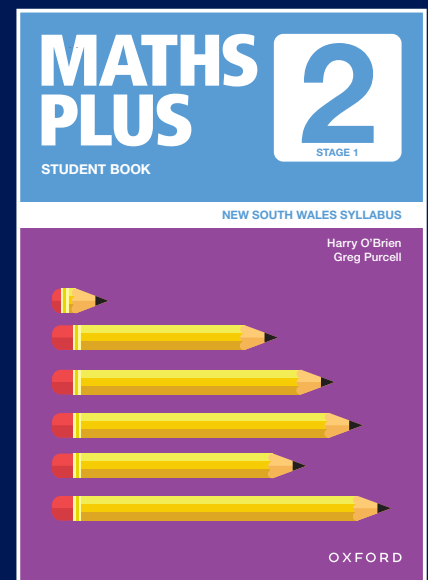
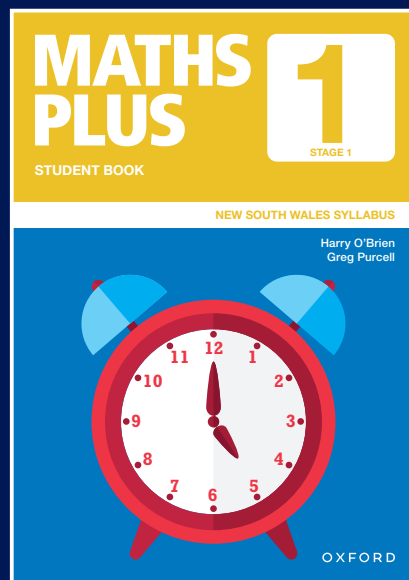
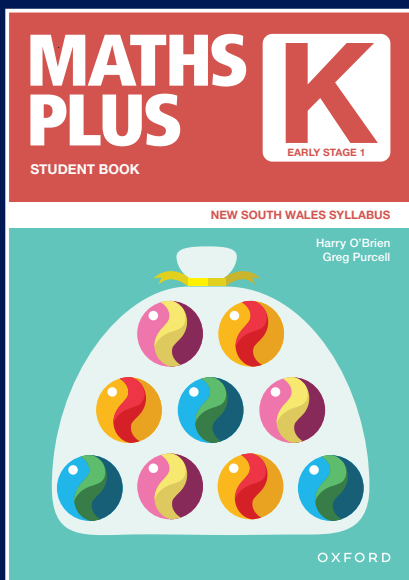


MATHS PLUS

Series overview and sample pages for the new NSW Syllabus

Help students build their skills, develop understanding and make connections over time



**NEW edition for the NESA Mathematics
K-2 Syllabus coming in 2022!**

To learn more about this series, visit oup.com.au/mathsplus

Practise, master, assess

TEACHING AND LEARNING APPROACH

Maths Plus is a rigorous mathematics program combining many essential elements to provide **spiralling content** where concepts are explored, then built on throughout the year and across year levels. The spiral approach helps students develop robust recall of information, consolidating learning and increasing their mathematical fluency.

It is a multifaceted approach introducing **varied learning experiences** such as interactive concept exploration, hands-on real world learning, daily practice and consolidation activities, problem solving tasks, extra support and extension activities and mental and homework activities. It also enables **tracking and reviewing** of student learning through post-test assessment.

STUDENT RESOURCES:

Maths Plus Student Books

- Student activity pages are colour-coded and provide complete coverage of all outcomes from the new NESA Mathematics Syllabus for 2023 implementation.
- Four diagnostic term reviews per year level, to assess concepts and skills through summative assessment.
- Provides opportunities for spiralled learning and practice, skill consolidation and on-going development of the working mathematical processes: communicating, understanding and fluency, reasoning and problem-solving.

Maths Plus Post-Assessment Books

The *Maths Plus Post-Assessment Books* are an integral part of the *Maths Plus* series, and come packaged with the corresponding Student Books. They provide a quick to administer and mark, post-test for every topic to support teachers in the measurement of student learning growth and understanding.

Maths Plus Mental and Homework Books

The *Maths Plus Mental and Homework Books* are an essential component of the program which provide revision and consolidation activities that directly correspond to concepts and units in the Student Books, one week after they are taught in the classroom.

TEACHER RESOURCES:

The *Maths Plus Teacher Dashboard* is a digital tool providing an explicit and comprehensive teaching program along with projectible multi-modal support for whole-class and small group instruction, including:

- Digital interactives to introduce and explore concepts
- Teaching Notes for every lesson, including suggestions for hands-on real world learning, daily practice and consolidation activities, problem solving tasks, differentiation through support and extension activities as well as a reflection and suggested formative assessment.
- Printable Investigation units providing additional opportunities for students to develop understanding and fluency in mathematics through exploring real world connections and problem solving to apply their knowledge, show their understanding and communicate their thinking and reasoning.
- Scope & Sequence and Term Plans
- Pedagogy videos – e.g. potential difficulties
- Assessment support, grading guides and all Student Book, Assessment Book, Diagnostic Term Review and Mental & Homework Book answers
- Printable Activity Sheets and Black Line Masters

NSW CURRICULUM CHANGE FOR YEARS K-2

Maths Plus is fully aligned with the NESA Syllabus for 2023. The series is organised into key concepts within the strands of Number, Algebra, Measurement, Space, Statistics and Probability. 'Working mathematically' processes are incorporated across each year level, encouraging students to explore and link mathematical concepts, choose appropriate problem-solving strategies, and explain their thinking and reasoning.

With *Maths Plus*, teachers can be confident that students will

- develop numeracy skills and mathematical fluency
- identify, explain and use patterns and relationships in mathematical thinking
- develop reasoning and problem-solving abilities
- apply mathematical knowledge and understanding to real-world situations

To the teacher

The *Maths Plus* NSW series for K-2 is based on the NESA Syllabus for 2023 implementation. Each book after K level builds upon prior knowledge and works towards understanding of the achievement standards for the relevant year level and beyond. *Maths Plus* provides students with opportunities to sequentially develop their skills and knowledge in the strands of: **Number and Algebra**, **Measurement and Space**, **Statistics and Probability**.

