

CAMBRIDGE PRIMARY Mathematics

Learner's Book



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t = top *c* = centre *b* = bottom *l* = left *r* = right

Introduction

This *Learner's Book* is a supplementary resource that consolidates and reinforces mathematical learning alongside the *Cambridge Primary Mathematics Teacher's Resource 1* (9781107656833). It acts as a useful consolidation tool for the learners by providing points for discussion to develop problem-solving skills and support learning through discovery and discussion. Rote learning and drill exercises are avoided.

Ideally, a session should be taught using the appropriate *Core activity* in the *Teacher's Resource 1*, with the *Learner's Book* page open during the session as a visual reference and/or guide for the learner. There are sometimes simple questions or activities that could be used to assess learner understanding. There is a single page corresponding to each *Core activity* in the *Teacher's Resource 1* printed book. The *Core activity* that the page relates to is indicated at the bottom of the page.

Hints and tips are provided throughout to support the learners. They will appear as follows:



Please note that the *Learner's Book* on its own does not cover all of the Cambridge Primary mathematics curriculum framework for Stage 1. It needs to be used in conjunction with the *Teacher's Resource 1*. The *Teacher's Resource 1* and *Learner's Book 1* do not follow the order of the Cambridge Primary mathematics curriculum framework. Although all of the objectives in the framework are covered, they are approached in a different order.

This publication is part of the *Cambridge Primary Maths* project. *Cambridge Primary Maths* is an innovative combination of curriculum and resources designed to support teachers and learners to succeed in primary mathematics through best-practice international maths teaching and a problem-solving approach.



Cambridge Primary Maths brings together the world-class Cambridge Primary mathematics curriculum from Cambridge International Examinations, high-quality publishing from Cambridge University Press and expertise in engaging online enrichment materials for the mathematics curriculum from NRICH. Teachers have access to an online tool that maps resources and links to materials offered through the primary mathematics curriculum, NRICH and Cambridge Primary mathematics textbooks and e-books. These resources include engaging online activities, best-practice guidance and examples of *Cambridge Primary Maths* in action.

The Cambridge curriculum is dedicated to helping schools develop learners who are confident, responsible, reflective, innovative and engaged. It is designed to give learners the skills to problem solve effectively, apply mathematical knowledge and develop a holistic understanding of the subject.

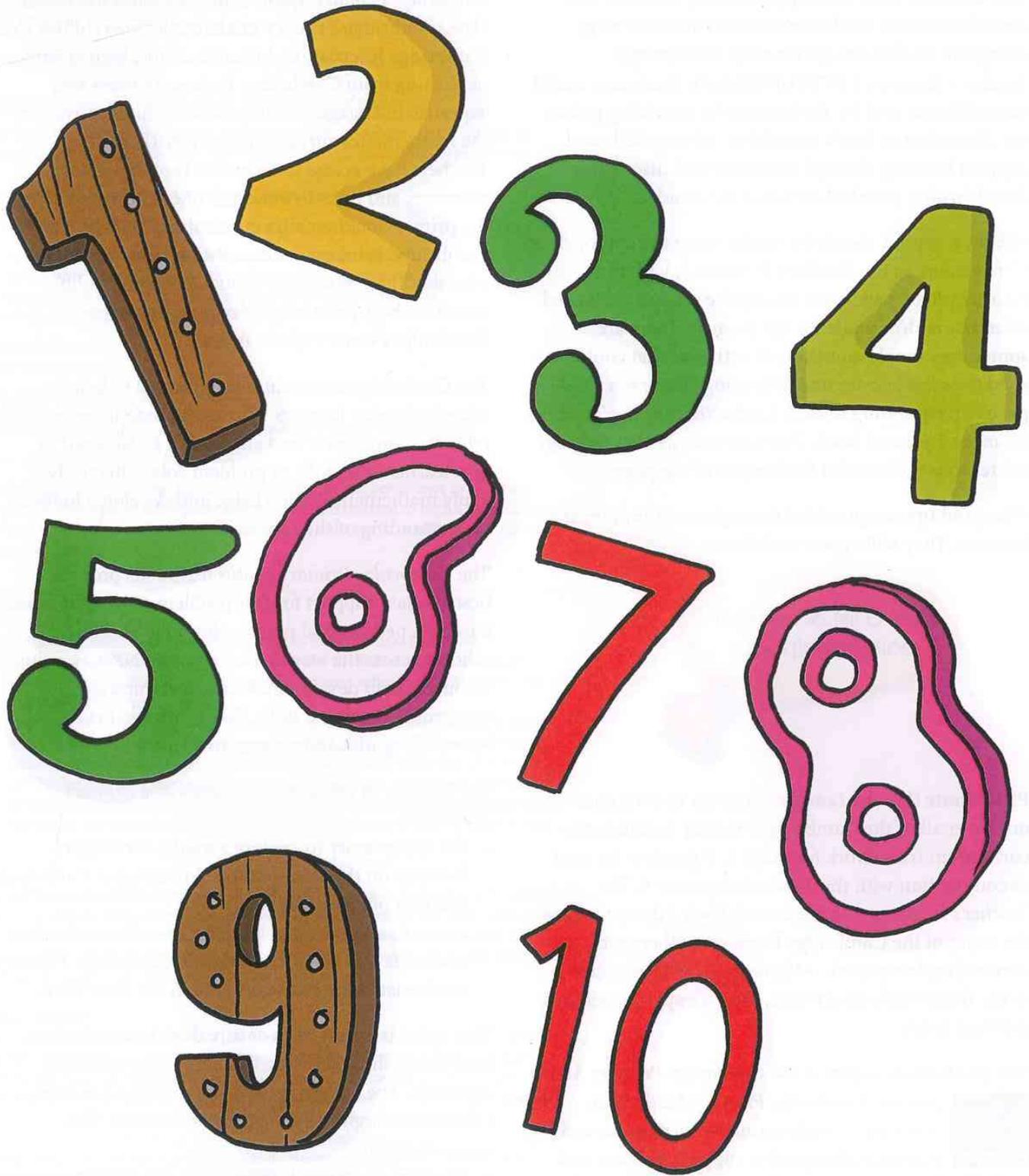
The *Cambridge Primary Maths* textbooks provide best-in-class support for this problem-solving approach, based on pedagogical practice found in successful schools across the world. The engaging NRICH online resources help develop mathematical thinking and problem-solving skills. To get involved visit www.cie.org.uk/cambridgeprimarymaths

The benefits of being part of *Cambridge Primary Maths* are:

- the opportunity to explore a maths curriculum founded on the values of the University of Cambridge and best practice in schools
- access to an innovative package of online and print resources that can help bring the Cambridge Primary mathematics curriculum to life in the classroom.

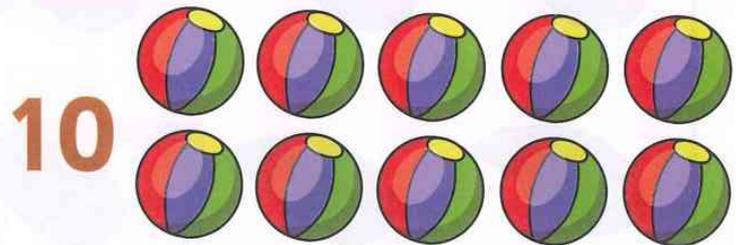
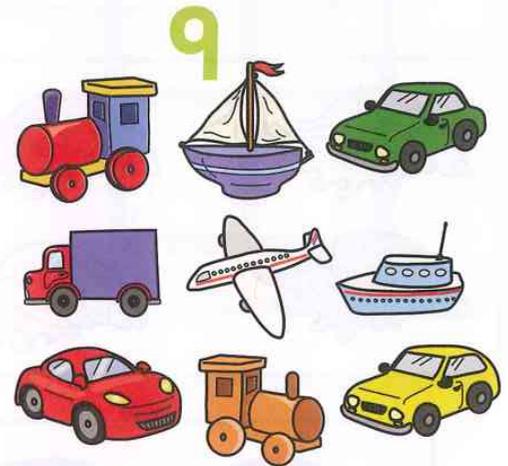
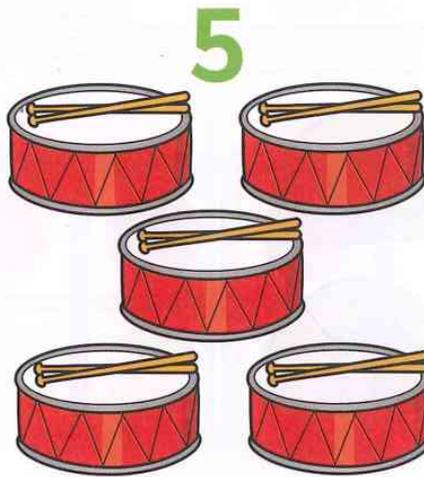
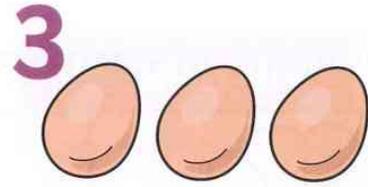
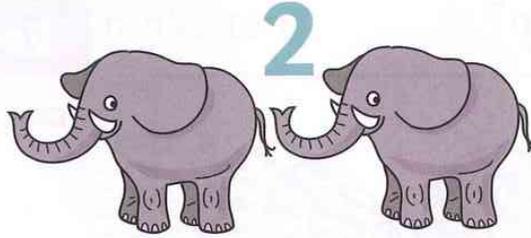
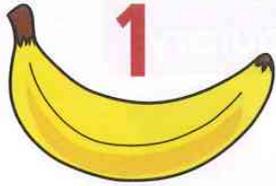
This series is arranged to ensure that the curriculum is covered whilst allowing teachers to use a flexible approach. The Scheme of Work for Stage 1 has been followed, though there are a few deviations. The components are:

- Teacher's Resource 1 ISBN: 9781107656833 (printed book and CD-ROM).
- Learner's Book 1 ISBN: 9781107631311 (printed book)
- Games Book 1 ISBN: 9781107646407 (printed book and CD-ROM).



1	2	3	4	5	6	7	8	9	10
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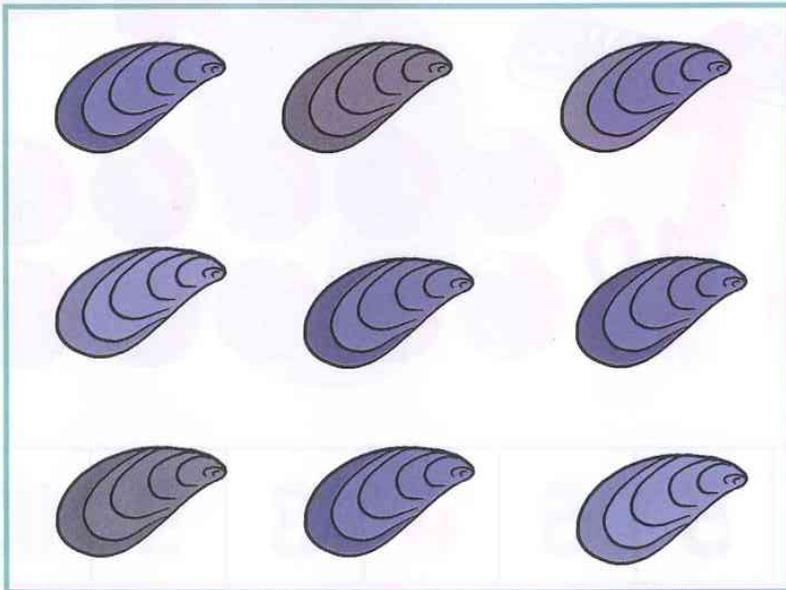
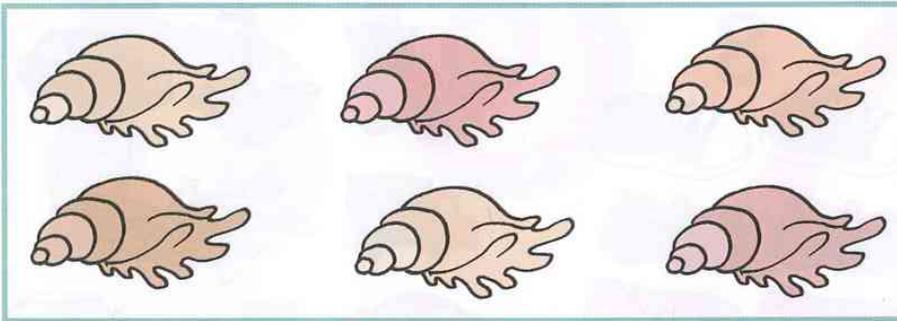
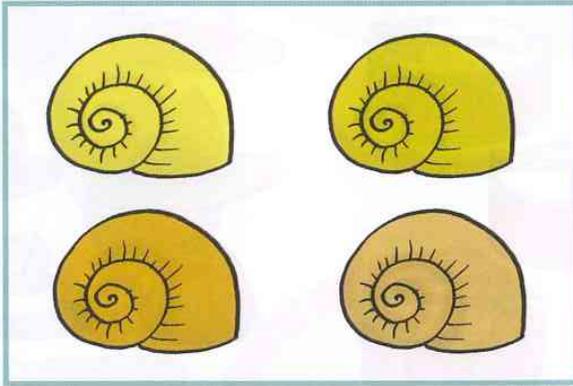
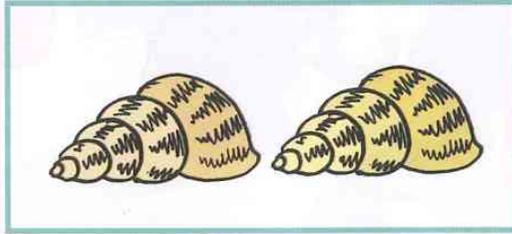
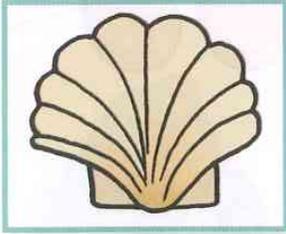
Up to Ten



1	2	3	4	5	6	7	8	9	10
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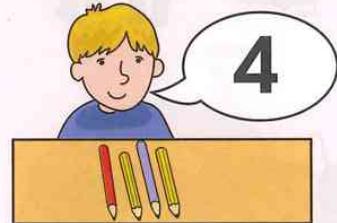
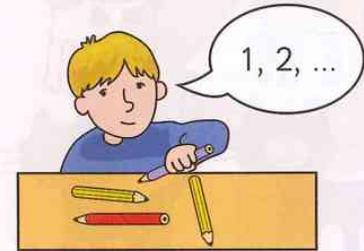
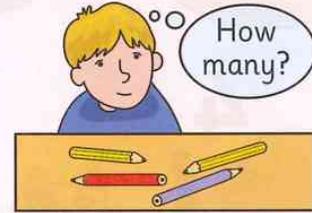
How many?

How many in each group?



Vocabulary

count



count

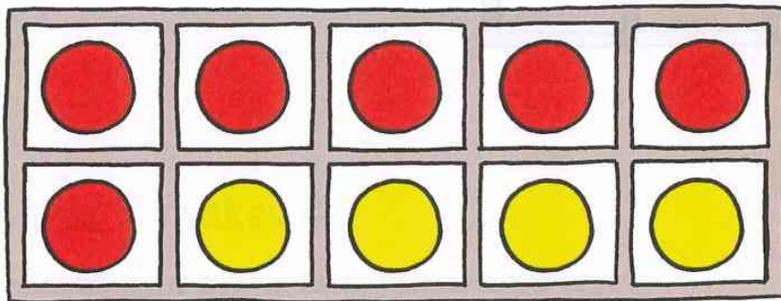
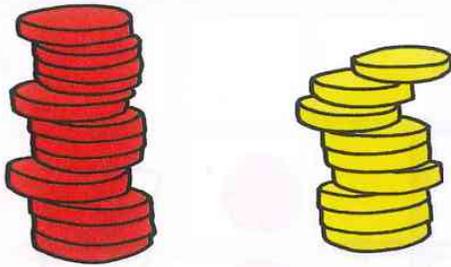


count



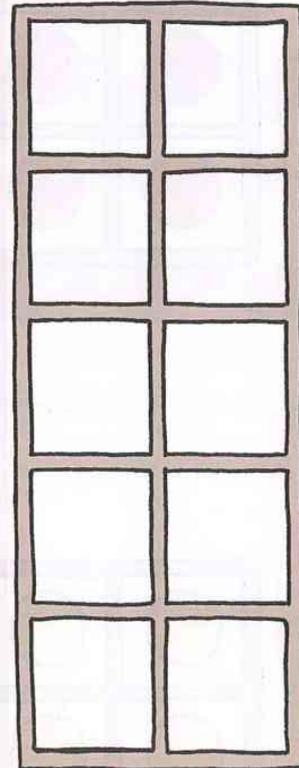
Make ten

Find two numbers to make ten.

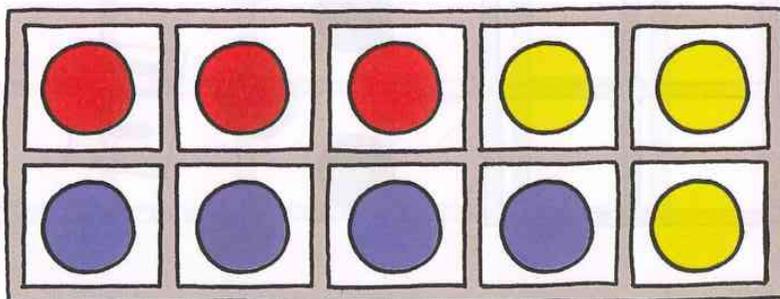
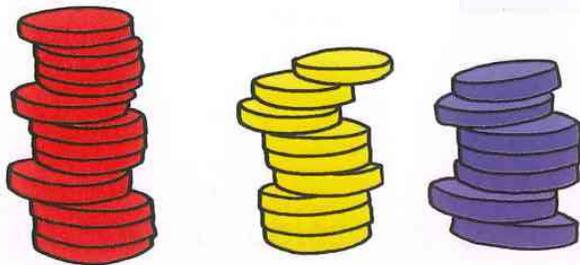


Vocabulary

ten frame

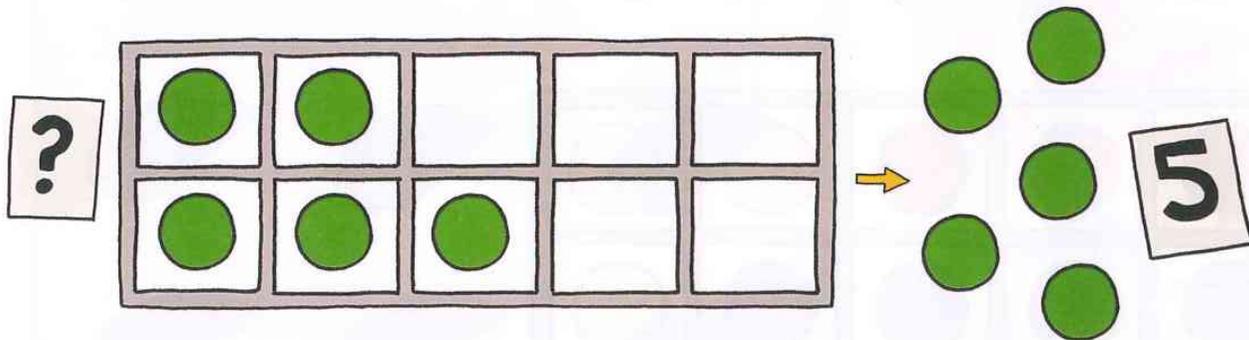
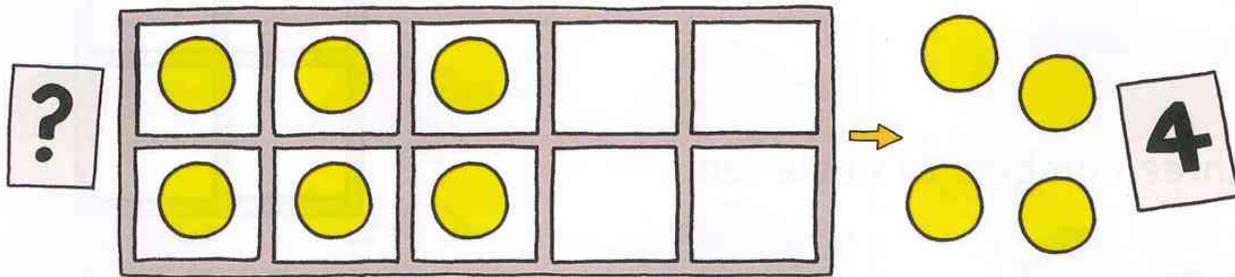
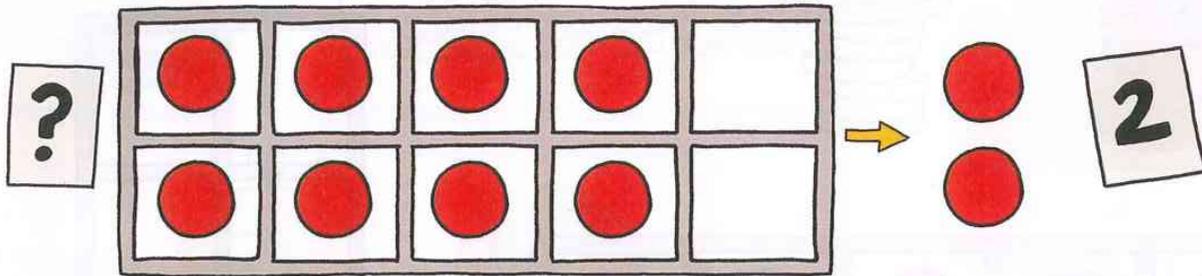


Find three numbers to make ten.



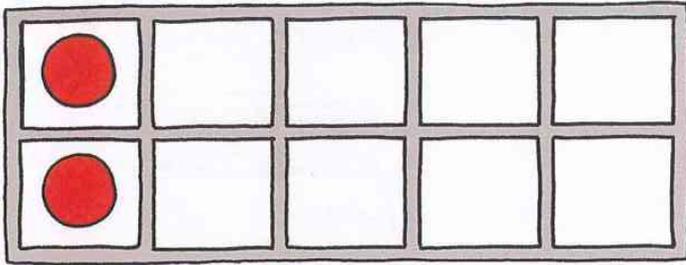
Ten take away

How many are there left?



Doubles

Double 1 makes 2.

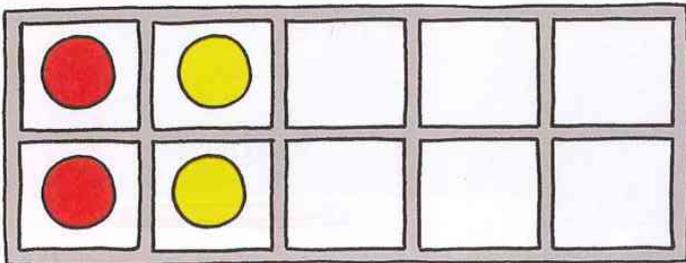


Vocabulary

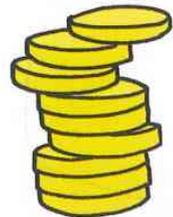
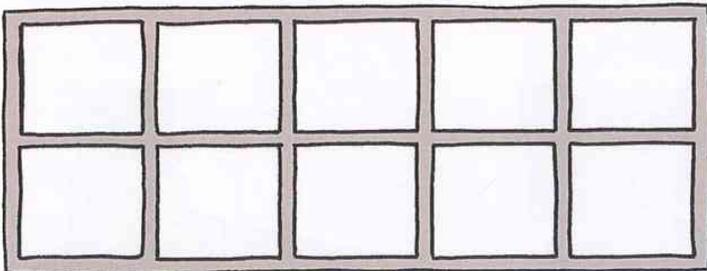
double



Double 2 makes 4.



What other doubles can you find?



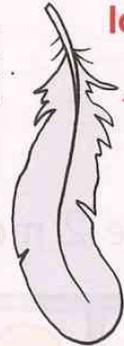
Giant footprints

Vocabulary

longer



shorter



longer

shorter

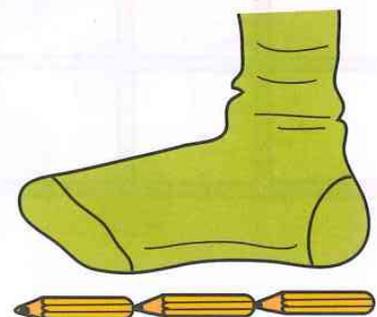
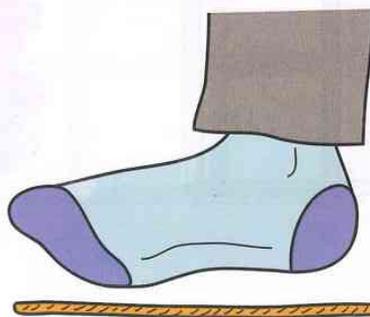
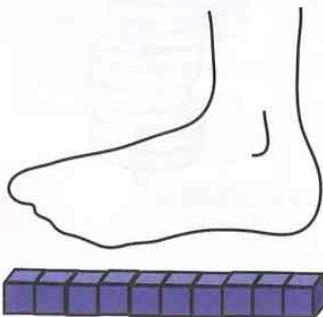
longest



shortest

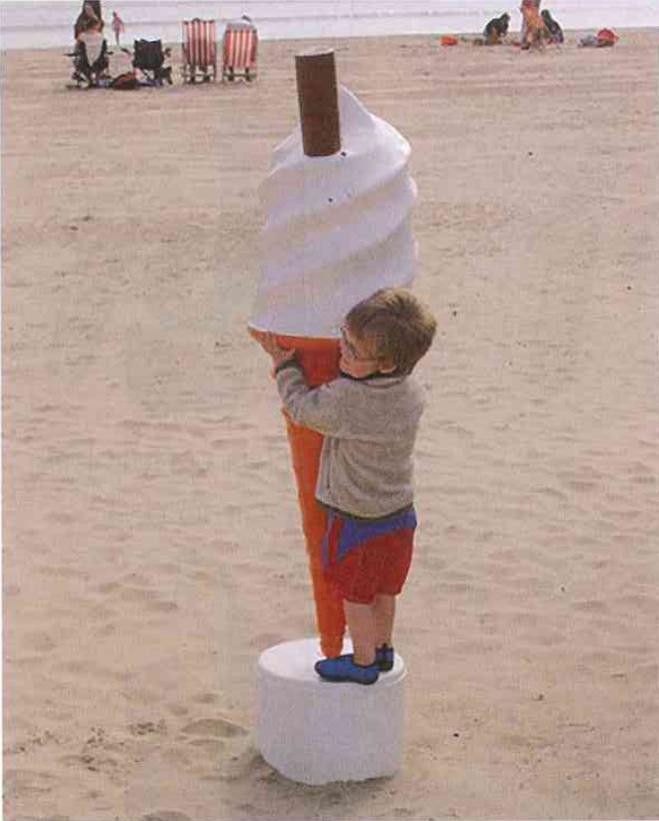


How long is your footprint?
How long is the giant's footprint?

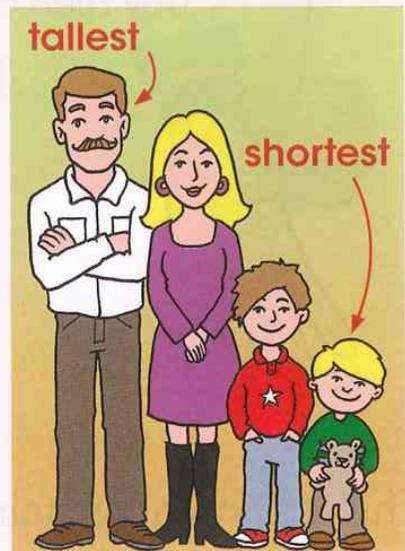
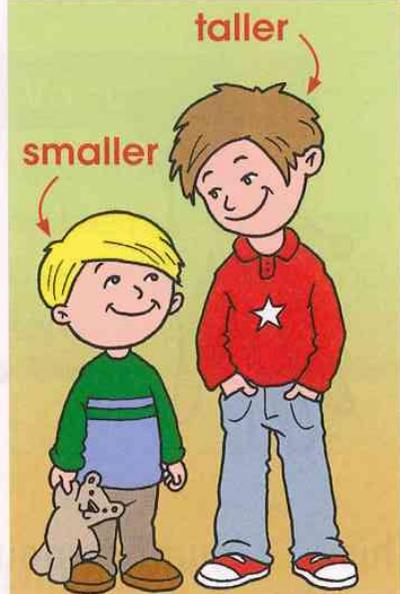


Height

Which is taller? The ice cream or the boy?



Vocabulary



Which is tallest? The lady or the buildings?

