OXFORD

New Syllabus Primary Mathematics

Activity Handbook

3

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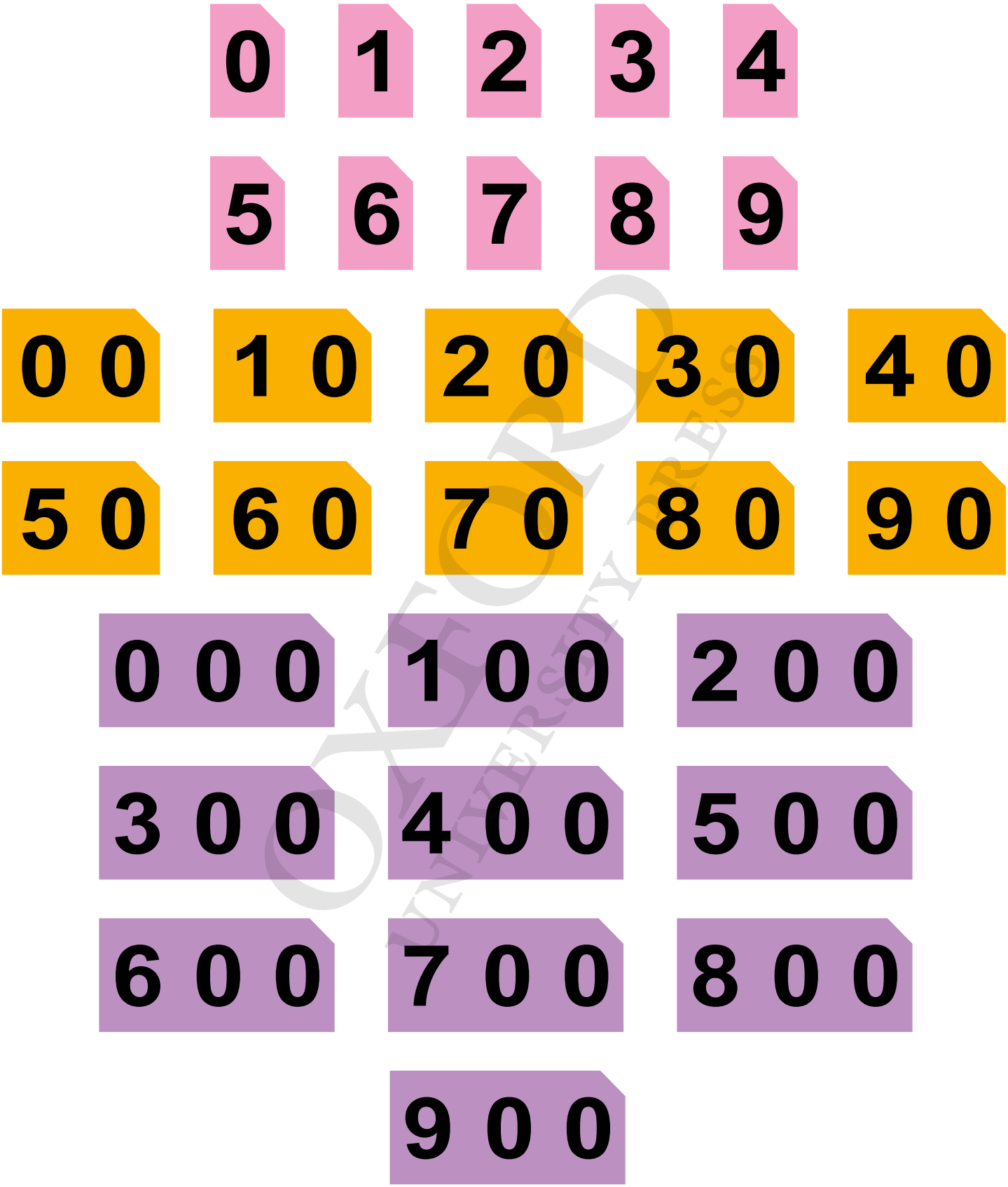
Place-Value Charts

Thousands	Hundreds	Tens	Ones

Thousands	Hundreds	Tens	Ones

Thousands	Hundreds	Tens	Ones

Place-Value Cards (Ones, Tens and Hundreds)

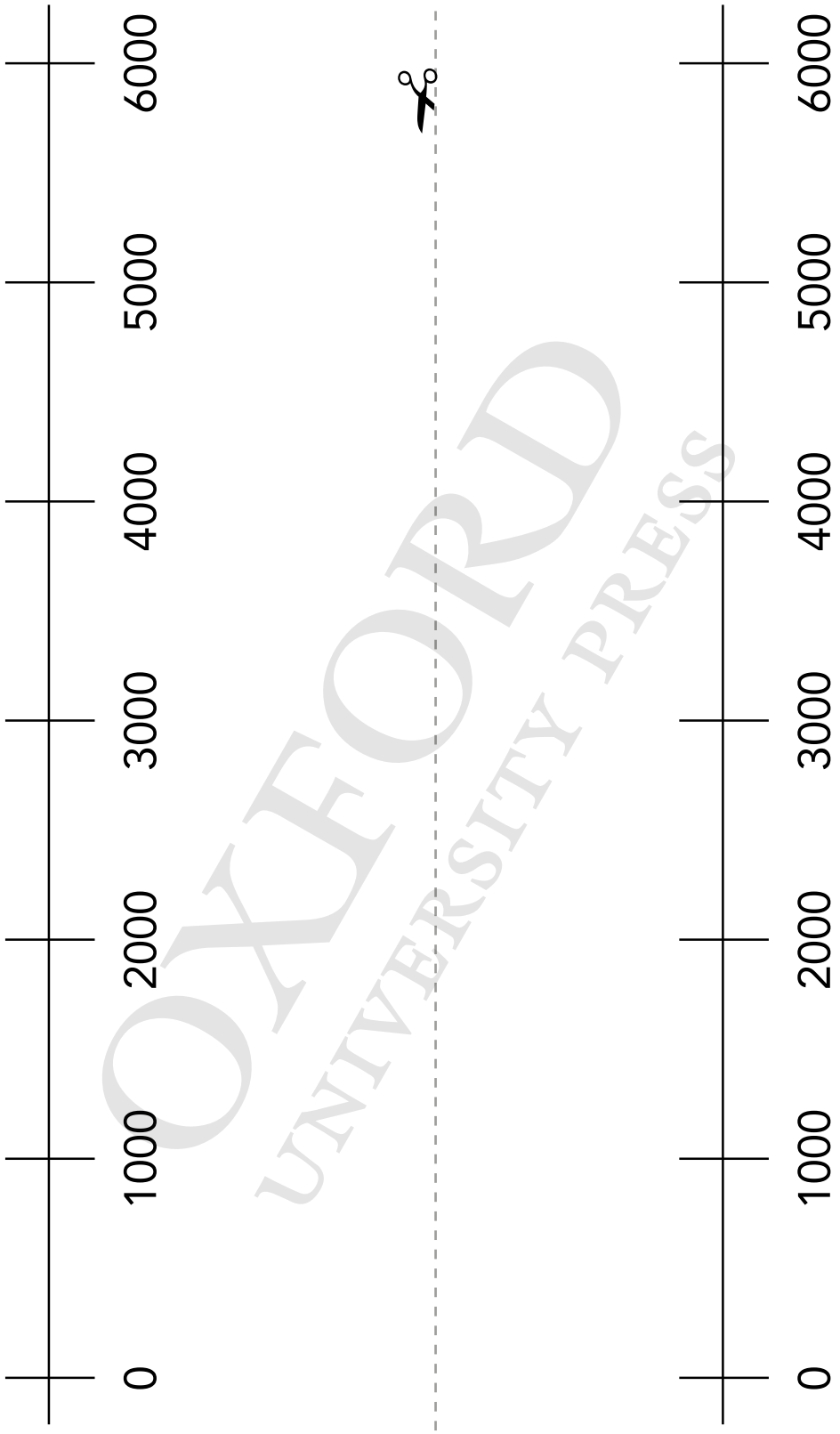


Place-Value Cards (Thousands)

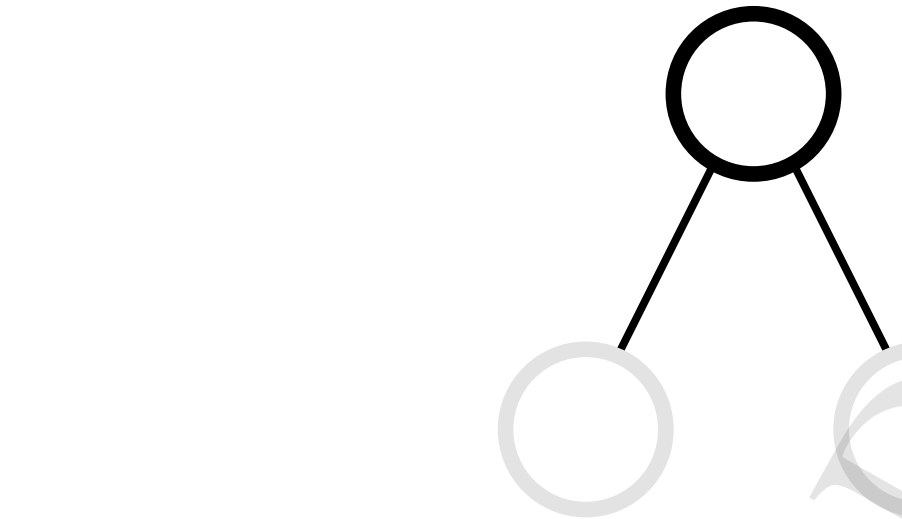
0 0 0 0	1 0 0 0
2 0 0 0	3 0 0 0
4 0 0 0	5 0 0 0
6 0 0 0	7 0 0 0
8 0 0 0	9 0 0 0

