



Level 2

# Quantity and Number

*SAMPLE!*

STUDENT  
WORKSHEETS

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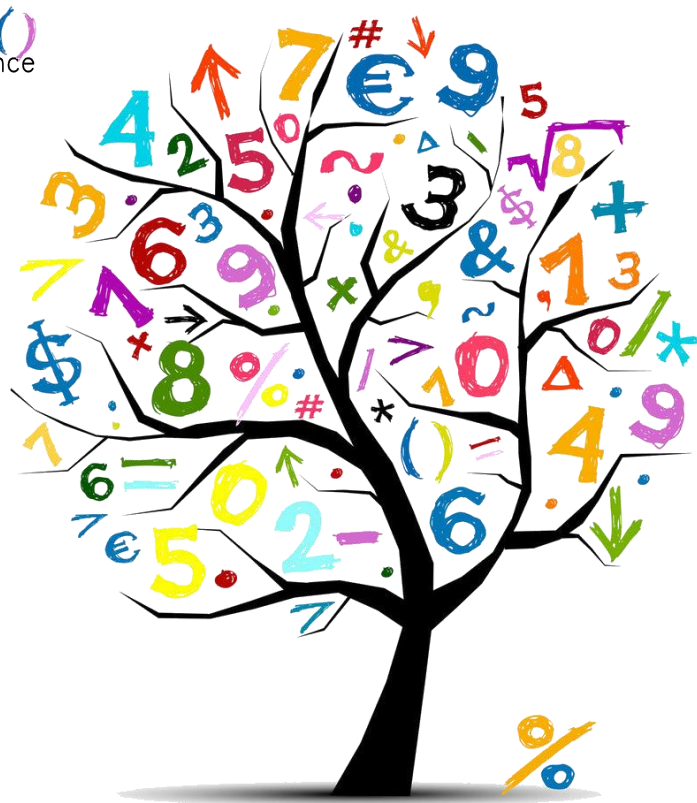
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RECOGNISING  
NUMBERS &  
PLACE VALUE



# Assessment Brief 1

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Course: Quantity and Number  
Course Code: M2N05  
Assessment: Collection of Work  
Title: **Recognising Numbers and Place Value**  
Weighting: Collection of Work 100%

## Guidelines:

You will be expected to:

1. Recognise numbers up to 100
2. Recognise the relationship between 100 and common large numbers. for example
3. Know place value in relation to units, tens and hundreds.

## Assessment criteria:

- Exercises and tasks must be complete and correct.
- Answers must be legible and logical.
- Recognise the relationship between 100 and large numbers such as 1,000, 100,000, 1 billion.
- Photographic and video evidence may be required.
- Discussions may be recorded.

Submission date:

I confirm that this is my own original work.

Signed:

Date:

22. Listen to the teacher reading. Follow along. Write the numbers.

Helena woke up at **seven** \_\_\_\_\_ o'clock this

morning. She got up and had a shower for **ten**

\_\_\_\_\_ minutes. She got ready for work – she had

to leave the house by **eight** \_\_\_\_\_ o'clock. She

made herself **two** \_\_\_\_\_ slices of toast. She also had a bowl of yoghurt

with **fifteen** \_\_\_\_\_ blueberries. Helena checked her purse – she had

**twenty** \_\_\_\_\_ euro. She picked up her bag, walked out and locked the door

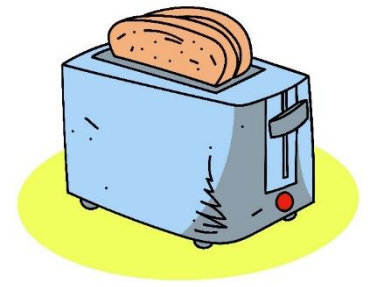
to her apartment – Apartment number **thirty-six** \_\_\_\_\_.

She went down **twenty-five** \_\_\_\_\_ steps and took a **three** \_\_\_\_\_ -minute walk to the

bus stop. She caught the **fifty-five** \_\_\_\_\_ B bus to get to work, which

was about **eleven** \_\_\_\_\_ kilometres away. Helena enjoyed her job as a

secretary at the hospital. She had worked there for **nineteen** \_\_\_\_\_ years.



She usually worked **forty** \_\_\_\_\_ hours per week.

She had a **sixty** \_\_\_\_\_ -minute lunch hour every

day, when she met friends for lunch. Helena was

lost in thought as she looked out of the window.

Suddenly, she was at work. She looked at her watch

– she was **twelve** \_\_\_\_\_ minutes early! She

would have time to enjoy a coffee or **two** \_\_\_\_\_!

# Odd and Even Numbers

1. Read.

**Hint!**

An even number is any number that can be divided exactly by 2. An even number ends with 0, 2, 4, 6 or 8. If it's not an even number, it's called an odd number.

