



Oxford  
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Primary

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# Maths

Student Book



Second edition

OXFORD





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International  
Primary

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## Student Book



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# How to use this book

The Student Book for *Oxford International Primary Maths* forms part of your mathematics lessons for this year. Your teacher will introduce the ideas through whole-class activity, then you will explore them in more depth using this book, before all coming back together to discuss what you have learned.

Find out more at: [www.oxfordprimary.com/international-maths](http://www.oxfordprimary.com/international-maths)

## Structure of the book

This book is divided into 12 units. Each unit covers a different strand of mathematics.

## What you will find in each unit

There are 5 types of lessons:

**Engage** introduces the unit's mathematical ideas.

It tells you what you will learn in the unit and includes the big question.

**Discover** introduces mathematical skills and concepts.

In **Explore** you practise the skills you learned in Discover.

**Connect** helps you make links between the different areas of mathematics in the unit.

In **Review** you show your teacher what you have learned in the unit.

## What you will find in the lessons

Although each lesson is unique, they have common features:

**Discover / Explore** The lesson type tells you whether you are discovering new mathematical concepts or exploring concepts you have already been introduced to.

### Key words

- estimate
- guess

This box gives the key words for the lesson.



### Stretch zone

This challenges you to take your learning further.



In the speech bubbles, you will find useful hints, examples of how to complete a question, or extra questions to get you thinking about the mathematics you are doing.

## Additional features



This shows you where you can practise the key vocabulary, either by writing the words or through a discussion.



This shows you where you can practise your mental maths skills such as your times tables or other key number facts.



This shows you where you need to record your work in a notebook.

### Glossary

Key words are listed in a picture glossary at the end of the book. You can write your own definition for each word.

## Teacher's Guides

The Teacher's Guide that accompanies this book provides lesson notes for each page.

## Practice Book

At the bottom of each page in this book is a link to a Practice Book, where you can get extra practice to do in your lesson or at home.



# 1

# Numbers and counting



How do we use numbers?

## In this unit you will:

- count, read and write numbers to 100
- count in twos, fives and tens
- know and make numbers using objects and pictures
- use words such as equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in words.



## Engage

Which numbers can you see in the classroom?

Which numbers can you see on your way to school?

What is the biggest number you have ever seen?





# 1A Counting objects

## Discover

### Count them!

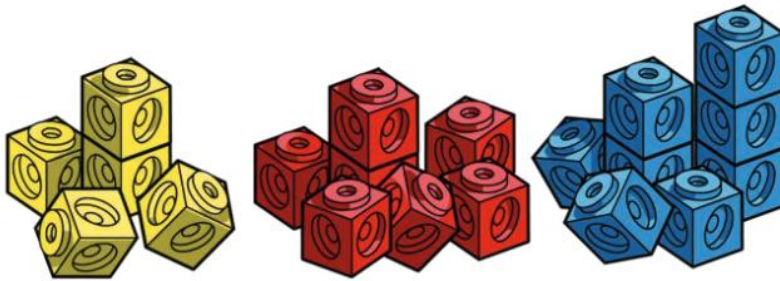
1 Take a handful of cubes.

- Sort the cubes into colours.



### Key words

- count
- more



- Count each pile.

2 Colour one square for each cube.

Blue ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐



Red ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐



Yellow ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐



Touch each cube as you count it.



3 Do the same with a handful of beads.



4 Colour one square for each bead.

Blue ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐



Red ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐



Yellow ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐



### Stretch zone

Were there more cubes or more beads? How do you know?

# 1A Counting objects

## Explore 1

### Count the coins

- 1 Take some coins from the pot.  
Do not look!
  - Count the coins.
- 2 Draw the coins on a money bag.
  - Put the coins back in the pot.
  - Repeat for each money bag.



#### Key words

- coin
- count
- most
- fewest

Count out loud.  
Count as you  
draw.



Which bag has the  
fewest coins?



Some of your bags  
might have the  
same number  
of coins.



- 3 Tick ✓ the bag with the most coins in it.

### Stretch zone

What is the biggest number of coins you can count?  
Do you always have to count in ones? Is there another  
way to count?

# 1A Counting objects

## Explore 2

### Count cubes

- 1 Take a handful of cubes.  
Count the cubes.



- 2 Write the number of cubes that you can hold.

I can hold  cubes.

