Unit 10 – Fractions

1 Introducing parts and wholes

Discover

1. a) The world is the whole. The continents are the parts.
  b) There are 7 continents, so there are 7 parts.

Think together

1. a) The United Kingdom is the whole.
  b) Scotland, England, Wales or Northern Ireland are each a part. (Accept any one answer.)

2. a) The elephant is the whole.
  b) The trunk, ear, tail, tusk or eye are each a part. (Accept any one answer.)

3. a) The duck is the whole. The beak is a part.
  b) The sail is a part. The boat is the whole.
  c) The pizza is the whole. The cheese is a part.

2 Equal and unequal parts

Discover

1. a) It is not fair as one of the parts is bigger than the other.
  They could have cut the cake into 2 equal parts (halves).

  b) The cake has been cut into 4 equal parts. Each child will get the same size piece.

Think together

1. B and E show equal parts.

2. B has 2 plates with an equal number of 3 apples on each plate. C has 2 rabbits, each with 1 carrot. A is not equal as one train carriage has 2 children and the other has 3 children. A is the odd one out.

3. If one child is moved from boat C into boat B, there will be 2 children in each boat, which is equal. If not all the boats are used, then there could be 2 boats with 3 children in each.

3 Recognise a half

Discover

1. a) The paper should be folded into 2 equal parts, known as 'halves'.
  b) The denominator is the total number of equal parts. The denominator of $\frac{1}{2}$ is 2. There are 2 equal parts.
  The numerator is how many of the equal parts we have. The numerator of $\frac{1}{2}$ is 1. It is one of 2 equal parts.

Think together

1. Practical activity. Check children can accurately fold squares of paper in half, as in the examples.

2. Answers may vary but children should draw 3 circles, split each circle into 2 equal parts and shade 1 of the parts. For example:

3. a) B
  b) B
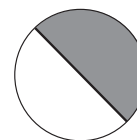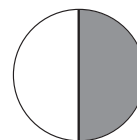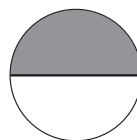
4 Find a half

Discover

1. a) There are 10 players in total, so to make 2 equal teams, each team needs 5 players.
  b) $\frac{1}{2}$ of 10 is 5.
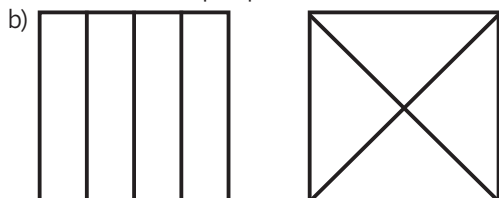
Think together

1. a) $\frac{1}{2}$ of 4 is **2**.
  b) $\frac{1}{2}$ of 6 is **3**.
  c) $\frac{1}{2}$ of 8 is **4**.

2. Double 7 is 14, so half of 14 is 7.

3. a) Children should notice that with 7 counters (or any odd number of counters), they cannot make equal groups or halves – there is always one left over.
  b) 2, 4, 6, 8, 10, 12, 14, 16, 18, 20. Children should notice that these are all even numbers.

5 Recognise a quarter

→ **pages 24–27**

Discover

1. a) Kat and Kasim's sandwiches have each been cut into 4 equal parts.
Lena's sandwich has been cut into 4 unequal parts, so it is not in equal parts.

b)

Think together

1. Check children can write $\frac{1}{4}$ with confidence.
The meaning of each step is that the number below the line (denominator) shows how many equal parts the whole is cut into (4). The top number (numerator) shows how many of those equal parts have been shaded (1).

2. a) Children should shade 1 out of the 4 rectangles.
b) Children should shade 1 out of the 4 rectangles.

3. Each strip has been cut into 4 equal parts and each of the four parts is $\frac{1}{4}$. The strips are different lengths, but if each strip is treated as one whole, then they have all been cut into 4 equal parts, or quarters.

6 Find a quarter

→ **pages 28–31**

Discover

1. a) The counters can be split into 4 equal groups.
b) $\frac{1}{4}$ of the 12 counters is 3 counters. Each child will get 3 counters.

