



BROAD HORIZON
— TUITION CENTRE —

11+ Tuition – Year 3

Week 1

Name: _____

Date: _____

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Math

Mental Arithmetic

Paper 1		Paper 2	Answer
<ol style="list-style-type: none">1. What number is one more than 274?2. What number is one more than 399?3. What number is ten more than 541?4. What number is 10 less than 577?5. Count on 5 from 168.6. Count on 6 from 188.7. Round 33 to the nearest whole ten.8. Round 66 to the nearest whole ten.9. Round 420 to the nearest whole hundred.10. Round 309 to the nearest whole hundred.		<ol style="list-style-type: none">1. What number is one more than 236?2. What number is one more than 499?3. What number is ten more than 423?4. What number is 10 less than 633?5. Count on 5 from 148.6. Count on 6 from 159.7. Round 44 to the nearest whole ten.8. Round 77 to the nearest whole ten.9. Round 570 to the nearest whole hundred.10. Round 390 to the nearest whole hundred.	
Comment:		Comment:	

Understanding and reading numbers

Concepts

hundreds	tens	units or ones
4	5	6

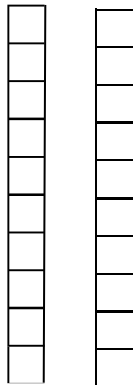
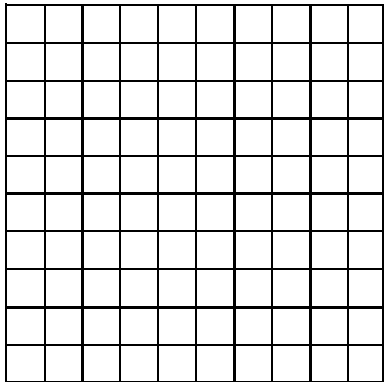
The number above is four hundred and fifty six

The digit 4 in the hundreds column has a value of 400 The digit 5 in the tens column has a value of 50

The digit 6 in the units column has a value of 6

In year 3 children are expected to be able to read and write numbers to at least 1 000 and understand what any digit in a three digit number represents.

There are diagrams on the next page to help with this. They may be photocopied and cut out if cubes or practical apparatus are not available.



HUNDRED	TEN	UNIT
1	2	3
one hundred	and twenty	three
Try writing IN WORDS the numbers below:		
HUNDRED	TEN	UNIT
4	3	2
HUNDRED	TEN	UNIT
6	9	5

Spelling

Some spellings to learn here

Don't try and learn them all at once - a few at a time is best, starting with what you know.



one	two
three	four
five	six
seven	eight
nine	ten
eleven	twelve
thirteen	fourteen
fifteen	sixteen
seventeen	eighteen
nineteen	twenty
thirty	forty
fifty	sixty
seventy	eighty
ninety	hundred
thousand	digit

Try writing these in numbers:

1. Three hundred and fifty four

2. Six hundred and eighty five.

3. Four hundred and ninety.

4. Seven hundred and fifteen.

5. Five hundred and eight

Place value

units		
H	T	U
7	2	3

The number above is seven hundred and twenty three

The digit 7 is worth 700

The digit 2 is worth 20

The digit 3 is worth 3

Write down the value of the digits underlined in the numbers below.

1. 143

2. 264

3. 377

4. 503

5. 625

6. 725

7. 814

8. 547

9. 881

10. 628

11. 922

12. 835

13. 505

14. 376

15. 199

16. 888

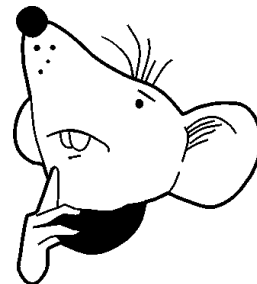
Hi!

Remember-

Hundreds

Tens

Units.



units		
H	T	U
8	1	4

The number above is eight hundred and fourteen

The digit 8 is worth 800

The digit 1 is worth 10

The digit 4 is worth 4

Write down the value of the digits underlined in the numbers below.

