Numeracy
For 4 to 5 year olds
Screen-free learning resources that build multiple skills.
Check if this Workbook is right for you.

Answer the following questions in 20 minutes.

1. Count and write the number:

   ![Image of cherries and cupcakes]

2. Write the missing numbers: 2 _____, _____, 6, 8, 10

3. Arrange the numbers from smallest to biggest: 10, 20, 9, 3

4. What comes next in the following patterns?

   ![Heart, heart, circle, heart, heart]

   A B A B _____

   1 0 1 0 _____

5. Draw two objects that look like a circle.

Check your answers using the key on the next page.
1. 20, 8, 16, 10

2. 2, 4, 6, 8, 10

3. 3, 9, 10, 20

4. A B A B A
   1 0 1 0 1

5. (Any other circular object is correct.)

plate clock

If your score is:

<table>
<thead>
<tr>
<th>Score</th>
<th>Workbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 or less</td>
<td>Use the Foundation Numeracy Workbook</td>
</tr>
<tr>
<td>6 to 10</td>
<td>This workbook is right for you!</td>
</tr>
<tr>
<td>More than 10</td>
<td>Use the Numeracy Workbook for Level 1</td>
</tr>
</tbody>
</table>
My Learning Journey

Name: ______________________

Week 1

Day 1  Day 2  Day 3  Day 4  Day 5

DONE!

Week 2

Day 1  Day 2  Day 3  Day 4  Day 5

DONE!

Week 3

Day 1  Day 2  Day 3  Day 4  Day 5

DONE!

Week 4

Day 1  Day 2  Day 3  Day 4  Day 5

WOW

If you liked this, go to our IFERB website for hundreds of more such resources. Visit https://resources.educationaboveall.org
My Emotions

Draw how you feel **everyday** in your notebook.

Today, I feel

- Happy
- Sad
- Confused
- Angry
- Scared
Week 1 Overview

Project

My Cute Cat

Explore and count numbers from 21 to 30.

How Many?
Count objects and write the number.

Be a Number
Try looking like a number!

Action!
Count and repeat a given action.

Numbers in Words
Practise writing number names from 1 to 5.

Number Names
Practise writing number names from 6 to 10.

Materials Needed
- Paper
- Pencil
- Glue / Tape
- Scissors
Day 1

Project-Based Learning

My Cute Cat

Can you draw a cat and count its whiskers?

Which animals have whiskers?

Count and trace these numbers:

21
22

Making Cat Whiskers

Tear 10 thin rectangles of paper to make the whiskers of your cat.

Make the whiskers for the numbers ‘21’ and ‘22’.

Find objects in your home that look like thin rectangles.

Write the number

Draw the same number of circles.
Day 1 Worksheet

Numbers in Words (1 to 5)

Say and trace the number names.

0 zero zero zero

1 one one one

2 two two two

3 three three three

4 four four four

5 five five five
Count and trace these numbers:

23

24

25

Make the cat whiskers for the numbers 23, 24, and 25.

Let's Revise! Complete the Number Trains

1 5

6 10

11 15

16 20

21 25
Day 2 Worksheet

**Numbers IN Words (6 to 10)**

Say and trace the number names.

6 six six six

7 seven seven seven

8 eight eight eight

9 nine nine nine

10 ten ten ten

Write the missing numbers.

1 3 5 7 9
Count and trace these numbers:

- 26
- 27
- 28

- Is there anyone in your home who is 20 to 28 years old?
- How old are they?

Make the cat whiskers for the numbers 26, 27, and 28.

Let's Revise!

Connect the dots.

Which animal do you see?
Day 3  Math Game

ACTION!

3 or more players

How to Play

• A player will say a number (from 1 to 20) and an action. (clap, jump, walk, etc.)
• The others will do the action that many times.
• Give 1 point to the player who does it the fastest.

Who has the most points?
They win the game!
Count and trace these numbers:

Make the cat whiskers for the numbers 29 and 30.

Let’s Revise! 
Skip-counting

1. Make a number line from 0 to 30 as shown:

2. Start from 0. Skip 2 numbers and write the pattern below:
   2, 4, 6, ____ , ____ , ____ , ____ , ____ , ____ , 30

   5, 10, ____ , ____ , ____ , ____

   10, ____ , ____
Movement

Be the Number

Take 3 deep breaths.
Make the numbers 1 to 9 with your body!

Here are some examples:
Day 5  Project- Based Learning

My Cute Cat

Make Your Cat

• Draw a circle to make the cat’s face and a bigger circle for the cat’s body.
• Add a tail and legs.
• Stick the whiskers to the face.

