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This shows us what page to turn to.



Week 6 – Multiplication cont.

- Making simple arrays
- Making doubles
- Division**
- Sharing equally
- Making equal groups

Week 7 – Numbers to 100

- Counting to 100
- Partitioning numbers (1)
- Partitioning numbers (2)
- Comparing numbers

Week 8 – Numbers to 100 cont.

- Ordering numbers
- Money**
- Recognising coins
- Recognising notes
- Counting with coins

Week 9 – Halves and quarters

- Finding halves (1)
- Finding halves (2)
- Finding quarters (1)
- Finding quarters (2)

Week 10 – Time

- Telling time to the hour
- Telling time to the half hour
- Writing time
- Comparing time

Answers to Practice questions

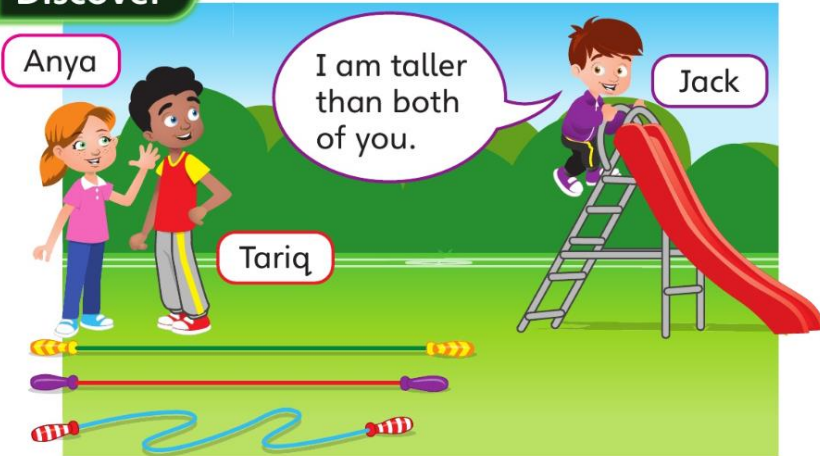
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164

The first page of a lesson is a maths problem. Don't look at the next page until you have had a go! The third and fourth pages give you practice, so you can check your understanding.



Comparing lengths and heights

Discover




Anya

I am taller than both of you.

Jack

Tariq

- 1** a) Compare the heights of Anya and Tariq.
Who is **shorter**, who is **taller**?

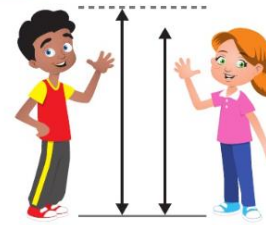
- b) Compare the lengths of the three 
Which is the **longest**?
Which is the **shortest**?

Look at Jack. How can I see if he is correct?



Share

a)




We need to make sure everyone is lined up next to each other.

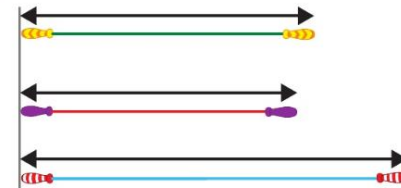


Anya is shorter than Tariq.
Tariq is taller than Anya.

b)

I think the third  is the shortest.

I am not sure. I wonder how we can compare the lengths.



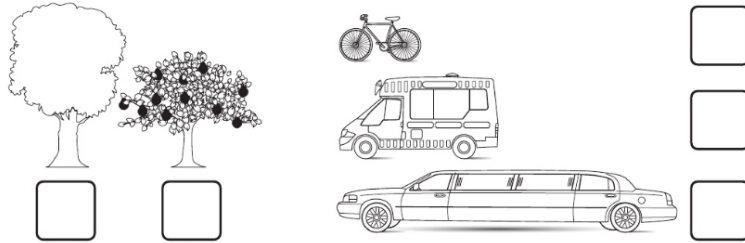
The third  is the longest.
The second  is the shortest.



Lesson 1

Comparing lengths and heights

- 1 a) Tick the taller tree. b) Tick the longest.



- 2 Complete the sentences.

a) is _____ than this .

This is _____ than this .

b)

 The is _____ than the but _____ than the .

3

Find items around the classroom that are shorter or longer than this rectangle.

Did you find any that are the same length?

