Oxford **Mathematics**
Primary Years Programme

2

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To the teacher

Oxford Mathematics PYP provides students with guided and independent work to support mathematical skills and understandings, as well as opportunities for problem-solving in real-world contexts. Teachers will find the supporting materials clear, comprehensive and easy to use. While the series offers complete coverage of the PYP mathematics scope and sequence, teachers can also use the topics that fit well with other areas of work to support student learning across the PYP curriculum.

Student Books

Each topic features:
- **Guided practice** – a worked example of the concept, followed by the opportunity for students to practise, supported by careful scaffolding
- **Independent practice** – further opportunities for students to consolidate their understanding of the concept in different ways, with a decreasing amount of scaffolding
- **Extended practice** – the opportunity for students to apply their learning and extend their understanding in new contexts.

Differentiation

Differentiation is key to ensuring that every student can access the curriculum at their point of need. In addition to the gradual release approach of the Student Books, the Teacher Books help teachers to choose appropriate pathways for students, and provide activities for students who require extra support or extension.

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2

Contents

This is a one.

This is 12 ones
OR 1 ten and 2 ones.

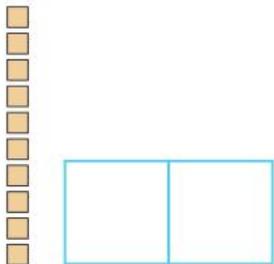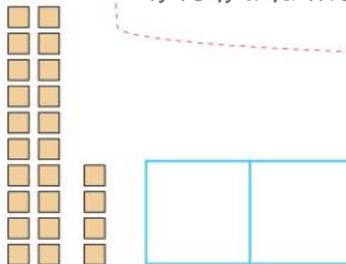This is 120 ones
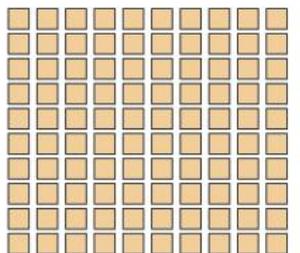OR 1 hundred and 2 tens.
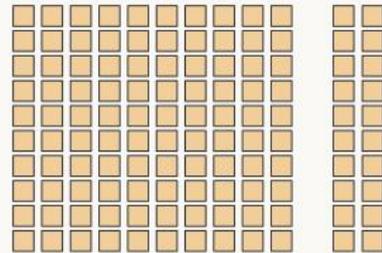
Guided practice

1 How many?

a

b

c

d

In a 3-digit number, the first digit is hundreds, the second is tens and the third is ones.
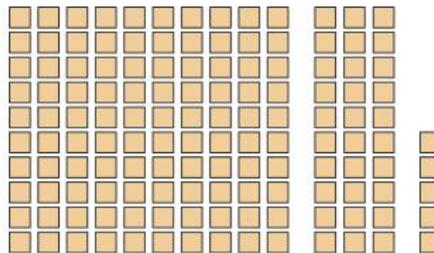
2 Write the numbers.

a

b

c
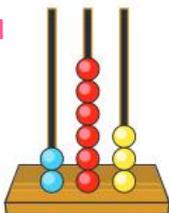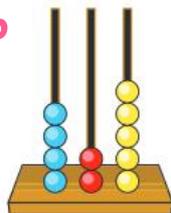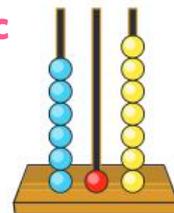
1 This is 354.
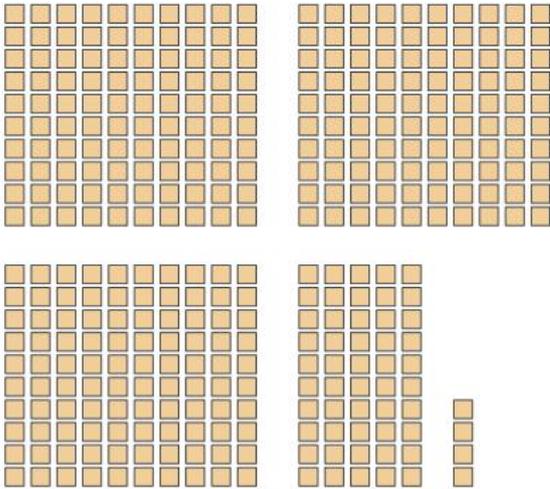
	hundreds
	tens
	ones

