



CAMBRIDGE  
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# CAMBRIDGE **Primary Mathematics**

Workbook 1

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# How to use this book

This workbook provides questions for you to practise what you have learned in class. There is a unit to match each unit in your **Learner's Book**. Each exercise is divided into three parts:

- **Focus:** these questions help you to master the basics.
- **Practice:** these questions help you to become more confident in using what you have learned.
- **Challenge:** these questions will make you think very hard.

Each exercise is divided into three parts. You might not need to work on all of them. Your teacher will tell you which parts to do.

You will also find these features:


Important words that you will use. → equal fraction half pair part

Step-by-step examples showing a way to solve a problem. There are often many different ways to solve a problem. →


These questions will help you to develop your skills of thinking and working mathematically. →

**Worked example 1**


A half is when there is the same in both parts of the whole.  
Draw a ring around one half of these objects.



Answer:




**8** Estimate the number of spots on each domino.  
Then write a number sentence for each domino.  
Was your estimate close?



Estimate =

+  =



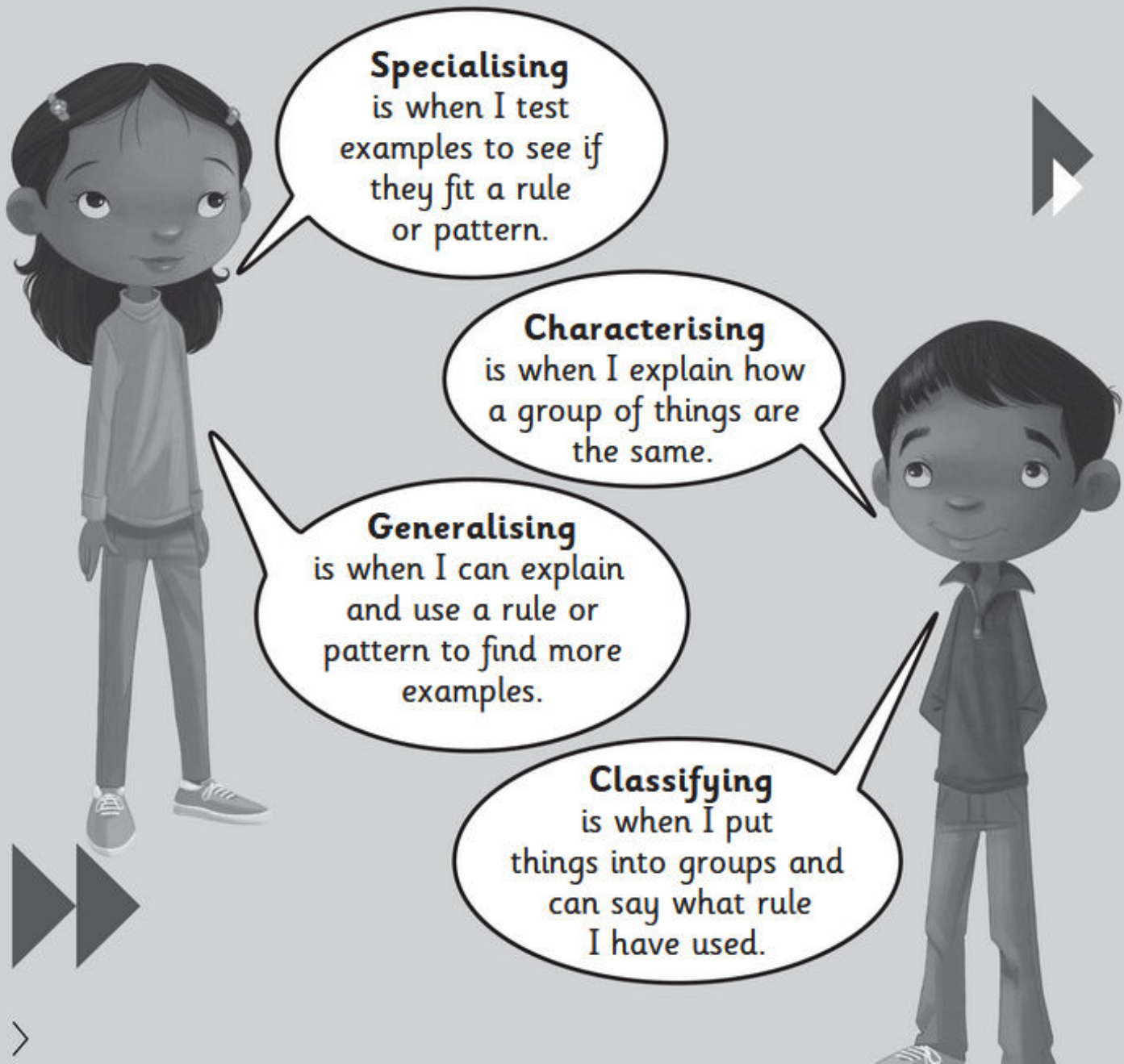
Estimate =

+  =



# Thinking and Working Mathematically

There are some important skills that you will develop as you learn mathematics.

