**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 | *.*

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| *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*  |

Read/write/order numbers to 10,000I can identify the place and face value of different numbers  ( 5428 : 4, place = hundreds column value=400) **Applying numeracy and mathematical skills.**

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| 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 sumUse 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 divisionI can talk about the relationship between division and multiplicationI can divide numbers out with the multiplication table and state the remainderI can apply my knowledge to a written method for divisionThe importance of recording 0 in my answerI can ‘carry’ in order to solve the sum 6 & 7 times tableWritten method to times a 2 digit number by a single digit to 7. Subtract 2 digits from 3 digits mentallyDecompositionWritten method to subtract 3 digits from 3 digitsI 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 |

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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*  |

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 |

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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**  |

 | I can Discuss a visual pattern and how it is createdContinue and extend the visual patternTranslate the visual pattern into a number patternContinue the number pattern using the visual pattern to help I can create my own pattern using addition and subtractionI can describe the rule of a pattern using addition and subtractionI 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**

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| *Properties of, and relationships between, 2D shapes and 3D objects*  |

I can identify a rhombusI can show understanding of the term ‘quadrilateral’ by sorting and explainingI can identify a prismI can use the terms edges, vertices and faces to describe 3D shapesI 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 |

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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** I can ask/answer questions about informationDisplayed in:Bar graphs using increasingly complex labels and scalesCarroll DiagramsVenn 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 themI 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 ChartsBar Graphs (1:2 correspondence) I can use appropriate vocab:LabelAxisScaleTitle  |
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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 lineI can recognise that 1/5 and 2/10 or 4/10 and 2/5 are the same place on a number lineI can build a fraction wall to show halves, quarters, fifths and tenthsI can compare and order halves, fifths and tenths using a fraction wall and other items e.g. pizzaI can work out which simple fractions are equalI can build a fraction wall to show other simple fractions are equalI 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 itemsI 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 |

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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** I can estimate objects that measure about ½ a metre and ¼I 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=500gI know that ¼ kg=250gI can find objects that weigh 500g/250gI can use scales accurately to measure quantities needed for baking I can estimate volumes then check using a range of equipmentI 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>3x4I can show an understanding of what is meant by = and ≠ I can replace a symbol with a number in equations to 1000  |