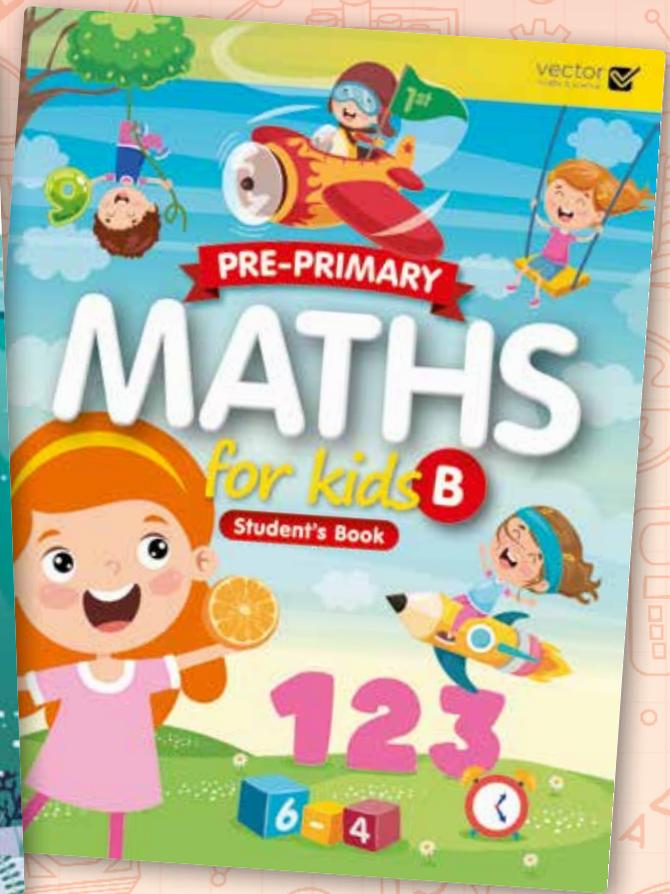
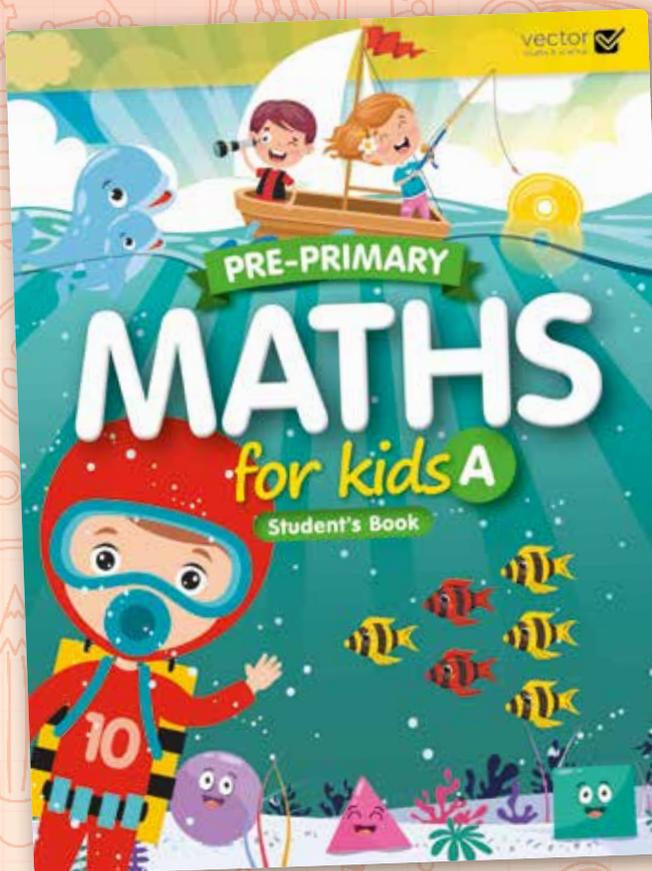




Pre-Primary course

MATHS

for kids



sample pages catalogue

Maths for kids is a two year course that introduces very young learners to the world of mathematics. Through this course, students learn about numbers, shapes, measurements, position, addition, subtraction, and other mathematical concepts.

The series places emphasis on the presentation of each topic in a simple and comprehensible way, but also on the activities that ensure that each new mathematical concept is conquered.

Through questions, students realise the existence of mathematics in their everyday life and through practice, students become confident and they build a strong base for mathematical development. The course is enriched with vivid pictures that trigger the interest of young learners, as well as multiple activities that activate the thinking skills of young learners in a fun way.



MATHS

for kids



COURSE COMPONENTS

Student's Book

The Maths for kids Student's Book consists of 5 Units. Each unit is divided into six lessons that examine a specific topic. Students discuss the topic, learn new keywords, understand their meaning as well as practise and apply the knowledge taught. At the end of each unit there is a revision page to revise the main concepts of the unit. Resource Sheets, Colour-in pages and stickers are also included in the Student's Book. Throughout the Student's Book simple and comprehensible language is used.