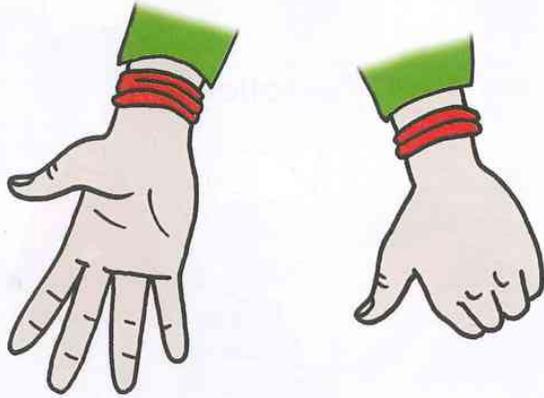


Number pairs

ingiet

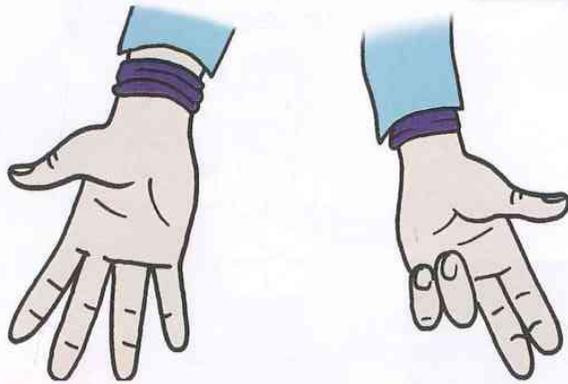
This is a number pair for

6



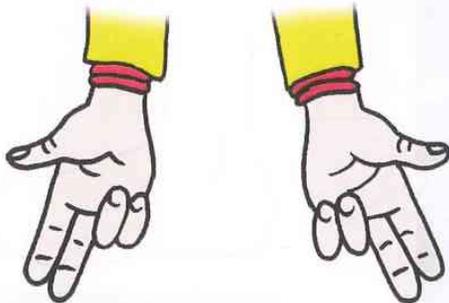
This is a number pair for

?



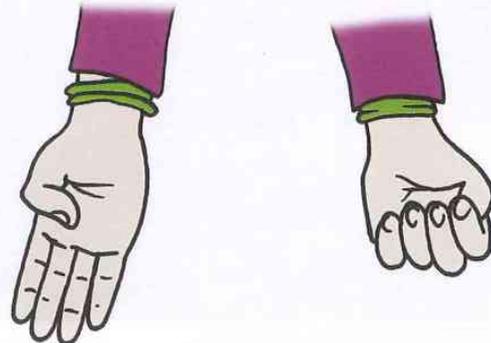
This is a number pair for

?



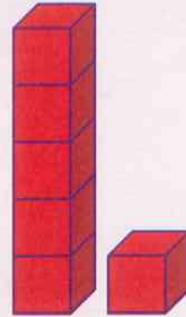
This is a number pair for

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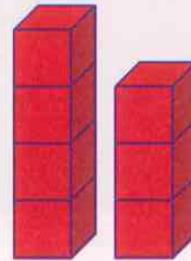


Vocabulary

number pairs:



5 and 1 is a number pair to 6.



4 and 3 is a number pair to 7.

Oh no!

Write the teen numbers in the correct order.

19

17

16

15

18

14

13

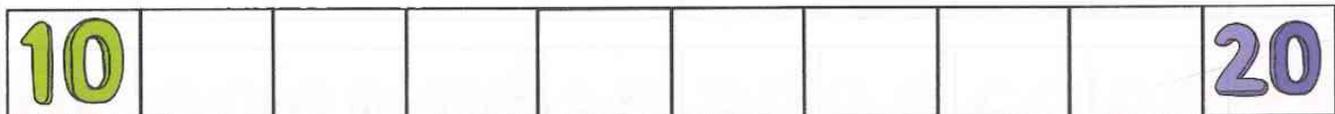
12

Vocabulary

teen numbers:

all the numbers that are made of ten and some ones.

Use a number track to help you.



Estimate and count

10

Vocabulary

estimate:

5?

12?

7?

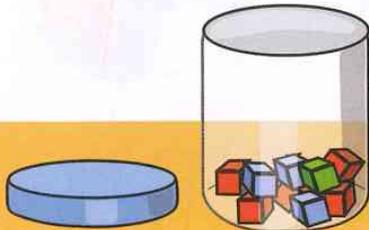
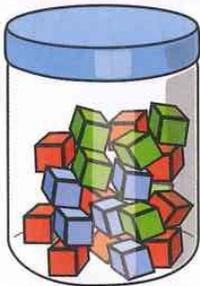


count:

1, 2, 3,
4...



How many?



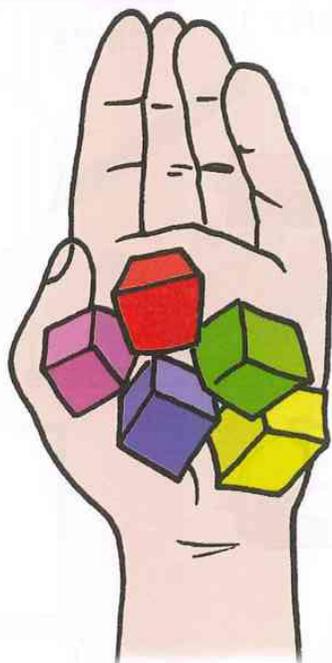
1 2 3 4 5 6 7 8 9 10

11 12 13 14 15 16 17 18 19 20

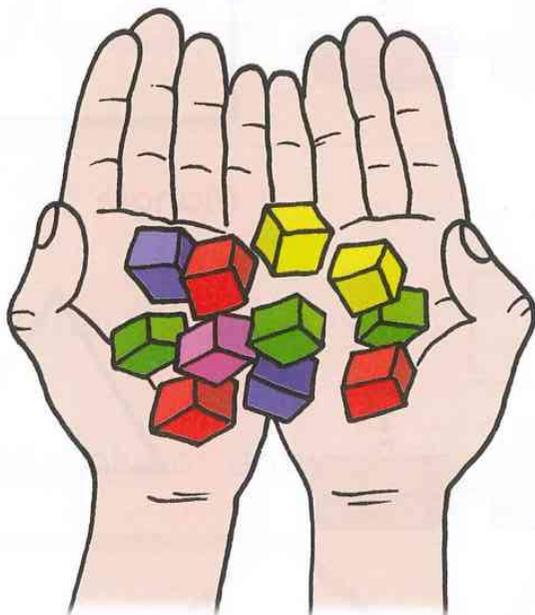
21 22 23 24 25 26 27 28 29 30

Twice as many?

How many?

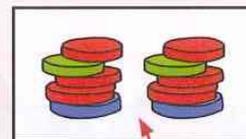
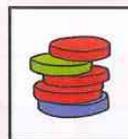


Is this twice as many?

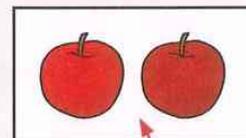
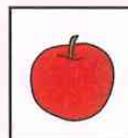


How do you know?

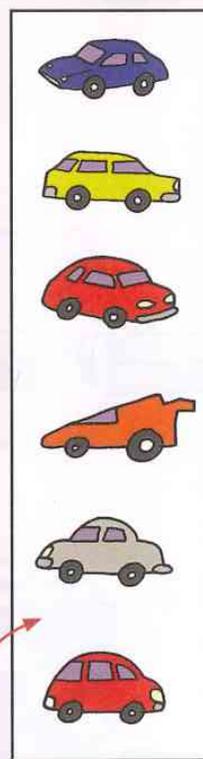
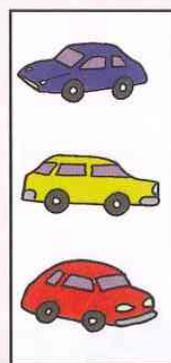
Vocabulary



twice as many

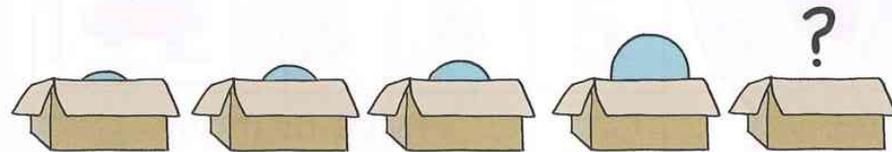
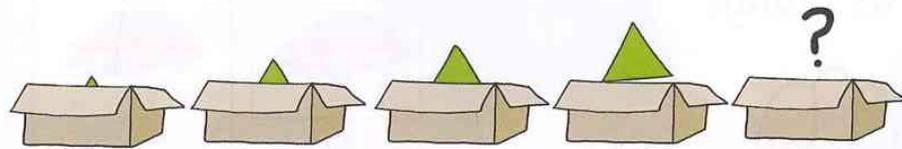
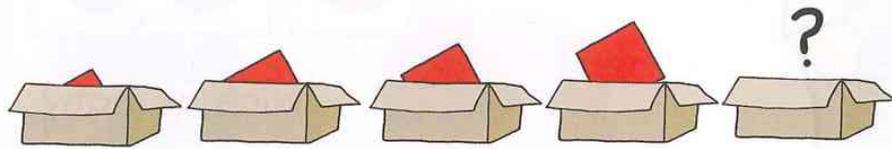
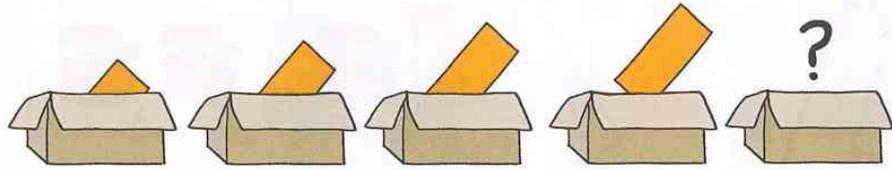


twice as many



twice as many

What is the shape?



Vocabulary

circle



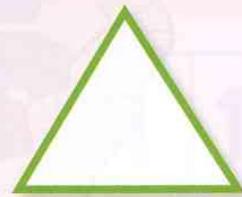
square



rectangle



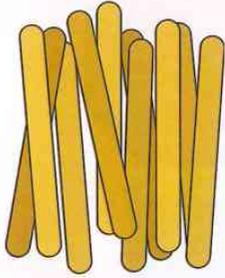
triangle



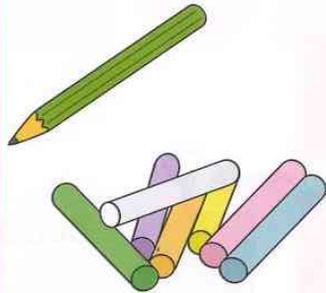
Making four squares

You will need:

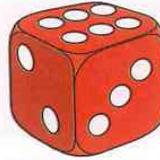
sticks



a pencil or chalk

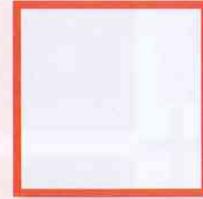


a dice

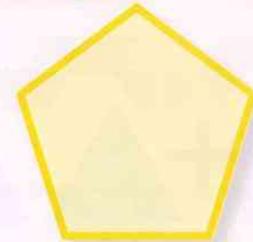


Vocabulary

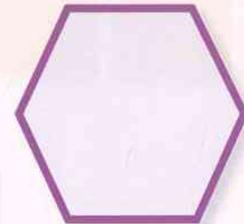
square



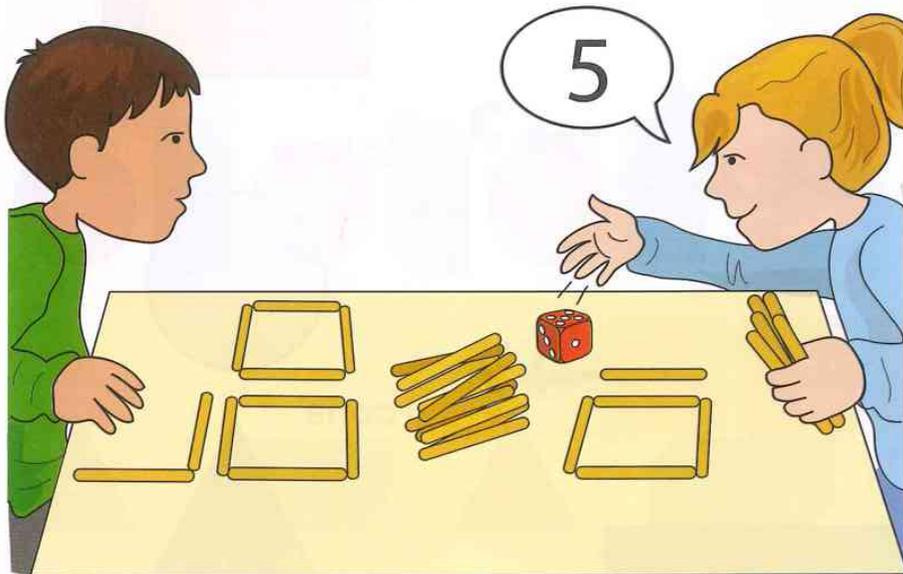
pentagon



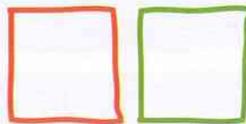
hexagon



dice



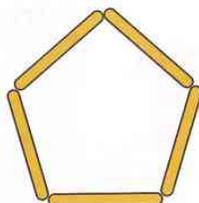
You can draw the squares too.



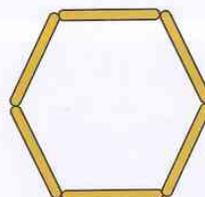
You could make or draw other shapes.



triangle



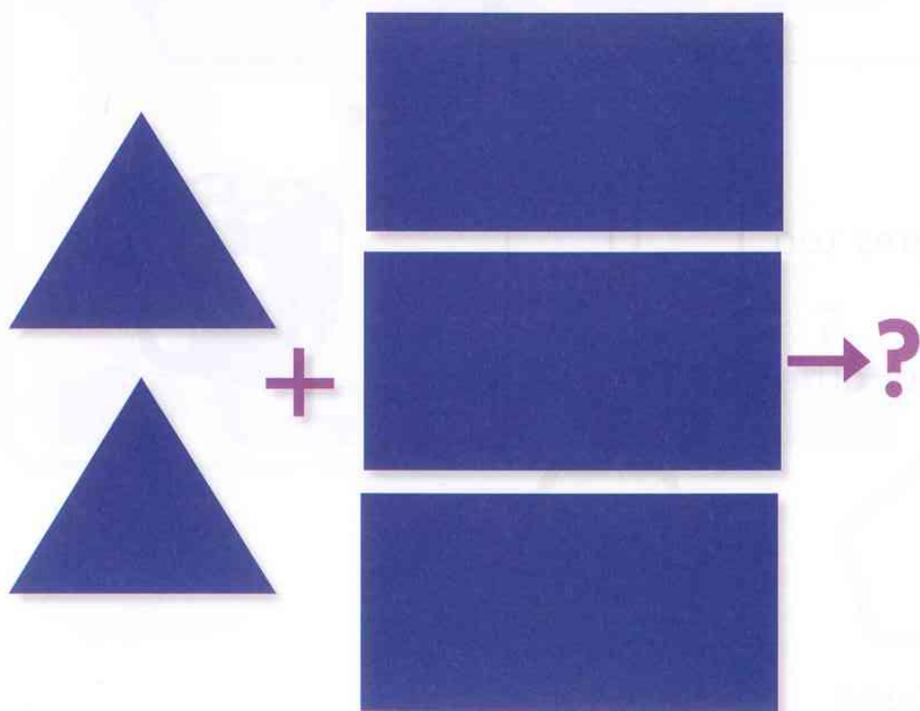
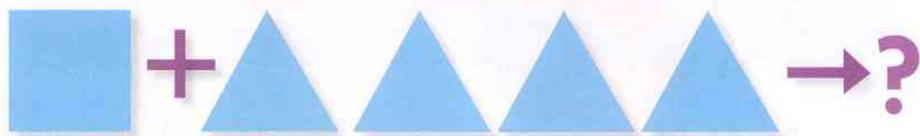
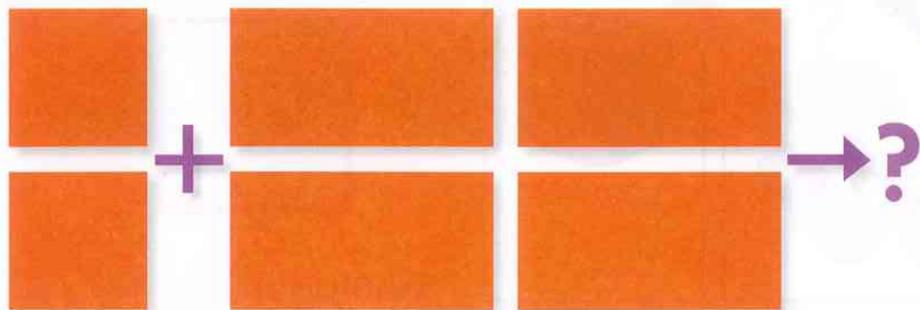
pentagon



hexagon

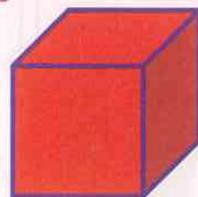
Solids

What solids can you make by putting these 2D shapes together?



Vocabulary

cube



cuboid



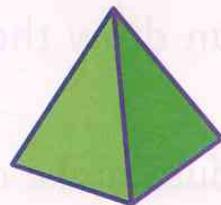
sphere



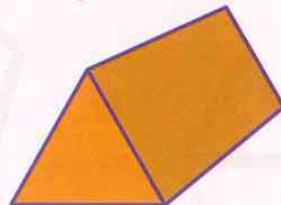
cone



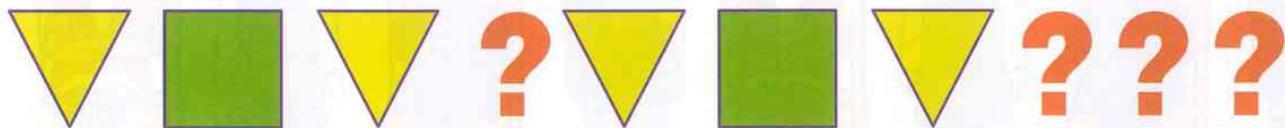
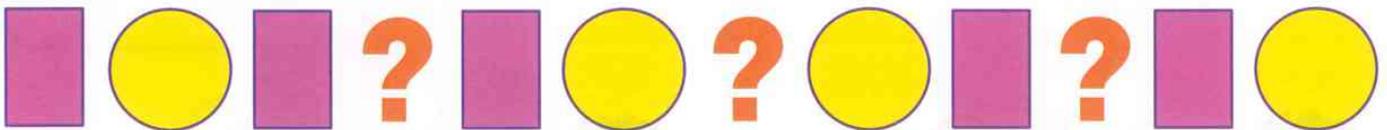
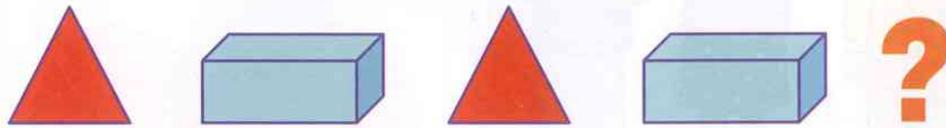
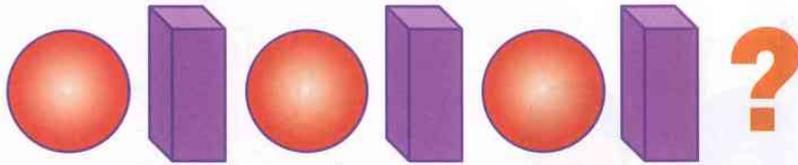
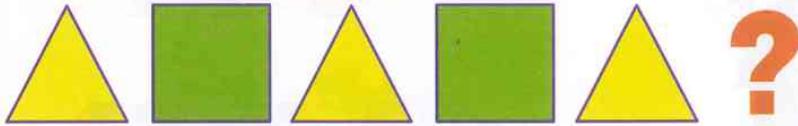
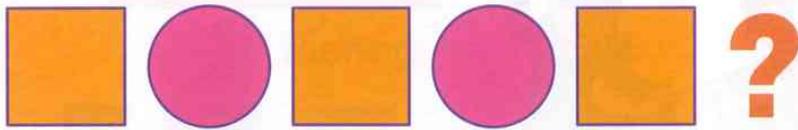
pyramid



triangular prism

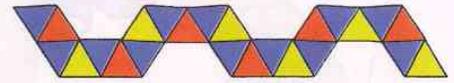
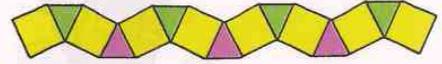
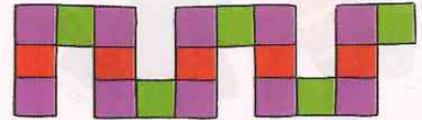


What is next?

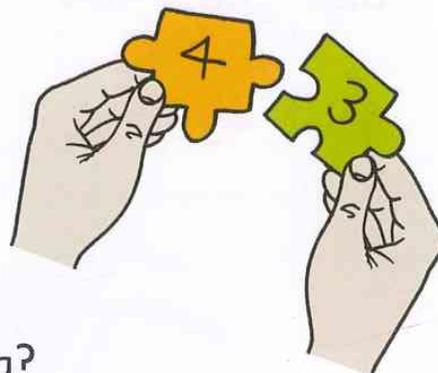
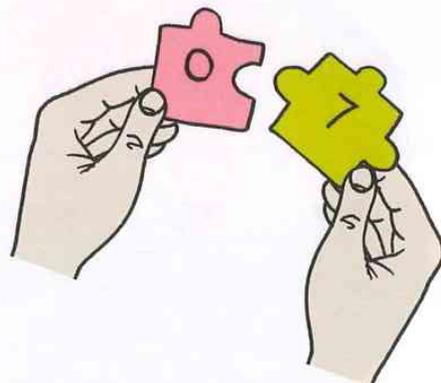
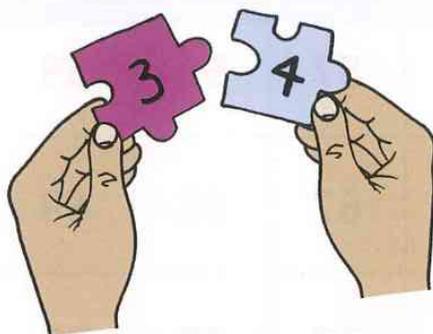
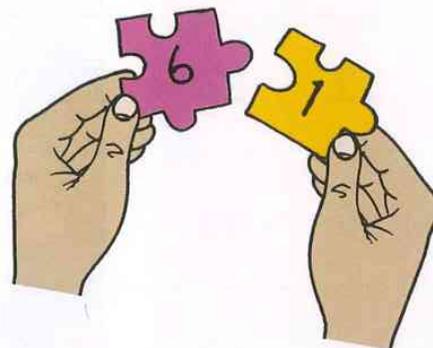
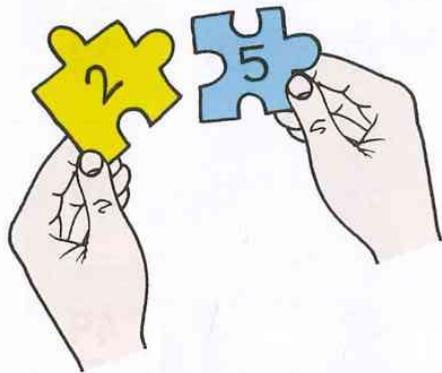
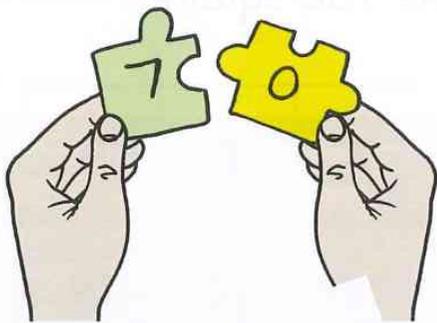


Vocabulary

pattern



Jigsaws



Which number pair for seven is missing?
Find the number pairs that are the same.

The 100 square

www.ck12.org

What number patterns can you see in the 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

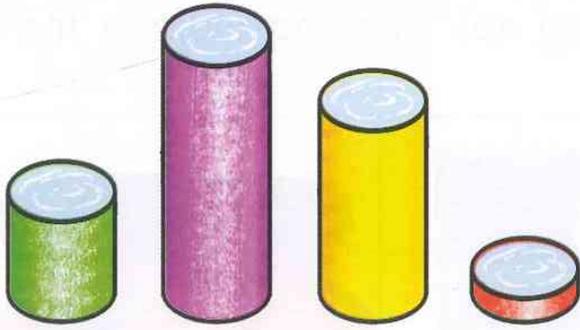
Capacity

Look at these pictures:

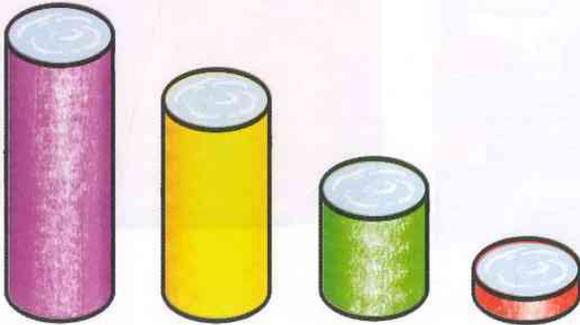


Ordering capacity

900

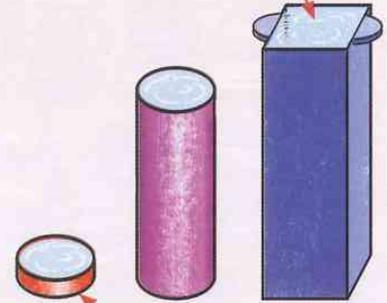


Which holds most?

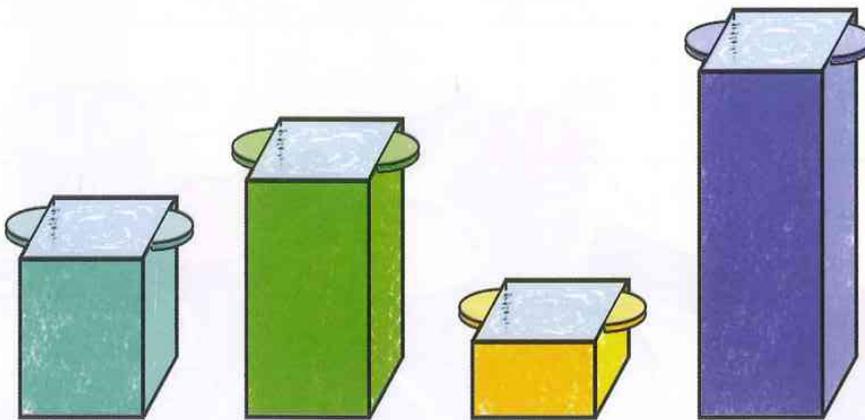


Vocabulary

holds most



holds least

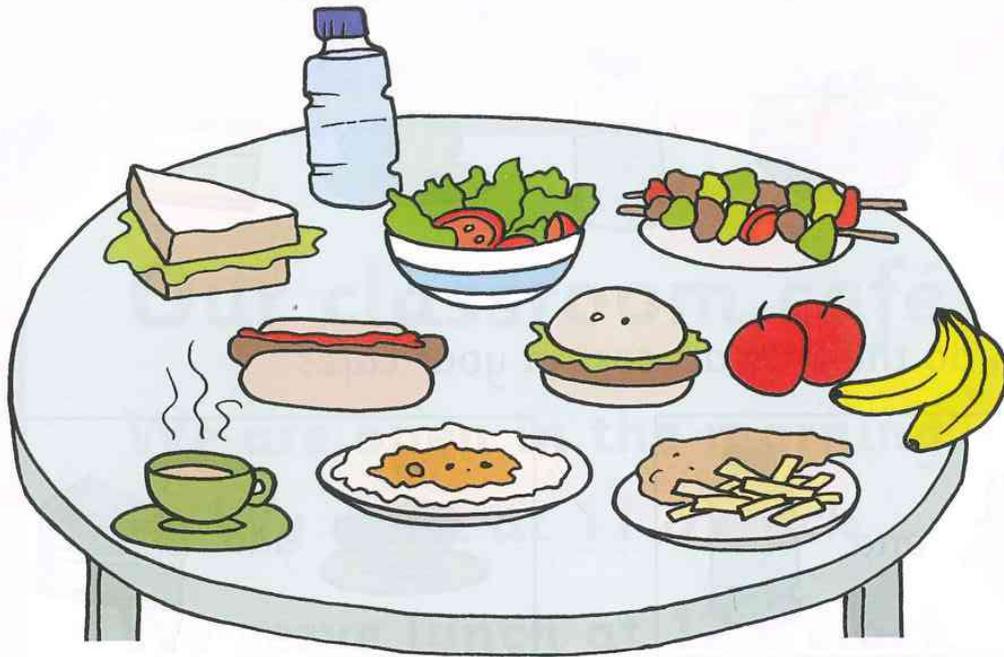


Which holds least?



