

Maths Week/ Wiki Pāngarau 2025



Survivor Series/Kia Mōrehurehu

Day 1 Set A: Parts 1 and 2

For students

WHAT TO DO FOR STUDENTS

- 1 You can work with one or two others. Teams can be different each day.
- 2 Do the tasks and write any working you did, along with your answers, in your maths book.
- 3 Your teacher will tell you how you can get the answers to the questions and/or have your work checked.
- 4 When you have finished each day, your teacher will give you a word or words from a proverb. You could ask your teacher to explain what a proverb is.
- 5 At the end of the week, put the words together in the right order and you will be able to find the complete proverb! Your teacher may ask you to explain what the proverb means.
- 6 Good luck.






NUMBER QUEST






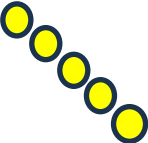




PART 1: Numbers 1- 5

Task 1

Cut out the pictures, words and symbols and glue them in the table below. The last box is for you to draw a picture that shows what the number means to you.
The first one is done for you.

| Number | Dice | Picture | Symbol | Draw your own picture to show the number |
|--------|--|---|--------|---|
| one |  |  | 1 |  |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Sheet of resources to cut and use

| | | | | |
|-------|---|---|---|--|
| one |  |  | 5 | |
| three |  |  | 1 | |
| four |  |  | 3 | |
| two |  |  | 2 | |
| five |  |  | 4 | |

Task 2

Here are the numbers 1 to 5 in te reo Māori. Count and record the number of objects in te reo Māori.

| | | | | |
|-------------|------------|-------------|------------|-------------|
| 1 | 2 | 3 | 4 | 5 |
| tahi | rua | toru | wha | rima |

a. How many people can you see?



| Number | te reo Māori |
|--------|--------------|
| | |

b. How many cars can you see?



| Number | te reo Māori |
|--------|--------------|
| | |

b. How many lions do you see?

| Number | te reo Māori |
|--------|--------------|
| | |



Task 3

Another way to record numbers is using tally marks.



Here is an example of tally marks below.



| Number symbol | Tally marks | Number |
|---------------|-------------|--------|
| 1 | I | one |
| 2 | II | two |
| 3 | III | three |
| 4 | IIII | four |
| 5 | IIII | five |

Do you notice they are all vertical lines or sticks?

Can you see how 5 is represented with four lines and a line across them?

Draw tally marks and the number beside the number of objects below.

| Objects | Tally marks | Number |
|--|-------------|--------|
|  a | | |
|  b | | |



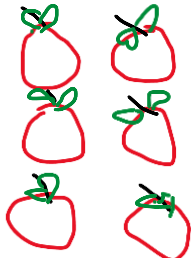
| | | |
|---|--|--|
| <div data-bbox="167 246 550 526"></div> <div data-bbox="167 526 191 560">c</div> | | |
| <div data-bbox="207 716 478 840"></div> <div data-bbox="167 896 191 940">d</div> | | |

PART B – numbers 6 – 10











Task 1

Cut out the pictures, words and symbols and glue them in the table below. The last box is for you to draw a picture that shows what the number means to you.

The first one is done for you.

| Number | Tens Frames | Tally marks | Symbol | Draw your own picture to show the number |
|--------|--|---|--------|--|
| Six |  |  | 6 |  |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Sheet of resources to cut and use.

| | | | | |
|-------|---|---|----|--|
| six |  |  | 7 | |
| seven |  |  | 10 | |
| ten |  |  | 9 | |
| nine |  |  | 8 | |
| eight |  |  | 6 | |

Task 2

Here are the numbers 1 to 9 in te reo Māori. Count and record the number of objects in te reo Māori.

| | | |
|-------|------|------|
| 1 | 2 | 3 |
| tahi | rua | toru |
| 4 | 5 | 6 |
| whā | rima | ono |
| 7 | 8 | 9 |
| whitu | waru | iwa |

a.



How many bikes are in this picture?

| Te reo Māori | Number |
|--------------|--------|
| | |

b.



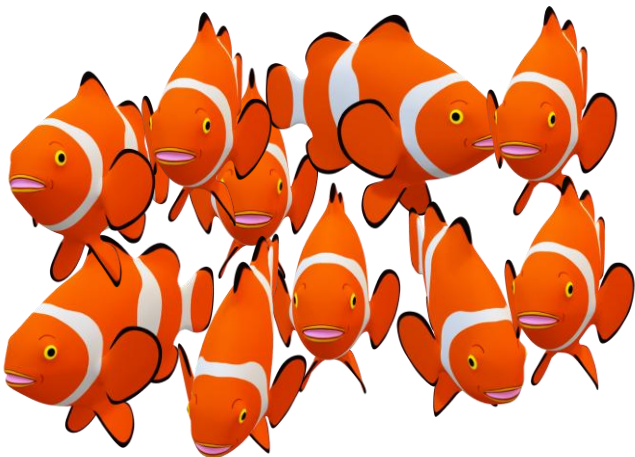
How many dogs are in this picture?

| Te reo Māori | Number |
|--------------|--------|
| | |



c. How many planes can
You count?

| Number | Te reo Māori |
|--------|--------------|
| | |



d. How many fish can you
count?

| Number | Te reo Māori |
|--------|--------------|
| | |

e. Draw **ono** triangles

f. Draw **iwa** circles

Task 3
Making 10

- a. Find all these ways to make 10. Fill in the missing squares or write the complete number sentence.

| | | | | |
|----|---|----|---|----|
| 10 | + | 0 | = | 10 |
| 9 | + | | = | 10 |
| | + | 2 | = | |
| | + | 3 | = | 10 |
| 6 | + | | = | |
| | + | 5 | = | 10 |
| | + | 6 | = | |
| 3 | + | | = | |
| 2 | + | | = | |
| | + | 9 | = | |
| | + | 10 | = | 10 |

- b. When making 10 what do you notice? What patterns can you see?

Complete the families of facts

Knowing our families of facts helps us recall our addition and subtraction facts to 10.

Here is an example. Can you see two addition and two subtraction facts?

| |
|--------------|
| $6 + 4 = 10$ |
| $4 + 6 = 10$ |
| $10 - 6 = 4$ |
| $10 - 4 = 6$ |

Fill in the missing facts:

c.

| |
|-------------------------------|
| $1 + 9 = 10$ |
| <input type="text"/> + 1 = 10 |
| $10 - 1 = 9$ |
| $10 - \text{input} = 1$ |

d.

| |
|-------------------------------|
| $7 + 3 = 10$ |
| <input type="text"/> + 7 = 10 |
| $10 - 7 = 3$ |
| $10 - \text{input} = 7$ |

e.

| |
|-------------------------------|
| $2 + 8 = 10$ |
| <input type="text"/> + 2 = 10 |
| $10 - 8 = 2$ |
| $10 - \text{input} = 8$ |

f.

| |
|--------------------------|
| $10 + 0 = \text{input}$ |
| $0 + \text{input} = 10$ |
| $10 - 10 = 0$ |
| $10 - \text{input} = 10$ |