



RAFFLES GIRLS' PRIMARY SCHOOL MATH SUPPLEMENTARY WORKSHEET

1

NAME: _____ () DATE: _____

TOPIC: Numbers to 1000

CLASS: P 2 ()

1. Write in words.

a) 647 _____

b) 1000 _____

2. Write in numerals.

a) Three hundred and eighty-five _____

b) Seven hundred and six _____

c) Nine hundred and forty _____

3. Write the answers in numerals.

a) 6 hundreds + 3 ones = _____

b) 8 hundreds + 1 ten + 5 ones = _____

c) 2 hundreds + 5 tens + 6 ones = _____

4. In **695**,

a) the digit 6 has a value of _____.

b) the digit 9 is in the _____ place.

c) the digit _____ is in the ones place.

5. Fill in the blanks with '>' or '<'.

a) 123 _____ 213

b) 411 _____ 141

c) 532 _____ 523

d) 867 _____ 678

6. Answer the questions using the numbers in the box below.
Do not use the numbers more than once for question (a) and (b).

4	7	8	0	6
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a) The smallest 3-digit number that can be formed is

_____.

b) The greatest 3-digit number that can be formed is

_____.

c) Form two 3-digit numbers that are **less than** 500.

The two numbers are _____ and _____.

7. Arrange the numbers in order. Begin with the smallest.

151, 515, 155, 551

_____, _____, _____, _____
smallest

8. Arrange the numbers in order. Begin with the greatest.

796, 962, 976, 269

_____, _____, _____, _____
greatest

9. Fill in the blanks with the correct answer.

a) 800 is _____ tens more than 770.

b) 182 is 15 tens and _____ ones.

c) 2 more than 84 is _____ .

d) 30 less than 72 is _____ .

e) 100 more than 520 is _____ .

10. Write the missing numbers.

a) 31, 41, 51, _____, _____, 81, 91, 101

b) 170, 270, 370, _____, _____, 670, 770

c) 599, 589, 579, _____, 559, _____, 539, 529

11. Put a cross (x) in the correct box.

	Even	Odd
572		
649		
137		
214		

12. You are given 3 digits below.

8

5

6

Write down all the 3-digit **even** numbers you can form in the table below.

The first number is done for you.

658			
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13. Use the numbers below to form the greatest 3-digit **odd** number.

7

0

9

The greatest 3-digit odd number is _____.

*

14. Mary uses 3 of the number cards below to form a 3-digit number. The digit in the hundreds place is twice the digit in the ones place. The digit in the tens place is 4 less than the digit in the ones place.

6

4

8

0

The 3-digit number is _____.

I have:

Checked through my work carefully at least 2 times after I completed it.

[Independent Learner, Cautiousness, Responsibility]

tried to solve most/all questions by myself (eg. use a different method to solve a more difficult question).

[Perseverance, Creative Thinker, Adaptability]



RAFFLES GIRLS' PRIMARY SCHOOL MATH SUPPLEMENTARY WORKSHEET

2

NAME: _____ () DATE: _____

TOPIC: Addition & Subtraction within 1000 CLASS: P 2 ()

1. Add.

a)

+ =

b)

+ =

2. Add.

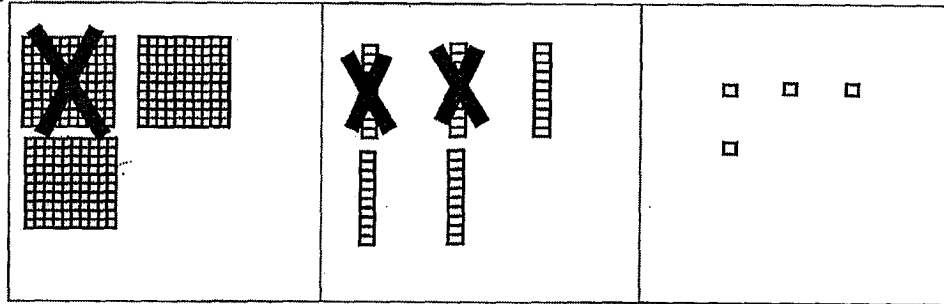
a) $58 + 30 =$ _____ b) $93 + 8 =$ _____