1. 175

2. 574

3. 467

4. 408

5. 905

6. 705

7. 823

8. 550

9. 483

10. 120

11. 125

12. 245

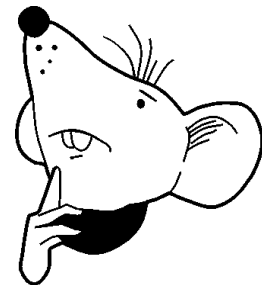
13. 106

14. 325

15. 289

16. 777

Getting
confident
with
these, I
hope!



$$345 = 300 + 40 + 5$$

What numbers need to go in the boxes below?

$$1. 635 = 600 + 30 + \boxed{}$$

$$2. 418 = 400 + \boxed{} + 8$$

$$3. 227 = \boxed{} + 20 + 7$$

$$4. 518 = 500 + \boxed{} + 8$$

$$5. 826 = \boxed{} + 20 + 6$$

$$6. 999 = 900 + \boxed{} + \boxed{}$$



How many different HTU numbers can you make with the digits 2, 4 and 6? How do you know when you've got them all?

$$789 = 700 + 80 + 9$$

What numbers need to go in the boxes below?

1. $724 = 700 + 20 + \square$

2. $329 = 300 + \square + 9$

3. $336 = \square + 30 + 6$

4. $427 = 400 + \square + 7$

5. $915 = \square + 10 + 5$

6. $888 = 800 + \square + \square$



How many different HTU numbers can you make with the digits 1, 5 and 9? How do you know when you've got them all?

As we move a place to the left on the place value chart, the value gets ten times bigger.

H	T	O
		3
	3	0
3	0	0

So 3 tens is worth ten times as much as 3 ones:

3 tens = 3 ones x 10 = 30 ones.

And 3 hundreds is worth ten times as much as 3 tens, or 100 times as much as 3 ones.

3 hundreds = 3 tens x 10 = 30 tens OR

3 hundreds = 3 ones x 100 = 300 ones.

Work out these missing conversion facts

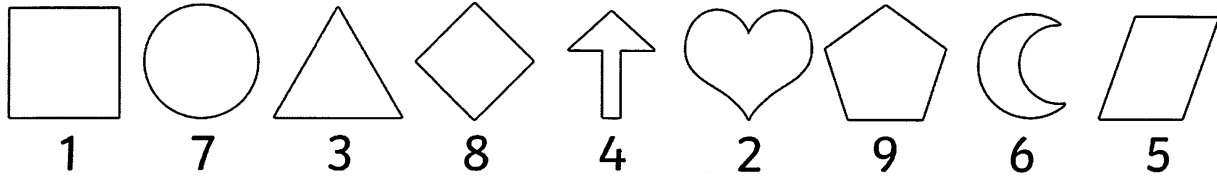
1)	5 tens = ____ ones	2)	30 ones = ____ tens
3)	7 hundreds = ____ tens	4)	40 tens = ____ hundreds
5)	60 ones = ____ tens	6)	3 hundreds = ____ tens
7)	5 hundreds = ____ tens	8)	1 hundred = ____ ones
9)	8 tens = ____ ones	10)	400 ones = ____ hundreds
11)	4 hundreds = ____ ones	12)	80 tens = ____ hundreds
13)	6 tens = ____ ones	14)	____ hundreds = 700 ones
15)	70 ones = ____ tens	16)	9 hundreds = ____ tens
17)	60 tens = ____ hundreds	18)	400 ones = ____ hundreds
19)	3 tens = ____ ones	20)	400 ones = ____ tens

PUZZLE TIME – find the answer to the riddle below in the table!

- I am worth more than 40 tens.
- I am less than 800 ones.
- My tens digit is double my ones digit.
- Who am I?

