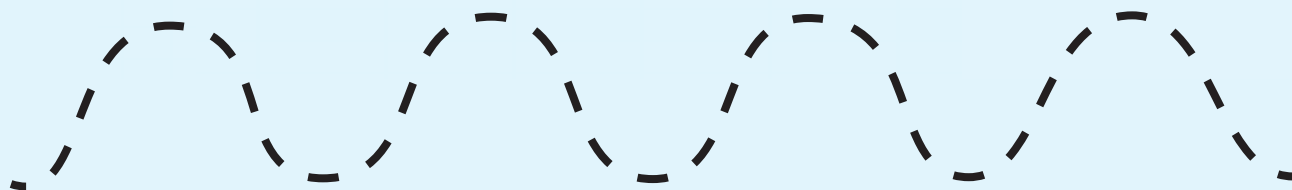
Painting a house.



Painting a
picture.



First trace the patterns using your finger and then with your crayon or pencil.
The first pattern in the row will always guide you.



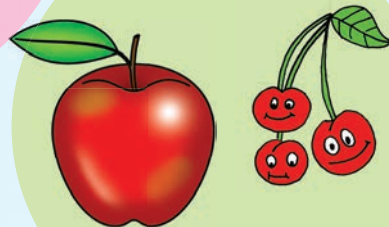
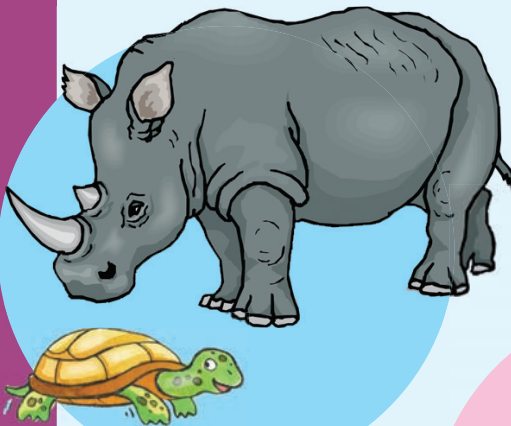
Teacher:
Sign:

Date:



Revision: Shapes, sizes and colours

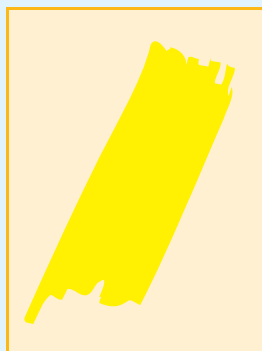
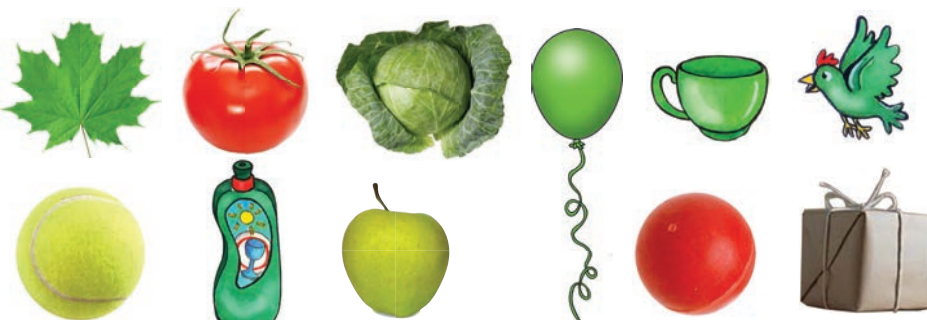
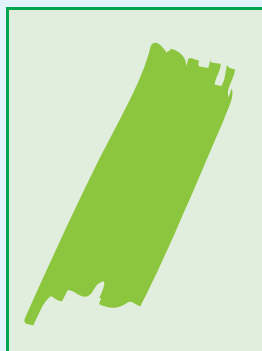
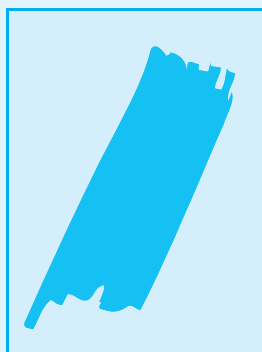
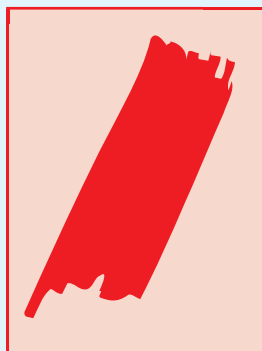
Circle the object in each picture that is the biggest.





Colours

Circle those things that are the same colour as the paint in the first box.



Teacher:
Sign:
Date:





One

Count the objects in the picture. Trace the number name.

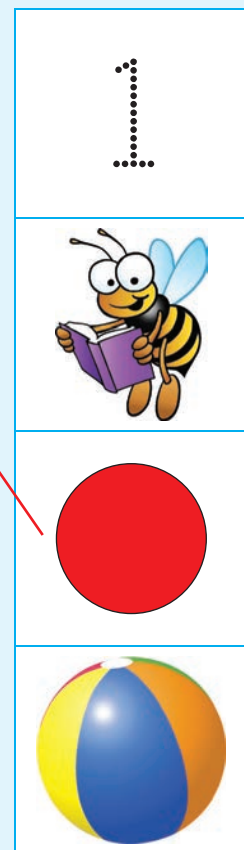
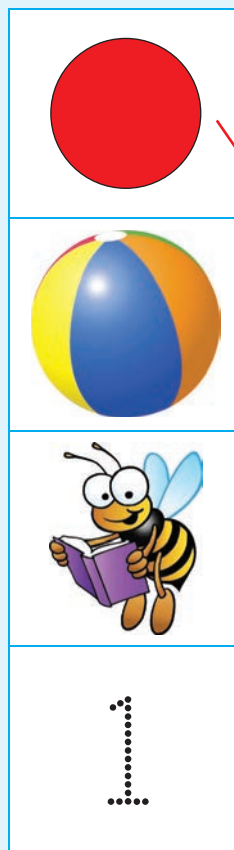
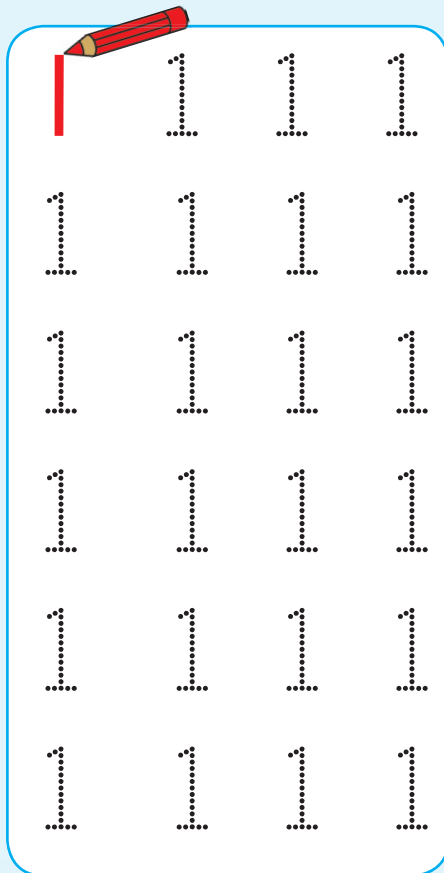
one bee
one girl
one hut
one ball



Trace the number.

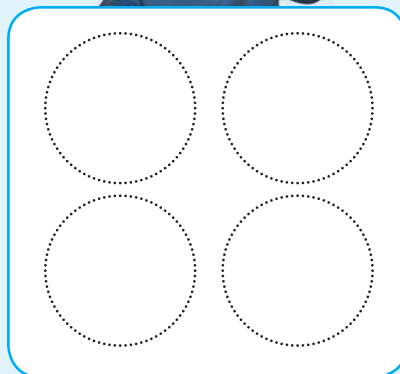
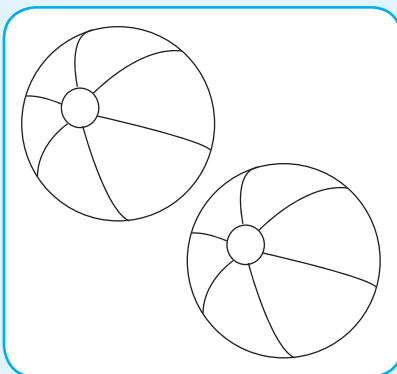
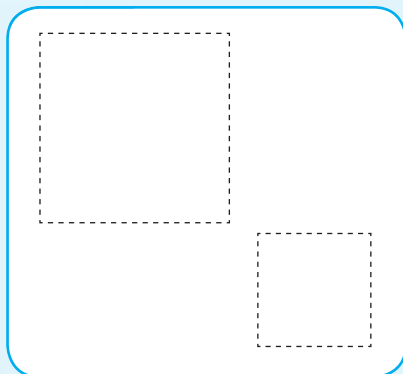


Match the pictures.

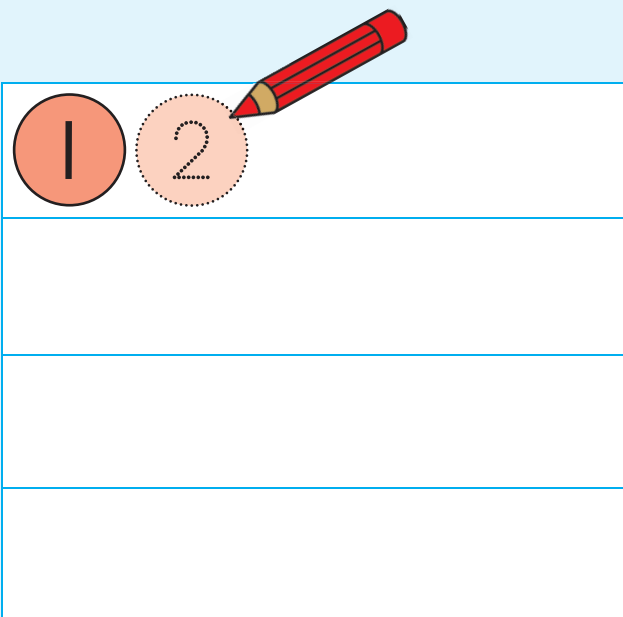
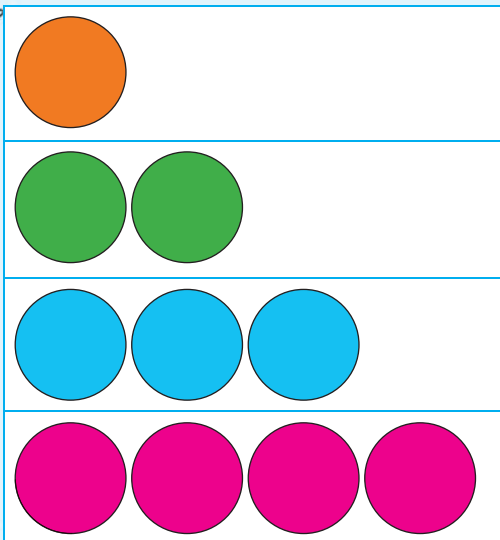




Colour in I shape or object in each block.



Copy and draw I more.



Practise the number.



one



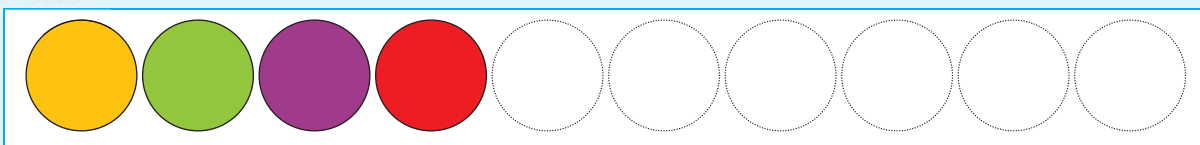
1

1

1



Colour the circles as you count.



Teacher:
Sign:

Date:

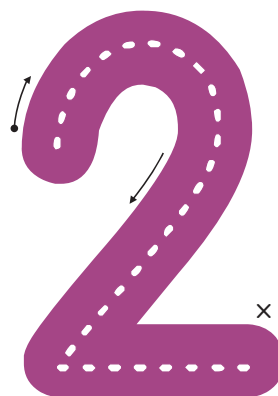


Two



Count the objects in the picture. Trace the number name.

two trees
two boys
two kites
two dogs



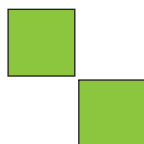
Trace the number.



Match the pictures.

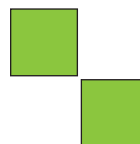


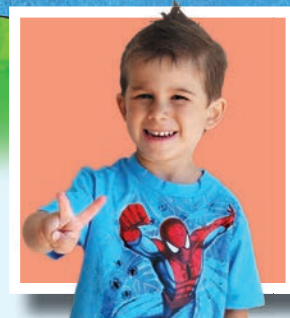
2 2 2
2 2 2
2 2 2
2 2 2
2 2 2
2 2 2



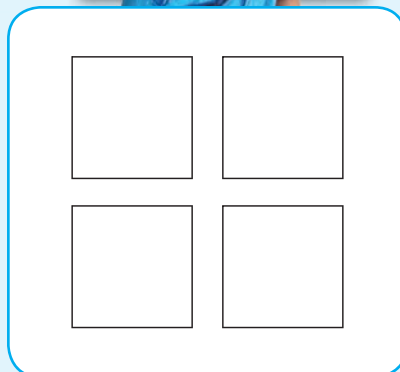
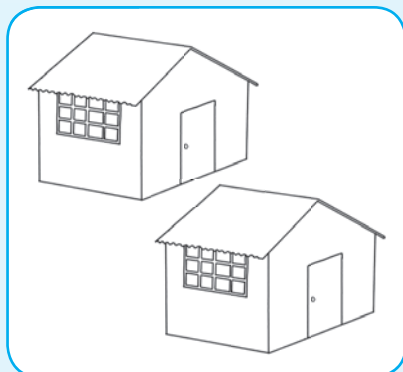
2

2

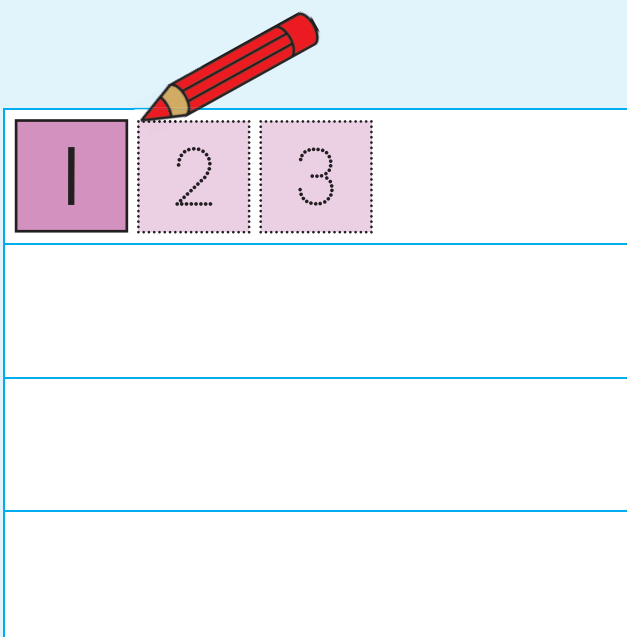
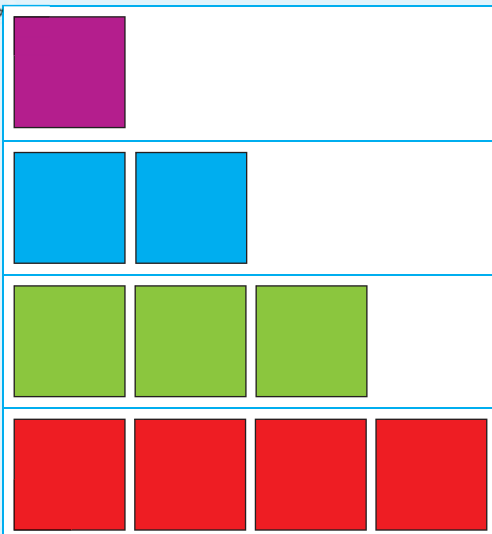




Colour in 2 shapes or objects in each block.



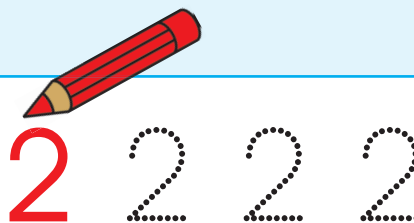
Copy and draw 2 more.



Practise the number.

2

two



Teacher:
Sign:
Date:

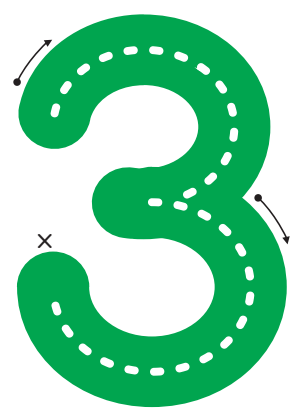
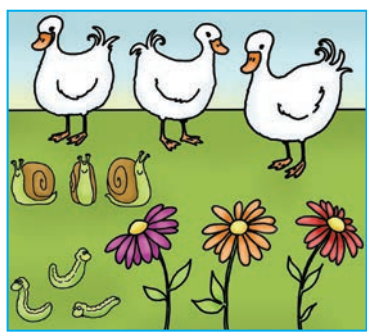


Three



Count the objects in the picture. Trace the number name.


three ducks
three snails
three flowers
three worms

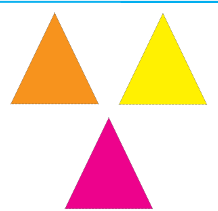





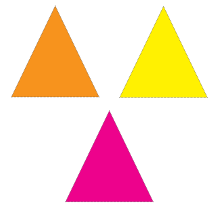

Trace the number.



Match the pictures.

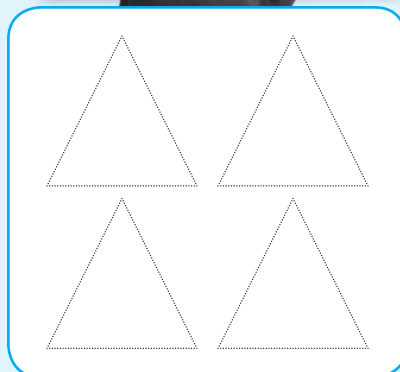

3 3 3
3 3 3
3 3 3
3 3 3
3 3 3
3 3 3




3

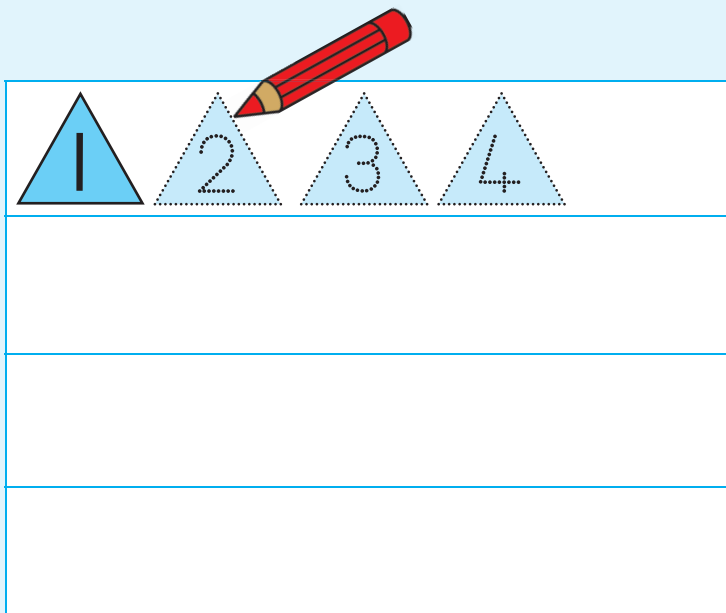
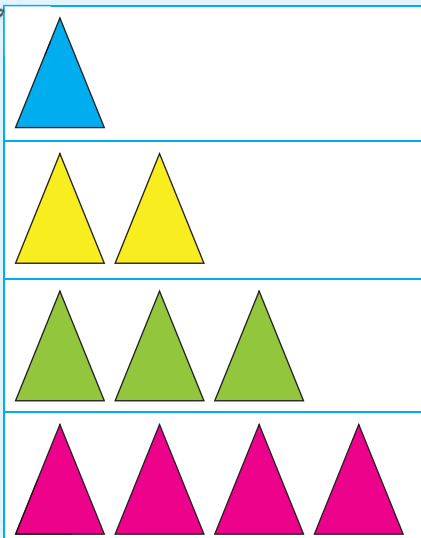
3






Colour in 3.



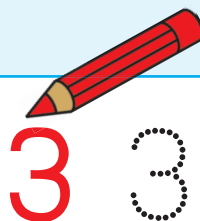
Copy and draw 3 more.



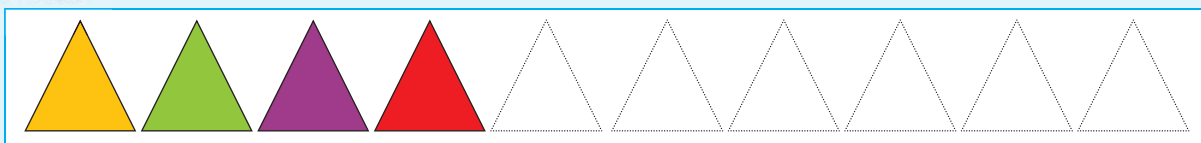
Practise the number.



three



Colour the triangles as you count.

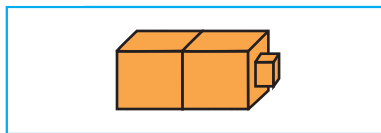
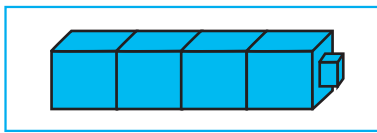
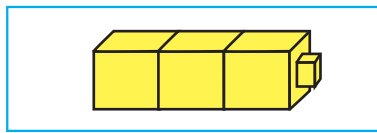
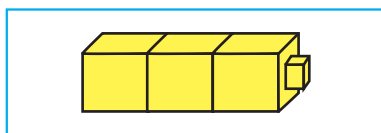
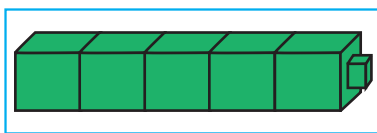
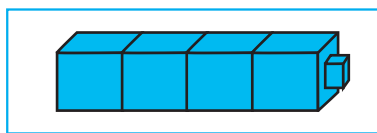


Teacher:
Sign:
Date:

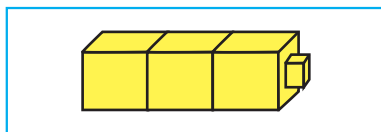
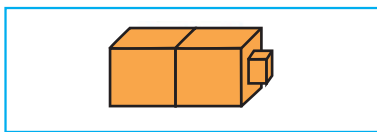
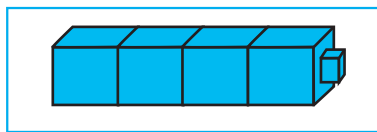
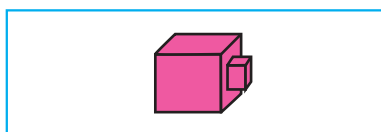
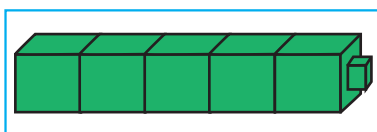
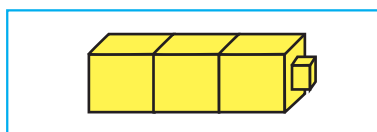
Length and position



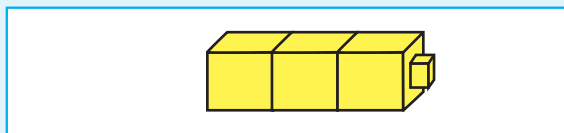
Tick (✓) the shortest train.

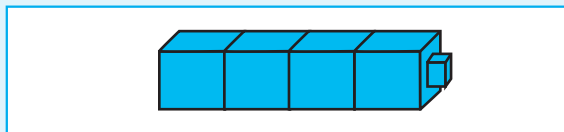

☐

☐

☐

☐

☐

☐

Tick (✓) the longest train.


☐

☐

☐

☐

☐

☐


Draw a train that is longer.

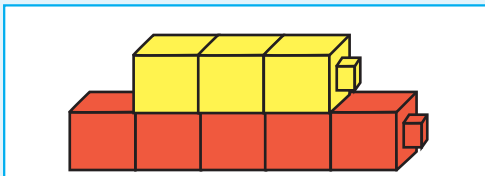








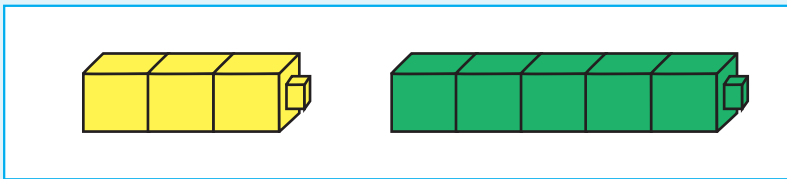
Colour the correct word. The short train is:



in front

on top

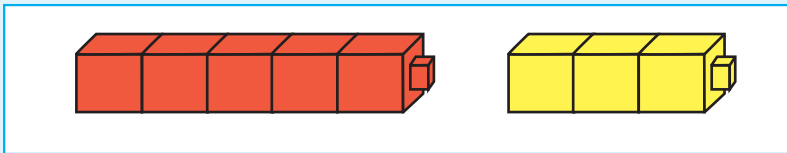
behind



in front

on top

behind



in front

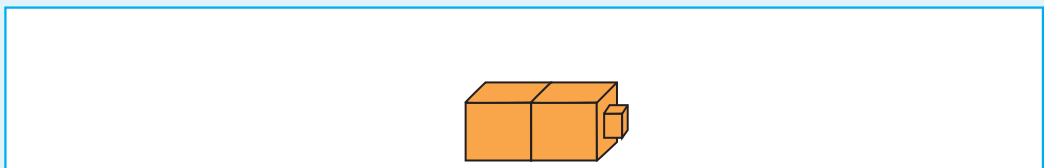
on top

behind

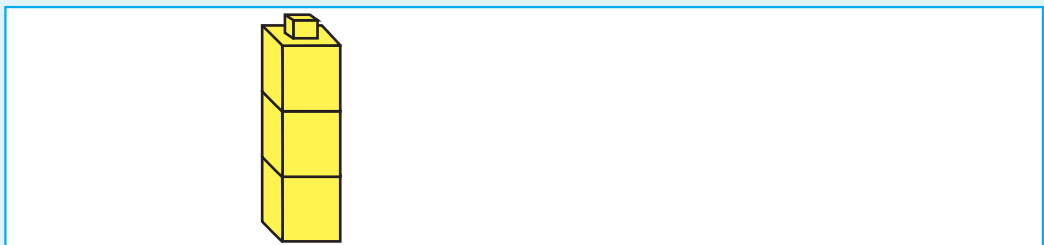


Draw a longer train.

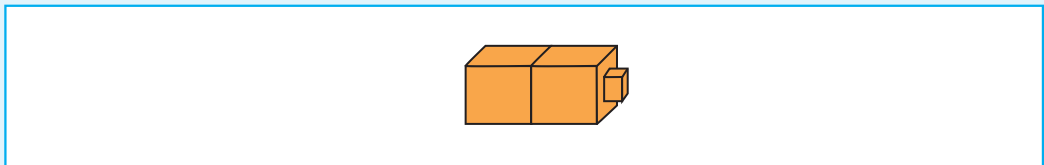
on top



next to



in front



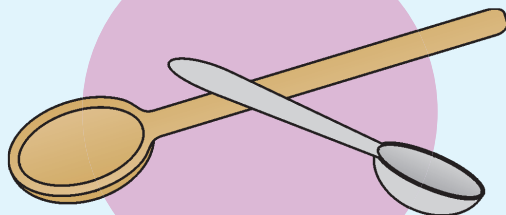
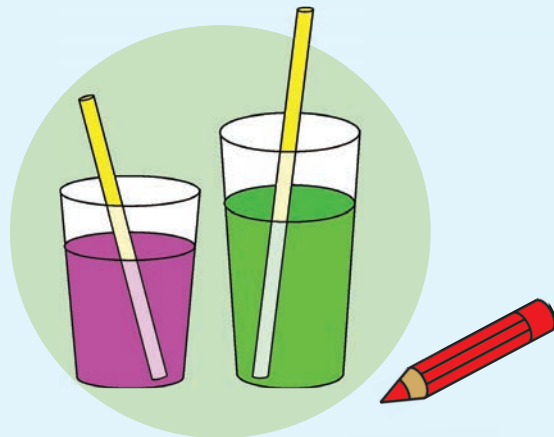
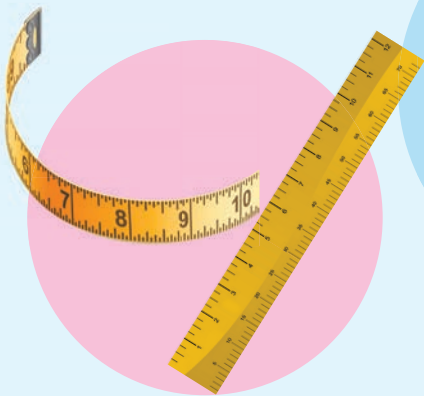
Teacher:
Sign:

Date:



Length

Circle the shorter object in each picture.



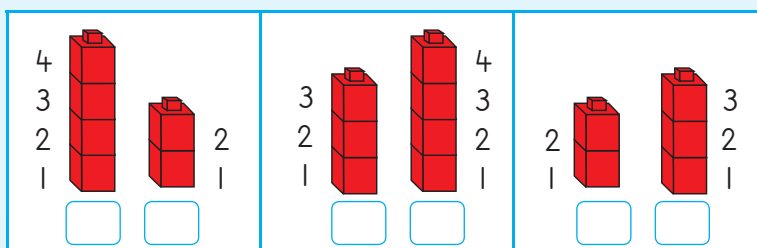
short

long

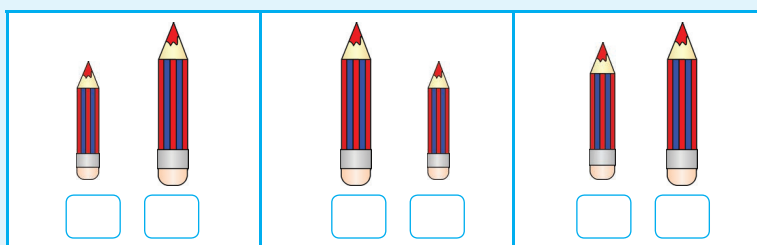


Tick the correct answer.

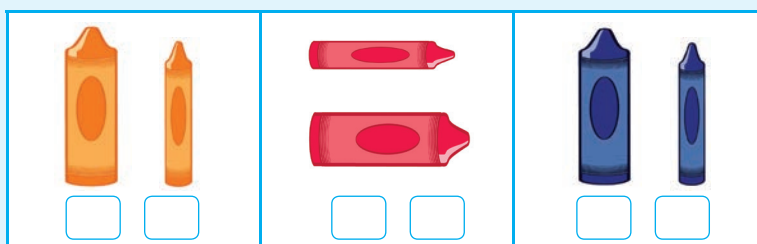
Tick the tallest.



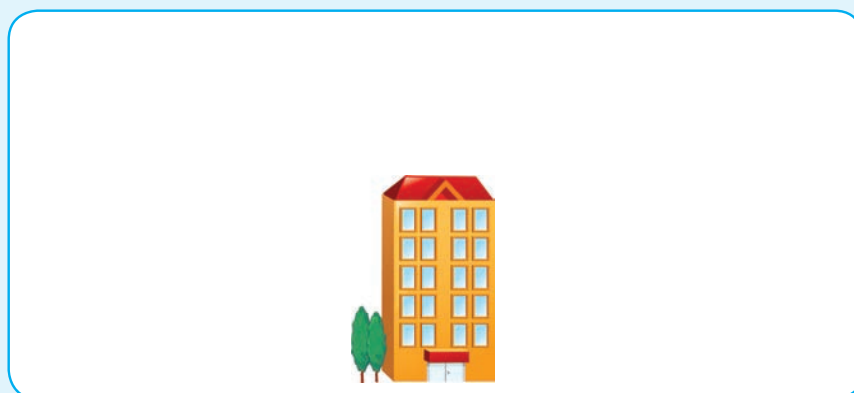
Tick the shortest pencil.