Class café

What food will the café sell?



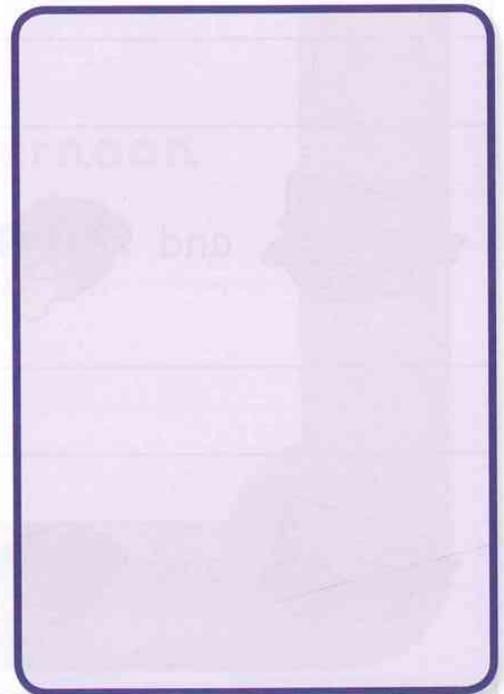
Make a menu to show the food.
The menu can be any shape.



The menu can be small.



The menu can be large.



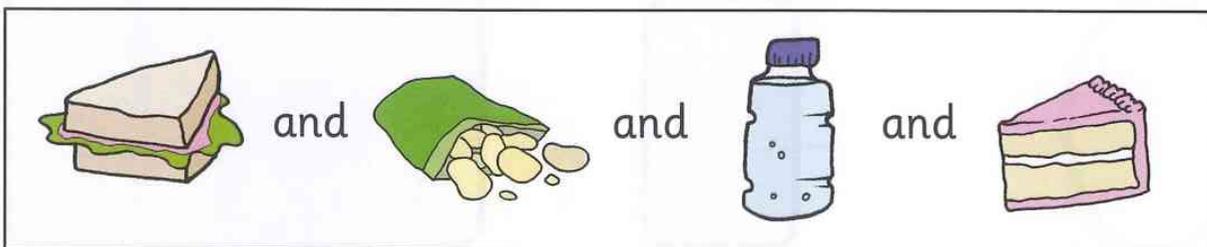
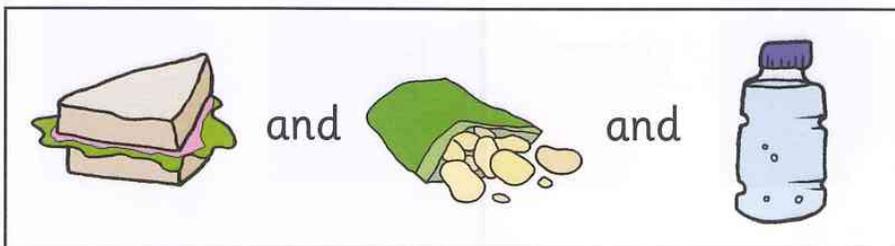
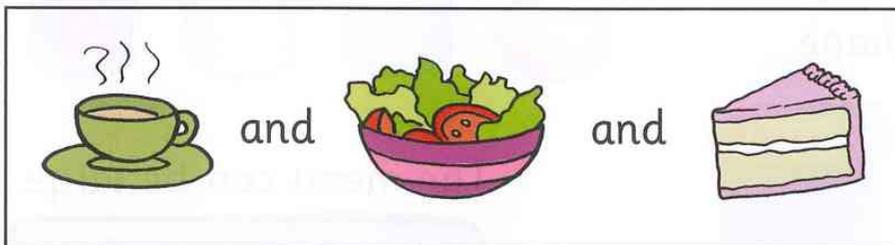
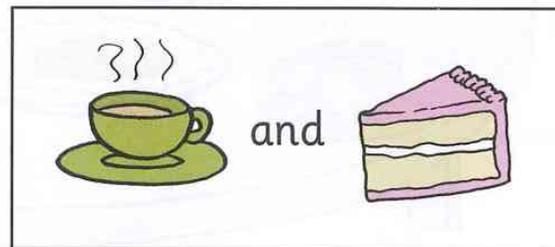
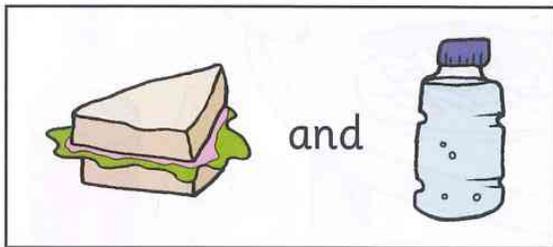
What is the price?

2010

How much do these cost in your café?



How much do these meals cost in your café?



Times in the Café

Our classroom café

We are open in the morning

We open at 11 o'clock

We serve lunch at 12 o'clock

We stop serving lunch at
2 o'clock

We serve tea at 3 o'clock
for 1 hour

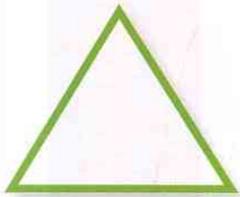
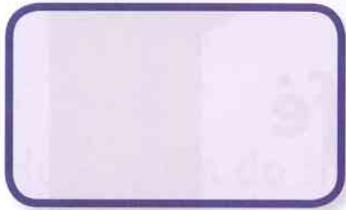
We close in the afternoon

We close at 4 o'clock

Café opening times

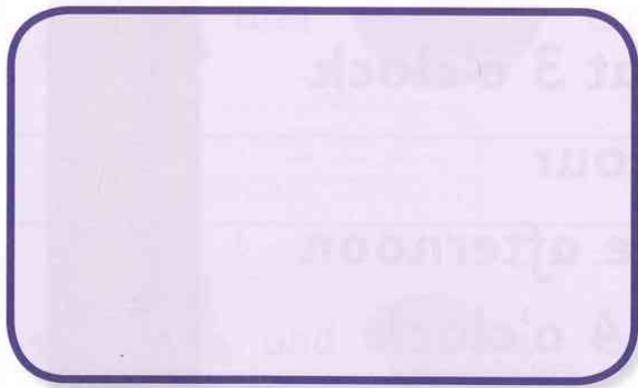
Make a poster to show when the café is open.

Your poster can be any shape.



Our classroom café

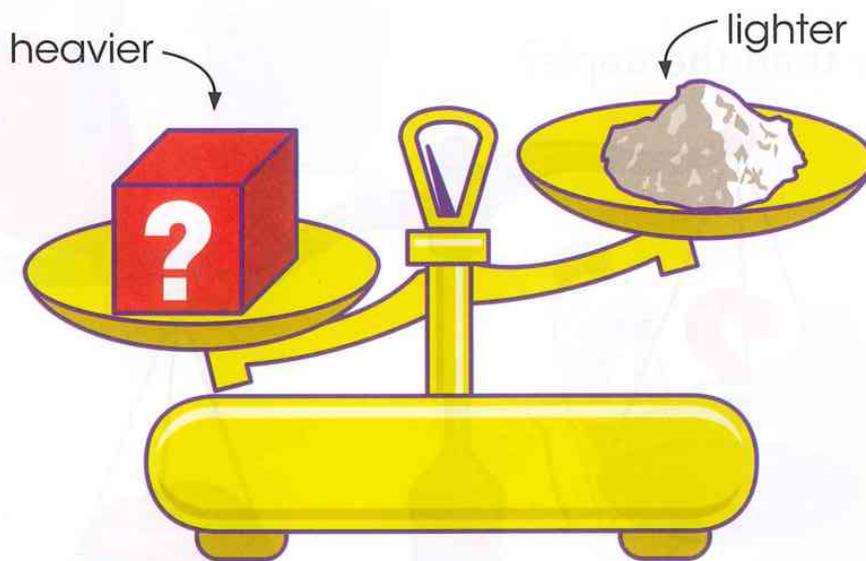
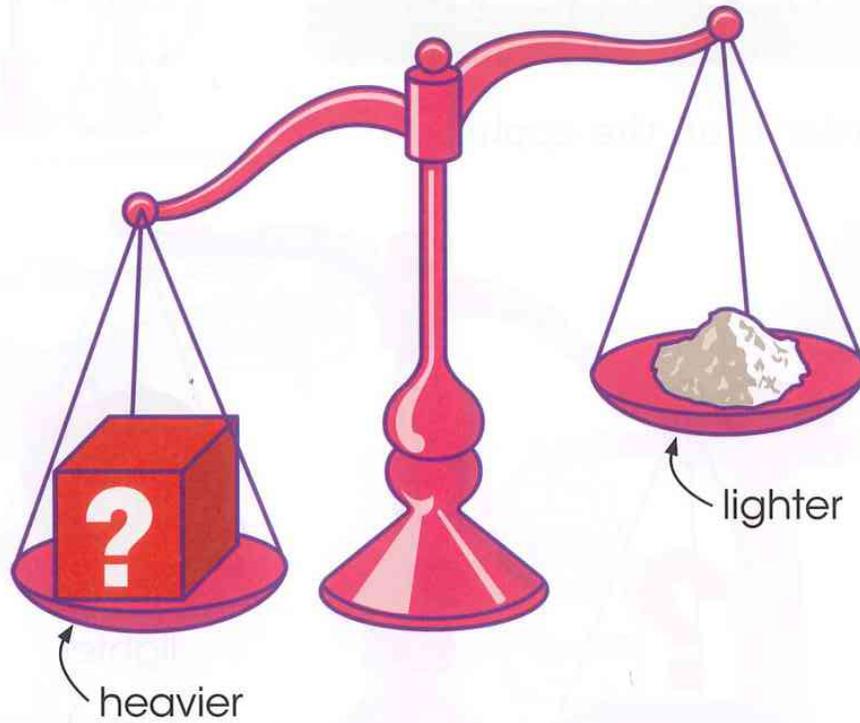
Your poster can be big.



Your poster can be small.



Heavier and lighter

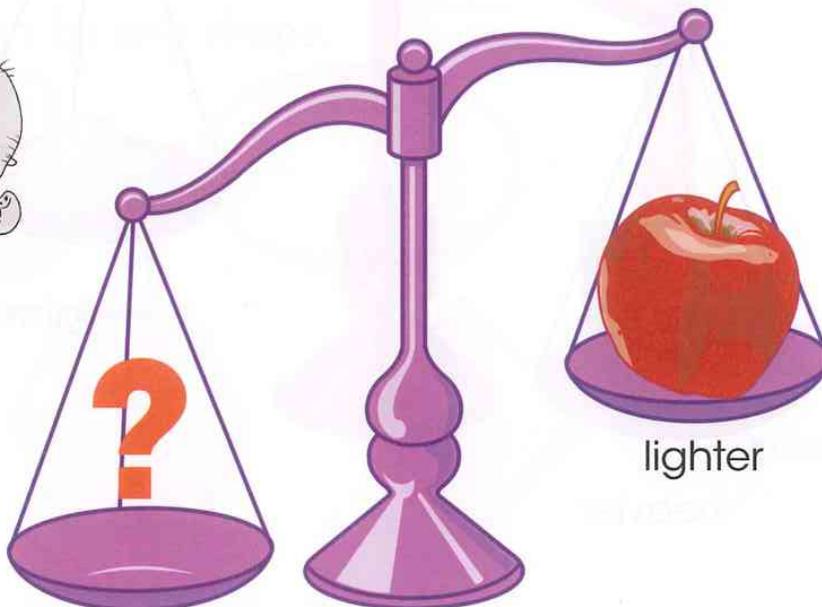
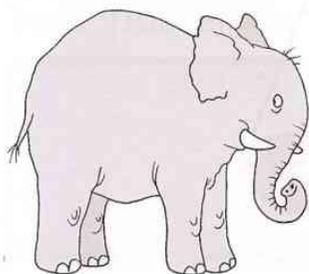


Heavier than, lighter than

Vocabulary

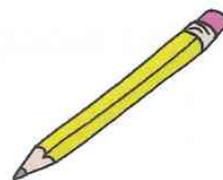


What is heavier than the apple?

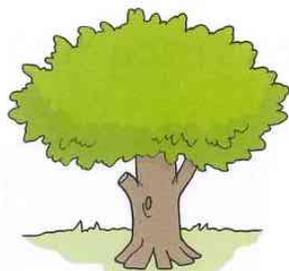
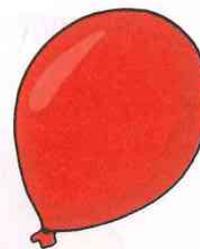
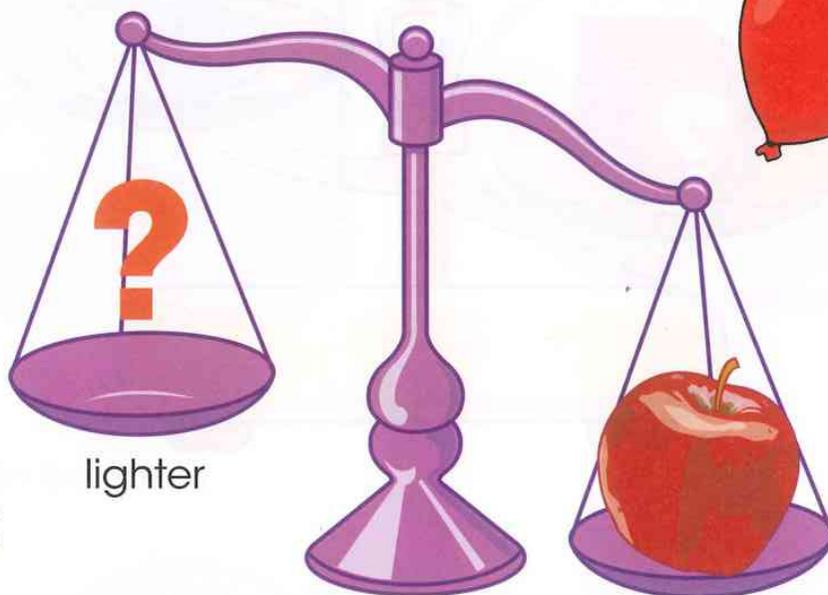
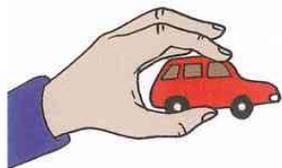


heavier

lighter

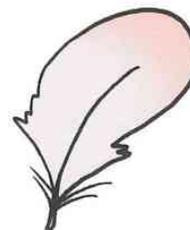


What is lighter than the apple?

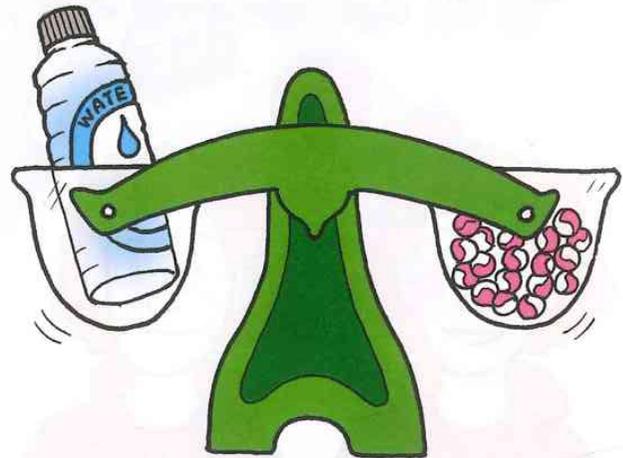
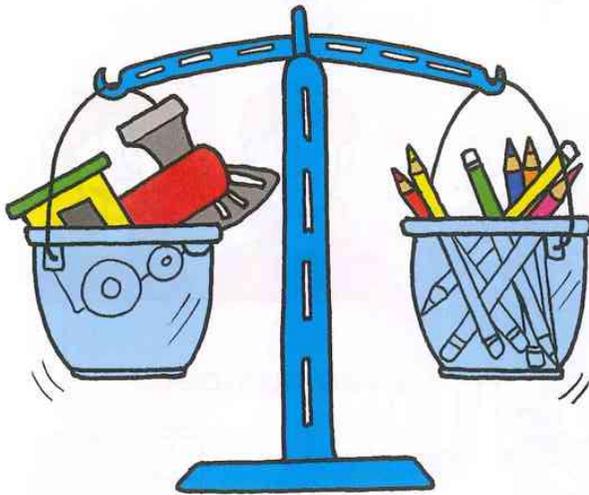


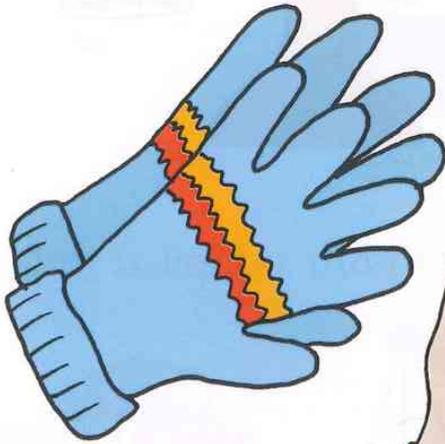
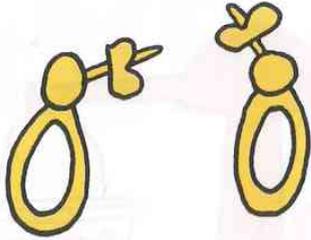
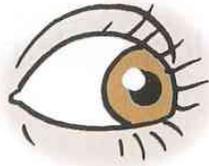
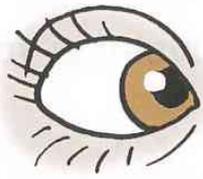
lighter

heavier



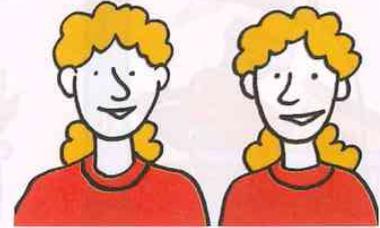
Using a bucket balance



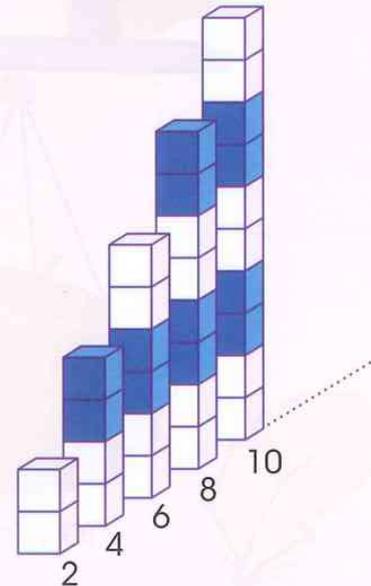


Vocabulary

pair:

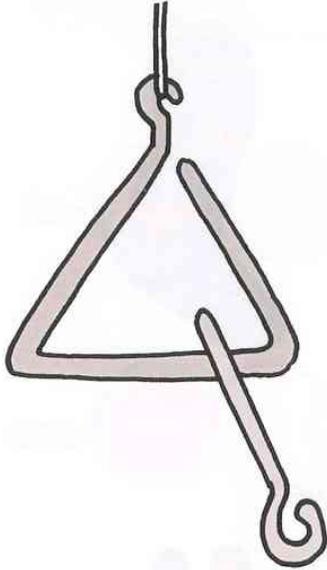


even numbers:



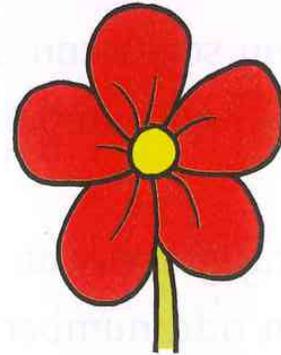
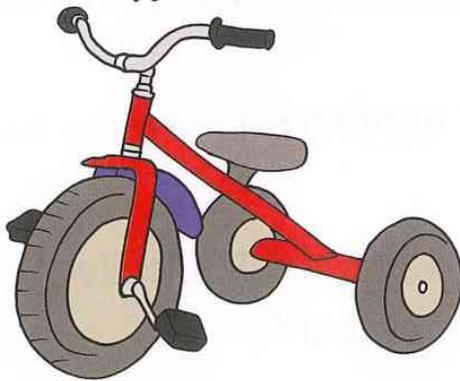
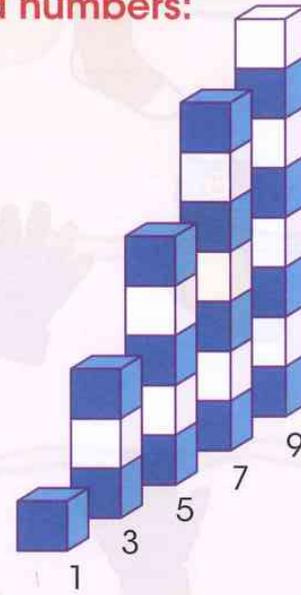
Can you think of any other pairs?

Odd numbers

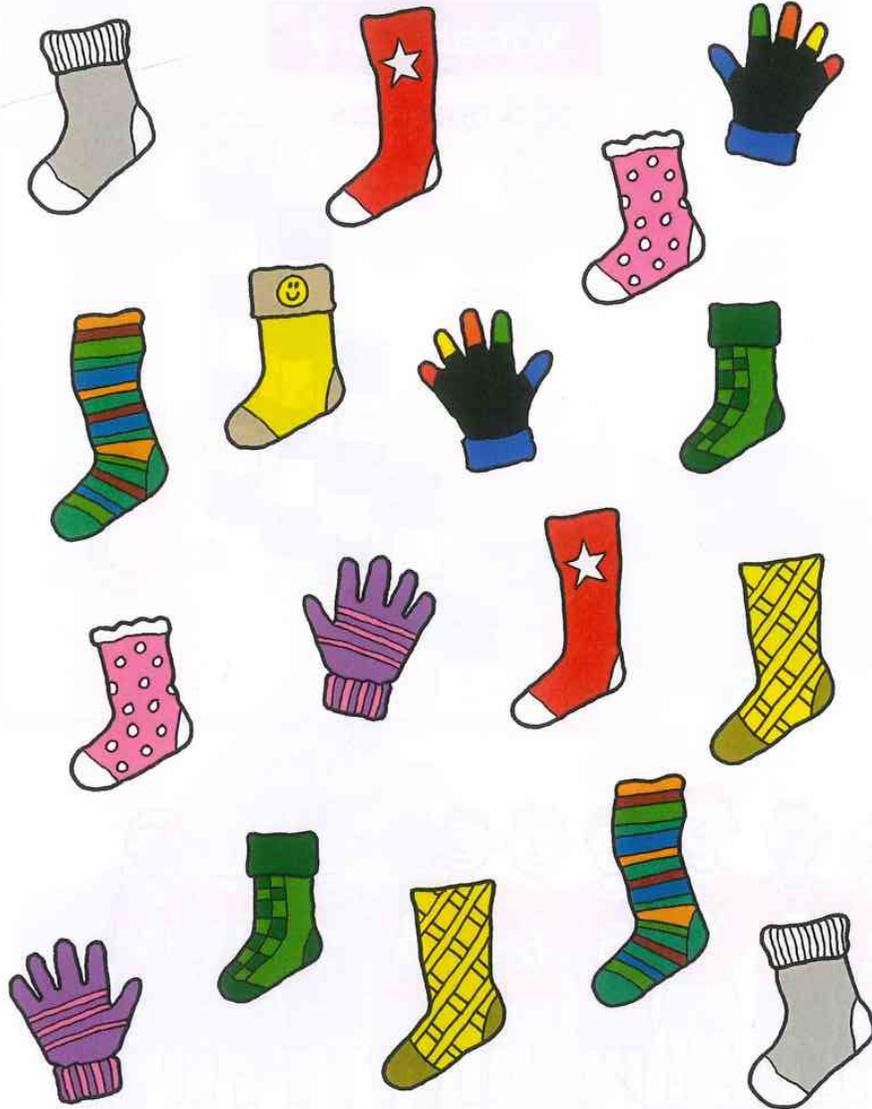


Vocabulary

odd numbers:



Can you think of anything else that comes in an odd number?



Vocabulary

sock



glove



How many socks can you see?

Is that an odd number or an even number?

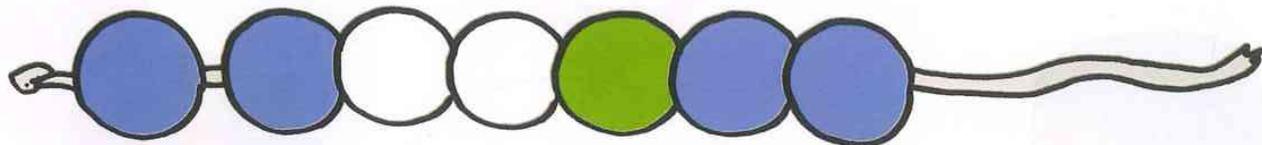
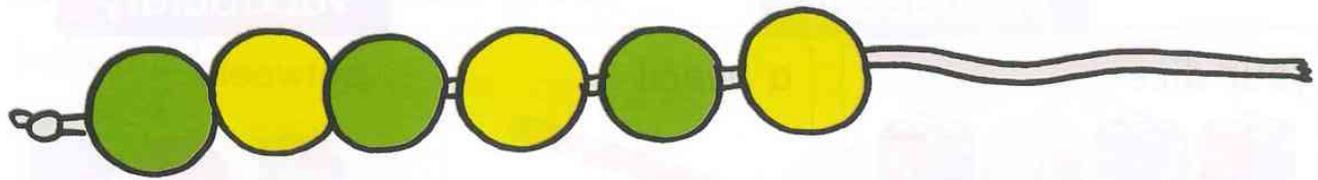
How many gloves can you see?

Is that an odd number or an even number?

How many socks and gloves altogether?

Is that an odd number or an even number?

Numbers in order



For each string of beads:

What colour will the 7th bead be?

What colour will the 11th bead be?

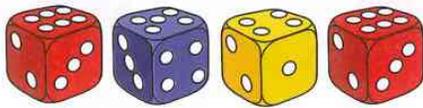
What colour will the 17th bead be?

What colour will the 10th bead be?

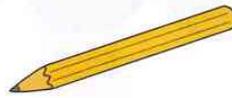
Between

You will need:

four dice

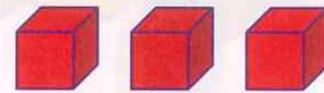


a pencil

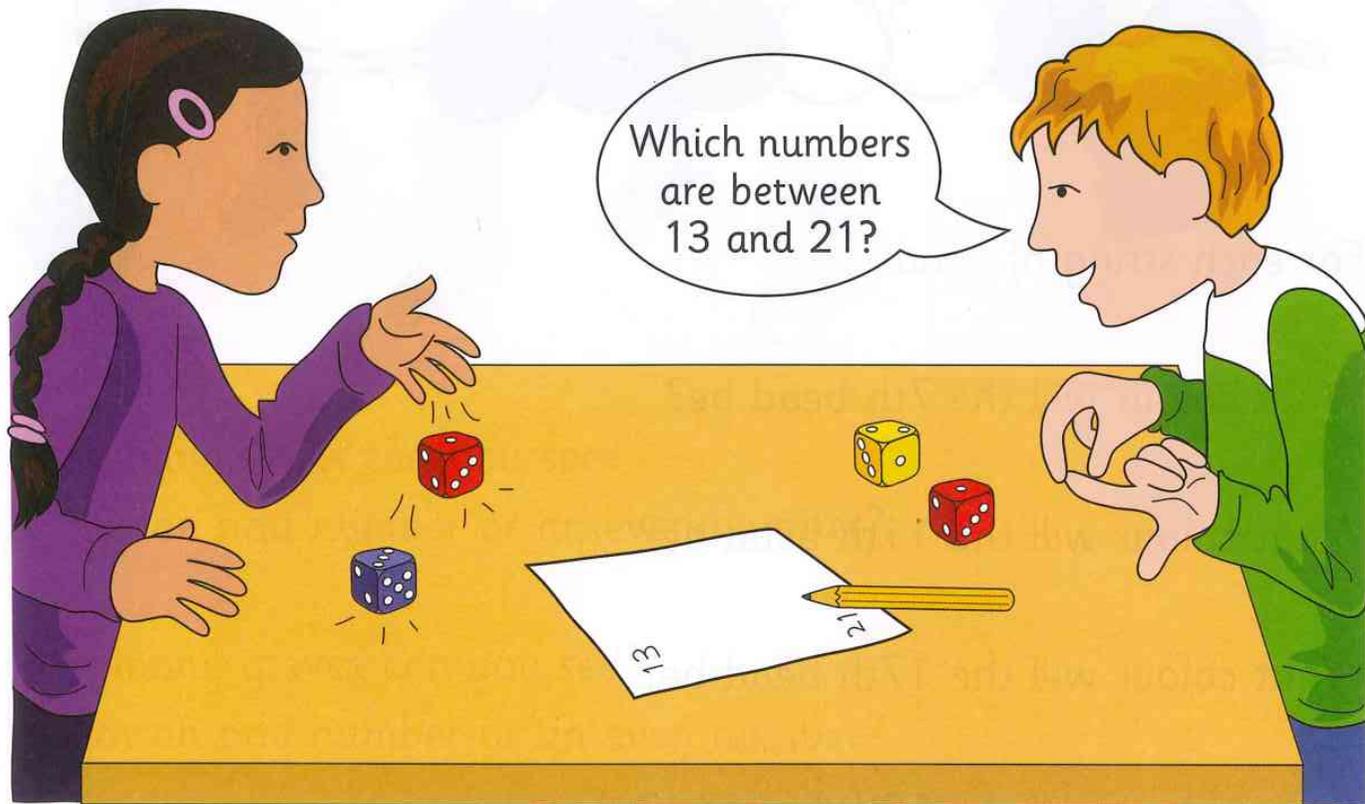
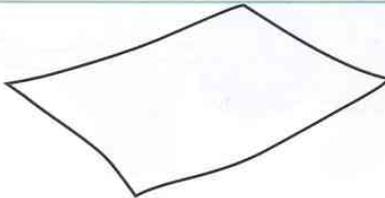


Vocabulary

between



and some paper



More than Ten

What is the total for each group of balloons?



