1

RAFFLES GIRLS' PRIMARY SCHOOL
MATH SUPPLEMENTARY WORKSHEET

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.

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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

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 _____.

2

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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 _____ .

3

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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 _____.

22 JAN 2025

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]

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2

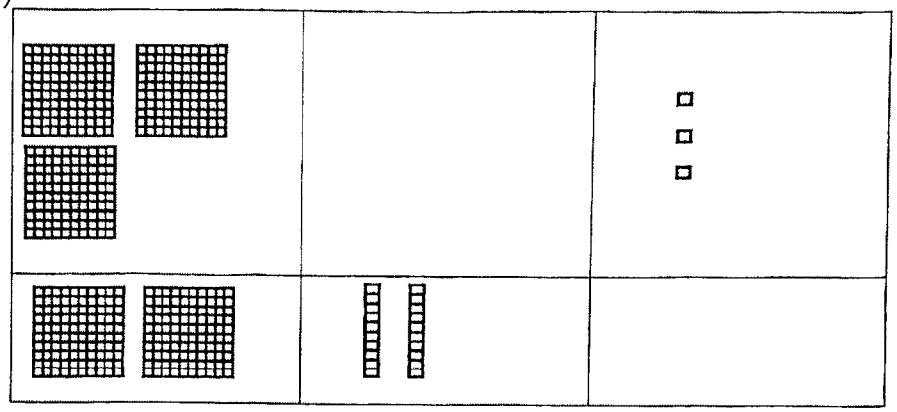
RAFFLES GIRLS' PRIMARY SCHOOL
MATH SUPPLEMENTARY WORKSHEET

NAME: _____ ( ) DATE: _____

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

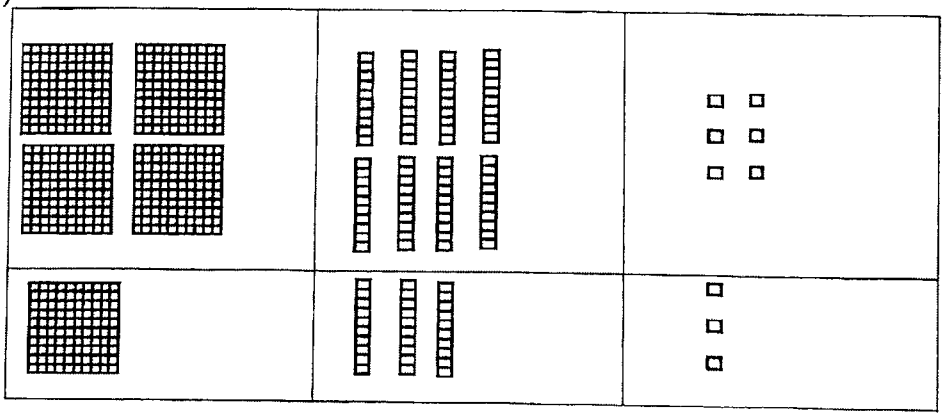
1. Add.

a)



[ ] + [ ] = [ ]

b)



[ ] + [ ] = [ ]

1

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2. Add.

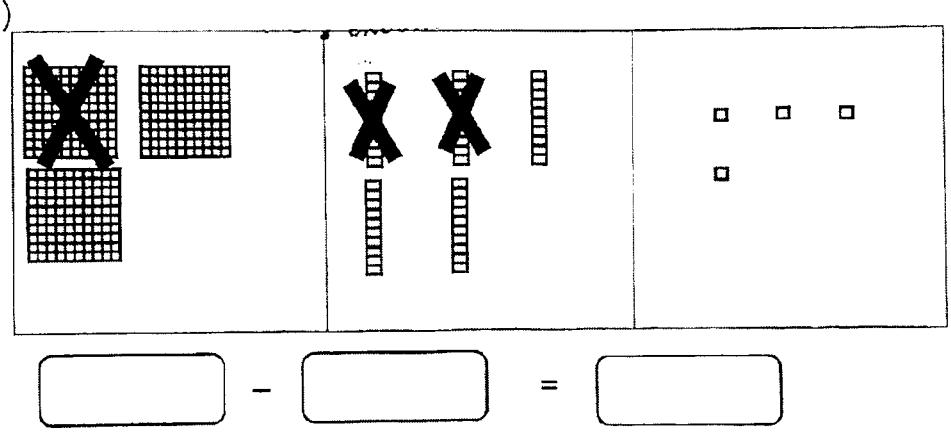
a) 58 + 30 = _____ b) 93 + 8 = _____

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

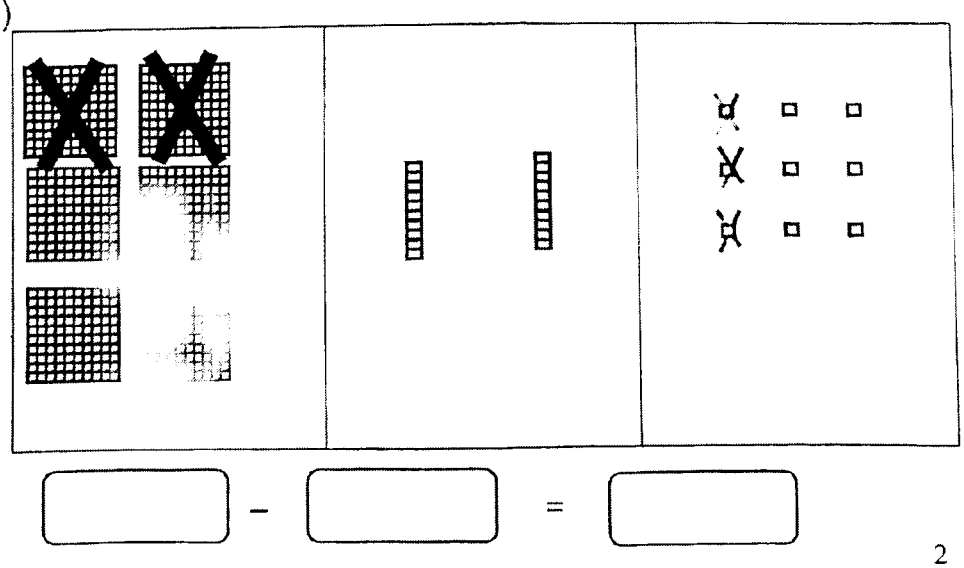
e) 236 + 200 = _____ f) 347 + 182 = _____

3. Subtract

a)



b)



2

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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

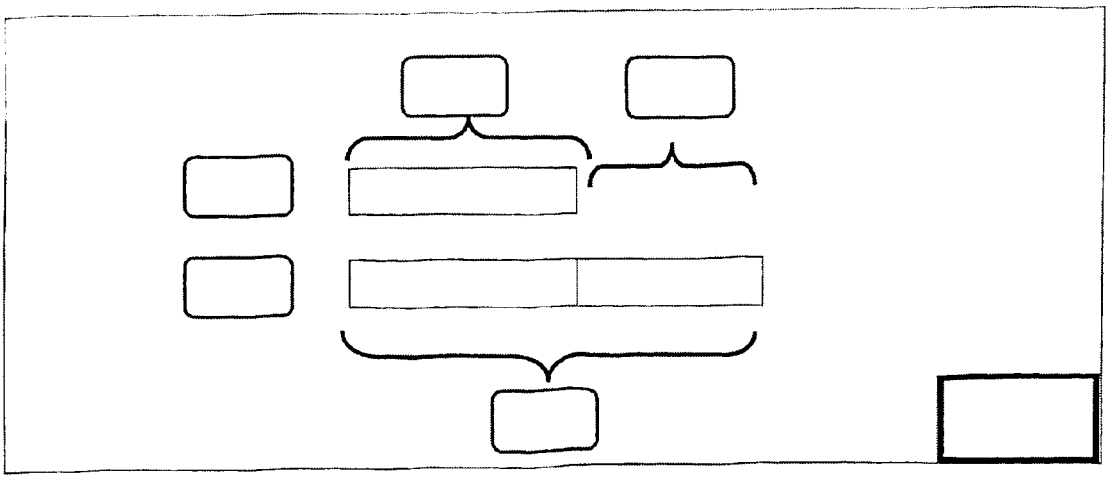
d)

	Hundreds	Tens	Ones
	9	5	0
–	6	4	7

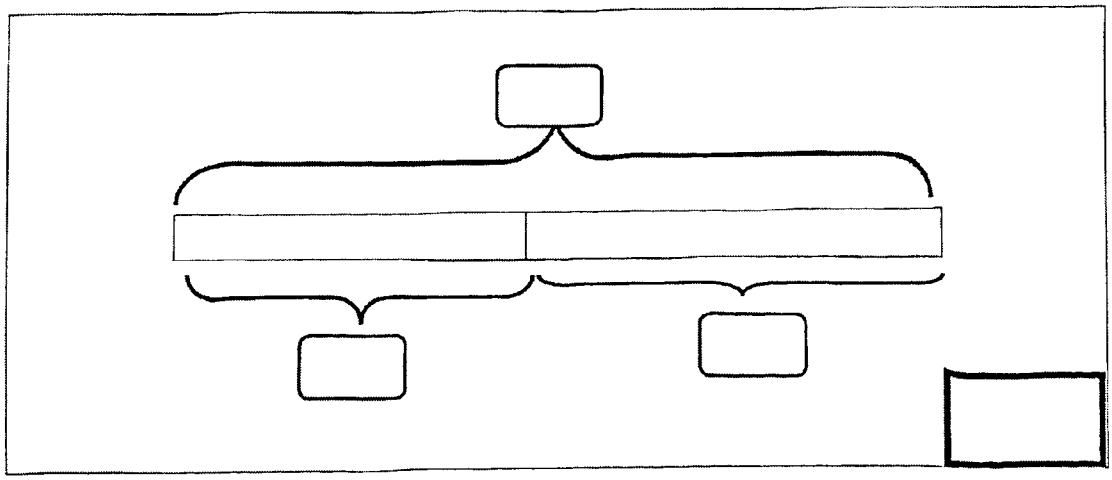
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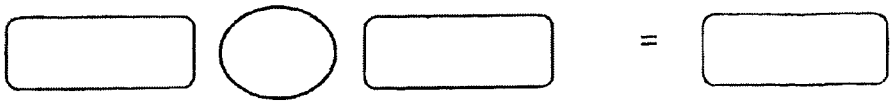
7. Read the word problems below.
Put a tick (ˇ) next to the correct model.
Complete the model and write the equation to solve the word problem.

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



or



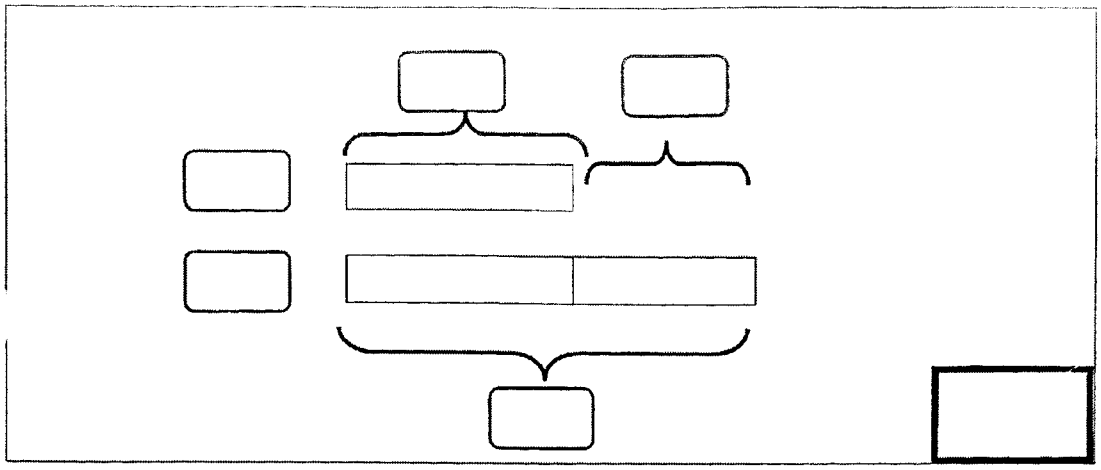


Karen spent $[ ].

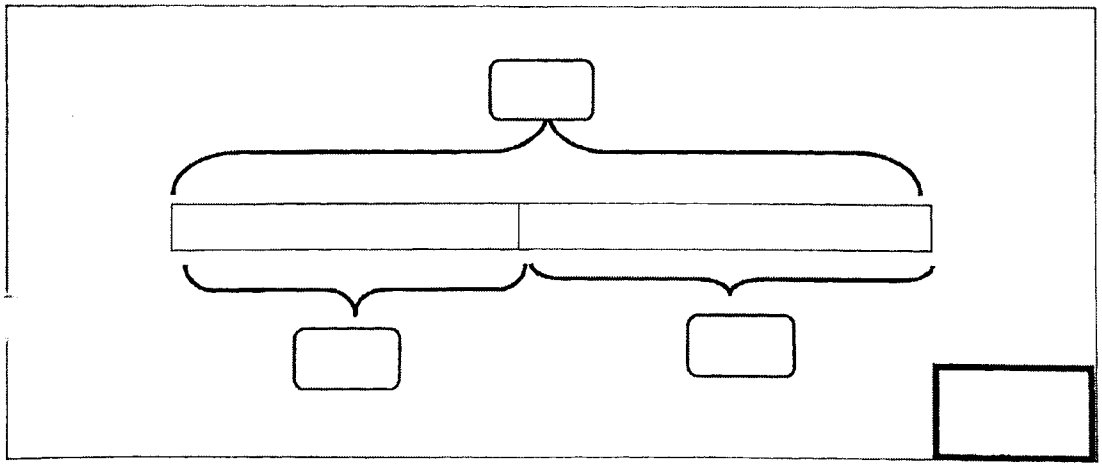
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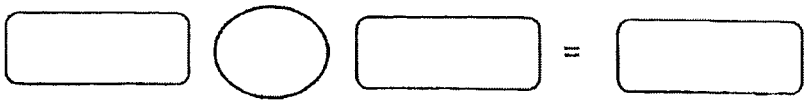
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b) Ali has 242 apples.
He has 127 apples more than Mary.
How many apples does Mary have?



or





Mary has ☐ apples.