Tick the wider crayon.



Draw one building that is shorter and one that is taller than the one below.



Draw one river that is wider and one that is narrower than the one in the picture.















Teacher:
Sign:
Date:















Compare numbers 1 to 3

Tick the blocks that have the same number of objects.

| | | | |
|--|--|---|--|
|  <input type="checkbox"/> |  <input type="checkbox"/> |  <input type="checkbox"/> |  <input type="checkbox"/> |
|  <input type="checkbox"/> |  <input type="checkbox"/> |  <input type="checkbox"/> |  <input type="checkbox"/> |
|  <input type="checkbox"/> |  <input type="checkbox"/> |  <input type="checkbox"/> |  <input type="checkbox"/> |

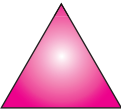




Tick the block or blocks that have more objects than the shaded block.

| | | | |
|---|---|--|---|
|  <input type="checkbox"/> |  <input type="checkbox"/> |  <input type="checkbox"/> |  <input type="checkbox"/> |
|  <input type="checkbox"/> |  <input type="checkbox"/> |  <input type="checkbox"/> |  <input type="checkbox"/> |
|  <input type="checkbox"/> |  <input type="checkbox"/> |  <input type="checkbox"/> |  <input type="checkbox"/> |

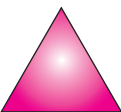
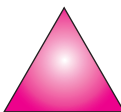






Copy and draw one more shape on the right-hand side.

| | |
|---|--|
|  | |
|   | |

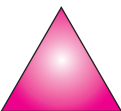
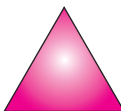
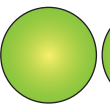
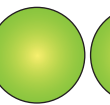
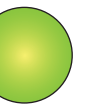



Draw one less shape on the right-hand side.

| | |
|--|---|
|   |  |
|    | |



Draw one less shape on the right-hand side.

| | |
|---|--|
|   | |
|    | |
|  | |



Trace the smallest of the three numbers.

| | | |
|---|---|---|
| 1 | 2 | 3 |
|---|---|---|



Teacher:
Sign:
Date:

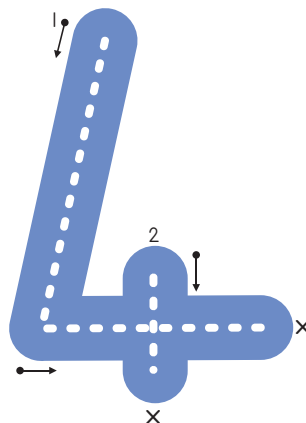
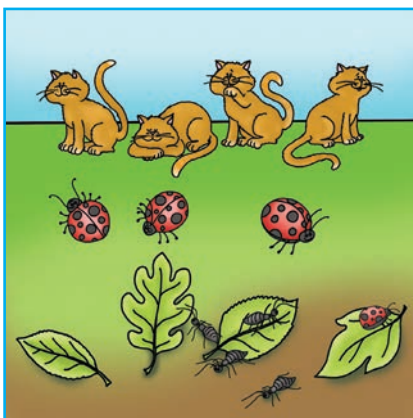


Four



Count the objects in the picture. Trace the number name.

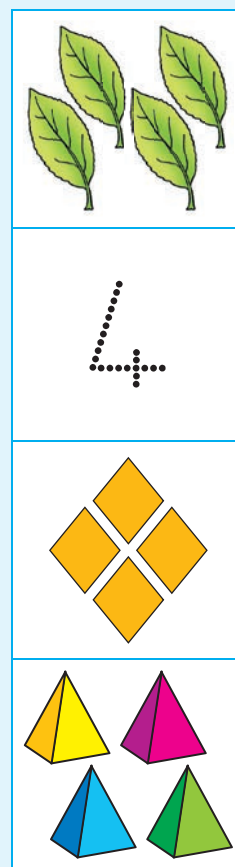
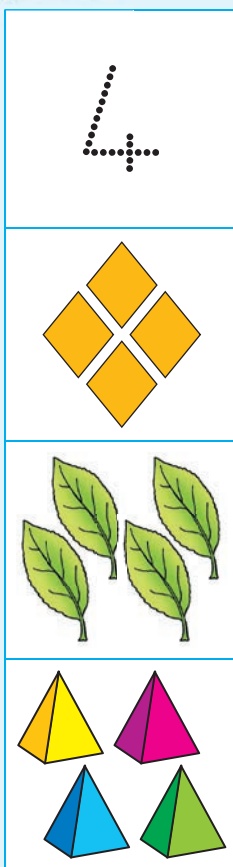
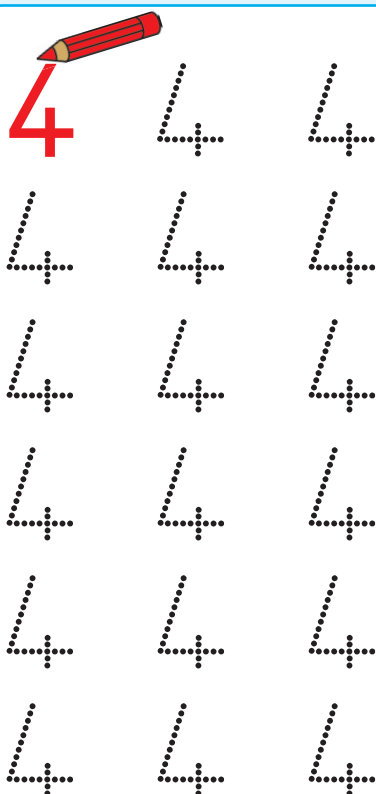
four cats
four ants
four leaves
four bugs

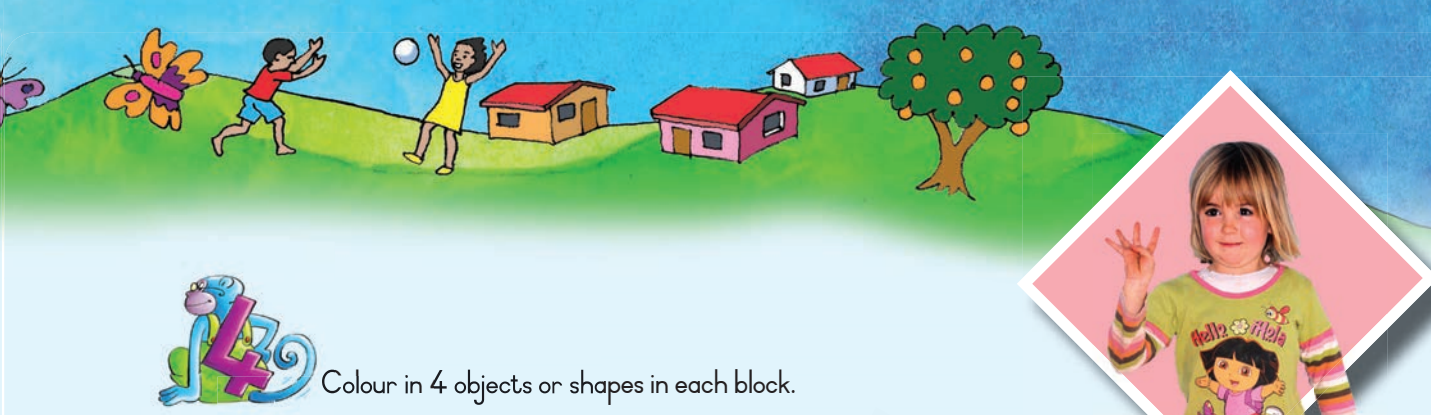


Trace the number.

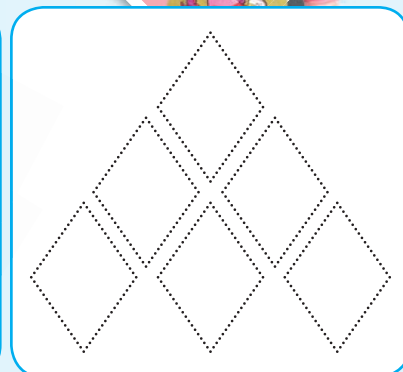
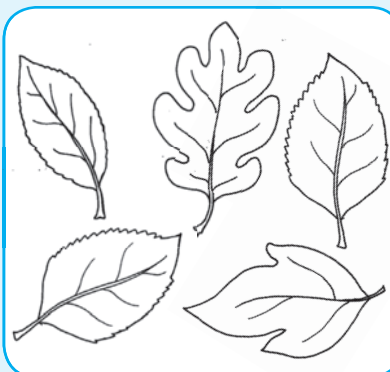
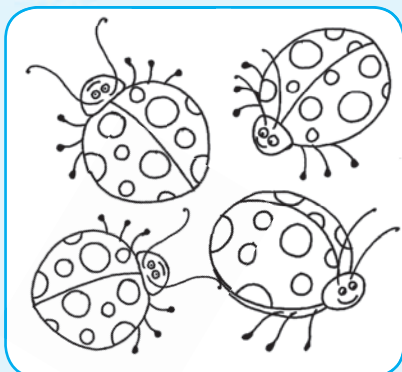


Match the pictures.

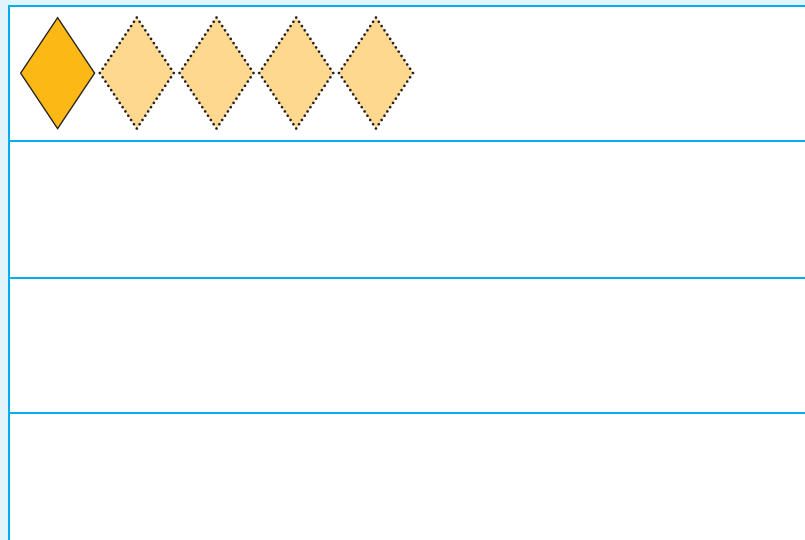
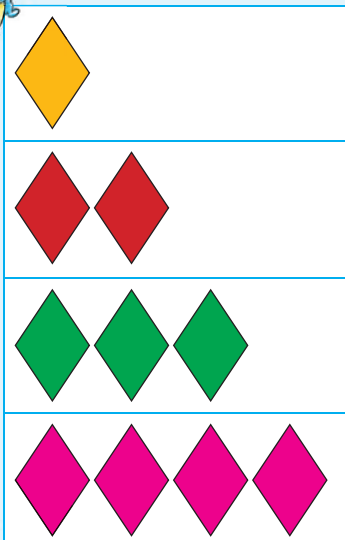




Colour in 4 objects or shapes in each block.



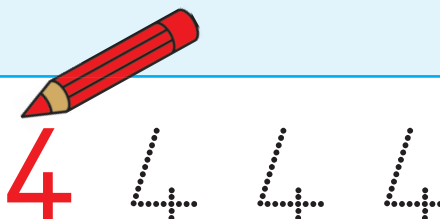
Copy and draw 4 more shapes and colour them.



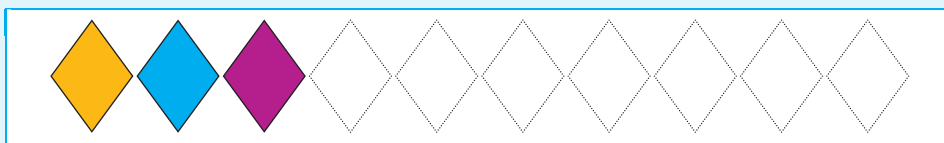
Practise the number.



four



Colour the diamond shapes as you count.



Teacher:
Sign:
Date:

Add and subtract up to 4



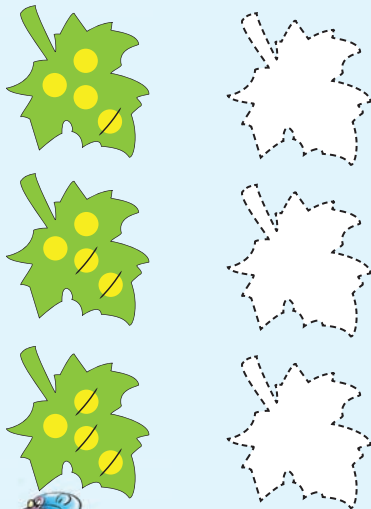
Complete the following by making a drawing:

| | | | | |
|--|-----|--|-------|----------------------|
| | and | | makes | <input type="text"/> |
| | and | | makes | <input type="text"/> |
| | and | | makes | <input type="text"/> |

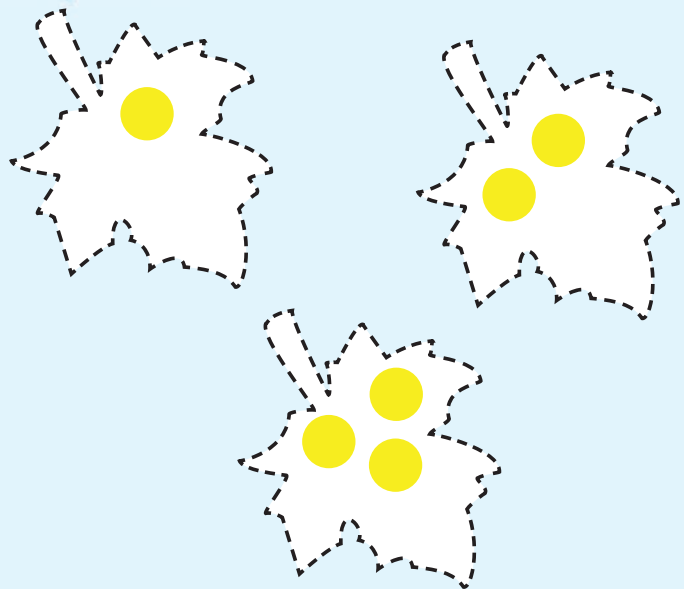
| | | | | |
|--|-----|----------------------|-------|--|
| | and | <input type="text"/> | makes | |
| | and | <input type="text"/> | makes | |
| | and | <input type="text"/> | makes | |



How many counters are left?
Draw them.



Draw more counters to make 4.

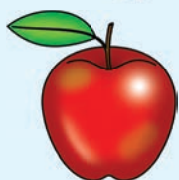


Write a number sentence for:

| | | | | | |
|--|----------------------|-----------|----------------------|-------|----------------------|
| | 4 | take away | <input type="text"/> | makes | 3 |
| | <input type="text"/> | take away | <input type="text"/> | makes | <input type="text"/> |
| | <input type="text"/> | take away | <input type="text"/> | makes | <input type="text"/> |



Add these and then fill in the answer.



and



1 and 2 makes

3



and



2 and 2 makes



and



3 and 1 makes



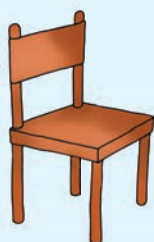
and



1 and 3 makes



and







2 and 2 makes

Time






Write the numbers 1 to 4 in the blocks to show the order in which a person grows.

| | | | |
|---|---|--|---|
|  <input data-bbox="344 849 454 942" type="text"/> |  <input data-bbox="682 849 791 942" type="text"/> |  <input data-bbox="1011 849 1121 942" type="text"/> |  <input data-bbox="1348 849 1458 942" type="text"/> |
|---|---|--|---|



Tick to say which one you would do fastest.

| | | |
|---|--|---|
|  <input data-bbox="454 1564 564 1667" type="text"/> |  <input data-bbox="901 1564 1011 1667" type="text"/> |  <input data-bbox="1340 1564 1450 1667" type="text"/> |
|---|--|---|



1

2

3

4

1

2

3

4



Draw something:

a. you did yesterday

A large empty rectangular box with a blue border, intended for drawing. In the bottom right corner, there is a small illustration of a bundle of colored pencils.

b. you did today

A large empty rectangular box with a blue border, intended for drawing. In the bottom right corner, there is a small illustration of a bundle of colored pencils.

c. you will do tomorrow

A large empty rectangular box with a blue border, intended for drawing. In the bottom right corner, there is a small illustration of a bundle of colored pencils.

Teacher:
Sign:

Date:



Five



Count the objects in the picture. Trace the number name.

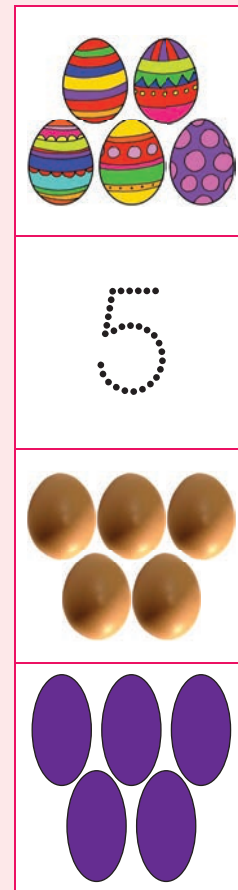
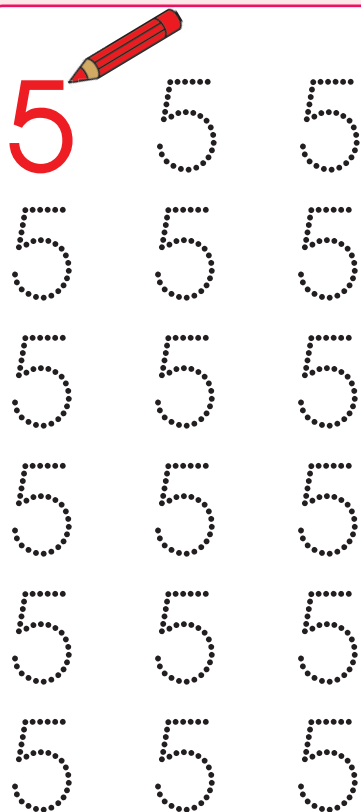
five teddies
five sweets
five stars
five stripes

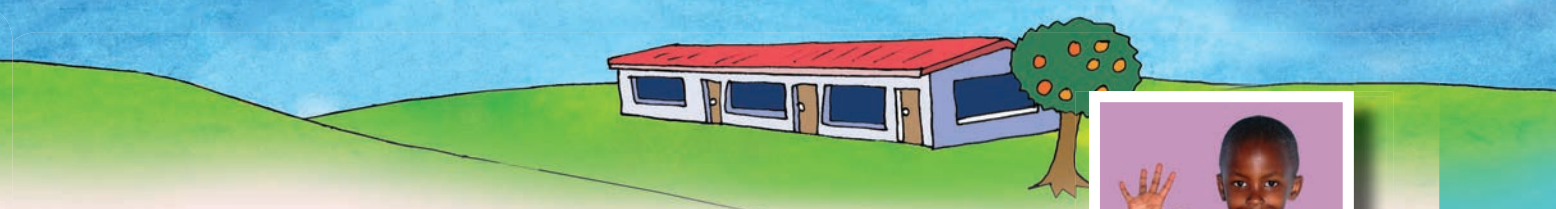


Trace the number.

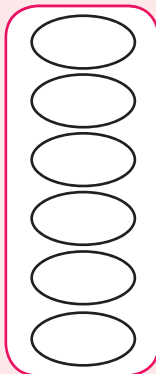


Match the pictures.

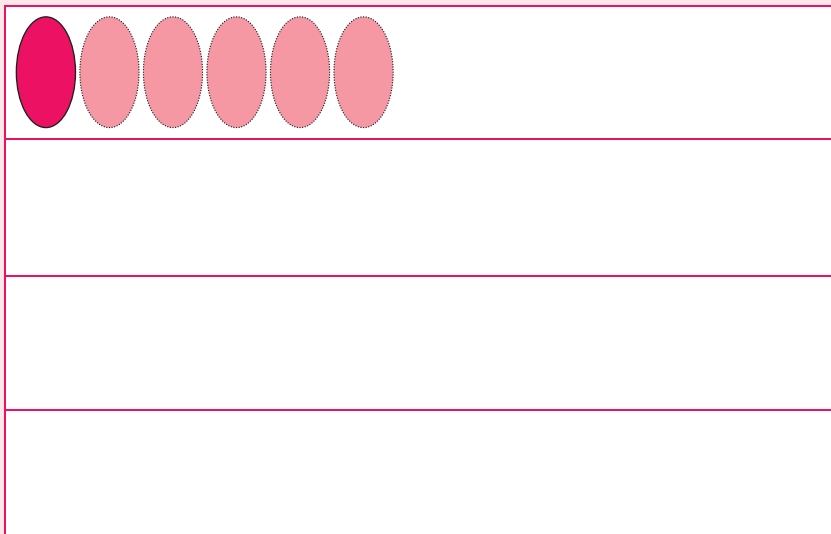
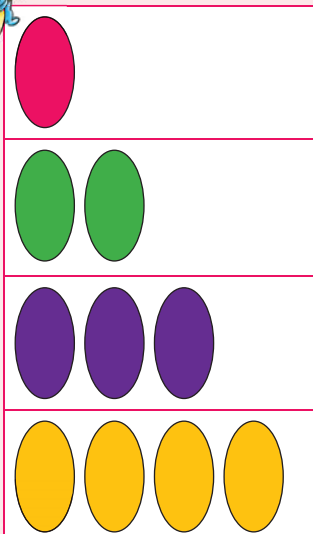




Colour in 5 in each block.



Copy and draw 5 more.



Practise the number.

5

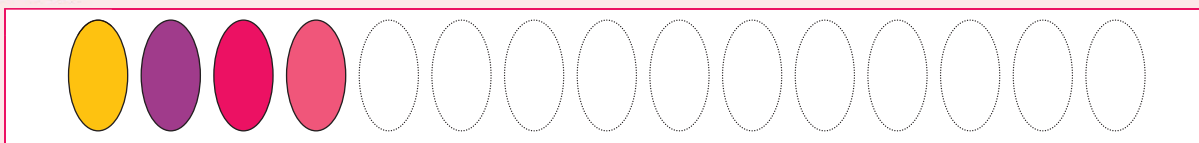
five



Teacher:
Sign:
Date:



Colour the ovals as you count.





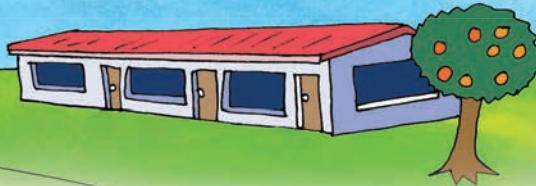
Revise numbers 1 to 5

Practise writing number symbols 1 to 5.



Count the objects and circle the correct number symbol.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |



Trace the word for each of the numbers.

| | | |
|---|---|-------|
|  | 1 | one |
|  | 2 | two |
|  | 3 | three |
|  | 4 | four |
|  | 5 | five |



Teacher:
Sign:

Date:

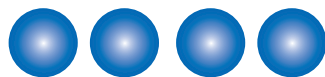




Add up to 5

Add to the beads by drawing more.

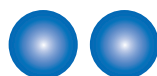
Draw one more.



Draw two more.



Draw three more.



Count and add these and then fill in the answer.



and



2 and 2 makes 4

2

2



and



2 and 1 makes



and



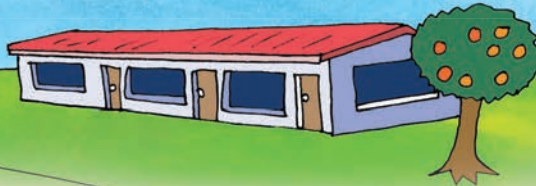
3 and 2 makes



and



2 and 3 makes



Draw more triangles. What do you notice?



| | | |
|--|--------|--|
| | 1 more | |
| | 2 more | |
| | 3 more | |
| | 4 more | |



Draw the answer and then write a sum for:

| | | | | |
|---|-----|---|------|---|
| | and | | give | |
| 3 | and | 2 | give | 5 |
| | and | | give | |
| | and | | give | |
| | and | | give | |
| | and | | give | |



Teacher:
Sign:

Date:



Subtract from 5 and add up to 5

Draw less.

| | | |
|--|--------|--|
| | 1 less | |
| | 2 less | |
| | 3 less | |
| | 4 less | |



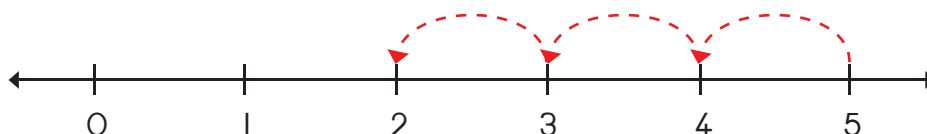
Write a sum for:

| | | | | | |
|--|---|-----------|---|----|---|
| | 5 | take away | 1 | is | 4 |
| | | take away | | is | |
| | | take away | | is | |

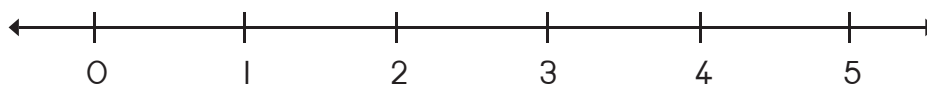


Subtract by counting back.

5 take away 3



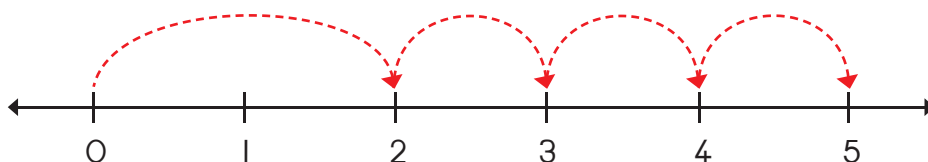
5 take away 2



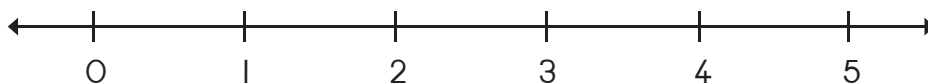


Add by counting on.

2 add 3

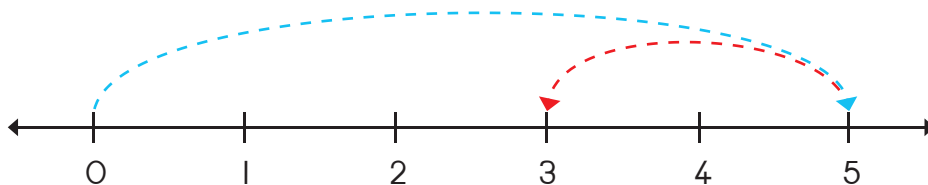


1 add 4



Show the sum on the number line.

5 take away 2



5 take away 4



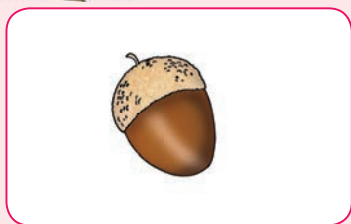
Teacher:
Sign:

Date:



Add and subtract up to 5

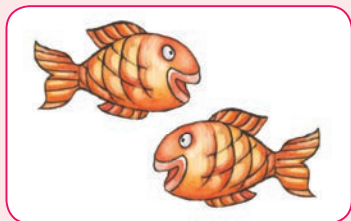
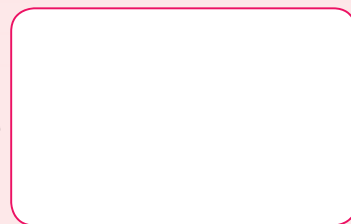
Complete the following:



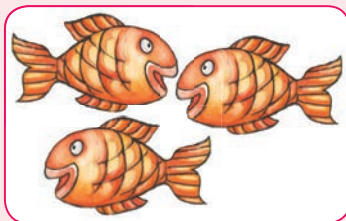
and



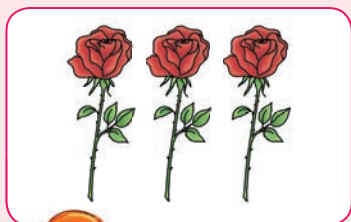
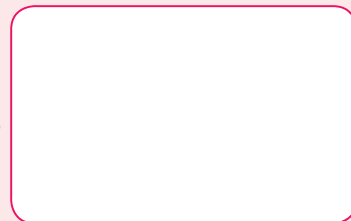
give me



and



give me



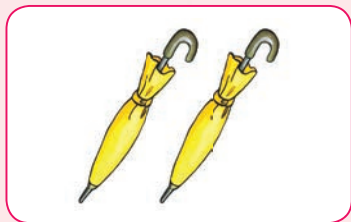
and



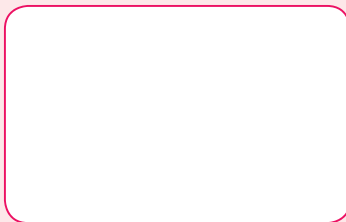
give me



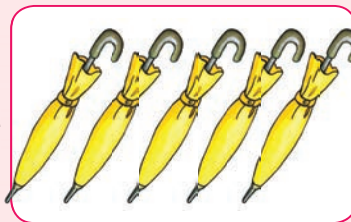
Complete the following:



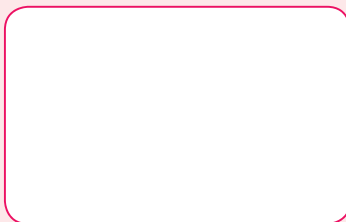
and



give me



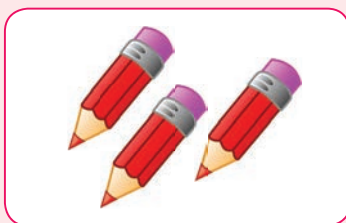
and



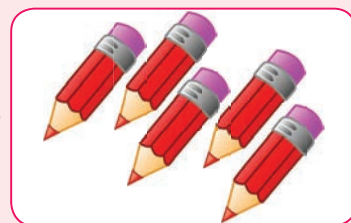
give me



and

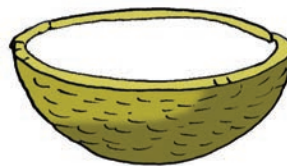
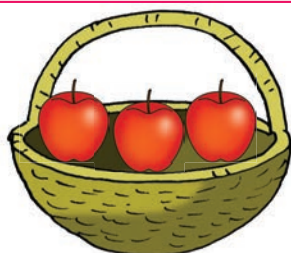
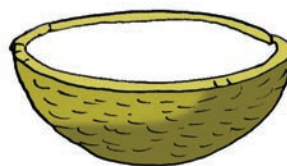
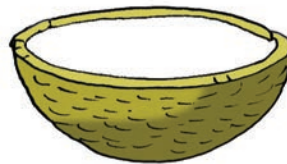
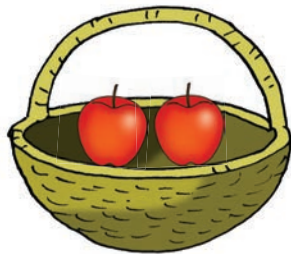


give me

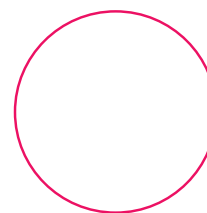
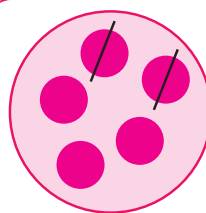
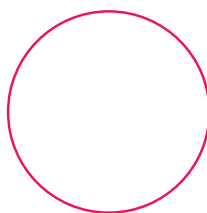
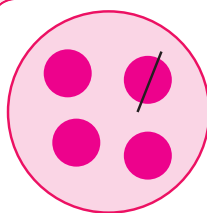




Draw more apples to make 5.



How many beads are left? Draw them.



Word problems.

Your teacher/parent will read this to you and you need to make a drawing to solve it.

Lisa had two pears. Musa gave her one pear. How many pears does she have now?

Lisa had four pears. Musa gave two pears to Lisa. How many pears does she have now?