Series components

Student Books



Work towards achieving the relevant outcomes by developing skills and competency in **understanding mathematical structures, fluency, reasoning and problem solving**.

Assessment Books



Include short post-tests with a simple marking system to assess students' skills and understanding of the concepts in the Student Books.

Student Book features

- All pages are colour coded.

Number and Algebra



Measurement and Space



Statistics and Probability



- Australian Curriculum Mathematics** content descriptions, proficiency strand references and general capabilities appear on each page.

- The **Dictionary** (Years 2 to 6) features clear and simple explanations of mathematical terms and language.

Dictionary



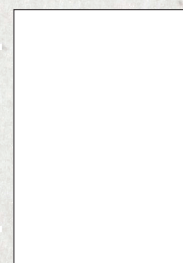
Diagnostic term reviews



- Diagnostic term reviews** (Years 1 to 6) assist in pinpointing students' strengths and weaknesses, allowing intervention and re-teaching opportunities where required.

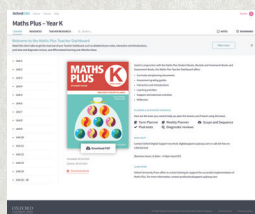
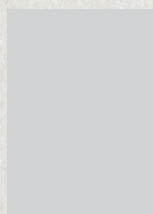
- The **Find a topic** page allows teachers the freedom to address particular topics and student needs as appropriate, providing essential revision and consolidation opportunities.

Find a topic



Teacher Book and Teacher Dashboard

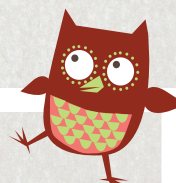
Provide access to a wealth of resources and support material:



- curricula and planning documents
- interactive teaching tools
- potential difficulties videos
- learning activities
- support and extension activities
- reflection
- blackline masters and investigation pages
- links to *Advanced Primary Maths* (Years 3 to 6)
- assessment tests

www.oxfordowl.com.au

Oxford Owl is the home for Oxford Primary professional resources.



Oxford OWL

MATHS PLUS

STUDENT BOOK



NEW SOUTH WALES SYLLABUS

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the *Maths Plus* series, visit:
oup.com.au/mathsplus

Harry O'Brien
Greg Purcell



OXFORD

Find a topic

NUMBER AND ALGEBRA

page

Representing whole numbers

Whole numbers

Numbers and counting 1 to 5	2, 6, 10, 14, 18
Equal groups	11, 15, 63, 91, 94, 102, 126
Numbers and counting 6 to 10	22, 27, 30, 34, 38, 82, 103
Dot patterns	46
Zero	50
Numbers and counting 11 to 20	58, 62, 71, 74, 78
Numbers and counting to 30	106, 122
Money	93
Calculator	120
Half	3

Combining and separating quantities

Addition

Combining groups	23, 27, 35, 47, 55
Adding by counting on	35, 42
Adding using a ten frame	79
Adding to ten	119, 126

Subtraction

Comparing groups	55
Taking away	19, 39, 66, 90, 104
Subtraction using a ten frame	87
Subtraction problems	118, 118

Forming groups

Multiplication and division

Equal groups	102
Equal/not equal groups	11, 15
Multiplication using groups	51, 63, 94, 99, 106
Division by sharing	59, 83, 110
Division by grouping	102

Patterns

Repeating patterns	7, 36, 67, 75
Counting patterns	111, 127
Sort and classify familiar objects	12

MEASUREMENT AND SPACE

Geometric measure

Position and direction

Using position words	20, 40
Following instructions	60
Position in relation to yourself	88
Using a map	108
Giving and following directions	108

Length

Longer and shorter	5, 61, 85, 121
Taller and shorter	9
Closer and further	9
Halfway	31, 80

Two-dimensional spatial structure

Two-dimensional shapes

Straight and curved lines	4
Circles	16, 52, 81, 96
Trace the base of 3D objects	25
Closed shapes	29
Squares	33, 52, 81, 96, 113
Triangles	52, 56, 81, 96, 113
Rectangles	68, 81, 96, 113
Sorting shapes	52, 81, 96
Making shape pictures	113

Area

Comparing area	13, 37
----------------	--------

Direct comparisons of area	65
Covering areas	89

Three-dimensional spatial structure

Three-dimensional objects

Sorting objects	8, 12, 28, 49, 116
Making objects	76
Cubes and spheres	104
Describing objects	124

Volume and capacity

Capacity of containers	17, 48, 72
Volume of objects	45, 97, 109

Non-spatial measure

Mass

Find mass by hefting	21, 44
Finding mass by pushing and pulling	53
Comparing masses	105, 117

Time

Time throughout the day	24, 57
Duration	41
Days of the week	69, 73, 77
Matching times to events	92
O'clock	77, 101
Digital time	128

STATISTICS AND PROBABILITY

Data

Collect and interpret data

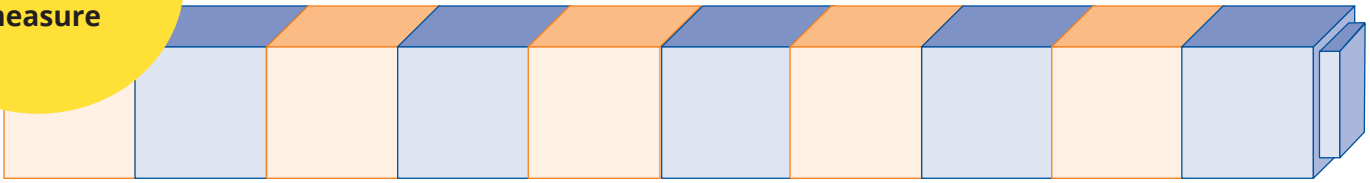
Sort and classify familiar objects	12, 116
------------------------------------	---------