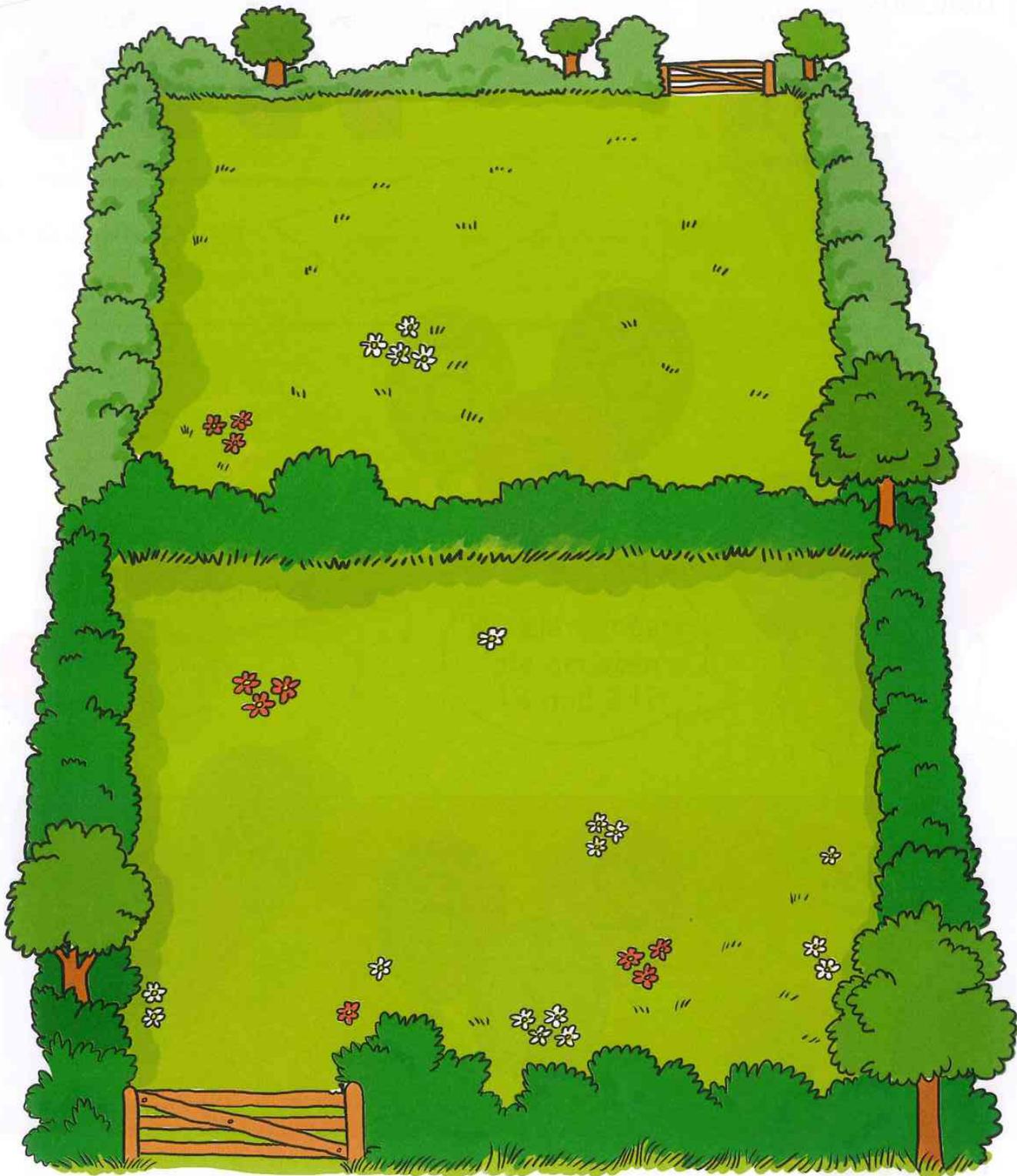
Vocabulary

total

$$6 + 4 + 8 = 18$$

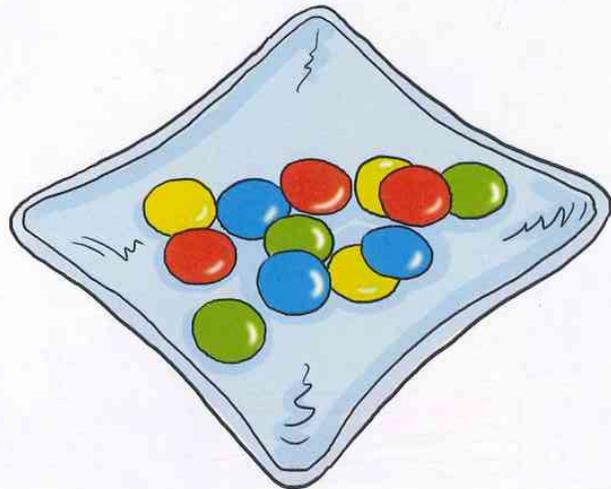
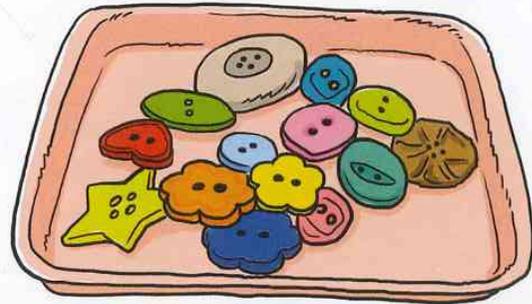
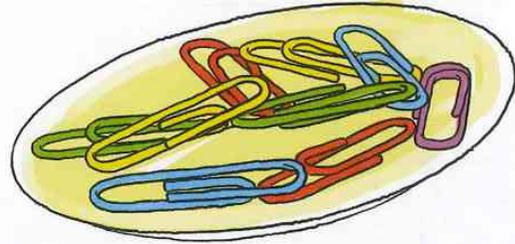
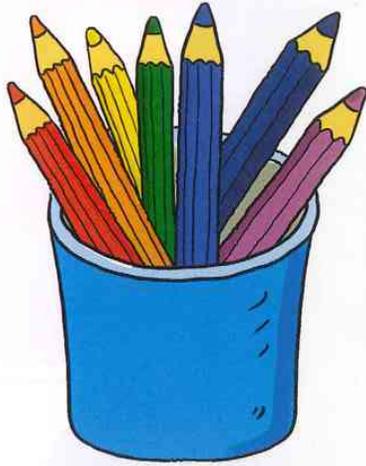
Use number pairs to 10 to help you.



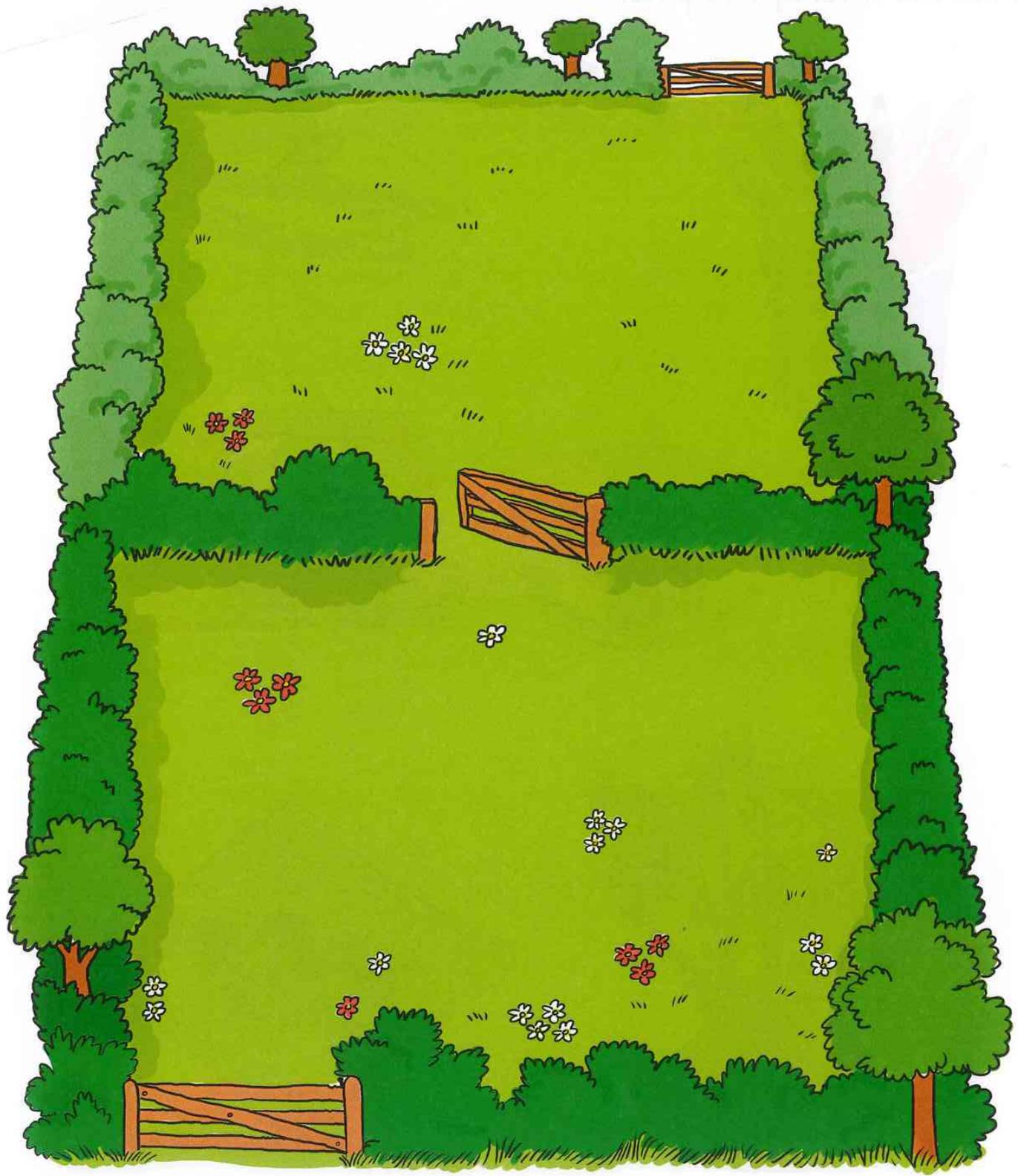


Pots

Find the total of two pots.

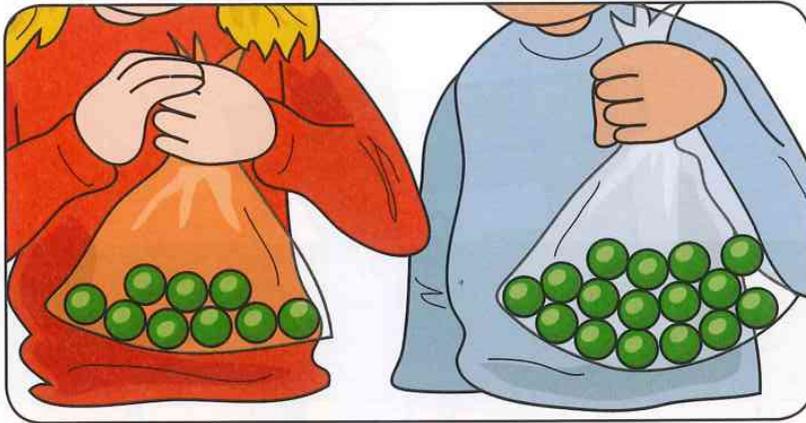


Shut the gate!



Number Lines

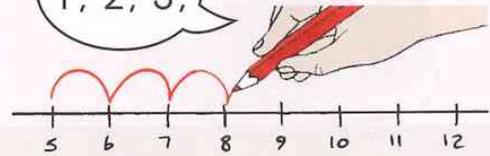
Find the difference.



Vocabulary

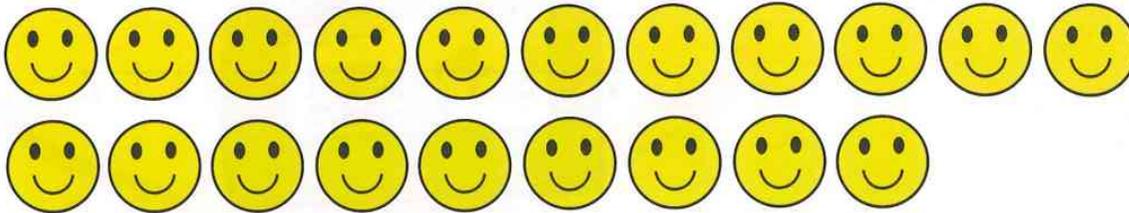
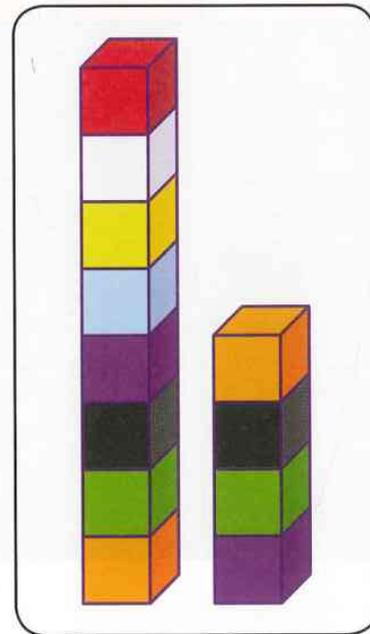
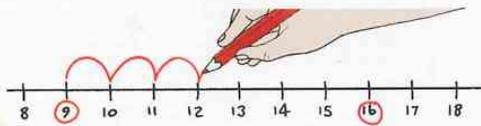
find the difference

1, 2, 3,



The difference between 5 and 8 is 3.

Use a number line
to help you



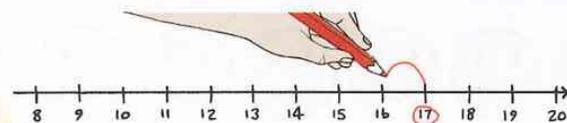
Jump back two

edmund

Roberto jumps back two.
Which number does he land on?

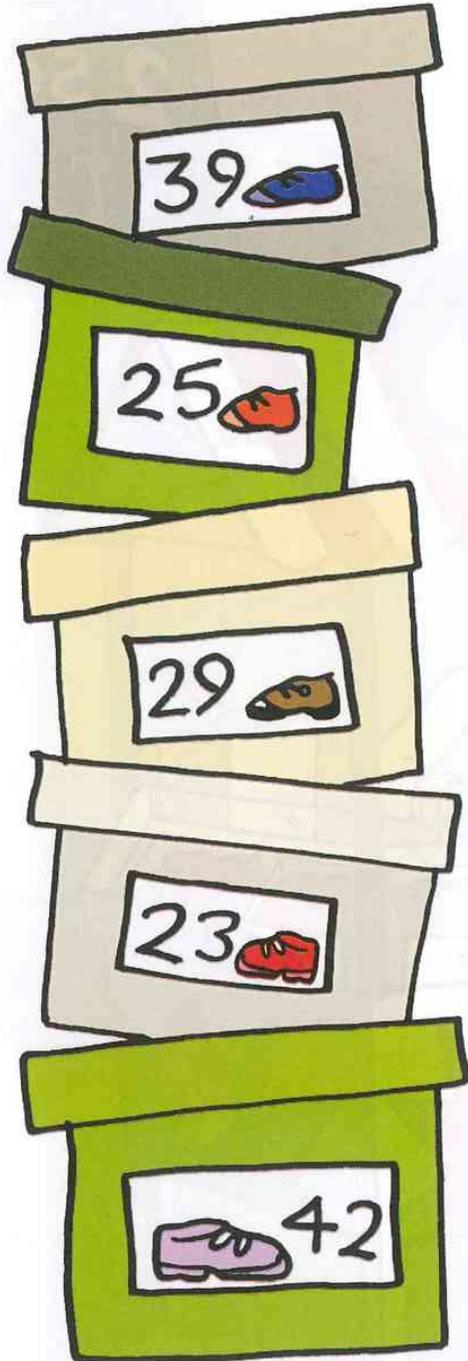


Use a number line to help you



Shoe stack

Which is the smallest shoe size?
Which is the biggest shoe size?



Vocabulary

Shoe size



Write the shoe sizes in order.

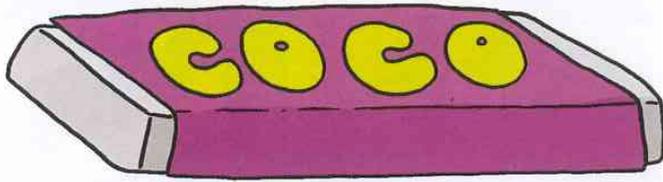
Ice cream flavours

You can buy two scoops of ice cream.
How many different ice creams can you make?

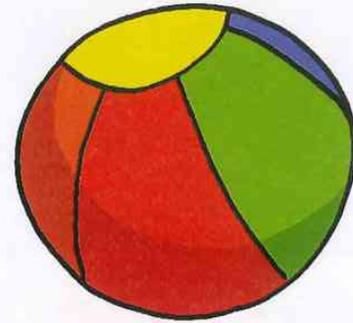


What is money?

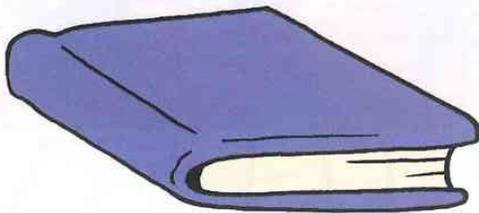
How can you make the amount you need to buy:



a chocolate bar?



a ball?



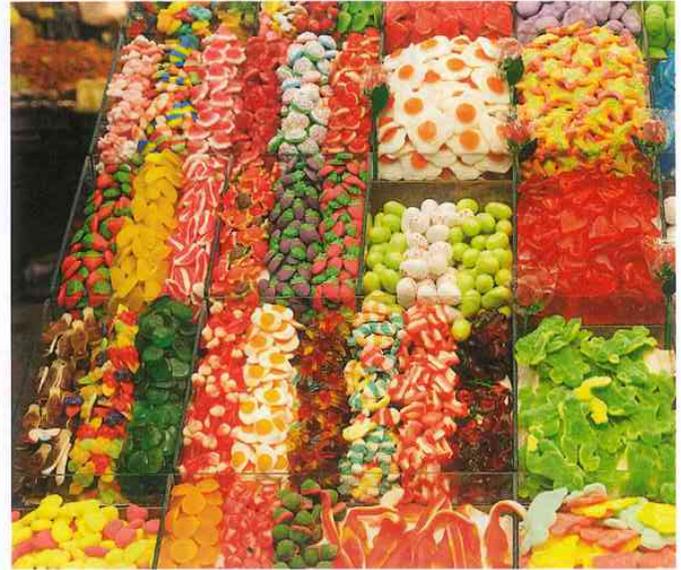
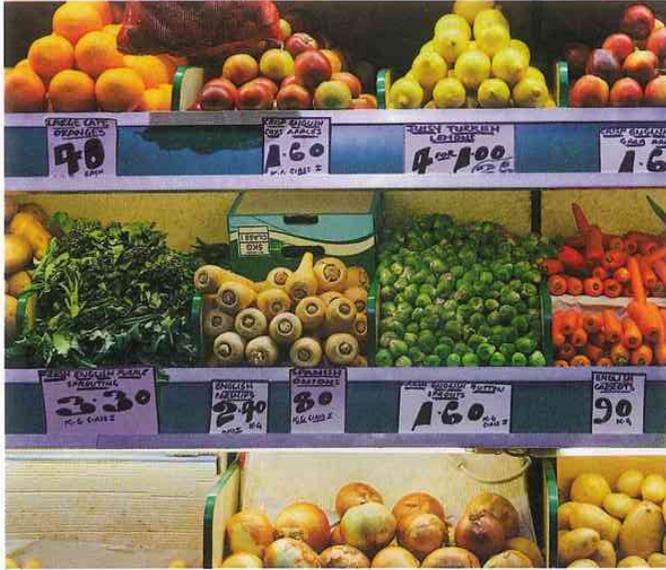
a book?



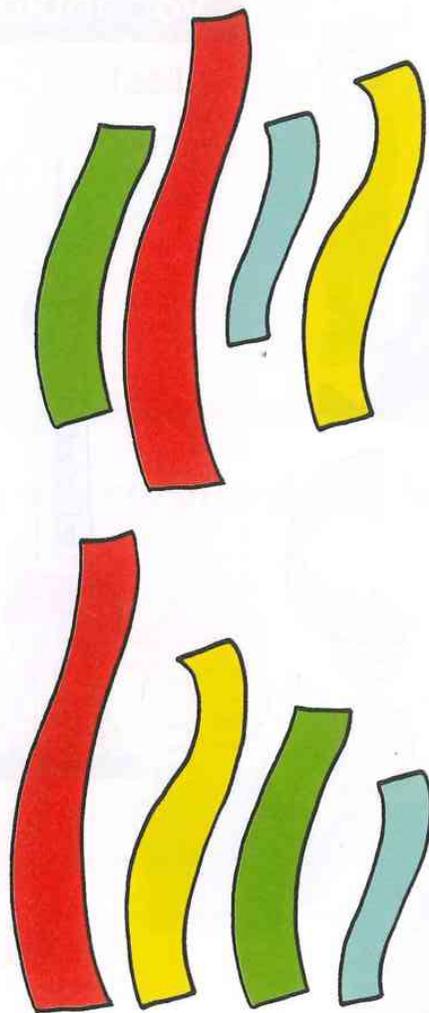
an ice cream?

Our class shop

2018/19



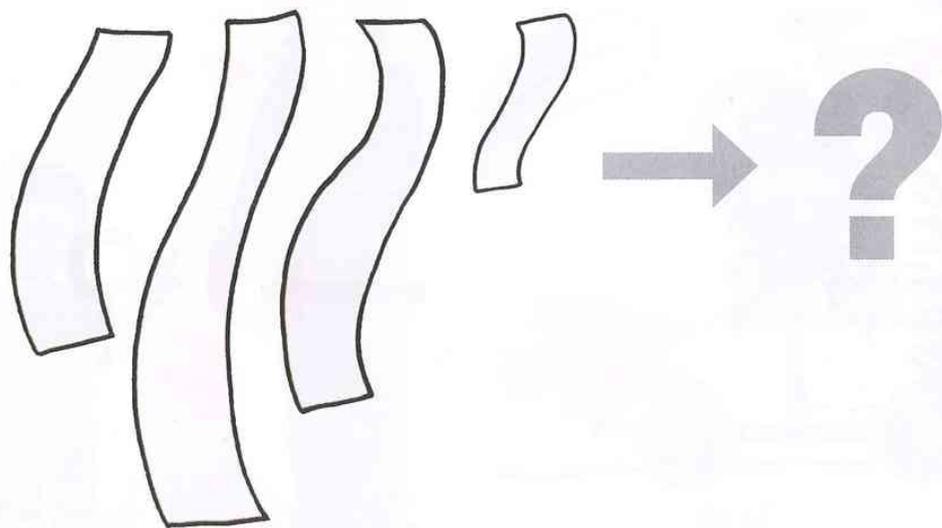
Ordering length



Vocabulary

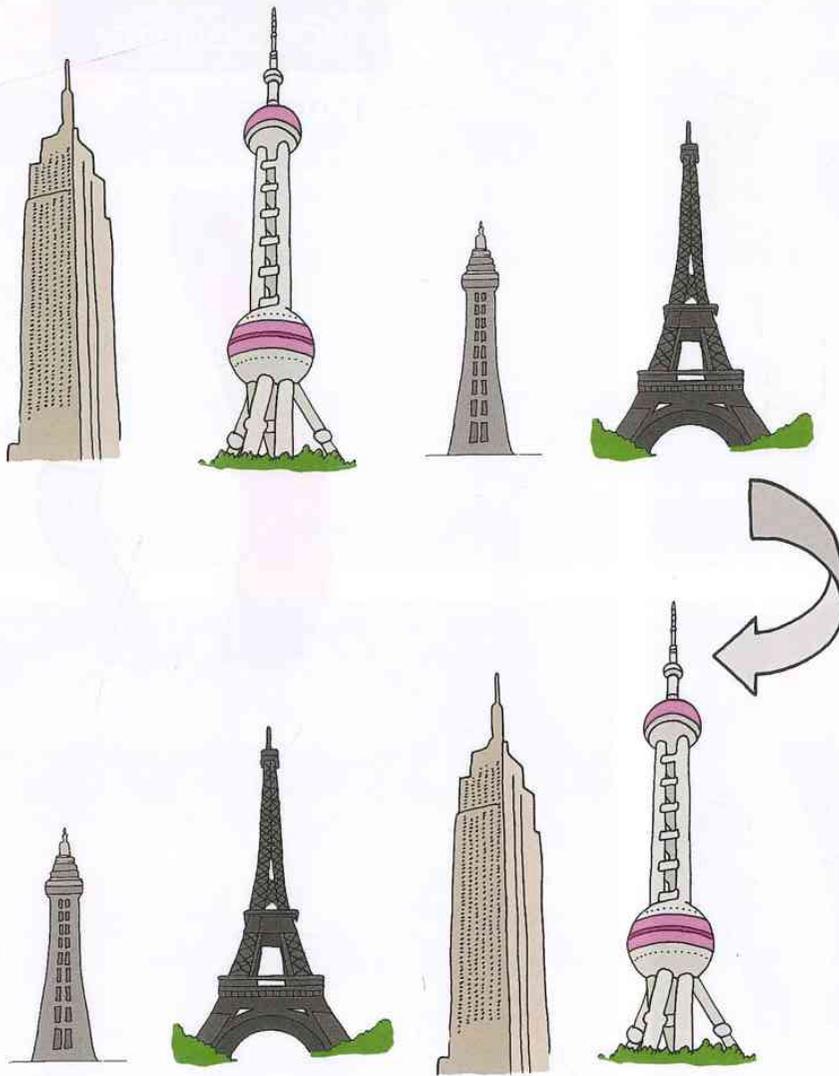
longest

shortest

A red strip is shown on the left, labeled 'longest' with a red arrow pointing to it. A blue strip is shown on the right, labeled 'shortest' with a red arrow pointing to it.