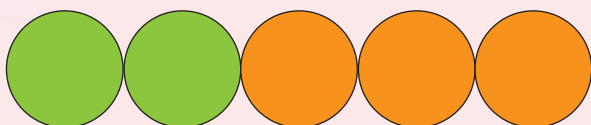
Teacher:
Sign:

Date:

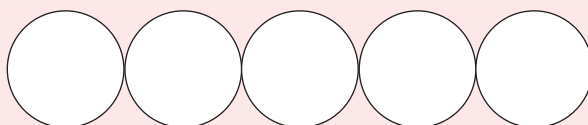


Addition and subtraction 1 to 5

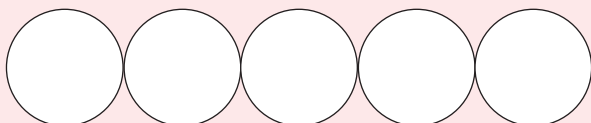
Colour the beads to show:



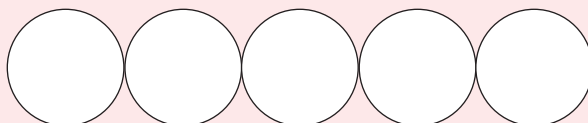
2 and 3 is 5



1 and 4 is 5



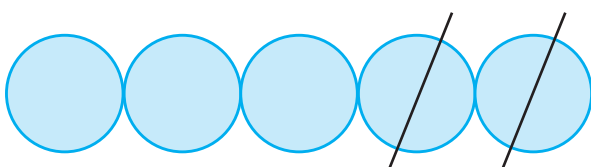
3 and 2 is 5



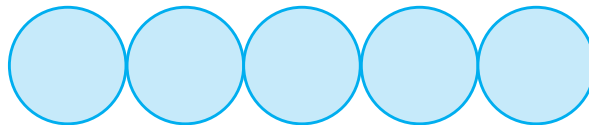
4 and 1 is 5



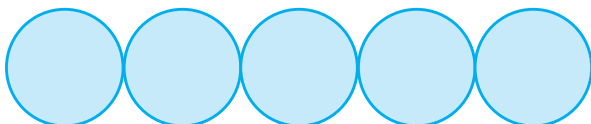
Cross out the beads to show:



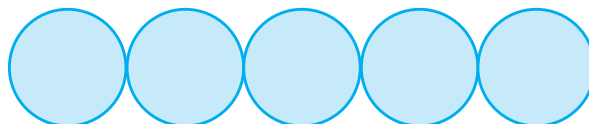
5 take away 2 is 3



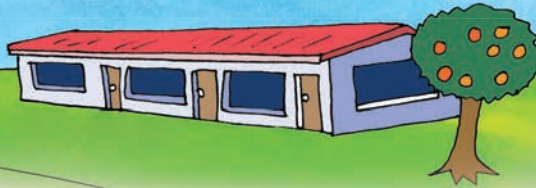
5 take away 1 is 4



5 take away 3 is 2

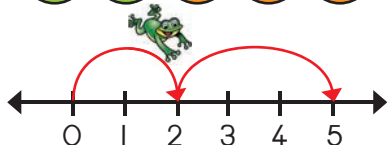


5 take away 4 is 1

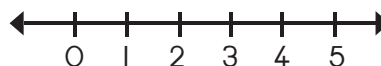


Colour the beads. Help the frog to show it on the number line.

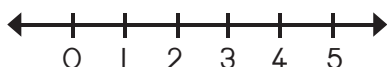
2 and 3 is



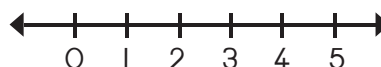
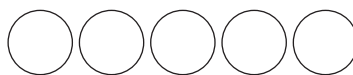
3 and 2 is



1 and 4 is

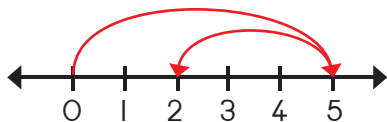


4 and 1 is

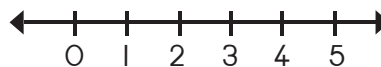


Cross out the beads you take away and show it on the number line.

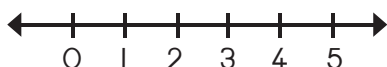
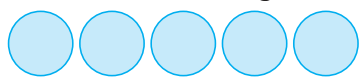
5 take away 3



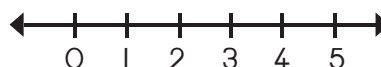
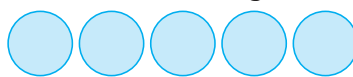
5 take away 2



5 take away 1



5 take away 4



Teacher:
Sign:

Date:





Balls and boxes

Which of these pictures look like boxes?
Mark the square.
Which of these pictures look like balls?
Mark the circle.

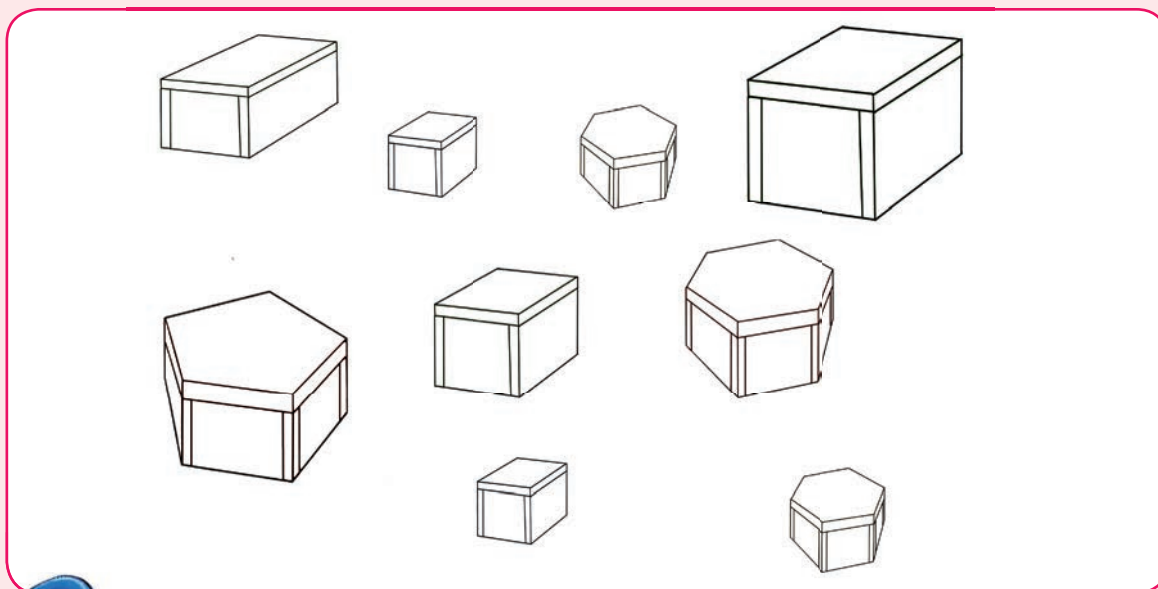
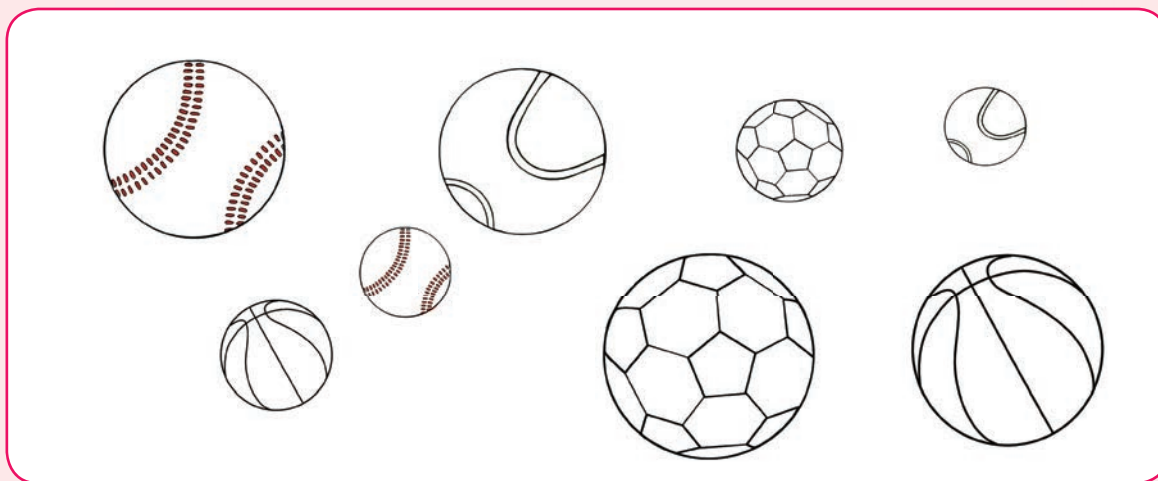
☐
☐





Colour all the:

- small boxes and balls red
- big boxes and balls blue



Trace the words.

box

ball



Teacher:
Sign:
Date:



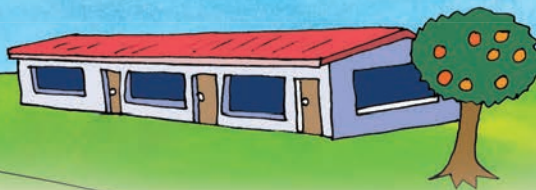
Left and right

Left hand

Right hand

| | Left | Right |
|---------------------|--------------------------|--------------------------|
| The tree is on his | <input type="checkbox"/> | <input type="checkbox"/> |
| The car is on his | <input type="checkbox"/> | <input type="checkbox"/> |
| The house is on his | <input type="checkbox"/> | <input type="checkbox"/> |
| The bird is on his | <input type="checkbox"/> | <input type="checkbox"/> |
| The nest is on his | <input type="checkbox"/> | <input type="checkbox"/> |

| | Left | Right |
|----------------------|--------------------------|--------------------------|
| The dog is on his | <input type="checkbox"/> | <input type="checkbox"/> |
| The sheep is on his | <input type="checkbox"/> | <input type="checkbox"/> |
| The hut is on his | <input type="checkbox"/> | <input type="checkbox"/> |
| The school is on his | <input type="checkbox"/> | <input type="checkbox"/> |
| The flower is on his | <input type="checkbox"/> | <input type="checkbox"/> |



Circle his right hand.
Circle his right foot.
Stand like the boy and show
your right hand.

Right

Left



Circle her right hand.
Circle her left foot.
Stand like the girl and show your
left hand.

Right

Left



Count and write the number of dots in each box.



3



Teacher:
Sign:

Date:





Direction

Help the rabbit find the carrots. Should it turn **left** or **right**?

The maze consists of a white path on a pink background, surrounded by green bushes. There are four rabbits at different junctions. Each junction has a small table with 'left' and 'right' options. The first junction at the top left has a red arrow pointing left and a checkmark under 'left'. The maze leads to various items: carrots, a cabbage, a radish, and an apple.

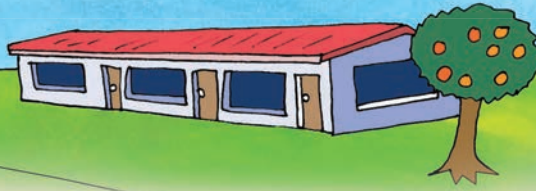
| | |
|------|-------|
| left | right |
| ✓ | |

| | |
|------|-------|
| left | right |
| | |





| | |
|------|-------|
| left | right |
| | |

| | |
|------|-------|
| left | right |
| | |

| | |
|------|-------|
| left | right |
| | |























Colour the correct word that matches the arrow.

| | | | | |
|---|-------|------|-------|-------|
|  | above | left | below | right |
|  | above | left | below | right |
|  | above | left | below | right |
|  | above | left | below | right |



Circle the correct arrow that matches the first one in the row.

| | | | | |
|---|---|---|--|---|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |



Teacher:
Sign:

Date:



Building up and breaking down numbers

Fill in the correct numbers in each block.



and is



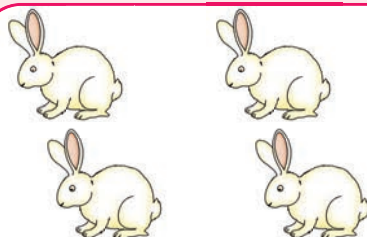
and is



and is



and is



and is



and is



and is



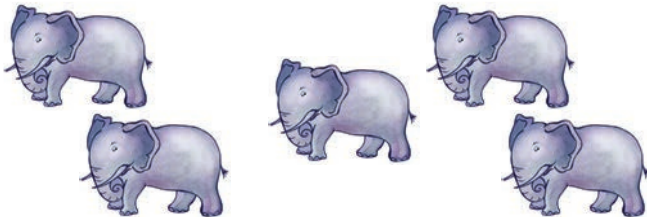
and is



Now try these.



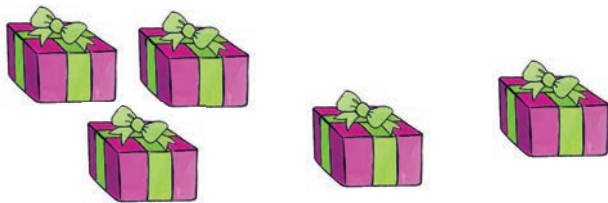
and and is



and and is



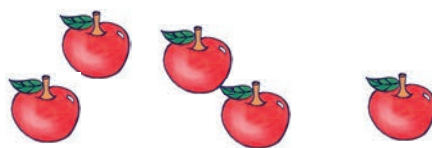
and and is



and and is



and and is



and and is



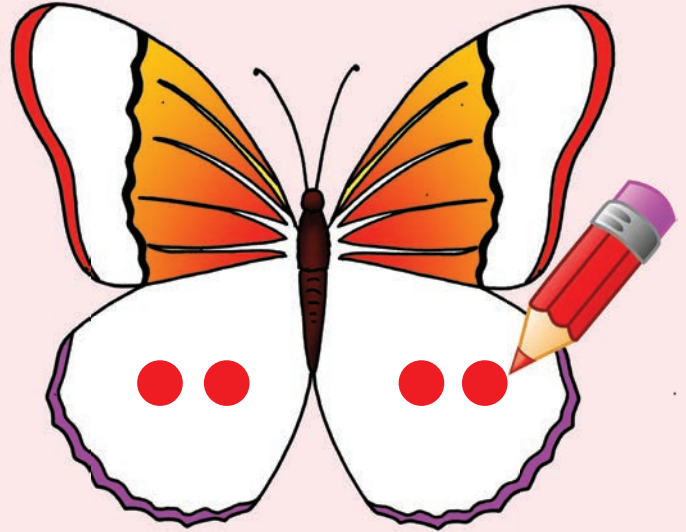
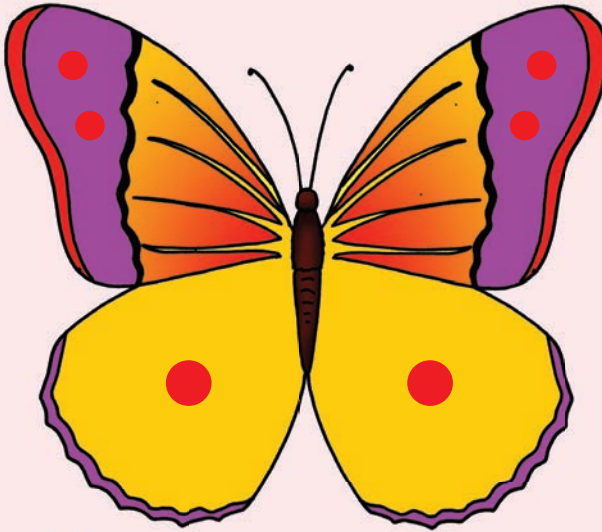
Teacher:
Sign:

Date:

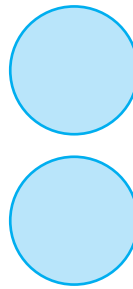
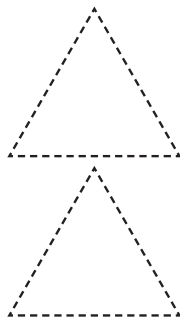
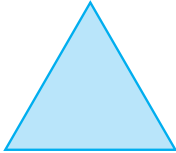


Addition doubles




Double the dots on the wings.



Double the shapes.



Draw and then fill in the numbers.

Double  is  

Double

1

is

Double

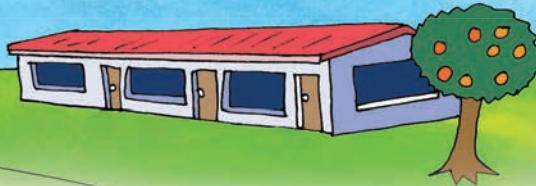


is



Double

is

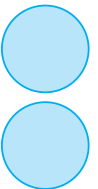



Draw and then fill in the numbers

Double  is  

Double is

plus is

Double  is 

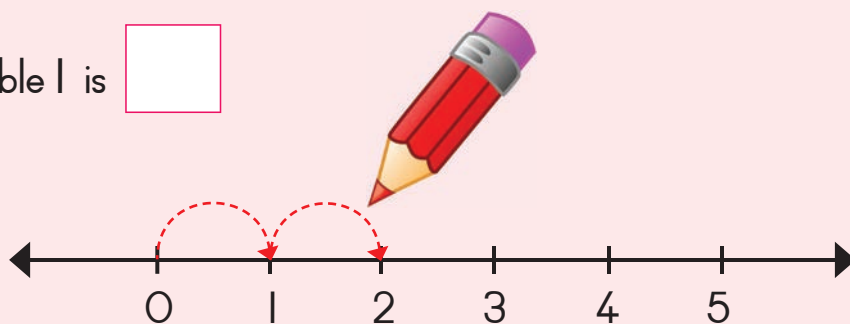
Double is

plus is

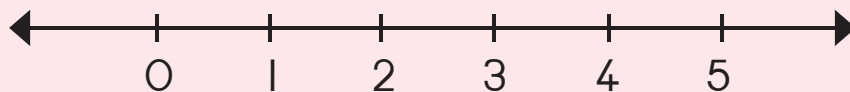


Show the following on the number lines.

Double 1 is



Double 2 is



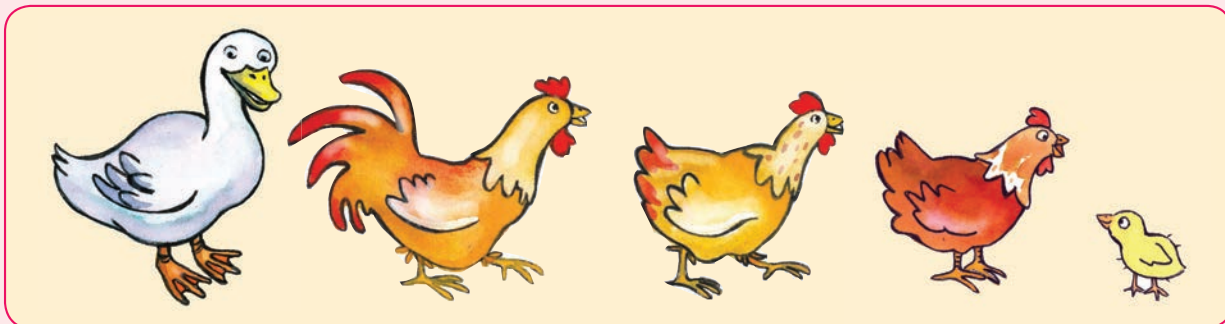
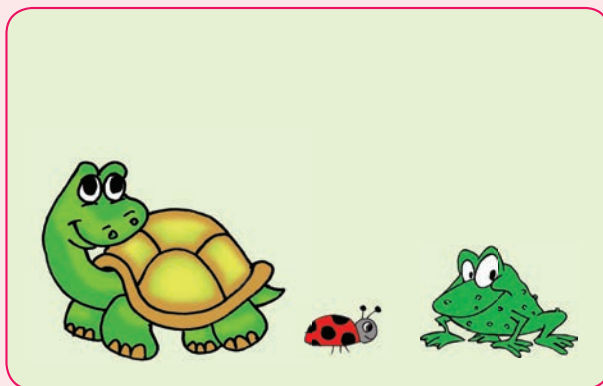
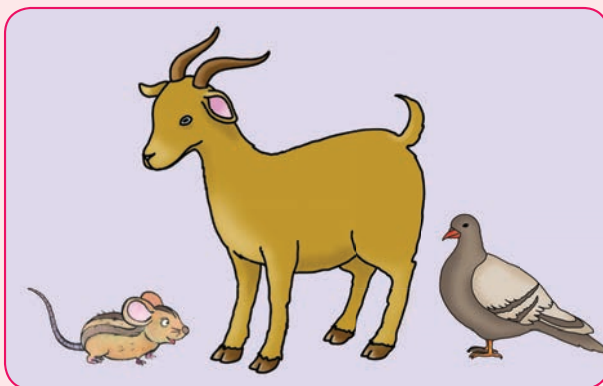
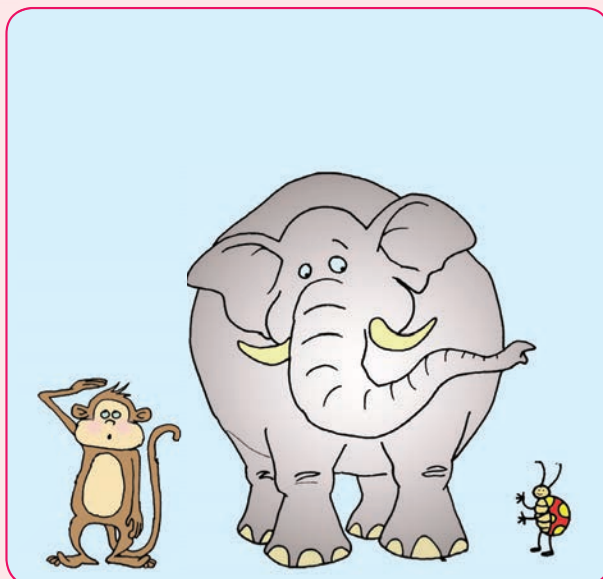
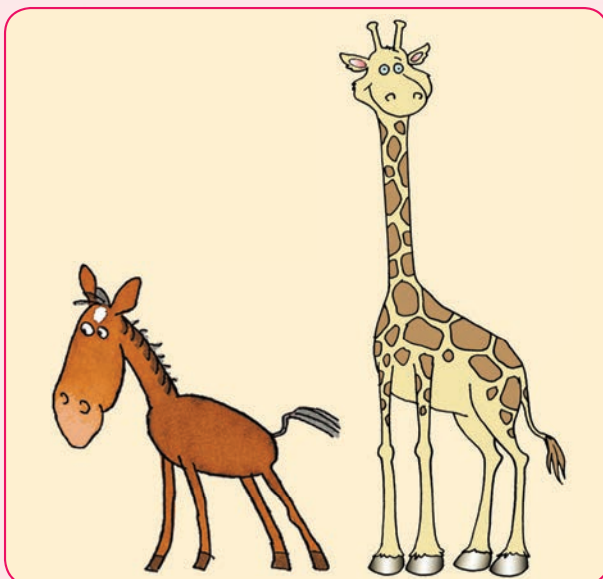
Teacher:
Sign:

Date:



Bigger and smaller

- Put a circle around the biggest animal and
- Draw a square around the smallest animal in each box.

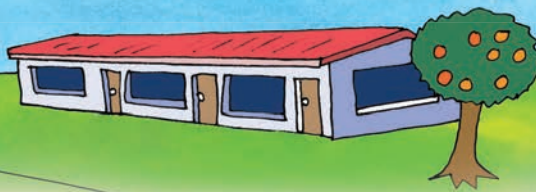


big

small

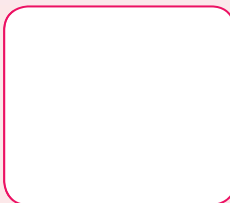
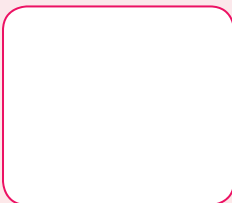
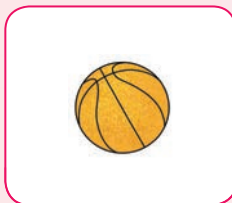
biggest

smallest



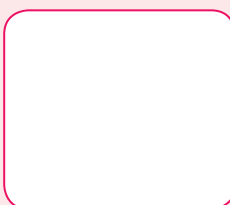
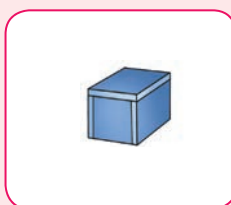
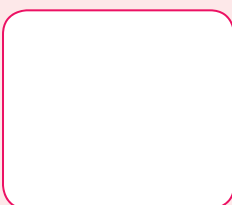
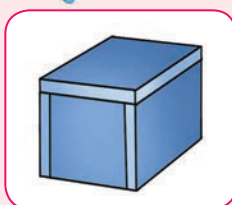
Draw a bigger ball.

Draw a smaller ball.

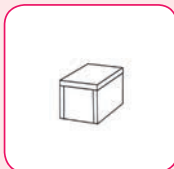
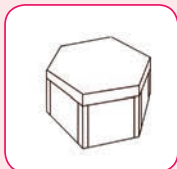
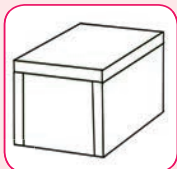
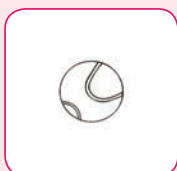


Draw a smaller box.

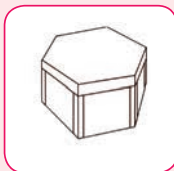
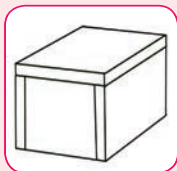
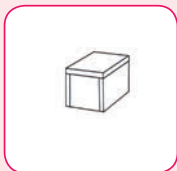
Draw a bigger box.



Colour the smallest box and ball.



Colour the biggest ball and box.



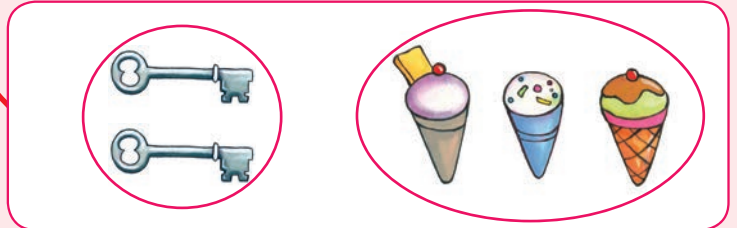
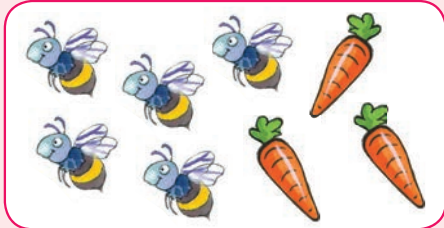
Teacher:
Sign:

Date:

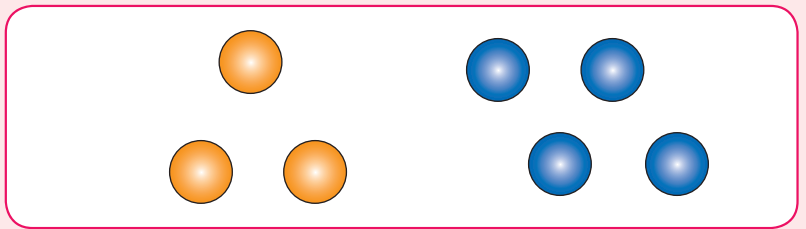
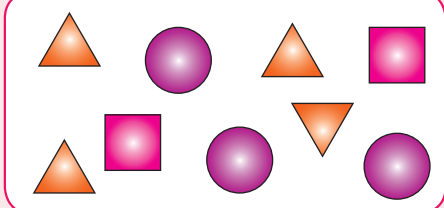
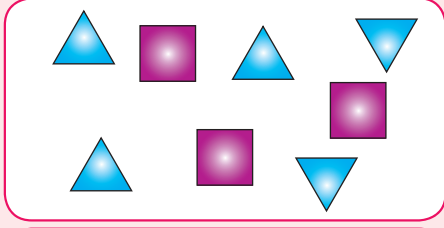
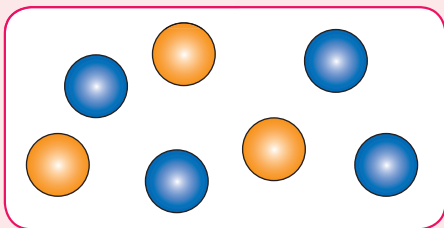


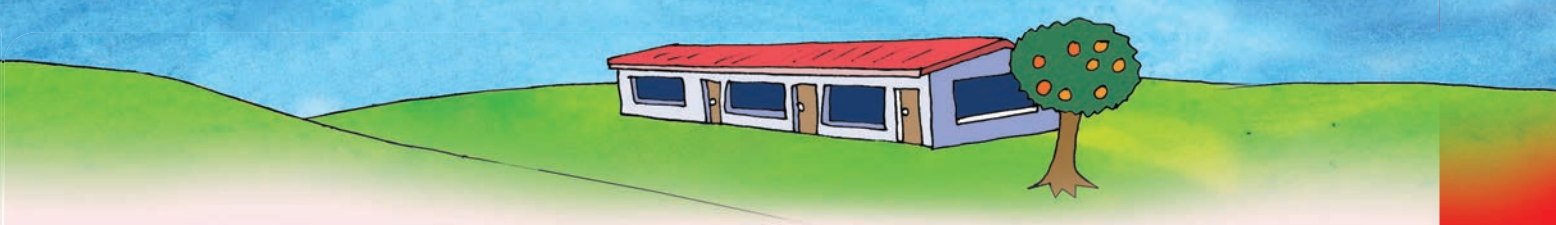
Sort objects

Match the sorted objects with the picture.

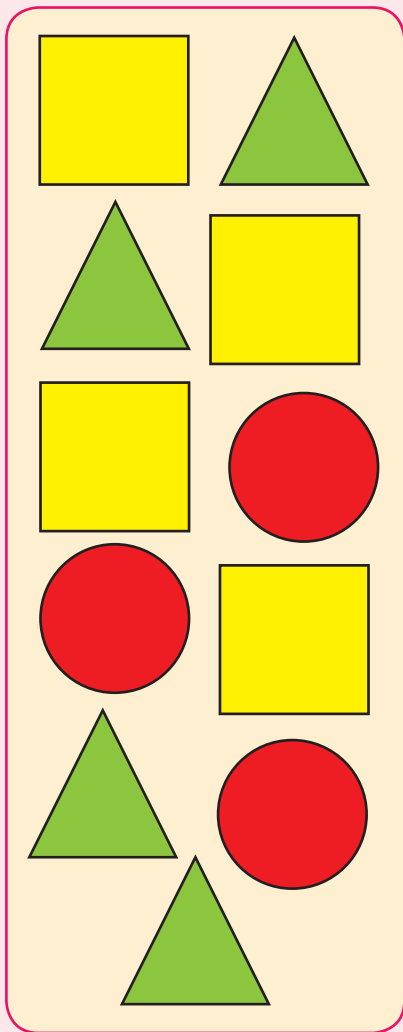


Sort by making a drawing of each.





Count the number of different shapes in the block. Then draw and colour in the same number of shapes in the picture graph and write the number of each at the bottom.



| | | |
|--|--|--|
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| | | |
| | | |



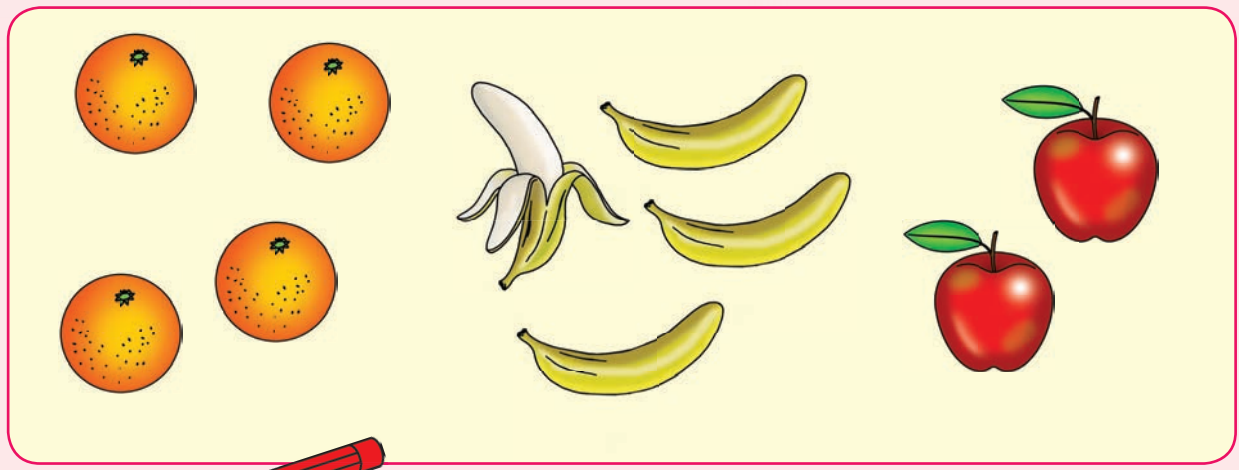
Teacher:
Sign:

Date:



Let us share equally

Count the oranges, bananas and apples and write the numbers in the blocks.

