Name:_____

Class:_____

TAF Maths Evidence Booklet

Master The Curriculum

Read the block graphs and complete the totals.

Table points achieved in week 1

Blue table received _____ points.

Green table received _____ points.

Yellow table received _____ points.

Red table received _____ points.

Orange table received _____ points.

Yellow team received 2 ½ extra points. Add this to block graph.

Table points achieved in week 2

Blue table received _____ points.

Green table received _____ points.

Yellow table received _____ points.

Red table received _____ points.

Orange table received _____ points.

Green team received 4 extra points. Add this to block graph.

☆☆☆ I am very confident.   ☆☆ I am confident.   ☆ I would like more practice.
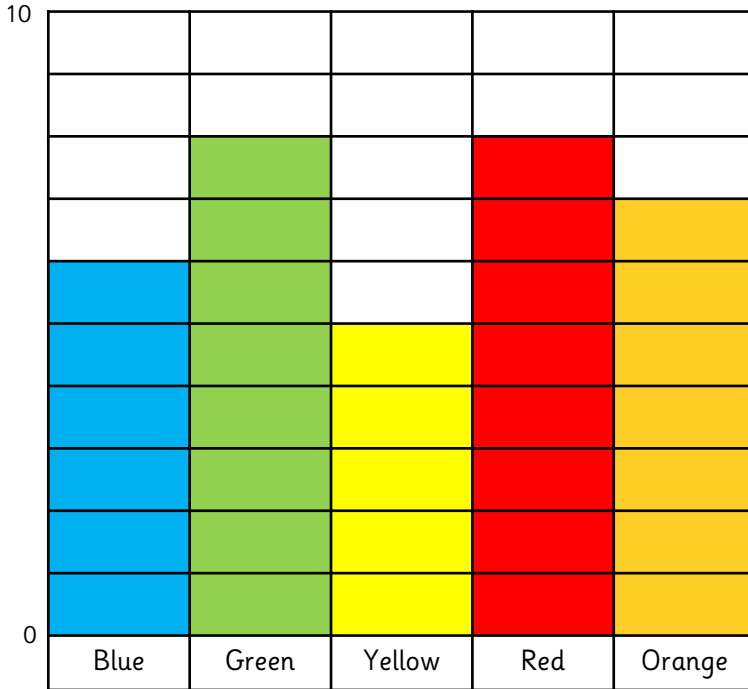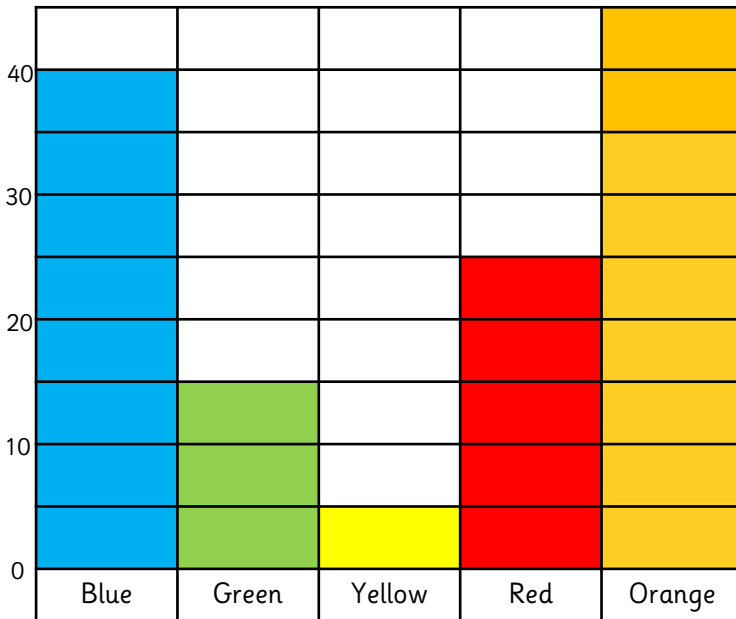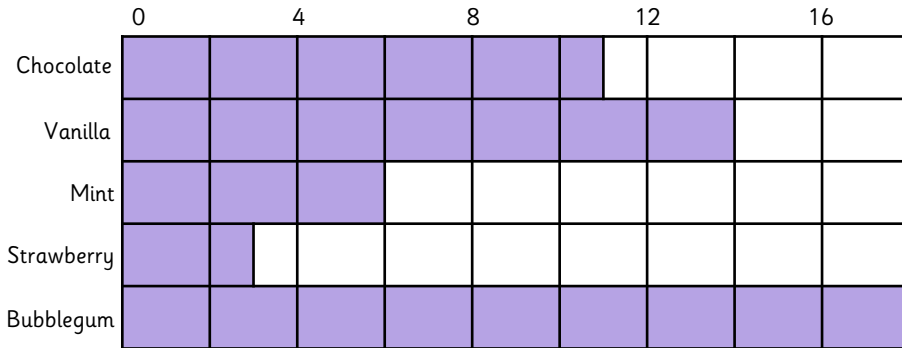
read scales where not all numbers on the scale are given and estimate points in between

Read the block graphs and complete the totals.

Favourite ice-cream flavour in 2 MT

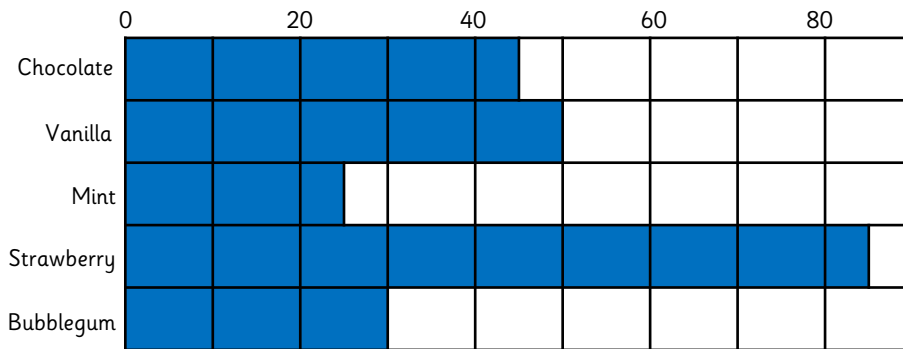|	0		4		8		12		16	
Chocolate										
Vanilla										
Mint										
Strawberry										
Bubblegum										

Chocolate received _____ votes.

Vanilla received _____ votes.

Mint received _____ votes.

Strawberry received _____ votes.

Bubblegum received _____ votes.

4 more children voted for mint. Add this to the graph.

Favourite ice-cream flavour in year 1 and year 2

	0		20		40		60		80	
Chocolate										
Vanilla										
Mint										
Strawberry										
Bubblegum										

Chocolate received _____ votes.

Vanilla received _____ votes.
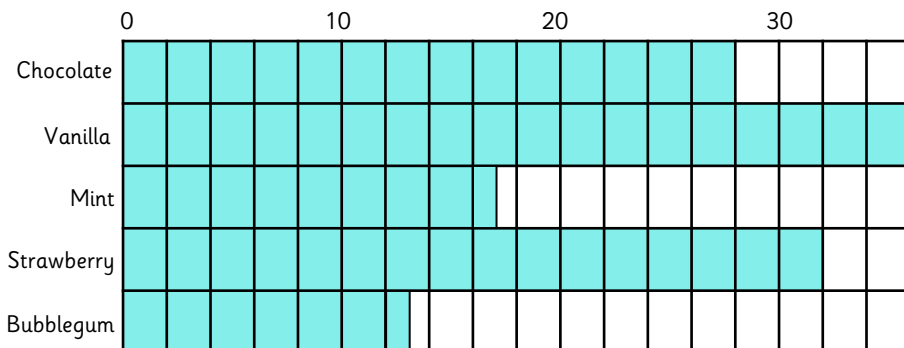
Mint received _____ votes.

Strawberry received _____ votes.

Bubblegum received _____ votes.

30 more children voted for bubblegum. Add this to the graph.

Favourite ice-cream flavour in class 2R

	0		10		20		30	

| Chocolate |
| Vanilla |
| Mint |
| Strawberry |
| Bubblegum |

Chocolate received _____ votes.

Vanilla received _____ votes.

Mint received _____ votes.

Strawberry received _____ votes.

Bubblegum received _____ votes.

Mint received 3 more votes. Add this to the chart.