5

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8. Complete the following questions.

a)

	Hundreds	Tens	Ones
		0	0
−	2	4	8

b)

	Hundreds	Tens	Ones
	4	3	9
+	4	6	1

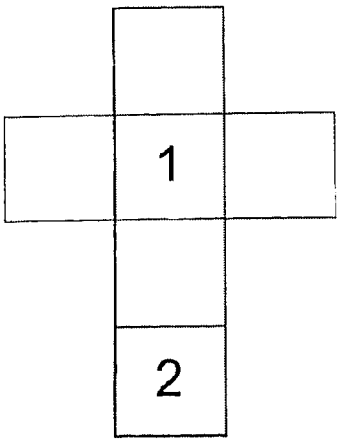
c)

	Hundreds	Tens	Ones
	5		
+	3	2	9
	8	7	0

d)

	Hundreds	Tens	Ones
	7	0	6
−	2		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.



6

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

0	1	2	3	4	5

The two 3- digit numbers are _____ and _____.

26 FEB 2025

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]

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3

RAFFLES GIRLS' PRIMARY SCHOOL
MATH SUPPLEMENTARY WORKSHEET

NAME: _____ ( ) DATE: _____

TOPIC: Length CLASS: P 2 ( )

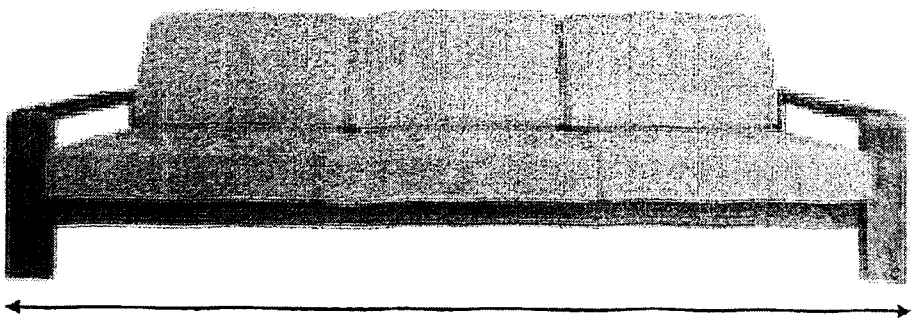
1. Fill in the blanks with 'more' or 'less'.

(a)



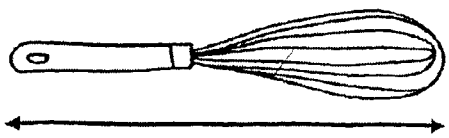
A bag is _____ than 1 m tall.

(b)



A sofa is _____ than 1m long.

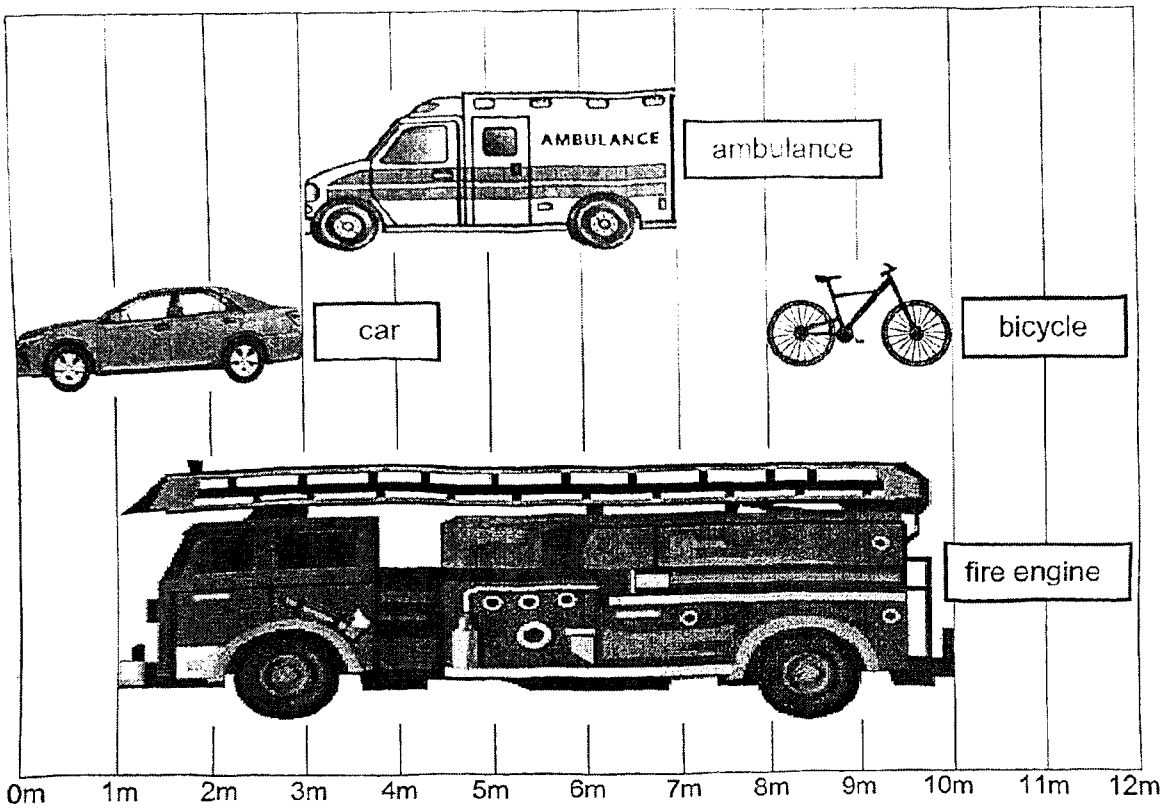
(c)



A mixer is _____ than 1 m long.

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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.

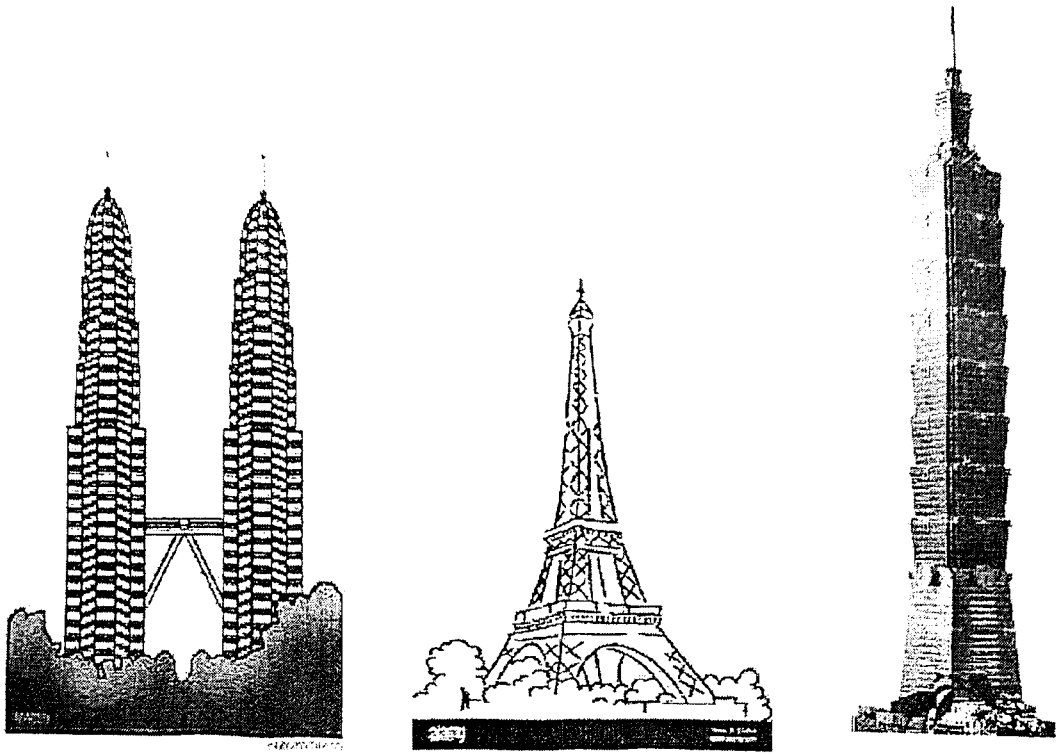
(e) Arrange the vehicles in the order of length.
Begin with the longest.

_____, _____, _____, _____

longest

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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.

_____, _____, _____

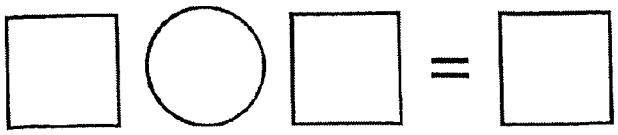
shortest

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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?

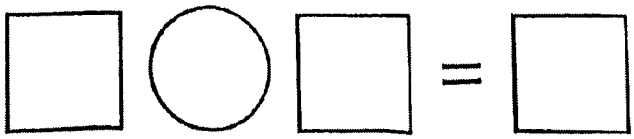
Working



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

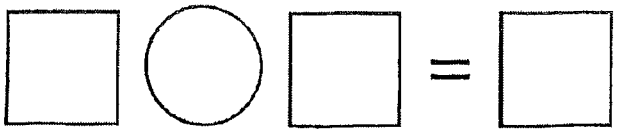


She ran _____ altogether.

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

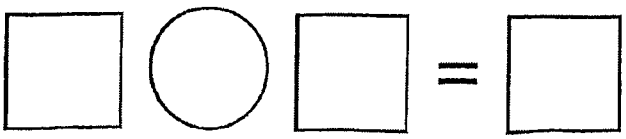
Working



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



Building A is _____ taller than Building B.

I have:

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

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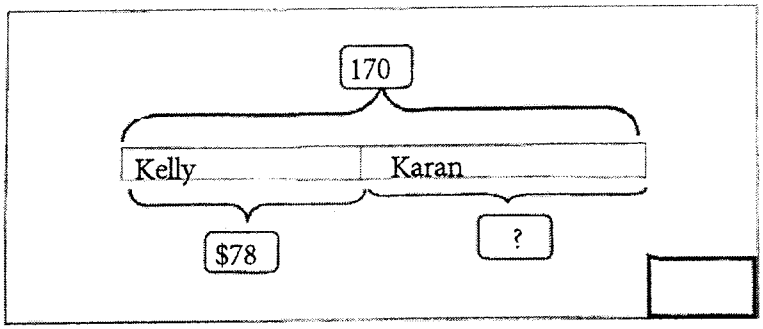
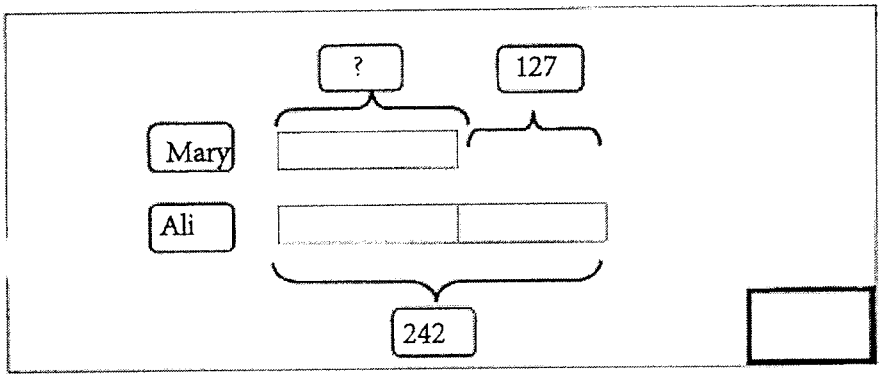
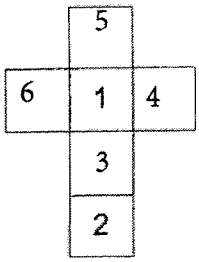
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SCHOOL : RAFFLES GIRLS' SCHOOL
LEVEL : PRIMARY 2
SUBJECT : MATH
TERM :

WORKSHEET 1

Q1)	a) six hundred and forty-seven b) one thousand
Q2)	a)385 b)706 c)940
Q3)	a)63 b)815 c)256
Q4)	a)600 b)tens c)5
Q5)	a)< b)> c)> d)>
Q6)	a)406 b)876 c)406 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)	568 , 856, 586
Q13)	907
Q14)	804

