Topic: Number
Recognising and using numbers to 30 and introducing measures
Your Personal Learning Thinking Skills = PLTS

Self Manager (SM)
Effective Participator (EP)
Reflective Thinker (RF)
Creative Thinker (CT)
Independent Enquirer (IE)
Team Worker (TW)
Key maths vocabulary

**Measures:**
- Estimate
- Compare
- Centimetres
- Metres
- Kilometres
- Grams

**Fractions, position and movement**
- whole
- half
- quarter
- denominator
- numerator

**Multiplication and Division**
- Times
- fives
- Divide
- tens
- Ones
- twos
### Matching Number Names

Match the number name to the correct amount of objects.

<table>
<thead>
<tr>
<th>Number Name</th>
<th>Objects</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td><img src="image1" alt="One objects" /></td>
</tr>
<tr>
<td>Two</td>
<td><img src="image2" alt="Two objects" /></td>
</tr>
<tr>
<td>Three</td>
<td><img src="image3" alt="Three objects" /></td>
</tr>
<tr>
<td>Four</td>
<td><img src="image4" alt="Four objects" /></td>
</tr>
<tr>
<td>Five</td>
<td><img src="image5" alt="Five objects" /></td>
</tr>
</tbody>
</table>
Matching Number Names

Match the number name to the correct amount of objects

Four  7
Six  6
Three  10
Seven  9
One  8
Ten  4
Nine  1
Five  3
Two  5
Eight  2
**Multiplication as repeated addition**

Write how many.

There are 3 groups.
There are 2 in each group.
You can add.
You can multiply.

\[ \begin{align*}
2 + 2 + 2 &= 6 \\
3 \text{ twos} &= 6 \\
3 \times 2 &= 6
\end{align*} \]

Write how many.

\[ \begin{align*}
2 + 2 + 2 + 2 &= 4 \\
4 \text{ twos} &= 8 \\
3 + 3 &= 6 \\
2 \text{ threes} &= 6
\end{align*} \]

Write how many.

How many groups? 
How many in each group?
Write as addition.
Write as multiplication.

\[ \begin{align*}
\_ + \_ + \_ &= \_ \\
\_ \times \_ &= \_
\end{align*} \]
LO – to be able to state 1 more and 1 less

3 is one more than ____.  
6 is one more than ____.
7 is one more than ____.
2 is one more than ____.
6 is one more than ____.
7 is one more than ____.
9 is one more than ____.
10 is one more than ____.
5 is one less than ____.
7 is one less than ____.
4 is one less than ____.
2 is one less than ____.
9 is one less than ____.
I can count forwards and backwards to 30.

4 5 6 7

10 9 8 7

14 15 16 19

20 19 16

17 19 21

23 22 21 18

17 16 12

26 27 29
Subtraction.

10 - 3 = 
9 - 5 = 
14 - 4 = 
8 - 6 = 
5 - 4 = 
6 - 3 = 
18 - 7 = 
7 - 7 = 
12 - 3 = 
13 - 5 = 
17 - 7 = 
12 - 6 = 

7 - 3 = 4
5 - 4 = 1
13 - 3 = 10

12 - 5 = 7
14 - 2 = 12
19 - 5 = 14
Find the following words:

- Estimate
- millilitres
- Compare
- litres
- Centimetres
- half
- Metres
- quarter
- Kilograms
- double
- Gram
LO: To find correct units for measurement.

<table>
<thead>
<tr>
<th>Which unit?</th>
<th>centimetres</th>
<th>metres</th>
<th>kilometres</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>millilitres</td>
<td>litres</td>
<td>grams</td>
</tr>
<tr>
<td>A carton of milk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A bar of chocolate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The length of the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>classroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The distance to Paris</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The mass of a bag of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>carrots</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The height of a wall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The capacity of a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bucket</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LO: To find a quarter or a half of a shape.

Colour 1 half of these shapes.

Colour 1 quarter of these shapes.

Label the shapes whole, half or quarters.
LO: To find a quarter or a half of an amount of objects.

1) What is $\frac{1}{2}$ of this number of apples? ________________

![Apples](image1)

2) There are 12 hearts. What is $\frac{1}{4}$ of this number? __________

![Hearts](image2)

3) What is $\frac{1}{4}$ of this number? ____________

![Bananas](image3)
LO: To be able to count on in 2's, 5's or 10's

Count by 2s
2 4

Count by 5s
5 10

Count by 10s
10 20
LO: To be able to group objects into 2's, 5's or 10's.

Circle two's and count how many.

Circle five's and count how many.

Circle ten's and count how many. Any left over?