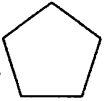
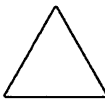
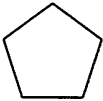
284	523	742
863	648	821

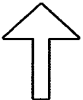


Code Breaking

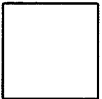





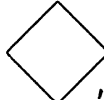
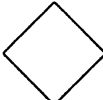
Example

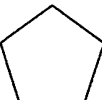

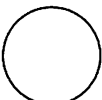
In the number  , what is  worth? 20




1. In the number  , what is  worth? _____


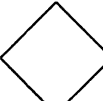

2. In the number  , what is  worth? _____

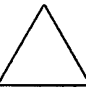


3. In the number  , what is  worth? _____

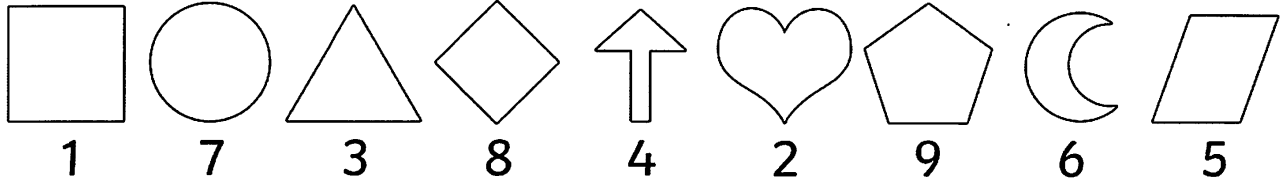
4. In the number  , what is  worth? _____

5. In the number  , what is  worth? _____




6. In the number  , what is  worth? _____




7. In the number  , what is  worth? _____




8. In the number  , what is  worth? _____











Example





In the number  , what is  worth? 20





1. In the number  , what is  worth? _____






2. In the number  , what is  worth? _____





3. In the number   , what is  worth? _____

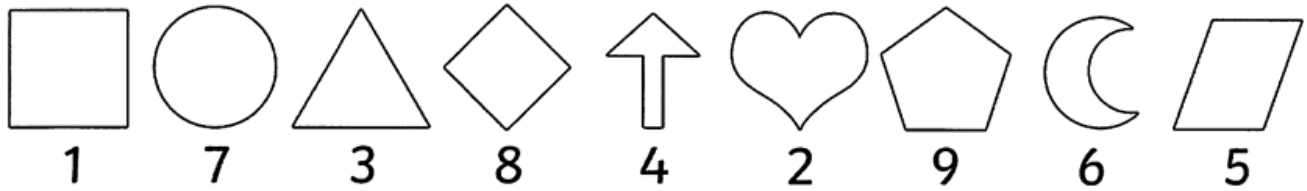
4. In the number   , what is  worth? _____

5. In the number   , what is  worth? _____

6. In the number   , what is  worth? _____





7. In the number    , what is  worth? _____





8. In the number   , what is  worth? _____











Example






In the number  , what is  worth? 20






1. In the number   , what is  worth? _____






2. In the number   , what is  worth? _____






3. In the number   , what is  worth? _____

4. In the number   , what is  worth? _____

5. In the number    , what is  worth? _____

6. In the number    , what is  worth? _____

7. In the number    , what is  worth? _____

8. In the number    , what is  worth? _____

Circle the biggest number in each row.

1. A 45 B 30 C 60 D 65 E 15
2. A 56 B 81 C 45 D 61 E 89
3. A 29 B 76 C 52 D 37 E 73
4. A 765 B 667 C 566 D 776 E 577
5. A 325 B 231 C 233 D 322 E 323

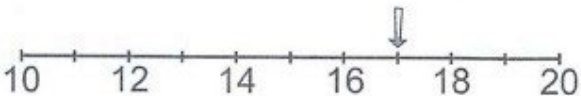
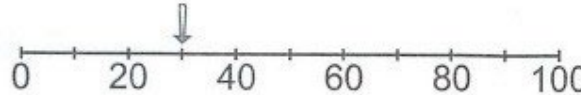
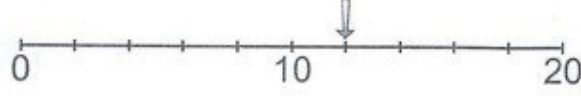
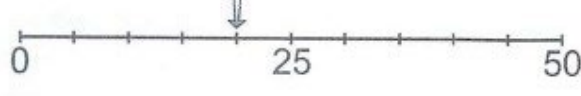
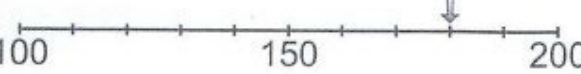
/ 5

Write down each number below in digits.