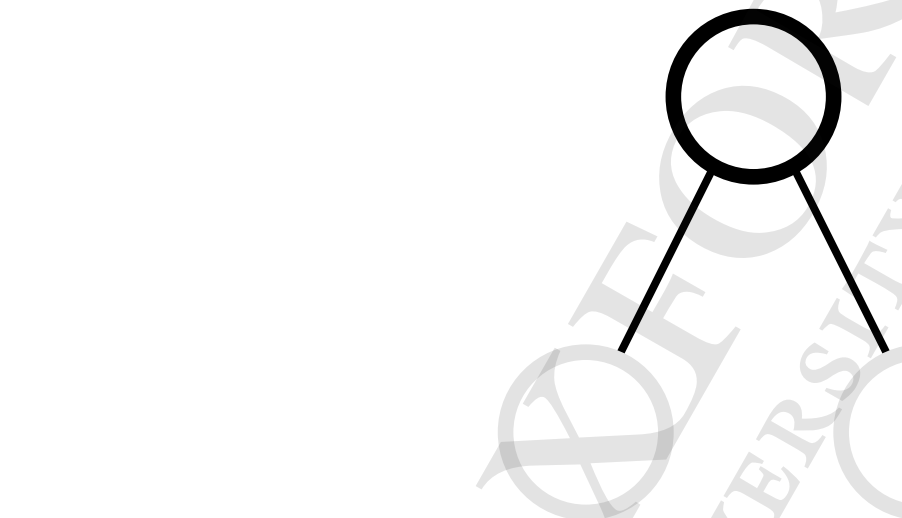
Number Discs

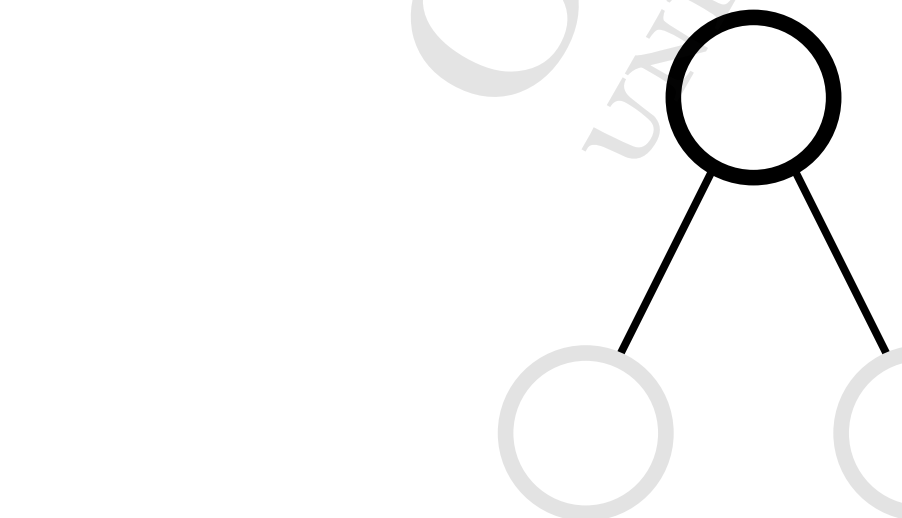
Number Lines (in intervals of 1000)



Number Bonds







4-Step Approach to Problem Solving Template

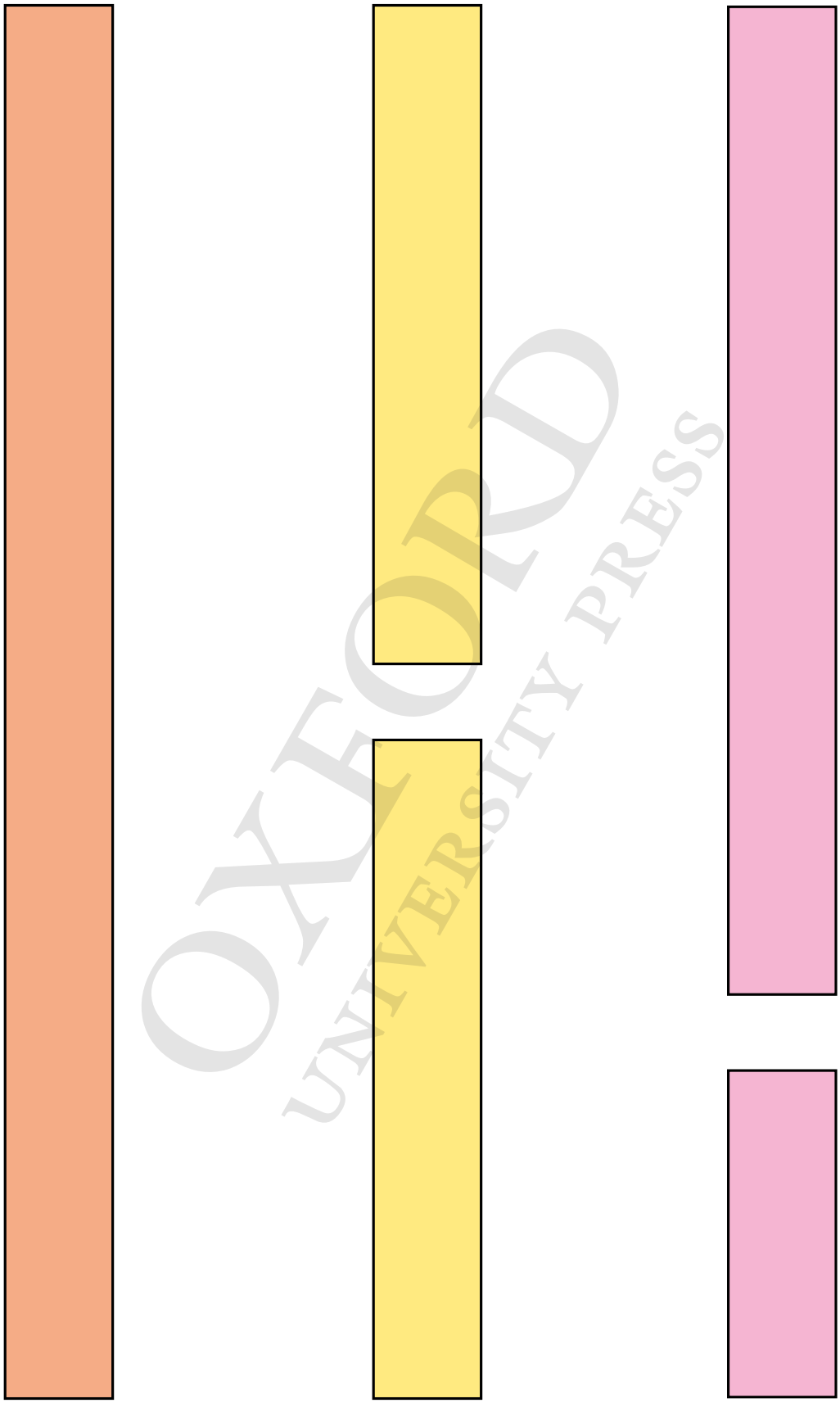
Step 1: Understanding the problem

Step 2: Translate key elements into a diagram (model)

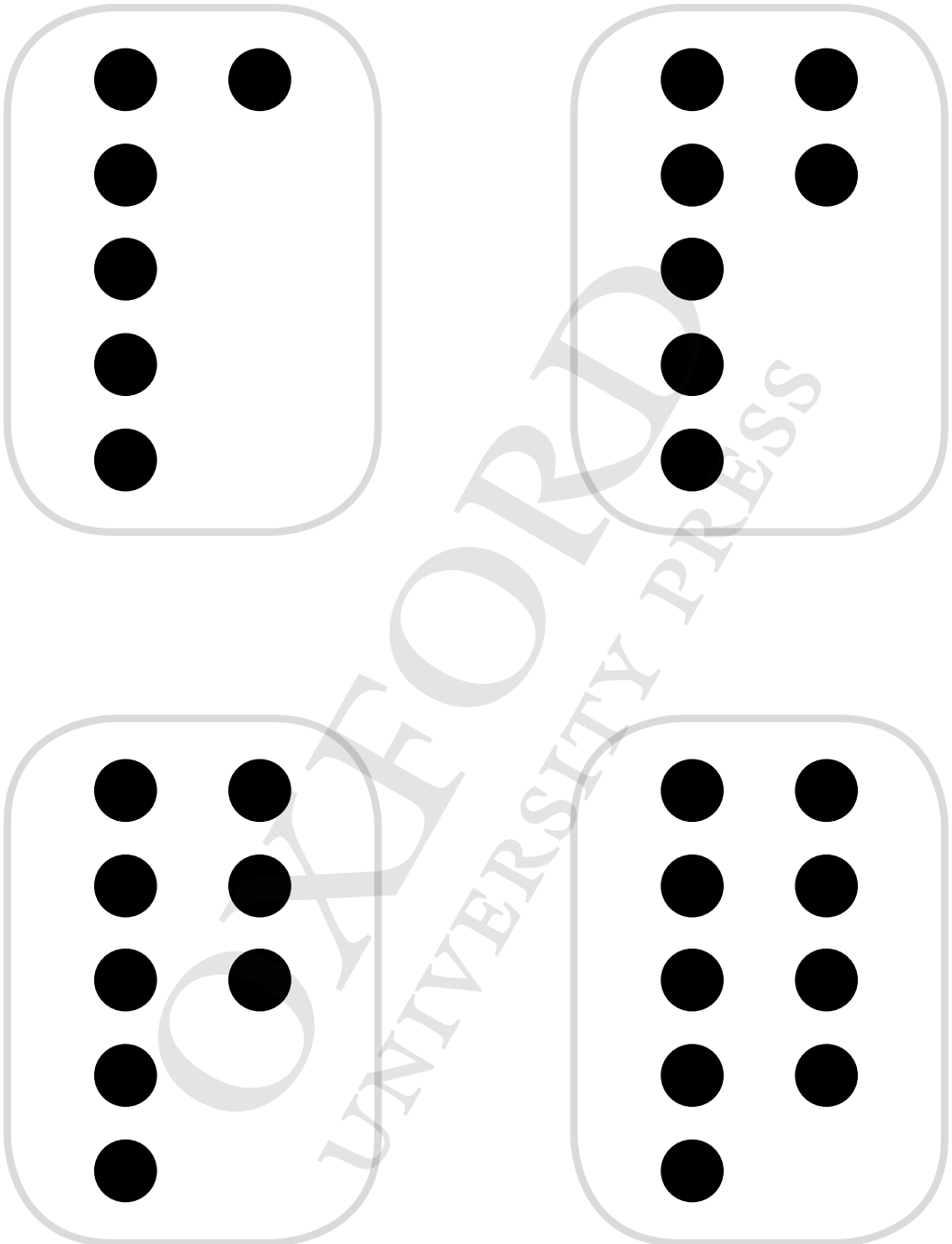
Step 3: Examine the model and write the number equation