My friend can hold  cubes.

We can hold  cubes altogether.

$$8 + 9 = 17$$

- 3 Repeat three times.  
Record the number sentence each time.

<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>

#### Key words

- more than
- fewer than
- altogether

I think I can hold more cubes in my hand than my friend.



I can hold 8 cubes and my friend can hold 9 cubes.

That is 17 cubes altogether!



#### Stretch zone

What is the largest number of cubes you and your partner can hold?

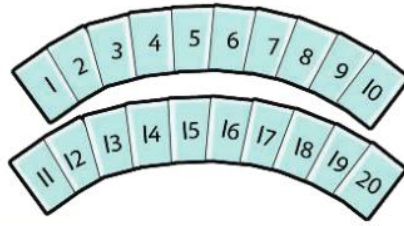
What is the smallest number?


# 1B Reading and writing numbers

## Discover 1

### Draw your number

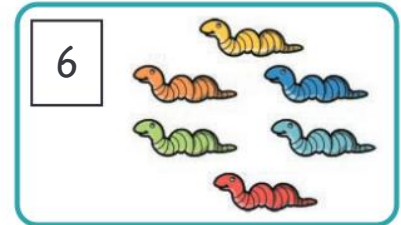
1 Pick a number card.




- Write the number.
- Draw some worms  to match your number. An example is done for you.

#### Key words

- 1 less
- 1 more



2 Pick a number card.

- Write the number word.
- Draw some shoes  to match your number.

7 is one more  
than 6.



10 is one less  
than 11.



### Stretch zone

Look at your worms in **question 1**. Write the number that is one more and the number that is one less.

Look at your shoes in **question 2**. Write the number that is one more and the number that is one less.

Explain to a partner how you know.



# 1B Reading and writing numbers

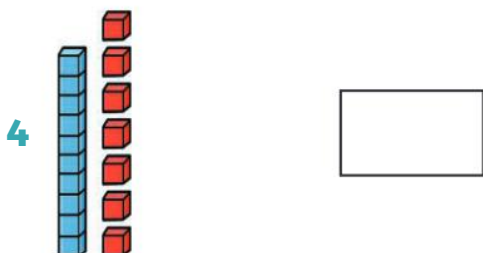
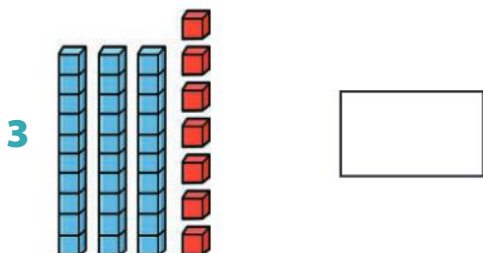
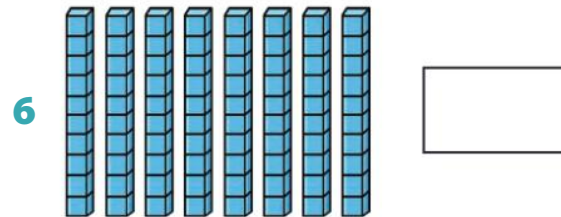
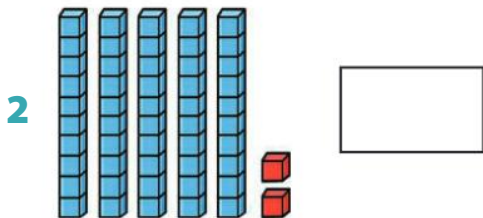
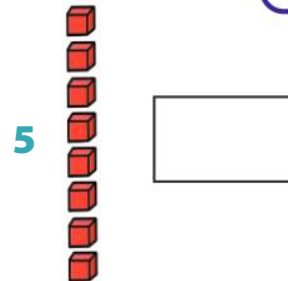
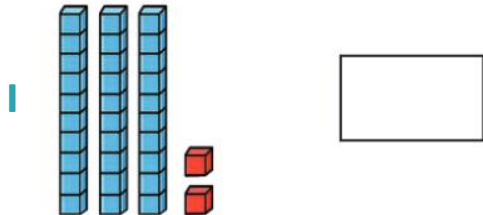
## Discover 2

### Make numbers to 100

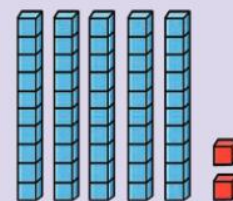
What numbers do these rods and cubes show?