Displaying data	32, 64, 84, 112
Survey	100, 112
Posing questions	125

NSW Syllabus Outcomes

Units	1	2	3	4	5	6	7	8	
NUMBER AND ALGEBRA									
Representing whole numbers									
MAE-RWN-01 demonstrates an understanding of how whole numbers indicate quantity									
MAE-RWN-02 reads numerals and represents whole numbers to at least 20									
Combining and separating quantities									
MAE-CSQ-01 reasons about number relations to model addition and subtraction by combining and separating, and comparing collections									
MAE-CSQ-02 represents the relations between the parts that form the whole, with numbers up to 10									
Forming groups									
MAE-FG-01 recognises, describes and continues repeating patterns									
MAE-FG-02 forms equal groups by sharing and counting collections of objects									
MEASUREMENT AND SPACE									
Geometric measure									
MAE-GM-01 describes position and gives and follows simple directions									
MAE-GM-02 describes and compares lengths									
MAE-GM-03 identifies half the length and the halfway point									
Two-dimensional (2D) spatial structure									
MAE-2DS-01 sorts, describes, names and makes two-dimensional shapes, including triangles, circles, squares and rectangles									
MAE-2DS-02 describes and compares areas of similar shapes									
Three-dimensional (3D) spatial structure									
MAE-3DS-01 manipulates, describes and sorts familiar three-dimensional objects									
MAE-3DS-02 describes and compares volumes									
Non-spatial measure									
MAE-NSM-01 describes and compares the masses of objects									
MAE-NSM-02 sequences events and reads hour time on clocks									
STATISTICS AND PROBABILITY									
Data									
MAE-DATA-01 contributes to collecting data and interprets data displays made from objects									

9	10	11	12	13	14	15	16		17	18	19	20	21	22	23	24		25	26	27	28	29	30	31	32						
NUMBER AND ALGEBRA																															
Representing whole numbers																															
Combining and separating quantities																															
Forming groups																															
MEASUREMENT AND SPACE																															
Geometric measure																															
Two-dimensional (2D) spatial structure																															
Three-dimensional (3D) spatial structure																															
Non-spatial measure																															
STATISTICS AND PROBABILITY																															
Data																															

NEW CONTENT**Geometric
measure**

Whose pencil is:

→ about half the length of the Unifix cubes? _____

→ less than half the length? _____



End

Start

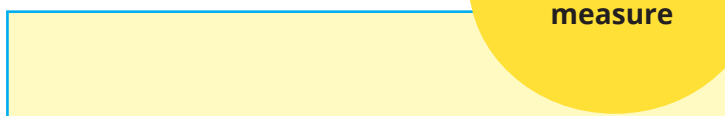
Draw a line on the track to show halfway.

Which runner is more than halfway along the track? _____

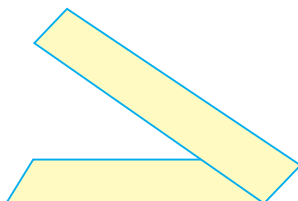
Draw a line to estimate the halfway point on each pencil.



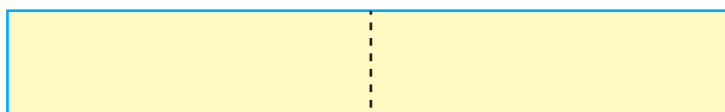
Tom started with a strip of paper.



He folded it in half.



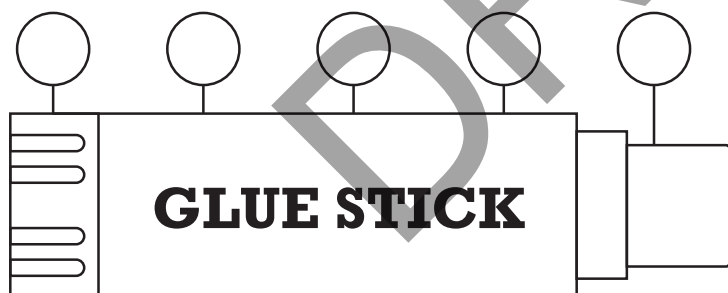
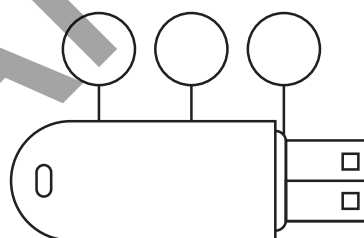
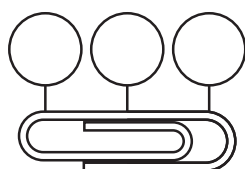
When he opened it up, it looked like this.



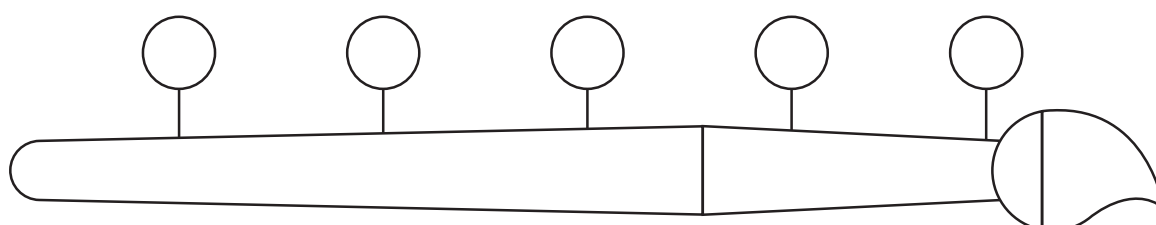
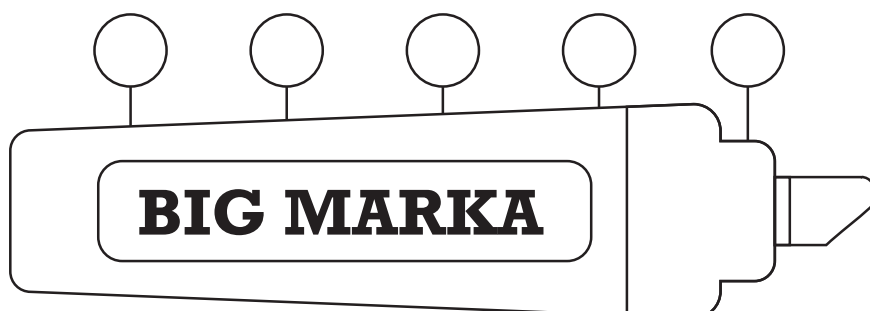
→ Do the above activity yourself.