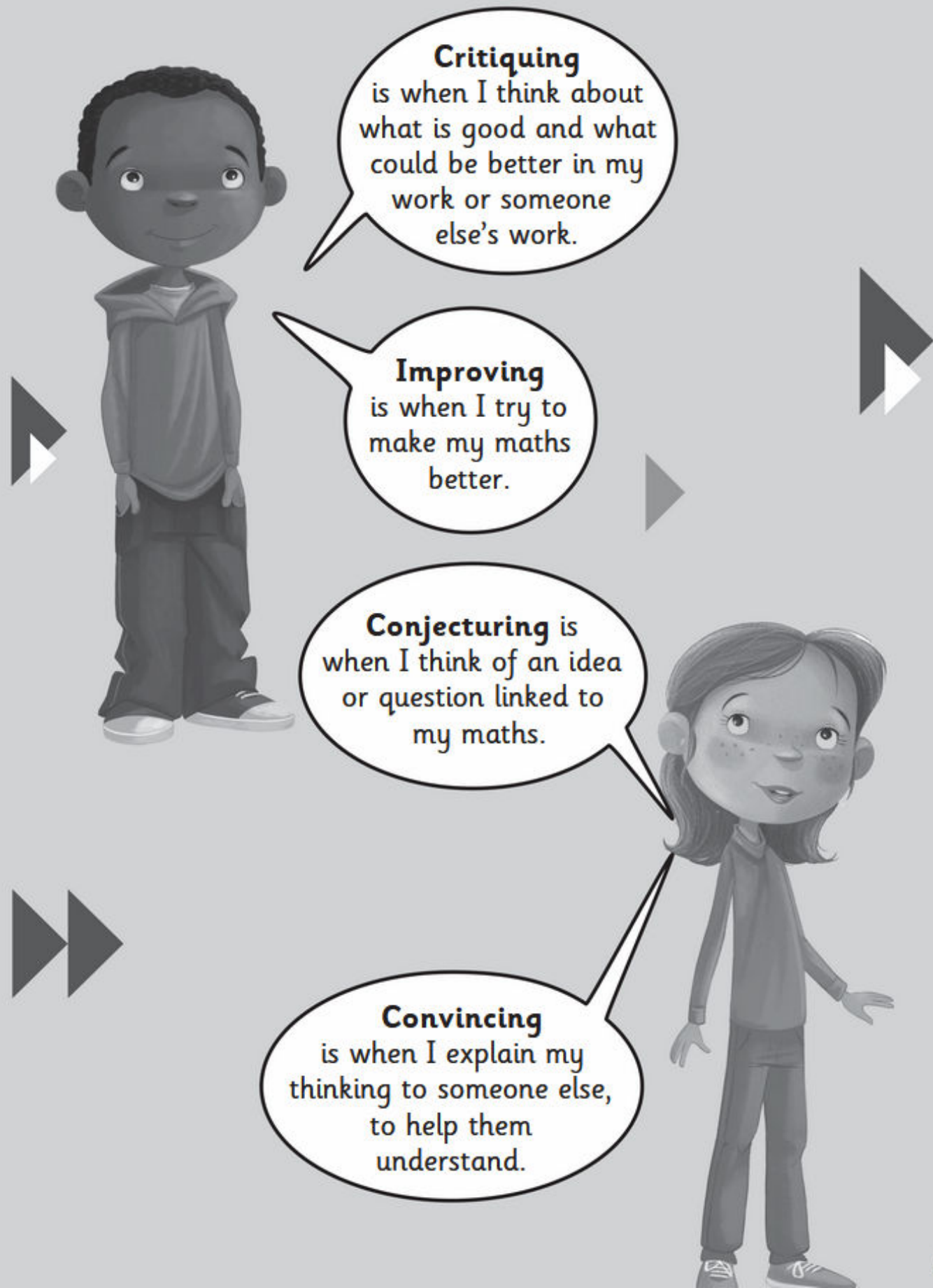


**Specialising**  
is when I test  
examples to see if  
they fit a rule  
or pattern.

**Characterising**  
is when I explain how  
a group of things are  
the same.

**Generalising**  
is when I can explain  
and use a rule or  
pattern to find more  
examples.

**Classifying**  
is when I put  
things into groups and  
can say what rule  
I have used.



**Critiquing**  
is when I think about  
what is good and what  
could be better in my  
work or someone  
else's work.

**Improving**  
is when I try to  
make my maths  
better.

**Conjecturing** is  
when I think of an idea  
or question linked to  
my maths.

**Convincing**  
is when I explain my  
thinking to someone else,  
to help them  
understand.

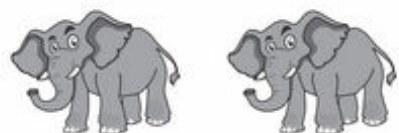