c) $123 + 60 =$ _____ d) $116 + 55 =$ _____

e) $236 + 200 =$ _____ f) $347 + 182 =$ _____

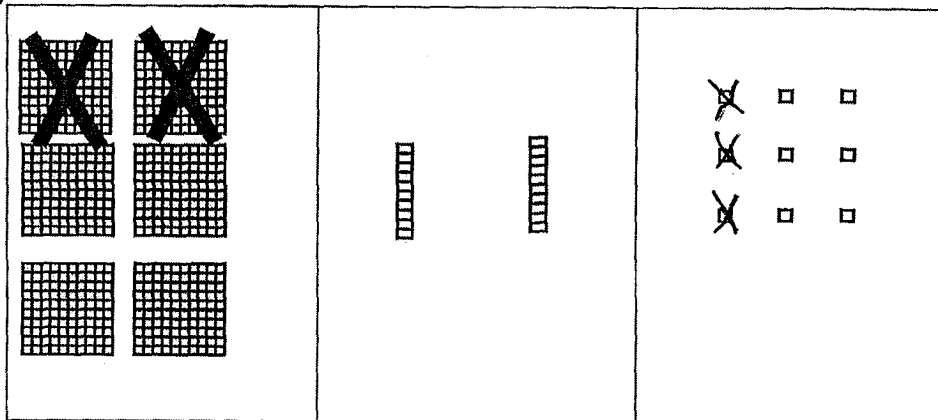
3. Subtract

a)



- =

b)



- =

4. Subtract

a) $82 - 30 =$ _____

b) $92 - 44 =$ _____

c) $467 - 14 =$ _____

d) $694 - 105 =$ _____

e) $986 - 215 =$ _____

f) $749 - 373 =$ _____

5. Add.

a)

	Hundreds	Tens	Ones
	2	3	6
+		2	0

b)

	Hundreds	Tens	Ones
		5	3
+	1	7	2

c)

	Hundreds	Tens	Ones
	1	5	2
+	4	2	3

d)

	Hundreds	Tens	Ones
	2	8	9
+		6	0

6. Subtract.

a)

	Hundreds	Tens	Ones
	1	8	8
-		4	2

b)

	Hundreds	Tens	Ones
		9	4
-		1	7

c)

	Hundreds	Tens	Ones
	7	0	9
-	5	0	1

d)

