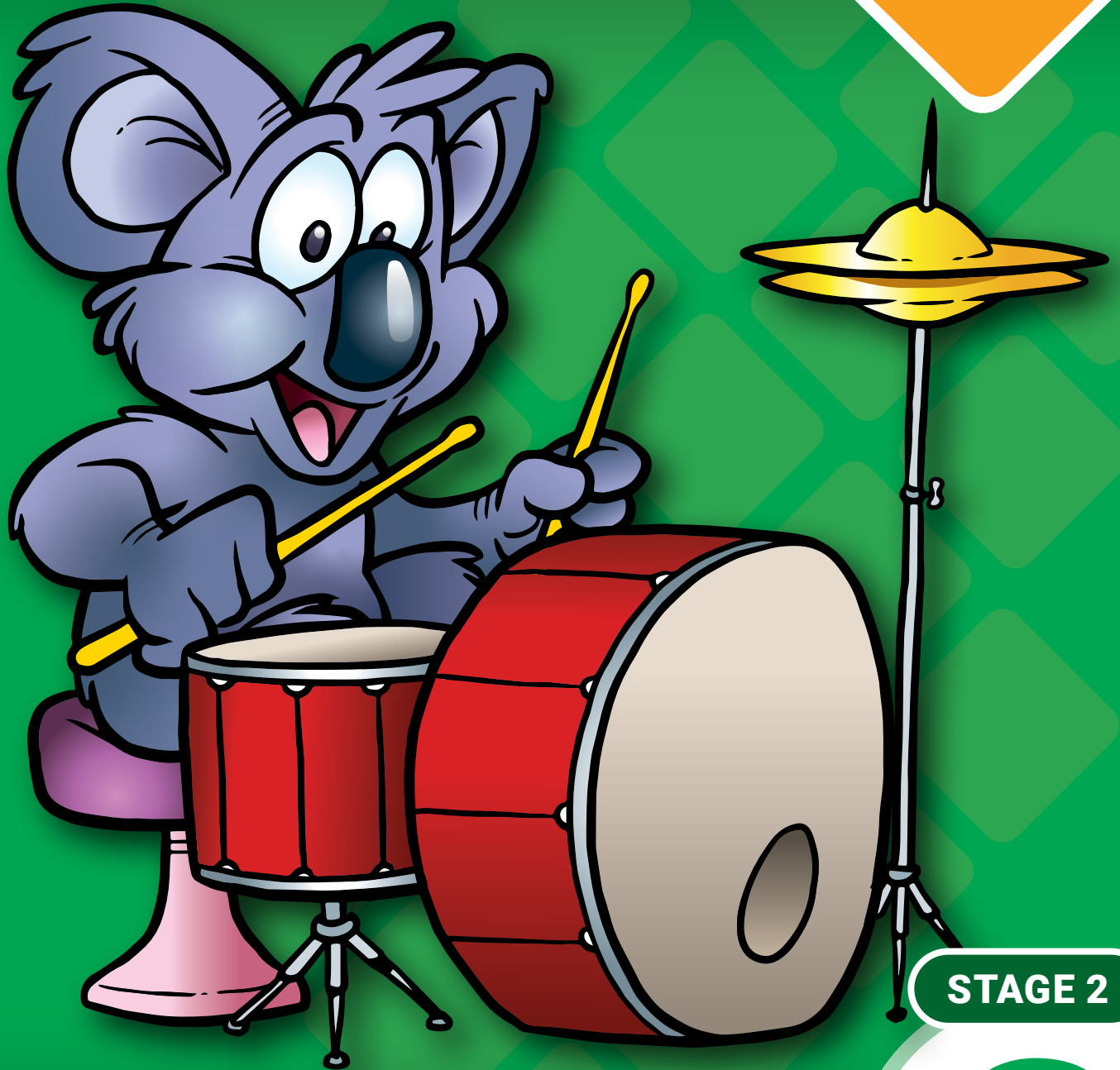


AUSTRALIAN
Signpost
MATHS

NSW



STAGE 2

3

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Australian Signpost Maths NSW 3 (Stage 2) Suggested Program

Term 1

Week - Program	Page	Unit	Title	Strand	Syllabus Code/s	Syllabus sub-elements
Week 1	Mentals unit 1					
Week 2	Mentals unit 2					
Week 3	1	1:01	Counting	Number and algebra	MA2-MR-01, MA2-RN-01	Multiplicative relations A, Representing numbers using place value A
Week 3	2	1:02	Counting	Number and algebra	MA2-MR-01, MA2-RN-01	Multiplicative relations A, Representing numbers using place value A
Week 3	116	4:01	Symmetry	Space	MA2-2DS-02	Two-dimensional spatial structure A (2D shapes)
Week 3	146	5:01	Dot plots	Statistics	MA2-DATA-02	Data A
Week 3	147	5:02	Tables	Statistics	MA2-DATA-02	Data A
Week 4	3	1:03	Numbers to 1000	Number and algebra	MA2-RN-01	Representing numbers using place value A
Week 4	4	1:04	Numbers to 1000	Number and algebra	MA2-RN-01	Representing numbers using place value A
Week 4	5	1:05	Numbers to 1000	Number and algebra	MA2-RN-01	Representing numbers using place value A
Week 4	117	4:02	Properties of 2D shapes	Space	MA2-2DS-02	Two-dimensional spatial structure A (2D shapes)
Week 4	118	4:03	Symmetry around us	Space	MA2-2DS-02	Two-dimensional spatial structure A (2D shapes)
Week 5	30	2:01	Arrays	Number and algebra	MA2-MR-01	Multiplicative relations A
Week 5	31	2:02	Square numbers	Number and algebra	MA2-MR-01	Multiplicative relations A
Week 5	32	2:03	Addition and subtraction	Number and algebra	MA2-AR-01	Additive relations A
Week 5	119	4:04	Properties of 3D objects	Space	MA2-3DS-01	Three-dimensional spatial structure A (3D objects)
Week 5	120	4:05	Properties of 3D objects	Space	MA2-3DS-01	Three-dimensional spatial structure A (3D objects)
Week 6	33	2:04	Number facts, x 2	Number and algebra	MA2-MR-01	Multiplicative relations A
Week 6	34	2:05	Number facts, x 5, x 10	Number and algebra	MA2-MR-01	Multiplicative relations A
Week 6	35	2:06	Multiplication facts	Number and algebra	MA2-MR-01	Multiplicative relations A
Week 6	148	5:03	Tables and graphs	Statistics	MA2-DATA-02	Data A
Week 6	149	5:04	Picture graphs	Statistics	MA2-DATA-02	Data A
Week 7	36	2:07	2, 5 and 10 times tables	Number and algebra	MA2-MR-01	Multiplicative relations A
Week 7	37	2:08	Patterns in + and -	Number and algebra	MA2-AR-01, MA2-AR-02	Additive relations A

Australian Signpost Maths NSW 3 (Stage 2) Suggested Program

Term 1 cont.

Week 7	79	3:01	Revision of length	Measurement	MA2-GM-02	Geometric measure A (Length)
Week 7	80	3:02	Length and width	Measurement	MA2-GM-02	Geometric measure A (Length)
Week 7	81	3:03	Measuring with centimetres	Measurement	MA2-GM-02	Geometric measure A (Length)
Week 8	38	2:09	Relating addition and subtraction	Number and algebra	MA2-AR-01, MA2-AR-02	Additive relations A
Week 8	39	2:10	Money	Number and algebra	MA2-AR-01	Additive relations A
Week 8	82	3:04	Clocks	Measurement	MA2-NSM-02	Non-spatial measure A (Time)
Week 8	83	3:05	Analog time	Measurement	MA2-NSM-02	Non-spatial measure A (Time)
Week 8	84	3:06	Analog time	Measurement	MA2-NSM-02	Non-spatial measure A (Time)
Week 9	40	2:11	Shopping	Number and algebra	MA2-AR-01	Additive relations A
Week 9	41	2:12	Money	Number and algebra	MA2-AR-01	Additive relations A
Week 9	85	3:07	Capacity review	Measurement	MA2-3DS-02	Three-dimensional spatial structure A (Capacity)
Week 9	86	3:08	Estimating the litre	Measurement	MA2-3DS-02	Three-dimensional spatial structure A (Capacity)
Week 9	87	3:09	The litre	Measurement	MA2-3DS-02	Three-dimensional spatial structure A (Capacity)
Week 10	6	1:06	Rounding to the nearest 10	Number and algebra	MA2-RN-01	Representing numbers using place value A
Week 10	7	1:07	Rounding to the nearest 100	Number and algebra	MA2-RN-01	Representing numbers using place value A
Week 10	8	1:08	Numbers to 1000	Number and algebra	MA2-RN-01	Representing numbers using place value A