Think together

1. There are 20 counters and 4 children. $\frac{1}{4}$ of 20 is 5. Each child will get 5 counters.

2. There are 16 pencils and 4 pots. $\frac{1}{4}$ of 16 is 4. Each pot will have 4 pencils.

3. a) Lucy is incorrect, as 3 groups have 3 counters and one group has 4 counters, so they are not shared equally. 13 cannot be split equally into quarters.
b) If Harry had 2 more cubes (so 12 cubes in total), he could split them into quarters with 3 in each group, as $\frac{1}{4}$ of 12 = 3. He could also split 16 cubes into quarters with 4 in each group, or 20 cubes into quarters with 5 in each group.

7 Thirds

→ **pages 32–35**

Discover

1. a) The flag of Monaco is split into 2 equal parts. Each part is one half. $\frac{1}{2}$
The flag of Mauritius is split into 4 equal parts. Each part is one quarter. $\frac{1}{4}$
b) Both flags are split into 3 equal parts. Each part is one third. $\frac{1}{3}$

Think together

1. Gaby and Milo's flags are split into thirds.

2. Circles A and D have $\frac{1}{3}$ shaded.

3. a) $\frac{1}{3}$ of 6 is 2.
b) $\frac{1}{3}$ of 12 strawberries is 4 strawberries.

8 Find the whole

→ **pages 36–39**

Discover

1. a) There are 2 cubes in each quarter. 8 cubes make up the whole.
b) There are 5 cubes in each quarter. 20 cubes make up the whole.

Think together

1. One half is 5 cubes, so the whole is 10 cubes.

2. One third is 10 counters, so the whole is 30 counters.

3. a) $\frac{1}{2}$ of 10 = **5**; $\frac{1}{2}$ of **20** = 10
These number sentences both find a half, but one finds a half of 10 and the other finds a half with 10 as the answer, so it is double 10 (20).
b) $\frac{1}{2}$ of 6 = **3**; $\frac{1}{2}$ of **12** = 6
$\frac{1}{4}$ of 8 = **2**; $\frac{1}{4}$ of **32** = 8

9 Unit and non-unit fractions

→ **pages 40–43**

Discover

1. a) The kites are split into 4 equal parts, or quarters.
b) Molly's kite is $\frac{2}{4}$ plain yellow. Josh's kite is $\frac{3}{4}$ plain yellow. Ola's kite is $\frac{4}{4}$ plain yellow.

Think together

1. The denominator is the number of equal parts the whole is split into and goes below the line, so 3.
The numerator is the number of those parts that are shaded, and goes above the line, so 2.

2. Children should draw a picture, split it into halves and shade both parts.

Children should write the fraction $\frac{2}{2}$.

Children should notice that in $\frac{2}{2}$, the numerator and denominator are the same, so the whole shape is split into 2 parts and both are shaded. This is the same as saying the whole is shaded, so $\frac{2}{2}$ = one whole.

3. a) Children should first shade $\frac{1}{2}$ of the strip. They should then shade the other half, giving the shaded fraction of $\frac{2}{2}$.

b) Children will first shade $\frac{1}{4}$, then $\frac{2}{4}$ (or one half), then $\frac{3}{4}$ and finally $\frac{4}{4}$, or the whole.

10 Recognise the equivalence of a half and two quarters

→ **pages 44–47**

Discover

1. a) The paper is now divided into quarters. $\frac{1}{2}$ of the paper is shaded. $\frac{1}{2}$ and $\frac{2}{4}$ are the same, or equivalent.

b) It is the same with other shapes: $\frac{1}{2}$ and $\frac{2}{4}$ are the same, or equivalent.

Think together

1. The paper needs to be folded into equal $\frac{1}{2}$ and then $\frac{1}{4}$ pieces. For example:

2. a) $\frac{1}{2}$ of 8 is 4.

b) $\frac{1}{4}$ of 8 is 2.

$\frac{2}{4}$ of 8 is 4.

3. It can help, as the bar model splits 12 into halves and $\frac{1}{2}$ is equivalent to $\frac{2}{4}$.

$\frac{1}{2}$ of 12 is 6, so $\frac{2}{4}$ of 12 is also 6.

11 Recognise three quarters

→ **pages 48–51**

Discover

1. a) 3 out of the 4 equal slices of pizza have mushrooms. $\frac{3}{4}$ of the pizza has mushrooms.

b) 1 out of the 4 equal slices of pizza does not have mushrooms. $\frac{1}{4}$ of the pizza does not have mushrooms.

Think together

1. a) Gino will give 2 slices of pizza to 1 person.

b) Gino will give 6 slices of pizza to 3 people.