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	WORKSHEET 2
Q1)	a)303 + 220 = 523 b)486 +133 = 619
Q2)	a)88 b)101 c)183 d)171 e)436 f)529
Q3)	a)354 – 120 = 234 b)629 – 203 = 426
Q4)	a)52 b)48 c)453 d)589 e)771 f)376
Q5)	a)256 b)225 c)575 d)349
Q6)	a)146 b)77 c)208 d)303
Q7)	a)  b) 
Q8)	a)452 b)900 c)41 d)8
Q9)	

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Q10)	The two 3- digit numbers are 520 and 431

WORKSHEET 3

Q1)	a)A bags is less than 1m tall. b)A mixer is less than 1m long.
Q2)	a)3 b)2 c)9 d)4 e)fire engine, ambulance, car, bicycle
Q3)	a)184 b)56 c)128 d)building B, Building A, Building C
Q4)	1)350 – 192 = 458 cm 2)235 + 387 = 722 m 3)162 – 25 = 137 cm 4)485 – 268 = 217 m

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RAFFLES GIRLS' PRIMARY SCHOOL
MATH SUPPLEMENTARY WORKSHEET

4

NAME: _____ ( ) DATE: _____

TOPIC: Multiplication and Division CLASS: P 2 (

1. Complete the equations.

a) 3 + 3 + 3 + 3 = ☐

☐ groups of 3 = ☐

4 x 3 = ☐

b) 4 + 4 + 4 + 4 + 4 = ☐

☐ groups of ☐ = ☐

c) 10 fours = ☐

☐ x 4 = ☐

2. Complete the multiplication equations.

a)

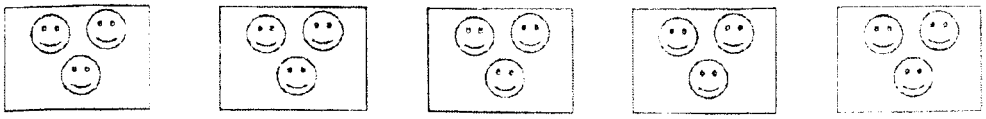


☐ x ☐ = ☐ ☐ x ☐ = ☐

1

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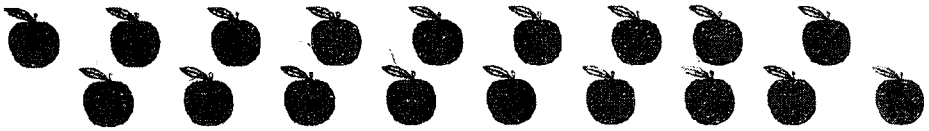
b)



☐ x ☐ = ☐ ☐ x ☐ = ☐

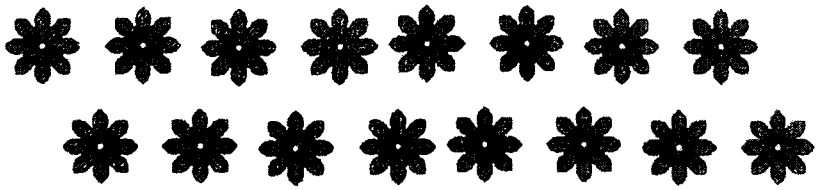
3. Complete the division equations.

a) Divide 18 apples into <u>6 equal groups</u>.



☐ ÷ ☐ = ☐

b) Divide 16 flowers into <u>8 equal groups</u>.



☐ ÷ ☐ = ☐

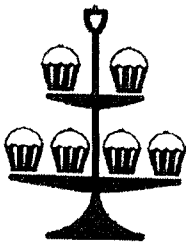
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4. Complete the equations.

a)





☐ x ☐ = ☐

☐ ÷ ☐ = ☐

☐ x ☐ = ☐

☐ ÷ ☐ = ☐

5 Solve the following story sums.
You may draw pictures to help you.

a) There are 5 pencils in a pack.
Jenny buys 4 packs.
How many pencils does Jenny buy?

☐ x ☐ = ☐

Jenny buys _____ pencils.

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b) Peter and his three brothers share 12 oranges.
Each boy gets the same number of oranges.
How many oranges does each boy get?



Each boy gets _____ oranges.

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]

4

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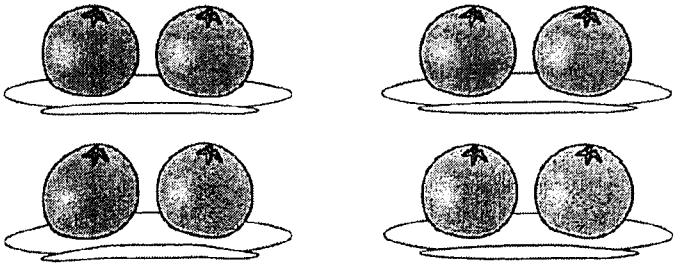
RAFFLES GIRLS' PRIMARY SCHOOL
MATH SUPPLEMENTARY WORKSHEET

NAME: _____ ( ) DATE: _____

TOPIC: Multiplication Tables of 2, 5 and 10 CLASS: P 2 ( )

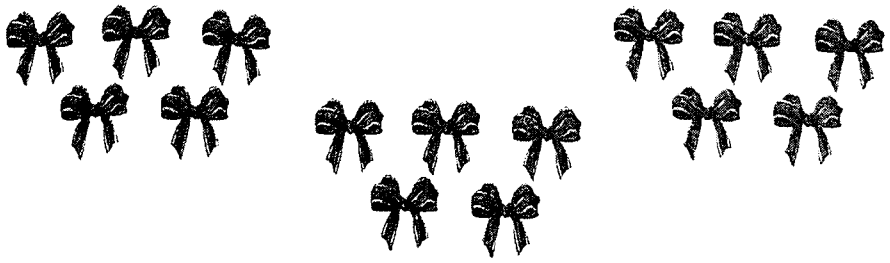
1. Complete the multiplication equations.

a)



[ ] x [ ] = [ ]

b)

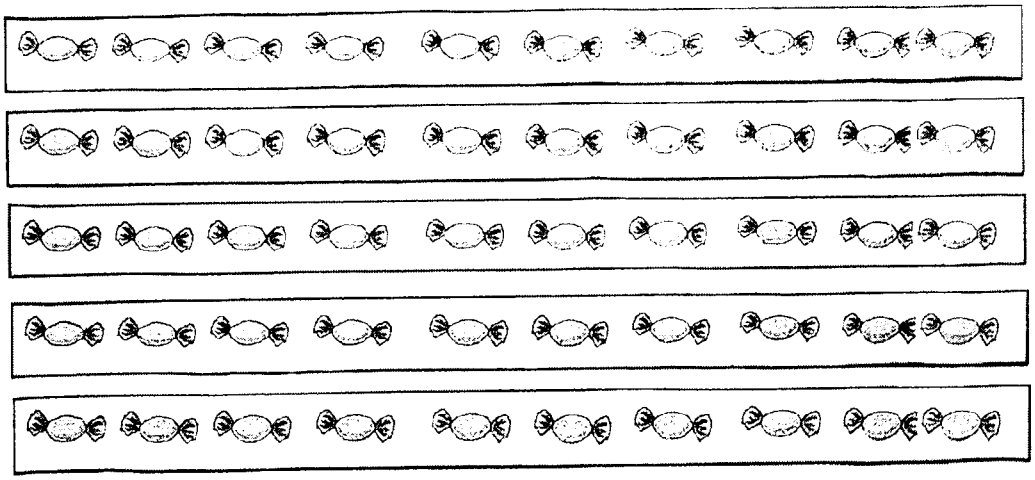


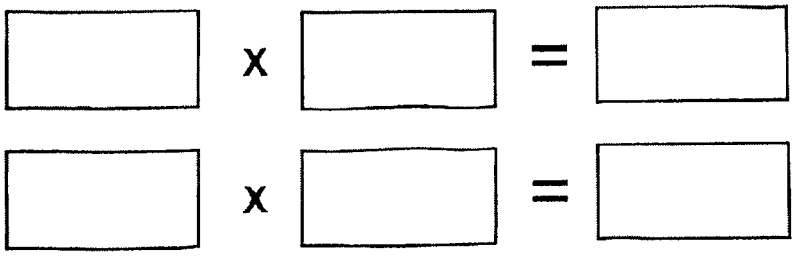
[ ] x [ ] = [ ]

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2. Complete the multiplication equations.

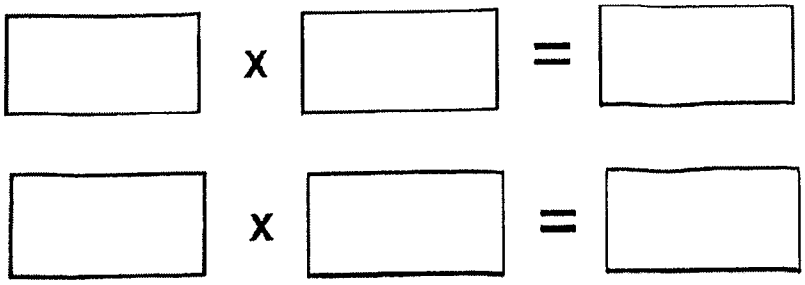
a)





b)





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3. Complete the equations.

Use the numbers given to form multiplication and division equations.

a)

5	10	2

☐ ÷ ☐ = ☐	☐ ÷ ☐ = ☐

b)

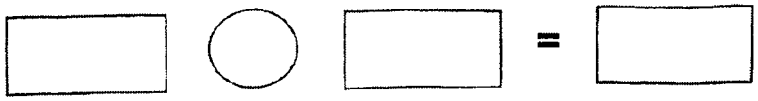
18	2	9

☐ x ☐ = ☐	☐ x ☐ = ☐
☐ ÷ ☐ = ☐	☐ ÷ ☐ = ☐

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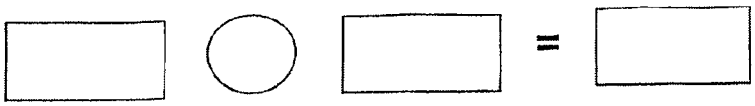
4. Solve the following story sums.
You may draw pictures to help you.

a) There are 5 stickers in a pack.
Lisa buys 6 packs of stickers.
How many stickers will she get?



She will get _____ stickers.

b) Mrs Lee gives 20 apples to her pupils.
Each pupil receives 2 apples.
How many pupils are there in her class?



There are _____ pupils in her class.

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]

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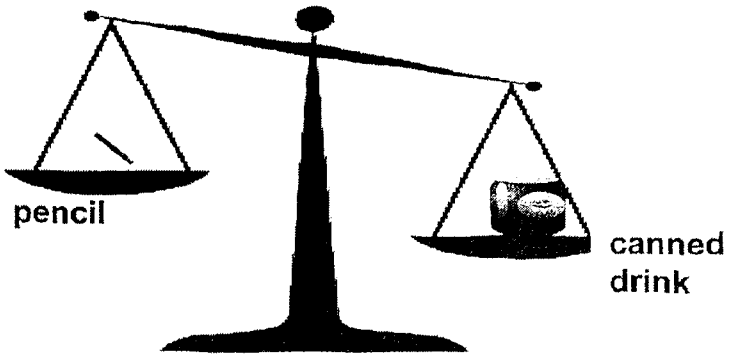
6

RAFFLES GIRLS' PRIMARY SCHOOL
MATH SUPPLEMENTARY WORKSHEET

NAME: _____ ( ) DATE: _____

TOPIC: Mass CLASS: P 2 ( )

1. Fill in the blanks.

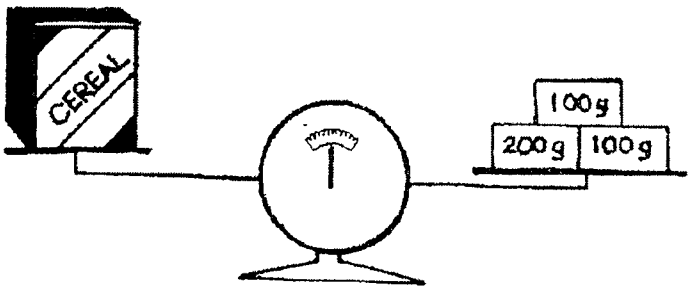


The _____ is heavier.

The _____ is lighter.

2. Write the mass of each object. Include '**g**' or '**kg**' appropriately.

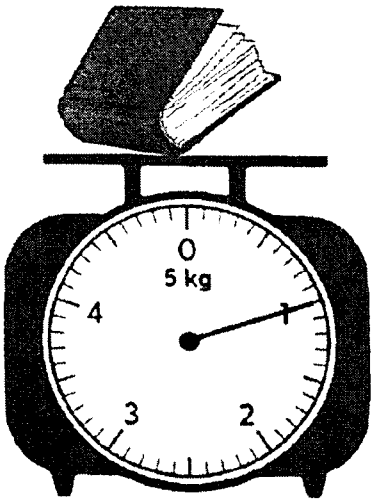
a)



The mass of the packet of cereal is _____.