Colour the circle to show where you think halfway would be on each item.

Colour one half of each object blue and one half yellow.



Halfway is
exactly in
the middle.



Making groups of 1, 2 or 3

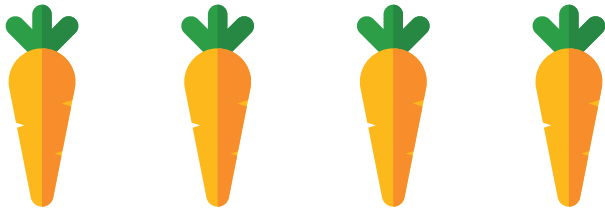
NEW CONTENT

Number

Draw circles to make groups of 1.

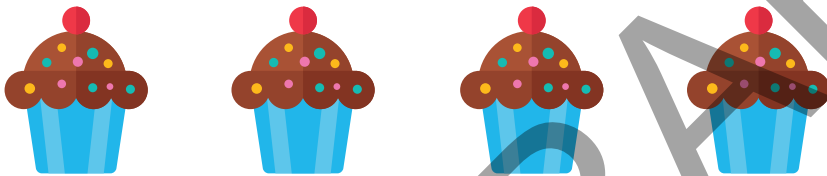


groups of 1



groups of 1

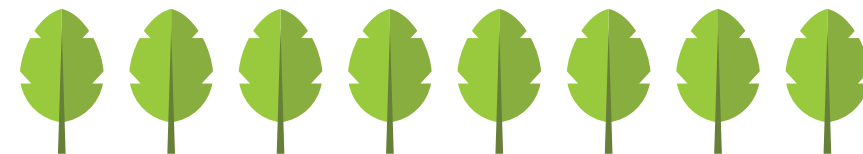
Draw circles to make groups of 2.



groups of 2



groups of 2



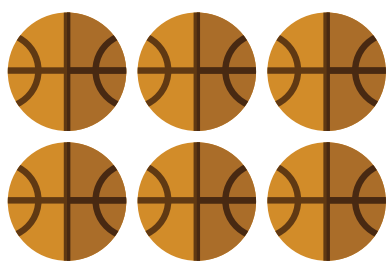
groups of 2

Draw circles to make groups of 3.



groups of 3

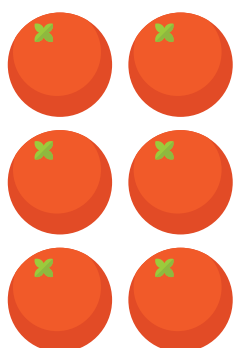
Complete each description.



