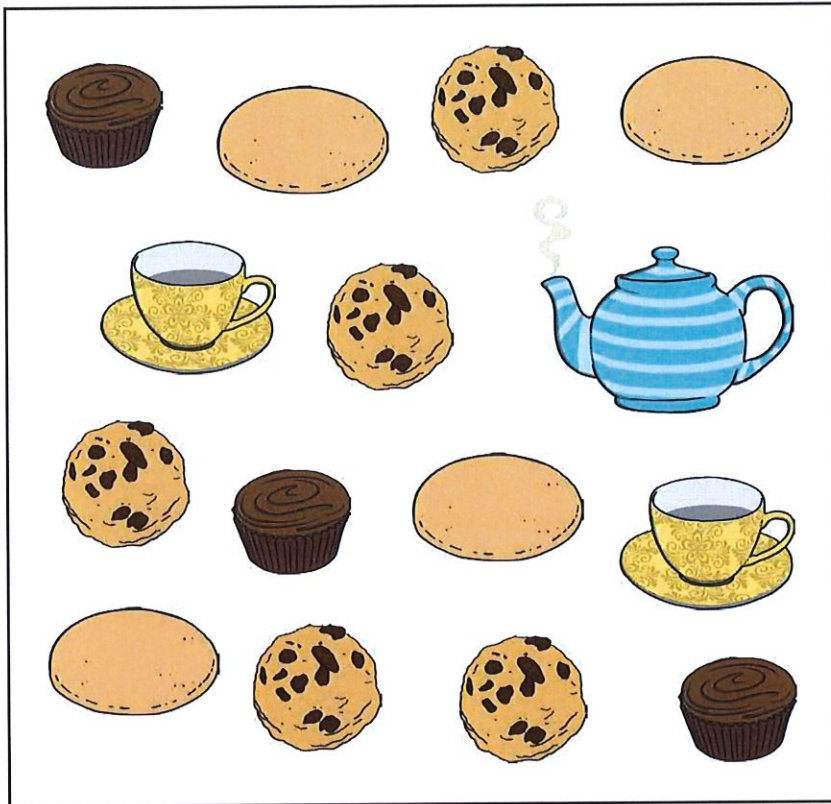


# Fairy Tale Tea Party Statistics

Help Snow White work out if she has got everything she needs for her tea party.  
Complete the tally chart to show what she already has.



| Tally Chart                                                                         |       |       |
|-------------------------------------------------------------------------------------|-------|-------|
| Item                                                                                | Tally | Total |
|   |       |       |
|   |       |       |
|   |       |       |
|   |       |       |
|  |       |       |

Now put your data into a pictogram.

In your pictogram, one picture should represent 2 of that object.

Example: Each cupcake represents 2 cupcakes.

|          |          |                  |         |              |
|----------|----------|------------------|---------|--------------|
|          |          |                  |         |              |
|          |          |                  |         |              |
|          |          |                  |         |              |
|          |          |                  |         |              |
|          |          |                  |         |              |
| cupcakes | biscuits | cups and saucers | teapots | fruit scones |

# Fairy Tale Tea Party Statistics

Answer these questions using your tally chart and pictogram.

1. What does Snow White have the most of?

---

2. Which does she have the least of?

---

3. How many more biscuits are there than cupcakes?

---

4. What is the difference between the number of fruit scones and the number of cupcakes?

---

5. How many fruit scones and biscuits are there altogether?

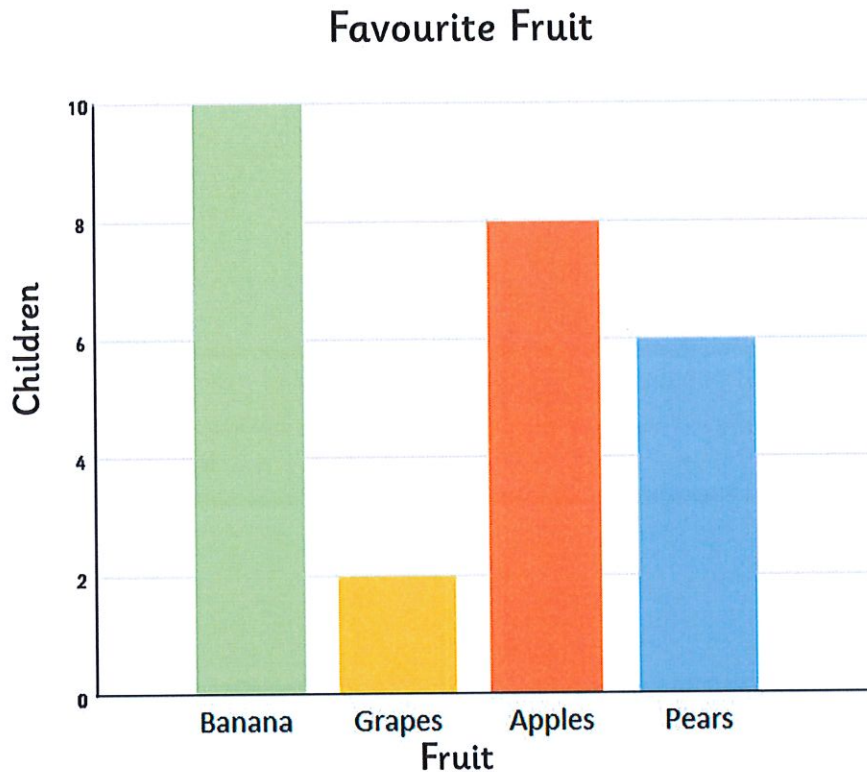
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6. How many items are there to eat, altogether?

---

# Interpreting Scaled Bar Charts

Learning Objective: I can interpret scaled bar charts



Answer the following questions.

1. What is the favourite fruit?

2. How many children chose apples as their favourite fruit?

3. How many more children chose bananas than grapes, as their favourite fruit?

4. How many children chose apples or pears as their favourite fruit?

Write your own questions for a friend.

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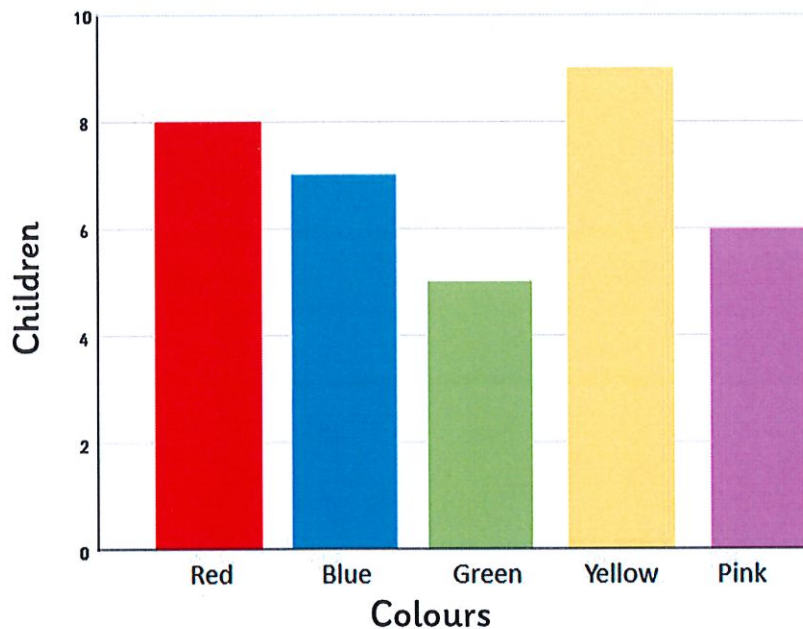
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# Interpreting Scaled Bar Charts

Learning Objective: I can interpret scaled bar charts

Favourite Colour



Answer the following questions.

1. What is the least favourite colour?

2. How many children chose yellow as their favourite colour?

3. How many fewer children chose green than blue as their favourite colour?

4. How many children chose pink and red as their favourite colour?

Write your own questions for a friend.

---

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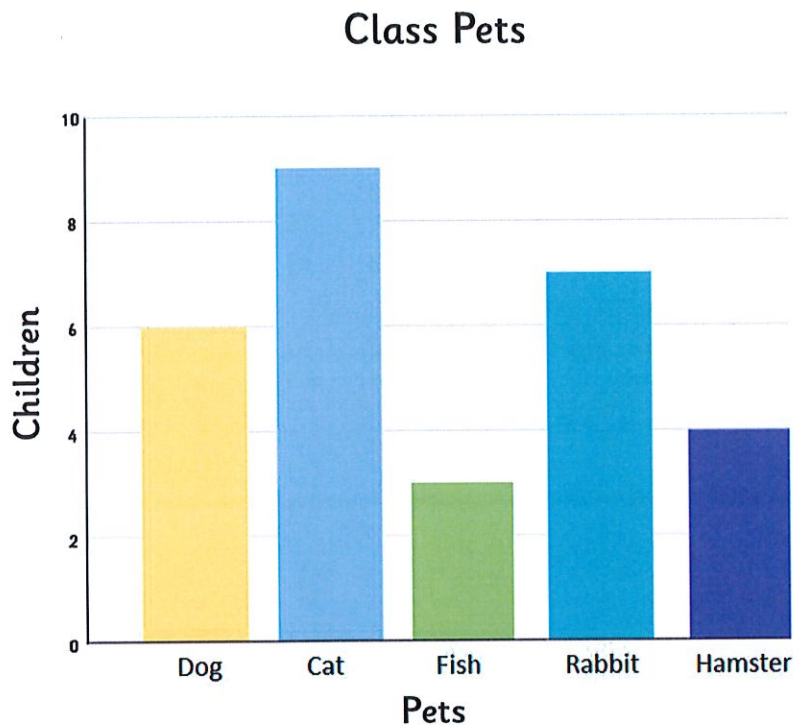
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# Interpreting Scaled Bar Charts

Learning Objective: I can interpret scaled bar charts



Answer the following questions.

1. Which is the most common pet?

2. How many pets are there in the class?

3. How many more rabbits than hamsters are there?

4. How many fewer dogs than cats are there?

Write your own questions for a friend.

---

---

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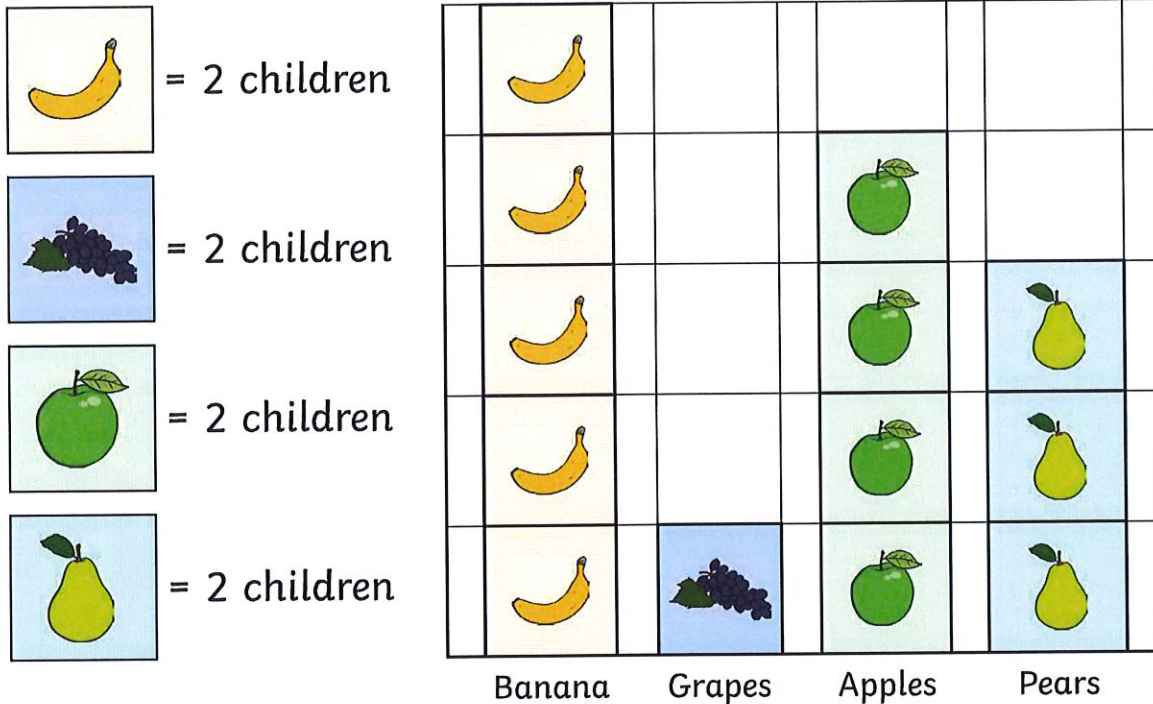
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# Interpreting Scaled Pictograms

Learning Objective: I can interpret scaled pictograms

**Favourite Fruit**



Answer the following questions.

What is the favourite fruit? \_\_\_\_\_

How many children chose apples as their favourite fruit? \_\_\_\_\_

How many more children chose bananas than grapes, as their favourite fruit? \_\_\_\_\_

How many children chose apples or pears as their favourite fruit? \_\_\_\_\_

Write your own questions for a friend.