6. Six hundred and seventy-five
7. Seven hundred and twenty-six
8. Nine hundred and eighty-nine
9. Two hundred and twelve
10. Four hundred and two

/ 5

What number is the arrow pointing to on each of these number lines?

11. 
12. 
13. 
14. 
15. 

/ 5

English – Comprehension

51 Low Road
Tavistock
Devon
DX1 6AH

2 April

5

Dear Mrs Crebbins

I'm so sorry about what happened to the garden yesterday. We really didn't mean to cause all that damage.

What happened was, I was leading 9-2 when Simon tried a long range shot. It did miss, by quite a lot, and went flying over the fence towards your conservatory. There was a bit of a crash.

10

I know you did tell us not to come round for our ball after last week. My dad will be fixing the greenhouse soon. Anyway I was Brazil and Simon was England and it was only half-time so it seemed a shame not to finish the game. There was a hole in your hedge to get through but Simon is quite big for his age. He does like chips rather a lot. Anyway he got stuck. I got Mum's clippers to make the hole just a bit bigger (though I might have overdone it). Simon got through and grabbed the ball when Snooker came running down your garden. He was barking like a werewolf. Simon tried to hurl the ball back over but it hit the greenhouse again. Then he climbed up your new small tree. When they both crashed to the ground Snooker grabbed Simon by the leg.

15

20

I threw a stone at Snooker and he ran away. Simon couldn't walk so he had to crawl through your flowerbed back to the hedge. I think some of the flowers survived. I then had to make another hole in the hedge to get Simon back.

25

I am very sorry about all this. My dad says we can't play football any more. Anyway it's nearly the cricket season. I'm going to be India.

30

Best wishes

Sanjay

P.S. I think Simon's dad is going to the police about the bites.

Underline the right answers.

- 1 Sanjay was pretending to be (India, Brazil, England).
- 2 Last week the boys damaged (the greenhouse, the lawn, the conservatory).
- 3 Why did Simon crawl back to the hedge?
(to avoid Mrs Crebbins, to avoid Snooker, because his leg had been bitten)

Answer these questions.

- 4 How do you know that Simon is not very good at football?

- 5 Write down four things that were damaged in the game.

- (1) _____ (2) _____
(3) _____ (4) _____

- 6 Why was Simon too big to get through the hole in the hedge?

- 7 Why will Mrs Crebbins' garden continue to be in danger after the football game?

- 8 How did Simon's dad feel about the situation?

Put commas in the right places.

- 9-11 I like apples grapes plums peaches and pears.
12-13 Shall we play on the swing slide climbing frame and roundabout?
14-15 Jason collects ladybirds ants spiders and centipedes.

Underline the two words in each line which have similar meanings.

- 16-17 large small big
18-19 hard easy simple
20-21 weep shout sob

Add *a* or *an* before each word.

22 _____ cow

23 _____ elephant

24 _____ apple

25 _____ igloo

26 _____ football

5

Circle the **preposition** in each sentence.

27 James ran quickly around the race track.

28 The young calf doesn't want to go anywhere without its mother.

29 Dan sprinted to the finish line in record time.

30 Alice ate popcorn during the film.

4

Now go to the Progress Chart to record your score!

Total

30

Our activity trip

Last weekend we went for an activity weekend at the Wyefield Activity Centre. There were two classes from our school, and two from Highpark Junior. I shared a room with Sharon and Jane and two girls from Highpark, Susie and Beth. I was a bit worried about sharing with girls I didn't know but we soon got on fine.

On Friday we went to the mining museum and saw how they used to mine coal there. It was so dark and spooky in the mine. After a picnic lunch we went canoeing on the Wye. We were shown how to paddle and given lifejackets, then we set off in the rain! It was good fun, but hard work. At first we just went round in circles, then we got the hang of it, but I was glad to see the minibus. Mike and Imran were best at canoeing. Susie and Beth had to be towed by Mr Thompson.