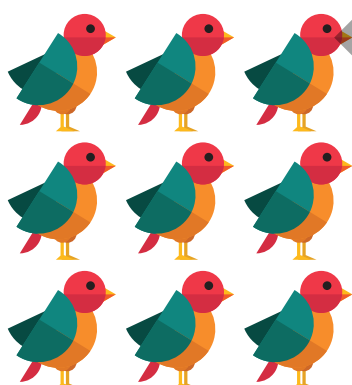
6 is equal to groups of 3



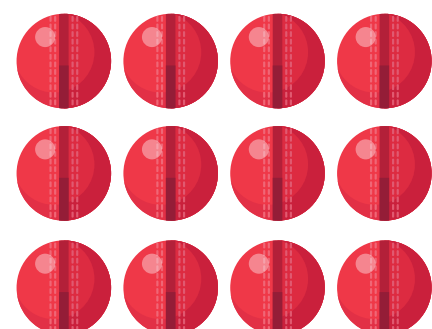
8 is equal to groups of 4



6 is equal to groups of 2



9 is equal to groups of 3



12 is equal to groups of 4

MATHS PLUS

STUDENT BOOK

1

STAGE 1

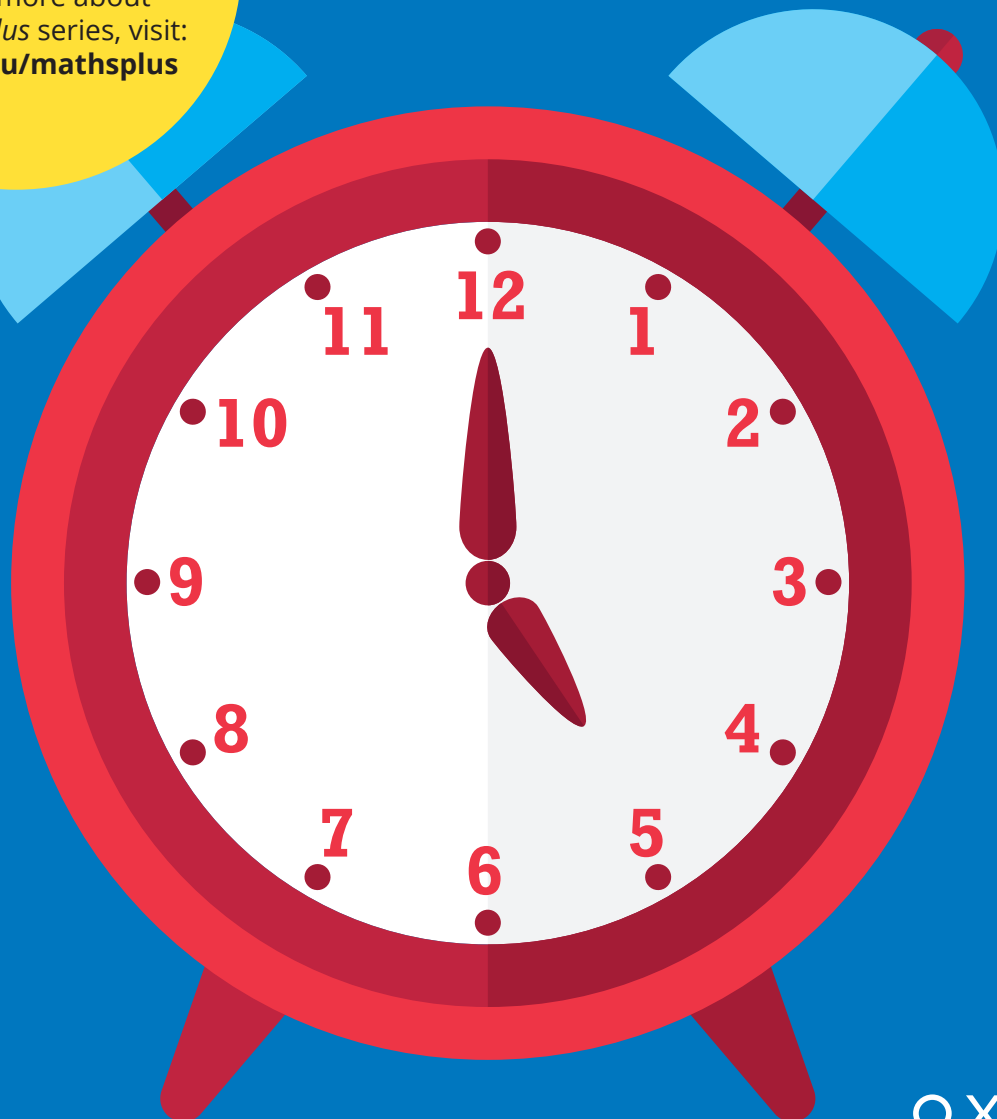
NEW SOUTH WALES SYLLABUS

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Harry O'Brien
Greg Purcell



OXFORD

Find a topic

NUMBER AND ALGEBRA

Representing whole numbers

Place value	7, 40, 116
Zero	40
Groups of 10	19, 27
Multiples of 10	61
Rounding	75
Ordering numbers	83
Odd and even numbers	84, 87
Partitioning	91
Numerical expanders	117

Combining and separating quantities

Addition and domino numbers	2
Separating	6
Ten-frame addition	11, 30
Counting on/back	14, 18, 23, 36, 37, 44, 49, 60, 61
Number lines	26, 57, 61, 82, 116, 120, 128, 132
Before and after numbers	41
Number bonds	53, 70, 94, 113
Related addition and subtraction facts	56, 86, 95, 124
Addition patterns	64

Bridging to ten	70
Doubles and near doubles	78
Adding odd and even numbers	87
Equivalence	90
Equivalent number sentences	98
Problems	99, 121, 132
Making 10	30, 104
Constant difference	57, 105
Subtraction to 20	108
Partitioning to add	113
Jump strategy	60, 116, 128

Forming groups

Equal groups	10, 16, 48, 74, 79, 109, 112, 120, 133
Skip counting	3, 36, 48, 54
Sharing	22, 52, 65, 129
Multiples of 10	61
Problems/number lines	132
Half of a collection/2D shapes	15, 31, 45
Leftovers in division	133

MEASUREMENT AND SPACE

Geometric measure

Following directions	20, 134
Left and right	42
Describing position	58, 92, 114
Slides and reflections	96, 122
Informal units	5, 33, 63, 107
Centimetres	100
The metre	126, 135
Half and quarter of a whole length	45, 71
Half, quarter and eighth of a length	45, 125

Two-dimensional spatial structure

Name and recognise 2D shapes	8
Polygons	8, 12
Regular and irregular shapes	38
Quadrilaterals	38, 130
Hexagons	8, 38, 55
Vertices	66
Pentagons	80, 106
Octagons	106

Describing 2D shapes	88
Symmetry	72, 119
Superimposing shapes	13
Informal units	39, 43, 67, 89

Three-dimensional spatial structure

Features of 3D objects	4, 24, 50, 76
Construct 3D models	110
Comparing capacity	25, 77
Volume of models	51, 111

Non-spatial measure

Hefting	21
Balance scales/equal-arm balance	29, 123
Using informal units	39, 73
Months and seasons	17
O'clock	47, 101
Half past	81, 101
The calendar	97
Digital time	131

STATISTICS AND PROBABILITY

Data

Picture graphs	28, 46
Represent and interpret data/graphs	59, 85, 93, 118
Gather, display and interpret data	127

Chance

Describe chance in everyday events	9, 32, 62
Chance investigation	115

NSW Syllabus outcomes

Units	1	2	3	4	5	6	7	8	
NUMBER AND ALGEBRA									
Representing whole numbers									
MA1-RWN-01 applies an understanding of place value and the role of zero to read, write and order two- and three-digit numbers									
MA1-RWN-02 reasons about representations of whole numbers to 1000, partitioning numbers to use and record quantity values									
Combining and separating quantities									
MA1-CSQ-01 uses number bonds and the relationship between addition and subtraction to solve problems involving partitioning									
Forming groups									
MA1-FG-01 uses the structure of equal groups to solve multiplication problems, and shares or groups to solve division problems									
MEASUREMENT AND SPACE									
Geometric measure									
MA1-GM-01 represents and describes the positions of objects in familiar locations									
MA1-GM-02 measures, records, compares and estimates lengths and distances using uniform informal units, as well as metres and centimetres									
MA1-GM-03 creates and recognises halves, quarters and eighths as part measures of whole length									
Two-dimensional (2D) spatial structure									
MA1-2DS-01 recognises, describes and represents shapes including quadrilaterals and other common polygons									
MA1-2DS-02 measures and compares areas using uniform units in rows and columns									
Three-dimensional (3D) spatial structure									
MA1-3DS-01 recognises, describes and represents familiar three-dimensional objects									
MA1-3DS-02 measures, records, compares and estimates internal volumes (capacities) and volumes using uniform informal units									
Non-spatial measure									
MAE-NSM-01 measures, records, compares and estimates the masses of objects using uniform informal units									
MA1-NSM-02 describes, compares and orders durations of events, and reads half- and quarter-hour time									
STATISTICS AND PROBABILITY									
Data									
MA1-DATA-01 gathers and organises data, displays data in lists, tables and picture graphs									
MA1-DATA-02 reasons about representations of data to describe and interpret the results									
Chance									
MA1-CHAN-01 recognises and describes the element of chance in everyday events									

Counting objects by grouping into tens

NEW CONTENT

Representing
whole numbers

Tom counted a group of pencils by grouping them into tens and ones.