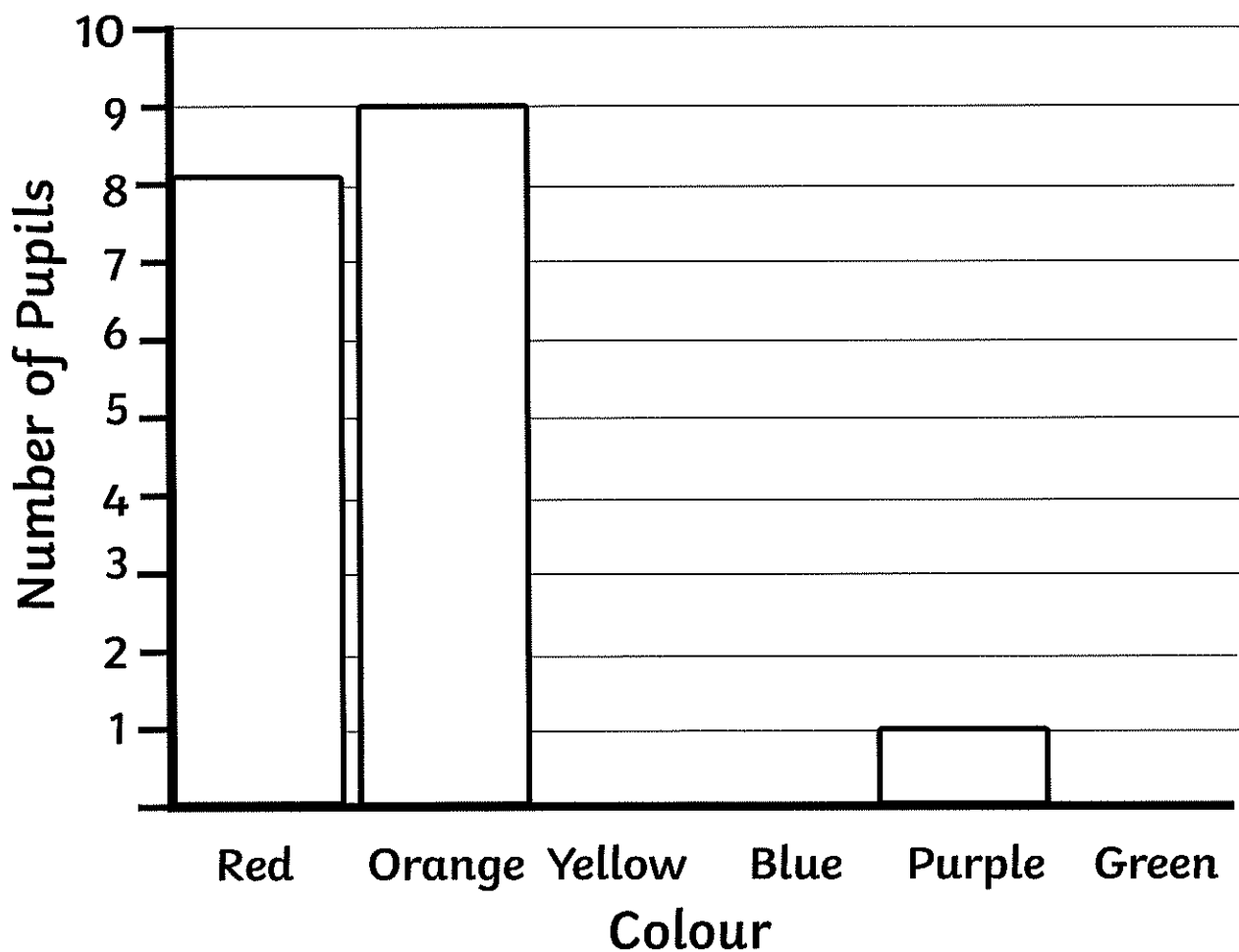
# Favourite Colour Activity

Here is a tally chart of what the favourite colour of pupils in a class were:

Number of Pupils

|        |        |                 |   |
|--------|--------|-----------------|---|
| Colour | Red    | <del>    </del> | 8 |
|        | Orange | <del>    </del> | 9 |
|        | Yellow |                 | 5 |
|        | Blue   |                 | 2 |
|        | Purple |                 | 1 |
|        | Green  |                 | 7 |

Complete the tally chart and bar charts.



## Count in 10s

### Adult Guidance with Question Prompts

Children build on their experience counting in groups of two or five and are introduced to counting in groups of ten.

Children could use pictures, practical apparatus, number lines, tracks or hundred squares to support their learning. In this activity, children count in tens to find how many cards there are altogether. They think about what happens to the digits when counting in tens.

**Can you count in tens to find how many cards Boris has?**

**Can you show me?**

**How many cards will each box hold?**

**How many boxes does Belinda have?**

**How can we work out how many cards she has in total?**

**Practise counting forward in steps of ten. What could you use to help you?**

**Can you hear or see a pattern?**

**What happens to the tens digit? What happens to the ones digit?**

**Now try counting back in tens.**



## Count in 10s



Boris has 10 cards in each set.

How many cards altogether?



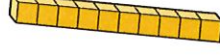
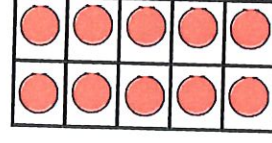
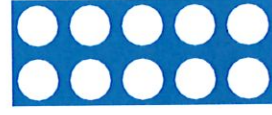
Belinda sorts her cards into boxes.



Each box has 10 cards.

How many cards altogether?

Count in tens.



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

What happens to the digits each time?



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## Count in 10s

### Adult Guidance with Question Prompts

Children build on their experience counting in groups of two or five and are introduced to counting in groups of ten.

Children could use pictures, practical apparatus, number lines, tracks or hundred squares to support their learning. In this activity, children count in tens to work out whether there are enough cards or not. They reason about the numbers you say when counting in tens from zero.

**How many cards will Belinda need to fill nine boxes?**

**What can you do to work this out?**

**Does Belinda have enough cards?**

**How many more cards does she need? Can you show me?**

**How many cards does Boris need?**

**How many packs does he have?**

**How many cards does he have in total? Is this the right number?**

**If you count in tens from zero, will you say 32?**

**Can you find a way to prove it?**

**Take turns with a partner to count forward or back in tens.**



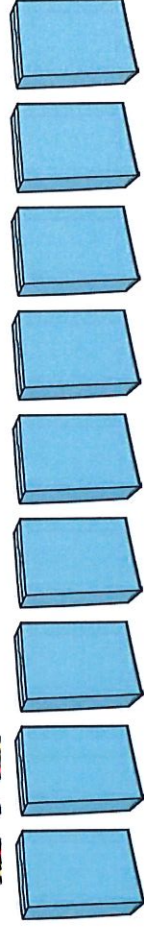
## Count in 10s



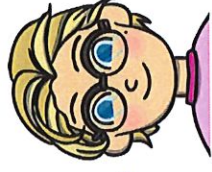
Each box has 10 cards.



I have 80 cards. Can I fill up 9 boxes?



Each pack has 10 cards.



I need 70 cards. Do I have the right number?



Start at 0. Count in 10s.

Will you say 32?

32

## Count in 10s

### Adult Guidance with Question Prompts

Children build on their experience counting in groups of two or five and are introduced to counting in groups of ten.

Children could use pictures, practical apparatus, number lines, tracks or hundred squares to support their learning. In this activity, children count in tens to find missing numbers.

**Look at the first number line. Can you see a number pattern with the tens and the ones?**

**What does this tell you about the missing number?**

**What can you tell me about the next number line?**

**What will we need to do?**

**Can you count back in tens to find the answer?**

**What can you do to work out the hidden numbers on the hundred square? Can you say them?**

**What would they look like? How would you write them?**

**Use a counter to hide a tens number on a hundred square.**

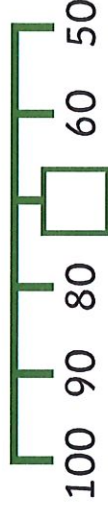
**Can your friend work out which number is hidden?**

**With an adult, count forward or back in tens, but skip a number. Can your friend work out the missing number?**

## Count in 10s



Which numbers are missing?



Which numbers are hidden?

|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10  |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20  |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 |     |
| 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 | 60  |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70  |
| 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 | 100 |

How did you find out?

# Count in 5s



How many petals are there? Count in 5s.

Complete the number grid, colouring 5s.

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

There are ---- toes on each foot.

There are ---- feet.

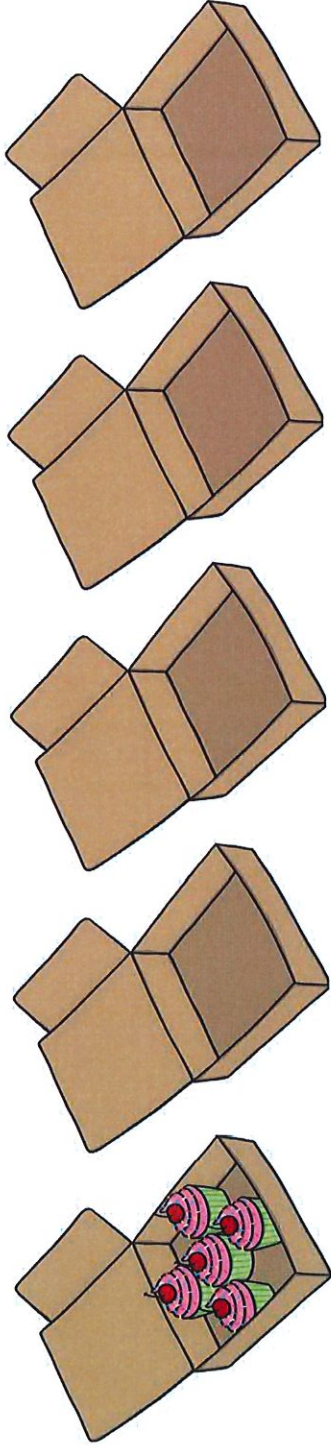
There are ---- toes altogether.





Grandma has been baking cakes. She puts them in boxes of 5.

Here are the boxes she used:



She made 25 cakes.



Kim

She made 24 cakes.



Lin

She made 25 cakes.



Jas

She made 20 cakes.

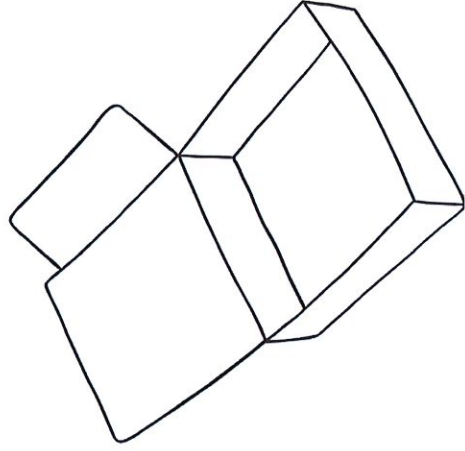
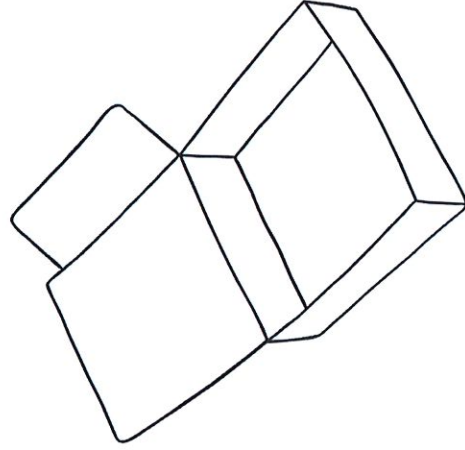
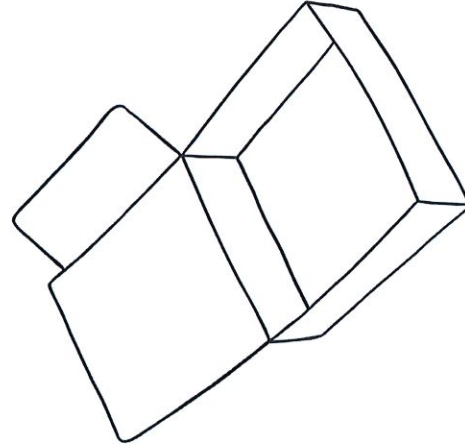
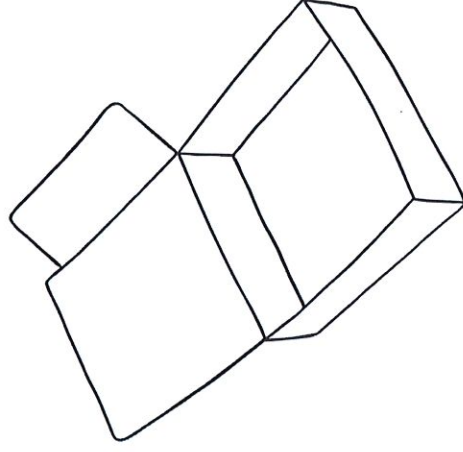
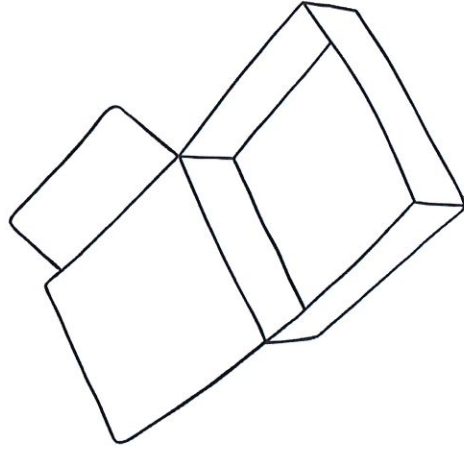
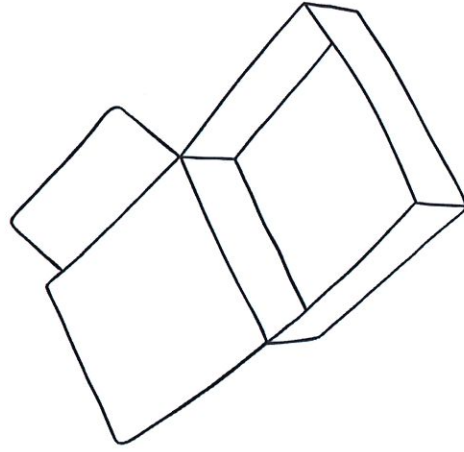
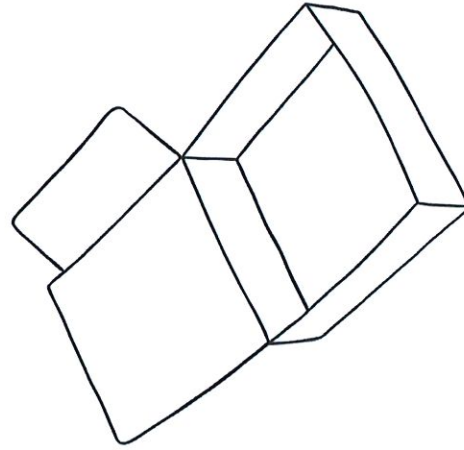
Who is correct? How do you know?



