Curriculum for Excellence Early Level
(by the end of P1 or earlier for some)
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

* verbalise numbers to 10 in the context of rhymes, games and stories (probably done in nursery but lots of practice still necessary)

* count up to 10 objects verbally eg 6 plates, 7 coins, 9 cubes ... (probably done in nursery but lots of practice is still necessary)

* count on in one's verbally on from any single digit number eg "3, ... 4, 5, 6, and verbalise numbers back from 10"

* read numbers to 10 using flashcards and number lines (probably done in nursery but lots of practice is still necessary)

* in the context of games, stories and play use the language associated with shape, position and movement eg up, down, high, low, above, below, over, under, top, bottom, on, off, open, close, stay, come, go, in, out, inside, outside, near, far, together, separate, beside, next to, behind, in front, ahead, forwards, backwards, turn, move, stay still, slow, fast, stop, start, quick, roll, slide, wide, narrow, thick, thin, long, short, straight,

* in the context of games, stories and play use the language associated with size, measure and time eg more, less, the same, lots, many, all, none, some, few, more, another, small, little, big, large, huge, tiny, thick, thin, long, short, heavy, light, morning, afternoon, night, day, today, tonight, now, sometime, begin, finish, one, two, ... ten, count, too many, too few.

* discuss larger numbers from their daily lives eg door numbers, ages of family members **(numeracy map)**

* add 1 (or more?) to any single digit eg 2+1, 3+1, etc **(numeracy map)**

Jan - March

* use the language associated with shape, position and movement, and introduce words such as circle, square, triangle, rectangle, balance, stable, solid, hollow, right, left

* use the language associated with size, measure and time, and introduce words such as empty, full, half full, half, whole, greater, fewer, single, pair, coin, 1p, 2p, 5p, 10p, 20p, early, late, before, 1 o'clock, 2 o'clock ..., last night, yesterday, tomorrow, week, weekend, Monday, Tuesday, Wednesday ...,

* use the **numeracy map** to recognise numbers beyond 10, and continue to count on in one's verbally from a single digit number eg "7, ... 8, 9, 10, 11, 12 and beyond 20

* add 2 and 3 (or more?) to any single digit (answers within 10) eg 3+2, 4+3, and know that 3+2 is the same as 2+3 **(numeracy map)**

* recognise coins to 20p and use to discuss simple payments and change

* verbalise the days of the week and discuss the cyclic nature of a week

* read whole hour times on a clock face

* estimate the position of whole numbers to 10 on a number line

* count up to 20 objects reliably and understand that if the objects are rearranged then the total stays the same, and begin to count reliably to 10 in more difficult contexts eg hand claps

* subtract 1 (or more?) from a single digit eg 6-1, and continue to add quantities to a single digit (answers within 10) eg 3+3, 4+4,... **(numeracy map).**

April - June

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

* reinforce counting on in 1's to any number to 20, eg "12, ... 13, 14,", .. and, begin to verbalise numbers to 100 **(numeracy map)**

* estimate quantities to 20 or more, then, count to confirm

* subtract 2 or 3 (or more) from a single digit eg 6-2, 7-3 and continue to add quantities to a single digit (answers within 10) eg 5+4 **(numeracy map)**

* recognise numbers to 20 (or more) and verbalise and read numbers back from 20 **(numeracy map)**

* use the language associated with shape, position and movement, and words such as curved, round, corner, edge, cube, cuboid, sphere, float, rise, sink, falling, stable, unstable

* use the language associated with size, measure and time, and words such as noon, midday, midnight, measure, hours, minutes, evening, seasons, (birthday?) month, 50p, £1

* add and subtract 1, 2, 3 within 10 eg 7+2, 4+2, 5+3, 9+1, 5-1, 7-3, 8-3 **(numeracy map)**

* recognise coins to include 50p and £1, and continue to use coins to find simple totals and change in the eg 5p+5p or 2p+2p or 10p - 2p

* give a number between any two given numbers to 20 eg "what is between 12 and 14?" **(numeracy map)**

* read whole hour times on a clock face, and predict the time an hour, or two, hours later