2. Circle the correct answers.

2	36	13	63	51
<input checked="" type="radio"/> Even <input type="radio"/> Odd	<input type="radio"/> Even <input type="radio"/> Odd	<input type="radio"/> Even <input type="radio"/> Odd	<input type="radio"/> Even <input type="radio"/> Odd	<input type="radio"/> Even <input type="radio"/> Odd
1	76	39	11	65
<input type="radio"/> Even <input type="radio"/> Odd	<input type="radio"/> Even <input type="radio"/> Odd	<input type="radio"/> Even <input type="radio"/> Odd	<input type="radio"/> Even <input type="radio"/> Odd	<input type="radio"/> Even <input type="radio"/> Odd
6	57	87	98	14
<input type="radio"/> Even <input type="radio"/> Odd	<input type="radio"/> Even <input type="radio"/> Odd	<input type="radio"/> Even <input type="radio"/> Odd	<input type="radio"/> Even <input type="radio"/> Odd	<input type="radio"/> Even <input type="radio"/> Odd
8	43	76	44	67
<input type="radio"/> Even <input type="radio"/> Odd	<input type="radio"/> Even <input type="radio"/> Odd	<input type="radio"/> Even <input type="radio"/> Odd	<input type="radio"/> Even <input type="radio"/> Odd	<input type="radio"/> Even <input type="radio"/> Odd

3. What is the date today? \_\_\_\_\_

4. Is this an even or odd number? \_\_\_\_\_

5. Circle all the odd numbers.

**68 91 26 43 82 37 14 83 25 54 98 17 69 40 55**  
**70 99 22 81 48 75**

6. Circle all the even numbers.

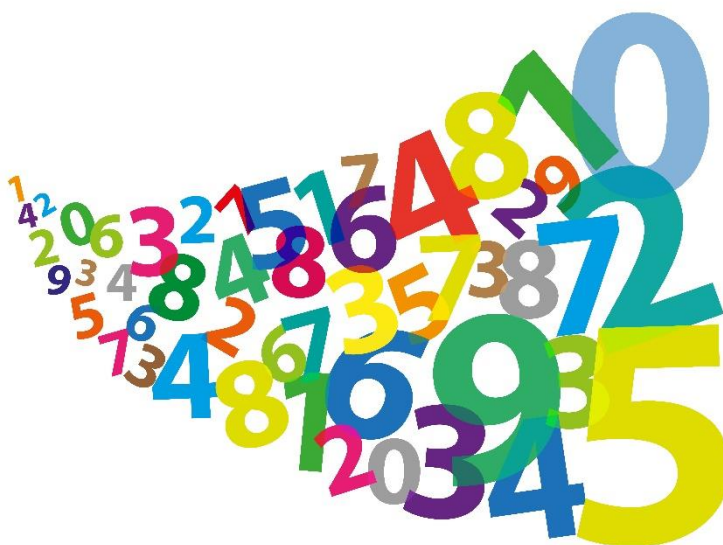
**38 57 14 45 96 29 60 72 31 20 62 44 97 82 10**  
**56 43 87 34 78 95**

7. Choose the greatest even number.

- 14
- 86
- 21
- 93

8. Choose the smallest odd number.

- 71
- 52
- 46
- 39



6. Starting at 1, fill in the missing numbers.

1			4			7			
					16		18	19	20
				25			28		30
31		33			36		38		
				45			48	49	
		53				57			60
61			64					69	
		73		75		77	78		80
	82		84			87			
				95			98		





7. Starting at 1, fill in the missing numbers.

1					6				
				15	16				
	22							29	30
			34	35	36	37	38		
	42	43			46			49	
		53						59	
61		63	64	65	66	67		69	
71			74		76	77	78		
				85					
			94		96	97			

8. Write one vertical pattern.

---

9. What number is added each time?

---

1. Starting at 100, fill in the missing numbers. Hint: Go backwards!

_____	_____	_____	_____	_____
_____	_____	93,	92,	_____
90,	89,	_____	_____	_____
85,	_____	_____	_____	81,
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	69,	_____	_____	_____
_____	64,	_____	62,	_____
_____	_____	_____	_____	_____
55,	_____	_____	52,	_____



**Counting Backwards!**

16. Find 10 more. Work out what 10 more of these numbers are:

**Hint!**

You can use the number chart to help you. 'More' means you must **add!**

$10 \text{ more than } 20 = \underline{\hspace{2cm}}$

$10 \text{ more than } 30 = \underline{\hspace{2cm}}$

$10 \text{ more than } 60 = \underline{\hspace{2cm}}$

$10 \text{ more than } 70 = \underline{\hspace{2cm}}$

$10 \text{ more than } 10 = \underline{\hspace{2cm}}$

$10 \text{ more than } 90 = \underline{\hspace{2cm}}$

$10 \text{ more than } 40 = \underline{\hspace{2cm}}$

$10 \text{ more than } 80 = \underline{\hspace{2cm}}$

17. Work out what 10 more than these numbers are:

$10 \text{ more than } 7 = \underline{\hspace{2cm}}$

$10 \text{ more than } 3 = \underline{\hspace{2cm}}$

$10 \text{ more than } 9 = \underline{\hspace{2cm}}$

$10 \text{ more than } 10 = \underline{\hspace{2cm}}$

$10 \text{ more than } 15 = \underline{\hspace{2cm}}$

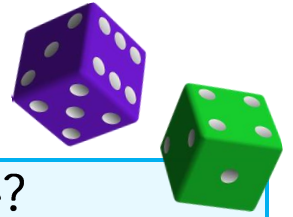
$10 \text{ more than } 25 = \underline{\hspace{2cm}}$

$10 \text{ more than } 37 = \underline{\hspace{2cm}}$

$10 \text{ more than } 59 = \underline{\hspace{2cm}}$



25. Roll 2 dice. Write the number rolled and 10 more.



Number rolled:	10 more?
10	20

26. Draw lines to match these numbers to the number that is 10 more:

10	70	25	84	46
35	20	56	80	94

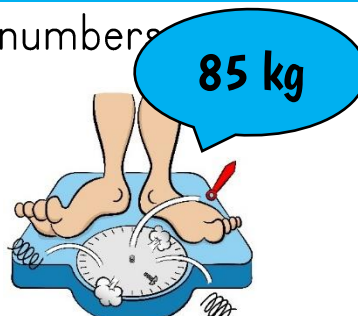
A line is drawn from the number 10 in the first row to the number 20 in the second row.