## &gt; 1.1 Counting sets of objects

## Exercise 1.1

count estimate how many? set total

## Focus

- 1 Count each set of animals. Say the numbers out loud.



Talk to a partner or carer about how you counted each set of animals.

- 2 Put 1 object in each space.

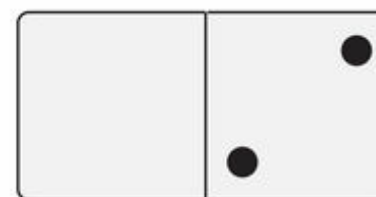
Count them.

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Put the same objects into different spaces. Count again.

Did you count to the same number each time?

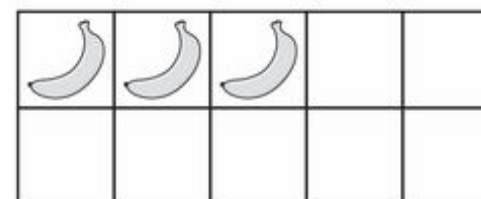
- 3 Match each set to the correct number.



2

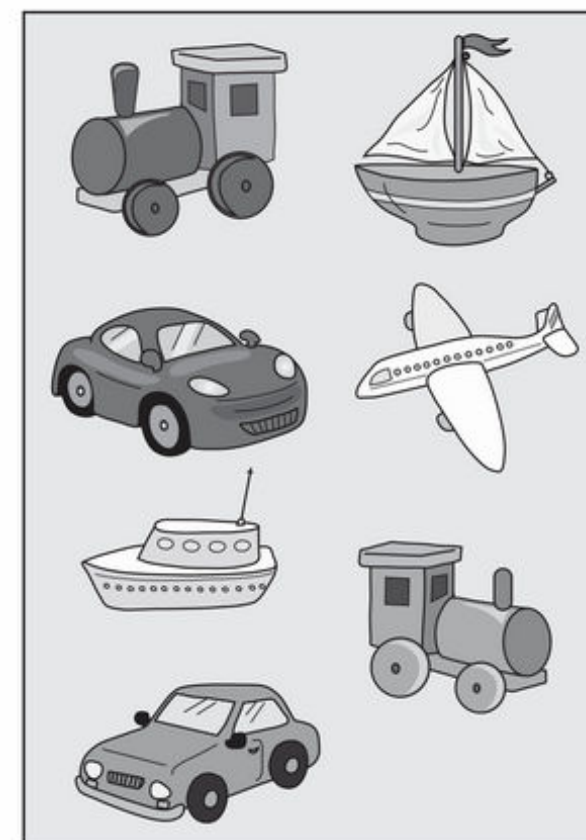


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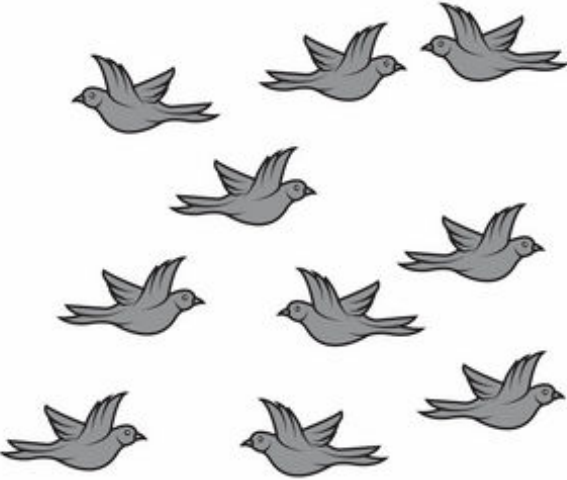
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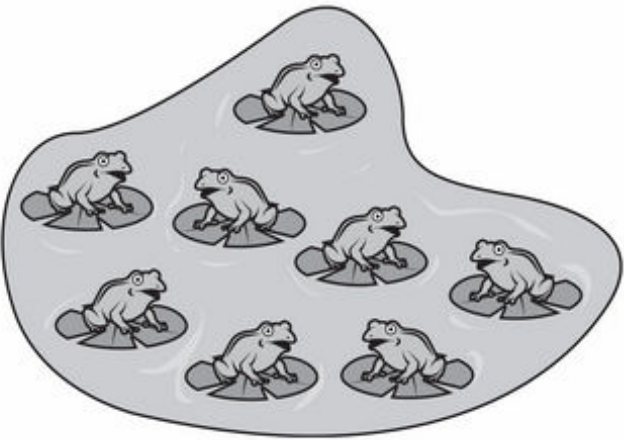