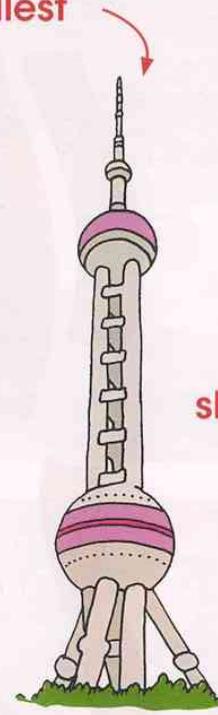
Ordering height

Ordering height

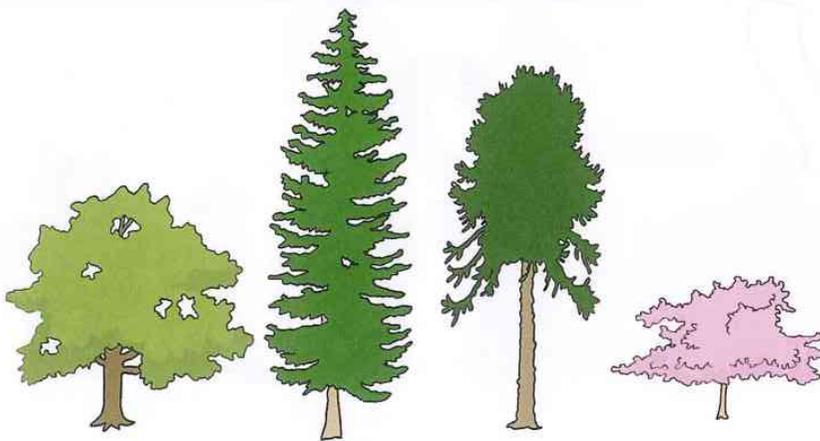


Vocabulary

tallest



shortest

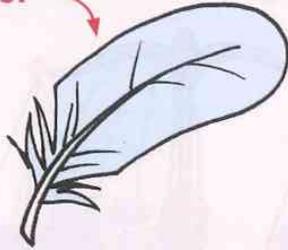


?

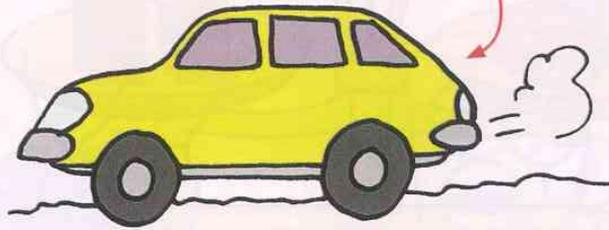
Ordering weight

Vocabulary

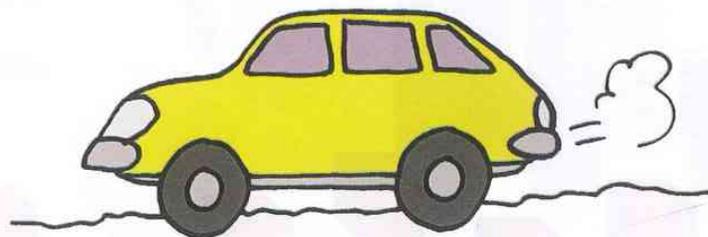
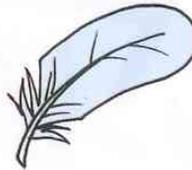
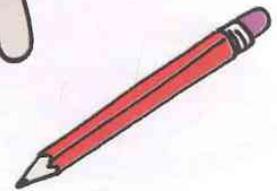
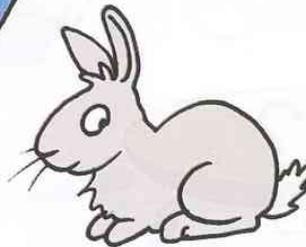
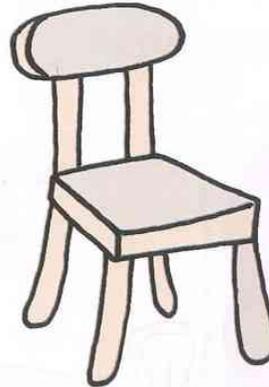
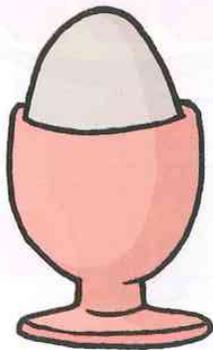
lightest



heaviest

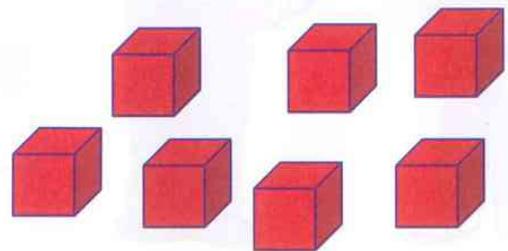
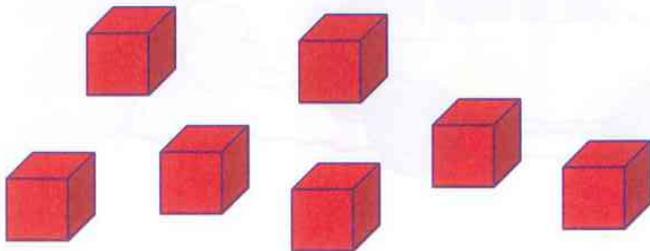
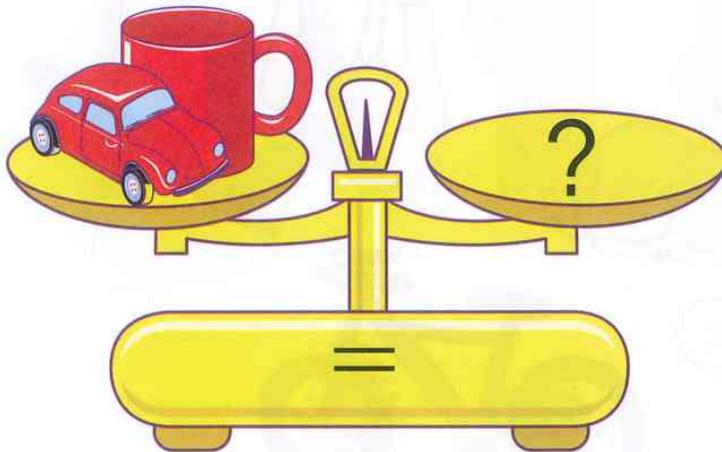
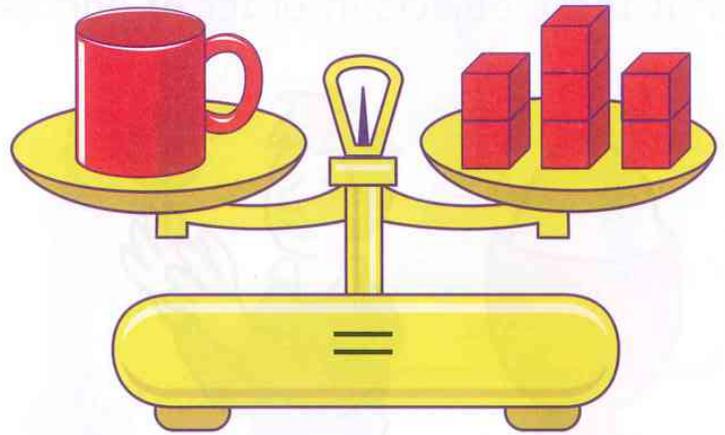
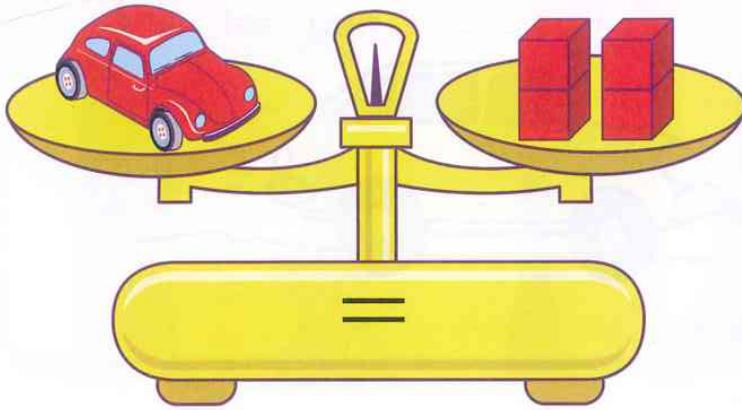
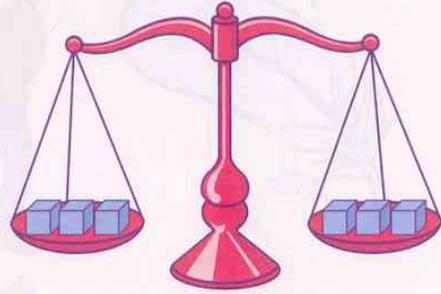


Put these objects in order of lightest to heaviest.



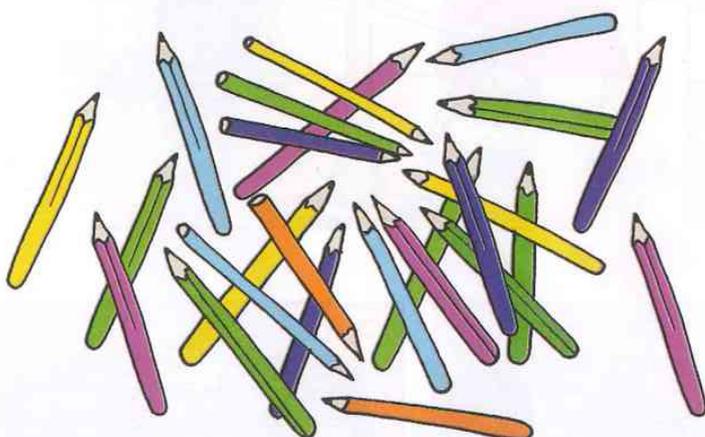
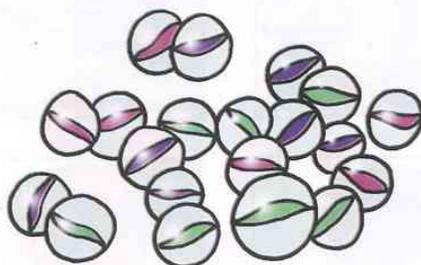
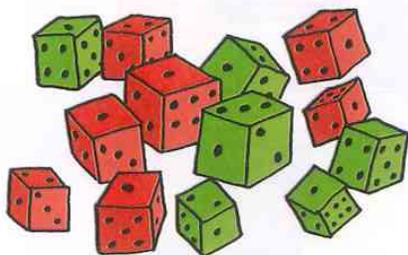
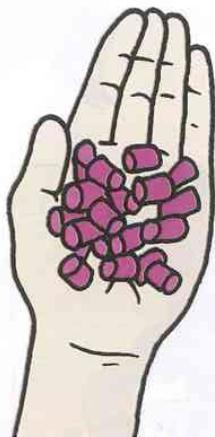
Vocabulary

balanced



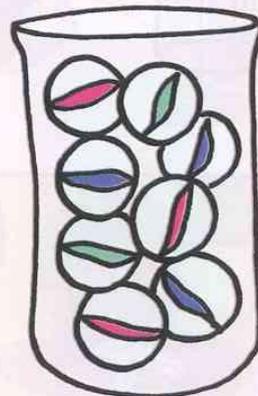
Capacity (1)

How many things can you hold in your hand?

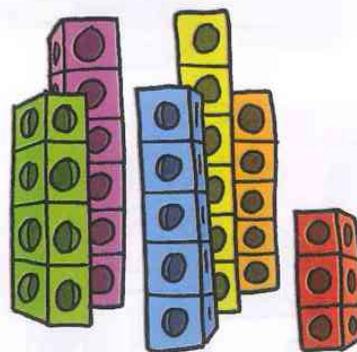
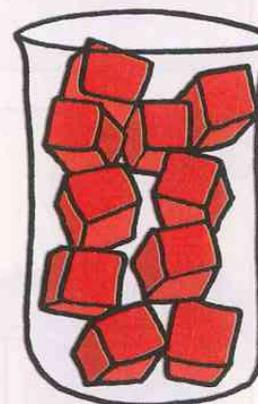


Vocabulary

capacity is 8 marbles



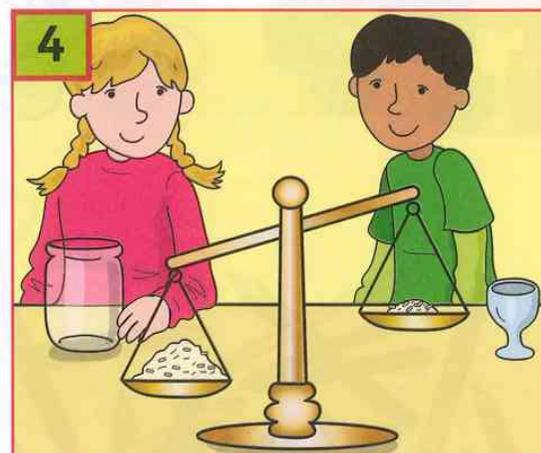
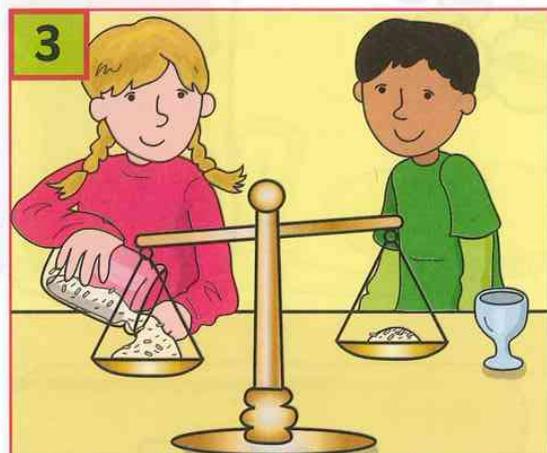
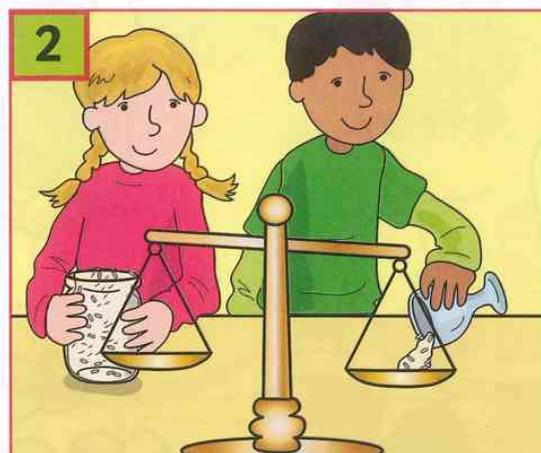
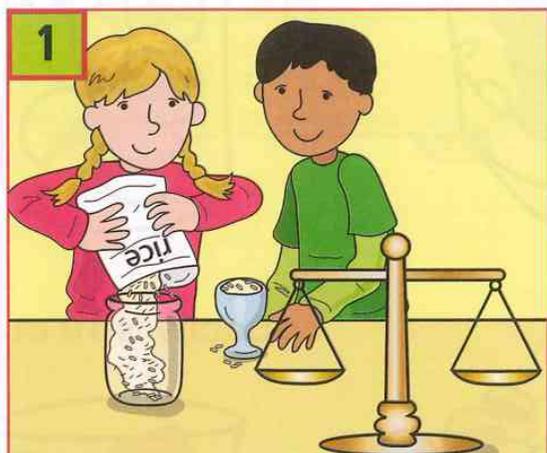
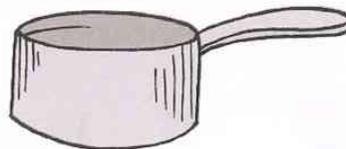
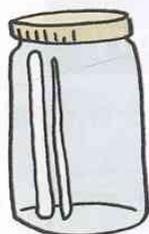
capacity is 10 cubes



Draw the thing you held.

Write the capacity of your hands next to each drawing.

Capacity (2)

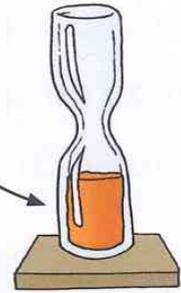
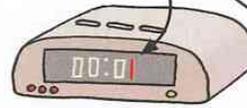


Time

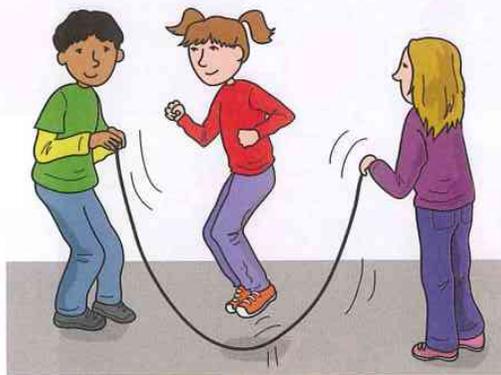
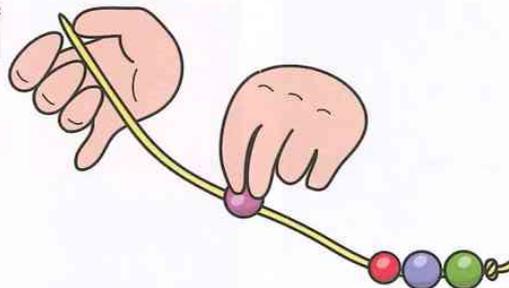
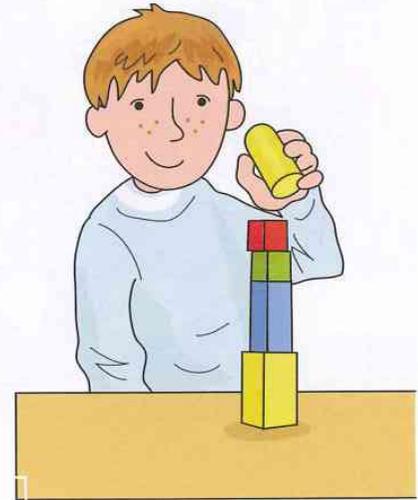
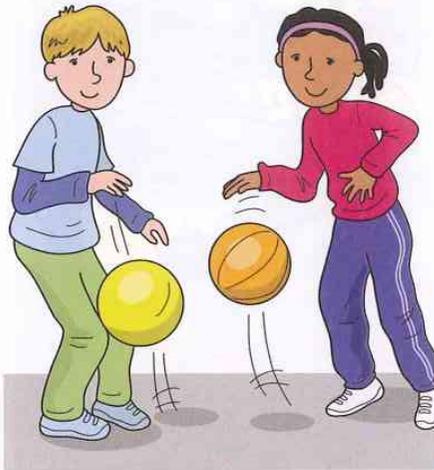
"I can catch a ball 12 times in one minute."



one minute



What can you do in one minute?



Count and record.

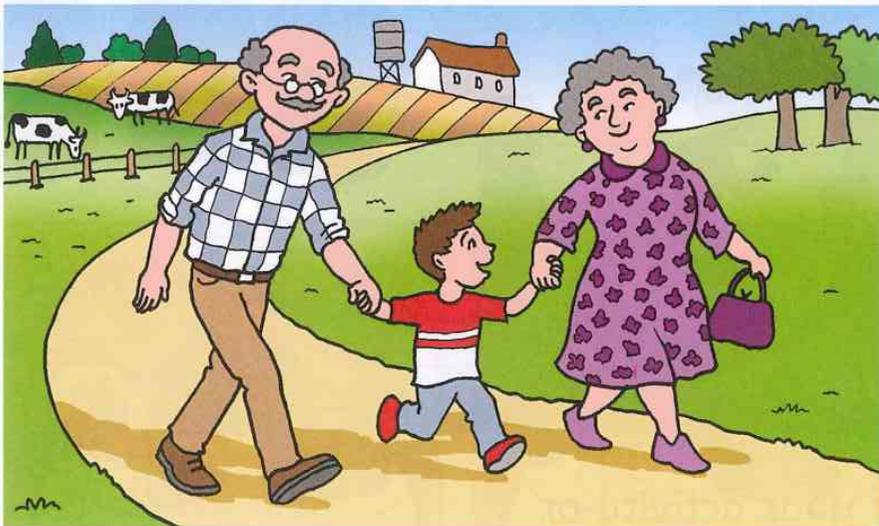
You can draw pictures of your activity or write what you have done.

My day

What do you do on Monday?
What do you do on Saturday?
What if you go on holiday?



What if you go on a visit?
Will your day be the same?
What will be the same and what will be different?



Vocabulary

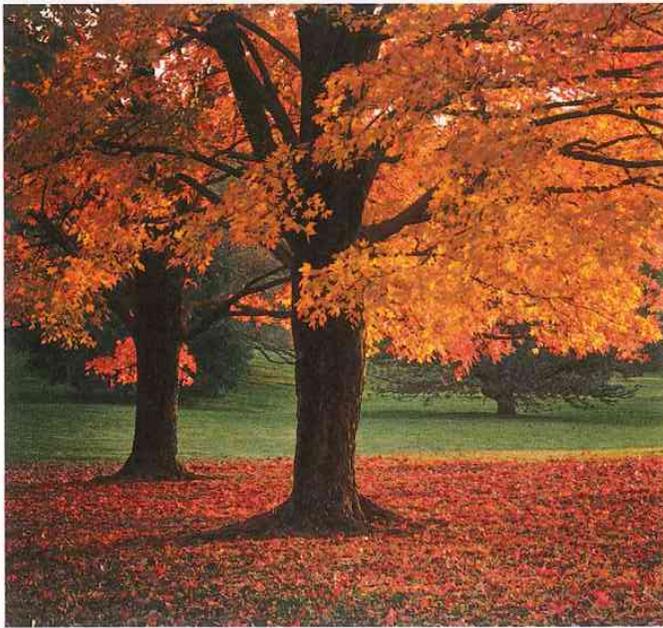
Monday, Tuesday,
Wednesday,
Thursday, Friday



Saturday, Sunday



Months of the year



**January, February, March, April, May, June, July,
August, September, October, November, December.**

Choose a month. Draw something that happens in that month.

Sorting into groups

Sort the months into the correct group.

Hot	Cold
Dry	Rainy

June

September

December

May

January

October

April

November

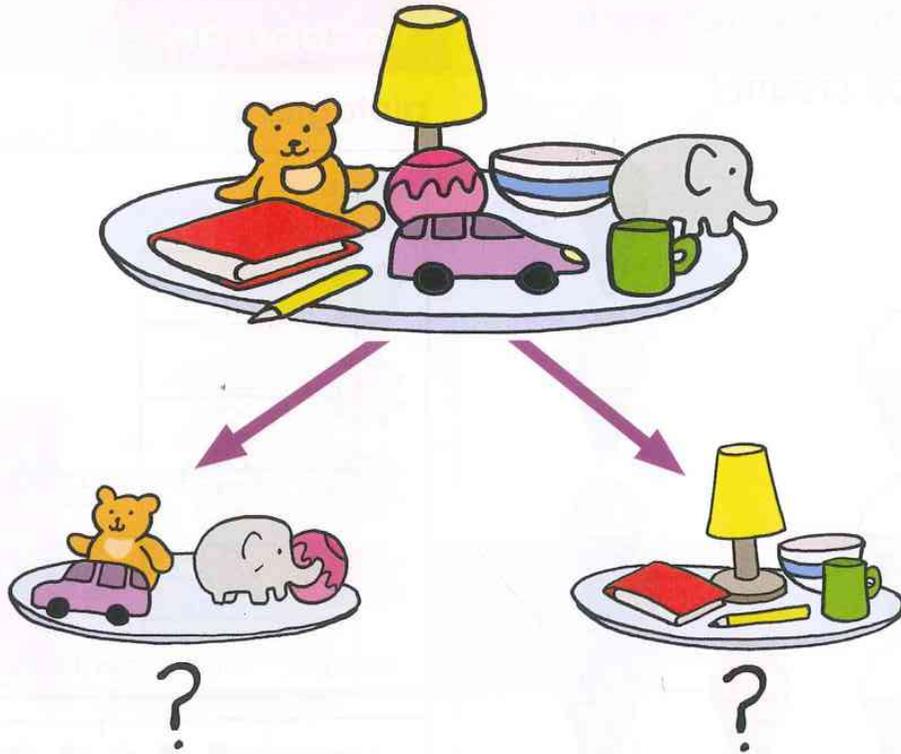
February

August

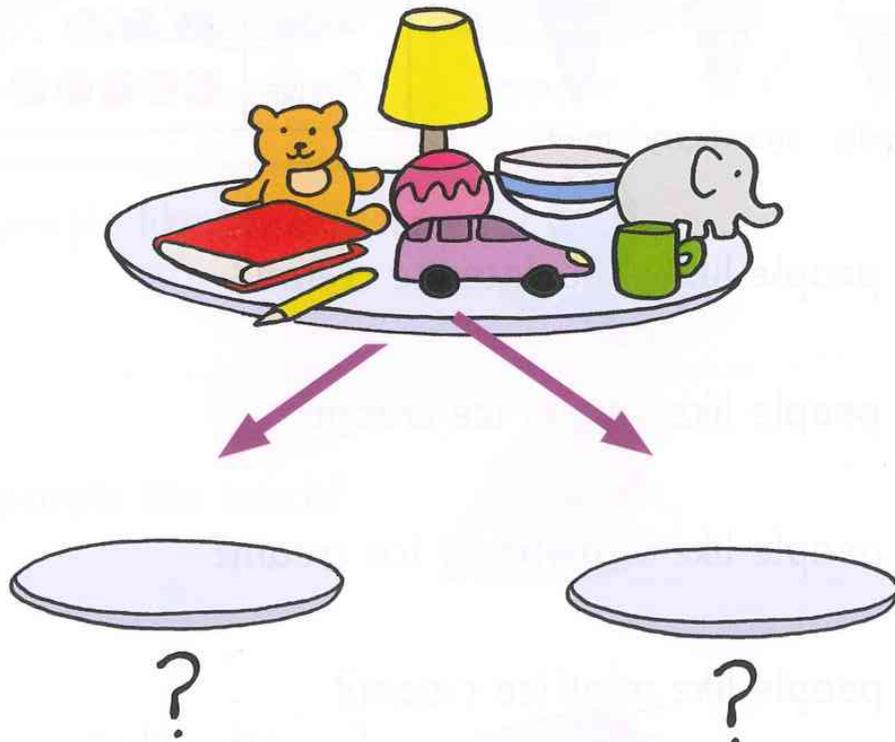
March

July

What is the rule?

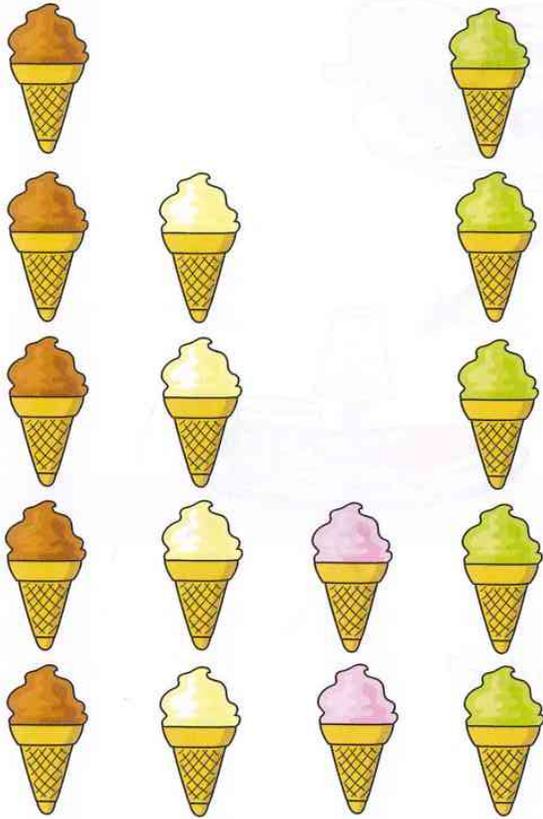


What are the rules?



Ice cream pictogram

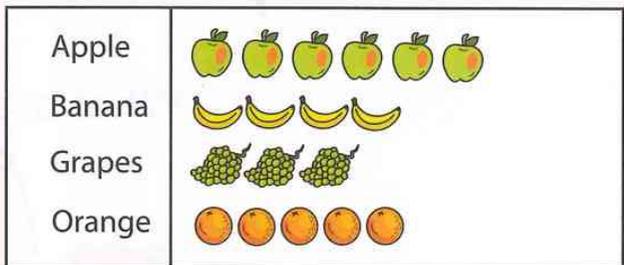
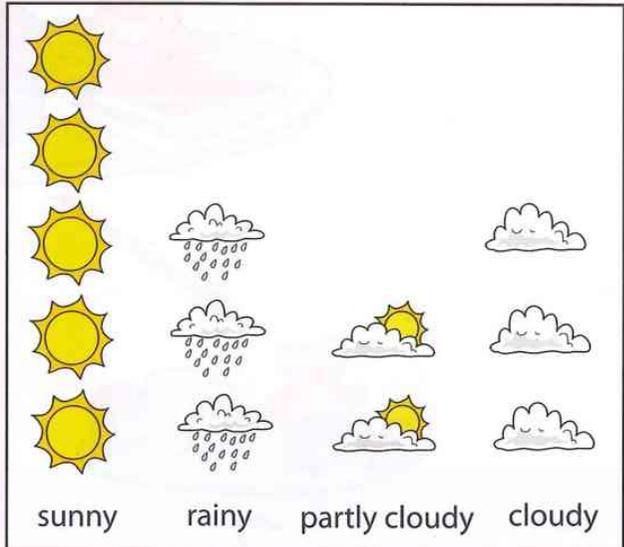
How many people like each flavour of ice cream?



chocolate vanilla strawberry mint

Vocabulary

pictogram



How many people like **chocolate** ice cream?

