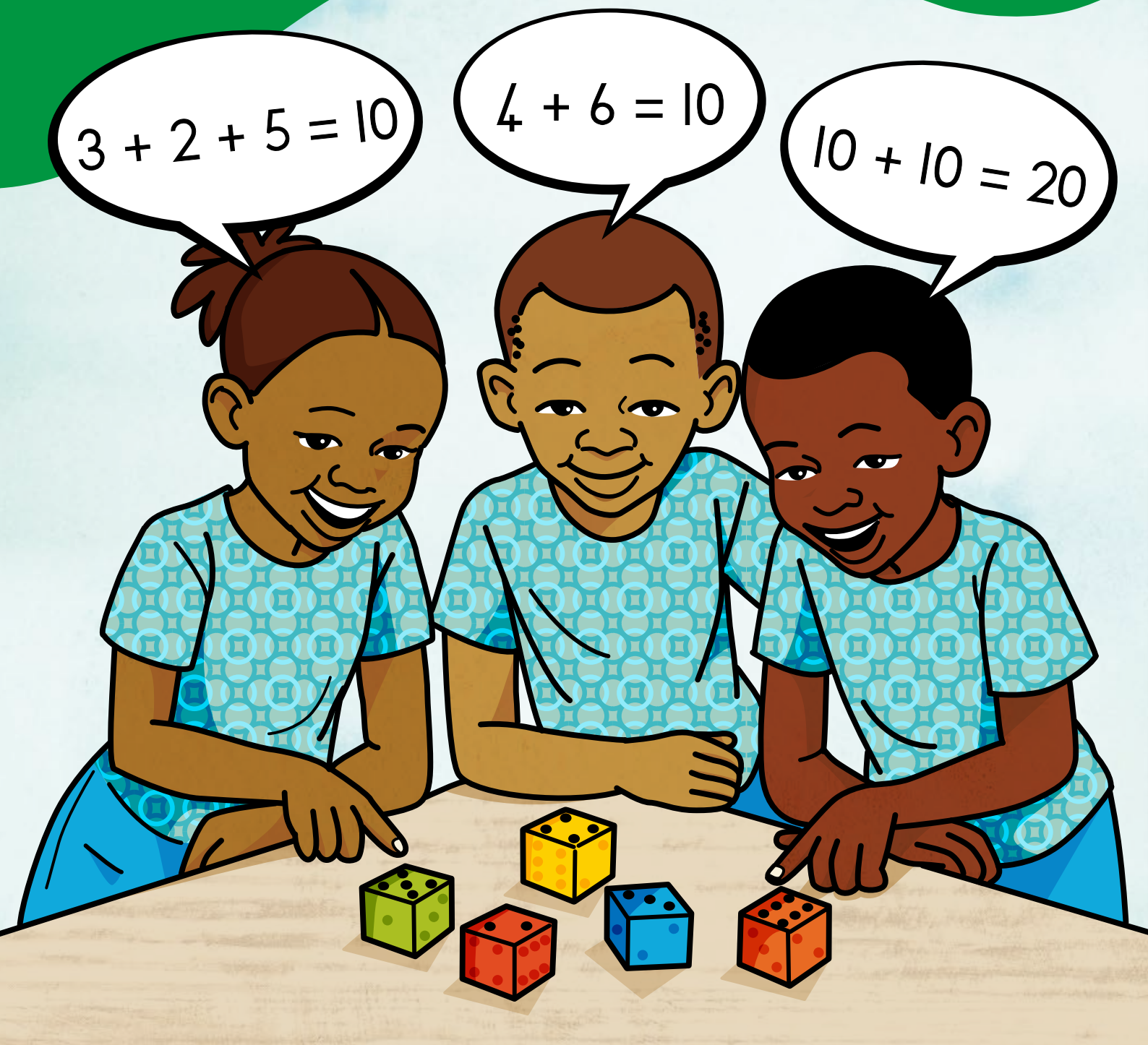


# Wiskunde

## Mathematics

# 2

Kwartaal 3 : Term 3





Kwartaal 3 : Term 3



**Bala  
Wande**

Calculating with Confidence

# Wiskunde

## Mathematics

### Leerderaktiwiteitsboek

### Learner Activity Book

Afrikaans : English

Die ontwikkeling van hierdie werkboek is met die medewerking van die *Bala Wanda-Magic Classroom Collective*-span moontlik gemaak, in oorleg met 'n verwysingspan wat saamgestel is uit individue van etlike universiteite, wiskunde-NRO's en die Departement van Basiese Onderwys.

Hierdie materiaal is gebaseer op die werk van die DBO-werkboeke en bestaande iterasies van lesplanne (GPLMS, Jika iMfundo, NECT en TMU).

Die Bala Wande-bokse met manipuleerbare items is in oorleg met Jade Education ontwerp. Dié bokse voorsien hoëgehalte-materiaal wat 'n integrerende deel van die onderrig-en-leerprogram uitmaak.

The development of this workbook was carried out by the collaborative *Bala Wande-Magic Classroom Collective team* in consultation with a reference team made up of individuals from several universities, mathematics NGOs and the Department of Basic Education. These materials draw on the DBE workbooks and existing iterations of lesson plans (GPLMS, Jika iMfundo, NECT and TMU). The Bala Wande manipulative boxes were designed in consultation with Jade Education. The boxes provide high quality materials which are an integral part of the teaching and learning programme.

Artists: Mary-Anne Hampton and Angie Bowring

Photos on page 66: Freepik

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## Die gebruik van die Bala Wande-leerderaktiwiteitsboek

In hierdie Leerderaktiwiteitsboek is aktiwiteite vervat wat vir 50 dae van onderrig in kwartaal 3 beplan is. Daar is konsepointwikkeling-aktiwiteite, individuele leerdersaktiwiteite en speletjies wat die leerders in pare en in groepe kan speel. Die oplossings vir die aktiwiteite kan in hierdie boek ingeskryf word.

Die materiaal word in 'n tweetalige formaat aangebied. Ons hoop dat die aanbieding van die aktiwiteite in twee tale die leerders sal help om vertrouwd te raak met wiskundewoorde in hul huistaal asook in Engels. Dit behoort hulle vir die lewenslange leer van wiskunde toe te rus.

As die leerders elke dag en elke kwartaal stelselmatig deur hierdie werkboek-aktiwiteite werk, sal hulle die hele wiskundekurrikulum vir die jaar dek. Ons hoop dat hierdie aktiwiteite 'n prettige manier bied om hulle te help om grondslagkennis van wiskunde op te doen.

Die aanvang van elke nuwe dag word met 'n groen banier aangedui.

**WEEK • WEEK**  
**1**

**DAG 1 • DAY 1**  
**Stel getalle voor**  
Representation of numbers

Onder die banier is daar 'n vloeiagram wat die opeenvolging van aktiwiteite vir die dag opsom.



Hoofrekene is die eerste aktiwiteit van elke dag. Die onderwyser begelei die leerders deur hierdie aktiwiteit.

Al die ander bladsye in die boek is vir die leerders wat selfstandig of in groepe, met die onderwyser se begeleiding en ondersteuning, daaraan moet werk. Dit kan die vorm van werkkaarte of speletjies aanneem om die begrippe wat op daardie dag behandel is, vas te lê. Speletjies word met behulp van tekenprente van leerders aangebied om te wys hoe die speletjie gespeel moet word.

**2** Wys die getal met kolle, tellings, blokkies, simbole en woorde.  
Show the number using dots, tallies, cubes, symbols, and words.

|            |  |   |
|------------|--|---|
|            |  |   |
|            |  | 6 |
| ses<br>six |  |   |

Alle instruksies en inligting word in Afrikaans gegee, met die Engelse vertaling daar onder.

Die leerderswerkkaarte bevat 'n uitgewerkte voorbeeld (deur die grys agtergrond en die rooi potlood aangedui).

Dag 5 van elke week word vir vaslegging en assessering beplan.

## Using the Bala Wande Learner Activity Book

This Learner Activity Book has activities planned for 50 days of teaching in Term 3. There are concept development activities, individual learner activities and games for learners to play in pairs and groups. Answers to the activities can be written in this book.

The material is presented using a bilingual format. We hope that presenting the activities in two languages will help learners to become familiar with maths words in both their home language and in English. This will equip them for lifelong learning of maths.

If learners work systematically through these workbook-style activities every day and every term, they will cover the whole maths curriculum for the year. We hope that these activities will be a fun way to help them acquire foundational maths knowledge.

The start of each new day is shown with a green banner.

WEEK • WEEK

1

DAG 1 • DAY 1

Stel getalle voor

Representation of numbers

Underneath the banner is a flow diagram that summarises the sequence of activities for the day.



Mental Maths is the first activity every day. The teacher will lead this activity.

All the other pages in the book are for learners to work on independently or in groups with guidance and support from the teacher. They may be worksheets or games, for consolidation of the concepts covered that day. Games are presented using cartoons of learners to show how the game should be played.

2 Wys die getal met kolle, tellings, blokkies, simbole en woorde.  
Show the number using dots, tallies, cubes, symbols, and words.

|                                                                                     |                                                                                                                                                                            |                                                                                          |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
|  | <br> | <br>6 |
| ses<br>six                                                                          |                                                                                                                                                                            |                                                                                          |

All instructions and information are given in Afrikaans with an English translation below.

Learner worksheets have a worked example (indicated by the grey background and the red pencil).

Day 5 of each week is planned for consolidation and assessment.

HOOFREKENE  
MENTAL MATHS

1 MEER/1 MINDER  
1 MORE/1 LESS

SPELETJIE  
GAME

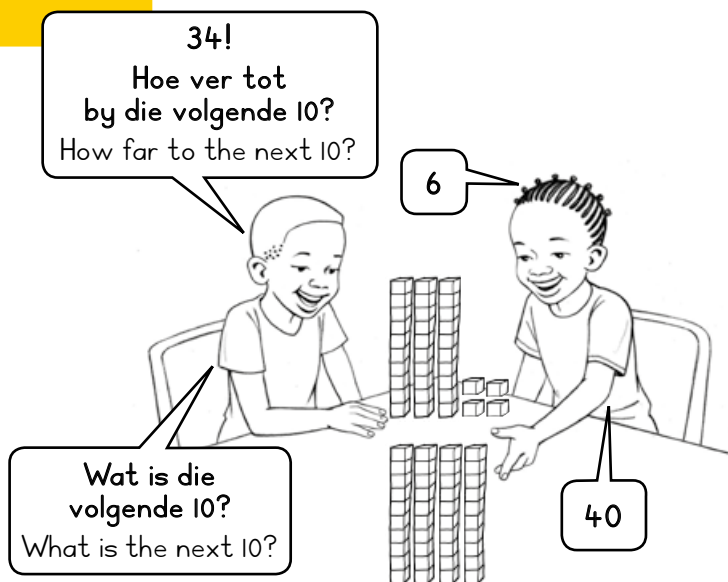
KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

## Speletjie: Hoe ver tot by die volgende 10?

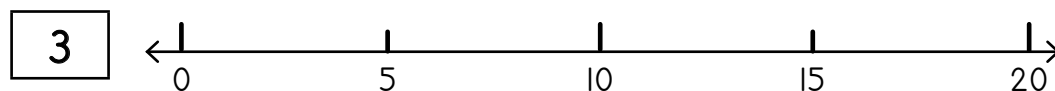
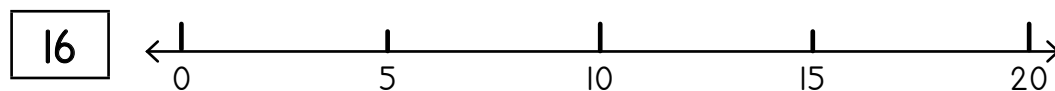
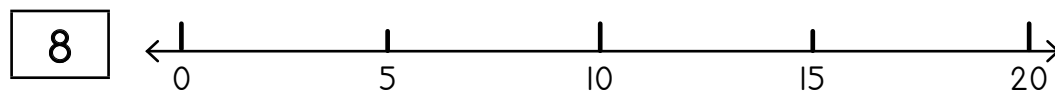
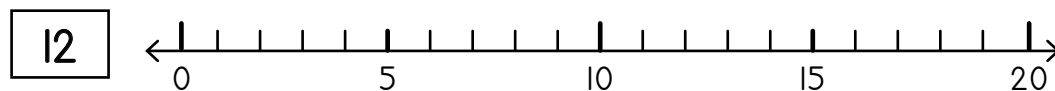
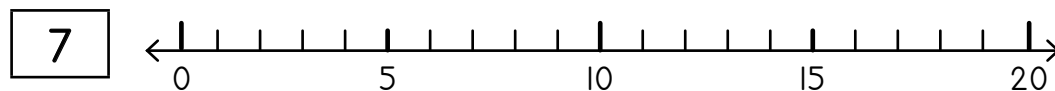
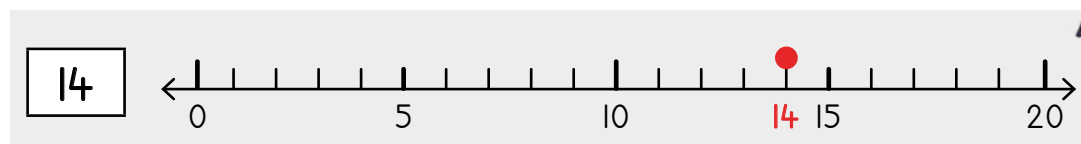
Game: How far to the next 10?

- Werk saam in pare.  
Work in pairs.
- Kies 'n getal.  
Choose a number.
- Wat is die volgende 10?  
What is the next 10?
- Hoe ver tot by die volgende 10?  
How far to the next 10?
- Doen dit weer!  
Do it again!



## 1 Maak 'n kol en skryf die getal op die getalleglyn neer. Hoe kry jy die getal?

Draw a dot and write the number on the line. How do you find the number?



14 is een minder as 15.  
14 is one less than 15.

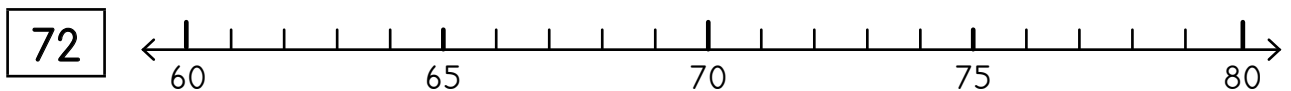
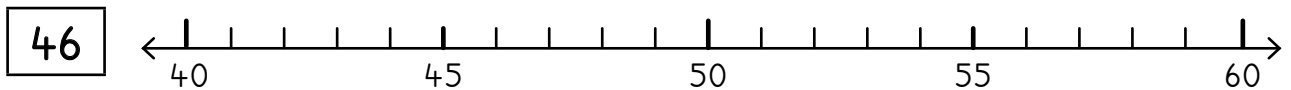
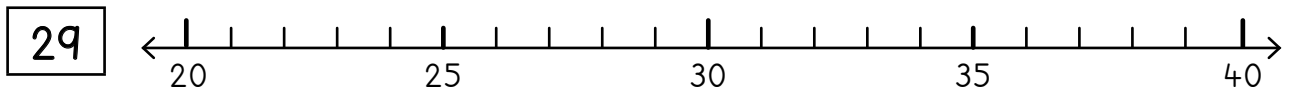
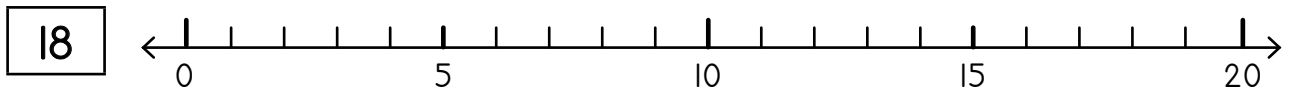
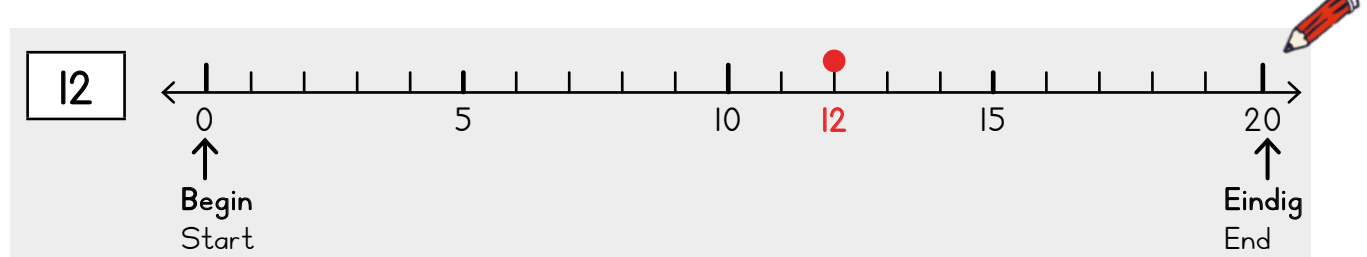
Verskillende getalle kan op getallelyne gewys word.  
By watter getal begin hierdie getallelyn?  
By watter getal eindig hierdie getallelyn?

Number lines can show different numbers.  
At what number does this number line start?  
At what number does this number line end?



## 2 Maak 'n kol en skryf die getal op die getallelyn neer.

Draw a dot and write the number on the line.



## 3 Voltooi die getalsinne.

Complete the number sentences.

|                               |                               |                               |                               |
|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| $17 + \underline{3} = 20$     | $14 + \underline{\quad} = 20$ | $15 + \underline{\quad} = 20$ | $12 + \underline{\quad} = 20$ |
| $28 + \underline{\quad} = 30$ | $26 + \underline{\quad} = 30$ | $21 + \underline{\quad} = 30$ | $22 + \underline{\quad} = 30$ |

# Kry die getal Find the number

HOOFREKENE  
MENTAL MATHS

2 MEER/2 MINDER  
2 MORE/2 LESS

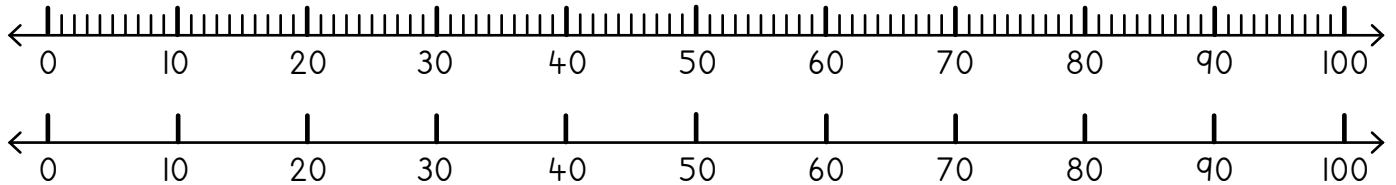
SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

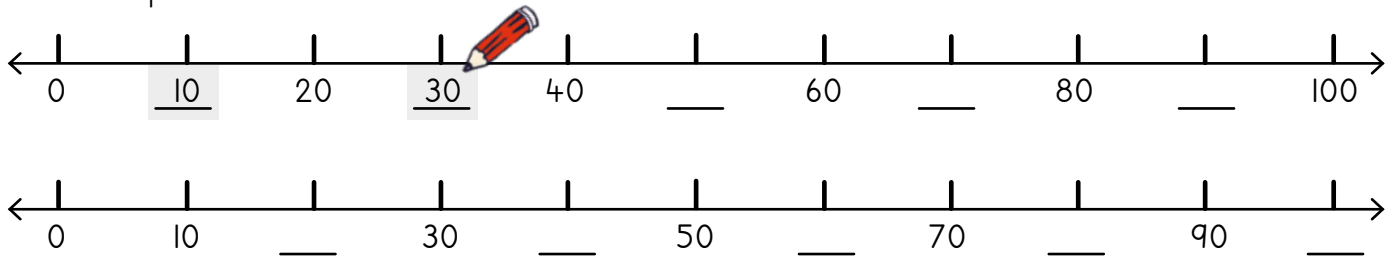


Kyk na hierdie twee getallelyne.  
Wat is dieselfde? Wat lyk anders?  
Look at these two number lines.  
What is the same? What is different?



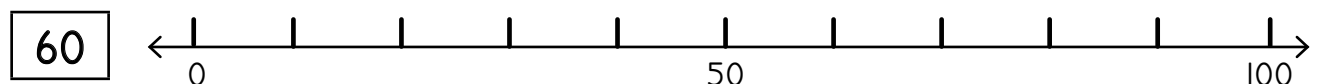
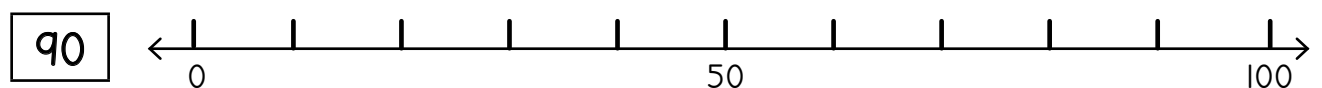
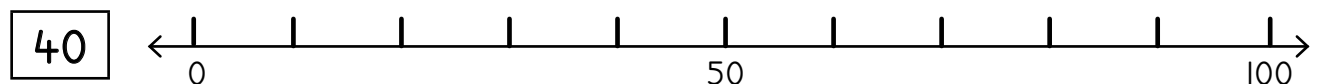
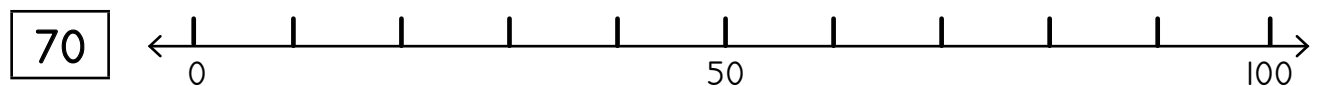
## 1 Voltooi.

Complete.



## 2 Maak 'n kol en skryf die getal op die getallelyn neer.

Draw a dot and write the number on the line.

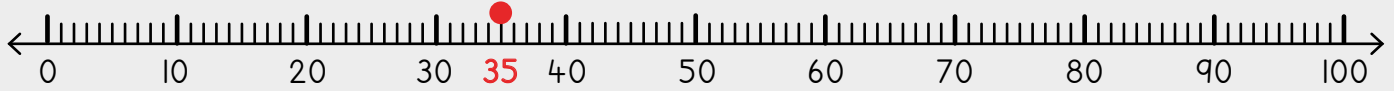


### 3 Kry die getal op die getallelyn. Maak 'n groot kol daarby.

Find the number on the number line. Draw a big dot.



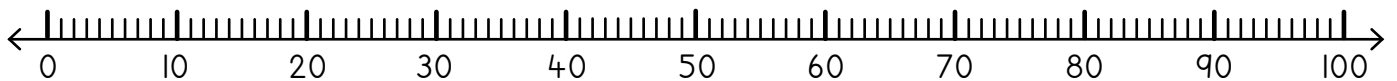
35



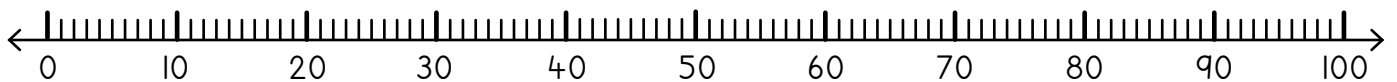
25



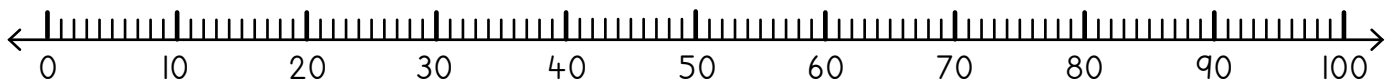
60



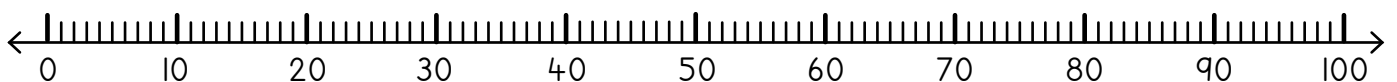
55



45



99



72



86



# Hoe ver tot by die volgende tien?

How far to the next ten?

HOOFREKENE  
MENTAL MATHS

3 MEER/3 MINDER  
3 MORE/3 LESS

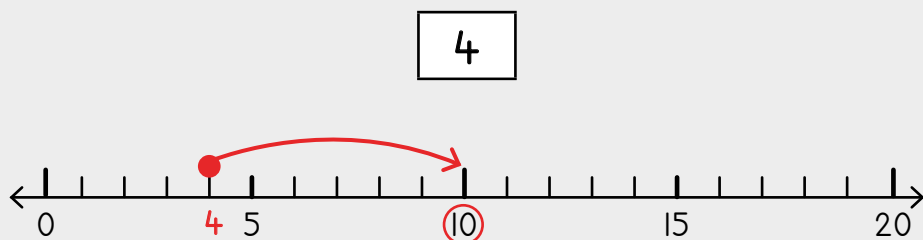
SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

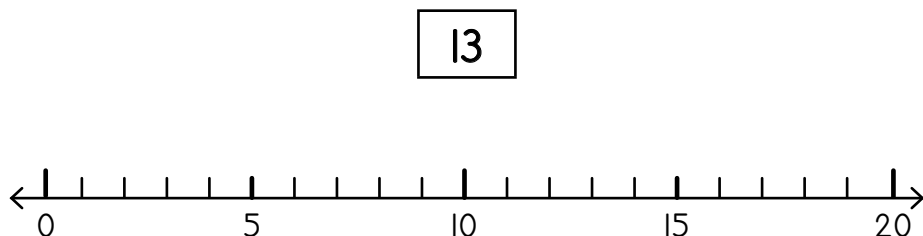
WERKKAARTE  
WORKSHEETS

1 Maak 'n kol en skryf die getal duidelik neer. Wat is die volgende 10? Hoe ver tot by die volgende 10?

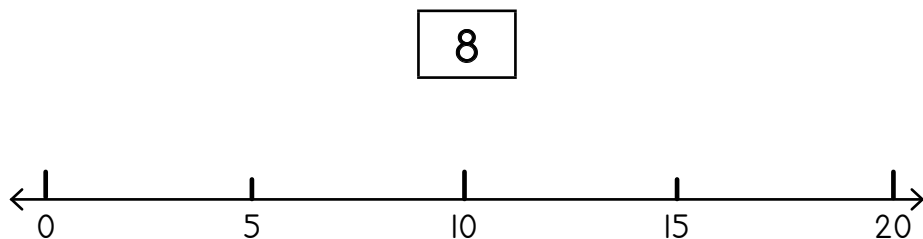
Draw a dot and label the number. What is the next 10? How far to the next 10?



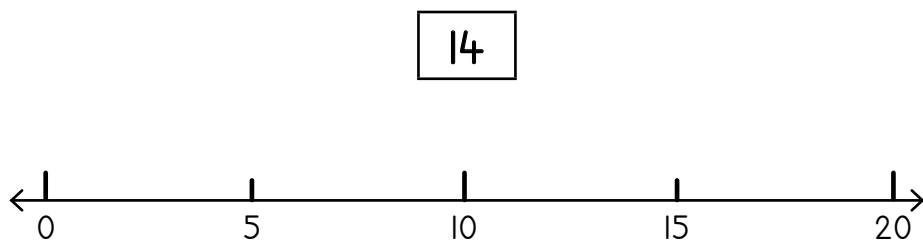
|                            |    |
|----------------------------|----|
| Die volgende 10<br>Next 10 | 10 |
| Hoe ver?<br>How far?       | 6  |



|                            |  |
|----------------------------|--|
| Die volgende 10<br>Next 10 |  |
| Hoe ver?<br>How far?       |  |



|                            |  |
|----------------------------|--|
| Die volgende 10<br>Next 10 |  |
| Hoe ver?<br>How far?       |  |



|                            |  |
|----------------------------|--|
| Die volgende 10<br>Next 10 |  |
| Hoe ver?<br>How far?       |  |

2 Voltooi die getalsinne.

Complete the number sentences.

|                               |                               |                               |                               |
|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| $16 + \underline{4} = 20$     | $12 + \underline{\quad} = 20$ | $11 + \underline{\quad} = 20$ | $14 + \underline{\quad} = 20$ |
| $15 + \underline{\quad} = 20$ | $13 + \underline{\quad} = 20$ | $17 + \underline{\quad} = 20$ | $19 + \underline{\quad} = 20$ |

### 3 Maak 'n kol by die getal wat gewys word. Wat is die volgende 10? Hoe ver tot by die volgende 10?

Draw a dot at the number. What is the next 10? How far to the next 10?

17

|                            |    |
|----------------------------|----|
| Die volgende 10<br>Next 10 | 20 |
| Hoe ver?<br>How far?       | 3  |

26

|                            |  |
|----------------------------|--|
| Die volgende 10<br>Next 10 |  |
| Hoe ver?<br>How far?       |  |

47

|                            |  |
|----------------------------|--|
| Die volgende 10<br>Next 10 |  |
| Hoe ver?<br>How far?       |  |

63

|                            |  |
|----------------------------|--|
| Die volgende 10<br>Next 10 |  |
| Hoe ver?<br>How far?       |  |

### 4 Voltooi die getalsinne.

Complete the number sentences.

|                               |                               |                               |                               |
|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| $38 + \underline{2} = 40$     | $33 + \underline{\quad} = 40$ | $36 + \underline{\quad} = 40$ | $32 + \underline{\quad} = 40$ |
| $48 + \underline{\quad} = 50$ | $42 + \underline{\quad} = 50$ | $46 + \underline{\quad} = 50$ | $41 + \underline{\quad} = 50$ |

HOOFREKENE  
MENTAL MATHS

4 MEER/4 MINDER  
4 MORE/4 LESS

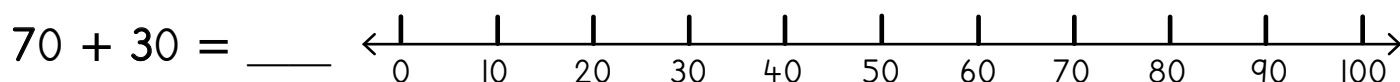
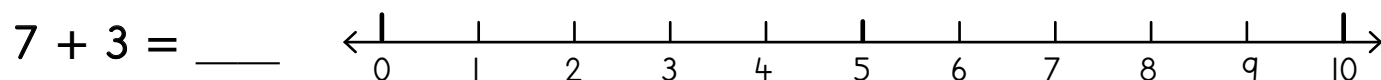
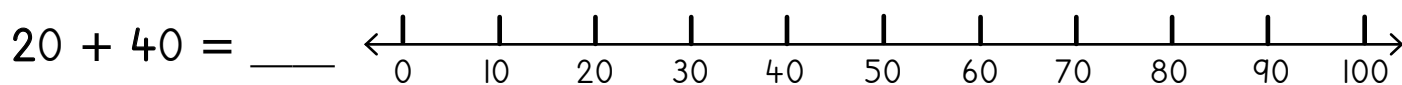
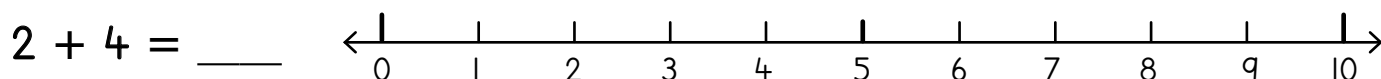
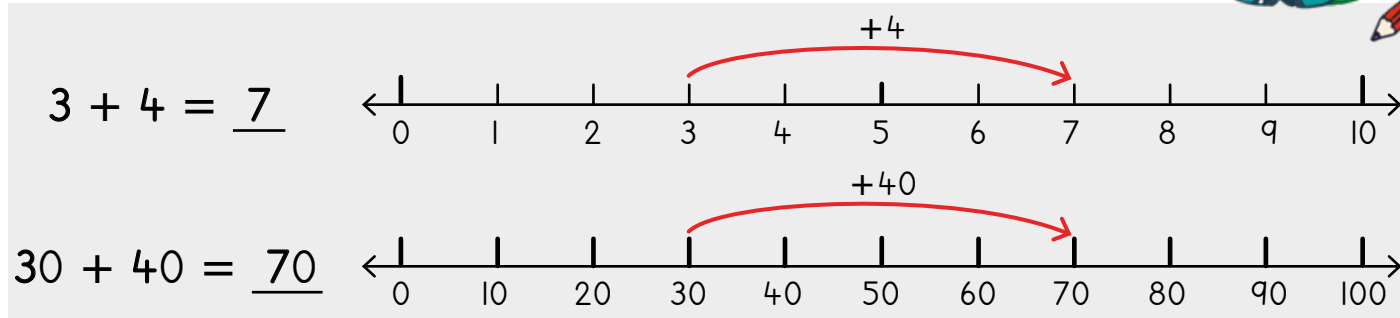
SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

1 Los met behulp  
van 'n getallelyn op.  
Solve using the number line.

Kan jy sien? Ons kan in 1'e optel  
en ons kan ook in 10'e optel!  
Can you see? We can add in 1s  
and we can also add in 10s!