☆☆☆ I am very confident.   ☆☆ I am confident.   ☆ I would like more practice.

read scales where not all numbers on the scale are given and estimate points in between

What colour is each person's string?
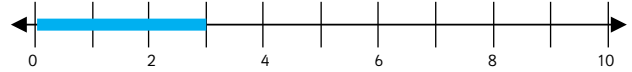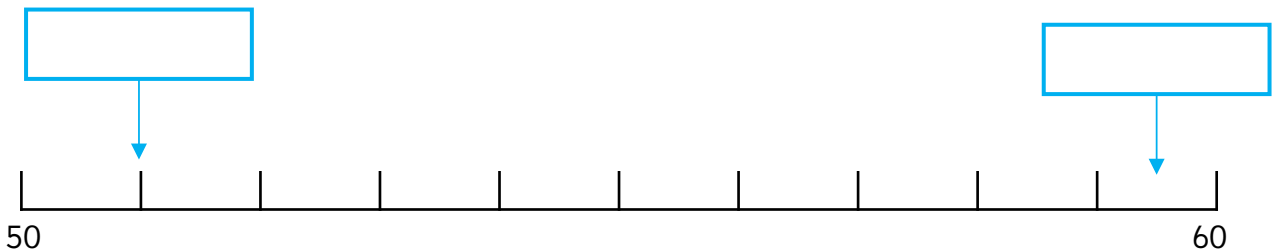
green

pink

cm (not to scale)

red

blue

cm (not to scale)

yellow

purple

My string is 90 cm.

The colour is _____.

My string is 3 cm long.

The colour is _____.

My string is 5 cm less than 40 cm.

The colour is _____.

My string has been measured in divisions of ½ .

The colour is _____ and it measures _____.

My string has been measured in divisions of 1s.

The colour is _____ and it measures_____.

My string is 40 cm.

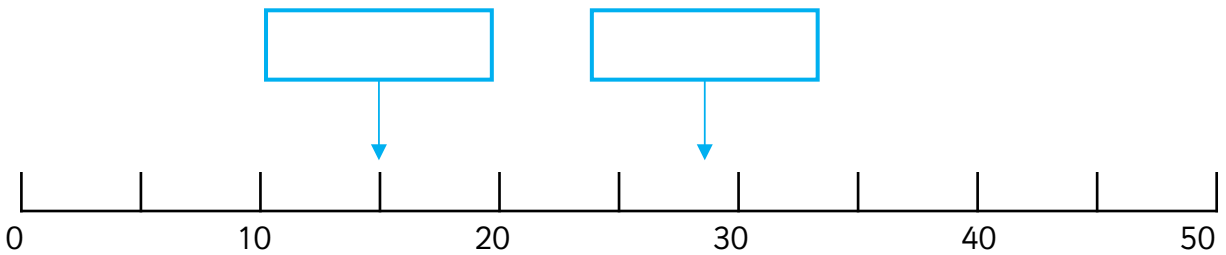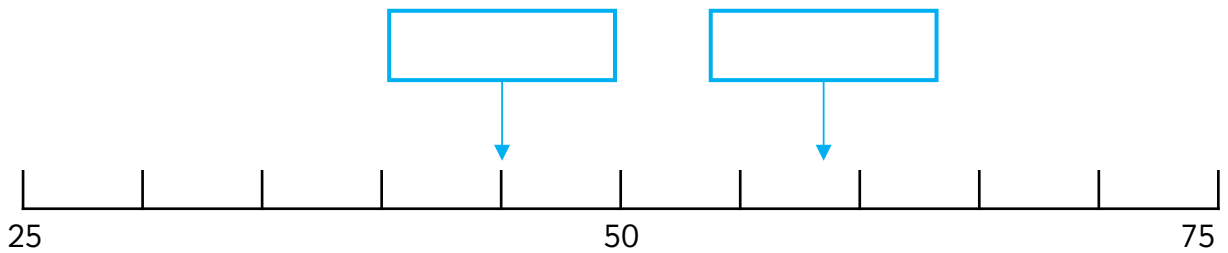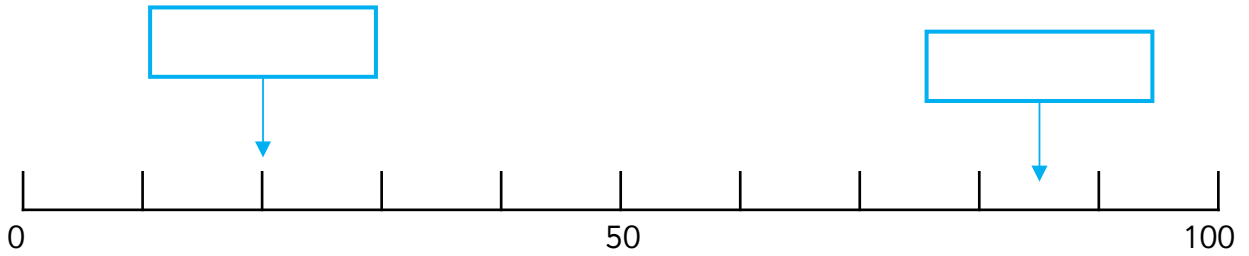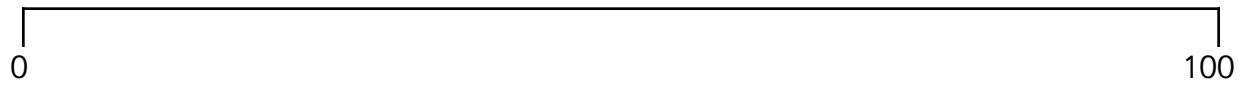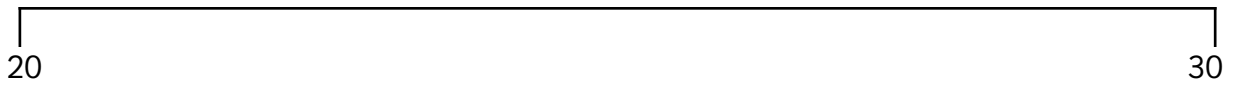The colour is _____.

☆☆☆ I am very confident.   ☆☆ I am confident.   ☆ I would like more practice.

Read and estimate the numbers on the number line.

0   50   100

25   50   75

0   10   20   30   40   50

50   60

0   2   4   6   8   10

I am very confident.   I am confident.   I would like more practice.

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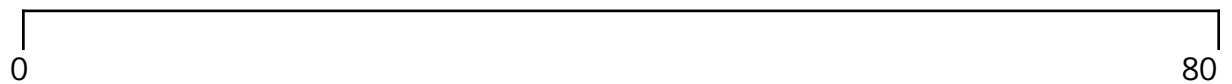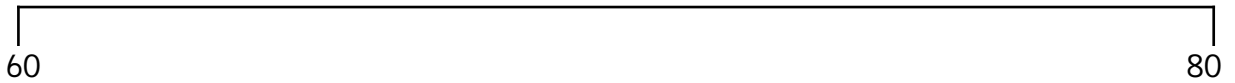
Draw an arrow to show the number 25 on each of the number lines.

0   30

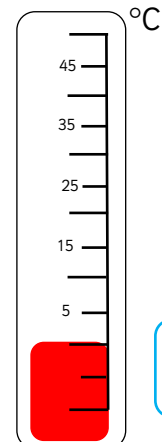0   50

20   30

0   100

Draw an arrow to show the number 75 on each of the number lines.

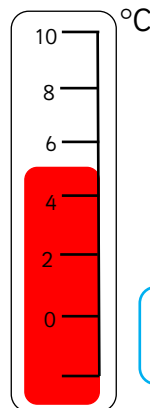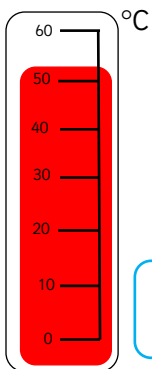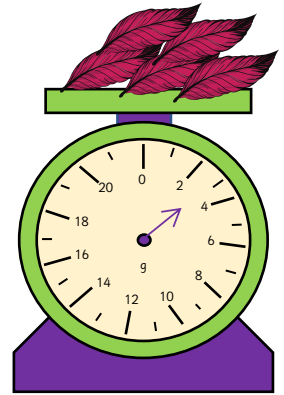60   80

0   100

70   80

0   80
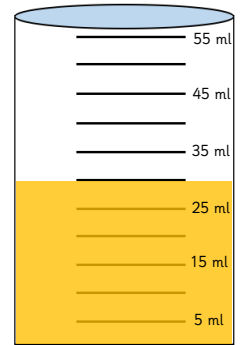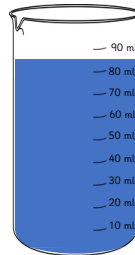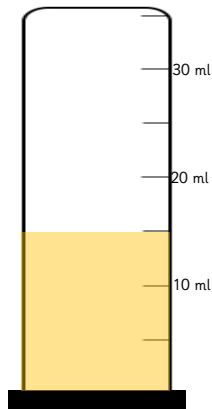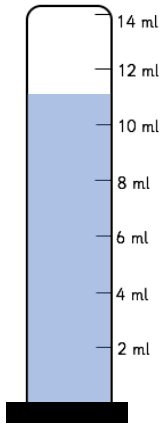
☆☆☆ I am very confident.   ☆☆ I am confident.   ☆ I would like more practice.

read scales where not all numbers on the scale are given and estimate points in between

Read the scales.