Teacher's Book

The Teacher's Book is designed to support the use of the corresponding Student's Book in the Maths for kids series. It contains a reduced version of the Student's Book and provides teachers with step-by-step lesson plans. The introduction in the Teacher's Book provides teachers with an analysis of the sections of the book as well as a pivot table with all the learning objectives that are presented in the units, and all the resources, materials, and flashcards that

are necessary for the lessons. This table helps teachers monitor the development of knowledge and recognise the coherence of the mathematical content. The table also helps teachers to easily prepare each lesson. A 'More Practice' section with activities that are advised to be completed after the end of the lesson as well as a 'Hands for Crafts' section with constructions related to a topic of each unit are also available. Whenever there is the need for extra precaution, a safety symbol and instructions guide the teacher in explaining to students what they need to do to keep safe. All keys and examples of the activities in the Student's Book are provided in the Teacher's Book.

Teacher's Digital Resources

The digital material provided on our website www.vectorsmint.com includes all the flashcards, Resource Sheets, 'More Practice' pages, Colour in pages and Resource Pictures for each unit. Extra material for the course, such as posters and certificates are also included. All files are downloadable and printable, so they are practical and easy to access.

MATHS
for kids **A**
Student's Book

vector
maths & science



Contents

1

Lesson 1 Big – Small
Bigger – Smaller 2

Lesson 2 Up – Down 4

Lesson 3 Left – Right 6

Lesson 4 Straight lines –
Curved lines 8

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MATHS
for kids **B**
Student's Book

vector
maths & science



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2

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Lesson 6 Number patterns 68

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Resource Sheets 72

Colour in 91

Materials 101

Stickers



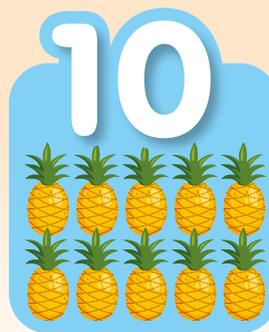
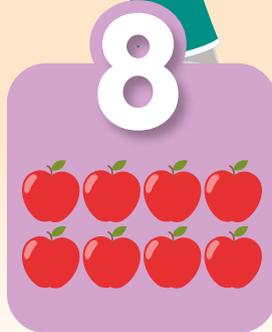
mathematical concepts
presented with vivid pictures

Unit 5

Lesson 1

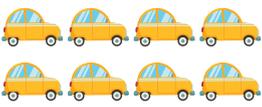
Count 6-10

Look at the pictures.



Lesson 1

Activity 1 Count and circle the correct number.



10 9 8



8 6 7



7 10 9



6 9 10

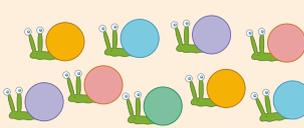
Activity 2 Draw lines to match.



8



10



7

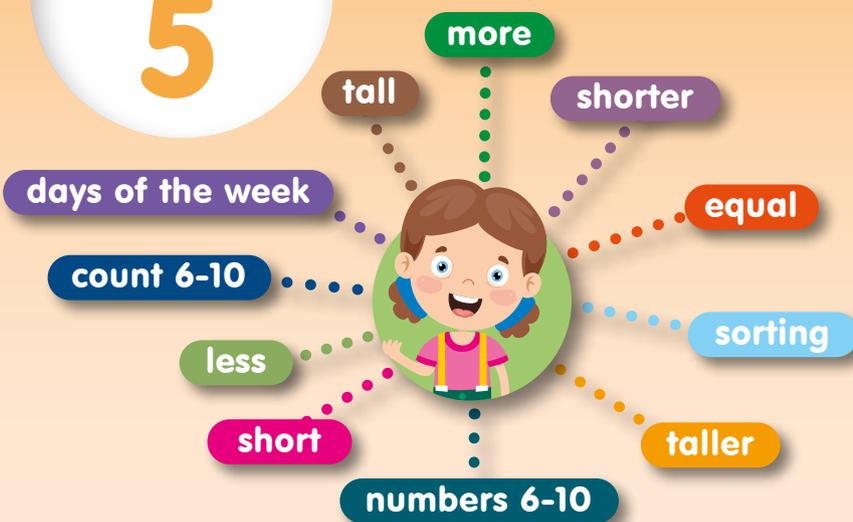


9

simple activities to facilitate learning

mind maps to help students revise the keywords of the lessons

Revision 5



Activity 1

Circle the correct number. Then tick (✓) the equal groups.

7 6 8	8 6 7	5 4 3	9 7 6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

70

simple review activities available at the end of each unit

Revision 5

Activity 2 Draw dinosaurs.

shorter

taller



Activity 3 Draw lines to match. Then tick (✓) the basket that has less.