Australian Signpost Maths NSW 3 (Stage 2) Suggested Program

Term 2

Week - Program	Page	Unit	Title	Strand	Syllabus Code/s	Syllabus sub-elements
Week 11	9	1:09	Numbers to 1000	Number and algebra	MA2-RN-01	Representing numbers using place value A
Week 11	10	1:10	Fractions of a group	Number and algebra	MA2-PF-01	Partitioned fractions A
Week 11	11	1:11	Fractions of a whole	Number and algebra	MA2-PF-01	Partitioned fractions A
Week 11	88	3:10	Metres and centimetres	Measurement	MA2-GM-02	Geometric measure A (Length)
Week 11	89	3:11	Recording length	Measurement	MA2-GM-02	Geometric measure A (Length)
Week 12	42	2:13	Addition to 99	Number and algebra	MA2-AR-01	Additive relations A
Week 12	43	2:14	Jump strategy	Number and algebra	MA2-AR-01	Additive relations A
Week 12	44	2:15	Jump strategy	Number and algebra	MA2-AR-01	Additive relations A
Week 12	90	3:12	Measuring distance	Measurement	MA2-GM-02	Geometric measure A (Length)
Week 12	91	3:13	Measuring length	Measurement	MA2-GM-02	Geometric measure A (Length)
Week 13	45	2:16	Equalities	Number and algebra	MA2-AR-01, MA2-AR-02	Additive relations A
Week 13	46	2:17	Mental strategies	Number and algebra	MA2-AR-01	Additive relations A
Week 13	121	4:06	Position and giving directions	Space	MA2-GM-01	Geometric measure A (Position)
Week 13	122	4:07	Giving directions	Space	MA2-GM-01	Geometric measure A (Position)
Week 14	12	1:12	Numbers to 10 000	Number and algebra	MA2-RN-01	Representing numbers using place value A
Week 14	13	1:13	Numbers to 10 000	Number and algebra	MA2-RN-01	Representing numbers using place value A
Week 14	150	5:05	Chance	Probability	MA2-CHAN-01	Chance A
Week 14	151	5:06	Chance outcomes	Probability	MA2-CHAN-01	Chance A
Week 14	152	5:07	Chance outcomes	Probability	MA2-CHAN-01	Chance A
Week 15	14	1:14	Fractions	Number and algebra	MA2-PF-01	Partitioned fractions A
Week 15	15	1:15	Fractions	Number and algebra	MA2-PF-01	Partitioned fractions A
Week 15	92	3:14	Time, minutes past	Measurement	MA2-NSM-02	Non-spatial measure A (Time)
Week 15	93	3:15	Time, minutes to	Measurement	MA2-NSM-02	Non-spatial measure A (Time)
Week 15	94	3:16	Time, minutes past and to	Measurement	MA2-NSM-02	Non-spatial measure A (Time)
Week 16	47	2:18	Number facts, x 3 extension	Number and algebra	MA2-MR-01	Multiplicative relations A
Week 16	48	2:19	Times tables	Number and algebra	MA2-MR-01	Multiplicative relations A
Week 16	49	2:20	Multiplication facts	Number and algebra	MA2-MR-01	Multiplicative relations A
Week 16	95	3:17	The kilogram	Measurement	MA2-NSM-01	Non-spatial measure A (mass)

Australian Signpost Maths NSW 3 (Stage 2) Suggested Program

Term 2 cont.

Week 16	96	3:18	Comparing masses	Measurement	MA2-NSM-01	Non-spatial measure A (mass)
Week 17	50	2:21	Number facts, x 4	Number and algebra	MA2-MR-01	Multiplicative relations A
Week 17	51	2:22	Times tables	Number and algebra	MA2-MR-01	Multiplicative relations A
Week 17	123	4:08	Regular and irregular shapes	Space	MA2-2DS-01	Two-dimensional spatial structure A (2D shapes)
Week 17	124	4:09	Parallel and perpendicular lines	Space	MA2-2DS-01	Two-dimensional spatial structure A (2D shapes)
Week 17	153	5:08	Making graphs	Statistics	MA2-DATA-02	Data A
Week 18	16	1:16	What's your rule?	Number and algebra	MA2-MR-02	Multiplicative relations A
Week 18	17	1:17	Number patterns	Number and algebra	MA2-MR-01	Multiplicative relations A
Week 18	125	4:10	The rhombus and the kite	Space	MA2-2DS -01	Two-dimensional spatial structure A (2D shapes)
Week 18	126	4:11	Shapes revision	Space	MA2-2DS -01	Two-dimensional spatial structure A (2D shapes)
Week 18	154	5:09	Reading tables and graphs	Statistics	MA2-DATA-02	Data A
Week 19	52	2:23	Number facts multiplication	Number and algebra	MA2-MR-01	Multiplicative relations A
Week 19	53	2:24	Problem solving	Number and algebra	MA2-MR-01, MA2-RN-01, MA2-AR-01	Multiplicative relations A, Representing numbers using place value A, Additive relations A
Week 19	127	4:12	Prisms and cylinders	Space	MA2-3DS-01	Three-dimensional spatial structure A (3D objects)
Week 19	128	4:13	Pyramids	Space	MA2-3DS-01	Three-dimensional spatial structure A (3D objects)
Week 19	155	5:10	Dicey graphs	Statistics	MA2-DATA-01	Data A
Week 20	129	4:14	Investigating angles	Space	MA2-GM-03	Geometric measure A (Angles)
Week 20	130	4:15	Angles	Space	MA2-GM-03	Geometric measure A (Angles)

Australian Signpost Maths NSW 3 (Stage 2) Suggested Program

Term 3

Week - Program	Page	Unit	Title	Strand	Syllabus Code/s	Syllabus sub-elements
Week 21	18	1:18	Numbers to 10 000	Number and algebra	MA2-RN-01	Representing numbers using place value A
Week 21	19	1:19	Place value to 10 000	Number and algebra	MA2-RN-01	Representing numbers using place value A
Week 21	97	3:19	Using the kilogram	Measurement	MA2-NSM-01	Non-spatial measure A (Mass)
Week 21	98	3:20	Mass problem solving	Measurement	MA2-NSM-01	Non-spatial measure A (Mass)
Week 21	131	4:16	Right angles	Space	MA2-GM-03	Geometric measure A (Angles)
Week 22	20	1:20	Fractions with circles	Number and algebra	MA2-PF-01	Partitioned fractions A
Week 22	21	1:21	Using fractions	Number and algebra	MA2-PF-01	Partitioned fractions A
Week 22	99	3:21	Area	Measurement	MA2-2DS-03	Two-dimensional spatial structure A (Area)
Week 22	100	3:22	Area using square centimetres	Measurement	MA2-2DS-03	Two-dimensional spatial structure A (Area)
Week 22	132	4:17	Angle turns	Space	MA2-GM-03	Geometric measure A (Angles)
Week 23	54	2:25	Inverse operations, \times and \div	Number and algebra	MA2-MR-02	Multiplicative relations A
Week 23	55	2:26	Relating \times and \div	Number and algebra	MA2-MR-02	Multiplicative relations A
Week 23	56	2:27	\times and \div fact families	Number and algebra	MA2-MR-02	Multiplicative relations A
Week 23	133	4:18	Describing position	Space	MA2-GM-01	Geometric measure A (Position)
Week 23	134	4:19	Pathways between places	Space	MA2-GM-01	Geometric measure A (Position)
Week 24	57	2:28	Relating \times and \div	Number and algebra	MA2-MR-02	Multiplicative relations A
Week 24	58	2:29	Linking \times and \div	Number and algebra	MA2-MR-02	Multiplicative relations A
Week 24	101	3:23	Square centimetres	Measurement	MA2-2DS-03	Two-dimensional spatial structure A (Area)
Week 24	102	3:24	Area problems	Measurement	MA2-2DS-03	Two-dimensional spatial structure A (Area)
Week 24	156	5:11	Class investigation	Statistics	MA2-DATA-01	Data A
Week 25	59	2:30	\div facts from \times facts	Number and algebra	MA2-MR-02	Multiplicative relations A
Week 25	60	2:31	\times and \div tables	Number and algebra	MA2-MR-02	Multiplicative relations A
Week 25	61	2:32	Problem solving	Number and algebra	MA2-MR-02	Multiplicative relations A
Week 25	103	3:25	Using litres	Measurement	MA2-3DS-02	Three-dimensional spatial structure A (Volume)
Week 25	104	3:26	Capacity problem solving	Measurement	MA2-3DS-02	Three-dimensional spatial structure A (Capacity)

Australian Signpost Maths NSW 3 (Stage 2) Suggested Program

Term 3 cont.

