

# Cambridge Primary Mathematics

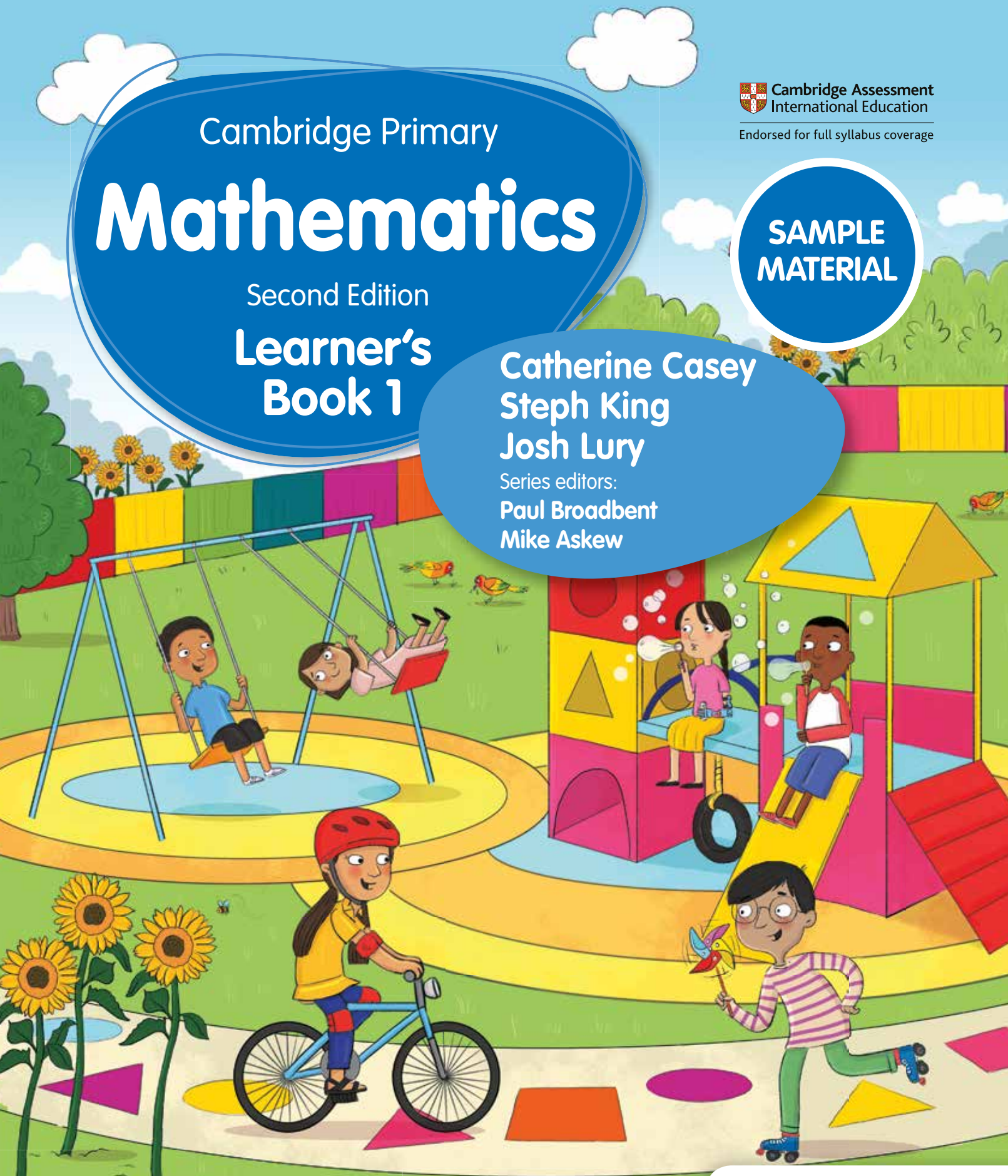
Second Edition  
**Learner's  
Book 1**

**SAMPLE  
MATERIAL**

**Catherine Casey  
Steph King  
Josh Lury**

Series editors:

**Paul Broadbent  
Mike Askew**



We are working with Cambridge Assessment International Education to gain endorsement for this forthcoming series.