2

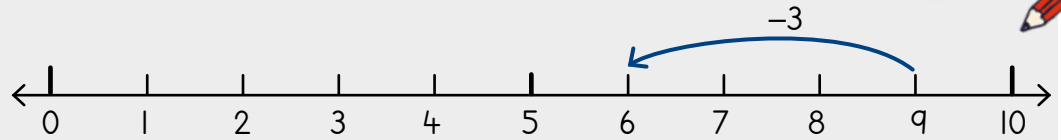
|                               |                               |                               |                               |
|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| $1 + 3 = \underline{4}$       | $4 + 4 = \underline{\quad}$   | $3 + 5 = \underline{\quad}$   | $6 + 3 = \underline{\quad}$   |
| $10 + 30 = \underline{40}$    | $40 + 40 = \underline{\quad}$ | $30 + 50 = \underline{\quad}$ | $60 + 30 = \underline{\quad}$ |
| $3 + 2 = \underline{\quad}$   | $4 + 5 = \underline{\quad}$   | $3 + 3 = \underline{\quad}$   | $5 + 4 = \underline{\quad}$   |
| $30 + 20 = \underline{\quad}$ | $40 + 50 = \underline{\quad}$ | $30 + 30 = \underline{\quad}$ | $50 + 40 = \underline{\quad}$ |

**3** Los op deur dit op die getallelyn te wys.  
Solve by showing on the number line.

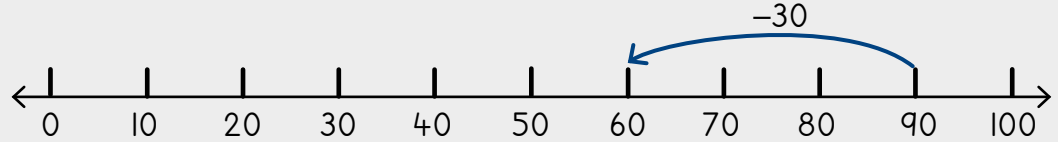
Kan jy sien? Ons kan ook in l'e en in 10'e aftrek!  
Can you see? We can also subtract in 1s and 10s!



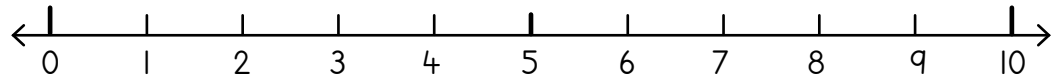
$$9 - 3 = \underline{6}$$



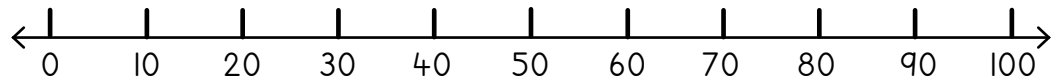
$$90 - 30 = \underline{60}$$



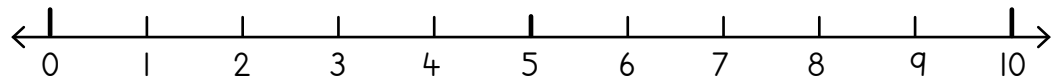
$$8 - 2 = \underline{\quad}$$



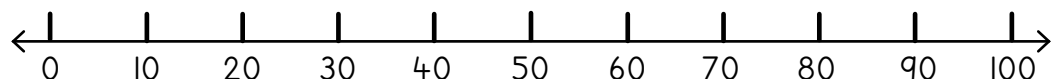
$$80 - 20 = \underline{\quad}$$



$$7 - 4 = \underline{\quad}$$



$$70 - 40 = \underline{\quad}$$



**4**



$$6 - 2 = \underline{4}$$

$$9 - 3 = \underline{\quad}$$

$$8 - 4 = \underline{\quad}$$

$$7 - 4 = \underline{\quad}$$

$$60 - 20 = \underline{40}$$

$$90 - 30 = \underline{\quad}$$

$$80 - 40 = \underline{\quad}$$

$$70 - 40 = \underline{\quad}$$

$$10 - 5 = \underline{\quad}$$

$$9 - 5 = \underline{\quad}$$

$$4 - 2 = \underline{\quad}$$

$$8 - 5 = \underline{\quad}$$

$$100 - 50 = \underline{\quad}$$

$$90 - 50 = \underline{\quad}$$

$$40 - 20 = \underline{\quad}$$

$$80 - 50 = \underline{\quad}$$

## Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

Kry die getal.

Hoe ver tot by die volgende tien?

Hoe ver tot by die vorige tien?

Ek weet dat  $2 + 6 = 8$ ,  
daarom weet ek dat  $20 + 60 = 80$ .

Ek weet dat  $9 - 5 = 4$ ,  
daarom weet ek dat  $90 - 50 = 40$ .

In English we say:

Find the number.

How far to the next ten?

How far to the previous ten?

I know that  $2 + 6 = 8$ ,  
therefore I know that  $20 + 60 = 80$ .

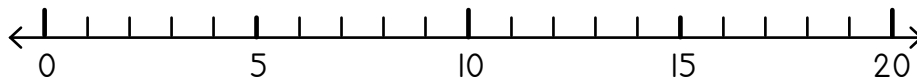
I know that  $9 - 5 = 4$ ,  
therefore I know that  $90 - 50 = 40$ .



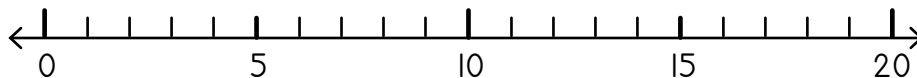
1 Maak 'n kol om die getal op die getallelyn te wys.

Draw a dot to show the number on the number line.

9



18



2 Voltooi die getalsinne.

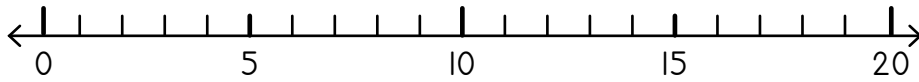
Complete the number sentences.

|                               |                               |                               |                               |
|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| $4 + 2 = \underline{\quad}$   | $8 + 1 = \underline{\quad}$   | $5 + 2 = \underline{\quad}$   | $3 + 3 = \underline{\quad}$   |
| $40 + 20 = \underline{\quad}$ | $80 + 10 = \underline{\quad}$ | $50 + 20 = \underline{\quad}$ | $30 + 30 = \underline{\quad}$ |
| $8 - 3 = \underline{\quad}$   | $6 - 5 = \underline{\quad}$   | $9 - 4 = \underline{\quad}$   | $7 - 2 = \underline{\quad}$   |
| $80 - 30 = \underline{\quad}$ | $60 - 50 = \underline{\quad}$ | $90 - 40 = \underline{\quad}$ | $70 - 20 = \underline{\quad}$ |

- 3 Maak 'n kol en skryf die getal neer. Wat is die volgende 10?  
Hoe ver tot by die volgende 10?

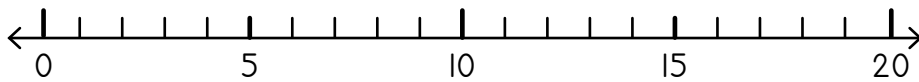
Draw a dot and label the number. What is the next 10? How far to the next 10?

2



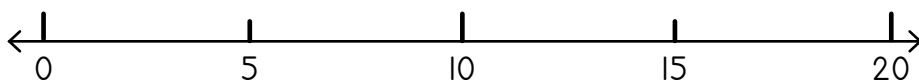
|                            |  |
|----------------------------|--|
| Die volgende 10<br>Next 10 |  |
| Hoe ver?<br>How far?       |  |

17



|                            |  |
|----------------------------|--|
| Die volgende 10<br>Next 10 |  |
| Hoe ver?<br>How far?       |  |

5



|                            |  |
|----------------------------|--|
| Die volgende 10<br>Next 10 |  |
| Hoe ver?<br>How far?       |  |

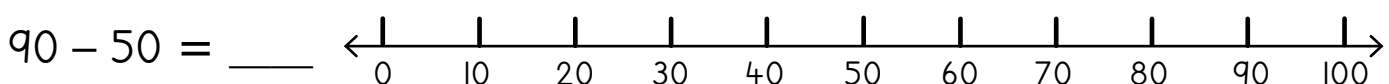
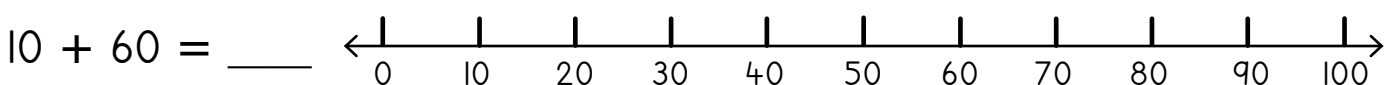
- 4 Kry die ontbrekende getalle.

Find the missing numbers.

|                               |                               |                              |                               |
|-------------------------------|-------------------------------|------------------------------|-------------------------------|
| $23 + \underline{\quad} = 30$ | $19 + \underline{\quad} = 20$ | $8 + \underline{\quad} = 10$ | $14 + \underline{\quad} = 20$ |
| $41 + \underline{\quad} = 50$ | $55 + \underline{\quad} = 60$ | $3 + \underline{\quad} = 10$ | $44 + \underline{\quad} = 50$ |

- 5 Los op deur dit op die getallelyn te wys.

Solve by showing on the number line.



HOOFREKENE  
MENTAL MATHS

GROOTSTE  
TOT KLEINSTE  
BIGGEST TO SMALLEST

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

**Speletjie: Bou met tiene**  
Game: Building with tens

$$27 + 8 =$$

- Gebruik jou basistien-blokkies.

Use your base ten blocks.

- Los die som op wat jou onderwyser op die bord neerskryf.

Solve the question your teacher writes on the board.

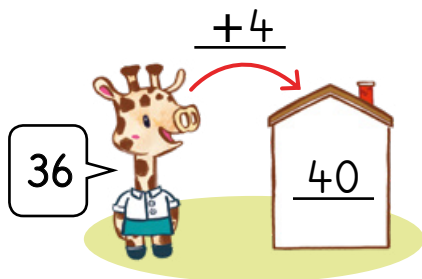
- Doen dit weer!

Do it again!

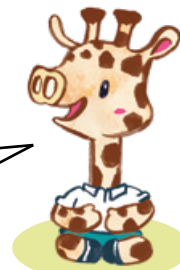


Ons het 3 tiene en 5 ene, dus is  $27 + 8 = 35$ .

We have 3 tens and 5 ones, so  $27 + 8 = 35$ .

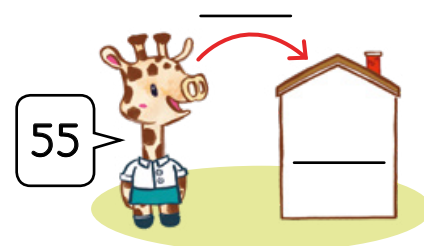
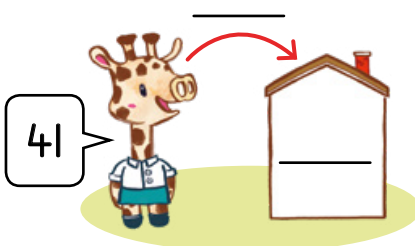
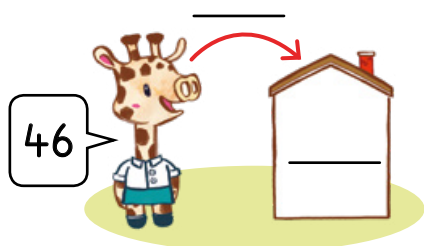
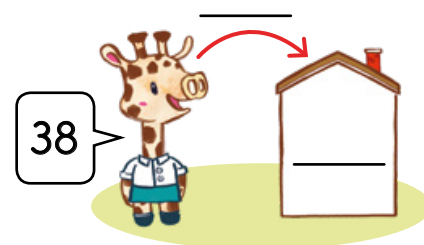
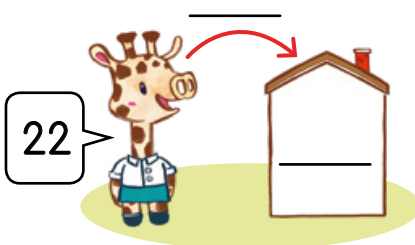
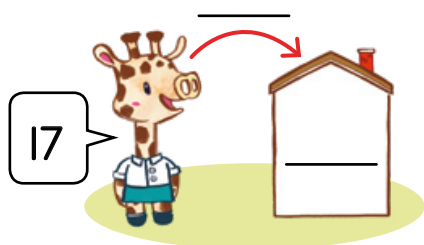


Ek sit 36 in my kop.  
Hoe ver tot by die VOLGENDE tien?  
I put 36 in my head.  
How far to the NEXT ten?



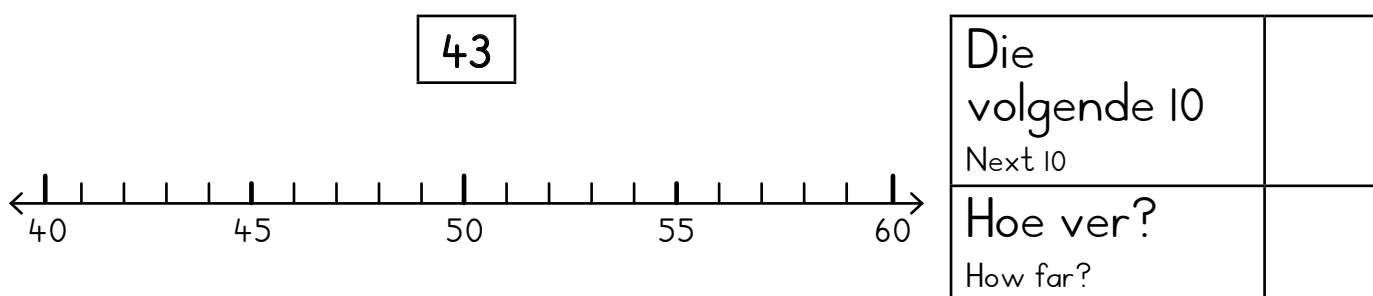
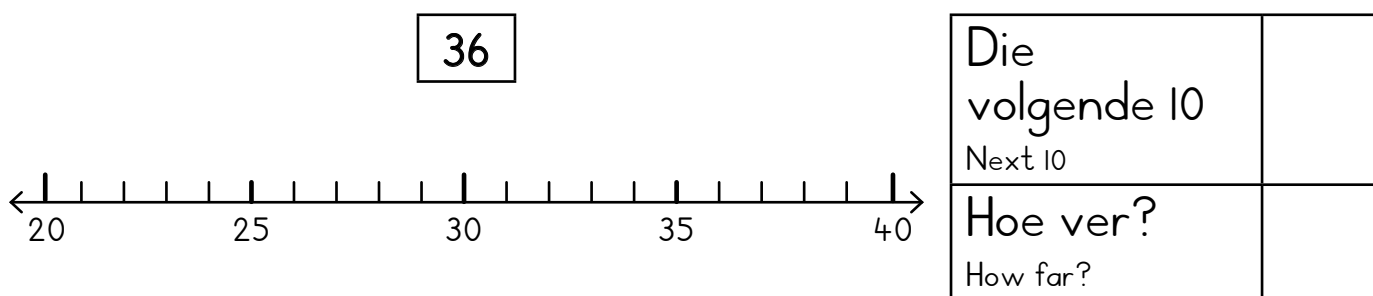
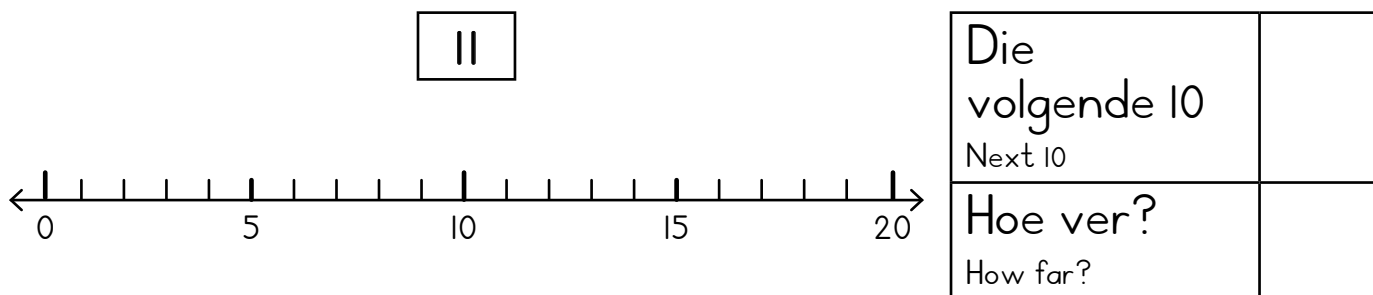
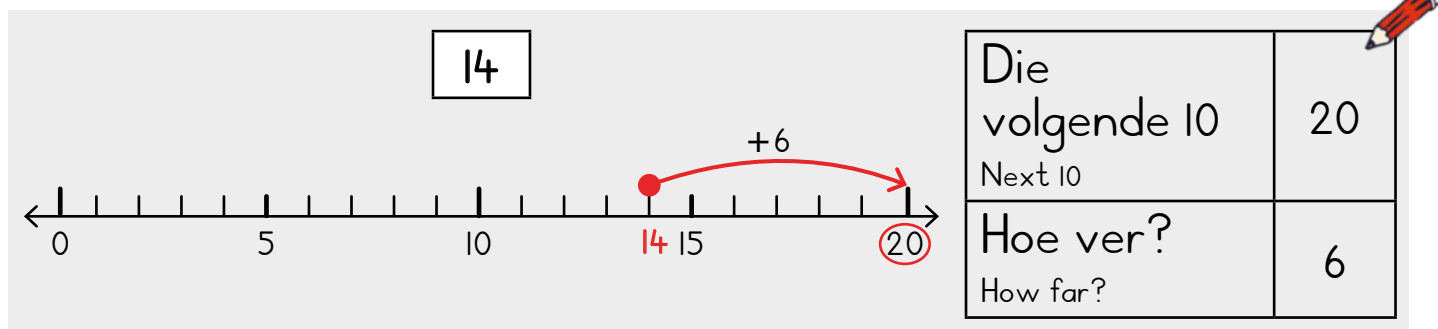
**1** Wat is die volgende 10? Hoe ver tot by die volgende 10?

What is the next 10? How far to the next 10?



## 2 Kry die getal. Wat is die volgende 10? Hoe ver tot by die volgende 10?

Find the number. What is the next 10? How far to the next 10?



## 3 Voltooi die getalsinne.

Complete the number sentences.

|                               |                               |                                |                                |
|-------------------------------|-------------------------------|--------------------------------|--------------------------------|
| $67 + \underline{3} = 70$     | $64 + \underline{\quad} = 70$ | $76 + \underline{\quad} = 80$  | $73 + \underline{\quad} = 80$  |
| $85 + \underline{\quad} = 90$ | $82 + \underline{\quad} = 90$ | $95 + \underline{\quad} = 100$ | $97 + \underline{\quad} = 100$ |

# Tel op 'n getallelyn op

## Adding on a number line

HOOFREKENE  
MENTAL MATHS

GROOTSTE  
TOT KLEINSTE  
BIGGEST TO SMALLEST

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS



Terwyl ons optel, kan ons soms oor die volgende 10 spring! Groet altyd die 10 voordat jy oorspring!

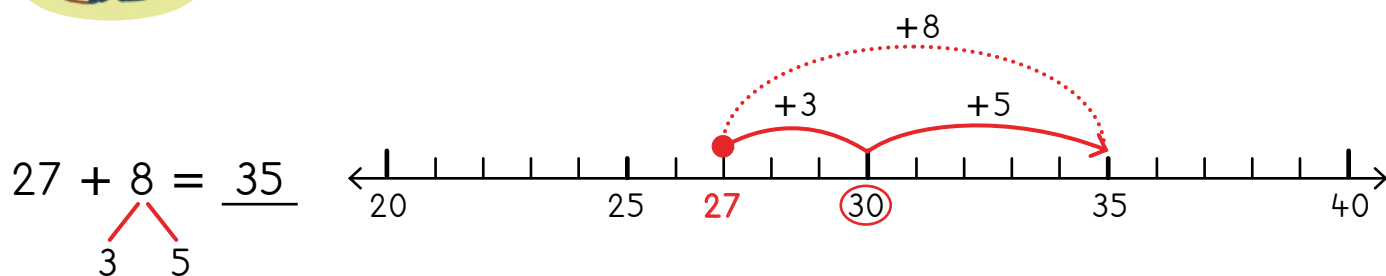
Sometimes when we add, we cross over the next 10! Always greet the 10 before crossing!

Ek begin by 27!

I start at 27!

Ek spring tot by die volgende 10!  
 $27 + 3 = 30$ .

I jump to the next 10!  
 $27 + 3 = 30$ .



Om 8 op te tel, is dieselfde as om 3 by te tel en dan 5 by te tel.

Adding 8 is the same as adding 3 and then adding 5.



Ek moet 8 keer aanspring. Ek het reeds 3 keer gespring. Ek spring nog 5 keer aan!

I need to jump forward 8. I have already jumped 3. I jump forward 5 more!

### 1 Tel met behulp van die getallelyn op.

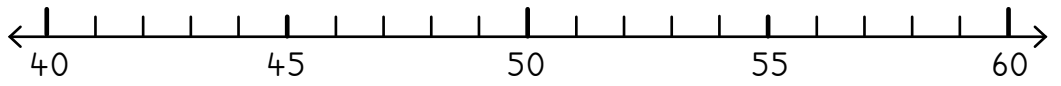
Add using the number line.

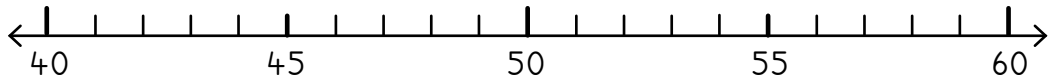
$26 + 7 = \underline{\quad}$

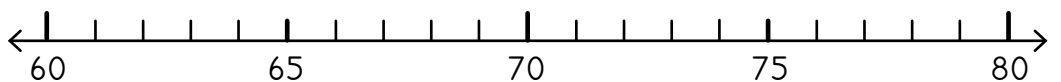
$28 + 7 = \underline{\quad}$

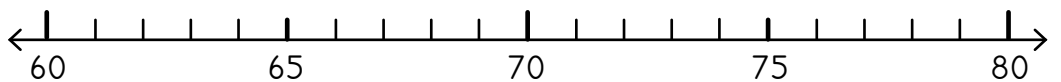
$27 + 6 = \underline{\quad}$

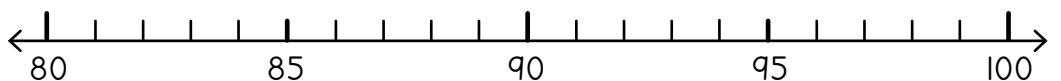
$25 + 8 = \underline{\quad}$

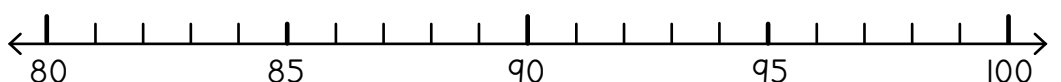
$$47 + 9 = \underline{\quad}$$


$$45 + 7 = \underline{\quad}$$


$$67 + 8 = \underline{\quad}$$


$$65 + 9 = \underline{\quad}$$


$$88 + 5 = \underline{\quad}$$


$$86 + 6 = \underline{\quad}$$


2

|                              |                              |                                                                                                                                                                                                                                                                                                |
|------------------------------|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| $27 + 8 = \underline{35}$    | $25 + 9 = \underline{34}$    |  <p>Brian lees 35 bladsye.<br/>Hy lees 8 bladsye meer.<br/>Hoeveel bladsye het hy<br/>altesame geles?</p> <p>Brian read 35 pages. He reads 8 more<br/>pages. How many pages has he read<br/>altogether?</p> |
| $37 + 8 = \underline{\quad}$ | $35 + 9 = \underline{\quad}$ |                                                                                                                                                                                                                                                                                                |
| $47 + 8 = \underline{\quad}$ | $45 + 9 = \underline{\quad}$ |                                                                                                                                                                                                                                                                                                |
| $57 + 8 = \underline{\quad}$ | $55 + 9 = \underline{\quad}$ |                                                                                                                                                                                                                                                                                                |

# Hoe ver tot by die vorige tien?

How far to the previous ten?

HOOFREKENE  
MENTAL MATHS

KLEINSTE  
TOT GROOTSTE  
SMALLEST TO BIGGEST

SPELETJIE  
GAME

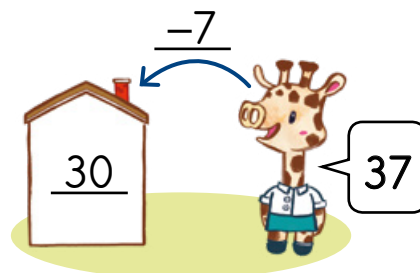
KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS



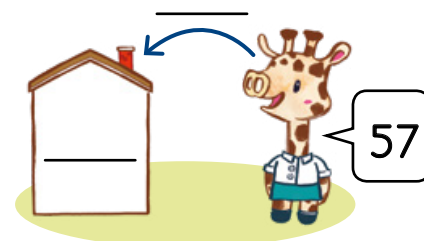
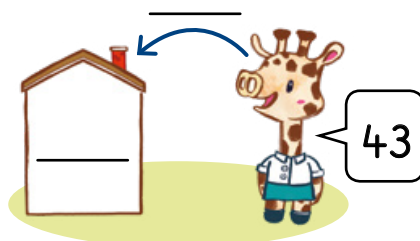
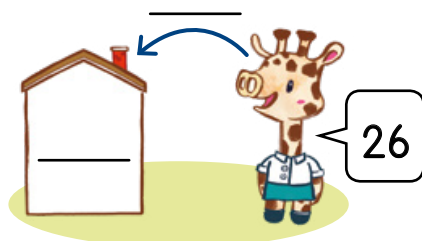
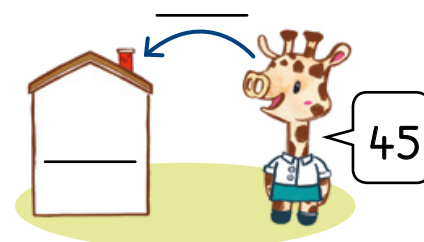
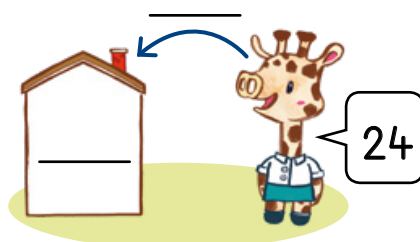
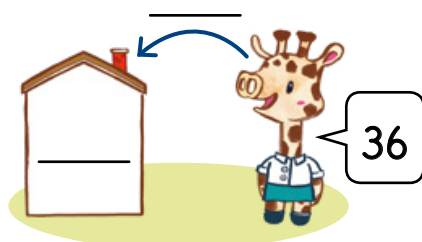
Wanneer ek aftrek, vra ek:  
Hoe ver is dit tot by die vorige 10?

When I subtract, I ask myself,  
how far to the previous 10?



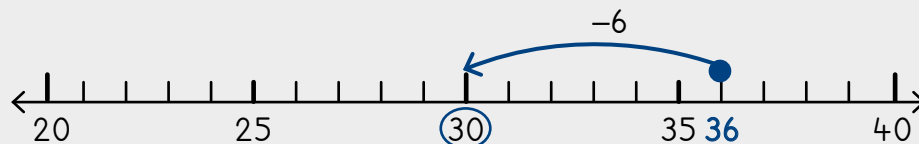
## 1 Hoe ver tot by die vorige 10?

How far to the previous 10?

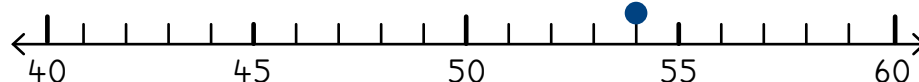


## 2 Skryf die getal by die kol neer. Omkring die vorige 10. Hoe ver tot by die vorige 10?

Write the number at the dot. Circle the previous 10. How far to the previous 10?



|                              |    |
|------------------------------|----|
| Die vorige 10<br>Previous 10 | 30 |
| Hoe ver?<br>How far?         | 6  |



|                              |  |
|------------------------------|--|
| Die vorige 10<br>Previous 10 |  |
| Hoe ver?<br>How far?         |  |

Ek begin by 34.

I start at 34.

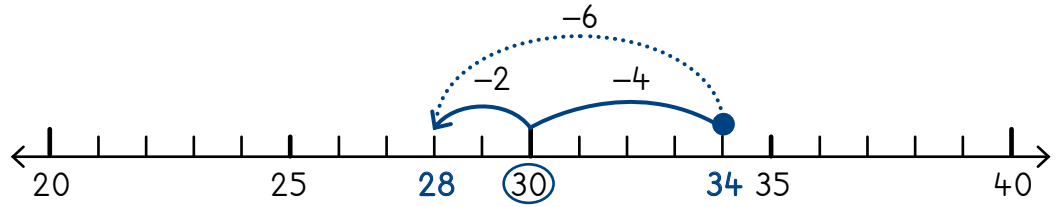
Ek spring terug na die vorige 10

I jump back to the previous 10.



$$34 - 6 = \underline{28}$$

4    2



Om 6 af te trek, is dieselfde as om 4 af te trek en dan 2 af te trek!

Subtracting 6 is the same as subtracting 4 and then subtracting 2!



Ek moet 6 aftrek. Ek het reeds 4 keer teruggespring. Ek spring dus nog 2 keer terug.