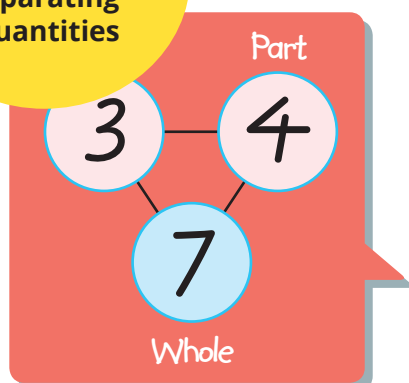
16 pencils

- 3 Sam used groups of 10 pencils and some loose pencils to count each collection. How many pencils does Sam have in each collection?

<p>a</p> <input type="text"/>	<p>g</p> <input type="text"/>
<p>b</p> <input type="text"/>	<p>h</p> <input type="text"/>
<p>c</p> <input type="text"/>	<p>i</p> <input type="text"/>
<p>d</p> <input type="text"/>	<p>j</p> <input type="text"/>
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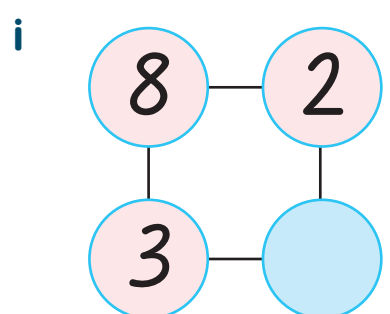
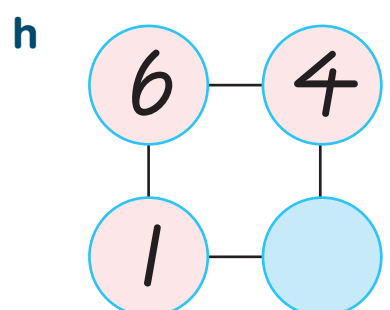
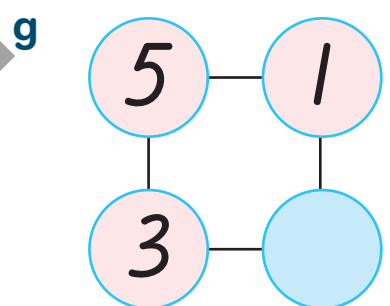
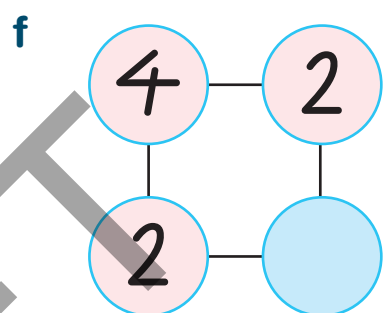
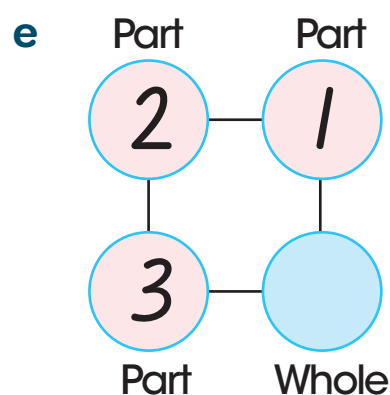
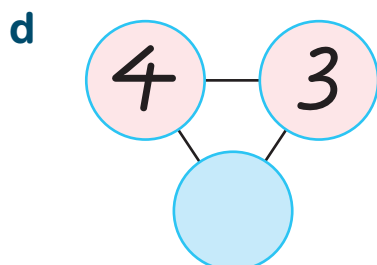
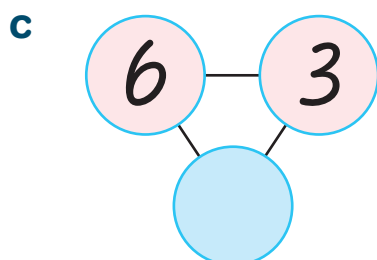
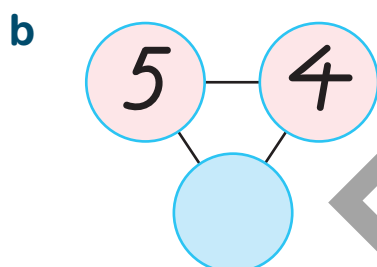
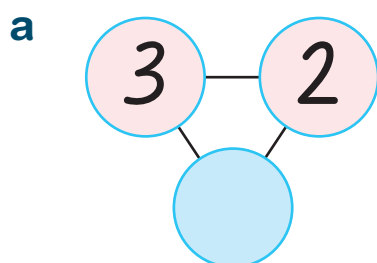
NEW CONTENT

Combining and separating quantities



DRAFT

2 Complete the number bonds.

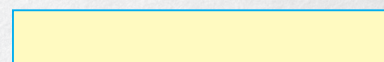


Halves, quarters and eighths

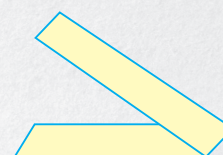
NEW CONTENT

Geometric measure

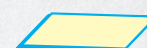
Jacob started with a strip of paper.



b He folded it in half (halves).



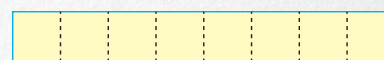
c He folded it in half again (quarters).



d He folded it in half again (eighths).



It looked like this when he unfolded it:



3 Colour the lengths of paper.

a One half of the paper.



b One quarter of the paper.



c One eighth of the paper.