4 How many animals are there?  
Estimate then count.



Estimate

Count









































Estimate

Count



Practice

5 Draw the correct number of animals in the last two rows.

1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

6 Put 1 object in each space.

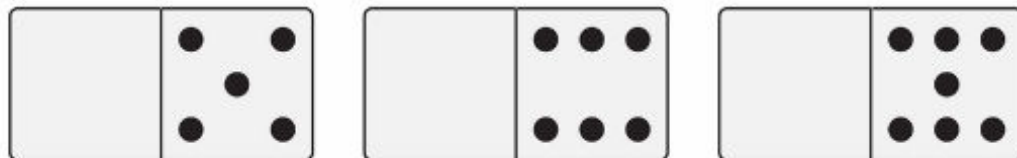
Count them.


Put the same objects into different spaces. Count again.

Did you count to the same number each time?

7 Which domino has 7 spots?

Draw a ring around the correct domino.



8 How many animals are there?

Estimate then count.

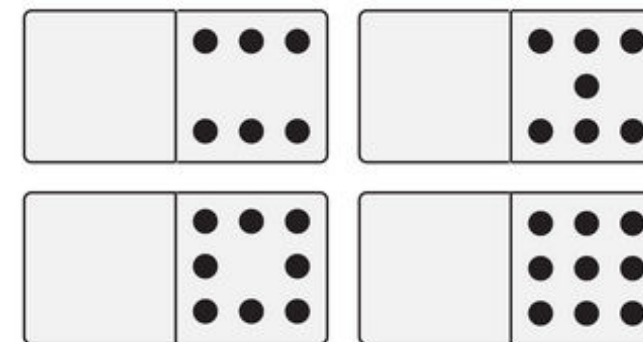
	Estimate	Count
--	----------	-------

	Estimate	Count
--	----------	-------

	Estimate	Count
--	----------	-------

### Challenge

9 Here are the domino patterns for 6, 7, 8 and 9.



Design a domino pattern for 10.

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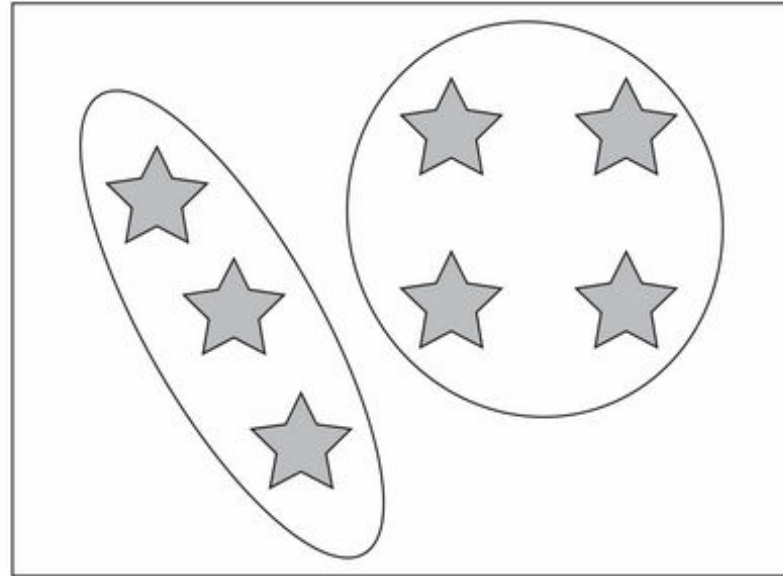
#### Tip

Keep one part of the domino blank.