Supper was pretty good then we watched a DVD. We stayed up talking in bed really late, until Mrs Wiggins came round and told us off! I was pretty tired the next morning. Still the morning trip to the leisure centre was amazing. The water slides were the best ever. The double flume was amazing, like shooting the rapids in a real river. You swooshed down incredibly fast. I must have gone down a dozen times.

I must admit I was a bit tired out for the last part of the trip, the survey of Wentbury Castle. The castle was right on the top of the hill, surrounded by a deep ditch. Some of the walls were a bit bashed down but most of it was still there. Not bad, as it was built in the Middle Ages! You could imagine knights clanking over the drawbridge in their armour. I hope they had good fires. It was cold and windy and the rain pelted down just before we got onto the bus again. It was a great two days but I was really glad to be home again. The best bit was the leisure centre. The worst was the rain. Thank goodness we had our wellies and macs!

Bryony Phillips, Lowbury Junior School

5

10

15

20

25

30

35

Underline the right answers.

- 1 Which of these girls went to Lowbury School?
(Susie, Beth, Bryony, Jane)
- 2 Why did Mrs Wiggins tell the girls off?
(for talking late, for running about, for eating in bed)
- 3 Wentbury Castle was built in which period?
(Victorian times, Tudor times, the Middle Ages)

Answer these questions.

- 4 What was Bryony worried about before going?

- 5 List in order the four places that the schools went to on their trip.

(1) _____

(2) _____

(3) _____

(4) _____

- 6 Which place did Bryony enjoy most and why?

- 7 Say in your own words why you think Bryony would not have enjoyed living in the Middle Ages.

Add the **prefix un** to the words in bold to make a word with an opposite meaning.

- 8 Shaun is not **happy**. He is _____.
- 9 The wicked witch was not **kind**. She was _____.
- 10 The spaceman was not **afraid**. He was _____.
- 11 The teacher is not **fair**. She is _____.
- 12 Those shelves are not **tidy**. They are _____.
- 13 The fish have not been **cooked**. They are _____.

Circle the **conjunctions** and then finish these sentences in your own words.

14 It was dark when _____

15 I wish I was still in bed but _____

16 I'm early because _____

17 Jacob shouted loudly while _____

4

With a line match each word with its **definition**.

18 midnight a feeling of fondness

19 diamond middle of the night

20 starling a common European bird

21 affection a line of people

22 umbrella a shelter from the rain

23 queue a hard precious stone

6

Underline the **singular nouns** and circle the **plural nouns**.

24 bushes

25 monster

26 bus

27 flies

28 knives

29–30 fish

7

Now go to the Progress Chart to record your score!

Total

30

English – Grammar

Long vowels



Words with **short** vowel sounds usually have one vowel (**rat, kit, cub**).
Words with **long** vowel sounds can have:

- a **vowel**, then a **consonant** and end in **e** (**rate, kite, cube**)
- **two vowels** together (**bail, mood, fruit, bee, glue**)
- a **vowel** and **y** (**hay, boy, they**)

1. **Underline the words with long vowel sounds and circle the words with short vowel sounds.**

tail pot brick late sit sleep day cat away meat sow
set pie hat mite cute meet plate write fit food lip

2. **Complete these words using ee or ea.**

a h__t b tr__ c b__d d s__t e ch__se

3. **Write three other words with the same long vowel sound.**

a soak _____
b chew _____
c feet _____
d train _____

4. **Fill in the missing long vowel sounds in these sentences.**

- a I cl__ned my t__th but one of them was l__se.
b Harry pl__ed with the brush and spilled p__nt on the fl__r.
c The b__t in the harb__r was qu__t__ rusty and old.
d The ice cr__m was cold and he began to f__l c__l again.
e Thr__ girls and one b__ went d__n the sl__d__.

Rise and Shine Phonics

Long A Sound (a)

1

Say:

a

Trace:

a

Write:

2

Say the word and circle the long a.