Fruit



Vegetable

I can:

- count sets of up to 10 objects
- say which has more, equal and less
- say the number that is 1 less than another
- sort objects
- recognise which is shorter or taller
- say the days of the week

71

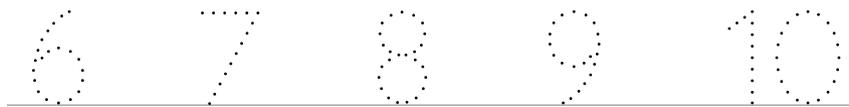
self evaluation section

Unit **5**

Resource Sheet - Lesson 1



count 6-10



89

resource sheets for extra practice in writing



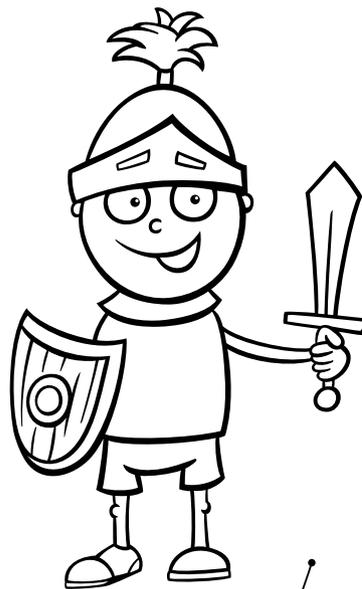
Unit **5**

Colour in

Colour in the pictures.



tall



short

99

colour-in pages

Unit **5**

Lesson 1

Count 6-10

Lesson Plan

What you will need:

Materials: coloured pencils, pencils

Resources: RS numbers 6-10, More Practice 5.1

Flashcards: count 6-10, number eight, number nine, number seven, number six, number ten

Look at the pictures.

- Have Ss open their book at page 58.
- Draw Ss' attention to the pictures, and ask them to say what they see (the numbers 6-10, fruit and vegetables).
- Remind Ss that in order to count the fruit and the vegetables, we should point to each fruit or vegetable one by one and say the numbers in order. Remind Ss that we start saying the numbers in order from number 1, as number 0 shows that we have nothing.
- Show Ss each picture one by one and ask Ss to count how many fruit or vegetables there are in each picture (6 oranges, 7 peppers, 8 apples, 9 lemons, 10 pineapples).
- Ask Ss questions such as the ones below to help them practise counting. Keep in mind that you should ask Ss to count up to 10 objects:
 - > *How many coats are there on the wall?*
 - > *How many books are there on the shelf?*
 - > *How many boxes of puzzles are there in the classroom?*
 - > *How many desks are there in the classroom?*
- Ask Ss to point at each object one by one while counting.

64

detailed lesson plans



Flashcard game

- Show Ss the flashcards 'number six', 'number seven', 'number eight', 'number nine' and 'number ten'. Ask Ss to count aloud from 6 up to 10.
- Have Ss sit in a circle. Explain to Ss that you will show them a flashcard with a number, and they should show the same number of fingers as the number they see on the flashcard. You can show Ss the flashcard 'count 6-10' to remind them how we use our fingers to show the number we see. Give Ss some time to look at the flashcard and then hide it.
- Give Ss some time to do the activity.

games with flashcards that help students learn words in a fun way

Lesson 1

Lesson 1

Activity 1 Count and circle the correct number.

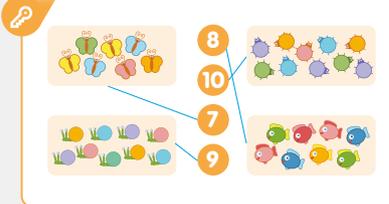
	
10 9 8	8 6 7
	
7 10 9	6 9 10

Activity 2 Draw lines to match.

	8	
	10	
	7	
	9	

Activity 2

- Explain to Ss that they will count the animals in each group and then draw lines to match the animals with the correct number.
- Give Ss some time to do the activity.



Resource Sheet

- Ask Ss to turn to page 89.
- Show Ss how to hold the pencil correctly in order to write.
- Ask Ss to trace the numbers 6, 7, 8, 9, 10.
- Give Ss some time to do the activity.

More practice

- Provide each S with a photocopy of More Practice 5.1, a pencil and coloured pencils.
- Explain to Ss that they should look at the number and draw that many lollipops in the box. Then they will colour in the lollipops they drew.
- Give Ss some time to do the activity.

Activity 1

- Ask Ss to turn to page 59.
- Provide each S with a pencil.
- Explain to Ss that they will count the objects in each picture and circle the correct number in the box next to each picture.
- Give Ss some time to do the activity.



extra section with activities for More practice

key to the activities of the Student's Book

Revision 5

Lesson Plan

What you will need:

Materials: coloured pencils, pencils

Resources: Colour in Unit 5

Flashcards: count 6-10, days of the week, equal, less, more, number eight, number nine, number seven, number six, number ten, short, shorter, sorting, tall, taller

Revise the previous lessons.