---

2 This is 206.
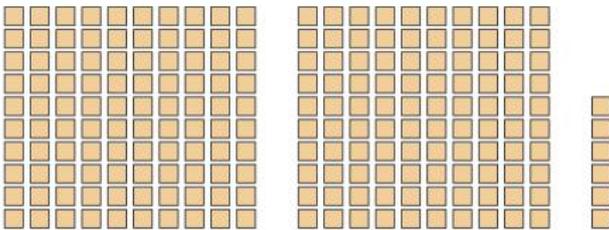
	hundreds
	tens
	ones

---

3 This is 423.
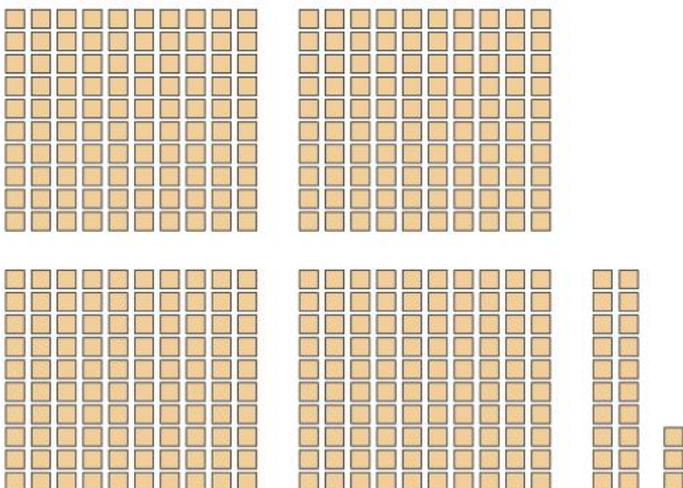
	hundreds
	tens
	ones

4

a In 849, the 9 is in the ones place. How many:

tens? ☐   hundreds? ☐

b In 347, the 4 is in the tens place. How many:

ones? ☐   hundreds? ☐

c In 413, how many:

hundreds? ☐   tens? ☐   ones? ☐

d In 508, how many:

tens? ☐   hundreds? ☐   ones? ☐

5 Draw 216.

How many different ways can you rename 216?

1 Use the digits to make:

a the biggest number.

b the smallest number.

c the biggest number with 8 in the ones place.

3 8 6

d 2-digit numbers.

---

2 Write a digit on each balloon.
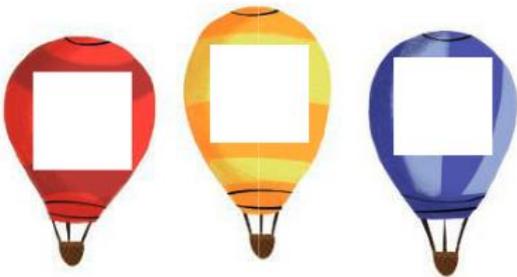
Use the digits to make:

a the biggest number.

b the smallest number.

3

114
207
104
297
141
97
279
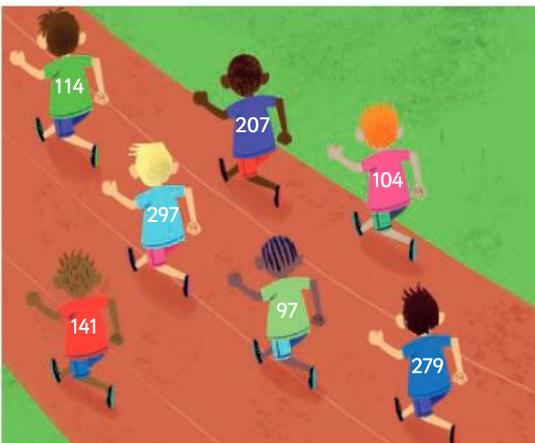
a The smallest number is:

b The numbers bigger than 115 are:

Adding with doubles

$11 + 13 = 11 + 11 + 2 = 22 + 2 = 24$

Guided practice

Knowing 8 + 8 can help me work out 8 + 9.