2. Shapes a), b) and d) have $\frac{3}{4}$ shaded.

3. If we change the $\frac{1}{2}$ to $\frac{2}{4}$, then $\frac{3}{4}$ of the shape is shaded.

12 Count in fractions up to a whole

→ **pages 52–55**

Discover

1. a) Jack's sandwich is in halves.

2 halves = 1 whole, so $\frac{2}{2}$ = 1.

b) Maya's sandwich is in quarters.

4 quarters = 1 whole, so $\frac{4}{4}$ = 1.

Think together

1. a) A is $\frac{1}{4}$, B is $\frac{2}{4}$, C is $\frac{3}{4}$, D is $\frac{4}{4}$

b) The whole is shaded in D, $\frac{4}{4}$ = 1.

2. $\frac{3}{3}$, $\frac{2}{2}$ and $\frac{4}{4}$ are equal to one whole.

3. a) $\frac{1}{2} + \mathbf{\frac{1}{2}} = 1$

b) $\mathbf{\frac{1}{3}} + \mathbf{\frac{2}{3}} = 1$

c) $\frac{3}{4} + \frac{1}{4} = 1$

End of unit check

→ **pages 56–57**

1. D

2. C

3. A, $\mathbf{\frac{1}{3}}$ of 12 = 4

4. B

5. C

Think!

Children may group the fractions by the type of fraction they are (for example, unit fractions or non-unit fractions), by whether they are halves, quarters or thirds, or by whether they are equivalent to one whole (for example, $\frac{2}{2}$).

An example would be: I have grouped the fractions into unit fractions ($\frac{1}{4}, \frac{1}{2}, \frac{1}{3}$) and non-unit fractions ($\frac{2}{4}, \frac{3}{4}, \frac{2}{2}, \frac{4}{4}, \frac{3}{3}$).

Unit II – Time
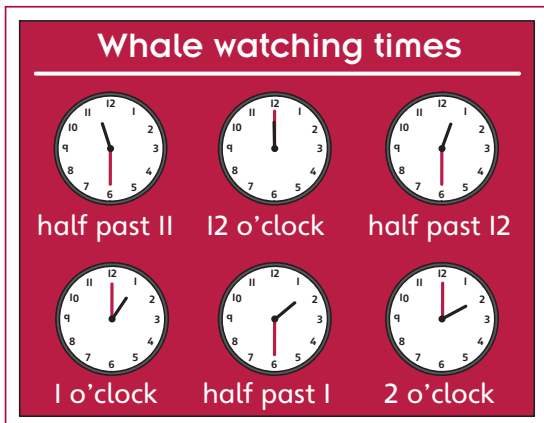
I O'clock and half past

→ **pages 60–63**

Discover

1. a)

Whale watching times
half past II | I2 o'clock | half past I2
I o'clock | half past I | 2 o'clock

b) The last clock will show half past 2.

Think together

1 a) 3 o'clock
b) 7 o'clock

2. a) Half past 3
b) Half past 9

3. a) O'clock times: A, D, F; half-past times: B, C, E, G.
b) The minute hand points to 12 for o'clock times.
c) The minute hand points to 6 for half-past times.

2 Quarter past and quarter to

→ **pages 64–67**

Discover

1. a) The tiger will be fed at quarter past 5.
b) The penguin will be fed at quarter to 6.

Think together

1. a) The reptile house opens at quarter past 10.
b) The reptile house closes at quarter to 4.

2. You can meet the macaws at quarter past 11 and quarter to 3.

3. Check children can accurately display quarter-past and quarter-to times on a clock or drawing. Can they read the times shown on a partner's clock correctly?

3 Tell the time to 5 minutes

→ **pages 68–71**

Discover

1. a) The bus will arrive at 25 minutes past 1.
b) If the bus is 15 minutes late, it will arrive at 20 minutes to 2.

Think together

1. a) 5 minutes past 6
b) 25 minutes to 7
c) 10 minutes past 6
d) 20 minutes to 7

2. a) 20 minutes past 3
b) 10 minutes to 4
c) 25 minutes past 3
d) 5 minutes to 4

3. Check children can draw 'past' and 'to' times on a clock between 8 o'clock and 9 o'clock. Can children write the correct times they have drawn on their clocks?

4 Minutes in an hour

→ **pages 72–75**

Discover

1. a) Joe took 1 hour and 20 minutes.
b) Anya took 55 minutes. Eve took 1 hour 10 minutes, which is 70 minutes. Eve took longer.