Boxes hold 5 cakes.

Grandma has made more than 5 cakes and less than 35. The boxes are full.

How many full boxes of cakes could she have?





## Count in 2s

### Adult Guidance with Question Prompts

Children count forward in 5s, using pictures and number grids to help. They should be encouraged to recognise that the numbers involved end with a zero or a five.

Can you count the number of petals in 5s, looking at the numbers you have written?

Can you count the number of petals in 5s, without looking at the numbers you have written?

Can you count the number of petals backwards in 5s, looking at the numbers you have written?

Can you count the number of petals backwards in 5s, without looking at the numbers you have written?

Do you notice a pattern on the number grid? Can you explain it?

When you count in 5s will you say 15, 25, 26, 32? How do you know?

How many are three 5s?

How many are five 5s?

How many are seven 5s?



## Count in 2s

### Adult Guidance with Question Prompts

Children develop their understanding of counting in multiples of 5. They can draw cakes in the empty boxes to help them visualise the activity.

How many cakes are there in one box/two boxes/three boxes/four boxes/five boxes?

What do you notice about the numbers you count when counting in 5s?

If you counted in 5s, would you say the number 21/25/35/27? How do you know?

What do you know about the numbers you count when counting in 5s?

Is Kim correct? Explain how you know.

Is Lin correct? Explain how you know.

Is Jas correct? Explain how you know.

If Grandma filled six boxes how many cakes would there be altogether? Grandma has 35 cakes. How many boxes would she need?

## Count in 2s

### Adult Guidance with Question Prompts



Children extend their ability to count in multiples of 5s to answer simple word problems. They can use the empty boxes and small objects to complete the task if needed. Encourage children to find all the possible answers.

Could Grandma have made 15 cakes? How do you know?

Could Grandma have made 22 cakes? How do you know?

Could Grandma have made 40 cakes? How do you know?

Could she have filled just one box of cakes? How do you know?

Could she have filled seven boxes of cakes? How do you know?

If she had filled four boxes of cakes, how many cakes would there be altogether?

If she had made 15 cakes, how many boxes would she need?

# Diving into Mastery - Diving

## Adult Guidance with Question Prompts

Encourage children to count to 100, filling in the missing numbers on the hundred square.

Which numbers are missing?

How do you know which numbers are missing?



## Messy Hundred Squares

Oh no! The hundred square has got dirty. Which numbers are hiding under the mud?

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

# Diving into Mastery - Deeper

## Adult Guidance with Question Prompts

Encourage children to look at the surrounding numbers to help them work out the missing numbers.

Which number can you see that will help you?

How will that help you work out the missing number?

Can you explain?

Can you find out without counting?

Is there another way we could work it out?

How can you use the hundred square to help you? Tell a friend.



## Messy Hundred Squares

The hundred square has been cut into four parts.  
Can you say which numbers are hidden by the mud? Explain how you know.

|    |                                                                                   |                                                                                   |                                                                                   |    |
|----|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----|
| 1  | 2                                                                                 | 3                                                                                 | 4                                                                                 | 5  |
| 11 | 12                                                                                |  | 14                                                                                | 15 |
| 21 |  |  |  | 25 |
| 31 | 32                                                                                |  | 34                                                                                | 35 |
| 41 | 42                                                                                | 43                                                                                | 44                                                                                | 45 |

|    |    |                                                                                   |                                                                                   |                                                                                   |
|----|----|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| 56 | 57 | 58                                                                                | 59                                                                                | 60                                                                                |
| 66 | 67 | 68                                                                                |  | 70                                                                                |
| 76 | 77 |  |  |  |
| 86 | 87 | 88                                                                                |  | 90                                                                                |
| 96 | 97 | 98                                                                                | 99                                                                                | 100                                                                               |

|                                                                                     |                                                                                     |                                                                                     |    |    |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----|----|
| 6                                                                                   |   | 8                                                                                   | 9  | 10 |
|  |  |  | 19 | 20 |
| 26                                                                                  |  | 28                                                                                  | 29 | 30 |
| 36                                                                                  | 37                                                                                  | 38                                                                                  | 39 | 40 |
| 46                                                                                  | 47                                                                                  | 48                                                                                  | 49 | 50 |

|                                                                                     |                                                                                     |                                                                                     |    |    |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----|----|
| 51                                                                                  | 52                                                                                  | 53                                                                                  | 54 | 55 |
| 61                                                                                  | 62                                                                                  | 63                                                                                  | 64 | 65 |
| 71                                                                                  |  | 73                                                                                  | 74 | 75 |
|  |  |  | 84 | 85 |
| 91                                                                                  |  | 93                                                                                  | 94 | 95 |

# Diving into Mastery - Deepest

## Adult Guidance with Question Prompts

Some children may need a complete hundred square to help with this activity.

Which row would 79 appear in?

Which numbers can you see in that row?

Which is the biggest number in that row?

Is 79 on this section of the hundred square?

Has 79 been ripped off?

Which other numbers have been ripped off? How do you know?



## Messy Hundred Squares

Alex has ripped the bottom of his hundred square.



I've ripped off my favourite number, 79.

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 |    |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 |    |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 |    |    |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 |    |    |
| 61 | 62 | 63 | 64 | 65 | 66 |    |    |    |    |
| 71 | 72 | 73 | 74 |    |    |    |    |    |    |
| 81 | 82 | 83 |    |    |    |    |    |    |    |
| 91 |    |    |    |    |    |    |    |    |    |

Is Alex right? How do you know?  
Can you think of three other numbers that have been ripped off?

# Year 1 Maths Activity Mat

①

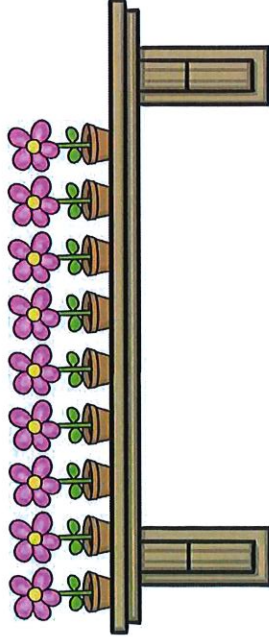
## Section 1

What's next?

|    |    |    |  |  |  |
|----|----|----|--|--|--|
| 10 | 20 | 30 |  |  |  |
|----|----|----|--|--|--|

## Section 2

Add 1 more flower.



There would be  flowers altogether

## Section 3

What's the missing number?

$$10 - \square = 6$$



## Section 4

Which line is the longest?

A \_\_\_\_\_

B \_\_\_\_\_

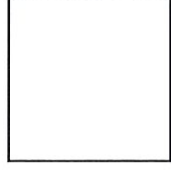
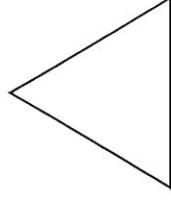
## Section 5

If Lisa has 6 apples and she shares them equally with Sarah, how many apples will they have each?




## Section 6

Colour half of these shapes.



## Section 7

Circle the odd numbers:

2      8      13  
7      1      12

## Section 8

Fill in the boxes:

$$18 + \square = 20$$

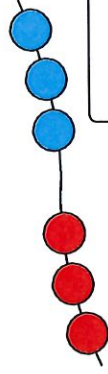
$$15 + \square = 20$$

# Year 1 Maths Activity Mat

②

## Section 1

Write a number sentence to show how many beads there are altogether.




## Section 2

Draw and colour the next 2 cars in the pattern.




## Section 3

If today is Monday, what is it tomorrow?

Put a circle around the correct day.

Tuesday      Wednesday      Sunday

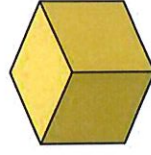
## Section 4

Imagine seeing 1 elephant at the zoo.

How many legs would you see?

## Section 5

Draw lines to match the name and the shape.

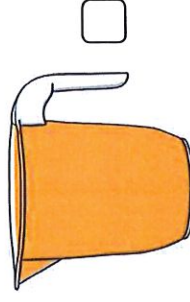
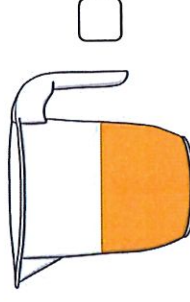
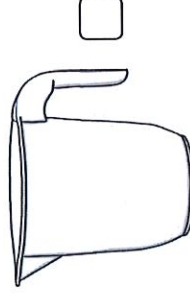


cube

triangular prism

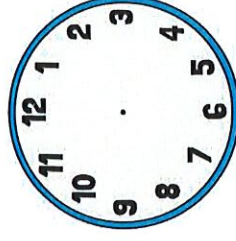
## Section 6

Which jug is full?  
Tick the correct one.


☐

☐

☐

## Section 7

Make this clock show 4 o'clock.



## Section 8

How much money is here?



# Year 1 Maths Activity Mat

③

## Section 1

I have 2 pairs of shoes.

How many shoes is that altogether?




## Section 4

I have 16p and I lose 5p.

How much money have I got left?




## Section 2

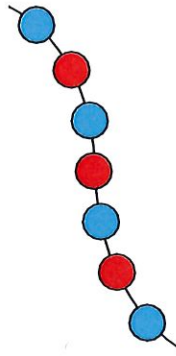
Shep had 3 dog biscuits.

Rover had 4. How many more biscuits did Rover have?



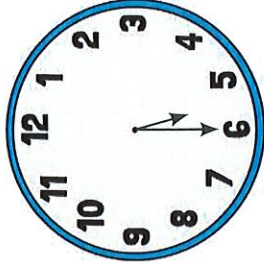

## Section 3

Count the beads and write the number.




## Section 7

What time is it?



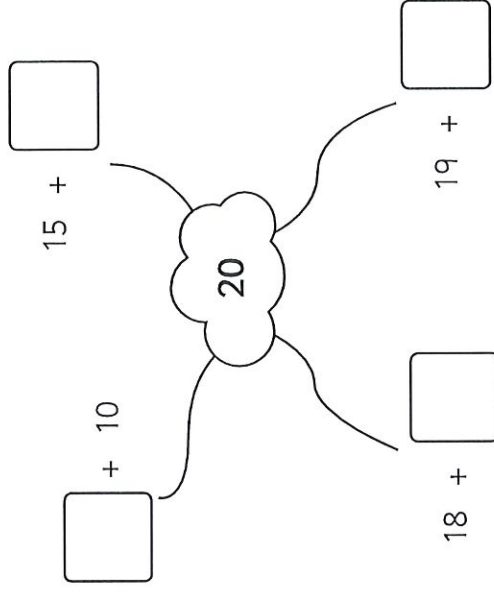
5 o'clock ☐

Half past 6 ☐

Half past 5 ☐

## Section 8

Complete the number pairs:



## Section 6

What numbers are missing?

|   |   |   |   |  |   |  |   |
|---|---|---|---|--|---|--|---|
| 9 | 8 | 7 | 6 |  | 3 |  | 1 |
|---|---|---|---|--|---|--|---|

# Year 1 Maths Activity Mat

4

## Section 1

There are 20 biscuits in a packet.

Grace eats 5.

Sara eats 6.

How many are left in the packet?




## Section 2

Match the numbers with their names:

12

sixteen

15

eight

8

twelve

16

fifteen

## Section 5

Draw the coins you need to make 14p.

## Section 6

Choose the correct symbol to complete the number sentence.