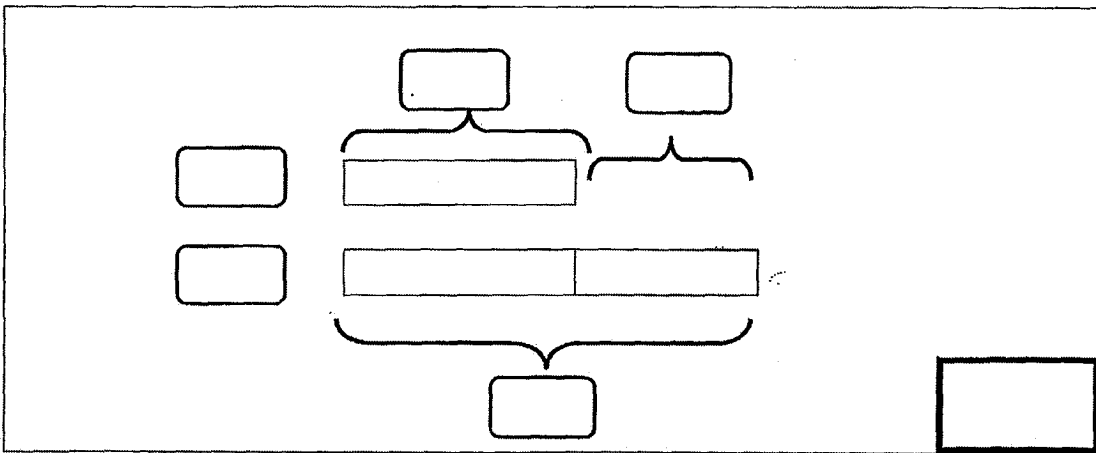
	Hundreds	Tens	Ones
	9	5	0
-	6	4	7

7. Read the word problems below.

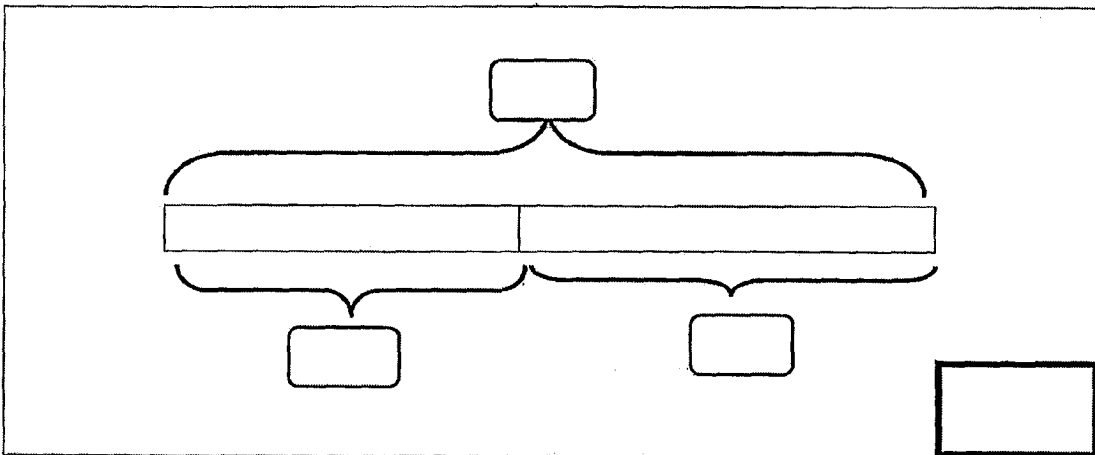
Put a tick () next to the correct model.

Complete the model and write the equation to solve the word problem.

- a) Kelly and Karen spent \$170 altogether.
Kelly spent \$78. How much did Karen spend?