27. Choose your own 2-digit numbers. Work out 10 less than a number.

Number chosen:	10 less?
25	15

28. Write 10 less than these numbers







31. Complete the sums.

Do your rough work below or on rough paper.

a)  $\underline{\quad} + 97 = 100$

k)  $\underline{\quad} + 18 = 100$

b)  $\underline{\quad} + 83 = 100$

l)  $\underline{\quad} + 42 = 100$

c)  $\underline{\quad} + 59 = 100$

m)  $\underline{\quad} + 35 = 100$

d)  $\underline{\quad} + 67 = 100$

n)  $\underline{\quad} + 70 = 100$

e)  $\underline{\quad} + 77 = 100$

o)  $\underline{\quad} + 23 = 100$

f)  $\underline{\quad} + 2 = 100$

p)  $\underline{\quad} + 27 = 100$

g)  $\underline{\quad} + 73 = 100$

q)  $\underline{\quad} + 86 = 100$

h)  $\underline{\quad} + 24 = 100$

r)  $\underline{\quad} + 74 = 100$

i)  $\underline{\quad} + 78 = 100$

s)  $\underline{\quad} + 81 = 100$

j)  $\underline{\quad} + 34 = 100$

t)  $\underline{\quad} + 100 = 100$

**Rough Work**

# Recognising Numbers

1. Highlight the numbers in the sentences.

- a) He is in Room 24.
- b) There are 3 dogs.
- c) I have 16 books.
- d) She lives at 63 Main Street.
- e) It is 2 o'clock.
- f) The sandwich cost €3.
- g) My doctor is on the 2<sup>nd</sup> floor.
- h) Put it in the oven for 15 minutes.
- i) They want 2 kg of potatoes.
- j) We watch the News on Channel 4.
- k) My grandmother is 83 years old.



2. Match the numbers and words:



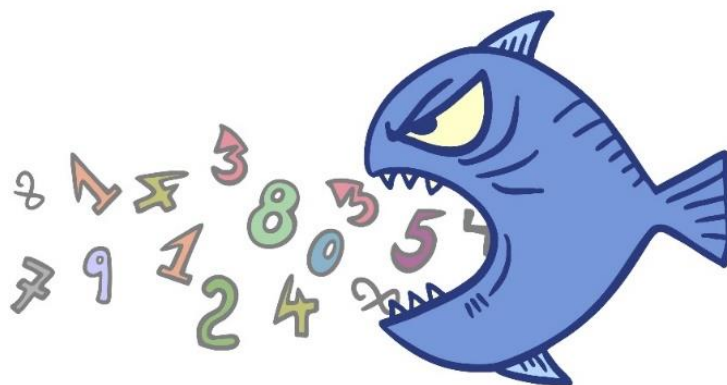
- |                 |     |
|-----------------|-----|
| a) fifty-seven  | 31  |
| b) eighteen     | 6   |
| c) one hundred  | 82  |
| d) seventy-nine | 57  |
| e) six          | 40  |
| f) thirty-one   | 18  |
| g) eighty-two   | 100 |
| h) forty        | 79  |

Talk about the numbers you see below.





9. Answer the questions with numbers.
- a) What are the first two numbers of your mobile phone number? \_\_\_\_\_
  - b) What is the date today? \_\_\_\_\_
  - c) What page number is this? \_\_\_\_\_
  - d) How many days are in this month? \_\_\_\_\_
  - e) What year is it? \_\_\_\_\_
  - f) How many students are in your classroom? \_\_\_\_\_
  - g) How many steps does it take from you to walk outside from your classroom? \_\_\_\_\_
  - h) What is your post code? \_\_\_\_\_
  - i) In which year were you born? \_\_\_\_\_
  - j) How many chairs are there in your classroom?  
\_\_\_\_\_
  - k) How many cups of coffee do you drink every day?  
\_\_\_\_\_
  - l) How many times a week do you work on this course?  
\_\_\_\_\_



Describe and extend the number sequences. Write the rules.

4	5	6						12
---	---	---	--	--	--	--	--	----

The rule is: \_\_\_\_\_

15	20			35				55
----	----	--	--	----	--	--	--	----

The rule is: \_\_\_\_\_

6	8			14	16			
---	---	--	--	----	----	--	--	--

The rule is: \_\_\_\_\_

9	12	15					30	
---	----	----	--	--	--	--	----	--

The rule is: \_\_\_\_\_

27	24	21			12			
----	----	----	--	--	----	--	--	--

The rule is: \_\_\_\_\_

20	30	40						100
----	----	----	--	--	--	--	--	-----

The rule is: \_\_\_\_\_

20	19	18				14		
----	----	----	--	--	--	----	--	--

The rule is: \_\_\_\_\_

2. Write the numbers that are in each sentence.

**4, 2, 7, 100, 2, 10, 100, 24, 12, 3**

a) The building is older than a **century**.

century = \_\_\_\_\_ years

b) I bought a **dozen** rolls for the barbecue.

dozen rolls = \_\_\_\_\_ rolls

c) I left my **pair** of boots at the door.

pair of boots = \_\_\_\_\_ boots



d) It has been a **decade** since I was on holiday.

decade = \_\_\_\_\_ years

e) The **trio** of friends went to the beach.