- x +

2

5 = 7

8

4 = 4

## Section 3

Which would weigh more? Circle the heaviest.



or



or



or



## Section 4

20

→

10 less

→

50

→

10 less

→

80

→

10 less

→

30

→

10 less

→

## Section 7

Draw a picture to show this:  
 $1 + 9 = 10$

## Section 8

It's Mickey's birthday tomorrow. Today is Saturday. What day is Mickey's birthday?

# Year 1 Maths Activity Mat

⑤

## Section 1

Jed had 7 football stickers.

Jamie had double that.

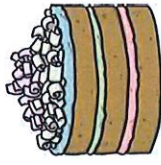
How many stickers did Jamie have?




## Section 2

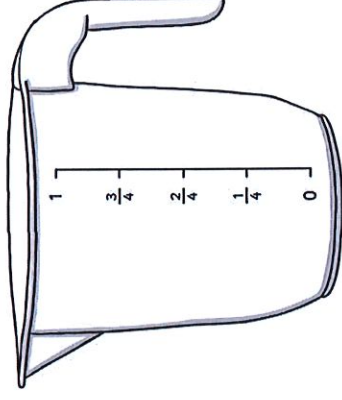
I buy a packet of cakes for £2.

How much would 2 packets cost?




## Section 3

Colour in the juice to show the jug is one quarter full.



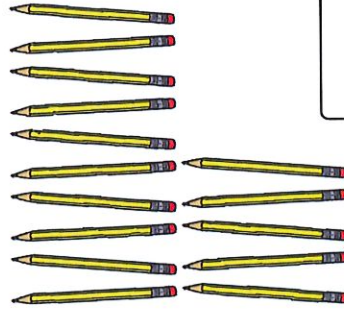
## Section 5

How long is the pencil?




## Section 6

How many lots of ten are there in 15?




## Section 7

Maya is 7 years old.

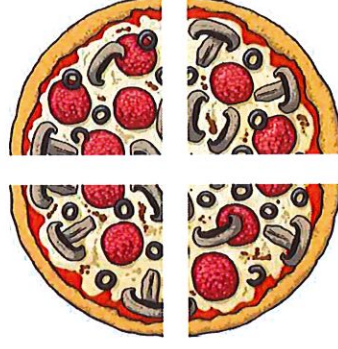
Her sister is 4 years older.

How old is her sister?

## Section 8

8 tomatoes were shared equally onto each slice.

How many tomatoes were on each slice?




## Section 4

Share these bananas equally into 4 groups.



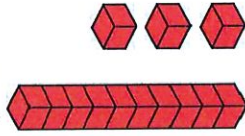
How many bananas in each group?

# Year 1 Maths Activity Mat

⑥

## Section 1

How many blocks are there?




## Section 2



Can I buy the ice cream?

## Section 3

What numbers come next?

|   |    |    |  |  |
|---|----|----|--|--|
| 5 | 10 | 15 |  |  |
|---|----|----|--|--|

## Section 6

Order these numbers from smallest to largest.

3    1    9    5

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

## Section 7

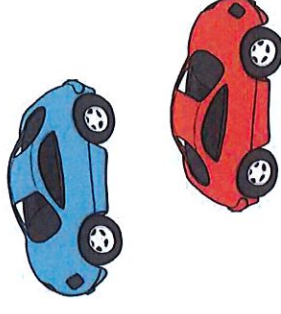
Complete these statements:

6 is 1 more than

8 is 1 more than

## Section 4

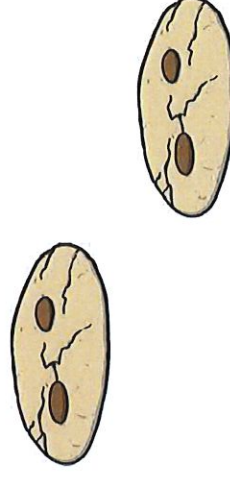
How many wheels are there altogether?




## Section 8

How many chocolate buttons are there altogether?

Write a number sentence to show this:



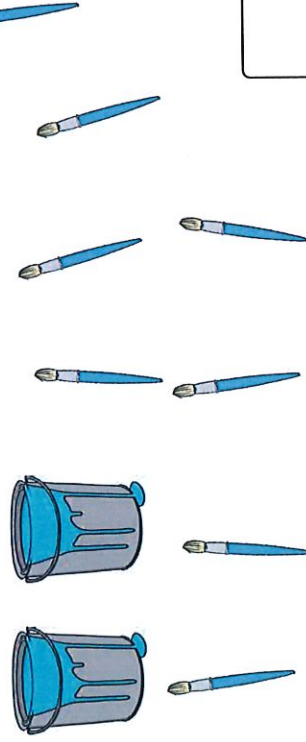

## Section 5

There are 2 paintbrush pots.

There are 10 brushes.

Share the brushes equally in to the pots.

How many brushes into each pot?



# Addition and Subtraction

Workbook



# Home Learning Maths Workbook

## Programme of Study – Addition and Subtraction

| Statutory Requirements                                                                                                                                                 | Worksheet                                                        | Page no. | Notes |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|----------|-------|
| Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.                                                        | Read and interpret mathematical statements involving addition.   | 3        |       |
|                                                                                                                                                                        | Writing mathematical statements using plus, minus and equals.    | 4-5      |       |
| Represent and use number bonds and related subtraction facts within 20.                                                                                                | Mixed number bonds to 10 on robots worksheet.                    | 6-8      |       |
|                                                                                                                                                                        | Mixed number bonds to 20 on robots worksheet.                    | 9-10     |       |
|                                                                                                                                                                        | Finding and practising number bonds to 10.                       | 11       |       |
| Add and subtract one digit and two digit numbers to 20 including zero.                                                                                                 | Dinosaur addition sheet                                          | 12       |       |
|                                                                                                                                                                        | Adding to 20 with a number line pack                             | 13-15    |       |
|                                                                                                                                                                        | Green Bottles Subtraction                                        | 16       |       |
|                                                                                                                                                                        | Elmer addition to 20 colour by numbers sheet                     | 17       |       |
|                                                                                                                                                                        | Elmer subtraction from 20 colour by numbers sheet                | 18       |       |
| Solve one- step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems, such as $7 = ? - 9$ | Missing number calculations with a number line activity sheet    | 19-21    |       |
|                                                                                                                                                                        | Addition and subtraction to 20 with a number line activity sheet | 22-24    |       |
|                                                                                                                                                                        | Building bricks addition worksheet                               | 25-27    |       |

# Read and Interpret Mathematical Statements Involving Addition

Look carefully at the sums below. Are they right or wrong? Use dots to check and then mark the sums with a tick or a cross. An example has been done for you. If you find any mistakes, correct them!

Example:

$3 + 2 = 6$



**Answer:** Wrong! 5 is correct.

$2 + 5 = 7$



**Answer:** Correct!

Questions:

1  $2 + 1 = 3$

**Answer:**

2  $4 + 2 = 5$

**Answer:**

3  $1 + 3 = 5$

**Answer:**

4  $6 + 2 = 8$

**Answer:**

5  $4 + 5 = 7$

**Answer:**

6  $2 + 2 + 1 = 5$

**Answer:**

7  $3 + 4 + 1 = 10$

**Answer:**

8  $8 + 3 = 11$

**Answer:**

9  $5 = 2 + 3$

**Answer:**

10  $6 + 7 = 12$

**Answer:**

# Writing Mathematical Statements Using Plus, Minus and Equals

Count the objects in the following pictures to turn them into numbers and create mathematical statements in the row underneath.

Example:

|                                                                                   |   |                                                                                   |   |                                                                                     |
|-----------------------------------------------------------------------------------|---|-----------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------|
|  | + |  | = |  |
| 3                                                                                 | + | 2                                                                                 | = | 5                                                                                   |

Questions:

1

|                                                                                  |   |                                                                                   |   |                                                                                     |
|----------------------------------------------------------------------------------|---|-----------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------|
|  | + |  | = |  |
|                                                                                  | + |                                                                                   | = |                                                                                     |

2

|                                                                                     |   |                                                                                     |   |                                                                                       |
|-------------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------|---|---------------------------------------------------------------------------------------|
|  | + |  | = |  |
|                                                                                     | + |                                                                                     | = |                                                                                       |

3

|                                                                                     |   |                                                                                     |   |                                                                                       |
|-------------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------|---|---------------------------------------------------------------------------------------|
|  | + |  | = |  |
|                                                                                     | + |                                                                                     | = |                                                                                       |

4

|                                                                                    |   |                                                                                     |   |                                                                                       |
|------------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------|---|---------------------------------------------------------------------------------------|
|  | - |  | = |  |
|                                                                                    | - |                                                                                     | = |                                                                                       |

5

|                                                                                     |   |                                                                                     |   |                                                                                       |
|-------------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------|---|---------------------------------------------------------------------------------------|
|  | - |  | = |  |
|                                                                                     | - |                                                                                     | = |                                                                                       |

# Writing Mathematical Statements Using Plus, Minus and Equals

Count the objects in the following pictures to turn them into numbers and create mathematical statements in the row underneath.

Example:

|                                                                                   |   |                                                                                   |   |                                                                                     |
|-----------------------------------------------------------------------------------|---|-----------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------|
|  | ? |  | = |  |
| 2                                                                                 |   | 1                                                                                 | = | 1                                                                                   |

Questions:

1

|                                                                                   |   |                                                                                   |   |                                                                                     |
|-----------------------------------------------------------------------------------|---|-----------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------|
|  | ? |  | = |  |
|                                                                                   |   |                                                                                   | = |                                                                                     |

2

|                                                                                    |   |                                                                                     |   |                                                                                       |
|------------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------|---|---------------------------------------------------------------------------------------|
|  | ? |  | = |  |
|                                                                                    |   |                                                                                     | = |                                                                                       |

3

|                                                                                    |   |                                                                                     |   |                                                                                       |
|------------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------|---|---------------------------------------------------------------------------------------|
|  | ? |  | = |  |
|                                                                                    |   |                                                                                     | = |                                                                                       |

4

|                                                                                     |   |                                                                                     |   |                                                                                       |
|-------------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------|---|---------------------------------------------------------------------------------------|
|  | ? |  | = |  |
|                                                                                     |   |                                                                                     | = |                                                                                       |

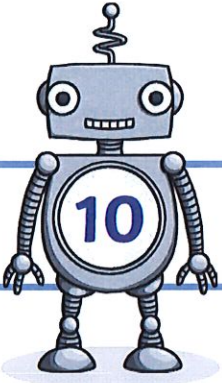
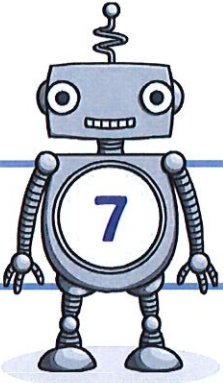
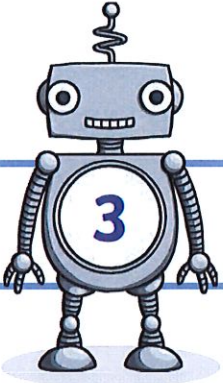
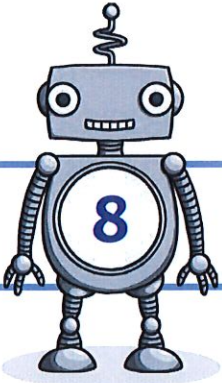
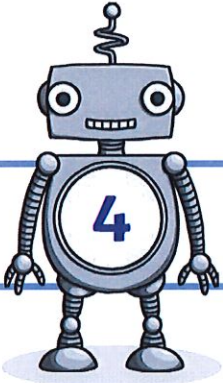
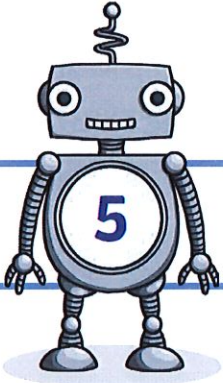
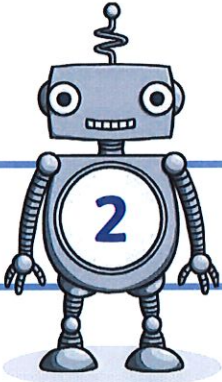
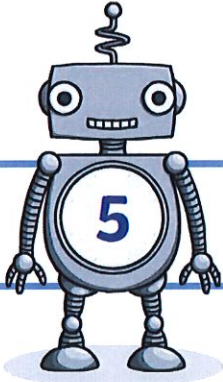
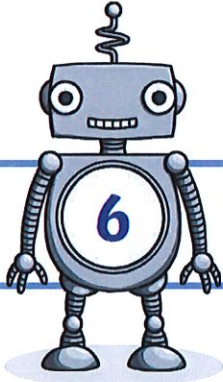
5

|                                                                                     |   |                                                                                     |   |                                                                                       |
|-------------------------------------------------------------------------------------|---|-------------------------------------------------------------------------------------|---|---------------------------------------------------------------------------------------|
|  | ? |  | = |  |
|                                                                                     |   |                                                                                     | = |                                                                                       |