Step 4: Check the answer

Bar Model Template



Dot Cards



Multiplication Cards (Multiplication Table of 6)

1×6	2×6
3×6	4×6
5×6	6×6
7×6	8×6
9×6	10×6

Multiplication Cards (Multiplication Table of 7)

1 × 7	2 × 7
3 × 7	4 × 7
5 × 7	6 × 7
7 × 7	8 × 7
9 × 7	10 × 7

Multiplication Cards (Multiplication Table of 8)

1 × 8	2 × 8
3 × 8	4 × 8
5 × 8	6 × 8
7 × 8	8 × 8
9 × 8	10 × 8

Multiplication Cards (Multiplication Table of 9)

1 × 9	2 × 9
3 × 9	4 × 9
5 × 9	6 × 9
7 × 9	8 × 9
9 × 9	10 × 9

Number Chart (6 to 90)

6	7	8	9	6	7	8	9	6	7	8	9
12	14	16	18	12	14	16	18	12	14	16	18
18	21	24	27	18	21	24	27	18	21	24	27
24	28	32	36	24	28	32	36	24	28	32	36
30	35	40	45	30	35	40	45	30	35	40	45
36	42	48	54	36	42	48	54	36	42	48	54
42	49	56	63	42	49	56	63	42	49	56	63
48	56	64	72	48	56	64	72	48	56	64	72
54	63	72	81	54	63	72	81	54	63	72	81
60	70	80	90	60	70	80	90	60	70	80	90

Division Cards (Multiplication Table of 6)

6 ÷ 6	12 ÷ 6
18 ÷ 6	24 ÷ 6
30 ÷ 6	36 ÷ 6
42 ÷ 6	48 ÷ 6
54 ÷ 6	60 ÷ 6

Division Cards (Multiplication Table of 7)

7 ÷ 7	14 ÷ 7
21 ÷ 7	28 ÷ 7
35 ÷ 7	42 ÷ 7
49 ÷ 7	56 ÷ 7
63 ÷ 7	70 ÷ 7

Division Cards (Multiplication Table of 8)

8 ÷ 8	16 ÷ 8
24 ÷ 8	32 ÷ 8
40 ÷ 8	48 ÷ 8
56 ÷ 8	64 ÷ 8
72 ÷ 8	80 ÷ 8

Division Cards (Multiplication Table of 9)

9 ÷ 9	18 ÷ 9
27 ÷ 9	36 ÷ 9
45 ÷ 9	54 ÷ 9
63 ÷ 9	72 ÷ 9
81 ÷ 9	90 ÷ 9

$4 \times 6 = 24$ — $24 \div 6 = 4$

$6 \times 4 = 24$ — $24 \div 4 = 6$

$\square \times \square = \square$ — $\square \div \square = \square$

$\square \times \square = \square$ — $\square \div \square = \square$

Blank Cards

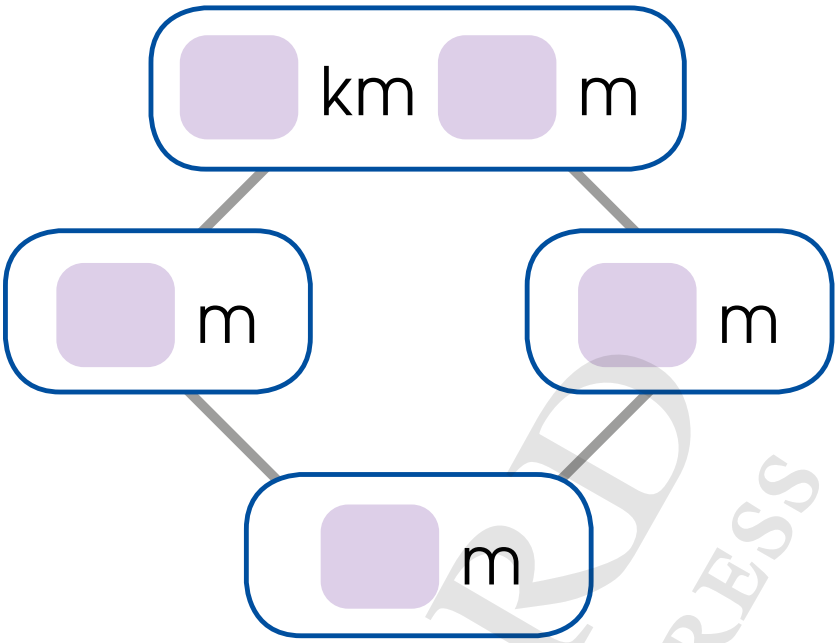
4	6	8
16	32	54

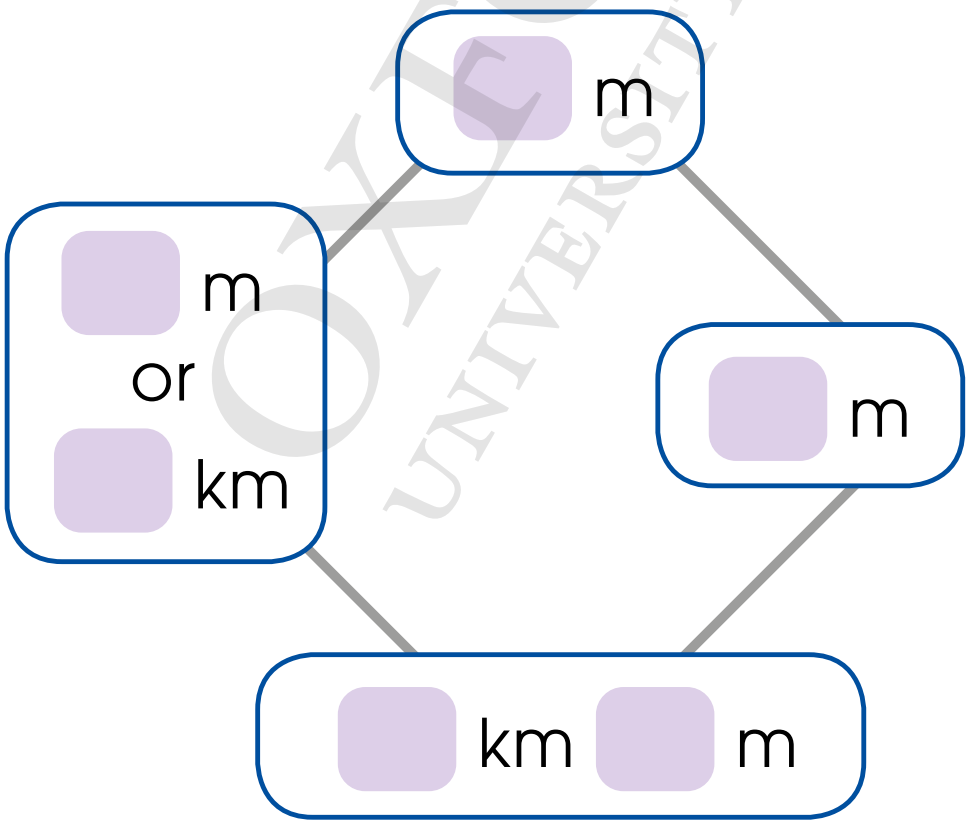
Set A

5	7	9
17	33	55

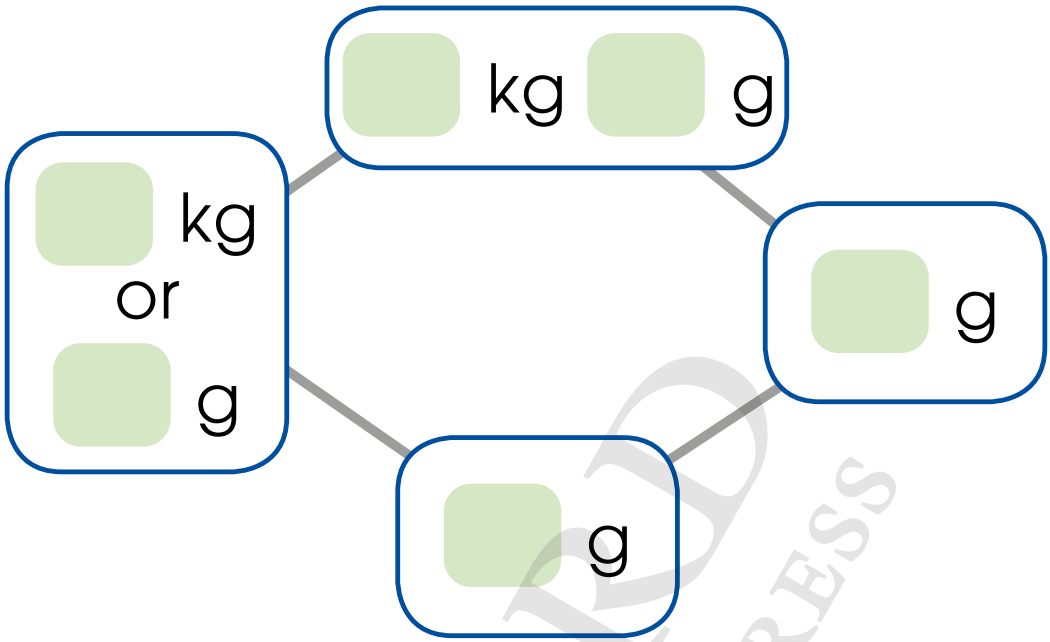
Set B

Conversion of Units Template (km and m to m, vice versa)