I need to subtract 6. I have already jumped back 4. Therefore, I jump back 2 more.

### 3 Trek met behulp van die getallelyn af.

Subtract using the number line.

$33 - 7 = \underline{\quad}$

$32 - 5 = \underline{\quad}$

$34 - 8 = \underline{\quad}$

$35 - 9 = \underline{\quad}$

$38 - 9 = \underline{\quad}$

# Trek op die getallelyn af

## Subtracting on the number line

HOOFREKENE  
MENTAL MATHS

KLEINSTE  
TOT GROOTSTE  
SMALLEST TO BIGGEST

SPELETJIE  
GAME

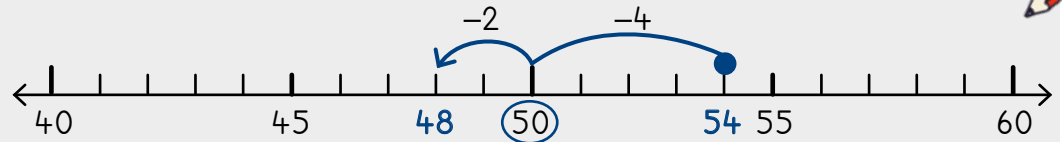
KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

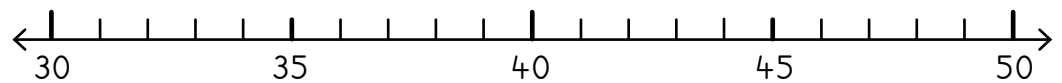
### 1 Trek met behulp van die getallelyn af. Groet die 10!

Subtract using the number line. Greet the 10!

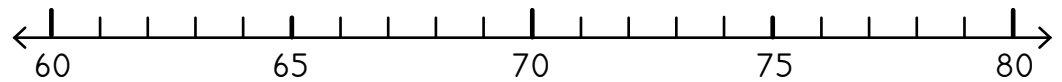
$$54 - 6 = \underline{48}$$



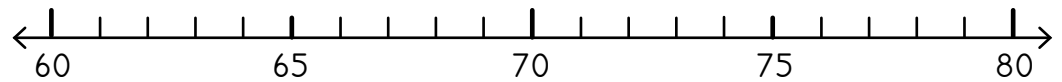
$$45 - 7 = \underline{\quad}$$



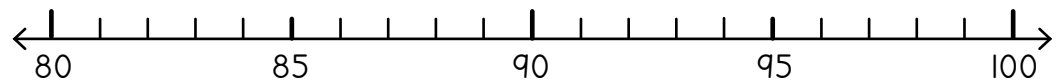
$$75 - 9 = \underline{\quad}$$



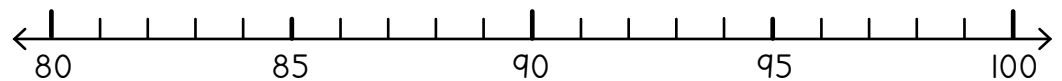
$$74 - 7 = \underline{\quad}$$



$$92 - 8 = \underline{\quad}$$



$$96 - 9 = \underline{\quad}$$



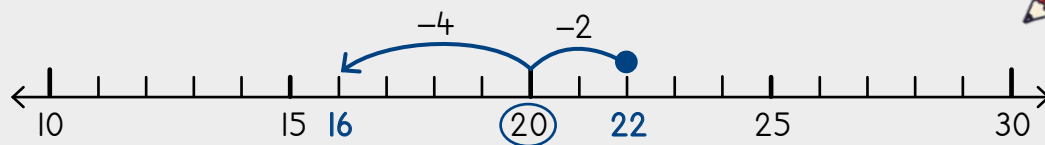
### 2

|                              |                              |                                                                                                                                                                                                                                              |
|------------------------------|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| $20 - 4 = \underline{16}$    | $60 - 3 = \underline{\quad}$ | <p>Asanda het R50. Hy koop 'n appel vir R6. Hoeveel kleingeld kry hy?</p> <p>Asanda has R50. He buys an apple for R6. How much change does he get?</p>  |
| $30 - 5 = \underline{\quad}$ | $70 - 6 = \underline{\quad}$ |                                                                                                                                                                                                                                              |
| $40 - 3 = \underline{\quad}$ | $80 - 7 = \underline{\quad}$ |                                                                                                                                                                                                                                              |

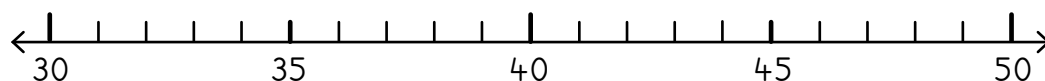
### 3 Trek met behulp van die getallelyn af. Groet die 10!

Subtract using the number line. Greet the 10!

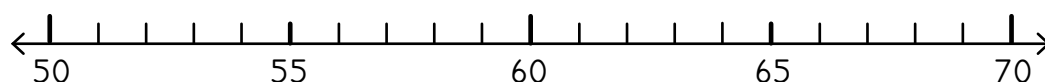
$22 - 6 = \underline{\quad}$



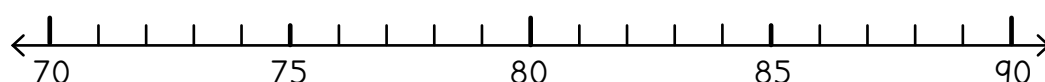
$45 - 7 = \underline{\quad}$



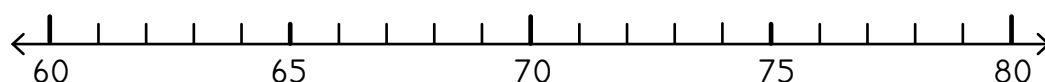
$63 - 8 = \underline{\quad}$



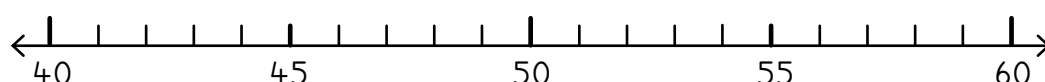
$85 - 9 = \underline{\quad}$



$72 - 6 = \underline{\quad}$



$54 - 7 = \underline{\quad}$



4

|                              |                              |                                                                                                                                                         |
|------------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| $60 - 5 = \underline{55}$    | $60 - 3 = \underline{\quad}$ | <p>Mpumzi het R50. Hy koop 'n broodrol vir R8. Hoeveel kleingeld kry hy?</p> <p>Mpumzi has R50. He buys a roll for R8. How much change does he get?</p> |
| $70 - 4 = \underline{\quad}$ | $70 - 6 = \underline{\quad}$ |                                                                                                                                                         |
| $80 - 6 = \underline{\quad}$ | $80 - 7 = \underline{\quad}$ |                                                                                                                                                         |
| $90 - 2 = \underline{\quad}$ | $90 - 9 = \underline{\quad}$ |                                                                                                                                                         |

## Kom ons praat Wiskunde!

Let's talk Maths!



In Afrikaans sê ons:

Spring aan/spring vorentoe.

Spring terug/spring agtertoe.

Hoe ver tot by die volgende tien?

Hoe ver tot by die vorige tien?

Tel op.

Trek af.

Getallelyn

In English we say:

Jump forward.

Jump back.

How far to the next ten?

How far to the previous ten?

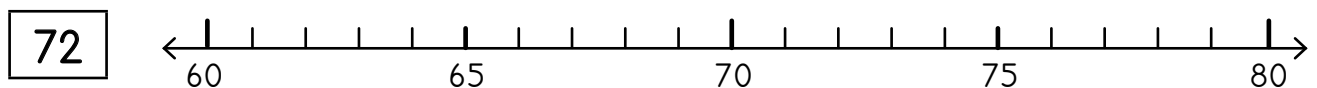
Add.

Subtract.

Number line

- 1 Maak 'n kol op die getallelyn om die getal te wys.  
Wat is die volgende 10? Hoe ver tot by die volgende 10?

Draw a dot on the number line to show the number. What is the next 10?  
How far to the next 10?



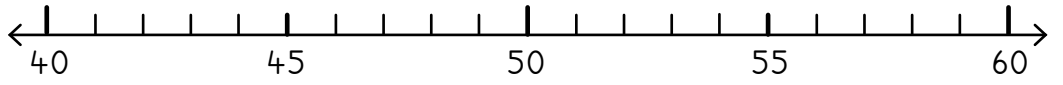
- 2 Voltooi die getalsinne.

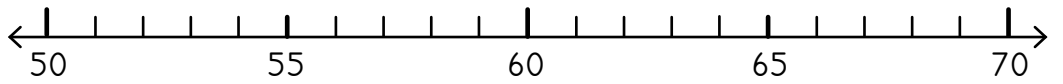
Complete the number sentences.

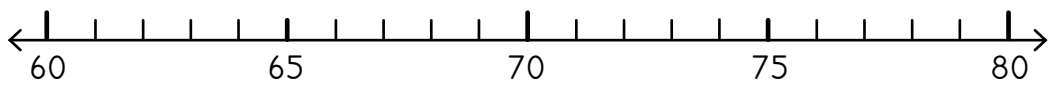
|                               |                               |                               |                               |
|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| $4 + 2 = \underline{\quad}$   | $8 + 1 = \underline{\quad}$   | $5 + 2 = \underline{\quad}$   | $3 + 3 = \underline{\quad}$   |
| $40 + 20 = \underline{\quad}$ | $80 + 10 = \underline{\quad}$ | $50 + 20 = \underline{\quad}$ | $30 + 30 = \underline{\quad}$ |
| $8 - 3 = \underline{\quad}$   | $6 - 5 = \underline{\quad}$   | $9 - 4 = \underline{\quad}$   | $7 - 2 = \underline{\quad}$   |
| $80 - 30 = \underline{\quad}$ | $60 - 50 = \underline{\quad}$ | $90 - 40 = \underline{\quad}$ | $70 - 20 = \underline{\quad}$ |

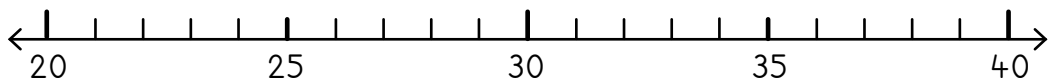
### 3 Los met behulp van die getallelyn op.

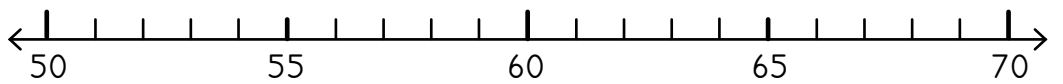
Solve using the number line.

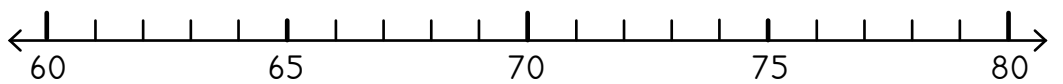
$$44 + 9 = \underline{\quad}$$


$$57 + 6 = \underline{\quad}$$


$$68 + 5 = \underline{\quad}$$


$$33 - 9 = \underline{\quad}$$


$$64 - 8 = \underline{\quad}$$


$$75 - 7 = \underline{\quad}$$


- 4 Lisakhanya lees 46 bladsye. Sy lees 9 bladsye meer.  
Hoeveel bladsye lees sy altesame?

Lisakhanya reads 46 pages. She reads 9 more pages. How many pages does she read altogether?

- 5 Ntando het R73. Hy gee R7 uit. Hoeveel geld bly daar oor?

Ntando has R73. He spends R7. How much does he have left?

HOOFREKENE  
MENTAL MATHS

5 MEER/5 MINDER  
5 MORE/5 LESS

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

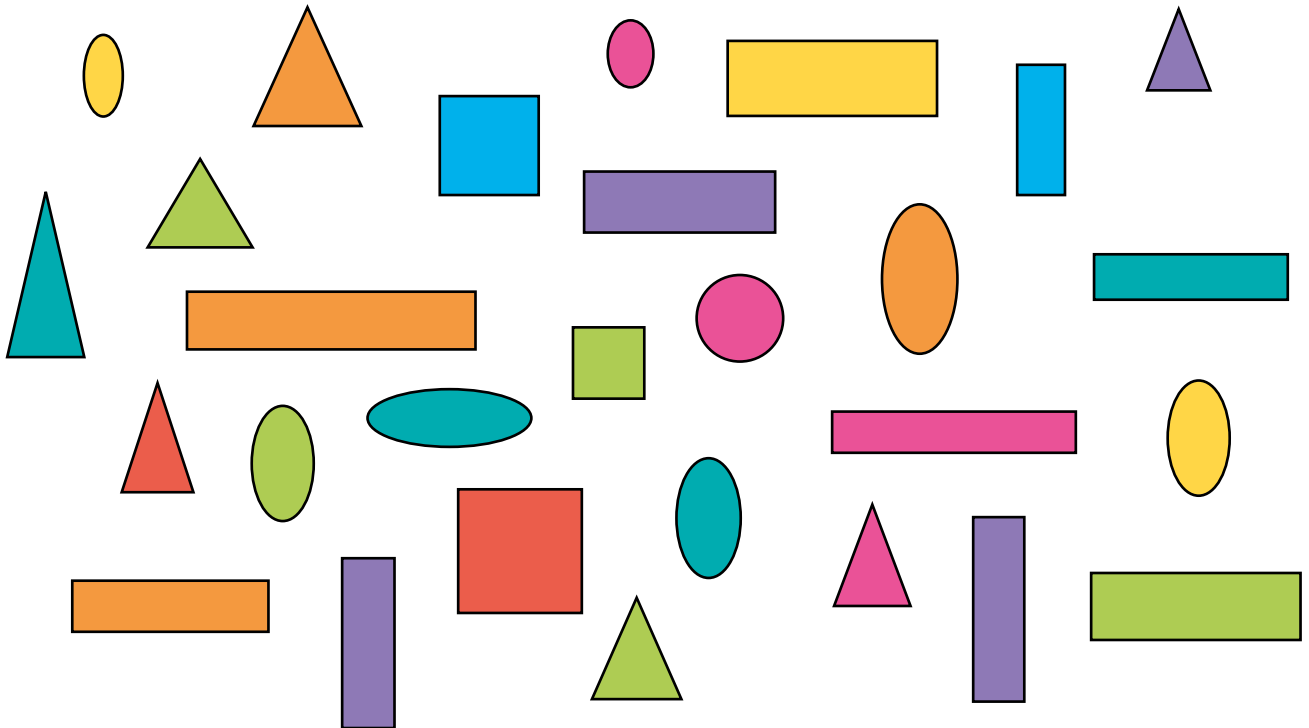
## Speletjie: Vinnige wiskunde met kaarte - 5 meer en 5 minder

Game: Fast maths with cards - 5 more and less

- **Speel saam in pare.**  
Play in pairs.
- **Skommel jou 0-20-getalkaarte.**  
Mix your 0-20 number cards.
- **Roep 5 meer of 5 minder uit.**  
Call 5 more or 5 less.
- **Doen dit weer!**  
Do it again!



1



|                      |   |               |                  |                      |  |
|----------------------|---|---------------|------------------|----------------------|--|
| vierkant<br>square   | 3 | ovaal<br>oval |                  | reghoek<br>rectangle |  |
| driehoek<br>triangle |   |               | sirkel<br>circle |                      |  |



|    |                                                                                   |                      |                  |                      |               |
|----|-----------------------------------------------------------------------------------|----------------------|------------------|----------------------|---------------|
| 10 |                                                                                   |                      |                  |                      |               |
| 9  |                                                                                   |                      |                  |                      |               |
| 8  |                                                                                   |                      |                  |                      |               |
| 7  |                                                                                   |                      |                  |                      |               |
| 6  |                                                                                   |                      |                  |                      |               |
| 5  |                                                                                   |                      |                  |                      |               |
| 4  |                                                                                   |                      |                  |                      |               |
| 3  |  |                      |                  |                      |               |
| 2  |  |                      |                  |                      |               |
| 1  |  |                      |                  |                      |               |
|    | vierkant<br>square                                                                | driehoek<br>triangle | sirkel<br>circle | reghoek<br>rectangle | ovaal<br>oval |

Beantwoord die vrae met behulp van die piktogram.

Use the pictograph to answer the questions.

Waarvan is daar meer, vierkante of ovale?

Which do we have more of, squares or ovals?

Wat is die verskil tussen die aantal vierkante en die aantal ovale?

What is the difference between the number of squares and the number of ovals?

Waarvan is daar minder, reghoeke of driehoeke?

Which do we have less of, rectangles or triangles?

Wat is die verskil tussen die aantal driehoeke en die aantal reghoeke?

What is the difference between the number of triangles and the number of rectangles?

# Ons gunsteling-blomkleure

Our favourite flower colours

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

Hoeveel rooi blomme is daar?

How many red flowers are there?

Hoeveel pers blomme is daar?

How many purple flowers are there?

Hoeveel geel blomme is daar?

How many yellow flowers are there?

Watter blomkleur is die meeste gewild?

What is the most popular flower colour?

Watter blomkleur is die minste gewild?

What is the least popular flower colour?

Wat is die verskil tussen die aantal groen blomme en die aantal blou blomme?

What is the difference between the number of green flowers and the number of blue flowers?

Wat is die verskil tussen die aantal pers blomme en die aantal rooi blomme?

What is the difference between the number of purple flowers and the number of red flowers?

HOOFREKENE  
MENTAL MATHS

5 MEER/5 MINDER  
5 MORE/5 LESS

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

1

## Die verjaarsdae in ons klas

Birthdays in our class

|    |                     |                       |                |                |            |               |
|----|---------------------|-----------------------|----------------|----------------|------------|---------------|
| 20 |                     |                       |                |                |            |               |
| 19 |                     |                       |                |                |            |               |
| 18 |                     |                       |                |                |            |               |
| 17 |                     |                       |                |                |            |               |
| 16 |                     |                       |                |                |            |               |
| 15 |                     |                       |                |                |            |               |
| 14 |                     |                       |                |                |            |               |
| 13 |                     |                       |                |                |            |               |
| 12 |                     |                       |                |                |            |               |
| 11 |                     |                       |                |                |            |               |
| 10 |                     |                       |                |                |            |               |
| 9  |                     |                       |                |                |            |               |
| 8  |                     |                       |                |                |            |               |
| 7  |                     |                       |                |                |            |               |
| 6  |                     |                       |                |                |            |               |
| 5  |                     |                       |                |                |            |               |
| 4  |                     |                       |                |                |            |               |
| 3  |                     |                       |                |                |            |               |
| 2  |                     |                       |                |                |            |               |
| 1  |                     |                       |                |                |            |               |
|    | Januarie<br>January | Februarie<br>February | Maart<br>March | April<br>April | Mei<br>May | Junie<br>June |

# Die verjaarsdae in ons klas

Birthdays in our class

|    |                                                                                    |                                                                                    |                                                                                    |                |                                                                                      |                                                                                      |
|----|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|----------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| 10 |                                                                                    |                                                                                    |                                                                                    |                |   |                                                                                      |
| 9  |                                                                                    |                                                                                    |                                                                                    |                |   |                                                                                      |
| 8  |                                                                                    |                                                                                    |                                                                                    |                |   |                                                                                      |
| 7  |   |                                                                                    |                                                                                    |                |   |                                                                                      |
| 6  |   |                                                                                    |                                                                                    |                |   |                                                                                      |
| 5  |   |                                                                                    |   |                |   |                                                                                      |
| 4  |   |                                                                                    |   |                |   |   |
| 3  |   |                                                                                    |   |                |   |   |
| 2  |   |                                                                                    |   |                |   |   |
| 1  |  |  |  |                |  |  |
|    | Januarie<br>January                                                                | Februarie<br>February                                                              | Maart<br>March                                                                     | April<br>April | Mei<br>May                                                                           | Junie<br>June                                                                        |

Beantwoord die vrae met behulp van die piktogram.

Use the pictograph to answer the questions.

Hoeveel kinders se verjaarsdae is in Januarie?

How many children had birthdays in January?

Hoeveel kinders se verjaarsdae is in April?

How many children had birthdays in April?

Hoeveel kinders se verjaarsdae is in die eerste helfte van die jaar?

How many children had birthdays in the first half of the year?

Die hoogste aantal verjaarsdae is in

\_\_\_\_\_.

The highest number of birthdays was in

\_\_\_\_\_.

Die laagste aantal verjaarsdae is in

\_\_\_\_\_.

The lowest number of birthdays was in

\_\_\_\_\_.

# Koeke wat verlede week gebak is

Cakes baked last week

|    |                                                                                    |                                                                                    |                                                                                    |                                                                                    |                                                                                     |
|----|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| 10 |                                                                                    |                                                                                    |                                                                                    |                                                                                    |   |
| 9  |                                                                                    |                                                                                    |                                                                                    |                                                                                    |   |
| 8  |                                                                                    |                                                                                    |                                                                                    |                                                                                    |   |
| 7  |                                                                                    |   |                                                                                    |                                                                                    |   |
| 6  |                                                                                    |   |                                                                                    |                                                                                    |   |
| 5  |                                                                                    |   |   |   |   |
| 4  |                                                                                    |   |   |   |   |
| 3  |   |   |   |   |   |
| 2  |   |   |   |   |   |
| 1  |  |  |  |  |  |
|    | Maandag<br>Monday                                                                  | Dinsdag<br>Tuesday                                                                 | Woensdag<br>Wednesday                                                              | Donderdag<br>Thursday                                                              | Vrydag<br>Friday                                                                    |

Thembi bak koeke en verkoop dit aan 'n plaaslike mark. Op die grafiek hier onder word gewys hoeveel koeke sy verlede week gebak het.

Thembi bakes cakes and sells them at a local market. The graph shows how many cakes she baked last week.



Hoeveel koeke het sy Maandag gebak?

How many cakes did she bake on Monday?

Hoeveel koeke het sy Woensdag gebak?

How many cakes did she bake on Wednesday?

Hoeveel koeke het sy Vrydag gebak?

How many cakes did she bake on Friday?

Hoeveel koeke het sy altesame hierdie week gebak?

How many cakes did she bake altogether this week?

Op watter dag het sy die meeste koeke gebak?

On what day did she bake the most cakes?

Het sy meer koeke op Donderdag of op Vrydag gebak?

Did she bake more cakes on Thursday or Friday?

Hoeveel meer?

How many more?

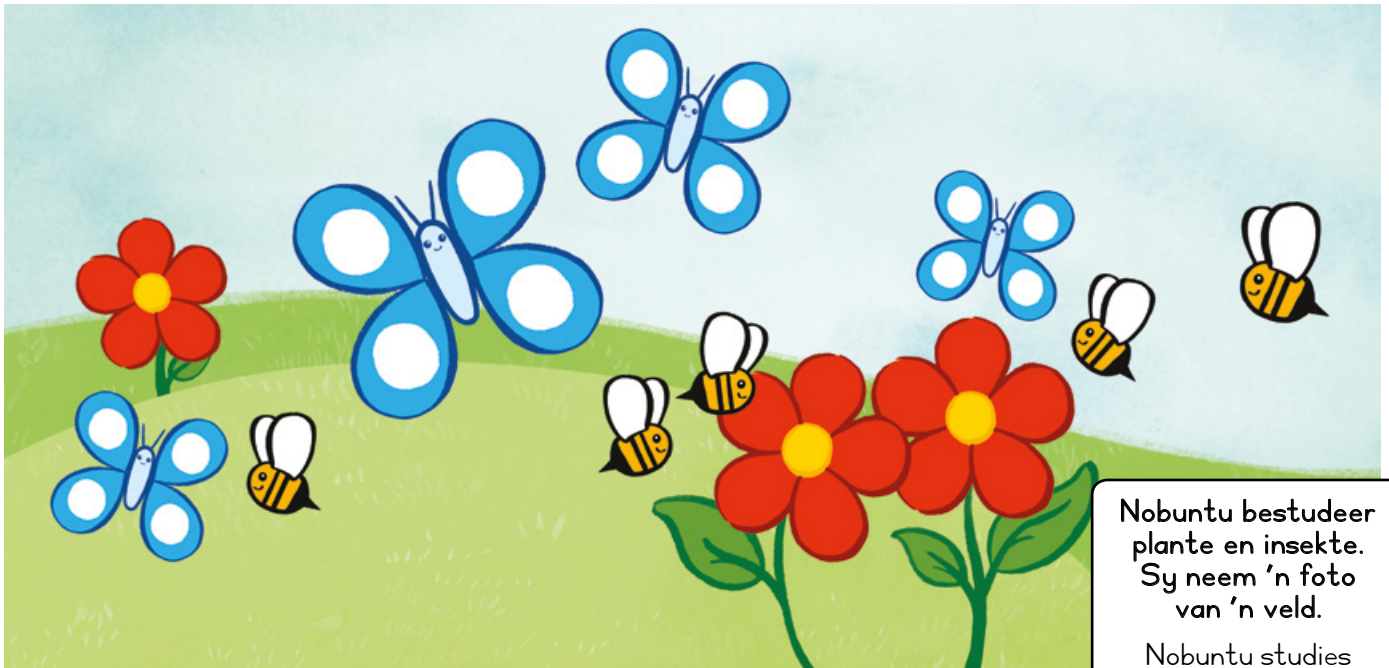
# Stel data voor Representing data

HOOFREKENE 10 MEER/10 MINDER  
MENTAL MATHS 10 MORE/10 LESS

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS



Nobuntu bestudeer plante en insekte.  
Sy neem 'n foto van 'n veld.

Nobuntu studies plants and insects. She takes a photo of a field.

## 1 Bou torings van blokkies!

Build cube towers!



## 2 Kleur die blokkies in om die aantal blomme, bye en skoelappers te wys.

Colour in the blocks to show the number of flowers, bees and butterflies.

|                                                                                     |  |  |  |  |  |  |  |
|-------------------------------------------------------------------------------------|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

### 3 Vergelyk. Skryf >, < of =.

Compare. Write >, < or =.

Beantwoord die vrae op hierdie bladsy deur die data in vraag 2 te bestudeer.

Study the data from question 2 to answer the questions on this page.



### 4 Hoeveel meer bye is daar as skoelappers?

How many more bees than butterflies?

### Hoeveel meer skoelappers is daar as blomme?

How many more butterflies than flowers?

### Hoeveel insekte is daar?

How many insects?

### 5

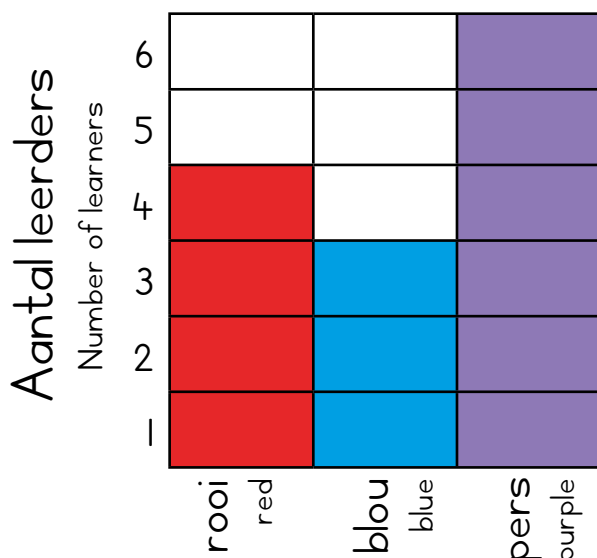


Sindi vra 'n paar maats wat hulle gunstelingkleure is.

Sindi asked some friends about their favourite colours.

### Kleure

Colours



### Wat is die gunstelingkleur?

What is the favourite colour?

### Hoeveel meer leerders hou van pers as van blou?

How many more learners like purple than blue?

### Hoeveel leerders het Sindi oor hulle gunstelingkleur gevra?

How many learners did Sindi ask about their favourite colour?

HOOFREKENE 10 MEER/10 MINDER  
MENTAL MATHS 10 MORE/10 LESS

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

Februarie 2021

February 2021

| Maandag<br>Monday | Dinsdag<br>Tuesday | Woensdag<br>Wednesday | Donderdag<br>Thursday | Vrydag<br>Friday | Saterdag<br>Saturday | Sondag<br>Sunday |
|-------------------|--------------------|-----------------------|-----------------------|------------------|----------------------|------------------|
| 1                 | 2                  | 3                     | 4                     | 5                | 6                    | 7                |
| 8                 | 9                  | 10                    | 11                    | 12               | 13                   | 14               |
| 15                | 16                 | 17                    | 18                    | 19               | 20                   | 21               |
| 22                | 23                 | 24                    | 25                    | 26               | 27                   | 28               |

1 Gebruik hierdie kleure om die piktogram te voltooi.

Complete the pictograph using these colours.

|                                                  |                                              |                                              |
|--------------------------------------------------|----------------------------------------------|----------------------------------------------|
| Gebruik oranje of geel.<br>Use orange or yellow. | Gebruik grys of swart.<br>Use grey or black. | Gebruik groen of blou.<br>Use green or blue. |
|--------------------------------------------------|----------------------------------------------|----------------------------------------------|

|    |  |  |  |
|----|--|--|--|
| 12 |  |  |  |
| 11 |  |  |  |
| 10 |  |  |  |
| 9  |  |  |  |
| 8  |  |  |  |
| 7  |  |  |  |
| 6  |  |  |  |
| 5  |  |  |  |
| 4  |  |  |  |
| 3  |  |  |  |
| 2  |  |  |  |
| 1  |  |  |  |

Hoeveel?

How many?




Hoeveel?

How many?




Hoeveel?

How many?





2

## Hoeveel dae was daar in Februarie 2021?

How many days in February 2021?

## Waarvan was daar meer:

Which were more:



of  
or



?  
?

## Hoeveel meer?

How many more?

## Waarvan was daar meer:

Which were more:



of  
or



?  
?

## Hoeveel meer?

How many more?

## Hoeveel naweekdae was daar?

How many weekend days?

## Hoeveel skooldae was daar?

How many school days?

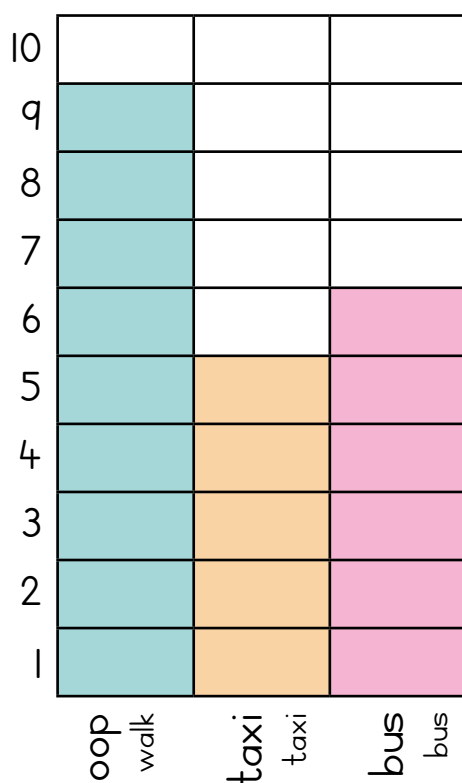
## Watter weer het die meeste in Februarie 2021 voorgekom?

What was the most common weather in February 2021?

3

Sam vra sy maats uit oor hoe hulle skool toe kom. Hy teken hierdie grafiek om die data te wys.