# Mixed Number Bonds to 10 on Robots

## Worksheet 1

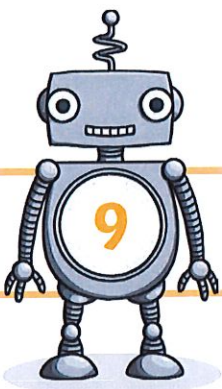
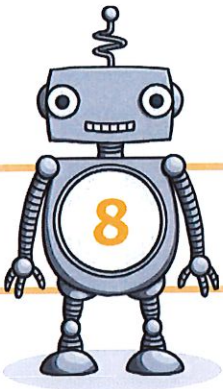
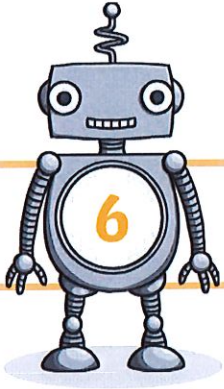
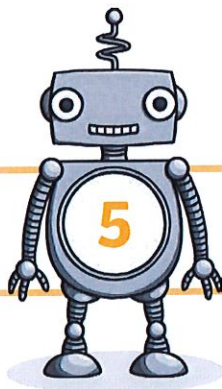
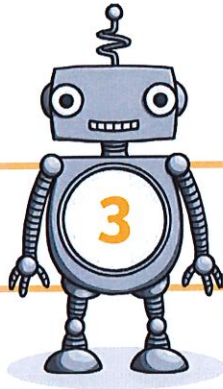
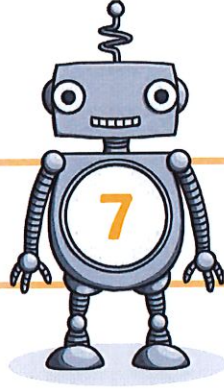
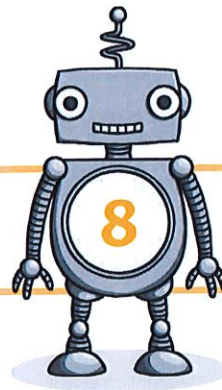
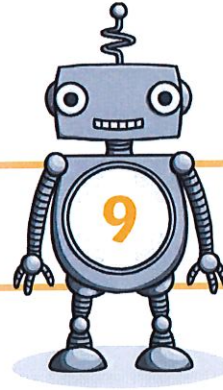
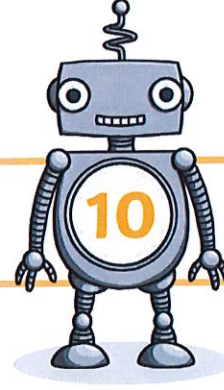
Can you find the missing number bond to make the number in the robot's tummy?

|                                                                                                 |                                                                                                 |                                                                                                   |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| <br>5      10  | <br>3      7   | <br>2      3   |
| <br>4      8  | <br>1      4  | <br>2      5  |
| <br>1      2 | <br>4      5 | <br>3      6 |

# Mixed Number Bonds to 10 on Robots

## Worksheet 2

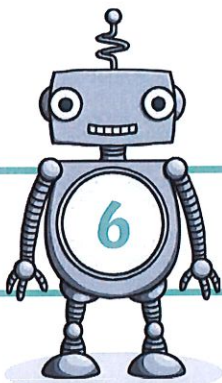
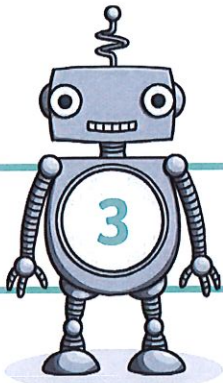
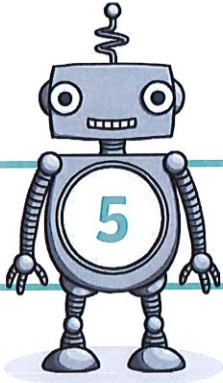
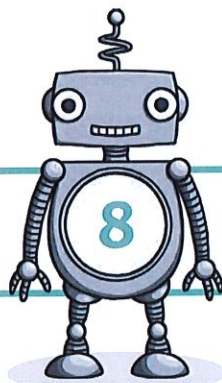
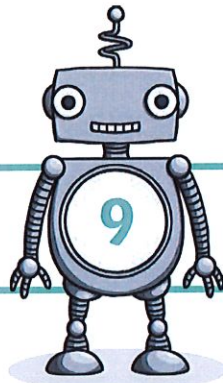
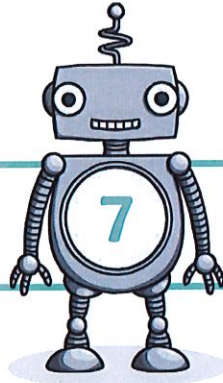
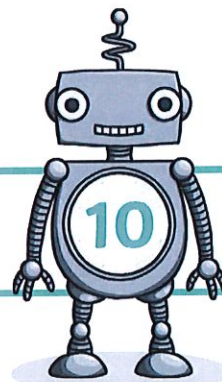
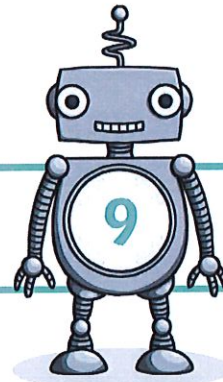
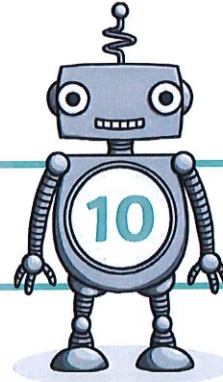
Can you find the missing number bond to make the number in the robot's tummy?

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

# Mixed Number Bonds to 10 on Robots

## Worksheet 3

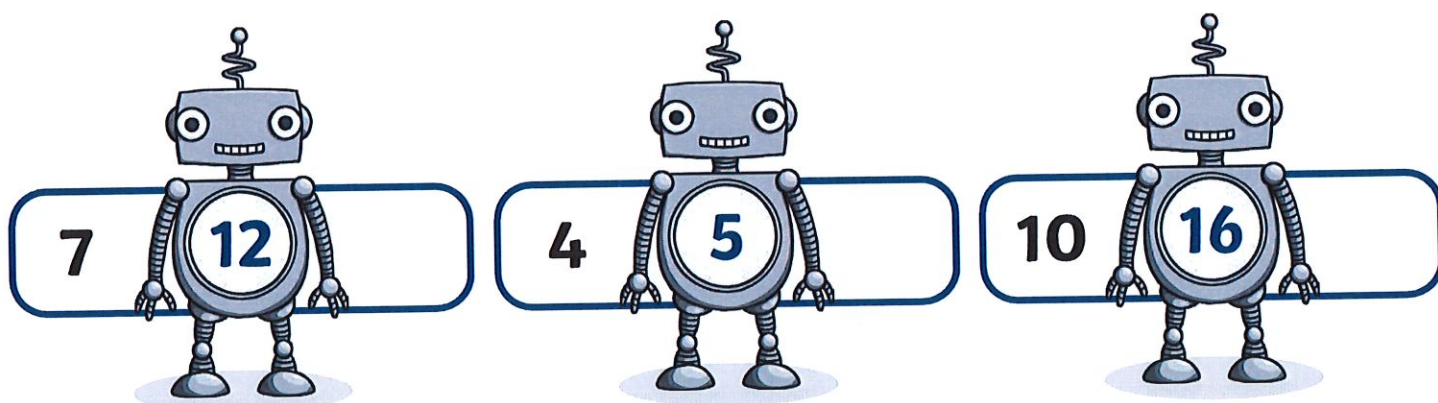
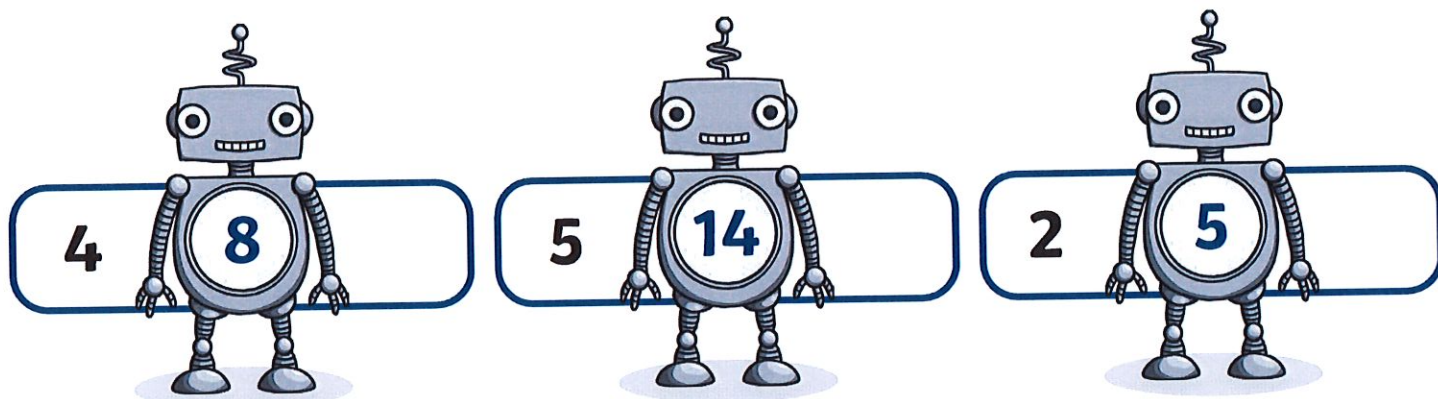
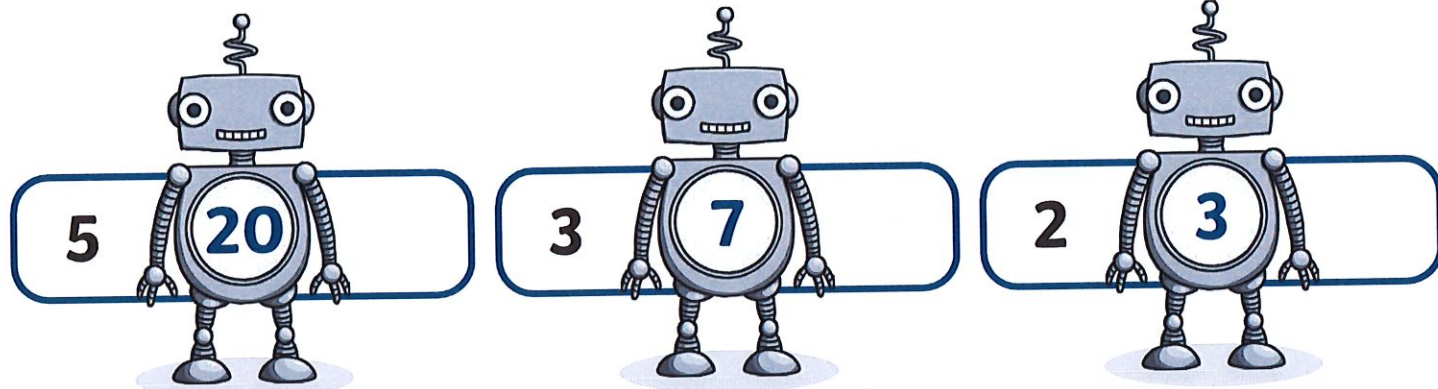
Can you find the missing number bond to make the number in the robot's tummy?

|                                                                                                  |                                                                                                 |                                                                                                    |
|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <br>2      6    | <br>3      3   | <br>4      5    |
| <br>2      8   | <br>5      9  | <br>4      7   |
| <br>4      10 | <br>2      9 | <br>9      10 |

# Mixed Number Bonds to 20 on Robots

## Worksheet 1

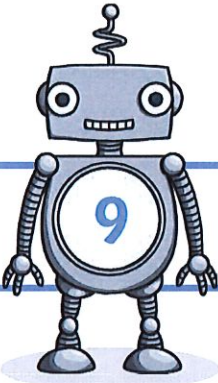
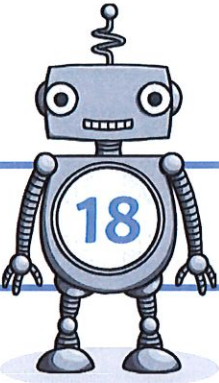
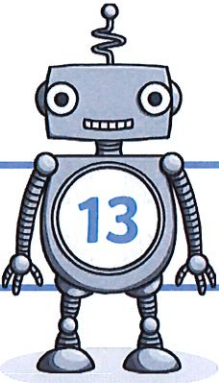
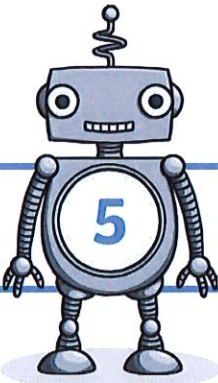
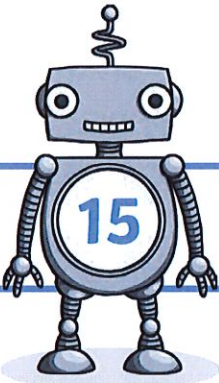
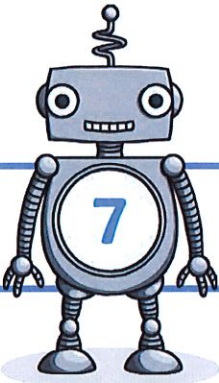
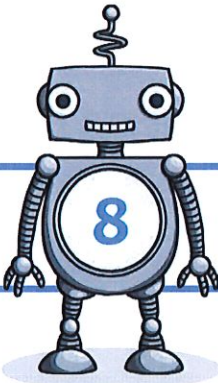
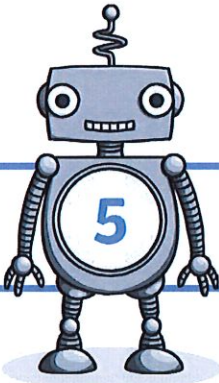
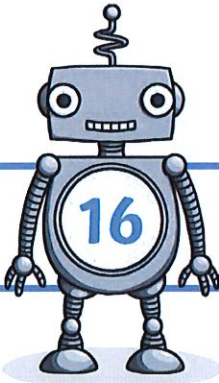
Can you find the missing number bond to make the number in the robot's tummy?



