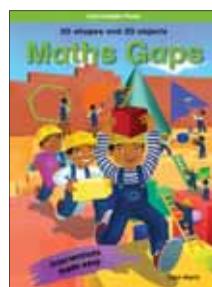
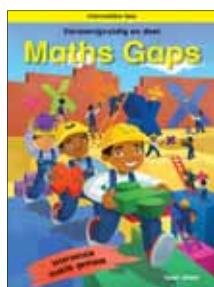
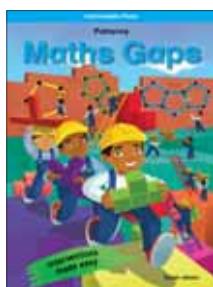
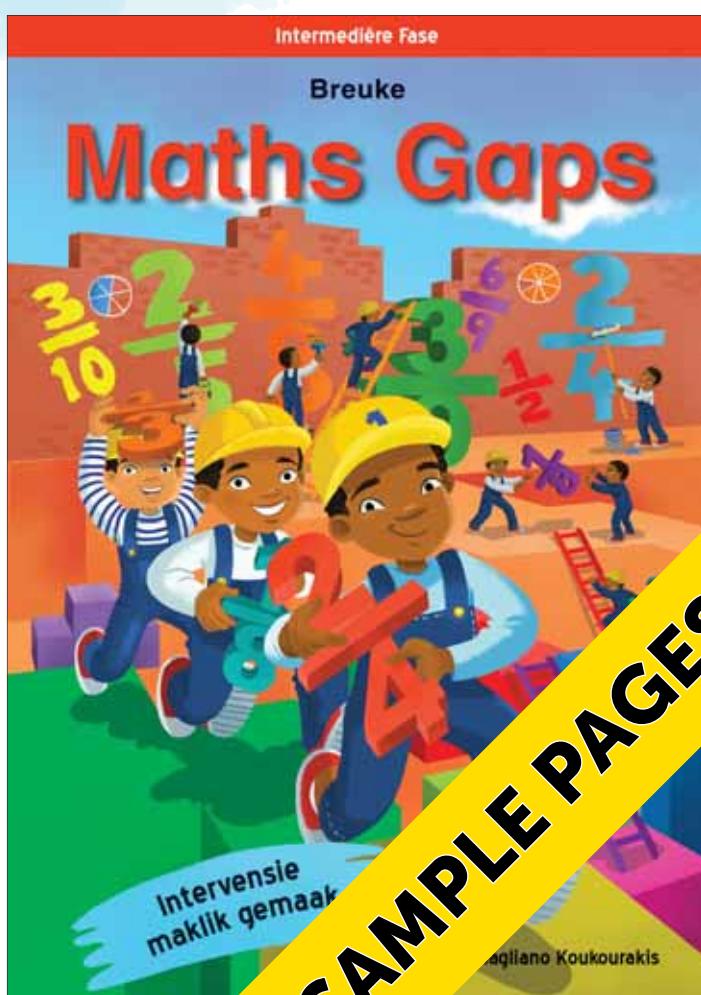
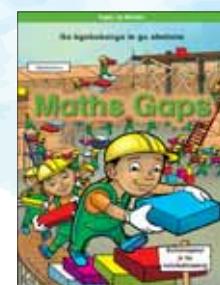
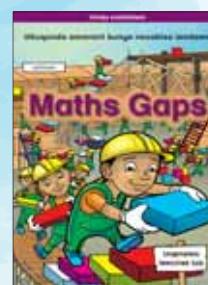
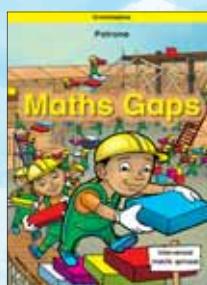
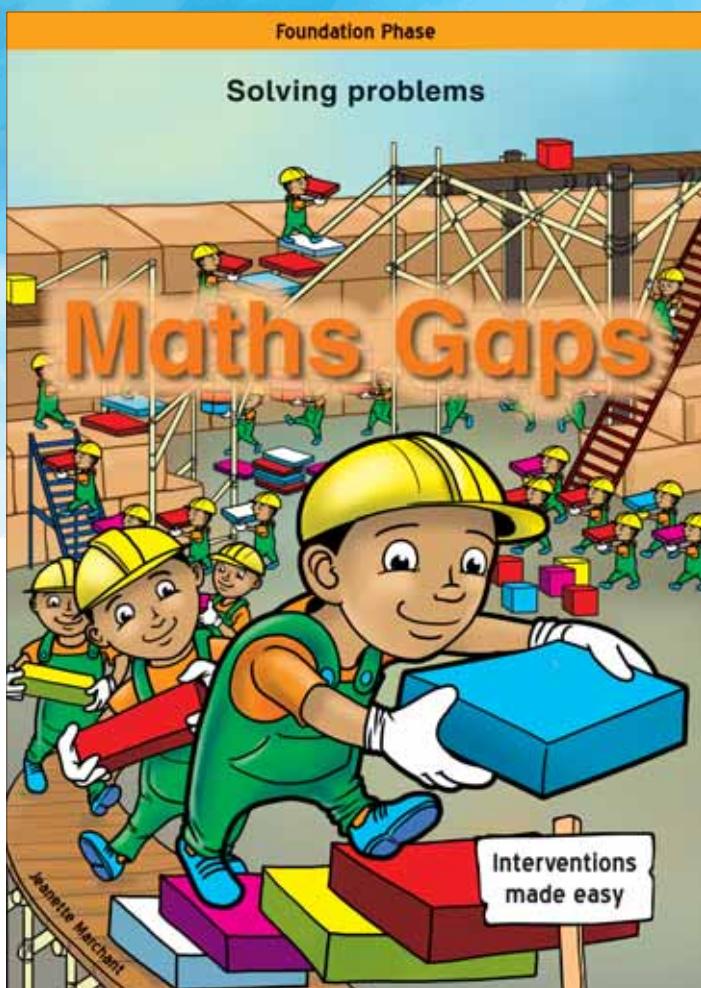