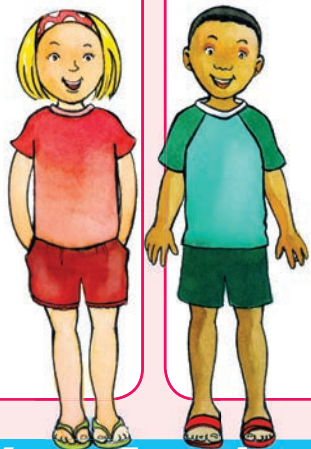
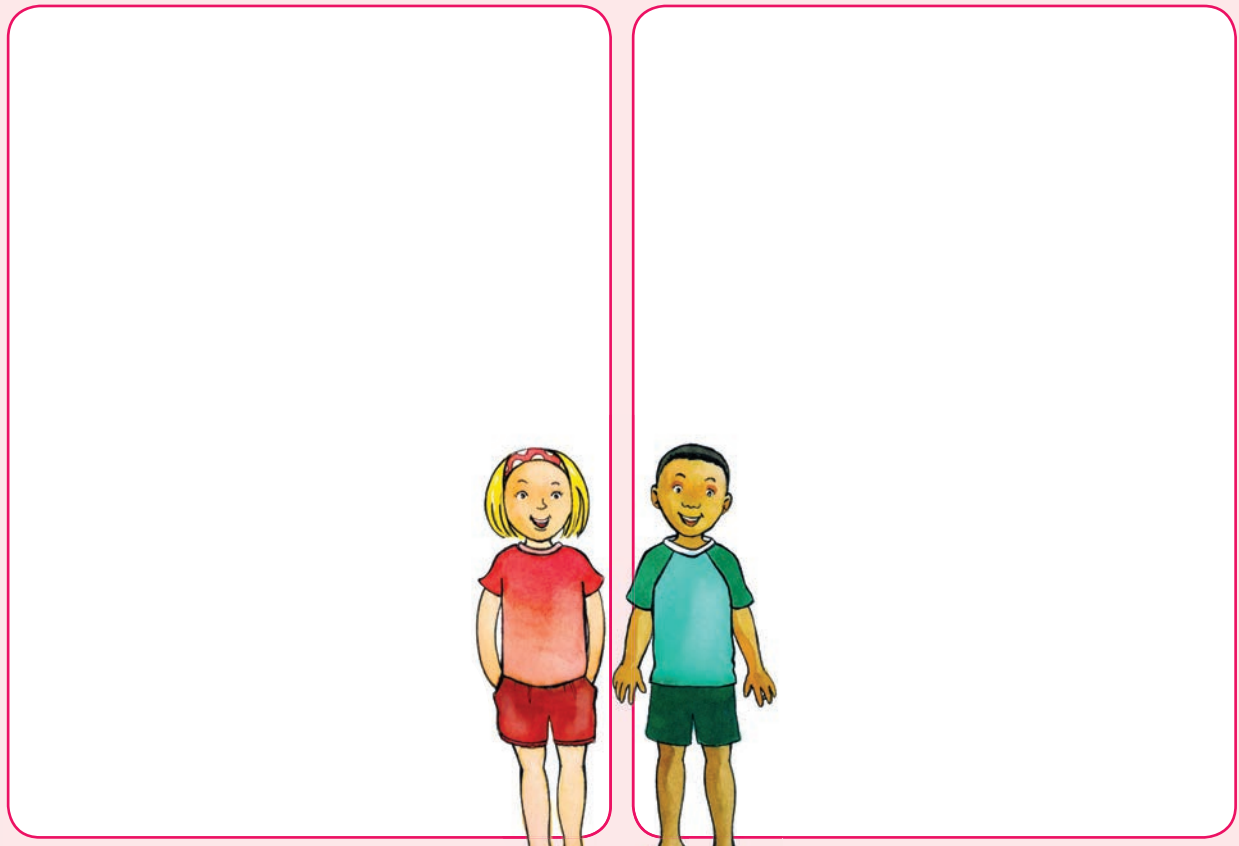


4 oranges

bananas

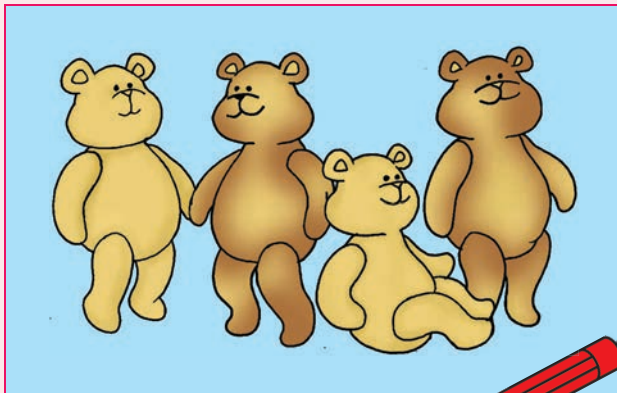
apples

Share the fruit you counted equally between two children. Draw the fruit each child gets.





Share the objects between the two boxes. Draw the two groups in the separate boxes.

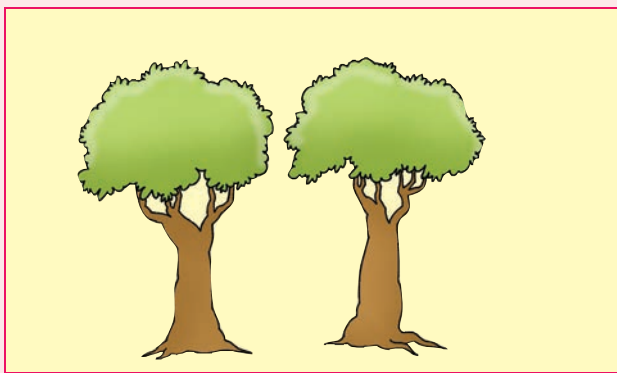


=

2

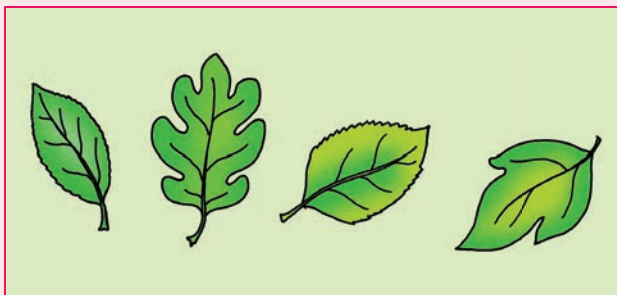
+

2



=

+



=

+



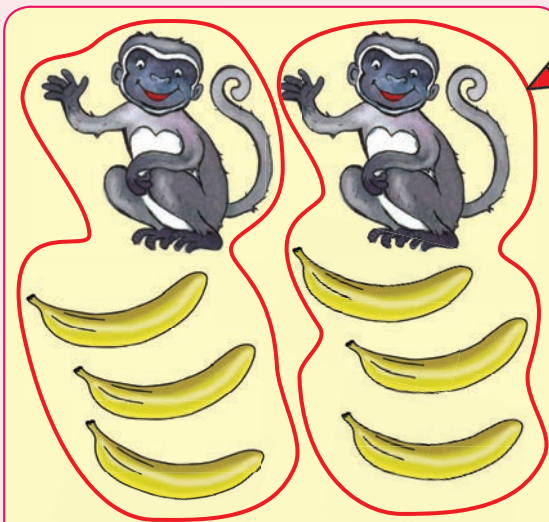
Teacher:
Sign:

Date:



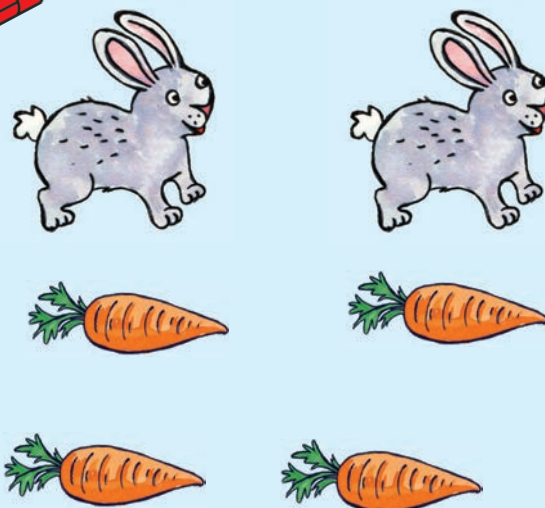
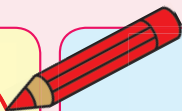
Sharing and grouping

Circle the fruit and animals to share them equally.

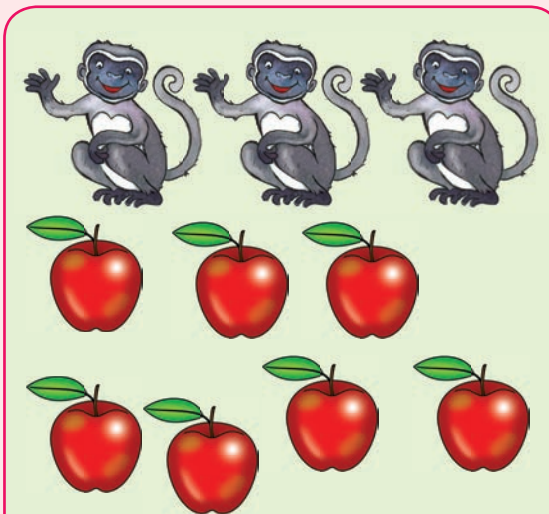


How many bananas did each monkey get?

3

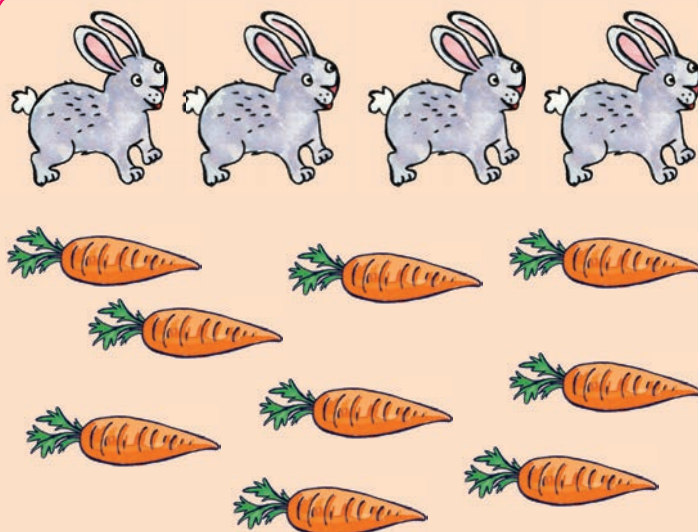


How many carrots did each rabbit get?



How many apples did each monkey get?

Were there any apples left over after sharing them equally?

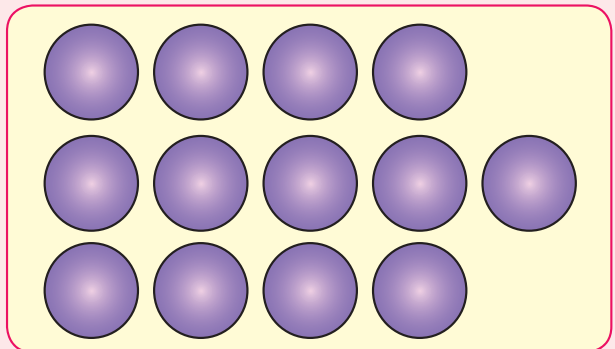
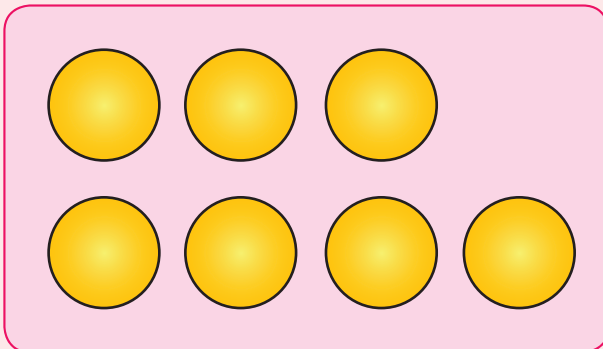
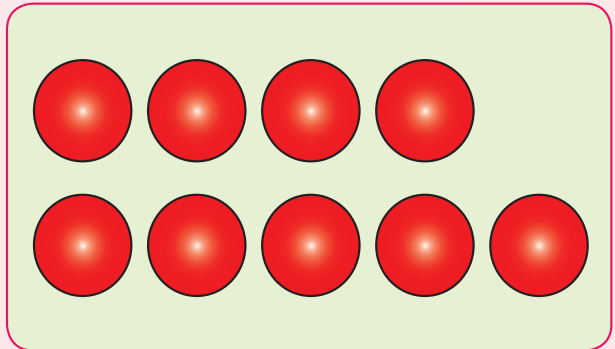
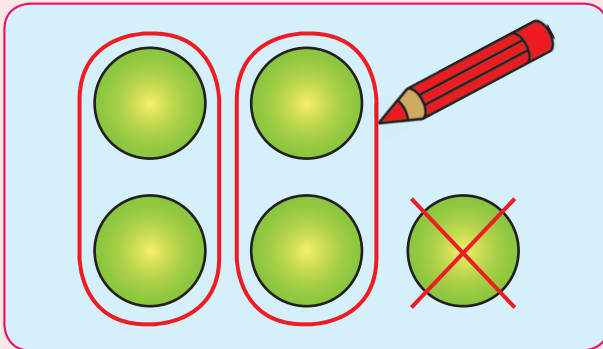


How many carrots did each rabbit get?

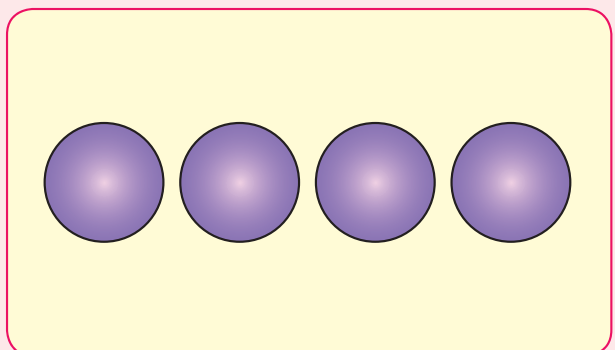
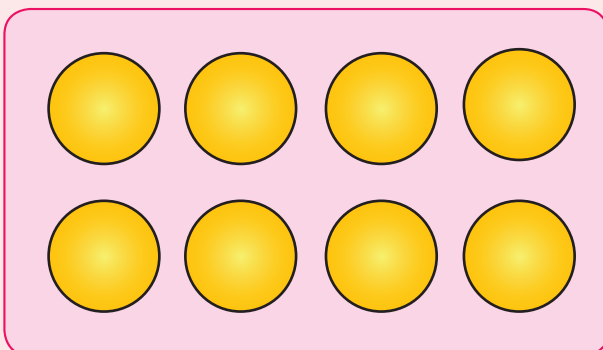
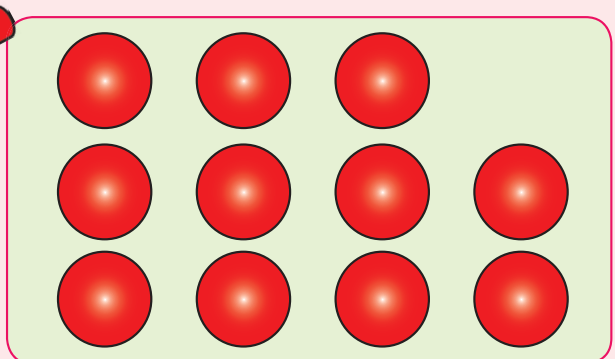
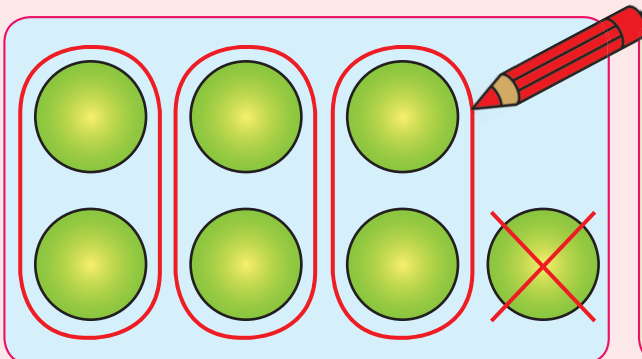
Were there any carrots left over after sharing them equally?



Group the counters into two equal groups and put a cross on the remaining counters.



Put the counters into 3 equal groups and put a cross on the remaining counters.



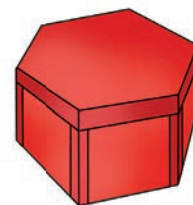
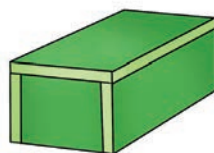
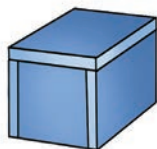
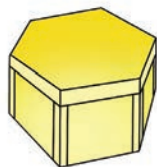
Teacher:
Sign:

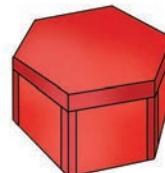
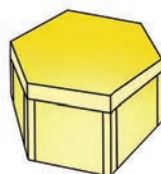
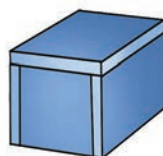
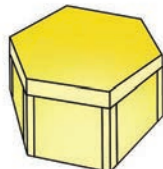
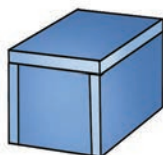
Date:



Building objects

Can you build a tower with all the following objects?
Tick yes or no.

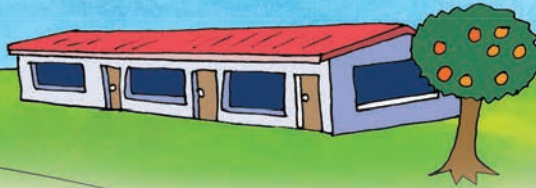

☐ Yes

☐ No

☐ Yes

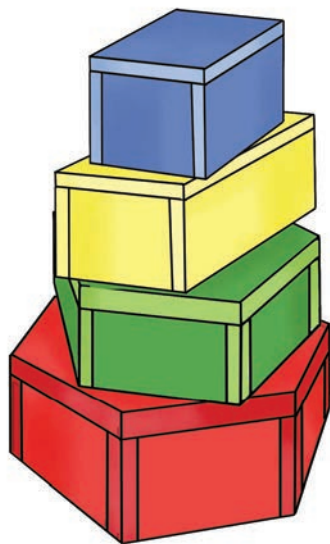
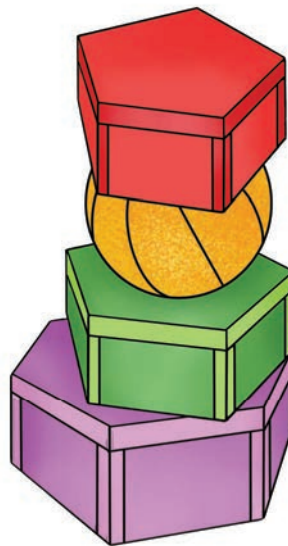
☐ No

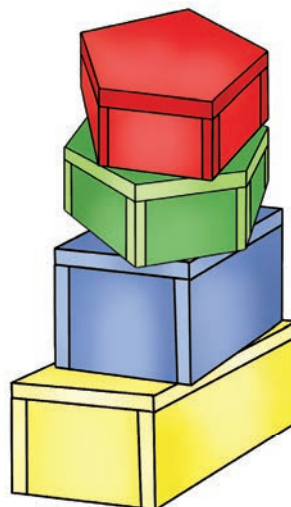
☐ Yes

☐ No



Will the tower stand or not? Put a ✓ or a x.


☐

☐

☐

☐


Use ten matchboxes and glue to make your own building.
Does glue make it easier?



Teacher:
Sign:

Date:

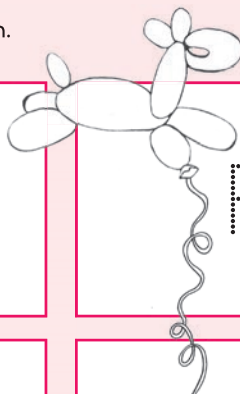


Trace the months of the year.
Colour in your birthday month balloon.

Telling time



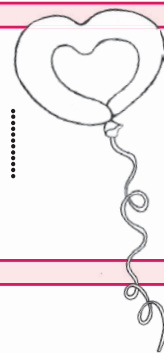
January



February

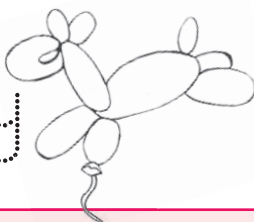


March



April

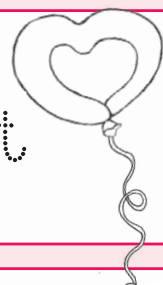
May



June

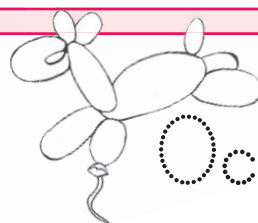
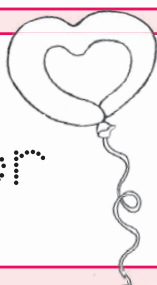


July

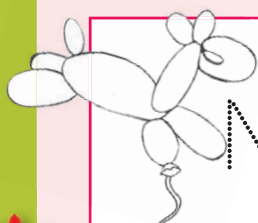


August

September

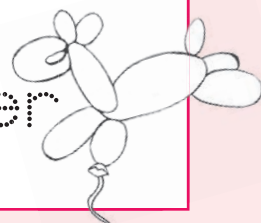


October



November

December





Trace the days of the week.
Colour in the block for the day it is today.



Monday



Tuesday



Wednesday



Thursday



Friday



Saturday

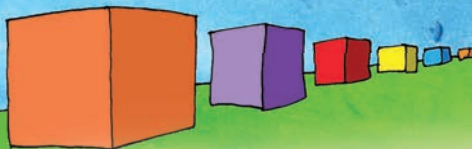


Sunday



Teacher:
Sign:

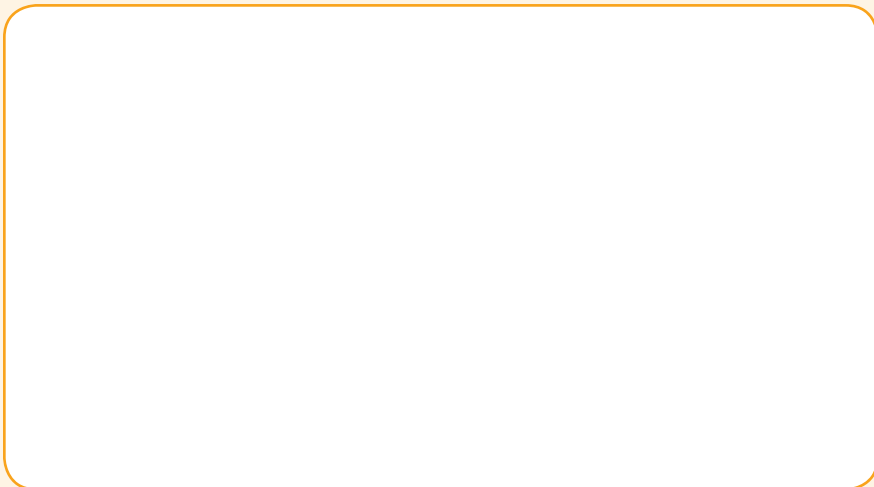
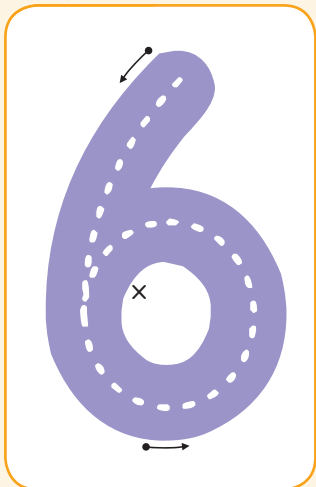
Date:



Six



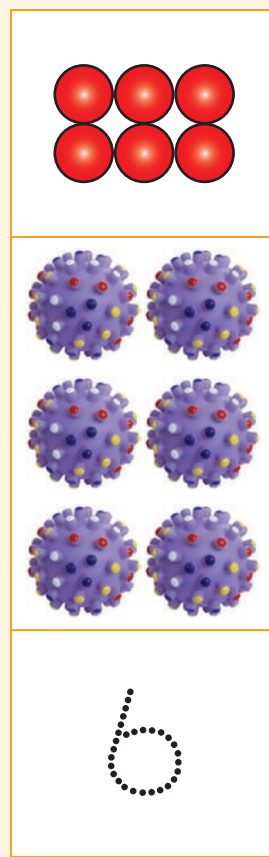
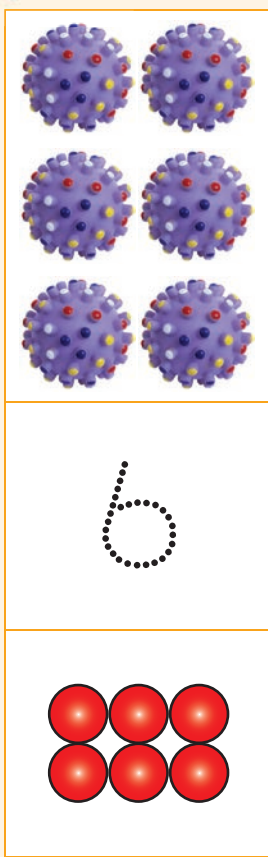
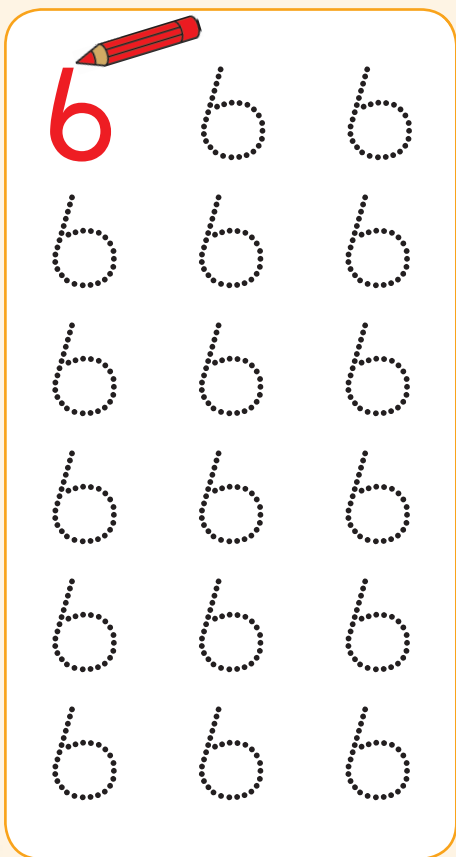
Draw 6 circles in the block.



Trace the number.

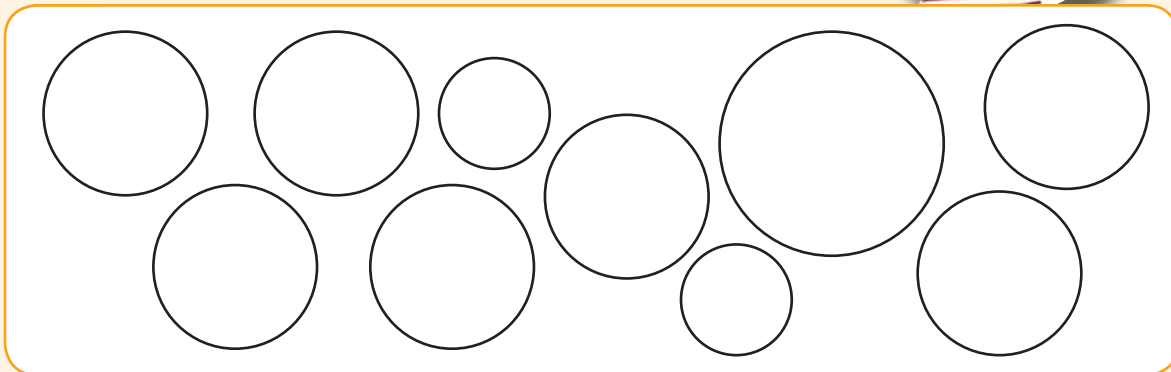


Match the pictures.

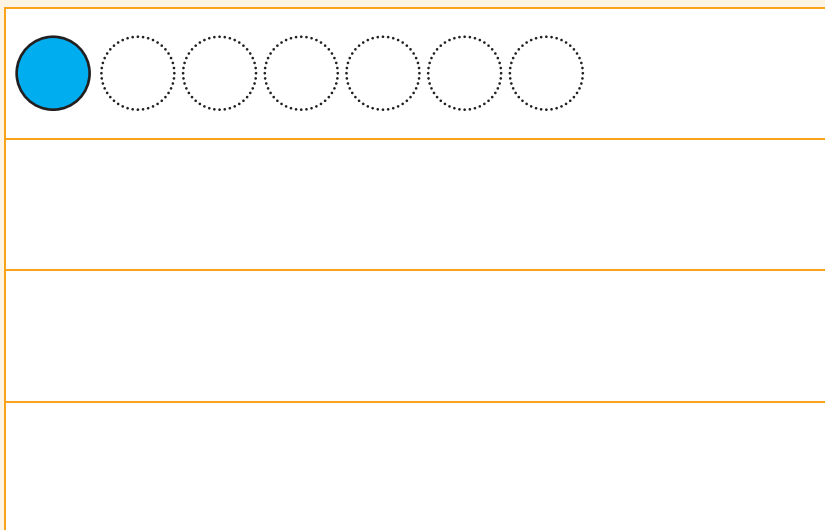
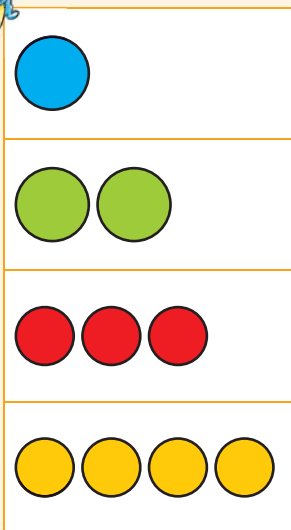




Colour in 6 circles.



Copy and draw 6 more.



Practise the number.



six



Colour the circles as you count.



