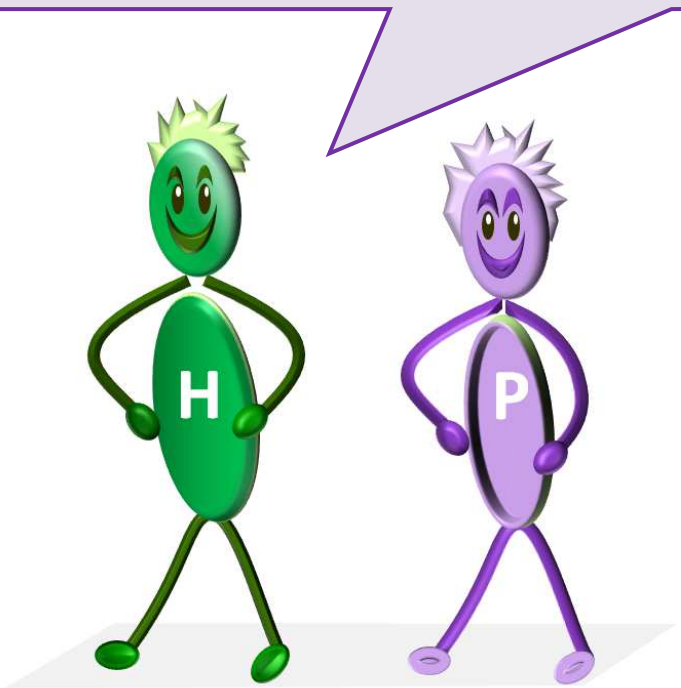
Henry and Poppy

have fun with numbers

Year 1 maths

(for 5-6 year olds)

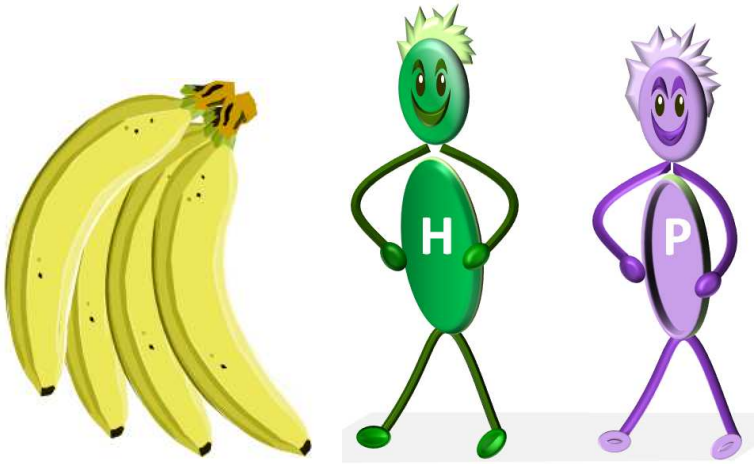
We had fun making these questions for you. Enjoy them.



YEAR 1 – NUMBER and Place Value

1

Henry and Poppy counted some bananas.



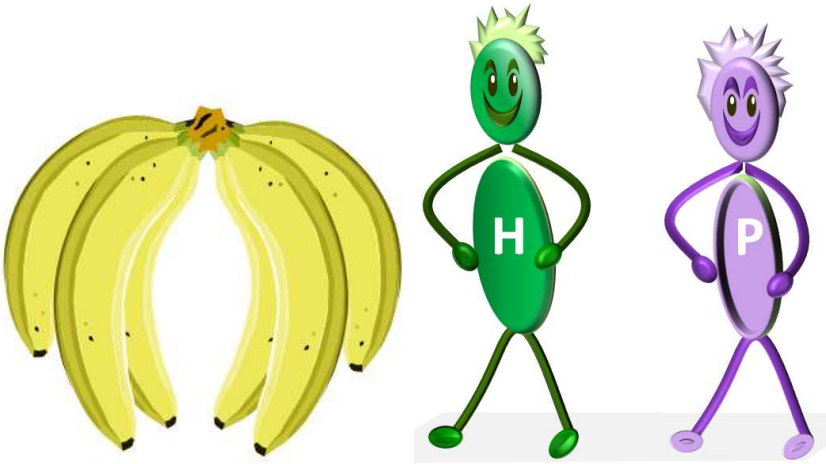
How many were there

1 mark

1N1a - count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

2

Henry and Poppy counted some bananas.



How many were there

1 mark

1N1a - count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

3

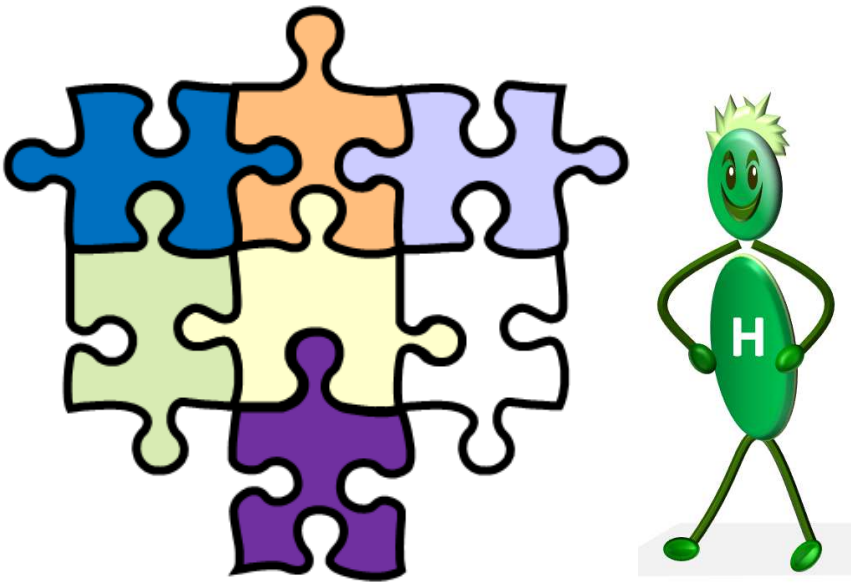
Count the bananas.

1 mark

1N1a - count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

4

Henry loves puzzles. Count the jigsaw pieces.



1 mark

1N1a - count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

5

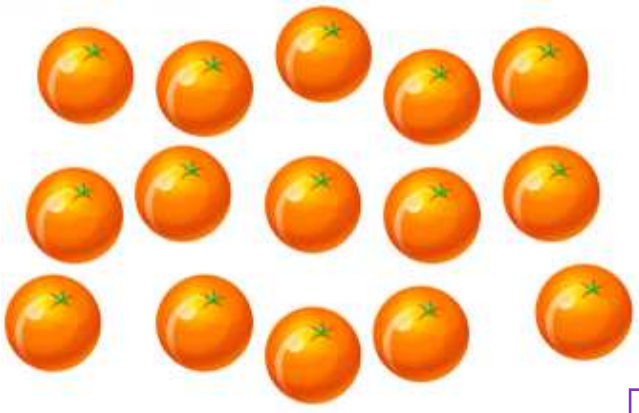
Count the eggs.

1 mark

1N1a - count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

6

Count the oranges.

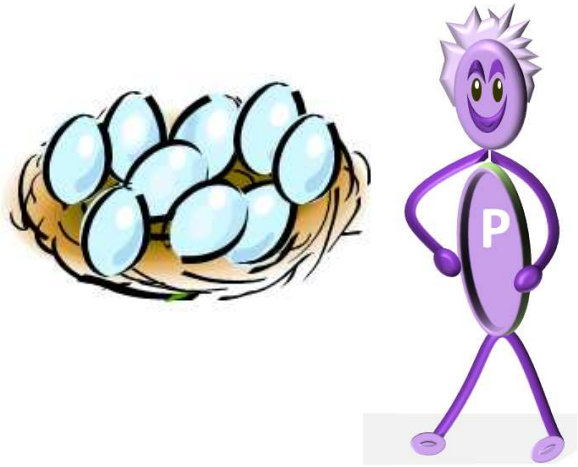


1 mark

1N1a – count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

1N2a – Count read and write numbers to 100 in numerals

7 Poppy found a nest. Count the eggs in the nest

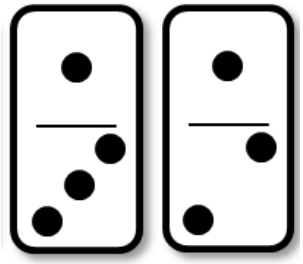


1 mark

1N1a – count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

1N2a – Count read and write numbers to 100 in numerals

8 Count the dots on the dominos

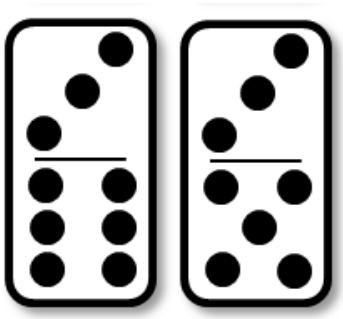


1 mark

1N1a – count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

1N2a – Count read and write numbers to 100 in numerals

9 Count the dots on the dominos

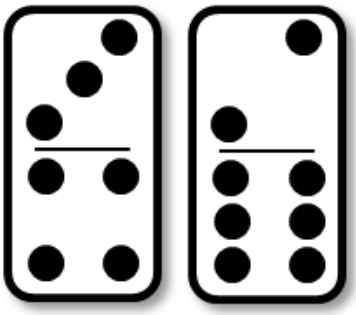


1 mark

1N1a – count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

1N2a – Count read and write numbers to 100 in numerals

10 Count the dots on the dominos



1 mark

1N1a – count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

1N2a – Count read and write numbers to 100 in numerals

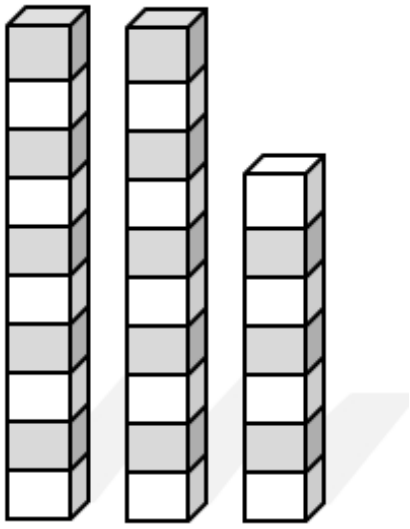
11 Henry loves cakes. How many green ones are there

1 mark

1N1a – count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

1N2a – Count read and write numbers to 100 in numerals

12 Count the blocks

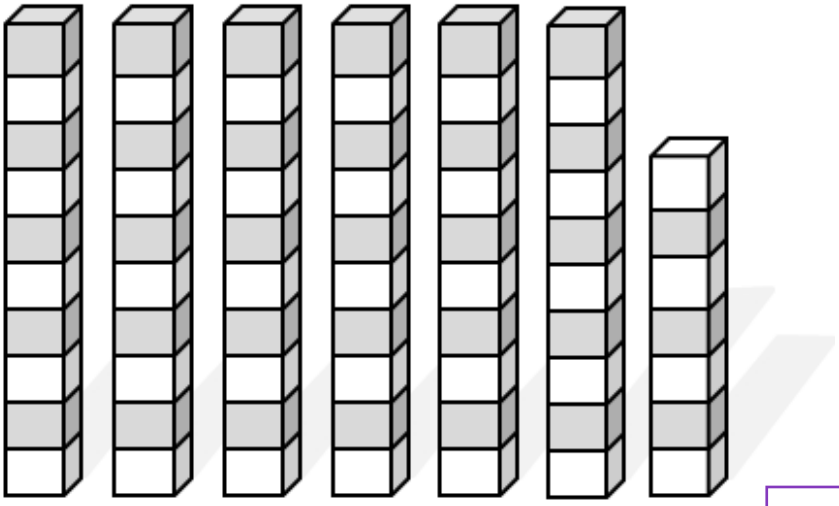


1 mark

1N1a - count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.