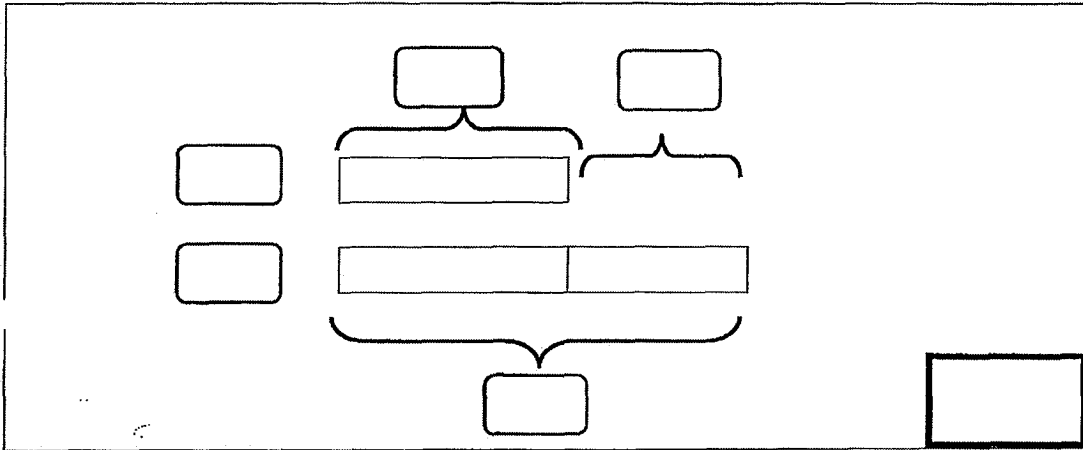
or



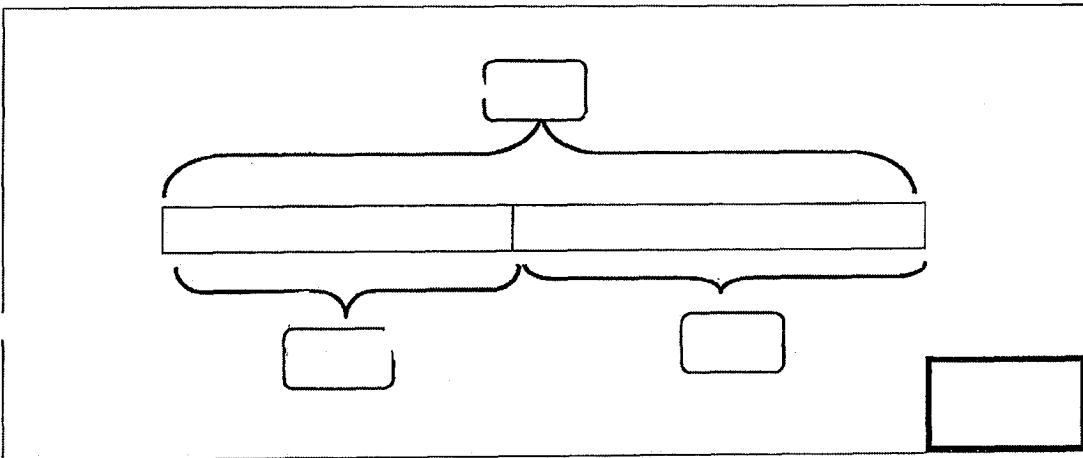
$$\boxed{} \bigcirc \boxed{} = \boxed{}$$

Karen spent \$.

b) Ali has 242 apples.
 He has 127 apples more than Mary.
 How many apples does Mary have?



or



$$\boxed{} \circ \boxed{} = \boxed{}$$

Mary has apples.

8. Complete the following questions.

a)

	Hundreds	Tens	Ones
	7	0	0
-	2	4	8

b)

	Hundreds	Tens	Ones
	4	3	9
+	4	6	1

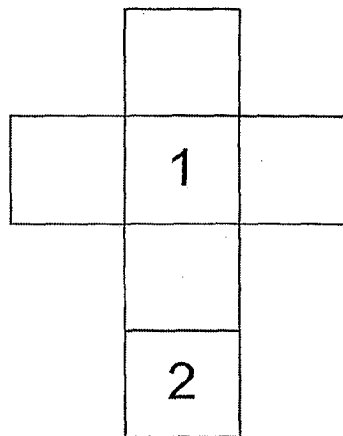
c)

	Hundreds	Tens	Ones
	5	<input type="text"/>	<input type="text"/>
+	3	2	9
	8	7	0

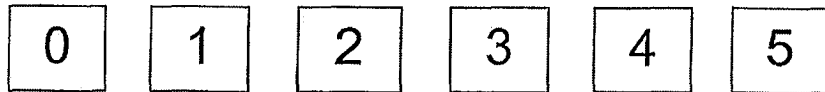
d)

	Hundreds	Tens	Ones
	7	0	6
-	2	<input type="text"/>	6
	4	2	0

9. Write the number 3, 4, 5 and 6 in the correct place so that each line of the cross adds up to 11.



10. Using each of the digits only once, form two 3- digit numbers that will give the **greatest** answer when you add them.



The two 3- digit numbers are _____ and _____.

