

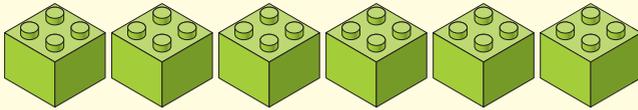
## 9

# Making towers

Y1: Identify and represent numbers using objects and pictorial representations and use equal to, more than and less than

- T** 1. Use 6 bricks.

Make 2 towers that are **equal**.



Equal means they are both the same.

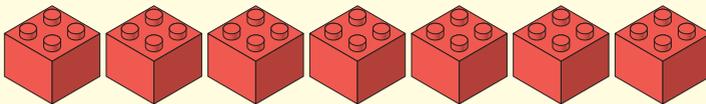


- S** 2. Use 6 bricks.

Make 2 towers that are **not equal**.

How many ways can you find?

- D** 3. Use 7 bricks to make 2 towers.



How many different towers can you make that are not equal?

Can you make 2 **equal** towers?



-  1. Mary chooses two cards. She adds the numbers on them. The answer is 10.

What numbers could she have chosen?

-  2. Tom chooses two cards so that:

$$\square + \square + 1 = 10.$$

What numbers could he have chosen?

-  3. Ben chooses three cards so that:

$$\square + \square + \square = 10.$$

What numbers could he choose?

4. Amy chooses three cards so that:

$$\square + \square = \square + 10.$$

What numbers could she choose?

# 23 Money boxes

Y1: Solve one-step problems that involve addition and subtraction



**T** 1. Mia and Bikram have £9 in total.

Bikram has £3 **more than** Mia.

How much money does Bikram have?

**S** 2. Frances has £4 **less than** Bob.

If they have £8 in total, how much money does Frances have?

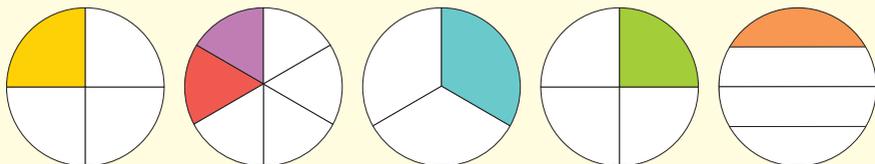
**D** 3. Harry has £6 **more than** Jess.

How much money must Harry give Jess so that they have **equal** amounts?

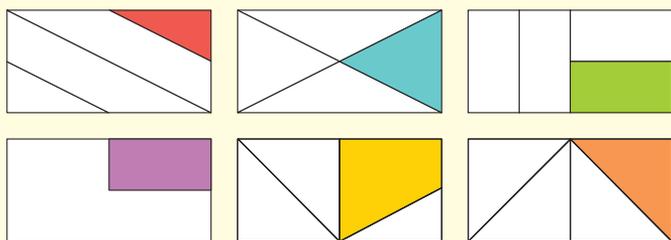
# 37 Finding $\frac{1}{4}$

Y1: Find  $\frac{1}{4}$  of a shape

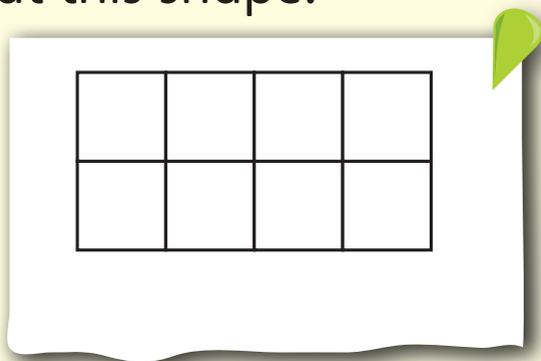
**T** 1. Which shapes have  $\frac{1}{4}$  shaded?



**S** 2. Which of the shapes do not have  $\frac{1}{4}$  shaded?



**D** 3. Look at this shape.



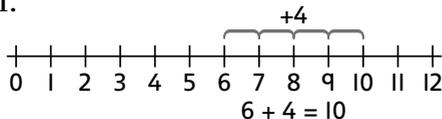
How many different ways can you shade  $\frac{1}{4}$ ? Shade full squares only.

**Note:** Remind children to make the existing staircase 2 cubes wider, not the answer from the previous part of the question.

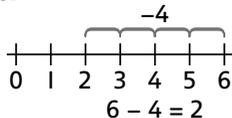
## 22 Jumping!

**Number – Addition and subtraction**  
*Add and subtract 1-digit and 2-digit numbers to 20, including zero*

**T** 1.



or



### Key questions

“Can you show the jump on the number line?”  
“Is there another way you could jump?”

- S** 2. 12, 14 and 19, or 4, 6 and 11.  
 $8 + 4 = 12$ ,  $10 + 4 = 14$ ,  $15 + 4 = 19$ .  
 $8 - 4 = 4$ ,  $10 - 4 = 6$ ,  $15 - 4 = 11$ .
- D** 3. 5: 1 or 9, 9: 5 or 13, 19: 15 or 23.

## 23 Money boxes

**Number – Addition and subtraction**  
*Solve one-step problems that involve addition and subtraction*

**T** 1. £6

### Key questions

“How much money does Mia have?”  
“What does ‘more’ mean?”

**S** 2. Frances has £2, Bob has £6.

**Note:** Provide children with counters that they can use. Can they act the question? Give them 8 counters and ask them to imagine these are £8. Can they share the money between Frances and Bob?

### Key questions

“What do you know?”  
“What does ‘less’ mean?”  
“What does total mean?”

**D** 3. Example answer: If Harry starts at £8 and Jess starts at £2 and he gives her £3, then she has  $£2 + £3 = £5$  and he has  $£8 - £3 = £5$ .

### Key questions

“Do you need to know how much each person has?”  
“Can you use building blocks to explain the question?”

## 24 Drama club

**Number – Addition and subtraction**  
*Solve one-step problems that involve addition and subtraction*

**T** 1.  $11 + 13 = 24$  children.

### Key questions

“What does ‘total’ mean?”

**S** 2.  $13 - 11 = 2$  more boys than girls.





# pinpoint MATHS

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