Curriculum for Excellence Level 1

'at' the level (mainly P3, **P4,** P5)

red text indicates use of Wee Red Box flashcards

with opportuities to use numeracy map given in blue

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 single digit numbers together eg 9+6 and reinforce links such as 9+6, 6+9, 15-6, 15-9 (numeracy map)

• count on and back in 1's and 10's to/from any 3 digit number eg 703, 702, 701, 700....

• estimate the position of numbers to 100 on a number line eg "where would the 65 be?" and where simple fractions would lie eg 1/2, 1/4, 1/3

• reinforce the 2, 3, 4, 5 and 10 times tables for x and continue to divide by 2, 5 and 10 within the context of these tables eg 8÷2, 25÷5, 60÷10 (numeracy map)

• + or - a single digit to/from any 2 digit number eg 58+3, 61-4, with bridging, (numeracy map)

• count on or back in 2, 3, 4, 5 to/from any number to 50, eg 44, 42, 40, .. or 44, 41, 38, or 88, 83, 78, 73, .. (numeracy map)

• double numbers and near doubles to 20 eg 14+15, 16+16, 17+16, ... (numeracy map)

• read clock times involving half past the hour and do time sums such as 'What time half an hour before half past 3?, and estimate time spans in seconds and minutes, to check by measure

• estimate lengths of objects in centimetres then measure to confirm

• bond the multiples of 5 with 100 eg 95 and 5, 85 and 15, 75 and 25 (numeracy map)

• find half of quantities to 20 and fractions by applying knowledge of division eg 1/2 of 14 (numeracy map)

• add and subtract multiples of 100 to/from a 3 digit number eg 155+100=255, 354-200=154

• find change from £1 using multiples of 5p or 10p eg £1 - 25p, and use real items

Jan - March

• + or - a single digit to / from any 2 digit number eg 58+5, 72-5,... (numeracy map)

• reinforce the 2, 3, 4, 5 and 10 times tables to multiply and now divide by 3 and 4 as well as by 2, 5, 10, introduce the concept that if 4x3=12, then 3x4=12, 12÷3=4, 12÷4=3 (numeracy map)

• find 1/2 and 1/4 of quantities to 20 and 40 eg 1/2 of 14, or 1/4 of 1 by applying knowledge of division (numeracy map)

• count on and back in 1's and 10's to/ from any 3 digit number eg 245, 255, 265, 275

• 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

• count on/back in 2, 3, 4, 5 or more to/from a two digit number, eg 46, 43, 40, ..., or, 13, 17, 21 or 91, 86, 81, 76, or 90, 87, 84, (numeracy map)

• double numbers to 20 eg 16+16, and add any two numbers to 20 eg 17+14 (numeracy map)

• read and **verbalise** 4 digit numbers eg 5936 ... and + and - 1 or 10 to / from eg 2437+10

• read clock times which involve half past and quarter past / to the hour do time sums such as 'what time will it be half an hour after half 3?', estimate time spans in seconds and minutes, then check by measuring with a variety of timers

• bond the multiples of 5 with 100 eg 65 and 35, 55 and 45, 45 and 55, ... (numeracy map).

• reinforce subtracting a single digit from a teens, involving bridging eg 15-7 and a multiple of 10 eg 80-7 (numeracy map)

• reinforce the 2, 3, 4, 5 and 10 times tables to multiply and divide (no remainders) (numeracy map)

April - June

• reinforce the concept of families, so that if 5x4=20, then 4x5=20, 20÷4=5, and 20÷5=4 (numeracy map)

• + or - a single digit to/from any 2 digit number with bridging eg 58+7, 61-5 (numeracy map)

• round 3 digit numbers to the nearest 100 eg 132 is nearer to 100 or 289 nearer to 200

• estimate lengths in centimetres then measure to confirm, and areas, by counting squares

• find change from £1 using multiples of 5p or 10p eg £1 - 45p, and give combinations of coins and notes that can be used to pay for items

• add doubles and near doubles to 20 eg 16+15, and reinforce that if 16+15 then 15+16, 31-15=16 and 31-16=15 (numeracy map)

• find 1/2 and 1/4 of quantities belonging to these tables eg 1/2 of 18, 1/4 of 24 by applying knowledge of division (numeracy map)

• read and **verbalise** 4 digit numbers, going up and down in 1's (and 10's) to/from eg 2467, 2468, 2469

• read clock times which involve quarter past and quarter to the hour eg 'what time will it be quarter of an hour after half past 5?'

• find the doubles of the multiples of 5, up to 50 eg 35+35, 40+40, 45+45 ..., and other doubles eg 24+24, 32+32 (numeracy map)

• count back **verbally** in 50's or 25's from 1000 eg 1000, 950, 900, ... or 1000, 975, 950, ..

• mental agility assessment for level 1 using on-line Wee Red Box

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