#### Key words

- ones
- tens
- cubes
- rods



These rods and cubes show 3 tens and 5 ones. So that is 35.



#### Stretch zone

Work with a partner. Make a number with your rods and cubes. Ask your partner to say the number out loud and then to write the number in numerals and in words.

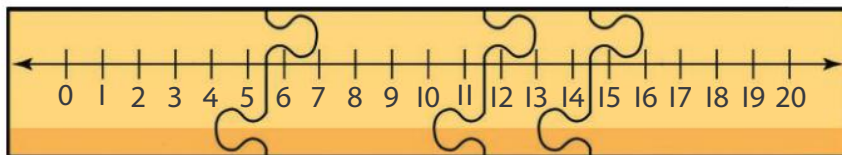




# 1B Reading and writing numbers

## Explore 1

### Number jigsaw



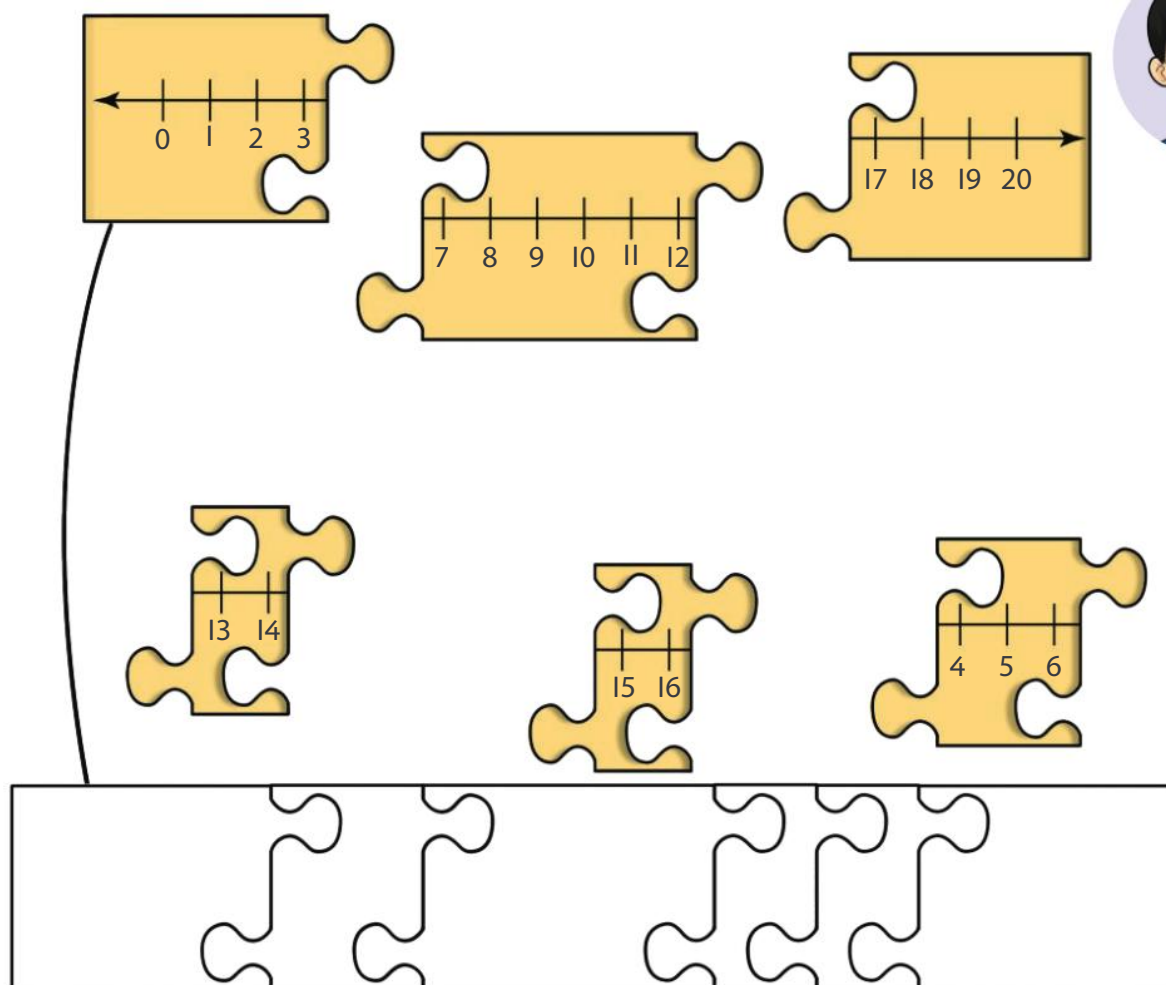
#### Key words

- numbers
- order

First, count from 0 to 20 aloud. Then find the numbers.