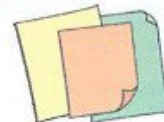
acorn



baby



paper



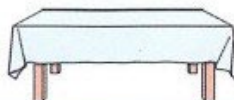
3

Write the missing long a.

l__dy



t__ble



pot__to



Rise and Shine Phonics

Long A Sound (ai)

Write the **long a** and draw a line from the word to the matching picture.

ch__r



r__n



t__l



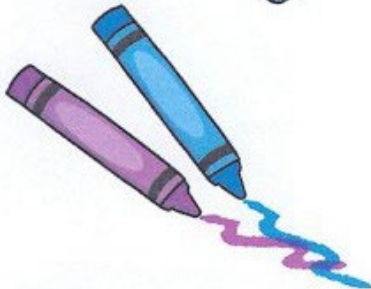
d__sy



Rise and Shine Phonics

Long A Sound (ay)

Draw a line from the picture to the **long a** word that is spelled correctly.



bai

bay

day

dae

spray

sprai

craon

crayon

Rise and Shine Phonics

Long A Sound (a-e)

1 Say the word and circle the letters that make the **long a** sound.

bake



cage

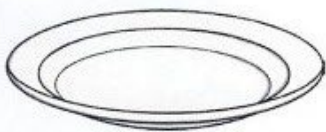


maze

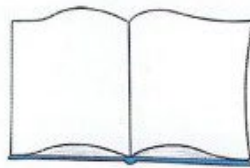


2 Say the word and circle the letters that make the **long a** sound.

pl_t_



p_g_



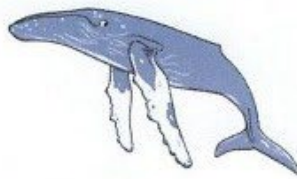
m_l_



gr_d_



wh_l_



sk_t_



Rise and Shine Phonics

Long A Sound (ei)

1

Say:

ei

Trace:

ei

Write:

2

Say the word and circle the letters that make the **long a** sound.

reindeer



reign



veil



3

Write the missing letters that make the **long a** sound.

v__n



r__gns



h__r



Rise and Shine Phonics

Long A Sound (eigh)

1

Say:

eigh

Trace:

eigh

Write:

2

Say the word and circle the letters that make the **long a** sound.

eight



sleigh



weigh



3

Write the missing letters that make the **long a** sound.

fr _ _ _ t



n _ _ _ bor



Rise and Shine Phonics

Long A Sound (ey)

1

Say:

ey

Trace:

ey

Write:

2

Say the word and circle the letters that make the **long a** sound.

hey



prey



they



3

Write the missing letters that make the **long a** sound.

ob _ _



surv _ _



Long E sounds

Rise and Shine Phonics

Long E Sound (e)

1

Say:

e

Trace:

e

Write:

2

Say the word and circle the **long e**.

me



he



equal



3

Write the missing **long e**.

__vil



sh__



Rise and Shine Phonics

Long E Sound (ee)

1

Say:

ee

Trace:

ee

Write:

2

Say the word and circle the letters that make the **long e**.

bee



see



tree



3

Write the letters that make the missing **long e**.

w ___ d



b ___ f



s l ___ p



Rise and Shine Phonics

Long E Sound (ea)

1

Say:

ea

Trace:

ea

Write:

2

Say the word and circle the letters that make the **long e**.

eat



tea



pea



3

Write the letters that make the missing **long e**.

s__t



l__f



r__d



Rise and Shine Phonics

Long E Sound (e_e)

1

Say:

Trace:

Write:

e_e

e_e

2

Say the word and circle the letters that make the **long e**.

these



delete



3

Write the missing letters that make the missing **long e**.

th__m__ park



Long I Sounds

Rise and Shine Phonics

Long I Sound (i)

1

Say:

i

Trace:

i

Write:

2

Say the word and circle the long i.

iron



pilot



idea



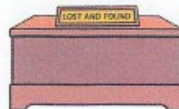
3

Write the missing long i.

