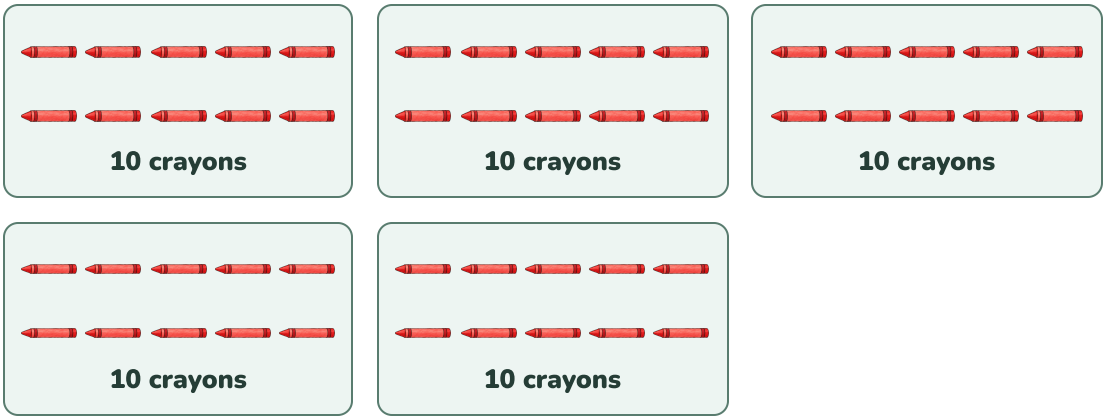
Picture maths: packs, fractions and patterns

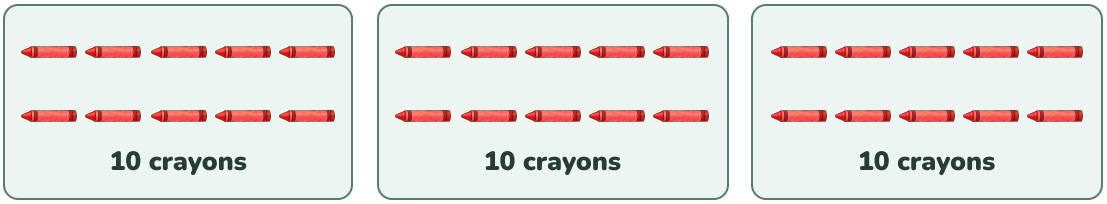
NAME	DATE

1 There are 5 packs of crayons. Each pack has 10 crayons. 3 more packs are added. How many crayons are there now?

At first

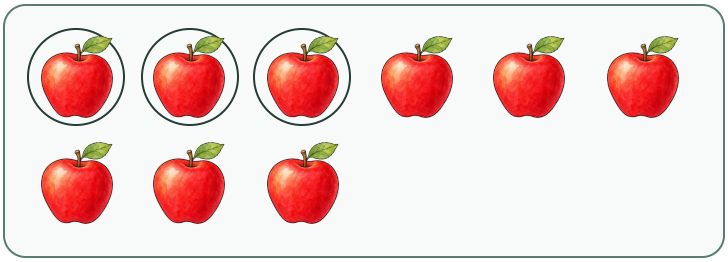


Added



Each outlined pack contains 10 crayons.

2 Look at the whole set of apples. What fraction of the apples has a ring around it? Write the fraction in words.

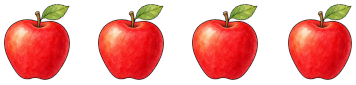


The outlined box shows one whole set.

Picture maths: packs, fractions and patterns

3 How many more pears than oranges are in the basket?

Fruit in the basket

Apples 

Pears 

Oranges 

Key: each picture stands for 1 piece of fruit.

4 The first step has 5 flowers. Make 4 growing steps. Add 1, 2 or 3 flowers each time. Write how many you add.

Draw dots for the flowers you add.

Step 1	Step 2	Step 3	Step 4
			

I add this many each time:

Picture maths: packs, fractions and patterns

1. 80

Evidence for the stated action: Checks the bounded response named here against the supplied problem. A single example does not certify the whole parent skill or outcome.

2. one third

Practice / supporting evidence: Supporting practice only: this response does not independently demonstrate the full action, method, fluency or physical investigation named by the parent skill.

3. 5

Evidence for the stated action: Checks the bounded response named here against the supplied problem. A single example does not certify the whole parent skill or outcome.

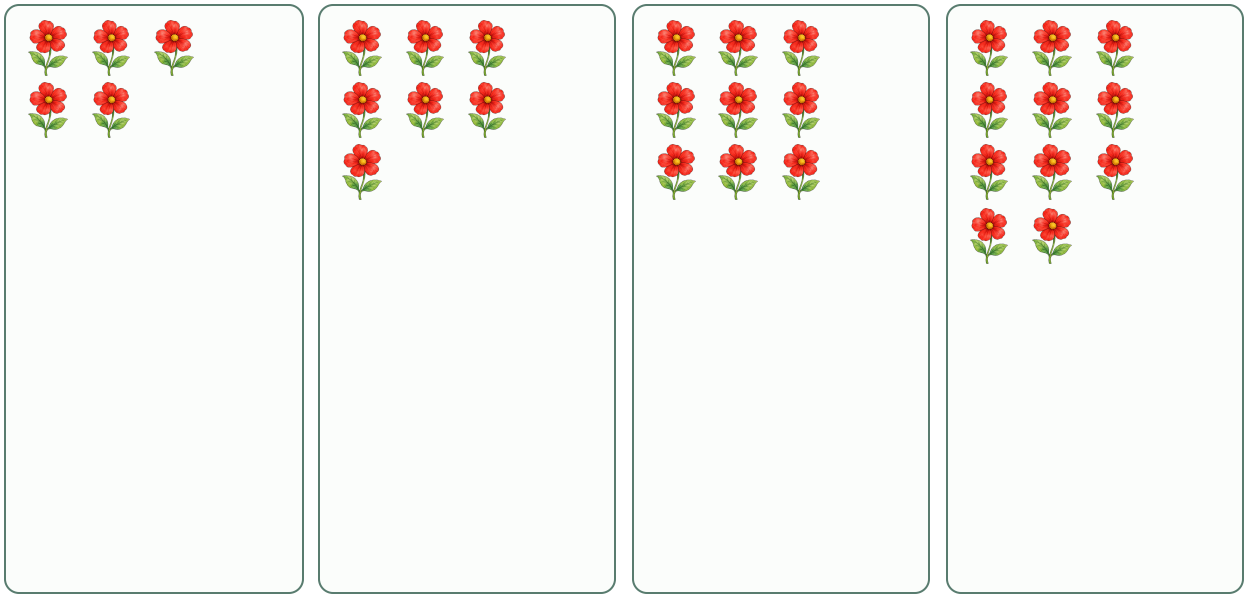
4. 4 stages start at 5. The child chooses a fixed increase of 1, 2 or 3; every stage has that many more dots. The recorded increase must match every change. The key shows +2, but +1 and +3 are also valid. A changing increase or isolated totals do not count.

Evidence for the stated action: Checks the bounded response named here against the supplied problem. A single example does not certify the whole parent skill or outcome.

Picture maths: packs, fractions and patterns

Draw dots for the flowers you add.

Step 1 **Step 2** **Step 3** **Step 4**



I add this many each time: 2

4 stages start at 5. The child chooses a fixed increase of 1, 2 or 3; every stage has that many more dots. The recorded increase must match every change. The key shows +2, but +1 and +3 are also valid. A changing increase or isolated totals do not count.