14 ml
12 ml
10 ml
8 ml
6 ml
4 ml
2 ml

30 ml
20 ml
10 ml

90 ml
80 ml
70 ml
60 ml
50 ml
40 ml
30 ml
20 ml
10 ml

55 ml
45 ml
35 ml
25 ml
15 ml
5 ml

100 0 10
90 20
80 30
g 40
70 50
60

0 kg 2 kg
22 kg 4 kg
20 kg 6 kg
18 kg 8 kg
16 kg 10 kg
14 kg 12 kg

20 0 2
18 4
16 6
g 8
14 10
12

60 °C
50
40
30
20
10
0

°C

10 °C
8
6
4
2
0

°C

°C
45
35
25
15
5

°C

☆☆☆ I am very confident.   ☆☆ I am confident.   ☆ I would like more practice.

recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts

How well do you know your multiplication and division facts?

Time yourself!

Column 1	Column 2	Column 3
3 x 2 = _____	10 ÷ 10 = _____	_____ = 10 x 0
5 x 6 = _____	18 ÷ 2 = _____	_____ = 40 ÷ 5
2 x 4 = _____	2 x 7 = _____	_____ = 9 x 10
30 ÷ 10 = _____	5 ÷ 5 = _____	_____ = 6 ÷ 2
10 x 11 = _____	3 x 10 = _____	_____ = 70 ÷ 10
25 ÷ 5 = _____	2 x 8 = _____	_____ = 5 x 11
2 ÷ 2 = _____	80 ÷ 10 = _____	_____ = 5 x 7
9 x 5 = _____	15 ÷ 5 = _____	_____ = 2 x 9
24 ÷ 2 = _____	2 x 7 = _____	_____ = 20 ÷ 5
8 x 5 = _____	8 x 10 = _____	_____ = 4 ÷ 2
100 ÷ 10 = _____	22 ÷ 2 = _____	_____ = 5 x 12
10 x 6 = _____	45 ÷ 5 = _____	_____ = 12 x 2
45 ÷ 5 = _____	6 x 10 = _____	_____ = 2 x 10
12 ÷ 2 = _____	16 ÷ 2 = _____	_____ = 10 ÷ 10
10 x 12 = _____	0 x 5 = _____	_____ = 60 ÷ 5
Time:	Time:	Time:

I am very confident.   I am confident.   I would like more practice.

recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts

How well do you know your multiplication and division facts?

Time yourself!

Column 1	Column 2	Column 3
5 x ____ = 50	____ ÷ 5 = 4	____ = 5 x 0
____ x 9 = 18	10 ÷ ____ = 2	4 = ____ ÷ 5
7 x 10 = ____	10 x 5 = ____	60 = 6 x ____
____ ÷ 10 = 5	____ ÷ 2 = 5	7 = ____ ÷ 2
6 x ____ = 12	2 x ____ = 22	____ = 60 ÷ 10
____ ÷ 5 = 8	____ x 6 = 12	22 = ____ x 11
10 ÷ 2 = ____	____ ÷ 5 = 3	15 = 5 x ____
9 x ____ = 90	35 ÷ ____ = 7	____ = 8 x 2
110 ÷ ____ = 11	____ x 4 = 8	5 = 10 ÷ ____
____ x 5 = 45	____ x 5 = 45	1 = ____ ÷ 5
2 ÷ ____ = 1	10 ÷ ____ = 1	____ = 10 x 12
4 x ____ = 20	60 ÷ 5 = ____	8 = 4 x ____
____ ÷ 10 = 3	7 x ____ = 14	30 = ____ x 10
120 ÷ 10 = ____	____ ÷ 2 = 9	____ = 100 ÷ 10
____ x 10 = 80	2 x ____ = 0	11 = 55 ÷ ____
Time:	Time:	Time:

☆☆☆ I am very confident.   ☆☆ I am confident.   ☆ I would like more practice.

recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts

19 x 5 = 190 / 910 / 95 / 59

Circle the answer you think is correct.
Explain your reason for this answer.

_____
_____
_____
_____

500 ÷ 10 = 105 / 50 / 550 / 55

Circle the answer you think is correct.
Explain your reason for this answer.

_____
_____
_____
_____

47 x 2 = 24 / 103 / 94 / 99

Circle the answer you think is correct.
Explain your reason for this answer.

_____
_____
_____
_____

160 ÷ 2 = 80 / 85 / 162 / 89

Circle the answer you think is correct.
Explain your reason for this answer.

_____
_____
_____
_____

I am very confident.   I am confident.   I would like more practice.

Taliyah has written some multiplication calculations.
Unfortunately, they are all incorrect.
Can you explain why we can tell they are incorrect by just looking at the answers?

15 x 5 = 51

_____
_____
_____
_____

2 x 75 = 105

_____
_____
_____
_____

43 x 10 = 433

_____
_____
_____
_____

68 ÷ 2 = 680

_____
_____
_____
_____

☆☆☆ I am very confident.   ☆☆ I am confident.   ☆ I would like more practice.

The number sentences become more complex as you reach the last one.

How many can you solve?

14 + ___ = 84

_____ + 36 = 34 + 21

47 − 8 = 19 + _____

54 + _____ = 47 + _____ + 10

99 − 13 = 47 + _____ + 10 = 100 − _____

12 x 2 = 45 − _____ = _____ ÷ 2 = 1 x 24

_____ − 17 = 59

14 + 53 = _____ + 31

99 − 38 = 56 + _____

41 + ____ = 16 + _____ + 44

73 − 43 = 8 + _____ + 17 = _____ − 34

7 + 2 + 7 + _____ = 45 − 15 = _____ ÷ 2 = 10 x _____

☆☆☆ I am very confident.   ☆☆ I am confident.   ☆ I would like more practice.

use reasoning about numbers and relationships to solve more complex problems and explain their thinking

Do you agree or disagree? Convince me!

Convince me!

The missing numbers in the number sentence are the same numbers.

20 + _____ = 40 – _____

Convince me!

The missing numbers in the number sentence are the same numbers.

10 + _____ = 20 – _____

Convince me!

I make a number sentence with some of the cards below.
The largest number I can make is 7.

| 4 | 2 | 1 | + | - | + |

Convince me!

I make a number sentence using all of the cards below.
The largest number I can make is 33.

| 3 | 2 | 1 | + | + |

☆☆☆ I am very confident.   ☆☆ I am confident.   ☆ I would like more practice.

use reasoning about numbers and relationships to solve more complex problems and explain their thinking

Can you solve these picture problems?

🐙 + 🐙 + 🐙 = 30

🦈 + 🐙 + 🐙 = 25

🐬 + 🦈 + 🦈 = 13

🐬 + 🐬 + 🐙 + 🦈 = ☐

🐄 + 🐄 + 🐄 = 15

🐑 + 🐑 + 🐄 = 25

🐑 + 🐷 + 🐄 = 17

🐷 + 🐷 + 🐑 + 🐑 = ☐

🍌 + 🍌 + 🍌 = 6

🍌 + 🍓 + 🍌 = 14

🍒 + 🍒 + 🍓 = 20

🍒 + 🍌 + 🍓 + 🍓 = ☐

🧅 + 🧅 = 100

🧅 + 🧅 − 🌶 = 60

🌶 + 🧅 + 🥕 = 91

🥕 + 🧅 + 🌶 + 🥕 = ☐
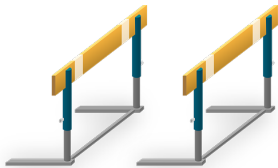
☆☆☆ I am very confident.   ☆☆ I am confident.   ☆ I would like more practice.

solve unfamiliar word problems that involve more than one step

Solve the word problems. Show your working out.

My brother and I have £17 each. My grandad gives us an equal amount of money so that we now have £50 altogether. How much money did he give us altogether?
How much did he give each brother?

