Curriculum for Excellence Level 1
'starting' the level (mainly P1, **P2,** P3)
red text indicates use of Wee Red Box flashcards
with opportunities to use numeracy map given in blue

MATHS ON TRACK
Mental agility progression from P1 - S3

Numeracy home and school supports
on-line at **www.mathsontrack.com**
including the acclaimed Wee Red Box

Aug-Dec

• add and subtract 1, 2, 3 or 4 or more to / from any single digit within 10 eg 9-3, 4+3, 8+2, 7-4 **(numeracy map)**

• recognise all coins to 20p, and pay for items and work out how much change to receive

• estimate the position of numbers on a number line to 10 (or beyond) or where a simple fraction would be eg, about 1/2, or 1/4

• estimate and reliably count quantities up to 50

• add and subtract 1, 2, 3, 4, 5 and 6 to / from any number within 10 eg 9-3, 8-4, 10-3, 7-4, 9-5, .**(numeracy map)**

• bond **verbally** to 10 eg 6 and 4, 8 and 2, 7 and 3 **(numeracy map)**

• verbalise the days of the week, and say which day is after or before any other day

• **verbalise** a number which is between two given numbers eg "what is between 12 and 14?" **(numeracy map)**

• tell the time by reading whole hour times on a clock face and discuss how time impacts on daily routines, to be ready for events throughout the day

• add and subtract 1, 2, 3, 4, 5, 6, 7, 8, 9 to / from any number within 10 eg 9-3, 8-4, 10-3, 7-4, 9-5, . **(numeracy map)**

• **verbalise** and recognise numbers to 100, by counting on and back in 1's **(numeracy map)**

• add three single digits eg 3+2+2 and share ways of getting the answer **(numeracy map)**

• find the difference between two numbers by using a number line eg difference between 2 and 5? **(numeracy map)**

• find the missing number in statements eg "2 add what makes 4?" or "5 minus what makes 4?"

Jan - March

• bond to 10 eg 6+4 and develop the concept of families eg 6+4, 4+6, 10-4, 10-6 **(numeracy map)**

• add and subtract 1, 2, 3, 4, 5, 6, 7, 8, 9 to / from any number within 10 eg 9-3, 8-4, 10-3, 7-4, 9-5, **(numeracy map)**.

• discuss and estimate the likelihood of an event occurring

• tell time by reading whole hour times, and give times an hour or two later, discuss and estimate how long certain tasks take

• find the missing number in statements eg "4 add what makes 6?" **(numeracy map)**

• use real coins to 20p or more to pay for items and work out how much change to receive eg having 10p and spending 2p, how much change?

• memorise the key doubles eg 6+6, 7+7, 8+8, 9+9 and add a single digit to 10 eg 10+3, 3+10, 10+5, ..**(numeracy map)**

• estimate quantities to 100 andcount to confirm, recognise numbers to 100 **(numeracy map)**

• add three single digits eg 4+3+2, and share ways of getting the answer to a calculation **(numeracy map)**

• estimate the position of numbers to 20 on a number line eg "where would the 15 be?"or where a simple fraction would be eg 1/2 or 1/4

• **verbalise**, recognise and write numbers to 100, using a number grid to 100 **(numeracy map)**

• estimate how long or heavy an object is, or what it holds, using everyday things as a guide, then measure or weigh using appropriate instruments

• add single digit numbers together involving answers more than 10 eg 6+6, 6+5, 7+7, 7+6 and reinforce 6+5, 5+6, 11-5, 11-6 **(numeracy map)**

April - June

• bond to 10, eg 3 and 7 .... and use the concept of families eg 5+2, 2+5, 7-2, 7-5 **(numeracy map)**

• memorise the key doubles eg 6+6, 7+7, and use to find near doubles eg 7+6, ..**(numeracy map)**

• subtract any single digit from any single digit to 10 eg 9-3, 8-4, 10-3 ...**(numeracy map)**

• **verbalise**, recognise and write numbers to 100 and give numbers before and after and explain the link between a digit, its place and its value **(numeracy map)**

• **verbalise** the months of the year and discuss seasons, birthdays, , important dates

• add any single digit numbers together eg 7+6, 9+4, 8+5,...and share ways of getting the answer to a calculation **(numeracy map)**

• add three single digits eg 4+4+2 and share ways of getting the answer to a calculation **(numeracy map)**

• reinforce finding the missing numbers in statements eg "5 + ? = 7?" **(numeracy map)**

• add a single digit and 10 eg 10+5, 8+10, and doubles and near doubles eg 6+6, 7+6, 8+8, 9+8 **(numeracy map)**

• estimate the position of numbers to 20 on a number line eg "where would 19 be?" or where a simple fraction would be eg, 1/2 or 1/4

• find totals and change using real money with coins to 20p paying for items and working out how much change to receive eg "you have 20p you spend 10p, how much change"

• discuss such as 'what time will it be 2 hours after 4 o'clock?', or, '2 hours before 3 o'clock?' and how time impacts on daily routines, to be ready for events throughout the day

• **Maths on Track assessment 'starting level 1'**