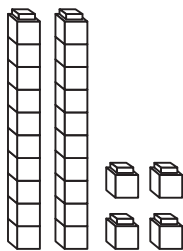


Review Task

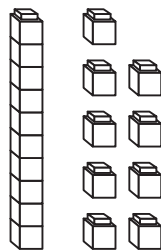
Foundation

Numbers and Patterns:

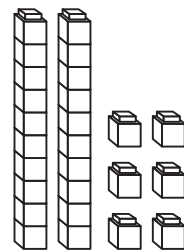
 How many?



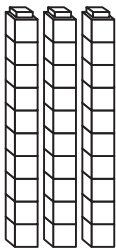
2	4	24
tens	ones	number



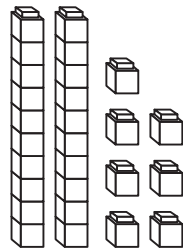
1	9	19
tens	ones	number



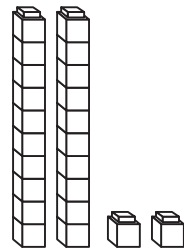
2	6	26
tens	ones	number




3	0	30
tens	ones	number



2	7	27
tens	ones	number



2	2	22
tens	ones	number

 Write 3 numbers that are less than me. Write 3 numbers that are more than me.

less than



more than

Teacher check.

Review Task

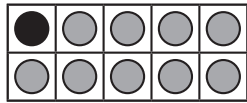
Foundation

Mathletics

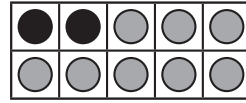
Operations with Number:



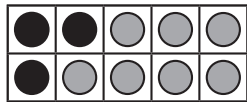
Colour more dots to make 10. Finish the number facts.



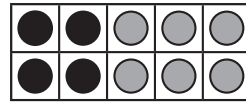
1 and **9** is **10**



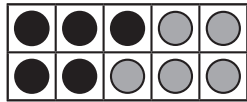
2 and **8** is **10**



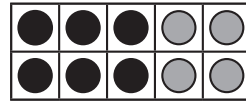
3 and **7** is **10**



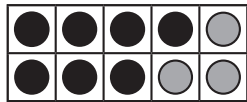
4 and **6** is **10**



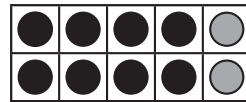
5 and **5** is **10**



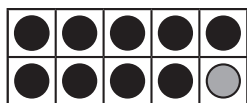
6 and **4** is **10**



7 and **3** is **10**



8 and **2** is **10**



9 and **1** is **10**

Review Task

Foundation

Mathletics

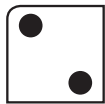



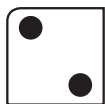

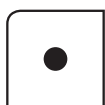

Operations with Number:

When we join 2 groups together, we **add** them. Another word for this is **plus**.

 $1 \text{ add } 6 \text{ is } 7$



How many? Add the dots.

		<input type="text" value="2"/>	add	<input type="text" value="4"/>	is	<input type="text" value="6"/>
		<input type="text" value="3"/>	add	<input type="text" value="5"/>	is	<input type="text" value="8"/>
		<input type="text" value="2"/>	add	<input type="text" value="6"/>	is	<input type="text" value="8"/>
		<input type="text" value="1"/>	add	<input type="text" value="8"/>	is	<input type="text" value="9"/>

Review Task

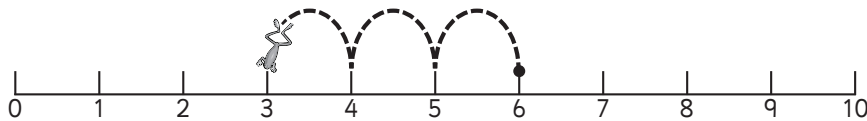
Foundation

Mathletics

Operations with Number:

We can jump along number lines to help us count back.

What is 3 less than 6? We start at **6** and take **3** jumps back.

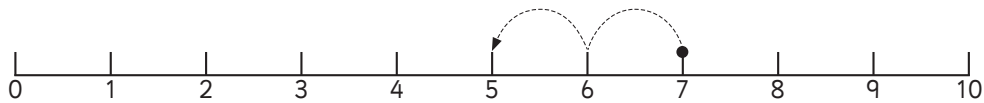


3 less than **6** is **3**



Jump back along the number lines.

Finish the number facts and say them out loud.



Take **2** jumps back.

2 less than **7** is **5**



Take **1** jump back.

1 less than **9** is **8**



Take **2** jumps back.

2 less than **4** is **2**




Take **1** jump back.

1 less than **3** is **2**

Review Task

Foundation

Space and Shape:

 How many of each shape are there?