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Maths Gaps

Foundation Phase & Intermediate Phase Intervention Programmes



SAMPLE PAGES

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**ADVANCING
LEARNING**

AT A GLANCE

Foundation Phase

Languages and topics

ENGLISH	AFRIKAANS	ISINDEBELE	ISIXHOSA
Understanding numbers and place value Addition and subtraction Grouping and sharing Fractions Patterns Measurement Time Solving problems	Verstaan getalle en plekwaarde Optel en aftrek Groepeer en deel Breuke Patrone Meting Tyd Los probleme op	Ukuzwisisa iinomboro nobungako besikhala Ukuhlanganisa nokukhupha Ukuhlela ngeenqhema nokwaba Amacezu Amaphethini Isilinganiso Isikhathi Kurarulula iimbalo	Ukuqonda amanani kunye nexabiso lendawo Ukudibanisa nokuthabatha Ukuhlela ngokwamaqela nokwahluelana Amaqhezu Iipateni Umlinganiselo Ixesha Ukusombulula iingxaki
ISIZULU	SEPEDI	SESOTHO	SETSWANA
Ukuqonda izinombolo kanye nobungako benani lezinombolo Ukuhlanganisa nokususa Ukwakha amaqoqo nokwabelana Amaqhezu Amaphethini Ukukala Isikhathi Ukuxazulula izinkinga	Go kwešiša dinomoro le dikemapalo Tlhakantšho le ntšho Go hlopha le go abaganya Dipalophatlo Dipaterone Tekantšho Nako Go rarolla marara	Ho utlwisia dinomoro le tulo ya boleng Ho kopanya le ho tlosa Ho hlophisa le ho aba Dikoto Dipaterone Mometho Nako Ho rarolla mathata	Go tlhaloganya dipalo le boemo jwa bolengpaloo Tlhakanyo le tloso Go kgobokanya le go abelana Dipalophatlo Dipaterone Tekanyo Nako Go rarabolola ditharaano
SISWATI	TSHIVENDA	XITSONGA	
Kuvisisa tinombolo nebungako betinombolo Kuhlanganisa nekukhipha Kwakha tincumbi nekwabelana Tincetu Emaphethini Kulinganisa Sikhatsi Kusombulula tinkinga	U pfesesa nomboro na vhuimo hadzo U tanganya na u tusa U vhumba zwigwada na u kovha Furakisheni Phatheni Muelo Tshifhinga Tandulula mbalo	Ntwisiso wa tinomboro na xiyimela-nkoka Nhlanganiso na nsuso Ntlawahato na Nkavelo Tifurakixini Tipheteni Mpimo Nkarhi Maololoxele ya swirhalanganyi	

Intermediate Phase

Languages and topics

ENGLISH	AFRIKAANS
Fractions Multiply and divide Solving problems Patterns 2D Shapes and 3D Objects	Breuke Vermenigvuldig en deel Los probleme op Patrone 2D vorms en 3D voorwerpe

OVERVIEW

The importance of maths in the early grades

The early grades provide the foundation that children need to succeed in maths, not only in primary school but also beyond. It is therefore very important to identify any maths learning gaps not mastered in the early grades.

What is a maths learning gap?

A maths learning gap refers to any maths skill that a learner should have mastered previously, but didn't.

Why are maths learning gaps a problem?

Maths skills build upon each other. Without mastering a specific skill, advancing in more difficult concepts becomes almost impossible.

These gaps may often lead to anxiety and a negative attitude towards maths.

How do maths learning gaps happen?

To really understand maths, all concepts need to be taught carefully and systematically. It is important that a learner fully understands a concept before moving on to another concept.

This does not always happen. Learners struggle because of the way a concept is taught or because the teaching happens too quickly for learners who have their own specific needs to fully grasp a concept. Not all learners progress at the same rate. Learners may also struggle because physical objects are not used during early mathematical learning. Everyday objects help to improve thinking and reasoning, and give physical evidence for what is otherwise a very abstract subject.