1N2a – Count read and write numbers to 100 in numerals

13 Count the blocks



1 mark

1N1a – count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

1N2a – Count read and write numbers to 100 in numerals

1 Count the buttons.

1 mark

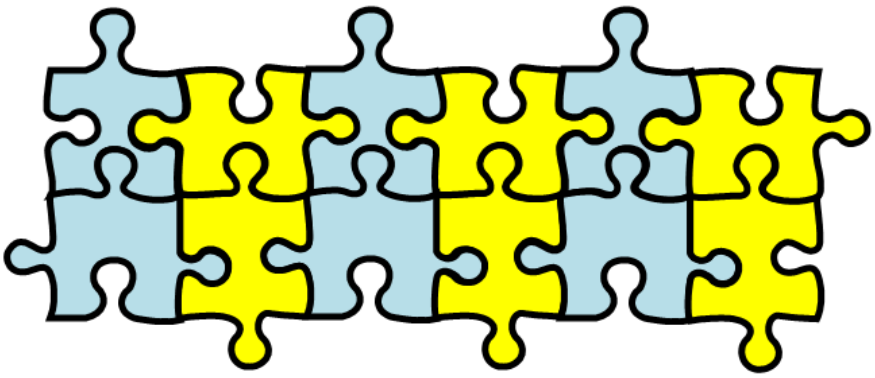
1N1b: Count in multiples of **twos,** fives and tens

2 Henry and Poppy play conkers. Count the conkers.

1 mark

1N1b: Count in multiples of **twos, fives** and tens

3 Count the jigsaw pieces.



1 mark

1N1b: Count in multiples of **twos,** fives and tens

4 There are **two** eggs in one nest.

How many eggs are in **two** nests?

1 mark

1N1b: Count in multiples of **twos,** fives and tens

5

There are **five** eggs in one nest.

How many eggs are there in **two** nests?

1 mark

1N1b: Count in multiples of twos**, fives** and tens

6

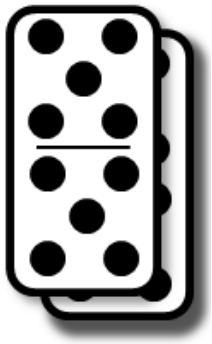
Count the fingers

1 mark

1N1b - count in multiples of twos, **fives** and tens

7 These dominos are all the same.

How many dots are there on **two** of these dominos



1 mark

1N1b - count in multiples of twos, **fives** and **tens**

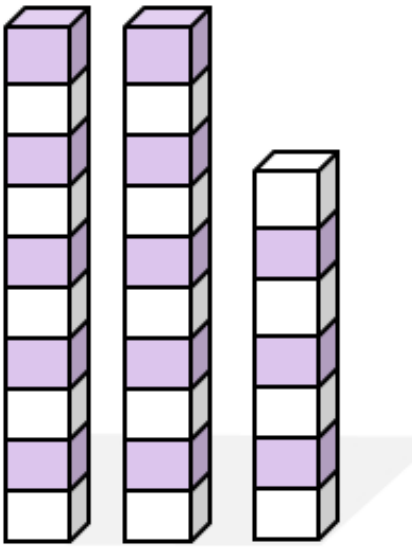
8 How many conkers are there.

1 mark

1N1b - count in multiples of twos, **fives** and tens

9

Count the blocks

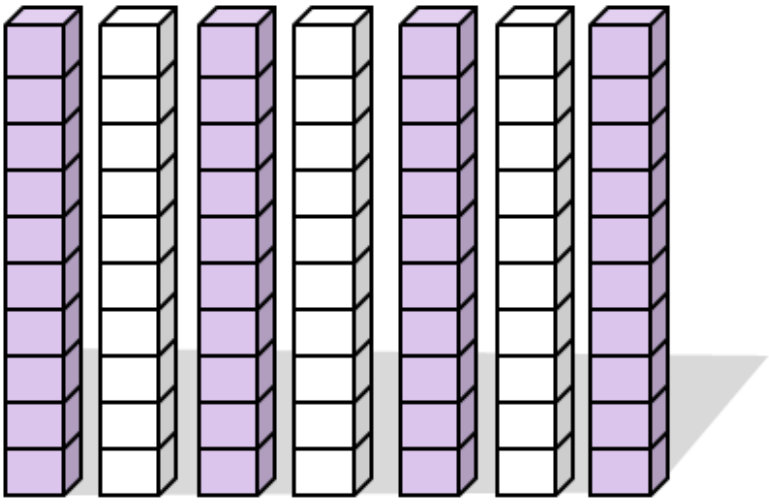


1 mark

1N1b - count in multiples of twos, fives and **tens**

10

Count the blocks

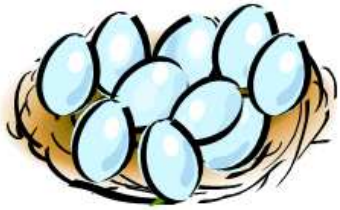


1 mark

1N1b: Count in multiples of twos**,** fives and **tens**

11

There are **ten** eggs in one nest.



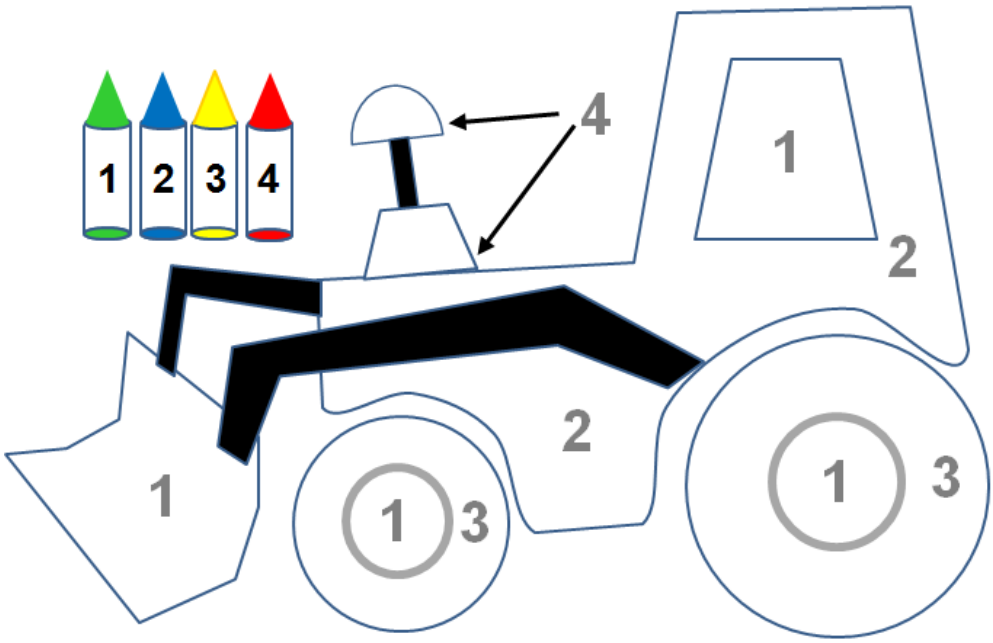
How many eggs are there in **two** nests?

1 mark

1N1b: Count in multiples of twos, fives and **tens**

1

Colour the tractor



1 mark

1N2a: Count, read and write numbers to at least 100 in numerals and in words

2

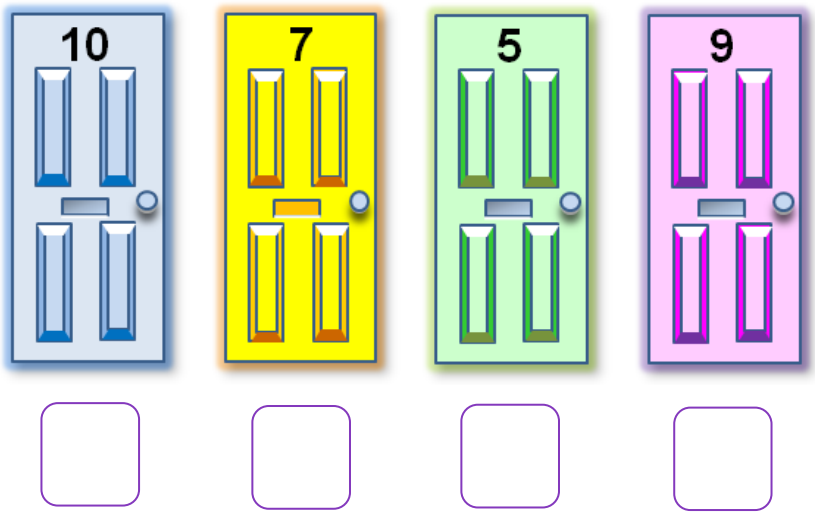
Draw **5** blue eggs **in** the nest.