I have:

- checked through my work carefully at least 2 times after I completed it.*
[Independent Learner, Cautiousness, Responsibility]
- tried to solve most/all questions by myself (eg. use a different method to solve a more difficult question).*
[Perseverance, Creative Thinker, Adaptability]



RAFFLES GIRLS' PRIMARY SCHOOL MATH SUPPLEMENTARY WORKSHEET

3

NAME: _____ () DATE: _____

TOPIC: Length CLASS: P 2 ()

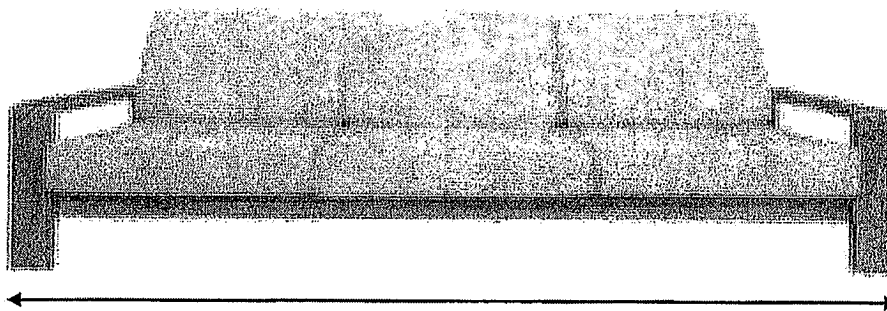
1. Fill in the blanks with 'more' or 'less'.

(a)



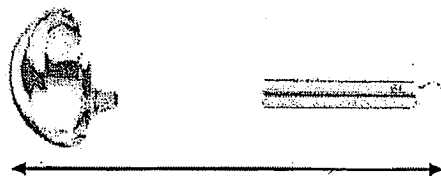
A bag is _____ than 1 m tall.

(b)



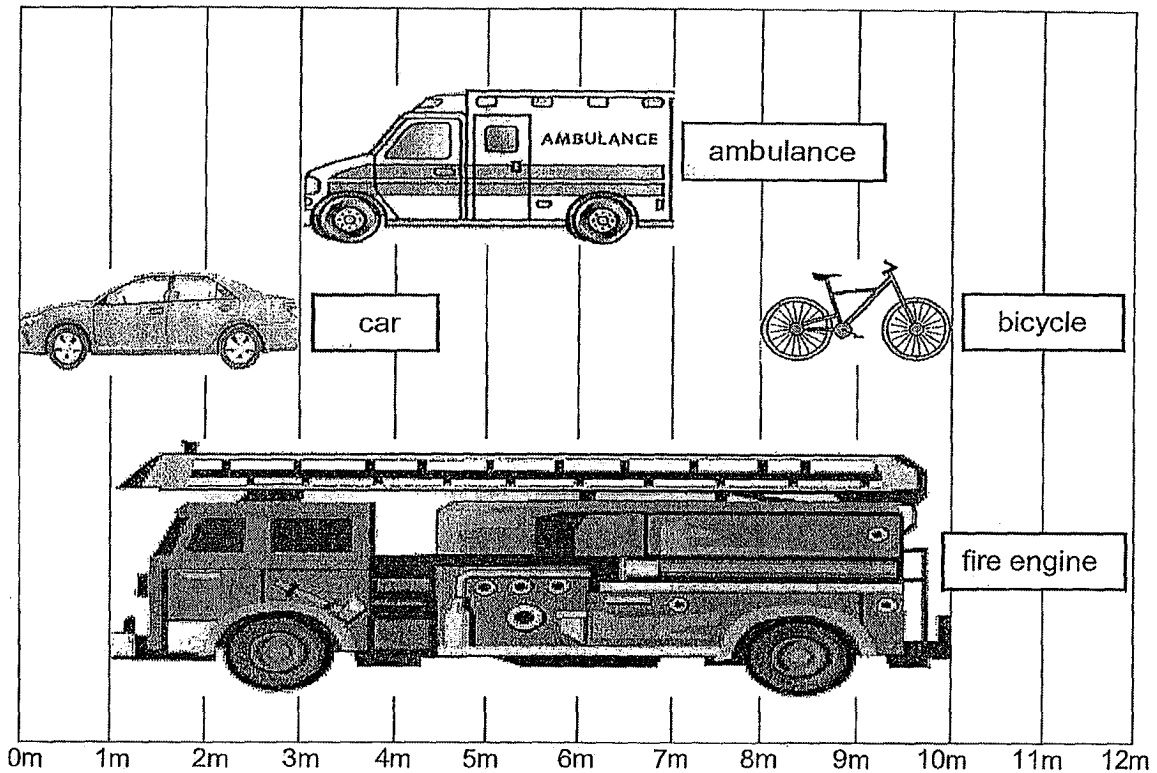
A sofa is _____ than 1m long.