- Have Ss open their book at page 70.
- Give Ss some time to look at the picture.
- Show Ss all the flashcards of the unit one by one, in order to revise all the words taught.
- Ask Ss questions, such as the ones below to help them do some brief revision:
 - > Can you count up to 10?
 - > Which number is after 7?
 - > Which number is before 10?
 - > Which number is between 8 and 10?
 - > Which number is after 5?
 - > Which is taller, a castle or a house?
 - > Let's say Ian and I have an equal number of friends. I have 6 friends. How many friends does Ian have?
 - > I have two lists. One list with food and one list with drinks. Where should I put a pizza and where should I put an orange juice?
 - > Today is Friday. What day is it tomorrow?
 - > Which day don't you go to school?

Activity 1

- Provide each S with a pencil.
- Explain to Ss that they will count the jars of jam and circle the correct number in the box below. Then they should tick the two pictures that have an equal number of jars.
- Give Ss some time to do the activity.

A central diagram for 'Revision 5' featuring a girl's face. Surrounding her are various terms: 'more', 'shorter', 'equal', 'taller', 'sorting', 'numbers 6-10', 'short', 'less', 'count 6-10', 'days of the week', and 'tall'. Below the diagram is 'Activity 1' with instructions: 'Circle the correct number. Then tick (✓) the equal groups.' There are four jars of jam, each with a box below it containing numbers: 7 6 8, 8 6 7, 5 4 3, and 9 7 6.

The same activity diagram as above, but with solutions. In the first jar, the number 6 is circled and a checkmark is in the box. In the second jar, the number 6 is circled. In the third jar, the number 4 is circled. In the fourth jar, the number 7 is circled and a checkmark is in the box. A key icon is in the top left corner.

revision pages to help students revise the important words and concepts of the unit

Revision 5

Activity 2 Draw dinosaurs.

shorter

taller



Activity 3 Draw lines to match. Then tick (✓) the basket that has less.



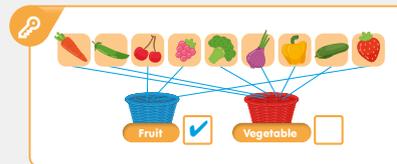
I can:

- count sets of up to 10 objects
- say which has more, equal and less
- say the number that is 1 less than another
- sort objects
- recognise which is shorter or taller
- say the days of the week

71

Activity 3

- Explain to Ss that they should draw lines to sort the pictures according to the type of food they are, vegetable or fruit. Then, they should tick the basket that has less food.
- Give Ss some time to do the activity.



I can

- Now, read the sentences of the 'I can' section one by one and discuss them with Ss to understand the level of knowledge and skills they have achieved.

Colour in activity

- Ask Ss to turn to page 99.
- Provide each S with coloured pencils and ask them to colour in the tall and short knights.
- Give Ss some time to do the activity.

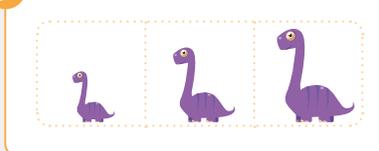
In the next lesson, Ss will be working with crafts. They are asked to prepare a construction. Please go to the 'Hands for Crafts' section of this unit on page 82. Read the instructions and prepare the materials that you will need in class.

Activity 2

- Provide each S with coloured pencils.
- Explain to Ss that they will look at the picture in the middle and draw a shorter dinosaur on the left and a taller dinosaur on the right.
- Give Ss some time to do the activity.



EXAMPLE



77

more activities for extra practice

Hands for crafts

Unit 5



What you will need:

Materials: coloured pencils, eye stickers, glue, kitchen paper rolls, pieces of coloured card, pieces of coloured paper, pipe cleaners, pom-poms, scissors, toilet paper rolls

- Provide each S with a kitchen paper roll, a toilet paper roll, scissors, pieces of coloured paper and glue.
- Explain to Ss that they will make a tall and a short object. The object may be an animal, a rocket, a robot, a monster, etc.
- Explain to Ss that they will cut out and glue the pieces of coloured paper on the paper rolls.

! Ss should be careful when using scissors.

- Provide Ss with pieces of coloured card. Assist Ss in drawing and cutting out shapes such as wings, tails, teeth, etc. depending on what object they want to make.

- Ask Ss to glue the drawings on their paper rolls.
- Provide Ss with eye stickers, pom-poms, pipe cleaners, coloured pencils, etc. and encourage them to decorate their craft depending on the object they make.
- Give Ss some time to do the activity.