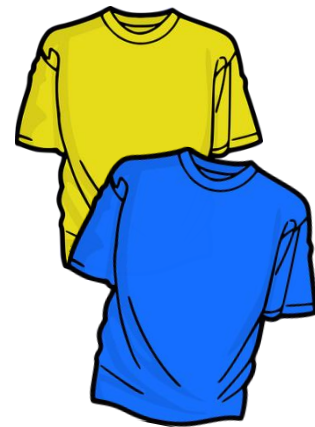
trio of friends = \_\_\_\_\_ friends

f) I have been tired all **day**.

day = \_\_\_\_\_ hours

g) I bought a **couple** of shirts at the shop.

couple of shirts = \_\_\_\_\_ shirts



h) I am going to exercise every day of the **week**.

a week = \_\_\_\_\_ days

i) My favourite **season** is winter.

year = \_\_\_\_\_ seasons

j) This chocolate costs **one euro**.

One euro = \_\_\_\_\_ cents



# Numbers in Everyday Life

1. Fill in the cheque.

- Write today's date
- Make the cheque out to The Superstore
- Amount: €84.00
- Sign your name



The Bank The High Street	<b>The Bank</b>	Sort Code 40 24 32
Pay: _____		Date _____
_____ _____ _____	Account Payee	€ <input style="width: 100px; height: 20px;" type="text"/>
Cheque Number 002319	Sort Code 40 24 32	Account Number 16593124 08

2. Write the numbers.

a) The Bank Sort Code:

\_\_\_\_\_

b) The Cheque Number:

c) The Bank Account Number:

\_\_\_\_\_

3. Write your own numbers.

- a) Sheila lives at \_\_\_\_\_ Church Street.
- b) I bought \_\_\_\_\_ litres of milk at the shop.
- c) The party is on the \_\_\_\_\_ June.
- d) You bought \_\_\_\_\_ kilograms of potatoes.
- e) The news is on at \_\_\_\_\_ o'clock.
- f) He paid \_\_\_\_\_ euro for the movie ticket.
- g) There are \_\_\_\_\_ days in a week.
- h) It is \_\_\_\_\_ kilometres from here to the city.
- i) My thumb is \_\_\_\_\_ centimetres long.
- j) They each had \_\_\_\_\_ pint of lager in the pub.
- k) Today it is \_\_\_\_\_ degrees Celsius.
- l) She drinks \_\_\_\_\_ litres of water every day.
- m) There are \_\_\_\_\_ hours in a day.
- n) He came \_\_\_\_\_ in the race.
- o) I paid \_\_\_\_\_ euro for the meal.



9. Read the flyer. What do the numbers stand for? The first one is done for you.

GALWAY BAY  
**Haunted Tour**  
WALKING TOUR OF HAUNTED BUILDINGS  
& GRAVEYARDS

Starts  
9 pm

Not for the  
faint-hearted!

Max  
10  
people

18+

20 euro  
pp

TO BOOK: Call 0349892347

Tours last about 3 hours. There is moderate physical activity. All participants must be over 18. Bring drinks and snacks if you wish. The last stop is a haunted pub.

- a) 10 **people**
- b) 18+ \_\_\_\_\_
- c) 9 \_\_\_\_\_
- d) 0349892347 \_\_\_\_\_
- e) 3 \_\_\_\_\_
- f) 20 \_\_\_\_\_



3. Look in the number column.

Tens Units  
 ↓ ↓  
**1 3**

Say the number.

How many tens and units is it made up of?



Number	Tens	Units
23	<b>20</b>	<b>3</b>
44		
92		
56		
80		
17		
38		
10		
69		
3		

