

# Stage 1 Mathematics

count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens

given a number, identify one more and one less

identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least

read and write numbers from 1 to 20 in numerals and words.

read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs

represent and use number bonds and related subtraction facts within 20

add and subtract one-digit and two-digit numbers to 20, including zero numbers

solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = \square - 9$

solve problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

one-step involving multiplication and division,

recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity

recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity

compare, describe and solve practical problems for:  
- lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]  
- mass/weight [for example, heavy/light, heavier than, lighter than]  
- capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]  
- time [for example, quicker, slower, earlier, later]

measure and begin to record the following:  
- lengths and heights  
- mass/weight  
- capacity and volume  
- time (hours, minutes, seconds)

recognise and know the value of different denominations of coins and notes

sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]

recognise and use language relating to dates, including days of the week, weeks, months and years

tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

recognise and name common 2-D and 3-D shapes, including:  
- 2-D shapes [for example, rectangles (including squares), circles and triangles]  
- 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]

describe position, direction and movement, including whole, half, quarter and three-quarter turns

Fill in the missing numbers:

i) 61, 62, 63, ..., ....., .....,

ii) 96, 97, 98, ..., ....., .....,

iii) 104, 103, 102, ..., ....., .....,

Count the stars

Using counters, show me:

i) 23

ii) 34

Write the number:

i) fourteen

ii) twenty four

iii) forty six

iv) seventy

Fill in the missing numbers:

i) 2, 4, 6, ..., ....., .....,

ii) 15, 20, 25, ..., ....., .....,

iii) 50, 60, 70, ..., ....., .....,

# Find 1 more than these numbers

i) 26

ii) 48

iii) 79

iv) 109

Find 1 less than these numbers:

i) 23

ii) 41

iii) 90

iv) 111



Using tens and ones apparatus,  
show me:

i) a number greater than 15

ii) a number less than 40

iii) at least 12

iv) more than 50

# Match the number with the correct word

two

12

twelve

20

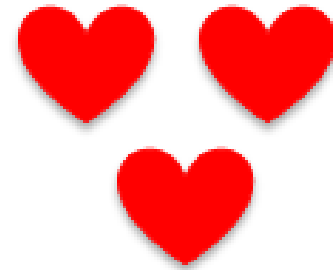
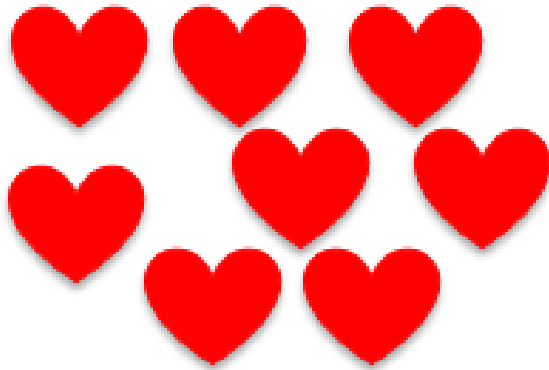
twenty

14

fourteen

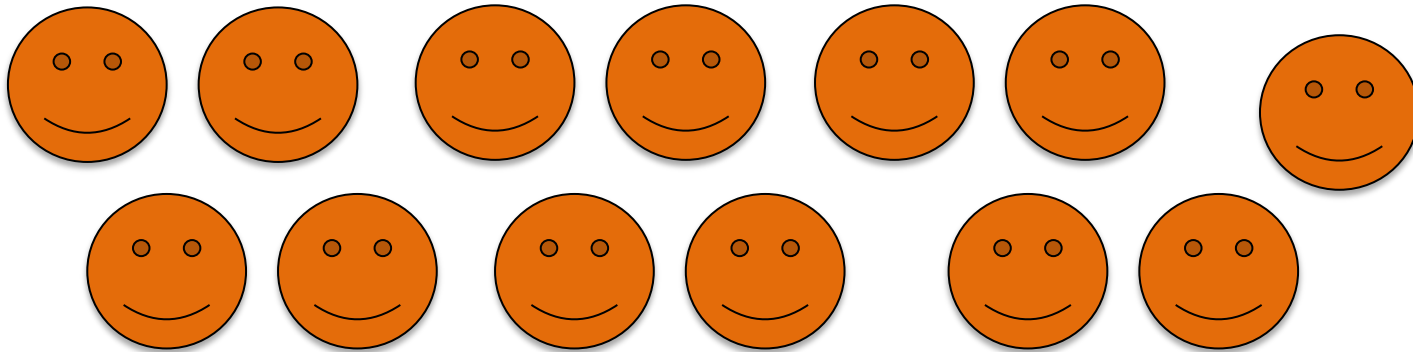
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# Complete the number sentence:



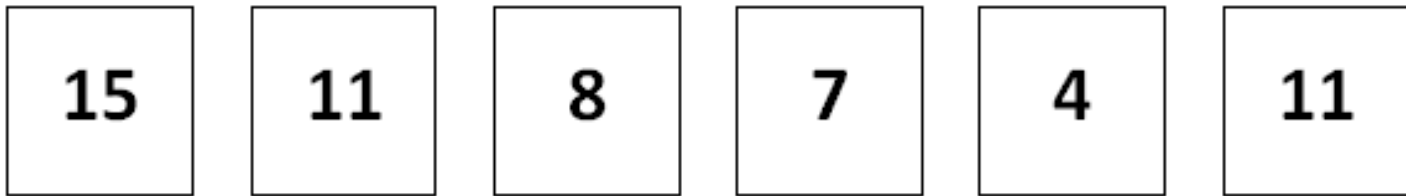
$$\square + \square = \square$$

# Complete the number sentence:



$$\boxed{13} - \boxed{6} = \boxed{\phantom{00}}$$

Here are some number cards



Use the cards to complete the number facts

$$\square + \square = \square$$

$$\square - \square = \square$$

# Complete the calculations:

i)  $11 + 6 = \dots\dots\dots$

ii)  $13 - 0 = \dots\dots\dots$

iii)  $4 + 11 = \dots\dots\dots$

iv)  $14 - 6 = \dots\dots\dots$

v)  $9 + \dots\dots\dots = 9$

Find the missing number in each statement:

$$\text{i) } 12 + \square = 17$$

$$\text{ii) } 18 = \square + 13$$

$$\text{iii) } 17 - \square = 9$$

$$\text{iv) } 8 = \square - 7$$

Solve the problems:

i) Double 6

ii) Share 12 sweets equally between 3 children

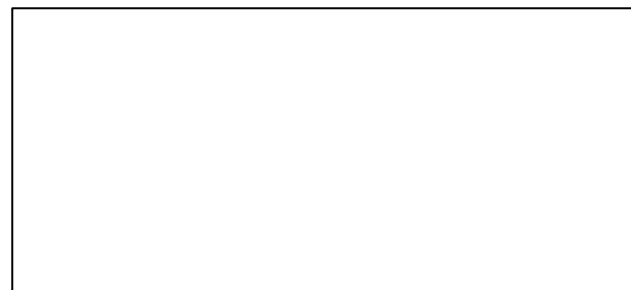
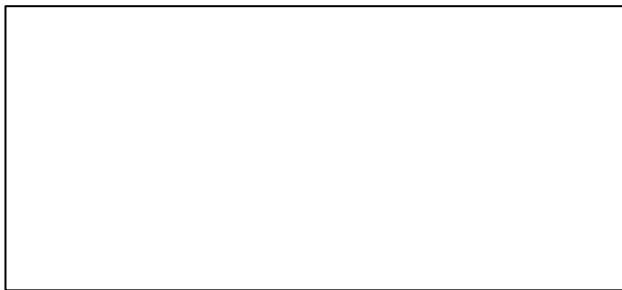
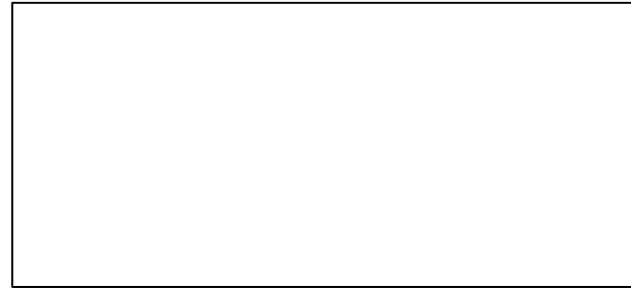
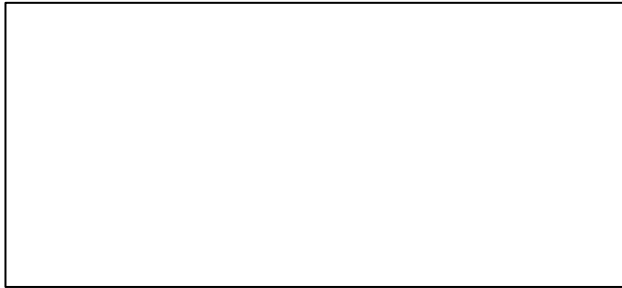