# Mixed Number Bonds to 20 on Robots

## Worksheet 2

Can you find the missing number bond to make the number in the robot's tummy?

|                                                                                                 |                                                                                                  |                                                                                                     |
|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| <br>4      9   | <br>8      18   | <br>9      13    |
| <br>1      5  | <br>12      15 | <br>2      7    |
| <br>5      8 | <br>4      5  | <br>10      16 |

# Finding and Practising Number Bonds to 10

Each grid has ten boxes in it. Count the number of boxes with an 'X' in them and then put 'O's' in the rest of the boxes or colour them if you prefer. Count them up and write in the number bond to 10 you have made. The first one has been done for you.

- 1 

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| x | x | x | o | o | o | o | o | o | o |
|---|---|---|---|---|---|---|---|---|---|

 $3 + 7 = 10$
- 2 

|   |   |   |   |   |  |  |  |  |  |
|---|---|---|---|---|--|--|--|--|--|
| x | x | x | x | x |  |  |  |  |  |
|---|---|---|---|---|--|--|--|--|--|

 $5 + \quad = 10$
- 3 

|   |   |   |   |   |   |  |  |  |  |
|---|---|---|---|---|---|--|--|--|--|
| x | x | x | x | x | x |  |  |  |  |
|---|---|---|---|---|---|--|--|--|--|

 $6 + \quad = 10$
- 4 

|   |   |  |  |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|--|--|
| x | x |  |  |  |  |  |  |  |  |
|---|---|--|--|--|--|--|--|--|--|

 $2 + \quad = 10$
- 5 

|  |  |  |  |  |  |   |   |   |   |
|--|--|--|--|--|--|---|---|---|---|
|  |  |  |  |  |  | x | x | x | x |
|--|--|--|--|--|--|---|---|---|---|

 $\quad + 4 = 10$
- 6 

|   |   |   |  |  |  |  |  |  |  |
|---|---|---|--|--|--|--|--|--|--|
| x | x | x |  |  |  |  |  |  |  |
|---|---|---|--|--|--|--|--|--|--|

 $3 + \quad = 10$
- 7 

|   |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|
| x |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|

 $1 + \quad = 10$
- 8 

|   |   |   |   |   |   |   |  |  |  |
|---|---|---|---|---|---|---|--|--|--|
| x | x | x | x | x | x | x |  |  |  |
|---|---|---|---|---|---|---|--|--|--|

 $7 + \quad = 10$
- 9 

|  |  |  |  |   |   |   |   |   |   |
|--|--|--|--|---|---|---|---|---|---|
|  |  |  |  | x | x | x | x | x | x |
|--|--|--|--|---|---|---|---|---|---|

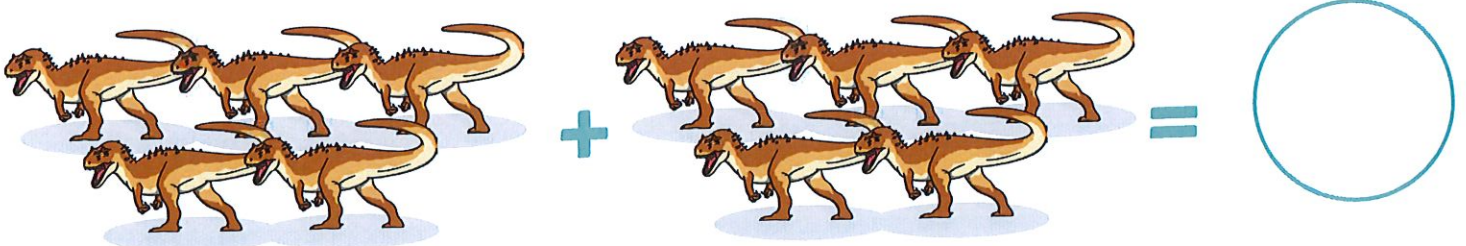
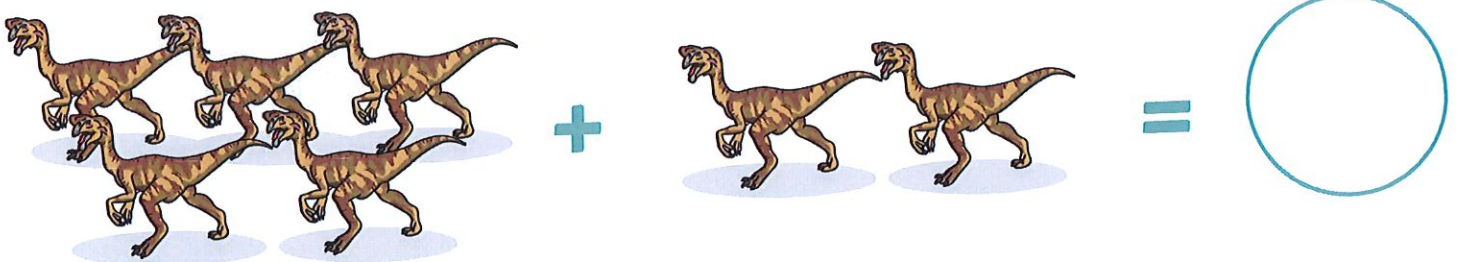
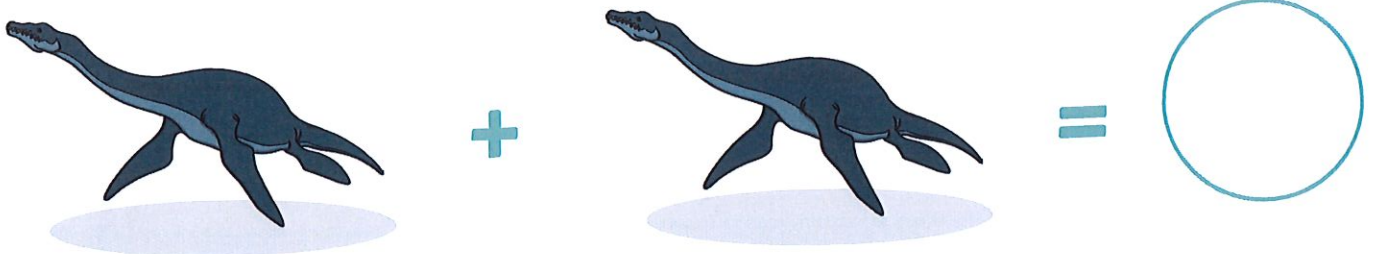
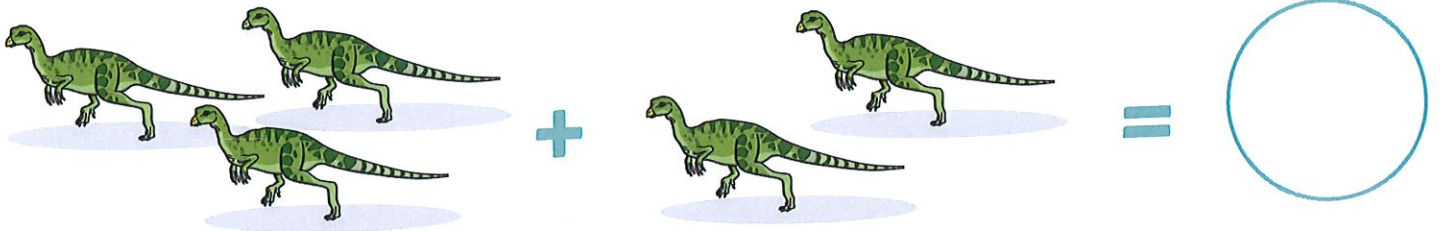
 $\quad + 6 = 10$
- 10 

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

 $0 + \quad = 10$

# Dinosaur Addition Sheet

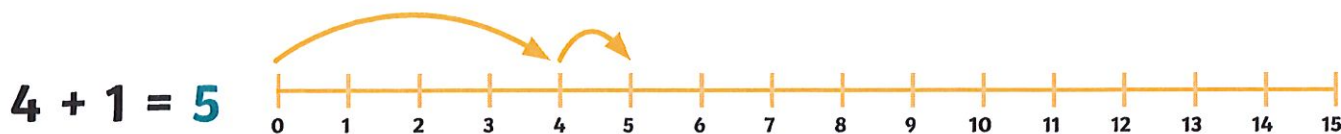
Write the answers in the circles.



# Addition to 20 on a Number Line

## Sheet 1

Example:



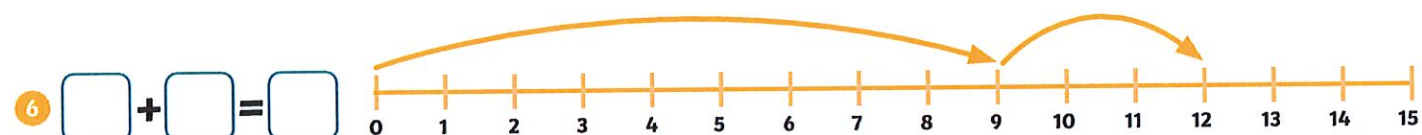
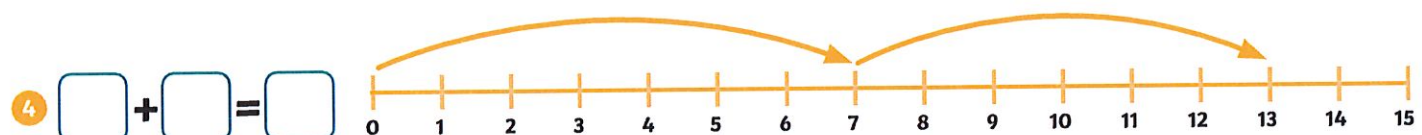
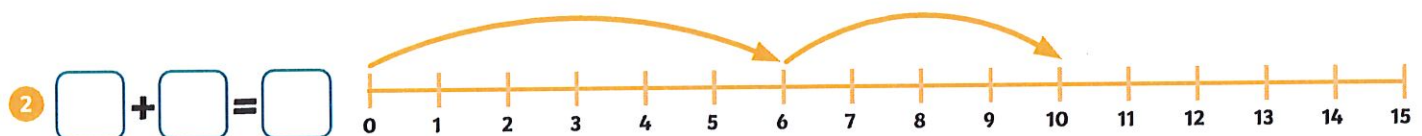
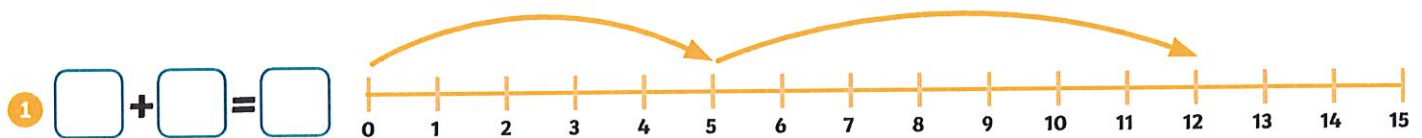
Questions:



# Addition to 20 on a Number Line

## Sheet 2

For these questions, can you work out which sums are being shown on the number lines? The first one has been done for you.



# Addition to 20 on a Number Line

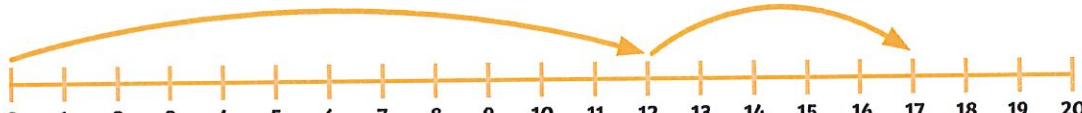
## Sheet 3

Practice what you have learned so far on a number line to 20 and progress to see if you can draw your own number line!

1  $11 + 4 = \square$



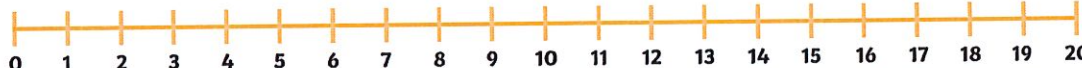
2  $\square + \square = \square$



3  $8 + 9 = \square$



4  $6 + \square = 9$



5  $\square + \square = \square$



6  $\square + 7 = 11$



7  $9 + 9 = \square$



8  $12 + 3 = \square$



9  $7 + 9 = \square$



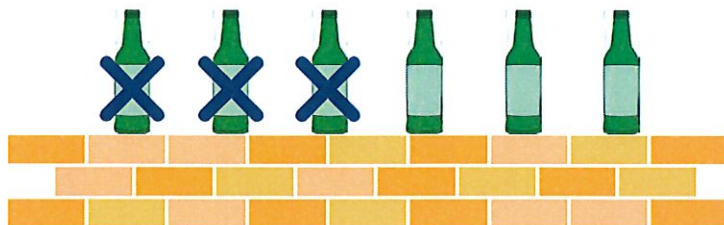
10  $13 + 5 = \square$



# Green Bottles Subtraction

Use crosses to knock the green bottles off the wall. How many are left?