Sam asked his friends how they travel to school. He drew this graph to show the data.



## Hoeveel maats het Sam gevra?

How many friends did Sam ask?

## Is daar meer leerders wat loop of wat met 'n taxi ry?

Do more learners walk or take a taxi?

## Hoeveel leerders meer?

How many more?

## Is daar meer leerders wat met 'n taxi of wat met 'n bus ry?

Do more learners take a taxi or a bus?

## Hoeveel leerders meer?

How many more?

## Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

data

sorteer

piktogram

die meeste

die minste

In English we say:

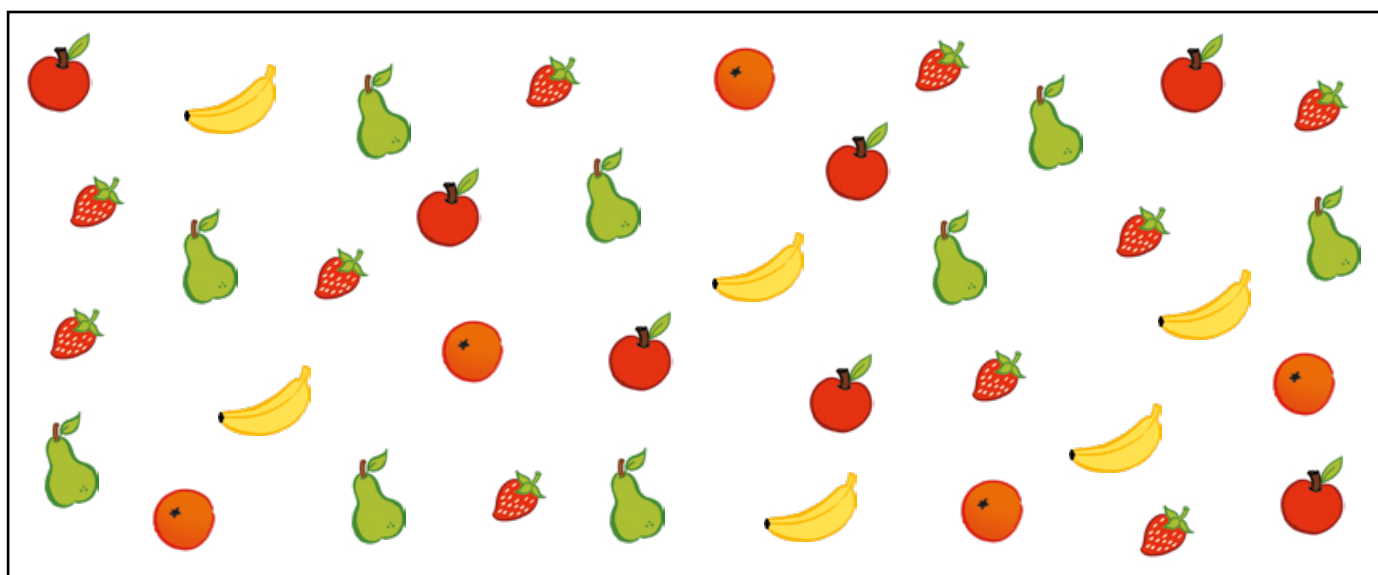
data

sort

pictograph

most

least



1 Tel die vrugte.

Count the fruit.

|                                                                                     |  |                                                                                     |  |                                                                                     |  |                                                                                      |  |                                                                                       |  |
|-------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------|--|
|  |  |  |  |  |  |  |  |  |  |
|-------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------|--|

## 2 Voltooi die piktogram.

Complete the pictograph.

### Soorte vrugte

Types of fruit

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

Hoeveel pere is daar?

How many pears?

Hoeveel appels is daar?

How many apples?

Van watter vrugte is daar die meeste?

Which fruit do we have the most of?

Wat is die verskil tussen die aantal pere en die aantal appels?

What is the difference between the number of pears and the number of apples?

Hoeveel piesangs is daar?

How many bananas?

Hoeveel lemoene is daar?

How many oranges?

Wat is die verskil tussen die aantal lemoene en die aantal piesangs?

What is the difference between the number of oranges and the number of bananas?

HOOFREKENE  
MENTAL MATHS

FIZZ-POP -  
VERDUBBEL  
FIZZ POP - DOUBLING

SPELETJIE  
GAME

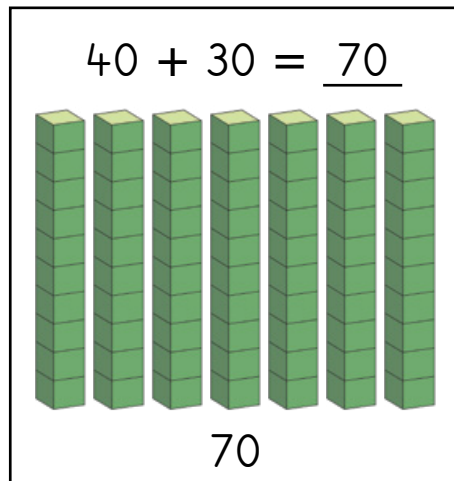
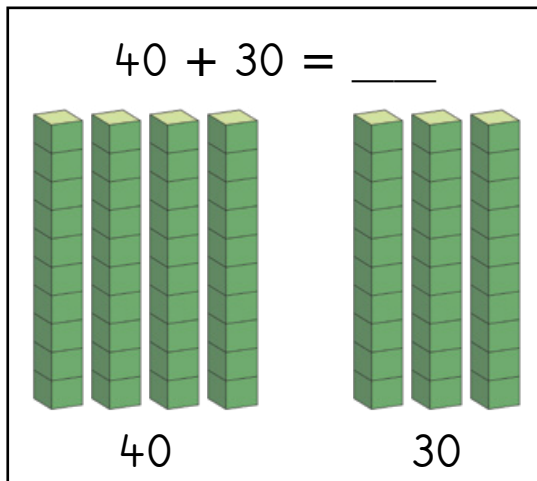
KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

## Speletjie: Vinnige wiskunde met dobbelstene - jaag resies tot by 100

Game: Fast maths with dice - race to 100

- Speel saam in pare.  
Play in pairs.
- Gooi die dobbelsteen. Onthou jou getal.  
Roll the dice. Remember your number.
- Maak beurt. Gooi weer.  
Take turns. Roll again.
- Tel die getalle op.  
Add the numbers together.
- Hou aan totdat julle by 100 uitkom.  
Keep going till you get to 100.



Jy kan met blokkies  
optel. Kom ons  
tel 10'e op.

You can use blocks  
to add. Let's add 10s.



Jy kan dit ook in jou kop doen!

You can also do it mentally!

## Los met blokkies op.

Solve using blocks.

|                               |                               |                               |
|-------------------------------|-------------------------------|-------------------------------|
| $40 + 20 = \underline{60}$    | $10 + 40 = \underline{\quad}$ | $50 + 20 = \underline{\quad}$ |
| $20 + 60 = \underline{\quad}$ | $40 + 40 = \underline{\quad}$ | $80 + 20 = \underline{\quad}$ |



$$53 + 30 = \underline{\quad}$$

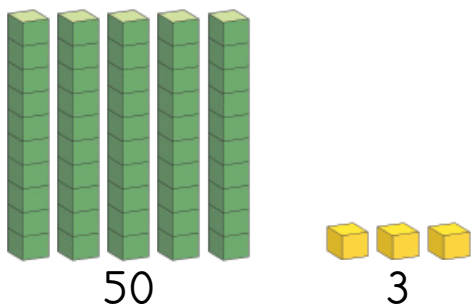
Jy kan met blokkies optel.  
Kom ons tel 10'e en 1'e op.

You can use blocks to add.  
Let's add 10s and 1s.



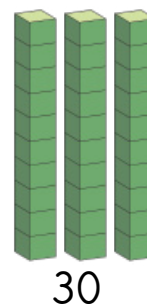
53 is dieselfde as 50 en 3.

53 is the same as 50 and 3.



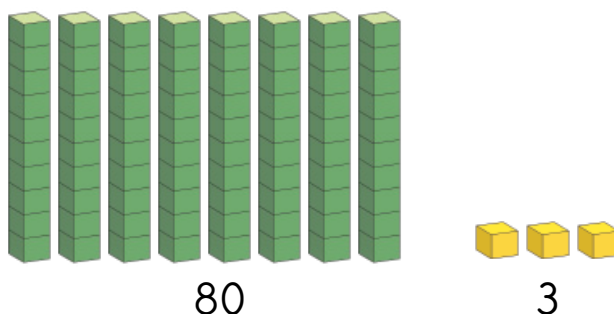
Ek tel 30 by.

I add 30.



Ek sit die blokkies bymekaar wanneer ek optel.

I put the blocks together when I add.



$$53 + 30 = \underline{83}$$

Daar is 5 tiene en 3 ene.  
Dit maak 8 tiene.  
Ek het altesame 83.

There are 5 tens and 3 tens.  
That makes 8 tens.  
I have 83 altogether.



## 2 Los met of sonder blokkies op.

Solve with or without blocks.

|                               |                               |                               |
|-------------------------------|-------------------------------|-------------------------------|
| $22 + 50 = \underline{72}$    | $41 + 20 = \underline{\quad}$ | $54 + 40 = \underline{\quad}$ |
| $26 + 30 = \underline{\quad}$ | $17 + 60 = \underline{\quad}$ | $45 + 40 = \underline{\quad}$ |

# Tel 10'e en 1'e op

## Adding 10s and 1s

HOOFREKENE  
MENTAL MATHS

FIZZ-POP -  
VERDUBBEL  
FIZZ POP - DOUBLING

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

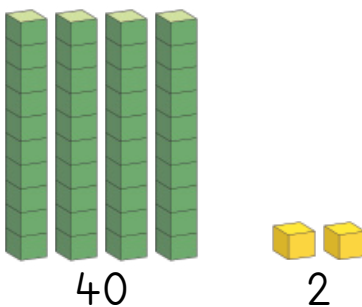
$$42 + 27 = \underline{\quad}$$

Jy kan met blokkies optel.  
Kom ons tel 10'e en 1'e op.  
You can use blocks to add.  
Let's add 10s and 1s.



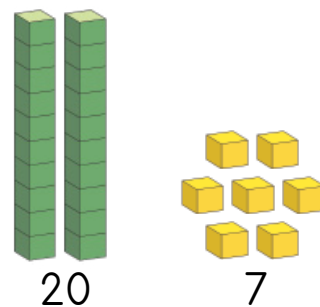
42 is dieselfde as 40 en 2.

42 is the same as 40 and 2.



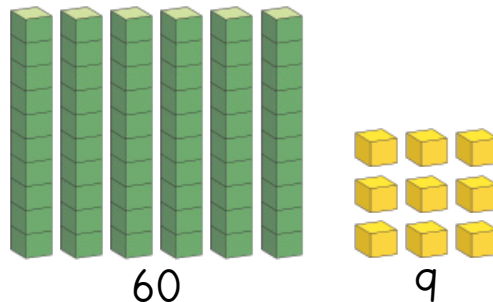
Om 27 op te tel, is dieselfde as om 20 en 7 op te tel.

Adding 27 is the same as adding 20 and 7.



Ek sit die blokkies bymekaar wanneer ek optel.

I put the blocks together when I add.



$$42 + 27 = \underline{69}$$

4 tiene en 2 tiene maak 6 tiene.  
2 ene en 7 ene maak 9 ene.  
Ek het altesame 69.

4 tens and 2 tens makes 6 tens.  
2 ones and 7 ones makes 9 ones.  
I have 69 altogether.



**I** Los met blokkies op.

Solve using blocks.

|                               |                               |                               |
|-------------------------------|-------------------------------|-------------------------------|
| $32 + 23 = \underline{55}$    | $21 + 32 = \underline{\quad}$ | $46 + 31 = \underline{\quad}$ |
| $36 + 51 = \underline{\quad}$ | $55 + 24 = \underline{\quad}$ | $62 + 17 = \underline{\quad}$ |

Jy kan met blokkies optel.  
Tel die 10'e en 1'e op.  
Hoeveel is daar altesame?

You can use blocks to add. Add the  
10s and 1s. How much altogether?



## 2 Los met blokkies op.

Solve using blocks.

|                               |                               |                               |
|-------------------------------|-------------------------------|-------------------------------|
| $45 + 34 = \underline{79}$    | $22 + 26 = \underline{\quad}$ | $31 + 58 = \underline{\quad}$ |
| $35 + 61 = \underline{\quad}$ | $64 + 24 = \underline{\quad}$ | $21 + 51 = \underline{\quad}$ |

Doen hierdie sonder jou blokkies!  
Do these without your blocks!



## 3 Los op.

Solve.

|                               |                               |                               |
|-------------------------------|-------------------------------|-------------------------------|
| $30 + 20 = \underline{50}$    | $30 + 30 = \underline{\quad}$ | $20 + 40 = \underline{\quad}$ |
| $50 + 30 = \underline{\quad}$ | $40 + 30 = \underline{\quad}$ | $70 + 20 = \underline{\quad}$ |
| $70 + 10 = \underline{\quad}$ | $50 + 40 = \underline{\quad}$ | $60 + 30 = \underline{\quad}$ |

|                               |                               |                               |
|-------------------------------|-------------------------------|-------------------------------|
| $38 + 20 = \underline{58}$    | $37 + 30 = \underline{\quad}$ | $27 + 40 = \underline{\quad}$ |
| $58 + 30 = \underline{\quad}$ | $44 + 30 = \underline{\quad}$ | $72 + 20 = \underline{\quad}$ |
| $71 + 10 = \underline{\quad}$ | $53 + 40 = \underline{\quad}$ | $64 + 30 = \underline{\quad}$ |

|                               |                               |                               |
|-------------------------------|-------------------------------|-------------------------------|
| $38 + 21 = \underline{59}$    | $37 + 32 = \underline{\quad}$ | $27 + 41 = \underline{\quad}$ |
| $58 + 31 = \underline{\quad}$ | $44 + 33 = \underline{\quad}$ | $72 + 25 = \underline{\quad}$ |
| $71 + 12 = \underline{\quad}$ | $53 + 45 = \underline{\quad}$ | $64 + 34 = \underline{\quad}$ |

HOOFREKENE  
MENTAL MATHS

FIZZ-POP -  
VERDUBBEL  
FIZZ POP - DOUBLING

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

$$34 + 25 = \underline{\quad}$$

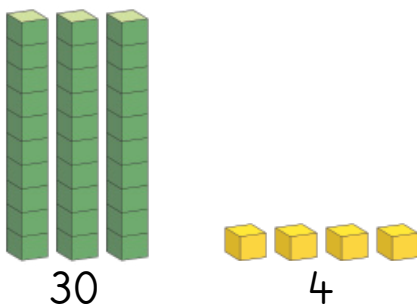
Kom ons wys nou ons werk met die blokkies en skryf ons werk in getalsinne.

Now let's show our work with the blocks and write our work in number sentences.



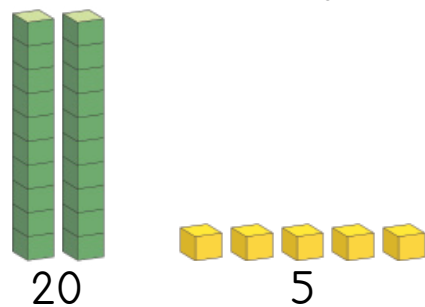
34 is dieselfde as 30 en 4.

34 is the same as 30 and 4.



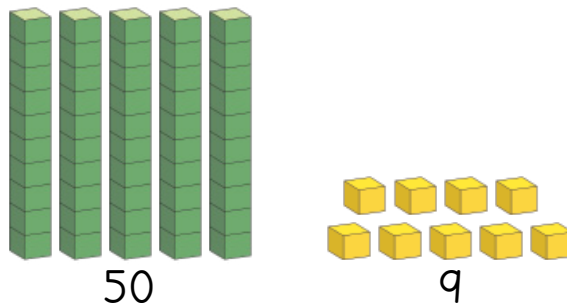
Om 25 op te tel, is dieselfde as om 20 en 5 op te tel.

Adding 25 is the same as adding 20 and 5.



Ek sit die blokkies bymekaar wanneer ek optel.

I put the blocks together when I add.



$$\begin{aligned} 34 + 25 &= 30 + 20 + 4 + 5 \\ &= 50 + 9 \\ &= \underline{59} \end{aligned}$$

Ons kan ons berekening soos volg skryf. Tel die 10'e en 1'e op. Wat kry ons altesame?

We can write our calculation like this. Add the 10s and the 1s. What do we get altogether?



**I** Los met blokkies op. Skryf neer wat jy gedoen het om dit uit te werk.

Solve using blocks. Write what you did to work it out.

$$\begin{aligned} 24 + 12 &= \underline{20 + 10 + 4 + 2} \\ &= \underline{30 + 6} \\ &= \underline{36} \end{aligned}$$

$$\begin{aligned} 42 + 25 &= \underline{\quad} \\ &= \underline{\quad} \\ &= \underline{\quad} \end{aligned}$$

**2** Los met blokkies op. Skryf neer wat jy gedoen het om dit uit te werk.

Solve using blocks. Write what you did to work it out.

|                                                                                                      |                                                                                                      |
|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| $33 + 23 = \underline{30 + 20 + 3 + 3}$<br>$= \underline{50 + 6}$<br>$= \underline{36}$              | $61 + 32 = \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$ |
| $23 + 54 = \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$ | $42 + 55 = \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$ |
| $22 + 44 = \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$ | $74 + 11 = \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$ |

**3** Thando koop petrol vir R53. Hy koop kos vir R22. Hoeveel gee hy altesame uit?

Thando bought petrol for R53. He bought food for R22. How much did he spend altogether?

$$\begin{aligned}
 \underline{R53 + R22} &= \underline{R50 + R20 + R3 + R2} \\
 &= \underline{R70 + R5} \\
 &= \underline{R75}
 \end{aligned}$$

Oyama koop petrol vir R62. Hy koop kos vir R32. Hoeveel gee hy altesame uit?

Oyama bought petrol for R62. He bought food for R32. How much did he spend altogether?

$$\begin{aligned}
 \underline{\hspace{2cm}} &= \underline{\hspace{2cm}} \\
 &= \underline{\hspace{2cm}} \\
 &= \underline{\hspace{2cm}}
 \end{aligned}$$

HOOFREKENE  
MENTAL MATHS

FIZZ-POP -  
VERDUBBEL  
FIZZ POP - DOUBLING

SPELETJIE  
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KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS



Kom ons skryf getalsinne  
met behulp van ons blokkies!

Let's use our blocks and  
write number sentences!

1

Lebo koop 'n kortbroek vir R45 en 'n hemp vir R32.  
Hoeveel gee hy altesame uit?

Lebo bought shorts for R45 and a shirt for R32. How much did he spend altogether?

$$\begin{aligned} \underline{R45 + R32} &= \underline{R40 + R30 + R5 + R2} \\ &= \underline{R70 + R7} \\ &= \underline{R77} \end{aligned}$$

Likho koop 'n bal vir R52 en sokkies vir R24. Hoeveel gee  
hy altesame uit?

Likho bought a ball for R52 and socks for R24. How much did he spend altogether?

$$\begin{aligned} \underline{\hspace{2cm}} &= \underline{\hspace{2cm}} \\ &= \underline{\hspace{2cm}} \\ &= \underline{\hspace{2cm}} \end{aligned}$$

2

Los met blokkies op. Skryf neer wat jy gedoen het om dit  
uit te werk.

Solve using blocks. Write what you did to work it out.

$$\begin{aligned} 36 + 31 &= \underline{30 + 30 + 6 + 1} \\ &= \underline{60 + 7} \\ &= \underline{36} \end{aligned}$$

$$\begin{aligned} 43 + 25 &= \underline{\hspace{2cm}} \\ &= \underline{\hspace{2cm}} \\ &= \underline{\hspace{2cm}} \end{aligned}$$

$$\begin{aligned} 55 + 24 &= \underline{\hspace{2cm}} \\ &= \underline{\hspace{2cm}} \\ &= \underline{\hspace{2cm}} \end{aligned}$$

$$\begin{aligned} 41 + 38 &= \underline{\hspace{2cm}} \\ &= \underline{\hspace{2cm}} \\ &= \underline{\hspace{2cm}} \end{aligned}$$

**3** Los met blokkies op. Skryf neer wat jy gedoen het om dit uit te werk.

Solve using blocks. Write what you did to work it out.

|                                                                                                      |                                                                                                      |
|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| $28 + 31 = \underline{20 + 30 + 8 + 1}$<br>$= \underline{50 + 9}$<br>$= \underline{59}$              | $43 + 35 = \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$ |
| $57 + 22 = \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$ | $83 + 12 = \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$ |
| $53 + 42 = \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$ | $57 + 32 = \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$ |
| $65 + 24 = \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$ | $55 + 23 = \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$ |

**4** Thomas koop 'n boek vir R32 en papier vir R24. Hoeveel gee hy altesame uit?

Thomas bought a book for R32 and paper for R24. How much did he spend altogether?

R32 + R24 =           

Fundi koop 'n woordeboek vir R36 en 'n notaboek vir R23. Hoeveel gee sy altesame uit?

Fundi bought a dictionary for R36 and a notebook for R23. How much did she spend altogether?

           +            =

## Kom ons praat Wiskunde!

Let's talk Maths!



In Afrikaans sê ons:

basistien-blokkies

Een 10 is dieselfde as tien l'e.

Ek kan die tiene optel en  
ek kan die l'e optel.

Om 25 op te tel, is dieselfde  
as om 20 en 5 op te tel.

In English we say:

base 10 blocks

One 10 is the same as ten 1s.

I can add the tens and I can  
add the 1s.

Adding 25 is the same as adding  
20 and 5.

**I** Los op.

Solve.

|                               |                               |                               |
|-------------------------------|-------------------------------|-------------------------------|
| $40 + 10 = \underline{\quad}$ | $20 + 30 = \underline{\quad}$ | $30 + 40 = \underline{\quad}$ |
| $20 + 40 = \underline{\quad}$ | $30 + 40 = \underline{\quad}$ | $50 + 10 = \underline{\quad}$ |
| $60 + 10 = \underline{\quad}$ | $40 + 40 = \underline{\quad}$ | $30 + 60 = \underline{\quad}$ |
| $44 + 10 = \underline{\quad}$ | $25 + 30 = \underline{\quad}$ | $37 + 40 = \underline{\quad}$ |
| $28 + 40 = \underline{\quad}$ | $34 + 40 = \underline{\quad}$ | $52 + 10 = \underline{\quad}$ |
| $61 + 10 = \underline{\quad}$ | $43 + 40 = \underline{\quad}$ | $34 + 60 = \underline{\quad}$ |
| $44 + 12 = \underline{\quad}$ | $25 + 32 = \underline{\quad}$ | $37 + 41 = \underline{\quad}$ |
| $28 + 41 = \underline{\quad}$ | $34 + 45 = \underline{\quad}$ | $52 + 15 = \underline{\quad}$ |
| $61 + 12 = \underline{\quad}$ | $43 + 42 = \underline{\quad}$ | $34 + 64 = \underline{\quad}$ |

**2** Los met blokkies op. Skryf neer wat jy gedoen het om dit uit te werk.

Solve using blocks. Write what you did to work it out.

|                                                                                                      |                                                                                                      |
|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| $47 + 32 = \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$ | $52 + 24 = \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$ |
| $36 + 51 = \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$ | $73 + 14 = \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$ |

**3** Los die woordprobleme op. Jy kan jou blokkies gebruik.

Solve the word problems. You can use your blocks.

Thembi koop 'n teddiebeer vir R31 en 'n boek vir R26.  
Hoeveel gee sy altesame uit?

Thembi bought a teddy for R31 and a book for R26. How much did she spend altogether?

$\underline{\hspace{2cm}} = \underline{\hspace{2cm}}$   
 $= \underline{\hspace{2cm}}$   
 $= \underline{\hspace{2cm}}$

Ntando koop 'n hemp vir R44 en 'n bal vir R15. Hoeveel gee hy altesame uit?

Ntando bought a shirt for R44 and a ball for R15. How much did he spend altogether?

$\underline{\hspace{2cm}} = \underline{\hspace{2cm}}$   
 $= \underline{\hspace{2cm}}$   
 $= \underline{\hspace{2cm}}$

Permie koop appels vir R25 en piesangs vir R12.  
Hoeveel gee sy altesame uit?

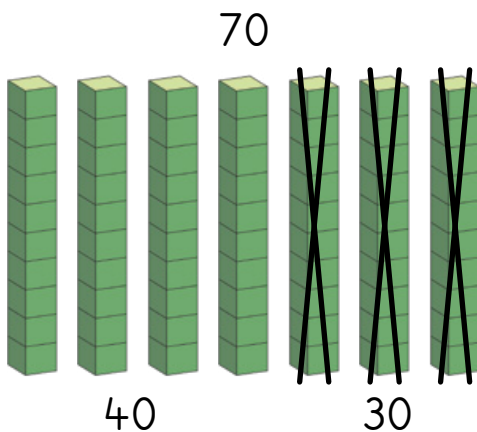
Permie bought apples for R25 and bananas for R12. How much did she spend altogether?

$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

## Speletjie: Vinnige wiskunde met dobbelstene - jaag resies tot by 0

Game: Fast maths with dice - race to 0

- Speel saam in pare.  
Play in pairs.
- Gooi die dobbelstene.  
Trek jou getal van 100 af.  
Roll the dice. Subtract your number from 100.
- Maak beurte.  
Gooi weer.  
Take turns. Roll again.
- Hou aan aftrek totdat julle by 0 uitkom.  
Keep subtracting till you get to 0.



$$70 - 30 = \underline{40}$$

Jy kan met blokkies aftrek.  
Kom ons trek 10'e af.

You can use blocks to subtract. Let's subtract 10s.



Jy kan dit ook in jou kop doen!  
You can also do it mentally!

## Los met blokkies op.

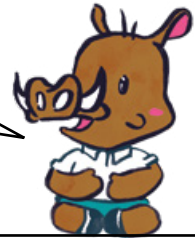
Solve using blocks.

|                               |                               |                               |
|-------------------------------|-------------------------------|-------------------------------|
| $60 - 30 = \underline{30}$    | $40 - 20 = \underline{\quad}$ | $50 - 20 = \underline{\quad}$ |
| $60 - 50 = \underline{\quad}$ | $80 - 40 = \underline{\quad}$ | $90 - 60 = \underline{\quad}$ |



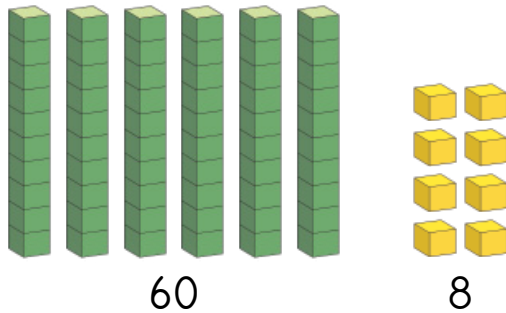
$$68 - 30 = \underline{\quad}$$

Jy kan met blokkies aftrek.  
Kom ons trek van 10'e en 1'e af.  
You can use blocks to subtract.  
Let's subtract from 10s and 1s.



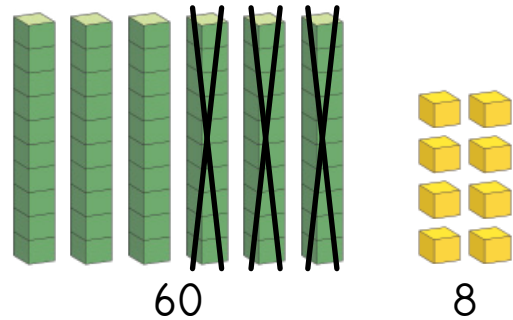
68 is dieselfde as 60 en 8.

68 is the same as 60 and 8.



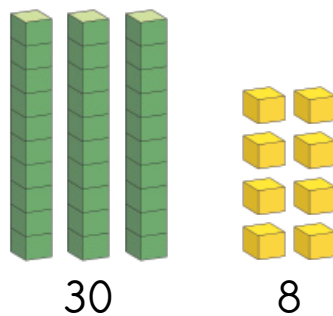
Ek neem 30 weg.

I take away 30.



Ek kyk wat oorbly nadat ek afgetrek het.

I check what is left after I have subtracted.



$$68 - 30 = \underline{38}$$

Daar is 3 tiene en 8 ene.  
Dit maak 38. Daar bly 38 oor.

There are 3 tens and 8 ones.  
That makes 38. There is 38 left.



## 2 Los met of sonder blokkies op.

Solve with or without blocks.

|                               |                               |                               |
|-------------------------------|-------------------------------|-------------------------------|
| $63 - 20 = \underline{43}$    | $59 - 30 = \underline{\quad}$ | $72 - 40 = \underline{\quad}$ |
| $87 - 30 = \underline{\quad}$ | $68 - 60 = \underline{\quad}$ | $45 - 10 = \underline{\quad}$ |

# Trek 10'e en 1'e af Subtracting 10s and 1s

HOOFREKENE  
MENTAL MATHS

GETALFEITE TOT 20  
NUMBER FACTS TO 20

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

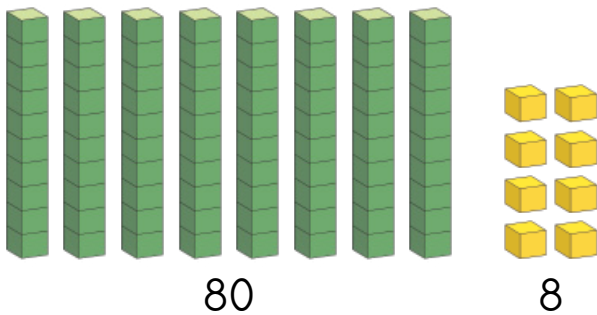
$$88 - 23 = \underline{\quad}$$

Jy kan met blokkies aftrek.  
Kom ons trek 10'e en 1'e af.  
You can use blocks to subtract.  
Let's subtract 10s and 1s.



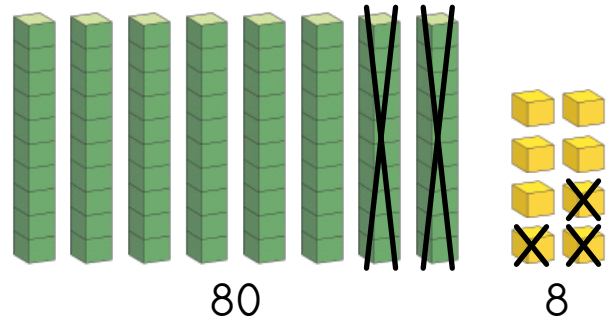
88 is dieselfde as 80 en 8.

88 is the same as 80 and 8.



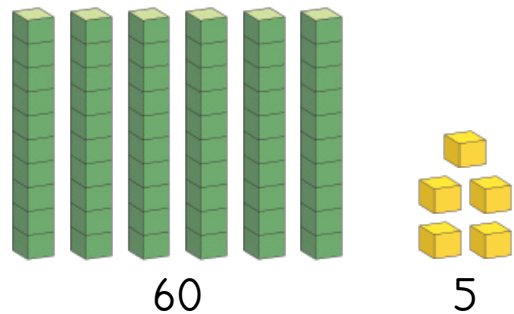
Om 23 af te trek, is dieselfde as om 20 en 3 af te trek.