(c)



A ladle is _____ than 1 m long.

2. Compare and order the lengths.



(a) The length of the car is _____ m.

(b) The length of the bicycle is _____ m

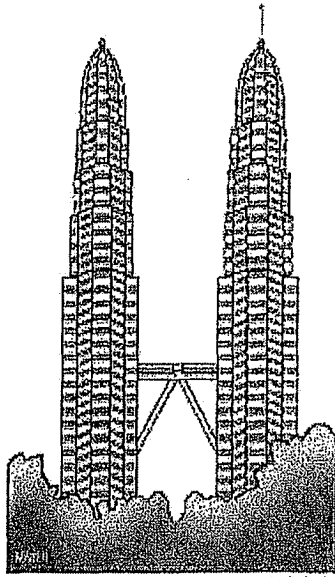
(c) The length of the fire engine is _____ m.

(d) The length of the ambulance is _____ m.

(e) Arrange the vehicles in the order of length.
Begin with the longest.

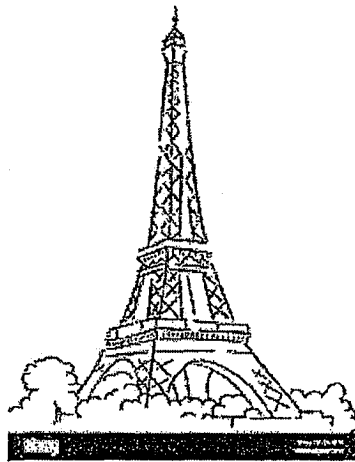
_____ , _____ , _____ , _____
longest

3. Compare and order the heights.



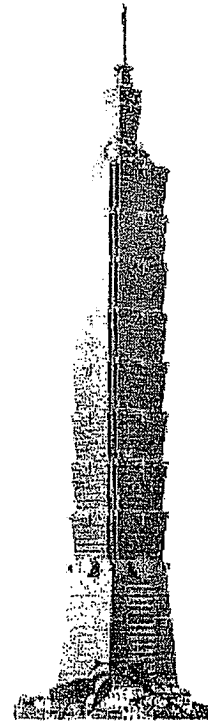
Building A

452 m



Building B

324 m



Building C

508 m

(a) Building B is _____ m shorter than Building C.

(b) Building C is _____ m taller than Building A.

(c) Building A is _____ m taller than Building B.

(d) Arrange the buildings in order of height.
Begin with the shortest.

_____ , _____ , _____
shortest

4. Solve the word problems.
Show the number equations and workings clearly.
Write the answers in cm or m in the statements.

1. Sally has a 350 cm long string. She uses 192 cm of the string.
What is the length of the string left?

Working

$$\square \bigcirc \square = \square$$

The length of the string left is _____.

2. Pamela ran 235 m from her house to the garden. Then she ran another 487 m from the garden to the library. How far did she run altogether?

Working

$$\square \bigcirc \square = \square$$

She ran _____ altogether.

3. Peter is 162 cm tall. His brother is 25 cm shorter than him. What is the height of Peter's brother?

Working

$$\square \ominus \square = \square$$

The height of Peter's brother is _____.

4. Building A is 485 m tall. Building B is 268 m tall. How much taller is Building A than Building B?

Working

$$\square - \square = \square$$

Building A is _____ taller than Building B.