82

crafts section related to what students were taught in the unit

More Practice

5.1

Name: _____

Activity

Draw and colour in lollipops.



extra material for further practice

Useful Vocabulary

achieve	to reach a goal, something that we want to do and we have worked hard to get it to get something, sometimes after a lot of work or trying hard	keyboard	a part of a computer which we use to write
acquire	to get something, sometimes after a lot of work or trying hard	knowledge	all the information we get about something when we read, study or listen about it
appropriate	the right thing	layer	an amount of a material that sits flat on top of or in between other materials
assist	to help someone do something	match	to choose things that are like each other or that go together
calendar	a table which shows details such as the days of the week, the months, the national holidays, etc.	mime	to copy what someone or something does without talking
circle	to use a pencil, pen, etc. to make a line all around something	move	to change a position
clap	to join my hands together and make a noise while joining them	obtain	to get or make something
colour in	to draw blue, red, yellow, etc. in a picture	odd	something that does not match with the other things in a group
compare	to say the things that are the same and that are different about two things or people	one by one	one thing after the other
connect	to learn that two things go together	pair	two things that we put, use, or join together
construction	something Ss make using materials like string, cardboard, paper, etc.	pattern	a design (e.g. two blue circles then a red square) that we can see again and again
corn cob	a part of a plant to eat which is long and yellow with sweet seeds	pile	something you make when you put one thing on top of the other
correctly	that is the right way to do something	point	to show with your finger
count	to use numbers such as 1, 2, 3, etc. to find the total of something	price tag	a piece of paper on an object, e.g. some clothes, that shows how much this object costs
cut out	to use scissors to make pieces of something	provide	to give
define	to say clearly what something is, what it shows	randomly	not in an organised way, by chance
draw	to make a picture with pencils, pens, etc.; to make someone look at something and listen to you	rearrange	to put things in a new order
draw lines	to use a pencil or a pen to make a long mark on paper	remote control	an object we use to change the channels on a television
drawing	a picture we make when we use pencils, pens, etc.	repeat	to do the same thing again
emphasise	to show Ss that something is very important	revise	to read something again to remember it
encourage	to help Ss say or do something correctly and more often	row	things organised in a straight line, one next to the other or one behind the other
fluffy	something that is soft and you can change its shape if you push it or squeeze it	shuffle	to mix and change the order of objects
fold	to move the top of a piece of paper next to the bottom and push it along the middle of the paper	slip	to fall down because your foot moved along the ground in a way you didn't want
gradually	to do things slowly during a period of time	solid	something that is difficult to change its shape if you push it or squeeze it
hopscotch	a game with numbered squares drawn on the ground in which children jump in number order from square to square	sort	to put things together that have something in common, e.g. colour, shape, material
in order	the right way to put some things next to each other	squeeze	to push an object to change it to be smaller and hc
in turn	used to show that one person does something then the next person does the same, etc.	stable	not moving
		stamp	to put your foot and make noise
		stay still	not to move
		tic-tac-toe	a children's game when we put straight lines to follow the d
		trace	to write a word
		upright	having a straight

a vocabulary section provides extra help to the teacher

Materials



a list of the necessary materials is presented at the back of the book



certificates are also provided to acknowledge students' efforts in completing each unit

flashcards which contain a visual representation of the keyword

7

6 7 8 9 10

count 6-10

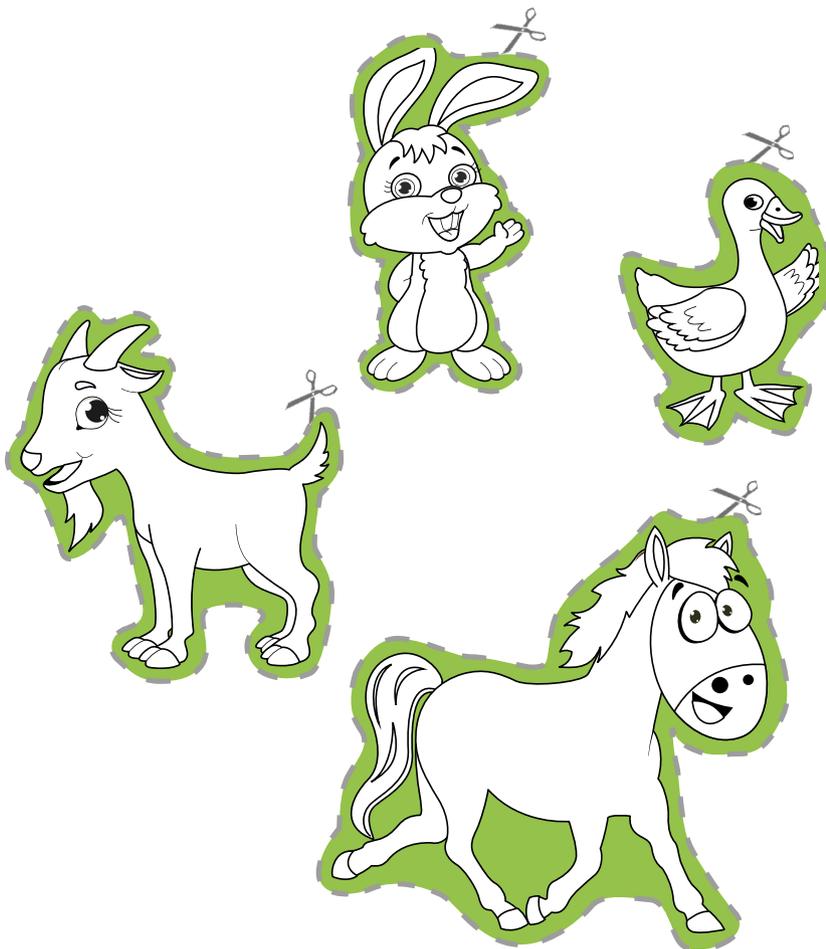
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cut-out pictures related to the concept taught

Maths for kids A Unit 1

Resource Picture: Animals

Colour in the animals and cut them out.