Subtracting 23 is the same as subtracting 20 and 3.



Ek neem blokkies weg wanneer ek aftrek.

I take away blocks when I subtract.



$$88 - 23 = \underline{65}$$

Daar bly 6 tiene en 5 ene oor.  
Dit maak 65. Daar bly 65 oor nadat ek afgetrek het.

There are 6 tens and 5 ones left. That makes 65. I have 65 left after I subtract.



**I** Los met blokkies op.

Solve using blocks.

|                               |                               |                               |
|-------------------------------|-------------------------------|-------------------------------|
| $58 - 24 = \underline{34}$    | $63 - 32 = \underline{\quad}$ | $46 - 31 = \underline{\quad}$ |
| $86 - 54 = \underline{\quad}$ | $55 - 42 = \underline{\quad}$ | $69 - 17 = \underline{\quad}$ |

## 2 Los met blokkies op.

Solve using blocks.

Jy kan blokkies gebruik om af te trek.  
Trek die 10'e en 1'e af. Hoeveel bly oor?

You can use blocks to subtract.  
Subtract the 10s and 1s. How much is left?



|                               |                               |                               |
|-------------------------------|-------------------------------|-------------------------------|
| $45 - 34 = \underline{11}$    | $83 - 42 = \underline{\quad}$ | $99 - 57 = \underline{\quad}$ |
| $39 - 11 = \underline{\quad}$ | $64 - 51 = \underline{\quad}$ | $77 - 63 = \underline{\quad}$ |

## 3 Los op.

Solve.

Doen hierdie sonder jou blokkies!

Do these without your blocks!



|                               |                               |                               |
|-------------------------------|-------------------------------|-------------------------------|
| $40 - 20 = \underline{20}$    | $70 - 30 = \underline{\quad}$ | $80 - 10 = \underline{\quad}$ |
| $50 - 30 = \underline{\quad}$ | $80 - 40 = \underline{\quad}$ | $90 - 50 = \underline{\quad}$ |
| $60 - 20 = \underline{\quad}$ | $90 - 60 = \underline{\quad}$ | $70 - 10 = \underline{\quad}$ |

|                               |                               |                               |
|-------------------------------|-------------------------------|-------------------------------|
| $45 - 20 = \underline{25}$    | $78 - 30 = \underline{\quad}$ | $86 - 10 = \underline{\quad}$ |
| $59 - 30 = \underline{\quad}$ | $82 - 40 = \underline{\quad}$ | $93 - 50 = \underline{\quad}$ |
| $67 - 20 = \underline{\quad}$ | $94 - 60 = \underline{\quad}$ | $71 - 10 = \underline{\quad}$ |

|                               |                               |                               |
|-------------------------------|-------------------------------|-------------------------------|
| $45 - 22 = \underline{23}$    | $78 - 36 = \underline{\quad}$ | $86 - 15 = \underline{\quad}$ |
| $59 - 37 = \underline{\quad}$ | $82 - 42 = \underline{\quad}$ | $93 - 51 = \underline{\quad}$ |
| $67 - 23 = \underline{\quad}$ | $94 - 61 = \underline{\quad}$ | $71 - 11 = \underline{\quad}$ |

# Trek 10'e en 1'e af

## Subtracting 10s and 1s

HOOFREKENE  
MENTAL MATHS

GETALFEITE TOT 20  
NUMBER FACTS TO 20

SPELETJIE  
GAME

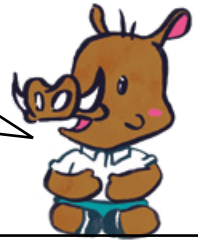
KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

$$58 - 31 = \underline{\quad}$$

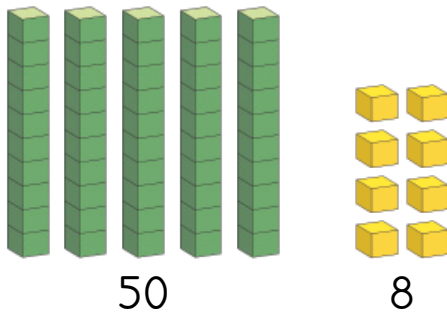
Jy kan met blokkies aftrek.  
Kom ons trek 10'e en 1'e af

You can use blocks to subtract.  
Let's subtract 10s and 1s.



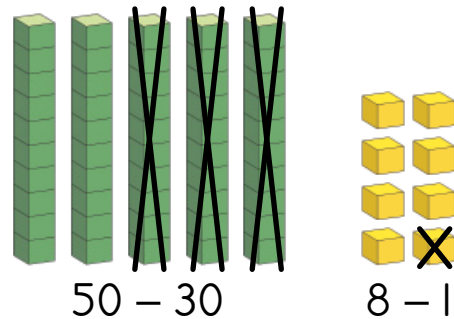
58 is dieselfde as 50 en 8.

58 is the same as 50 and 8.



Om 31 af te trek, is dieselfde as om 30 en 1 af te trek.

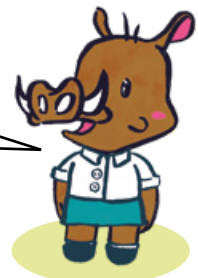
Subtracting 31 is the same as subtracting 30 and 1.



$$\begin{aligned} 58 - 31 &= 58 - 30 - 1 \\ &= 28 - 1 \\ &= \underline{27} \end{aligned}$$

Daar bly 2 tiene en 7 ene oor.  
Dit maak 27. Die verskil tussen 58 en 31 is 27.

There are 2 tens and 7 ones left.  
That makes 27. The difference between 58 and 31 is 27.



**I** Los met blokkies op. Skryf neer wat jy gedoen het om dit uit te werk.

Solve using blocks. Write what you did to work it out.

|                                                                                                                                   |                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| $\begin{aligned} 56 - 22 &= \underline{56 - 20 - 2} \\ &= \underline{36 - 2} \\ &= \underline{34} \end{aligned}$                  | $\begin{aligned} 86 - 25 &= \underline{\hspace{2cm}} \\ &= \underline{\hspace{2cm}} \\ &= \underline{\hspace{2cm}} \end{aligned}$ |
| $\begin{aligned} 67 - 31 &= \underline{\hspace{2cm}} \\ &= \underline{\hspace{2cm}} \\ &= \underline{\hspace{2cm}} \end{aligned}$ | $\begin{aligned} 74 - 43 &= \underline{\hspace{2cm}} \\ &= \underline{\hspace{2cm}} \\ &= \underline{\hspace{2cm}} \end{aligned}$ |

**2** Los met blokkies op. Skryf neer wat jy gedoen het om dit uit te werk.

Solve using blocks. Write what you did to work it out.

|                                                                                                                                                                       |                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| $68 - 23 = \underline{68 - 20 - 3}$ <br>$= \underline{48 - 3}$<br>$= \underline{45}$ | $76 - 42 = \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$ |
| $94 - 53 = \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$                                                                  | $55 - 35 = \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$ |
| $68 - 56 = \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$                                                                  | $87 - 33 = \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$ |

**3** Maya het R85. Sy koop kos vir R21. Hoeveel geld het sy nou?

Maya has R85. She buys food for R21. How much money does she have now?

$$\begin{aligned}
 \underline{R85 - R21} &= \underline{R85 - R20 - R1} \quad \text{pencil icon} \\
 &= \underline{R65 - R1} \\
 &= \underline{R64}
 \end{aligned}$$

Khanyi het R75. Hy koop 'n boek vir R34. Hoeveel geld het hy nou?

Khanyi has R75. He buys a book for R34. How much money does he have now?

$$\begin{aligned}
 \underline{\hspace{2cm}} &= \underline{\hspace{2cm}} \\
 &= \underline{\hspace{2cm}} \\
 &= \underline{\hspace{2cm}}
 \end{aligned}$$

# Trek 10'e en 1'e af

## Subtracting 10s and 1s

HOOFREKENE  
MENTAL MATHS

GETALFEITE TOT 20  
NUMBER FACTS TO 20

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS



Kom ons skryf getalsinne met behulp van ons blokkies.

Let's use our blocks and write number sentences!

1

Bev het R55. Sy koop 'n tydskrif vir R23. Hoeveel geld het sy nou?

Bev had R55. She bought a magazine for R23. How much money does she have now?

$$\begin{aligned} \underline{R55 - R23} &= \underline{R55 - R20 - R3} \\ &= \underline{R35 - R3} \\ &= \underline{R32} \end{aligned}$$

Brian het R75. Hy koop petrol vir R32. Hoeveel geld het hy nou?

Brian had R75. He bought petrol for R32. How much money does he have now?

$$\begin{aligned} \underline{\hspace{2cm}} &= \underline{\hspace{2cm}} \\ &= \underline{\hspace{2cm}} \\ &= \underline{\hspace{2cm}} \end{aligned}$$

2 Los met blokkies op. Skryf neer wat jy gedoen het om dit uit te werk.

Solve using blocks. Write what you did to work it out.

|                                                                                                                                   |                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| $\begin{aligned} 86 - 24 &= \underline{86 - 20 - 4} \\ &= \underline{66 - 4} \\ &= \underline{62} \end{aligned}$                  | $\begin{aligned} 74 - 32 &= \underline{\hspace{2cm}} \\ &= \underline{\hspace{2cm}} \\ &= \underline{\hspace{2cm}} \end{aligned}$ |
| $\begin{aligned} 95 - 43 &= \underline{\hspace{2cm}} \\ &= \underline{\hspace{2cm}} \\ &= \underline{\hspace{2cm}} \end{aligned}$ | $\begin{aligned} 68 - 55 &= \underline{\hspace{2cm}} \\ &= \underline{\hspace{2cm}} \\ &= \underline{\hspace{2cm}} \end{aligned}$ |

### 3 Los met blokkies op. Skryf neer wat jy gedoen het om dit uit te werk.

Solve using blocks. Write what you did to work it out.

|                                                                                                                                                                     |                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| $28 - 21 = \underline{28 - 20 - 1}$ <br>$= \underline{8 - 1}$<br>$= \underline{7}$ | $67 - 31 = \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$ |
| $78 - 43 = \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$                                                                | $83 - 12 = \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$ |
| $53 - 42 = \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$                                                                | $57 - 32 = \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$ |
| $89 - 42 = \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$                                                                | $76 - 24 = \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$ |

### 4 Ndumiso het R55. Hy koop brood vir R23. Hoeveel geld het hy nou?

Ndumiso has R55. He buys bread for R23. How much money does he have now?

$$\underline{R55} - \underline{R23} = \underline{\hspace{2cm}}$$

### Muzi het R58. Hy koop 'n bal vir R36. Hoeveel geld het hy nou?

Muzi has R58. He buys a ball for R36. How much money does he have now?

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

## Kom ons praat Wiskunde!

Let's talk Maths!



In Afrikaans sê ons:

basis 10-blokkies

Een 10 is dieselfde as tien 1'e.

Ek trek eers ene af en  
dan trek ek tiene af.

Om 36 af te trek, is dieselfde  
as om 30 en 6 af te trek.

In English we say:

base 10 blocks

One 10 is the same as ten 1s.

First I subtract ones,  
then I subtract tens.

Subtracting 36 is the same  
as subtracting 30 and 6.

**I** Los op.

Solve.

|                               |                               |                               |
|-------------------------------|-------------------------------|-------------------------------|
| $30 - 10 = \underline{\quad}$ | $50 - 20 = \underline{\quad}$ | $60 - 10 = \underline{\quad}$ |
| $40 - 20 = \underline{\quad}$ | $80 - 30 = \underline{\quad}$ | $90 - 50 = \underline{\quad}$ |
| $70 - 30 = \underline{\quad}$ | $60 - 40 = \underline{\quad}$ | $70 - 10 = \underline{\quad}$ |
| $35 - 10 = \underline{\quad}$ | $57 - 20 = \underline{\quad}$ | $67 - 10 = \underline{\quad}$ |
| $49 - 20 = \underline{\quad}$ | $86 - 30 = \underline{\quad}$ | $94 - 50 = \underline{\quad}$ |
| $76 - 30 = \underline{\quad}$ | $65 - 40 = \underline{\quad}$ | $79 - 10 = \underline{\quad}$ |
| $35 - 12 = \underline{\quad}$ | $57 - 23 = \underline{\quad}$ | $67 - 11 = \underline{\quad}$ |
| $49 - 24 = \underline{\quad}$ | $86 - 35 = \underline{\quad}$ | $94 - 52 = \underline{\quad}$ |
| $76 - 34 = \underline{\quad}$ | $65 - 42 = \underline{\quad}$ | $79 - 12 = \underline{\quad}$ |

**2** Los met blokkies op. Skryf neer wat jy gedoen het om dit uit te werk.

Solve using blocks. Write what you did to work it out.

|                                                                                                      |                                                                                                      |
|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| $67 - 32 = \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$ | $87 - 24 = \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$ |
| $56 - 41 = \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$ | $99 - 57 = \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$<br>$= \underline{\hspace{2cm}}$ |

**3** Los die woordprobleme op. Jy kan jou blokkies gebruik.

Solve the word problems. You can use your blocks.

Ndumiso het R68. Hy gee R22 uit. Hoeveel geld bly daar oor?

Ndumiso has R68. He spends R22. How much money does he have left over?

$$\underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$= \underline{\hspace{2cm}}$$

$$= \underline{\hspace{2cm}}$$

Muzi het R99. Hy gee R45 uit. Hoeveel geld bly daar oor?

Muzi has R99. He spends R45. How much money does he have left over?

$$\underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$= \underline{\hspace{2cm}}$$

$$= \underline{\hspace{2cm}}$$

Vuyo het R55. Sy gee R20 uit. Hoeveel geld bly daar oor?

Vuyo has R55. She spends R20. How much money does she have left over?

$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

HOOFREKENE  
MENTAL MATHS

TEL IN 2'S (0-50)  
COUNTING IN 2S (0-50)

SPELETJIE  
GAME

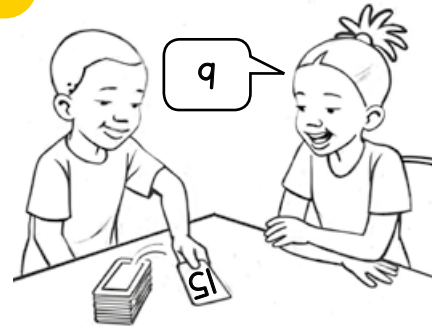
KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

## Speletjie: Vinnige wiskunde met kaarte - 6 minder

Game: Fast maths with cards - 6 less

- Gebruik julle 6-16-getalkaarte.  
Draai een om.  
Use number cards 6 to 16. Flip one.
- Trek 6 af. Probeer weer.  
Vinniger!  
Subtract 6. Try again. Faster!
- Speel en oefen dit elke dag hierdie week.  
Play and practise every day this week.

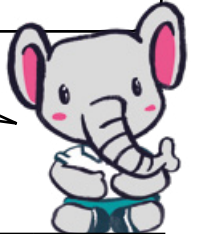


## 1 Vul die ontbrekende getalle op die 100-blok in

Fill in the missing numbers on the 100 square.

Tel van 0 tot 100.  
Skuif jou vinger op die 100-blok aan terwyl jy tel.

Count from 0 to 100.  
Move your finger along the 100 square as you count.



|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10  |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20  |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 |     |
|    | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 |     |
|    |    |    |    |    |    |    |    |    |     |
|    | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60  |
|    |    |    |    |    |    |    |    |    |     |
|    | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80  |
|    | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90  |
|    | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

## 2 Skryf.

Write.

|                    |  |    |
|--------------------|--|----|
| 1 minder<br>1 less |  |    |
| 80                 |  | 81 |
|                    |  | 95 |

|                  |    |  |
|------------------|----|--|
| 1 meer<br>1 more |    |  |
| 81               | 82 |  |
| 95               |    |  |

|                                          |    |    |
|------------------------------------------|----|----|
| die getal tussenin<br>the number between |    |    |
| 30                                       | 31 | 32 |
| 28                                       |    | 30 |

### 3 Brei die patroon uit.

Extend the pattern.

|    |    |    |  |  |  |  |  |  |  |
|----|----|----|--|--|--|--|--|--|--|
| 31 | 32 | 33 |  |  |  |  |  |  |  |
|----|----|----|--|--|--|--|--|--|--|

|    |    |    |  |  |  |  |  |  |  |
|----|----|----|--|--|--|--|--|--|--|
| 38 | 39 | 40 |  |  |  |  |  |  |  |
|----|----|----|--|--|--|--|--|--|--|

|     |    |    |  |  |  |  |  |  |  |
|-----|----|----|--|--|--|--|--|--|--|
| 100 | 99 | 98 |  |  |  |  |  |  |  |
|-----|----|----|--|--|--|--|--|--|--|

|    |    |    |  |  |  |  |  |  |  |
|----|----|----|--|--|--|--|--|--|--|
| 50 | 49 | 48 |  |  |  |  |  |  |  |
|----|----|----|--|--|--|--|--|--|--|

|               |               |               |               |
|---------------|---------------|---------------|---------------|
| 26 + 1 = ____ | 18 + 1 = ____ | 91 - 1 = ____ | 30 - 1 = ____ |
| 43 + 1 = ____ | 56 + 1 = ____ | 82 - 1 = ____ | 47 - 1 = ____ |

### 5 Tel van 2 tot 100 in 2's. Kleur die 2's in.

Count in 2s from 2 to 100. Colour the 2s.

|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10  |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20  |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30  |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40  |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50  |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60  |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70  |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80  |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90  |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

### 6 Tel aan in 2's.

Count forwards in 2s.

|   |   |   |  |  |  |  |
|---|---|---|--|--|--|--|
| 2 | 4 | 6 |  |  |  |  |
|---|---|---|--|--|--|--|

|    |    |  |  |  |  |  |
|----|----|--|--|--|--|--|
| 36 | 38 |  |  |  |  |  |
|----|----|--|--|--|--|--|

### 7 Tel terug in 2's.

Count backwards in 2s.

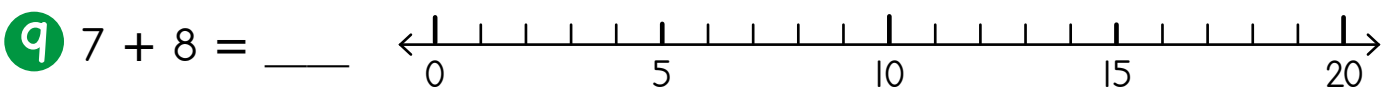
|    |    |  |  |  |  |  |
|----|----|--|--|--|--|--|
| 48 | 46 |  |  |  |  |  |
|----|----|--|--|--|--|--|

|    |    |  |  |  |  |  |
|----|----|--|--|--|--|--|
| 68 | 66 |  |  |  |  |  |
|----|----|--|--|--|--|--|

### 8 Tel aan in 2's.

Count forwards in 2s.

|   |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|
| 2 |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|



**HOOFREKENE**  
MENTAL MATHS

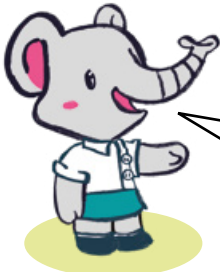
TEL IN 10'E (0-200)  
COUNTING IN 10S (0-200)

**SPELETJIE**  
GAME

## KONSEPONTWIKKELING

### CONCEPT DEVELOPMENT

**WERKKAARTE**  
WORKSHEETS



As ek van 0 tot 10 kan optel en aftrek, kan ek ook tot 100 optel en aftrek. Kyk aandagtig na hierdie ry.

If I can add and subtract from 0 to 10, I can also add and subtract up to 100. Look closely at this row.



Ons tel in elke ry van 1 tot 10. In hierdie ry tel ons van 31 tot 40!

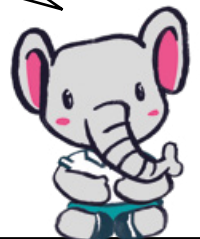
In each row, we count from 1 to 10. In this row, we count from 31 to 40!

|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10  |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20  |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30  |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40  |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50  |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60  |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70  |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80  |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90  |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

1

Ek weet dat  $2 + 3 = 5$ , daarom  
weet ek dat  $32 + 3 = 35$ .

I know that  $2 + 3 = 5$ , therefore  
I know that  $32 + 3 = 35$ .



+3

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
|----|----|----|----|----|----|----|----|----|----|



$$2 + 3 = 5$$

$$32 + 3 = 35$$

$5 + 4 =$

$$45 + 4 =$$

$3 + 6 =$

$53 + 6 =$

2

Ek weet dat  $7 - 3 = 4$ , daarom  
weet ek dat  $37 - 3 = 34$ .

I know that  $7 - 3 = 4$ , therefore  
I know that  $37 - 3 = 34$ .



-3

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
|----|----|----|----|----|----|----|----|----|----|



$$7 - 3 = 4$$

$$37 - 3 = 34$$

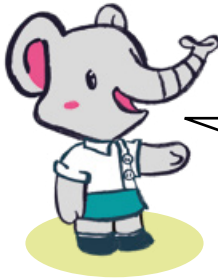
$5 - 2 =$

$35 - 2 =$

$6 - 3 =$

$36 - 3 =$

3

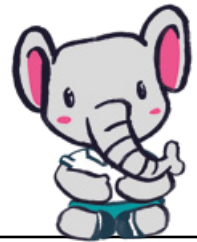


Kom ons kyk na die 60's.  
Ons tel in hierdie ry van 61 tot 70!  
Let's look at the 60s.  
In this row, we count from 61 to 70!

Ek weet dat  $5 + 4 = 9$ , daarom  
weet ek dat  $65 + 4 = 69$ .  
I know that  $5 + 4 = 9$ , therefore  
I know that  $65 + 4 = 69$ .

+4

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
|----|----|----|----|----|----|----|----|----|----|



|                                                             |                                                             |                                                             |
|-------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------|
| $5 + 4 = 9$<br>$65 + 4 = 69$                                | $4 + 3 = \underline{\quad}$<br>$64 + 3 = \underline{\quad}$ | $3 + 6 = \underline{\quad}$<br>$63 + 6 = \underline{\quad}$ |
| $2 + 7 = \underline{\quad}$<br>$62 + 7 = \underline{\quad}$ | $3 + 5 = \underline{\quad}$<br>$63 + 5 = \underline{\quad}$ | $1 + 7 = \underline{\quad}$<br>$61 + 7 = \underline{\quad}$ |

4



Ek weet dat  $8 - 3 = 5$ , daarom  
weet ek dat  $68 - 3 = 65$ .  
I know that  $8 - 3 = 5$ , therefore  
I know that  $68 - 3 = 65$ .

-3

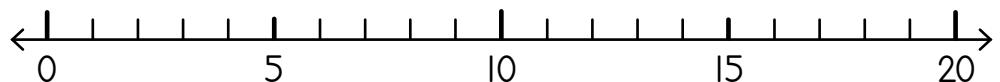
|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
|----|----|----|----|----|----|----|----|----|----|



|                                                             |                                                             |                                                             |
|-------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------|
| $8 - 3 = 5$<br>$68 - 3 = 65$                                | $4 - 2 = \underline{\quad}$<br>$64 - 2 = \underline{\quad}$ | $6 - 3 = \underline{\quad}$<br>$66 - 3 = \underline{\quad}$ |
| $8 - 5 = \underline{\quad}$<br>$68 - 5 = \underline{\quad}$ | $9 - 4 = \underline{\quad}$<br>$69 - 4 = \underline{\quad}$ | $7 - 5 = \underline{\quad}$<br>$67 - 5 = \underline{\quad}$ |

5

$7 + 9 = \underline{\quad}$



HOOFREKENE  
MENTAL MATHS

TEL IN 5'E (0-100)  
COUNTING IN 5S (0-100)

SPELETJIE  
GAME

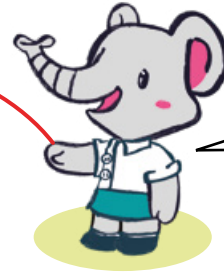
KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

### 1 Vul die ontbrekende getalle in.

Fill in the missing numbers.

|    |    |    |  |    |    |    |    |    |  |
|----|----|----|--|----|----|----|----|----|--|
| 1  | 2  | 3  |  | 5  | 6  | 7  | 8  | 9  |  |
| 11 | 12 | 13 |  | 15 | 16 | 17 | 18 | 19 |  |
| 21 | 22 | 23 |  | 25 | 26 | 27 | 28 | 29 |  |
| 31 | 32 | 33 |  | 35 | 36 | 37 | 38 | 39 |  |
| 41 | 42 | 43 |  | 45 | 46 | 47 | 48 | 49 |  |
| 51 | 52 | 53 |  | 55 | 56 | 57 | 58 | 59 |  |
| 61 | 62 | 63 |  | 65 | 66 | 67 | 68 | 69 |  |
| 71 | 72 | 73 |  | 75 | 76 | 77 | 78 | 79 |  |
| 81 | 82 | 83 |  | 85 | 86 | 87 | 88 | 89 |  |
| 91 | 92 | 93 |  | 95 | 96 | 97 | 98 | 99 |  |



Kyk na hierdie kolom.  
Wat kan jy sien?

Look at this column!  
What can you see?



Wanneer ek met een ry  
afbeweeg, tel ek 10 by.  
Wanneer ek met een ry  
opbeweeg, trek ek 10 af.

When I move down one row,  
I add 10. When I move up  
one row, I subtract 10.

### 2 Skryf 10 minder en 10 meer.

Write 10 less and 10 more.

|    |
|----|
|    |
| 53 |
|    |

|    |
|----|
|    |
| 67 |
|    |

|    |
|----|
|    |
| 41 |
|    |

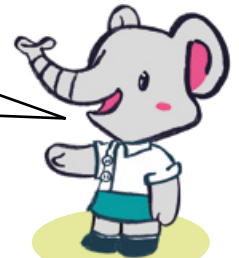
|    |
|----|
|    |
| 79 |
|    |

|    |
|----|
|    |
| 16 |
|    |

|   |                               |                               |
|---|-------------------------------|-------------------------------|
| 3 | $22 + 10 = \underline{\quad}$ | $34 + 10 = \underline{\quad}$ |
|   | $48 + 10 = \underline{\quad}$ | $51 + 10 = \underline{\quad}$ |

Tien meer  
is dieselfde as  
om tien by te tell!

Ten more is the  
same as adding ten!



|   |                               |                               |
|---|-------------------------------|-------------------------------|
| 4 | $24 - 10 = \underline{\quad}$ | $42 - 10 = \underline{\quad}$ |
|   | $35 - 10 = \underline{\quad}$ | $47 - 10 = \underline{\quad}$ |

Tien minder  
is dieselfde as om  
tien af te trek!

Ten less is the same  
as subtracting ten!



**5** Tel van 10 tot 100 in 10'e.  
Kleur die 10'e in.

Count in 10s from 10 to 100. Colour the 10s.

|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10  |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20  |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30  |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40  |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50  |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60  |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70  |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80  |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90  |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

**6** Tel aan in 10'e.

Count forwards in 10s.

|    |    |  |  |  |  |  |
|----|----|--|--|--|--|--|
| 10 | 20 |  |  |  |  |  |
| 40 | 50 |  |  |  |  |  |

**7** Tel terug in 10'e.

Count backwards in 10s.

|     |    |  |  |  |  |  |
|-----|----|--|--|--|--|--|
| 100 | 90 |  |  |  |  |  |
| 70  | 60 |  |  |  |  |  |

**8** Tel aan in 10'e.

Count forwards in 10s.

|    |  |  |  |  |  |  |  |  |  |
|----|--|--|--|--|--|--|--|--|--|
| 7  |  |  |  |  |  |  |  |  |  |
| 12 |  |  |  |  |  |  |  |  |  |

**9** Tel terug in 10'e.

Count backwards in 10s.

|    |  |  |  |  |  |  |  |  |  |
|----|--|--|--|--|--|--|--|--|--|
| 94 |  |  |  |  |  |  |  |  |  |
| 99 |  |  |  |  |  |  |  |  |  |

**10**

|                               |                               |                               |                               |
|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| $23 + 10 = \underline{\quad}$ | $18 + 10 = \underline{\quad}$ | $31 - 10 = \underline{\quad}$ | $34 - 10 = \underline{\quad}$ |
| $42 + 10 = \underline{\quad}$ | $26 + 10 = \underline{\quad}$ | $32 - 10 = \underline{\quad}$ | $39 - 10 = \underline{\quad}$ |
| $52 + 10 = \underline{\quad}$ | $39 + 10 = \underline{\quad}$ | $41 - 10 = \underline{\quad}$ | $45 - 10 = \underline{\quad}$ |
| $67 + 10 = \underline{\quad}$ | $43 + 10 = \underline{\quad}$ | $47 - 10 = \underline{\quad}$ | $43 - 10 = \underline{\quad}$ |

HOOFREKENE  
MENTAL MATHS

TEL IN 5'E (0-120)  
COUNTING IN 5S (0-120)

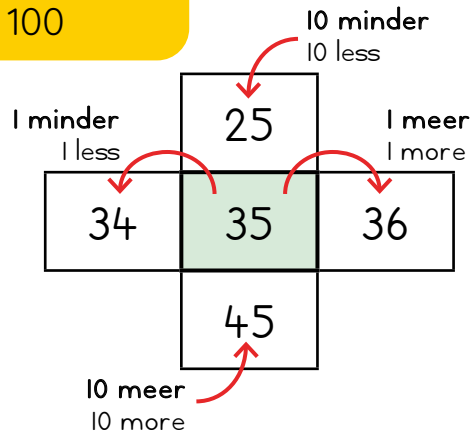
SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

## Speletjie: # hutsmerk 100

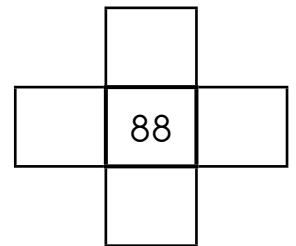
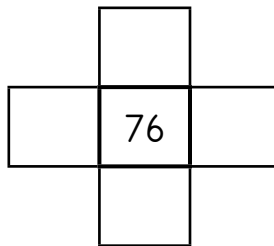
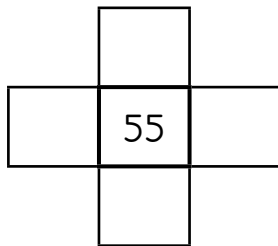
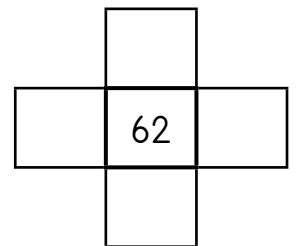
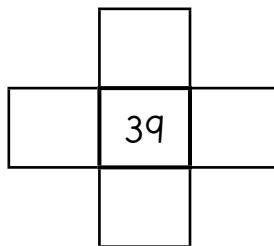
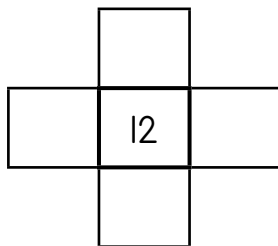
Game: # hashtag 100



Kom ons skryf  
die getalle op  
die hutsmerk in.  
Kyk na hoe dit werk.  
Let's write the  
numbers in the  
hashtag. Look at  
how they work.

## 1 Vul die ontbrekende getalle in.

Fill in the missing numbers.