Think together

1. a) 1 hour is the same as **60** minutes.
b) 1 hour and 5 minutes is the same as **65** minutes.

2. **1** hour and **15** minutes is the same as **75** minutes.

3. 95 minutes is 1 hour and 35 minutes.

5 Hours in a day

→ **pages 76–79**

Discover

1. a) The hour hand goes around the clock twice in one day. There are 24 hours in one day.
b) 4 o'clock is more than 24 hours later. It should have been drunk by 1 o'clock the next day, so it is not safe to drink.

Think together

1. The postal worker will be back by 15 minutes past 9 on Wednesday morning.

2. The bandage can be taken off at 25 minutes past 1 on Tuesday.

3. a) There is not enough information to tell if the explorer finished the climb in time.

b) The children need to know what day and whether it was morning or night when the explorer started the climb, and what day and whether it was morning or night when she finished the climb.

End of unit check

→ **pages 80–81**

1. B

2. C

3. B

4. A

5. D

Think!

The minute hand is at 25 minutes past and the hour hand is nearly half-way between 6 and 7.

The minute hand is at 20 minutes to and the hour hand is approaching the 3.

Unit I2 – Problem solving and efficient methods

I My way, your way!

→ **pages 84–87**

Discover

1. a) The parcel costs 50p to post.
   b) The cost of posting the letter and the parcel is 85p.

Think together

1. Sam has enough. The cost is 90p.

2. Sam will get 30p change.

3. It is enough, 65p + 35p = **£1** exactly.

2 Use number facts

→ **pages 88–91**

Discover

1. a) 5 + 8 = 13
       15 is 10 more than 5.
       15 + 8 must be 10 more than 5 + 8.
       15 + 8 = 23
       Arun added the 1s first, then added the 10.
   b) 25 + 8 = 33
      35 + 8 = 43

Think together

1. a) 79 is **20** more than 59.
       Therefore 79 + 6 = **85**.
   b) 29 is **30** less than 59.
      Therefore 29 + 6 = **35**.

2. 24 + 67 = 61 + 30 = 91

3. 28 + 36 = **64**
   76 + 28 = 64 + 40 = 104
   38 + 26 = 64

3 Use a I00 square

→ **pages 92–95**

Discover

1. a) Count on 8 from 45.
       45 + 8 = 53
   b) Count on in 10s from 45. Then count on in 1s
      from 75.
      45 + 32 = 77

Think together

1. 88

2. 31

3.
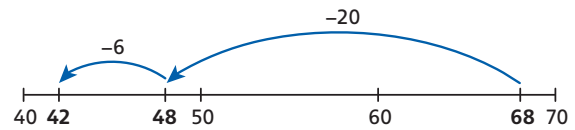
4 Getting started

→ **pages 96–99**

Discover

1. a) Filip could have **9** and **5** or **8** and **6**.
   b) Share shows just two possibilities:
       Kat could have **1**, **9** and **4** or **5**, **3** and **6**.
       She could also have:
           If Filip has 9 and 5:
           2, 3, **9**; **5**, 2, 7;   **5**, 1, 8
           If Filip has 8 and 6:
           1, 5, **8**; 2, 4, **8**;   1, 7, **6**;   3, 5, **6**

Think together

1. 5 and 9, 6 and 8, 7 and 7

2. Answers can vary. For example:
   1, **4**, 9
   2, **3**, 9
   5, **1**, **8**
   5, **2**, **7**
   5, **3**, **6**

3. If Filip has 5 and 9:
   Kat could have 8, 2 and 4; 7, 6 and 1; 7, 4 and 3.
   If Filip has 6 and 8:
   Kat could have 9, 1 and 4; 9, 2 and 3;
   7, 4 and 3; 7, 5 and 2.

5 Missing numbers

→ **pages 100–103**

Discover

1 a) Marta had £35.
   b) Marta needs to save another £45.

Think together

1. 22 more cups are needed.

2. Joe needs 30p more.

3. 22 + **34** = 56
   23 + **34** = 57
   24 + **34** = 58
   25 + **34** = 59
   26 + **34** = 60

6 Mental addition and subtraction (1)

→ **pages 104–107**

Discover

1. a) Tim's brother is 17 years old.
b) Tim's mum is 37 years old.