Numbers 0-9



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posters

Unit **5**

Lesson 1

Equal – Less than – More than

Look at the pictures.



more than >



equal =



less than <

Activity 1 Colour in the correct sign.

	$>$	
	$<$	
	$=$	
	$>$	
	$<$	
	$=$	
	$>$	
	$<$	
	$=$	

Activity 2 Count and write >, <, = in the circles.

	<input type="text"/>	

Revision **5**



Activity 1 Count the fruit and write the numbers in the boxes provided. Then write <, > or = in the box provided.

	<input type="text"/>		<input type="text"/>
	<input type="text"/>		<input type="text"/>

Activity 2 Write what comes next in the number pattern.

6 7 8 6 7 8

Activity 3 Stick the stickers.

first: fox second: rabbit third: chicken



Activity 4 Tick (✓) the correct time of the day. Then write the time.

morning

afternoon

night

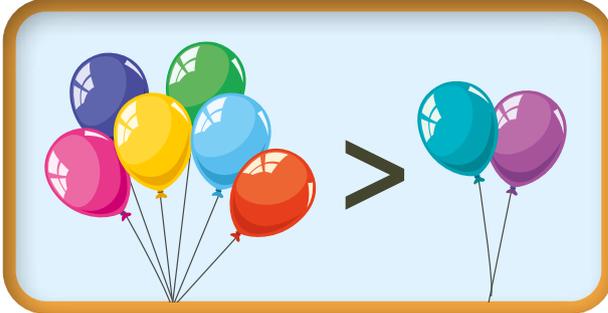
It's o'clock

I can:

- say if numbers are equal, less than or more than
- recognise first, second and third
- count sets of up to 20 objects
- understand different times of the day
- say the time at o'clock
- recognise number patterns and write what comes next

Unit **5**

Resource Sheet - Lesson 1



more than

more than

more than

88



Unit **5**

Colour in

Colour in the picture.



99

Unit 5 Lesson 1

Equal - Less than - More than

Lesson Plan

What you will need:

Materials: coloured pencils, pencils
Resources: RP Comparison signs, RS more than, RS less than, More practice 51
Flashcards: equal, less than, more than

Look at the pictures

- Have Ss open their book at page 58.
- Draw Ss' attention to the pictures, and ask them to say what they see (kids, balloons, etc.).
- Draw Ss' attention to the picture at the top left. Ask Ss to count how many balloons each kid has.
- Explain to Ss that the boy has 7 balloons and the girl has 2 balloons, and remind Ss that this is why we say that the boy has more balloons than the girl.
- Draw Ss' attention to the words and the sign at the bottom of the picture. Explain to Ss that we use this sign to say 'more than'. Explain to Ss that the open part of the sign is looking towards the 7 balloons which are more than the 2 balloons. So, we say that the boy has more balloons than the girl.
- Draw Ss' attention to the top right picture. Ask Ss to count how many balloons each kid has.
- Explain to Ss that the girl on the left has 2 balloons and the boy on the right has 2 balloons too. So, both children have the same number of balloons.
- Draw Ss' attention to the word and sign at the bottom of the picture. Explain to Ss that we use this sign to say 'equal'. Remind Ss that we use this sign to show the total of an addition or a subtraction. Explain to Ss that this is why we say that 2 is equal to 1 and 1 or that $1 + 1 = 2$. We also use this sign to say that two parts/groups are equal. Explain to Ss that in order to use the = sign, we should have the same number of things on the left side of the sign as on the right side of the sign.

Activity 1 Colour in the correct sign.

Activity 2 Count and write $>$, $<$, $=$ in the circles.

Activity 3 A sign will we use to show that both groups have an equal number of children?

- Draw Ss' attention to the picture at the bottom of the page, and follow the same steps as in the 'more than' sign to explain it to the Ss.
- Ask Ss questions such as the ones below and draw the questions on the board, to help Ss understand the use of the signs:
 - If we have 4 children in one group and 2 children in another group which sign will we use to show that the first group has more children than the second group?
 - If we have a group with 5 children in one group and 7 children in another group which sign will we use to show that the first group has less children than the second group?
 - If we have the same number of children in both groups, e.g. 2 children in one group and 2 children in the other group, which

sign will we use to show that both groups have an equal number of children?

Flashcard game

Before the Revision game, the teacher should use the RP Comparison signs so that the Ss see the signs and use them in the lesson.

