**Primary 2 Maths Curriculum**

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| 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**

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|  *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 |

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| *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 |

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| *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**

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| *Accuracy of measurement*  |

Calculating and exploring ways of making total amounts with coins to £1. |
| MTh 1-13a, 13b |

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| 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**

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| *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 |

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| *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 |

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| *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. |