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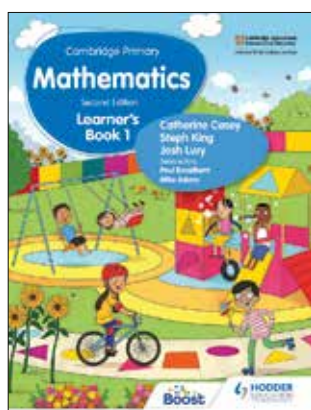
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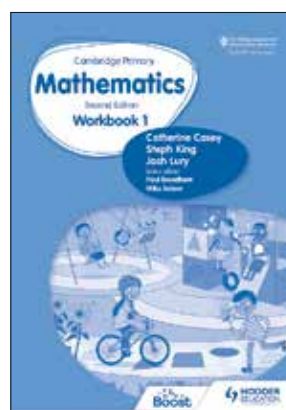
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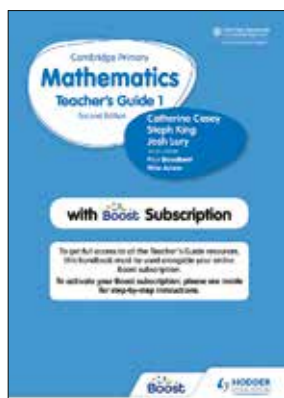
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Cambridge Primary

# Mathematics

Second Edition

## Learner's Book 1

**Catherine Casey**  
**Steph King**  
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**HODDER**  
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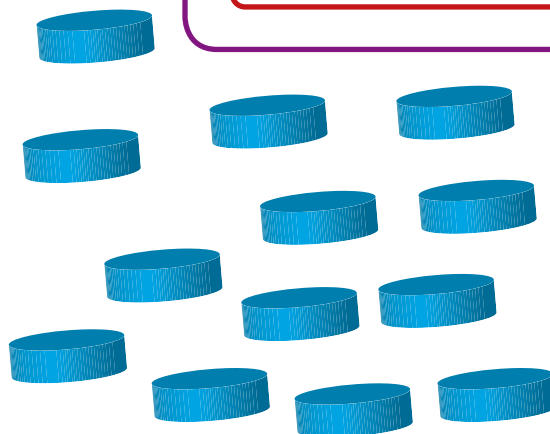
## Term 3 Review



## Ten and ones – making numbers

### Explore

Will the counters fill the ten frame?  
First estimate. Then **count** to check.

**Maths word**  
count

### Learn

How many counters in a full ten frame? Will you estimate or count?  
Point to the full ten frame.

●	●	●	●	●	●				
●	●	●	●	●					

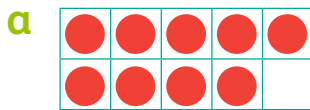
### Practise

1 a Place 13 counters in ten frames like these.

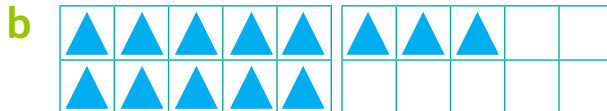

b Now use 19 counters.

## Practise

2 How many in each group? First estimate. Then count to check.



There are  circles.



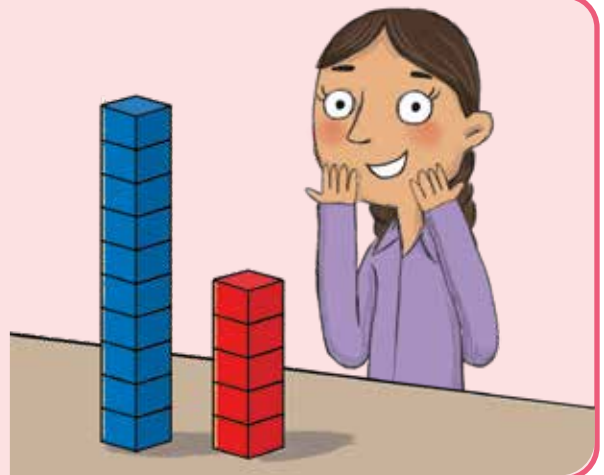
There are  triangles.