4. Write what each underlined digit is worth. Two have been done for you:

17   

22   

24   

28   

63   

54   

39   

47   

10   

15   

14   

25   

5. Separate these numbers into tens and units. The first one has been done for you:

a) 32 = **30 + 2**

b) 17 = \_\_\_\_\_

c) 2 = \_\_\_\_\_

d) 13 = \_\_\_\_\_

e) 39 = \_\_\_\_\_



6. Write how many tens and units are in each number. One has been done for you:

a) 41 = **4 tens and 1 unit**

b) 67 = \_\_\_\_\_

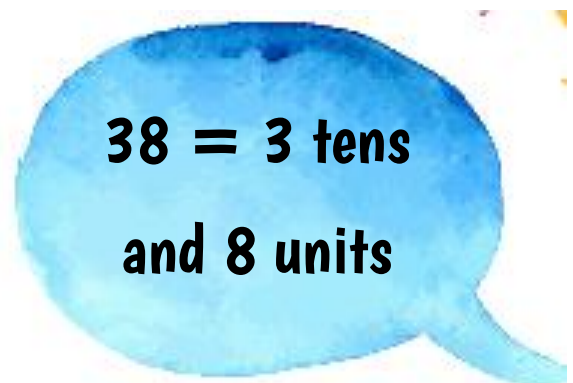
c) 76 = \_\_\_\_\_

d) 14 = \_\_\_\_\_

e) 90 = \_\_\_\_\_

f) 54 = \_\_\_\_\_

g) 10 = \_\_\_\_\_



7. Work out what the correct number is. The first one has been done for you:

a) 4 tens and 3 units = **43**

b) 5 tens and 0 units = \_\_\_\_\_

c) 1 ten and 5 units = \_\_\_\_\_

d) 9 tens and 4 units = \_\_\_\_\_

e) 8 tens and 1 unit = \_\_\_\_\_

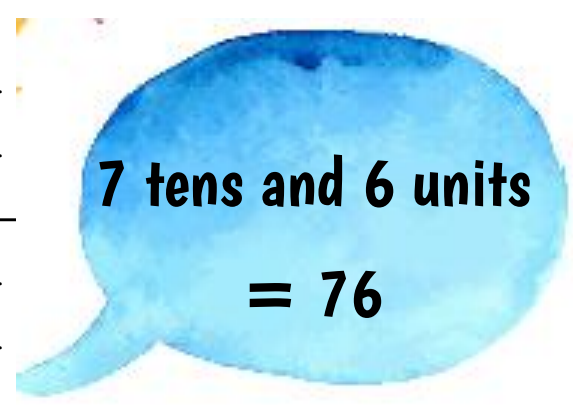
f) 6 tens and 8 units = \_\_\_\_\_

g) 2 tens and 7 units = \_\_\_\_\_

h) 3 tens and 2 units = \_\_\_\_\_

i) 4 tens and 0 units = \_\_\_\_\_

j) 0 tens and 9 units = \_\_\_\_\_



Answer the questions.

a) The students go for a meal at the café. Between them, they have a €10-note, a €5-note, a €2 coin and a €1 coin. Their bill comes up to €16.00. Do they have enough money?

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b) I have a €20-note and a €5-note. I spend €25 on a jumper. How much money do I have left?

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c) Tick notes or coins to make €7.50.



5. Make these amounts. Tick the coins in each row.



# Big Numbers

I. Read.

**Hint!**

If numbers are rounded:

Two zeros after a number is hundreds

Example: 400 = four **hundred**

Three zeros after a number is thousands

Example: 7,000 = seven **thousand**

Six zeros after a number is millions

Example: 2,000,000 = two **million**



2. Read the big numbers.

- a) 5,000
- b) 800
- c) 3,000,000
- d) 200
- e) 1,000
- f) 9,000,000
- g) 6,000



18. Look at the advert below.

a) How much money can you win? Write using a number.

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b) When is the next draw?

---

c) Write the six winning numbers in the advert.

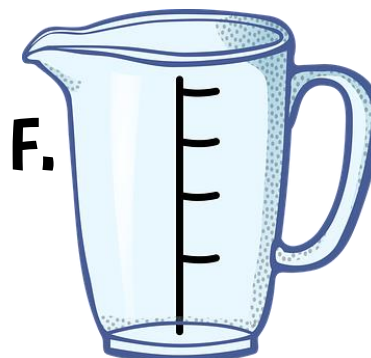
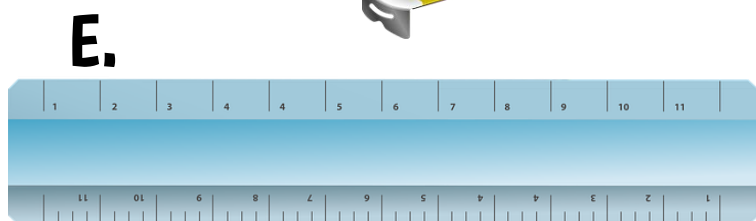
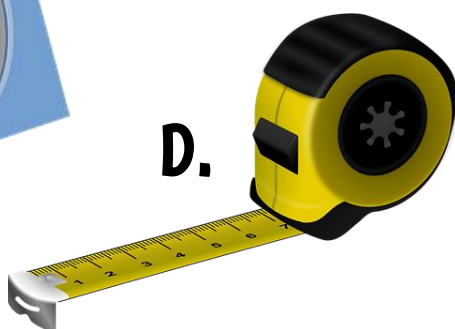
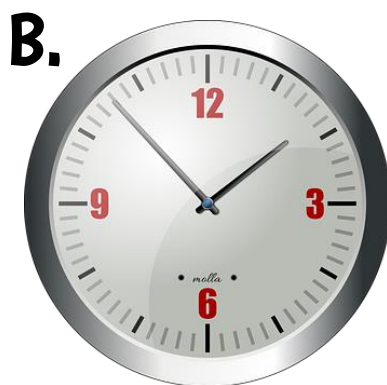
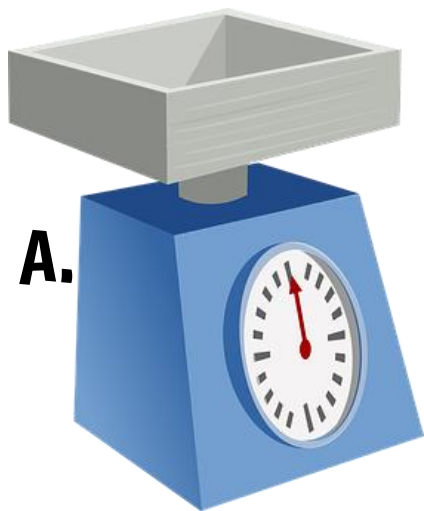
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d) If you were choosing 6 numbers for the lottery, what would they be?