- Show Ss the flashcard 'more than', 'less than', 'equal'. Say the words of each flashcard and have Ss repeat them after you.
- Divide Ss in two groups. Place the comparison signs in front of the groups. Explain to the Ss that each group, in turns, will try to put the correct comparison sign in the middle of the groups of coloured pencils you will make, according to the comparison word you say. Repeat the activity with the other group with

- different groups of coloured pencils.
- Give Ss some time to do the activity.

Activity 1

- Ask Ss to turn to page 59.
- Provide each Ss with coloured pencils.
- Explain to Ss that they should count the objects and colour in the correct sign.
- Give Ss some time to do the activity.

Activity 2

- Provide each Ss with a pencil.
- Explain to Ss that they should count the objects and write the correct sign.
- Give Ss some time to do the activity.

Revision 5

- Ask Ss to turn to pages 68 and 69.
- Explain to Ss that they should trace the words more than and less than.
- Give Ss some time to do the activity.

More practice

- Provide each Ss with a photocopy of More practice 53 and a pencil.
- Explain to Ss that in the first activity, they should look at the numbers on the left and on the right of the sign and put a tick only for the correct ones and in the second activity, they should write the correct comparison sign.
- Give Ss some time to do the activity.

Revision 5

Lesson Plan

What you will need:

Materials: coloured pencils, pencils
Resources: Colour in Unit 5
Flashcards: afternoon, equal, first, less than, more than, morning, night, number eighteen, number nineteen, number patterns, number seventeen, number sixteen, number twenty, o'clock, second, third

Review the previous lessons

- Have Ss open their book at page 70.
- Give Ss some time to look at the picture.
- Show Ss all the flashcards of the unit one by one, in order to revise all the words taught.
- Ask Ss questions, such as the ones below to help them do some brief revision:
 - Is it morning, afternoon or night right now?
 - How many books are there on the shelf?
 - Who gets the gold medal, the first, the second or the third winner?
 - Is 19, 18, 17, 16, 20, 21 a number pattern?
 - Is 16, 17, 16, 17, 16, 17 a number pattern?
 - Do I have a shower in the morning or the afternoon?
 - What's the time?

Activity 1

- Provide each Ss with a pencil.
- Explain to Ss that they should count the number of each fruit next to the correct picture. Then, they should write one of the signs $<$, $>$ or $=$ in the box provided to show which fruit is more or less, or if they are equal.
- Give Ss some time to do the activity.

Activity 1 Count the fruit and write the numbers in the boxes provided. Then write $<$, $>$ or $=$ in the box provided.

Activity 2 Write what comes next in the number pattern.

Activity 3 Stick the stickers.

Activity 3

- Explain to Ss that they should look at the number pattern in the second activity and write the correct numbers in the boxes provided to continue the number pattern.
- Give Ss some time to do the activity.

Activity 4

- Explain to Ss that they should read the words in the box and then stick the stickers in the correct order.
- Tell Ss to find the stickers of the unit at the sticker page.

Activity 4

- Give Ss some time to do the activity.

Activity 5

- Tick (✓) the correct time of the day. Then write the time.

Activity 6

- Give Ss some time to do the activity.

Activity 7

- Explain to Ss that they should look at the picture carefully and tick the correct word that shows what time of the day it is outside: morning, afternoon or night. Assist Ss by showing them the picture of what the boy is doing or what is outside of the window.

- Then, ask Ss to look at the clock and write the correct number to show the time.
- Give Ss some time to do the activity.

Unit

- Now, read the sentences of the 'I can' section one by one and discuss them with Ss to understand the level of knowledge and skills they have achieved.

Colour in activity

- Ask Ss to turn to page 99.
- Provide each Ss with coloured pencils and ask them to colour in the picture.
- Give Ss some time to do the activity.

In the next lesson, Ss will be working with crafts. They are asked to prepare a construction. Please go to the 'Words for Crafts' section of this unit on page 82. Read the instructions and prepare the materials that you will need in class.

Hands for crafts

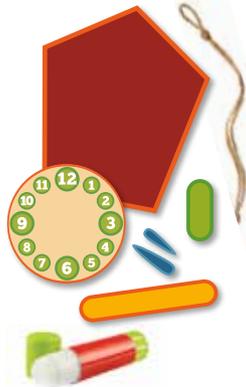


Unit 5

What you will need:

Resources: RP Clock 3, RP Clock 4
Materials: A4 pieces of white card, glue, scissors, sticky tape, string

- Provide each S with the RP Clock 3, RP Clock 4, two A4 pieces of white card, glue and scissors.
- Explain to Ss that they will make a clock.
- Explain to Ss that first they should glue the RP Clock 3 and RP Clock 4 on the A4 pieces of white card. Then, they should cut out all the clock parts.
- **⚠ Ss should be careful when using scissors.**
- Explain to Ss that at the end, they should glue all the parts together to make a clock as the picture shows.
- Finally, take all Ss' clocks and hang them from the ceiling using pieces of string and tape.
- Give Ss some time to do the activity.