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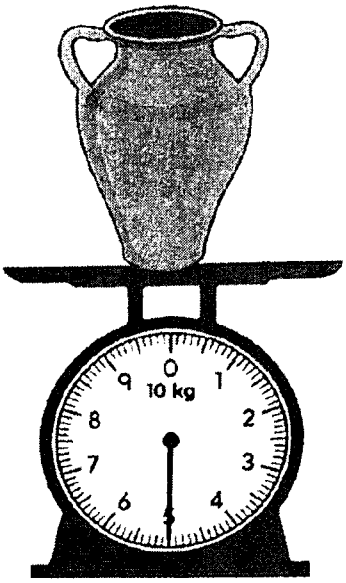
b)



The mass of the book is

_____.

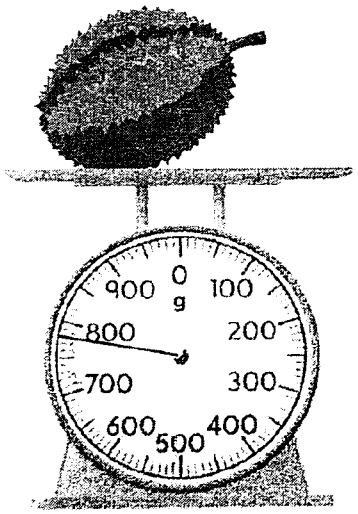
c)



The mass of the vase is

_____.

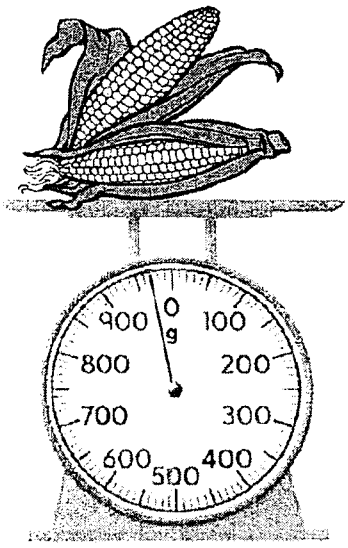
d)



The mass of the durian is

_____.

e)

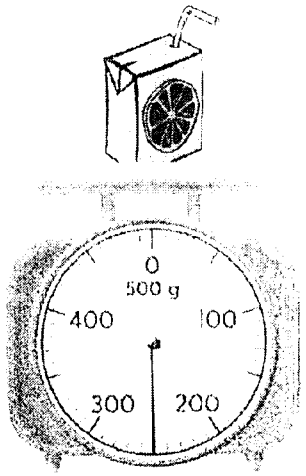


The mass of the corn is

_____.

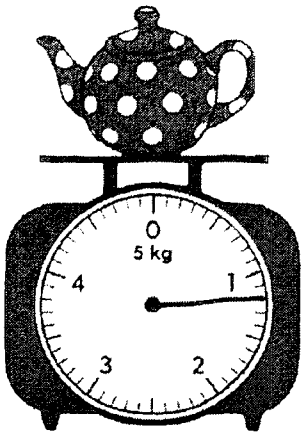
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f)



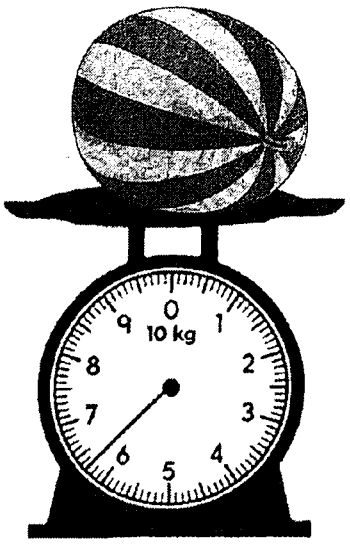
The mass of the packet drink is _____ .

g)



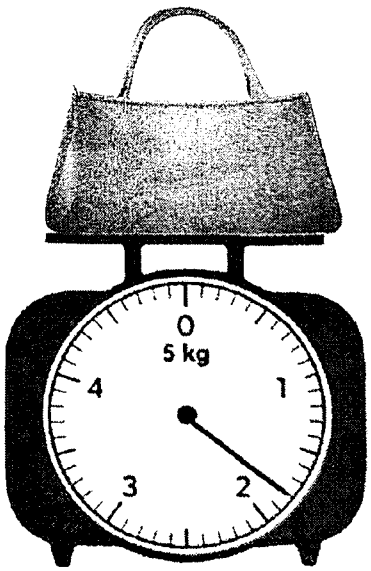
The mass of the teapot is about _____ kg .

h)



The mass of the watermelon is about _____ kg.

i)



The mass of the bag is about _____ kg.

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3. Arrange the following items. Begin with the **heaviest**.



pot



plates

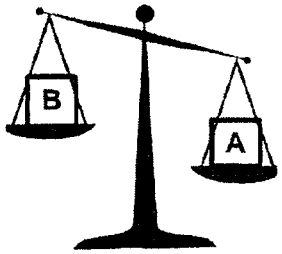


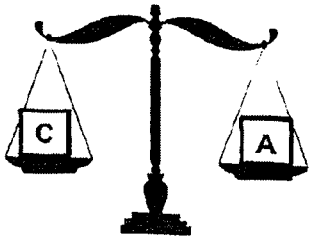
cups

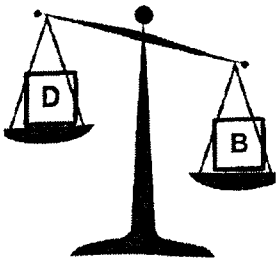
_____, _____, _____

heaviest

4. Fill in the blanks.







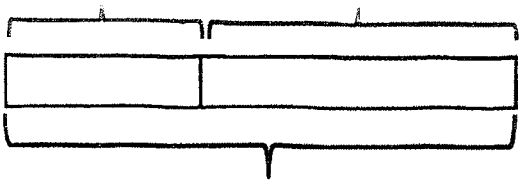
_____ is as heavy as _____.

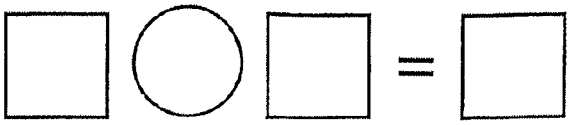
_____ is the lightest.

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Show the number equations and working clearly in the spaces provided. Label the models clearly. Write the answers in the statements.

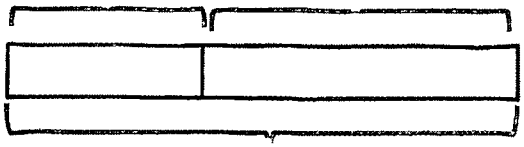
5. Mrs Lim sold 480 kg of white sugar. She also sold 370 kg of brown sugar. How many kilograms of sugar did Mrs Lim sell altogether?

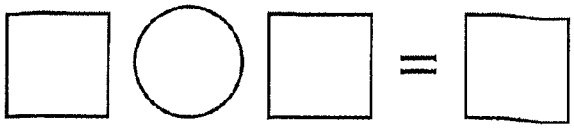




She sold _____ kg of sugar altogether.

6. The total mass of a cupcake and a muffin is 190 g. The cupcake weighs 76 g. What is the mass of the muffin?

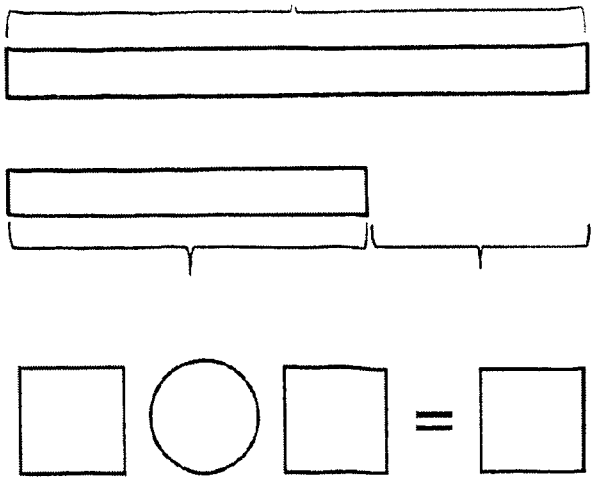




The mass of the muffin is _____ g.

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7. Parcel X weighs 240 g. Parcel Y weighs 60 g heavier than Parcel X. What is the mass of Parcel Y?



The mass of the Parcel Y is _____ g.

8*. A box of sweets and 3 similar tins of biscuits weigh 11 kg. The box of sweets weighs 2 kg. How heavy is a tin of biscuits?

15 MAY 2025

The mass of a tin of biscuits is _____ kg.

I have:
☐ *checked through my work carefully at least 2 times after I completed it.*
[Independent Learner, Cautiousness, Responsibility]

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SCHOOL : RAFFLES GIRLS' SCHOOL
LEVEL : PRIMARY 2
SUBJECT : ENGLISH
TERM :

WORKSHEET 4

Q1)	a)3+3+3+3=12 4 groups of 3 = 12 4 x 3 = 12 b)4+4+4+4+4 = 20 5 groups of 4 = 20 c)10 fours = 40 10 x 4 = 40
Q2)	a)3 x 2 = 6 2 x 3 = 6 b)5 x 3 = 15 3 x 5 = 15
Q3)	a)18 ÷6 = 3 b)16 ÷ 8 = 2
Q4)	a)2 x 6 = 12 6 x 2 = 12 12 ÷6 = 2 12 ÷ 2 = 6
Q5)	a)4 x 5 = 20 b)12 ÷ 4 = 3

WORKSHEET 5

Q1)	a)4 x 2 = 8 b)3 x 5 = 15
Q2)	a)5 x 10 = 50 10 x 5 = 50 b)2 x 6 = 12 6 x 2 = 12
Q3)	a)10 ÷ 2 = 5 10 ÷ 5 = 2 b)9 x 2 = 18 2 x 9 = 18 18 ÷ 9 = 2 18 ÷ 2 = 9
Q4)	a)6 x 5 = 30 b)20 ÷ 2 = 10

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WORKSHEET 6

Q1)	The canned drink is heavier. The pencil is lighter.
Q2)	a)400g b)1kg c)5kg d)780g e)970g f)250g g)1kg h)6kg i)2kg
Q3)	Pot, sups, plates
Q4)	A is as heavy C . D is the lightest
Q5)	370 + 480 = 850
Q6)	190 – 76 = 114
Q7)	240 + 60 = 300
Q8)	11 – 2 = 9 9 ÷ 3 = 3kg

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RAFFLES GIRLS' PRIMARY SCHOOL
MATH SUPPLEMENTARY WORKSHEET

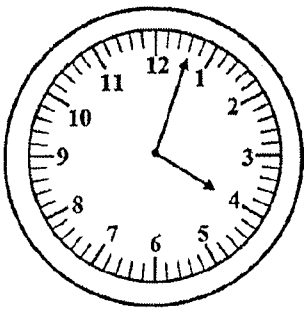
7

NAME: _____ ( ) DATE: _____

TOPIC: Time CLASS: P 2 ( )

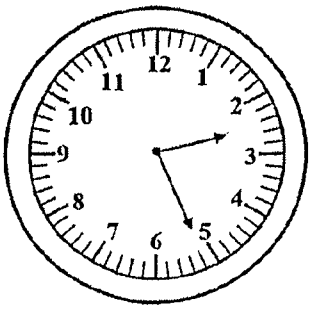
1. **Tell the time on the clock.**

(a)



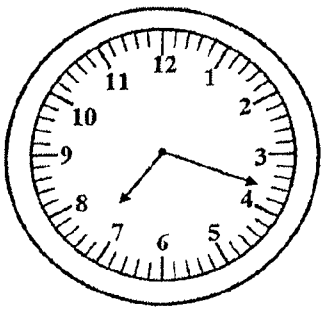
_____

(b)



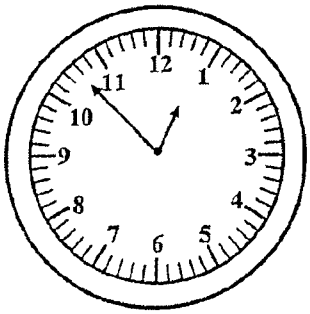
_____

(c)



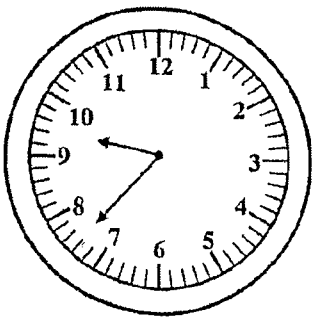
_____

(d)



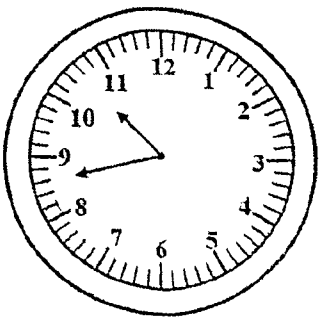
_____

(e)



_____

(f)

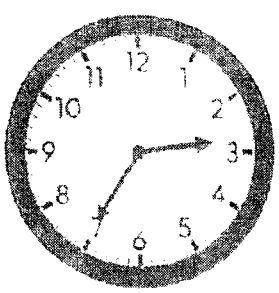
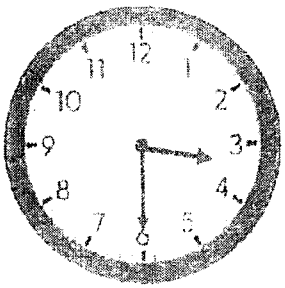


_____

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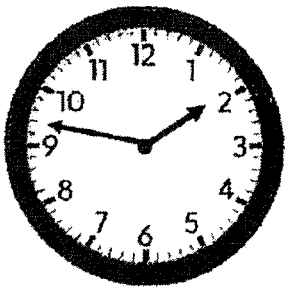
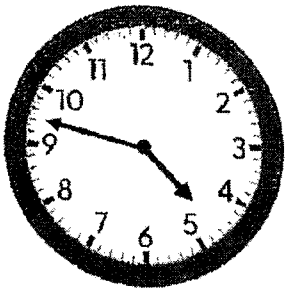
2. Fill in the duration.