I have:

- Checked through my work carefully at least 2 times after I completed it.*
[Independent Learner, Cautiousness, Responsibility]

SCHOOL : RAFFLES GIRL'S SCHOOL
LEVEL : PRIMARY 2
SUBJECT : MATHEMATICS
TERM : 2024 WORKSHEET 1

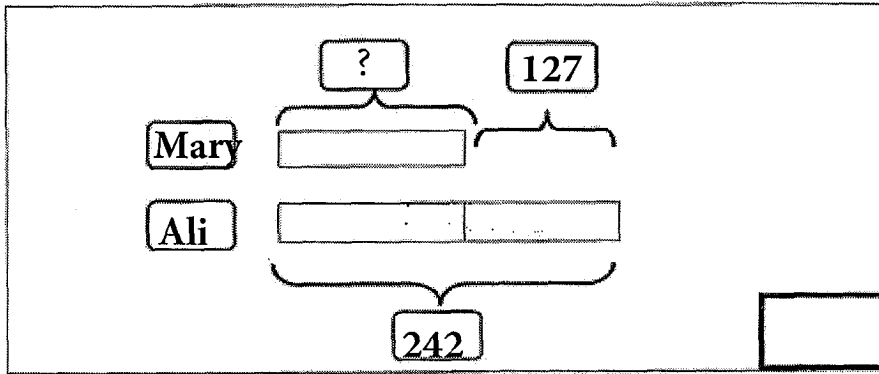
Q1)	a) six hundred and forty-seven b) one thousand
Q2)	a)385 b)706 c)940
Q3)	a)603 b)815 c)256
Q4)	a)600 b)tens c)5
Q5)	a)< b)> c)> d)>
Q6)	a)406 b)876 c)478 and 408
Q7)	151, 155, 515, 551
Q8)	976, 962, 796, 269
Q9)	a)3 b)32 c)86 d)42 e)620
Q10)	a)61 , 71 b)470, 570 c)569, 549
Q11)	572 = Even 649 = Odd 137 = Odd 214 = Even

Q12)	658, 568, 856, 586
Q13)	The greatest 3-digit odd number is 907
Q14)	The 3-digit number is 804

SCHOOL : RAFFLES GIRL'S SCHOOL
 LEVEL : PRIMARY 2
 SUBJECT : MATHEMATICS
 TERM : 2024 WORKSHEET 2

Q1)	a) $303 + 220 = 523$ b) $486 + 133 = 619$
Q2)	a)88 d)171 b)101 e)436 c)183 f)529
Q3)	a) $354 - 120 = 234$ b) $629 - 203 = 426$
Q4)	a)52 d)589 b)48 e)771 c)453 f)376
Q5)	a)256 b)225 c)575 d)349
Q6)	a)146 b)77 c)208 d)303
Q7)	a) <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"> 170 78 $?$ </p> </div> <div style="margin: 10px 0;"> $178 - 78 = 92$ </div> <p>Karen spent \$ <input type="text"/>.</p>

	b)												
Q8)	a)452 b)900 c)41 d)8												
Q9)	<div style="text-align: center;"> <table border="1" style="margin: auto;"> <tr><td></td><td>5</td><td></td></tr> <tr><td>4</td><td>1</td><td>6</td></tr> <tr><td></td><td>3</td><td></td></tr> <tr><td></td><td>2</td><td></td></tr> </table> </div>		5		4	1	6		3			2	
	5												
4	1	6											
	3												
	2												
Q10)	The two 3-digit numbers are 531 and 420												



$242 - 127 = 115$
Mary has 115 apples.

SCHOOL : RAFFLES GIRL'S SCHOOL
LEVEL : PRIMARY 2
SUBJECT : MATHEMATICS
TERM : 2024 WORKSHEET 3

Q1)	a) less b) b)more c) less
Q2)	a)3m b)2m c)9m d)4m e)fire engine , ambulance, car, bicycle
Q3)	a)184 b)56 c)128 d)Building B, Building A, Building C
Q4)	1) $350 - 192 = 158$ The length of the string left is 158 cm. 2) $235 + 487 = 722$ She ran 722m altogether. 3) $162 - 25 = 137$ The height of Peter's brother is 127cm. 4) $485 - 268 = 217$ Building A is 217m taller than Building B.