Present Your Cat

• Show and explain your cat to your friends.
• Count the total number of whiskers of your cat.

Let’s Revise!

1. Make a numbered list of the people who live with you and you interact with.
2. Draw them and write their names too!
3. How many people are below the age of 30?
Count the number of items and circle the correct number.

Day 5

Worksheet – How Many?

Count the number of items and circle the correct number.

- 20
- 21
- 22
- 23
- 24
- 25
- 25
- 26
- 27
- 28
- 29
- 30
- 20
- 21
- 22
- 23
- 24
- 25
- 25
- 26
- 27
- 28
- 29
- 30
Weekly Reflection

Did I enjoy learning this week?

What are some new things I learned?

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**Week 2 Overview**

**Project**

**My Peacock**
Explore and count numbers from 31 to 40.

**Number Trace**
Practise writing numbers from 41 to 50.

**Who Says!**
Play a game to practise number orders.

**Hills and Valleys**
Calm yourself through a breathing activity.

**Let's Add**
Count the total items in the farm.

**More or Less?**
Identify which group has more items.

**Materials Needed**
- Paper
- Pencil
- Clay or Dough
- Scissors, Glue
Day 1  
Project-Based Learning

My Peacock

How many tail feathers does your peacock have?

Count and trace these numbers:

31 31 31
31 31 31

32 32 32
32 32 32

Making Your Bird

Draw an oval shape.
Cut 10 equal oval shapes.
These are the tail feathers of your peacock.

Make the tail feathers for the numbers ‘31’ and ‘32’.

Find objects in your home that have an oval shape.
Help me count the total number of each item in my farm!

1. 
\[
\begin{array}{c}
\text{Apples} \\
6
\end{array}
\]
\[
\begin{array}{c}
\text{Apples} \\
6
\end{array} + \begin{array}{c}
\text{Apples} \\
4
\end{array} =
\]

2. 
\[
\begin{array}{c}
\text{Oranges} \\
9
\end{array}
\]
\[
\begin{array}{c}
\text{Oranges} \\
10
\end{array} + \begin{array}{c}
\text{Oranges} \\
10
\end{array} =
\]

3. 
\[
\begin{array}{c}
\text{Nests} \\
3
\end{array}
\]
\[
\begin{array}{c}
\text{Nests} \\
2
\end{array} + \begin{array}{c}
\text{Nests} \\
1
\end{array} =
\]

4. 
\[
\begin{array}{c}
\text{Chicks} \\
9
\end{array}
\]
\[
\begin{array}{c}
\text{Chicks} \\
5
\end{array} + \begin{array}{c}
\text{Chicks} \\
3
\end{array} =
\]
Make the tail feathers for the numbers 32, 33, and 34.

Let's Revise!

One less

8 \[\text{↔} \] 9 \[\text{↔} \] 10

One more

12 \[\text{↔} \] 24

33 \[\text{↔} \] 17
# More or Less?

Tick (✓) the group that has more number of things.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="turtle.png" alt="Turtles" /></td>
<td><img src="bunny.png" alt="Bunnies" /></td>
</tr>
<tr>
<td><img src="hat.png" alt="Witch Hats" /></td>
<td><img src="hat.png" alt="Leprechaun Hats" /></td>
</tr>
<tr>
<td><img src="pizza.png" alt="Pizza Slices" /></td>
<td><img src="fries.png" alt="French Fries" /></td>
</tr>
<tr>
<td><img src="banana.png" alt="Bananas" /></td>
<td><img src="apple.png" alt="Apples" /></td>
</tr>
<tr>
<td><img src="mango.png" alt="Mangoes" /></td>
<td><img src="cherry.png" alt="Cherries" /></td>
</tr>
</tbody>
</table>
Day 3  Project-Based Learning

My Peacock

Count and trace these numbers:

36

\[
\begin{array}{ccc}
36 & 36 & 36 \\
36 & 36 & 36 \\
\end{array}
\]

37

\[
\begin{array}{ccc}
37 & 37 & 37 \\
37 & 37 & 37 \\
\end{array}
\]

38

\[
\begin{array}{ccc}
38 & 38 & 38 \\
38 & 38 & 38 \\
\end{array}
\]

Draw using these numbers!

Example:

\[3\]

Make the tail feathers for the numbers 36, 37, and 38.

Let's Revise!

