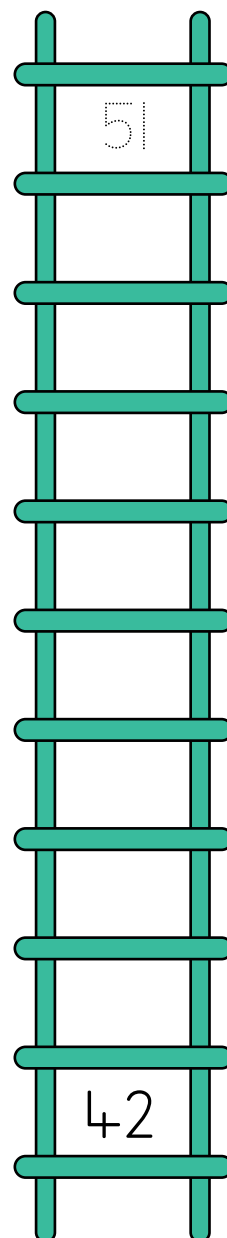
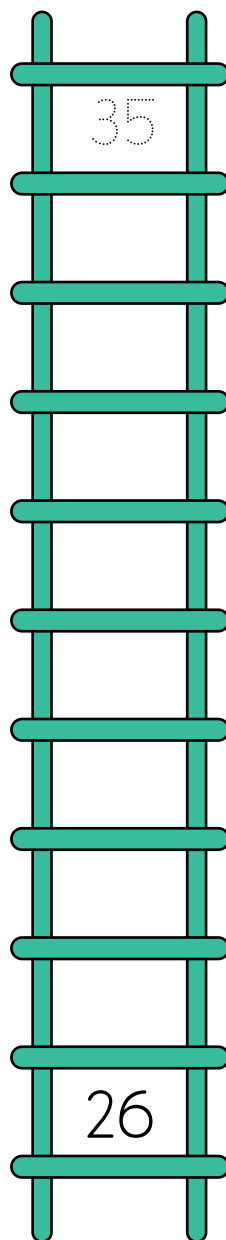
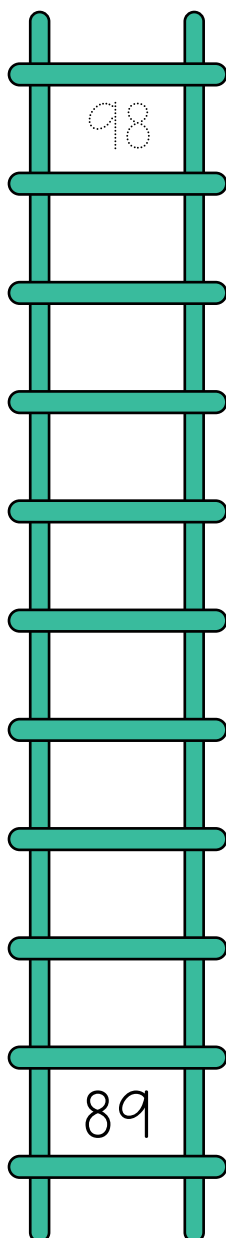
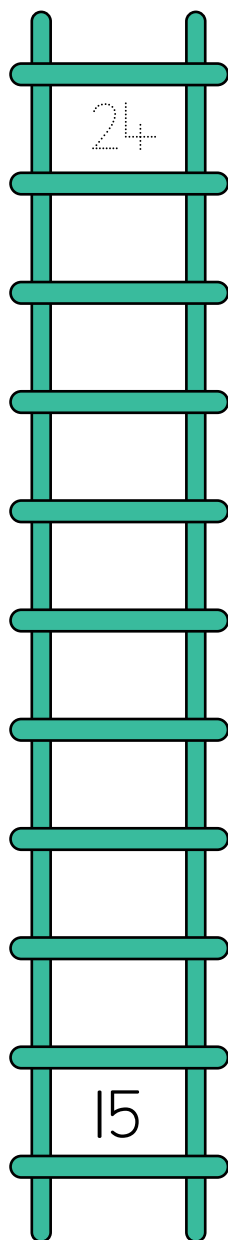