Conversion of Units Template (kg and g to g, vice versa)



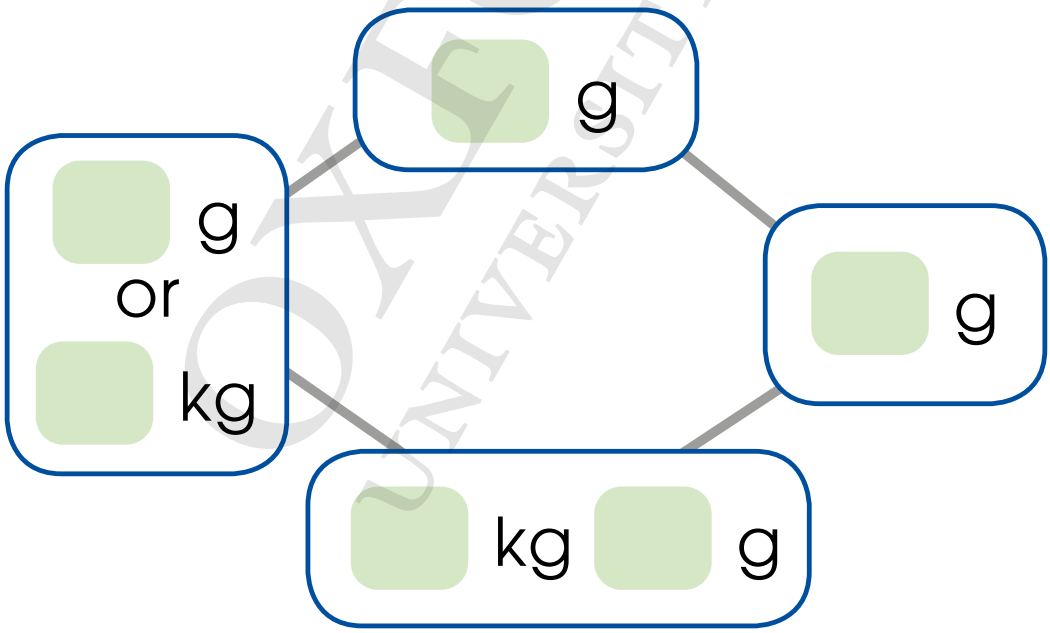


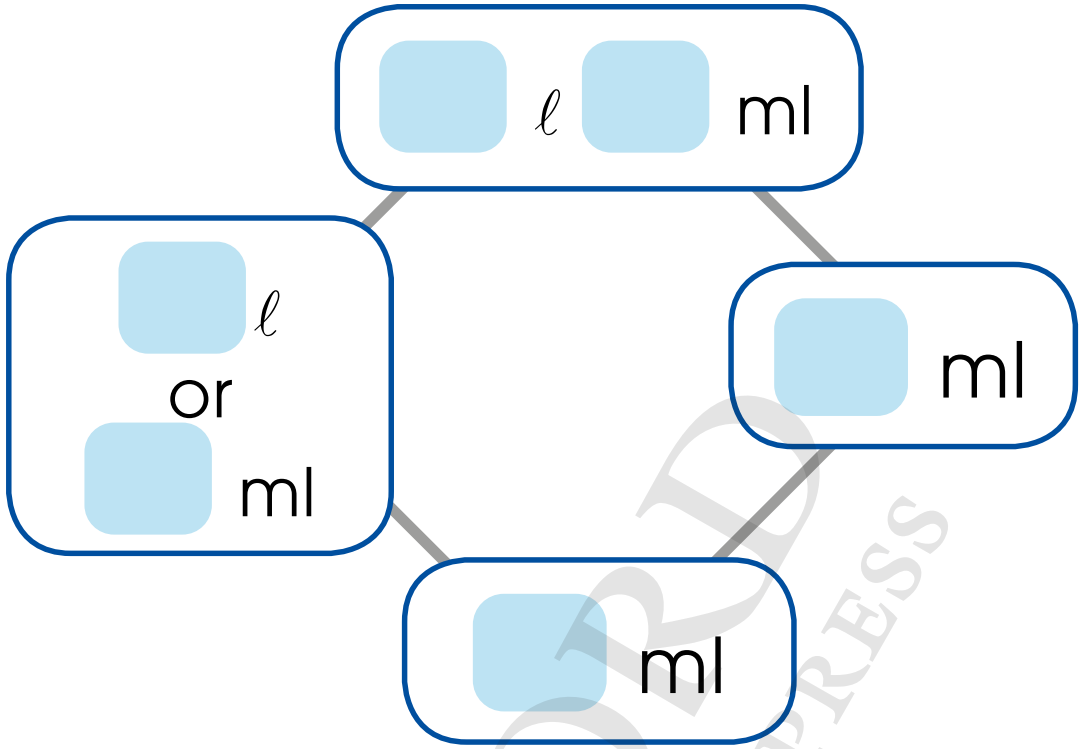
Table of Mass of Objects

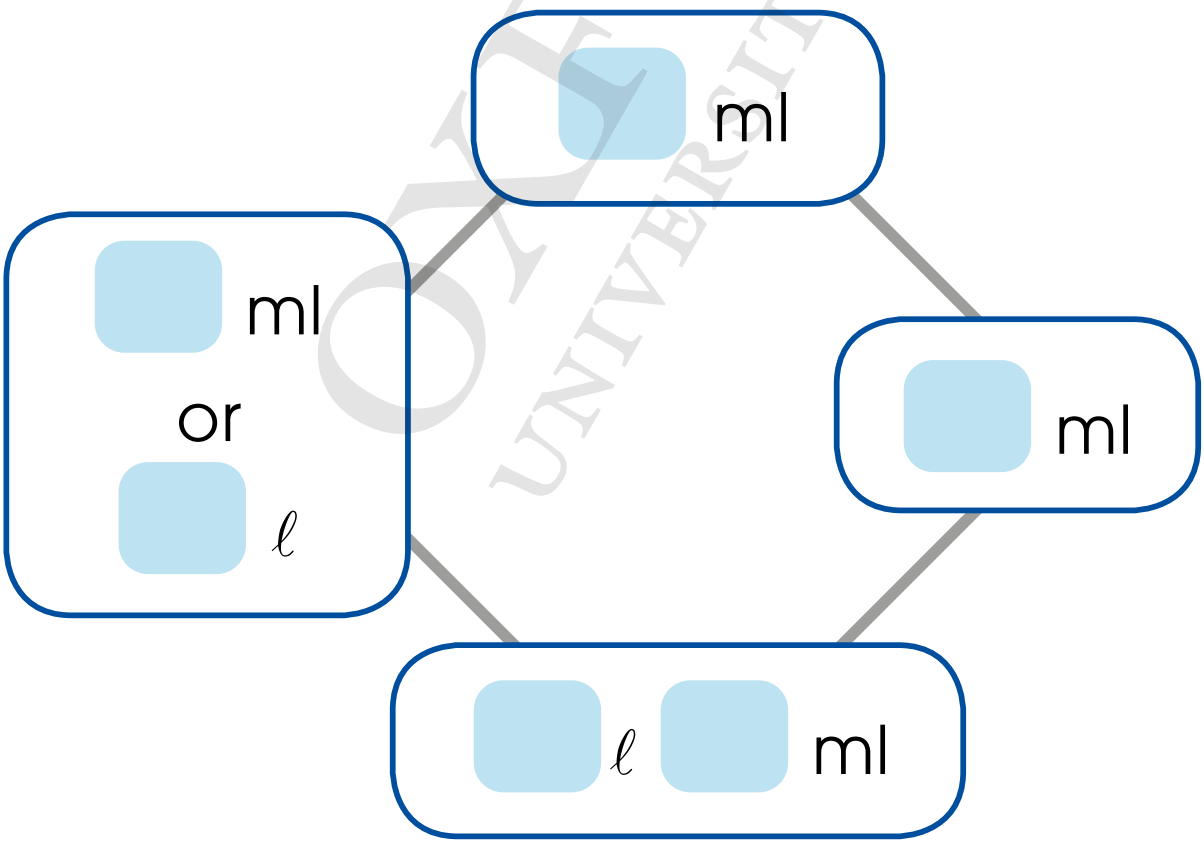
			Objects
			Estimate
			Actual mass

* Note to teacher:

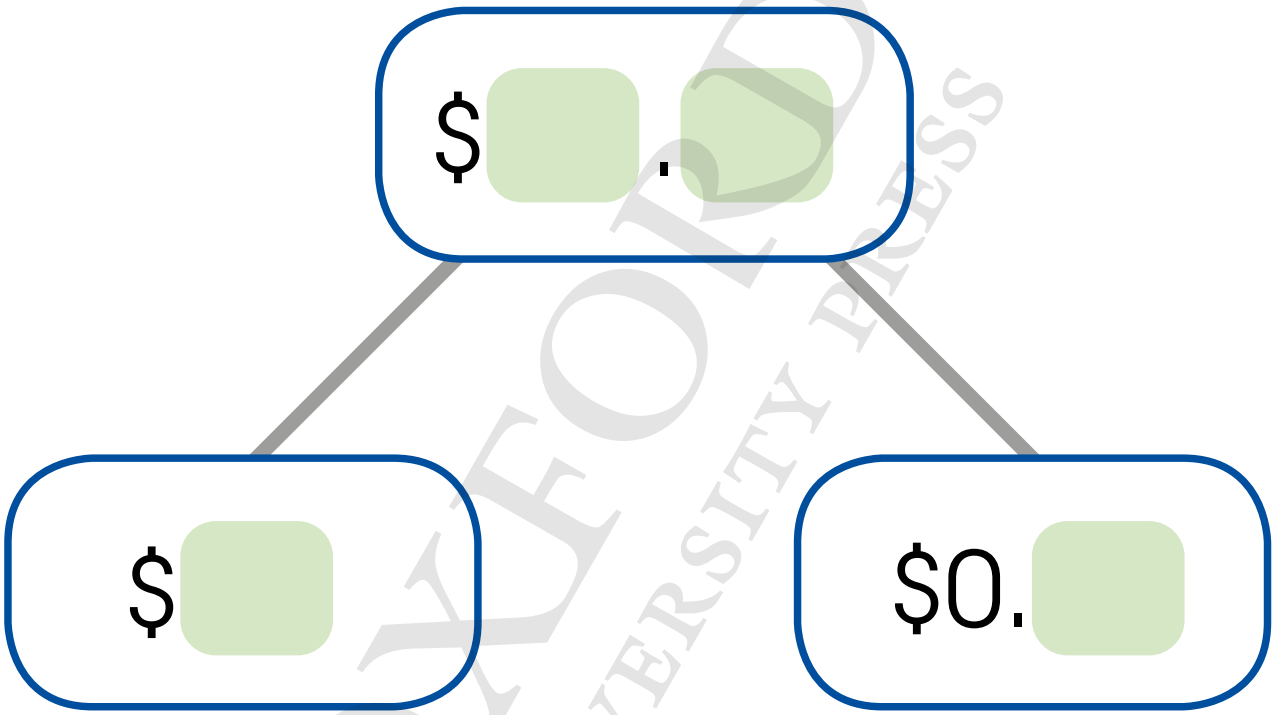
- Cut out the table and laminate it.

Conversion of Units Template (l and ml to ml, vice versa)



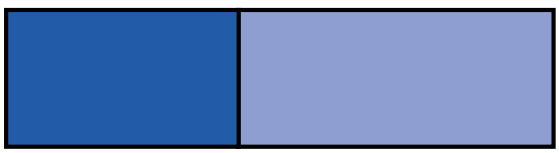


Number Bond (Money)