(a)

2:35 pm   3:30 pm

The duration is _____ min.

(b)

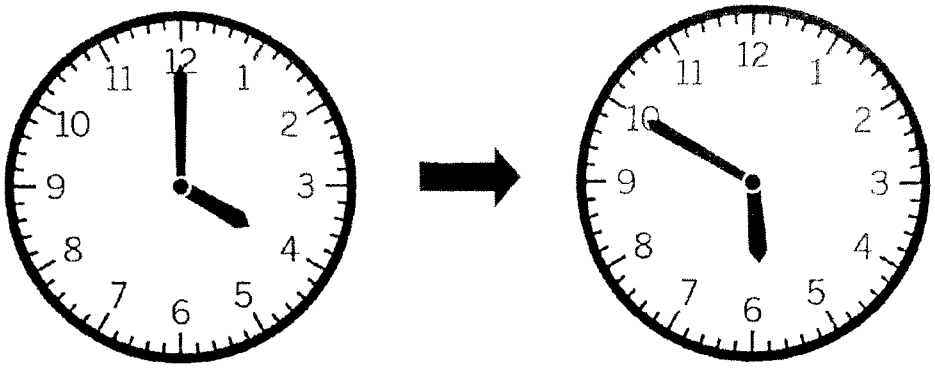
1:47 pm   4:47 pm

The duration is _____ h.

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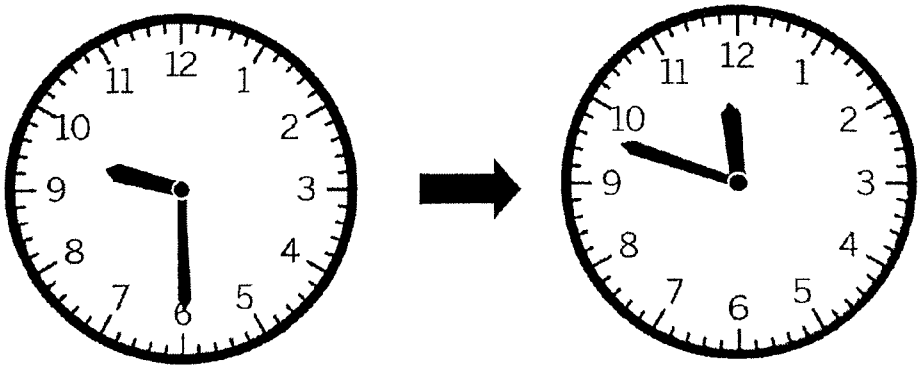
3. Fill in the time taken.

(a) Peter swam in the pool from 4:00 pm to 5:50 pm.



Peter swam in the pool for _____.

(b) Sally played chess with her friend from 9:30 am to 11:48 am.



Sally played for _____.

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4. **Write the duration.**

(a) Mandy and her friends went to the zoo from 8:45 am to 11:10 am.
How long did they spend at the zoo?
(Hint: Fill in the timeline below to work out your answer.)



They spent _____ at the zoo.

(b) Mrs Tan started cooking at 4:55 pm and finished at 7:38 pm.
How long did she take to cook?
(Hint: Fill in the timeline below to work out your answer.)



She took _____ to cook.

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5. Write in minutes.

(a) 1h 25 min = _____ min + _____ min

= _____ min

(b)2h 40 min = _____ min + _____ min

= _____ min

(c) 4h 5 min = _____ min + _____ min

= _____ min

6. Write in hours and minutes.

(a) 75 min = _____min + _____min

= _____h _____min

(b) 185 min = _____min + _____min

= _____h _____min

(c) 215 min = _____min + _____min

= _____h _____min

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]

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8

RAFFLES GIRLS' PRIMARY SCHOOL
MATH SUPPLEMENTARY WORKSHEET

NAME: _____ ( ) DATE: _____

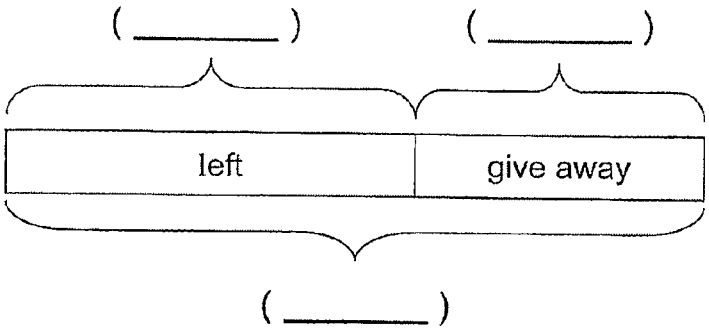
TOPIC: Addition and Subtraction CLASS: P 2 _____

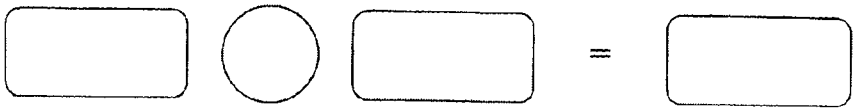
Fill in the blanks given in the models. Show the number equations and workings clearly in the space provided.

1. Ali has 42 apples. He gives 12 apples away.

   (a) How many apples does Ali have left?

Working(s)

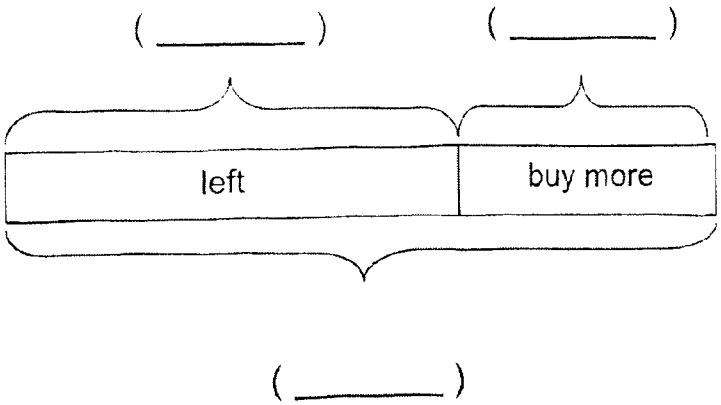




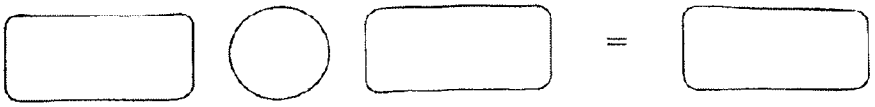
He has _____ apples left.

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(b) Ali buys another 60 apples. How many apples does he have?



Working(s)

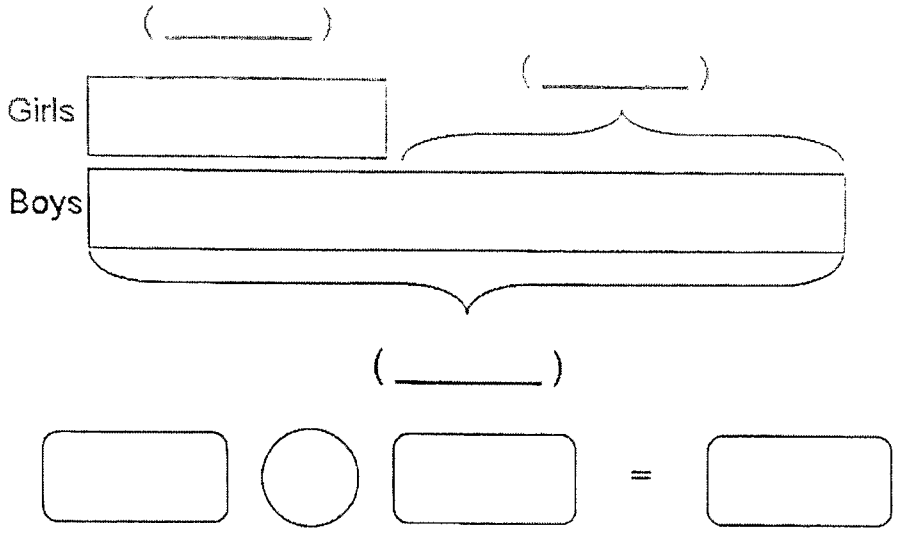


He has _____ apples.

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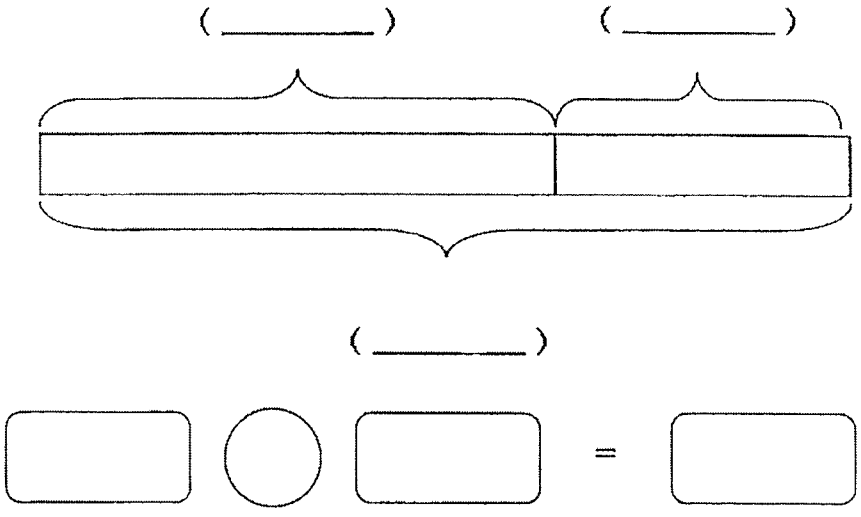
2. There are 34 girls in a school. There are 45 more boys than girls in the school.

(a) How many boys are there in the school?



There are _____ boys in the school.

(b) How many pupils are there in the school altogether?



There are _____ pupils in the school altogether.

Working(s)

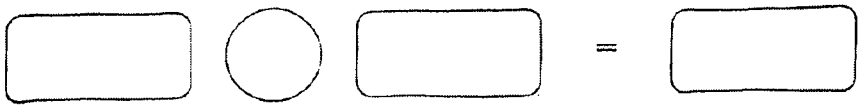
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Draw models to solve the questions below.
Show the **number equations and workings** clearly in the space provided.

3. Margaret bought 528 balloons and gave 209 balloons away.

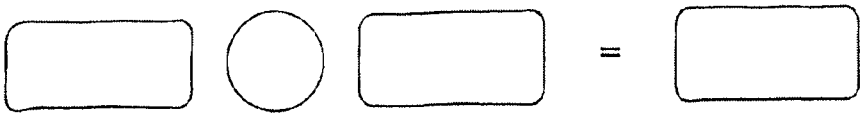
(a) How many balloons did Margaret have left?

Working(s)



She had _____ balloons left.

(b) After giving away the balloons, Margaret decided to buy another 445 balloons. How many balloons did Margaret have?



She had _____ balloons.

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4. Uncle Ben sold 499 pens. He sold 109 more pens than erasers.
   How many pens and erasers did Uncle Ben sell altogether?

Working(s)

He sold _____ pens and erasers altogether.