1 Use doubles to help you add.

a $8 + 9 = 8 + 8 + \boxed{} = \boxed{1\ 6} + \boxed{} = \boxed{}$

b $10 + 13 = 10 + 10 + \boxed{} = \boxed{} + \boxed{} = \boxed{}$

c $15 + 17 = 15 + 15 + \boxed{} = \boxed{} + \boxed{} = \boxed{}$

d $12 + 13 = 12 + 12 + \boxed{} = \boxed{} + \boxed{} = \boxed{}$

e $14 + 15 = 14 + 14 + \boxed{} = \boxed{} + \boxed{} = \boxed{}$

1 Add these doubles.

a 7 + 7 = ☐☐

b 11 + 11 = ☐☐

c 16 + 16 = ☐☐

d 20 + 20 = ☐☐

e 25 + 25 = ☐☐

f 50 + 50 = ☐☐☐

2 Add these near doubles.

a 7 + 9 = ☐ + ☐ + ☐ = ☐☐ + ☐ = ☐☐

b 11 + 13 = ☐☐ + ☐☐ + ☐ = ☐☐ + ☐

= ☐☐

c 16 + 17 = ☐☐ + ☐☐ + ☐ = ☐☐ + ☐

= ☐☐

d 20 + 23 = ☐☐ + ☐☐ + ☐ = ☐☐ + ☐

= ☐☐

e 25 + 27 = ☐☐ + ☐☐ + ☐ = ☐☐ + ☐

= ☐☐

Getting to a 10

$28 + 6 \ = \ 28 + 2 + 4$

$= \ 30 + 4$

$= \ 34$
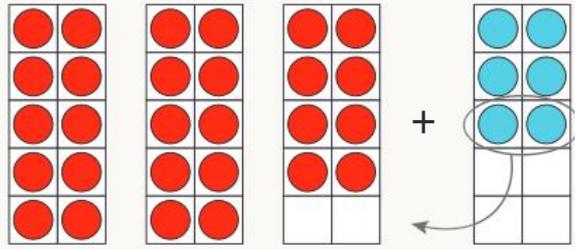
> It's easier to add numbers to a tens number like 10, 20 or 30.

1 Add by getting to a 10.

a $17 + 6 = 17 + \boxed{3} + \boxed{}$

$= 20 + \boxed{}$

$= \boxed{\,|\,}$

b $29 + 8 = 29 + \boxed{} + \boxed{}$

$= 30 + \boxed{}$

$= \boxed{\,|\,}$

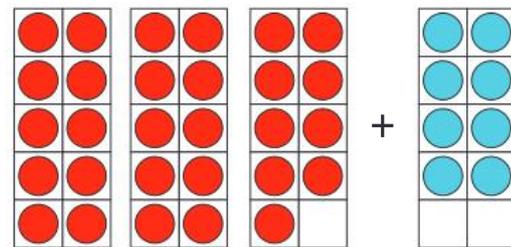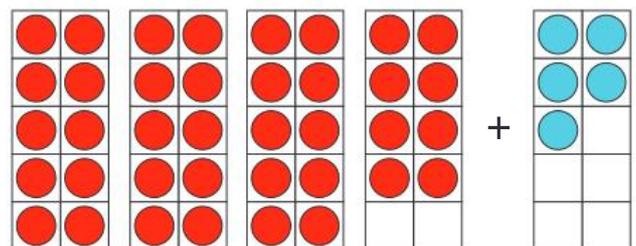**c** $38 + 5 = 38 + \boxed{} + \boxed{}$
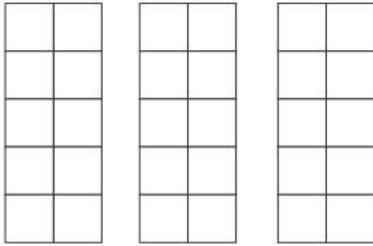
$= 40 + \boxed{}$