Think together

1. Tim's grandma is **67** years old.

2. 37 + 40 = 77
Tim's grandpa is **77** years old.

3. 25 + 4 = **29**   25 − 4 = **21**
42 + 30 = **72**   42 − 30 = **12**
36 + 7 = **43**   36 − 7 = **29**
28 + 12 = **40**   38 − 18 = **20**

Children may explain how to use place value.

7 Mental addition and subtraction (2)

→ **pages 108–111**

Discover

1. a) A skateboard and a pair of knee-pads cost £45.
b) Ben's skateboard costs £37.

Think together

1. 54 + 19 = 54 + 20 − **1** = £**73**

2. 50 − 29 = 50 − **30** + **1** = £**21**

3. Kara: 56 − **29** = **27**
David: 37 + **18** = **55**

8 Efficient subtraction

→ **pages 112–115**

Discover

1. a) 61 − 18 = **43**
b) 61 − 56 = **5**

Think together

1. 56 − 18 = 38

2. 56 − 49 = **7**   56 − 47 = **9**
56 − 48 = **8**   56 − 46 = **10**
The answers are 1 more each time.

3. 81 − 72 = **9**
48 − 8 = **40**
81 − 8 = **73**
72 − **24** = 48

9 Solve problems – addition and subtraction

→ **pages 116–119**

Discover

1. a) A cup of tea and a teacake cost 98p altogether.
b) One egg costs 26p.
One piece of toast costs 48p.

Think together

1. A teacake costs 32p more than an egg.

2. Filip will get 4p change.

3. The red block is 30 cm.
The yellow block is 25 cm.

10 Solve problems – multiplication and division

→ **pages 120–123**

Discover

1. a) The total cost is £20.
b) Three balls cost £6.

Think together

1. 20

2. £6

3. They will each get 30 ice lollies.

11 Solve problems – using the four operations

→ **pages 124–127**

Discover

1. a) There are 22 apples altogether.
b) There are 10 apples left.

Think together

1. £30 + £8 = £38

2. Mantas will have £16 left.

3. Liam could buy 5 £2 bags with the £10 change.

End of unit check

1. C

2. A

3. D

4. A

Think!

Work out how many oranges are in the boxes:
10 × 4 = 40.

Divide 40 by 5 to work out how many bags are needed:
40 ÷ 5 = 8.

8 bags are needed for 40 oranges.

Unit 13 – Position and direction

1 Language of position

→ **pages 132–135**

Discover

1. a) Children's answers will vary, but they should use correct positional language, for example:
The lorry is above the boat.
The duck is next to a sheep.
The birds are over the tree.
The boat is under the bridge.

b) Children's answers will vary, but they should use correct positional language, for example:
The sun is behind a cloud.
The duck is between the two sheep.
The tree is below the birds.
The boat is beneath the bridge.

Think together

1. The man walking the dog is on the left. The yellow car is in the middle of the road. The tree is on the right.

2. Children's answers will vary, but they should be able to correctly describe the position of an item, for example: The zebra is on the bottom row on the right of the banana.

3. Children's answers will vary, for example: My cube is to the left. The cone is balanced on top of the cube. The pyramid is to the right of the cube. The sphere is behind the pyramid.

2 Describe movement

→ **pages 136–139**

Discover

1. a) and b) These are the movements in the dance:
Step 1: forwards
Step 2: backwards
Step 3: left
Step 4: forwards
Step 5: right
Step 6: forwards

Think together

1. The green triangle flag is in the middle.
The green triangle flag is to the right of the red square flag.
The blue rectangle flag is to the right of the green triangle flag.

2. a) To move from the heart to the sun, move **1** square up and **1** square left.
b) To move from the star to the sun, move 2 squares up and 1 square right.
You could also move 1 square right and 2 squares up.

3. Jake finishes where he started.
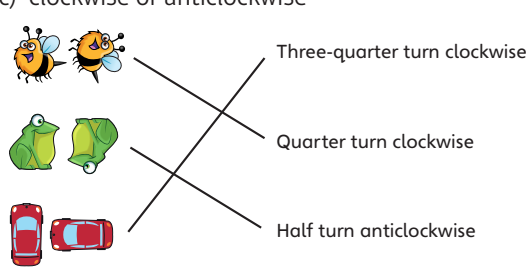
3 Describe turns

→ **pages 140–143**

Discover

1. a) Sam turned a half turn and is now facing the cow.
b) Sam made a quarter turn left, or anticlockwise, and is now facing the horse.