Teacher:
Sign:

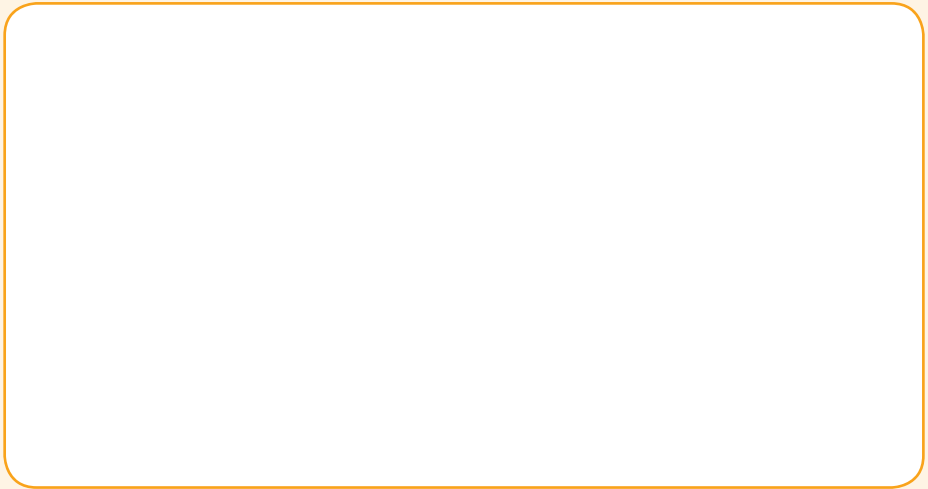
Date:



Seven



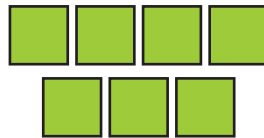
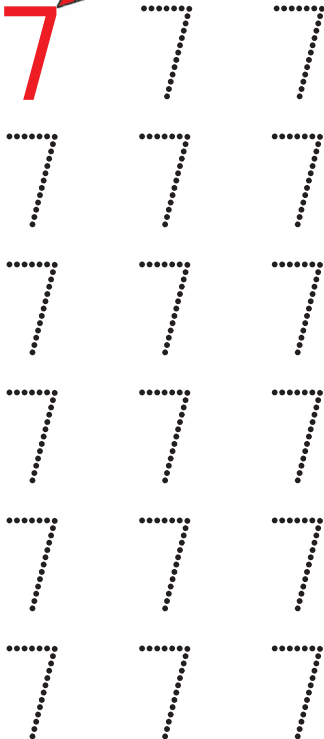
Draw 7 squares in the block.



Trace the number.



Match the pictures.



seven

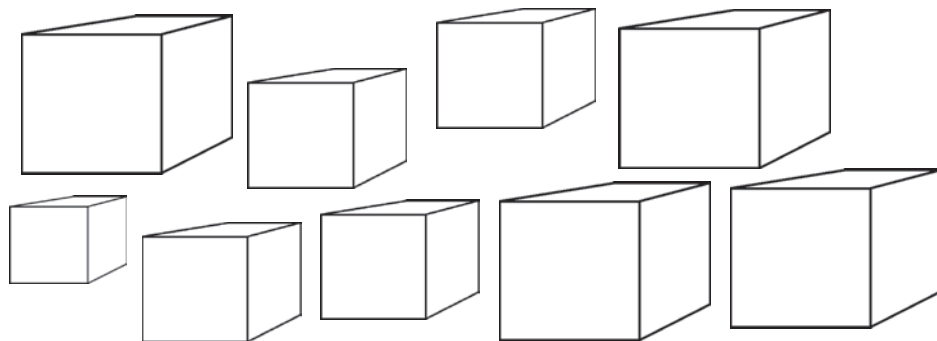
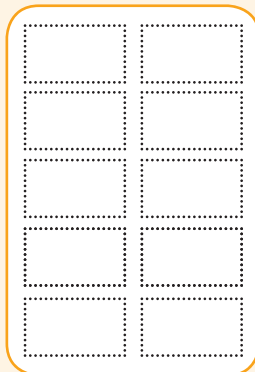


seven





Colour in 7 rectangles and 7 blocks.



Copy and draw 7 more.



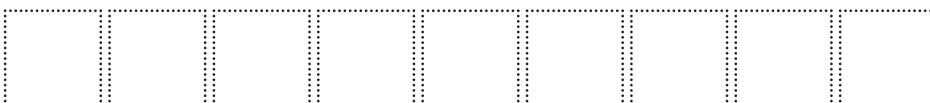
Practise the number.



seven

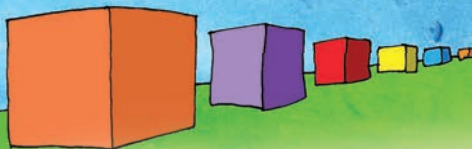


Colour the squares as you count.



Teacher:
Sign:

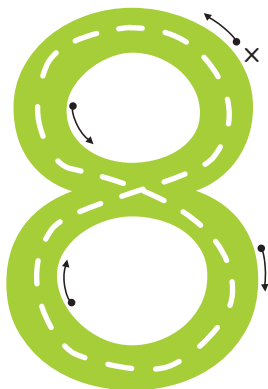
Date:



Eight



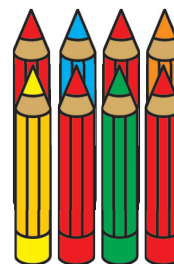
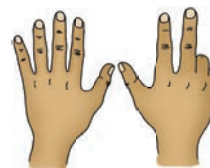
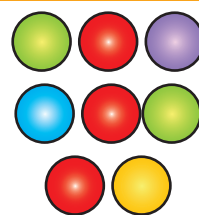
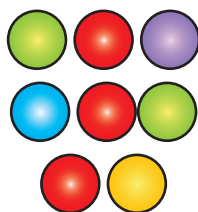
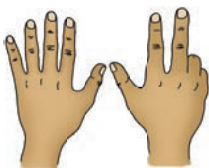
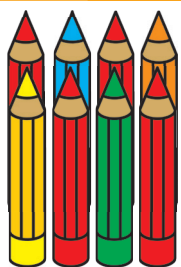
Draw 8 shapes in the block.



Trace the number.



Match the pictures.





Colour in 8 stars.



Copy and draw 8 more.



Practise the number.



eight



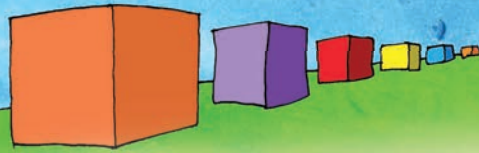
Teacher:
Sign:

Date:



Colour the circles as you count.

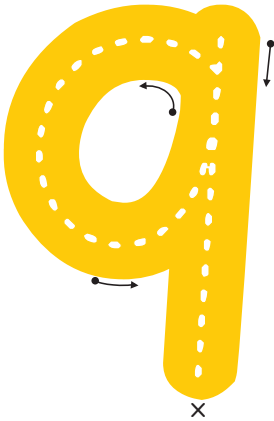




Nine



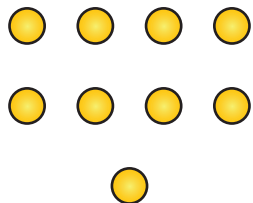
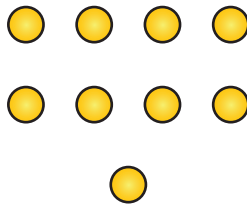
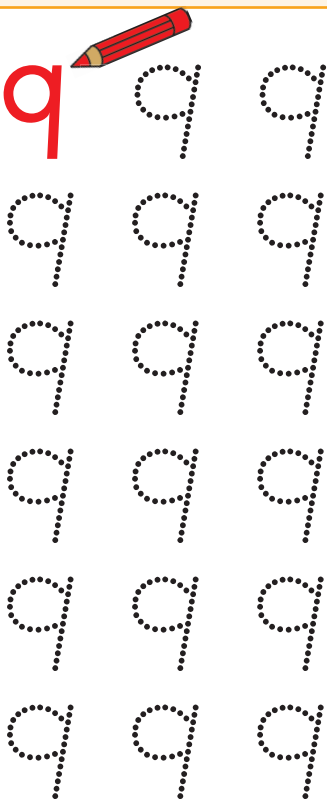
Draw 9 hearts in the block.



Trace the number.

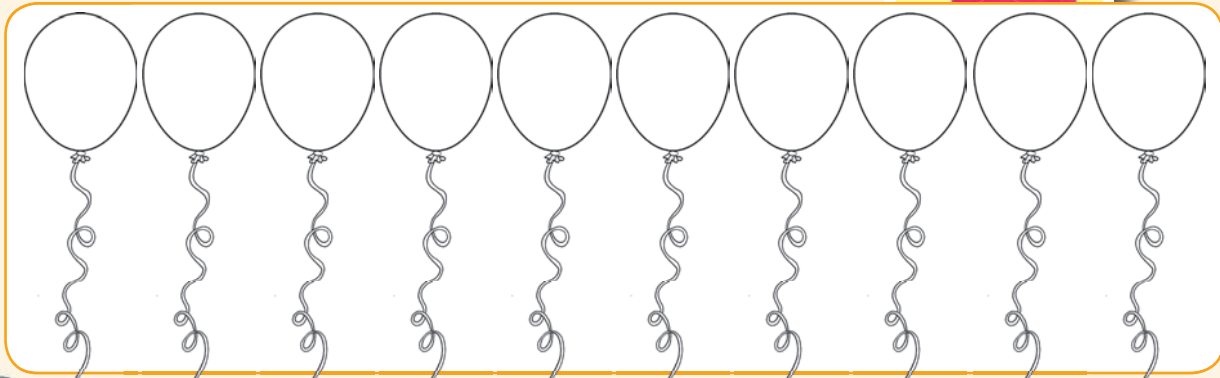


Match the pictures.

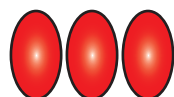




Colour in 9 balloons.



Copy and draw 9 more.



Practise the number.



nine



Colour the triangles as you count.



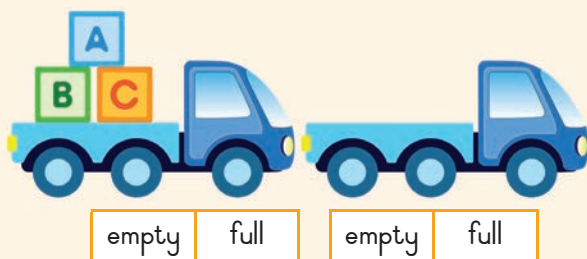
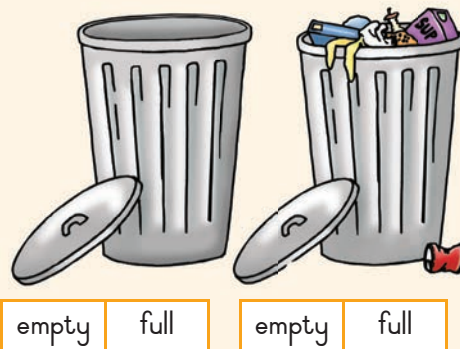
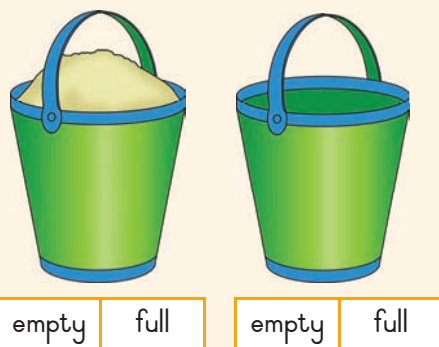
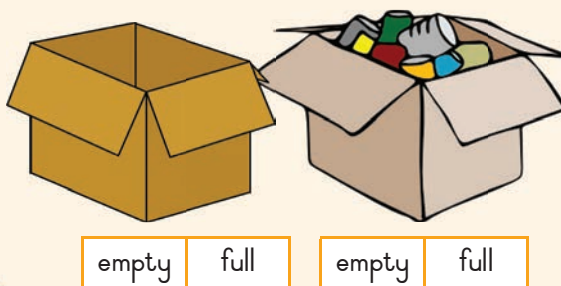
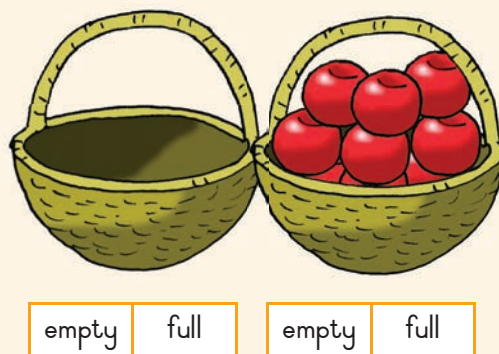
Teacher:
Sign:

Date:



Full or empty

Colour in the correct answer.
Are the containers full or empty?



| | |
|------|-------|
| full | empty |
|------|-------|





Colour in the correct answer.
Are the containers full or empty?

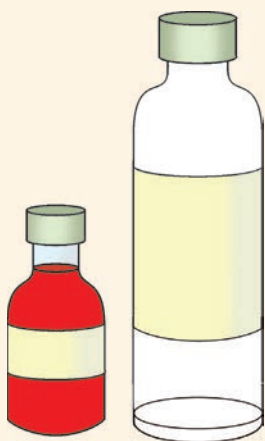
empty

full



empty full

empty full

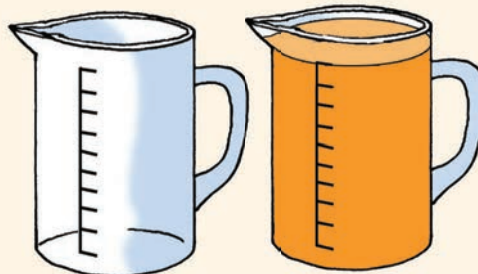


empty

full

empty

full

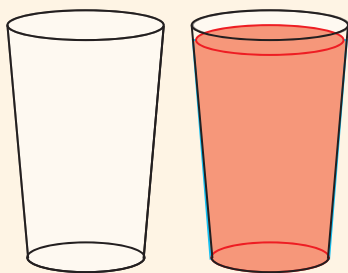


empty

full

empty

full



empty

full

empty

full



empty

full

empty

full



Teacher:
Sign:

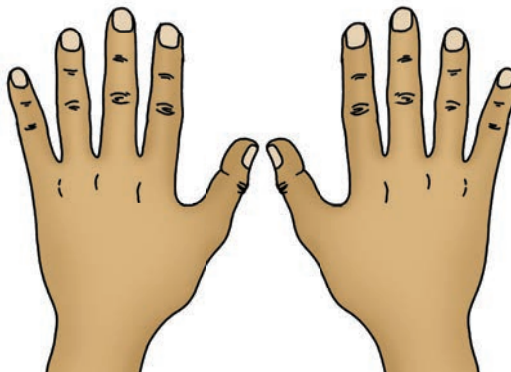
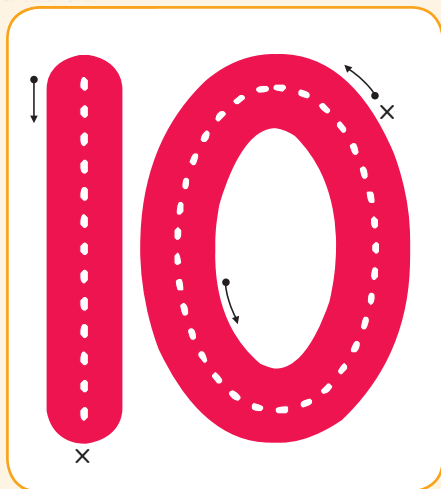
Date:



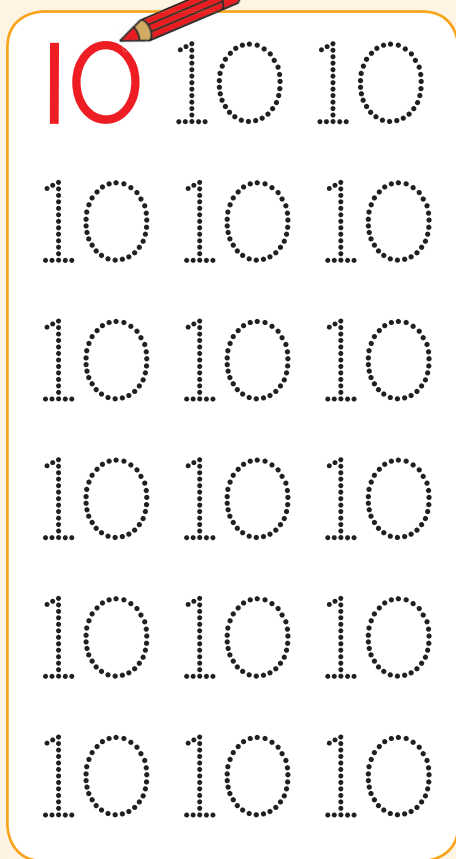
Ten



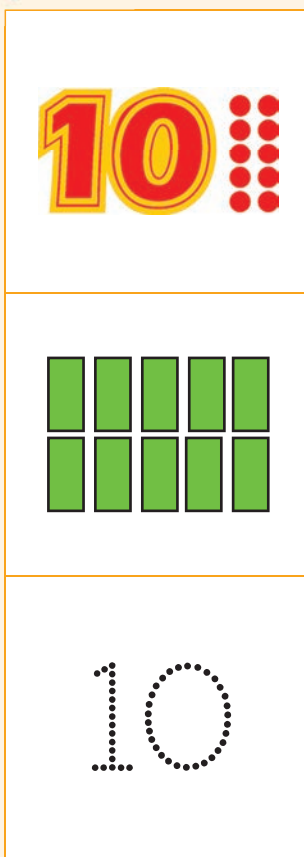
Count the fingers on both your hands.



Trace the number.

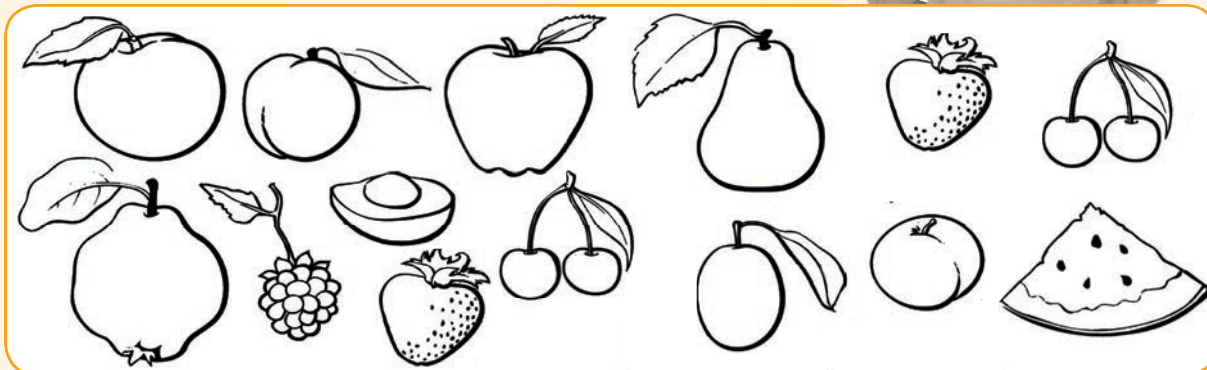


Match the pictures.





Colour in 10 fruit.



Copy and draw 10 more.



Practise the number.



ten



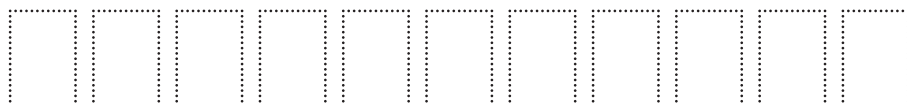
10

10

10



Colour the rectangles as you count.



Teacher:
Sign:

Date:





Numbers 1 to 10

Use your fingers to make these numbers. Then copy the numbers.

| | | |
|--|----|----|
| | 1 | 1 |
| | 2 | 2 |
| | 3 | 3 |
| | 4 | 4 |
| | 5 | 5 |
| | 6 | 6 |
| | 7 | 7 |
| | 8 | 8 |
| | 9 | 9 |
| | 10 | 10 |



Writing numbers 6 to 10

Practise writing these numbers.



6

six

6

6

6

6



7

seven

7 7



8

eight

8 8



9

nine

9 9



10

ten

10 10



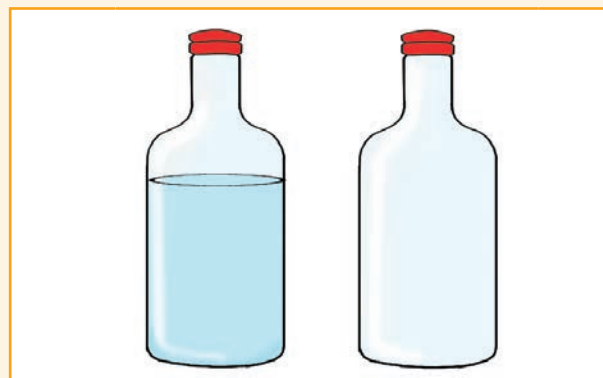
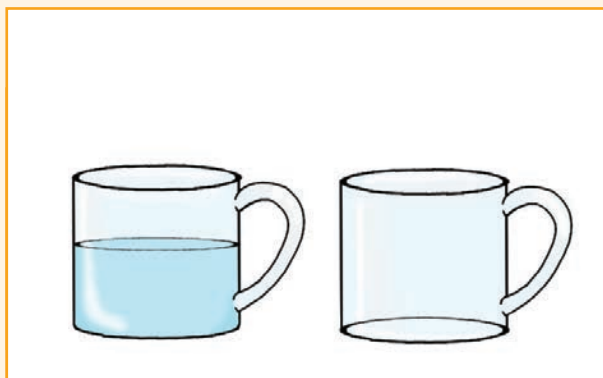
Teacher:
Sign:

Date:

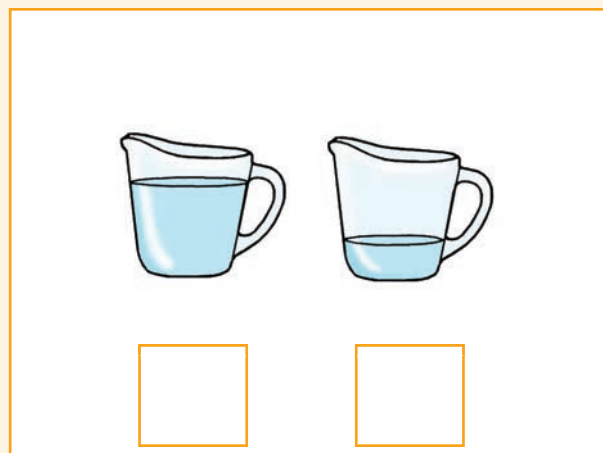
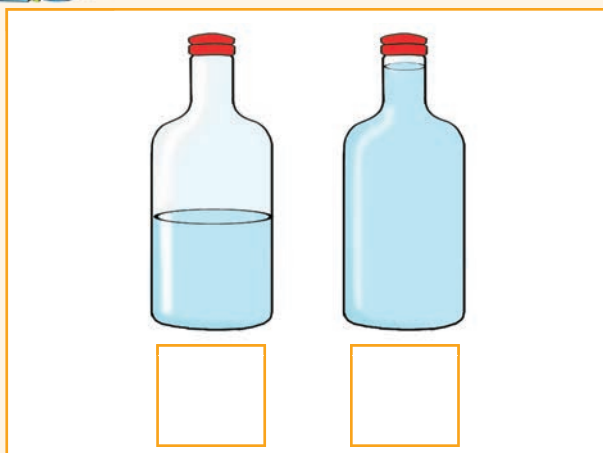


Capacity and volume

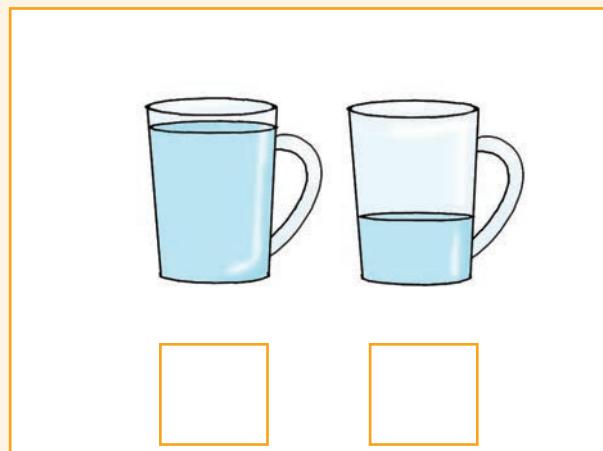
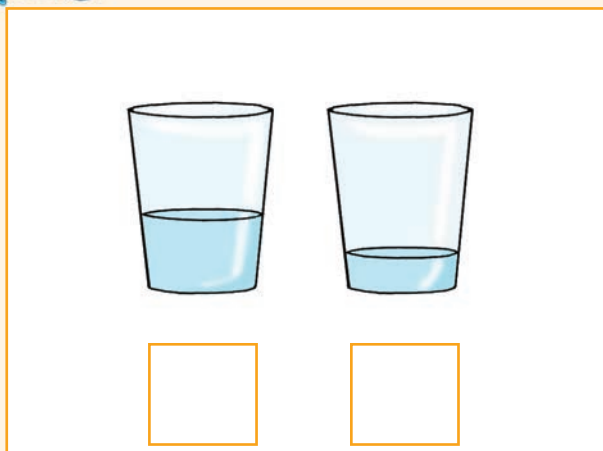
Draw more water in the container on the right.



Tick which container holds more.

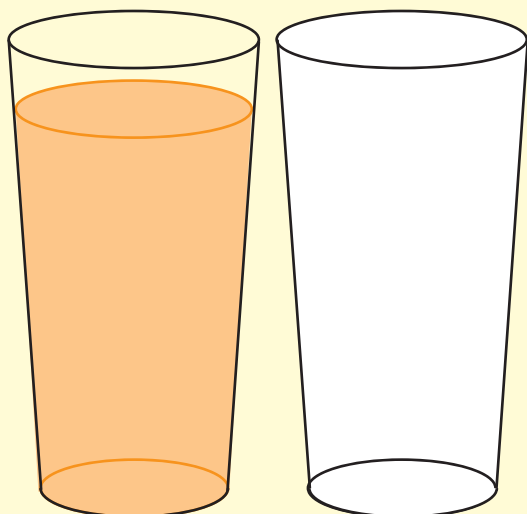


Tick which container holds less.

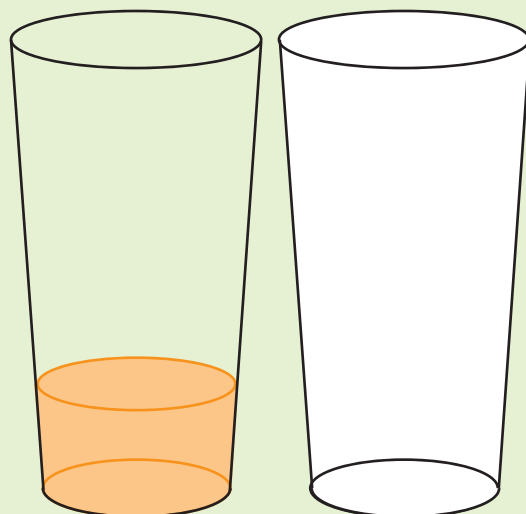




Colour in the second glass so that it has less juice than the first glass.



Colour in the second glass so that it has more juice than the first glass.



Circle more than, less than or the same as.



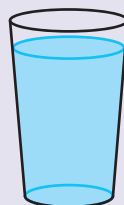
The blue glass has

more
than

less
than

the
same as

the red glass.



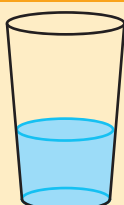
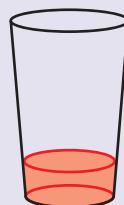
The blue glass has

more
than

less
than

the
same as

the red glass.



The blue glass has

more
than

less
than

the
same as

the red glass.



more than

less than



Teacher:
Sign:

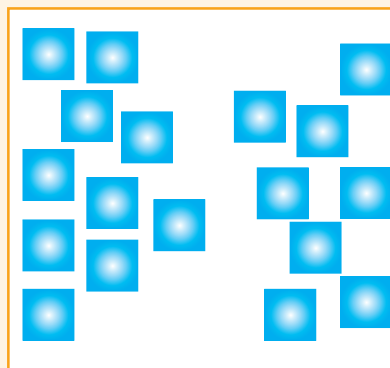
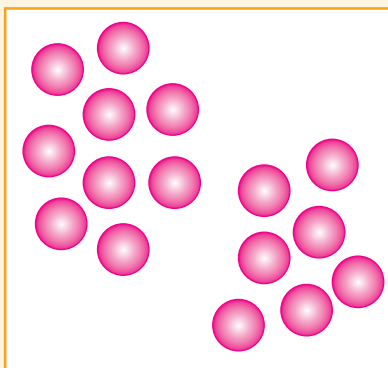
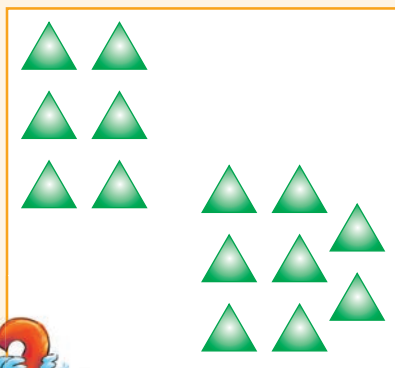
Date:



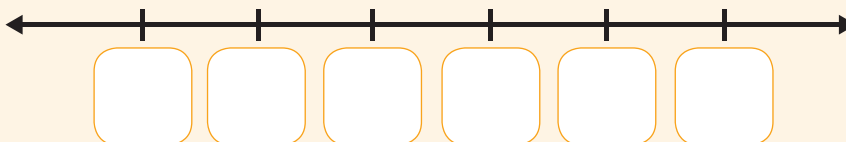
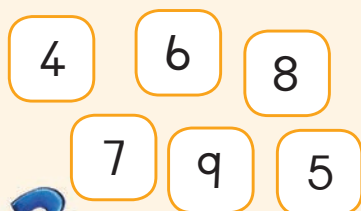
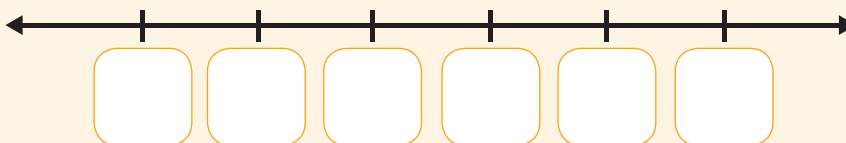
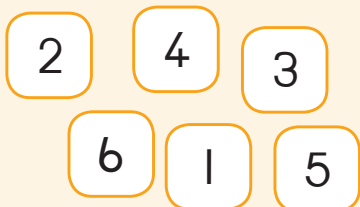
Number 1 to 10



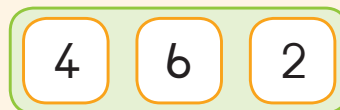
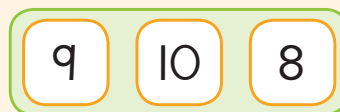
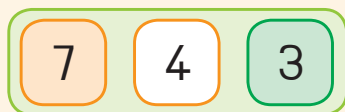
In each block, circle the group with the fewest shapes.



Write the numbers from the smallest to the biggest on the number line.



Colour the smallest number green and the biggest number orange.



Solve the following. You can make drawings to help you.

One more than 5.

One less than 5.

Two more than 6.

Two less than 7.



Fill in the missing numbers.

Bead line

10 rows of bead lines for number recognition and counting practice. Each row consists of 10 beads on a horizontal line.

- Row 1: 1 (red pencil pointing to it), 2, 3, 4, 5, 6, 7, 8, 9, 10
- Row 2: 1, 2, 3, (empty), 5, 6, 7, 8, 9, 10
- Row 3: 1, 2, 3, (empty), (empty), 6, 7, 8, 9, 10
- Row 4: 1, 2, (empty), 4, 5, 6, (empty), 8, (empty), 10
- Row 5: 1, 2, 3, (empty), 5, 6, 7, (empty), (empty), 10
- Row 6: (empty), 2, (empty), 4, 5, (empty), 7, 8, (empty), 10
- Row 7: 1, (empty), 3, 4, 5, 6, 7, (empty), 9, (empty)
- Row 8: 1, (empty), (empty), (empty), (empty), (empty), (empty), (empty), (empty), (empty)
- Row 9: 10, 9, 8, 7, 6, 5, (empty), (empty), (empty), (empty)



Teacher:
Sign:

Date:





More, equal and less

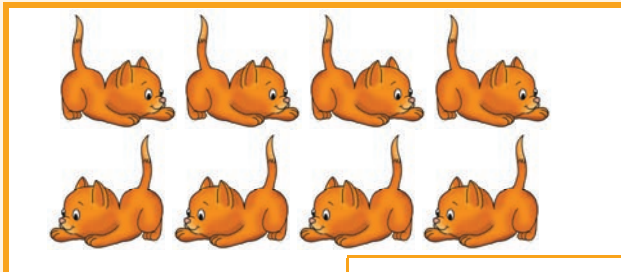
Match the objects on the left with the objects on the right.
Colour the correct answer.