There are  stars.

## Try this

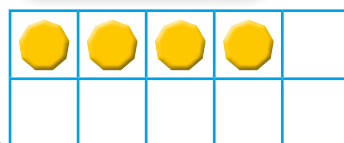
Viti has made the number 15.  
She has 1 tower of 10 ones  
and 1 tower of 5 ones.  
Make a tower of 10 cubes and  
a tower of 7 cubes.  
What number have you made?  
Make other numbers using  
a 10 and some ones.



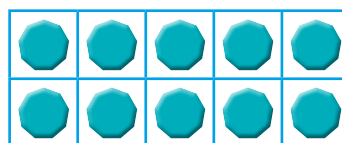
## Let's talk

Do you agree with Annay or Jack?

I made 14.



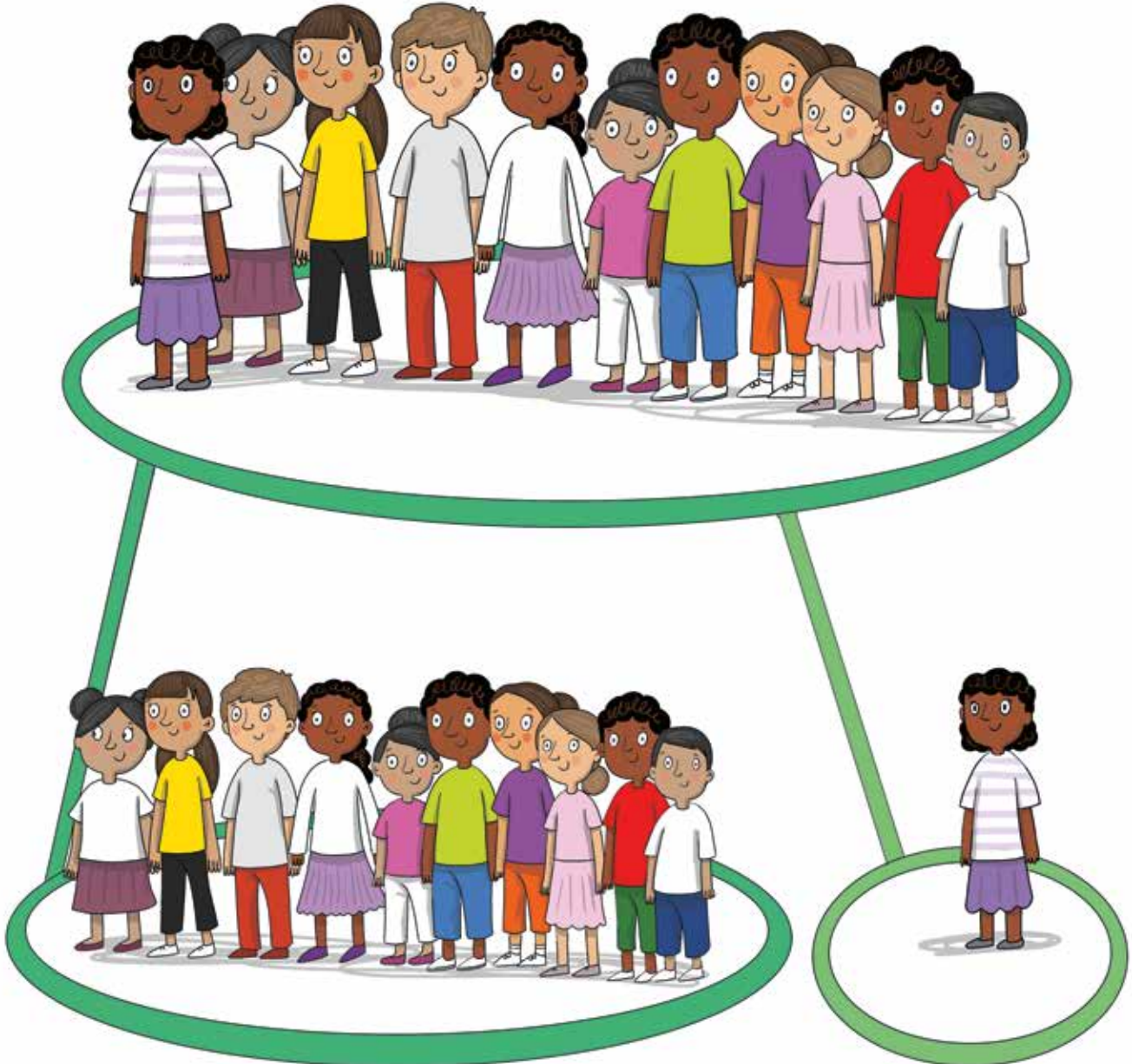
No. 10 must  
be first.