Week 26	22	1:22	Numbers to 10 000	Number and algebra	MA2-RN-01	Representing numbers using place value A
Week 26	23	1:23	Numbers to 10 000	Number and algebra	MA2-RN-01	Representing numbers using place value A
Week 26	24	1:24	Expanded notation	Number and algebra	MA2-RN-01	Representing numbers using place value A
Week 26	62	2:33	Addition strategies	Number and algebra	MA2-AR-01	Additive relations A
Week 26	63	2:34	Subtraction strategies	Number and algebra	MA2-AR-01	Additive relations A
Week 27	64	2:35	Levelling and constant difference	Number and algebra	MA2-AR-01	Additive relations A
Week 27	65	2:36	Change from \$2	Number and algebra	MA2-AR-01	Additive relations A
Week 27	66	2:37	Problem solving	Number and algebra	MA2-AR-01, MA2-MR-01	Additive relations A, Multiplicative relations A
Week 27	135	4:20	Trapeziums and parallelograms	Space	MA2-2DS-01	Two-dimensional spatial structure A (2D shapes)
Week 27	136	4:21	Features of 2D shapes	Space	MA2-2DS-01	Two-dimensional spatial structure A (2D shapes)
Week 28	67	2:38	Addition to 99, no trading	Number and algebra	MA2-AR-01	Additive relations A
Week 28	68	2:39	Subtraction, no trading	Number and algebra	MA2-AR-01	Additive relations A
Week 28	69	2:40	Addition to 99 with trading	Number and algebra	MA2-AR-01	Additive relations A
Week 28	105	3:27	The square metre	Measurement	MA2-2DS-03	Two-dimensional spatial structure A (Area)
Week 28	106	3:28	The square metre	Measurement	MA2-2DS-03	Two-dimensional spatial structure A (Area)
Week 29	70	2:41	Addition with trading	Number and algebra	MA2-AR-01	Additive relations A
Week 29	71	2:42	Addition with 2-digit numbers	Number and algebra	MA2-AR-01	Additive relations A
Week 29	72	2:43	Addition, trading for 100	Number and algebra	MA2-AR-01	Additive relations A
Week 29	157	5:12	Predicting outcomes	Probability	MA2-CHAN-01	Chance A
Week 29	158	5:13	Ordering events	Probability	MA2-CHAN-01	Chance A
Week 30	73	2:44	Addition to 999 with one trade	Number and algebra	MA2-AR-01	Additive relations A
Week 30	74	2:45	Addition, two trades	Number and algebra	MA2-AR-01	Additive relations A

Australian Signpost Maths NSW 3 (Stage 2) Suggested Program

Term 4

Week - Program	Page	Unit	Title	Strand	Syllabus Code/s	Syllabus sub-elements
Week 31	75	2:46	Subtraction with trading to 99	Number and algebra	MA2-AR-01	Additive relations A
Week 31	76	2:47	Subtracting with trading	Number and algebra	MA2-AR-01	Additive relations A
Week 31	107	3:29	The millimetre	Measurement	MA2-GM-02	Geometric measure A (Length)
Week 31	108	3:30	Using the ruler	Measurement	MA2-GM-02	Geometric measure A (Length)
Week 31	109	3:31	Length problem solving	Measurement	MA2-GM-02	Geometric measure A (Length)
Week 32	25	1:25	Fractions of a group	Number and algebra	MA2-PF-01	Partitioned fractions A
Week 32	26	1:26	Fractions of a whole	Number and algebra	MA2-PF-01	Partitioned fractions A
Week 32	77	2:48	Subtraction with trading	Number and algebra	MA2-AR-01	Additive relations A
Week 32	78	2:49	Checking subtraction by addition	Number and algebra	MA2-AR-01	Additive relations A
Week 33	110	3:32	The cubic centimetre	Measurement	MA2-3DS-02	Three-dimensional spatial structure A (Volume)
Week 33	111	3:33	The cubic centimetre	Measurement	MA2-3DS-02	Three-dimensional spatial structure A (Volume)
Week 33	159	5:14	Drawing graphs	Statistics	MA2-DATA-01	Data A
Week 33	160	5:15	Surveys	Statistics	MA2-DATA-01	Data A
Week 33	161	5:16	Carry out your own survey	Statistics	MA2-DATA-01	Data A
Week 34	27	1:27	Numbers to 10 000	Number and algebra	MA2-RN-01	Representing numbers using place value A
Week 34	28	1:28	Numbers over 10 000	Number and algebra	MA2-RN-01	Representing numbers using place value A
Week 34	29	1:29	Numbers over 10 000	Number and algebra	MA2-RN-01	Representing numbers using place value A
Week 34	137	4:22	Spheres	Space	MA2-3DS-01	Three-dimensional spatial structure A (3D objects)
Week 34	138	4:23	3D objects	Space	MA2-3DS-01	Three-dimensional spatial structure A (3D objects)
Week 35	112	3:34	Standard metric units	Measurement	MA2-GM-02	Geometric measure A (Length)
Week 35	113	3:35	Personal benchmarks	Measurement and space	MA2-GM-02, MA2-3DS-02, MA2-NSM-01, MA2-2DS-03	Geometric measure A (Length), Three-dimensional spatial structure A (Volume), Non-spatial measure A (Mass), Two-dimensional spatial structure A (Area)
Week 35	139	4:24	Using coordinates	Space	MA2-GM-01	Geometric measure A (Position)

Australian Signpost Maths NSW 3 (Stage 2) Suggested Program

Term 4 cont.

Week 35	140	4:25	Creating maps	Space	MA2-GM-01	Geometric measure A (Position)
Week 35	162	5:17	Researching data	Statistics	MA2-DATA-02	Data A
Week 36	114	3:36	The calendar	Measurement	MA2-NSM-02	Non-spatial measure B (Time) Review of Year 2
Week 36	115	3:37	The calendar	Measurement	MA2-NSM-02	Non-spatial measure B (Time) Review of Year 2
Week 36	141	4:26	3D models	Space	MA2-3DS-01	Three-dimensional spatial structure A (3D objects)
Week 36	142	4:27	The net of a cube	Space	MA2-3DS-01	Three-dimensional spatial structure A (3D objects)
Week 36	163	5:18	Repeating an experiment	Statistics	MA2-DATA-01	Data A
Week 37	143	4:28	Flip, slide, turn	Space	MA2-2DS-02	Two-dimensional spatial structure A (2D shapes)
Week 37	144	4:29	Using flip, slide and turn	Space	MA2-2DS-02	Two-dimensional spatial structure A (2D shapes)
Week 37	145	4:30	Tessellations	Space	MA2-2DS-02	Two-dimensional spatial structure A (2D shapes)

Australian Signpost Maths NSW 3 (Stage 2) Syllabus Map

Strand	Substrand	New NSW Outcome	New Content Description	Australian Signpost Maths NSW Lessons
Number and Algebra	Representing Numbers Using Place Value A	MA2-RN-01: applies an understanding of place value and the role of zero to represent numbers to at least tens of thousands MA2-RN-02: represents and compares decimals up to 2 decimal places using place value	Whole Numbers: Read, represent and order numbers to thousands	1:01 Counting 1:02 Counting 1:03 Numbers to 1000 1:04 Numbers to 1000 1:05 Numbers to 1000 1:06 Rounding to the nearest 10 1:07 Rounding to the nearest 100 1:08 Numbers to 1000 1:09 Numbers to 1000 1:12 Numbers to 10 000 1:13 Numbers to 10 000 1:18 Numbers to 10 000 1:19 Place value to 10 000 1:22 Numbers to 10 000 1:23 Numbers to 10 000 1:24 Expanded notation 1:27 Numbers to 10 000 1:28 Numbers over 10 000 1:29 Numbers over 10 000 2:24 Problem solving
				Whole Numbers: Apply place value to partition and regroup numbers up to 4 digits
				Covered in Year 4
Number and Algebra	Additive Relations A	MA2-AR-01: selects and uses mental and written strategies for addition and subtraction involving 2- and 3-digit numbers MA2-AR-02: completes number sentences involving addition and subtraction by finding missing values	Use the principle of equality	2:03 Addition and subtraction 2:08 Patterns in + and – 2:09 Relating addition and subtraction 2:10 Money 2:11 Shopping 2:12 Money 2:13 Addition to 99 2:14 Jump strategy 2:15 Jump strategy 2:16 Equalities 2:17 Mental strategies 2:24 Problem solving 2:32 Problem solving 2:33 Addition strategies 2:34 Subtraction strategies 2:35 Levelling and constant difference 2:36 Change from \$2 2:37 Problem solving 2:38 Addition to 99, no trading 2:39 Subtraction, no trading 2:40 Addition to 99 with trading 2:41 Addition with trading 2:42 Addition with 2-digit numbers 2:43 Addition, trading for 100 2:44 Addition to 999 with one trade 2:45 Addition, two trades 2:46 Subtraction with trading to 99 2:47 Subtracting with trading 2:48 Subtracting with trading 2:49 Checking subtraction by addition
			Recognise and explain the connection between addition and subtraction	
			Select strategies flexibly to solve addition and subtraction problems of up to 3 digits	
			Represent money values in multiple ways	