More Practice 5.1

Name: _____

Activity 1 Tick (✓) the correct signs.

$2 > 1$ <input type="checkbox"/>	$6 = 9$ <input type="checkbox"/>	$7 > 7$ <input type="checkbox"/>
$3 < 4$ <input type="checkbox"/>	$3 < 8$ <input type="checkbox"/>	$8 > 1$ <input type="checkbox"/>
$5 = 5$ <input type="checkbox"/>	$6 > 5$ <input type="checkbox"/>	$1 = 1$ <input type="checkbox"/>
$7 > 10$ <input type="checkbox"/>	$5 < 4$ <input type="checkbox"/>	$2 < 4$ <input type="checkbox"/>

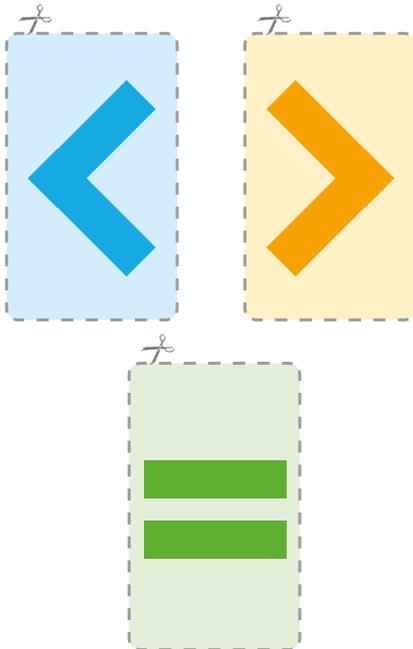
Activity 2 Write $<$, $>$ or $=$.

 <input type="text"/>	 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>		

Maths for kids B Unit 5

Resource Picture: Comparison signs

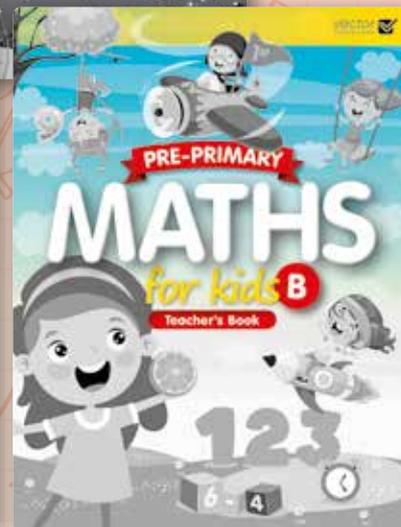
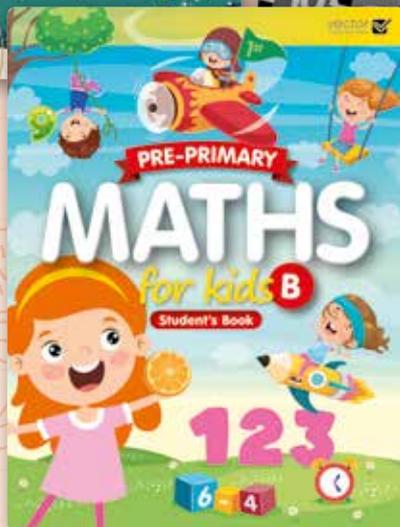
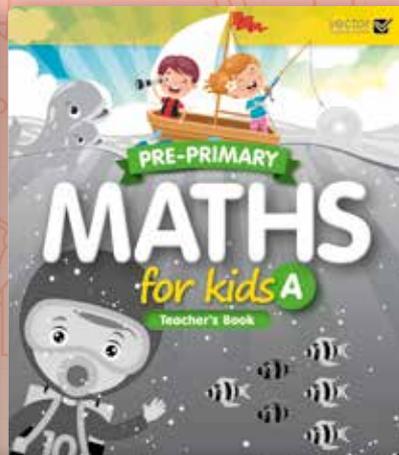
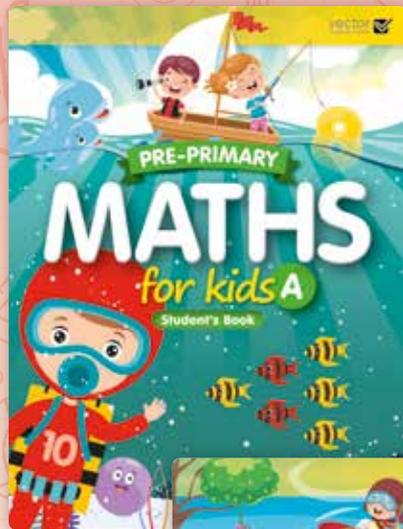
Cut out the pieces.



Can you count to 20?

Count to 20

1 	2 	3 	4 
5 	6 	7 	8 
9 	10 	11 	12 
13 	14 	15 	16 
17 	18 	19 	20 



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