**Primary 1 Maths Curriculum**

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| Term 1 es and os | Detail | SALs and *learner statements* |
| MNU 0-02a | *I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order.*  ***MNU 0-02a*** | **Using knowledge and understanding of the number system, patterns and relationships**   |  | | --- | | *Zero as a placeholder in whole numbers*  *Conceptual place value*  *Round numbers* |   Count to and beyond 20.  Ordering simple numbers.  Forming numbers.  Matching numbers to quantity.  Recognising number names.  **Applying numeracy and mathematical skills.** |
| MNU 0-03a | *I use practical materials and can ‘count on and back’ to help me to understand addition and subtraction, recording my ideas and solutions in different ways.*  ***MNU 0-03a*** | **Using knowledge and understanding of the number system, patterns and relationships**  Addition & subtraction of numbers to 20, with materials/mentally.  Number bonds to 10.  Simple language of subtraction and addition.  **Applying numeracy and mathematical skills.** |
| MTH0-19a | I have had fun creating a range of symmetrical pictures and patterns using a range of media.  **MTH 0-19a** | Recognising and creating simple symmetrical pictures. |
| Term 2 es and os | Detail | SAL |
| MTH 0-03a | |  | | --- | | *I use practical materials and can ‘count on and back’ to help me to understand addition and subtraction, recording my ideas and solutions in different ways.*  ***MNU 0-03a*** | |  | | **Using knowledge and understanding of the number system, patterns and relationships**  As above.  **Applying numeracy and mathematical skills.** |
| MTh 0-13a | |  | | --- | |  |   I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns.  **MTH 0-13a** | Recognising, copying and creating simple patterns. |
| MTH 0-16a | I enjoy investigating objects and shapes and can sort, describe and be creative with them.  **MTH 0-16a** | **Using knowledge and understanding of shape and space**   |  | | --- | | *Properties of, and relationships between, 2D shapes and 3D objects*  Creatively use simple 2D and 3D shapes.  Recognise, discuss and sort simple shapes. | |
| Term 3 es and os |  |  |
| MNU 0-03a | *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 0-10a | *I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods.*  ***MNU 0-10a*** | Order events in a day.  Use simple time language.  Aware of different time displays. |
| MNU 0-20a, 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**  Organising basic data simply.  Ask simple questions about data.  Show my findings using simple displays. |
| Term 4 es and os |  |  |
| MNU 0-02a | *I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order.*  ***MNU 0-02a*** | As above |
| MNU 0-03a | *I use practical materials and can ‘count on and back’ to help me to understand addition and subtraction, recording my ideas and solutions in different ways.*  ***MNU 0-03a*** | **Using knowledge and understanding of the number system, patterns and relationships**  As above.  **Applying numeracy and mathematical skills.** |
| MNU 0-07a | *I can share out a group of items by making smaller groups and can split a whole object into smaller parts.*  ***MNU 0-07a*** | **Using knowledge and understanding of the number system, patterns and relationships**  Language of sharing.  Split up whole objects.  Recognise a whole’s smaller parts. |
| MNU 0-09a | *I am developing my awareness of how money is used and can recognise and use a range of coins.*  ***MNU 0-09a*** | Differences and similarities in coins/notes.  Recognise coins and make simple amounts.  Buy simple things with small amounts, play and real. |
| Throughout Year |  |  |
| MNU 0-01a | *I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me[[1]](#footnote-1).*  ***MNU 0-01a*** | Play using non-standard units.  Compare size of objects and record them  **Applying numeracy and mathematical skills.** |
| MNU 0-17a | In movement, games, and using technology I can use simple directions and describe positions.  **MTH 0-17a** | Use positional language in play.  Programme a simple toy.  Give simple directions appropriately. |
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1. The numeracy experiences and outcomes, which are the responsibility of all teachers, are shown in italics. [↑](#footnote-ref-1)