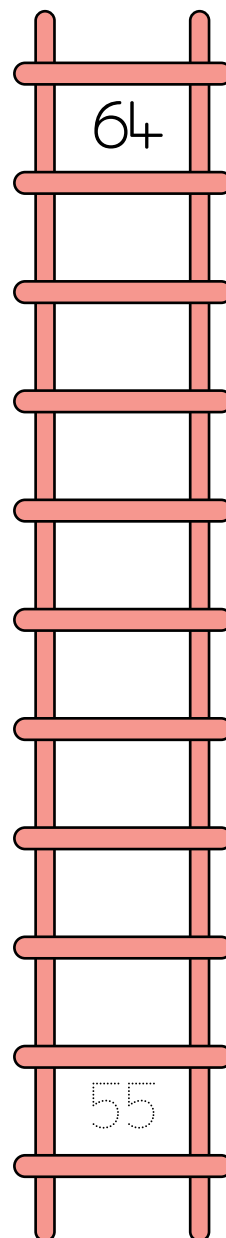
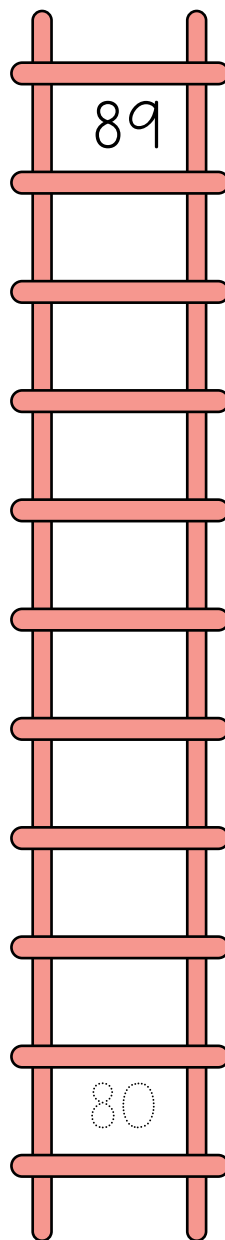
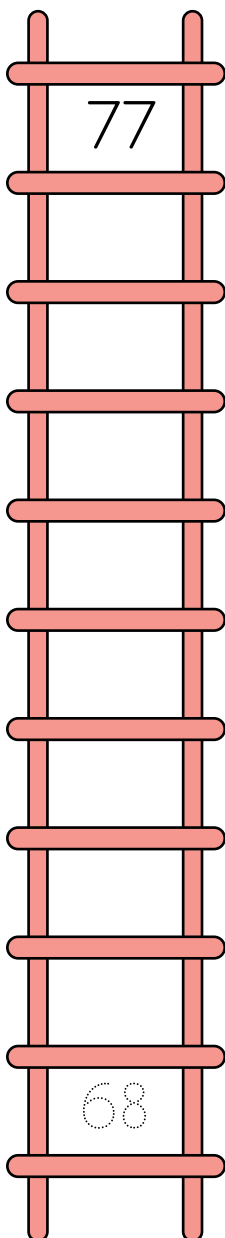
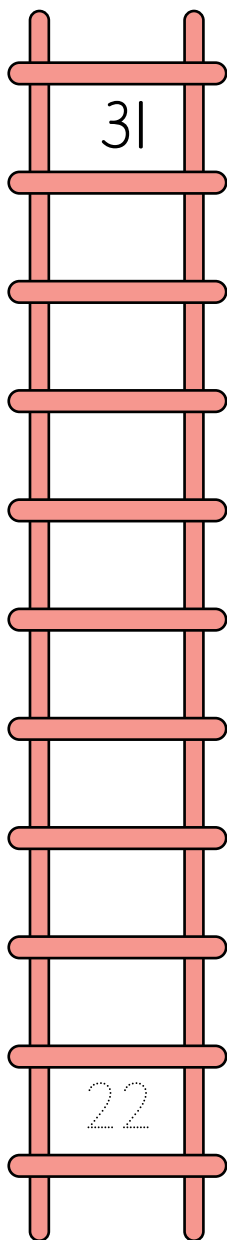
**1.2. Numbers up to 100**