$= \boxed{\,|\,}$
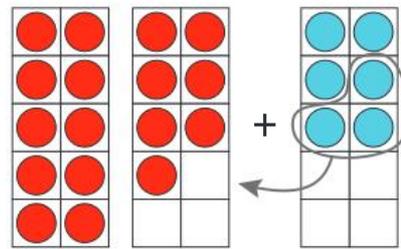
1 Draw getting to a 10 to solve the equations.

a

$18 + 9 = \boxed{} + \boxed{} + \boxed{}$

$= \boxed{} + \boxed{}$

$= \boxed{}$

b

$26 + 7 = \boxed{} + \boxed{} + \boxed{}$

$= \boxed{} + \boxed{}$

$= \boxed{}$

2 Solve by getting to a 10.

a $25 + 8 = \boxed{} + \boxed{} + \boxed{}$

$= \boxed{} + \boxed{}$

$= \boxed{}$

b $37 + 6 = \boxed{} + \boxed{} + \boxed{}$

$= \boxed{} + \boxed{}$

$= \boxed{}$

1 Use doubles to help you find the answers.

a 20 + 22 = ☐☐

b 25 + 28 = ☐☐

c 30 + 33 = ☐☐

d 40 + 42 = ☐☐

e 50 + 51 = ☐☐☐

f 55 + 57 = ☐☐☐

2 Use getting to a 10 to solve these in your head.

a 28 + 9 = ☐☐

b 36 + 8 = ☐☐

c 47 + 5 = ☐☐

d 59 + 7 = ☐☐

e 66 + 6 = ☐☐

f 78 + 7 = ☐☐

3 Choose which method you will use, then solve the equations.

a 39 + 7 = ☐☐

Near doubles	Getting to a 10

b 40 + 41 = ☐☐

Near doubles	Getting to a 10

c 100 + 102 = ☐☐☐

Near doubles	Getting to a 10

Adding on a number line

+1 +1 +1 +1 +1 +1

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

$$13 + 6 = 19$$
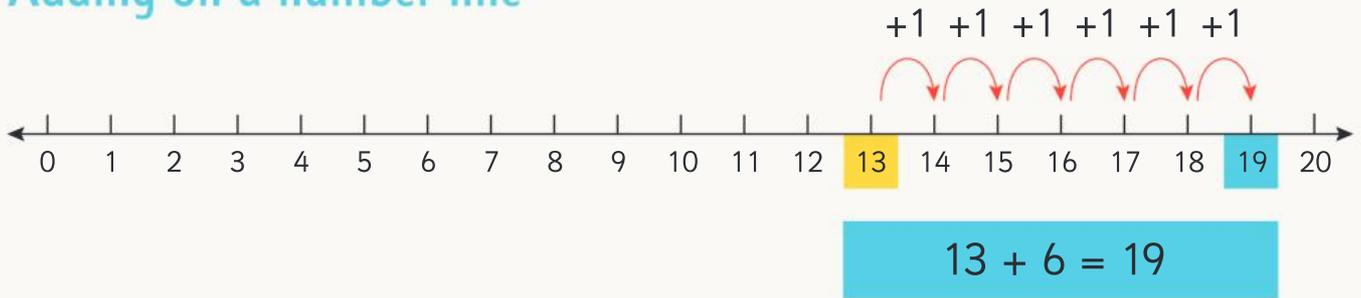
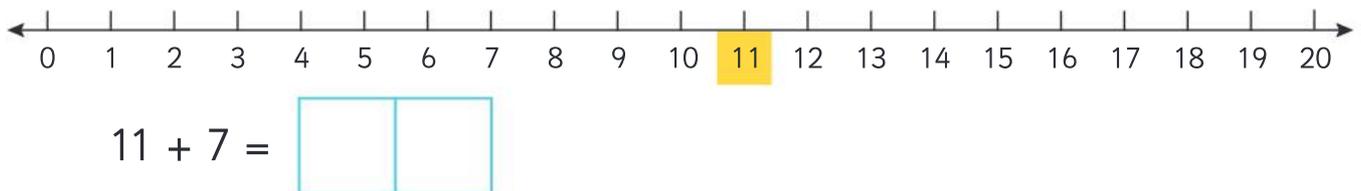*Start from the bigger number when you are adding on the number line!*