Learners continue to the next school year with the perception that they are all on the same level. Learners already experiencing gaps may go unnoticed in a busy classroom and are often mistakenly thought of as underperforming.

Learning gaps may lead to further problems. The problems will be compounded if these gaps are left until a later stage, as a weakness in one area of maths usually causes difficulties in other areas too.

How can the learning gaps be addressed?

The **Maths Gaps** series was developed to deal with the areas in maths that need extra attention as soon as possible, in order for learners to develop sound mathematical understanding.

The **Maths Gaps** series is very useful for interventions. Interventions re-teach or re-inforce learning that has already taken place in the classroom.

When a learner struggles with maths it is important to find the areas that a learner has trouble with as well as the level where he or she got stuck. Most often, the learner started struggling at a previous level. The **Maths Gaps** series includes three grades in one book per topic to make it easy to go back to a previous level.

The **Maths Gaps** series is an ideal support tool for parents who would like to help their children to lay a solid maths foundation and for strengthening their child's understanding of maths in areas where they are struggling.

Your learner or child can overcome maths learning gaps with these fun, easy-to-use books.

FEATURES OF BOOKS

CAPS CURRICULUM COMPLIANT

The series was written and reviewed by Foundation and Intermediate Phase experts and is compliant with the CAPS curriculum.

SPACES TO WRITE AND DRAW ANSWERS

The **Maths Gaps** books can be used as activity books.

STRUCTURE OF THE BOOKS

They cover content for each grade in the Foundation and Intermediate Phases. The content for each grade is clearly indicated:

Grade 1 –  Grade 2 –  Grade 3 – 
Grade 4 –  Grade 5 –  Grade 6 – 

GUIDANCE FOR TEACHER, PARENT OR CAREGIVER

Each section starts with a focus point that indicates what the main focus for the section is and what is expected from the learner.

EXAMPLES

There are examples in a 'box' to guide learners on what is expected of them in each section.

ACTIVITIES

There are lots of practice activities per section in the form of questions to answer or problems to solve.

ASSESSMENTS

Assessments at the end of each grade and a final end-of-phase assessment are present to ensure that the learner has grasped the tricky learning area/s and addressed the maths gap/s.

ANSWERS

The Answer section at the back of the books serves as a reference to help the teacher/parents, and these model answers serve as guidelines.

WORD LIST

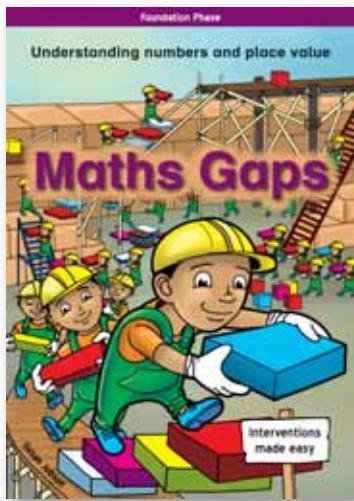
Important mathematical terms that learners need to know and understand as they move to the Intermediate Phase are shown in **bold** throughout the Foundation Phase book. The Word List at the back of the book is for teachers or parents to use in order to help the learners to understand these mathematical terms in other South African languages.

THE USE OF MANIPULATIVES

The use of simple physical objects is very important to support concrete learning. Examples are given in the 'How to use this book' section.

FOUNDATION PHASE

Sample pages from *Understanding numbers and place value*



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Grade 1

Comparing and counting

Although learners may be able to count numbers by rote, this does not show that they understand the concept of the number. At this level, they are still developing number concept. For example: 7 objects grouped closely remain 7 objects if they are laid out in a row; 10 objects are not the same as 11 objects, no matter what objects are used. Prepare for this activity by counting objects such as beans, pencils or stones.

Count and cross out the beans in each group. Are they the same?

yes	no
-----	----

1. Count the spiders. Count the beetles. Are the numbers of spiders and beetles the same?

yes	no
-----	----

2. Count the objects in each group. Are they the same?

yes	no
-----	----

3. Count the stones. Count the counters. Are the numbers of stones and counters **equal**?

yes	no
-----	----

4. Count the flowers. Count the bees. Are the numbers of flowers and bees equal?

yes	no
-----	----

5. Count the blocks in each group. Are they the same?

yes	no
-----	----

6. Count the counters in each group. Are they the same?

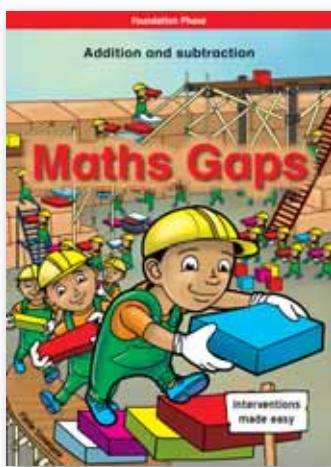
yes	no
-----	----

1

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2

Sample pages from **Addition and subtraction**



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How to use this book	iv
Grade 1	
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Repeated addition and multiplication	51
Using a number line for repeated addition	53
Using a number line for repeated subtraction	55
Solving addition and subtraction word problems	57
Grade 3 assessment	59
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Grade 2

Adding

Learners should be able to add numbers from 0–50 using pictures of different objects and then write the correct number symbol. Learners will also solve word problems by adding the numbers in the word problems and writing the corresponding addition number sentence.