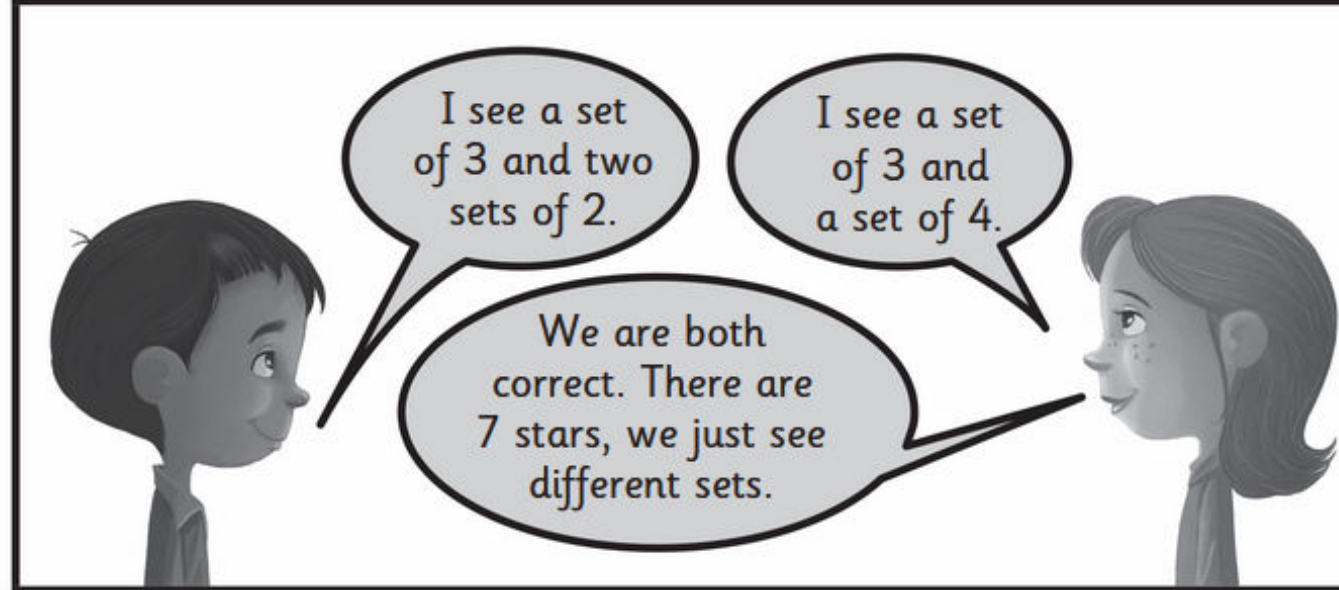


**Worked example 1**

Look at each of the sets below.



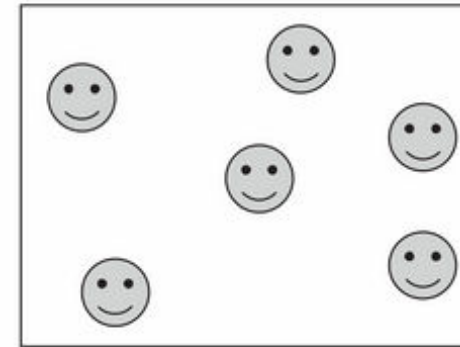
7



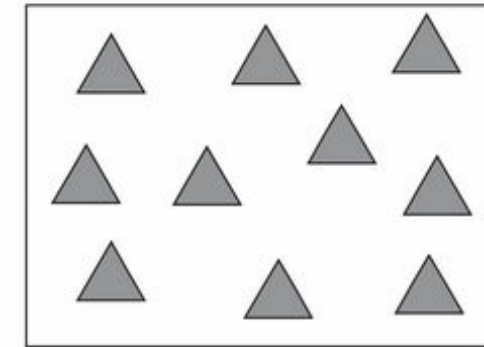
10 Look at each of the sets below.

Can you see smaller sets inside each set?

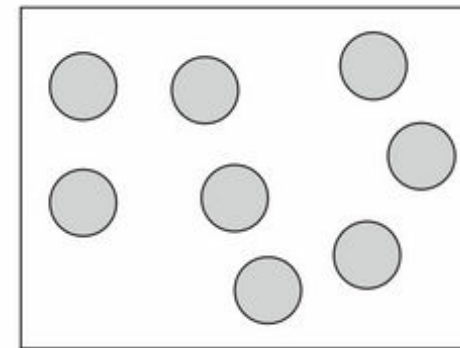
Draw a ring around the smaller sets you notice.



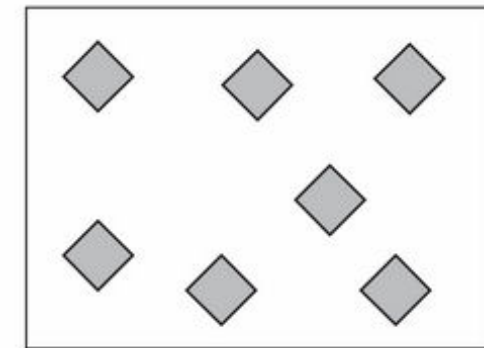
6



10



8



7

Talk to a partner or carer about what you see. Ask them what they see.