Example:



$$6 - 3 = \boxed{6}$$

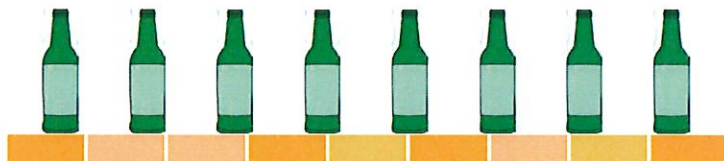
Questions:

1



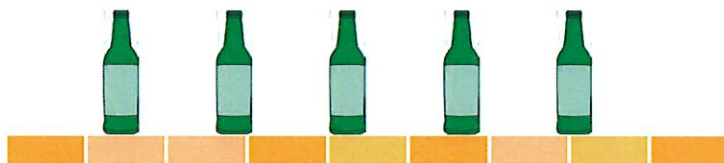
$$7 - 3 = \boxed{\phantom{00}}$$

2



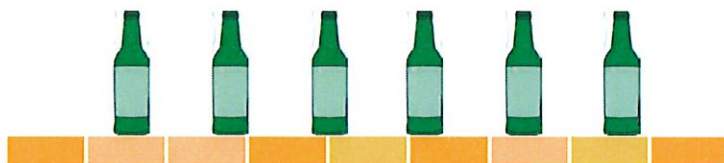
$$8 - 1 = \boxed{\phantom{00}}$$

3



$$5 - 0 = \boxed{\phantom{00}}$$

4



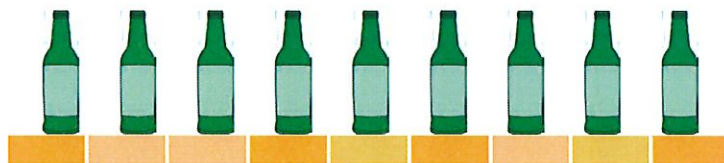
$$6 - 5 = \boxed{\phantom{00}}$$

5



$$7 - 2 = \boxed{\phantom{00}}$$

6



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

# Elmer Addition to 20 Colour by Numbers Sheet

Solve the sums in the boxes to work out what colours they should be!

3 or 11 = Yellow

4 or 12 = Orange

5 or 13 = Blue

6 or 14 = Red

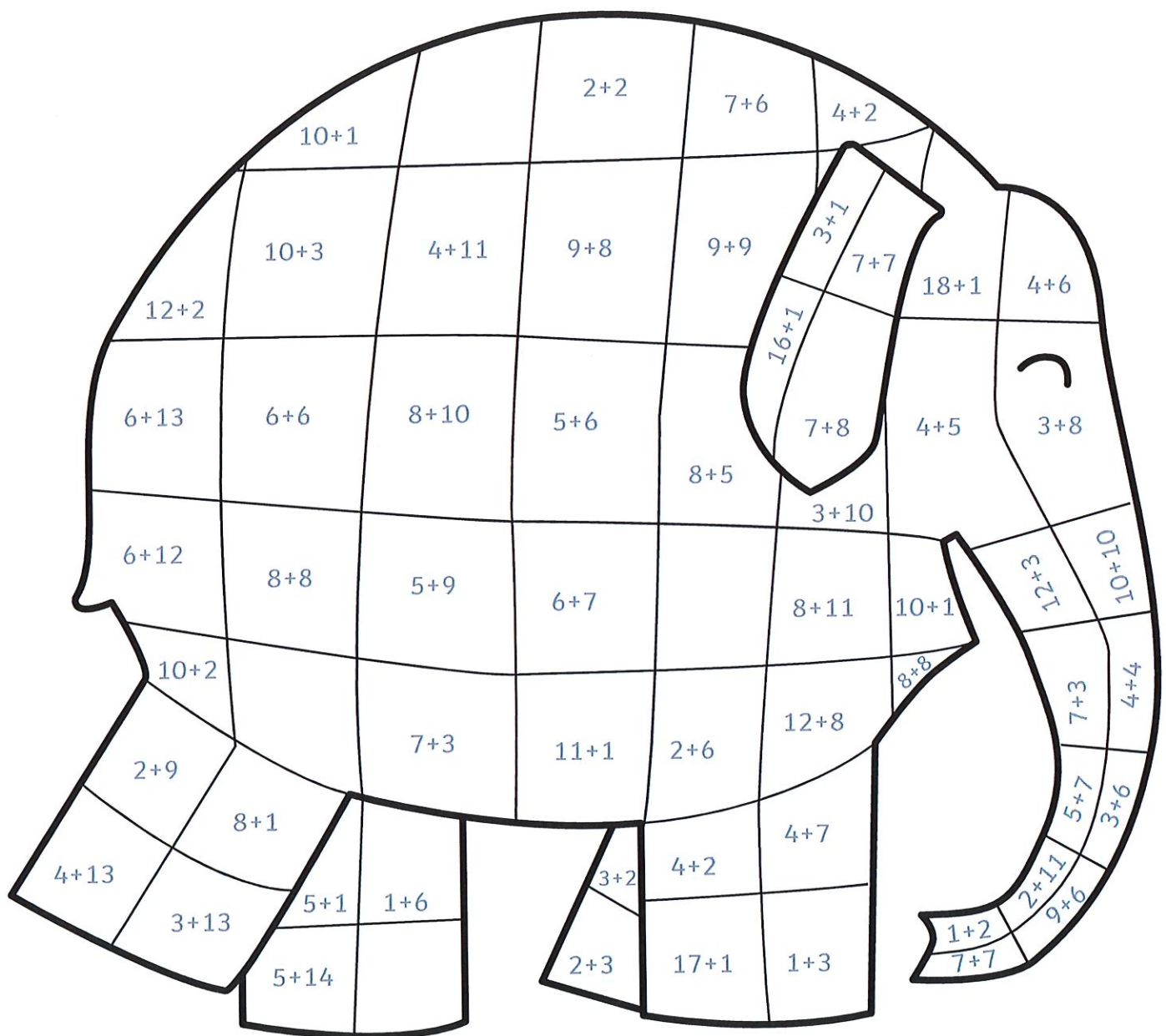
7 or 15 = Purple

8 or 17 = Black

9 or 18 = Pink

10 or 19 = Green

16 or 20 = Any colour!



# Elmer Subtraction to 20 Colour by Numbers Sheet

Solve the sums in the boxes to work out what colours they should be!

3 or 11 = Yellow

4 or 12 = Orange

5 or 13 = Blue

6 or 14 = Red

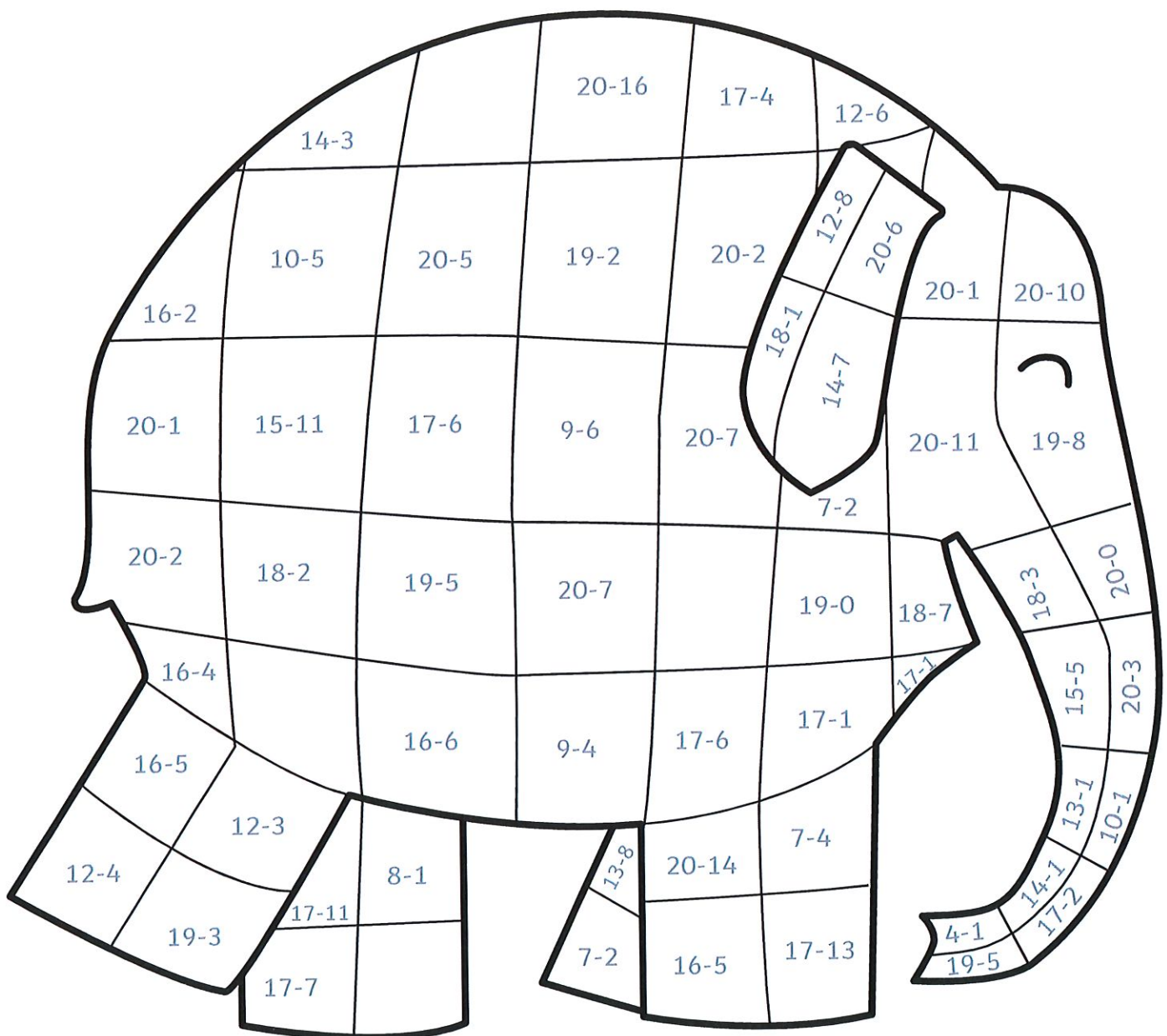
7 or 15 = Purple

8 or 17 = Black

9 or 18 = Pink

10 or 19 = Green

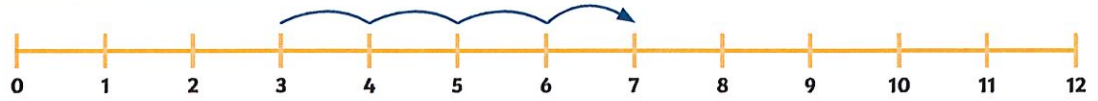
16 or 20 = Any colour!



