New Syllabus Primary Mathematics
Activity Handbook
Picture Cards

- Basket
- Beach ball
- Teacups
- T-shirts
- Flowers
- Lemons
- Butterflies
- Rubber ducks
- Pencils
- Cupcakes
Numeral Cards (0 to 10)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
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<tr>
<td>4</td>
<td>5</td>
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<tr>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>
Number Word Cards (one to ten)

one  two
three four
five six
seven eight
nine ten
Ordering Numbers (1 to 15)

• Cut out the stickers.
• Ask the pupils to paste the stickers on the caterpillar in the correct order.
• Get each pupil to paste the completed caterpillar on a piece of paper.

[Diagram of a caterpillar with numbers 1 to 15 in ascending order]
Note to teacher:

• Cut out the stickers.
• Ask the pupils to paste the stickers on the caterpillar in the correct order.
• Get each pupil to paste the completed caterpillar on a piece of paper.
Name: ________________  Class: _______  Date: ____________

**Number Bonds**

<table>
<thead>
<tr>
<th>Top face</th>
<th>Bottom face</th>
<th>Number bonds</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Top face 1" /></td>
<td><img src="image2.png" alt="Bottom face 1" /></td>
<td><img src="image3.png" alt="Number bonds 1" /></td>
</tr>
<tr>
<td><img src="image4.png" alt="Top face 2" /></td>
<td><img src="image5.png" alt="Bottom face 2" /></td>
<td></td>
</tr>
<tr>
<td><img src="image6.png" alt="Top face 3" /></td>
<td><img src="image7.png" alt="Bottom face 3" /></td>
<td></td>
</tr>
<tr>
<td><img src="image8.png" alt="Top face 4" /></td>
<td><img src="image9.png" alt="Bottom face 4" /></td>
<td></td>
</tr>
<tr>
<td><img src="image10.png" alt="Top face 5" /></td>
<td><img src="image11.png" alt="Bottom face 5" /></td>
<td></td>
</tr>
</tbody>
</table>
# Ways to Add

<table>
<thead>
<tr>
<th>Show with cubes</th>
<th>Addition equation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 plus 3</td>
<td>□□ + □□ = □□</td>
</tr>
<tr>
<td>6 plus 1</td>
<td>□□ + □□ = □□</td>
</tr>
<tr>
<td>2 plus 7</td>
<td>□□ + □□ = □□</td>
</tr>
<tr>
<td>8 plus 2</td>
<td>□□ + □□ = □□</td>
</tr>
</tbody>
</table>

Make your own addition equations

Name: __________________ Class: __________ Date: __________
Number Bonds

[Diagram of number bonds]

[Diagram of number bonds]

[Diagram of number bonds]

[Diagram of number bonds]
Number Bonds
Subtraction Equations

\[
\begin{align*}
\text{2} - \text{2} &= \text{0} \\
\text{1} - \text{1} &= \text{0}
\end{align*}
\]
Subtraction-Fact Cards

9 − 1

7 − 5

8 − 3

6 − 2

6 − 0

10 − 3

9 − 5

7 − 4

*Note to teacher:
• Cut out the cards and laminate.
Ways to Subtract

<table>
<thead>
<tr>
<th>Number of cubes to start with</th>
<th>Number of cubes to take away</th>
<th>Number of cubes left</th>
<th>Subtraction equation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>4</td>
<td></td>
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</tr>
<tr>
<td>6</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>8</td>
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</tr>
</tbody>
</table>

Make your own subtraction equations

Name: ____________________ Class: __________ Date: __________
Addition and Subtraction Fact Cards

5 + 2 = □
2 + 5 = □

△ + 5 = 8
8 − △ = 5

□ + □ = □
□ + □ = □

□ − □ = □
□ − □ = □

*Note to teacher:
- Cut out the cards and laminate.
- Get pupils to use whiteboard markers to write on the laminated cards.
Ordinal Number Cards

1st
3rd
5th
7th
9th
2nd
4th
6th
8th
10th
Position Word Cards

right
left
next
last
Position Word Cards

between

behind
Numeral Cards (11 to 20)

11 | 12
13 | 14
15 | 16
17 | 18
19 | 20
Number Word Cards (eleven to twenty)

eleven | twelve
---|---
thirteen | fourteen
fifteen | sixteen
seventeen | eighteen
nineteen | twenty
Ten-Frames
Numeral Cards (11 to 20)

11  12
13  14
15  16
17  18
19  20
Blank Number Strips and Counting Squares
Tangram Pieces
Shapes

1. Triangle
2. Circle
3. Rectangle
4. Square
Shapes and Patterns 1

<table>
<thead>
<tr>
<th>Grouped by</th>
<th>Drawing</th>
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<tr>
<td>Example</td>
<td>Shape</td>
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<td>1</td>
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<td></td>
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<td></td>
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<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
big triangle, small circle, small circle, big rectangle

small square, big rectangle, small square

big circle, small triangle, big triangle
Shapes and Patterns 2

<table>
<thead>
<tr>
<th>Shapes used</th>
<th>Pattern</th>
<th>Describe the pattern</th>
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<tbody>
<tr>
<td>⬤▲</td>
<td>⬤⬤⬤⬤⬤▲</td>
<td>Circle, circle, triangle, circle, circle, triangle, ...</td>
</tr>
</tbody>
</table>