Rashida has two £10 notes in her pocket. She spends half of it at the supermarket.
She then puts one pound in a charity box.
How much money does she have left?

My mum has 100 cm of material to make an outfit. She needs 12 cm of material for one pocket.
There will be 5 pockets. How much material will she have left?
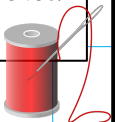
☆☆☆ I am very confident.   ☆☆ I am confident.   ☆ I would like more practice.

solve unfamiliar word problems that involve more than one step

Solve the word problems. Show your working out.

Tia has 8 packs of cookies with 5 in each pack.
Her sister, Leona, has only 6 packs of cookies with 10 in each pack.
Who has the most cookies?

Talia practised the hurdles. She jumped over 14 in a row and knocked down the next 3.
She then jumped over the last 8 hurdles.

How many hurdles were there altogether?

How many hurdles did she jump over?

Would a cake lover prefer to have one third of thirty-three cupcakes or one half of twenty-four cupcakes? Explain your answer.

I am very confident.   I am confident.   I would like more practice.

What time is it?

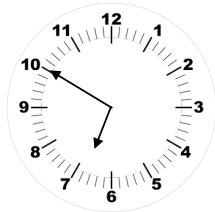☆☆☆ I am very confident. ☆☆ I am confident. ☆ I would like more practice.

What time do the children's activities start?

_____

_____

_____

_____

_____

_____

☆☆☆ I am very confident.　　　☆☆ I am confident.　　　☆ I would like more practice.

describe similarities and differences of 2-D and 3-D shapes, using their properties

What's the same and what's different about the shapes below?

_____

_____

_____

_____

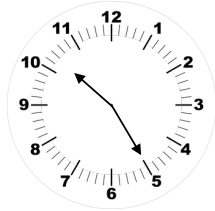_____

_____

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_____
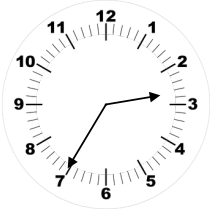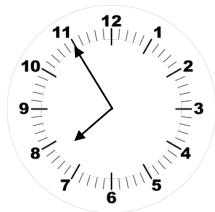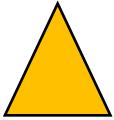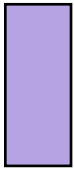
_____

_____

_____

_____

_____

⭐⭐⭐ I am very confident.　　　⭐⭐ I am confident.　　　⭐ I would like more practice.

describe similarities and differences of 2-D and 3-D shapes, using their properties

The children are describing a 2D shape they have.
Write all the possibilities it could be and the shapes that it couldn't be.
Explain your reason for your answer.

	Shapes it could be	Shapes it could not be
My shape has 1 line of symmetry and 4 sides.		
My shape has 1 vertical line of symmetry.		
My shape has 3 corners.		
My shape has 6 sides and 1 vertical line of symmetry.		

☆☆☆ I am very confident.   ☆☆ I am confident.   ☆ I would like more practice.

describe similarities and differences of 2-D and 3-D shapes, using their properties

The children are describing a 3D shape they have.
Write all the possibilities it could be and the shapes that it couldn't be.
Explain your reason for your answer.

	Shapes it could be	Shapes it could not be
My shape has 0 vertices.		
My shape has 5 faces and 9 edges.		
My shape has 8 vertices.		
My shape has 6 faces.		

☆☆☆ I am very confident.　　☆☆ I am confident.　　☆ I would like more practice.
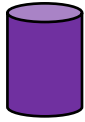
describe similarities and differences of 2-D and 3-D shapes, using their properties

What's the same and what's different about the shapes below?

_____
_____
_____
_____
_____

_____
_____
_____
_____

_____
_____
_____
_____

_____
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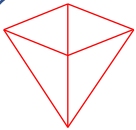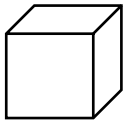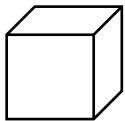
☆☆☆ I am very confident.   ☆☆ I am confident.   ☆ I would like more practice.

read scales where not all numbers on the scale are given and estimate points in between

Read the block graphs and complete the totals.

Table points achieved in week 1

Blue table received ____6____ points.

Green table received ____8____ points.

Yellow table received ____5____ points.

Red table received ____8____ points.

Orange table received ____7____ points.

Yellow team received 2 ½ extra points. Add this to block graph.

Table points achieved in week 2
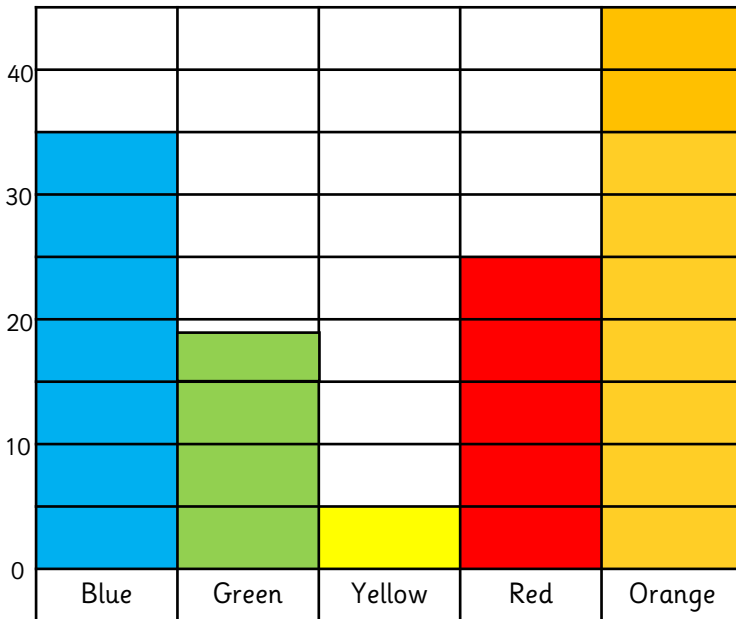
Blue table received ____35____ points.

Green table received ____15____ points.

Yellow table received ____5____ points.

Red table received ____25____ points.

Orange table received ____45____ points.

Green team received 4 extra points. Add this to block graph.

☆☆☆ I am very confident.   ☆☆ I am confident.   ☆ I would like more practice.

Answers

read scales where not all numbers on the scale are given and estimate points in between

Read the block graphs and complete the totals.

Favourite ice-cream flavour in 2 MT

	0		4		8		12		16	
Chocolate										
Vanilla										
Mint										
Strawberry										
Bubblegum										

Chocolate received __11__ votes.

Vanilla received __14__ votes.

Mint received __6__ votes.

Strawberry received __3__ votes.

Bubblegum received __18__ votes.

4 more children voted for mint. Add this to the graph.

Favourite ice-cream flavour in year 1 and year 2

	0		20		40		60		80	
Chocolate										
Vanilla										
Mint										
Strawberry										
Bubblegum										

Chocolate received __45__ votes.

Vanilla received __50__ votes.

Mint received __25__ votes.

Strawberry received __85__ votes.

Bubblegum received __30__ votes.

30 more children voted for bubblegum. Add this to the graph.

Favourite ice- cream flavour in class 2R

	0		10		20		30	
Chocolate								
Vanilla								
Mint								
Strawberry								
Bubblegum								

Chocolate received __28__ votes.

Vanilla received __36__ votes.

Mint received __17__ votes.

Strawberry received __32__ votes.