Australian Signpost Maths NSW 3 (Stage 2) Syllabus Map

Number and Algebra	Multiplicative Relations A	<p>MA2-MR-01: Represents and uses the structure of multiplicative relations to 10×10 to solve problems</p> <p>MA2-MR-02: completes number sentences involving multiplication and division by finding missing values</p>	Generate and describe patterns	1:01 Counting 1:02 Counting 1:16 What's your rule? 1:17 Number patterns 2:01 Arrays 2:02 Square numbers 2:04 Number facts, x 2 2:05 Number facts, x 5, x 10 2:06 Multiplication facts 2:07 2, 5 and 10 times tables 2:18 Number facts, x 3 extension 2:19 Times tables 2:20 Multiplication facts 2:21 Number facts, x 4 2:22 Times tables 2:23 Number facts, multiplication 2:24 Problem solving 2:25 Inverse operations, x and \div 2:26 Relating x and \div 2:27 x and \div fact families 2:28 Relating x and \div 2:29 Linking x and \div 2:30 \div facts from x facts 2:31 x and \div tables 2:32 Problem solving 2:37 Problem solving
			Use arrays to establish multiplication facts from multiples of 2 and 4, 5 and 10	
			Recall multiplication facts of 2 and 4, 5 and 10 and related division facts	
			Represent and solve problems involving multiplication fact families	
Number and Algebra	Partitioned Fractions A	<p>MA2-PF-01: represents and compares halves, quarters, thirds and fifths as lengths on a number line and their related fractions formed by halving (eighths, sixths and tenths)</p>	Create fractional parts of a length using techniques other than repeated halving	1:10 Fractions of a group 1:11 Fractions of a whole 1:14 Fractions 1:15 Fractions 1:20 Fractions with circles 1:21 Using fractions 1:25 Fractions of a group 1:26 Fractions of a whole
			Model and represent unit fractions, and their multiples, to complete a whole on a number line	
Measurement	Geometric Measure A	<p>MA2-GM-01: uses grid maps and directional language to locate positions and follow routes</p>	Position: Interpret movement on a map	4:06 Position and giving directions 4:07 Giving directions 4:18 Describing position 4:19 Pathways between places 4:24 Using coordinates 4:25 Creating maps
			Position: Locate positions on grid maps	
		<p>MA2-GM-02: measures and estimates lengths in metres, centimetres and millimetres</p>	Length: Measure and compare objects using metres, centimetres and millimetres	3:01 Revision of length 3:02 Length and width 3:03 Measuring with centimetres 3:10 Metres and centimetres 3:11 Recording length 3:12 Measuring distance 3:13 Measuring length 3:29 The millimetre 3:30 Using the ruler 3:31 Length problem solving 3:34 Standard metric units 3:35 Personal benchmarks
<p>MA2-GM-03: identifies angles and classifies them by comparing to a right angle</p>	Angles: Identify angles as measures of turn	4:14 Investigating angles 4:15 Angles 4:16 Right angles 4:17 Angle turns		

Australian Signpost Maths NSW 3 (Stage 2) Syllabus Map

Space	Two-Dimensional (2D) Spatial Structure A	MA2-2DS-01: compares two-dimensional shapes and describes their features	2D shapes: Compare and describe features of two-dimensional shapes	4:08 Regular and irregular shapes 4:09 Parallel and perpendicular lines 4:10 The rhombus and the kite 4:11 Shapes revision 4:20 Trapeziums and parallelograms 4:21 Features of 2D shapes
		MA2-2DS-02: performs transformations by combining and splitting two-dimensional shapes	2D shapes: Transform shapes by reflecting, translating and rotating	4:01 Symmetry 4:02 Properties of 2D shapes 4:03 Symmetry around us 4:28 Flip, slide, turn 4:29 Using flip, slide and turn 4:30 Tessellations
		MA2-2DS-03: estimates, measures and compares areas using square centimetres and square metres	Area: Use square centimetres to measure and estimate the areas of rectangles Area: Use square metres to measure and estimate the areas of rectangles	3:21 Area 3:22 Area using square centimetres 3:23 Square centimetres 3:24 Area problems 3:27 The square metre 3:28 The square metre 3:34 Standard metric units 3:35 Personal benchmarks
Space	Three-Dimensional (3D) Spatial Structure A	MA2-3DS-01: makes and sketches models and nets of three-dimensional objects including prisms and pyramids	3D objects: Make models of three-dimensional objects to compare and describe key features	4:04 Properties of 3D objects 4:05 Properties of 3D objects 4:12 Prisms and cylinders 4:13 Pyramids 4:22 Spheres 4:23 3D objects 4:26 3D models 4:27 The net of a cube
		MA2-3DS-02: estimates, measures and compares capacities (internal volumes) using litres, millilitres and volumes using cubic centimetres	Volume: Measure and order containers using litres Volume: Compare objects using familiar metric units of volume	3:07 Capacity review 3:08 Estimating the litre 3:09 The litre 3:25 Using litres 3:26 Capacity problem solving 3:32 The cubic centimetre 3:33 The cubic centimetre 3:35 Personal benchmarks
Measurement	Non-Spatial Measure A	MA2-NSM-01: estimates, measures and compares the masses of objects using kilograms and grams	Mass: Compare objects using the kilogram	3:17 The kilogram 3:18 Comparing masses 3:19 Using the kilogram 3:20 Mass problem solving 3:34 Standard metric units 3:35 Personal benchmarks
		MA2-NSM-02: represents and interprets analog and digital time in hours, minutes and seconds	Time: Represent and read analog time	3:04 Clocks 3:05 Analog time 3:06 Analog time 3:14 Time, minutes past 3:15 Time, minutes to 3:16 Time, minutes past and to 3:36 The calendar 3:37 The calendar
Statistics	Data A	MA2-DATA-01: collects discrete data and constructs graphs using a given scale MA2-DATA-02: interprets data in tables, dot plots and column graphs	Collect discrete data	5:01 Dot plots 5:02 Tables 5:03 Tables and graphs 5:04 Picture graphs
			Organise and display data using tables and graphs	5:08 Making graphs 5:09 Reading graphs and tables 5:11 Class investigation 5:14 Drawing graphs
			Interpret and compare data	5:15 Surveys 5:16 Carry out your own survey 5:17 Researching data 5:18 Repeating an experiment
Probability	Chance A	MA2-CHAN-01: records and compares the results of chance experiments	Identify possible outcomes from chance experiments	5:05 Chance 5:06 Chance outcomes 5:07 Chance outcomes 5:12 Predicting outcomes 5:13 Ordering events

What is Australian Signpost Maths?

Australian Signpost Maths NSW is a mathematics program providing direction and support for teaching and learning. The series covers the content and skills presented in the NSW Mathematics Syllabus K–6, 2024.

A Student Book and an online Teacher Resource are provided for Kindergarten (Early Stage 1).

For Years 1 to 6, a Student Book, an online Teacher Resource and a Mentals Book are provided for each year level. The online Teacher Resources provide a wealth of support for teachers.

The content has been carefully sequenced within each year level and across the K–6 series to take into account students' expected mathematical development. However, from the rich and varied material provided, teachers can develop individual learning programs to meet the needs of each student.

The Student Books are designed to support explicit teaching methods. Many group activities are provided in Activity, Investigation and Fun spots within the Student Books and the online Teacher Resource.

To maximise the benefits of the program, the Student Book, the online Teacher Resource and the Mentals Book should be used together.



Student Books



Mentals Books



Teacher Resource

This is Australian Signpost Maths New South Wales.



Structure of Australian Signpost Maths NSW

In the Year 3 to 6 books, the worksheet pages cover all three elements: Number and algebra, Measurement and space, and Statistics and probability.

These are presented in five chapters:

- Number and algebra
- Operations and algebra
- Measurement
- Space
- Statistics and probability.

This gives teachers flexibility in programming that is more appropriate to Years 3 to 6.

The contents cross-reference allows teachers to quickly find the pages where each concept has been covered.

Within the program, explicit teaching, critical and creative thinking, language development and identification and treatment of weaknesses are given high priority.

Identifying and addressing areas of need

Five progress tests are designed to identify each student's areas of need, and the follow-up program after each of the tests is designed to address these needs. A reference to the relevant worksheet page is given for each test question. A remediation record page is used to track the student's progress.

Parallel progress retests are provided for further testing after remediation has taken place.

These testing resources can be found in the online Teacher Resource.