Tumi has 4 marbles and gets 10 more marbles on his birthday. How many marbles does Tumi now have?

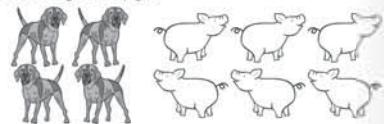


Solution

You write the addition number sentence like this:
 $4 + 10 = 14$

1. Add and write the number sentence.

a) Add 4 dogs and 6 pigs.



Number sentence: _____

b) Add 5 chickens and 2 ducks.



Number sentence: _____

2. Solve these word problems.

a) John has 21 sweets. He buys 9 more sweets. What is his total?



Number sentence: _____

b) Kyla has 11 dolls. She wins 5 more dolls. How many dolls does Kyla have now?



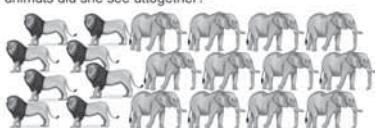
Number sentence: _____

c) Mpho has 20 toy cars. He wins 10 more cars. How many toy cars does Mpho have now?



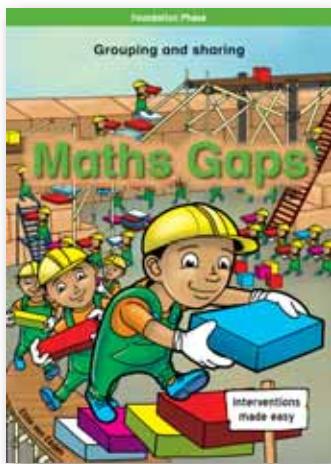
Number sentence: _____

d) Pumi saw 8 lions and 12 elephants at the zoo. How many animals did she see altogether?



Number sentence: _____

Sample pages from **Grouping and sharing**



Contents

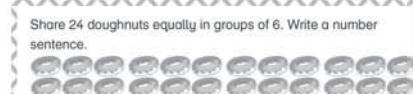
How to use this book	iv
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Using multiplication facts to divide with a remainder	55
Working with relations.....	57
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Grade 3

Grouping and sharing with or without remainders

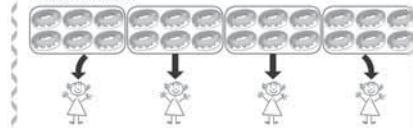
Solving problems with grouping and sharing is all about sharing equally and the number each 'one' will get, or how many equal groups one can make. Now is the time to connect these concepts to see the relationship between them.



Solution

You get 4 groups of 6. Subtract each group of 6 from 24.
 $24 - 6 - 6 - 6 - 6 = 0$

Now share the 24 doughnuts equally between 4 friends. Write a number sentence.



Solution

Each friend gets 6 doughnuts. Subtract each group of 4 from 24.
 $24 - 4 - 4 - 4 - 4 - 4 - 4 = 0$

1. Share 35 ducks equally in 5 groups.



a) How many ducks will there be in each group? _____
 b) Write a number sentence. _____

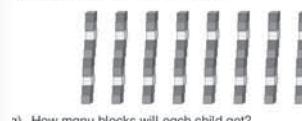
2. Now group the 35 ducks in equal groups of 7.
 a) How many groups will you get? _____
 b) Write a number sentence. _____

3. Share 60 bananas equally in groups of 15.



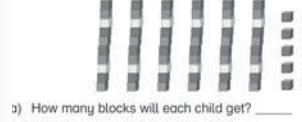
a) How many bananas will there be in one group? _____
 b) Write a number sentence. _____

4. Share 80 blocks between 9 children.



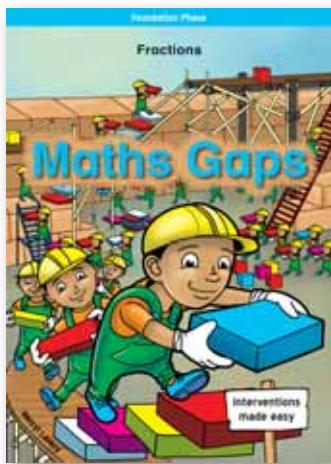
a) How many blocks will each child get? _____
 b) How many blocks will be left over? _____

5. Share 65 blocks between 8 children.



a) How many blocks will each child get? _____
 b) How many blocks will be left over? _____

Sample pages from *Fractions*



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Naming fractions in pictures

Using real-life examples and pictures, ask learners the questions, 'What fraction has been eaten? What fraction has been shaded?' They should understand that each equal part, whether shaded or not, represents the same fraction.

What fraction of each circle has been shaded?



Solution

Each of the circles has been cut into 3 equal parts. Each one of the 3 equal parts is $\frac{1}{3}$.
So, we say '1 third is shaded in each circle'.