How many people like **vanilla** ice cream?

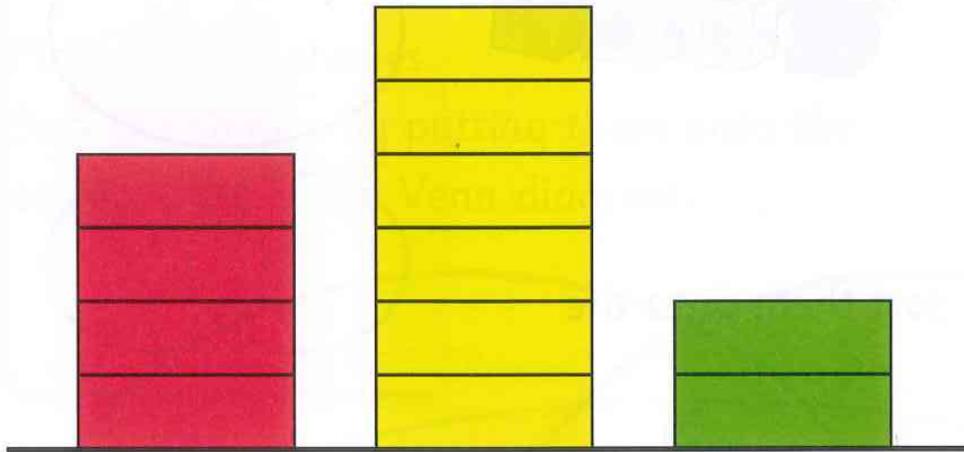
How many people like **strawberry** ice cream?

How many people like **mint** ice cream?

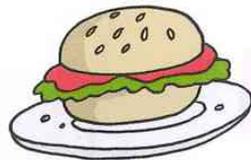
Draw the ice cream you like best.

Favourite meal time block graph

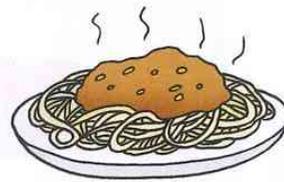
Favourite meal time.



breakfast



Lunch

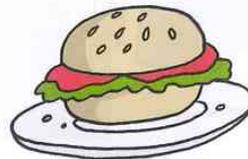


dinner

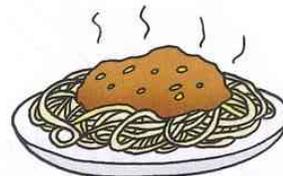
How many people like breakfast?



How many people like lunch?

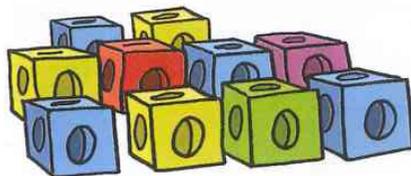
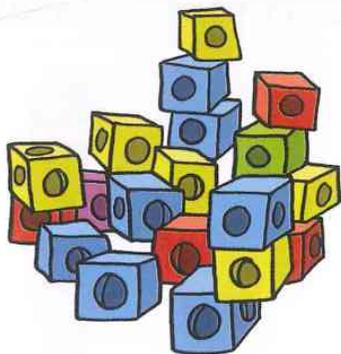


How many people like dinner?



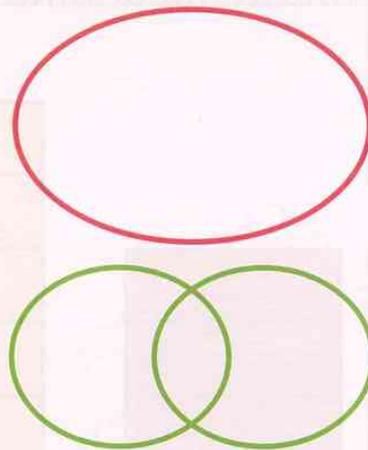
Sorting

Close your eyes and pick up ten cubes.

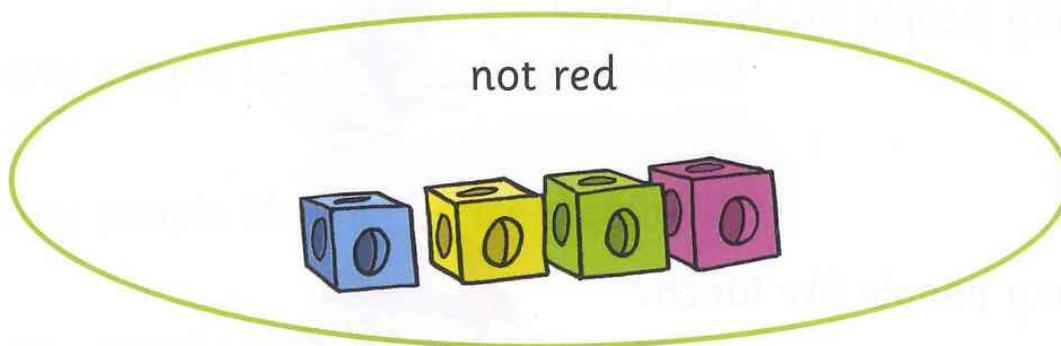
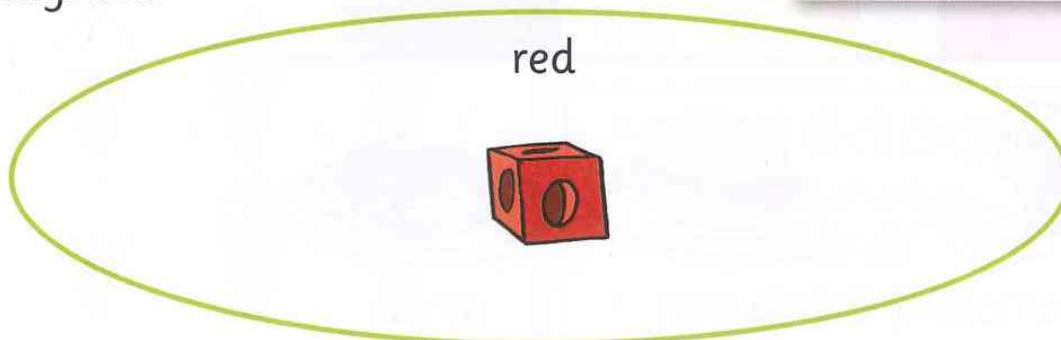


Vocabulary

Venn diagram



Open your eyes and sort them onto the Venn diagram.



How many red cubes?

How many not red cubes?

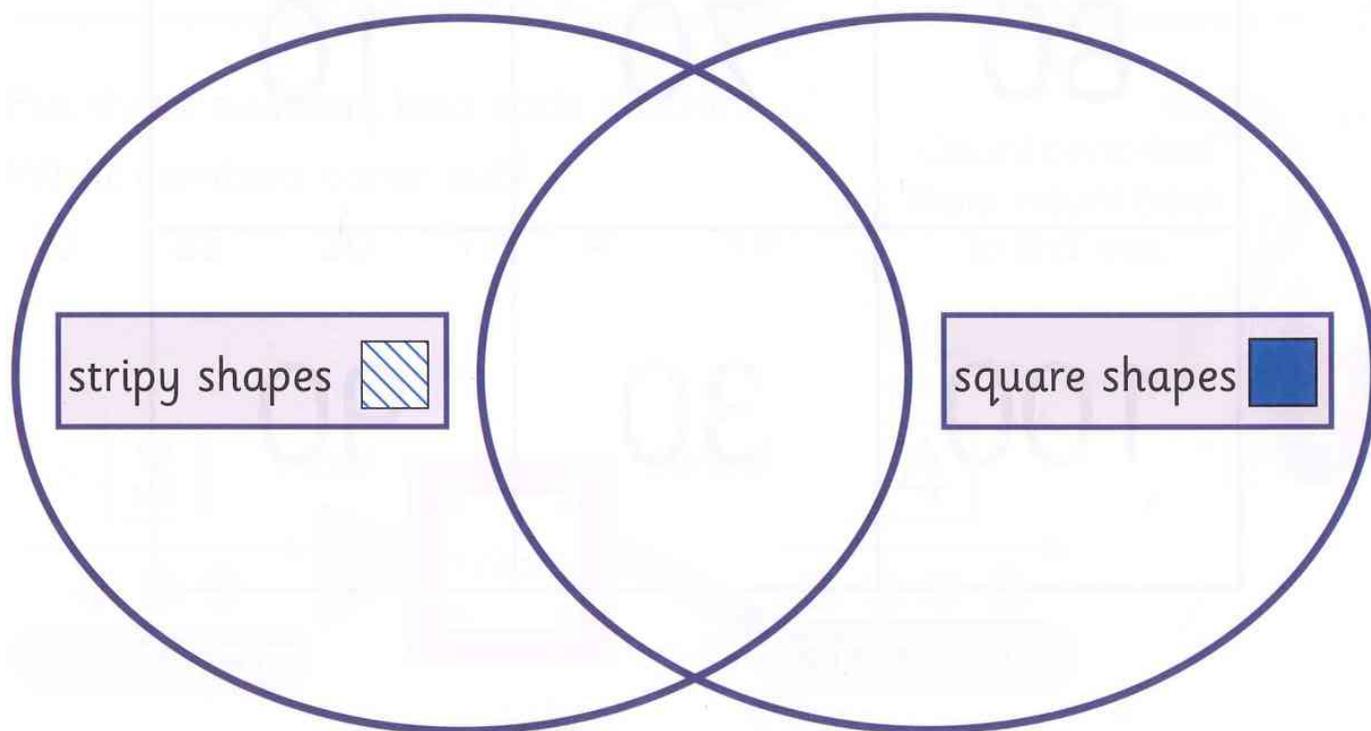
Sorting shapes

You will need a set of shapes.



Pick up eight shapes.

Sort the shapes by putting them onto the correct part of the Venn diagram.



How many shapes are squares? 

How many shapes are stripy? 

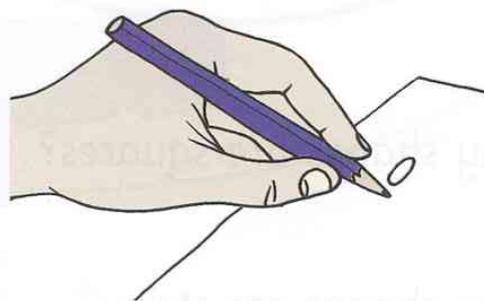
How many stripy squares do you have? 

Tens

50	20	40
80	70	10
100	30	90

Write the tens numbers in order.

Start your list with 0.

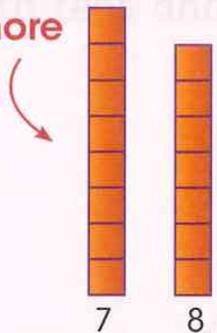


Which tens number is missing?

The number factory

Vocabulary

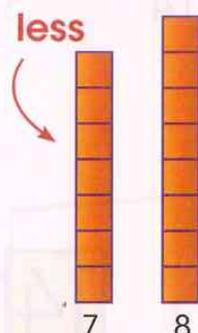
more



7

8

less

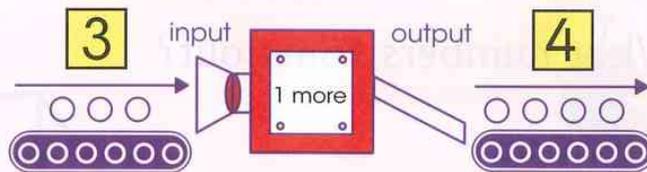


7

8

8 is 1 more than 7. 7 is 1 less than 8.

number machine:

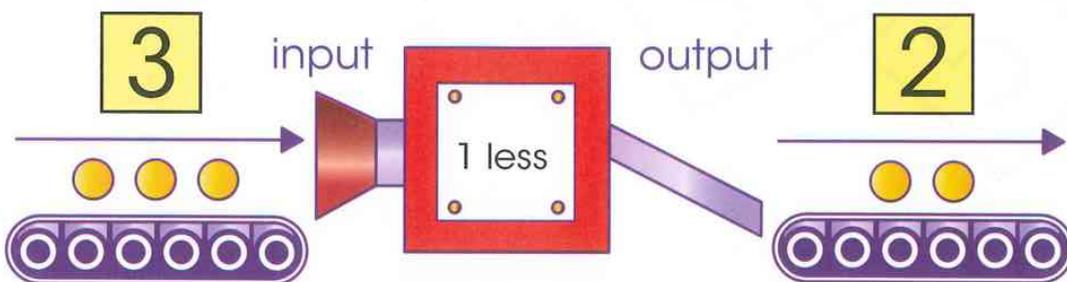
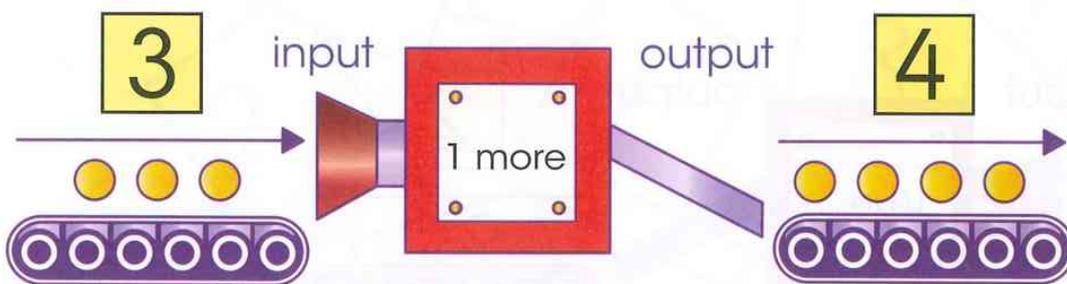


Put these numbers into each machine.

What numbers come out?

10 25 30 17 4 14

Count on to find more, count back to find less.

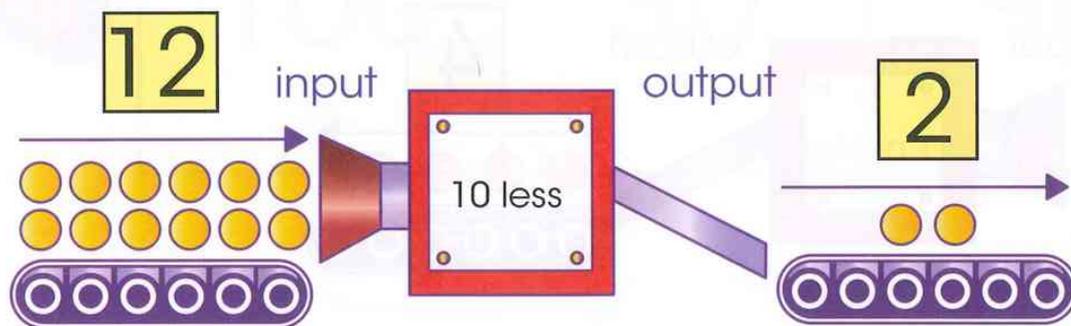
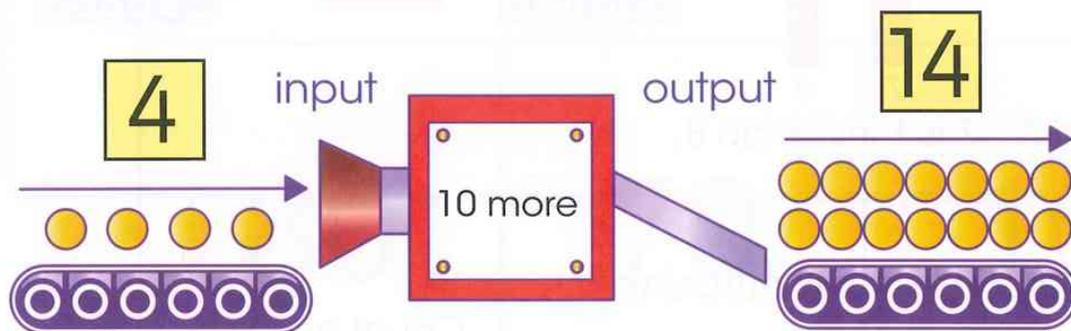


The number factory

Put these numbers into each machine.

10 25 30 17 4 14

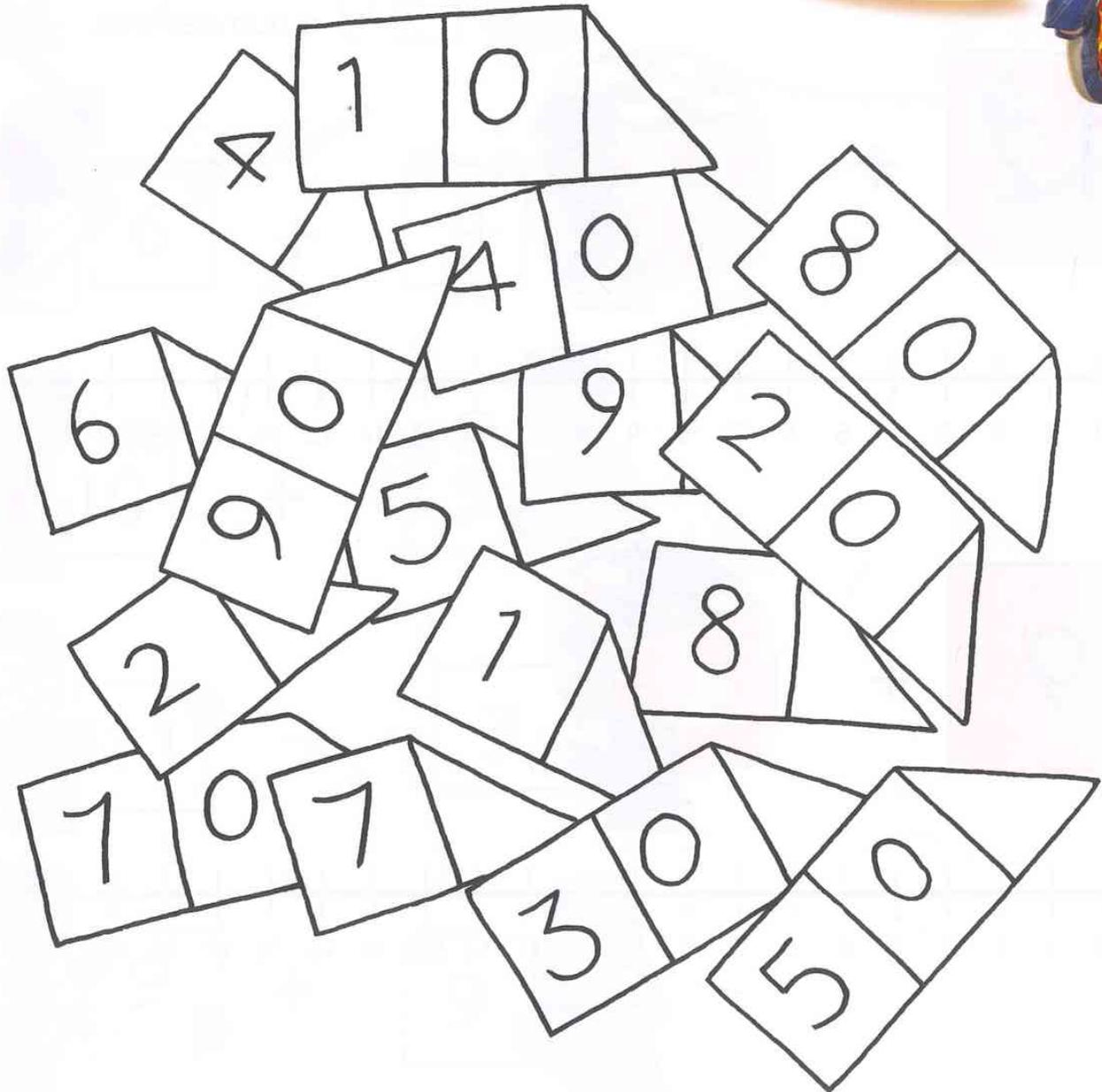
What numbers come out?



Tens and ones

How many different numbers can you make with tens and ones?

Use some arrow cards to help you.



Adding

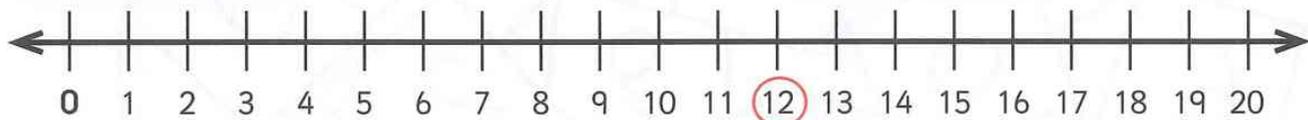
Jamal ran out of time to complete these additions.
Ask your teacher for two number lines so that you
can help him to finish them.

Draw the jumps on
a number line.



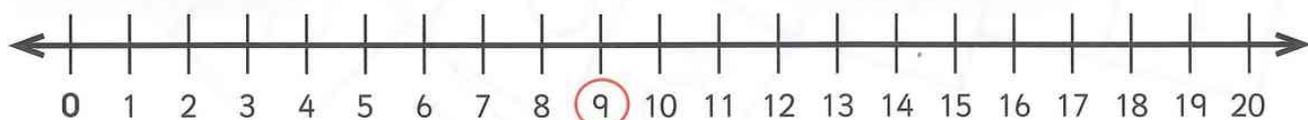
12

+



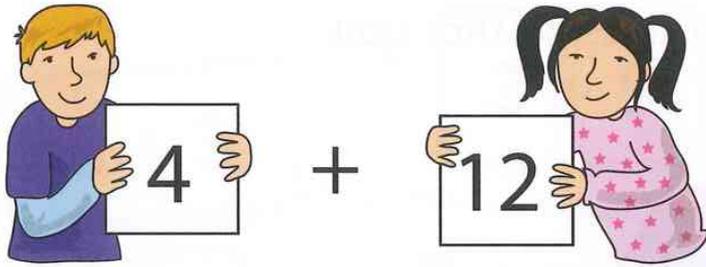
9

+

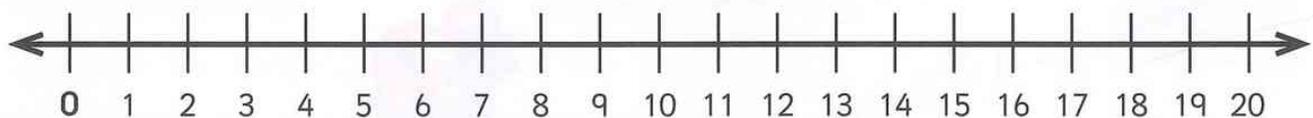
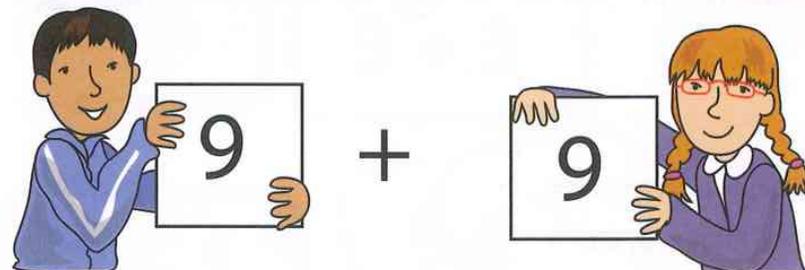
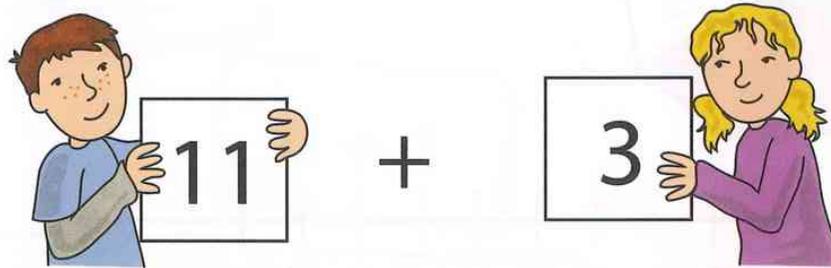
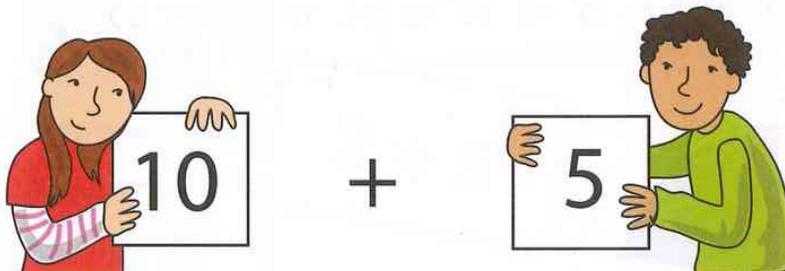
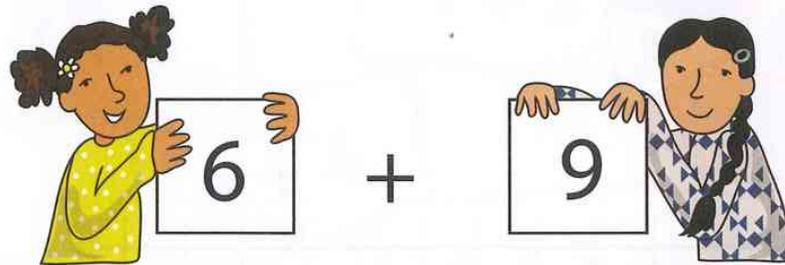


Addition

Add these numbers.



Think about
which number to
start with.

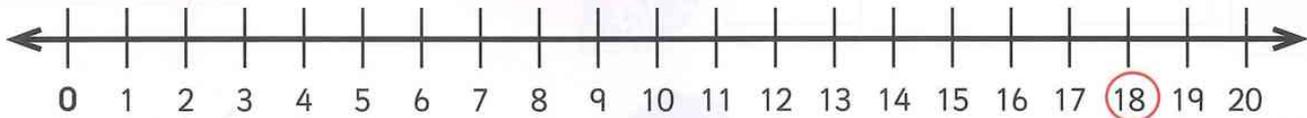
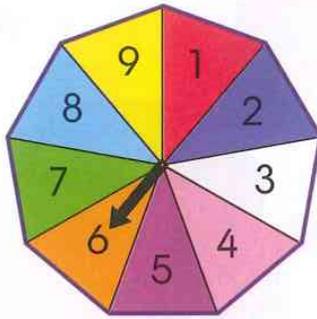


Subtracting

Sumi ran out of time to complete these subtractions.
Ask your teacher for two number lines so that you
can help her to finish them.

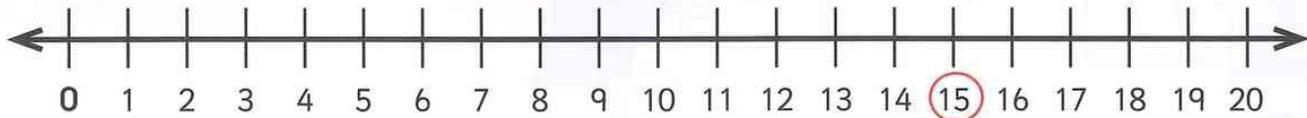
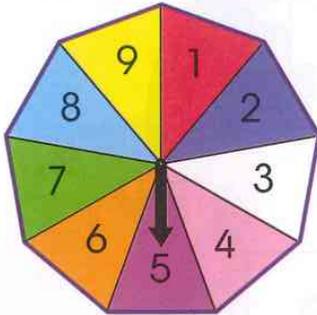
18

—



15

—



Draw the jumps on
a number line.



Equals

Which cards are equal?

$6 + 3$

$3 + 5$

$7 + 3$

$9 + 3$

$4 + 4$

$4 + 3$

$8 + 2$

$2 + 5$

$5 + 4$

$6 + 1$

$2 + 4$

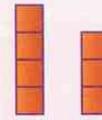
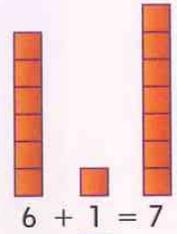
$3 + 3$

$7 + 1$

$5 + 7$

Vocabulary

Equivalent/
equal:



$4 + 3$ is equivalent to $6 + 1$
 $4 + 3 = 6 + 1$

Find the total for each card first.

$6 + 3 = 9$
 $4 + 4 = 8$



$4 + 3 = 7$ $6 + 1 = 7$
 $4 + 3 = 6 + 1$

Write the number pair sentences.