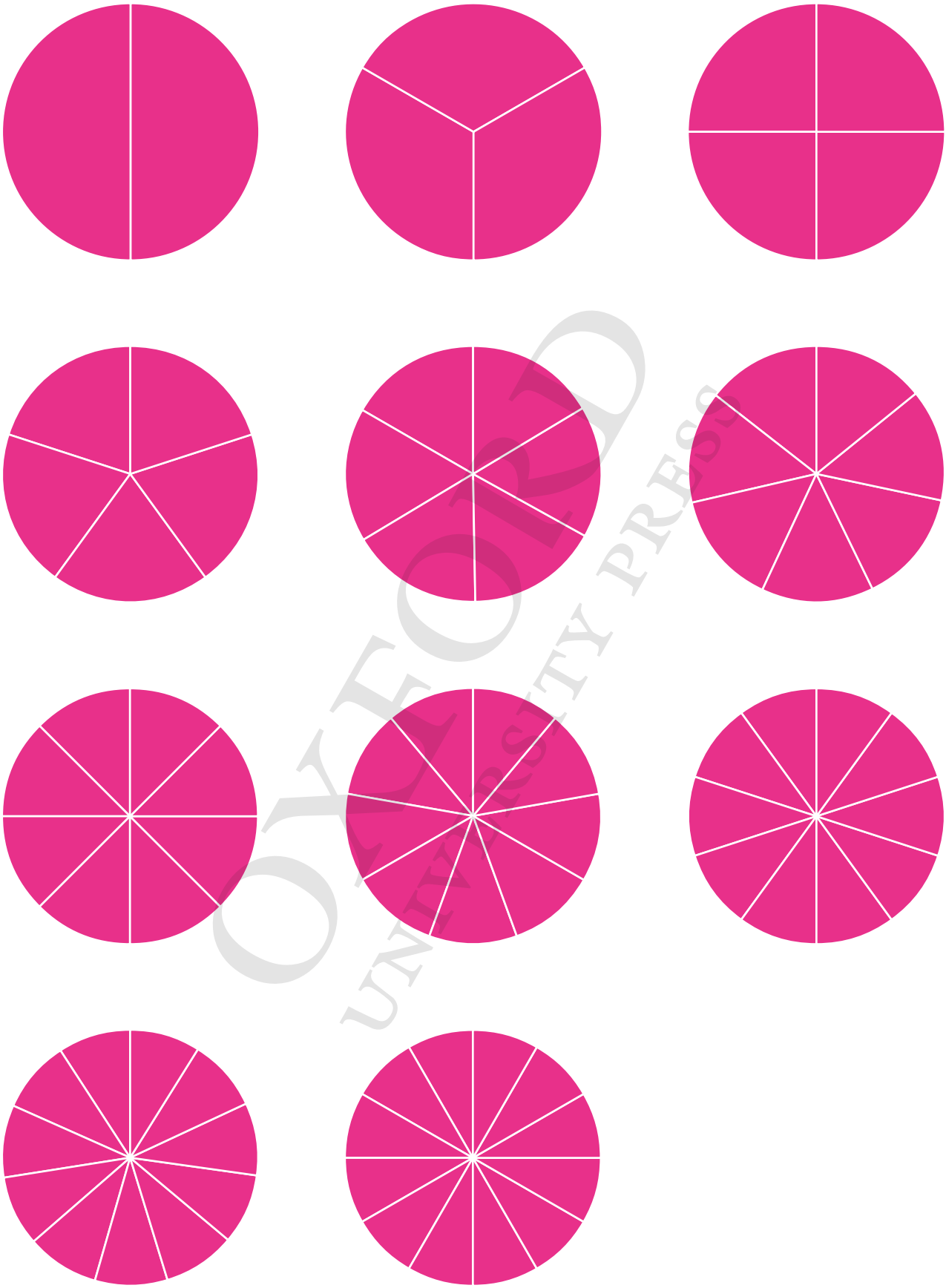


Play Money

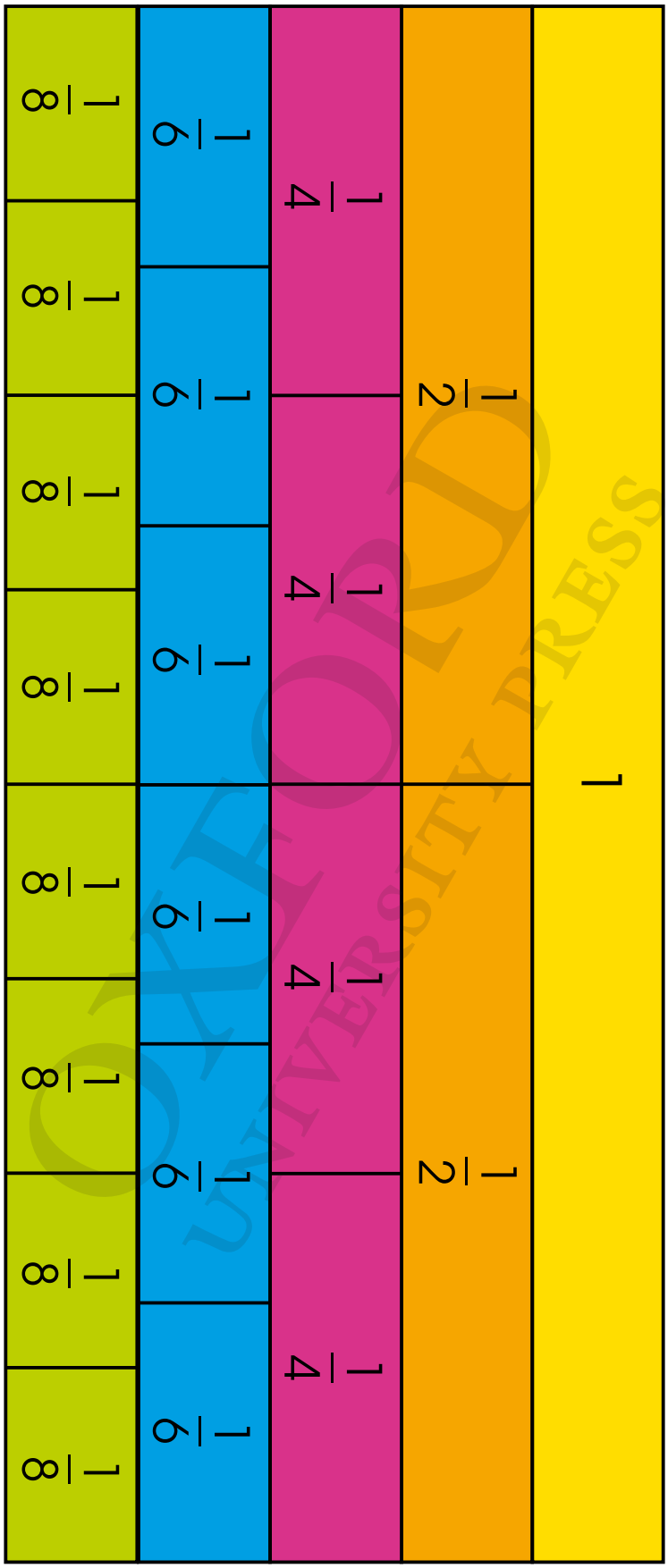
Bar Models



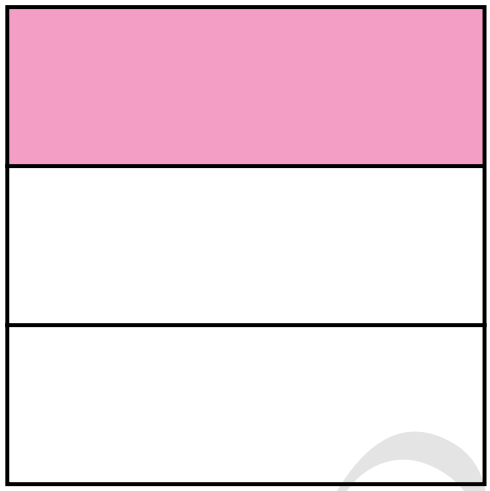
Fraction Discs

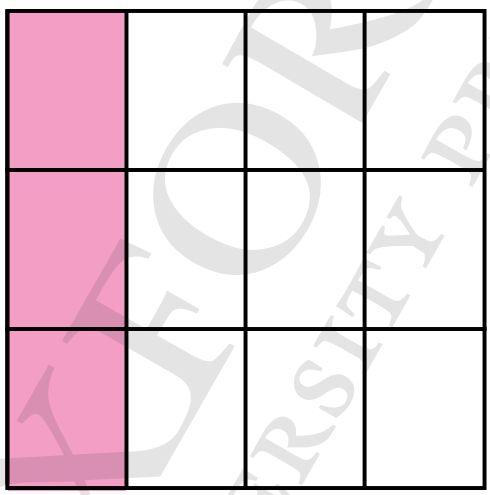


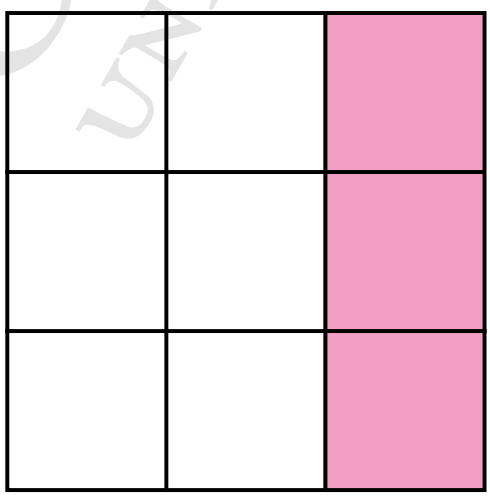
Fraction Bars



Fraction of Figure







Fraction Cards

$\frac{1}{2}$	$\frac{1}{3}$	$\frac{2}{3}$	$\frac{1}{4}$
$\frac{2}{4}$	$\frac{3}{4}$	$\frac{1}{5}$	$\frac{2}{5}$
$\frac{3}{5}$	$\frac{4}{5}$	$\frac{1}{6}$	$\frac{2}{6}$

Fraction Cards

$\frac{3}{6}$	$\frac{4}{6}$	$\frac{5}{6}$	$\frac{1}{7}$
$\frac{2}{7}$	$\frac{3}{7}$	$\frac{4}{7}$	$\frac{5}{7}$
$\frac{6}{7}$	$\frac{1}{8}$	$\frac{2}{8}$	$\frac{3}{8}$

Fraction Cards

$\frac{4}{8}$	$\frac{5}{8}$	$\frac{6}{8}$	$\frac{7}{8}$
$\frac{1}{9}$	$\frac{2}{9}$	$\frac{3}{9}$	$\frac{4}{9}$
$\frac{5}{9}$	$\frac{6}{9}$	$\frac{7}{9}$	$\frac{8}{9}$

Fraction Cards

$\frac{1}{10}$	$\frac{2}{10}$	$\frac{3}{10}$	$\frac{4}{10}$
$\frac{5}{10}$	$\frac{6}{10}$	$\frac{7}{10}$	$\frac{8}{10}$
$\frac{9}{10}$	$\frac{1}{11}$	$\frac{2}{11}$	$\frac{3}{11}$

Fraction Cards

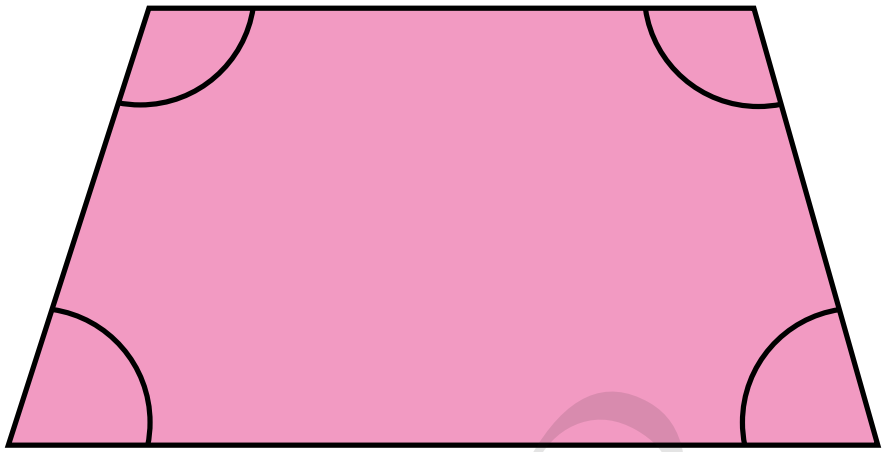
$\frac{4}{11}$	$\frac{5}{11}$	$\frac{6}{11}$	$\frac{7}{11}$
$\frac{8}{11}$	$\frac{9}{11}$	$\frac{10}{11}$	$\frac{1}{12}$
$\frac{2}{12}$	$\frac{3}{12}$	$\frac{4}{12}$	$\frac{5}{12}$

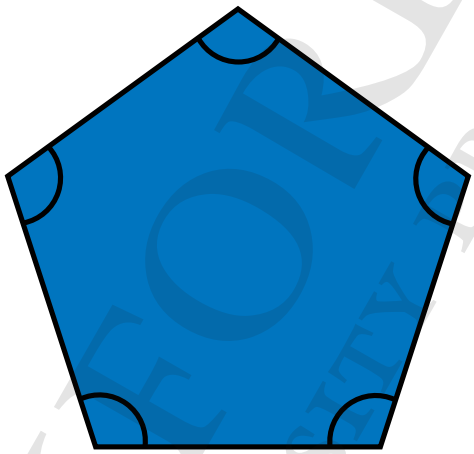
Fraction Cards

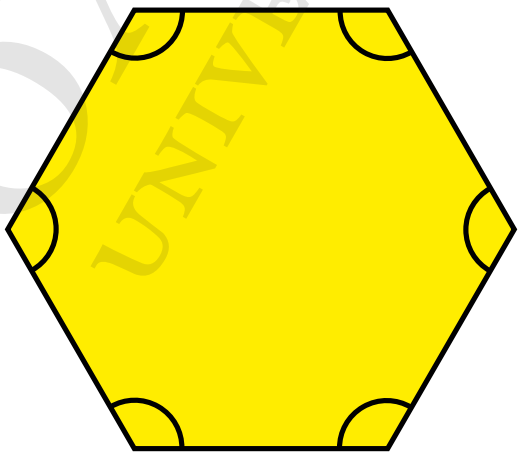
$\frac{6}{12}$ $\frac{7}{12}$ $\frac{8}{12}$ $\frac{9}{12}$

$\frac{10}{12}$ $\frac{11}{12}$

Polygons



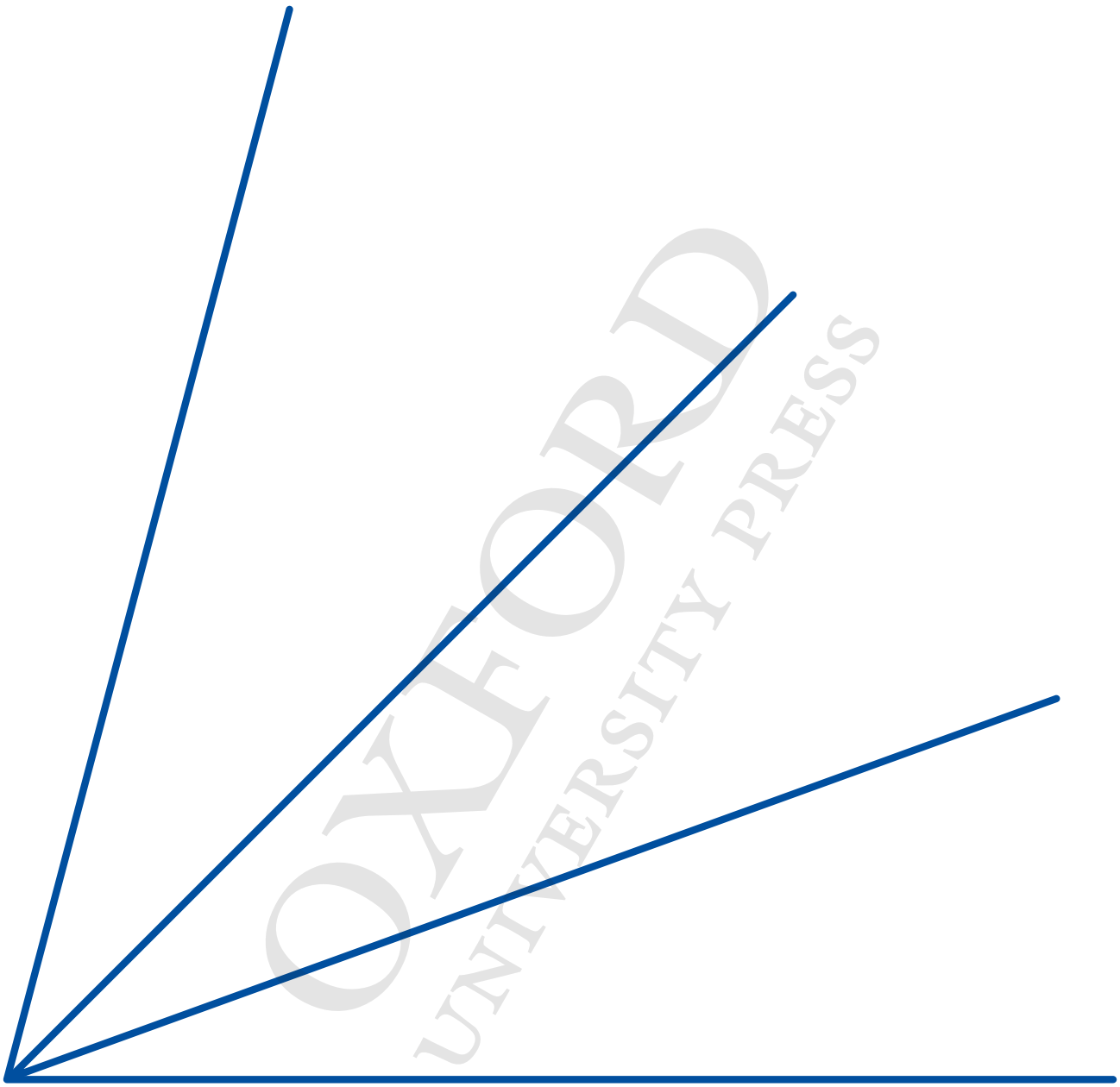




* Note to teacher:

- Cut out each angle in the polygons and paste them along a straight line to see how many 180° angles can be made.