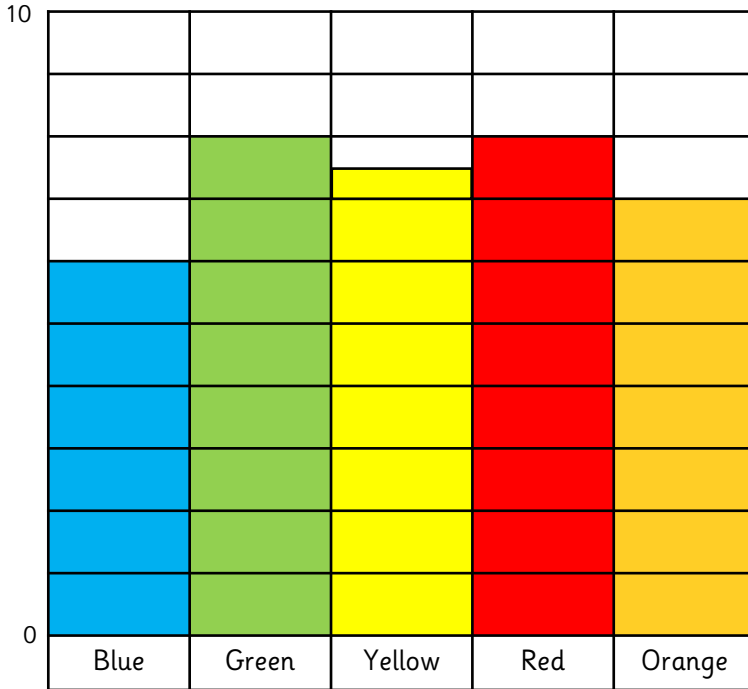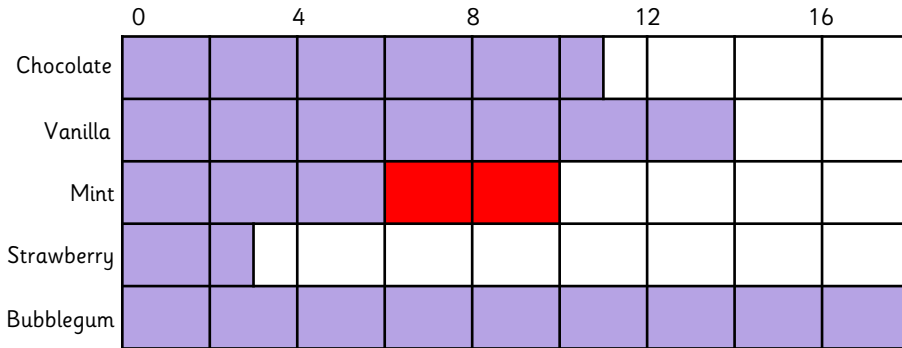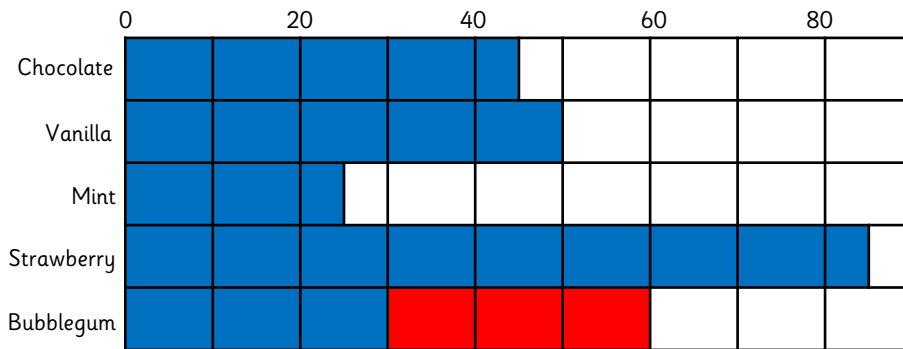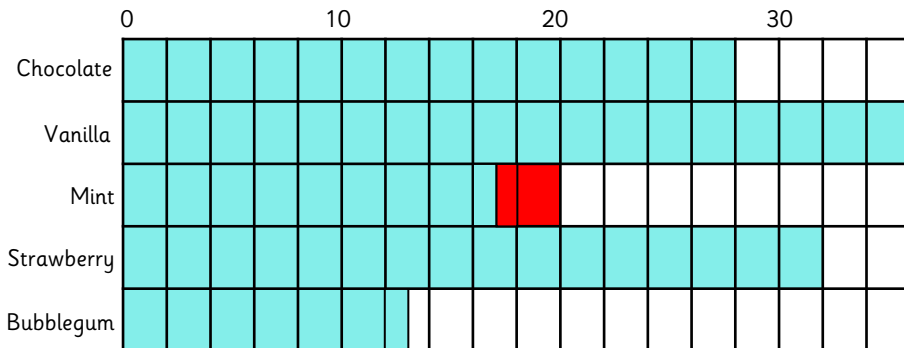Bubblegum received __13__ votes.

Mint received 3 more votes. Add this to the chart.

I am very confident.   I am confident.   I would like more practice.

Answers

read scales where not all numbers on the scale are given and estimate points in between
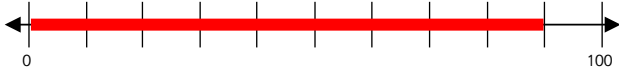
What colour is each person's string?

green

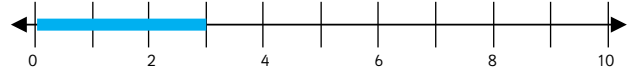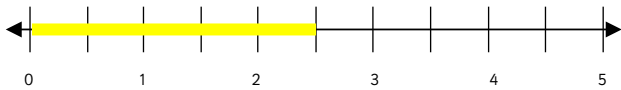| 0	10	20	30	40	50

pink

| 0 | | | | 5 | | | | 10 |

cm (not to scale)

red

| 0 | | | | | | | 100 |

blue

| 0 | 2 | 4 | 6 | 8 | 10 |

cm (not to scale)

yellow

| 0 | 1 | 2 | 3 | 4 | 5 |

purple

| 0 | | | | | 50 |

My string is 90 cm.

The colour is _____red_____.

My string is 3 cm long.

The colour is _____blue_____.

My string is 5 cm less than 40 cm.

The colour is _____green_____.

My string has been measured in divisions of ½.

The colour is ___yellow___ and it measures 2 ½ cm.

My string has been measured in divisions of 1s.

The colour is __pink__ and it measures 7 cm.

My string is 40cm.

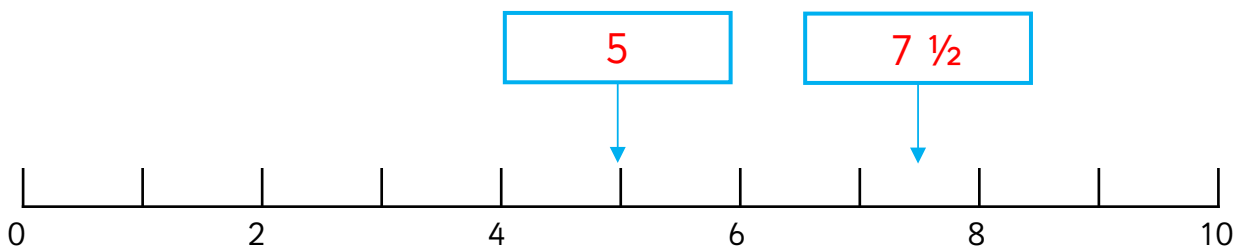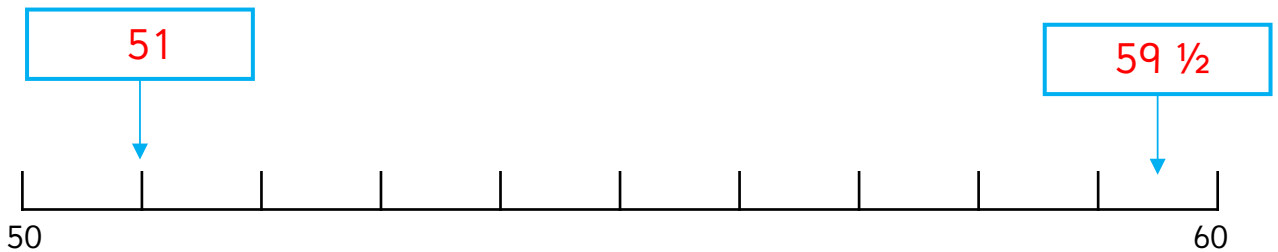The colour is _____purple_____.