Broken number machine

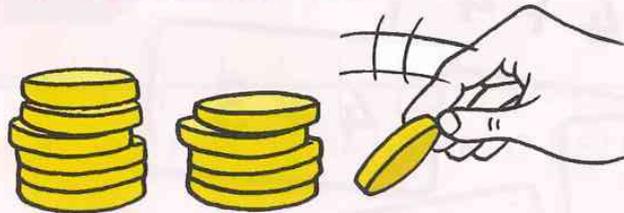
Vocabulary

near double

For example,

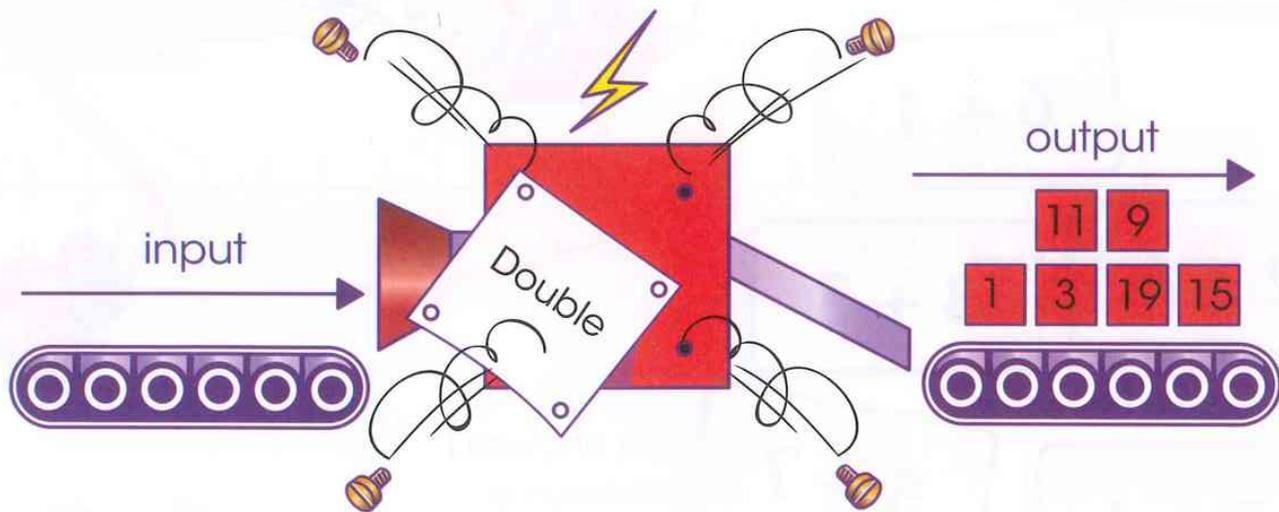


13 is a near double of 6.



11 is a near double of 6.

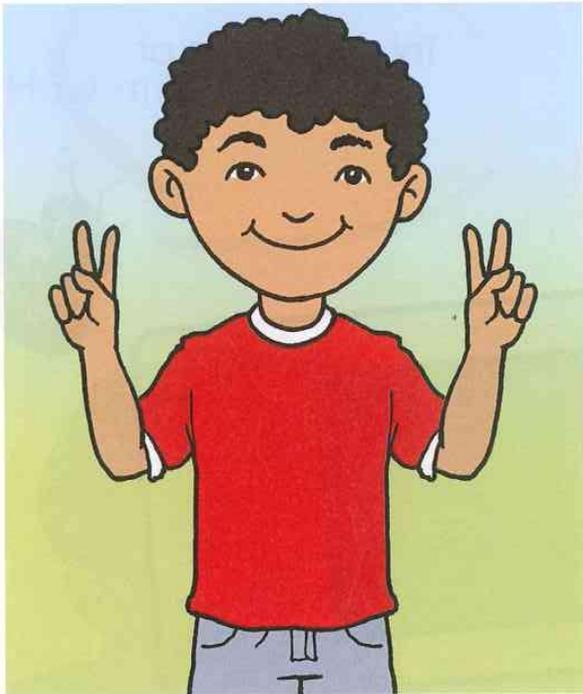
Oh no! The number machine is broken.



What could the inputs have been?

Halves

Sibo is working out half of four.



Sibo is working out half of eight.



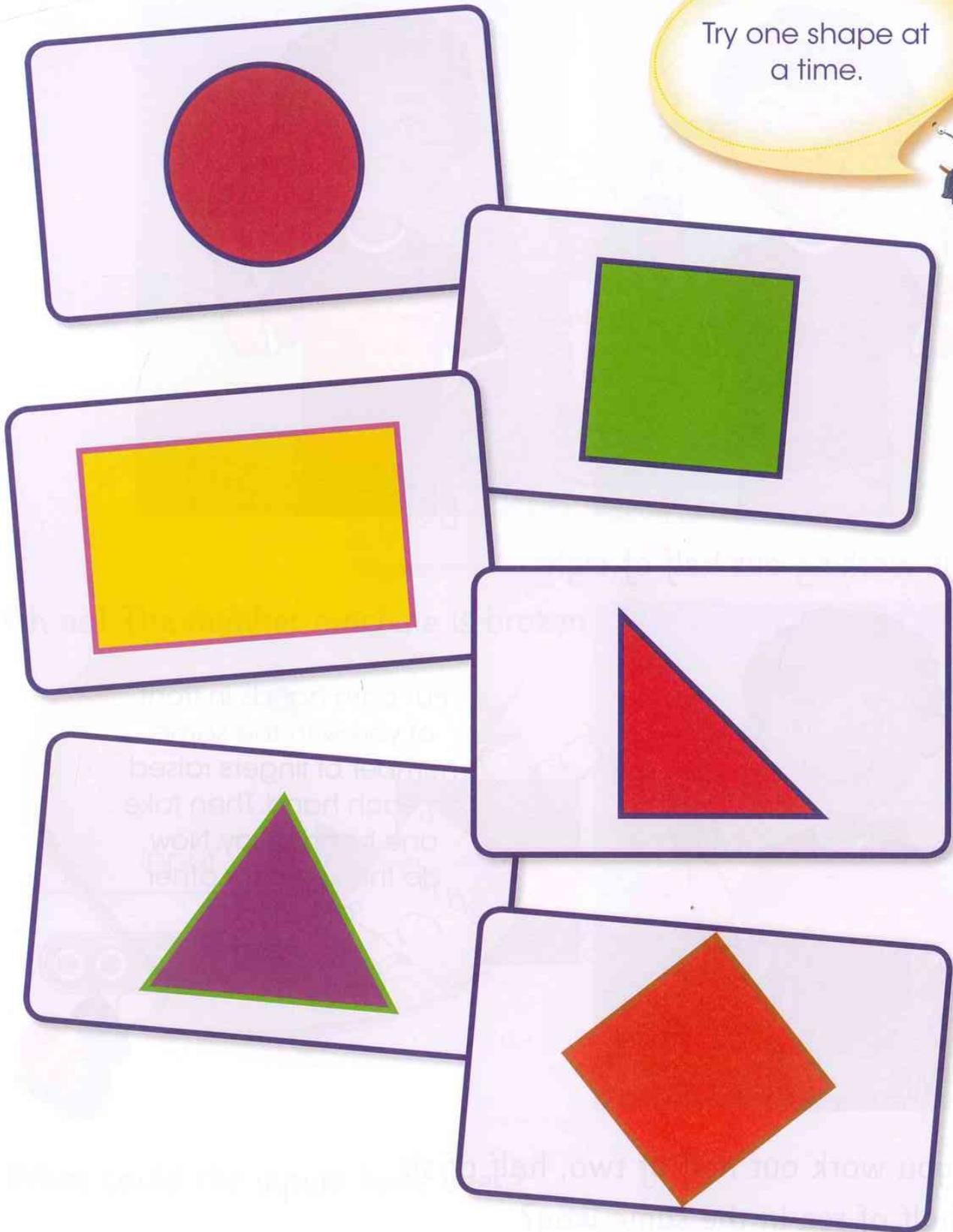
Put both hands in front of you with the same number of fingers raised on each hand. Then take one hand away. Now do the same for other numbers.



Can you work out half of two, half of six and half of ten in the same way?

Half a shape

Try one shape at a time.

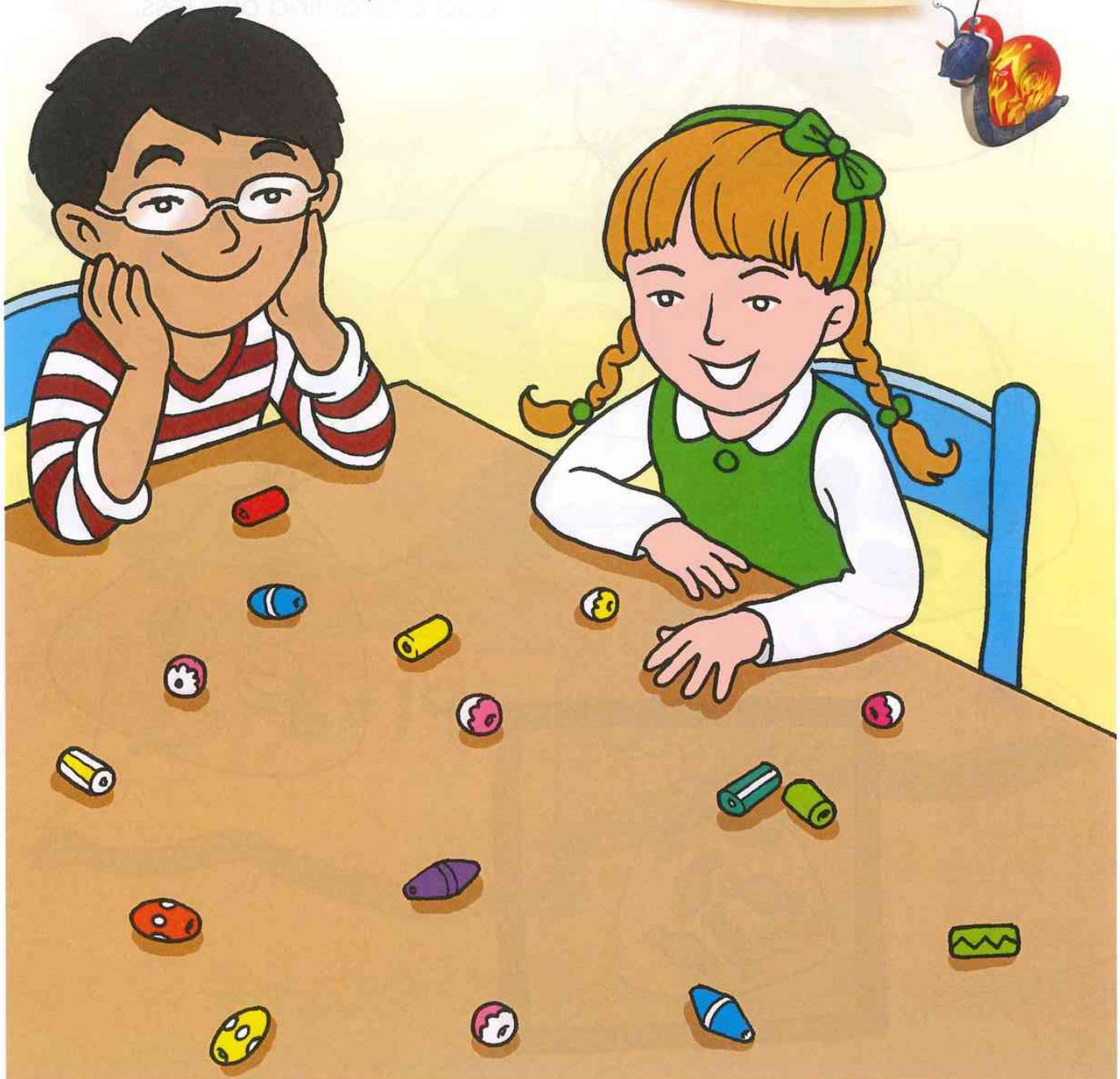


Sharing

Share the beads.

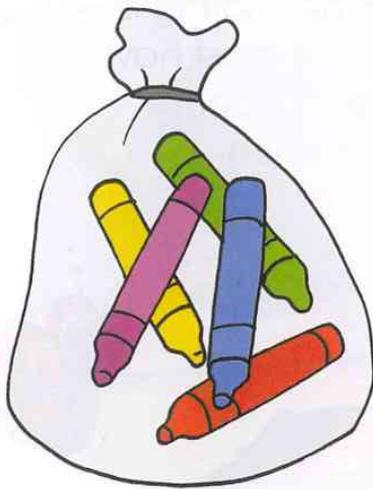
How many each?

Make sure the sharing is fair. The children must have the same number of beads each.

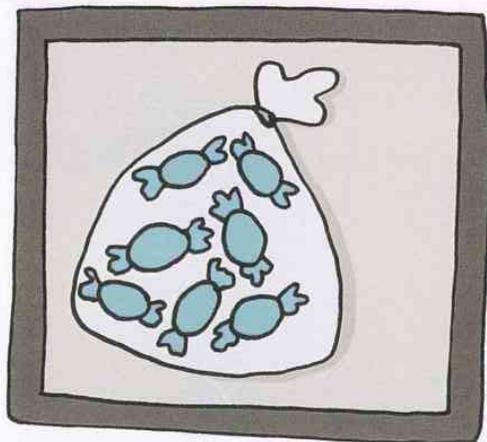
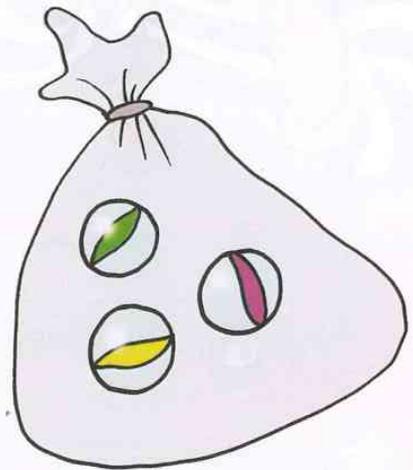
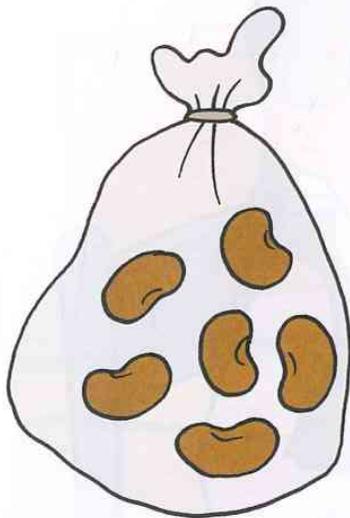


How many more?

How many more do you need to make a near ten?

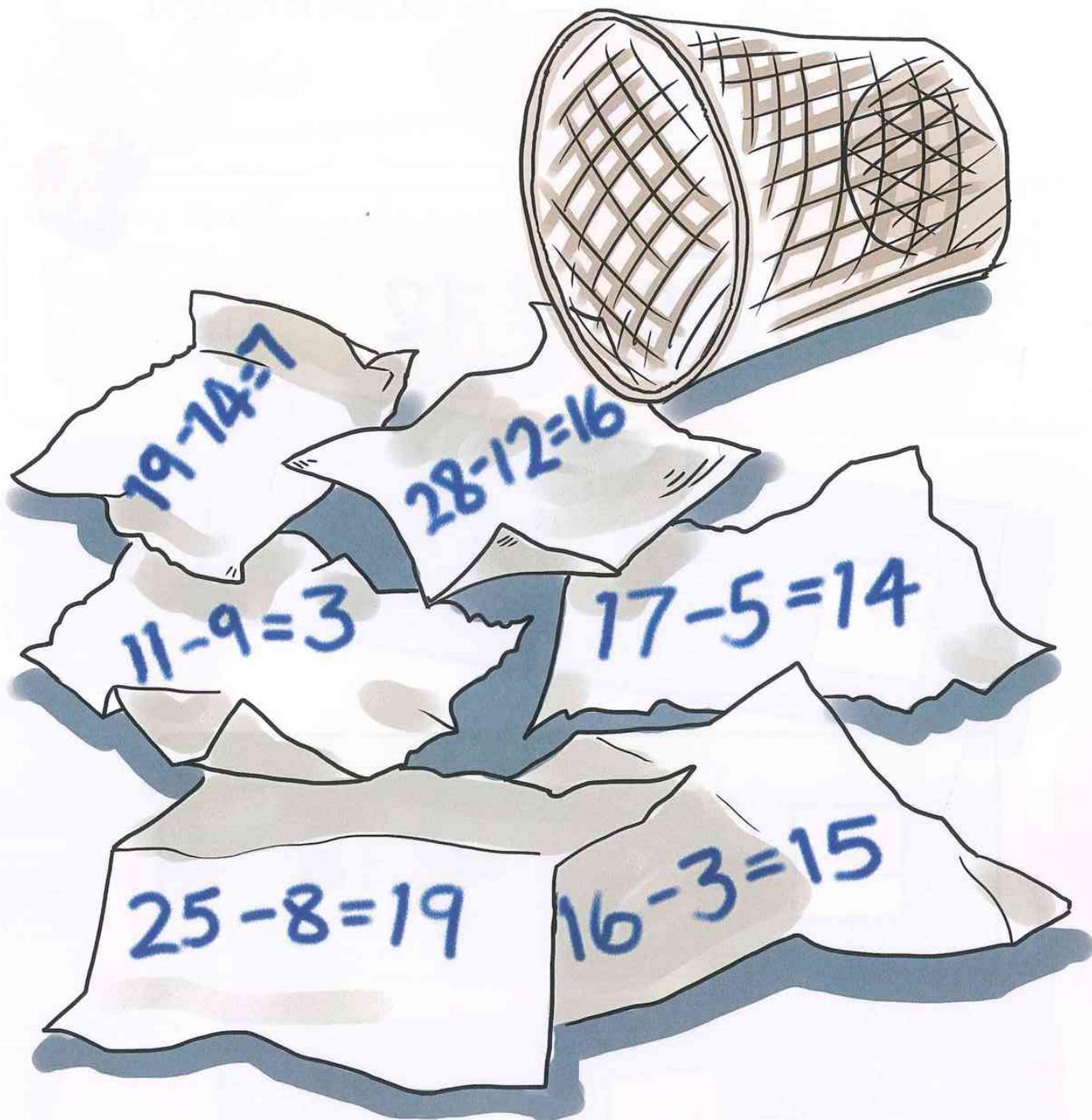


Use number pairs to ten to find out how many more are needed to make ten. Then add one or find one less.



Subtraction check

Check each number sentence.
Is it correct?



What is missing?

Copy the number sentences.
Fill in the missing numbers.

Use counters to help you.



$$5 + \square = 12$$

$$\square + 7 = 11$$

$$\square + 6 = 18$$

$$4 + \square = 15$$

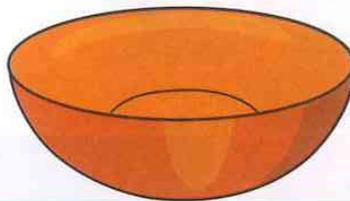
Money, money!

You will need:

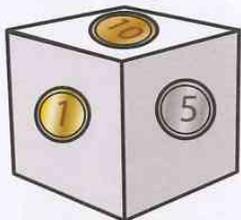
money



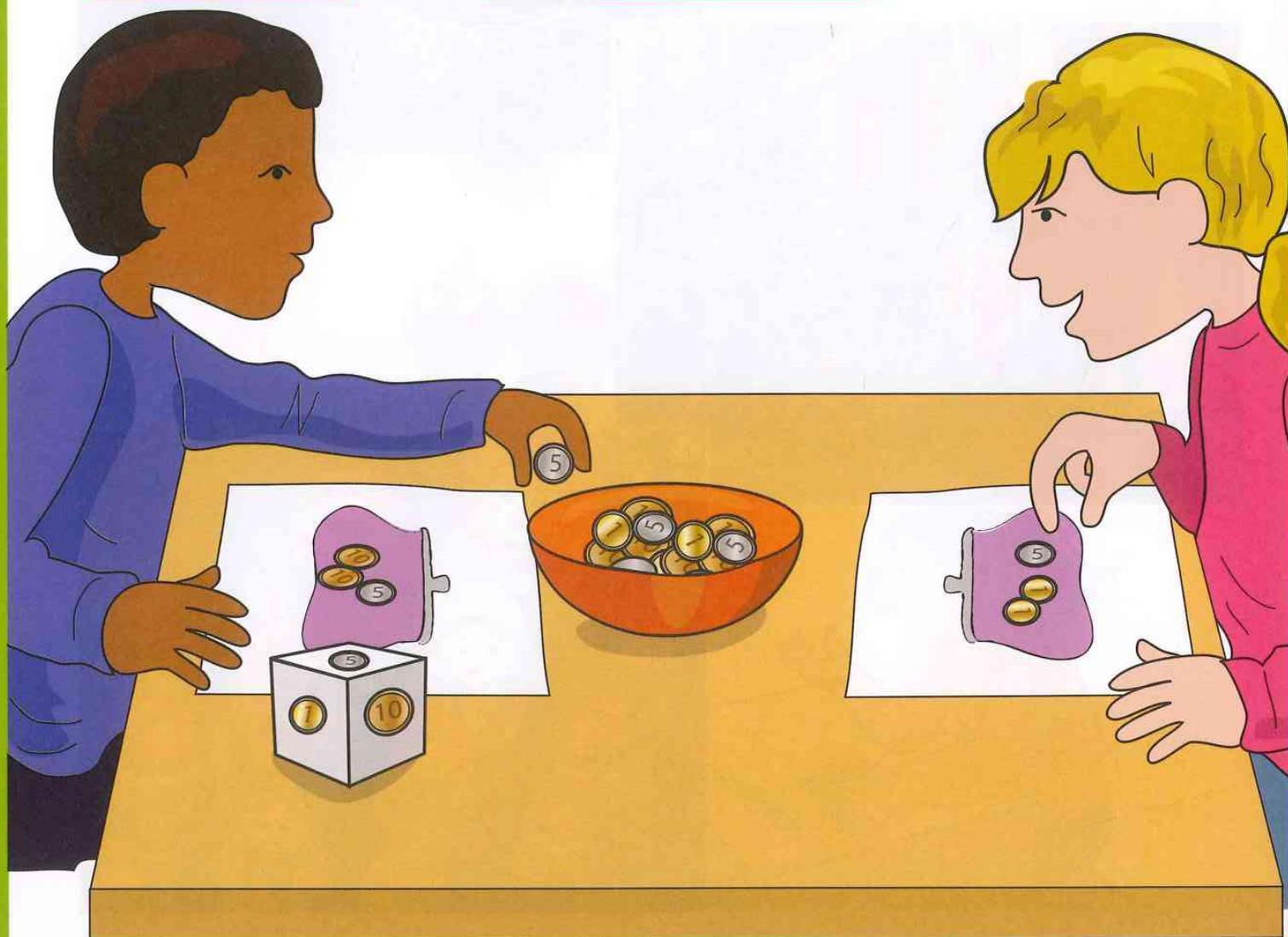
a dish



a money dice



a purse each

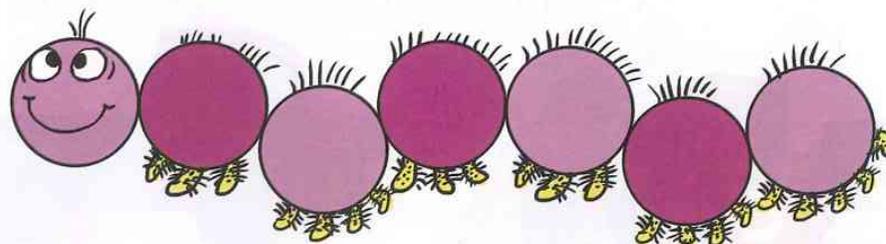
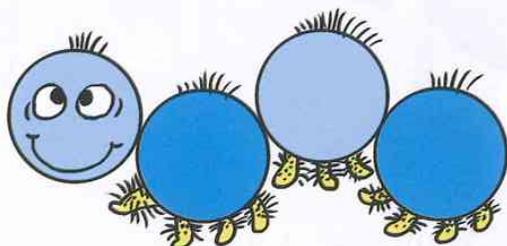
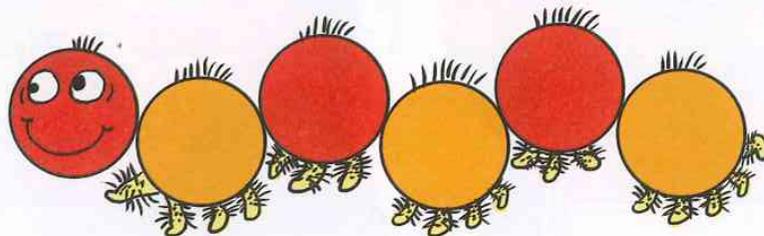
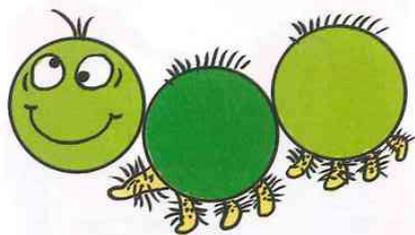


What would you buy?



Caterpillars

How long is each caterpillar?



Make your own caterpillar.
How long is it?

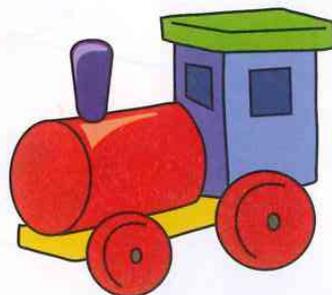
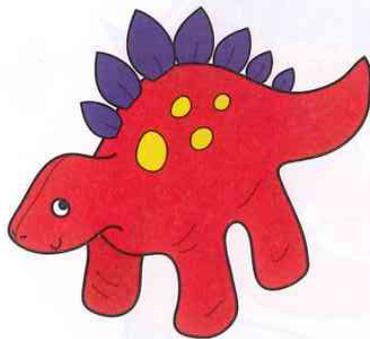
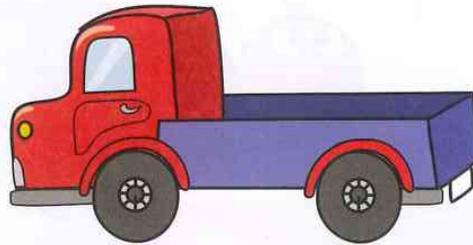


Weight problems



The ball weighs nine cubes.

How many cubes do you think each toy will weigh?



Weight comparison



Where would you place these? Heavy or light?

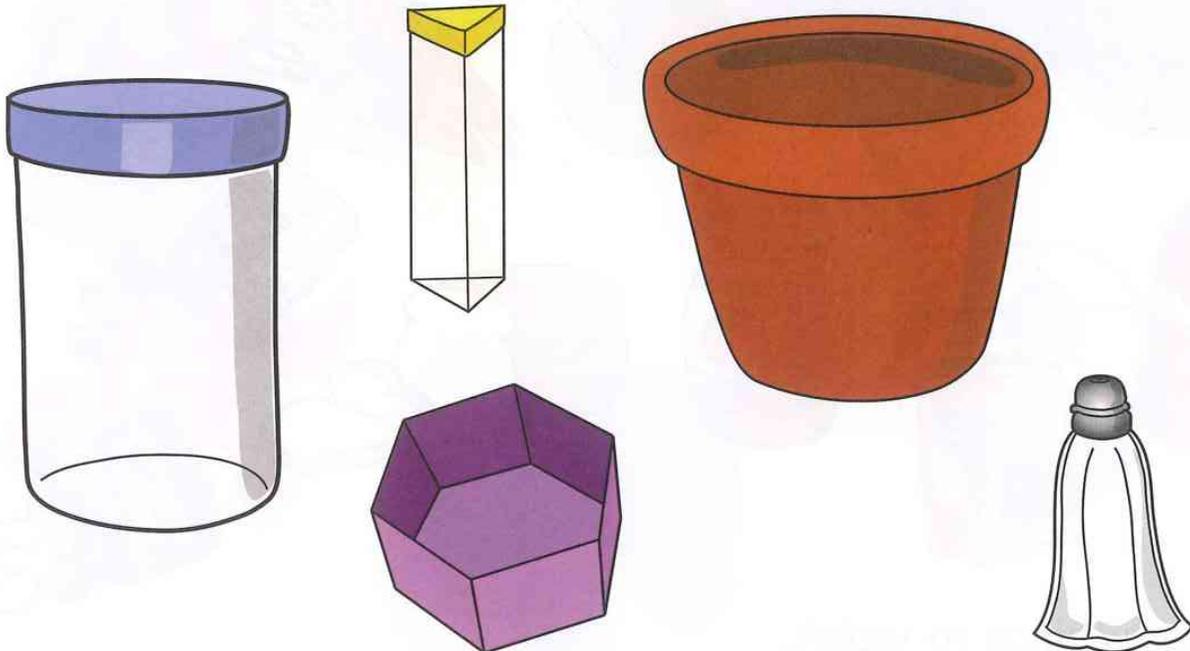


Find more things to weigh.