15 JUL 2025

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]

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RAFFLES GIRLS' PRIMARY SCHOOL
MATH SUPPLEMENTARY WORKSHEET

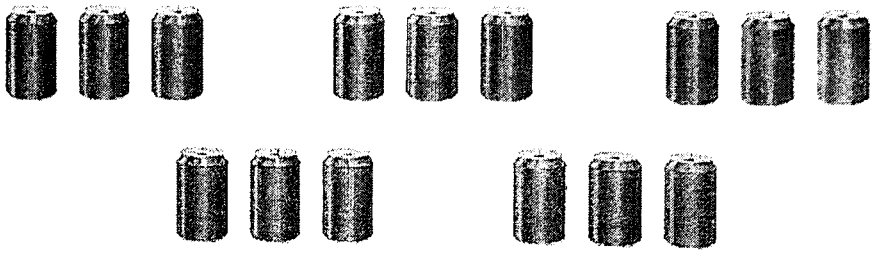
9

NAME: _____ ( ) DATE: _____

TOPIC: Multiplication Tables of 3 and 4 CLASS: P 2 ( )

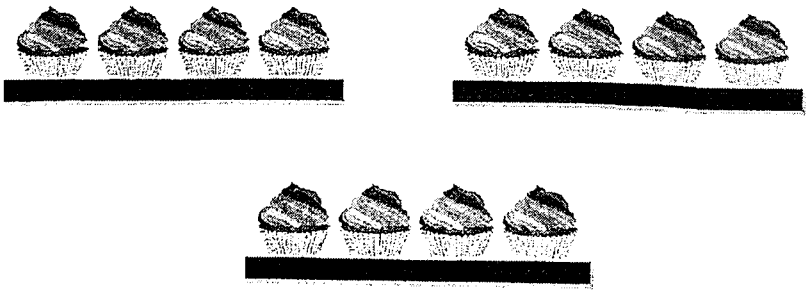
1. Complete the multiplication equations.

a)



[ ] x [ ] = [ ]

b)

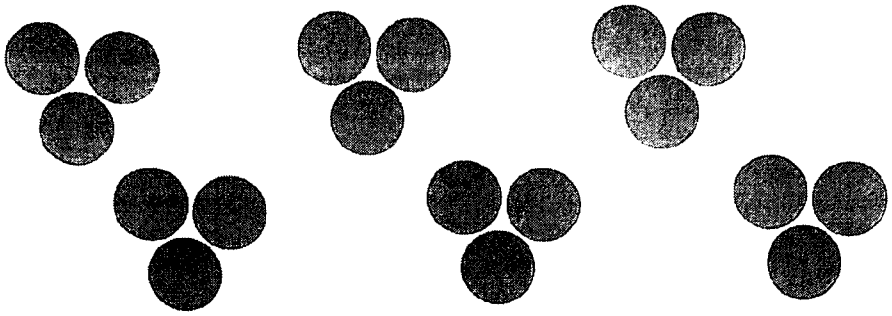


[ ] x [ ] = [ ]

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2. Write two multiplication equations for each picture.

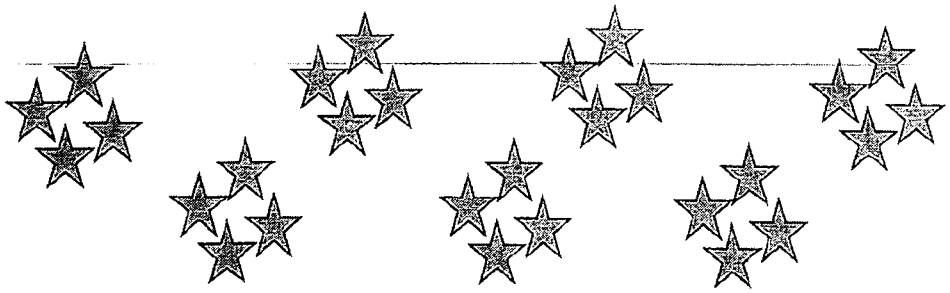
a)



□ x □ = □

□ x □ = □

b)



□ x □ = □

□ x □ = □

2

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3. Fill in the blanks with '**more**' or '**less**'.

a) 6 x 3 is _____ than 3 x 3.

b) 2 x 3 is _____ than 7 x 3.

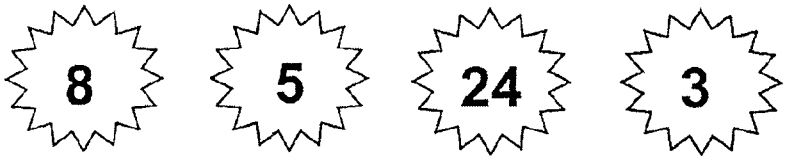
c) 5 x 4 is _____ than 8 x 4.

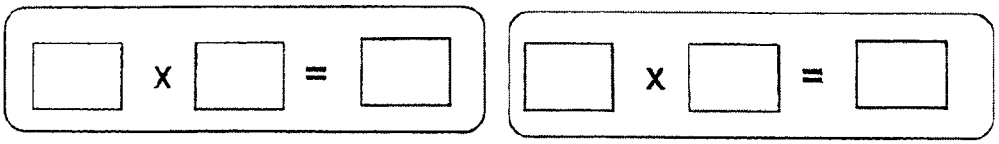
d) 9 x 4 is _____ than 6 x 4.

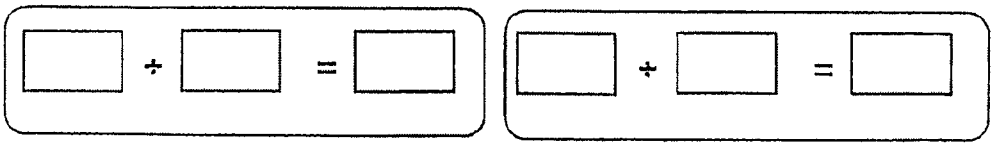
4. Complete the equations.

Choose three of the following numbers to form multiplication and division equations.

a)

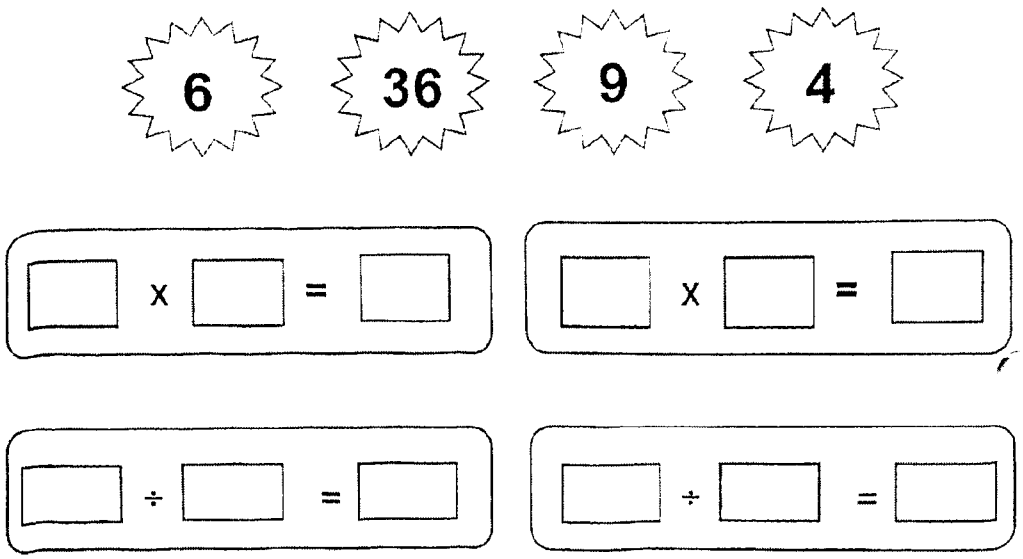






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b)



5 Solve the following story sums.
You may draw pictures to help you.

a) There are 3 hair clips in a pouch.
May buys 9 pouches.
How many hair clips will she get?

She will get _____ hair clips.

4

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b) There are 40 pencils.
Mrs Tan packs all the pencils equally in bags of 4.
How many bags of pencils will Mrs Tan have?

She will have _____ bags of pencils.

5

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6* Cupcakes were sold in boxes of 3 and 4.
Angel bought **the same number** of boxes of 3 and 4 cupcakes.
She had 28 cupcakes.
How many boxes of cupcakes did she buy altogether?
(Hint - Complete this table to get your answer)

Number of boxes (box of 3)	Number of cupcakes	Number of boxes (box of 4)	Number of cupcakes	Total number of cupcakes	Is it 28?
1	1 x 3 = 3	1	1 x 4 = 4	3 + 4 = 7	No
2		2			

She bought _____ boxes of cupcakes altogether.

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]

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SCHOOL : RAFFLES GIRLS' SCHOOL
LEVEL : PRIMARY 2
SUBJECT : ENGLISH
TERM :

WORKSHEET 7

Q1)	a)4:03 b)2:26 c)7:18 d)12:53 e)9:37 f)10:43
Q2)	a)55min b)3h
Q3)	a)1h 50min b)2h 18min
Q4)	a)2h 25min b)2h 43min
Q5)	a)60min + 25min = 85min b)120min + 40min = 160min c)240min + 5min = 245min
Q6)	a)60min + 15min = 1h 75min b)180min + 5min = 3h 5min c)180min + 35min = 3h 35min

WORKSHEET 8

Q1)	a)42 – 12 = 30 b)30 + 60 = 90
Q2)	a)34 + 45 = 79 b)79 + 34 = 113
Q3)	a)528 – 209 = 319 b)319 + 445 = 764
Q4)	499 – 109 = 390 390 + 499 = 889

WORKSHEET 9

Q1)	a)5 x 3 = 15 b)3 x 4 = 12
Q2)	a)6 x 3 = 18 3 x 6 = 18 b)7 x 4 = 28 4 x 7 = 28

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Q3)	a)more b)less c)less d)more
Q4)	a)3 x 8 = 24 8 x 3 = 24 24 ÷ 3 = 8 24 ÷ 8 = 3 b)9 x 4 = 36 4 x 9 = 36 36 ÷ 4 = 9 36 ÷ 9 = 4
Q5)	a)9 x 3 = 27 b)40 ÷ 4 = 10
Q6)	

Number of boxes (box of 3)	Number of cupcakes	Number of boxes (box of 4)	Number of cupcakes	Total number of cupcakes	Is it 28?
1	1 x 3 = 3	1	1 x 4 = 4	3 + 4 = 7	No
2	2x3=6	2	2x4=8	6+8 = 14	No
3	3x3=9	3	3x4=12	9+12=21	No
4	4x3=12	4	4x4=16	16+12=28	Yes
5	5x3=15	5	5x4=20	15+20=35	No

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worksheet 10,11,12

RAFFLES GIRLS' PRIMARY SCHOOL
MATH SUPPLEMENTARY WORKSHEET

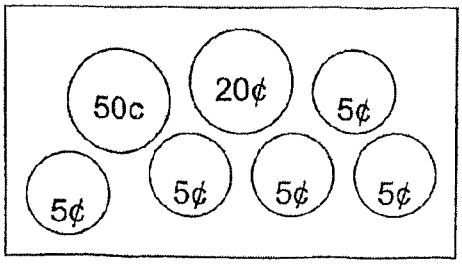
10

NAME: _____ ( ) DATE: _____

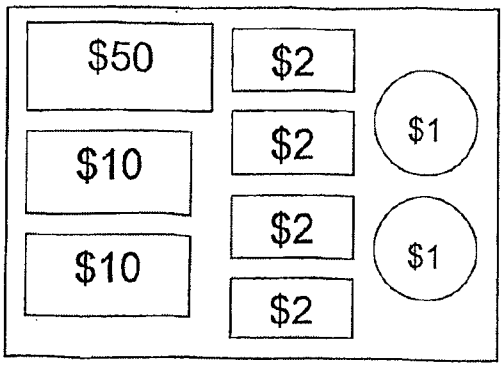
TOPIC: Money CLASS: P 2 ( )

1. Count and write the amount of money in the box.

a.

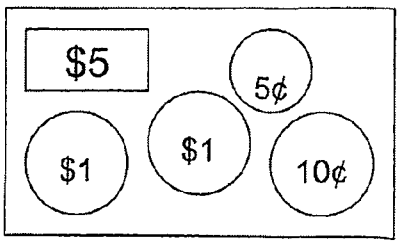


b.



$ _____

c.



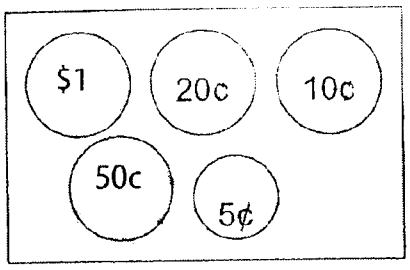
$ _____

1

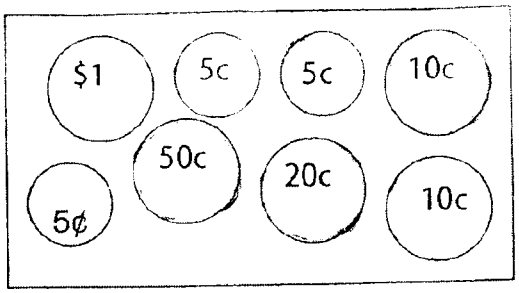
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2. **Colour the coins to show the given amount of money**

a. One dollar and fifty cents

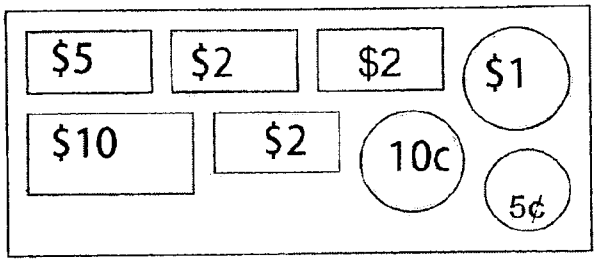


b. $2

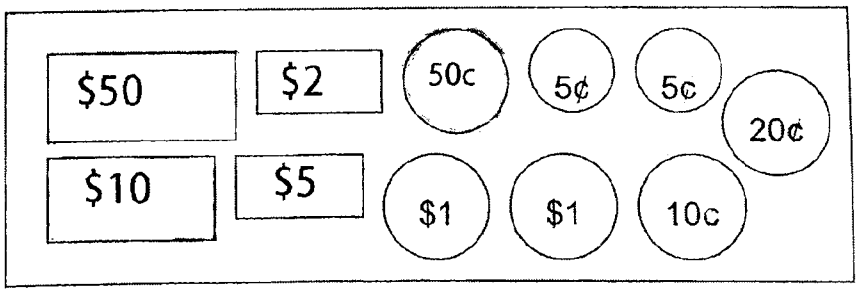


3. **Colour the notes and coins to show the given amount of money.**

a. $20.10



b. $67.50



2

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4. Fill in the blanks with the correct answers.

a. 6 two-dollar notes = $_____

b. $1.00 = _____ twenty-cent coins

c. Harry saves 2 fifty-cent coins a day.
How much does he save in 5 days?
He saves $_____.