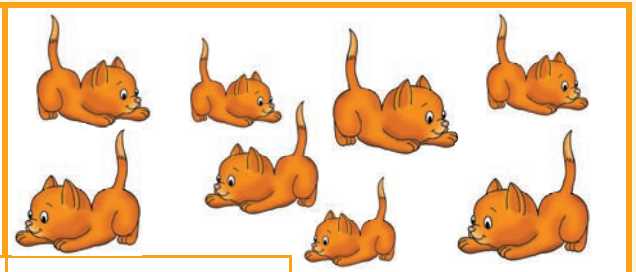
same



not the same



same



not the same



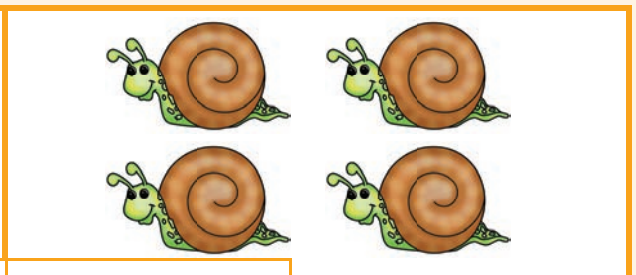
same



not the same



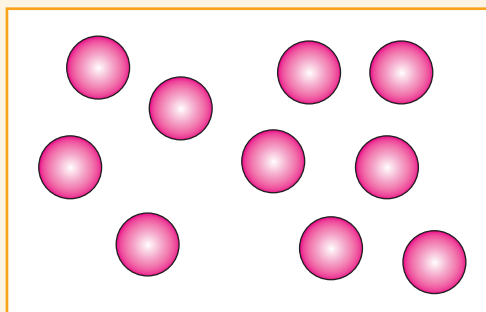
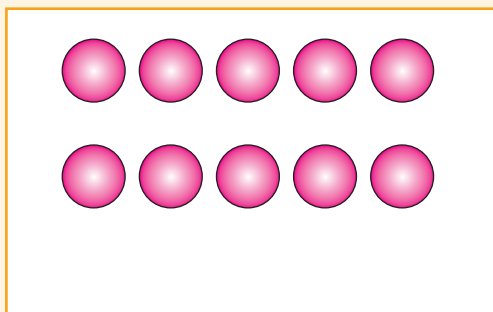
same



not the same



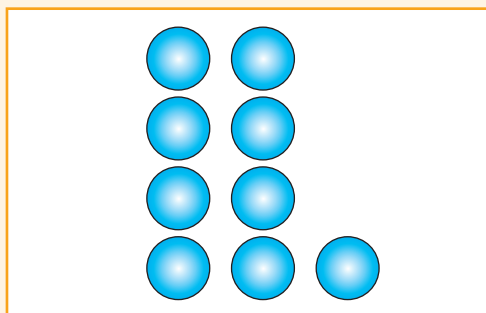
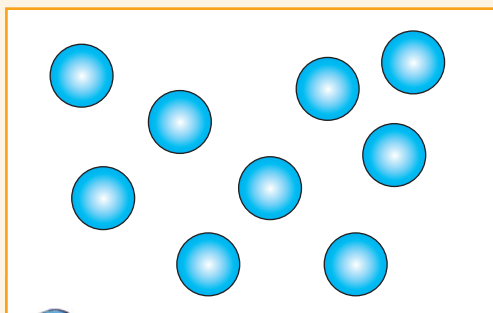
Say if the second block is more than, less than, or equal to, the first block.
Colour the correct answer.



more

equal

less



more

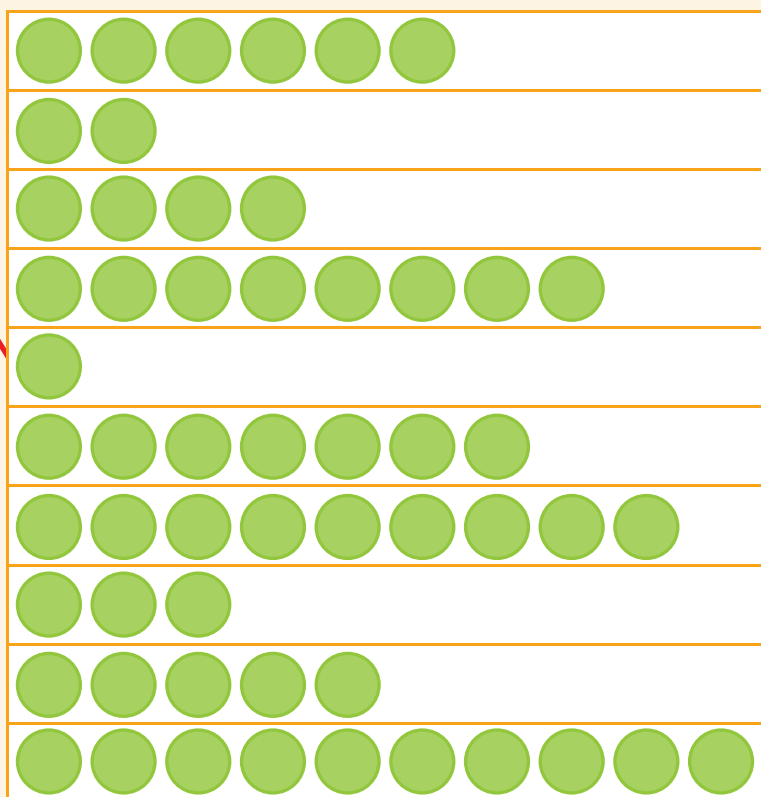
equal

less



Match the objects with the numbers.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



Teacher:
Sign:

Date:



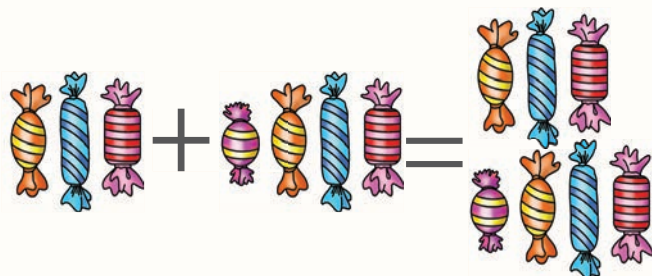


Adding

Add these sweets and then fill in the answers.



$$2 + 3 = 5$$



$$3 + 4 =$$



Add the numbers.



$$5 + 1 = 6$$



$$5 + 0 =$$



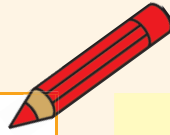
$$3 + 2 =$$



$$4 + 3 =$$



Try these.



$3 + 6 = 9$

$1 + 1 = \square$

$4 + 0 = 4$

$0 + 7 = \square$

$0 + 5 = 5$

$3 + 2 = \square$

$6 + 0 = \square$

$5 + 3 = \square$

$2 + 2 = \square$

$7 + 2 = \square$

$1 + 3 = \square$

$4 + 4 = \square$

$2 + 5 = \square$

$5 + 1 = \square$

$5 + 0 = \square$

$4 + 3 = \square$

$1 + 8 = \square$

$2 + 6 = \square$

$4 + 2 = \square$

$8 + 2 = \square$



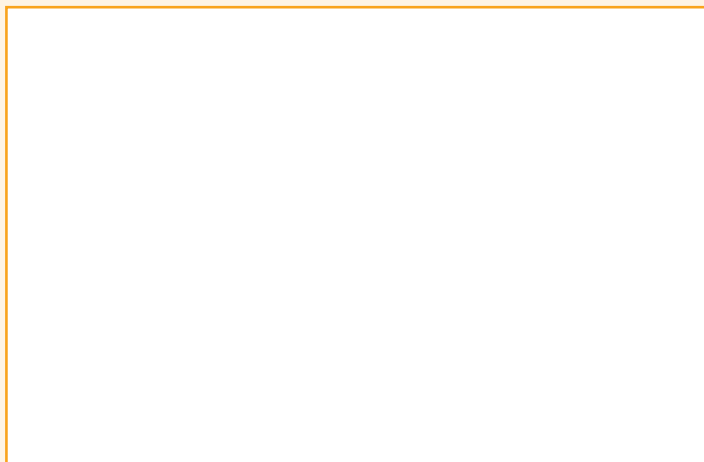
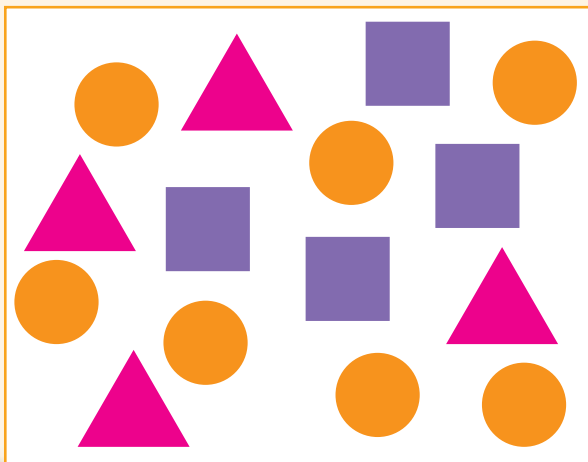
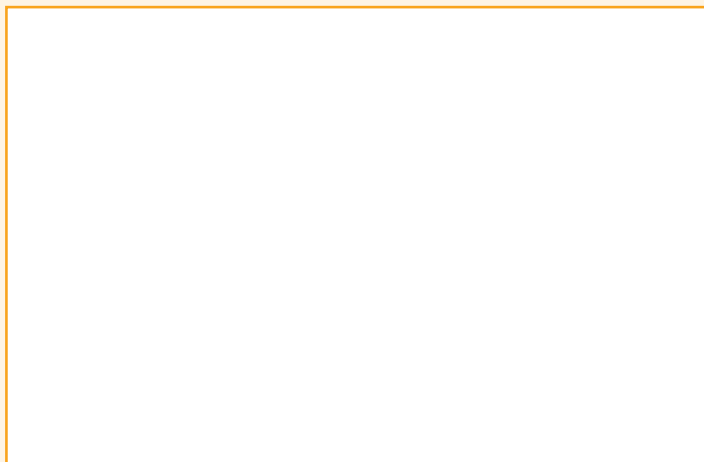
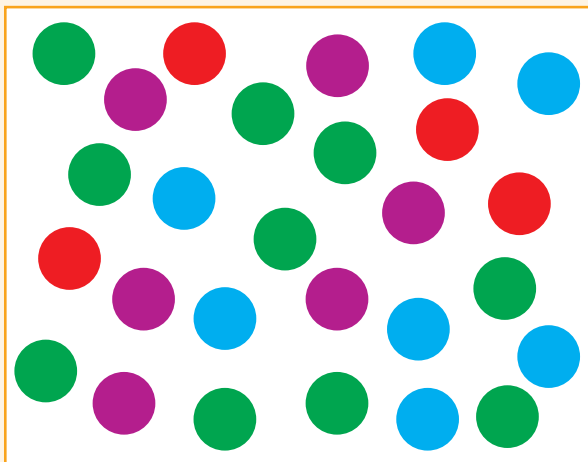
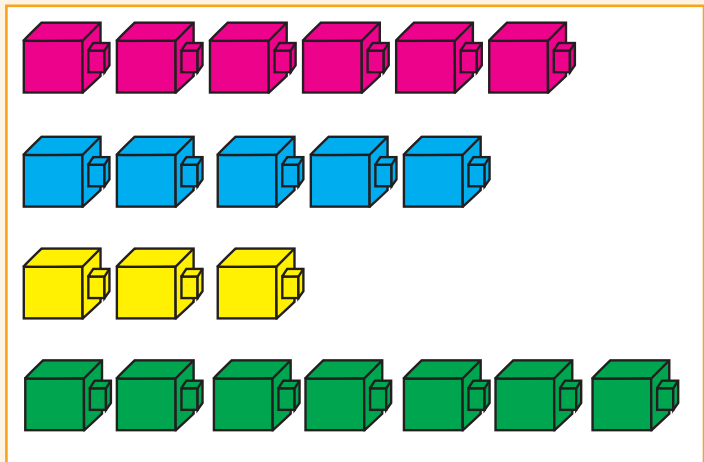
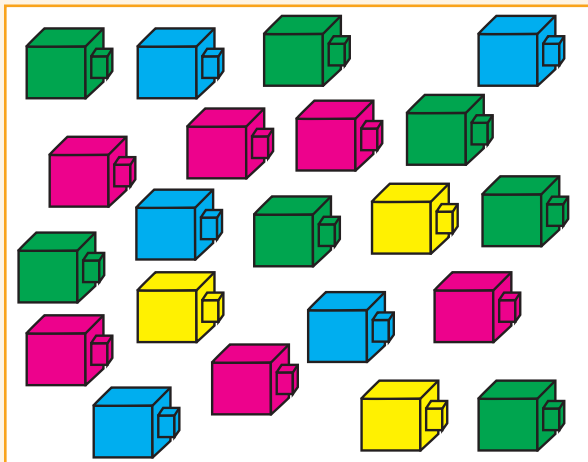
Teacher:
Sign:

Date:



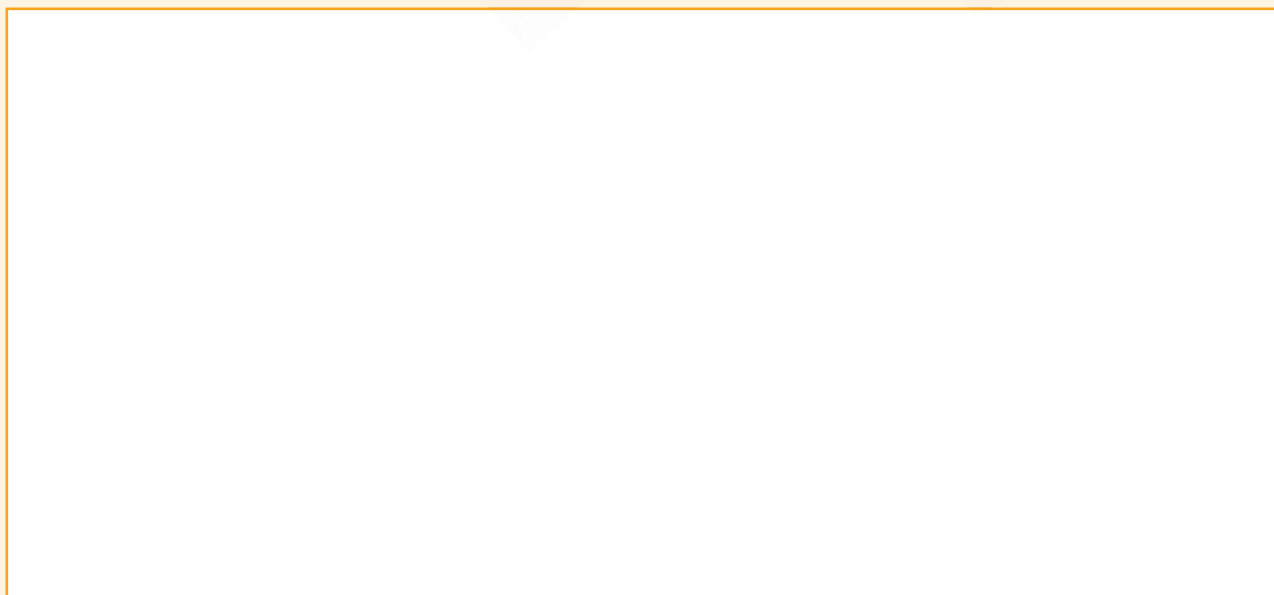
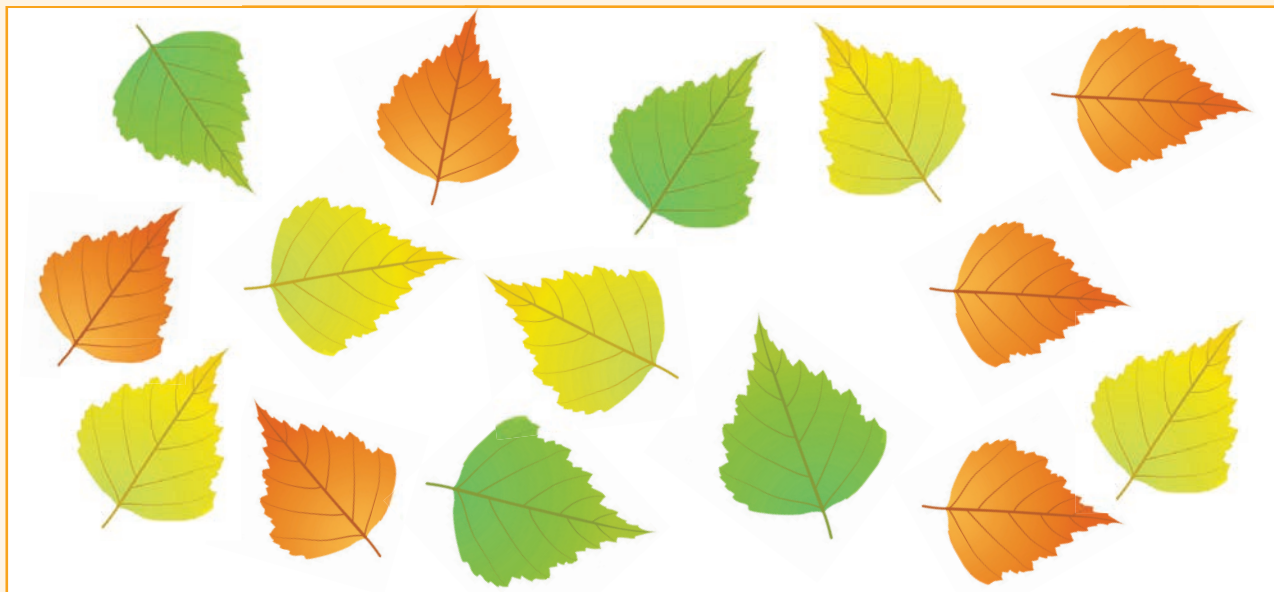
Collecting and organising

Sort and make a drawing of your sorted collections.





Sort the following leaves by making a drawing.



| | |
|--|--|
| How many yellow leaves are there? | |
| How many orange leaves are there? | |
| How many green leaves are there? | |



Teacher:
Sign:
Date:



Addition to 10: counting on

Draw a picture and write a number sentence for each.

Sarah has 3 sweets. Sipho has 2 sweets. How many sweets do they have altogether?



Let us count:

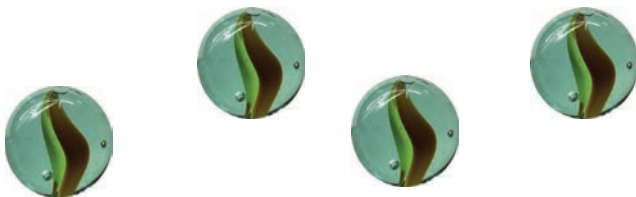
3

4

5

$$\boxed{} + \boxed{} = \boxed{}$$

I have 4 marbles and won 3 more marbles. How many marbles do I have?



Let us count:

4

5

6

7

$$\boxed{} + \boxed{} = \boxed{}$$

There were 5 butterflies. Two more joined them. How many butterflies are there?



Let us count:

5

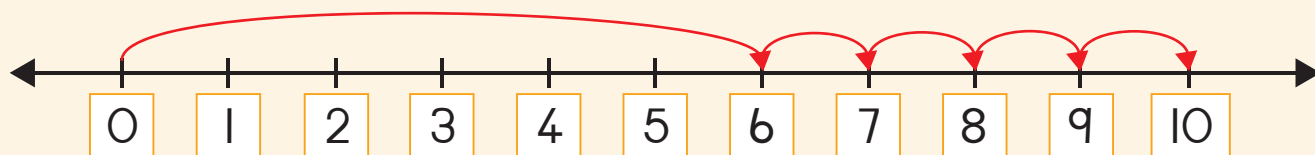
6

7

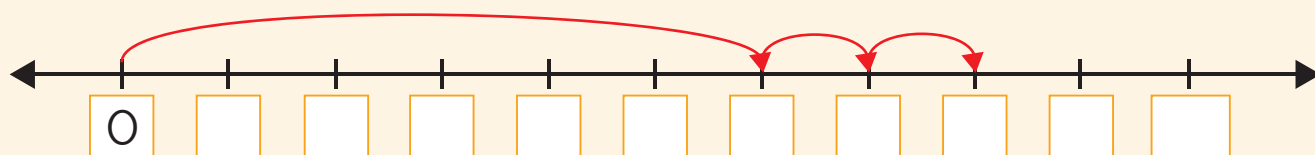
$$\boxed{} - \boxed{} = \boxed{}$$



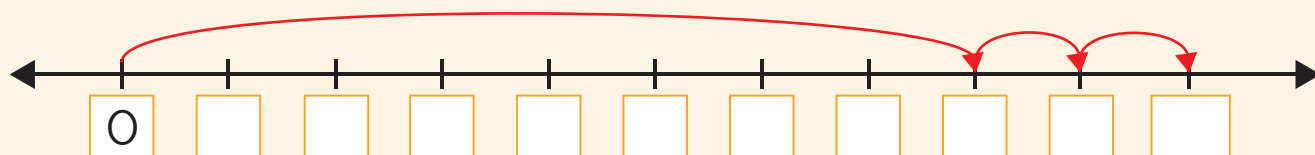
Fill in the numbers on the number line and then write a number sentence for each.



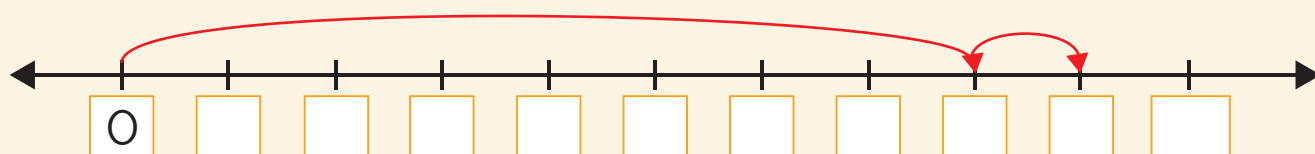
$$6 + 4 = \square$$



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



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



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



Teacher:
Sign:











Date:





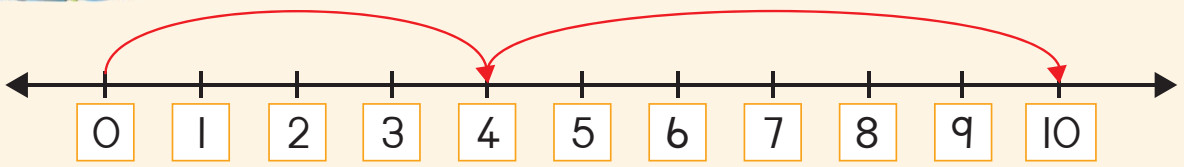
Addition: building and breaking to 10

Colour to show the following.

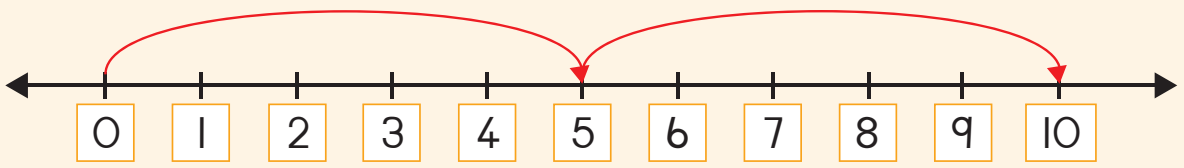
| | |
|---------|--|
| $1 + 9$ |   |
| $2 + 8$ |   |
| $3 + 7$ |   |
| $4 + 6$ |   |
| $5 + 5$ |   |



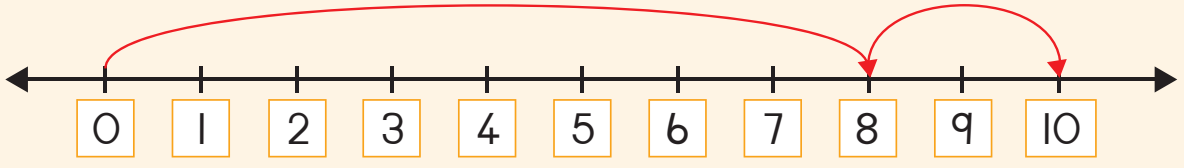
Write a sum for:



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



$$\boxed{} + \boxed{} = \boxed{}$$



$$\boxed{} + \boxed{} = \boxed{}$$





Use the numbers of flowers to make your own number sentence.



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



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



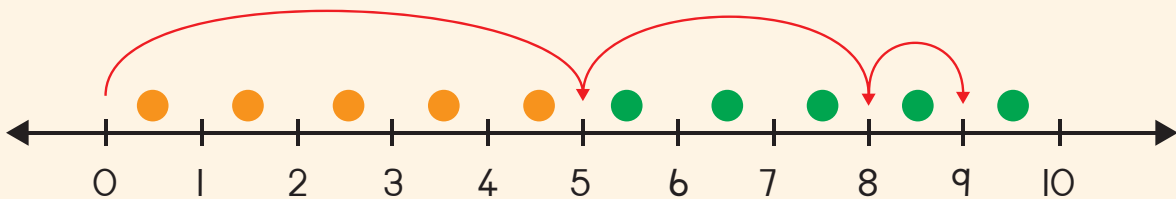
$$\square + \square + \square = \square$$



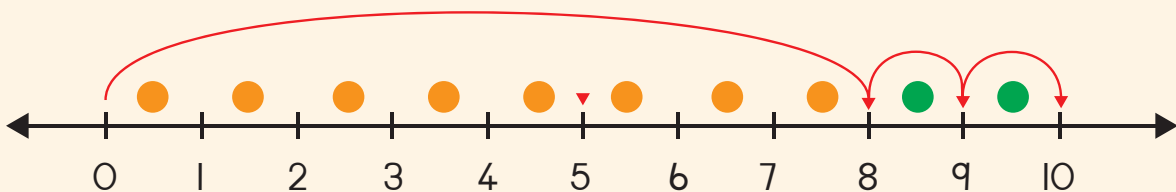
$$\square + \square + \square = \square$$



Write a sum for:



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



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



Teacher:
Sign:

Date:



Answer the following.

Doubling and halving

How many girls do you see?



How many girls do you see now?



Double 1 is 2.

What if we halve the number of girls?

How many feet do you see?



How many feet do you see now?



We say double 2 is 4.

What will halve of 4 be?

How many wheels do you see?



How many wheels do you see now?



We say double 3 is 6.

What will halve of 6 be?

How many legs do you see?



How many legs do you see now?



We say double 4 is 8.

What will halve of 8 be?

How many fingers do you see?



How many fingers do you see now?

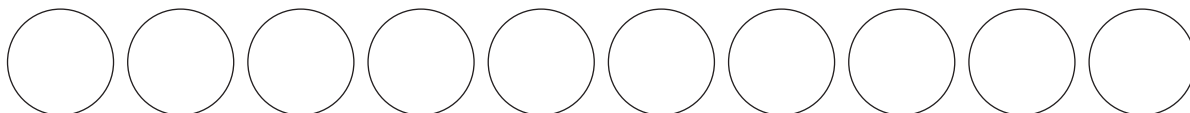


We say double 5 is 10.
What will halve of 10 be?



Solve the following by colouring. Write the sum.

I have 4 marbles and my friend has 4. How many marbles do we have altogether?
Colour the correct number of marbles.



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



Answer the following.

Double 1 is

Double 2 is

Double 3 is

Double 4 is

Double 5 is

Half 2 is

Half 4 is

Half 6 is

Half 8 is

Half 10 is



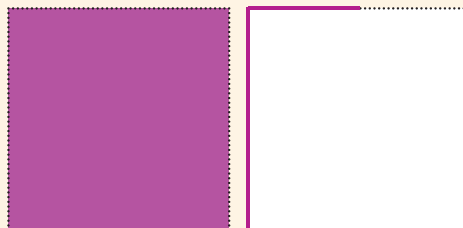
Teacher:
Sign:

Date:

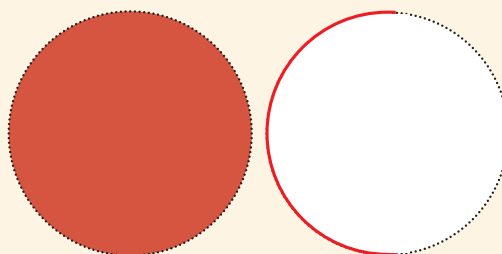


Complete the shapes.

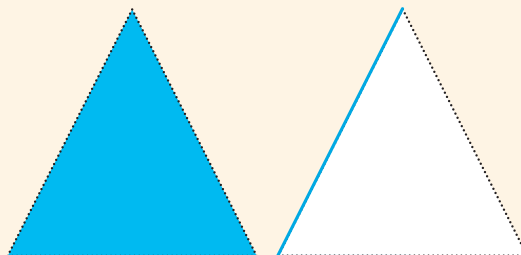
square



circle



triangle

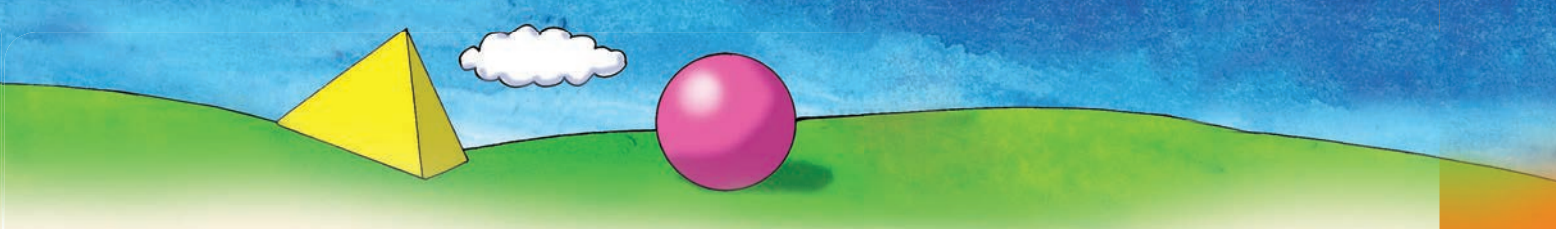


rectangle

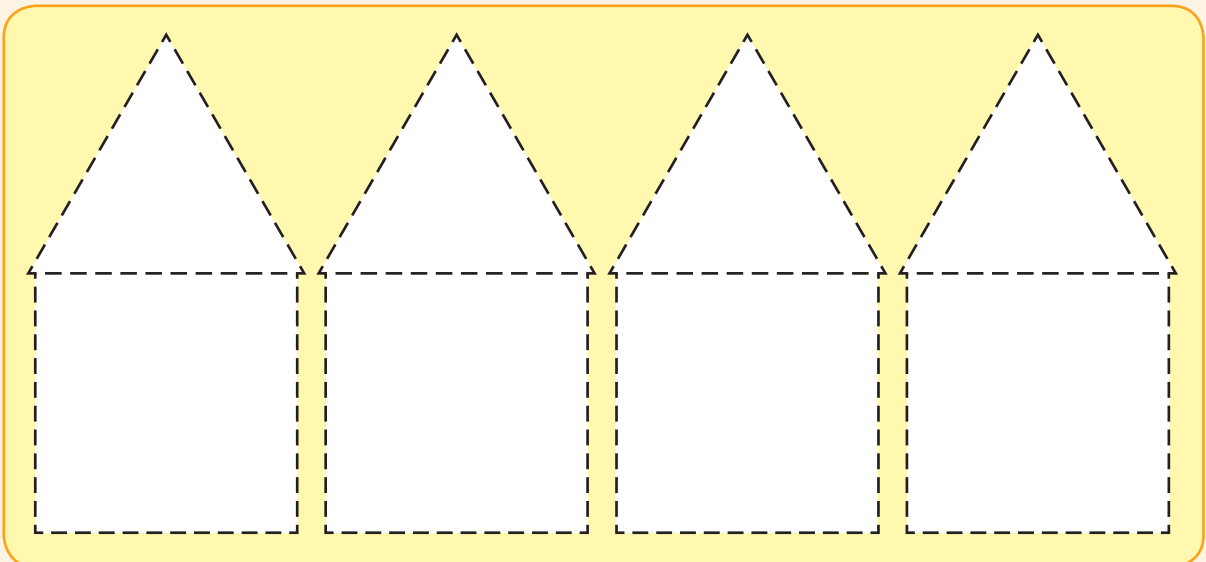
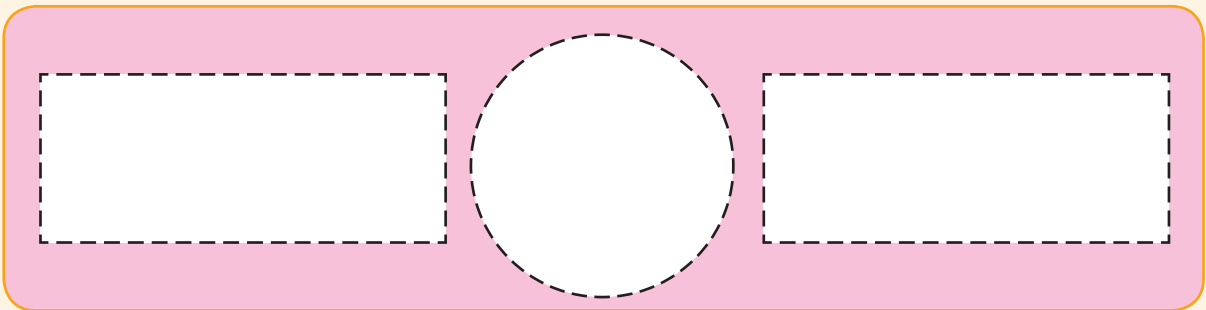
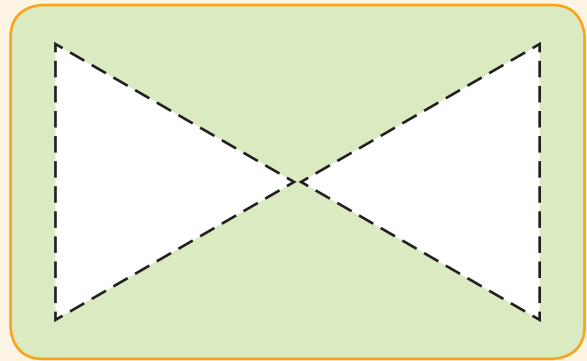
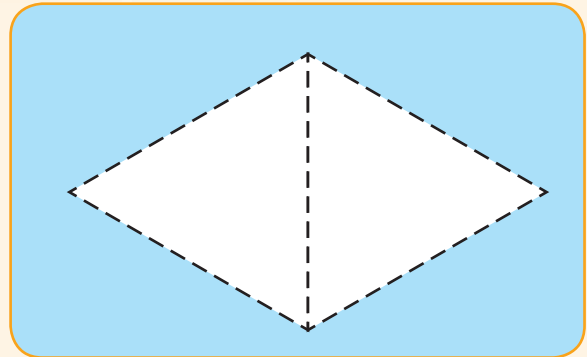
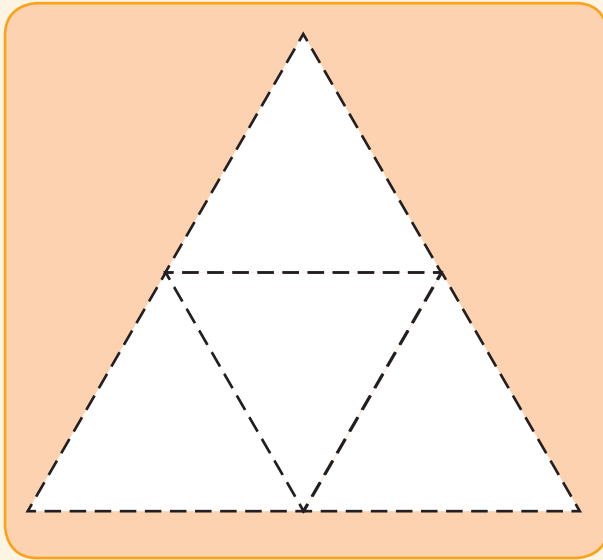


Use the four shapes above to draw a picture. You can use the shapes more than once.