## 2 Voltooi deur >, < of = te skryf.

Complete by writing >, < or =.



|            |            |            |
|------------|------------|------------|
| 36 > 31    | 20 ____ 40 | 28 ____ 31 |
| 28 ____ 24 | 31 ____ 57 | 52 ____ 49 |
| 62 ____ 68 | 58 ____ 42 | 81 ____ 69 |

Die krokodil maak sy  
mond oop om die grootste  
getal op te vreet!

The crocodile opens  
his mouth to eat the  
bigger number!



### 3 Tel van 5 tot 100 in 5'e. Kleur die 5'e in.

Count in 5s from 5 to 100. Colour the 5s.

|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10  |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20  |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30  |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40  |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50  |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60  |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70  |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80  |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90  |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

### 4 Tel aan in 5'e.

Count forwards in 5s.

|   |    |  |  |  |  |  |
|---|----|--|--|--|--|--|
| 5 | 10 |  |  |  |  |  |
|---|----|--|--|--|--|--|

|    |    |  |  |  |  |  |
|----|----|--|--|--|--|--|
| 55 | 60 |  |  |  |  |  |
|----|----|--|--|--|--|--|

### 5 Tel terug in 5'e.

Count backwards in 5s.

|    |    |  |  |  |  |  |
|----|----|--|--|--|--|--|
| 85 | 80 |  |  |  |  |  |
|----|----|--|--|--|--|--|

|    |    |  |  |  |  |  |
|----|----|--|--|--|--|--|
| 95 | 90 |  |  |  |  |  |
|----|----|--|--|--|--|--|

### 6 Tel aan in 5'e.

Count forwards in 5s.

|   |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|
| 5 |  |  |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|--|--|

|    |  |  |  |  |  |  |  |  |  |
|----|--|--|--|--|--|--|--|--|--|
| 50 |  |  |  |  |  |  |  |  |  |
|----|--|--|--|--|--|--|--|--|--|

### 7 Tel terug in 5'e.

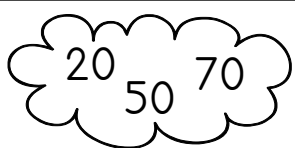
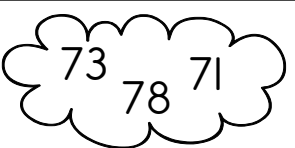
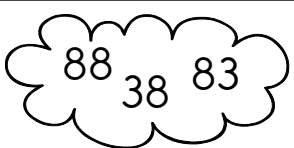
Count backwards in 5s.

|     |  |  |  |  |  |  |  |  |  |
|-----|--|--|--|--|--|--|--|--|--|
| 100 |  |  |  |  |  |  |  |  |  |
|-----|--|--|--|--|--|--|--|--|--|

|    |  |  |  |  |  |  |  |  |  |
|----|--|--|--|--|--|--|--|--|--|
| 55 |  |  |  |  |  |  |  |  |  |
|----|--|--|--|--|--|--|--|--|--|

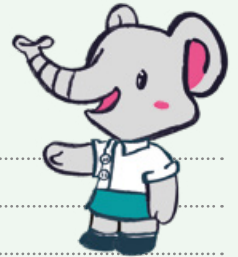
### 8 Orden! Skryf die getalle van die kleinste tot die grootste.

Order! Write the numbers from smallest to greatest.

|                                                                                              |                                                                                              |                                                                                                |
|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <br>_____ | <br>_____ | <br>_____ |
|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|

## Kom ons praat Wiskunde!

Let's talk Maths!



In Afrikaans sê ons:

Skryf een meer.

Een meer as 30 is 31.

31 is 1 groter as 30.

31 staan ná 30.

Skryf een minder.

Een minder as 30 is 29.

29 is 1 kleiner as 30.

29 staan voor 30.

In English we say:

Write one more.

One more than 30 is 31.

31 is bigger than 30 by 1.

31 comes after 30.

Write one less.

One less than 30 is 29.

29 is smaller than 30 by 1.

29 comes before 30.

1 Orden! Skryf die getalle van die grootste tot die kleinste.

Order! Write the numbers from greatest to smallest.

|                              |                              |                              |
|------------------------------|------------------------------|------------------------------|
| <p>15 25 52</p> <p>_____</p> | <p>45 54 49</p> <p>_____</p> | <p>67 76 87</p> <p>_____</p> |
|------------------------------|------------------------------|------------------------------|

2 Orden! Skryf die getalle van die kleinste tot die grootste.

Order! Write the numbers from smallest to greatest.

|                              |                              |                              |
|------------------------------|------------------------------|------------------------------|
| <p>37 17 71</p> <p>_____</p> | <p>99 89 90</p> <p>_____</p> | <p>73 37 54</p> <p>_____</p> |
|------------------------------|------------------------------|------------------------------|

3 Tel aan in 5'e.

Count forwards in 5s.

|    |    |  |  |  |  |  |  |  |  |
|----|----|--|--|--|--|--|--|--|--|
| 25 | 30 |  |  |  |  |  |  |  |  |
|----|----|--|--|--|--|--|--|--|--|

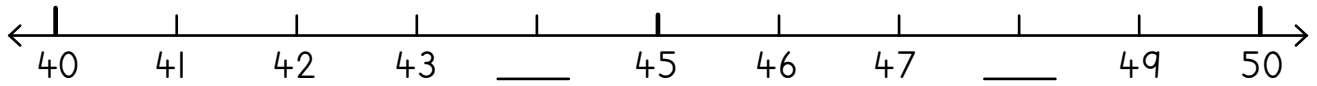
#### 4 Tel terug in 5'e.

Count backwards in 5s.

|    |    |  |  |  |  |  |  |  |  |
|----|----|--|--|--|--|--|--|--|--|
| 50 | 45 |  |  |  |  |  |  |  |  |
|----|----|--|--|--|--|--|--|--|--|

#### 5 Voltooi.

Complete.



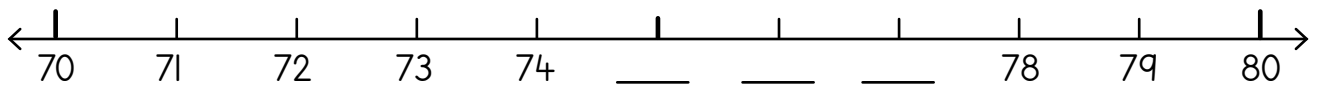
#### 6 Los op.

Solve.

|                              |                              |                              |
|------------------------------|------------------------------|------------------------------|
| $41 + 3 = \underline{\quad}$ | $44 + 5 = \underline{\quad}$ | $42 + 6 = \underline{\quad}$ |
| $45 - 3 = \underline{\quad}$ | $46 - 4 = \underline{\quad}$ | $49 - 3 = \underline{\quad}$ |

#### 7 Voltooi.

Complete.



#### 8 Los op.

Solve.

|                              |                              |                              |
|------------------------------|------------------------------|------------------------------|
| $72 + 3 = \underline{\quad}$ | $74 + 4 = \underline{\quad}$ | $75 + 3 = \underline{\quad}$ |
| $74 - 4 = \underline{\quad}$ | $78 - 3 = \underline{\quad}$ | $79 - 4 = \underline{\quad}$ |

#### 9 # Hutsmerk! Voltooi.

# Hashtag! Complete.

|  |  |    |  |  |  |  |  |
|--|--|----|--|--|--|--|--|
|  |  |    |  |  |  |  |  |
|  |  | 12 |  |  |  |  |  |
|  |  |    |  |  |  |  |  |
|  |  |    |  |  |  |  |  |

HOOFREKENE  
MENTAL MATHS

TEL VEELVOUDE  
VAN 10 OP  
ADD MULTIPLES OF 10

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

### Speletjie: 1, 2, 3 Wys - optelling

Game: 1, 2, 3 Show - addition

- Speel saam in pare met jou 0–20-getalkaarte.  
Play in pairs with your 0–20 cards.
- Albei leerders draai 'n kaart om.  
Tel op!  
Both learners flip a card. Add!
- Hou die kaarte as jou antwoord reg is.  
Keep the cards if you get it right.
- Speel weer!  
Go again!



### 1 Brei die patroon 4 keer uit.

Extend the pattern 4 times.



### 2 Tel in 2's. Kleur die getalle in wat jy tel.

Count in 2s. Colour the numbers you count.

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |

### 3 Skep 'n telritme.

Make a counting rhythm.

○ = klap  
clap

△ = klik  
click



Sê die getalle in die △ saggies en die getalle in die ○ hard terwyl jy tel.

Say the △ numbers quietly and the ○ numbers loudly as you count.



#### 4 Brei die patroon 2 keer uit.

Extend the pattern 2 times.



#### 5 Tel in 3's. Kleur elke sprong in.

Count in 3s. Colour each jump.

|    |    |    |    |    |    |    |    |    |    |
|----|----|----|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |

#### 6 Skep die ritme.

Make the rhythm.

|                  |                   |
|------------------|-------------------|
| ○ = klap<br>clap | △ = klik<br>click |
|------------------|-------------------|



Sê die getalle in die △ saggies en die getalle in die ○ hard terwyl jy tel.

Say the △ numbers quietly and the ○ numbers loudly as you count.



#### 7 Skep jou eie ritme deur te klap en te klik.

Make a rhythm of your own using claps and clicks.

|                  |                   |
|------------------|-------------------|
| ○ = klap<br>clap | △ = klik<br>click |
|------------------|-------------------|

Leer jou patroon vir jou maat.

Teach your pattern to your friend.



# Geometriese patrone

## Geometric patterns

HOOFREKENE  
MENTAL MATHS

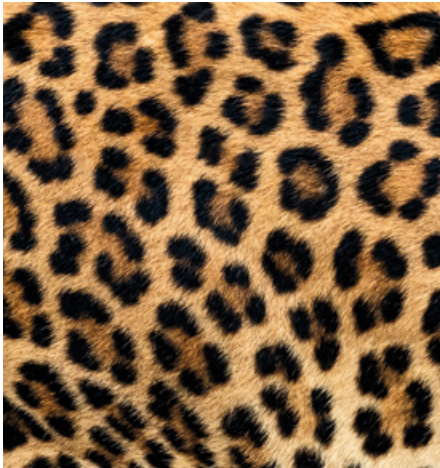
TREK VEELVOUDE  
VAN 10 AF  
SUBTRACT MULTIPLES OF 10

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

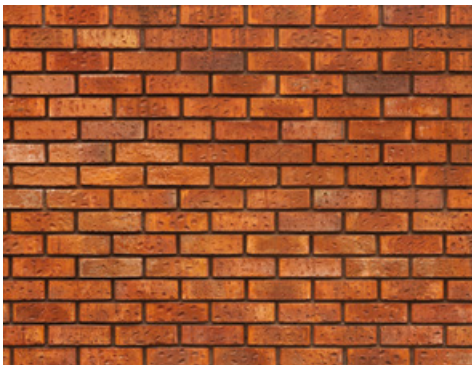
WERKKAARTE  
WORKSHEETS

Diere se velle het interessante  
patrone! Watter diere sien jy hier?  
Animal skin has interesting patterns!  
What animals do you see here?



**I** Gesels oor die patrone wat hier onder op die foto's gewys word. Van watter vorms is dit gemaak? Hoe?

Talk about the patterns shown in the pictures below. What shapes are they made of? How?



## 2 Teken jou eie patroon:

Draw your own pattern:

met vierkante en driehoeke

using squares and triangles

met reghoeke en vierkante

using rectangles and squares

met enige vorms

using any shapes

HOOFREKENE  
MENTAL MATHS

TEL VEELVOUDE  
VAN 10 OP  
ADD MULTIPLES OF 10

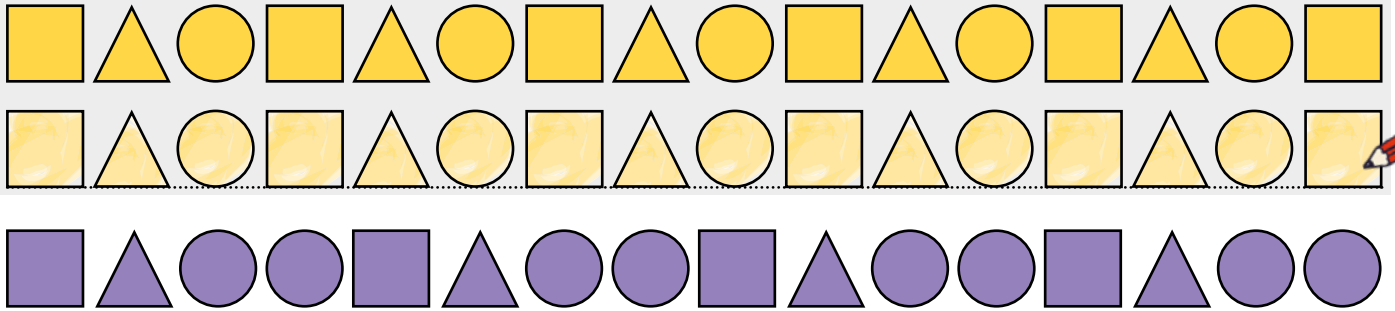
SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

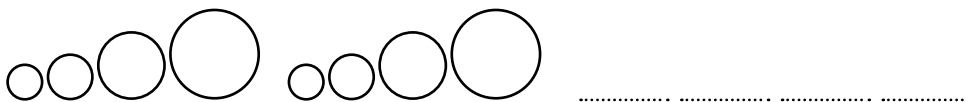
# 1 Kopieer die patroon.

Copy the pattern.



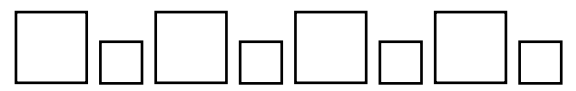
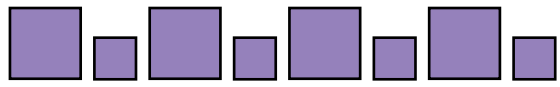
# 2 Teken die volgende versameling vorms in die patroon.

Draw the next set of shapes in the pattern.



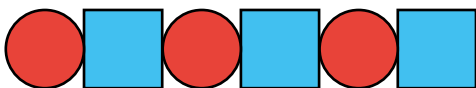
### 3 Trek lyne na die bypassende patrone en kleur die vorms in.

Draw lines and colour the shapes to match the patterns.

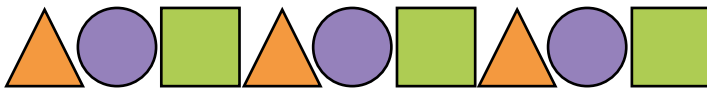


### 4 Teken die volgende versameling vorms in die patroon.

Draw the next set of shapes in the pattern.



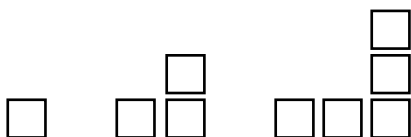
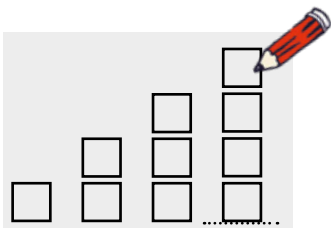
.....



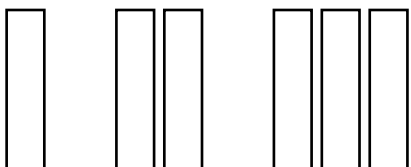
.....

### 5 Teken die volgende vorm in die patroon.

Draw the next shape in the pattern.



.....



.....

**HOOFREKENE**  
MENTAL MATHS

**TREK VEELVOUDE  
VAN 10 AF**  
SUBTRACT MULTIPLES OF 10

**SPELETJIE**  
GAME

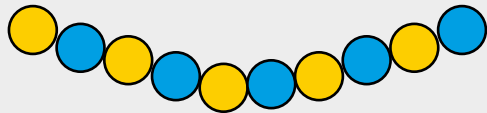
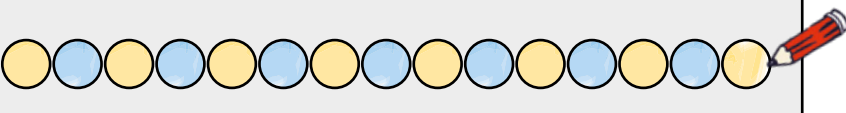
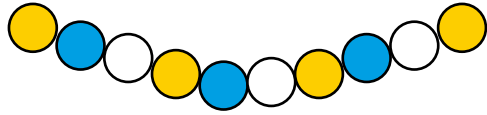
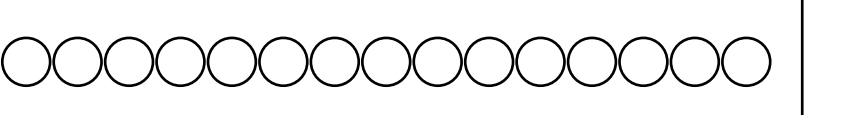
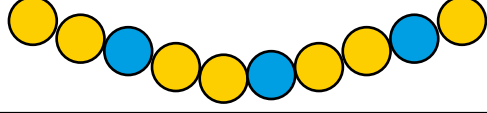
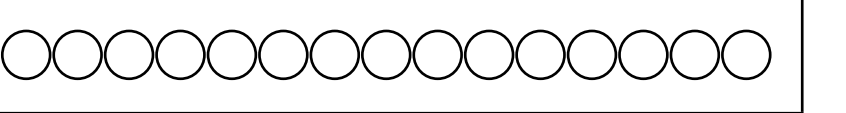
## KONSEPONTWIKKELING

### CONCEPT DEVELOPMENT

**WERKKAARTE**  
WORKSHEETS

1 Kopieer die kleurpatrone.

Copy the colour patterns.

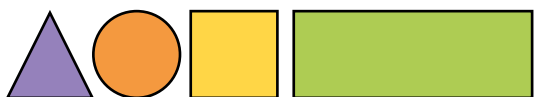
|                                                                                   |                                                                                    |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
|  |  |
|  |  |
|  |  |
|  |  |

2 Brei die patrone uit.

Extend the patterns.

### 3 Teken jou eie patroon met hierdie vorms:

Draw your own pattern using these shapes:

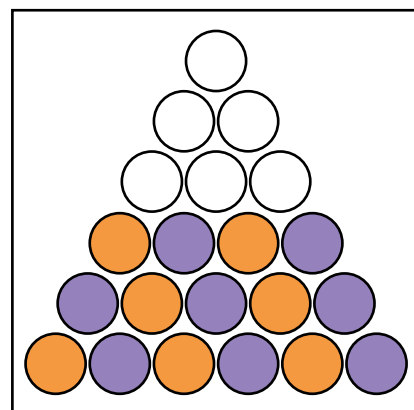
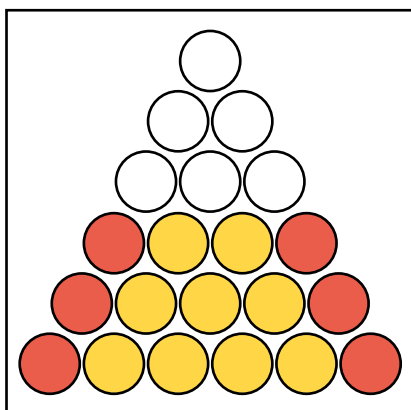
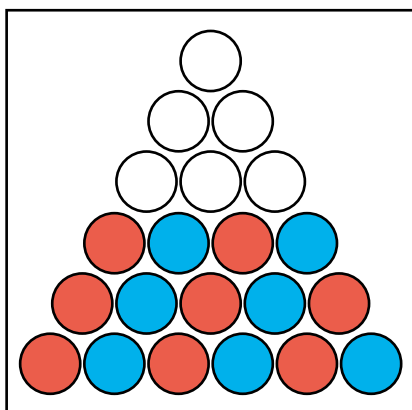


### 4 Teken jou eie patroon met enige vorms.

Draw your own pattern using any shapes.

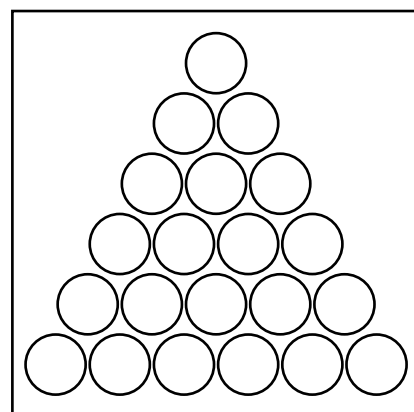
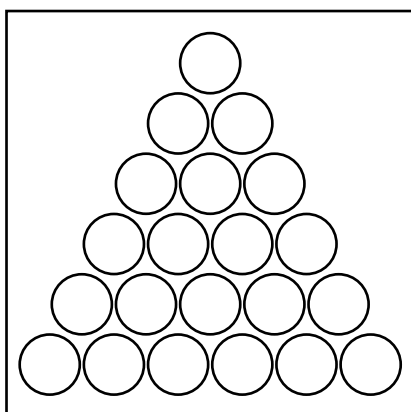
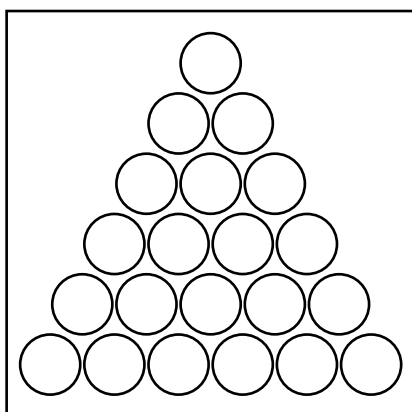
### 5 Voltooi die patrone.

Complete the patterns.



### 6 Skep jou eie kleurpatrone.

Create your own colour patterns.



## Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

sirkel

driehoek

vierkant

reghoek

geometriese patroon

Brei die patroon uit.

In English we say:

circle

triangle

square

rectangle

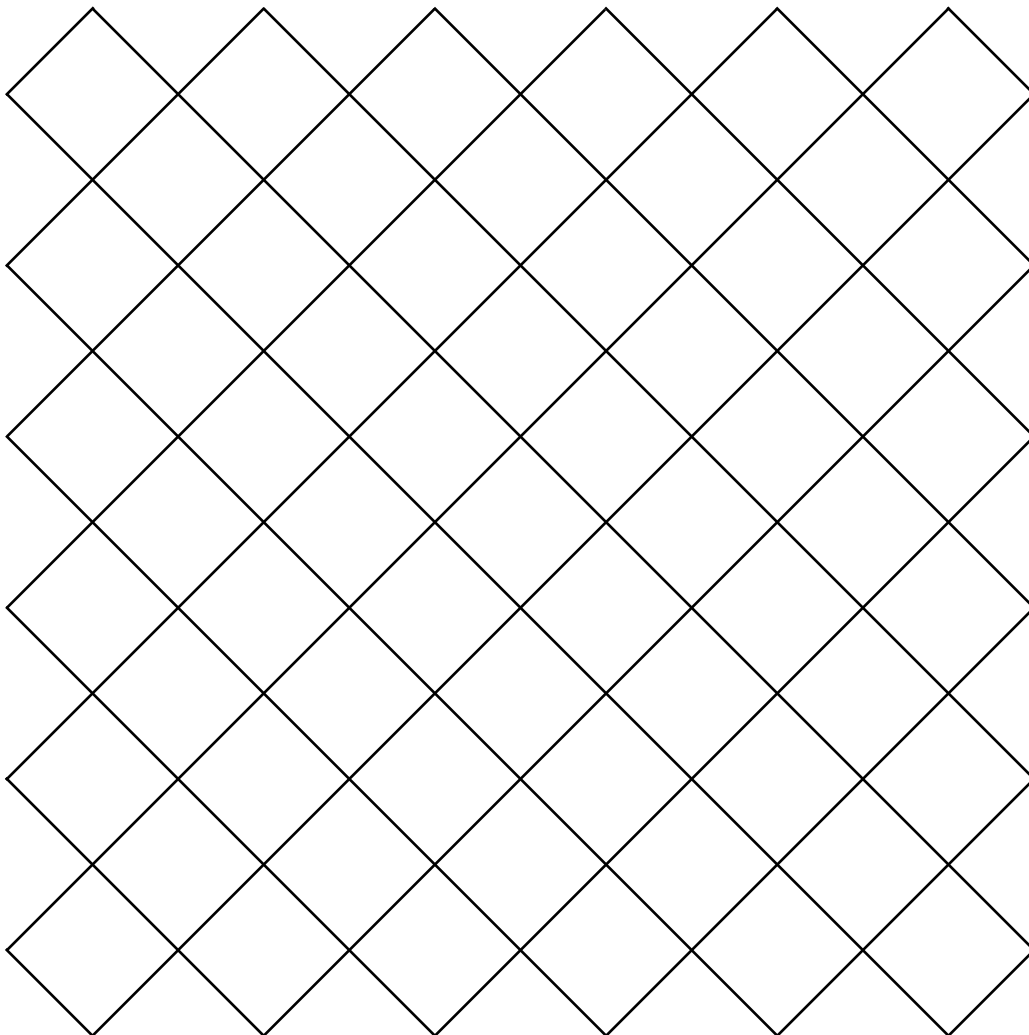
geometric pattern

Extend the pattern.



1 Skep jou eie kleurpatroon op die rooster.

Create your own colour pattern in the grid.



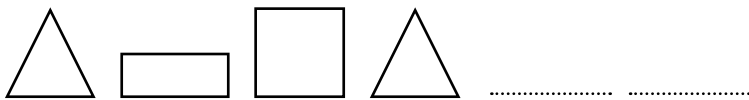
## 2 Brei die patroon uit.

Extend the pattern.



## 3 Voltooi die patroon.

Complete the pattern.



## 4 Teken jou eie patroon met hierdie vorms:

Draw your own pattern using these shapes:



HOOFREKENE  
MENTAL MATHS

FIZZ-POP -  
TEL 10 BY (0-50)  
FIZZ POP - ADD 10 (0-50)

SPELETJIE  
GAME

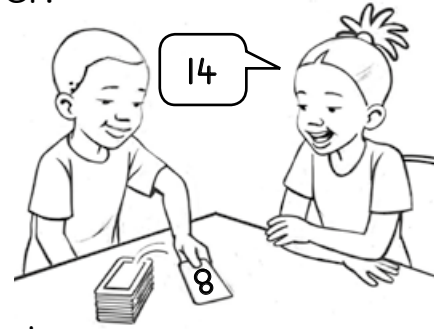
KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

## Speletjie: Vinnige wiskunde met kaarte - 6 meer

Game: Fast maths with cards - 6 more

- Sit die 0-10-getalkaarte op 'n hople neer.  
Place number cards 0 to 10 into a pile.
- Draai een kaart om.  
Flip over one card.
- Tel 6 by. Probeer dit weer.  
Vinniger!  
Add 6. Try again. Faster!
- Speel en oefen dit elke dag hierdie week.  
Play and practise every day this week.



1 Hoeveel maande is daar in 'n jaar?

How many months in a year?

Hoeveel maande is daar in 'n halwe jaar?

How many months in half a year?

Watter maand staan reg voor Desember?

What month comes just before December?

Watter maand staan ná Desember?

What month comes after December?

2 Mamma Kholwa se baba word op 1 Februarie 2021 gebore.  
Hoeveel maande oud was haar baba:

Mama Kholwa gave birth to her baby on 1 February 2021. How many months old was her baby:

op 1 Maart 2021?

on 1 March 2021?

op 1 Junie 2021?

on 1 June 2021?

op 1 Desember 2021?

on 1 December 2021?

op 1 Februarie 2022?

on 1 February 2022?

# April 2021

April 2021

| Maandag<br>Monday | Dinsdag<br>Tuesday | Woensdag<br>Wednesday | Donderdag<br>Thursday                       | Vrydag<br>Friday | Saterdag<br>Saturday | Sondag<br>Sunday                          |
|-------------------|--------------------|-----------------------|---------------------------------------------|------------------|----------------------|-------------------------------------------|
|                   |                    |                       | 1                                           | 2                | 3                    | 4                                         |
| 5                 | 6                  | 7                     | 8 Makhulu<br>kom kuier.<br>Makhulu arrives. | 9                | 10                   | 11                                        |
| 12                | 13                 | 14                    | 15                                          | 16               | 17                   | 18 Makhulu<br>vertrek.<br>Makhulu leaves. |
| 19                | 20                 | 21                    | 22                                          | 23               | 24                   | 25                                        |
| 26                | 27                 | 28                    | 29                                          | 30               |                      |                                           |

3

Hoeveel dae is daar in April?

How many days in April?

Op watter dag van die week val Vryheidsdag?

What day of the week is Freedom Day?

Kleur die naweke in groen in.

Colour the weekends in green.

Hoeveel naweke is daar in April?

How many weekends in April?

Vir hoeveel dae het Makhulu kom kuier?

How many days did Makhulu visit?

4

Skryf hierdie 3 skoolvakansies op die kalender in:

Write these 3 school holidays on the calendar:

Goeie Vrydag val op 2 April.

Good Friday is on the 2nd of April.

Gesinsdag val op 5 April.

Family Day is on the 5th of April.

Vryheidsdag val op 27 April.

Freedom Day is on the 27th of April.

HOOFREKENE  
MENTAL MATHS

FIZZ-POP -  
TEL 10 BY (0-50)  
FIZZ POP - ADD 10 (0-50)

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

Dit wys die minute.

These are the minutes.

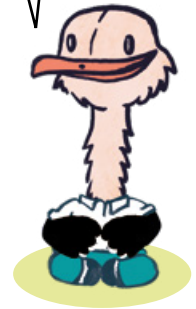
Dit wys die ure.

These are the hours.



Ons sê dis  
10 minute oor 12.

We say it is  
10 minutes past 12.

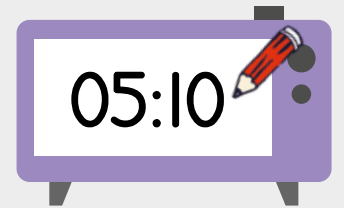


# I Skryf die digitale tyd neer.

Write the digital time.

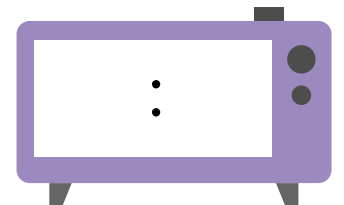
Sihlo word 10 minute  
oor 5 wakker.

Sihlo wakes up at 10 minutes past 5.



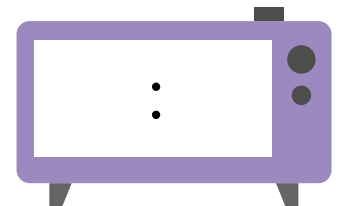
Sihlo loop 30 minute  
ná 6 (halfsewe) skool toe.

Sihlo walks to school at 30 minutes past 6.



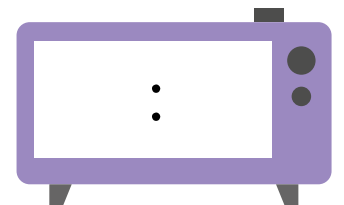
Sihlo speel 15 minute oor 2 sokker  
ná skool.

Sihlo plays soccer after school at 15 minutes past 2.