5. **Write the amount of money in dollars.**

a. 5¢ = _____ b. 405¢ = _____

c. 90c = _____ d. 530¢ = _____

6. **Write the amount of money in cents.**

a. $10 = _____ b. $0.15 = _____

c. $3.05 = _____ d. $8.80 = _____

7. **Circle the least amount of money.**

$14.50	$14.45	$14.05

8. **Circle the greatest amount of money.**

$91.08	$19.80	$91.80

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9. **Compare and order the items.**



a. Basket _____ costs more than Basket A.

b. Basket _____ costs less than Basket A.

c. Basket _____ costs the most.

d. Basket _____ is the cheapest.

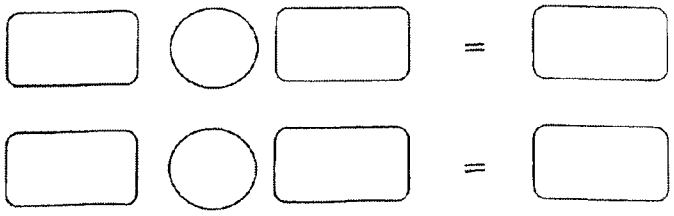
e. Arrange the items from the cheapest to the most expensive.

_____ , _____ , _____

cheapest

Solve the word problems. Show your equations and workings clearly.

10. Cindy buys a book for $25.
She gave the cashier two ten-dollar notes and three two-dollar notes.
How much change will she get?

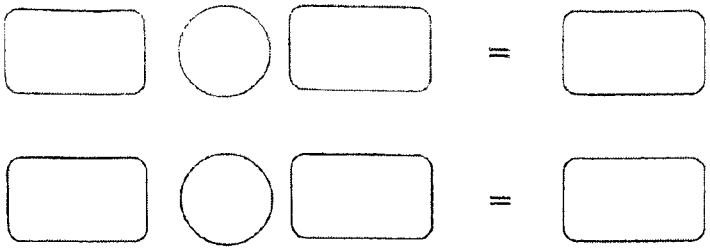


She will get $_____ .

4

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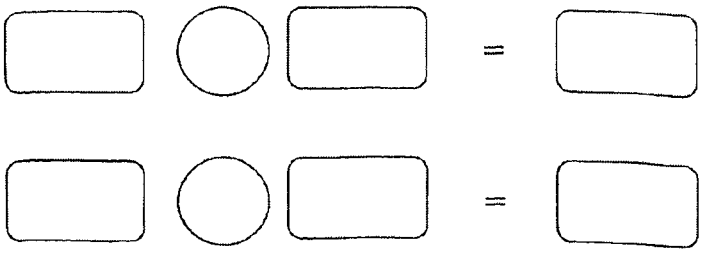
11. Ivy had $22.
She bought 2 cartons of milk and had $8 left.
What was the cost of one carton of milk?



The cost of one carton of milk is $_____.

12. Mrs Tan bought 6 mangoes at 3 for $7.
She paid for these mangoes with a fifty-dollar note.
How much change did she receive?

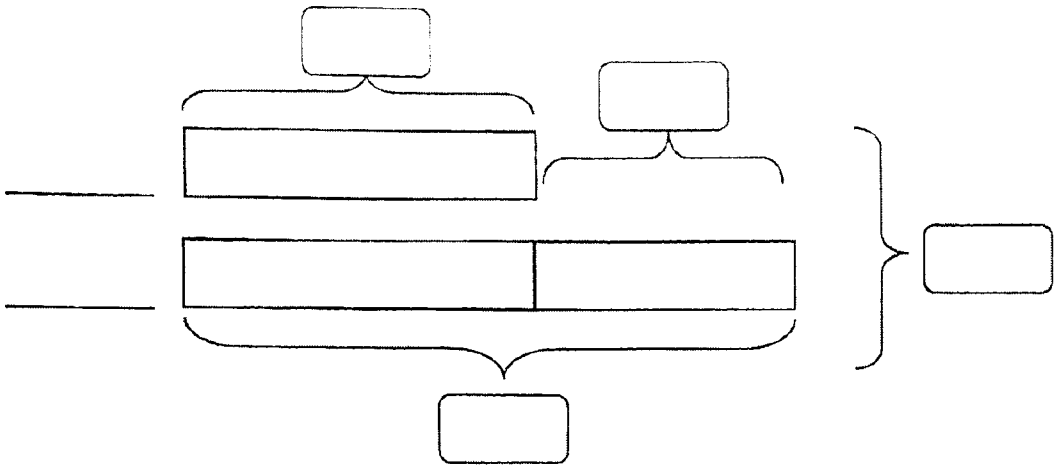


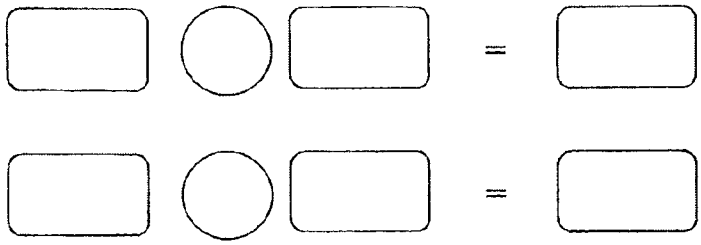


She received $_____.

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13. A bag costs $69.
A wallet costs $27 less than the bag.
What is the total cost of the bag and wallet?





The total cost of the bag and wallet is $_____ .

04 NOV 2025

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]

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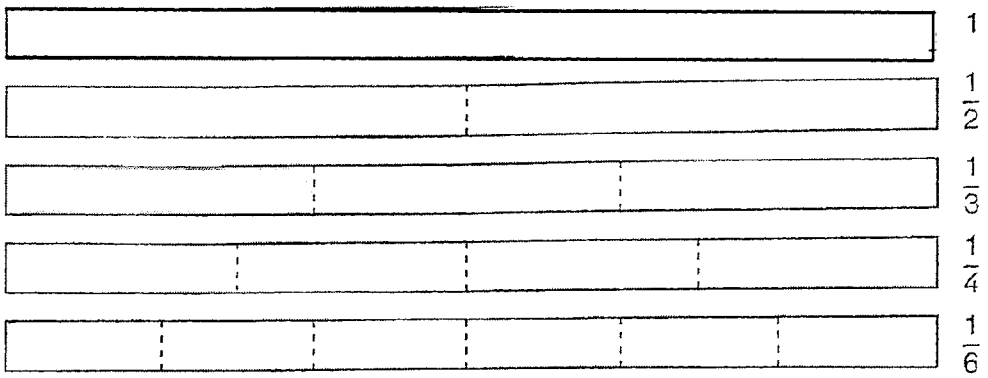
RAFFLES GIRLS' PRIMARY SCHOOL
MATH SUPPLEMENTARY WORKSHEET

11

NAME: _____ ( ) DATE: _____

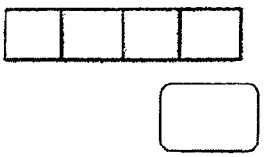
TOPIC: Fractions CLASS: P 2 ( )

1. Use a different colour to shade each bar to show the given fraction.

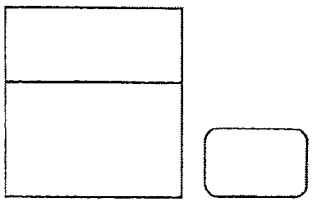


2. Put a '✓' for the shapes that are divided into equal parts.

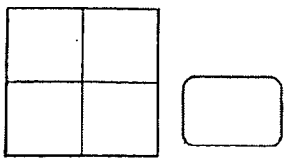
(a)



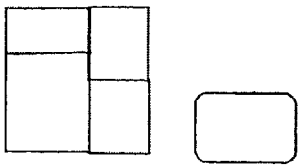
(b)



(c)



(d)

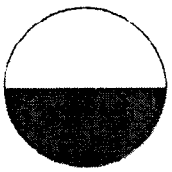


1

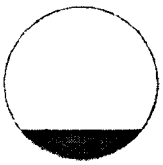
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3. Put a ' ✓ ' for the shapes that show $\frac{1}{2}$.

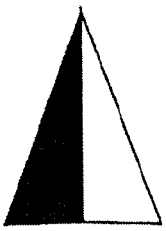
(a)



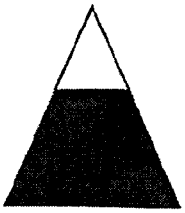
(b)



(c)

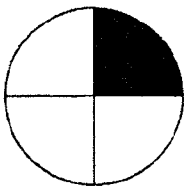


(d)

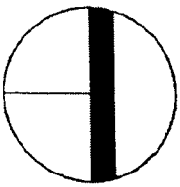


4. Put a ' ✓ ' for the shapes that show $\frac{1}{4}$.

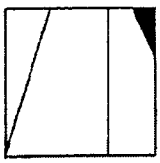
(b)



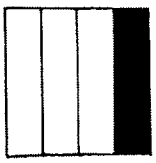
(b)



(c)

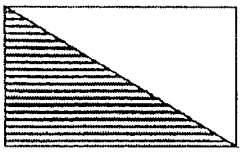


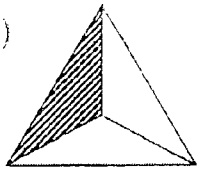
(d)

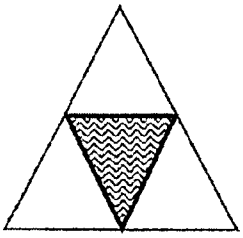


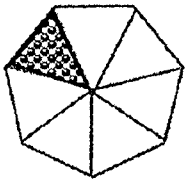
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5. What fraction of each figure is shaded?

(a) 

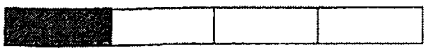
(b) 

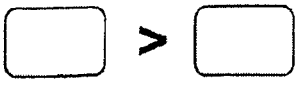
(c) 

(d) 

6. Compare the fractions.

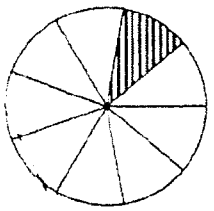
a) 

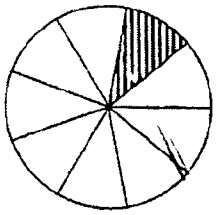




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b)





7. Circle the **greater** fraction in each set.

a) $\frac{2}{5}$ $\frac{3}{5}$

b) $\frac{1}{6}$ $\frac{1}{7}$

8. Circle the **smaller** fraction in each set.

a) $\frac{1}{5}$ $\frac{1}{2}$

b) $\frac{5}{7}$ $\frac{2}{7}$

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9. Arrange the fractions in order. Begin with the greatest.

$\frac{1}{4}$, $\frac{1}{12}$, $\frac{1}{5}$

_____, _____, _____.
greatest

10. Arrange the fractions in order. Begin with the **greatest**.

$\frac{3}{8}$, $\frac{1}{8}$, $\frac{6}{8}$

_____, _____, _____.
greatest

11. Arrange the fractions in order. Begin with the **smallest.**

$\frac{2}{7}$, $\frac{7}{7}$, $\frac{4}{7}$

_____, _____, _____
smallest

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12. Arrange the fractions in order. Begin with the **smallest**.

$\frac{2}{3}$, $\frac{2}{6}$, $\frac{2}{9}$

_____, _____, _____.
smallest

13. Add the fractions.

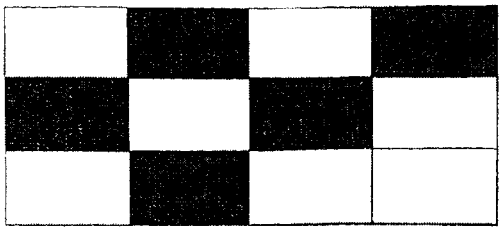
a)	$\frac{1}{6} + \frac{4}{6} =$	b)	$\frac{3}{10} + \frac{4}{10} =$
c)	$\frac{2}{7} + \frac{3}{7} =$	d)	$\frac{4}{9} + \frac{5}{9} =$

14. Subtract the fractions.

a)	$\frac{9}{11} - \frac{2}{11} =$	b)	$\frac{7}{8} - \frac{5}{8} =$
c)	$1 - \frac{7}{12} =$	d)	$1 - \frac{3}{5} =$

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15.

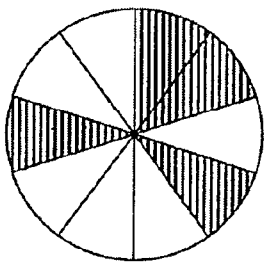


How many **more** parts must be shaded to show $\frac{9}{12}$?

_____ parts.

16.

Alex ate some pieces of pizza which are shaded.
What fraction of the pizza did he eat?



_____ of the pizza.

One hour later, he ate three more pieces of it.
What fraction of the pizza did he eat altogether?