Where do the numbers go?

Draw lines to put the pieces of jigsaw in order.



#### Stretch zone

Can you make your own number line jigsaw? Draw it in your notebook and give it to a partner to solve.

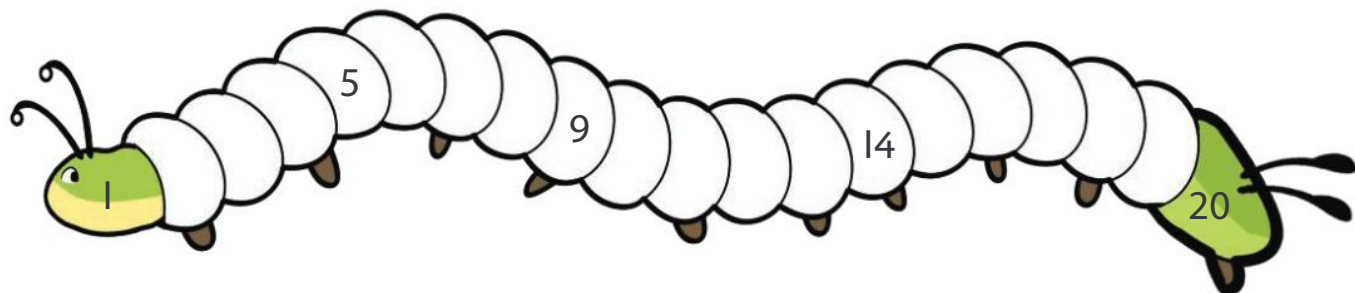


# 1B Reading and writing numbers

## Explore 2

### Make number lines and grids

1 Write the missing numbers.



#### Key words

- count on
- count back

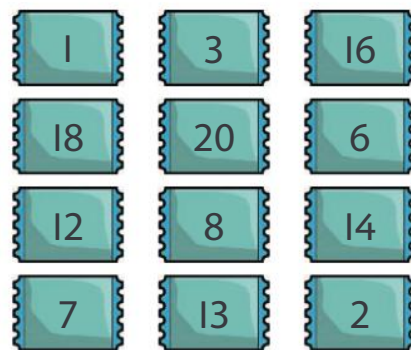
2 Choose a ticket number.

- Match it with the correct empty space in the grid.
- Write the number in the grid.
- Repeat until the grid is full.
- Check your work. Start at 1.
- Count the numbers in order up to 20.

Use a number line to help you.



			4	5
			9	10
11				15
	17		19	



3 Draw a bigger grid in your notebook and write all the numbers in words.



#### Stretch zone

How do you know where to put the missing numbers?

# 1B Reading and writing numbers

## Explore 3

### Read and write numbers to 100

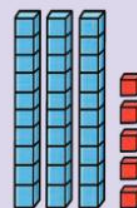
- 1 Use tens-rods and ones-cubes to make five different numbers between 10 and 100.
- 2 Write the number and draw the rods and cubes.

Number	Rods and cubes

#### Key words

- ones
- tens
- smallest
- largest

I chose the number 35. I used 3 tens-rods and 5 ones-cubes.



- 3 Write the numbers from smallest to largest.

Smallest

Largest

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How do you know which number is the smallest and which is the largest?



#### Stretch zone

Use rods and cubes to make four different numbers greater than 50 but less than 75. Draw them in your notebook.