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2. What measuring instrument would you use? Write the letters.



- You want to measure the length of the living room. \_\_\_\_\_
- You want to measure some flour to bake bread. \_\_\_\_\_
- You want to know the time. \_\_\_\_\_
- You want to measure half a litre of milk. \_\_\_\_\_
- You want to measure the length of your thumb. \_\_\_\_\_
- You want to measure the temperature outside. \_\_\_\_\_

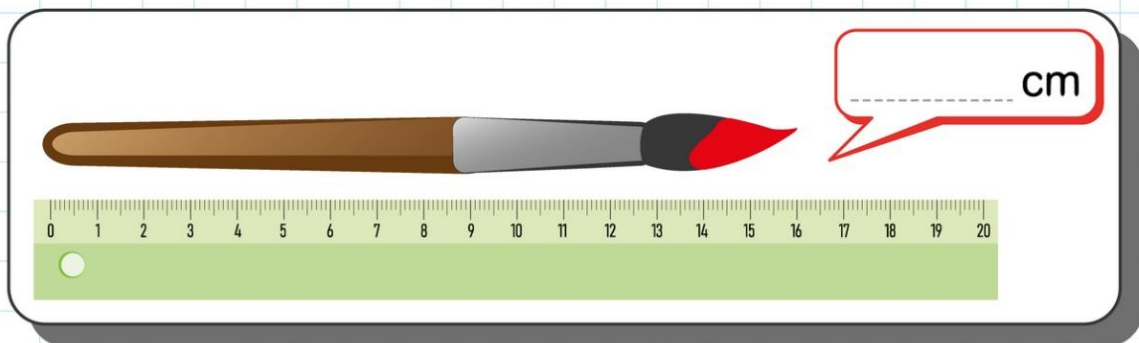
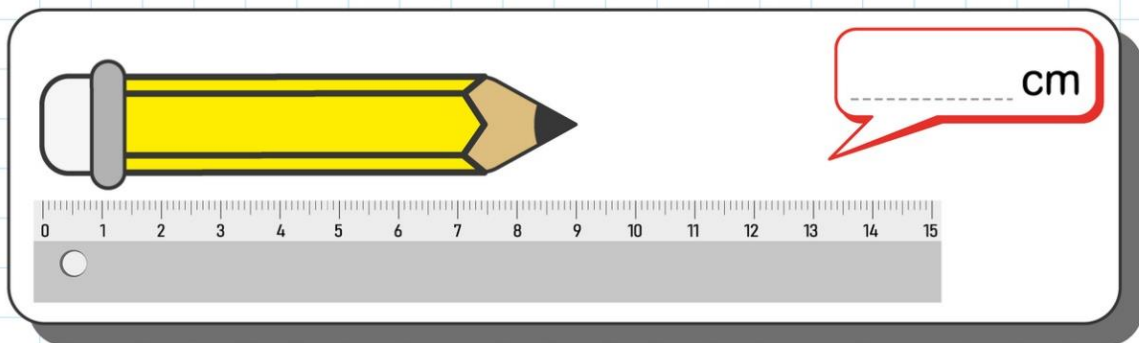
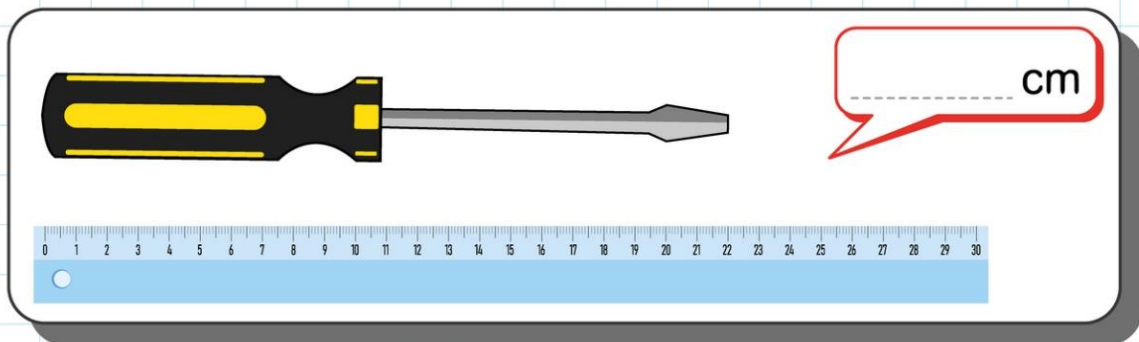
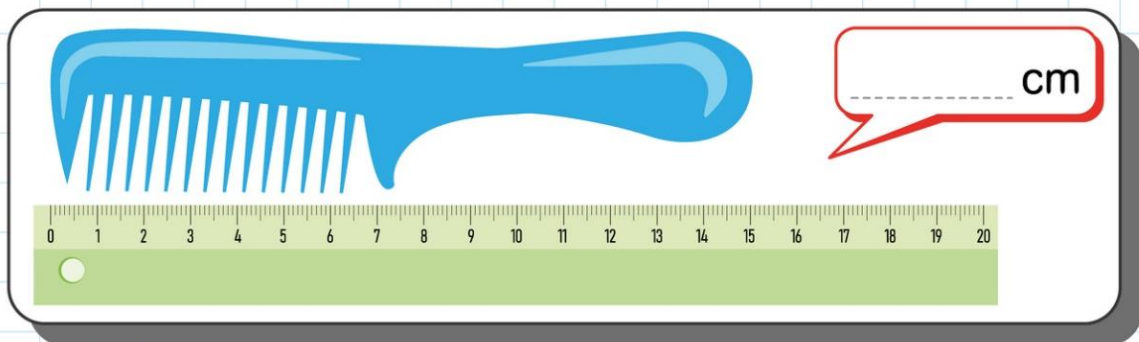
3. Complete the sentences using these words.