Draw an array to represent:

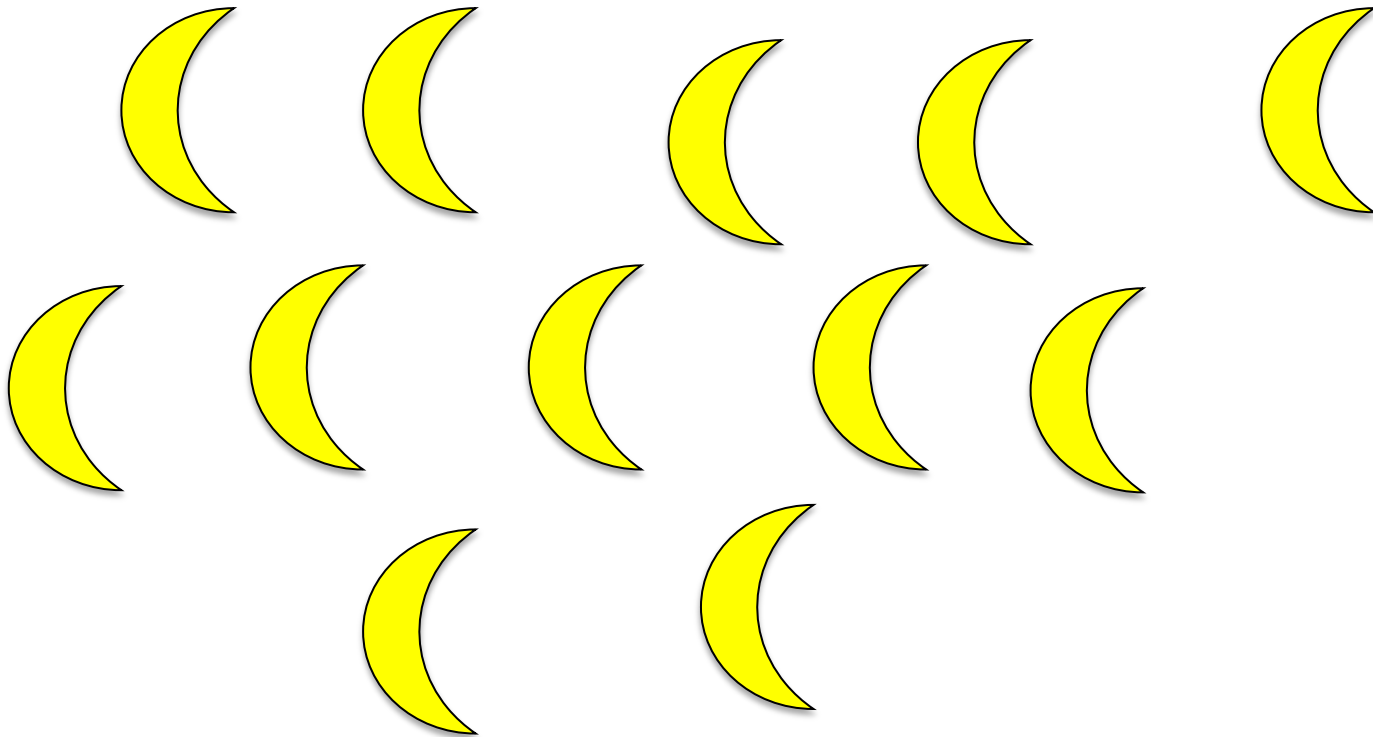
$$\text{i) } 2 + 2 + 2 + 2 + 2$$

$$\text{ii) } 5 + 5 + 5$$

Represent one half of this rectangle in  
4 different ways



Put a cross (x) on one quarter of the shapes



# Which is line is longer?

**A**



**B**



# Which is heavier?

**A**



A book

**B**



A pencil

Circle the best answer:

The length of a pencil is ...

