# CAMBRIDGE
# Primary Mathematics

## Workbook 2

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# Contents

# 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 more deeply.

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. ⟶

> column   digit
> place holder
> representation   row

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

**Worked example 4**

A number sequence starts at 35. It counts on in tens and stops at 65. What are the numbers in this sequence?

I used a 100 square to help me.

All the numbers have 5 ones. They are all odd.

35, 45, 55, 65.

Answer: 35, 45, 55, 65.

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

16  Write a sequence of 5 numbers.
Complete the sentences to describe your sequence.

☐ ☐ ☐ ☐ ☐

_____ at _____ . Count _____ in _____ . Stop at _____ .

# 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.

# 1 ▶ Numbers to 100

## > 1.1 Numbers to 100

Exercise 1.1

**Focus**

| column | digit |
| place holder |
| representation | row |

1 Write the missing numbers.

| 2 | 3 | ◣ | = | | 0 | ◣ | + | | ◣ |

| | | ◣ | = | 4 | 0 | ◣ | + | 9 | ◣ |
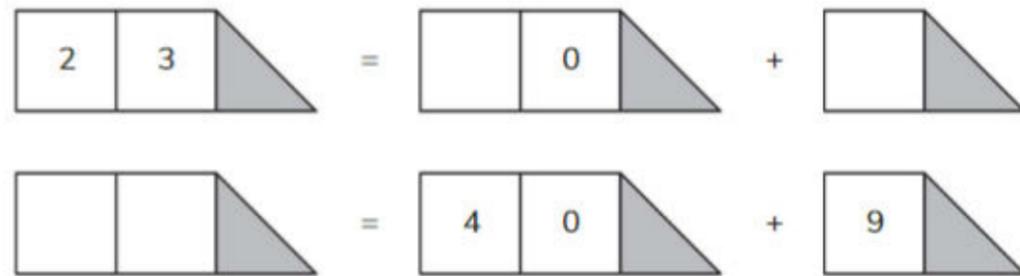
2 Write the missing numbers.

| 21 | | | 25 | | | | | 30 |

| 51 | | | 55 | | | | 60 |

**Worked example 1**

This is a column from the 100 square.

Write the missing numbers.

Answer:

| | |
|---|---|
| 1 | 1 |
| 11 | 11 |
| | 21 |
| | 31 |
| | 41 |
| | 51 |
| | 61 |
| | 71 |
| | 81 |
| 91 | 91 |

> Count on in tens. 11, 21, 31, . . . The number of ones stays the same. The number of tens changes.

3 Write the missing numbers.

| | | |
|---|---|---|
| 3 | 6 | 10 |
| | | |
| | | |
| | | |
| | | 50 |
| 53 | | |
| | 66 | |
| | | |
| | | |
| | | 100 |
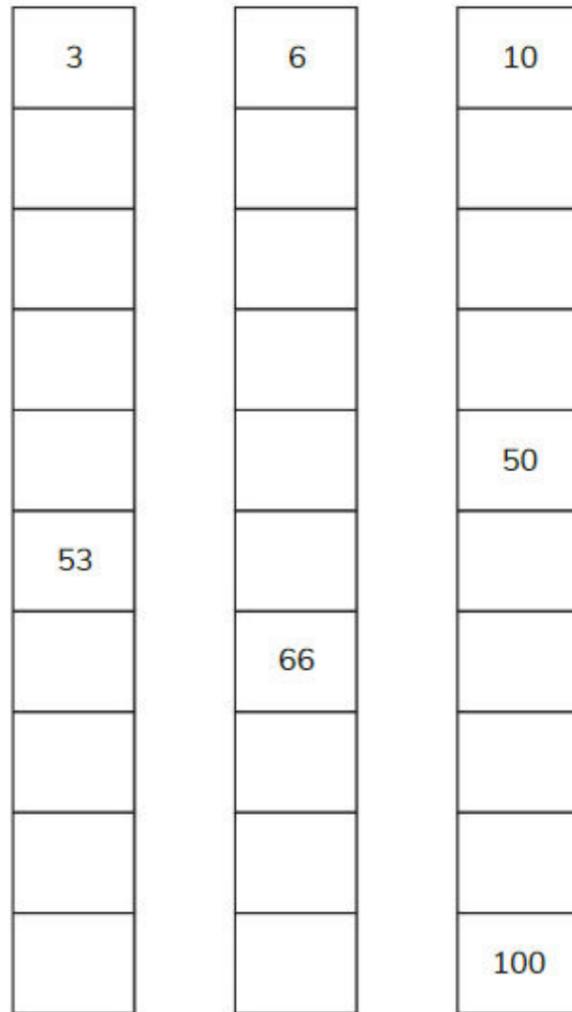
4 Which 2-digit numbers are represented here?
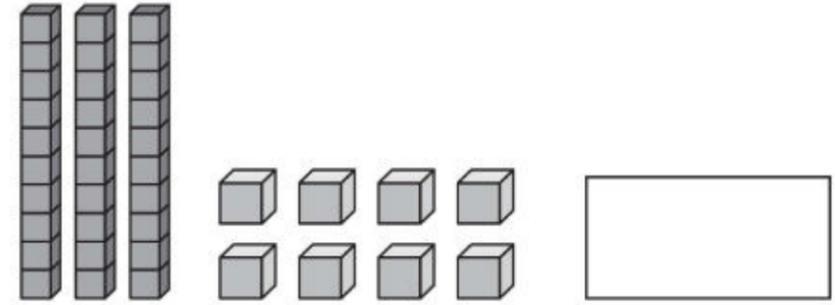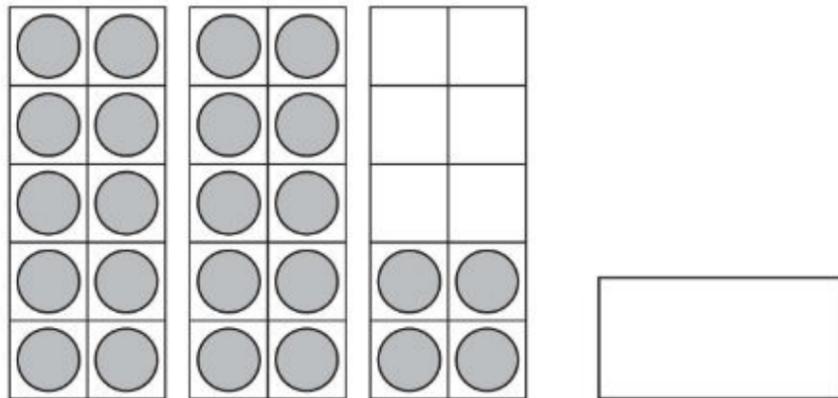


