

Curriculum for Excellence Level 2

‘starting’ the level (mainly P4, P5, P6)

red text indicates use of Wee Red Box flashcards
with opportunities to use numeracy map given in blue



Mental agility progression from P1 - S3

Aug-Dec

- reinforce + and - of single digits eg $8+7$, $15-8$, $8+9$, $17-9$, ... (numeracy map)
- reinforce the 2, 3, 4, 5 and 10 times tables for $x \div$ (numeracy map)
- round 3 digit numbers to the nearest 100 eg 465 round to 500, 139 to 100,
- introduce the 6 and 7 times tables to multiply and divide and reinforce that if $7 \times 6 = 42$, then $6 \times 7 = 42$, $42 \div 7 = 6$, and $42 \div 6 = 7$ (numeracy map)
- add or subtract 1 or 10 to / from any 4 digit number eg $2451 - 10$, $3999 + 1$
- add and subtract a single digit to/from a 2 or 3 digit number eg $258-4$, $135+3$, $710-5$, $97+9$
- find change from £1 using multiples of 5p eg 65p gives 35p change, and from £5 using multiples of 50p eg £1.50 gives £3.50 change
- x two digit numbers by 10 eg 34×10 , 46×10
- count back **verbally** in 50's or 25's from 1000, eg 1000, 950, 900, ... or 1000, 975, 950, ..
- find the doubles of the multiples of 5 eg $85+85$ and halves of multiples of 10 and 100 eg $1/2$ of 30, $1/2$ of 70, $1/2$ of 90, $1/2$ of 120, $1/2$ of 320
- read and write 5 and 6 digit numbers eg 12597 or 314067 and give the number before or after
- find $1/2$'s and $1/4$'s of multiples of 100 eg $1/2$ of 1300, $1/4$ of 200, $1/4$ of 300, ...
- read any time on a clock face involving past and to the hour using am/pm
- introduce the 8 and 9 times tables to multiply and divide and reinforce that if $8 \times 9 = 72$, then $9 \times 8 = 72$, $72 \div 8 = 9$, and $72 \div 9 = 8$ (numeracy map)

Jan - March

- reinforce the 2, 3, 4, 5, 6, 7, 8, 9 and 10 times tables to multiply and divide (numeracy map)
- read 5 and 6 digit numbers and count on and back in 1's, 10's or 100's to / from
- add or subtract a single digit to/from a three digit number eg $151-9$, $299+8$, $702-5$
- estimate where a number from 0-1000 would be on a number line eg “where would 900 be?”
- multiply 2 and 3 digit numbers by 10 eg 47×10 , 255×10 , 378×10 , ...
- find the change from £1 eg spending 22p leaves 78p, and from £5 when using multiples of 25p eg spending £1.25 leaves £3.75 .
- double numbers to 50 eg 2×26 , 2×27 , 2×35 , and associated halves eg $1/2$ of 52, $1/2$ of 74
- read time using am/pm and give the time 5, 10 or 15 minutes later, calculate time differences using electronic or paper based time tables eg how long from 2.35pm till 2.50pm?..
- find thirds, fifths and tenths of quantities belonging to these tables eg $1/3$ of 18, $1/5$ of 20, and $1/10$ of 80 (numeracy map), and quarters of multiples of 100 eg $1/4$ of 600 (easier versions only)
- add and subtract multiples of 10 to/from 3 digits eg $246+20$, $317+40$, $466-30$, ..
- convert mentally between related units of the metric system and use common units when estimating sizes for lengths, areas and weights
- round 4 digit numbers to the nearest 1000 or 100 eg 4655 rounds to 5000, 1390 to 1400, .. and use rounding to estimate the answer to a problem
- reinforce the 2, 3, 4, 5, 6, 7, 8, 9 and 10 times tables to multiply and divide and that if $7 \times 9 = 63$, then $9 \times 7 = 63$, $63 \div 7 = 9$, and $63 \div 9 = 7$

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

April - June

- find thirds, fifths and tenths of quantities belonging to these tables eg $1/3$ of 21, $1/5$ of 30, and $1/10$ of 90 (numeracy map)
- add or subtract a single digit to/from a 3 digit number eg $195-8$, $395+8$, $911-8$
- estimate where a number from 0-1000 would be on a number line eg “where would 975 be?”,
- x 2 or 3 digit numbers by 10 eg 316×10
- find the change from £1 for any amount of money eg 82p leaves 18p and, from £5 using multiples of 10p eg £2.20 leaves £2.80 compare costs and determine what can be afforded
- + and - multiples of 10 to/from 3 digits eg $246+60$, $317+90$, $416-20$, ...
- read and verbalise 5 and 6 digit numbers, give the number before or after and, add or subtract 1, 10 or 100 to/from
- double numbers to 100 and multiples of 100 and associated halves eg 2×56 , 2×74 , $1/2$ of 148, and, $1/2$ of 1300 ...
- round 1dp numbers to the nearest whole number eg 2.4 is nearer to 2, 2.9 is nearer to 3
- find simple time differences using the 12 hour clock eg from 8.55am to 9.13am and by using electronic or paper based time tables
- find $1/2$, $1/3$, $1/4$ and $1/5$ of more complex quantities eg $1/2$ of 212, $1/3$ of 120, $1/4$ of 500
- Maths on Track assessment ‘starting level 2’