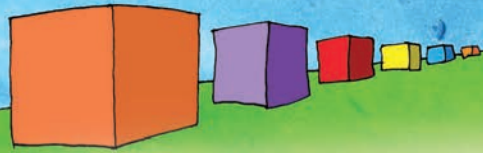


Use your cut-out shapes to form these pictures.



Teacher:
Sign:

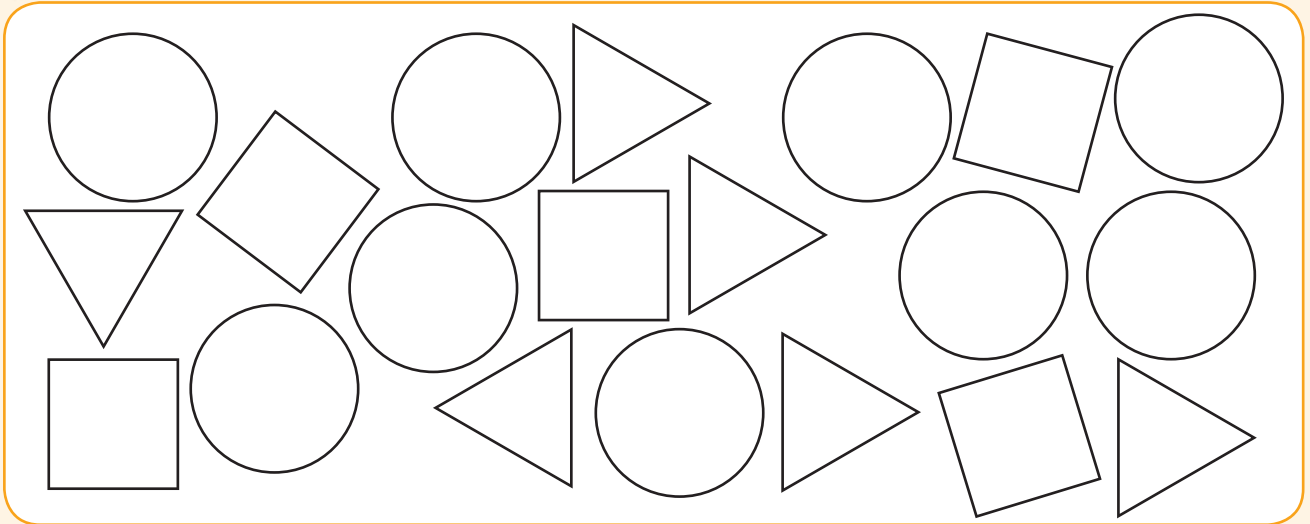
Date:



More 2-D shapes



Sort the shapes and make a drawing of your sorting.



Triangle

Circle

Square

How many triangles are there?

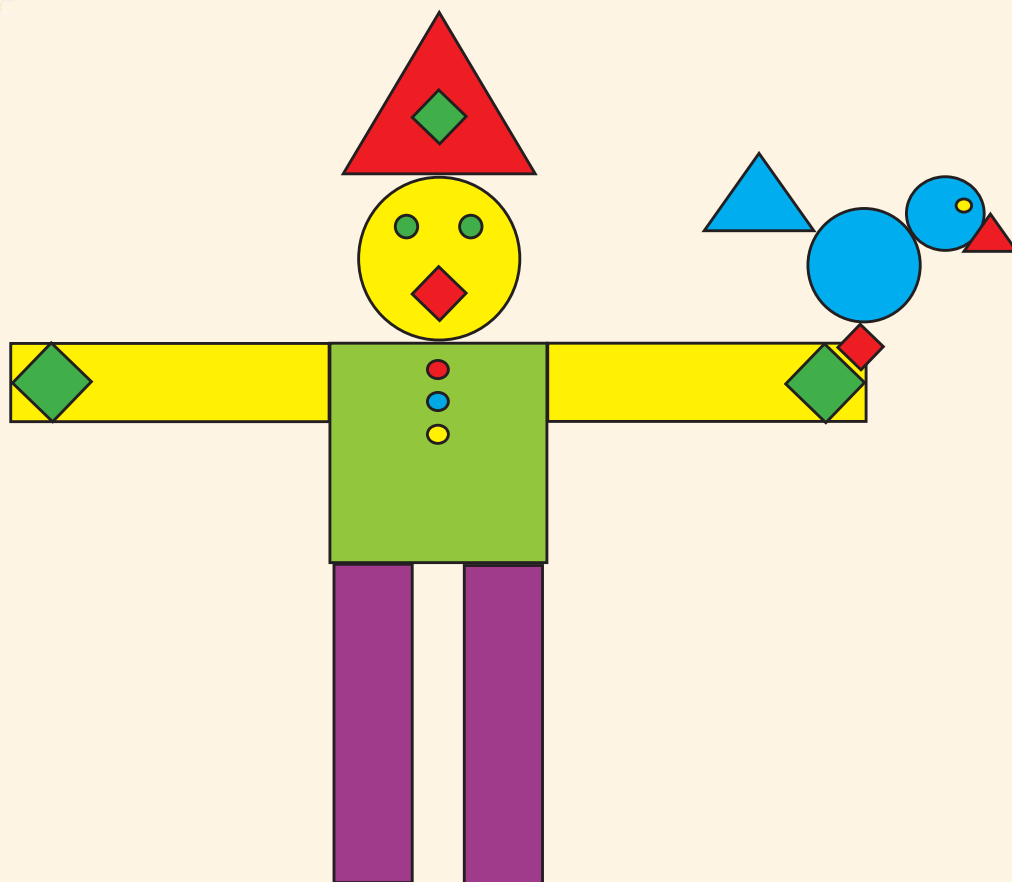
How many circles are there?





How many squares are there?



Find the shapes

Find the different shapes and then count them.



| | | |
|---|-----------------------------------|--|
|  | How many squares can you find? | |
|  | How many circles can you find? | |
|  | How many triangles can you find? | |
|  | How many rectangles can you find? | |



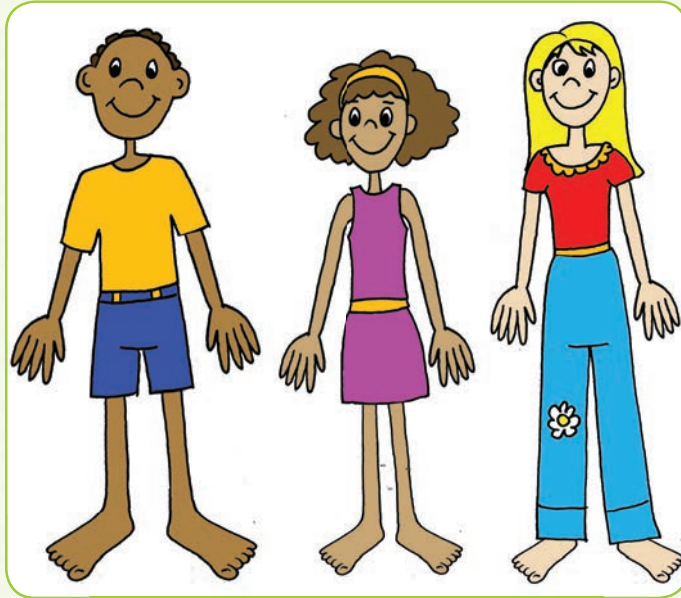
Teacher:
Sign:

Date:



Answer the questions:

Groups of two to 10



How many children do you see?

How many pairs of feet do you see?

Write a sum for the pairs of feet.

$$2 + 2 + 2 =$$

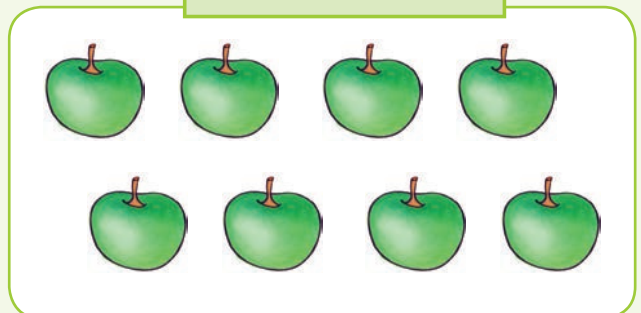


Draw circles around the following to make:

2 groups of 2



4 groups of 2





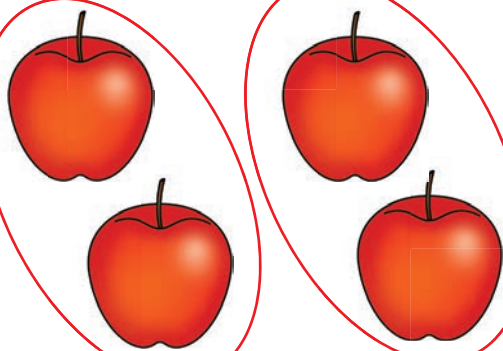
5 groups of 2



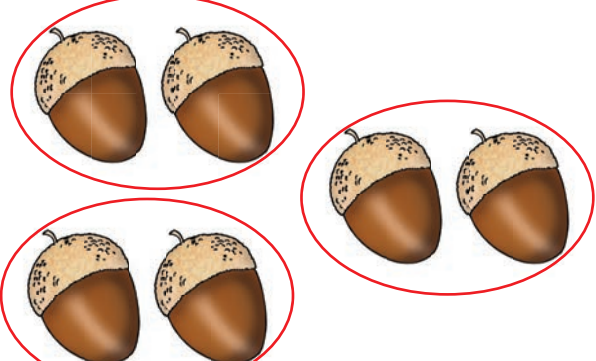
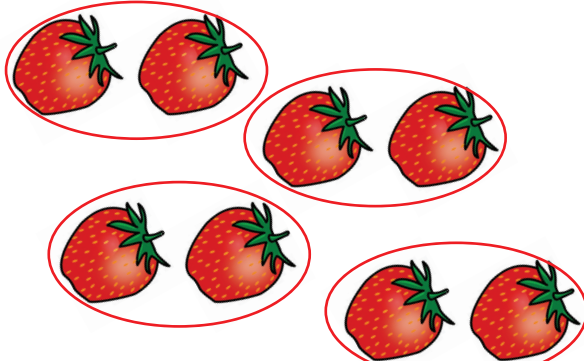
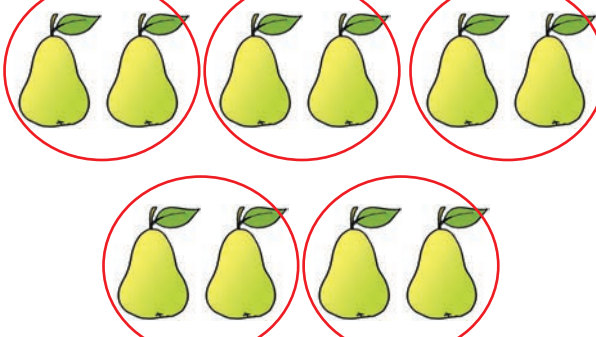
3 groups of 2



Write a sum for the following:



$2 + 2 =$



Teacher:
Sign:

Date:



Repeated addition of twos up to 10

How many legs are there? Write a sum for it.



$$2 + 2 + 2 = 6$$



Calculate and then make a drawing.

$$\boxed{2} + \boxed{2} = \boxed{4}$$

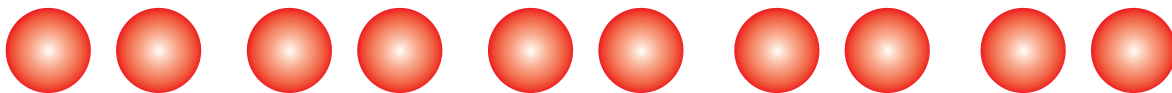
$$\boxed{2} + \boxed{2} + \boxed{2} = \boxed{}$$

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

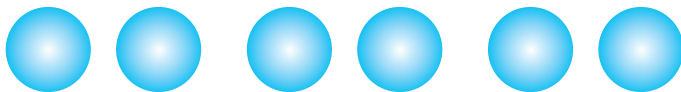
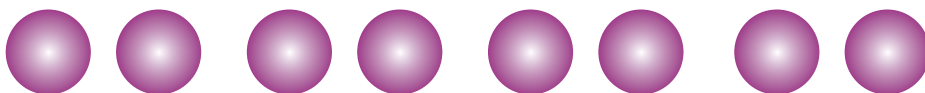
$$\boxed{2} + \boxed{2} + \boxed{2} + \boxed{2} + \boxed{2} = \boxed{}$$



Write a sum for:



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



Count these numbers in twos and then colour the ones you counted.

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|



Teacher:
Sign:

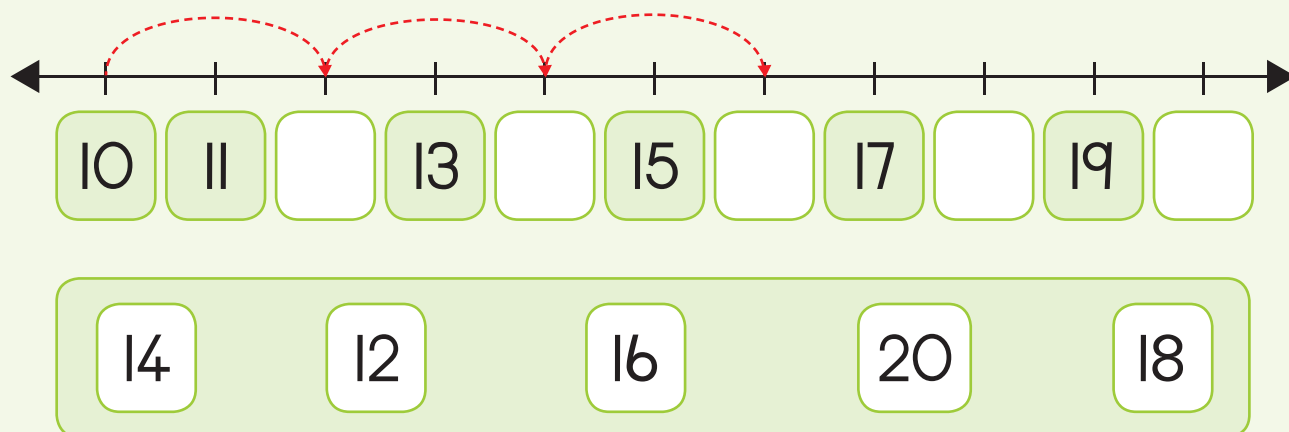
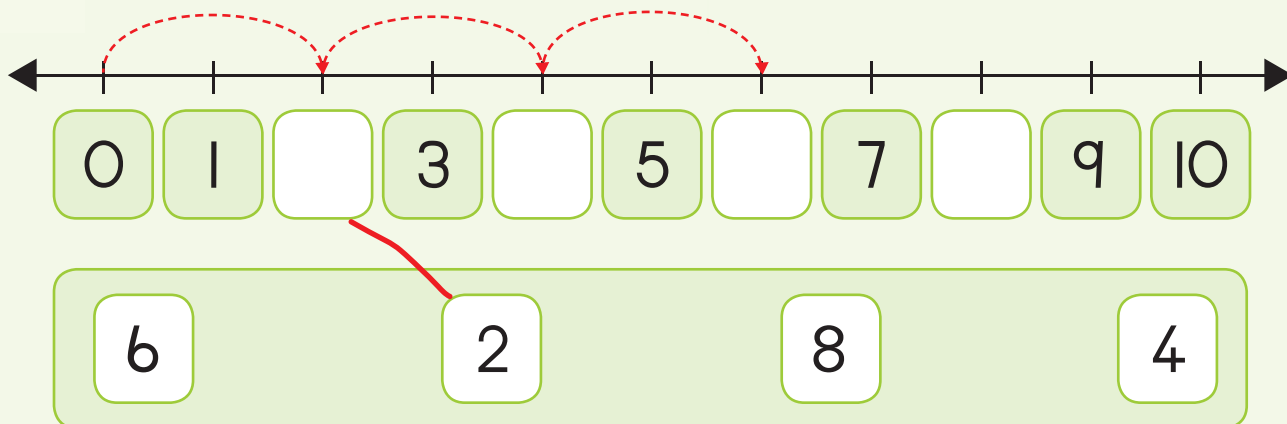
Date:



Patterns: 2 to 20

Draw a line to match the missing number.

We did the first one for you. Then complete two more hops.



Complete the pattern by colouring the numbers.

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



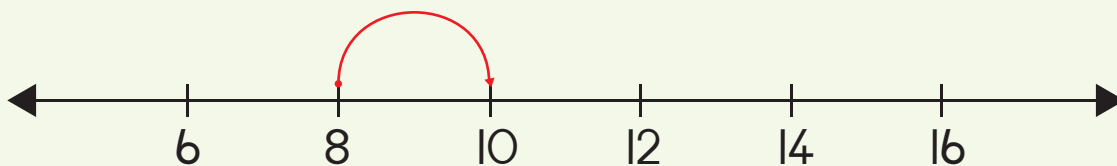
Draw hops to show the following.

8

10

12

14

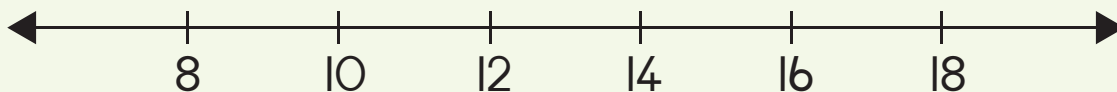


12

14

16

18



4

6

8

10



Teacher:
Sign:

Date:



109



Answer the questions.

Groups of three up to 10



How many bananas do you count?

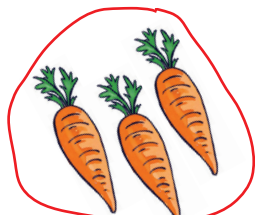
How many groups are there?

Write it as a number sentence.



Draw circles around the following to make:

2 groups of 3



3 groups of 3

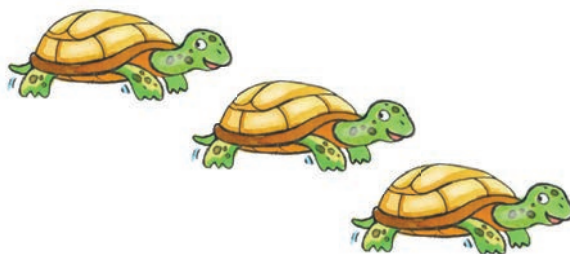




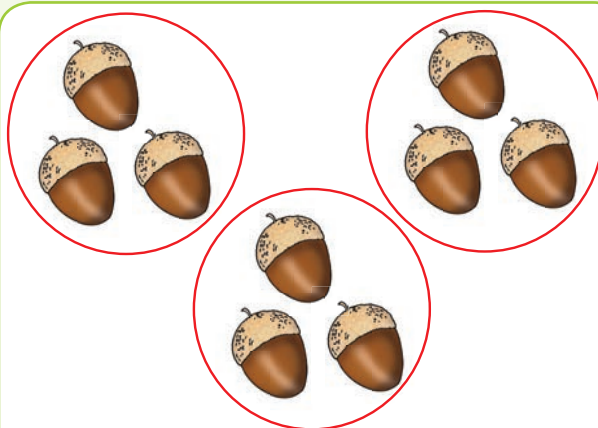
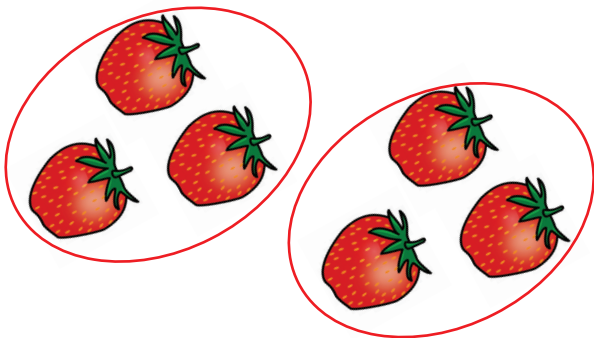
4 groups of 3



1 group of 3



Write a number sentence for the following:



Draw 2 groups of 3.



Teacher:
Sign:
Date:





Repeated addition of threes to 10

How many wheels are there? Write it as a sum.





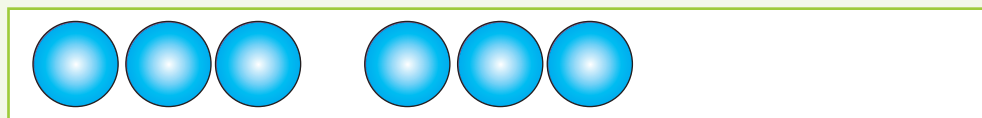
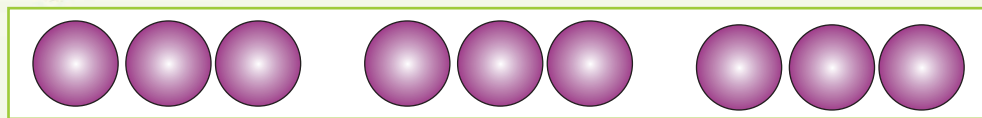
Draw shapes to show the following.

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

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



Write a sum for:



How many flowers did I buy at the market?



Sum.



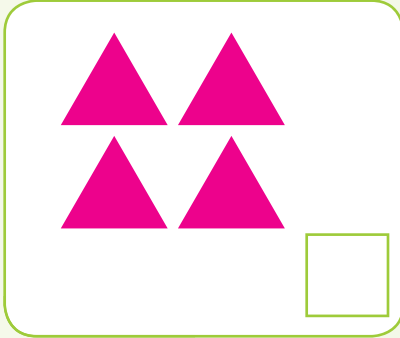
Teacher:
Sign:

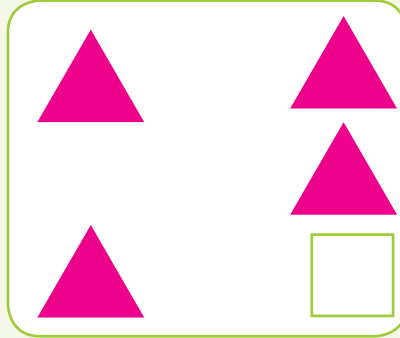
Date:

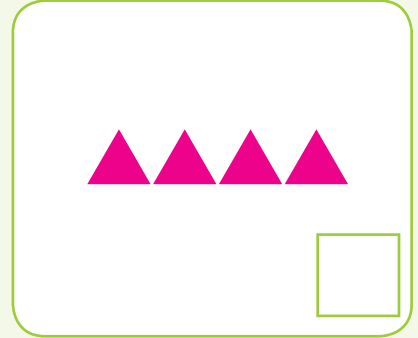


Groups of four up to 10

Count the shapes and write the number.









I saw the following animals in the zoo. How many legs did I see?
Write a sum for each.



$$4 + 4 = 8$$







Draw shapes around the following to make:

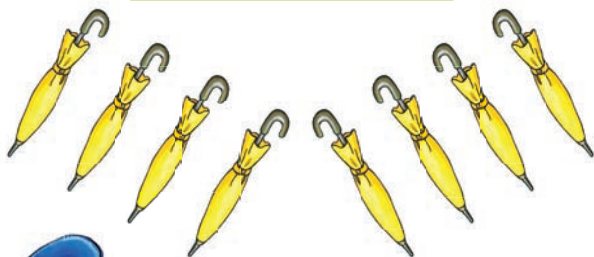
2 groups of 4



1 group of 4



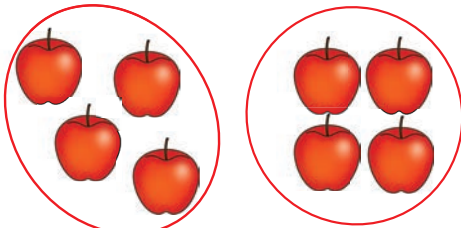
2 groups of 4



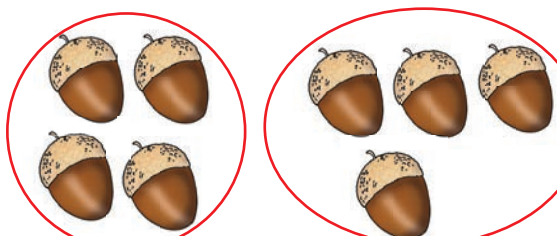
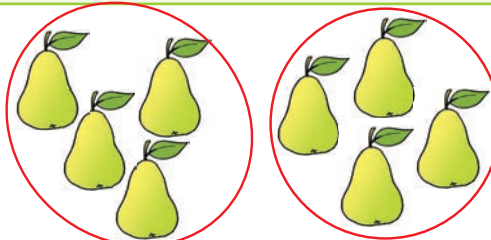
1 group of 4



Write a sum for the following:



$$4 + 4 =$$



Teacher:
Sign:
Date:

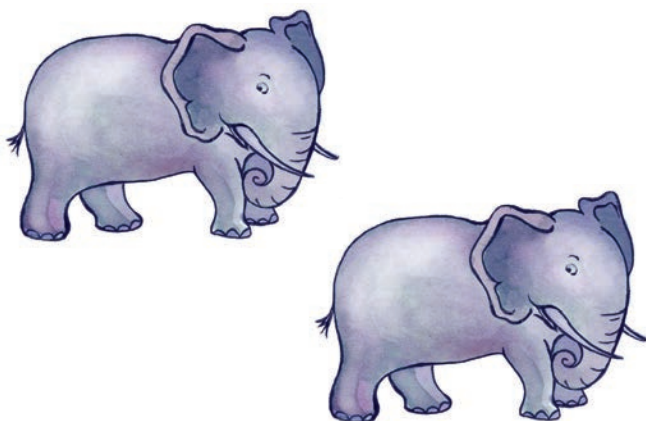


Repeated addition of fours up to 10

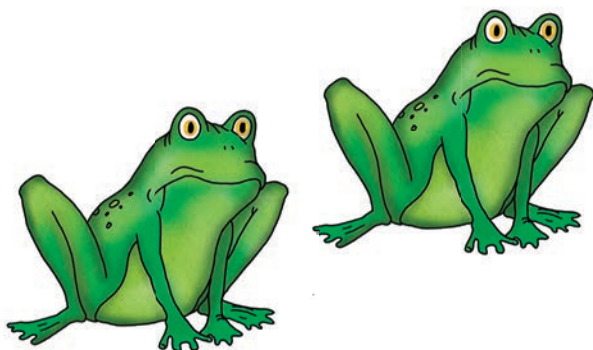
How many legs are there? Write a sum for each.



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



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



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



Draw shapes to show the following.

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



Write a sum for:



Susan baked 4 cupcakes. Jane baked 4 cupcakes.
How many cupcakes did they bake in total? Circle the correct number of cupcakes.



Sum.



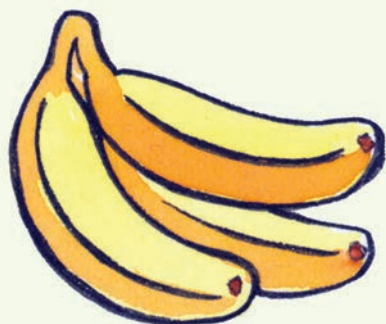
Teacher:
Sign:

Date:



Answer the questions.

Groups of five up to 10



How many toes do you see on each foot?

How many toes are there altogether?