Count backward to write the missing numbers.
**Hills and Valleys**

- Place your pointer finger at the first valley.
- As you breathe in, move your finger up the hill.
- As you breathe out, move your finger down to the valley.
- Repeat this 5 times.
Day 4  Project-Based Learning

My Peacock

Count and trace these numbers:

39 40

Make the tail feathers for the numbers 39 and 40.

Walk 40 steps with your parent.
Who can reach further? Why do you think that is?

Let's Revise!

Connect the dots. Which animal is it?

Start here!
Day 4  Math Game

Who Says!

No. of Players

2 or more players

How to Play

• A player will say a number from 1 to 40.
• The others have to say the number that comes before and after it.
• Give 1 point to the player who says it correctly the fastest.

Who has the most points?
They win the game!
Stick the tail feathers to the body in order.

Make Your Peacock

• Draw or make the peacock’s face and body using clay or dough.
• Add eyes and a beak to the face.

Present Your Lovely Bird

• Show and explain your bird to your friends.
• Count the total number of tail feathers.

Let's Revise! Fill the missing numbers.
Trace and write numbers from 41 to 50. Arrange small objects at home in the shape of each number.
Weekly Reflection

Did I enjoy learning this week?

What are some new things I learned?

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Week 3 Overview

**Beauty in Shapes**
Explore shapes and measurements.

**Project**

**What Shape Are You?**
Create shapes using your body!

**Sunny Side**
Think and draw what makes you happy!

**Story Time**
Read about The Shape Family.

**Shape Matching**
Match the objects with the shape.

**Measurements**
Measure objects using digits and handspans.

**Materials Needed**
- Paper
- Pencil
- Colors
- Chalk
Day 1
Project-Based Learning

**Beauty in Shapes**

Can I make a drawing using different shapes?

**Do you know these shapes?**

- Circle
- Triangle
- Rectangle
- Square
- Star
- Heart
- Oval

**Draw 2 objects at home that look like each shape.**

**Example**

<table>
<thead>
<tr>
<th>Shape</th>
<th>Object 1</th>
<th>Object 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle</td>
<td>Plate</td>
<td>Clock</td>
</tr>
</tbody>
</table>
What Shape Are You?

How to Play

• Each player act out these shapes and lines:

- Triangle
- Rectangle
- Square
- Star
- Heart
- Circle
- Line

• If others guess the shape correctly, the player gets a point.

The player with the most points wins the game!
We will make a drawing using shapes this week!

Which shapes do you see in this drawing?

Let us practise drawing shapes! Trace the following:

Drawing Activity

Draw the sun and the clouds at the top of the page using shapes and lines.
Measurements

In the past, people measured using their bodies. Let’s learn 2 ways:

- How many digits is 1 handspan?
- Which other body parts can we use to measure things?

How many digits is your drawing sheet? Use your finger to find out!

_____ digits

_____ digits

Draw the outline of your friend’s body.

Measure the following using handspans:

- Hand Length
- Leg Length
- Full Body Length
Day 3  Project-Based Learning

Beauty in Shapes

Let us practise drawing shapes! Trace the following:

Identify various shapes in the alphabet!

**Drawing Activity**

- Draw a house using rectangles and squares.
- Make 2 potted plants too!

You can add details:

- Door
- Windows
- Trees
Day 3  Mindfulness

**Sunny Side**

- Take 3 deep breaths.
- Close your eyes and think of all the things that make you **happy**.

**What comes to your mind?**
**Draw them inside the sun below.**
Day 4  Project-Based Learning

Beauty in Shapes

Add more ideas and details to your drawing in any shape of your choice. Examples:

- Grass
- Birds
- Animals
- Car

Let's Revise! Look at this picture. Count the number of:

- Triangles
- Rectangles
- Squares
- Circles
Shape Matching

Match the object to its shape.

Draw objects around you that have these shapes too!
Day 5  Project-Based Learning

Beauty in Shapes

Presenting Your Drawing

Show your final drawing to your friends.

Add anything they want you to add using various shapes.

How many of each shape can you see in your drawing?

___  ___  ___  ___

Draw a star for yourself for completing your drawing!

Try this!  Can you draw birds using shapes?
This is the Shapes Family. In their town, there is a Lantern Competition.

The Shapes are getting ready for it. Circle and his sister, Triangle, got to work.

Circle made a lantern with circles.

Triangle made one with triangles.
Mr. Square and Mrs. Rectangle said, “Isn’t it boring to use the same shapes all the time?”

“Let us try something new!” said Circle.

Together, they made a lantern with circles and triangles.

Mr. Square loved the new lanterns. Who do you think won the competition?