_cicle



f_nd



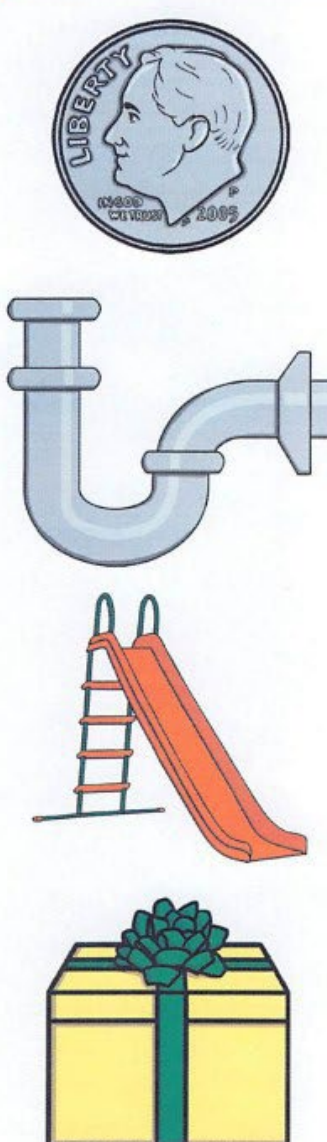
_vy



Rise and Shine Phonics

Long I Sound (i_e)

Draw a line from the picture to the **long i** word that is spelled correctly.



dim
dime
piep
pipe
slyde
slide
prize
priez

Rise and Shine Phonics

Long I Sound (igh)

1

Say:

igh

Trace:

igh

Write:

2

Say the word and circle the long i.

night



high



bright



3

Write the missing long i.

l _ _ _ t



s _ _ _ t



r _ _ _ t



Rise and Shine Phonics

Long I Sound (ie)

1

Say:

ie

Trace:

ie

Write:

2

Say the word and circle the long i.

pie



cried



tie



3

Write the missing long i.

fr__s



fl__s



sc__nce



Rise and Shine Phonics

Long I Sound (y)

1

Say:

y

Trace:

y

Write:

2

Say the word and circle the long i.

fly



dry



sky



3

Write the missing long i.

wh_

?

Jul_



rec_cle



English – Writing Task

1) Can you identify and find 5 **long vowel sounds** from story 1 ?

i) ii) iii) iv) v)

2) Can you write 5 examples of your own **long vowel sounds** ?

i) ii) iii) iv) v)

3) How would you have felt if you were Mr Crebbins? Why would you feel that way?

.....

.....

.....

.....

.....

.....

.....

5) Is Simon right to go to the police when **he** went into the dog's garden ?

.....

.....

.....

.....

5) How would you feel if you were in the coal mines ?

.....

.....

.....

.....

.....

.....

.....

.....

5) Write a description of the coal mines and how would you have felt inside the coal mine?



.....

.....

.....

.....

.....

.....

.....

.....

.....

.....







Non-Verbal

Pointing

Things like arrows and triangles can point in different directions.

Warm Up

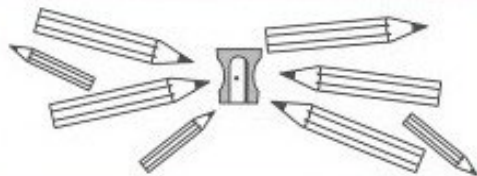
1. How many arrows are **pointing away** from the circle in each figure?

a.  b.  c.  d.  e.  f. 

2 _____

2. How many pencils are **pointing at** the pencil sharpener?

Arrows can also point in a clockwise or anticlockwise direction (see p.86).


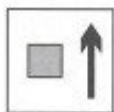


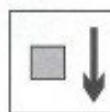


Number of pencils: _____






Odd One Out

Find the figure in each row that is most unlike the other figures.






Example:

a.  b.  c.  d.  e. 

In all other figures the arrow points up. (In E the arrow points down.) (e)

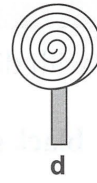
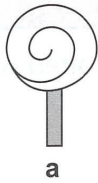
3. a.  b.  c.  d.  e. 

()

4. a.  b.  c.  d.  e. 

()

5.

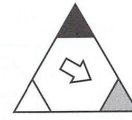
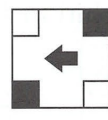
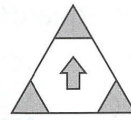
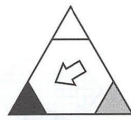
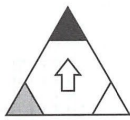


()

Find the Figure Like the First Two

Work out which option is most like the two figures on the left.