1. Andile eats one piece of chocolate.



a) What fraction of the chocolate is shaded? _____
b) What fraction of the chocolate does Andile eat? _____

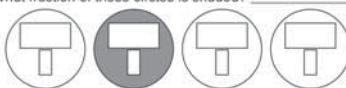
2. What fraction of the circle is shaded? _____



3. The time on this clock is _____ to 2.



4. What fraction of these circles is shaded? _____



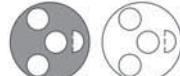
5. What fraction of the circle is shaded? _____



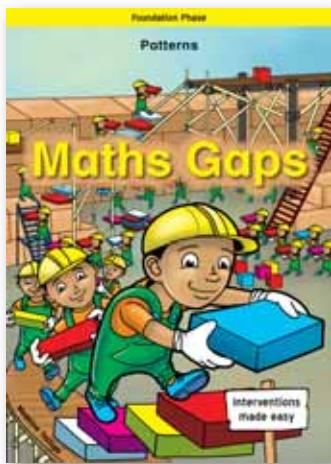
6. The time on this clock is _____ past 11.



7. What fraction of the circles is shaded? _____



Sample pages from *Patterns*



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Counting forwards and backwards in 1s

Focus on copying, extending and describing simple number sequences to at least 100. Learners must be able to copy and extend simple patterns using real objects. They should be able to ~~draw~~, copy, extend and describe number patterns. Make sure learners understand that the numbers increase by 1 when they count forwards and decrease by 1 when they count backwards.



1. How many ? Write the **number**.
The **first** one has been done for you.

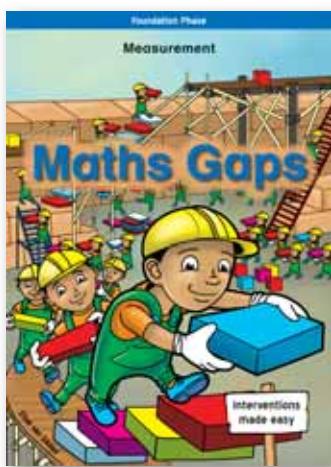


2. What happens to the ☺ pattern each time?

3. Finish the pattern to match the number.
The first three rows are done for you.

4. What happens to the  pattern each time?

Sample pages from **Measurement**



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Estimate, measure, compare and record mass

Learners consolidate their measuring skills by doing informal measuring of mass with non-standard units. If you do not have a balance scale, you can make one using a coat hanger, yoghurt cups (or other small, shallow containers) and string. The balance scale will be pushed down on the side with the heaviest object, and move up on the side with the lightest object. If the scale stays in a horizontal position, the two objects being weighed have the same mass.

Look at the balance scales.

1. This scale shows that the object on the left side is the lightest and the object on the right side is the heaviest. The scale is up on the lightest side.
2. This scale shows that the object on the left side is the heaviest and the object on the right side is the lightest. The scale moves down on the heaviest side.
3. This scale shows that the two objects have the same mass. The scale stays in a horizontal line, which means it is in balance (stays level).



1. Look at the balance scales.

a) Which object is the heaviest? _____

Why do you say so? _____



b) Which object is the lightest?

Why do you say so? _____



matchsticks feather

2. Mrs Rose wants to bake a cake. Look at the balance scales and answer the questions.

a) Which ingredient is the heaviest?

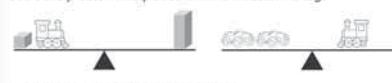
b) Which ingredient is the lightest?



c) Which is heavier, the sugar or the eggs? _____



3. Solve the problem. Help Jaco find the mass of his toys.

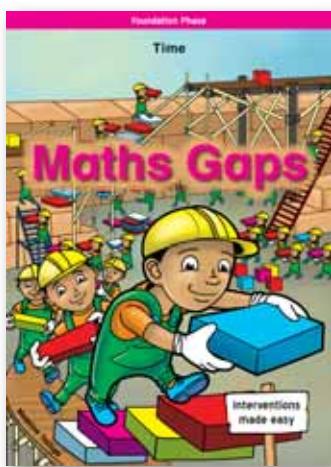


Each wooden block has a mass of 2 kg.

a) What is the weight of the toy train? _____

b) What is the weight of one toy car? _____

Sample pages from *Time*



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Answers	63



Compare lengths of time

The focus of this lesson is on comparing lengths of time using terms such as 'long', 'longer', 'longest' time and 'short', 'shorter', 'shortest' time. Guide the learners, using a variety of real-life examples, on how to compare lengths of time. Some learners will not be able to explain the meaning of the terms but will be able to identify and compare lengths of time. The understanding of the language and concepts will develop throughout the Foundation Phase. Let the learners experience lengths of time, for example by seeing how many jumping jacks they do in two minutes.