Name: ____________________  Class: _________  Date: ___________
Shapes
Hand and Foot Span Template
Numeral Cards (21 to 30)

21 22
23 24
25 26
27 28
29 30

Numeral Cards (31 to 40)

31 32
33 34
35 36
37 38
39 40
Number Word Cards (twenty-one to thirty)

twenty-one  twenty-two
twenty-three  twenty-four
twenty-five  twenty-six
twenty-seven twenty-eight
twenty-nine thirty
Number Word Cards (thirty-one to forty)

- thirty-one
- thirty-two
- thirty-three
- thirty-four
- thirty-five
- thirty-six
- thirty-seven
- thirty-eight
- thirty-nine
- forty
Place-Value Charts

*tNote to teacher:
- Laminate the place-value chart and use whiteboard markers to write on it.
Number Chart (1 to 40)
Addition-Problem Cards

- $23 + 16 = ?$
- $22 + 15 = ?$
- $6 + 12 = ?$
- $25 + 12 = ?$
- $14 + 8 = ?$
- $37 + 9 = ?$
- $27 + 9 = ?$
Array Cards

3 by 5 or 5 by 3

8 by 2 or 2 by 8

5 by 4 or 4 by 5
81  eighty-one
87  eighty-seven
93  ninety-three
94  ninety-four
### Hundred Chart

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<td>96</td>
<td>97</td>
<td>98</td>
<td>99</td>
<td>100</td>
</tr>
</tbody>
</table>
Numeral Cards (41 to 50)

41 42
43 44
45 46
47 48
49 50
Numeral Cards (61 to 70)

61 62
63 64
65 66
67 68
69 70
Numeral Cards (71 to 80)

71
72
73
74
75
76
77
78
79
80
Numeral Cards (81 to 90)

81  82
83  84
85  86
87  88
89  90

*Note to teacher:*
• Cut out the shapes and get pupils to cut each shape into halves using a ruler and a pair of scissors.
*Note to teacher:
• Cut out the shapes and get pupils to cut each shape into halves using a ruler and a pair of scissors.
*Note to teacher:*

Get the pupils to fill in Bingo Worksheet 1 by reading the clocks and then play the "Bingo" game by ticking on the card in Bingo Worksheet 2 with the correct answers.
*Note to teacher:

- Get the pupils to fill in Bingo Worksheet 1 by reading the clocks and then play the “Bingo” game by ticking on the card in Bingo Worksheet 2 with the correct answers.
**Bingo Worksheet 2**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
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<td>2:30</td>
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<tr>
<td>5:00</td>
<td>6:30</td>
<td>7:00</td>
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<td>2:30</td>
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<tr>
<td>11:30</td>
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<td>1:30</td>
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<td>2:00</td>
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<tr>
<td>4:30</td>
<td>7:00</td>
<td>11:00</td>
</tr>
<tr>
<td>11:30</td>
<td>2:00</td>
<td>10:30</td>
</tr>
</tbody>
</table>

*Note to teacher:

- Get the pupils to fill in Bingo Worksheet 1 by reading the clocks and then play the “Bingo” game by ticking on the card in Bingo Worksheet 2 with the correct answers.
**Time Cards**

- Half past 1
- Half past 2
- Half past 7
- 8:30
- 2:00
- 7 o’clock
- 8 o’clock
- 1 o’clock
- 11:30
- 10:30
- 12:00
- 5:00
- 6:00
- 12:30

*Note to teacher:*

- Get the pupils to fill in Bingo Worksheet 1 by reading the clocks and then play the “Bingo” game by ticking on the card in Bingo Worksheet 2 with the correct answers.
<table>
<thead>
<tr>
<th>Half past 3</th>
<th>Half past 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 o’clock</td>
<td>9 o’clock</td>
</tr>
<tr>
<td>Half past 4</td>
<td>10:30</td>
</tr>
<tr>
<td>4:00</td>
<td>10 o’clock</td>
</tr>
<tr>
<td>Time Cards</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>---</td>
</tr>
<tr>
<td>Half past 5</td>
<td>Half past 11</td>
</tr>
<tr>
<td>5 o’clock</td>
<td>11 o’clock</td>
</tr>
<tr>
<td>Half past 6</td>
<td>12:30</td>
</tr>
<tr>
<td>6:00</td>
<td>12 o’clock</td>
</tr>
</tbody>
</table>
Items bought | Cost of item I bought it using . . .
--- | ---
Eraser | Money 2 fifty-cent coins $1
## Money

<table>
<thead>
<tr>
<th>Items bought</th>
<th>Cost of item</th>
<th>I bought it using . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eraser</td>
<td>$1</td>
<td>2 fifty-cent coins</td>
</tr>
</tbody>
</table>
Fruit Cut-Outs

*Note to teacher:
• Cut out the fruits and get pupils to create their own picture graphs by pasting the fruit cut-outs on chart papers.
*Note to teacher:• Cut out the fruits and get pupils to create their own picture graphs by pasting the fruit cut-outs on chart papers.
<table>
<thead>
<tr>
<th>clockwise</th>
<th>anticlockwise</th>
</tr>
</thead>
<tbody>
<tr>
<td>quarter</td>
<td>half</td>
</tr>
<tr>
<td>three quarters</td>
<td>whole</td>
</tr>
</tbody>
</table>
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