_____ of the pizza.

19 AUG 2025

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]

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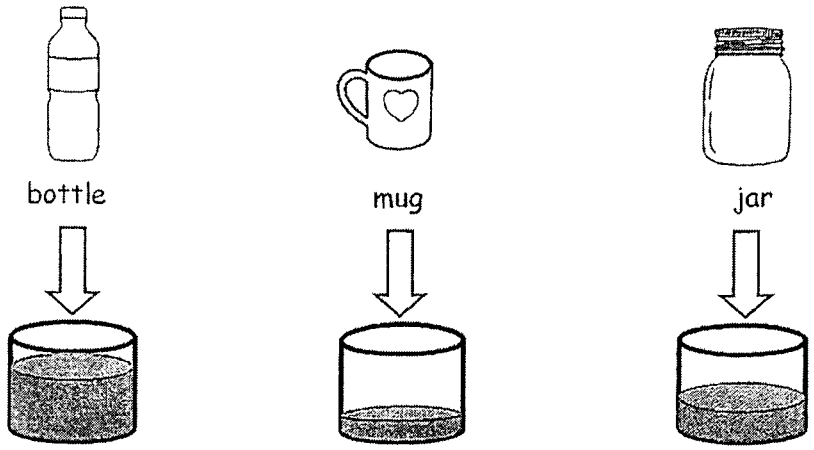
RAFFLES GIRLS' PRIMARY SCHOOL
MATH SUPPLEMENTARY WORKSHEET

12

NAME: _____ ( ) DATE: _____

TOPIC: Volume CLASS: P 2 _____

1. Fill in the blanks with the correct answers.



a) The _____ contains the **most** amount of water.

b) The _____ contains the **least** amount of water.

2. Fill in the blank with the correct answer.

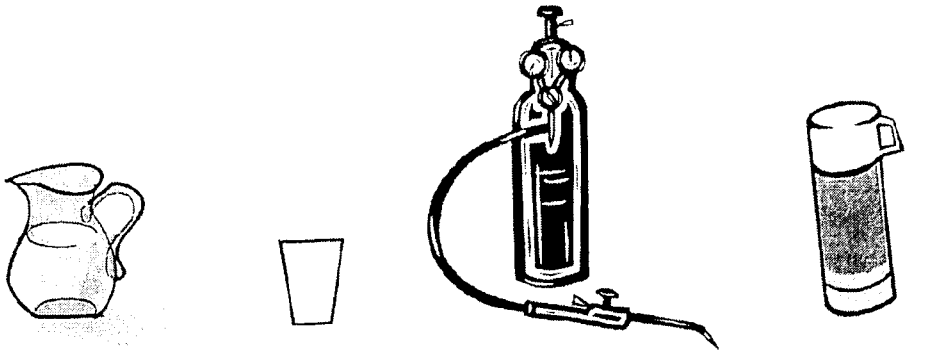




➔ _____ glasses

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3. Arrange the following containers. Begin with the container with the greatest volume.

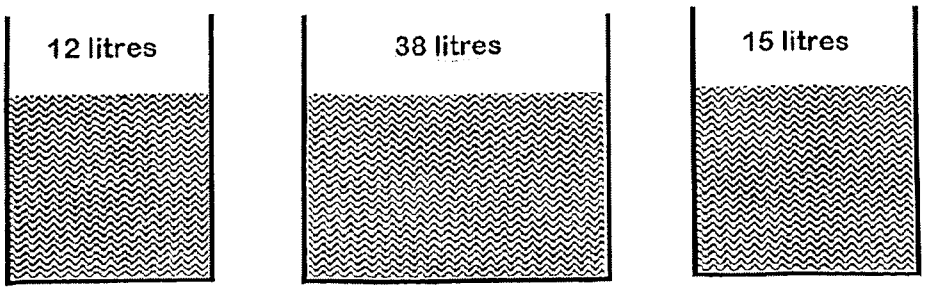


jug → 3 litres **glass** → 1 litre **tank** → 15 litres **flask** → 5 litres

_____ , _____ , _____ , _____

greatest

4.



Tank A Tank B Tank C

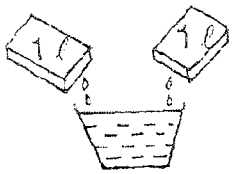
a) Tank B contains _____ litres of water **more than** Tank C.

b) Tank A and Tank C contain _____ litres of water **less than** Tank B.

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*5.

(a)

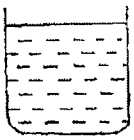


Jar

A jar contains 2 packets of water.

□ ○ □ = □

(b)

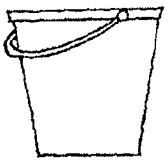


Container

A container contains 3 jars of water.

□ ○ □ = □

(c)



Pail

A pail contains 4 containers of water.

□ ○ □ = □

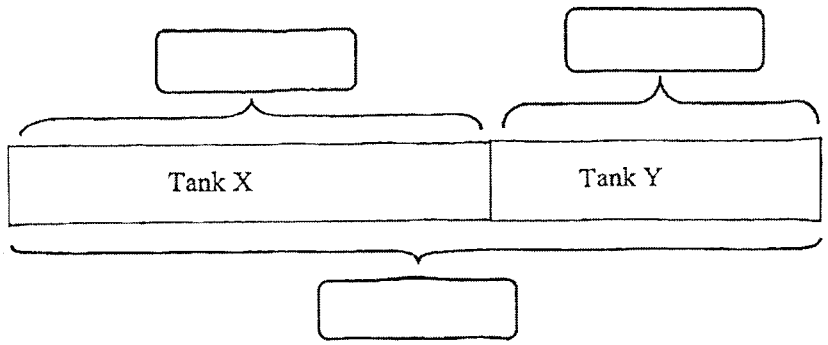
The volume of water in the pail is _____ ℓ.

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Fill in the blanks in the models.
Show the number sentences and working clearly in the spaces provided.

6. There are 56 ℓ of water in tank X and 24 ℓ of water in tank Y.
All the water in the two tanks are poured into an empty pail.
What is the volume of water in the pail?

Working(s)

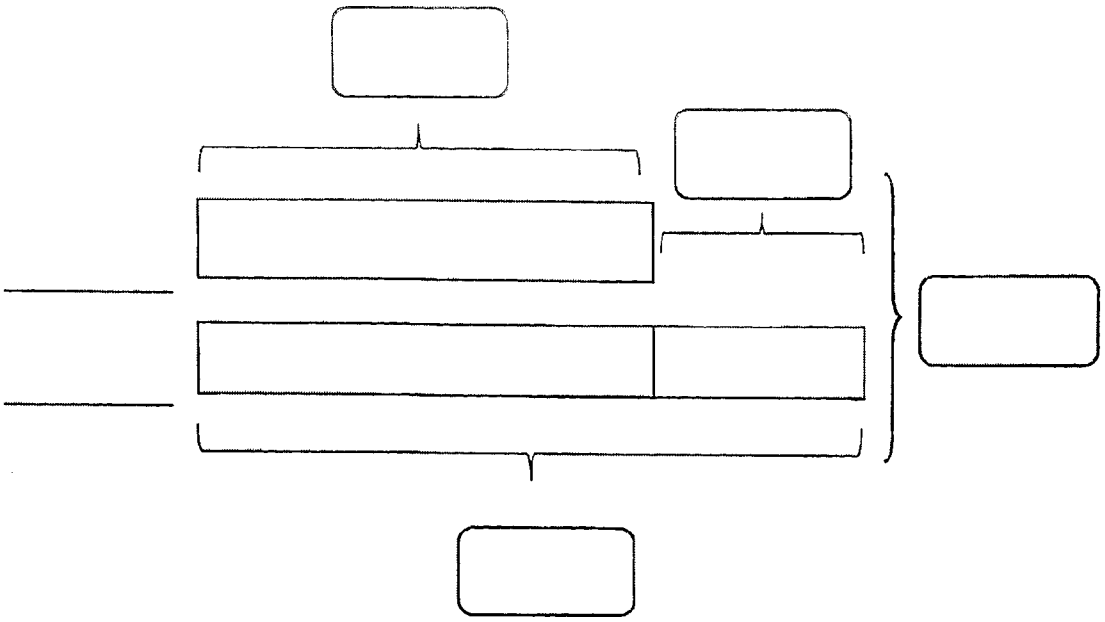


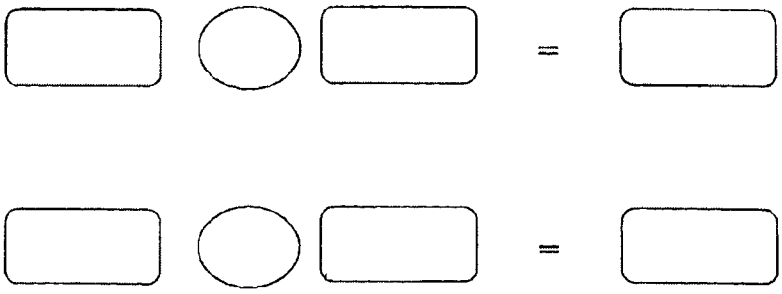


The volume of water in the pail is _____ ℓ.

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7. Ahmad sold 223 ℓ of orange juice on Saturday. He sold 19 ℓ of orange juice less on Sunday. How many litres of orange juice did he sell on both days?





Working(s)

He sold _____ ℓ of orange juice on both days.

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8. Samy's family drinks 4 ℓ of milk a week. How many litres of milk do they drink in 8 weeks?



They drink _____ ℓ of milk in 8 weeks.

9. A jar contains 3 ℓ of water and a tank contains 24 ℓ of water. How many jars of water are needed to fill up the tank?



_____ jars of water are needed to fill up the tank.

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*10. Miss Devi prepared 20 ℓ of fruit punch and poured them into 6 two-litres bottles. How much fruit punch was left?





_____ ℓ of fruit punch was left.

2 8 AUG 2025

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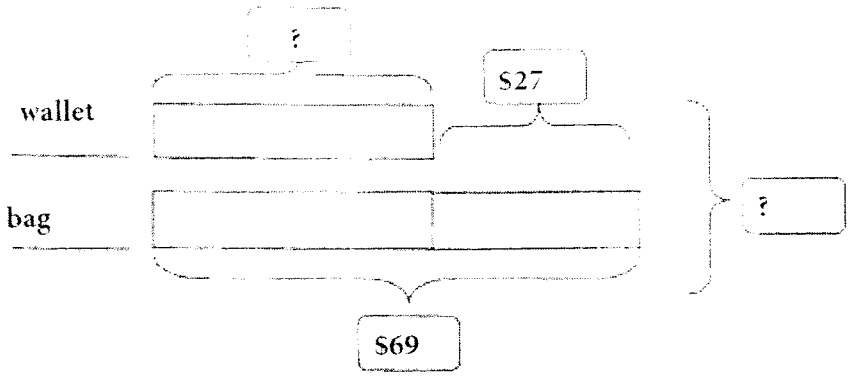
SCHOOL : RAFFLES GIRLS' SCHOOL
LEVEL : PRIMARY
SUBJECT : MATH
TERM :

WORKSHEET 10

Q1)	a)$0.95 b)$80.00 c)$7.15
Q2)	a)$1, 50c b)$1, 50c, 20c, 10c, 10, 5c, 5c
Q3)	a)$10, $5, $2, $2, $1, 10c b)$50, $10, $5, $2, 50c
Q4)	a)$12 b)5 c)$5
Q5)	a)$0.05 b)$4.05 c)$0.90 d)$5.30
Q6)	a)1000c b)15c c)305c d)880c
Q7)	$14.05
Q8)	$91.80
Q9)	a)B b)C c)B d)C e)Basket C, Basket A, Basket B
Q10)	$20 + $6 = $26 $26 - $25 = $1
Q11)	$22 - $8 = $14 $14 ÷ 2 = $7
Q12)	$7 + $7 = $14 $50 - $14 = $36

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Q13)



$69 - $27 = $42
$42 + $69 = $111

WORKSHEET 11

Q1)	**1/6**
Q2)	**a, c**
Q3)	**a,c**
Q4)	**b,d**
Q5)	**a) ½ b)1/3 c) ¼ d)1/7**
Q6)	**a) ¼ > 1/5**
Q7)	**a)3/5** **b)1/6**
Q8)	**a)1/5** **b)2/7**
Q9)	**¼ , 1/5 , 1/12**
Q10)	**6/8, 3/8, 1/8**
Q11)	**2/7, 4/7, 7/7**
Q12)	**2/9, 2/6, 2/3**
Q13)	**a)5/6** **b)7/10** **c)5/7** **d)9/9**
Q14)	**a)7/11** **b)2/8** **c)5/12** **d)2/5**
Q15)	**4**

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Q16)	4/10
Q17)	7/10

Worksheet 12

Q1)	a) bottle b) mug
Q2)	8
Q3)	Tank, flask, jug, glass
Q4)	a)23 b)11
Q5)	a)2 x 1= 2 b)3 x 2 = 6 c)4 x 6 = 24
Q6)	56 + 24 = 80L
Q7)	223 0 19 = 204 204 + 223 = 427L
Q8)	8 x 4 = 32L
Q9)	24 ÷ 3 = 8
Q10)	6 x 2 = 12 20 – 12 = 8

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