**Primary 4 Maths Curriculum**

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| Term 1 es and os | Detail | Significant aspect of learning *learner statements and possible lines of enquiry* |
| MNU 1-02a | *.*   |  | | --- | | *I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit, its place and its value.* ***MNU 1-02a*** | | **Using knowledge and understanding of the number system, patterns and relationships**   |  | | --- | | *Zero as a placeholder in whole numbers*  *Conceptual place value*  *Round numbers* |   Read/write/order numbers to 10,000  I can identify the place and face value of  different numbers  ( 5428 : 4, place = hundreds column value=400)    **Applying numeracy and mathematical skills.**   |  | | --- | |  | |
| MNU 1-03a | *I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed*. ***MNU 1-03a*** | **Using knowledge and understanding of the number system, patterns and relationships**  Number bonds to add within 1000 (160 +400 including mentally..  Add a 3 digit number to a 2 digit numbers.  Use the language – find the sum  Use a vertical written method to add 3 + 4 digit  numbers.  Table facts to divide without remainders (dividing by a single digit)  I can use a range of vocab associated with division  I can talk about the relationship between division and multiplication  I can divide numbers out with the multiplication table and state the remainder  I can apply my knowledge to a written method for division  The importance of recording 0 in my answer  I can ‘carry’ in order to solve the sum   6 & 7 times table  Written method to times a 2 digit number by a single digit to 7.   Subtract 2 digits from 3 digits mentally  Decomposition  Written method to subtract 3 digits from 3 digits  I can subtract within 1000 in denominations of 10 & 100 with and without bridging      **Applying numeracy and mathematical skills.** |
| Term 2 es and os | Detail | SAL |
| MTH 1-03a | |  | | --- | | *I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed*. ***MNU 1-03a*** | | **Using knowledge and understanding of the number system, patterns and relationships**  **As above**  **Applying numeracy and mathematical skills.** |
| MTH 1-09a, 9b | |  | | --- | | *I can use money to pay for items and can work out how much change I should receive.* ***MNU 1-09a***  *I have investigated how different combinations of coins and notes can be used to pay for goods or be given in change.* ***MNU 1-09b*** | | **Using knowledge and understanding of measurement and its application**   |  | | --- | | *Accuracy of measurement* |   Using notes and coins to calculate amounts, pay for items up to £20 and give /receive change accurately.  \*At all levels I understand the importance of using zero to hold the place\* |
| MTh 1-13a, 13b | |  | | --- | | I can continue and devise more involved repeating patterns or designs, using a variety of media. **MTH 1-13a** Through exploring number patterns, I can recognise and continue simple number sequences and can explain the rule I have applied. **MTH 1-13b** | | I can  Discuss a visual pattern and how it is created  Continue and extend the visual pattern  Translate the visual pattern into a number pattern  Continue the number pattern using the visual pattern to help    I can create my own pattern using addition and subtraction  I can describe the rule of a pattern using addition and subtraction  I can create and complete number sequences by repeatedly adding or subtracting a number—multiples of 10  I can solve problems which involve this sequence |
| MTH 1-16a. 16b | I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. **MTH 1-16a** I can explore and discuss how and why different shapes fit together and create a tiling pattern with them. **MTH 1-16b** | **Using knowledge and understanding of shape and space**   |  | | --- | | *Properties of, and relationships between, 2D shapes and 3D objects* |   I can identify a rhombus  I can show understanding of the term ‘quadrilateral’ by sorting and explaining  I can identify a prism  I can use the terms edges, vertices and faces to describe 3D shapes  I can explore through making, different nets (Polydron/straws)   I can explain why certain shapes do or do not fit together.  I can create a tiling pattern by selecting two or more appropriate shapes. |
| Term 3 es and os |  |  |
| MNU 1-03a | *I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed*. ***MNU 1-03a*** | **Using knowledge and understanding of the number system, patterns and relationships**  As above  **Applying numeracy and mathematical skills.** |