2 centimetres

2 metres

2 miles

2 kilograms

20 centimetres

Circle the best answer

The length of a school day is ...

6 seconds      6 minutes      6 metres

6 hours      6 centimetres

Is this statement true or false?

**ALL COINS ARE ROUND**

Explain your answer.



Complete the statements:

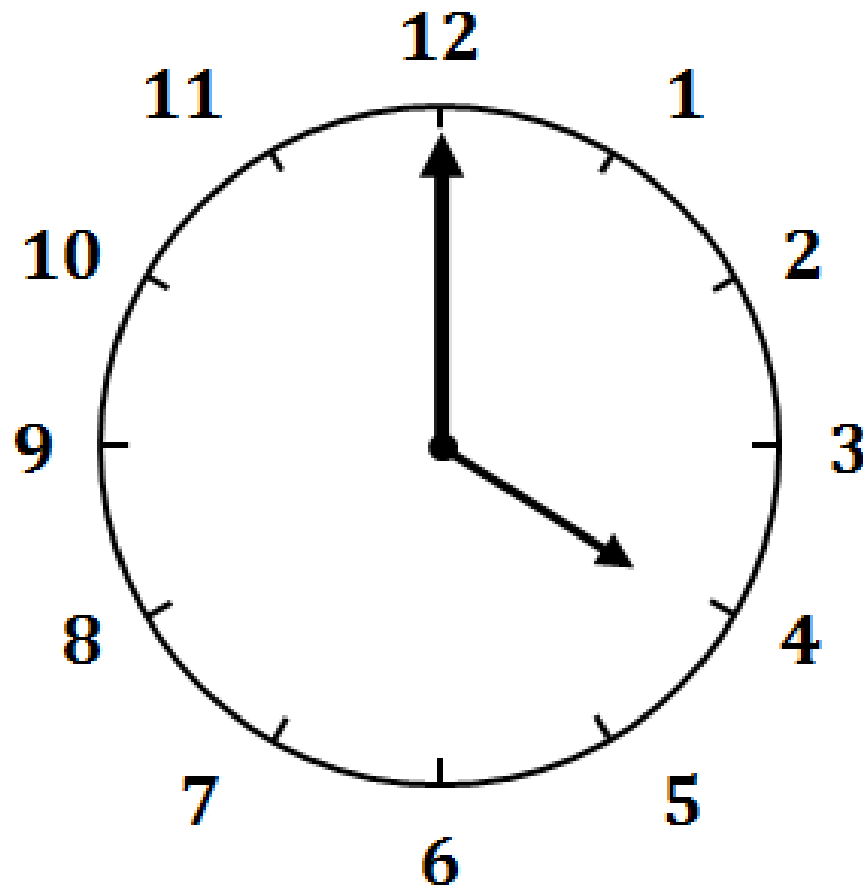
i) The day after Tuesday is .....

ii) The day before Saturday is .....