- v. Count forward and backward up to 99.
- x. Order the set of numbers from 0 to 99 in ascending and descending order.

1. Beginning at the bottom of each ladder, fill the spaces by writing numbers in an ascending order.



2. Beginning at the top of each ladder, fill the spaces by writing numbers in descending order.



## Content and Scope with SLOs

## Assessment Sheet 2

**1.1. Numbers up to 100****ix.** Compare 1-digit and 2-digit numbers.**xi.** Identify which number (up to 99) comes:

- Before and after a given number.
- Between two given numbers.

**1. What comes after?**

1		
---	--	--

14		
----	--	--

23		
----	--	--

38		
----	--	--

47		
----	--	--

55		
----	--	--

69		
----	--	--

**2. What comes before?**

		12
--	--	----

		29
--	--	----

		35
--	--	----

		40
--	--	----

		54
--	--	----

		69
--	--	----

		80
--	--	----

**3.** What comes in between?

11		13
----	--	----

58		60
----	--	----

27		29
----	--	----

63		65
----	--	----

34		36
----	--	----

76		78
----	--	----

49		51
----	--	----

82		84
----	--	----

**4.** Compare numbers and write more or less.9 is less than 11.

73 is \_\_\_\_\_ than 76.

18 is \_\_\_\_\_ than 15.

62 is \_\_\_\_\_ than 61.

20 is \_\_\_\_\_ than 10.

87 is \_\_\_\_\_ than 82.

48 is \_\_\_\_\_ than 59.