1. Tick the activity that will take the **shortest** time.



Washing a car Having a bath Drinking a glass of water

2. Tick the activity that will take the **longest** time.



Eating an apple Sleeping at night Washing an apple

Solution

1. Drinking a glass of water
2. Sleeping at night

1. Tick the activity that will take the longest time. The first one is done for you.

	Packing your school bag	Walking to school.	Writing your name
a)	Counting in fives from 25 to 50 25, 30, 35, 40, 45, 50	 Walking the dishes	 Reading all the books in the library
b)	Washing your hands	 Cooking supper	 Driving from Johannesburg to Durban

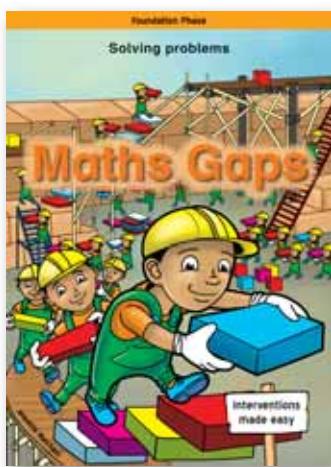
2. Tick the activity that will take the shortest time. The first one is done for you.

	Brushing your teeth	Counting to 10 in twos <input checked="" type="checkbox"/>
a)	Watching a movie	Polishing your shoes
b)	Reading a book	Writing your name

3. How many times can you jump up and down in one minute?



Sample pages from **Solving problems**



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Use doubling and halving to solve problems.....	11
Use number lines to solve addition and subtraction problems.....	13
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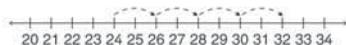


Use number lines to solve addition and subtraction problems

Learners should be familiar with the concept of 'jumping' forwards or backwards along a line to represent addition or subtraction respectively. In Grade 2, the number ranges are higher. Number lines might not always start at 0, and the intervals on the number lines may not always be 1. In the first two terms of Grade 2, learners may still need to use number lines in conjunction with manipulatives to solve problems. This is both normal and acceptable. By Term 3, learners should start using number lines without the support of manipulatives. However, do not pressure learners to stop using manipulatives if they still need it. Grade 2 learners should construct their own number lines and break up the numbers into manageable parts.

Show $24 + 8$ on a number line.

Solution



$$24 + 8 = 32$$

1. Show $48 + 9$ on a number line.



$$48 + 9 = \underline{\hspace{2cm}}$$

2. Show $90 - 12$ on a number line.



$$90 - 12 = \underline{\hspace{2cm}}$$

3. Busi had 76 marbles. She lost 24 marbles. How many marbles does Busi have left? Show the problem on a number line.



Busi has _____ marbles left.

4. Leon reads 27 pages of his book on Saturday and 32 pages on Sunday. How many pages did he read over the weekend? Show the problem on a number line.



Leon read _____ pages of his book over the weekend.

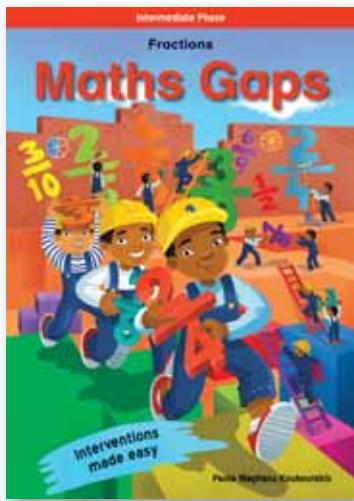
5. The table is 70 centimetres long. How long will two tables be? Show the problem on a number line.



Two tables will be _____ centimetres long.

INTERMEDIATE PHASE

Sample pages from *Fractions*



Contents

How to use this book	iv
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Grade 4

Is it a fraction or a whole number?

In this section, attention will be drawn to the difference between fractions and whole numbers as an introduction to working with fractions. Learners will also represent fractions and whole numbers in diagrammatical form, through shading.

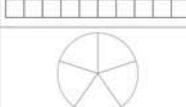
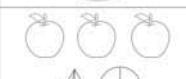


1. How many pizzas do you see?
2. How many **equal** pieces is the pizza cut into?
3. What **fraction** of the pizza is missing?

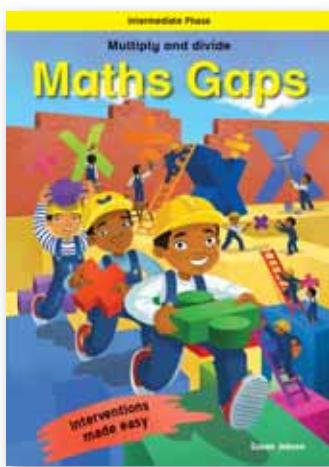
Solution

1. 1 2. 5 3. $\frac{1}{5}$

2. Shade in the correct part or mark off the diagram that shows the given whole number or fraction:

Whole number or fraction	Diagram
$\frac{1}{4}$	
$\frac{2}{8}$	
6	
$\frac{6}{10}$	
one	
3	
$\frac{1}{2}$	

Sample pages from *Multiply and divide*



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Grade 5

Multiples and factors

Grade 5 learners need to develop a proficiency with numbers. Mental mathematics can be used to build up multiplication tables up to 10×10 , and to work with multiples of 10s, 100s and 1 000s. Learners can use these 'multiplication facts' to find multiples and factors of 2-digit numbers.