1 mark

1N2a: Count, read and write numbers to at least 100 in numerals and in words

3

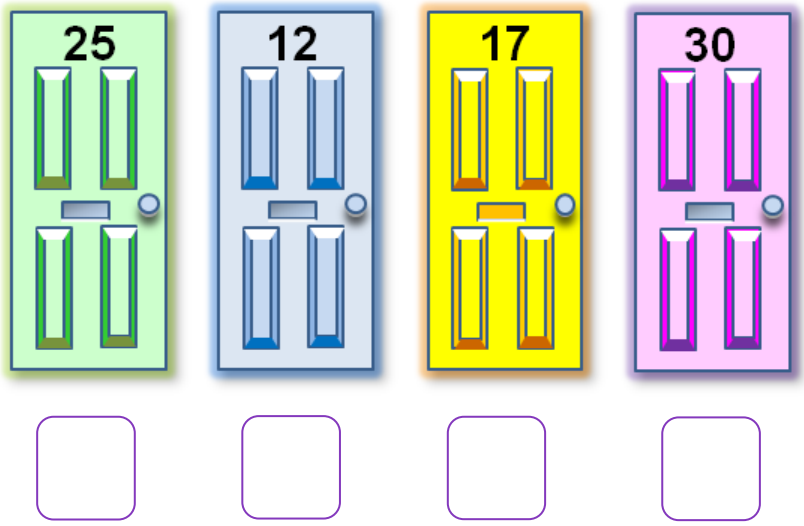
Which door is number seven (✓)



1 mark

1N2a: Count, read and write numbers to at least 100 in numerals and in words

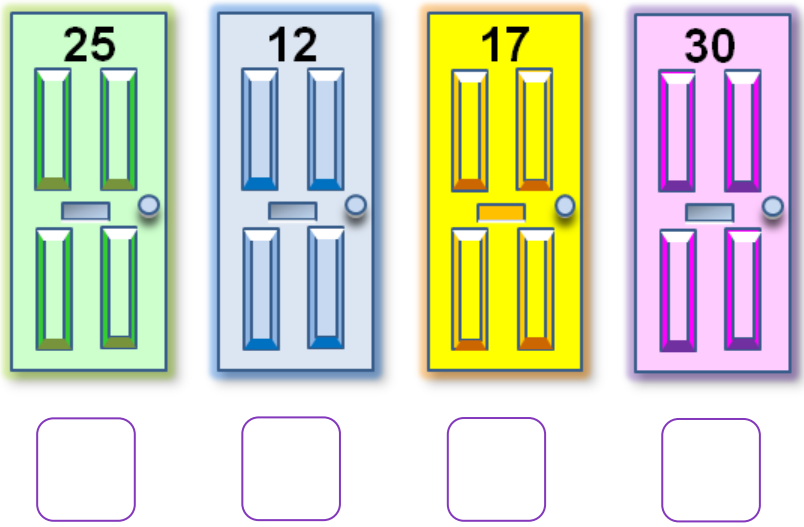
4 Which door is number seventeen (✓)



1 mark

1N2a: Count, read and write numbers to at least 100 in numerals and in words

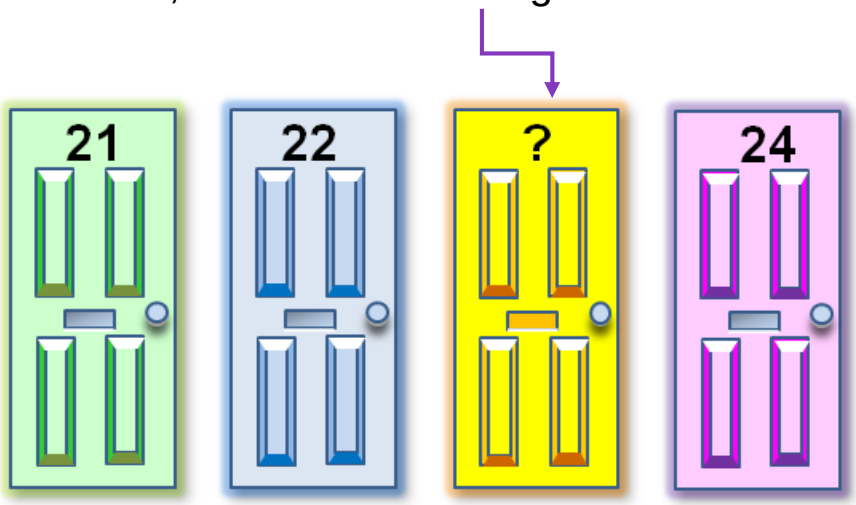
5 Which door has the biggest number (✓)



1 mark

1N2a: Count, read and write numbers to at least 100 in numerals and in words

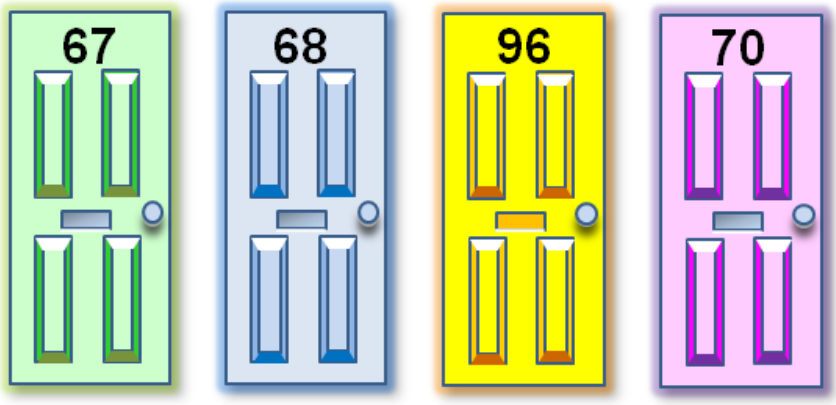
6 In this street, what is the missing number



1 mark

1N2a: Count, read and write numbers to at least 100 in numerals and in words

7 In this street, which door has the wrong number (✓)



1 mark

1N2a: Count, read and write numbers to at least 100 in numerals and in words

1 Write the number **after 14**

1 mark

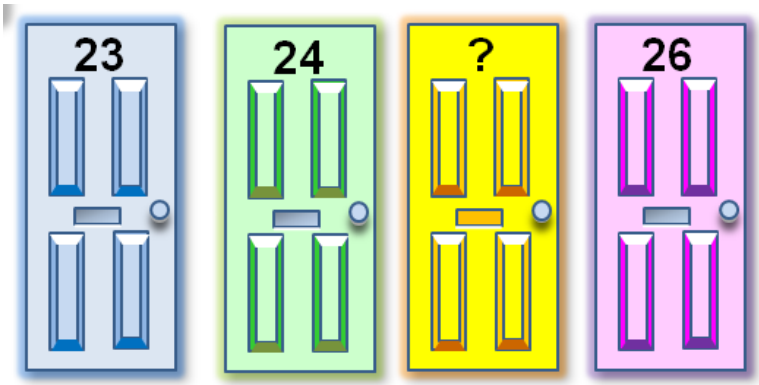
1N2b – Given a number, identify **one more** or one less

2 Write the number **before 25**

1 mark

1N2b – Given a number, identify one more or **one less**

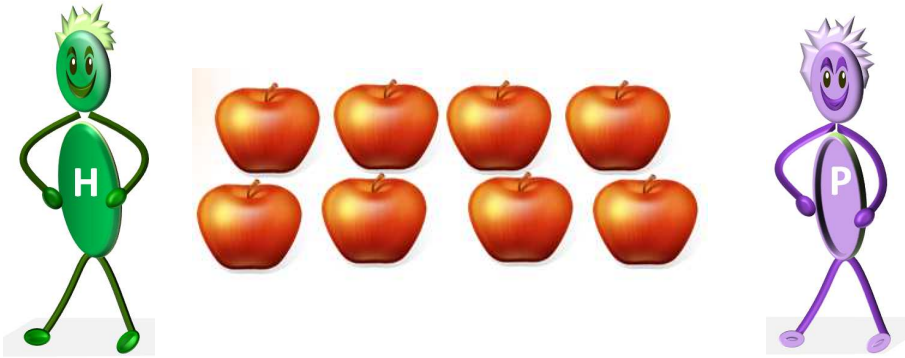
3 In this street, what door number is after 24?



1 mark

1N2b – Given a number, identify **one more** or one less

4 **H**enry had **eight** apples and gave **one** to **P**oppy.



How many apples does Henry have **now**?

1 mark

1N2b: given a number, identify **one more** and one less

5 What is **one more** than **9**?

1 mark

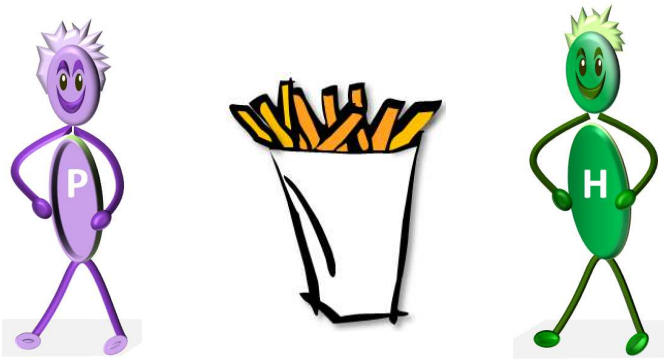
1N2b: given a number, identify **one more** and one less

6 What is **one less** than **7**?

1 mark

1N2b: given a number, identify one more and **one less**

7 Poppy had **9** chips. She gave **3** to Henry.



How many did she have **left**?

1 mark

1N2b: given a number, identify one more and **one less**

8 What is one more than **15**?

1 mark

1N2b: given a number, identify **one more** and one less

9 What is one less than **14**?

1 mark

1N2b: given a number, identify one more and **one less**

1

Write **4** as a **WORD**

Write **Seven** as a **NUMBER**

1 mark

1N2c: Read and write numbers from 1 to 20 in numerals and words

2

Write **13** as a **WORD**

Write **twelve** as a **NUMBER**

1 mark

1N2c: Read and write numbers from 1 to 20 in numerals and words

3

Fill in the gaps.
One has been done for you.

7	=	**Seven**	✓
	=	Ten	
9	=		
	=	four teen	
16	=		

4 marks

1N2c: read and write numbers from 1 to 20 in numerals and words

4

Tick (✓) the number which is **nine teen**.

19	91
☐	☐

1 mark

Tick (✓) the number which is **twelve**.

12	21
☐	☐

1 mark

Tick (✓) the number which is **four teen**.

14	41
☐	☐

1 mark

1N2c: read and write numbers from 1 to 20 in numerals and words

5

Write in words the number **8**.

1 mark

Write in words the number **17**.

1 mark

Write in words the number **13**.

1 mark

1N2c: read and write numbers from 1 to 20 in numerals and words

6

Write these **words** as a **number.**
The first one is done for you

Five	**5**	✓
Seven		1 mark
Twenty		1 mark
Sixteen		1 mark

1N2c: read and write numbers from 1 to 20 in numerals and words

1

Write the numbers in order.

6 3 9 5

1 mark

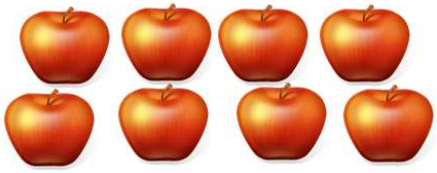
1N4: identify and represent numbers using objects and pictorial representations including **the number line**, and use the language of: equal to, more than, less than (fewer), most, least

2

Which is correct. (✓)

= **4**

= **6**



= **8**

1 mark

1N4: identify and represent **numbers using objects** and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least

3

Write **More** or **less** in the box

is ☐ than

is ☐ than

is ☐ than

1 mark

1N4: identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to**, more than, less than** (fewer), most, least

4

Which is the **most** (✓)

1 mark

1N4: identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), **most,** least

5

Which is the **least** (✓)

1 mark

1N4: identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, **least**

1

Draw some gingerbread men in each box so both boxes **add up to 6**

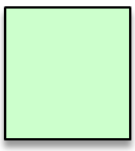
+

1 mark

1C1: represent and use number bonds and related subtraction facts within 20

2

Draw some squares in each box so both **add up to 10**



+

1 mark

1C1: represent and use number bonds and related subtraction facts within 20

3

Split the counters into some **pairs**.