Write it as a sum.

$$5 + 5 =$$



Draw circles around the following to make:

1 groups of 5

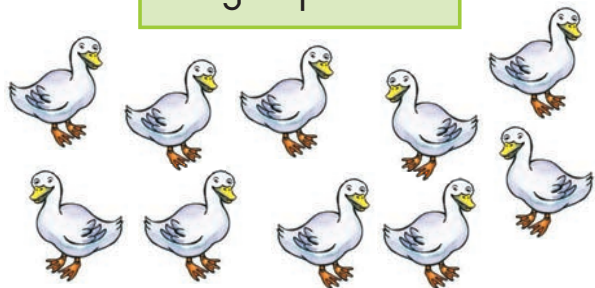


2 groups of 5

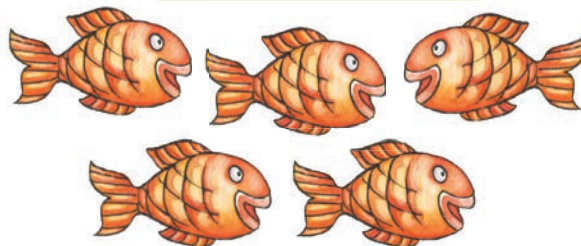




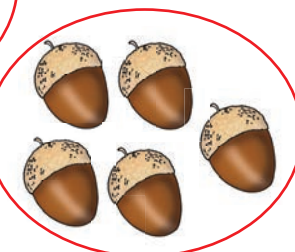
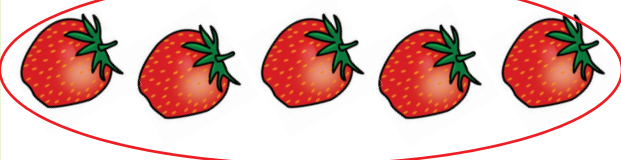
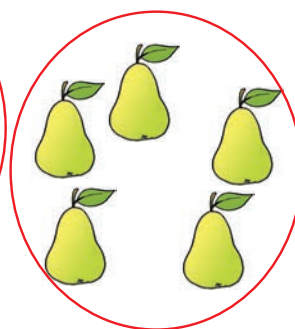
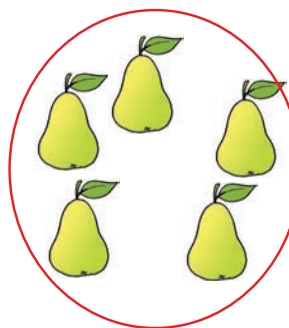
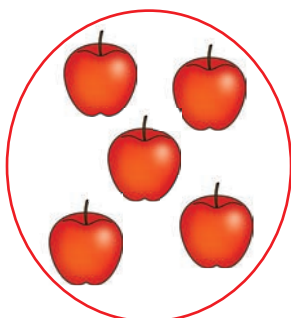
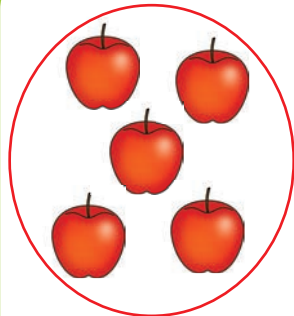
2 groups of 5



1 group of 5



Write a sum for the following:



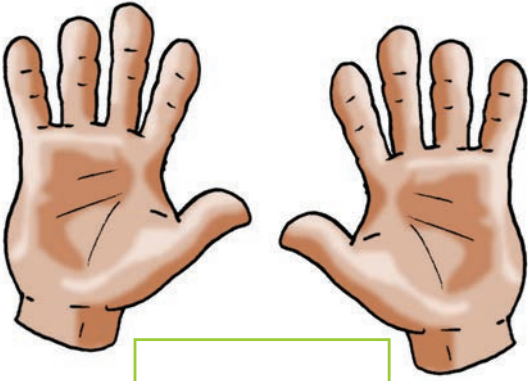
Teacher:
Sign:

Date:



Repeated addition of fives up to 10

How many fingers or toes are there?





Draw shapes to show the following.

5

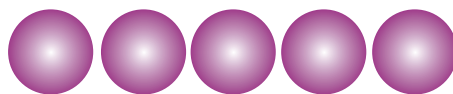
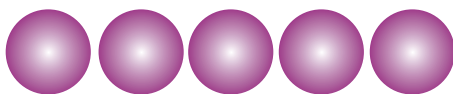
+

5

=



Write a sum for:



How many toes do you have on each foot? How many toes do you have in total?
Make a drawing.

Sum:



How many fingers do you have on one hand? How many fingers do you have in total?
Make a drawing.

Sum:



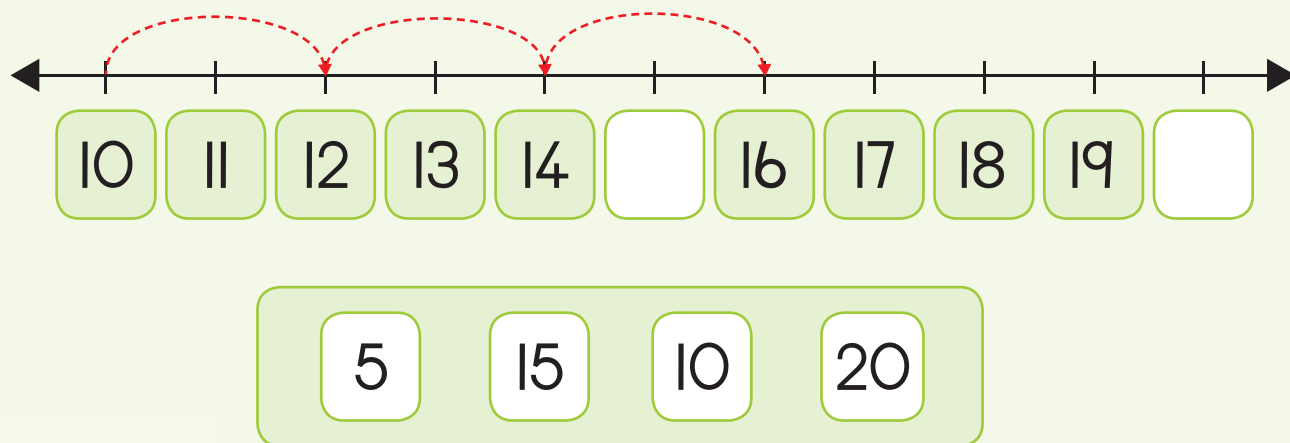
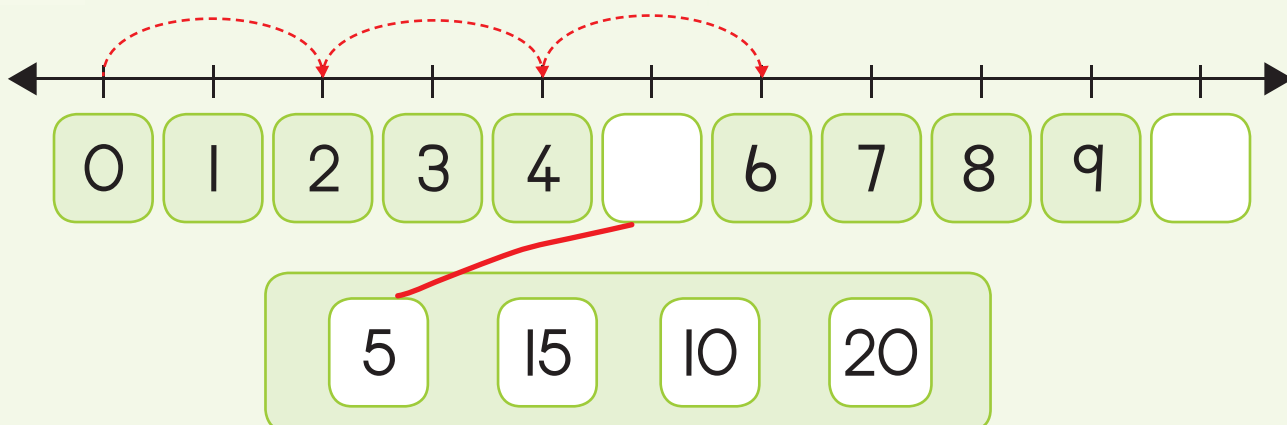
Teacher:
Sign:

Date:



Five patterns to 20

Draw a line to match the missing number. We did the first one for you.
Complete the hops by tracing over it.

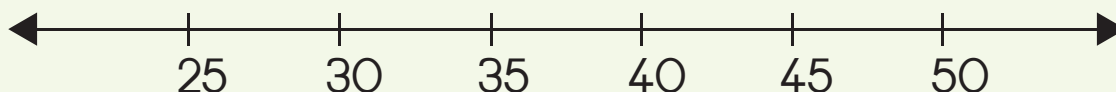
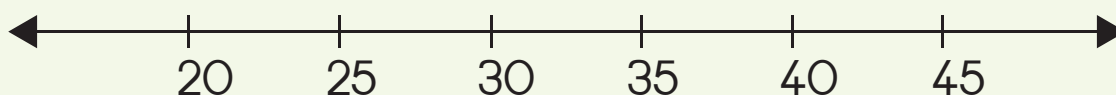
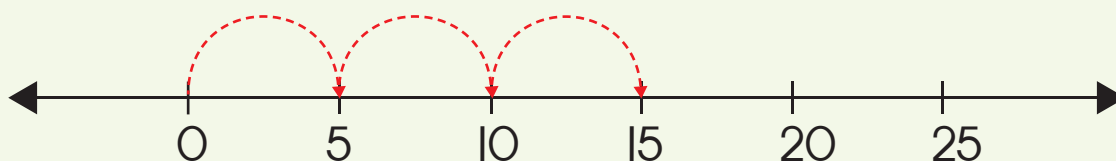


Complete the pattern by colouring the numbers.

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



Draw hops to show the following:



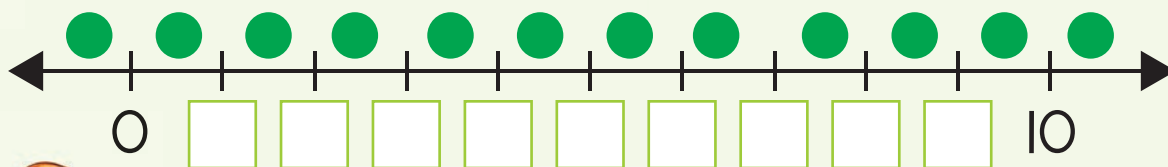
Teacher:
Sign:

Date:



Tens patterns

Fill in the missing numbers.



Draw 10 beads between the intervals and match the number to the correct block.



50 40 30 20



Complete the number line by copying the given numbers in the correct spaces.

50 30 10 0 50 20 40





Complete the number board by using the cut-out numbers.

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

Use these cut out numbers from the back of the book.



| | | | | | |
|----|----|-----|----|----|----|
| 20 | 40 | 10 | 60 | 90 | 80 |
| 50 | 30 | 100 | 70 | | |



Teacher:
Sign:

Date:





Numbers and money

Match the amounts with the money.

| | | |
|------|--|-------------------|
| R100 | | 50c |
| R20 | | 10 Rand banknote |
| R10 | | 10c |
| 5c | | 100 Rand banknote |
| R50 | | 50c |
| 50c | | 50 Rand banknote |
| R5 | | 5c |
| R1 | | 20 Rand banknote |



Money: notes and coins

Circle the notes/coins that has the highest value.



R100

R50

R10



R1

R5

R10



R1

50c

5c



R20

R5

R10



Teacher:
Sign:

Date:





Numbers and money (continued)

Circle all the:

5c coins



10c coins



20c coins



Circle all the:

R10 notes



Circle all the:

R20 notes





Circle the coins in each row that will make 20c.



Circle the notes in each row that will make R20.



Teacher:
Sign:

Date:

11

12

13

14

15

16

17

18

19

20

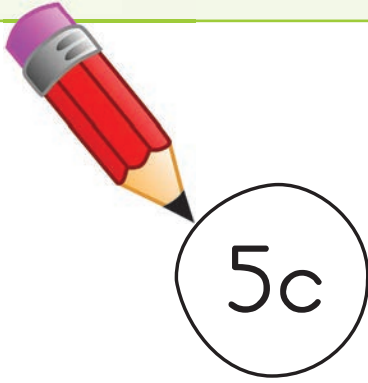


Money and change

Draw the coins that will give you a total of:

a.

10c



b.

20c

c.

15c



Add the coins. Colour the correct answer.



10c

15c

20c



10c

15c

20c



10c

15c

20c



I have the following in my piggy bank. What can I buy with it.
Draw or paste a picture in the block.



Teacher:
Sign:

Date:



More money and change

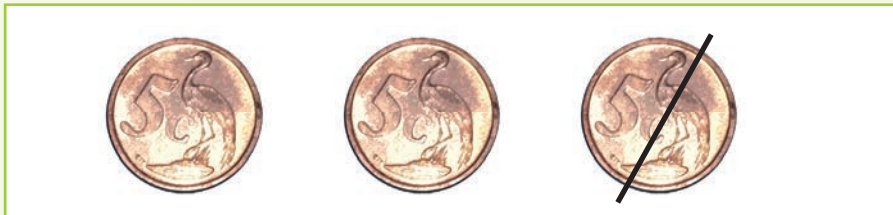
Take one 5c coin away. How much do you have left?

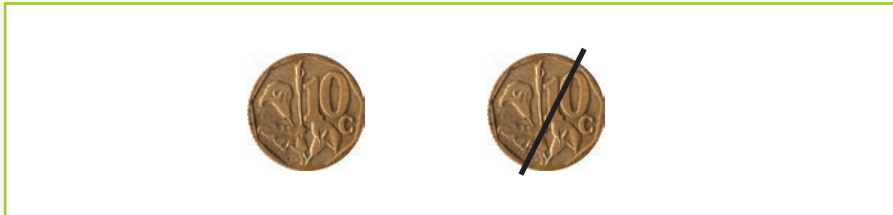


5c



How much is left?











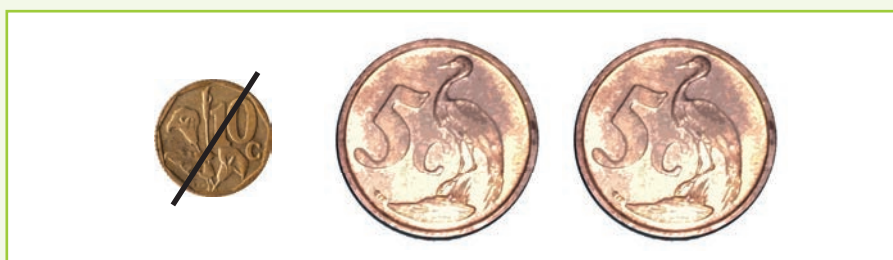
How much is left? Match the following.



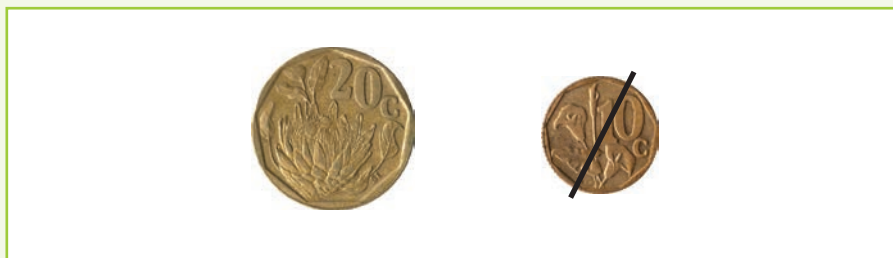
5c



20c



15c



10c



Teacher:
Sign:

Date:

Shape, orientation and position

Find and circle the shape that has the same shape and orientation as the shape in the first box.



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Circle the correct answers.

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| 1 | 2 | 3 | 4 | 5 |

Which animal is **in front of** the elephant?

Which animal is **behind** the dog?

Which animal is **between** the zebra and the dog?

If the dog moves **forward** which animal will it bump into?

If the elephant moves **backward** which animal will it bump into?

Which animal is **in the middle of** the row?

Which animal is **first in line**?

Which animal is **last in line**?

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Patterns with geometric shapes

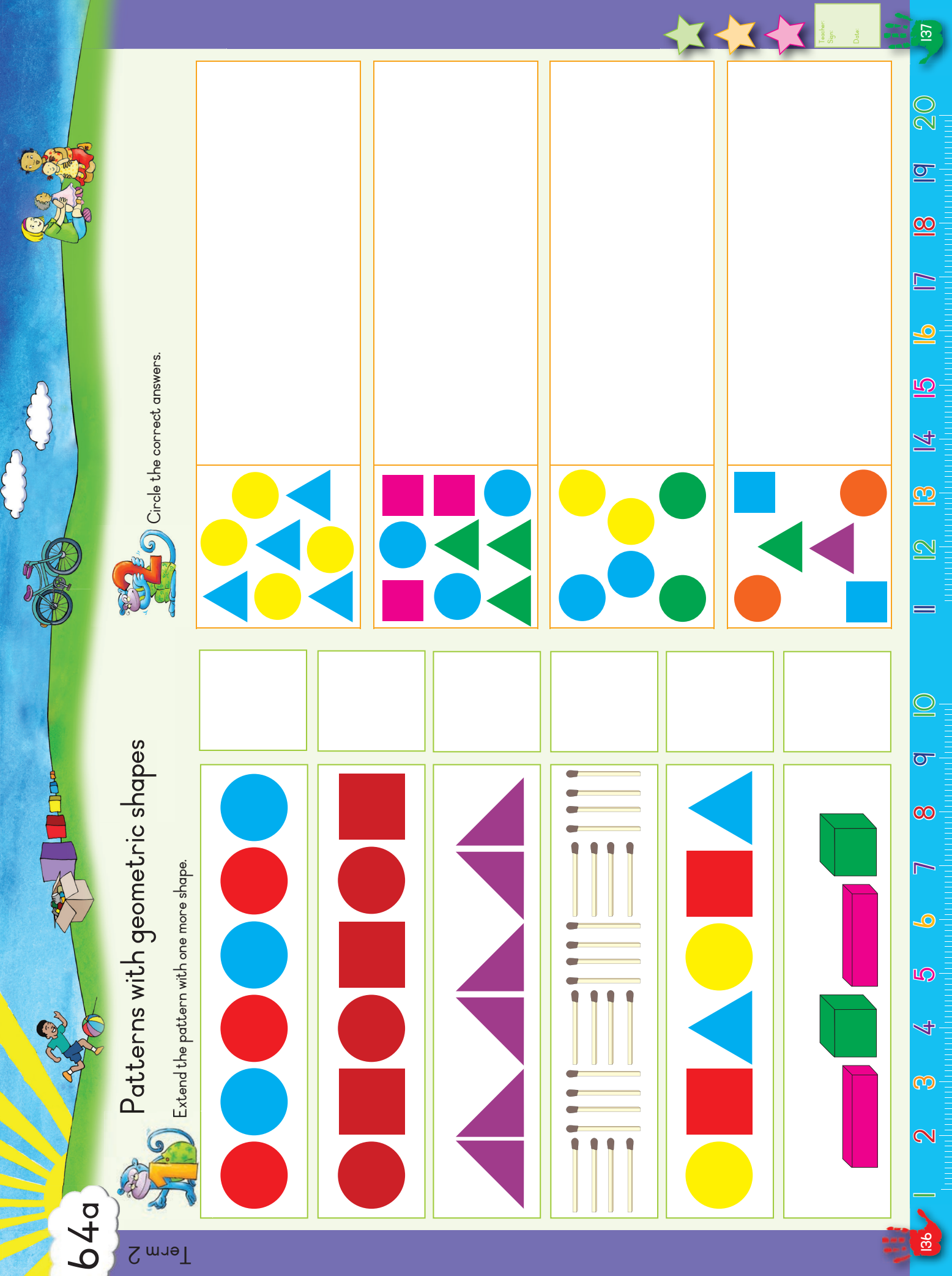
Extend the pattern with one more shape.

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Circle the correct answers.

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Teacher's Sign: _____
Date: _____

2-D shapes and 3-D objects



Colour the shapes.

Colour the squares ■ red.

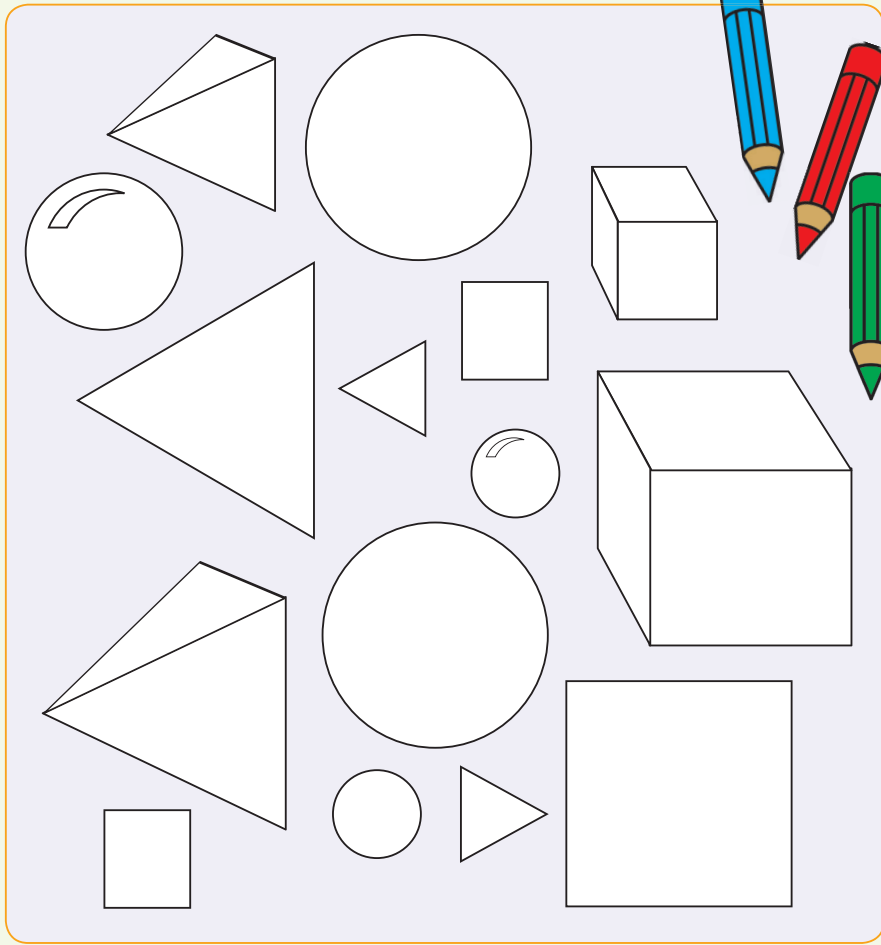
Colour the circles ● blue.

Colour the triangles ▲ green.

Colour the boxes ■ yellow.

Colour the balls ● purple.

Colour the pyramids ▲ orange.



Shapes and solid objects



Circle the bodies.



Circle this



in red.



Circle this



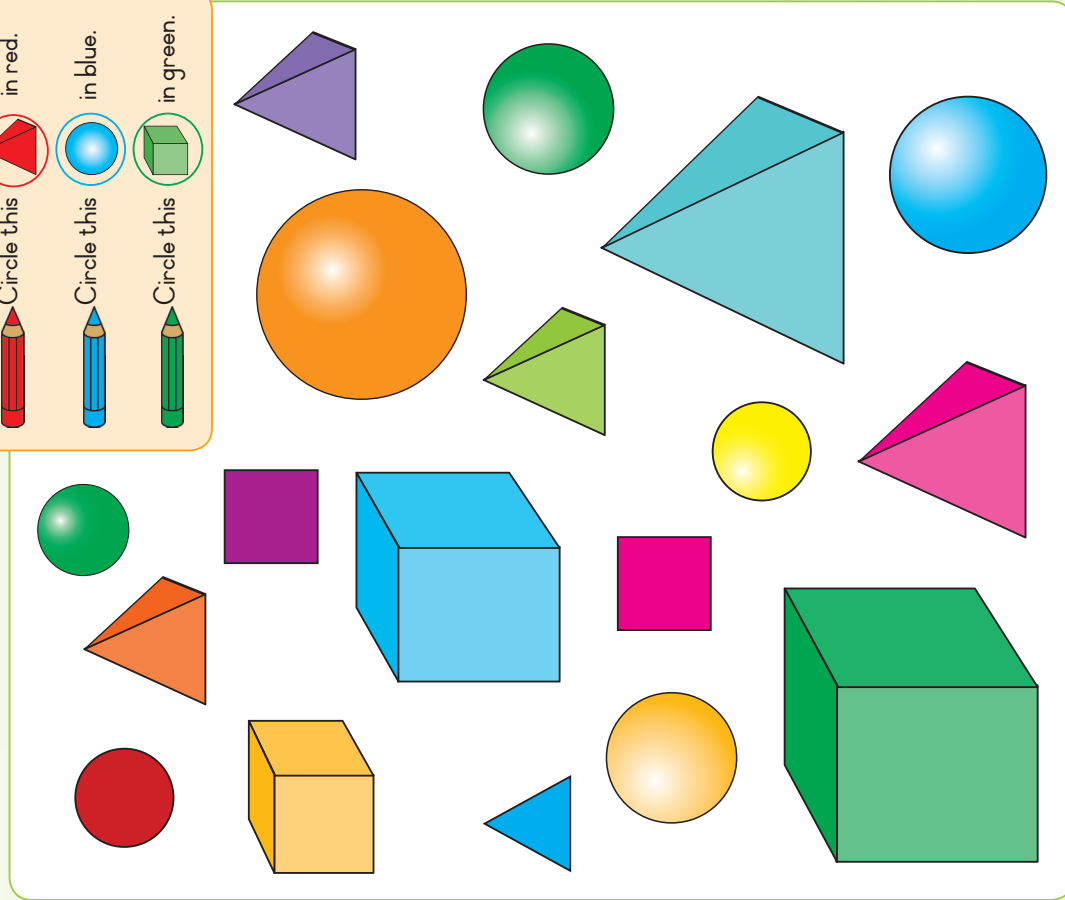
in blue.

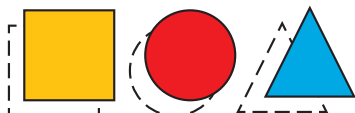


Circle this



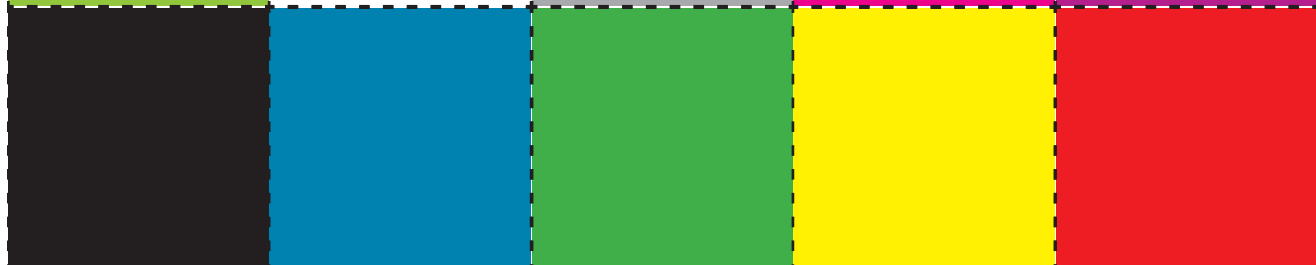
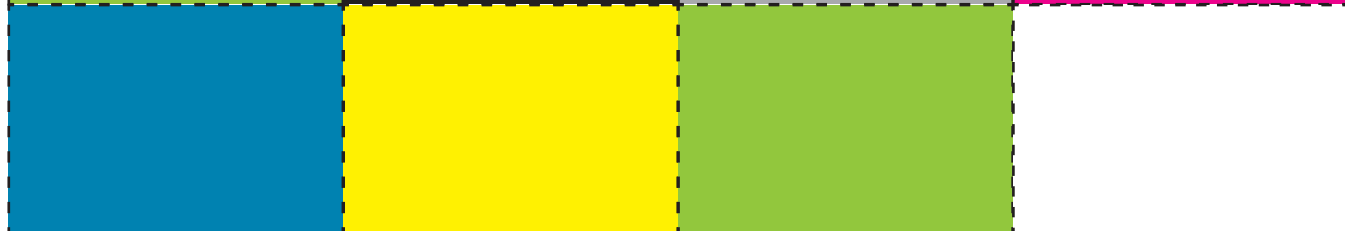
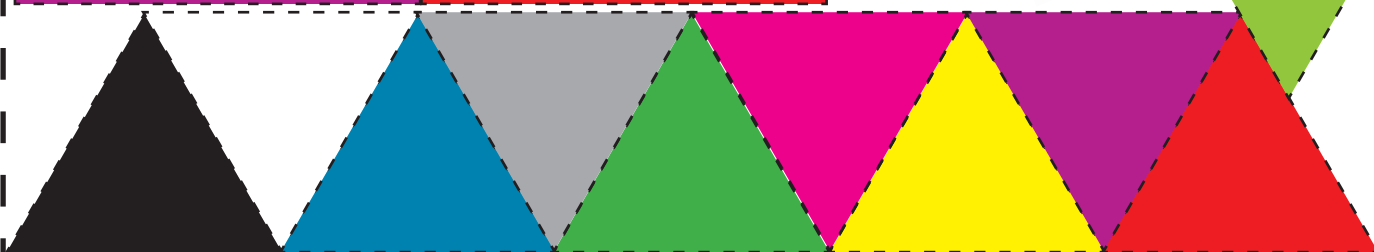
in green.

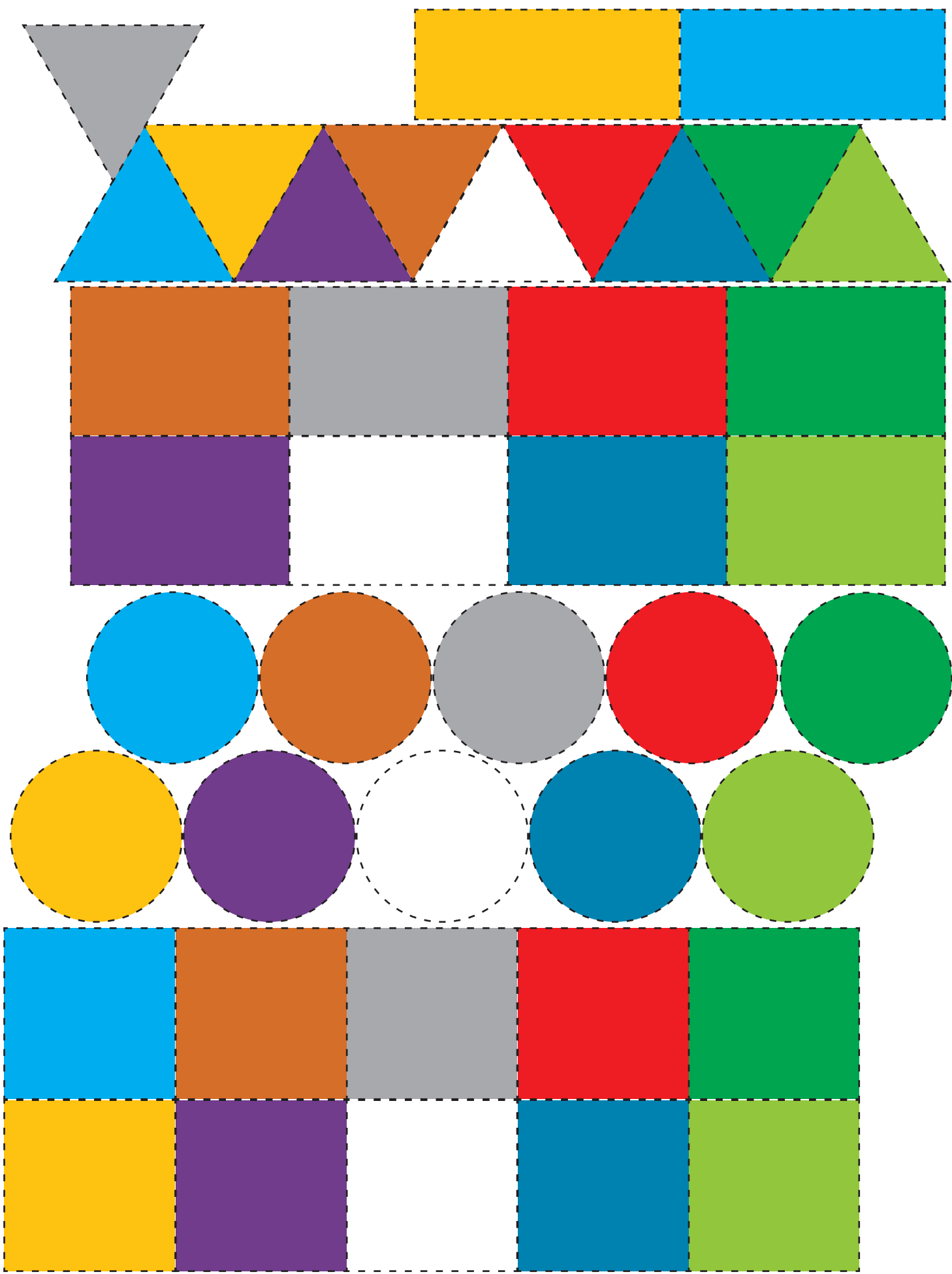


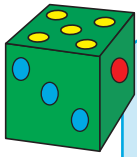


Shapes:

Cut out the shapes on the dotted lines. Now use them to do the worksheets in your book.
Remember to keep them safe so that you can use them over and over again.







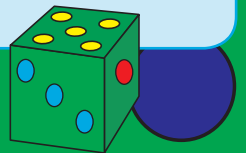
Make a dice:

Cut the dice out on the black outer line and fold on the white dotted lines. Glue the flaps to the inside of the dice.



The game:

Play together. If you are two you will have 2 dice. Throw the dice and take turns to add up the numbers. The more kids playing together the trickier it will get.



Use these cut outs
numbers to complete
the number board.



20

40

10

60

90

80

50

30

100

70