Number of Acute Angles



* Note to teacher:

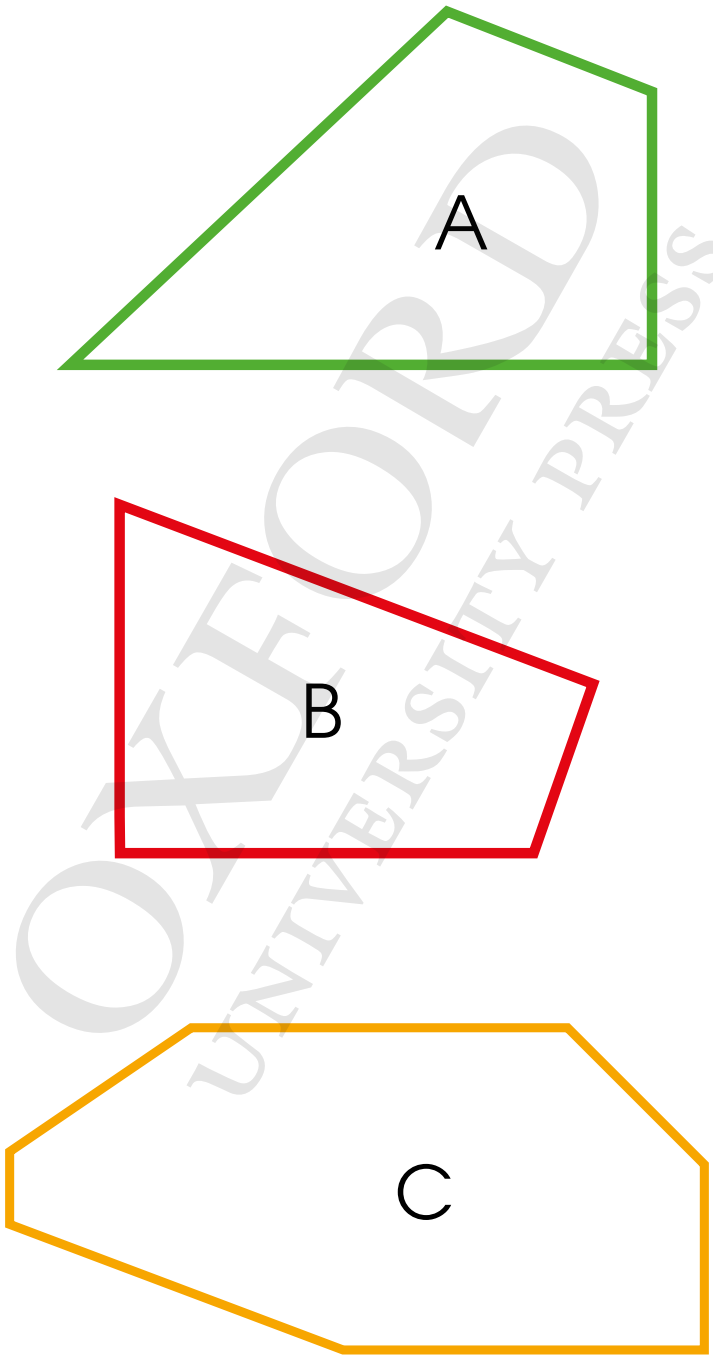
- *Get pupils to identify the number of acute angles in the figure (Mind Workout in Textbook 3 P244).*