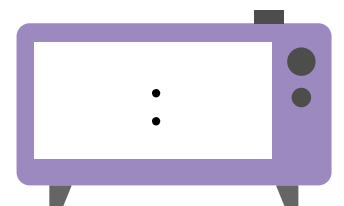
Sihlo slaap om 20 oor 8.

Sihlo sleeps at 20 past 8.



Dineo loop om 2-uur van  
die skool af huis toe.

Dineo walks home from school at 2 o'clock.



## 2 Skryf die tyd in woorde neer.

Write the time in words.

|             |                                                                                                                            |
|-------------|----------------------------------------------------------------------------------------------------------------------------|
| 6:30 nm/pm  | 30 minute ná 6-uur <br>30 minutes past 6 |
| 7:10 vm/am  |                                                                                                                            |
| 10:15 vm/am |                                                                                                                            |
| 2:25 nm/pm  |                                                                                                                            |
| 5:20 nm/pm  |                                                                                                                            |
| 8:30 nm/pm  |                                                                                                                            |

## 3 Skryf in digitale tyd. Hoe laat dit is wanneer jy:

Write in digital time. The time you:



|                                         |  |                                        |  |
|-----------------------------------------|--|----------------------------------------|--|
| opstaan<br>wake up                      |  | skool toe<br>gaan<br>go to school      |  |
| met jou lesse<br>begin<br>start class   |  | lang pouse<br>het<br>have a long break |  |
| met jou lesse<br>klaarmaak<br>end class |  | by die huis<br>aankom<br>arrive home   |  |
| aandete eet<br>eat supper               |  | gaan slaap<br>go to sleep              |  |

HOOFREKENE  
MENTAL MATHS

FIZZ-POP -  
TREK 10 AF (0-50)  
FIZZ POP - SUBTRACT 10 (0-50)

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS



Wanneer die UUR-wyser op die 4 staan en die MINUUT-wyser op die 12 staan, sê ons dis "4-uur".  
Ons skryf dit as 04:00.

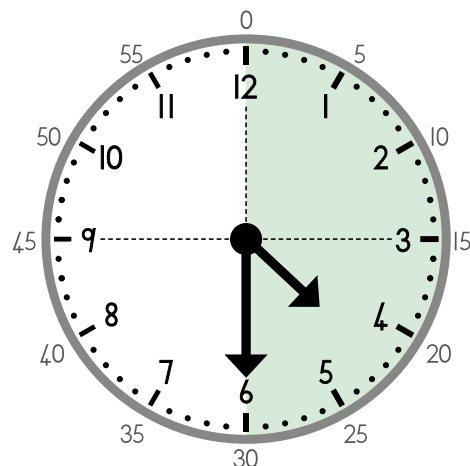
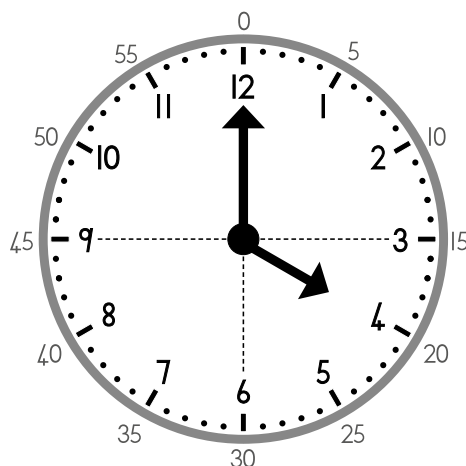
When the HOUR hand is on the 4 and the MINUTE hand is on the 12, we say "4 o'clock". We write: 04:00.

Wanneer die UUR-wyser verby die 4 staan en die MINUUT-wyser op die 6 staan, sê ons dis "half 5" ('n halfuur voor 5-uur). Ons skryf dit as 04:30.

When the HOUR hand is past the 4 and the MINUTE hand is on the 6, we say "half past 4". We write: 04:30.

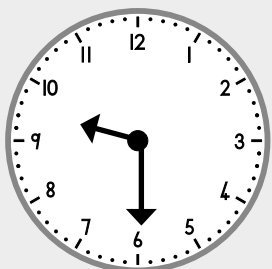
Daar is 2 wysers op 'n horlosie.  
Die kort wyser dui die UUR aan.  
Die lang wyser dui die MINUTE aan.

There are 2 arms on a clock. The SHORT arm points to the HOUR. The long arm points to the MINUTES.

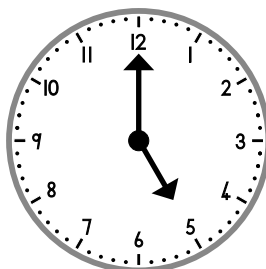


## 1 Hoe laat is dit?

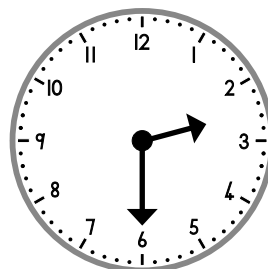
What is the time?



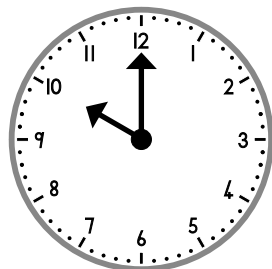
9:30



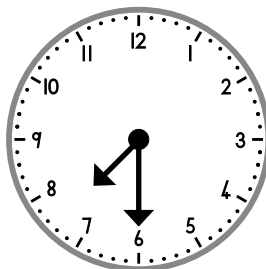
:



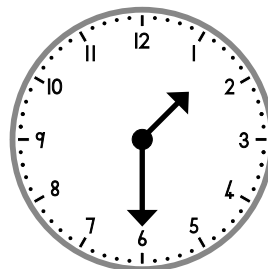
:



:



:



:

**2** Mzi se gesinslede verlaat op die volgende tye hulle huis en kom op die volgende tye terug by die huis. Hoeveel uur lank is hulle van die huis af weg?

Mzi's family members leave home and arrive home at the following times. How many hours are they away from home?

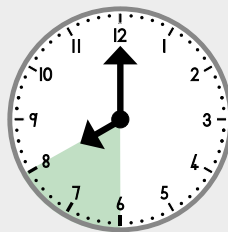
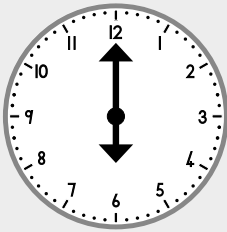


Verlaat  
die huis

Leave home

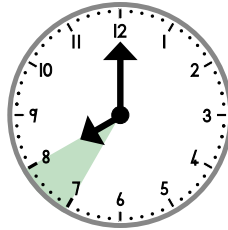
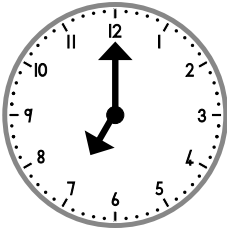
Kom terug  
by die huis

Arrive home

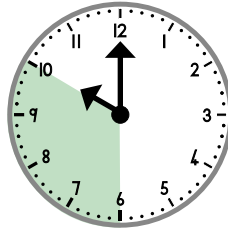
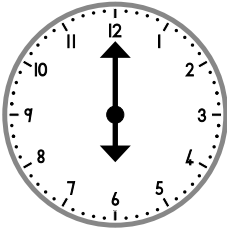


2 uur lank

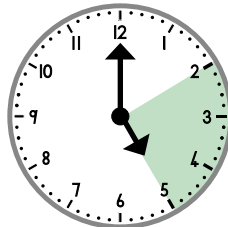
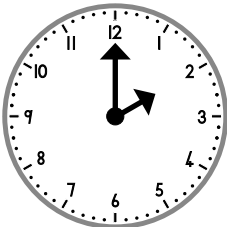
2 hours



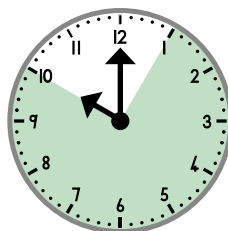
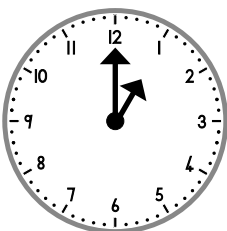
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

# Ure en halfure

## Hours and half hours

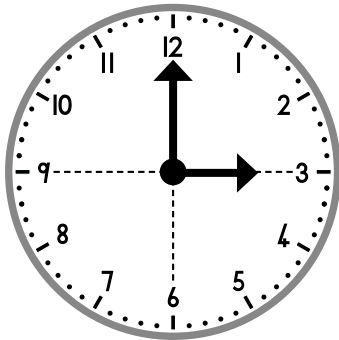
HOOFREKENE  
MENTAL MATHS

FIZZ-POP -  
TREK 10 AF (0-50)  
FIZZ POP - SUBTRACT 10 (0-50)

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS



Daar is 24 uur in 'n dag. Die wyserplaat van 'n horlosie wys vir ons 12 ure aan. 'n Horlosie het 2 wysers.

There are 24 hours in one day. A clock face shows us 12 hours. A clock has 2 hands.

Die kort wyser dui die uur van die dag aan.  
Ons noem dit die uurwyser.

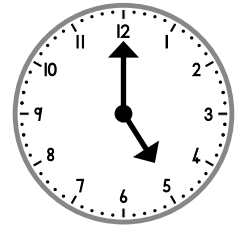
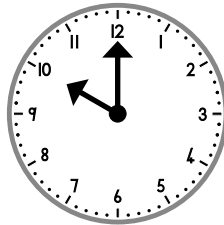
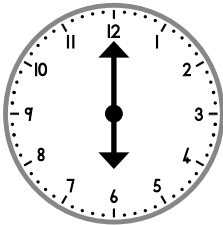
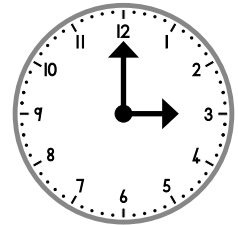
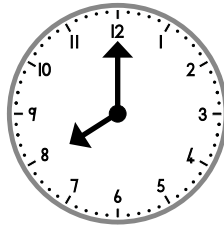
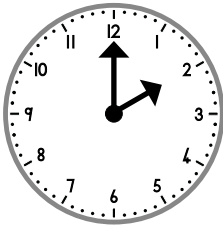
The short hand points to the hour of the day.  
We call this the hour hand.

Die lang wyser dui die minute aan.  
Ons noem dit die minuutwyser.

The long hand points to the minutes.  
We call this the minute hand.

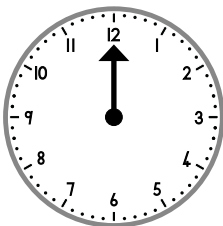
## 1 Hoe laat is dit?

What is the time?

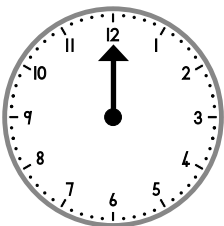


## 2 Teken die kort wyser in.

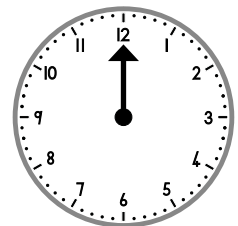
Draw the short hand.



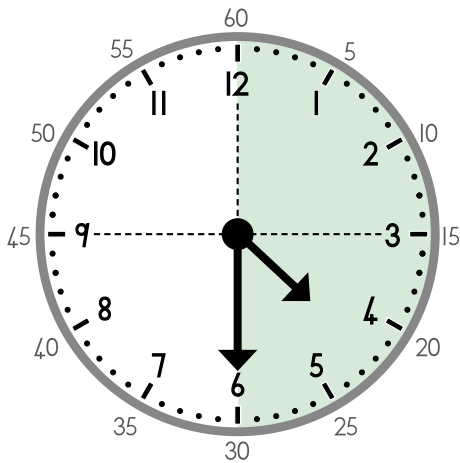
06:00



09:00



02:00



Die uurwyser loop twee keer per dag om die horlosie. 12 uur en 12 uur is gelyk aan 24 uur.

The hour hand goes around the clock two times in one day. 12 hours and 12 hours is 24 hours.

Die minuutwyser loop elke uur om die horlosie. Daar is 60 minute in 'n uur.

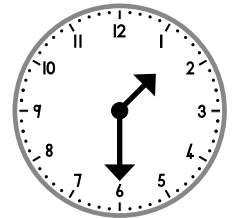
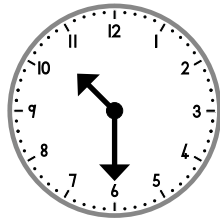
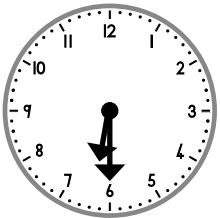
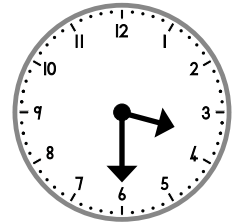
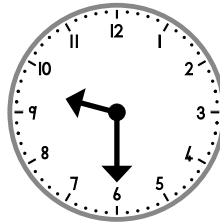
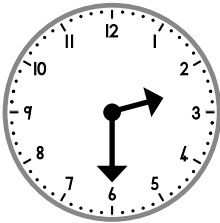
The minute hand goes around the clock every hour. There are 60 minutes in an hour.

30 is 'n halwe (die helfte) van 60. Wanneer die minuutwyser na die 6 wys, praat ons van "half\_\_\_\_\_".

30 is half of 60. When the minute hand points to the 6, we say "half past".

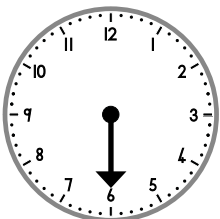
### 3 Hoe laat is dit?

What is the time?

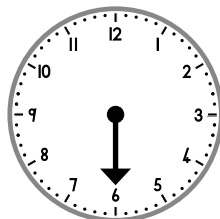


### 4 Teken die kort wyser in.

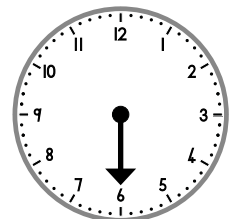
Draw the short hand.



06:30



09:30



02:30

## Kom ons praat Wiskunde!

Let's talk Maths!



In Afrikaans sê ons:

Hoe laat is dit?

Daar is 24 uur in 'n dag.

Daar is 60 minute in 'n uur.

Daar is 60 sekondes in 'n minuut.

Daar is 12 maande in een jaar.

Daar is 7 dae in 'n week.

agtuur

halfnege

In English we say:

What is the time?

There are 24 hours in a day.

There are 60 minutes in an hour.

There are 60 seconds in a minute.

There are 12 months in one year.

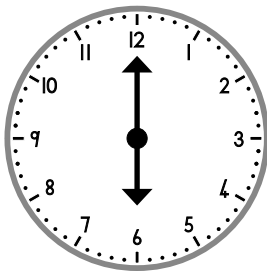
There are 7 days in one week.

eight o'clock

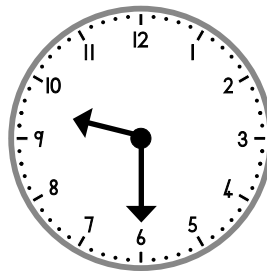
half past eight

### 1 Hoe laat is dit?

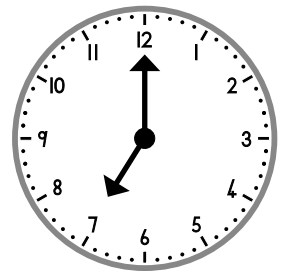
What is the time?



:



:



:

### 2 Hoeveel minute is daar in 'n uur?

How many minutes in an hour?

Hoeveel ure is daar in 'n dag?

How many hours in a day?

Hoeveel dae is daar in 'n week?

How many days in a week?

Watter maand staan voor Oktober?

What month comes before October?

Watter maand staan ná Oktober?

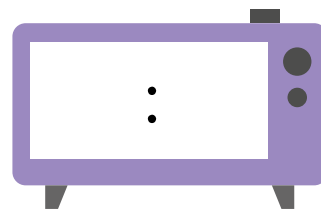
What month comes after October?

### 3 Skryf die digitale tyd neer.

Write the digital time.

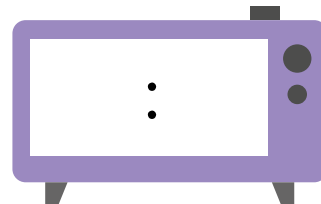
Phoebe word 5 minute oor 6 wakker.

Phoebe wakes up at 5 minutes past 6.



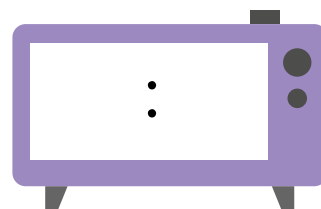
Phoebe loop 30 minute ná 6 skool toe.

Phoebe walks to school at 30 minutes past 6.



Phoebe loop om 3-uur van die skool af huis toe.

Phoebe walks home from school at 3 o'clock.



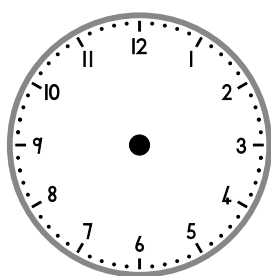
### 4 Skryf die tyd in woorde neer.

Write the time in words.

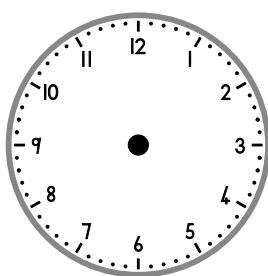
|             |  |
|-------------|--|
| 5:30 vm/am  |  |
| 11:30 vm/am |  |
| 7:15 nm/pm  |  |
| 3:20 nm/pm  |  |

### 5 Teken die horlosiewysers in.

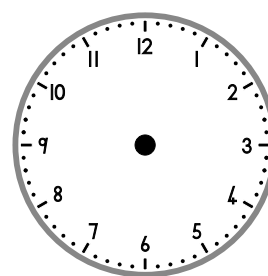
Draw the clock hands.



04:00



08:00



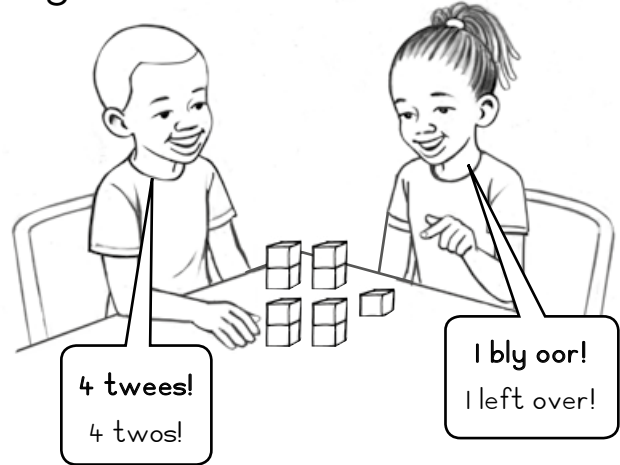
10:00

## Speletjie: Deel deur 2

Game: Divide by 2

9

- Werk saam in pare. Bou 10 torings van 2 elk.  
Work in pairs. Make 10 towers of 2.
- Jou onderwyser roep 'n getal uit.  
Your teacher calls a number.
- Wys die getal met torings van 2.  
Show the number with towers of 2.
- Is daar 1 wat oorbly?  
Do you have 1 left over?



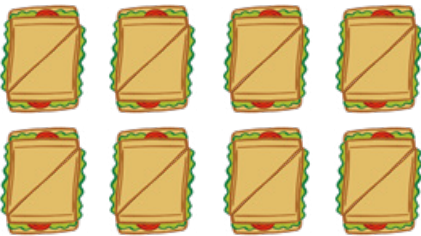
## 1 Hoeveel 2's? Hoeveel bly oor?

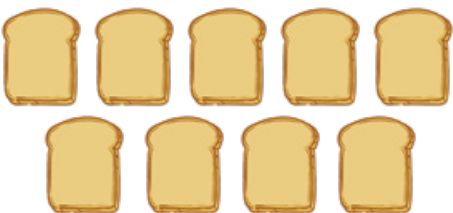
How many 2s? How many left over?

| getal<br>number | groepe van 2<br>groups of 2 | bly oor<br>left over |
|-----------------|-----------------------------|----------------------|
| 4               | 2                           | 0                    |
| 7               | 3                           | 1                    |
| 5               |                             |                      |
| 12              |                             |                      |
| 13              |                             |                      |
| 16              |                             |                      |
| 9               |                             |                      |
| 11              |                             |                      |
| 10              |                             |                      |
| 17              |                             |                      |
| 8               |                             |                      |
| 19              |                             |                      |

2

|                                                                                   |                                                          |   |
|-----------------------------------------------------------------------------------|----------------------------------------------------------|---|
|  | Hoeveel toebroodjies is daar?<br>How many sandwiches?    | 3 |
|                                                                                   | Hoeveel snye brood is daar?<br>How many slices of bread? | 6 |

|                                                                                   |                                                          |  |
|-----------------------------------------------------------------------------------|----------------------------------------------------------|--|
|  | Hoeveel toebroodjies?<br>How many sandwiches?            |  |
|                                                                                   | Hoeveel snye brood is daar?<br>How many slices of bread? |  |

|                                                                                   |                                                          |  |
|-----------------------------------------------------------------------------------|----------------------------------------------------------|--|
|  | Hoeveel snye brood is daar?<br>How many slices of bread? |  |
|                                                                                   | Hoeveel toebroodjies?<br>How many sandwiches?            |  |
|                                                                                   | Hoeveel snye bly oor?<br>How many slices left over?      |  |

3

Tel in 2's vir jou antwoord.

Count in 2s to answer.

| snye brood<br>slices of bread<br> | toebroodjies<br>sandwiches<br> | snye wat oorbly<br>left over slices |
|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| 4                                                                                                                    | 2                                                                                                                 | 0                                   |
| 5                                                                                                                    | 2                                                                                                                 | 1                                   |
| 14                                                                                                                   |                                                                                                                   |                                     |
| 15                                                                                                                   |                                                                                                                   |                                     |
| 8                                                                                                                    |                                                                                                                   |                                     |
| 9                                                                                                                    |                                                                                                                   |                                     |
| 18                                                                                                                   |                                                                                                                   |                                     |
| 19                                                                                                                   |                                                                                                                   |                                     |

## Speletjie: Deel deur 5

Game: Divide by 5

20

- Werk saam in pare. Berei voor deur 10 torings van 5 blokkies elk te bou.

Work in pairs. Prepare by building 10 towers of 5 blocks.

- Jou onderwyser roep 'n getal uit.

Your teacher calls a number.

- Wys die getal met torings van 5.

Show the number with towers of 5.

- Hoeveel bly oor?

How many left over?



5; 10;  
15; 20

Daar is  
4 vywe in 20.  
There are  
4 fives in 20.

## 1 Hoeveel 5'e? Hoeveel bly oor?

How many 5s? How many left over?

| getal<br>number | groepe van 5<br>groups of 5 | bly oor<br>left over |
|-----------------|-----------------------------|----------------------|
| 11              | 2                           | 1                    |
| 16              | 3                           | 1                    |
| 15              |                             |                      |
| 18              |                             |                      |
| 25              |                             |                      |
| 27              |                             |                      |
| 17              |                             |                      |
| 20              |                             |                      |
| 24              |                             |                      |
| 30              |                             |                      |
| 34              |                             |                      |

2

Daar is 5 appels in een sakkie.

One bag has 5 apples.



Hoeveel sakkies is daar?

How many bags?

5

Hoeveel appels is daar?

How many apples?

25



|  |                            |  |
|--|----------------------------|--|
|  | Hoeveel appels is daar?    |  |
|  | How many apples?           |  |
|  | Hoeveel sakkies?           |  |
|  | How many bags?             |  |
|  | Hoeveel appels bly oor?    |  |
|  | How many apples left over? |  |

|  |                            |  |
|--|----------------------------|--|
|  | Hoeveel appels is daar?    |  |
|  | How many apples?           |  |
|  | Hoeveel sakkies?           |  |
|  | How many bags?             |  |
|  | Hoeveel appels bly oor?    |  |
|  | How many apples left over? |  |

3

Tel in 5'e vir jou antwoord.

Count in 5s to answer.

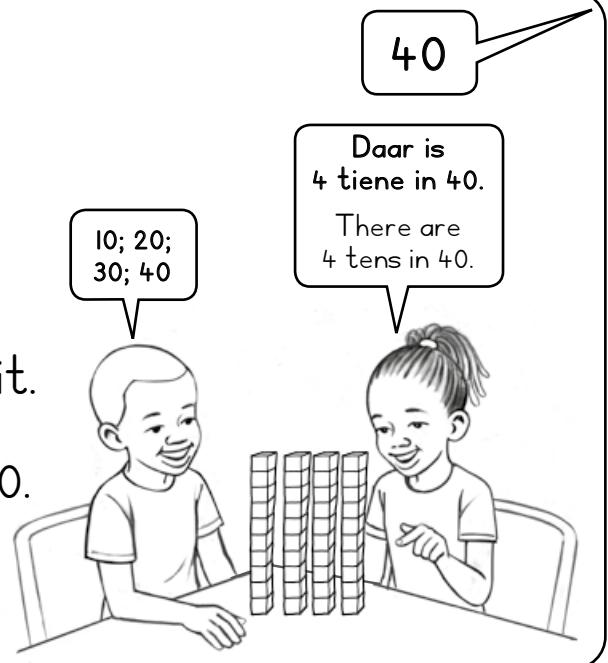
| appels<br>apples | sakkies<br>bags | appels wat oorbly<br>left over apples |
|------------------|-----------------|---------------------------------------|
|                  |                 |                                       |
| 20               | 4               | 0                                     |
| 18               | 3               | 3                                     |
| 25               |                 |                                       |
| 27               |                 |                                       |
| 30               |                 |                                       |



## Speletjie: Deel deur 10

Game: Divide by 10

- Werk saam in pare.  
Work in pairs.
- Berei voor deur 10 torings van 10 blokkies elk te bou.  
Prepare by building 10 towers of 10.
- Jou onderwyser roep 'n getal uit.  
Your teacher calls a number.
- Wys die getal met torings van 10.  
Show the number with towers of 10.
- Hoeveel bly oor?  
How many left over?



## I Hoeveel 10'e is daar? Hoeveel bly oor?

How many 10s? How many left over?

| getal<br>number | groepe van 10<br>groups of 10 | bly oor<br>left over |
|-----------------|-------------------------------|----------------------|
| 30              | 3                             | 0                    |
| 24              | 2                             | 4                    |
| 37              |                               |                      |
| 42              |                               |                      |
| 50              |                               |                      |
| 55              |                               |                      |
| 58              |                               |                      |
| 60              |                               |                      |
| 71              |                               |                      |
| 80              |                               |                      |
| 87              |                               |                      |
| 96              |                               |                      |

2

Daar is 10 kryte in een boksie.

One box has 10 crayons.



Hoeveel boksies is daar?

How many boxes?

5

Hoeveel kryte is daar?

How many crayons?

50



Hoeveel kryte is daar?

How many crayons?

Hoeveel boksies is daar?

How many boxes?

Hoeveel kryte bly oor?

How many crayons left over?



Hoeveel kryte is daar?

How many crayons?

Hoeveel boksies is daar?

How many boxes?

Hoeveel kryte bly oor?

How many crayons left over?

3

Tel in 10'e vir jou antwoord.

Count in 10s to answer.

| kryte<br>crayons                                                                    | boksies<br>boxes                                                                    | kryte wat oorbly<br>left over crayons |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------|
|  |  |                                       |
| 10                                                                                  | 1                                                                                   | 0                                     |
| 15                                                                                  | 1                                                                                   | 5                                     |
| 20                                                                                  |                                                                                     |                                       |
| 40                                                                                  |                                                                                     |                                       |
| 55                                                                                  |                                                                                     |                                       |

HOOFREKENE  
MENTAL MATHS

INVERSE  
BEWERKINGS  
INVERSE OPERATIONS

SPELETJIE  
GAME

KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

1

|                                                                                   |                                           |  |
|-----------------------------------------------------------------------------------|-------------------------------------------|--|
|  | Hoeveel munte is daar?<br>How many coins? |  |
|                                                                                   | Hoeveel rande is daar?<br>How many Rands? |  |

|                |                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                                                                    |                                                                                     |                                                                                     |                                                                                     |                                                                                     |
|----------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|                |  |  |  |  |  |  |  |  |  |  |
| munte<br>coins | 1                                                                                 | 2                                                                                 | 3                                                                                 | 4                                                                                 | 5                                                                                 | 6                                                                                  | 7                                                                                   | 8                                                                                   | 9                                                                                   | 10                                                                                  |
| rande<br>rands | 2                                                                                 | 4                                                                                 |                                                                                   |                                                                                   |                                                                                   |                                                                                    |                                                                                     |                                                                                     |                                                                                     |                                                                                     |

2



|                                     |                                                              |  |
|-------------------------------------|--------------------------------------------------------------|--|
| Thandi<br>het R7.<br>Thandi has R7. | Hoeveel lekkers kan sy koop?<br>How many sweets can she buy? |  |
|                                     | Hoeveel kleingeld bly oor?<br>How much change left over?     |  |

|                                    |                                                             |  |
|------------------------------------|-------------------------------------------------------------|--|
| Mandla het R10.<br>Mandla has R10. | Hoeveel lekkers kan hy koop?<br>How many sweets can he buy? |  |
|                                    | Hoeveel kleingeld bly oor?<br>How much change left over?    |  |

|                                  |                                                             |  |
|----------------------------------|-------------------------------------------------------------|--|
| Sipho het R15.<br>Sipho has R15. | Hoeveel lekkers kan hy koop?<br>How many sweets can he buy? |  |
|                                  | Hoeveel kleingeld bly oor?<br>How much change left over?    |  |

3

Een lekker kos R2. Hoeveel lekkers kan jy koop vir:

One sweet costs R2. How many sweets can you buy for:

|    |  |     |  |     |  |    |  |     |  |     |  |
|----|--|-----|--|-----|--|----|--|-----|--|-----|--|
| R8 |  | R10 |  | R20 |  | R4 |  | R12 |  | R16 |  |
|----|--|-----|--|-----|--|----|--|-----|--|-----|--|

#### 4 Een roomys kos R5. Hoeveel roomyse kan jy koop?

One ice cream costs R5. How many ice creams can you buy?

|     |  |     |  |     |  |     |  |     |  |     |  |
|-----|--|-----|--|-----|--|-----|--|-----|--|-----|--|
| R15 |  | R25 |  | R20 |  | R10 |  | R30 |  | R50 |  |
|-----|--|-----|--|-----|--|-----|--|-----|--|-----|--|

5



Noni  
het R12.  
Noni has R12.

Hoeveel roomyse kan sy koop?

How many ice creams can she buy?

Hoeveel kleingeld bly oor?

How much change left over?

Mila het R21.  
Mila has R21.

Hoeveel roomyse kan sy koop?

How many ice creams can she buy?

Hoeveel kleingeld bly oor?

How much change left over?

#### 6 Een koeldrank kos R10. Hoeveel koeldranke kan jy koop?

One cold drink costs R10. How many cool drinks can you buy?

|     |  |     |  |     |  |     |  |     |  |      |  |
|-----|--|-----|--|-----|--|-----|--|-----|--|------|--|
| R20 |  | R10 |  | R50 |  | R30 |  | R80 |  | R100 |  |
|-----|--|-----|--|-----|--|-----|--|-----|--|------|--|

7



Cawe  
het R13.  
Cawe has R13.