Shorter	Longer	The same length

- 4 Complete the sentences using taller, shorter or longer.

a) The is _____ than the .

b) The is _____ than the .





c) The is _____ than the and the .



Non-standard units of measure

Discover



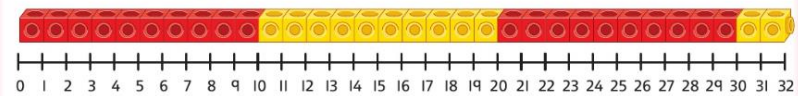
- 1** a) How many  has the  travelled?
How many  has the  travelled?
- b) Which is the quicker way to measure the **distance**? Explain your choice.

Share

a)

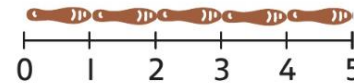


I am going to count the cubes in 10s.





The  has travelled 32 .

If I lose count, how can I check what I have counted?



The  has travelled 5 .

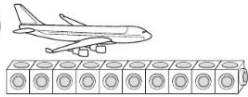



- b) Counting with  is quicker because you do not have to lay out lots of .

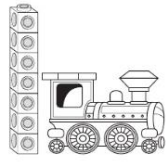





Is there anything else we could have used?


Non-standard units of measure

1 a)  The plane is  long.

b)  The giraffe is  tall.

c)  The train is  tall.
 The train is  long.

2 Complete these sentences.

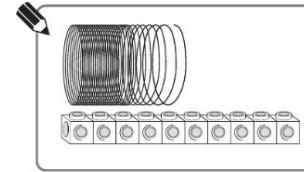
a) The house is about  tall.





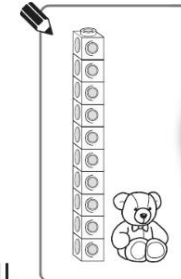
b) The snake is about  long.



3 a) Make the spring longer so that it is 8  long.

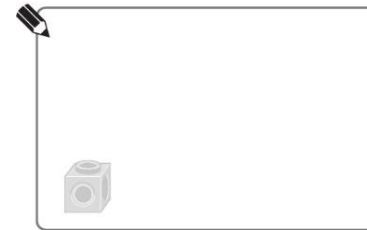



b) Make the  taller so that it is 5  tall.




Can you draw something on the bear to make it taller?

4 a) Draw a person who is 3  tall.



b) Draw a worm that is 5  long.



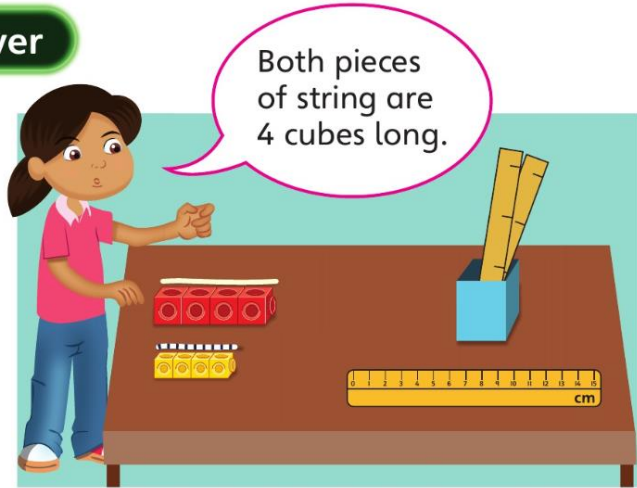
Shall I draw then check, or count the  first?


CHALLENGE

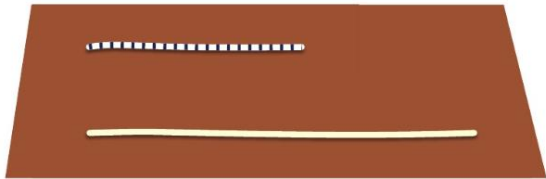


Measuring length using a ruler



Discover

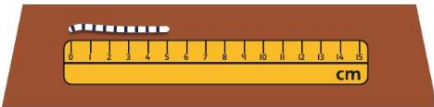


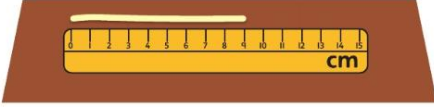
- 1 a) Which is the longer piece of string?
Explain how both pieces of string can be 4  long.
- b) Use a **ruler** to measure both pieces of string.