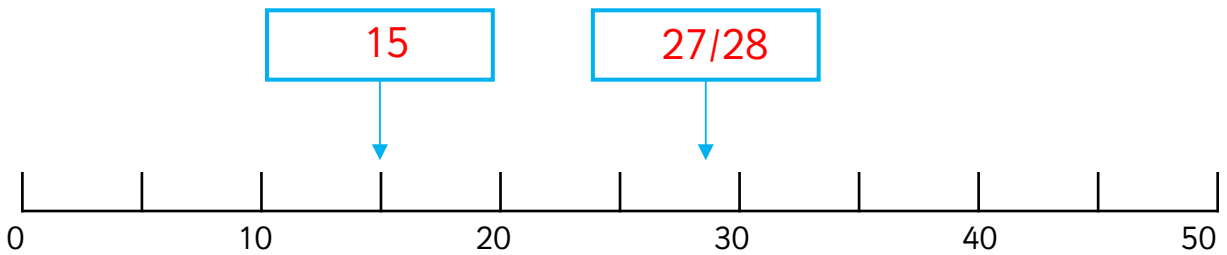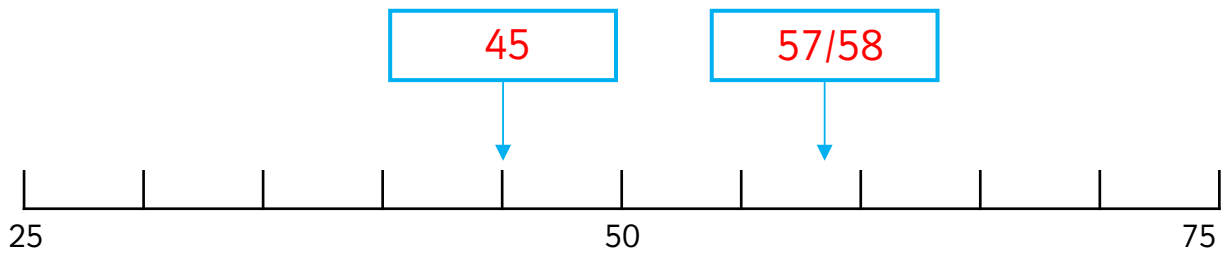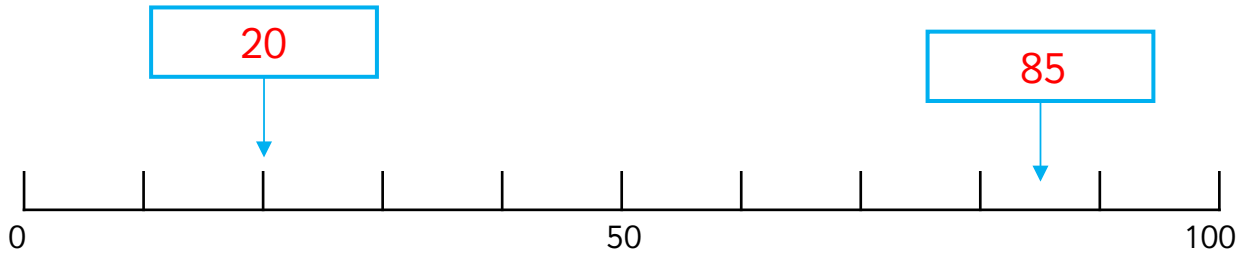☆☆☆ I am very confident. ☆☆ I am confident. ☆ I would like more practice.

read scales where not all numbers on the scale are given and estimate points in between

Read and estimate the numbers on the number line.

20

85

0　　　　　　　　　　50　　　　　　　　　　100

45

57/58

25　　　　　　　　　　50　　　　　　　　　　75

15

27/28

0　　　10　　　20　　　30　　　40　　　50

51

59 ½

50　　　　　　　　　　　　　　　　60

5

7 ½

0　　　2　　　4　　　6　　　8　　　10

I am very confident.　　　I am confident.　　　I would like more practice.

Approximate answers

read scales where not all numbers on the scale are given and estimate points in between

Draw a marker to show the number 25 on each of the number lines.

0   30

0   50

20   30

0   100

Draw an arrow to show the number 75 on each of the number lines.

60   80

0   100

70   80
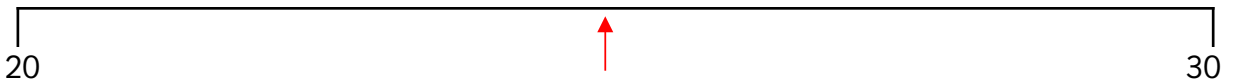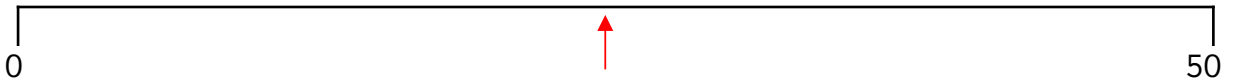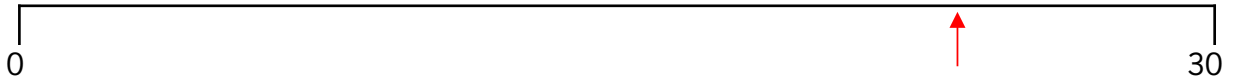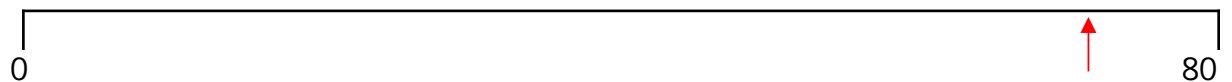
0   80

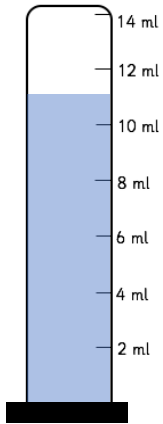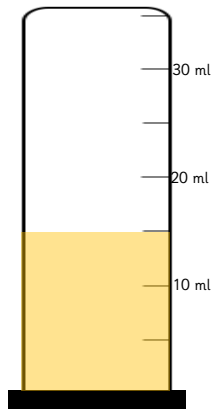I am very confident.   I am confident.   I would like more practice.

Answers

read scales where not all numbers on the scale are given and estimate points in between

Read the scales.

14 ml
12 ml
10 ml
8 ml
6 ml
4 ml
2 ml

11 ml

30 ml
20 ml
10 ml

15 ml

90 ml
80 ml
70 ml
60 ml
50 ml
40 ml
30 ml
20 ml
10 ml

85 ml

55 ml
45 ml
35 ml
25 ml
15 ml
5 ml

30 ml

75 g

5 kg

3 kg

°C
60
50
40
30
20
10
0

52/53 °C

°C
10
8
6
4
2
0

5 °C

°C
45
35
25
15
5

0 °C

☆☆☆ I am very confident.   ☆☆ I am confident.   ☆ I would like more practice.

Answers

How well do you know your multiplication and division facts?

Time yourself!

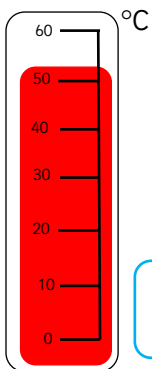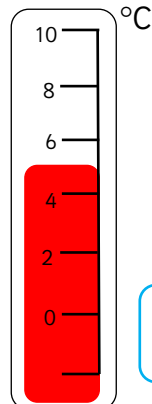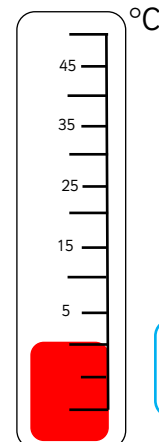|		
3 x 2 = 6	10 ÷ 10 = 1	0 = 10 x 0
5 x 6 = 30	18 ÷ 2 = 9	8 = 40 ÷ 5
2 x 4 = 8	2 x 7 = 14	90 = 9 x 10
30 ÷ 10 = 3	5 ÷ 5 = 1	3 = 6 ÷ 2
10 x 11 = 110	3 x 10 = 30	7 = 70 ÷ 10
25 ÷ 5 = 5	2 x 8 = 16	55 = 5 x 11
2 ÷ 2 = 1	80 ÷ 10 = 8	35 = 5 x 7
9 x 5 = 45	15 ÷ 5 = 3	18 = 2 x 9
24 ÷ 2 = 12	2 x 7 = 14	4 = 20 ÷ 5
8 x 5 = 40	8 x 10 = 80	2 = 4 ÷ 2
100 ÷ 10 = 10	22 ÷ 2 = 11	60 = 5 x 12
10 x 6 = 60	45 ÷ 5 = 9	24 = 12 x 2
45 ÷ 5 = 9	6 x 10 = 60	20 = 2 x 10
12 ÷ 2 = 6	16 ÷ 2 = 8	1 = 10 ÷ 10
10 x 12 = 120	0 x 5 = 0	12 = 60 ÷ 5
Time:	Time:	Time:

I am very confident.   I am confident.   I would like more practice.

recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts

How well do you know your multiplication and division facts?

Time yourself!