Each pair adds up to **9**

+	+	+	+

1 mark

1C1: represent and use number bonds and related subtraction facts within 20

4

Split the counters into some **pairs**.

Each pair adds up to **10**

+ + +

1 mark

1C1: represent and use number bonds and related subtraction facts within 20

5

Split the counters into some pairs.

Each pair adds up to **12**

+	+	+	+

1 mark

1C1: represent and use number bonds and related subtraction facts within 20

6 Write in the missing **number bond**.

3 + ◯ = 7

◯ + 4 = 11

◯ − 3 = 9

3 marks

1C1: represent and use number bonds and related subtraction facts within 20

7 Write in the missing **number bond**.

6 + ◯ = 11

◯ + 7 = 19

◯ − 8 = 9

3 marks

1C1: represent and use number bonds and related subtraction facts within 20

1

$3 + 7 =$ ☐

1 mark

1C2a: add and subtract one-digit and two-digit numbers to 20, including zero

2

$5 + 8 =$ ☐

1 mark

1C2a: add and subtract one-digit and two-digit numbers to 20, including zero

3

$0 + 11 = \boxed{}$

1 mark

1C2a: add and subtract one-digit and two-digit numbers to 20, including zero

4

$12 + 13 = \boxed{}$

1 mark

1C2a: add and subtract one-digit and two-digit numbers to 20, including zero

5

$7 - 0 =$ ☐

1 mark

1C2a: add and subtract one-digit and two-digit numbers to 20, including zero

6

$12 - 9 =$ ☐

1 mark

1C2a: add and subtract one-digit and two-digit numbers to 20, including zero

7

$13 - 11 = \square$

1 mark

1C2a: add and subtract one-digit and two-digit numbers to 20, including zero

8

$18 - 12 = \square$

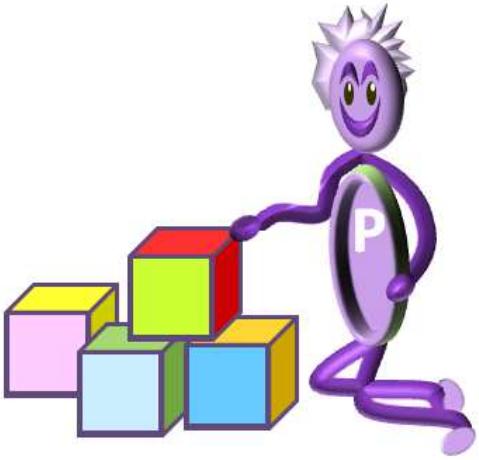
1 mark

1C2a: add and **subtrac**t one-digit and two-digit numbers to 20, including zero

9

Poppy needed 8 blocks, but she only had 4.

How many **more** blocks does she need?



1 mark

1C2a: add and **subtract** one-digit and two-digit numbers to 20, including zero

1 Match the words with the signs with a line.

+	Equals (altogether)
–	Add
=	Take away

1 mark

1C2b - read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs

2 Look at these signs

+	=	−

Write the correct sign in each box

1 [ ] 3 = 4

2 + 3 [ ] 5

5 [ ] 3 = 2

3 marks

1C2b - read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs

3 Look at these signs

+ = −

Write the correct sign in each box

4 ☐ 3 = 7

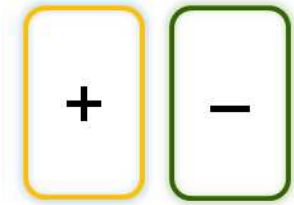
6 + 3 ☐ 9

8 ☐ 3 = 5

3 marks

1C2b - read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs

4 Look at these signs



Write the correct sign in each box.

7 ☐ 2 = 3 ☐ 2

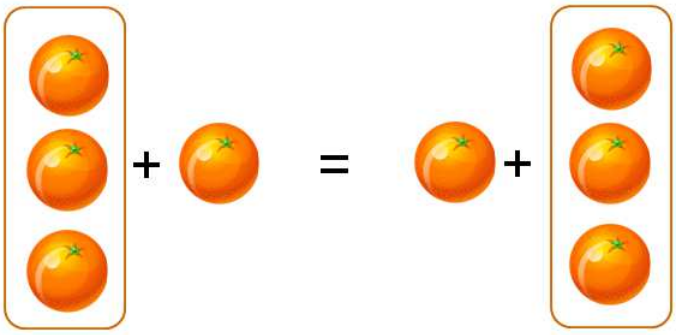
1 mark

5 ☐ 3 = 9 ☐ 1

1 mark

1C2b - read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs

1 Which is **right** ✓ and which is **wrong** ✗



3 + 1 = 1 + 3

✓

3 + 2 is the same as 2 + 3

4 + 1 is the same as 1 + 4

3 + 5 is the same as 5 + 3

1 mark

2C9a (year 1) show that addition of two numbers can be done in any order (commutative)

Introduced in **year 1** using simple values

1

$$6 = \square + 2$$

1 mark

1C4: solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9.

2

$$8 = \square - 3$$

1 mark

1C4: solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9.

3

$$11 = \square + 3$$

1 mark

1C4: solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9.

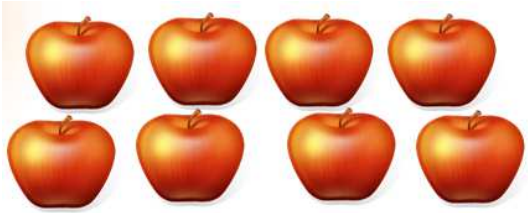
4

$$8 = \square - 7$$

1 mark

1C4: solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9.

5 Poppy had **eight** apples and ate **three**.



How many apples does she have left?

1 mark

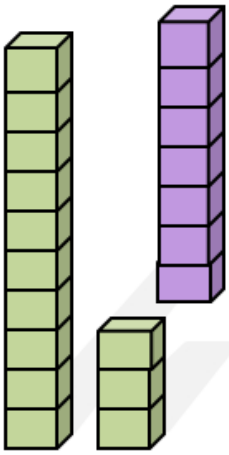
1C4: solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9.

6 How many wheels are there on 4 cars **altogether**.

1 mark

1C4: solve one-step problems that involve **addition** and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ☐ – 9.

7 Use the blocks to answer this question.



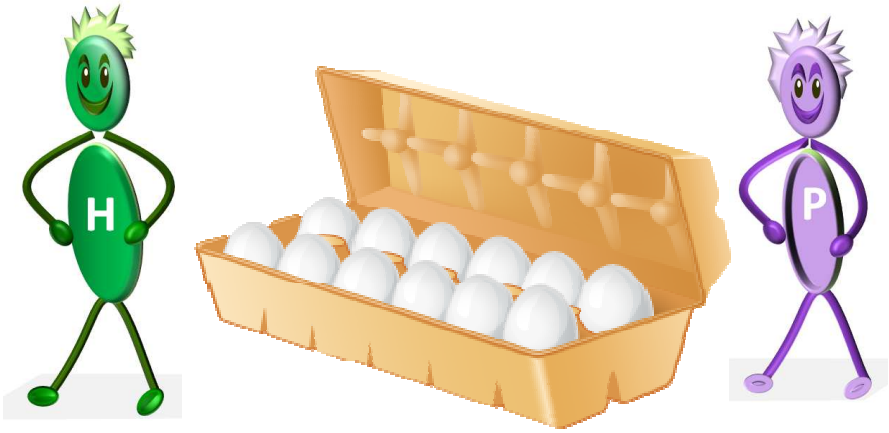
20 – 7 =

1 mark

1C4: solve one-step problems that involve addition and **subtraction**, using concrete objects and pictorial representations, and missing number problems such as 7 = □ – 9.

1

Share these eggs between Poppy and Henry.

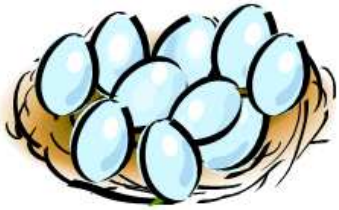


1 mark

1C8: solve one-step problems involving multiplication and **division**, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

2

There are **ten** eggs in one nest.



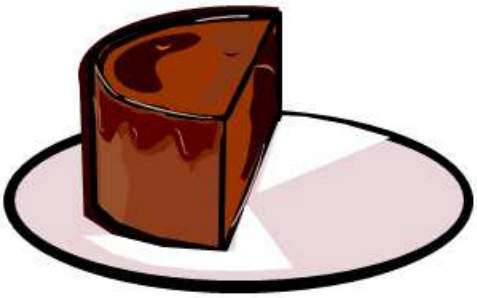
How many eggs are there in **three** nests?

1 mark

1C8: solve one-step problems involving **multiplication** and **division**, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher

1

Henry ate some cake.
How much is left



1 mark

1F1a: recognise, find and name a half as one of two equal parts of an object, shape or quantity

2

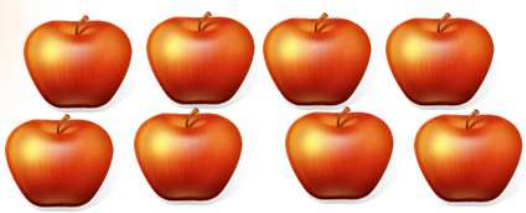
Colour the glass **half** full

1 mark

1F1a: recognise, find and name a half as one of two equal parts of an object, shape or quantity

3

How many is **half** these apples:



1 mark

1F1a: recognise, find and name a half as one of two equal parts of an object, shape or quantity

4

What is half of these numbers

2	6	10

1 mark

1F1a: recognise, find and name a half as one of two equal parts of an object, shape or quantity

5

What is half of these numbers

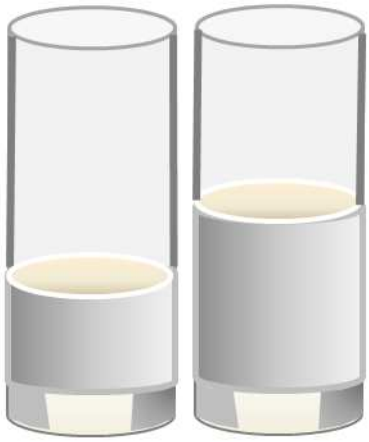
4 8 12

1 mark

1F1a: recognise, find and name a half as one of two equal parts of an object, shape or quantity

6

Which glass is **half** full (✓)

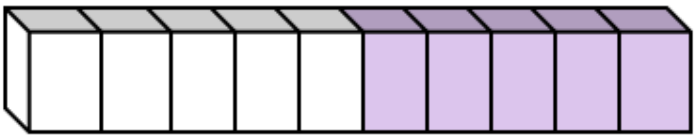


1 mark

1F1a: recognise, find and name a half as one of two equal parts of an object, shape or quantity

7

How many is **half** of these blocks



1 mark

1F1a: recognise, find and name a half as one of two equal parts of an object, shape or quantity

8

How full is the glass (✓)