Special features of Australian Signpost Maths NSW

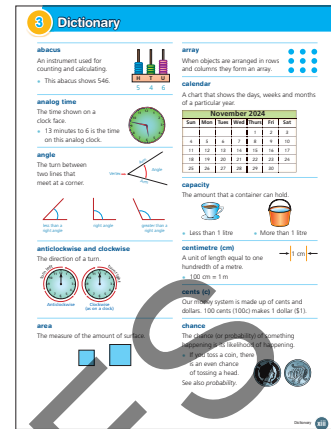
● The traffic light icons

These are found on the top right of each worksheet page in the Student Books. They allow students to assess their own progress and give feedback to the teacher.

- Green:** I found this work easy.
- Orange:** I found some work on the page difficult.
- Red:** I don't understand the work on this page.

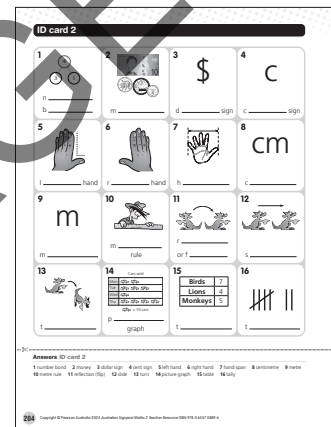
● Dictionary

Terms used in the Student Book and terms that should be understood at this level are recorded here to provide a reference for students and teachers. This is found on pages xiv–xxii of this book.



● ID cards (Years 1 to 6)

These cards review the language of Mathematics by asking students to identify common terms, shapes and symbols. They are designed to be reused and are found in the online Teacher Resource and in the front of the Mentals Books.

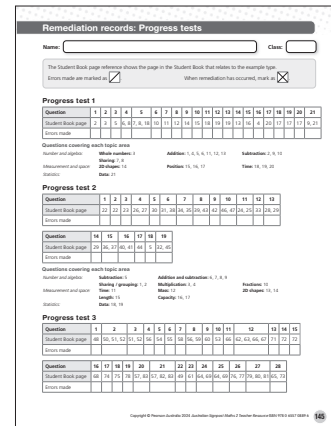


● Progress tests

These allow the teacher to identify each student's strengths and weaknesses. Cross-references for each question direct teachers and students to the pages where that work is introduced. Tables are provided to record the follow-up that takes place and parallel tests are provided for retesting. These tests can be found in the online Teacher Resource.

● Year 3 Consolidation booklet

This booklet is found in the online Teacher Resource. It is designed to reinforce work completed in class and provides practice of important skills and addition and subtraction facts. The booklet can be used when there is limited supervision or when a student finishes classwork early.



● Answers

These are supplied in the Student Book and the online Teacher Resource.

● Blackline masters (BLM)

References are made to the blackline masters in the online Teacher Resource suggestions provided for each student work page.

● Differentiation

Each Student Book work page has a Teacher Resource page to support it. Cross-references direct the teacher to pages where the concept is introduced and developed. These references may be from the Student Book for the previous year, the current year or the next year.

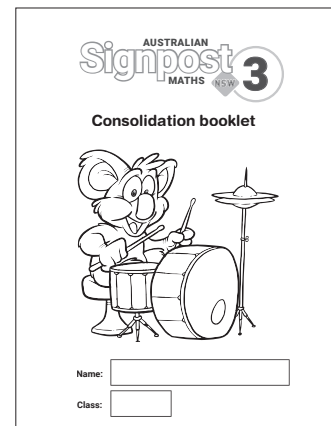
The Teacher Resource support pages provide additional learning activities for students who need remediation or extension activities. The blackline masters provide activities to support students of various learning abilities.

● Cartoons

Cartoons are used to motivate and instruct.

● Extra support pages

Addition and subtraction facts are reinforced in Extra Support 1–4. The algorithm strategy pages extend the fast worker. These are cross-referenced to the Student Book pages.



Australian Signpost Maths NSW icons

Signpost icons are used throughout the book as cues to the essential nature of exercises and activities, and as a guide to ways of engaging with them. These icons often indicate alternative or more concrete approaches to dealing with concepts.



This icon highlights **important rules and concepts** occurring throughout the book. It often appears with worked examples.



Investigations allow students to **explore and discover** maths concepts.



Activities provide **applications and enrichment**. These activities usually involve the use of concrete materials and partner or group work.



These activities involve the use of computers or other technology.



These enjoyable activities are used to **motivate and involve** students in mathematical pursuits. They usually involve games and puzzles.

I'm on the top of each page.



Structure of the New South Wales Mathematics Syllabus K-6

The NSW Mathematics Syllabus content is presented in three strands:

1 Number and algebra 2 Measurement and space 3 Statistics and probability

Working mathematically pervades each of these strands.

Textbook structure

Within the Year 3 **Contents** (pages vi to xi), we show related pages using these categories:

Chapter 1: Number and algebra

• Counting, number • Place value • Rounding • Fractions • Patterns, algebra

Chapter 2: Operations and algebra

• Addition • Subtraction • Multiplication • Division • Mental strategies • Number patterns
• Money • Problem solving

Chapter 3: Measurement

• Length • Area • Volume • Capacity • Mass • Telling the time • Duration • Problem solving

Chapter 4: Space

• 2D space • Angles, lines • Symmetry, turning • 3D objects • Position, directions

Chapter 5: Statistics and probability

• Collecting data • Surveys • Creating data displays • Analysing data displays
• Chance language • Chance experiments

The **Cross-reference** (pages xii and xiii) give a clear indication of where syllabus content is addressed.

The **Suggested program** is provided in the Contents pages and aligns with the Mentals Book and Progress tests and Retests.

Each Mentals unit reviews the previous 2 weeks' content from the Student Book suggested program.



1 Use the hundred chart to answer the questions.

- a Count by 2s. Colour these numbers yellow.
- b Starting at 100, count backwards by 10s. Draw a cross on these numbers.
- c Circle every second even number up to 80. What do you notice?

Hundred chart

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

d Start at 8 and count on by tens until you reach 98. Write this pattern.

2 When we count by 2s from zero, the numbers end in .

3 When we count by 5s from zero, the numbers end in .

4 When we count by 10s from zero, the numbers end in .

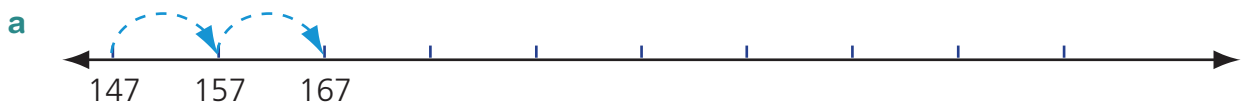


5 Continue each pattern using the rule given. Use a calculator to check.

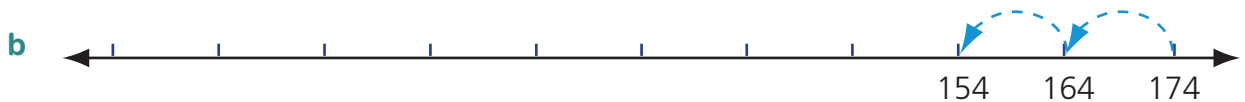
- a Add 5. 5, 10, 15, , , ,
- b Subtract 2. 18, 16, 14, , , ,
- c Add 10. 147, 157, 167, , , ,
- d Subtract 10. 174, 164, 154, , , ,
- e Add 100. 100, 200, 300, , , ,



6 Show your answers to Questions 5c and 5d on the number lines.



The rule is .



The rule is .



- 1 a Count on from 76 to 94 by 2s.
- b Count backwards from 1000 by 100s.
- c Count on from 645 to 690 by 5s.
- d Count backwards from 500 to 400 by 10s.

You could use a calculator to check your answers.



2 Write the missing numbers.

a 865, 855, , , , 815, , , 785

b 625, 620, , , 605, , , , 585

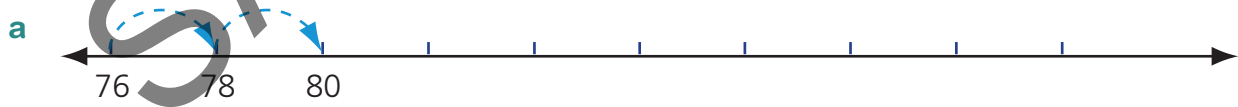
c 412, 410, , , 404, , , , 396

3 Count by 2s and write the first 20 numbers you count. Circle every second number and discuss the pattern.

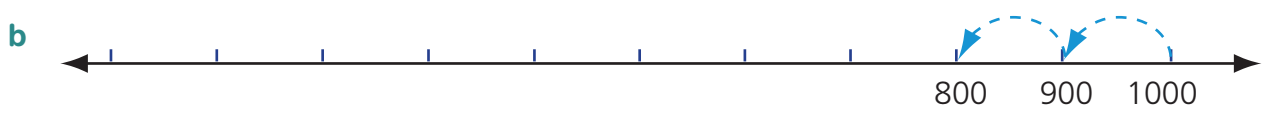
4 Count by 5s and write the first 20 numbers you count. Circle every second number and discuss the pattern.