5 x 10 = 50	20 ÷ 5 = 4	0 = 5 x 0
2 x 9 = 18	10 ÷ 5 = 2	4 = 20 ÷ 5
7 x 10 = 70	10 x 5 = 50	60 = 6 x 10
50 ÷ 10 = 5	10 ÷ 2 = 5	7 = 14 ÷ 2
6 x 2 = 12	2 x 11 = 22	6 = 60 ÷ 10
40 ÷ 5 = 8	2 x 6 = 12	22 = 2 x 11
10 ÷ 2 = 5	15 ÷ 5 = 3	15 = 5 x 3
9 x 10 = 90	35 ÷ 5 = 7	16 = 8 x 2
110 ÷ 10 = 11	2 x 4 = 8	5 = 10 ÷ 2
9 x 5 = 45	9 x 5 = 45	1 = 5 ÷ 5
2 ÷ 2 = 1	10 ÷ 10 = 1	120 = 10 x 12
4 x 5 = 20	60 ÷ 5 = 12	8 = 4 x 2
30 ÷ 10 = 3	7 x 2 = 14	30 = 3 x 10
120 ÷ 10 = 12	18 ÷ 2 = 9	10 = 100 ÷ 10
8 x 10 = 80	2 x 0 = 0	11 = 55 ÷ 5
Time:	Time:	Time:

I am very confident.   I am confident.   I would like more practice.

recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts

19 x 5 = 190 / 910 / 95 / 59

Circle the answer you think is correct. Explain your reason for this answer.

A number multiplied by 5 will end in 5 or 0.
I know it cannot be 190 because that is the answer to 19 x 10.
It can't be 910 because that number is far too large.

500 ÷ 10 = 105 / 50 / 550 / 55

Circle the answer you think is correct. Explain your reason for this answer.

A multiple of ten divided by ten will end in 0. It can't be 550 because it is far too large. I also know that 50 divided by 10 is 5 so 500 divided by 10 will be 50.

47 x 2 = 24 / 103 / 94 / 99

Circle the answer you think is correct. Explain your reason for this answer.

A number multiplied by 2 will end in an even number. 94 is the only even number.

160 ÷ 2 = 80 / 85 / 162 / 89

Circle the answer you think is correct. Explain your reason for this answer.

An even number divided by 2 will have an answer which is even. I know it can't be 162 because that number is too large.

I am very confident.   I am confident.   I would like more practice.

recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts

Taliyah has written some multiplication calculations.
Unfortunately, they are all incorrect.
Can you explain why we can tell they are incorrect by just looking at the answers?

15 x 5 = 51

A whole number multiplied by 5 will end in 5 or 0.

2 x 75 = 105

A whole number multiplied by 2 will have an even answer .

43 x 10 = 433

A whole number multiplied by 10 will end in 0.

68 ÷ 2 = 680

The answer is larger than 68 - so it has to be incorrect.

I am very confident.　　I am confident.　　I would like more practice.

use reasoning about numbers and relationships to solve more complex problems and explain their thinking

The number sentences become more complex as you reach the last one.

How many can you solve?

14 + **70** = 84

19 + 36 = 34 + 21

47 − 8 = 19 + **20**

54 + ____ = 47 + ____ + 10 **multiple answers**

99 − 13 = 47 + **29** + 10 = 100 − **14**
   86

12 x 2 = 45 − **21** = **48** ÷ 2 = 1 x 24
   24

76 − 17 = 59

14 + 53 = **36** + 31
   67

99 − 38 = 56 + **5**
   61

41 + ____ = 16 + ____ + 44   **multiple answers**

73 − 43 = 8 + **5** + 17 = **64** − 34
   30

7 + 2 + 7 + **14** = 45 − 15 = **60** ÷ 2 = 10 x **3**
      30

I am very confident.   I am confident.   I would like more practice.

use reasoning about numbers and relationships to solve more complex problems and explain their thinking

Do you agree or disagree? Convince me!

Convince me!

The missing numbers in the number sentence are the same numbers.

$$20 + _____ = 40 - _____$$

I agree because the answer could be 10.

20 + 10 = 30
40 − 10 = 30

Convince me!

The missing numbers in the number sentence are the same numbers.

$$10 + _____ = 20 - _____$$

I agree because the answer could be 5.

10 + 5 = 20
20 − 5 = 15

Convince me!

I make a number sentence with some of the cards below.
The largest number I can make is 7.

$$\boxed{4} \quad \boxed{2} \quad \boxed{1} \quad \boxed{+} \quad \boxed{-} \quad \boxed{+}$$

I disagree because the calculation could be 42 + 1 = 43.
This is larger than 7.

Convince me!

I make a number sentence using all of the cards below.
The largest number I can make is 33.

$$\boxed{3} \quad \boxed{2} \quad \boxed{1} \quad \boxed{+} \quad \boxed{+}$$
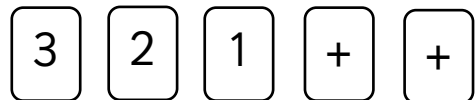
I disagree because to make 33 you would have one addition symbol left over. The largest number is 6. 3 + 2 + 1 = 6.

☆☆☆ I am very confident. ☆☆ I am confident. ☆ I would like more practice.

Answers

use reasoning about numbers and relationships to solve more complex problems and explain their thinking

Can you solve these picture problems?

Box 1:

10 🐙 + 10 🐙 + 10 🐙 = 30

5 🦈 + 10 🐙 + 10 🐙 = 25

3 🐬 + 5 🦈 + 5 🦈 = 13

3 🐬 + 3 🐬 + 10 🐙 + 5 🦈 = 21

Box 2:

5 🐄 + 5 🐄 + 5 🐄 = 15

10 🐑 + 10 🐑 + 5 🐄 = 25

10 🐑 + 2 🐖 + 5 🐄 = 17

2 🐖 + 2 🐖 + 10 🐑 + 10 🐑 = 24

Box 3:

2 🍌 + 2 🍌 + 2 🍌 = 6

2 🍌 + 10 🍓 + 2 🍌 = 14

5 🍒 + 5 🍒 + 10 🍓 = 20

5 🍒 + 2 🍌 + 10 🍓 + 10 🍓 = 27

Box 4:

50 🧅 + 50 🧅 = 100

50 🧅 + 50 🧅 − 40 🥕 = 60

40 🥕 + 50 🧅 + 1 🥕 = 91

1 🥕 + 50 🧅 + 40 🥕 + 1 🥕 = 92

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Solve the word problems. Show your working out.

My brother and I have £17 each. My grandad gives us an equal amount of money so that we now have £50 altogether. How much money did he give us altogether? 16
How much did he give each brother? 8

17 + 17 = 34

50 – 34 = 16

Rashida has two £10 notes in her pocket. She spends half of it at the supermarket.
She then puts one pound in a charity box.
How much money does she have left? £9

10 + 10 = 20

½ of 20 = 10

10 – 1 = 9

My mum has 100 cm of material to make an outfit. She needs 12 cm of material for one pocket. There will be 5 pockets. How much material will she have left? 40 cm
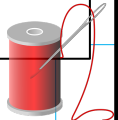
12 x 5 = 60

100 – 60 = 40

☆☆☆ I am very confident.   ☆☆ I am confident.   ☆ I would like more practice.

Solve the word problems. Show your working out.

Tia has 8 packs of cookies with 5 in each pack.
Her sister, Leona, has only 6 packs of cookies with 10 in each pack.
Who has the most cookies? Leona

Tia - 8 x 5 = 40 cookies
Leona - 6 x 10 = 60 cookies

Talia practised the hurdles. She jumped over 14 in a row and knocked down the next 3.
She then jumped over the last 8 hurdles.
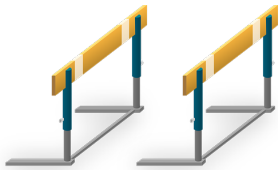
How many hurdles were there altogether?

How many hurdles did she jump over?

14 + 3 + 8 = 25 hurdles altogether
14 + 8 = 22 hurdles jumped

Would a cake lover prefer to have one third of thirty-three cupcakes or one half of twenty-four cupcakes? Explain your answer.

1/3 of 33 = 11
½ of 24 = 12
They would prefer ½ of 24 because they would have more cake.

☆☆☆ I am very confident.   ☆☆ I am confident.   ☆ I would like more practice.