Think together

1. a) anticlockwise
b) anticlockwise
c) clockwise or anticlockwise

2.

Three-quarter turn clockwise
Quarter turn clockwise
Half turn anticlockwise

3. Harry and Amelia are both correct. If a quarter turn anticlockwise is made, this is the same as turning a three quarter turn clockwise.

4 Describe movement and turns

→ **pages 144–147**

Discover

1. a) To get to the treasure, the pirate needs to move: forwards 2, quarter turn clockwise, then forwards 1.

b) He is in the middle square on the top row.
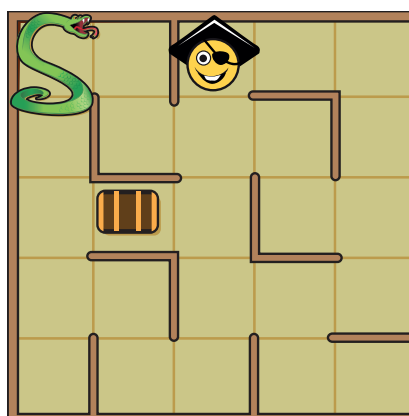
Think together

1. 1st: Go forwards 1 space. 2nd: Make a quarter turn anticlockwise. 3rd: Go forwards 2 spaces.

2. Go forwards **2** spaces. Make a quarter turn clockwise. Go forwards **1** space.

3. The pirate will be at the boat.
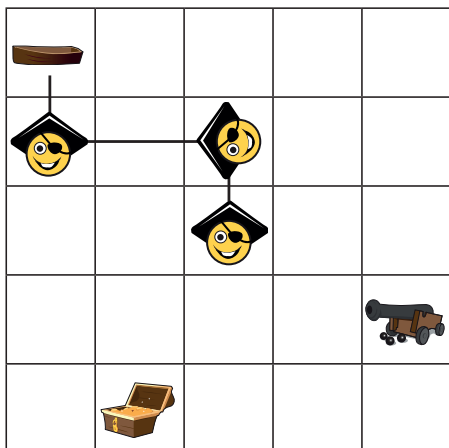
5 Make patterns by turning shapes

→ **pages 24–27**

Discover

1. a) The next two shapes will be:

b) All the shapes are triangles.
They all have three sides.
They are all the same size and colour.
The triangles are in a different position.
They have made a half turn after each shape in the pattern.

Think together

1. a) Children should point to:

b) The shape makes a quarter turn, either clockwise or anticlockwise.

2. The missing shape is the small triangle.

3. The next three shapes in the pattern will be:
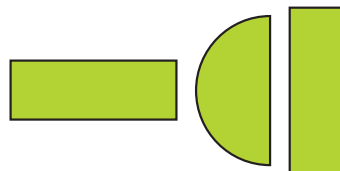
Check children are able to make their own repeating pattern. Can they successfully continue a pattern their partner creates for them?

End of unit check

→ **pages 152–153**

1. C

2. B

3. D

4. C

Think!

Children's responses will vary depending on the items chosen. Check children can use positional language in their questioning, for example: Is it on the bottom row? Is it to the left of the apple? Is it below the cheese?

Unit 14 – Statistics

1 Make tally charts

→ **pages 156–159**

Discover

1. a) Tariq won 18 games; Amy won 24 games.
b) 24 is greater than 18. Amy won overall.

Think together

1. 13 rocks, 14 pieces of paper and 12 scissors.

2. a) Children should complete the tally chart to show the following tallies and frequencies:

Object	Tally	Number
red button	卌 卌 l	11
yellow cube	卌	5
blue counter	卌 lll	8

b) Red buttons
c) Yellow cubes

3. There are 12 red counters, 7 pencils and 4 rulers.

2 Tables

→ **pages 160–163**

Discover

1. a) There are 9 cones in the box.
b) There are 12 cubes in the box now.

Think together

1. There are 6 footballs, 10 bats, 6 cones and 5 ropes in the box.

2. There are 15 toys in total in the box.

3. a) There are 2 As and 3 Es.
b) He has the most Es.
c) He only has one of letters D, R and S.
d) Children's answers will vary.

3 Block diagrams

→ **pages 164–167**

Discover

1. a) Jack has the most points as he has the highest tower.
b) Joe and Kara have the same number of points as the towers are the same height.