Hoeveel koeldranke kan sy koop?

How many cold drinks can she buy?

Hoeveel kleingeld bly oor?

How much change left over?

Sina het R24.  
Sina has R24.

Hoeveel koeldranke kan sy koop?

How many cold drinks can she buy?

Hoeveel kleingeld bly oor?

How much change left over?

## Kom ons praat Wiskunde!

Let's talk Maths!

In Afrikaans sê ons:

ewe groot groepe

5 groepe van 2 is 10

7 groepe van 5 is 35

6 groepe van 10 is 60

bly oor

Daar is 3 tiene in 34 en 4 bly oor.

In English we say:

equal groups

5 groups of 2 is 10

7 groups of 5 is 35

6 groups of 10 is 60

left over

There are 3 tens in 34 and 4 is left over.



### 1 Hoeveel 2's? Hoeveel bly oor?

How many 2s? How many left over?

| getal<br>number | groepe van 2<br>groups of 2 | bly oor<br>left over |
|-----------------|-----------------------------|----------------------|
| 11              |                             |                      |
| 23              |                             |                      |
| 20              |                             |                      |
| 25              |                             |                      |
| 34              |                             |                      |
| 47              |                             |                      |

### 2 Voltooi die tabelle.

Complete the tables.

|                |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                     |                                                                                      |                                                                                       |                                                                                       |                                                                                       |                                                                                       |
|----------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|                |  |  |  |  |  |  |  |  |  |  |
| munte<br>coins | 1                                                                                   | 2                                                                                   | 3                                                                                   | 4                                                                                   | 5                                                                                   | 6                                                                                    | 7                                                                                     | 8                                                                                     | 9                                                                                     | 10                                                                                    |
| rande<br>rands | 2                                                                                   | 4                                                                                   |                                                                                     |                                                                                     |                                                                                     |                                                                                      |                                                                                       |                                                                                       |                                                                                       |                                                                                       |

3

Pak 2 suigstokkies in 'n sakkie.

Pack 2 lollipops in a bag.



Hoeveel suigstokkies is daar?

How many lollipops?



Hoeveel sakkies?

How many bags?



Hoeveel bly oor?

How many left over?



Hoeveel suigstokkies is daar?

How many lollipops?



Hoeveel sakkies?

How many bags?



Hoeveel bly oor?

How many left over?

4

Los die probleme op.

Solve the problems.

Een boek  
kos R10.

One book costs R10.

Omuhle  
het R26.

Omuhle has R26.

Hoeveel boeke kan  
sy koop?

How many books can she buy?

Hoeveel kleingeld  
bly oor?

How much change is left?

Een roomys  
kos R5.

One ice cream  
costs R5.

Ntando  
het R39.

Ntando has R39.

Hoeveel roomyse  
kan hy koop?

How many ice creams can he buy?

Hoeveel kleingeld  
bly oor?

How much change is left?

HOOFREKENE  
MENTAL MATHS

MAAK 20  
MAKE 20

SPELETJIE  
GAME

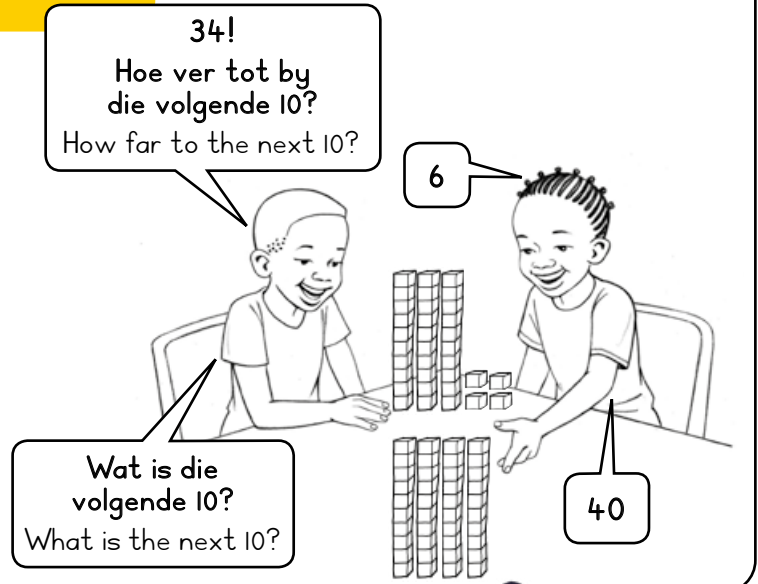
KONSEPONTWIKKELING  
CONCEPT DEVELOPMENT

WERKKAARTE  
WORKSHEETS

## Speletjie: Hoe ver tot by die volgende 10?

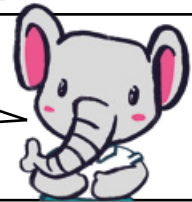
Game: How far to the next 10?

- Werk saam in pare.  
Work in pairs.
- Kies 'n getal.  
Choose a number.
- Wat is die volgende 10?  
What is the next 10?
- Hoe ver tot by die volgende 10?  
How far to the next 10?
- Speel weer!  
Do it again!



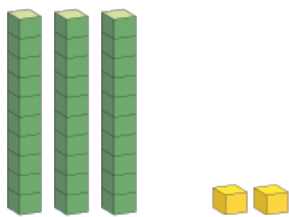
$$32 + 43 = \underline{\quad}$$

Jy kan met blokkies optel.  
Kom ons tel 10'e en 1'e op.  
You can use blocks to add.  
Let's add 10s and 1s.



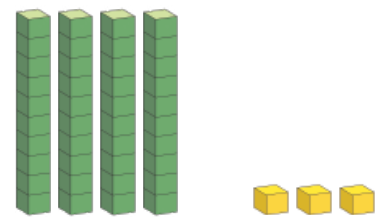
32 is dieselfde as 30 en 2.

32 is the same as 30 and 2.



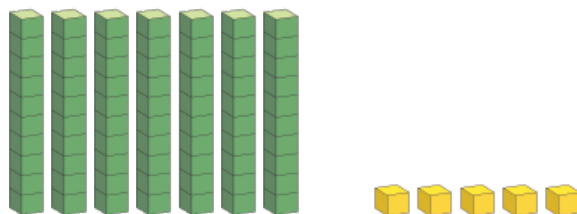
Om 43 op te tel, is dieselfde as om 40 en 3 op te tel.

Adding 43 is the same as adding 40 and 3.



Ek sit die blokkies bymekaar wanneer ek optel.

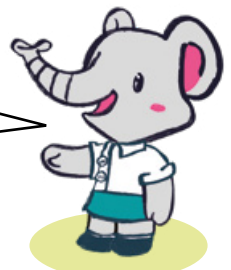
I put the blocks together when I add.



$$\begin{aligned} 32 + 43 &= 30 + 40 + 2 + 3 \\ &= 70 + 5 \\ &= \underline{75} \end{aligned}$$

3 tiene en 4 tiene is 7 tiene.  
2 ene en 3 ene is 5 ene.  
Ek het altesame 75.

3 tens and 4 tens is 7 tens.  
2 ones and 3 ones is 5 ones.  
I have 75 altogether.



# 1 Los met blokkies op. Skryf neer wat jy gedoen het om dit uit te werk.

Solve using blocks. Write what you did to work it out.

|                                      |                                      |
|--------------------------------------|--------------------------------------|
| $24 + 31 = \underline{\hspace{2cm}}$ | $13 + 54 = \underline{\hspace{2cm}}$ |
| $= \underline{\hspace{2cm}}$         | $= \underline{\hspace{2cm}}$         |
| $= \underline{\hspace{2cm}}$         | $= \underline{\hspace{2cm}}$         |

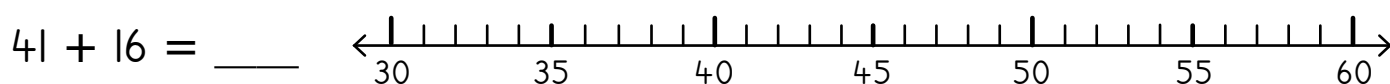
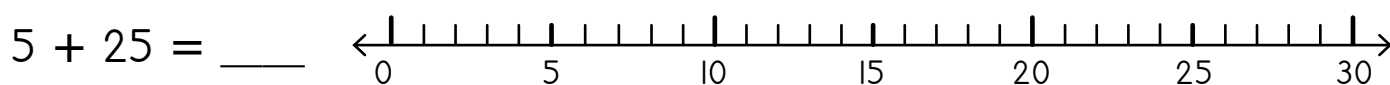
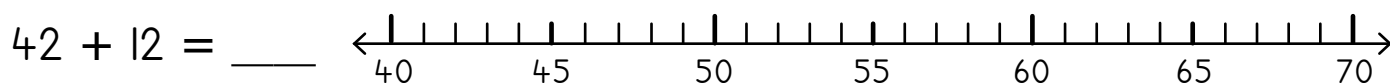
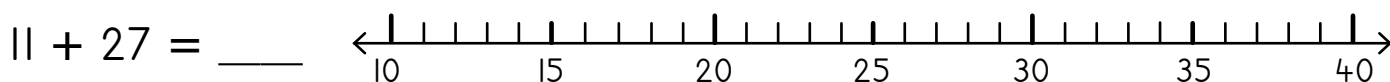
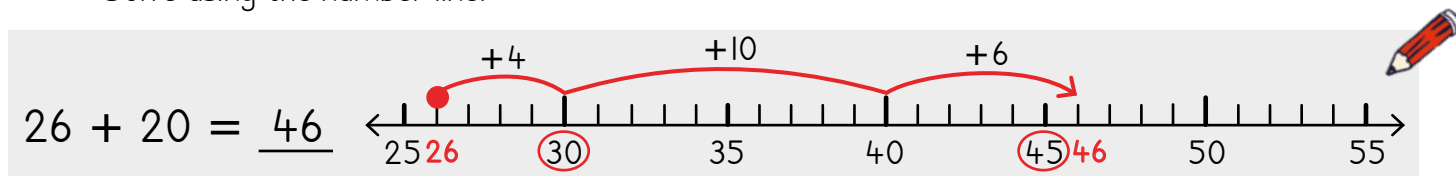
# 2 Los met blokkies op.

Solve using blocks.

|                                      |                                      |                                      |
|--------------------------------------|--------------------------------------|--------------------------------------|
| $23 + 31 = \underline{54}$           | $34 + 32 = \underline{\hspace{2cm}}$ | $27 + 31 = \underline{\hspace{2cm}}$ |
| $39 + 20 = \underline{\hspace{2cm}}$ | $12 + 46 = \underline{\hspace{2cm}}$ | $65 + 10 = \underline{\hspace{2cm}}$ |

# 3 Los met behulp van die getallelyn op.

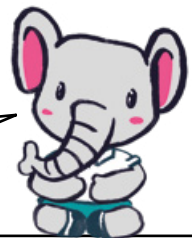
Solve using the number line.



$$49 - 14 = \underline{\quad}$$

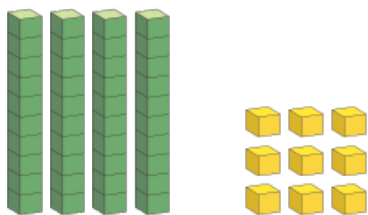
Jy kan met blokkies aftrek.  
Kom ons trek 10'e en 1'e af.

You can use blocks to subtract.  
Let's subtract 10s and 1s.



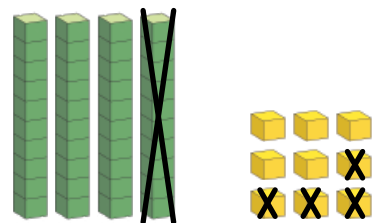
49 is dieselfde as 40 en 9.

49 is the same as 40 and 9.



Om 14 af te trek, is dieselfde as om 10 en 4 af te trek.

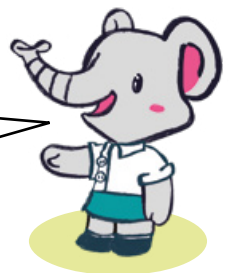
Subtracting 14 is the same as subtracting 10 and 4.



$$\begin{aligned} 49 - 14 &= 49 - 10 - 4 \\ &= 39 - 4 \\ &= \underline{35} \end{aligned}$$

Daar is 3 tiene en 5 ene.  
Dit maak 35. Die verskil  
tussen 49 en 14 is 35.

There are 3 tens and 5 ones left.  
That makes 35. The difference  
between 49 and 14 is 35.



**I** Los met blokkies op. Skryf neer wat jy gedoen het om dit uit te werk.

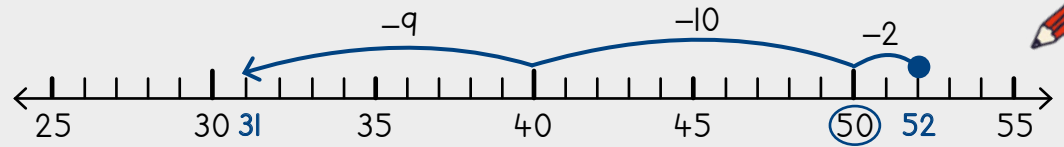
Solve using blocks. Write what you did to work it out.

|                                                                                 |                                                                                 |
|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| $56 - 32 = \underline{\quad}$<br>$= \underline{\quad}$<br>$= \underline{\quad}$ | $67 - 35 = \underline{\quad}$<br>$= \underline{\quad}$<br>$= \underline{\quad}$ |
| $48 - 27 = \underline{\quad}$<br>$= \underline{\quad}$<br>$= \underline{\quad}$ | $75 - 52 = \underline{\quad}$<br>$= \underline{\quad}$<br>$= \underline{\quad}$ |

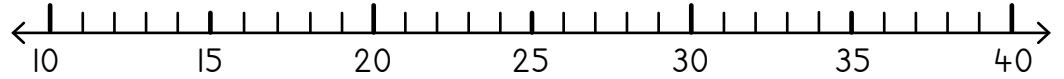
## 2 Los met behulp van die getallelyn op.

Solve using the number line.

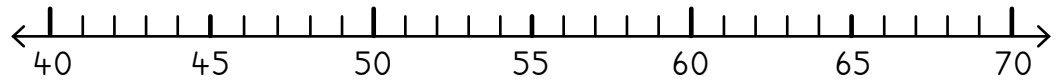
$$52 - 21 = \underline{31}$$



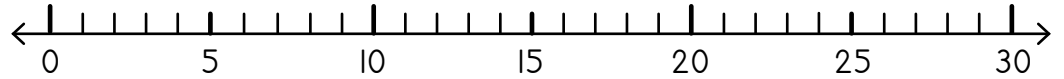
$$39 - 17 = \underline{\quad}$$



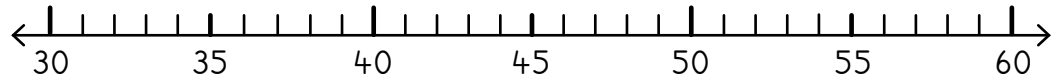
$$64 - 12 = \underline{\quad}$$



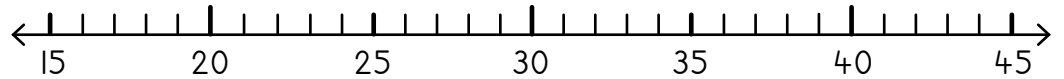
$$28 - 16 = \underline{\quad}$$



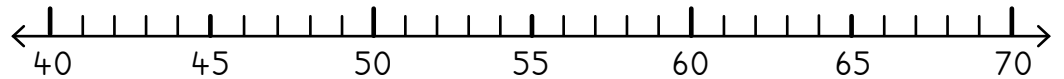
$$56 - 25 = \underline{\quad}$$



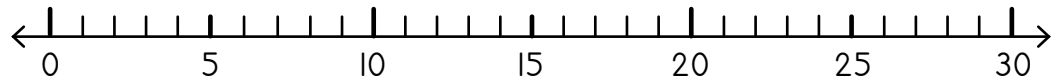
$$45 - 22 = \underline{\quad}$$



$$67 - 15 = \underline{\quad}$$



$$26 - 12 = \underline{\quad}$$



## 3 Bereken.

Calculate.

|                               |                               |                               |
|-------------------------------|-------------------------------|-------------------------------|
| $36 - 10 = \underline{26}$    | $75 - 40 = \underline{\quad}$ | $56 - 32 = \underline{\quad}$ |
| $68 - 45 = \underline{\quad}$ | $49 - 37 = \underline{\quad}$ | $57 - 21 = \underline{\quad}$ |

1 Kom ons skryf getalsinne met behulp van ons blokkies!

Let's use our blocks and write number sentences!

Lebo koop 'n hemp vir R30 en 'n pet vir R25. Hoeveel gee hy altesame uit?

Lebo bought a shirt for R30 and a cap for R25. How much did he spend altogether?

$$\underline{R30 + R25}$$

$$= \underline{R30 + R20 + R5}$$

$$= \underline{R55}$$

Likho koop 'n sjokolade vir R12 en skyfies vir R15. Hoeveel gee hy altesame uit?

Likho bought a chocolate for R12 and chips for R15. How much did he spend altogether?

$$= \underline{\hspace{2cm}}$$

$$= \underline{\hspace{2cm}}$$

$$= \underline{\hspace{2cm}}$$

Bev het R60. Sy koop 'n bloes vir R59. Hoeveel geld het sy nou?

Bev had R60. She bought a shirt for R59. How much money does she have now?

$$\underline{\hspace{2cm}}$$

$$= \underline{\hspace{2cm}}$$

$$= \underline{\hspace{2cm}}$$

Brian het R50. Hy koop 'n sjokolade vir R15. Hoeveel geld het hy nou?

Brian had R50. He bought a chocolate for R15. How much money does he have now?

$$\underline{\hspace{2cm}}$$

$$= \underline{\hspace{2cm}}$$

$$= \underline{\hspace{2cm}}$$

2 Dink jou eie optellings- en aftrekkingsprobleme uit. Skryf die oplossings hier neer.

Make up your own addition and subtraction problems. Write the solutions here.

$$\underline{\hspace{2cm}}$$

$$= \underline{\hspace{2cm}}$$

$$= \underline{\hspace{2cm}}$$

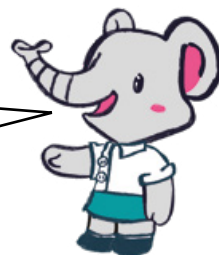
$$\underline{\hspace{2cm}}$$

$$= \underline{\hspace{2cm}}$$

$$= \underline{\hspace{2cm}}$$

Dink aan die verskil tussen die getalle in hierdie probleme.

Think about the difference between the numbers in these problems.



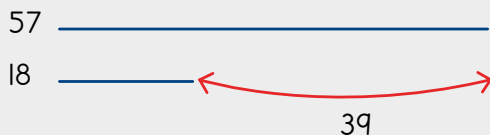
### 3 Los op. Skryf die getalsin.

Solve. Write the number sentence.

Ntando reis 57 kilometer. Zizo reis 18 kilometer.

Wie van hulle reis verder?

Ntando travels 57 kilometres. Zizo travels 18 kilometres. Who went farther?



Ntando

Hoeveel verder?

How much farther?

$$57 - 18 = 39 \text{ km}$$

Nkhanyiso lees 36 boeke. Thandekile lees 24 boeke.

Wie lees meer boeke?

Nkhanyiso read 36 books. Thandekile read 24 books. Who read more?

Hoeveel boeke meer?

How much more?

Thando hardloop 17 kilometer. Xoli hardloop 20 kilometer.

Wie hardloop verder?

Thando runs 17 kilometres. Xoli runs 20 kilometres. Who runs farther?

Hoeveel verder?

How much farther?

Buhle hardloop 13 kilometer. Sam hardloop 10 kilometer.

Wie hardloop verder?

Buhle ran 13 kilometres. Sam ran 10 kilometres. Who ran farther?

Hoeveel verder?

How much farther?



10c



20c



50c



R1

1 Hoeveel moet ek betaal?  
How much do I have to pay?

Daar is 100 sent  
in een rand!  
There are 100 cents  
in one Rand!



50c + 10c = 60c



\_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_



\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

2 Tannie Thina verkoop lekkers. 'n Kind gee haar 1 rand om  
'n lekker mee te koop. Hoeveel kleingeld gee sy die kind?

Aunty Thina sells sweets. A child gives her 1 Rand to buy a sweet. How much change does she give the child?



100c - 10c = 90c



\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_



\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_



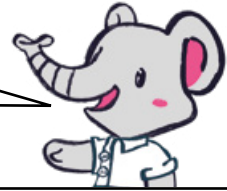
\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

|                                                                                         |                                                                                         |                                                                                         |                                                                                          |                                                                                            |                                                                                            |
|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| <br>R1 | <br>R2 | <br>R5 | <br>R10 | <br>R20 | <br>R50 |
|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|

### 3 Hoeveel moet ek betaal?

How much do I have to pay?

Kleingeld!  
Change!



|                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <br>$R2 + R10 = R12$  |   <br>$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$   |
|  <br>$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$                 |   <br>$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$ |

### 4 Oom Ndu besit 'n winkel in die dorp. Elke klant kom binne met R100. Hoeveel kleingeld gee hy?

Uncle Ndu owns a shop in town. Each customer came with R100. How much change does he give?

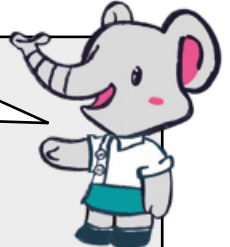
|                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <br>$R100 - R10 = R90$  |   <br>$\underline{\hspace{1cm}} - \underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$ |
|  <br>$\underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$                       |   <br>$\underline{\hspace{1cm}} - \underline{\hspace{1cm}} - \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$ |

1 Teken die volgende deur net R10-note en R1-munte te gebruik.

Draw the following using only R10 notes and R1 coins.

Kyk na hoe ek  
'n R10-noot en  
'n R1-munt teken!

Look at how I  
draw a R10 note  
and a R1 coin!



|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| R37 | <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px 10px; margin: 2px;">R10</div> <div style="border: 1px solid black; padding: 2px 10px; margin: 2px;">R10</div> <div style="border: 1px solid black; padding: 2px 10px; margin: 2px;">R10</div> <div style="margin: 0 10px;"></div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; border-radius: 50%; padding: 2px 5px; margin: 2px;">R1</div> <div style="border: 1px solid black; border-radius: 50%; padding: 2px 5px; margin: 2px;">R1</div> <div style="border: 1px solid black; border-radius: 50%; padding: 2px 5px; margin: 2px;">R1</div> <div style="border: 1px solid black; border-radius: 50%; padding: 2px 5px; margin: 2px;">R1</div> <div style="border: 1px solid black; border-radius: 50%; padding: 2px 5px; margin: 2px;">R1</div> <div style="border: 1px solid black; border-radius: 50%; padding: 2px 5px; margin: 2px;">R1</div> <div style="border: 1px solid black; border-radius: 50%; padding: 2px 5px; margin: 2px;">R1</div> </div> |
| R50 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| R43 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| R62 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

2 Teken geld om R100 te maak.

Draw money to make R100.

|                                                                 |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Hoeveel 10'e is daar in 100?</p> <p>How many 10s in 100?</p> |  | <div style="display: grid; grid-template-columns: repeat(5, 1fr); gap: 5px;"> <div style="border: 1px solid black; padding: 2px 10px;">R10</div> <div style="border: 1px solid black; padding: 2px 10px;">R10</div> <div style="border: 1px solid black; padding: 2px 10px;">R10</div> <div style="border: 1px solid black; padding: 2px 10px;">R10</div> <div style="border: 1px solid black; padding: 2px 10px;">R10</div> <div style="border: 1px solid black; padding: 2px 10px;">R10</div> <div style="border: 1px solid black; padding: 2px 10px;">R10</div> <div style="border: 1px solid black; padding: 2px 10px;">R10</div> <div style="border: 1px solid black; padding: 2px 10px;">R10</div> </div> |
| <p>Hoeveel 20's is daar in 100?</p> <p>How many 20s in 100?</p> |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>Hoeveel 50's is daar in 100?</p> <p>How many 50s in 100?</p> |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

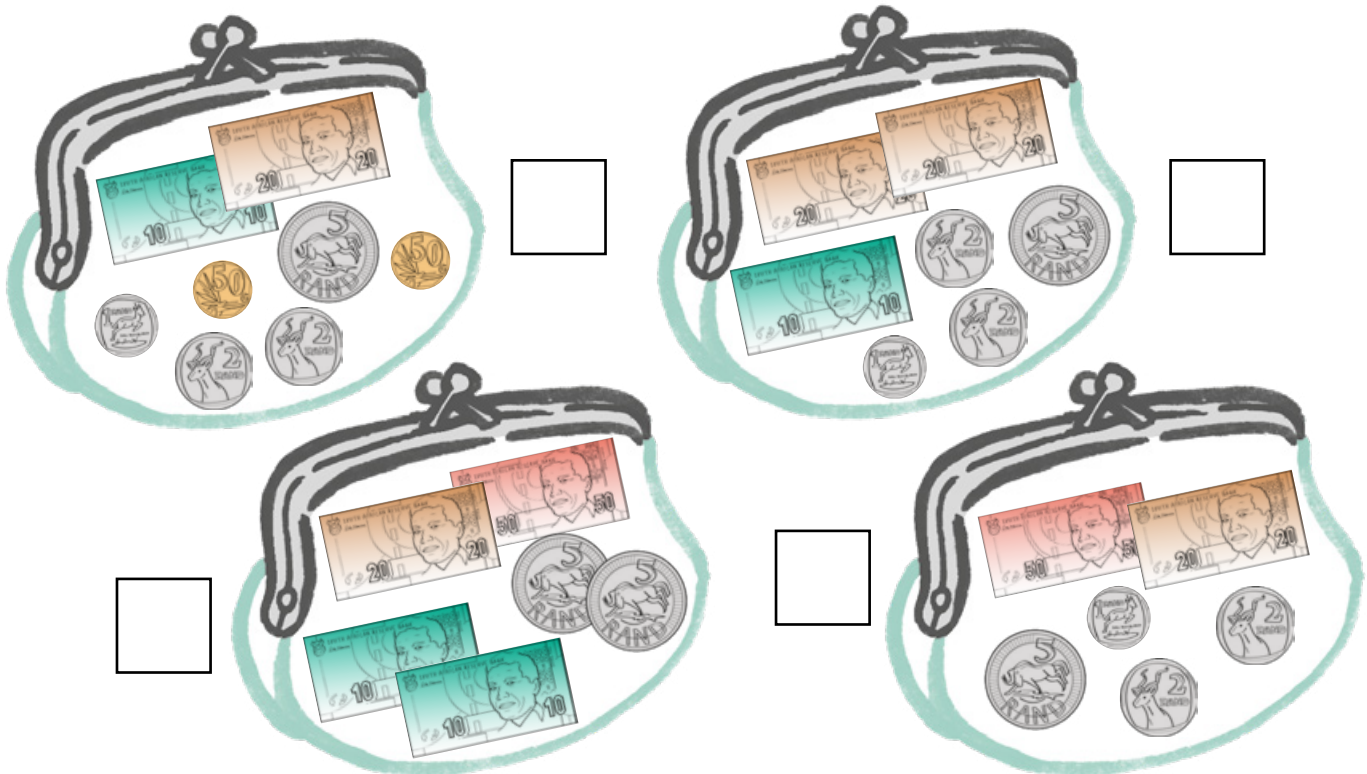
### 3 Teken die volgende deur R10-note en R1-munte te gebruik.

Draw the following using R10 notes and R1 coins.

|      |                                                              |
|------|--------------------------------------------------------------|
| R63  | <div>R10 R10 R10 R10 R10 R10</div> <div>(R1) (R1) (R1)</div> |
| R72  |                                                              |
| R57  |                                                              |
| R100 |                                                              |

### 4 Hoeveel geld is daar? Maak 'n regmerkjie langs die beursie met die meeste geld.

How much money? Tick the purse with the most money.





# 100-blok

100 square



|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10  |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20  |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30  |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40  |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50  |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60  |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70  |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80  |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90  |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |



# Getalname

Number names



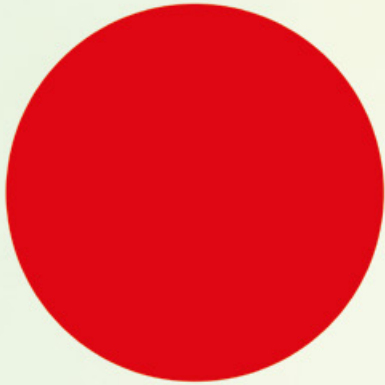
|     |                           |
|-----|---------------------------|
| 10  | tien<br>ten               |
| 20  | twintig<br>twenty         |
| 30  | dertig<br>thirty          |
| 40  | veertig<br>forty          |
| 50  | vyftig<br>fifty           |
| 60  | sestig<br>sixty           |
| 70  | sewentig<br>seventy       |
| 80  | tagtig<br>eighty          |
| 90  | negentig<br>ninety        |
| 100 | eenhonderd<br>one hundred |





# 2D vorms

2-D shapes



**sirkel**

circle



**ovaal**

oval



**reghoek**

rectangle



**vierkant**

square



**driehoek**

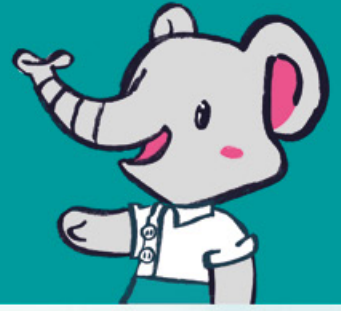
triangle





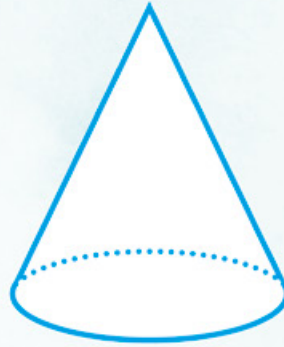
# 3D voorwerpe

3-D objects



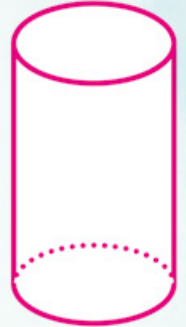
**sfeer**

sphere



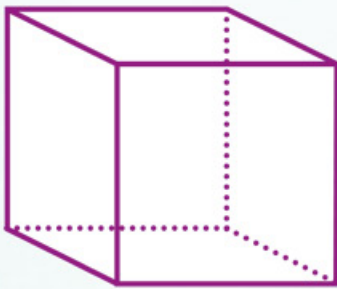
**keël**

cone



**silinder**

cylinder



**kubus**

cube



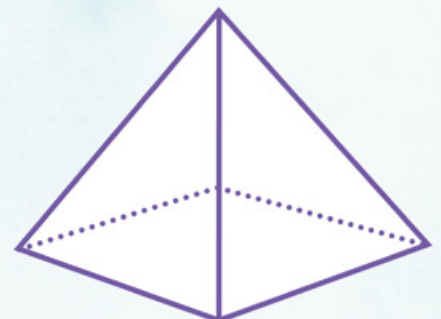
**reghoekige prisma**

rectangular prism



**driehoekige prisma**

triangular prism



**piramide**

pyramid



# Bala Wande

Calculating with Confidence