★★★

read the time on a clock to the nearest 5 minutes
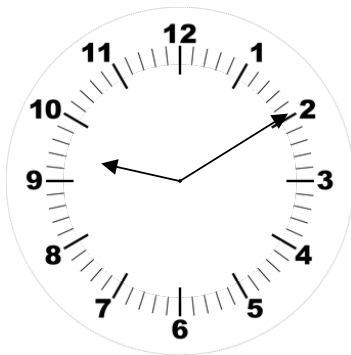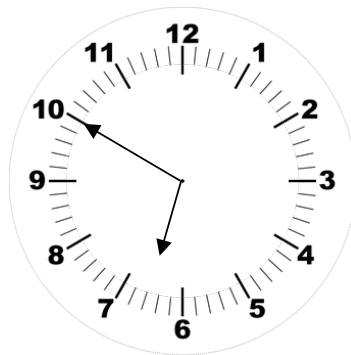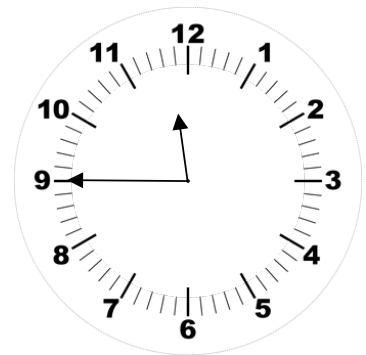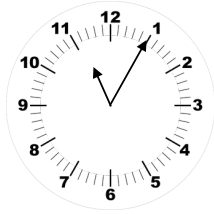
What time is it?
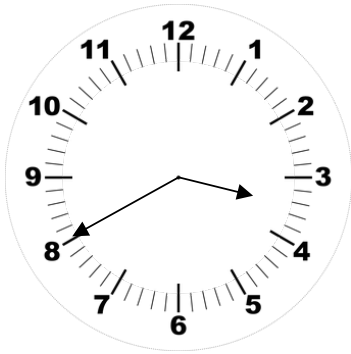
20 minutes to 4
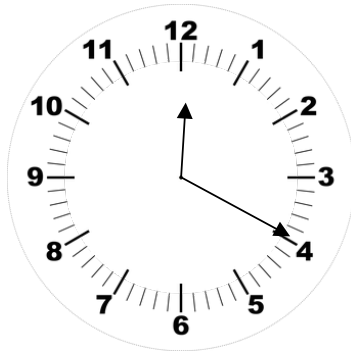
20 past 12
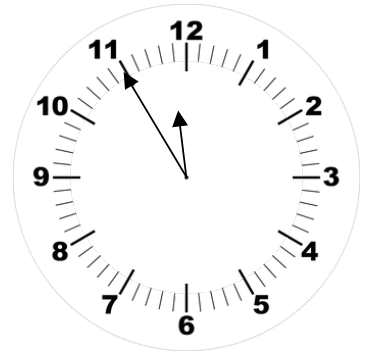
5 to 12
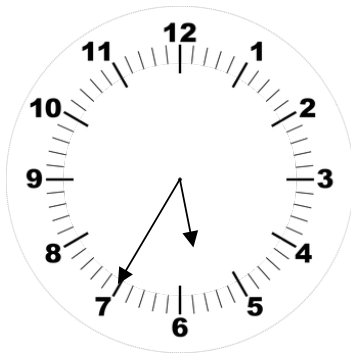
25 to 6
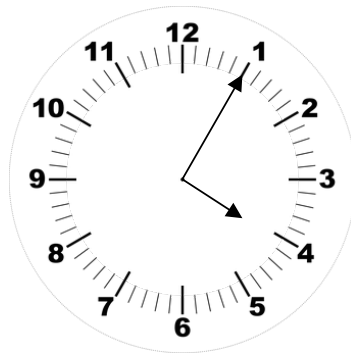
5 past 4
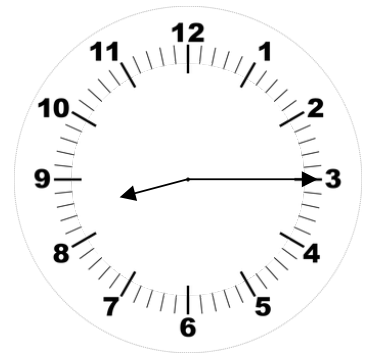
quarter past 8

10 past 9

10 to 7

quarter to 12

☆☆☆ I am very confident.   ☆☆ I am confident.   ☆ I would like more practice.

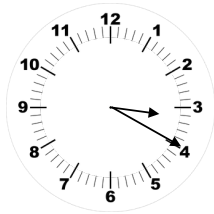Answers

What time do the children's activities start?

_____ 5 past 11 _____

_____ 20 past 3 _____
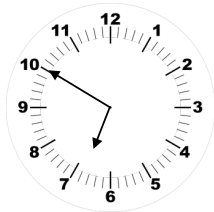
_____ 10 to 7 _____
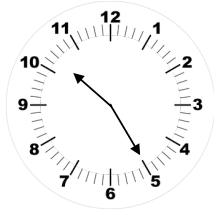
_____ 25 past 10 _____
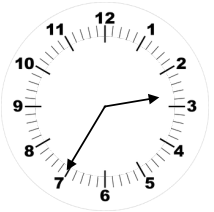
_____ 25 to 3 _____

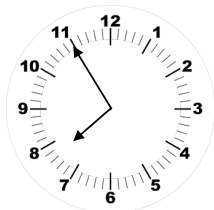_____ 5 to 8 _____

☆☆☆ I am very confident.　　☆☆ I am confident.　　☆ I would like more practice.
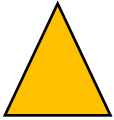
describe similarities and differences of 2-D and 3-D shapes, using their properties

What's the same and what's different about the shapes below?

The shapes both have a line of vertical symmetry. They both have an odd number of sides and vertices.
The differences are: the pentagon has 5 sides and 5 edges and the triangle has 3 sides and 3 corners/vertices.

The shapes both have a line of vertical symmetry and they both have 4 sides and 4 corners/vertices.
The differences are: the square has 4 equal sides, whereas the rectangle's opposite (parallel) sides are equal.
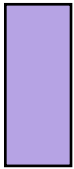
The shapes both have a line of vertical symmetry. The differences are: the pentagon has 5 sides and 5 corners/vertices whereas the hexagon has 6 sides and 6 vertices.
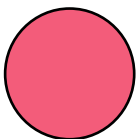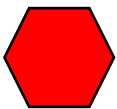
The shapes both have a line of vertical symmetry. The differences are: the circle has 1 continuous side and 0 corners/vertices whereas the triangle has 3 sides and 3 corners/vertices.

☆☆☆ I am very confident.　　☆☆ I am confident.　　☆ I would like more practice.

describe similarities and differences of 2-D and 3-D shapes, using their properties

The children are describing a 2D shape they have.
Write all the possibilities it could be and the shapes that it couldn't be.
Explain your reason for your answer.

Examples

	Shapes it could be	Shapes it could not be
My shape has 1 line of symmetry and 4 sides.	square rectangle	circle pentagon hexagon triangle
My shape has 1 vertical line of symmetry.	triangle (equal sides) square rectangle pentagon (regular) hexagon (regular) circle	irregular shapes children might specify types of triangles
My shape has 3 corners.	triangle	square rectangle pentagon hexagon circle
My shape has 6 sides and 1 vertical line of symmetry.	hexagon	square rectangle pentagon triangle circle

☆☆☆ I am very confident.   ☆☆ I am confident.   ☆ I would like more practice.

describe similarities and differences of 2-D and 3-D shapes, using their properties

The children are describing a 3D shape they have.
Write all the possibilities it could be and the shapes that it couldn't be.
Explain your reason for your answer.

Examples

|	Shapes it could be	Shapes it could not be
My shape has 0 vertices.	sphere cylinder	cone cuboid cube cylinder prism pyramid
My shape has 5 faces and 9 edges.	triangular prism	cone cuboid cube cylinder pyramid
My shape has 8 vertices.	cube cuboid	cone cylinder prism pyramid sphere cylinder
My shape has 6 faces.	cube cuboid	cone cylinder prism pyramid sphere cylinder

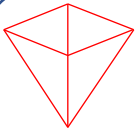☆☆☆ I am very confident.　　☆☆ I am confident.　　☆ I would like more practice.

describe similarities and differences of 2-D and 3-D shapes, using their properties

What's the same and what's different about the shapes below?
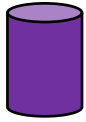
The shapes both have a circular face. The differences are that the cylinder has 3 faces, 2 edges and 0 vertices. The cone has 2 faces, 1 edge and 1 vertex.
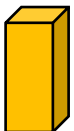
The shapes both have a square as a face. The differences are that the square based pyramid has 5 faces, 8 edges and 5 vertices. The cube has 6 faces, 12 edges and 8 vertices.
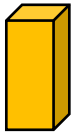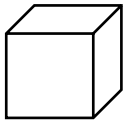
The shapes both have a square as a face. The differences are that the square based pyramid has 5 faces, 8 edges and 5 vertices. The cuboid has 6 faces, 12 edges and 8 vertices.
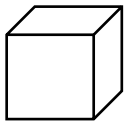
The shapes both have a square as a face. They both have 6 faces, 12 edges and 8 vertices. The differences are that the cube is made from square faces, whereas the cuboid has 4 rectangular faces and 2 square faces.

☆☆☆ I am very confident.   ☆☆ I am confident.   ☆ I would like more practice.