

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

Aug - Dec of P4

- add single digit numbers together eg $9+6$ and reinforce links such as $9+6$, $6+9$, $15-6$, $15-9$
- 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 $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$
- reinforce the 2, 3, 4, 5 and 10 times tables for x and now begin to divide by 2, 5 and 10 within the context of these tables eg $8 \div 2$, $25 \div 5$, $60 \div 10$
- add or subtract a single digit to/from any 2 digit number eg $58+3$, $61-4$, with bridging, discuss and use mental agility strategies for + and -
- count on or back in 2, 3, 4, 5 to/from any number to 50, eg 44, 42, 40, .. or 44, 41, 38, 35, or 88, 83, 78, 73, .. or 1, 5, 9, 13, 17, ...
- double numbers and near doubles to 20 eg $14+15$, $16+16$, $17+16$, ...
- 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,
- find half of quantities to 20 and fractions by applying knowledge of division
- 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 to work out the change that should be received

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

Jan - March of P4

- add or subtract a single digit to/from any 2 digit number eg $58+5$, $72-5$, with bridging discuss and use mental agility strategies for + and -
- 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 $4 \times 3 = 12$, then $3 \times 4 = 12$, $12 \div 3 = 4$, and $12 \div 4 = 3$, discuss and use mental agility strategies for x and \div
- find half of quantities to 20, and quarters of quantities to 40 eg $\frac{1}{2}$ of 14, or $\frac{1}{4}$ of 12 and other fractions by applying knowledge of division
- 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, 25 or 91, 86, 81, 76, 71, or 90, 87, 84, 81, ...
- double numbers to 20 eg $16+16$, and add any two numbers to 20 eg $14+15$, $17+14$
- 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,
- reinforce subtracting a single digit from a teens, involving bridging eg $15-7$ and a multiple of 10 eg $80-7$, with an emphasis on speed and fluency

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

April - June of P4

- reinforce the 2, 3, 4, 5 and 10 times tables to multiply and divide (no remainders) discuss and use mental agility strategies for x and \div
- reinforce the concept of families, so that if $5 \times 4 = 20$, then $4 \times 5 = 20$, $20 \div 4 = 5$, and $20 \div 5 = 4$
- add / subtract a single digit to/from any 2 digit number with bridging eg $58+7$, $61-5$, discuss and use mental agility strategies for + and -
- 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 or other methods
- 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 $16+15$, $19+18$, $17+17$ etc and reinforce that if $16+15$ then $15+16$, $31-15=16$ and $31-16=15$
- find $\frac{1}{2}$ and $\frac{1}{4}$ of quantities belonging to these tables eg $\frac{1}{2}$ of 18, $\frac{1}{4}$ of 24 by applying knowledge of division
- read and verbalise 4 digit numbers, going up and down in 1's (and 10's) to/from eg 2467, 2468, 2469 and explain the link between a digit, its place and its value
- 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 $24+24$, $32+32$...
- count back verbally in 50's or 25's from 1000, eg 1000, 950, 900, ... or 1000, 975, 950, ..