4 Draw a line to match the lengths to a place on the ruler.



a One half of the ruler

b One quarter of the ruler

c One eighth of the ruler

Tom's paper strip							
Mona							
Con							
Mia							

5 Who divided their strip of paper into:

a halves _____

b eighths _____

c quarters _____

MATHS PLUS

STUDENT BOOK

2

STAGE 1

NEW SOUTH WALES SYLLABUS

SAMPLE ONLY

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Harry O'Brien
Greg Purcell



OXFORD

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NUMBER AND ALGEBRA

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NSW Syllabus Outcomes

Units	1	2	3	4	5	6
NUMBER AND ALGEBRA						
Representing whole numbers						
MA1-RWN-01 applies an understanding of place value and the role of zero to read, write and order two- and three-digit numbers						
MA1-RWN-02 reasons about representations of whole numbers to 1000, partitioning numbers to use and record quantity values						
Combining and separating quantities						
MA1-CSQ-01 uses number bonds and the relationship between addition and subtraction to solve problems involving partitioning						
Forming groups						
MA1-FG-01 uses the structure of equal groups to solve multiplication problems, and shares or groups to solve division problems						
MEASUREMENT AND SPACE						
Geometric measure						
MA1-GM-01 represents and describes the positions of objects in familiar locations						
MA1-GM-02 measures, records, compares and estimates lengths and distances using uniform informal units, as well as metres and centimetres						
MA1-GM-03 creates and recognises halves, quarters and eighths as part measures of a whole length						
Two-dimensional (2D) spatial structure						
MA1-2DS_01 recognises, describes and represents shapes including quadrilaterals and other common polygons						
MA1-2DS-02 measures and compares areas using uniform informal units in rows and columns						
Three-dimensional (3D) spatial structure						
MA1-3DS-01 recognises, describes and represents familiar three-dimensional objects						
MA1-3DS-02 measures, records, compares and estimates internal volumes (capacities) and volumes using uniform informal units						
Non-spatial measure						
MA1-NSM-01 measures, records, compares and estimates the masses of objects using uniform informal units						
MA1-NSM-02 describes, compares and orders durations of events, and reads half- and quarter-hour time						
STATISTICS AND PROBABILITY						
Data						
MA1-DATA-01 gathers and organises data, displays data in lists, tables and picture graphs						
MA1-DATA-02 reasons about representations of data to describe and interpret the results						
Chance						
MA1-CHAN-01 recognises and describes the element of chance in everyday events						

Make the whole from the half

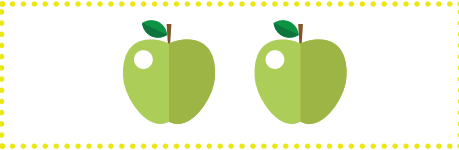
NEW CONTENT

Forming groups

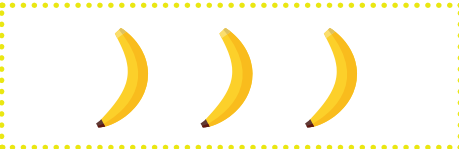
The picture shows half of the whole group.

Draw the other half to make the whole.

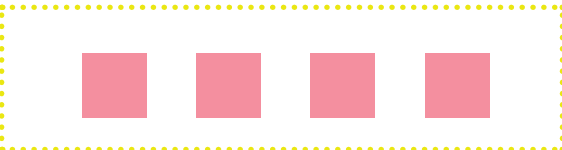
a




b



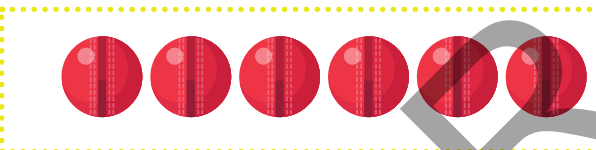
c



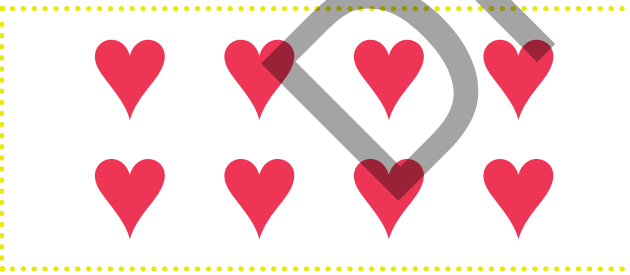
d




e




f



g

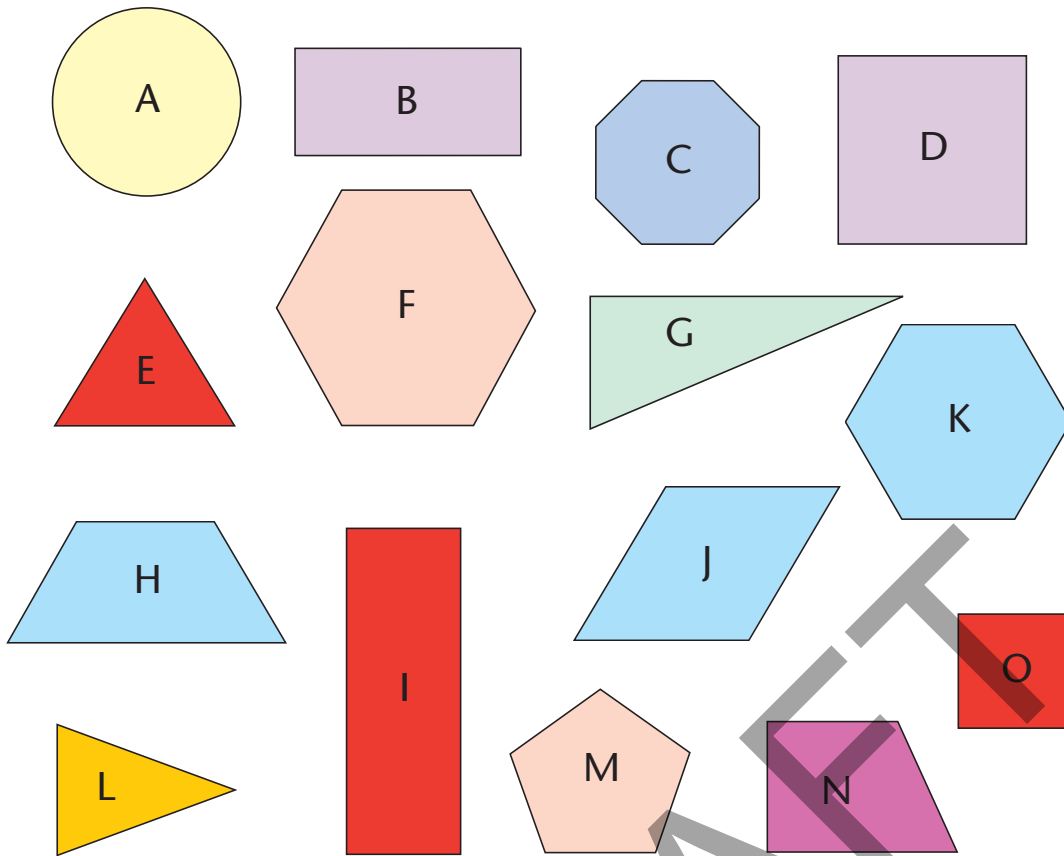


Double 3 = 6
Half of 6 = 3



5 If one half equals 5, what would the whole number be? _____

6 If one half equals 10, what would the whole number be? _____



Polygons are two-dimensional closed shapes with straight sides.