5 If you have to count 300 ten-cent coins, what is the best counting strategy to make sure you count them correctly?

6 Show your answers to Questions 1a and 1b on the number line.



The rule is .



The rule is .

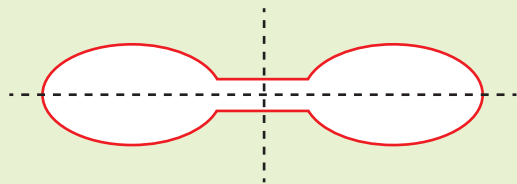
c Try to do Question 1c on your own number line.



Draw the lines of symmetry.



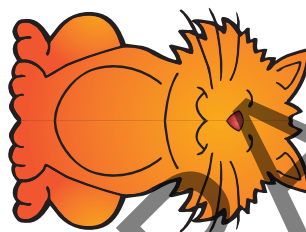
The broken lines are lines of symmetry.



You can fold along a line of symmetry and the two halves will match.



1 Use a ruler to draw a line of symmetry on each picture.

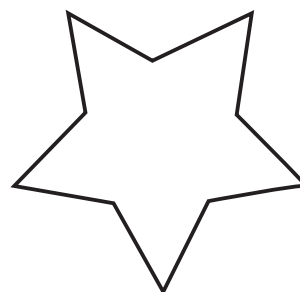
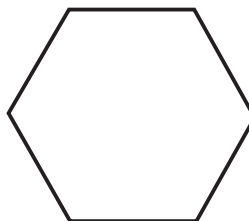
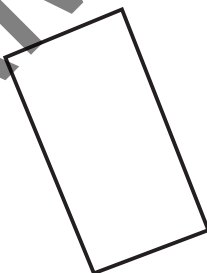


2 Draw lines of symmetry on these letters.



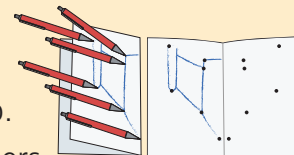
3 Use a ruler and pencil to draw all of the lines of symmetry on each shape.

Draw the other half of each picture below.



Making a symmetrical picture

- 1 Fold a piece of paper.
- 2 Draw half of a picture on one side of the fold.
- 3 Fold the paper under, with the drawing on top.
- 4 Use a marker (that shows through) at the corners.
- 5 Unfold the paper and join the dots.



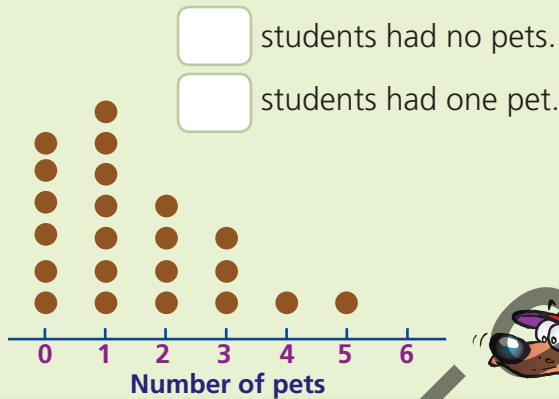


CONCEPT



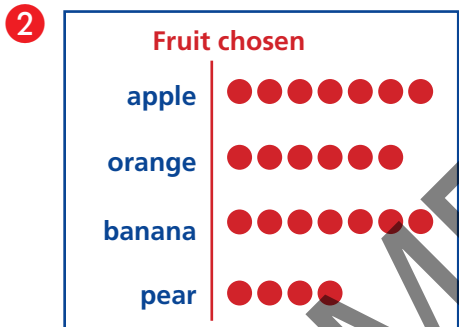
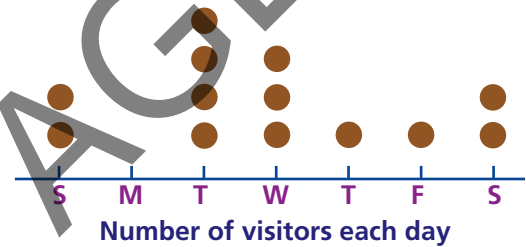
Drawing a dot plot

- The members of our class were asked how many pets they had at home.
- The student with the most pets had 5. We wrote the numbers 0 to 6 under the line.
- As each student told us the number of pets, we put a dot above that number.



1 I stayed in hospital for 7 days.
I kept a dot plot of the people who visited me.
How many people visited me:

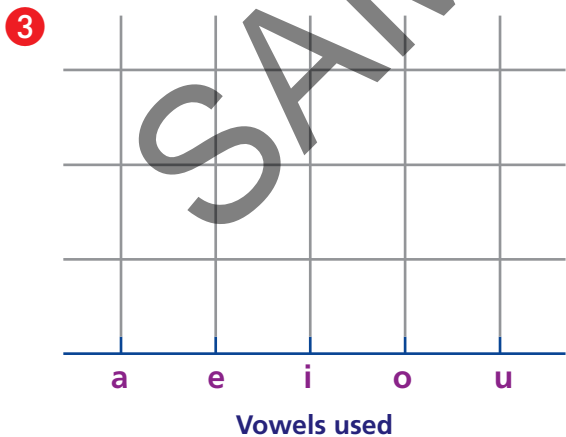
- a on Sunday? b on Wednesday?
- c On which day did I have no visitors?
- d How many visitors did I have during this time?



At camp, each of us took one piece of fruit.
We could have an apple, orange, banana or pear. We made a dot plot of the fruit chosen.



- a How many of us chose a banana?
- b How many pieces of fruit were taken?
- c How many more apples than pears were chosen?



The letters **a**, **e**, **i**, **o** and **u** are called vowels. Make a dot plot of the vowels used in the graph of Question 2.

- a Which vowel was used the most?
- b Which vowel was used two times?
- c Which two vowels were used the same number of times?
- d How many vowels were used altogether?
- e What is the difference in number, of the most used and least used vowel?



1 Each student in the class chose a colour.
The results are in the **Colours chosen** table.

Colours chosen			
Blue	Green	Orange	Red
12	8	4	6

- a The most popular colour was .
- b The least popular colour was .
- c How many students chose green? .
- d How many students are in the class? .

2 Use the **Collections** table to answer these questions.
How many cards were collected by each person?

Collections		
Person	Number of cards	Number of stickers
Darcy	825	173
Nasha	72	201
Rachel	300	88
Rajiv	166	193
Rhonda	46	405

- a Darcy
 - b Rhonda
 - c Rajiv
 - d Nasha
- How many stickers were collected by each person?
- e Rachel
 - f Nasha
 - g Rhonda
 - h Rajiv
- i How many cards and stickers altogether were collected by Rachel?

3 How old is each person?

Name	Age	Name	Age
Alana	27	Alan	57
Ally	38	Luke	20
Deklyn	0	Rachel	23
Greg	10	Tom	87
Heather	17	Naomi	22

- a Tom
- b Alana
- c Rachel
- d Deklyn
- e Make up your own question that could be answered using this table.

- Do you think there are more left-handed or right-handed students in your class?
- Investigate the question by completing this tally.
- By how many is one group bigger than the other?

Right-handed	<input type="text"/>	<input type="text"/>
Left-handed	<input type="text"/>	<input type="text"/>

INVESTIGATION





CONCEPT



This abacus shows 238.

U stands for units (ones).

These blocks show 238.

1 Write the number shown by the place-value blocks or abacus.

a

b

c

d

e

f

g

h

i

j

k

l

The abacus was invented thousands of years ago.

2 Which number is larger?

a 169 or 346

b 723 or 481

c 962 or 503

d 375 or 634

e 257 or 572

f 491 or 914

3 Write these in order from smallest to largest.

a 137, 653, 446 , ,

b 974, 237, 491 , ,

c 819, 106, 567 , ,

d 683, 749, 250 , ,

247 = 2 hundreds, 4 tens and 7 ones
 = 2 hundreds and 47 ones
 = 24 tens and 7 ones



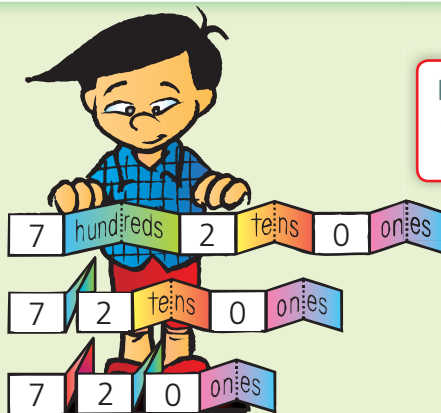
CONCEPT



Numeral expanders help us understand the value of the numbers.



720 is the same as
 7 hundreds and 2 tens
 or 72 tens or 720 ones.



1 Complete the numeral expanders.

a 479

b 568

c 231

d 307

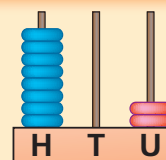
2 Write each number as a numeral.