½	¼	¾
☐	☐	☐

1 mark

1F1a: recognise, find and name a half as one of two equal parts of an object, shape or quantity

1

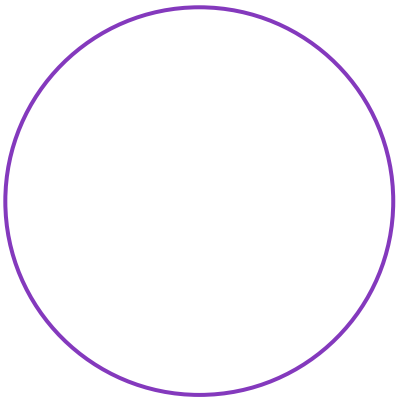
Colour the glass one **quarter** full

1 mark

1F1b: recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

2

Colour in one **quarter** of this shape

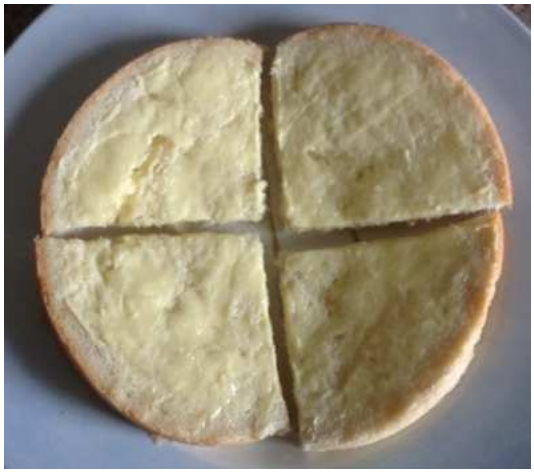


1 mark

1F1b: recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

3

Henry made a sandwich
How much is each piece(✓)



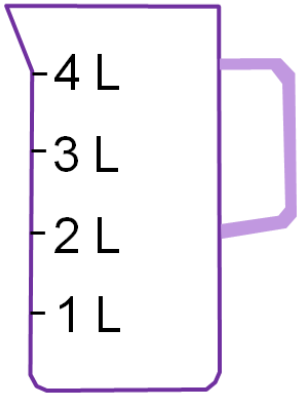
½	¼	¾
☐	☐	☐

1 mark

1F1b: recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

4

Colour in one **quarter** of this jug



1 mark

1F1b: recognise, find and name a quarter as one of four equal parts of an object, shape or quantity**.**

5

What is a **quarter** of these numbers (✓)

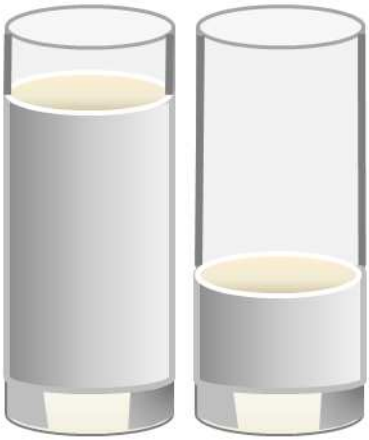
4 8

1 mark

1F1b: recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

6

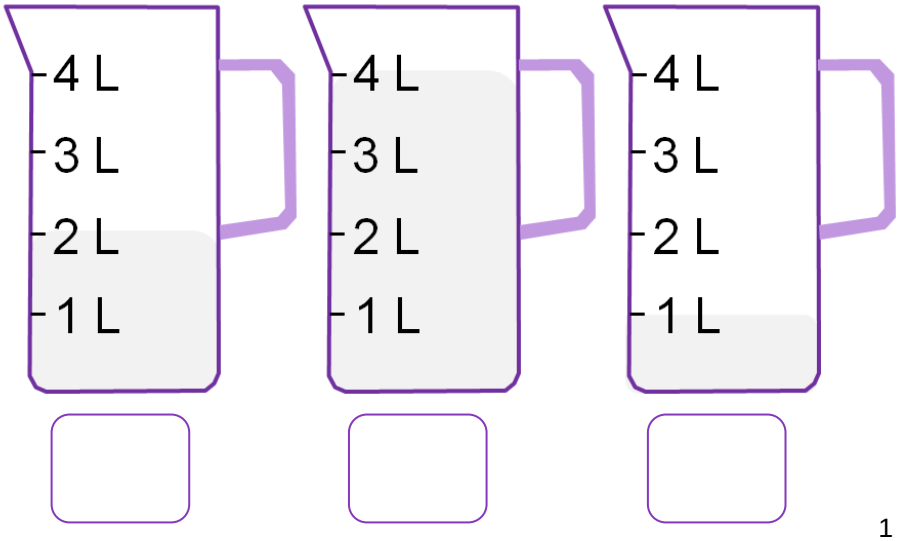
Which glass is a **quarter** full (✓)



1 mark

1F1b: recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

1 Which jug is a **quarter full** (✓)



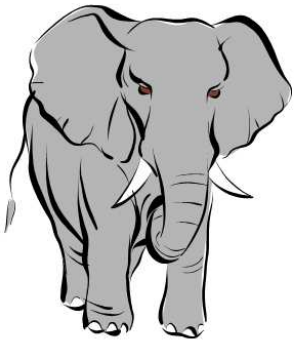
1 mark

1M1: compare, describe and solve practical problems for:

- lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)
- mass or weight (e.g. heavy/light, heavier than, lighter than)
- **capacity**/volume (full/empty, more than, less than, **quarter**)
- time (quicker, slower, earlier, later)

2

Which is the **tallest** (✓)



Elephant

Mouse

1 mark

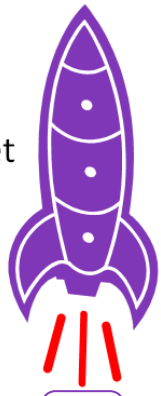
1M1: compare, describe and solve practical problems for:

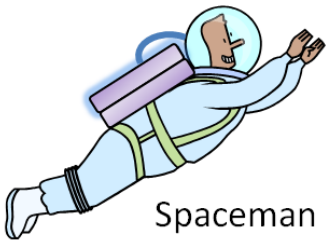
- lengths and **heights** (e.g. long/short, longer/shorter**, tall/**short, double/half)
- mass or weight (e.g. heavy/light, heavier than, lighter than)
- capacity/volume (full/empty, more than, less than, quarter)
- time (quicker, slower, earlier, later)

3

Which is the **tallest** (✓)

Rocket





Spaceman

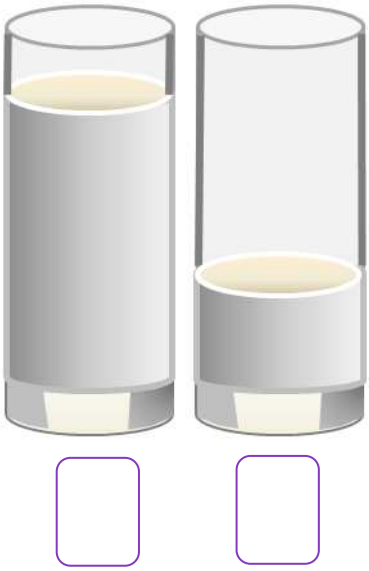
1 mark

1M1: compare, describe and solve practical problems for:

- lengths and **heights** (e.g. long/short, longer/shorter**, tall/**short, double/half)
- mass or weight (e.g. heavy/light, heavier than, lighter than)
- capacity/volume (full/empty, more than, less than, quarter)
- time (quicker, slower, earlier, later)

4

Which glass is a **quarter** full (✓)

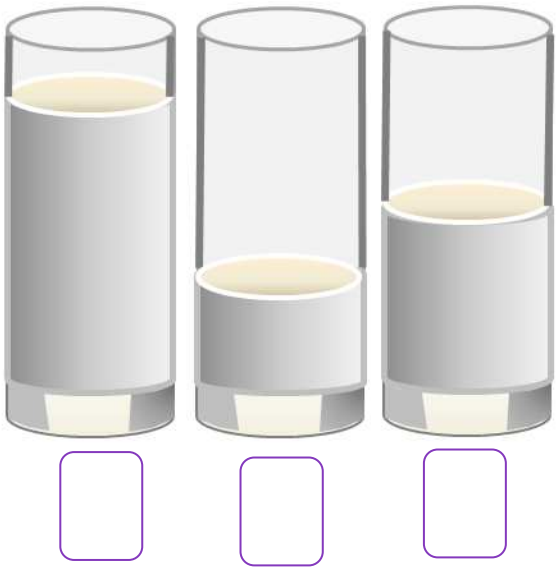


1 mark

1M1: compare, describe and solve practical problems for:

- lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)
- mass or weight (e.g. heavy/light, heavier than, lighter than)
- **capacity**/volume (full/empty, more than, less than, **quarter**)
- time (quicker, slower, earlier, later)

5 Which glass is **less than half** full(✓)

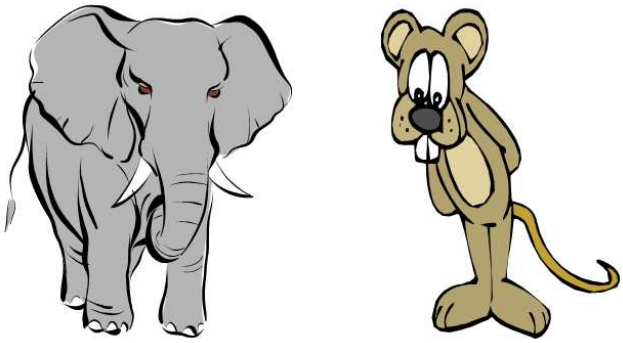


1 mark

1M1: compare, describe and solve practical problems for:

- lengths and heights (e.g. long/short, longer/shorter, tall/short, double/**half**)
- mass or weight (e.g. heavy/light, heavier than, lighter than)
- capacity/volume (full/empty, more than, **less than**, quarter)
- time (quicker, slower, earlier, later)

6 Which is the **lightest** (✓)



Elephant Mouse

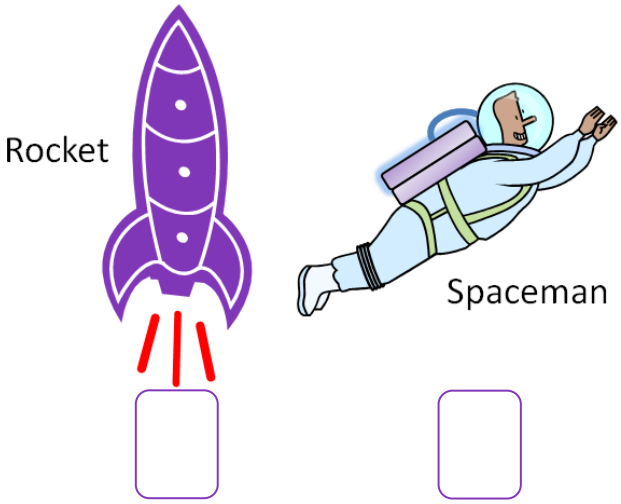
1 mark

1M1: compare, describe and solve practical problems for:

- lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)
- mass or **weight** (e.g. heavy/**light,** heavier than, lighter than)
- capacity/volume (full/empty, more than, less than, quarter)
- time (quicker, slower, earlier, later)

7

Which is the **heaviest** (✓)



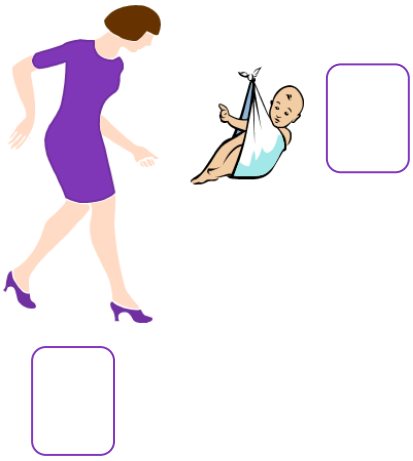
1 mark

1M1: compare, describe and solve practical problems for:

- lengths and heights (e.g. long/short, longer/shorter**,** tall/short, double/half)
- mass or **weight** (e.g. **heavy/**light, heavier than, lighter than)
- capacity/volume (full/empty, more than, less than, quarter)
- time (quicker, slower, earlier, later)

8

Who is the **heaviest** (✓)



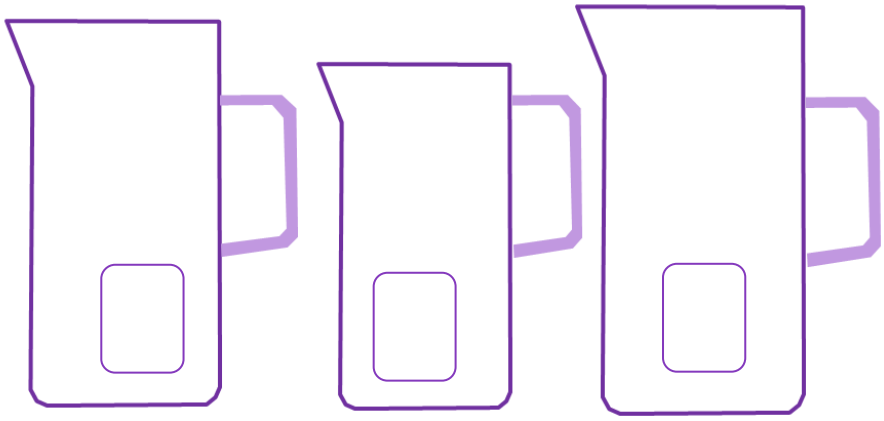
1 mark

1M1: compare, describe and solve practical problems for:

- lengths and heights (e.g. long/short, longer/shorter**,** tall/short, double/half)
- mass or **weight** (e.g. **heavy/**light, heavier than, lighter than)
- capacity/volume (full/empty, more than, less than, quarter)
- time (quicker, slower, earlier, later)

9

Which **holds** the **most** (✓)



1 mark

1M1: **compare**, describe and solve practical problems for:

- lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)
- mass or weight (e.g. heavy/light, heavier than, lighter than)
- **capacity**/volume (full/empty, more than, less than, quarter)
- time (quicker, slower, earlier, later)

10

Which snake is longer (✓)

1 mark

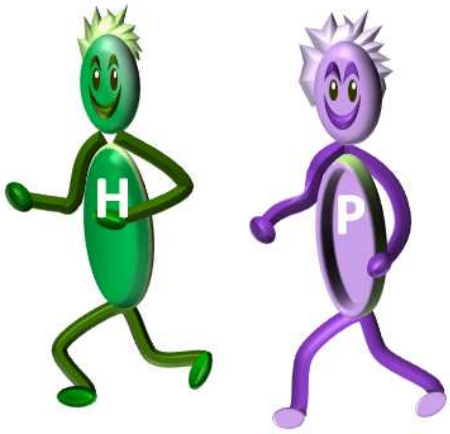
1M1: **compare**, describe and solve practical problems for:

- l**engths** and heights (e.g. long/short, **longer**/shorter, tall/short, double/half)
- mass or weight (e.g. heavy/light, heavier than, lighter than)
- capacity/volume (full/empty, more than, less than, quarter)
- time (quicker, slower, earlier, later)

11

Poppy won the race

Who was **quicker?** (✓)



1 mark

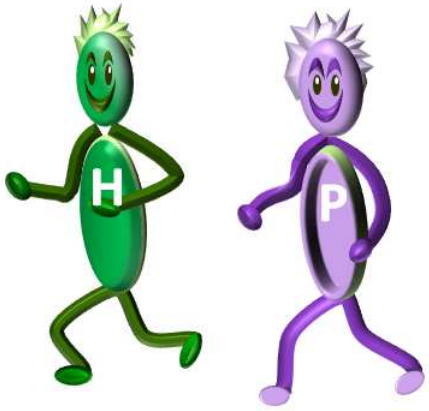
1M1: compare, describe and solve practical problems for:

- lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)
- mass or weight (e.g. heavy/light, heavier than, lighter than)
- capacity/volume (full/empty, more than, less than, quarter)
- time (**quicker,** slower, earlier, later)

12

Henry lost the race.

Who was **slower?** (✓)



1 mark

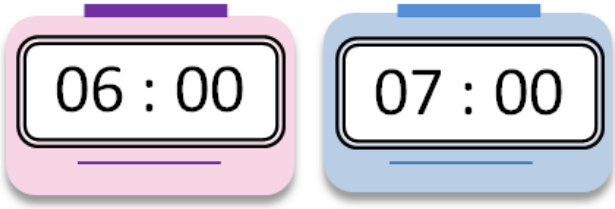
1M1: compare, describe and solve practical problems for:

- lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)
- mass or weight (e.g. heavy/light, heavier than, lighter than)
- capacity/volume (full/empty, more than, less than, quarter)
- time (quicker, **slower**, earlier, later)

13

Look at the clocks.

Which time is **earlier**? (✓)



1 mark

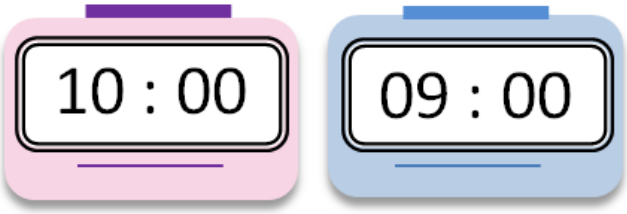
1M1: compare, describe and solve practical problems for:

- lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)
- mass or weight (e.g. heavy/light, heavier than, lighter than)
- capacity/volume (full/empty, more than, less than, quarter)
- time (quicker, slower, **earlier**, later)

14

Look at the clocks.

Which time is **later**? (✓)



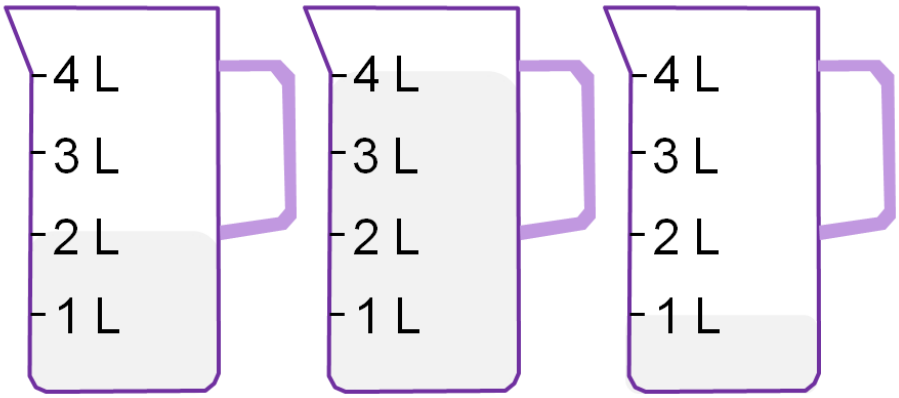
1 mark

1M1: compare, describe and solve practical problems for:

- lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half)
- mass or weight (e.g. heavy/light, heavier than, lighter than)
- capacity/volume (full/empty, more than, less than, quarter)
- time (quicker, slower, earlier**, later**)

1

How many litres are in the jugs?



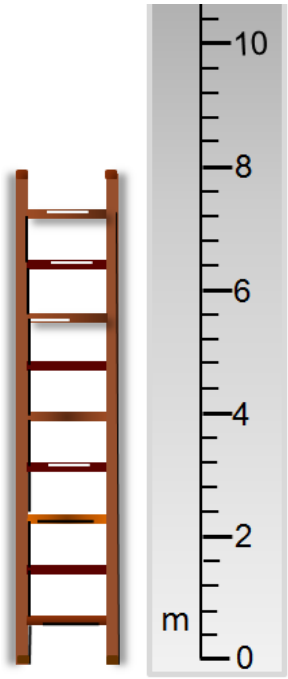
1 mark

1M2: measure and begin to record the following:

lengths and heights , mass/weight , capacity and **volume ,** time (hours, minutes, seconds)

2

How **high** is the ladder?



m

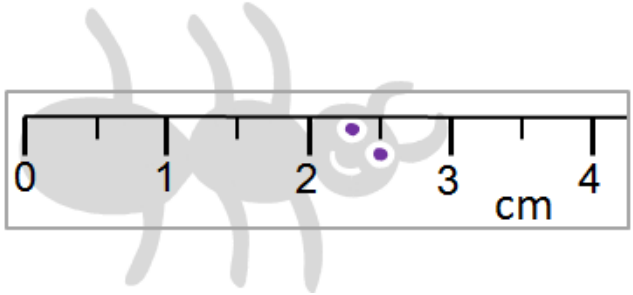
1 mark

1M2: measure and begin to record the following:

lengths and **heights** , mass/weight , capacity and volume **,** time (hours, minutes, seconds)

3

How **long** is the bug?



cm

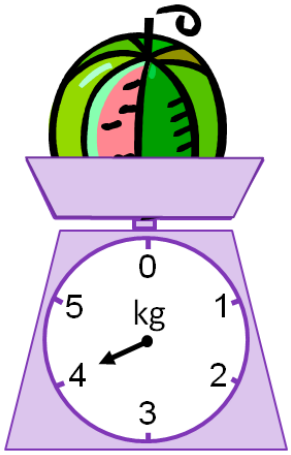
1 mark

1M2: measure and begin to record the following:

lengths and heights ,mass/weight ,capacity and volume **,**time (hours, minutes, seconds)

4

How **heavy** is the Melon



kg

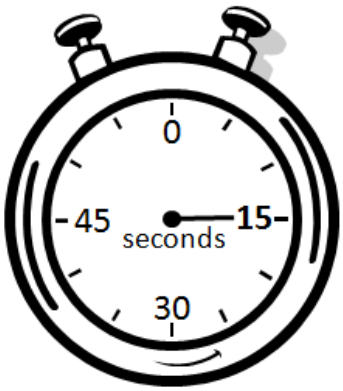
1 mark

1M2: measure and begin to record the following:

lengths and heights , **mass/weight ,** capacity and volume **,** time (hours, minutes, seconds)

5

How many **seconds** does the stop watch show



1 mark

1M2: measure and begin to record the following:

lengths and heights , mass/weight , capacity and volume **, time (hours, minutes, seconds**)

1

Which one is the **1p** coin (✓)

1 mark

1M3: recognise and know the value of different denominations of coins and notes

2

Which one is the **10p** coin (✓)

1 mark

1M3: recognise and know the value of different denominations of coins and notes

3

How many **1p** coins are there?