## Ten and ones – breaking up numbers

### Explore

The children in this group **break up** into 2 parts.



What is the whole number?  
What are the numbers in each part?

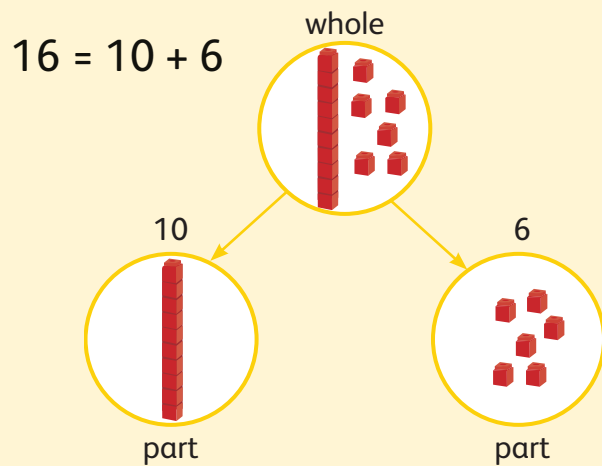
### Maths words

break up      part



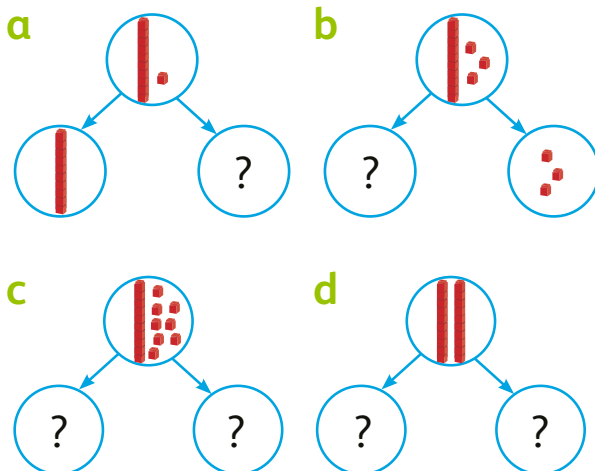
## Learn

We can break up 16 into 1 ten and 6 ones.