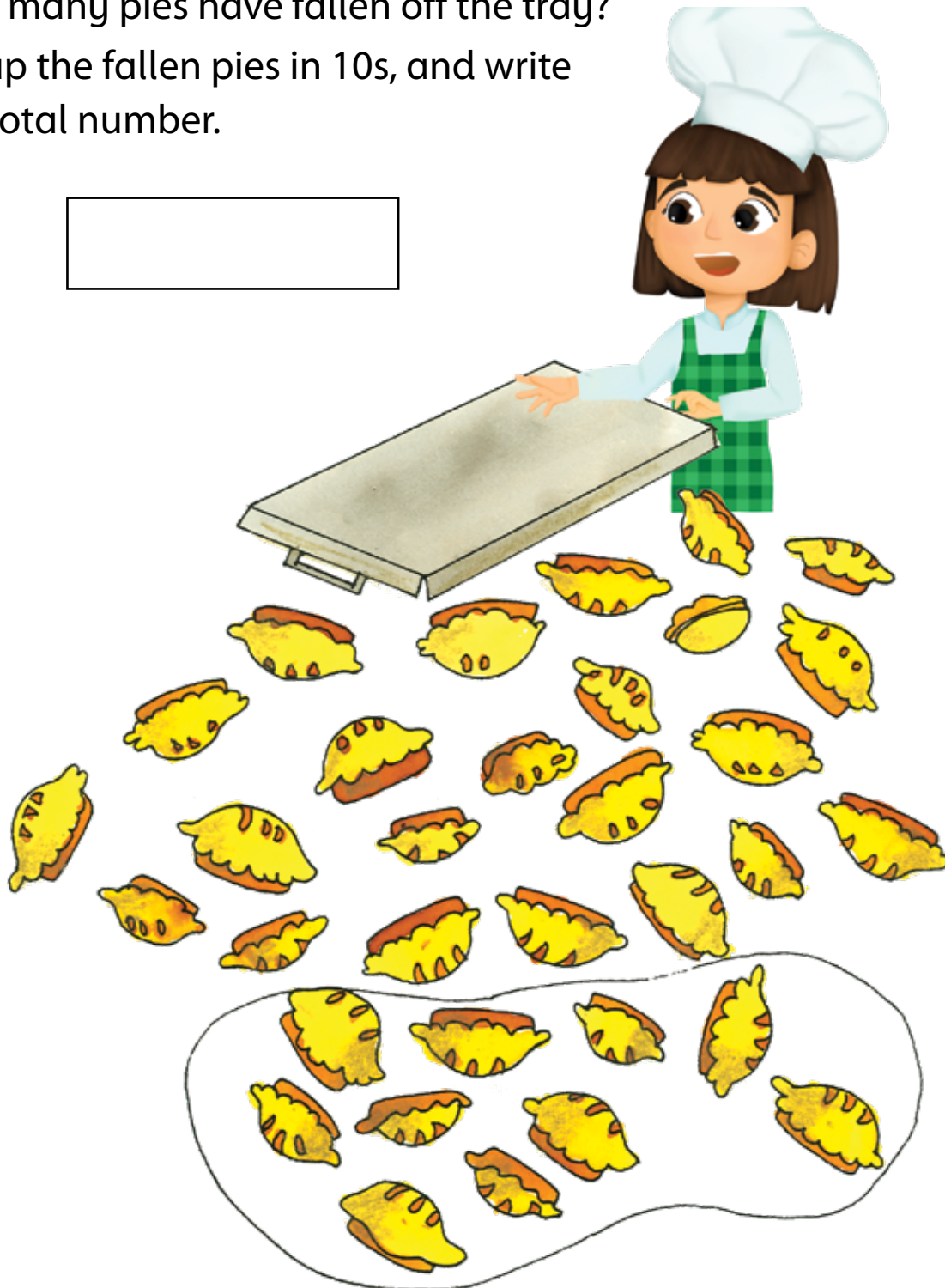
56 is \_\_\_\_\_ than 66.

30 is \_\_\_\_\_ than 40.

100 is \_\_\_\_\_ than 99.

**1.2. Numbers up to 100****xiv.** Count and write objects in a given set.

How many pies have fallen off the tray?  
Group the fallen pies in 10s, and write  
the total number.



**Assessment Sheet 4****Content and Scope with SLOs****1.2. Numbers up to 100**

- xv.** Identify the position of objects using ordinal numbers such as first, second, ..., tenth, including representations 1st, 2nd, ..., 10th through pictures.

Look at the clowns.



Choose the correct word for each blank.

hands

stars

longest

turned

flower

down

sitting

one

polka dots

back

The 1<sup>st</sup> clown has \_\_\_\_\_ on his dress.

The 2<sup>nd</sup> clown is standing on his \_\_\_\_\_.

The 3<sup>rd</sup> clown has \_\_\_\_\_ around.

The 4<sup>th</sup> clown has \_\_\_\_\_ on his dress.

The 5<sup>th</sup> clown is upside \_\_\_\_\_.

The 6<sup>th</sup> clown has his hands behind his \_\_\_\_\_.

The 7<sup>th</sup> clown has the \_\_\_\_\_ hat.

The 8<sup>th</sup> clown has \_\_\_\_\_ leg up.

The 9<sup>th</sup> clown is \_\_\_\_\_.

The 10<sup>th</sup> clown has a \_\_\_\_\_ in his hand.