1 mark

1M3: recognise and know the value of different denominations of coins and notes

4

How many **2p** coins are there?

1 mark

1M3: recognise and know the value of different denominations of coins and notes

5

How many **5p** coins are there?

1 mark

1M3: recognise and know the value of different denominations of coins and notes

6

How many **10p** coins are there?

1 mark

1M3: recognise and know the value of different denominations of coins and notes

7

How many **20p** coins are there?

1 mark

1M3: recognise and know the value of different denominations of coins and notes

8

How many **50p** coins are there?

1 mark

1M3: recognise and know the value of different denominations of coins and notes

9

How many **£1p** coins are there?

1 mark

1M3: recognise and know the value of different denominations of coins and notes

10

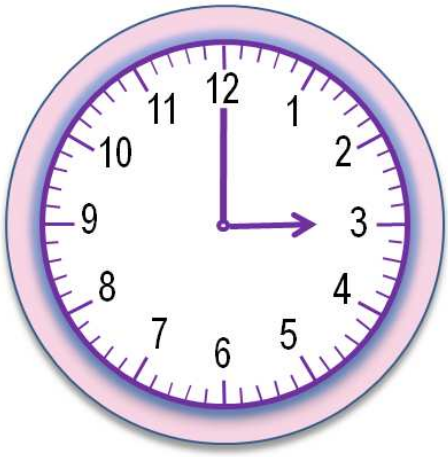
Which one is the £10 note (✓)

1 mark

1M3: recognise and know the value of different denominations of coins and notes

1

What time is it?



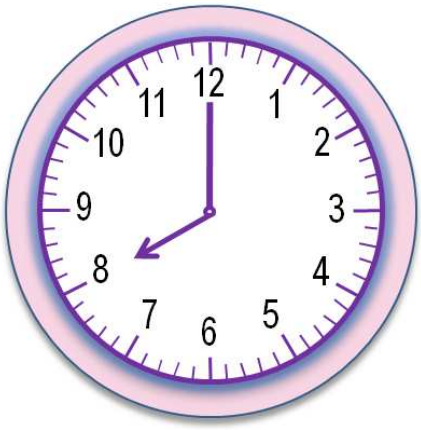
o'clock

1 mark

1M4a: tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

2

What time is it?



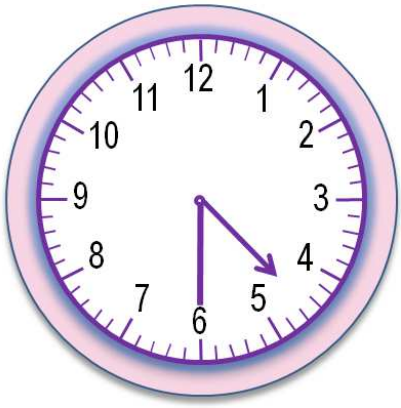
o'clock

1 mark

1M4a: tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

3

What time is it?



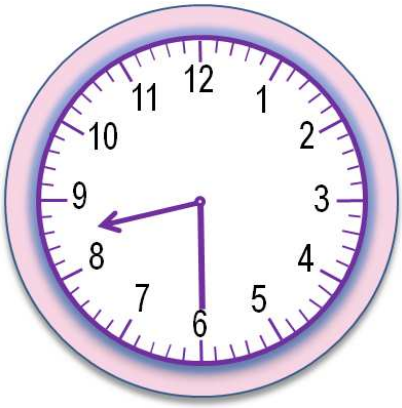
past 4

1 mark

1M4a: tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

4

What time is it?



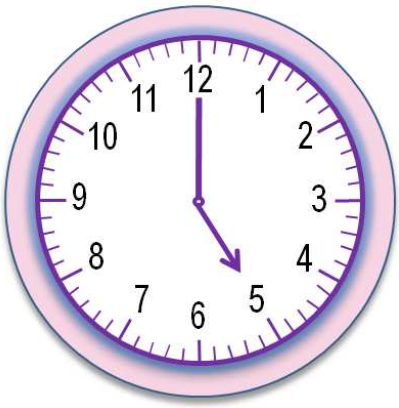
past 8

1 mark

1M4a: tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

5

What time is it (✓)



06:00 ☐

07:00 ☐

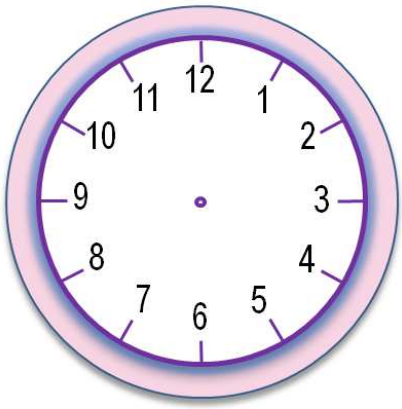
05:00 ☐

1 mark

1M4a: tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

6

Draw the hands on the clock for **6** o'clock

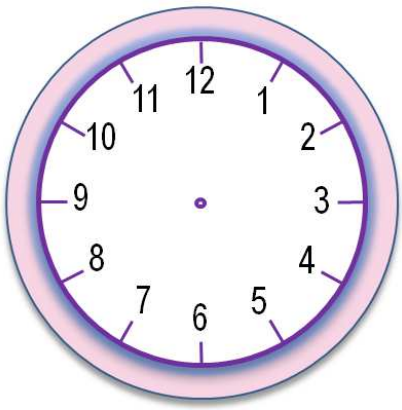


1 mark

1M4a: tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

7

Draw the hands on the clock for **half past two**



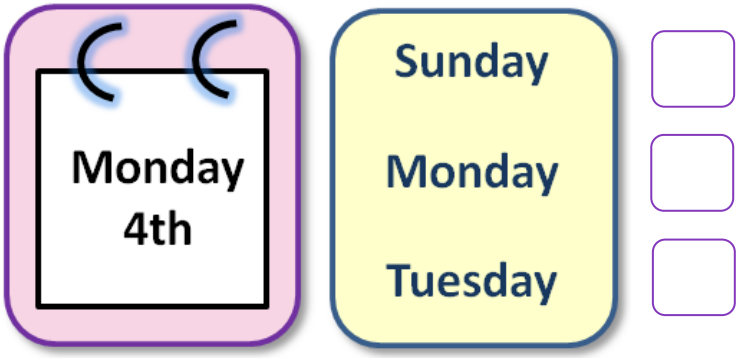
1 mark

1M4a: tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

1

Today is Monday

What day is it **tomorrow**(✓)



1 mark

1M4b: sequence events in chronological order using language such as: before and after, next, first, today, yesterday**, tomorrow**, morning, afternoon and evening

2

Today is Monday 4th

What day **number** is it **tomorrow**(✓)?

1 mark

1M4b: sequence events in chronological order using language such as: before and after, next, first, today, yesterday**, tomorrow**, morning, afternoon and evening

3

Today is Saturday.
What day was **yesterday**(✓)?

1 mark

1M4b: sequence events in chronological order using language such as: before and after, next, first, today, **yesterday**, tomorrow, morning, afternoon and evening

4

Today is Saturday 9th
What day **number** was it **yesterday**(✓)?

1 mark

1M4b: sequence events in chronological order using language such as: before and after, next, first, today, **yesterday**, tomorrow, morning, afternoon and evening

5

Today is Thursday.

What is the day **after** today(A)?

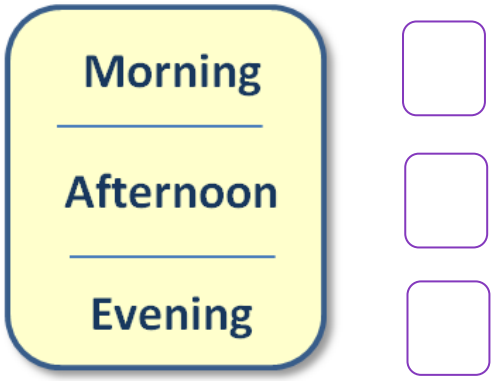
What is the day **before** today(B)?

2 mark

1M4b: sequence events in chronological order using language such as: **before and after**, next, first, today, **yesterday**, tomorrow, morning, afternoon and evening

6

It is **afternoon** now
What comes next (✓)

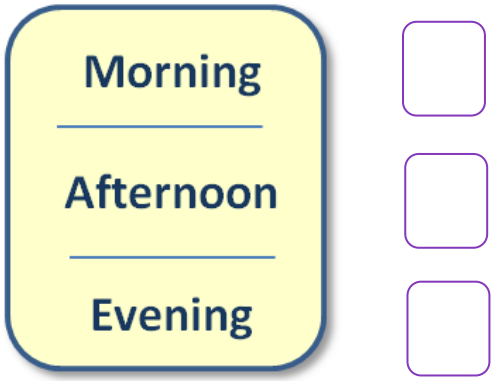


1 mark

1M4b: sequence events in chronological order using language such as: before and after, **next,** first, today, yesterday, tomorrow, **morning, afternoon and evening**

7

It is **evening** now
What comes next (✓)



1 mark

1M4b: sequence events in chronological order using language such as: before and after, **next,** first, today, yesterday, tomorrow, **morning, afternoon and evening**

1

What days are the weekend (✓)

Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐

Friday ☐ Saturday ☐ Sunday ☐

1 mark

1M4c: recognise and use language relating to dates, including days of the week, weeks, months and years

2

What days are school days (✓)

Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐

Friday ☐ Saturday ☐ Sunday ☐

1 mark

1M4c: recognise and use language relating to dates, including days of the week, weeks, months and years

3

What day is after Thursday (✓)

Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐

Friday ☐ Saturday ☐ Sunday ☐

1 mark

1M4c: recognise and use language relating to dates, including days of the week, weeks, months and years

4

What month is your birthday (✓)

January ☐ February ☐ March ☐ April ☐

May ☐ June ☐ July ☐ August ☐

September ☐ October ☐ November ☐ December ☐

1 mark

1M4c: recognise and use language relating to dates, including days of the week, weeks, months and years

5

What month is Christmas (✓)

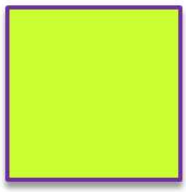
January	February	March	April
May	June	July	August
September	October	November	December

1 mark

1M4c: recognise and use language relating to dates, including days of the week, weeks, months and years

1

What is this shape (✓)



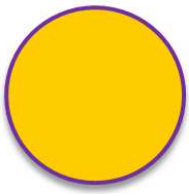
Circle	Square	Triangle	Rectangle
☐	☐	☐	☐

1 mark

1G1a: recognise and name common 2-D (e.g. rectangles (including squares), circles and triangles)

2

What is this shape (✓)



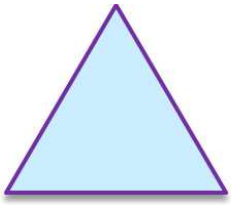
Circle	Square	Triangle	Rectangle
☐	☐	☐	☐

1 mark

1G1a: recognise and name common 2-D (e.g. rectangles (including squares), circles and triangles)

3

What is this shape (✓)



Circle	Square	Triangle	Rectangle
☐	☐	☐	☐

1 mark

1G1a: recognise and name common 2-D (e.g. rectangles (including squares), circles and triangles)

1

What is this shape (✓)

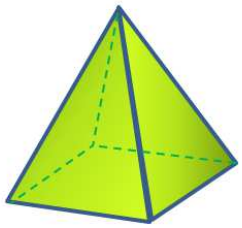
Sphere	Cube	Cuboid	Pyramid
☐	☐	☐	☐

1 mark

1G1b: recognise and name common 3-D shapes, (e.g. cuboids (including cubes), pyramids and spheres).