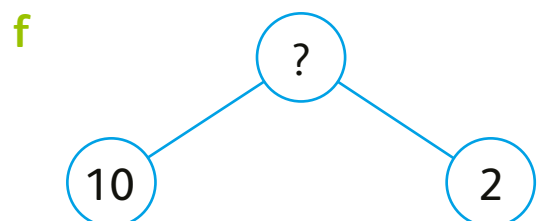
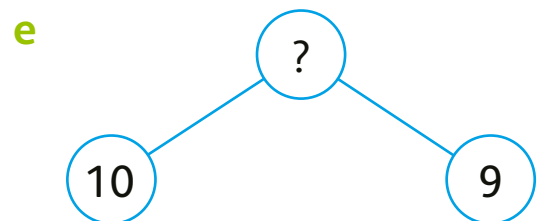
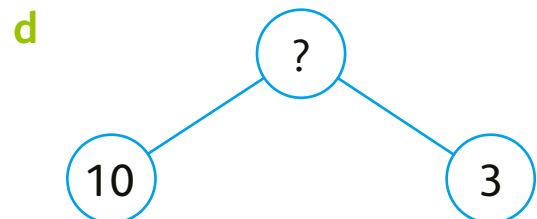
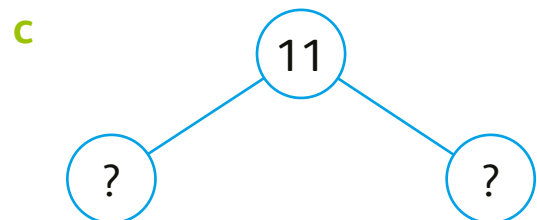
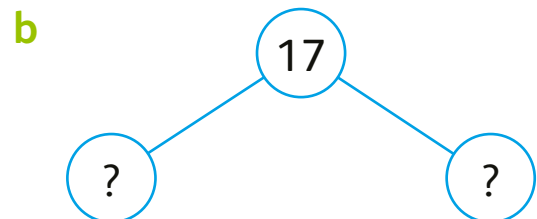
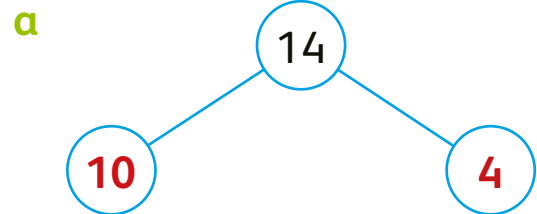
## Practise

1 Use cubes to break up the number into ten and ones.



2 Draw a picture to show 15 broken up into ten and ones.

3 Break up these numbers into 1 ten and ones.



## Compare and order numbers

### Explore

The children are playing a game.  
*Throw a Beanbag* is its name!



Who is winning?  
How will you compare the 2 scores?

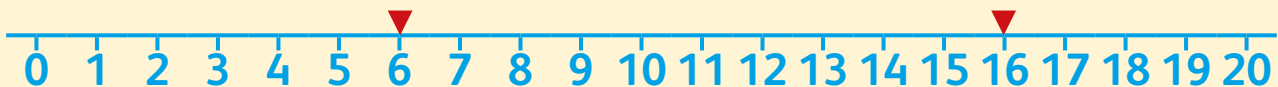
### Learn

6 is the smallest number. 16 is the largest.  
See if you can put all 3 numbers in order.

16

6

11



16 must be larger  
than 6. It has 10 more.

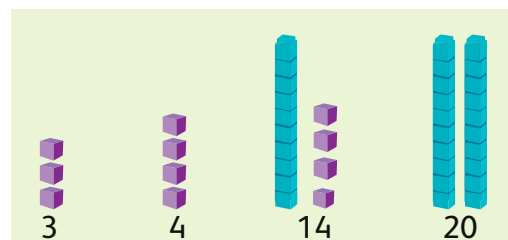
I can tell the order  
on the number line.



### Practise



1 Use cubes to make the numbers  
in each set below. Put them in order.



- a** 15, 7, 14, 10    **b** 17, 13, 12, 16  
**c** 18, 9, 11, 20    **d** 19, 8, 10, 6



## Practise

2 Write each set of numbers in order.

a  b 

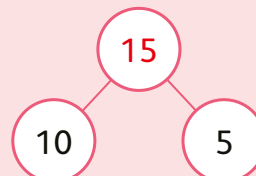
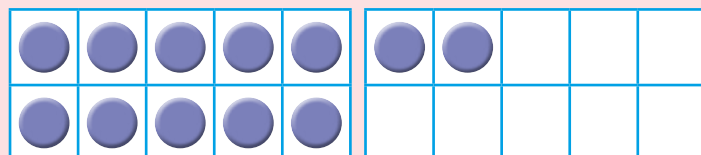
c  d 



- 3 a Listen while your teacher claps and then taps.  
Did you hear more claps or taps?
- b Write your name and count each letter. How many?  
Compare with your friends. Who has the longest name?