## Content and Scope with SLOs

## Assessment Sheet 5

**2.1. Addition (without carrying)****iv.** Add a 2-digit numbers to a 1-digit number.**vi.** Add two 2-digit numbers.**2.2. Subtraction (without borrowing)****iv.** Subtract 1-digit number from 2-digit number.**vi.** Subtract 2-digit number from 2-digit number (which result in positive).**1.** Find the sum.

$$\begin{array}{r} 23 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 38 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 55 \\ + 22 \\ \hline \end{array}$$

$$\begin{array}{r} 66 \\ + 30 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ + 45 \\ \hline \end{array}$$

$$\begin{array}{r} 87 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 72 \\ + 15 \\ \hline \end{array}$$

**2.** Subtract the following.

$$\begin{array}{r} 12 \\ - 2 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 39 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 44 \\ - 23 \\ \hline \end{array}$$

$$\begin{array}{r} 60 \\ - 40 \\ \hline \end{array}$$

$$\begin{array}{r} 76 \\ - 34 \\ \hline \end{array}$$

$$\begin{array}{r} 83 \\ - 51 \\ \hline \end{array}$$

$$\begin{array}{r} 99 \\ - 40 \\ \hline \end{array}$$

**Assessment Sheet 6****Content and Scope with SLOs****3.1. Comparison of Objects**

- i. Compare the heights/lengths of two or more objects using the following terms
  - Long, longer, longest
  - Short, shorter, shortest
  - Tall, taller, tallest
  - High, higher, highest.
- ii. Compare the masses of two or more objects using the terms:
  - Heavy, heavier, heaviest
  - Light, lighter, lightest.

1. Tick (✓) the longer fish.



2. Tick (✓) the longest pencil.



3. Tick (✓) the shorter trousers.



4. Tick (✓) the shortest rabbit.





5. Tick (✓) the taller vase.



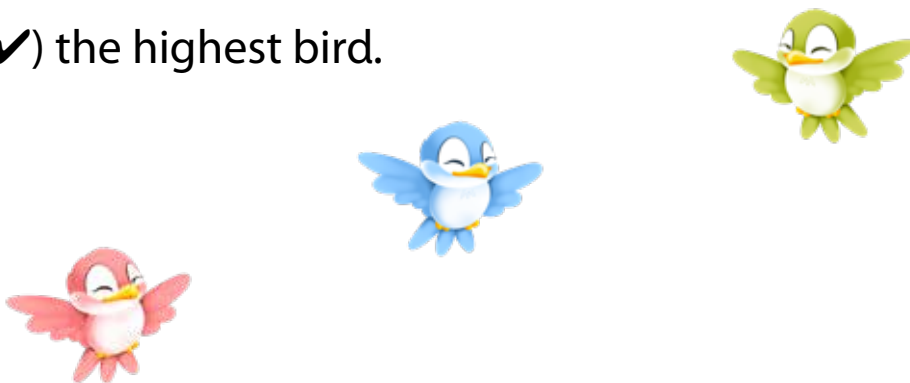
6. Tick (✓) the tallest kid.



7. Tick (✓) the higher cloud.



8. Tick (✓) the highest bird.



9. Tick (✓) the heavy basket, cross (X) the heavier basket, encircle the heaviest basket.



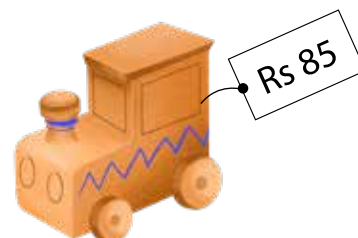
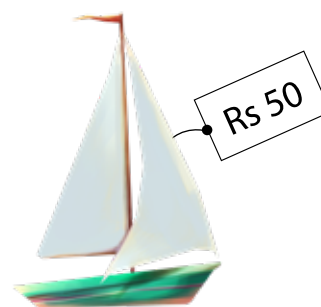
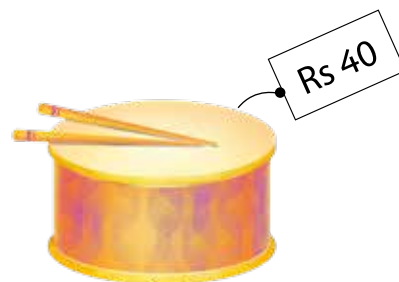
## Assessment Sheet 8

## Content and Scope with SLOs

**4.3. Comparing Money**

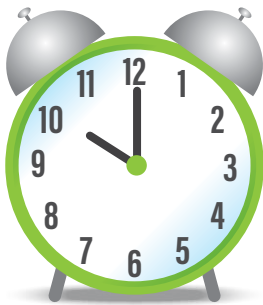
iii. Add different combinations of coins/notes (to make sum up to 100).