5 Draw a different representation of this number.



Show your representation to a partner or carer.

How is your representation the same as theirs? How is it different?

**Practice**

6 Write the missing numbers.
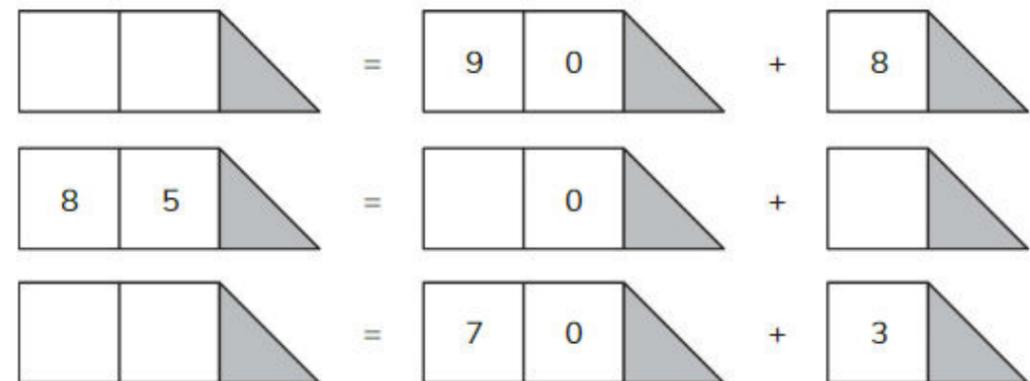
**7** Here are some rows and columns from a 100 square.

Write the missing numbers.

| | | | | | | | | | 80 |
|---|---|---|---|---|---|---|---|---|---|

| | | | | | | | | | 20 |
|---|---|---|---|---|---|---|---|---|---|

Column 1 (top to bottom): 4, _, _, _, _, _, _, _, 74, _, _

Column 2 (top to bottom): 8, _, _, _, _, _, _, _, 88, _

**8** Draw a representation of 23 and a representation of 32.

How are they the same? How are they different?

Discuss your representations with a partner or carer.

**9** Here are some pieces of a 100 square.

Write the missing numbers.

Piece 1: 23, _, _, _

Piece 2: 57, _, _

Piece 3: _, 37, _

Piece 4: 74, _, _, _, _

Piece 5: _, _, _, 88

## Challenge

10 Here is a mostly blank 100 square.

Write these numbers in the correct places.

37 81 53 90 75 46 69

| 1 | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
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| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | 100 |

11 Use the digit cards to make 6 different 2-digit numbers.

Write these numbers in the correct places in the 100 square from question 10.

| 2 | 4 | 8 |
|---|---|---|

## > 1.2 Counting up to 100 objects

### Exercise 1.2

**Focus**

1 Write the missing numbers.

| | |
|---|---|
| 1 ten → | 10 |
| 2 tens → | |
| 3 tens → | |
| 4 tens → | |
| 5 tens → | |
| 6 tens → | |
| 7 tens → | |
| 8 tens → | |
| 9 tens → | |
| 10 tens → | |

accurate, accurately
collection order

Use the table to help you count in tens from 10 to 100.