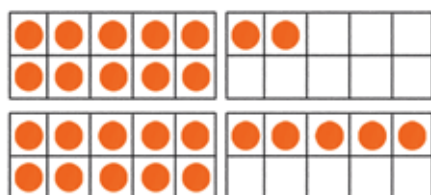
## Try this

Work out the 3 numbers below.  
Then put them in order from largest to smallest.



## Let's talk

Talk about different ways to compare the numbers you see.

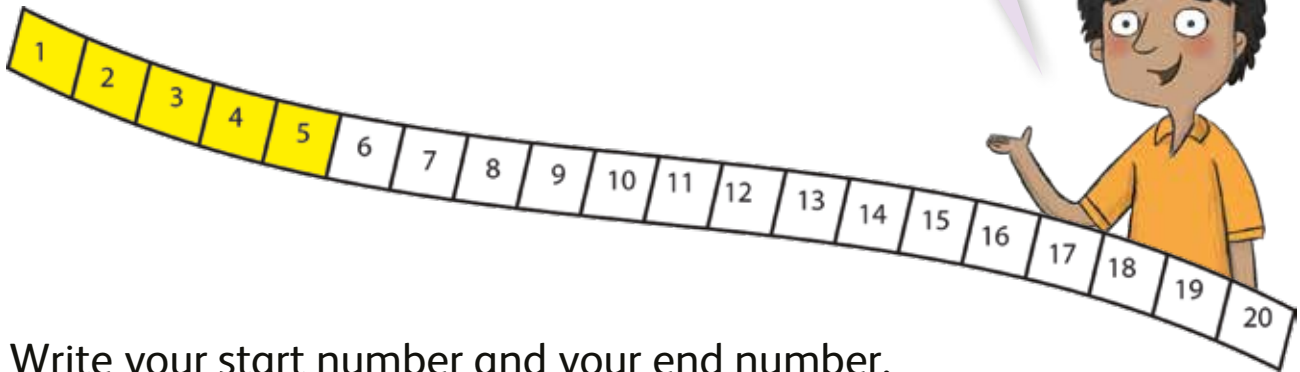


## Count on 10. Count back 10.

### Explore

Play the 10s counting game!  
Start on a yellow square. Jump on 10 more.

You can start on any yellow square.



Write your start number and your end number.

### Learn

Count in 10s, on and then back.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Count on 10 from 3. Count back 10 from 13.  
What do you notice? Show this using ten frames.

●	●	●	●	●	●	●	●		
●	●	●	●	●					



## Practise

1 Count on 10 from the circled number each time.

**a**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

**b**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

**c**

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

2 **a** Count back 10 from 11 on the number line below.

**b** Count back 10 from 15.

**c** Count back 10 from 19.



3



I am thinking  
of a number.

My number is 10  
more than yours.



What could Annay and Jack's numbers be?

## Try this

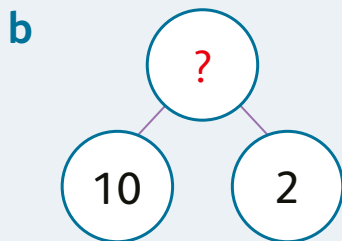
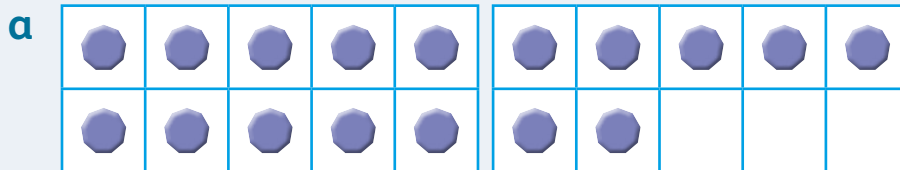
Count on 10 from 0. Count on another 10.

What numbers did you land on?