# Missing Number Calculations with a Number Line - 1

Example:

$$3 + \underline{4} = 7$$



Questions

1  $3 + \underline{\quad} = 7$



2  $7 - \underline{\quad} = 3$



3  $4 + \underline{\quad} = 10$



4  $10 - \underline{\quad} = 4$



5  $1 + \underline{\quad} = 7$



6  $7 - \underline{\quad} = 1$



7  $5 + \underline{\quad} = 8$



8  $8 - \underline{\quad} = 5$



9  $\underline{\quad} + 5 = 10$



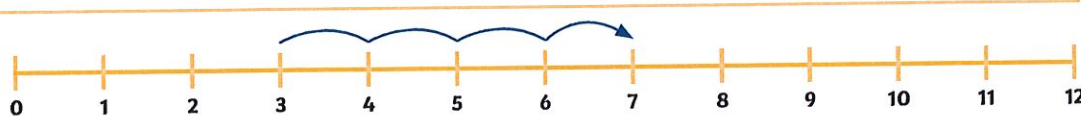
10  $10 - 5 = \underline{\quad}$



# Missing Number Calculations with a Number Line - 2

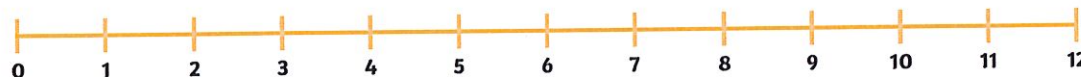
Example:

$$3 + \underline{4} = 7$$

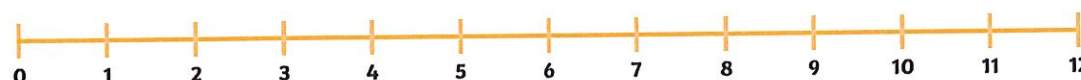


Questions

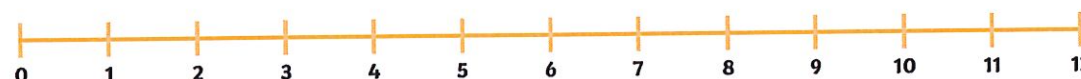
1  $3 + \underline{\quad} = 5$



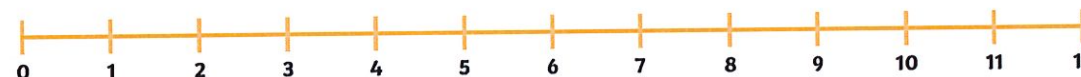
2  $5 - \underline{\quad} = 3$



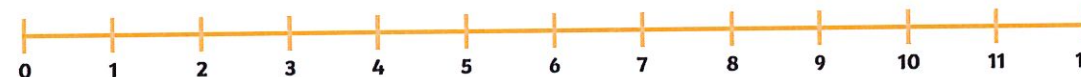
3  $2 + \underline{\quad} = 6$



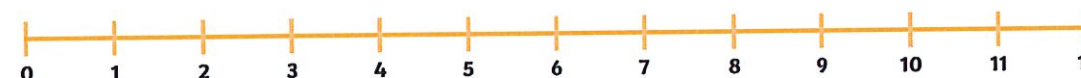
4  $6 - \underline{\quad} = 2$



5  $2 + \underline{\quad} = 3$



6  $3 - \underline{\quad} = 2$



7  $2 + \underline{\quad} = 4$



8  $4 - \underline{\quad} = 2$



9  $5 + \underline{\quad} = 5$



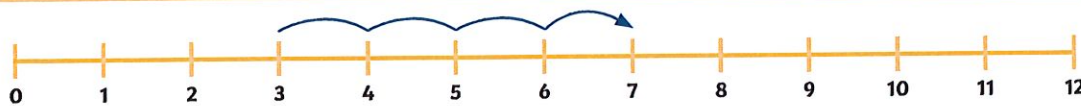
10  $5 - \underline{\quad} = 1$



# Missing Number Calculations with a Number Line - 3

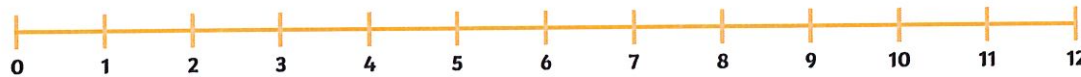
Example:

$$3 + \underline{4} = 7$$

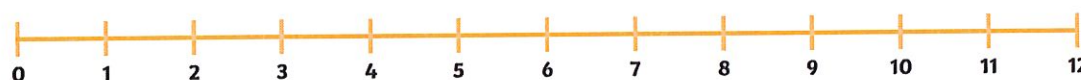


Questions

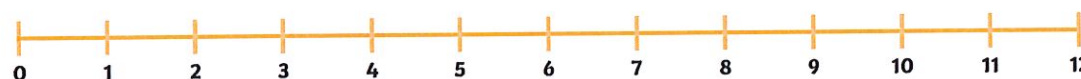
1  $6 + \underline{\quad} = 12$



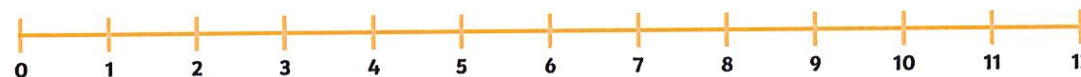
2  $12 - \underline{\quad} = 6$



3  $5 + \underline{\quad} = 11$



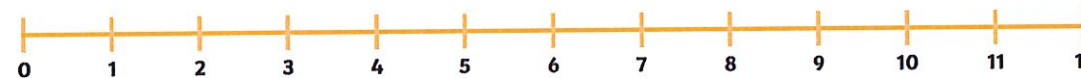
4  $11 - \underline{\quad} = 5$



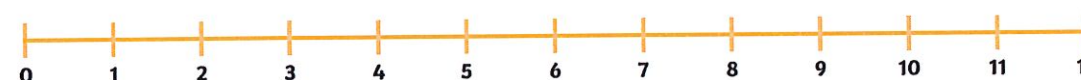
5  $3 + \underline{\quad} = 11$



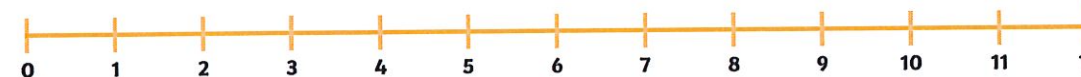
6  $11 - \underline{\quad} = 3$



7  $\underline{\quad} + 5 = 9$



8  $9 - \underline{\quad} = 5$



9  $\underline{\quad} + 7 = 11$



10  $11 - \underline{\quad} = 7$

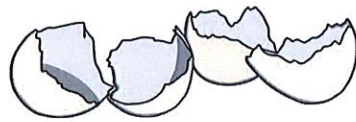


# Addition and Subtraction to 20 with a Number Line - 1

Can you work out the answer and draw a picture or write a sentence about it? The first one is done for you.

Example:

$12 - 5 = 7$



My dad buys 12 eggs but breaks 5 of them. How many eggs does he have left?

Questions:

1 —  $18 - 6 =$



2 —  $8 + 12 =$



3 —  $11 + 9 =$



4 —  $17 - 8 =$

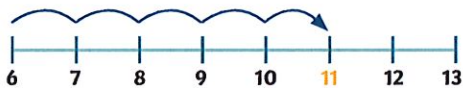


# Addition and Subtraction to 20 with a Number Line - 2

Can you work out the answer and draw a picture or write a sentence about it? The first one is done for you.

Example:

$$6 + 5 = 11$$



I have a bookshelf with 6 books on and another with 5 on. How many books do I have altogether?

Example:

1 —  $8 + 6 =$



2 —  $14 - 3 =$



3 —  $5 + 6 =$



4 —  $10 - 7 =$

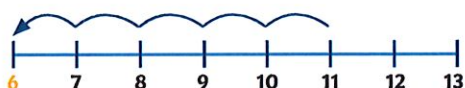


# Addition and Subtraction to 20 with a Number Line - 3

Can you work out the answer and draw a picture or write a sentence about it? The first one is done for you.

Example:

$$11 - 5 = 6$$



I have 11 teddies but I took 5 to the summer fair at school. How many do I have now?

Example:

1 —  $19 - 7 =$



2 —  $18 - 12 =$



3 —  $5 + 13 =$



4 —  $12 + 7 =$



# Building Brick Addition - 1

Can you add up the bumps on the building bricks?

1

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

2

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

3

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

4

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

5

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

6

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

7

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

8

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

## Building Brick Addition - 2

Can you add up the bumps on the building bricks?

1

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

2

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

3

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

4

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

5

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

6

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

7

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

8

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

## Building Brick Addition - 3

Can you add up the bumps on the building bricks?

1

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

2

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

3

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

4

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

5

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

6

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

7

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

8

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

# The Ant and the Grasshopper

One day, a grasshopper was relaxing in a field, eating as much grass as he could. When his tummy was full, he began to play some music. He was having a great time in the sun.



Then, an ant walked by. The ant was carrying some corn.

"Come and sing with me!" said the grasshopper. "No," said the ant. "I am busy getting food for the winter."

"Don't worry about the winter!" said the grasshopper. "We have lots of food and it is sunny today."

But the ant went on his way and carried on collecting food.

"What a silly ant!" said the grasshopper. "He can worry about winter when it is winter!"



When winter came, the grasshopper had no food. The ant and his family had plenty to eat.

"Please can I have some of your food?" said the grasshopper. "No!" said the ant. "You said I was silly!"

The grasshopper was hungry all winter. He learnt a very hard lesson.

**Work hard today to get ready for tomorrow.**



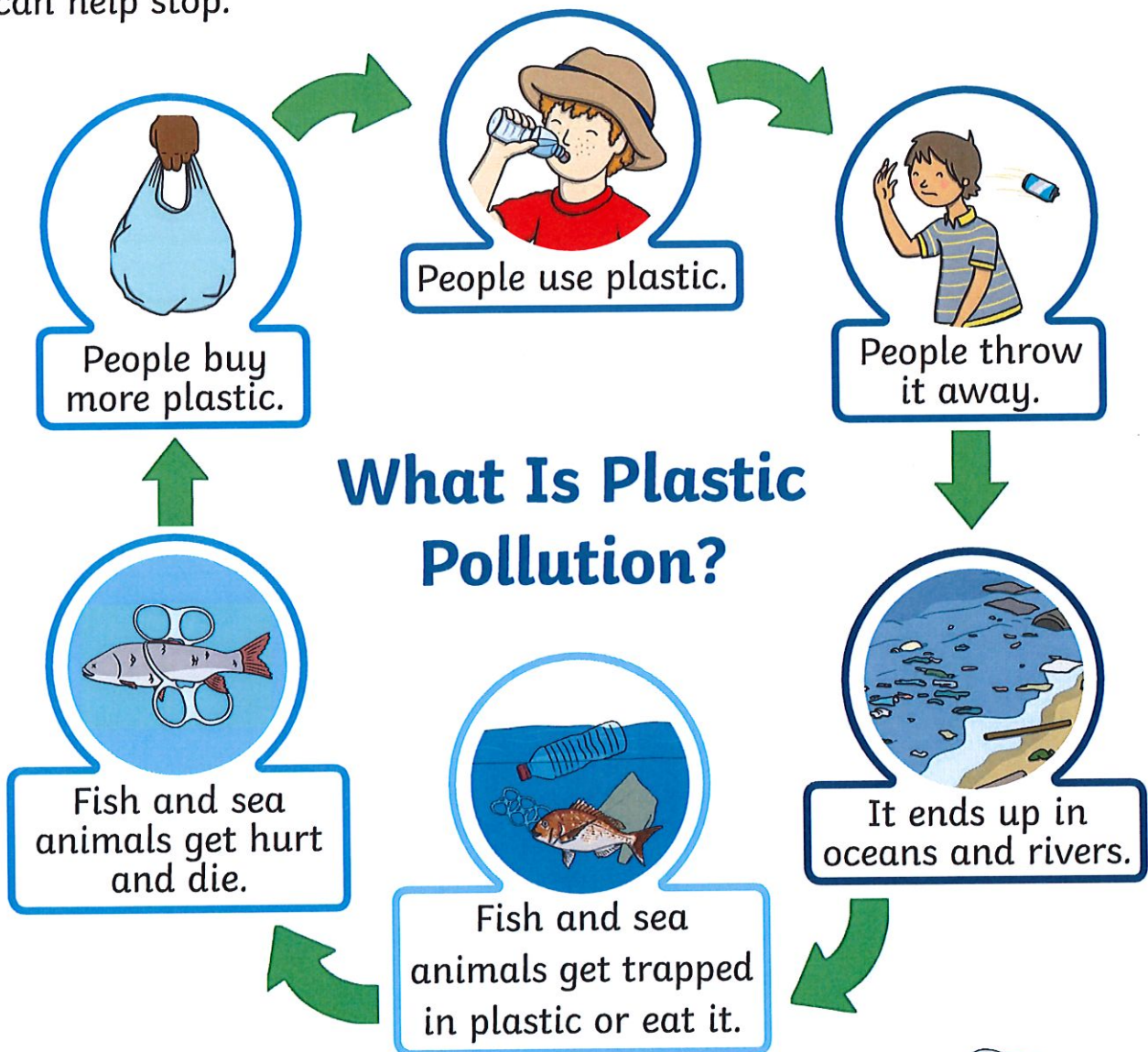
# Questions

1. Who are the characters in the story? Tick two.
  - ☐ a grasshopper
  - ☐ a cricket
  - ☐ an ant
  - ☐ a ladybird
2. What was the grasshopper doing in the field? Tick two.
  - ☐ sunbathing
  - ☐ eating grass
  - ☐ playing football
  - ☐ playing music
3. Why did the grasshopper think that the ant was silly? Tick one.
  - ☐ because he was pulling a funny face
  - ☐ because he was collecting food for the winter on a sunny day
  - ☐ because he was telling jokes
4. What happened to the grasshopper when it was winter? Tick one.
  - ☐ he lit a fire to keep warm
  - ☐ he had to wear a warm coat
  - ☐ he had no food
5. What is the message in the story? Tick one.
  - ☐ Ants are silly
  - ☐ Work hard today to get ready for tomorrow.
  - ☐ Winter is cold.

# End Plastic Pollution

## Our Planet

Our planet is very special and we must look after it along with the animals and plants that live on earth. However, one big problem that is causing damage to our earth and many animals that live here is plastic pollution. This is a very serious issue that everyone can help stop.



## What Can We Do?

There are lots of things we can do to help:

- Don't have plastic straws in drinks.
- Fill up a water bottle, don't buy a new one.
- Say no to plastic shopping bags.



# Questions

1. Name two things that, along with our planet, we should look after.

---

2. What is plastic pollution causing damage to: Tick two.

- ☐ people
- ☐ the earth
- ☐ animals
- ☐ plants

3. What is **bad** about plastic pollution? Tick one.

- ☐ Trees get hurt and die.
- ☐ People get hurt and die.
- ☐ Animals get hurt and die.

4. Where does plastic end up? Tick one.

- ☐ in towns and cities
- ☐ in the bin
- ☐ in oceans and rivers

5. What should we **not** use? Tick two.

- ☐ plastic straws
- ☐ glass bottles
- ☐ plastic bags