**ml, km, litres, scale, cm, g, minutes, metres**

- a) Tom walked three \_\_\_\_\_ this morning.
- b) Helena ate 100 \_\_\_\_\_ of nuts.
- c) I jumped on the \_\_\_\_\_ to weigh myself.
- d) The window was 2 \_\_\_\_\_ wide.
- e) When she goes running, she takes a 500  
\_\_\_\_\_ bottle of water.
- f) There are only ten \_\_\_\_\_ left of this  
lesson.
- g) John's ruler is 30 \_\_\_\_\_ long.
- h) Please buy 2 \_\_\_\_\_ of milk at the shop.



3. Measure these everyday objects and write the answers in centimetres.





3. Tick the more likely answers.



a) Molly poured \_\_\_\_\_ milk for her cereal.

100 litres

100 millilitres

b) Tim squeezed oranges and made \_\_\_\_\_ of orange juice.

60 millilitres

60 litres



c) Frank watered the plant with \_\_\_\_\_ of water.

250 millilitres

250 litres



d) Lorraine used \_\_\_\_\_ of paint to paint her bedroom.

10 litres

10 millilitres

e) My new bottle of shampoo has almost \_\_\_\_\_ of shampoo.

1 litre

1 millilitre

f) The can of juice has about \_\_\_\_\_ of juice.

300 litres

millilitres



8. Complete the addition puzzles.

2	+	4	=	
+		+		+
3	+	5	=	
=		=		=
	+		=	

4	+	5	=	
+		+		+
2	+	1	=	
=		=		=
	+		=	

4	+	5	=	
+		+		+
2	+	5	=	
=		=		=
	+		=	

2	+	3	=	
+		+		+
2	+	3	=	
=		=		=
	+		=	

5	+	2	=	
+		+		+
1	+	2	=	
=		=		=
	+		=	

1	+	5	=	
+		+		+
5	+	4	=	
=		=		=
	+		=	

9. Write the number sentence and the answer for each:

a) Sue has two movie tickets. Mike has five movie tickets.  
How many tickets do they have altogether?

---

---

b) Mollie ate four pieces of pizza and Sara ate three pieces.  
How many pieces of pizza did they eat in total?

---

---



c) Stephen put eight sausages on the barbecue. Then he added four more. How many sausages did he put on the barbecue?

---

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d) I have five trees in my garden. I want to increase the number by ten. How many trees will I have in my garden then?

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e) One fruit bowl has six bananas. The other fruit bowl has four pears. What is the sum of fruit in both bowls?

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l. Add three numbers.

**Hint!**

It does not matter which order you use to add numbers.

Example:  $2 + 3 + 4 = 9$  and  $4 + 3 + 2 = 9$

- a)  $12 + 2 + 8 =$  \_\_\_\_\_
- b)  $9 + 18 + 7 =$  \_\_\_\_\_
- c)  $9 + 0 + 46 =$  \_\_\_\_\_
- d)  $22 + 7 + 3 =$  \_\_\_\_\_
- e)  $61 + 8 + 9 =$  \_\_\_\_\_
- f)  $6 + 32 + 12 =$  \_\_\_\_\_
- g)  $5 + 11 + 3 =$  \_\_\_\_\_
- h)  $43 + 4 + 6 =$  \_\_\_\_\_
- i)  $4 + 57 + 7 =$  \_\_\_\_\_
- j)  $8 + 45 + 9 =$  \_\_\_\_\_
- k)  $6 + 26 + 8 =$  \_\_\_\_\_
- l)  $8 + 4 + 50 =$  \_\_\_\_\_
- m)  $0 + 13 + 9 =$  \_\_\_\_\_
- n)  $3 + 87 + 0 =$  \_\_\_\_\_
- o)  $2 + 21 + 1 =$  \_\_\_\_\_
- p)  $18 + 20 + 4 =$  \_\_\_\_\_
- q)  $5 + 27 + 8 =$  \_\_\_\_\_
- r)  $1 + 66 + 7 =$  \_\_\_\_\_
- s)  $91 + 1 + 3 =$  \_\_\_\_\_
- t)  $3 + 2 + 18 =$  \_\_\_\_\_

## Rough Work

## Estimation

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Read below. Talk about it with your group or class.

Estimation is a skill for life.

It's like a good, clever guess!

Here are examples of estimating:



- You estimate the cost of the bill when you go out for dinner and drinks
- You estimate which mobile phone plan is the cheapest
- When you are in the shop, you estimate the size of the rug you need for your bedroom
- You estimate how much varnish you need to varnish the patio
- You estimate how long it will take for you to make dinner
- You estimate how much food you will need for the family barbecue

You are not using exact answers here, but answers that are good enough for your life!

So, estimation is finding a number that is close enough to the right answer.