Guided practice

Find the answers with the number lines.

1

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

9 + 5 =

2

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

11 + 7 =

3

0 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

6 + 18 =

4

15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
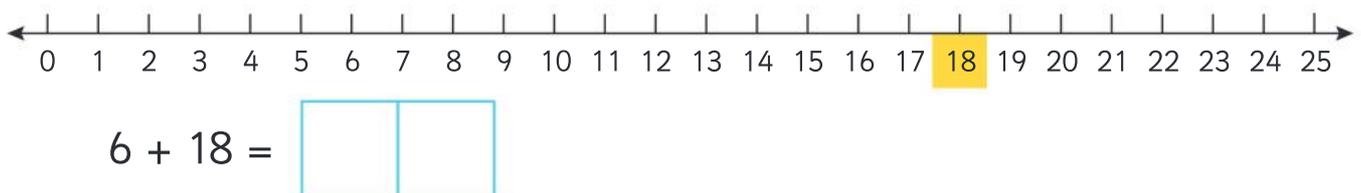
23 + 5 =
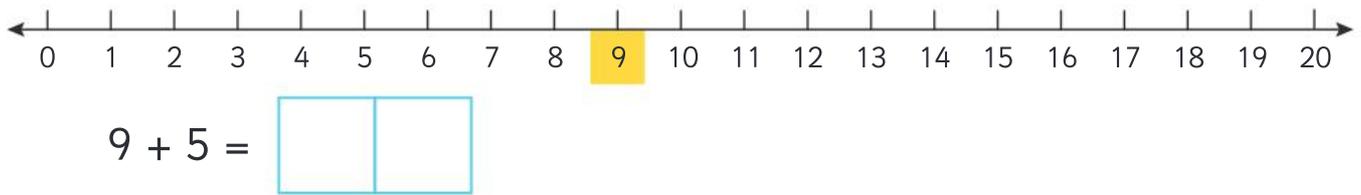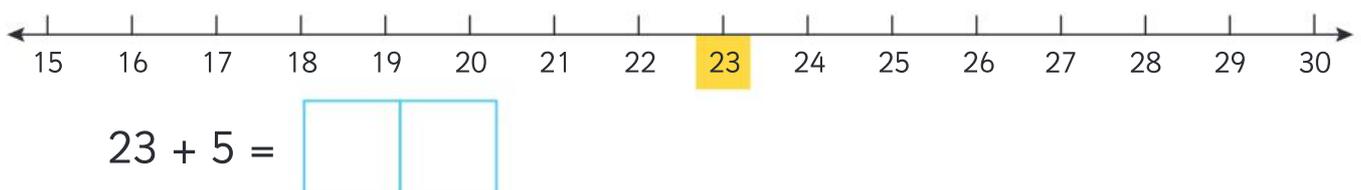
Why is it easier to start from the bigger number?

Use the number lines to find the answers.

1

```
← 0 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 →
```

19 + 8 =

2

```
← 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 →
```

24 + 6 =

3

```
← 0 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 →
```

7 + 14 =

4

```
← 0 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 →
```

5 + 21 =

5

```
← 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 →
```

32 + 10 =