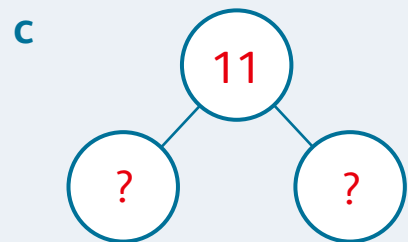
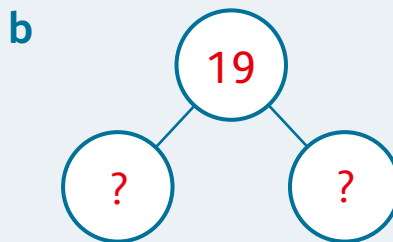
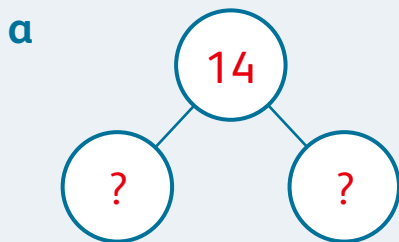
Try to explain this.

## Quiz

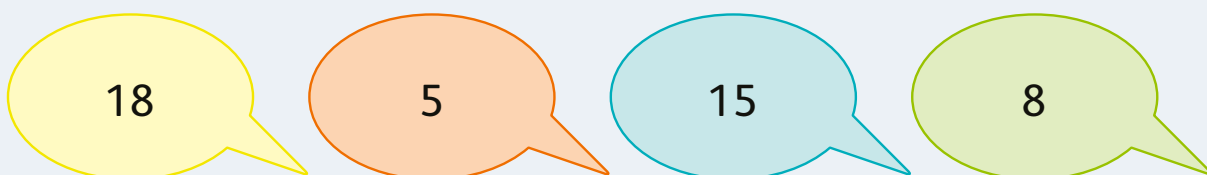
1 What is the number each time?



2 Break up each number into 1 ten and ones.



3 Put these numbers in order from smallest to largest.

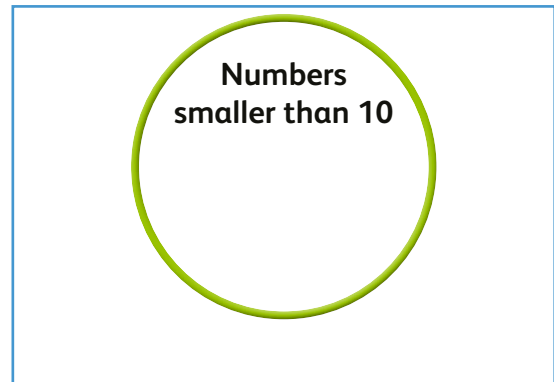


4 Count on 10 from 7.

5 Count back 10 from 16.

## Units 7–12

1 Complete a Venn diagram like this.

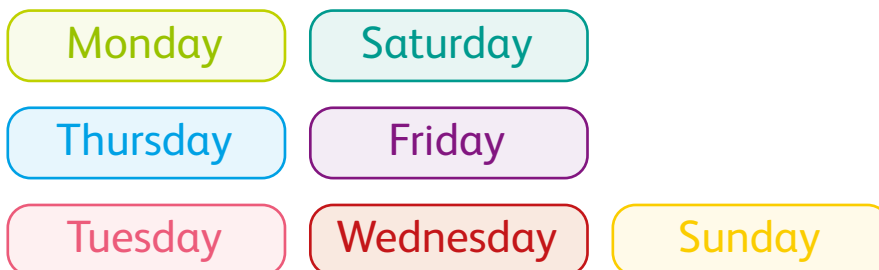


2 Draw the next 2 shapes in this pattern.



3 Use 13 counters. Fill a ten frame.  
How many counters will be left over?  
Explain how you know.  
Try the same with 17 counters.  
What if you had 20 counters?

4 Write the days of the week in order.



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## Learner's Book 1

Master the essential mathematical concepts that underpin the new Cambridge Primary Mathematics curriculum framework, with specifically sign-posted tasks and activities rooted in the mastery approach.

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