- | | | | |
|--------------------------------|----------------------|---------------------------------|----------------------|
| a six hundred and thirty-two | <input type="text"/> | b eight hundred and seventeen | <input type="text"/> |
| c four hundred and twenty-nine | <input type="text"/> | d seven hundred and sixty-three | <input type="text"/> |
| e two hundred and thirty-eight | <input type="text"/> | f five hundred and sixty-two | <input type="text"/> |
| g nine hundred and forty | <input type="text"/> | h three hundred and fifty-one | <input type="text"/> |

3 Write each number in words.

- | | | | |
|-------|----------------------|-------|----------------------|
| a 106 | <input type="text"/> | b 607 | <input type="text"/> |
| c 310 | <input type="text"/> | d 841 | <input type="text"/> |

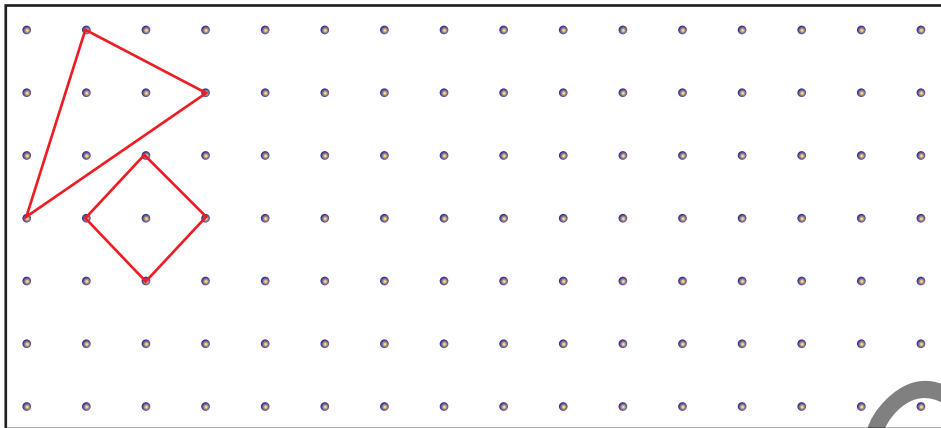
- Use concrete materials to show the numbers in Question 3. Explain your answer to a partner.



This is like using square grid paper.



Antonio's teacher made a **geoboard** like this by hammering nails into wood. Antonio used the geoboard to make shapes by stretching a rubber band over the nails.



I made those.



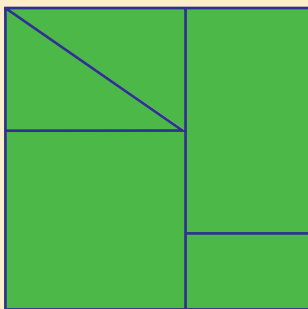
You can use an online geoboard.

- 1 a How many nails were used to make the triangle? Number of corners =
- b How many nails were used to make the square? Number of corners =
- c How many sides on a triangle? d How many sides on a square?

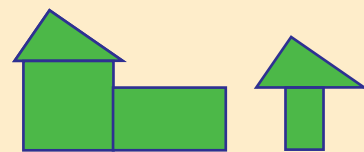
2 Every corner of each shape on the geoboard must be at a nail.

- a On the geoboard above, draw 3 triangles of different shapes and sizes.
How many sides does each triangle have?
- b What shapes can you draw using 4 nails as corners?
Draw 3 of them on the geoboard above.
- c A pentagon has 5 sides. How many corners would you need to draw a pentagon?
Draw a pentagon on the geoboard.
- d Draw a shape on the geoboard that has 6 corners.
What is this shape called?

Olena cut a square of paper into 5 pieces. She asked her friend to put the square back together again. Then she asked her friend to make a picture using the pieces.



- Cut your own square of paper into 5 pieces. Colour one side.
- Discuss the shapes you cut out.
- Mix up your 5 pieces and ask a partner to put the square back together again.
- Use your pieces of paper to make pictures.





Each side is a reflection of the other.



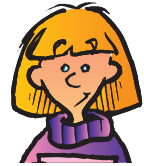
It is hard to find perfect symmetry, but there are many examples of symmetry that are close to perfect.

We use the term **symmetrical** in these cases.



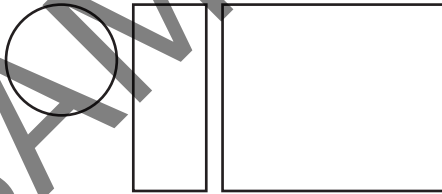
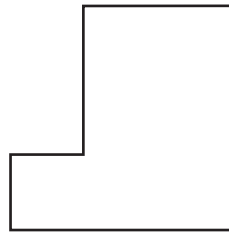
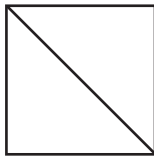
Discuss the symmetry.

1 Order the heads from 'most symmetrical' (1), to 'least symmetrical' (6).



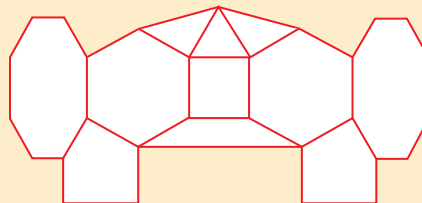


2 Draw the other half to make each picture symmetrical.



Slide back the edge of this page so that it matches the pictures on page 116 underneath. What do you see?

Colour 8 of these shapes to make a symmetrical design.



Use pattern blocks to make your own symmetrical design and describe how the pattern was made.





AUSTRALIAN
Signpost

MATHS

NSW

SAMPLE PAGE(S)

STAGE 2

Mentals

3

Alan McSeveny

Rachel McSeveny

Diane McSeveny-Foster

Introduction

Using the Mentals Books

This book is used most effectively when it aligns with the suggested program in the Student book contents.

Each unit of the Mentals Book is programmed to review Student Book content for the previous two weeks. For example, Unit 15 of the Mentals Book can be set as homework to review weeks 13 and 14 of the Student Book while week 15 of the Student Book is being taught.

Units 1 and 2 of this book revise work from the previous year and could be completed in weeks 1 and 2 of the school year.

Mixed-topic questions

The units present questions in a mixed-topic format to encourage thorough understanding and continuous review.

Presentation

- Number facts are reinforced to encourage instant recall.

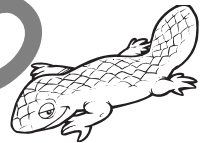
- Essential skills are explained.
- The Arithmetic card (page 5) is a useful teaching tool for practising basic number skills.
- ID cards (pages 6 and 7) review the mathematical terms students need to learn.
- Measurement standards and examples (pages 8 and 9) are provided so that students can learn important facts and estimate measurements effectively.

Graded questions

- Column 1: easier
- Column 2 and 3: harder
- Column 4: Extension and Challenge

Motivation

- There are two lizards hidden on each page for students to find.
- The header allows students to record their score.



Extra activities



- Problem-solving **strategies** are introduced in a carefully planned sequence throughout the series.



- Important concepts from **Number**, **Algebra**, **Measurement** and **Space** are explored.



- **Measurement** concepts and activities are introduced and investigated.



- **Statistics and Probability** concepts are presented for revision and extension.



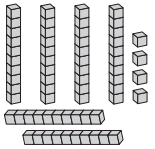
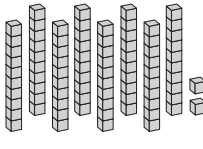
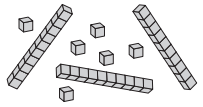
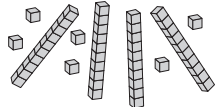
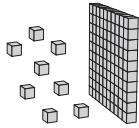
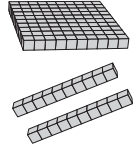
- A **tables** program for each of addition, subtraction and multiplication is included. It is important for students to learn addition and multiplication tables by heart.



1:1


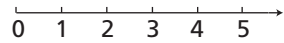
out of 10

1 In **a** to **f**, write the number modelled.


a 	b 
c 	d 
e 	f 

2 How many place-value ones blocks make one tens block? _____**3** The sign = means "is e _____ to".**4** Complete the pattern.

2, 4, _____, _____, 10, 12

5 The tally  stands for: _____**6** 

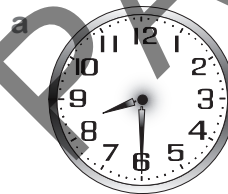
This is a n _____.