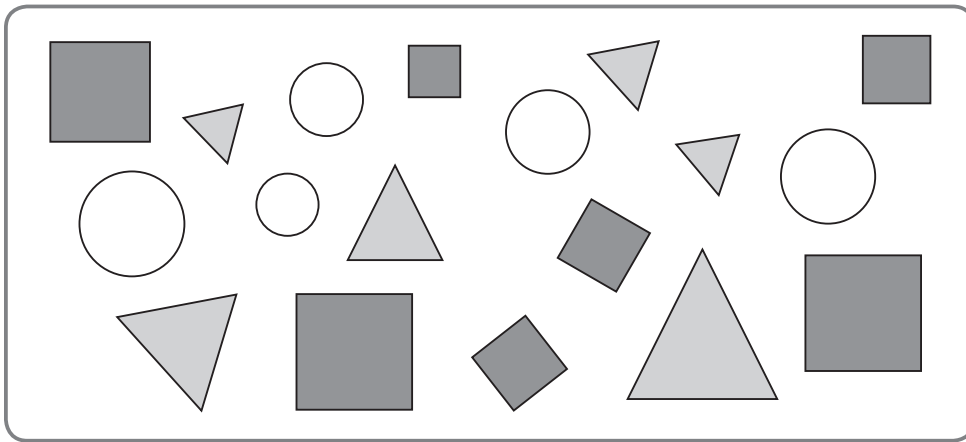
5



6



7

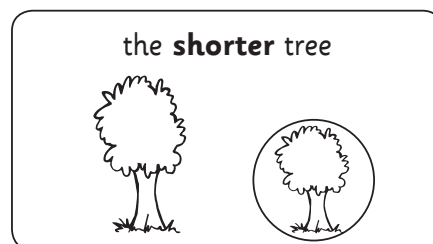
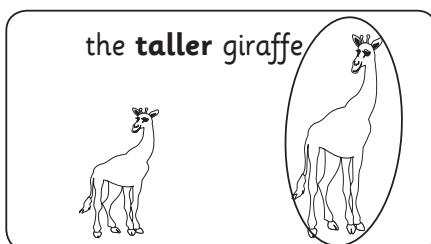
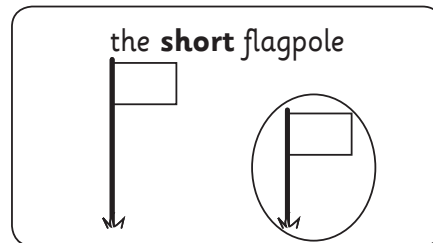
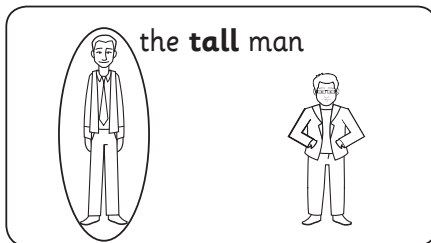


Measurement:

When something is standing up, we usually call its length '**height**'.
It's still length, it's just a different word for it.
We use words like **tall** and **short** to describe height.



Colour.



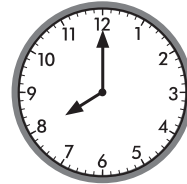
Review Task


Foundation

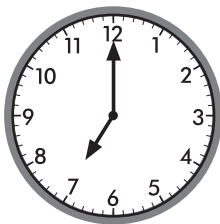
Mathletics

Time, Money, Data:

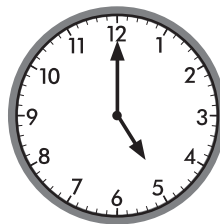
Look at this clock.
The minute (big) hand points to the 12.
The hour (little) hand points to the 8.
This tells us the time is **8 o'clock**.



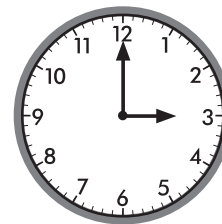
 What's the time, Mr Wolf?



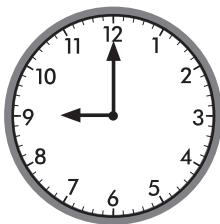
7 o'clock



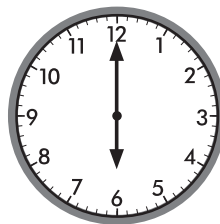
5 o'clock



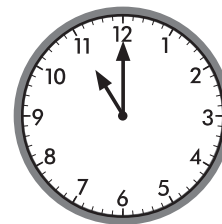
3 o'clock



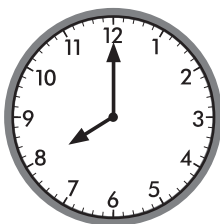
9 o'clock



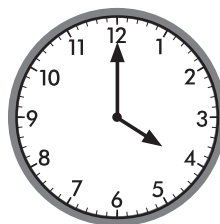
6 o'clock



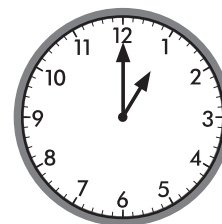
11 o'clock



8 o'clock



4 o'clock



1 o'clock