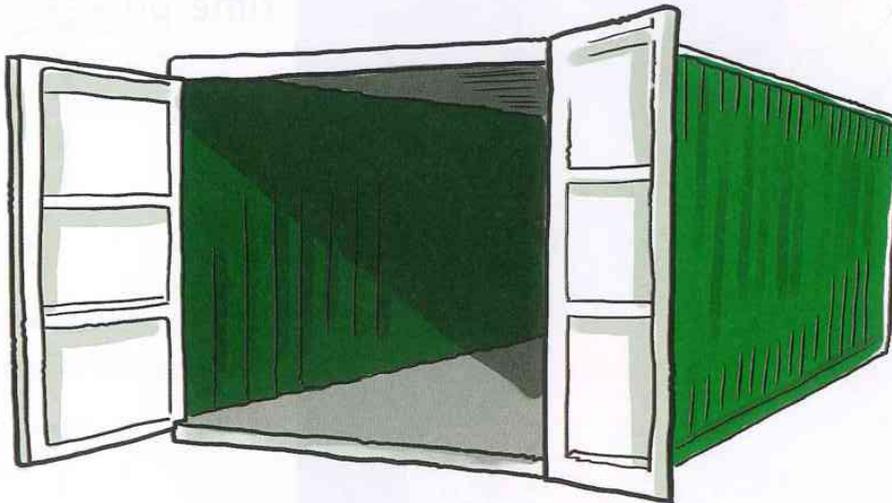
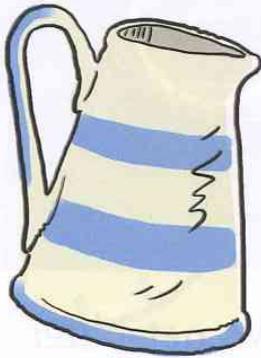
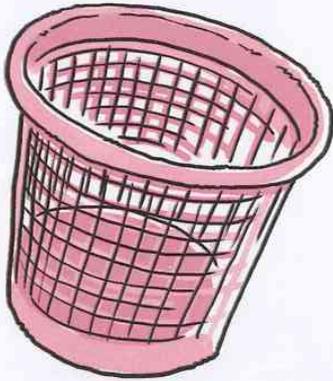


Find or make different containers.

What can you find out about their capacity?



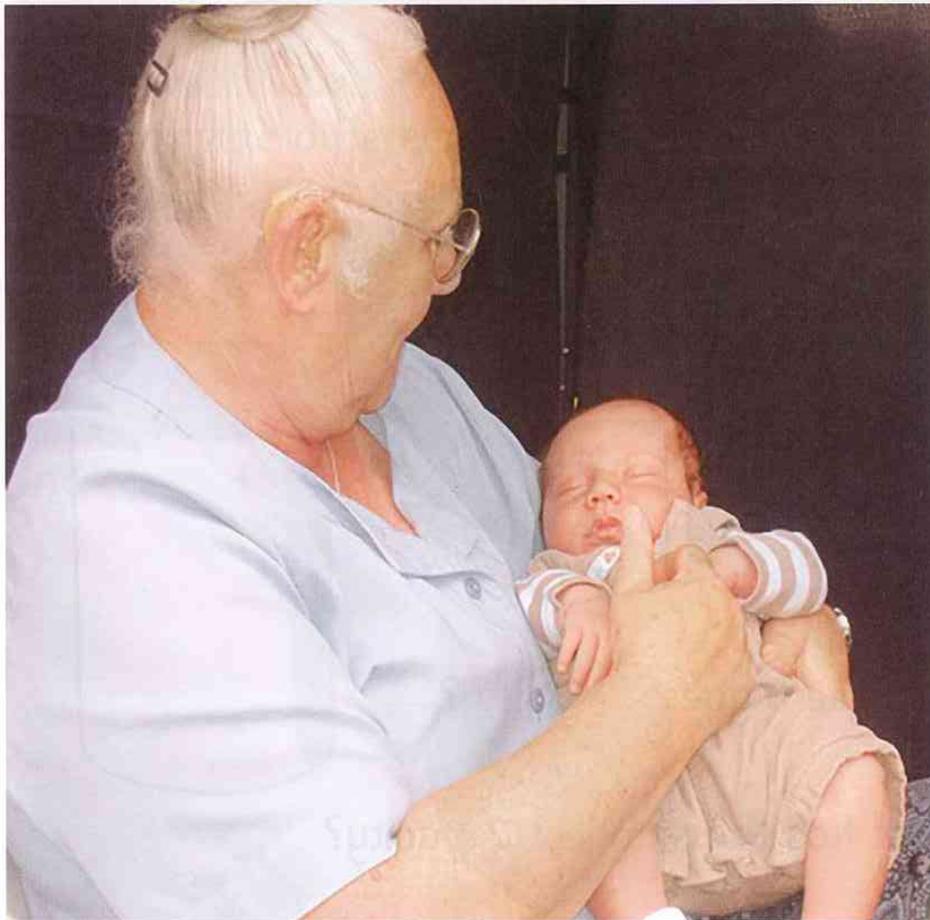
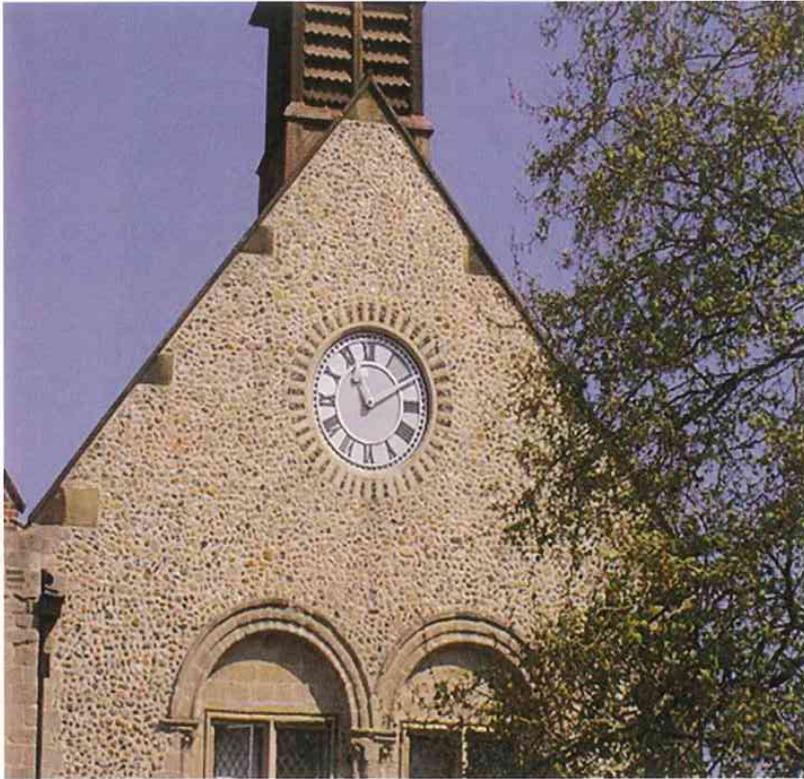
More capacity



Which do you think has the biggest capacity?

Which do you think that has the smallest capacity?

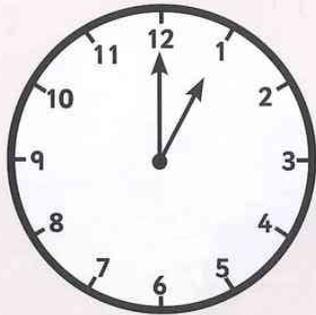
Observing time



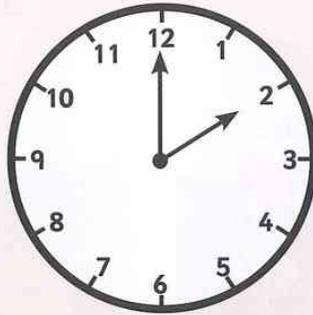
We get older as time passes.

Clocks

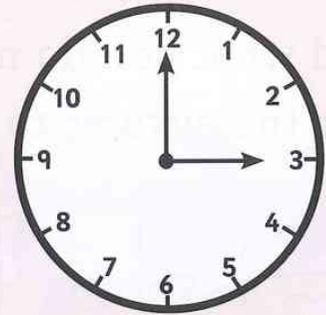
Vocabulary



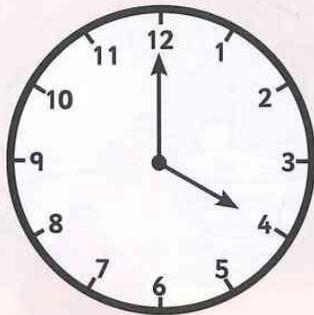
one o'clock



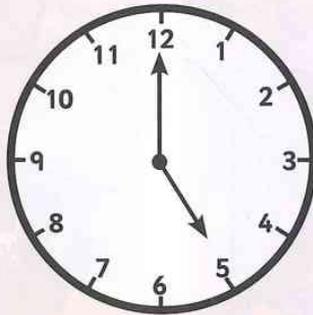
two o'clock



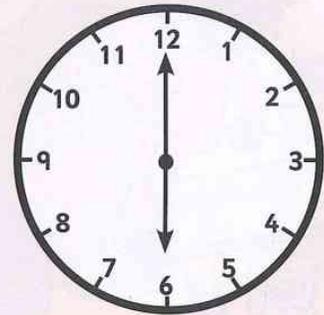
three o'clock



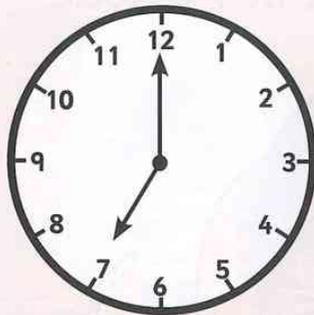
four o'clock



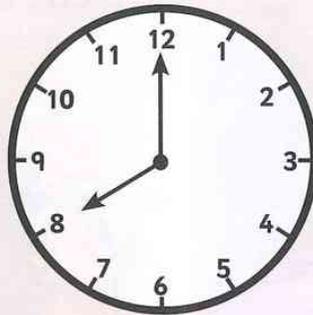
five o'clock



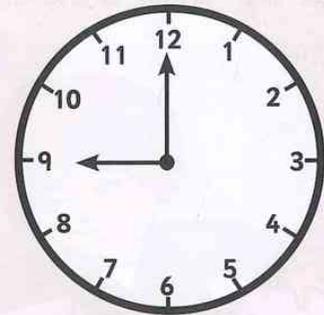
six o'clock



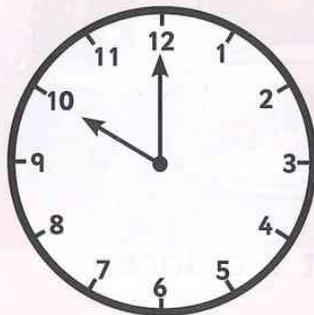
seven o'clock



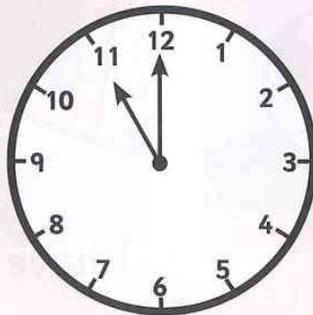
eight o'clock



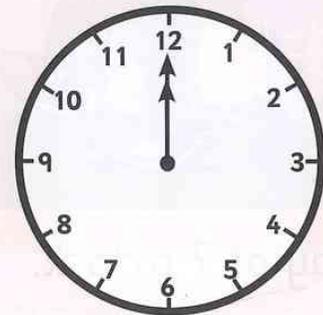
nine o'clock



ten o'clock



eleven o'clock



twelve o'clock

What time?

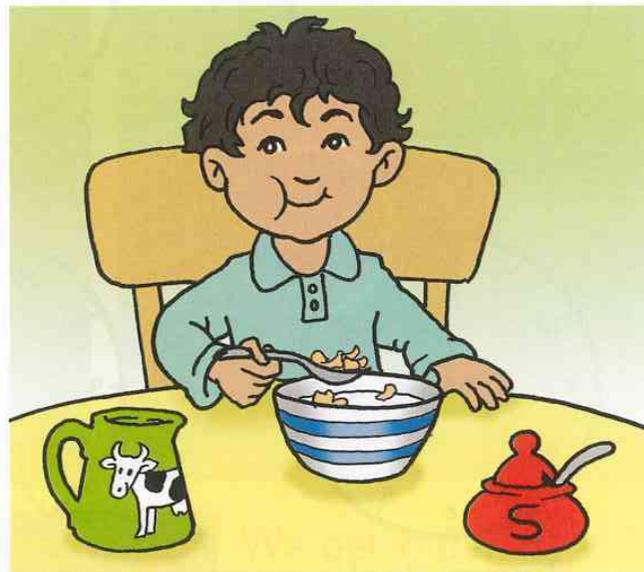
What do you do in a day?

You will need to think about what time you get up, and what you do next.

Use the pictures to help you.



I get up at ? o'clock.



I eat breakfast at ? o'clock.



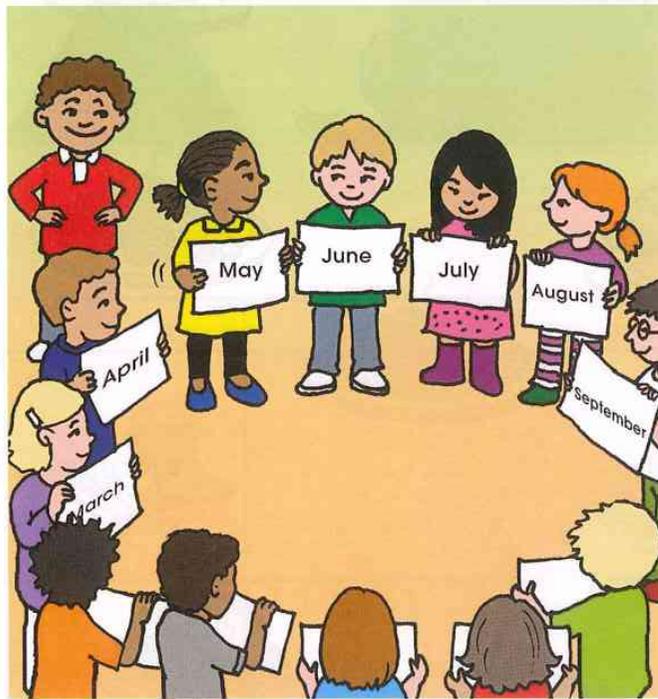
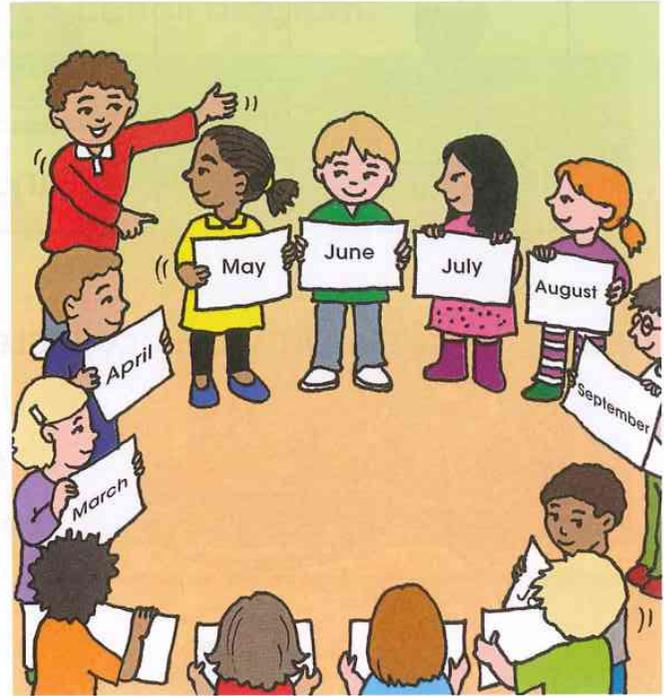
I play at ? o'clock.



I have lunch at ? o'clock.

Order of months

What order are the months of the year?

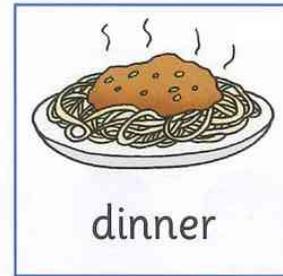
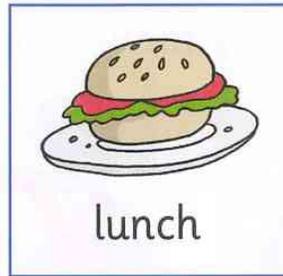
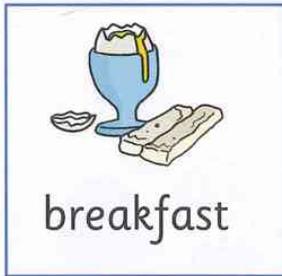


Describe each month of the year using one word.

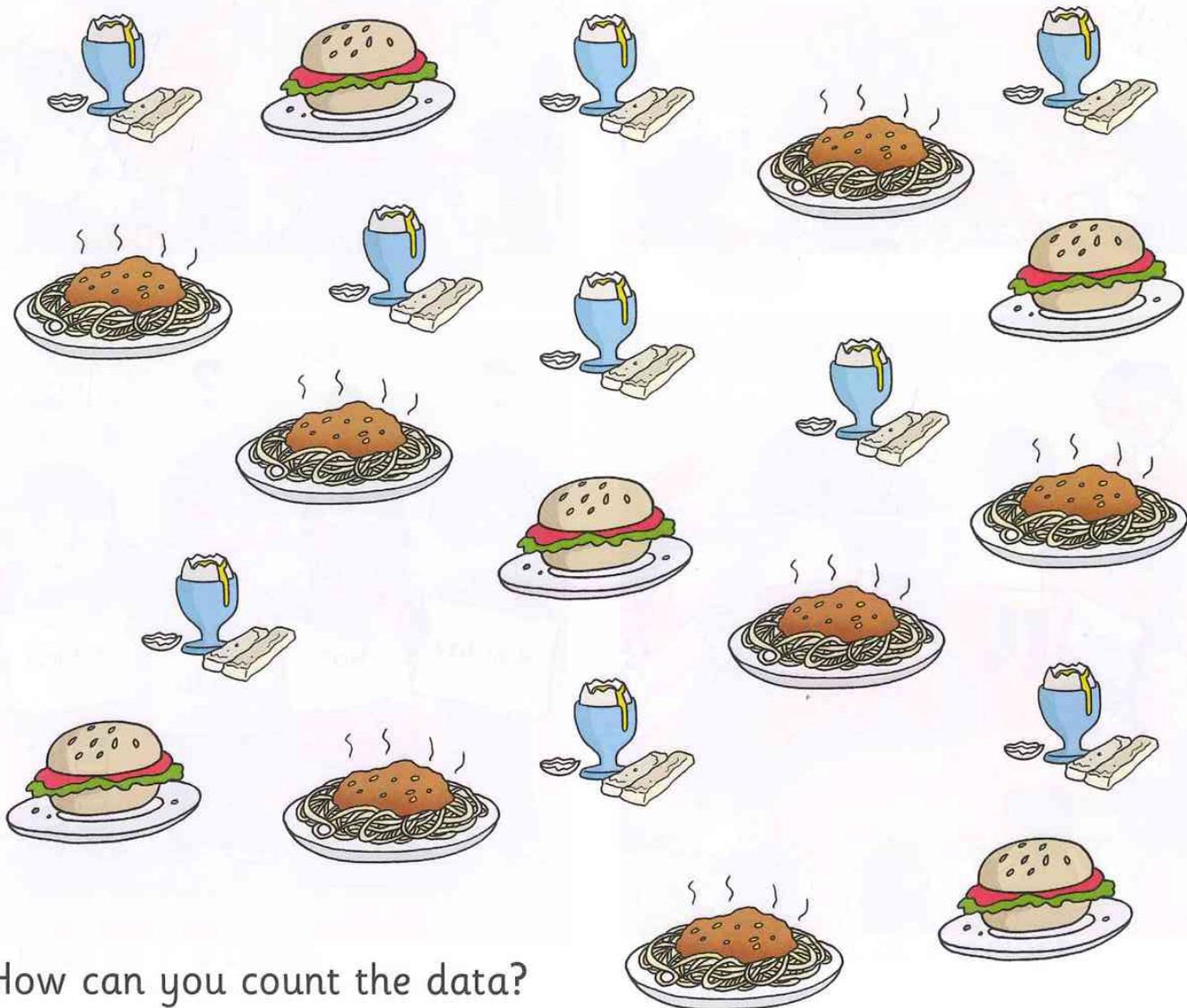
Counting data

to 100

Class A were asked to pick their favourite meal time from



This is the data that was collected.

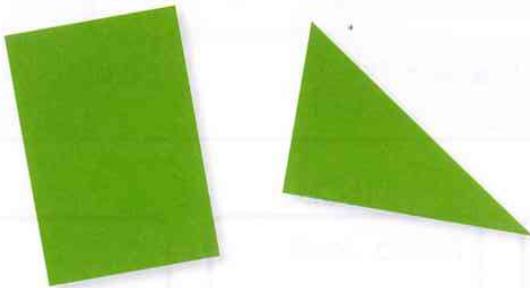
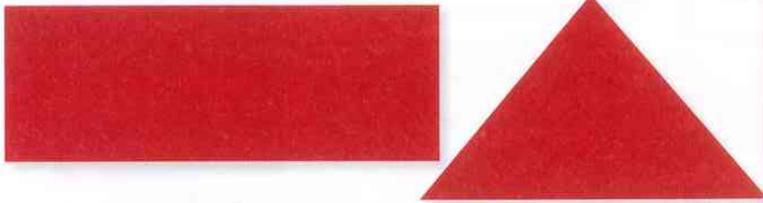


How can you count the data?

How can you present the data?

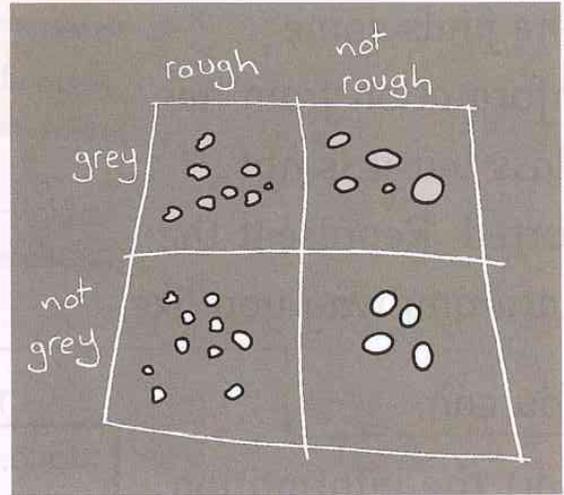
Carroll diagram

Work with a friend to sort these shapes.



Vocabulary

carroll diagram:



	red	not red
rectangle		
not rectangle		

Sorting Data

Alba wants to know what drinks to serve at sports day.

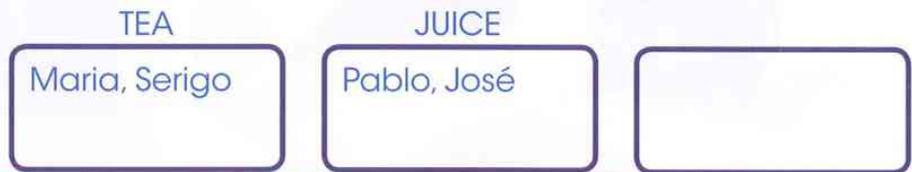
She finds some information from her class but it is not sorted. Represent the data any way you like.

Sticky notes with names and drinks:

- José – juice
- Alejandra – juice
- Pablo – juice
- Alberta – Water
- Belèn – water
- Sergio – tea
- Maria – tea
- Eva – tea
- Veronica – juice
- Diego – juice
- Jorgé – cola
- José - water

You can:

Sort the information into groups.



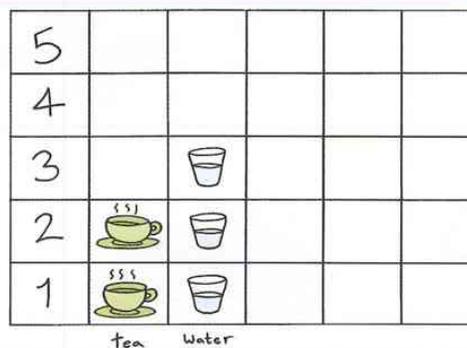
Use a Venn diagram.



Use a Carroll diagram.

	girl	boy
hot drink		
cold drink		

Make a pictogram, block graph, or something else. You choose.



What drinks should Alba serve at sports day?

CAMBRIDGE PRIMARY Mathematics

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1

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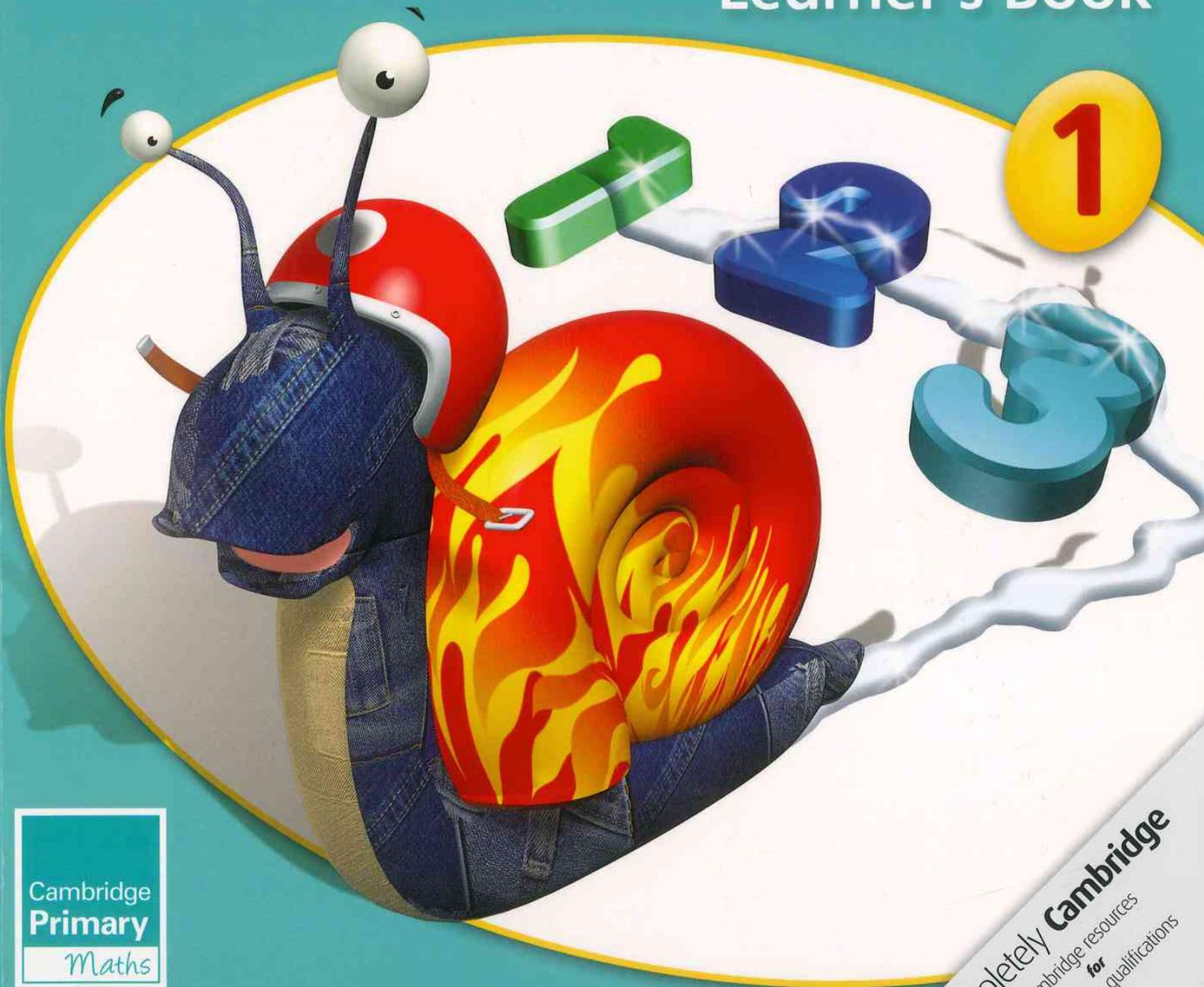
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