7 How many digits in 13? _____**8** Josh had 5 toy trucks and was given 4 more by his Pa. How many has he now? _____
**9** The numeral for twelve. _____**10** The number before 76 is _____.**1:2**

out of 15

1 $2 + 8$ _____ **6** Digits in 184. _____**2** $17 + 3$ _____ **7** $\$7 + \7 _____**3** $20 - 5$ _____ **8** 7, 9, 11, _____, _____**4** $20 - 7$ _____ **9** Take 5 from 15. _____**5** $13 + 34$ _____ **10** 14 more than 35 _____**11** 

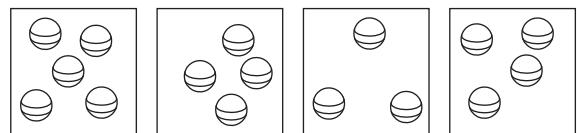
The number sentence is:

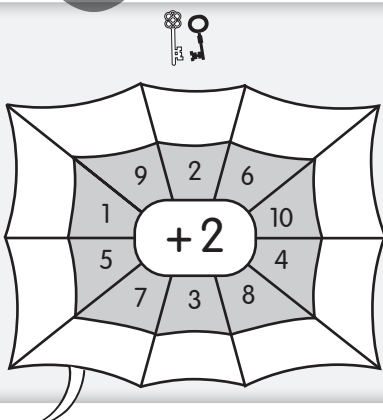
 $8 - \underline{\quad} = \underline{\quad}$ **12** Colour one half of this rectangle.**13** What time is shown?


_____ past _____



_____ past _____

14 Circle half of this group.**15** How many in each box if we share the balls fairly? _____



* 

- Odd numbers end in 1, 3, 5, 7 or 9.
- Even numbers end in 2, 4, 6, 8 and 0.
- If you add an even number to an even number the answer is always even.

What happens when you add these types of numbers?

odd + odd = _____

even + odd = _____

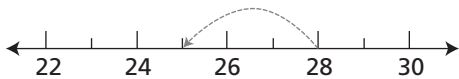


1:3

out of 20

- 1 $24 - 10$ _____ 5 $18 + 4$ _____
 2 $13 + 4$ _____ 6 $2, 4, 6, \underline{\quad}, \underline{\quad}$
 3 $25 - 6$ _____ 7 Add 19 and 7. _____
 4 $27 + 6$ _____ 8 23 minus 4. _____
 9 Write 19 in words. _____

10



a $28 - 3$ _____ b $28 - 5$ _____

- 11 11 more than 17. _____
 12 The numeral for fifty-two. _____
 13 What month comes after December? _____
 14 Use the split strategy to find:
 a $13 + 12 =$ _____ b $23 + 26 =$ _____
 c $45 + 51 =$ _____ d $33 + 42 =$ _____

- 15 Four equal q_____ make 1 whole. Colour one quarter.

--	--	--	--

- 16 Wednesday is the _____ th day of the week.

- 17 Complete this pattern.

42, 44, 46, _____, _____

- 18 Circle one quarter of this group.

- 19 The value of these coins.

- 20 How many days in one week? _____



Fill out this table about yourself, a relative or a friend.

Name: _____ Date: _____

Age: _____	Mass: _____ kg	Shoe size: _____
Height: _____ cm	Waist: _____ cm	Neck size: _____ cm

**Extension****1:4**

out of 10

- 1 $10 + \square = 16$ $\square =$ _____
 2 72, 62, 52, _____, _____, _____
 3 3, 6, 9 _____, _____, _____, _____
 4 Use the split strategy. Show the working.
 $15 + 38 = (10 + 30) + (5 + \underline{\quad})$
 $= \underline{\quad} + \underline{\quad}$
 $= \underline{\quad}$
 5 The difference between 20 and 17 = _____
 6 If $8 + 12 = 20$ then $12 + 8 =$ _____

8	12
20	

 $20 - 8 =$ _____
 $20 - 12 =$ _____
 7 Three different counting numbers that add to give 7. _____
 8 How many days altogether in summer? _____
 9 Which season has the least days? _____

- 10 Two weeks is called a fortnight.

Weeks in 4 fortnights? _____

Challenge

Write as many different number patterns as you can fit in this space.

1 In a to f, write the number modelled.

<p>a</p> <p>_____</p>	<p>b</p> <p>_____</p>
<p>c</p> <p>_____</p>	<p>d</p> <p>_____</p>
<p>e</p> <p>_____</p>	<p>f</p> <p>_____</p>

2 a $16 + 4 =$ _____ b $15 + 5 =$ _____

3 How many ones in 3 tens? _____

4 The numeral for eighteen. _____

5 Days in 1 week. _____



6 rabbits are shared by 2 families.

Each family has _____ rabbits.

7 How many minutes in half an hour? _____



- 1 $12 + 8 =$ _____
- 2 $20 - 6 =$ _____
- 3 $17 + \underline{\quad} = 20$
- 4 $38 + \underline{\quad} = 40$
- 5 $30 + 52 =$ _____
- 6 $4 \times 2 =$ _____
- 7 $5 \times 2 =$ _____
- 8 10 shared by 2. _____
- 9 8 shared by 2. _____
- 10 16 less than 28. _____

11 a Colour one quarter.

b Colour one eighth.

- 12 Use the split strategy to find:
- a $31 + 52 =$ _____
 - b $54 + 24 =$ _____
 - c $83 + 14 =$ _____
 - d $33 + 35 =$ _____

- 13 Use the jump strategy to find:
- a $39 + 17 =$ _____
 - b $68 + 24 =$ _____

14 How many fingers on 3 hands? _____
3 groups of 5 = _____

15

A is a _____.

B is a _____.

C is a _____.

16 How many days in:
a March? _____ b September? _____




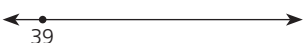
odd + odd = _____



2:3

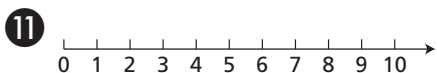
out of 13

- 1 $40 + 6 = \underline{\quad}$
- 2 $37 + 3 = \underline{\quad}$
- 3 $12 + 14 = \underline{\quad}$
- 4 $16 + 31 = \underline{\quad}$
- 5 Double 13. $\underline{\quad}$
- 6 Halve 22. $\underline{\quad}$
- 7 $56 + 10 = \underline{\quad}$
- 8 $28 + 12 = \underline{\quad}$

- 9 a $28 + 25 = \underline{\quad}$ 
- b $39 + 34 = \underline{\quad}$ 



- a 2 groups of 4 = $\underline{\quad}$ apples
- b 3 groups of $\underline{\quad}$ = $\underline{\quad}$ apples

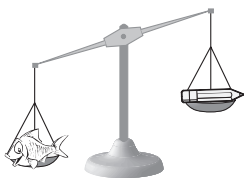


- a The difference between 8 and 5 $\underline{\quad}$
- b The difference between 28 and 25 $\underline{\quad}$

- 12 Write two linking number sentences for $4 + 9 = \underline{\quad}$



- 13 Circle the heavier object.



2:4

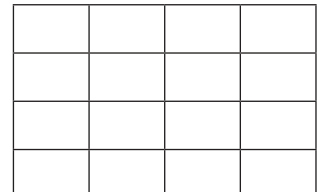
out of 6

- 1 a $7 + \square = 15$ $\square = \underline{\quad}$
- b $\square + 16 = 24$ $\square = \underline{\quad}$
- 2 In a race, I am 4th out of 5. How many are:
 - a in front of me? $\underline{\quad}$
 - b behind me? $\underline{\quad}$

- 3 Use the code to work out this message.

A	B	C	D	E	I	K	N	S
1	2	3	4	5	6	7	8	9

11 - 9	2 + 3	3 + 4	10 - 4	8 + 0	12 - 8
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

- 4 What is the time half an hour after quarter past three? $\underline{\quad}$
- 5 Colour one quarter of this shape. 



- 6 $2 + 8 + 3 + 7 + 1 + 9 = \underline{\quad}$

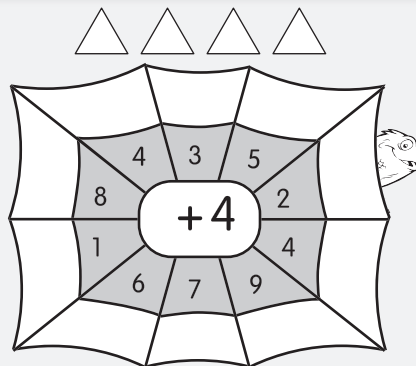
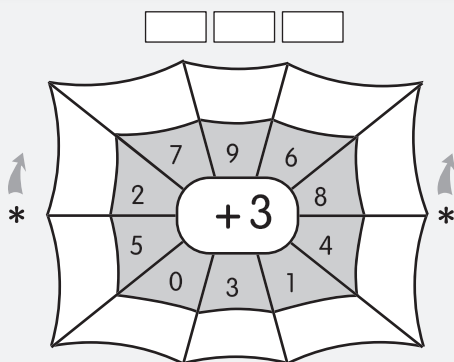
Challenge

Write different number sentences that equal 15.

$\underline{\hspace{2cm}}$

$\underline{\hspace{2cm}}$

$\underline{\hspace{2cm}}$



Memorise these facts.