- 4** Which of the polygons above are:
- a** triangles? _____
 - b** squares? _____
 - c** rectangles? _____
 - d** pentagons? _____
 - e** hexagons? _____
 - f** octagons? _____

Quadrilaterals are two-dimensional shapes with 4 straight sides.




- 5** Is a quadrilateral also a polygon? _____
- 6** Is a circle a polygon? _____
- 7** Which shapes above are quadrilaterals? _____
- 8** Explain why the shape below is not a polygon.




NEW CONTENT
Representing
whole
numbers

How many units of 100 are in each item below?

a  units of 100

e  units of 100

b  units of 100

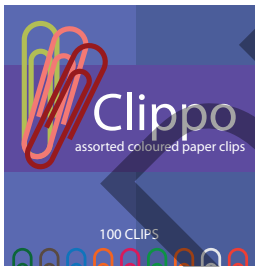
f  units of 100

c  units of 100

g  units of 100

d  units of 100

h  units of 100



4 How many units of 100 are there in:

- a 3 boxes of paper clips? _____
b 6 boxes of paper clips? _____
c 9 boxes of paper clips? _____

Use the signposts to answer the questions.

5 How many units of 100 is it to:

- a Rocketville? _____
b Space City? _____
c Landing Pad? _____

6 Which signpost is closest to:

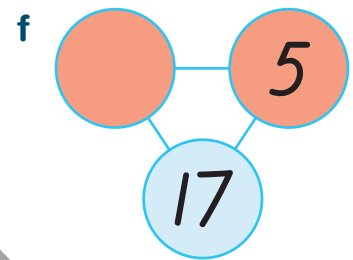
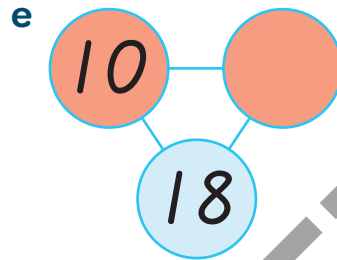
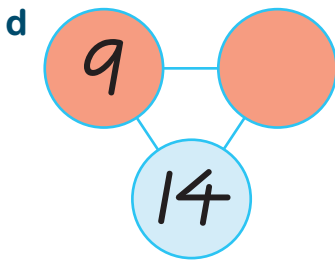
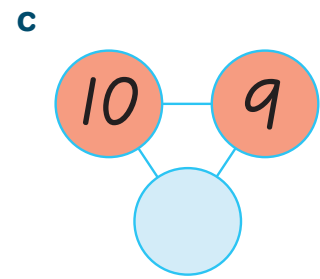
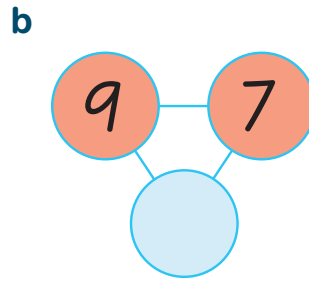
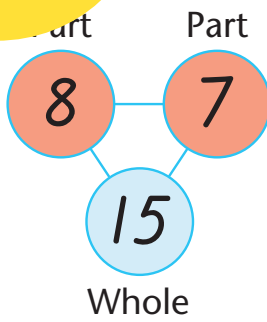
- a 12 units of 100? _____
b 3 units of 100? _____
c 21 units of 100? _____



NEW CONTENT

Combining and separating quantities

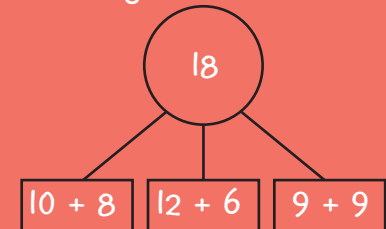
Complete the number bonds. The first one is done for you.



4 Use number bonds to find the whole.

a	$6 + 5 =$	$7 + 4 =$	$8 + 3 =$
b	$8 + 4 =$	$9 + 3 =$	$7 + 5 =$
c	$9 + 8 =$	$10 + 7 =$	$13 + 4 =$
d	$10 + 3 =$	$11 + 2 =$	$12 + 1 =$
e	$11 + 4 =$	$10 + 5 =$	$12 + 3 =$
f	$13 + 3 =$	$12 + 4 =$	$10 + 6 =$
g	$14 + 4 =$	$13 + 5 =$	$11 + 7 =$
h	$12 + 7 =$	$11 + 8 =$	$13 + 6 =$
i	$15 + 5 =$	$16 + 4 =$	$11 + 9 =$
j	$10 + 9 =$	$19 + 0 =$	$11 + 8 =$
k	$12 + 5 =$	$14 + 3 =$	$11 + 6 =$
l	$10 + 10 =$	$18 + 2 =$	$9 + 11 =$

Many combinations can add to give the same total.



Talk to your local oxford education consultant today

Samantha Fuller

samantha.fuller@oup.com | 0422 416 852

Sydney South, East, Inner West, South West & NSW South

Lizzie Robertson

elizabeth.robertson@oup.com | 0404 026 287

Sydney North, Central Coast & NSW North

Mic O'Neill

michael.o'neill@oup.com | 0400 986 635

Western Suburbs, ACT & NSW Central West, Far West

Catherine Stephenson

State Sales Manager, NSW/ACT

catherine.stephenson@oup.com | 0404 021 237

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