Example:



a

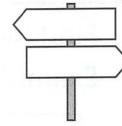
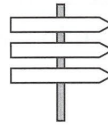
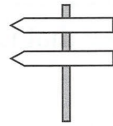
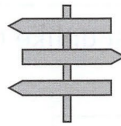
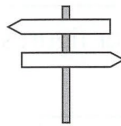
b

c

d

In all figures the arrow must point at the black corner of a triangle. (a)

6.



a

b

c

d

()

7.



a

b

c

d

()

8.



a

b

c

d

()



END OF LESSON



Spelling	Beautiful	Possession	Disappear	Reign	Accidentally
Copy x 1					
Copy x 2					
Cover and write					
Cover and write					
Cover and write					

Definitions:

Reign: Rule by a King or Queen

Possession: Something that is owned.

Copy the definition x1:

.....

.....

.....

Copy the definition from memory x 1:

.....

.....

.....

Copy the definition x 2:

.....

.....

.....

Copy the definition from memory x 2:

.....

.....

.....

Copy the definition x 3:

.....

.....

.....

Copy the definition from memory x 3:

.....

.....

.....

Conversion Rates

Time

1 Minute = 60 seconds

1 Hour = 60 Minutes

1 Day = 24 Hours

1 Week = 7 Days

1 Fortnight = 2 Weeks

1 Year = 52 Weeks

1 Year = 12 months

1 Year = 365 Days

1 Decade = 10 Years

1 Century = 100 Years

1 Millennium = 1000 Years



Length

1 Centimeter = 10 Millimetres

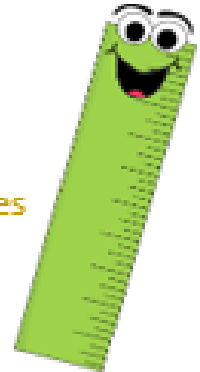
1 Meter = 100 Centimetres

1 Kilometer = 1000 Metres

5 Miles \approx (approximately equal to) 8 Kilometers

1 Foot = 12 Inches

1 Yard = 3 Feet



Weight

1 Tonne = 1000 Kilograms

1 Kilogram = 1000 Grams

1 Gram = 100 Centigrams

1 Gram = 1000 Milligrams

1 Stone = 14 Pounds

1 Pound = 16 Ounces

Capacity

1 Kilolitre = 1000 Litre

1 Litre = 1000 millilitres

1 Litre = 100 centilitres

1 Centilitre = 10 millilitres



Learn a few of these each day!
Perhaps you could tick them off
as you learn them?

Fraction	Decimal	Percentage
1	1	100%
$\frac{1}{2}$	0.5	50%
$\frac{1}{3}$	0.333	33%
$\frac{1}{4}$	0.25	25%
$\frac{1}{5}$	0.2	20%
$\frac{1}{6}$	0.166	16.6%
$\frac{1}{7}$	0.142	14.2%
$\frac{1}{8}$	0.125	12.5%
$\frac{1}{9}$	0.111	11.1%
$\frac{1}{10}$	0.1	10%
$\frac{1}{20}$	0.05	5%

Square Numbers

A square number is the product of a number multiplied by itself.

For example $1^2 = 1 \times 1 = 1$, so 1 is the first square number and $2^2 = 2 \times 2 = 4$, so 4 is the next square number. You should memorise the first **15** square numbers:

1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144, 169, 196 and 225

Cube Numbers

A Cube number is the product of a number multiplied by itself 3 times.

For example $1^3 = \underline{1} \times 1 \times 1 = 1$, so 1 is the first cube number and $2^3 = 2 \times 2 \times 2 = 8$, so 8 is the next cube number. You should memorise the first **10** cube numbers:

1, 8, 27, 64, 125, 216, 343, 512, 729 and 1000

Prime Numbers

A prime number is a number with 2 factors, 1 and itself, so the first prime number is 2 as its factors is 1. You should learn to recognize the prime numbers up to 100:

2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43, 43, 47, 53, 59, 61, 67, 71, 73, 79, 83, 89 and 97