Share

- a) _____ is longer.
They are both 4  long but the  are different sizes.

- b)  is 5 cm long.

-  is 9 cm long.

cm stands for **centimetre**.
These rulers are not real rulers so the centimetres are not quite the correct length.
A real centimetre is about the size of your thumb.

cm
|—|

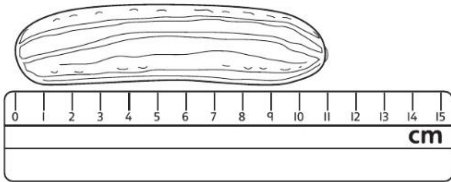
All real cm are exactly the same.



Measuring length using a ruler

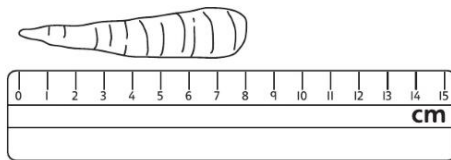
1 Write how long each object is.

a)



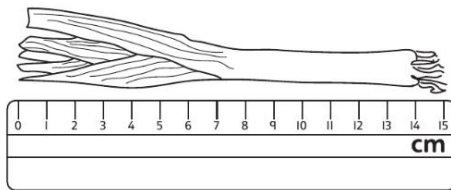
The  is cm long.

b)



The  is cm long.

c)



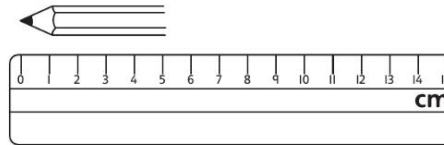
The  is cm long.

The rulers in this book are not real rulers, so the cm are not quite the right length. Try measuring the objects with a real ruler too.

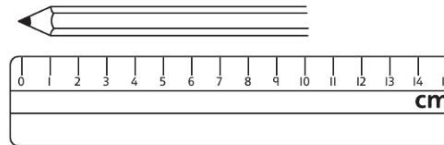


2 Complete the pencils to make the sentences true.

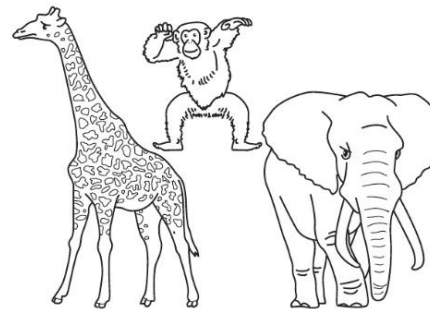
a) The  is 8 cm long.



b) The  is 14 cm long.



3 Measure and match to the correct height.



3 cm

5 cm

7 cm



Can I match the animals to their height without using a ruler?



Comparing weight

Discover



1 a) James has a  and a .
Which is **heavier**?

b) Which is **lighter**,  or ?



Share

I think the  feels heavier.

a)



I used **balance scales** to compare the objects.



 is down and  is up.

 is heavier than .

 is lighter than .

b)



 is up and  is down.

 is lighter than .



Lesson 4

Comparing weight

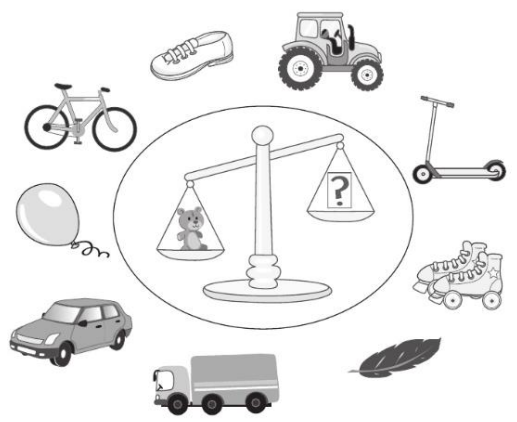
1 a) Circle the heavier item. b) Circle the lighter item.



c) Which diagram shows equal items? Circle it.



2 What items could the [?] be? Circle the correct items.



3 Use heavier or lighter to complete each sentence.



- a) is _____ than
- b) is _____ than
- c) is _____ than

4 Draw lines to put the animals in the right place. The first one has been done for you.



<p>a)</p>	<p>c)</p>
<p>b)</p>	<p>d)</p>