2

What is this shape (✓)



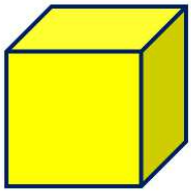
Sphere	Cube	Cuboid	Pyramid
☐	☐	☐	☐

1 mark

1G1b: recognise and name common 3-D shapes, (e.g. cuboids (including cubes), pyramids and spheres).

3

What is this shape (✓)



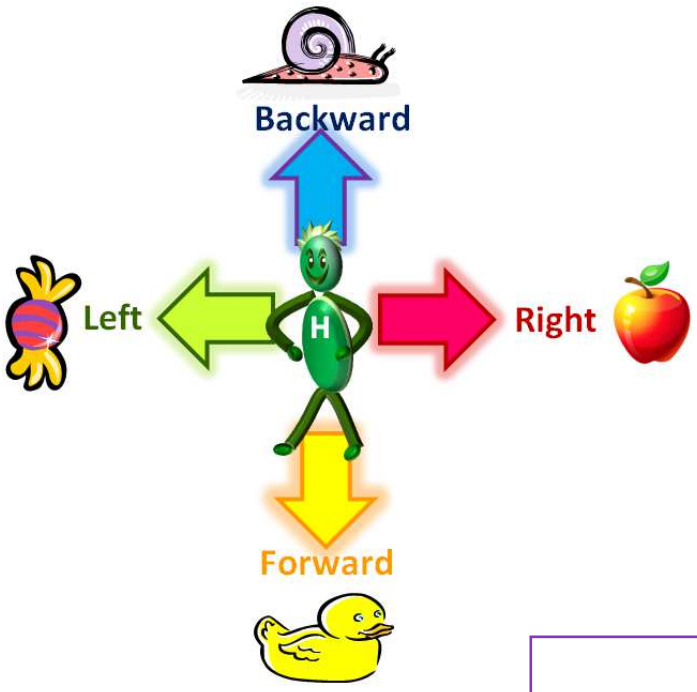
Sphere	Cube	Cuboid	Pyramid
☐	☐	☐	☐

1 mark

1G1b: recognise and name common 3-D shapes, (e.g. cuboids (including cubes), pyramids and spheres).

GEOMETRY- Position and direction

1 Which **way** is the sweet?

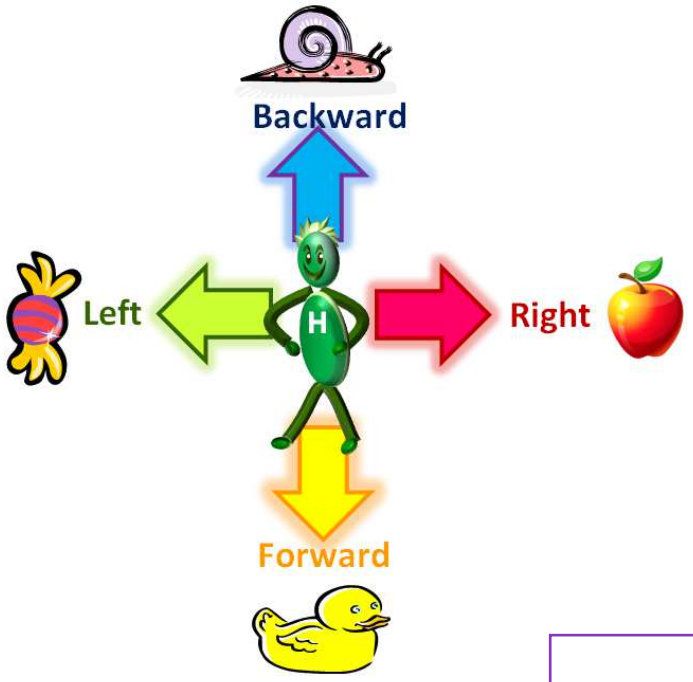


1 mark

1P2: describe position, directions and movements, including half, quarter and three-quarter turns.

2

Which **way** is the duck?

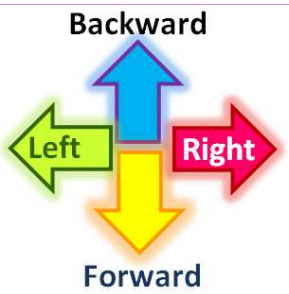


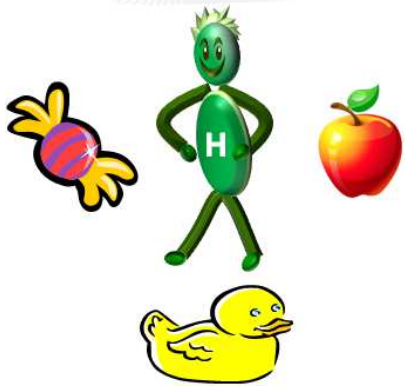
1 mark

1P2: describe position, directions and movements, including half, quarter and three-quarter turns.

3

What is to the **right** of Henry (✓)



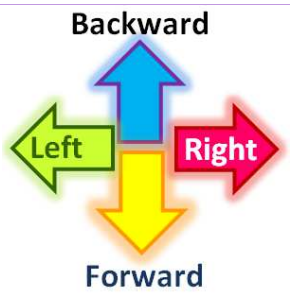


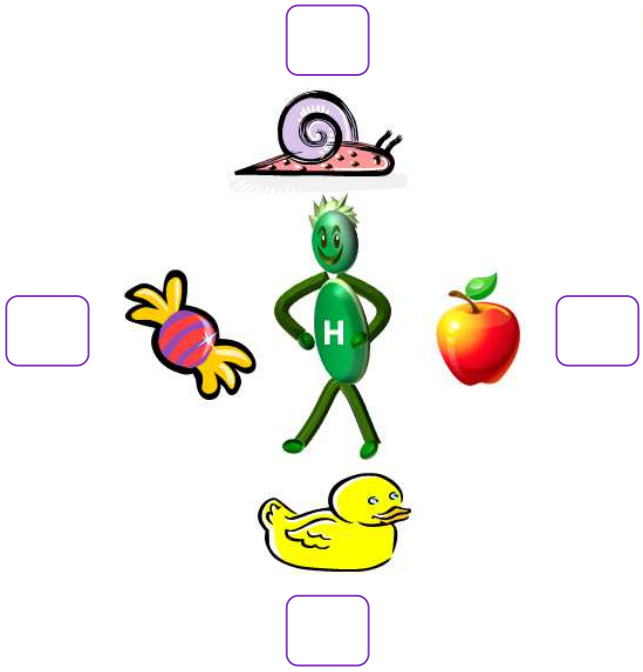
1 mark

1P2: describe position, directions and movements, including half, quarter and three-quarter turns.

4

What is **forward** of Henry (✓)

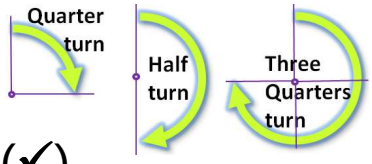




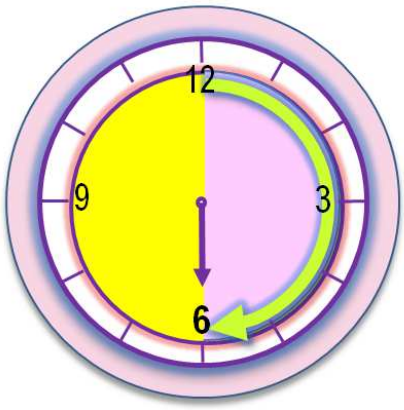
1 mark

1P2: describe position, directions and movements, including half, quarter and three-quarter turns.

5



How much has the clock turned (✓)

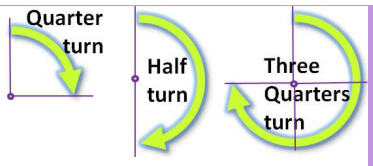


half turn ☐ Quarter turn ☐ three-quarter turn ☐

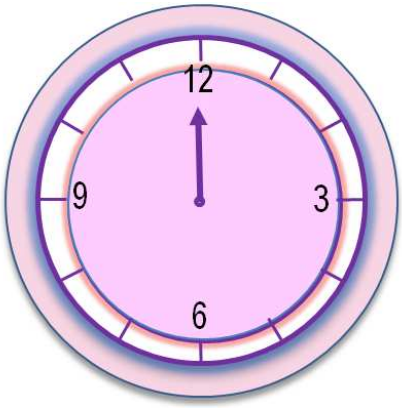
1 mark

1P2: describe position, directions and movements, including half, quarter and three-quarter turns.

6



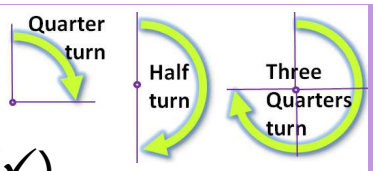
Draw a quarter turn on the clock.



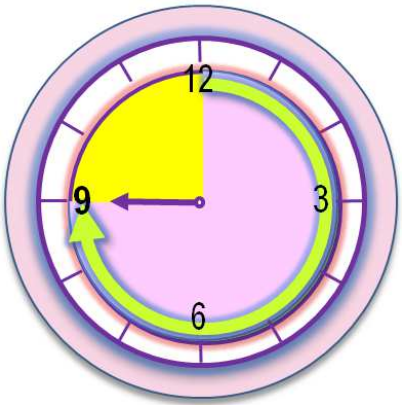
1 mark

1P2: describe position, directions and movements, including half, quarter and three-quarter turns.

7



How much has the clock turned(✓)



half turn ☐ Quarter turn ☐ three-quarter turn ☐

1 mark

1P2: describe position, directions and movements, including half, quarter and three-quarter turns.