Count the money given in the sets and join the correct amount to the toy that can be bought.

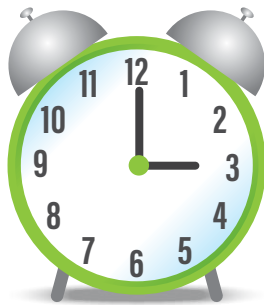


**5.1. Time**

ii. Read and tell time in hours from the analogue clock, for example 2 o'clock.

**1. Read and write time on the given clocks.**

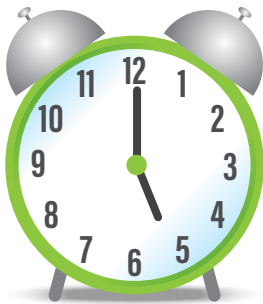
10 o'clock



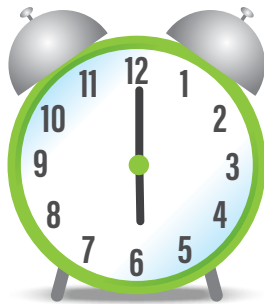
3 o'clock



12 o'clock



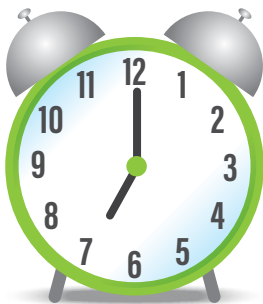
5 o'clock



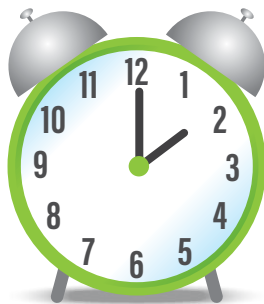
6 o'clock



9 o'clock



7 o'clock

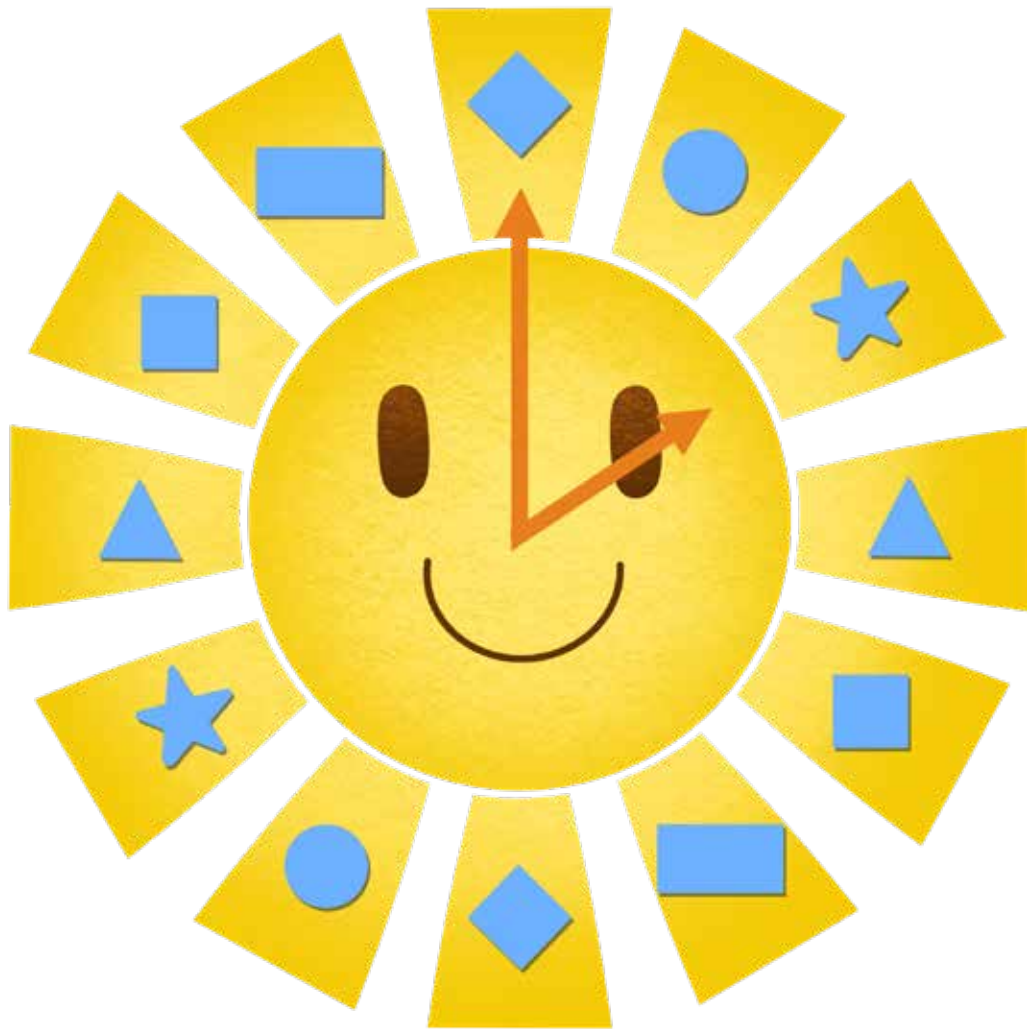


2 o'clock





8 o'clock


2. This is a clock face. Write numbers from 1 to 12 in the shapes.





Now, write which numbers each of the following shapes stands for on the clock face.