| MNU 1-20a, 20b | |  | | --- | | *I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains.* ***MNU 1-20a***  *I have used a range of ways to collect information and can sort it in a logical, organised and imaginative way using my own and others’ criteria.* ***MNU 1-20b*** | | **Researching and evaluating data to assess risks and make informed choices**  I can ask/answer questions about information  Displayed in:  Bar graphs using increasingly complex labels and scales  Carroll Diagrams  Venn Diagrams    I can gather information through questioning in an organised way.  I can show that I have thought about the answers I may get and how to record them  I can make decisions about the most effective ways to gather information in a variety of contexts e.g. tallying, surveys |
| MNU 1-21a | Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale. **MTH 1-21a** | I can display data in a variety of ways :  Tables  Charts  Bar Graphs (1:2 correspondence)    I can use appropriate vocab:  Label  Axis  Scale  Title |
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| Term 4 es and os |  |  |
| MNU 1-03a | I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. **MNU 1-03a** | **Using knowledge and understanding of the number system, patterns and relationships**  **As above**  **Applying numeracy and mathematical skills.** |
| MNU 1-07a, 7b, 7c | Having explored fractions by taking part in practical activities, I can show my understanding of:  • *how a single item can be shared equally*  • *the notation and vocabulary associated with fractions*  • *where simple fractions lie on the number line.*  ***MNU 1-07a*** *Through exploring how groups of items can be shared equally, I can find a fraction of an amount by applying my knowledge of division.* ***MNU 1-07b***  Through taking part in practical activities including use of pictorial representations, I can demonstrate my understanding of simple fractions which are equivalent. **MTH 1-07c** | **Using knowledge and understanding of the number system, patterns and relationships**  I can demonstrate the place a fifth and tenth has on a number line  I can recognise that 1/5 and 2/10 or 4/10 and 2/5 are the same place on a number line  I can build a fraction wall to show halves, quarters, fifths and tenths  I can compare and order halves, fifths and tenths using a fraction wall and other items e.g. pizza  I can work out which simple fractions are equal  I can build a fraction wall to show other simple fractions are equal  I can build a fraction wall to show other simple fractions (thirds, quarters, eighths, sixths)  I can compare and order these simple fractions using a fraction wall and other items  I can find 1/2, 1/4, 1/5 ,1/10 of a number |
| MNU 1-22a | I can use appropriate vocabulary to describe the likelihood of events occurring, using the knowledge and experiences of myself and others to guide me. **MNU 1-22a** | **Researching and evaluating data to assess risks and make informed choices**  Sort events according to likelihood |
| Throughout Year |  |  |
| MNU 1-01a | I can share ideas with others to develop ways of estimating the answer to a calculation or problem, work out the actual answer, then check my solution by comparing it with the estimate. **MNU 1-01a** | **Applying numeracy and mathematical skills.**  I can round numbers to the nearest 10, 100 & 1000. I can give probable answers to maths calculations.    I can compare my estimation to the actual  answer evaluating how accurate my estimation was. |
| MNU 1-11a, 11b | |  | | --- | | *I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units.* ***MNU 1-11a***  *I can estimate the area of a shape by counting squares or other methods.* ***MNU 1-11b*** | | **Using knowledge and understanding of measurement and its application**  I can estimate objects that measure about ½ a metre and ¼  I can make ½ metre and ¼ metre long strips to check my estimations.  I can begin to use cm to measure objects shorter than my ruler. (roughly to nearest cm)    I know that half 1kg=500g  I know that ¼ kg=250g  I can find objects that weigh 500g/250g  I can use scales accurately to measure  quantities needed for baking    I can estimate volumes then check using a range of equipment  I can measure using millilitres and litres |
| MTH 1-15a, 15b | I can compare, describe and show number relationships, using appropriate vocabulary and the symbols for equals, not equal to, less than and greater than. **MTH 1-15a**  When a picture or symbol is used to replace a number in a number statement, I can find its value using my knowledge of number facts and explain my thinking to others. **MTH 1-15b** | **Using knowledge and understanding of the number system, patterns and relationships**  I know and can use > and < to compare numbers    I can complete a statement by adding < > to make it true e.g. 300 ? 2756    I can complete a statement by adding a number to make it true e.g 300 > ?    I can use the symbol in more complex number statements e.g. 5x5>3x4  I can show an understanding of what is meant by = and ≠    I can replace a symbol with a number in  equations to 1000 |