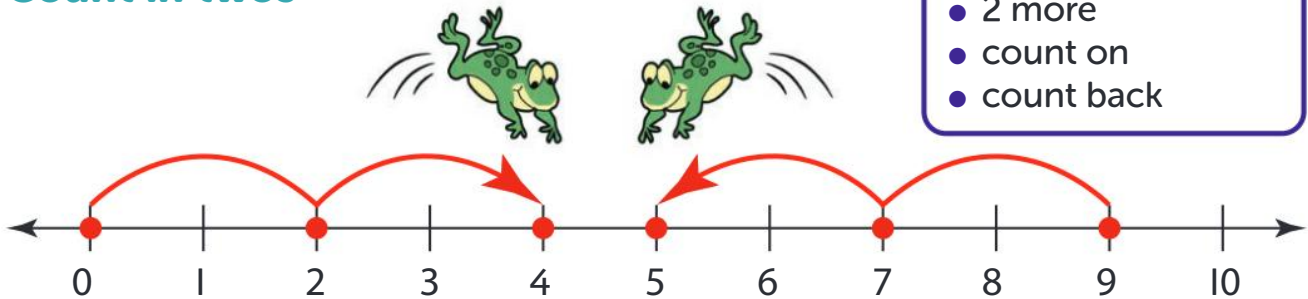
# 1C Counting on and back

## Discover 1

### Count in twos

#### Key words

- 2 less
- 2 more
- count on
- count back

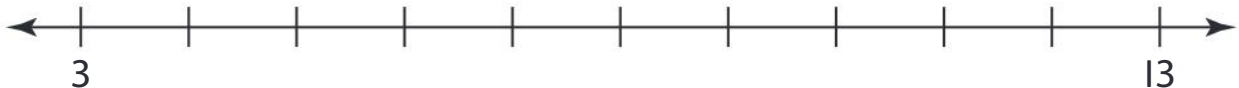


Frog jumps on in twos  
from 0 to 4.

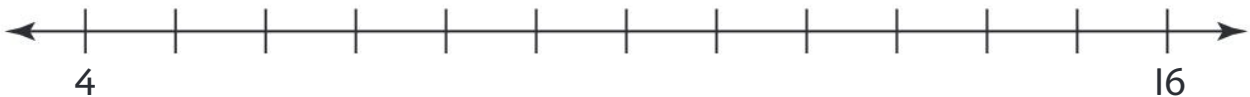
Frog jumps back in  
twos from 9 to 5.

Draw the jumps and write the numbers you land on.

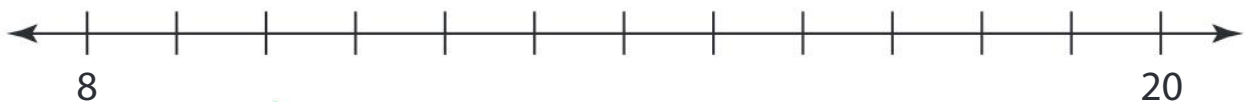
- 1 I jump on from 3 to 13 in twos.  
I land on these numbers.



- 2 I jump back from 16 to 4 in twos.  
I land on these numbers.



- 3 I jump back from 20 to 8 in twos.  
I land on these numbers.



### Stretch zone

Use number lines to make up your own jumping questions. How do you know if Frog will land on an even number or on an odd number?

# 1C Counting on and back

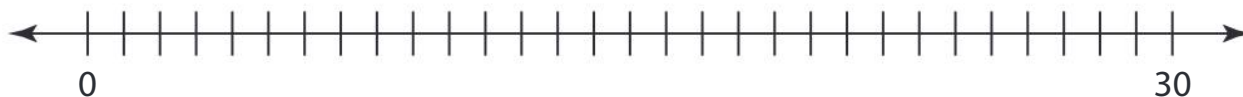
## Discover 2

### Count in tens



#### Key words

- 10 more
- 10 less
- predict

- 1 Draw the jumps and write all the numbers you land on.



- a I jump on from 0 to 30 in tens. I land on these numbers.

jump on   
 jump back

- b I jump back from 25 to 5 in tens. I land on these numbers.



- 2 Draw the jumps for these calculations.  
Write where you land.



- a I start on 7 and jump on 10. I land on .

- b I start on 12 and jump back 10. I land on .

### Stretch zone

Jump from 3 to 33 in tens. What numbers do you land on?  
Can you predict the numbers you will land on without counting?

# 1C Counting on and back

## Discover 3

### Count in fives

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

#### Key words

- 5 more
- 5 less
- count in fives
- multiples

- 1 Colour the number 5.
- 2 Count on in fives and colour all the numbers you land on.
- 3 What do you notice about the pattern of counting in fives?

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Say all the numbers you have coloured to a partner.



#### Stretch zone

If you start at 100 and count back in fives, will you see the same pattern? Why?