 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

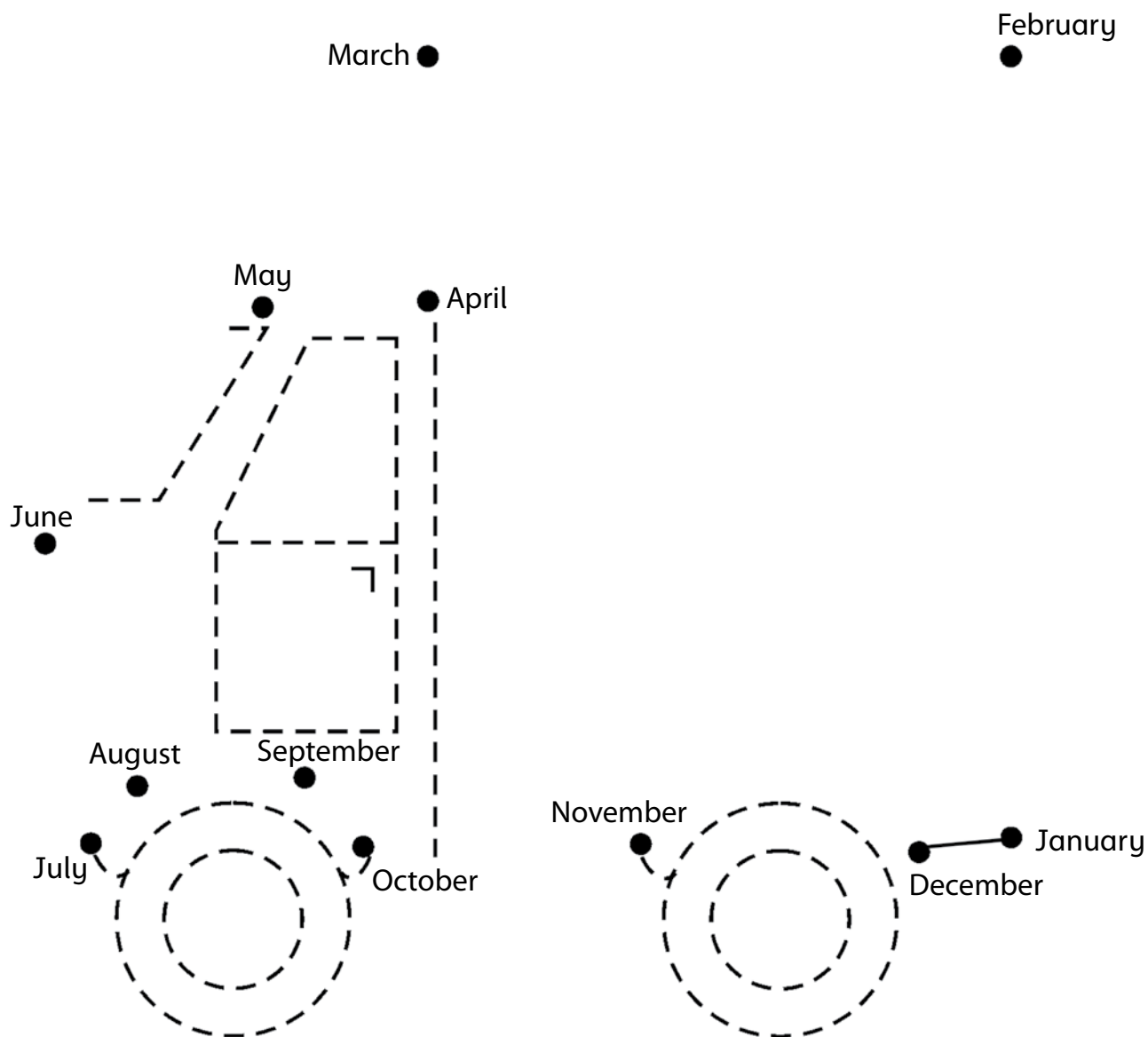
 \_\_\_\_\_

 \_\_\_\_\_

 \_\_\_\_\_

**5.3. Date****iii.** Name (orally) the Solar months of the year.

Join the dots according to the order of solar months in a year.  
Start from January and colour as you like.



**Assessment Sheet 11****Content and Scope with SLOs****6.1. Two Dimensional (2D) Shapes****ii.** Identify the following basic shapes

- Rectangle
- Square
- Circle
- Triangle

**v.** Classify 2-D shapes according to number of sides and corners.

## Geometry

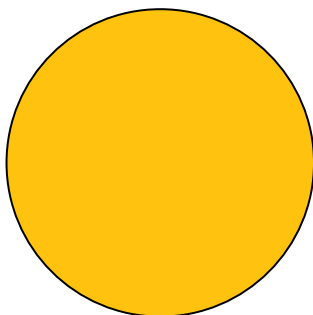
Count and write the number of sides and corners for each shape. Also, name the shape.



corners: \_\_\_\_\_

sides: \_\_\_\_\_

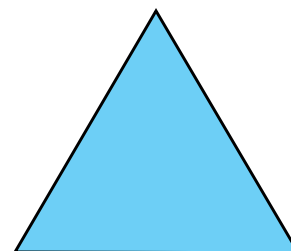
name: \_\_\_\_\_



corners: \_\_\_\_\_

sides: \_\_\_\_\_

name: \_\_\_\_\_



corners: \_\_\_\_\_

sides: \_\_\_\_\_

name: \_\_\_\_\_



corners: \_\_\_\_\_

sides: \_\_\_\_\_

name: \_\_\_\_\_

- 6.2. Patterns**
- i. Identify the next shape in the patterns with 2 or 3 elements.
  - ii. Extend a given pattern of 2 or 3 elements.

Draw patterns of your choice using the given shapes.

Shapes	Patterns