Use the (\times) multiplication table to multiply the following:

1. 15×7
2. 24×7
3. 250×7

Solution

1. $15 \times 7 = (10 \times 7) + (5 \times 7) = 70 + 35 = 105$
2. $24 \times 7 = (2 \times 10 \times 7) + (4 \times 7) = 2 \times 70 + 28 = 140 + 28 = 168$
3. $250 \times 7 = (200 \times 7) + (50 \times 7) = 1 400 + 350 = 1 750$

1. Use multiples of 5 and 10 to calculate the following:
 - a) $46 \times 10 =$ _____
 - b) $46 \times 5 =$ _____
 - c) $46 \times 15 =$ _____
 - d) $46 \times 105 =$ _____
2. Use multiples of 2 to calculate the following:
 - a) $18 \times 4 =$ _____
 - b) $16 \times 8 =$ _____
 - c) $12 \times 80 =$ _____
 - d) $32 \times 4 =$ _____
3. Use multiples of 3 to calculate the following:
 - a) $9 \times 18 =$ _____
 - b) $4 \times 81 =$ _____
 - c) $90 \times 27 =$ _____
 - d) $15 \times 30 =$ _____

4. Use multiples of 2 and 3 to calculate the following:

- a) $22 \times 6 =$ _____
- b) $45 \times 6 =$ _____
- c) $27 \times 12 =$ _____

5. Use multiplication to calculate the following:

- a) $48 \div 3 =$ _____
- b) $69 \div 3 =$ _____
- c) $420 \div 6 =$ _____
- d) $450 \div 5 =$ _____
- e) $135 \div 5 =$ _____
- f) $425 \div 5 =$ _____

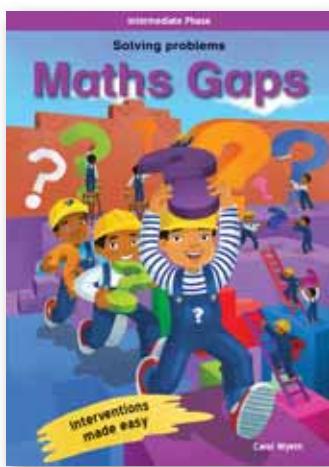
6. Use doubling and halving to complete the number sentence:

- a) $32 \times 4 = 16 \times 4 \times$ _____
- b) $64 \times 12 = 32 \times$ _____
- c) $240 \times 4 =$ _____ $\times 2$
- d) $490 =$ _____ $\times 2$
- e) $64 \div 4 =$ _____ $\div 2$
- f) $128 \div$ _____ $= 256 \div 8$

7. Use $9 = 10 - 1$ to complete the calculations:

- a) $23 \times 9 = 23 \times (10 - 1) = (23 \times 10) - (23 \times 1) = 230 -$ _____
 $=$
 $b) 56 \times 9 = 56 \times (\underline{\hspace{1cm}} - 1) = (56 \times \underline{\hspace{1cm}}) - (56 \times 1) = \underline{\hspace{1cm}} -$
 $=$

Sample pages from **Solving problems**



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Looking for patterns

In this section, learners will work with patterns. Recognising patterns is the essence of the algebra that learners will study in future grades. Patterns can be seen in pictures or numbers. Learners need to be able to draw the next picture in the pattern, or give the next number in the sequence. They can list the information they know and use this to identify the information they need to find. They must then be able to explain their reasoning.

Look at this pattern of shapes.

- What do we call each shape?
- Describe how each new shape is made.
- Draw the next shape.
- What do we call this shape?



Solution

They are all shapes made with straight sides.

Shape 1	Shape 2	Shape 3	Shape 4
Triangle 3 sides	Quadrilateral 4 sides	Pentagon 5 sides	?

Recognise the pattern: each shape has one more side. So the next shape must have six sides. This shape is called a hexagon.



1. Draw the next two pictures in the pattern. Write sentences to explain what you have done.



2. a) How many dots will there be in the fifth shape of this pattern?



b) Explain how you got to your answer for Question 2. a).

3. Look at this number pattern. Fill in the next two numbers. Explain your thinking.

152	135	118		
-----	-----	-----	--	--

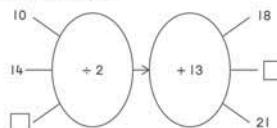
4. A pattern is made as shown in the table that follows.

Fill in the missing numbers in the shaded blocks. Explain how you worked out your answers.

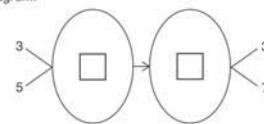
(Note: A number made by multiplying a number by itself is called a square number.)

13 × 13	11 × 11	9 × 9	
169	121	81	

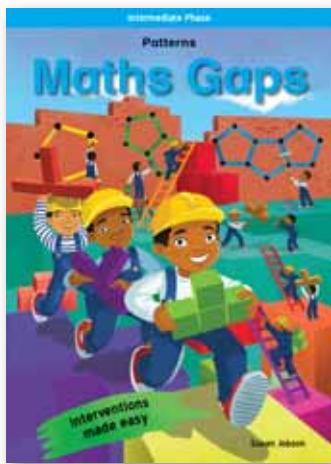
5. Complete this flow diagram.



