**Primary 2 Maths Curriculum**

|  |  |  |
| --- | --- | --- |
| Term 1 es and os | Detail | SALs and *learner statements* |
| 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* |   Working simply with numbers up to 100.  **Applying numeracy and mathematical skills.** |
| MNU 1-03a | *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**  Combining written and mental number skills to begin to solve problems within 100.  **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* |   Calculating and exploring ways of making total amounts with coins to £1. |
| 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** | | Spotting, creating and continuing patterns including in our environment.  Recognising and continuing patterns of equal steps in number. |
| 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* |   Name, recall and draw simple 2D shapes, including pentagon. Give examples of 3D shapes in the environment. |
| 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**  Information in the environment.  With support can ask questions about such information.  Can gather and display information using a variety of simple charts. |
| 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** | Contribute to class/group data display work. |
| MNU 1-10a | I can tell the time using 12 hour clocks, realising there is a link with 24 hour notation, explain how it impacts on my daily routine and ensure that I am organised and ready for events throughout my day.  ***MNU 1-10a*** | Use half/quarter past.  Use digital and analogue forms of the above.  Sequence events in the day. |
| MTH 1-17a | I can describe, follow and record routes and journeys using signs, words andangles associated with direction and turning.  **MTH 1-17a** | Understand meaning of variety of simple positional words.  Can guess from a variety of simple clues.  Make a simple picture map.  Recognise and make turns to left, right, whole and half turns. |
| MTH 1-18a | I have developed an awareness of where grid reference systems are used in everyday contexts and can use them to locate and describe position.  **MTH 1-18a** | Simple grid references |
| MTH 1-19a | I have explored symmetry in my own and the wider environment and can create and recognise symmetrical pictures, patterns and shapes.  **MTH 1-19a** | Talk about, identify and make simple symmetrical pictures. |
| 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**  Demonstrate in a variety of ways understanding of the equality of simple fractions, including quarters. |
| 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**  Start to know and use , likely, probable, unlikely, certain, sometimes, possible etc. |
| 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.**  Simple estimation begins. |
| 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**  Non-standard measurement investigations.  Begin to use standard unit of measurement.  Make comparisons and begin to use measuring language.  Investigate area an object needs. |
| 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**  Orally compare numbers within 100.  Replace a symbol with a number in equations. |