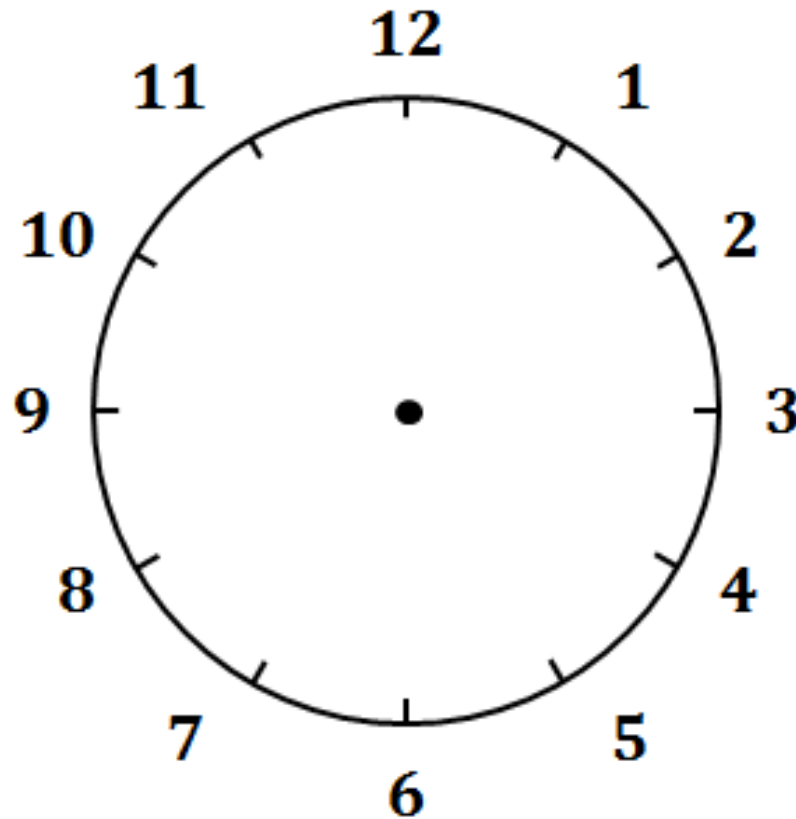
iii) The month after May is .....

iv) The last month of the year is .....

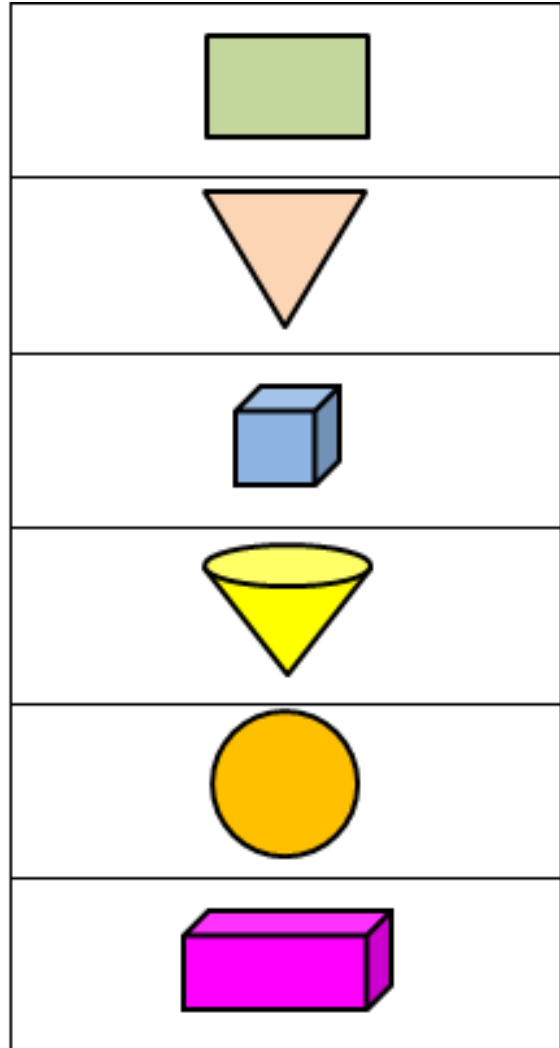
# What is the time?



Draw hands on the clock to show  
half past seven



# Name the 2-D and 3-D shapes



3 marks

GPS1

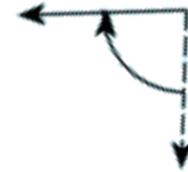
# True (✓) or False (✗)?



quarter turn



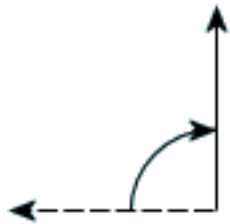
half turn



three-quarter turn



three-quarter turn



quarter turn



half turn