Worksheet

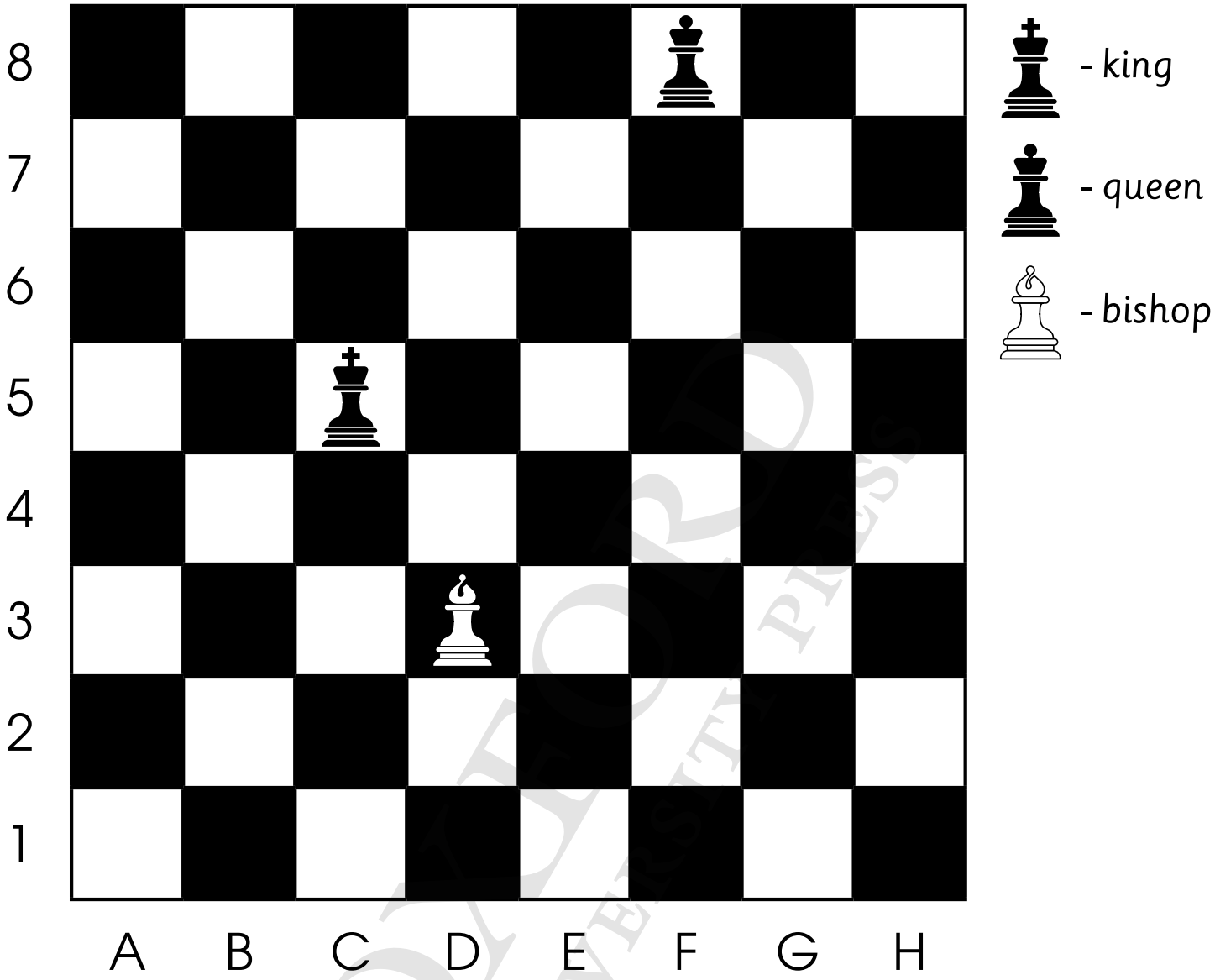
Name:_____ Class: _____ Date: _____

Acute, Obtuse and Right Angles

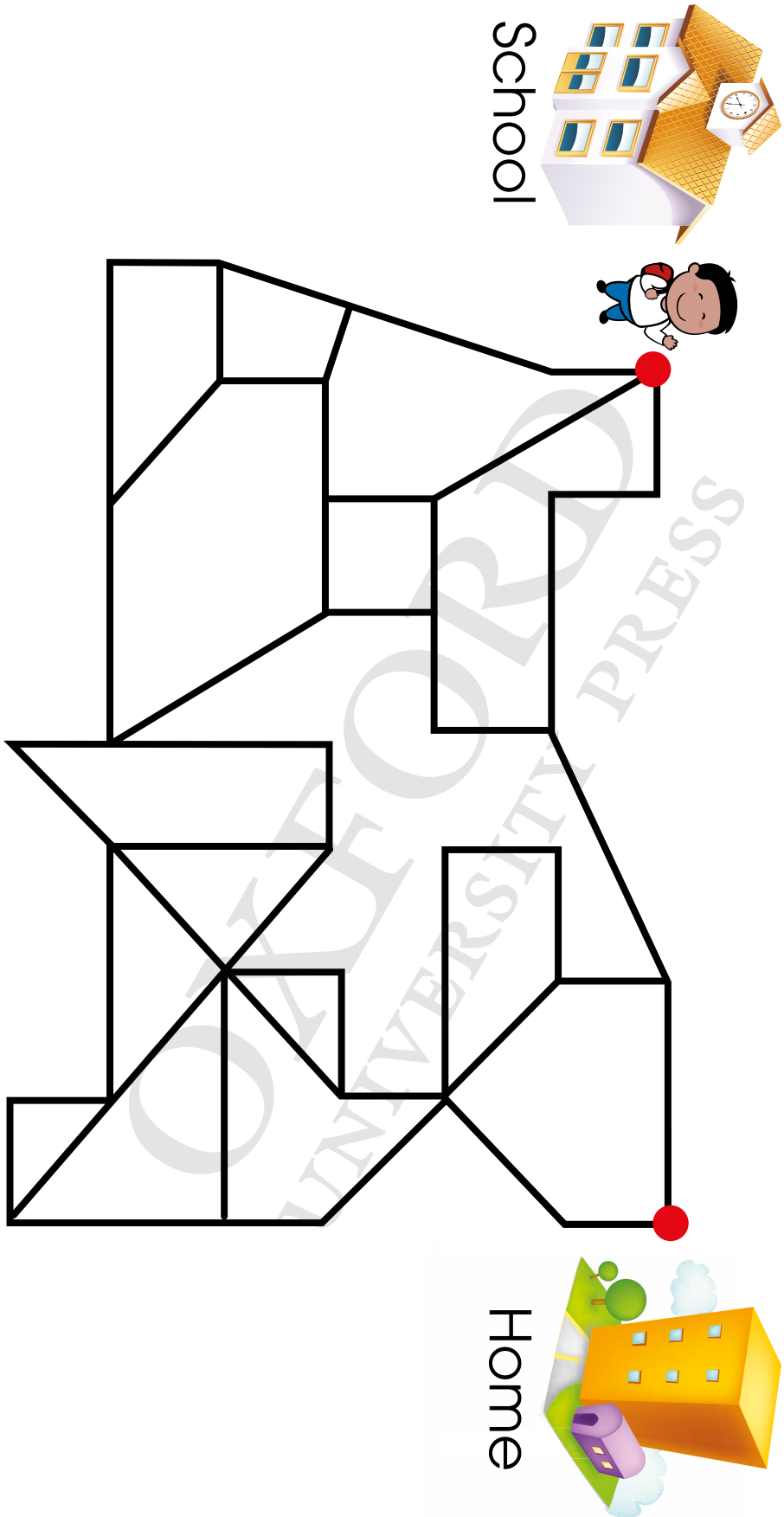
Identify the acute, obtuse and right angles in the following shapes.



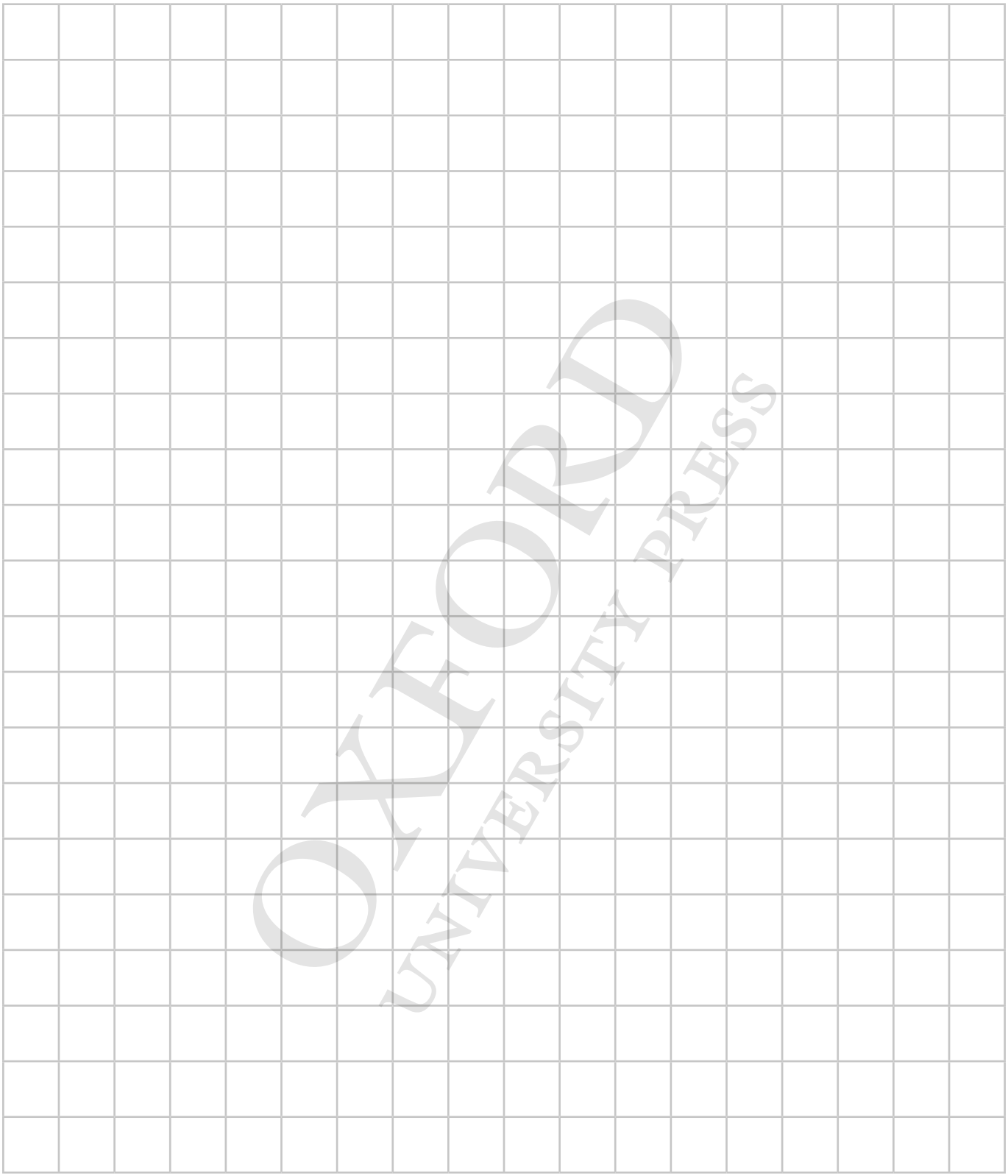
Chessboard



Route from School to Home



Square Grid



* Note to teacher:

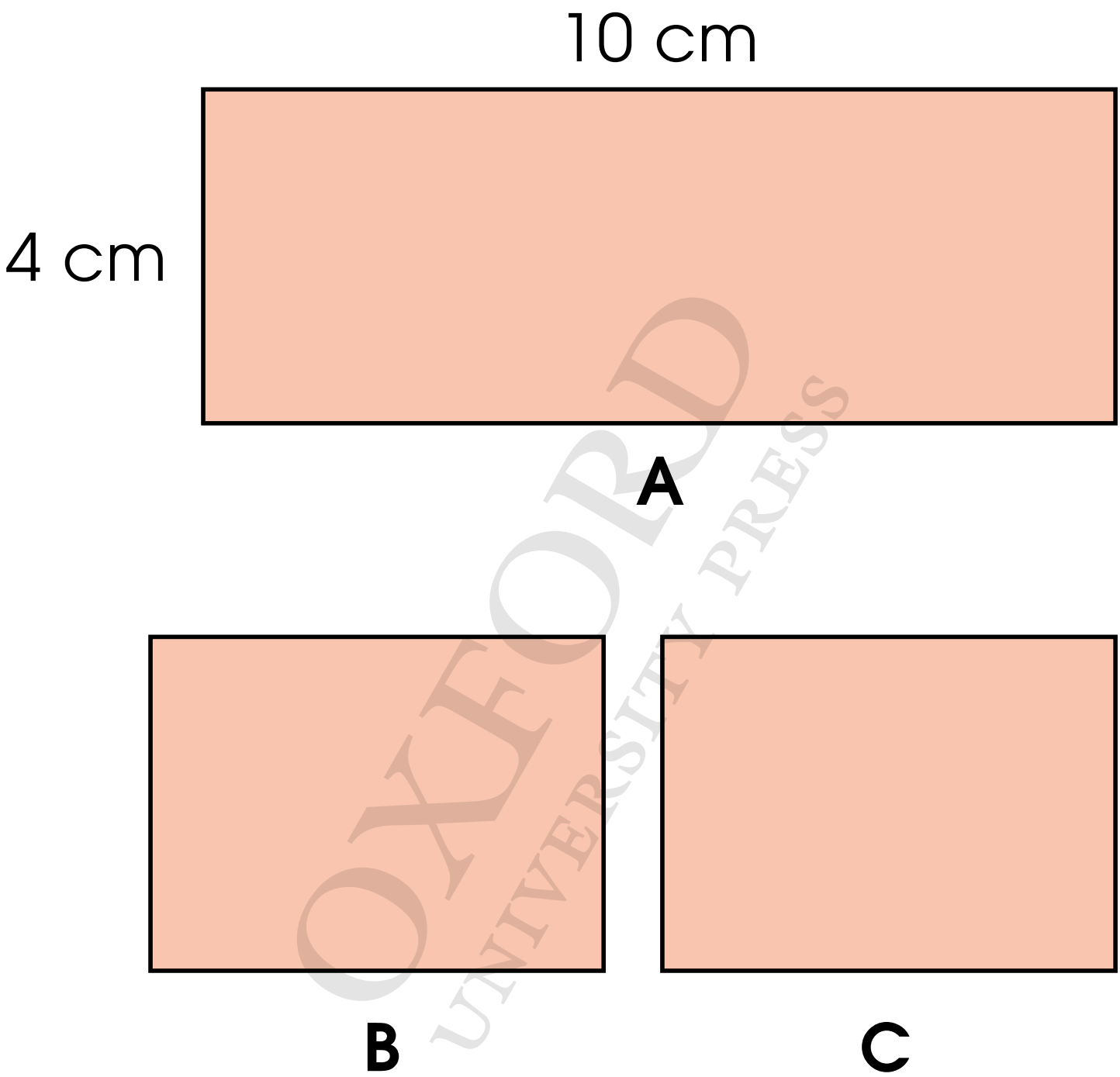
- *Get pupils to draw squares and rectangles of different sizes on the square grid.*

Table of Areas and Lengths

Square	Length (cm)	Length (cm)	Area (cm^2)

Square	Length (cm)	Length (cm)	Area (cm^2)

Rectangles



* Note to teacher:

- Cut the shapes out and laminate them.

Notes