Think together

1. a) Team D scored the most points as they have the highest tower.
b) Team E scored the least points as they have the shortest tower.

2. Children should create a block diagram with cubes. Check that the correct number of cubes have been used.
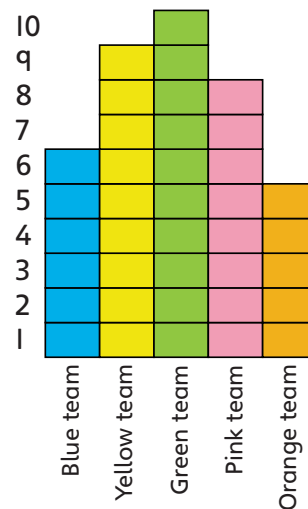
3. a) The most popular animal is the tiger – correct.
5 fewer children prefer the elephant to the tiger – incorrect, 3 fewer children prefer the elephant to the tiger.
8 more children prefer the monkey to the rhino – correct.
b) Children's answers will vary. Look for accurate use of mathematical vocabulary and correct sense in the context of the block diagram.

4 Draw pictograms (1 to 1)

→ **pages 168–171**

Discover

1. a)

Each ◯ represents 1 team point.

b) Team 2 has the most points. They have 8 points.

Think together

1.

walk	☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺
car	☺ ☺ ☺
bike	☺ ☺ ☺ ☺ ☺ ☺
other	☺ ☺

Each ☺ represents I child.

2. The symbols are not the same, they are not the same size and there is not the same spacing between the symbols.

3. a) Answers will vary depending on children's choices.
   b) Check that they have chosen five animals, tallied accurately, and found the totals with appropriate symbols or names.
   c) Check for a carefully-constructed pictogram – symbols should be all the same, ordered neatly and the same size.

5 Interpret pictograms (I to I)

Discover

1. a) The labels in order from top to bottom: crab, sea snail, shrimp, razor shell, starfish.
   b) There were 10 starfish. The children found most starfish.

Think together

1. a) Tuesday had the most sunshine.
   b) Wednesday had the least sunshine.
   c) There were 7 hours of sunshine on Tuesday.
   d) There were 3 more hours of sunshine on Monday compared to Wednesday.

2. Children's answers will vary.
   There are the same number of boys as girls.
   There are 6 boys and 6 girls.
   There 12 children in total.

3. Sam and Mo have the same number of stickers. Kim has the fewest stickers. Children should create their own pictograms for a partner.

6 Draw pictograms (I to 2, 5 or I0)

Discover

1. a)

Fruit	Pieces of fruit
apples	● ● ● ●
oranges	● ● ● ● ● ●
bananas	● ● ●

b) When you use a red circle to represent 2 pieces of fruit, you do not need to draw as many circles.

Think together

1.

Leo	⭐⭐⭐⭐
Jane	⭐⭐⭐⭐⭐⭐⭐
Milo	⭐⭐⭐
Amir	⭐⭐⭐⭐

Each ⭐ represents 5 questions.

2.

Favourite flavour	Number of children
strawberry	☺ ☺ ☺ ☺
vanilla	☺ ☺ ☺ ☺ ☺ ☺
chocolate	☺ ☺ ☺ ☺ ☺ ☺ ☺

Each ☺ represents I0 children.

3.

Colour	Number of sheets
blue	○ ○ ○ ○ ○ ○ ○
red	○ ○ ○ ○ ○ ◖

Each ○ represents 2 sheets of paper.

7 Interpret pictograms (1 to 2, 5 or 10)

→ **pages 180–183**

Discover

1. a) 25 hot dinners were made on Tuesday.
b) You need to draw 7 ⬭ .

Think together

1. a) There were 15 blackbirds, 10 robins, 5 sparrows and 20 blue tits seen.
b) Blue tits were seen the most.
c) There were 5 fewer robins than blackbirds seen.

2. a) There are 40 red balloons.
b) There are 30 more blue balloons than red balloons.

3. Bella's statement is false. Filip's statement is true.
Half a symbol ◢ would represent 1 book;
so Milo's statement is also true.

End of unit check

→ **pages 184–185**

1. C

2. B

3. B

Think!

Children will need to realise that Ola is incorrect as the amounts are equal. They should make use of the vocabulary provided in the workbook to form their answer. For example:

Ola is incorrect because there are 4 red and 4 purple cars. This means the amounts are equal.