Choose the estimated time unit for each activity.

a) To brush your teeth

- Seconds
- Minutes
- Hours



b) To wave goodbye to a friend

- Seconds
- Minutes
- Hours

c) To fly (in a plane!) from London to Rome

- Seconds
- Minutes
- Hours

d) To listen to a song

- Seconds
- Minutes
- Hours



e) To unlock your front door

- Seconds
- Minutes
- Hours

f) To watch a TV series

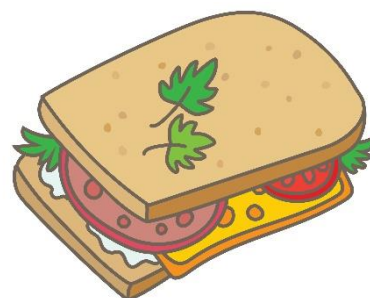
- Seconds
- Minutes
- Hours

g) To write your signature

- Seconds
- Minutes
- Hours

h) To make a cheese sandwich

- Seconds
- Minutes
- Hours



Choose the estimated time unit for each activity.

a) To spend time at the zoo

- about 5 seconds
- about 20 minutes
- about 4 hours

b) To wash your hands

- about 8 seconds
- about a minute
- about 12 hours

c) To do a load of washing

- about 36 seconds
- about 50 minutes
- about 19 hours

d) To take a selfie

- about 10 seconds
- about 6 minutes
- about an hour

e) To switch on a light

- about 2 seconds
- about 10 minutes
- about 3 hours

f) To water a plant

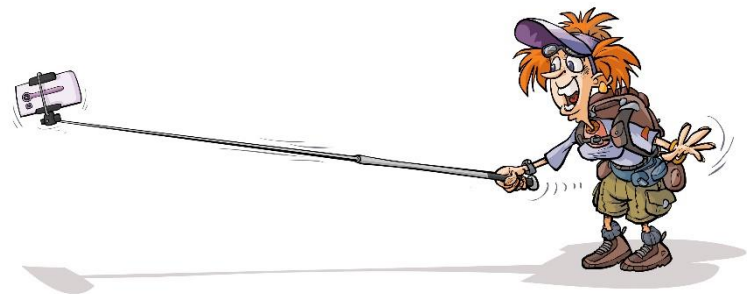
- about 5 seconds
- about a minute
- about an hour

g) To fry an egg

- about 29 seconds
- about 2 minutes
- about 20 hours

h) To run a bubble bath

- about 5 seconds
- about 10 minutes



## Mapping of Learning Outcomes

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1. Recognise numbers up to 100 Pages 8 to 26 (number revision – writing numbers, counting), Pages 27 to 29 (odd and even numbers), Pages 30 to 43 (using the hundred number chart), Pages 48 to 56 (recognising numbers in everyday life and recognising numbers in words), Pages 57 to 65 (number sequences), Pages 66 to 68 (number grouping), Pages 69 to 76 (everyday life numbers), Pages 93 to 120 (place value/units – measurement)
2. Recognise the relationship between 100 and common large numbers for example 1,000, 100,000, 1 billion Pages 121 to 134 (large numbers, number value)
3. Know place value in relation to units, tens, hundreds Pages 69 to 76 (everyday life numbers), Pages 77 to 87 (place value), Pages 88 to 92 (place value – money), Pages 93 to 120 (place value/units – measurement), Pages 124 to 130 (place value – tens/hundreds/thousands)
4. Add two-digit whole numbers that total less than 100 in the context of an everyday situation Pages 18 to 20 (number revision – number bonds to 10), Pages 23 to 26 (revision – easy addition and subtraction), Pages 38 to 43 (addition and subtraction, using the number chart), Pages 44 to 47 (number bonding to 100), Pages 57 to 65 (number sequences), Pages 88 to 91 (addition – money), Pages 111 and 112 (addition – measurement), Page 116 (addition – capacity), Pages 138 to 146 (revision of easier addition and subtraction), Pages 147 to 166 (addition words and sums), Pages 181 to 193 (addition and subtraction problems)
5. Subtract two-digit whole numbers that require number bonding up to 10 in the context of an everyday situation Pages 18 to 20 (number revision – number bonds to 10), Pages 23 to 26 (revision – easy addition and subtraction), Pages 38 to 43 (addition and subtraction, using the number chart), Pages 44 to 47 (number bonding to 100), Page 90 (subtraction – money), Pages 111 and 112 (subtraction – measurement), Pages 138 to 146 (revision of easier addition and subtraction), Pages



- 167 to 180 (subtraction words and sums), Pages 181 to 193 (addition and subtraction problems)
6. Use the plus, minus and equal signs and operations Pages 18 to 20 (number revision – number bonds to 10), Pages 23 to 26 (revision – easy addition and subtraction), Pages 38 to 43 (addition and subtraction, using the number chart), Pages 44 to 47 (number bonding to 100), Pages 138 to 146 (revision of easier addition and subtraction), Pages 147 to 166 (addition words and sums), Pages 167 to 180 (subtraction words and sums), Pages 181 to 193 (addition and subtraction problems)
  7. Estimate quantities to the nearest value of in broad terms, e.g., to the nearest quantity in 10s or 100s as appropriate Page 92 (estimate cost of items), Page 99 (estimate weight), Pages 114 and 115 (estimate capacity), Page 118 (estimate capacity), Pages 194 to 203 (estimating), Pages 204 to 205 (rounding)