6. Fill in the correct numbers and operations (+, -, ×, ÷) in this flow diagram.



Sample pages from *Patterns*



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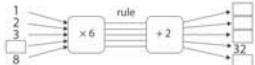
Flow diagrams and tables

Flow diagrams and tables can be used to represent patterns. Flow diagrams use the step numbers of the pattern as the input values, apply a rule and produce the output values. Tables use the step numbers in the top row of the table and apply a rule to find the values in the bottom row. To find missing input values, you can work backwards from the output numbers using the inverse (opposite) number operation.

Complete the table and flow diagram that follow. The rule has two steps.

Rule: $x 6 + 2$

Step number (input)	1	2	3	?	8
Answer (output)	8	?	?	32	?



Solution

For an input of 1, you multiply by 6 and add 2 to get 8.

$$1 \times 6 + 2 = 8 \quad 2 \times 6 + 2 = 14$$

$$3 \times 6 + 2 = 20 \quad 8 \times 6 + 2 = 50$$

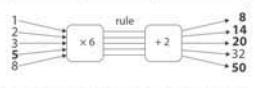
For an output of 32, you work backwards.

$$32 - 2 = 30 \text{ and } 30 \div 6 = 5.$$

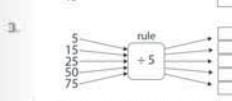
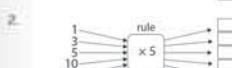
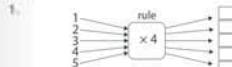
So the input number is 5.

Rule: $x 6 + 2$

Step number (input)	1	2	3	5	8
Answer (output)	8	$2 \times 6 + 2 = 14$	$3 \times 6 + 2 = 20$	$32 - 2 = 30$ and $30 \div 6 = 5$	$8 \times 6 + 2 = 50$



Fill in the missing output numbers in the following flow diagrams.



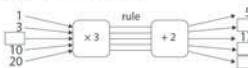
Why are the input numbers for the rule $\times 5$ the same as the output numbers for the rule $\div 5$?

4. Complete the table of values using the Rule $\div 7$:

Step number (input)	7	14	42	
Output		4	10	

5. In Question 4, the rule to get from the step number to the output is $\div 7$. If you move from the output back to the step number, what rule do you need?

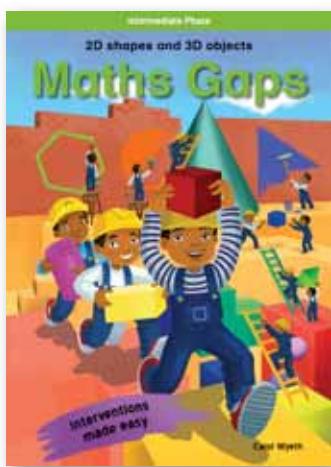
6. The following flow diagram uses two rules with different operations. Complete the flow diagram.



7. Use the flow diagram in Question 6 to complete the number sentences for each input and output.

a) $1 \times 3 + 2 = \underline{\hspace{2cm}}$ b) $3 \times 3 + 2 = \underline{\hspace{2cm}}$
 c) $\underline{\hspace{2cm}} \times 3 + 2 = 17$ d) $10 \times 3 + 2 = \underline{\hspace{2cm}}$
 e) $20 \times 3 + 2 = \underline{\hspace{2cm}}$

Sample pages from **2D shapes and 3D objects**



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Different 3D objects: cones and pyramids

In this section, learners learn about a cone and a pyramid. These two types of 3D objects are different to the objects covered previously. They do not have a top and bottom shape that are the same while standing at right angles to the ground. Collect examples of ice-cream cones and party hats to represent cones and look at examples of pyramids in books.

A **cone** is one of the **three-dimensional** (3D) objects you can see in your environment.



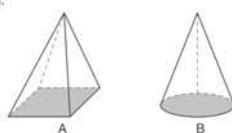
The shape at the bottom of a cone is a circle. There is also a curved surface that wraps around the circle and meets at a point. You can make a cone using a net like the net below.



Pyramids are similar to cones as they also have a 'pointy' part. Pyramids can have different shapes as their bases, but all the other faces are triangles that meet at a point.



1. Look at these pictures of 3D objects and complete the table that follows.



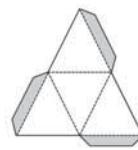
Complete this table:

	Object A	Object B
Shape of base		
Curved or flat faces		
Type of 3D object		

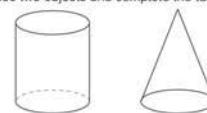
2. a) What type of object will this net make when it is folded and glued together?

b) What is the shape of its base?

c) What shape are the side faces?



3. Compare these two objects and complete the table that follows.



	Object A	Object B
Shape of base		
Curved or flat faces		
Type of 3D object		

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