- Name the characters in the story.
- Draw your own lantern using shapes.
Weekly Reflection

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**Week 4 Overview**

**Patterns Everywhere**

- Explore patterns around you.

**Project**

**Free Flow**

Create shapes and patterns with your hands.

**Complete the Pattern**

Observe and continue different patterns.

**Story Time**

Explore patterns with Paul, the Pattern Detective.

**Pattern Challenge**

Explore patterns through a game.

**Shape Patterns**

Explore patterns with different shapes.

**Materials Needed**

- Paper
- Pencil
Patterns Everywhere

How can patterns help us understand the world?

Patterns are things, numbers, or shapes that repeat.

Circle what will come next in these patterns.

Patterns in Life

Days and nights repeat and happen regularly as a pattern. What are some other patterns you see daily? Draw them!
COMPLETE THE PATTERN

Draw what will come next in these patterns.

Day 1 Worksheet

[Pattern images of butterflies, raindrops, flowers, diamond shapes, ladybugs, and umbrellas]
Patterns in Nature

Name and match the animal with the pattern on their skin.

Find 3 patterns in nature and draw them.

Patterns in our Clothes

Observe the shapes and designs that repeat in your clothes or objects around you. Draw at least three such patterns in the boxes below.

Example
Draw the missing shapes in the following patterns

Create a pattern using any 2 shapes. You can draw these patterns or find small objects around you to create your own real life pattern by arranging the
Patterns in Music

Which is your favourite song? Sing it out loud with your friends. Can you identify a pattern in it?

Let’s make music based on the code!

Snap your fingers. Clap your hands. Stomp your feet. Tap your thighs.

Try these patterns!

A B C D
C A D D C
D D C A A
A B B D A A
B B D A C C
A A C C B B
A B B C C D D
Day 3  Mindfulness

FREE FLOW

Scribble freely inside these boxes.

with your left hand

with your right hand

Do you see any patterns?
Day 4  Project-Based Learning

Patterns Everywhere

Make a pattern with any 3 items in your home.

Example:

What comes next in these letter patterns?

A  B  A  B  A  B  ______, _______, _______, _______
L  M  M  L  M  M  ______, _______, _______, _______
P  P  Q  P  P  Q  ______, _______, _______, _______

What comes next in these number patterns?

1  0  1  0  1  0  1  ______, _______, _______, _______
2  3  5  2  3  5  ______, _______, _______, _______
5  9  2  5  9  2  ______, _______, _______, _______
21 7  21 7  21  ______, _______, _______, _______
**Pattern Challenge**

**Game Set-Up**

Paper and Pen OR Sand / Mud / Flour to draw patterns on.

**How to Play**

- Player 1 draws any pattern using shapes.
- Player 2 must continue the pattern correctly.
- They earn a point if it is correct.

Can you complete my pattern?

Is this correct?
Day 5  Project-Based Learning

Patterns Everywhere

Exercise/Dance Patterns

Give a number code to 5 different body movements.

Example:

1 2 3 4 5

Make 3 of your own exercise patterns! Example:

Repeat each pattern 4 times.

You can also choreograph a dance routine to a song which follows a certain pattern of steps! Teach the exercise/dance patterns to your friends.

• Did they enjoy the exercise/dance?
• Were they able to follow the pattern?
Paul loves searching for patterns. “I am going to be a pattern detective today! Let’s go find patterns!” said Paul.

Paul found a pattern hanging on the tree. It is called a hive and bees live in it. It is made up of many hexagons stuck to each other. A hexagon is a shape with six sides.

Before going inside the house, he notices that the bricks of house make a pattern.

The bricks are brown. What is the shape of the brick?
Inside the house, Paul saw a pattern on the carpet.
The carpet’s colour is _______.

He went to the kitchen and saw a pattern on the table.
“What is this fruit?” Paul asked his Mom. “It is a __________,” she said.

The next day at school, he told his friends all about the patterns he found.
“Join me today! Let’s all be pattern detectives!” said Paul.

• Name the different places where Paul saw patterns.
• Draw your favourite pattern.
Weekly Reflection

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CERTIFICATE OF COMPLETION

This certificate is awarded to

_________________________________________

for the successful completion of the Numeracy workbook.

_________________________________________

Facilitator
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Pg. 23, 35, and 48: SEL Activities designed by Dream A Dream, India.


Pg. 52, 53: Pranav, The Pattern Detective (English), Written by Aditya Swaminathan Illustrated by Jemma Jose, Re-levelled and re-named by EAA, published by Pratham Books (© Pratham Books, 2006) under a CC BY 4.0 license on StoryWeaver.