

Curriculum for Excellence Level 1 (by the end of P4 or earlier for some)

Aug-Dec of P2

- 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
- recognise all coins to 20p, and use simple versions to 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, $\frac{1}{2}$, using the language associated with fractions
- 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, .
- bond **verbally** to 10 eg 6 and 4, 8 and 2, 7 and 3
- 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?”
- **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, .
- **verbalise** and recognise numbers to 100, counting on and back in 1's
- add three single digits eg 3+2+2, using the language of sum and total and share ways of getting the answer to a calculation
- find the difference between two numbers by using a number line eg difference between 2 and 5?
- find the missing number in statements eg “2 add what makes 4?”

Mental agility progressions and flashcards from the **WEE RED BOX**

Jan - March of P2

- bond to 10 eg 2 and 8, 4 and 6 and the concept of families eg 6+4, 4+6, 10-4, 10-6
- 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, .
- 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?”
- 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, ..
- estimate quantities to 100, count to confirm and continue to recognise numbers to 100
- add three single digits eg 4+3+2, and share ways of getting the answer to a calculation
- 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 $\frac{1}{2}$ or $\frac{1}{4}$
- **verbalise**, recognise and write numbers to 100, using a number grid to 100
- 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

For maths CPD and/or other support materials from Tom Renwick visit www.mathsontrack.com

April - June of P2

- bond to 10, eg 3 and 7 and use the concept of families eg 5+2, 2+5, 7-2, 7-5
- memorise the key doubles eg 6+6, 7+7, 8+8, 9+9 and use to find near doubles eg 7+6, ...
- subtract any single digit from any single digit to 10 eg 9-3, 8-4, 10-3 ...
- **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
- **verbalise** the months of the year
- add any single digit numbers together eg 7+6, 9+4, 8+5,...and share ways of getting the answer to a calculation
- add three single digits eg 4+4+2 and share ways of getting the answer to a calculation
- reinforce finding the missing numbers in statements eg “5 + ? = 7?”
- 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
- estimate the position of numbers to 20 on a number line eg “where would 19 be?” or where a simple fraction would be eg, $\frac{1}{2}$ or $\frac{1}{4}$, using the language associated with fractions
- 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 and 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, with an awareness of how long certain tasks can take