Primary 1 - Curriculum for Excellence Early Level - Securing
(by the end of P1 or earlier for some)
Curriculum Map for Numeracy

P1

IHS Cluster Mental Maths Planner Adapted from 'Maths on Track' Tom Renwick

Aug-Dec of P1

- verbalise numbers to 10 in the context of rhymes, games and stories (probably done in nursery but lots of practice still necessary) MNU 0 -02a
- count up to 10 objects verbally eg 6 plates, 7 coins, 9 cubes ... (probably done in nursery but lots of practice is still necessary) MNU 0 -02a
- count on in one's verbally on from any single digit number eg "3, ... 4, 5, 6, and verbalise numbers back from 10" MNU 0 -02a
- read numbers to 10 using flashcards and number lines (probably done in nursery but lots of practice is still necessary) MNU 0 -02a
- in the context of games, stories and play use the language associated with shape, position and movement eg up, down, high, low, above, below, over, under, top, bottom, on, off, open, close, stay, come, go, in, out, inside, outside, near, far, together, separate, beside, next to, behind, in front, ahead, forwards, backwards, turn, move, stay still, slow, fast, stop, start, quick, roll, slide, wide, narrow, thick, thin, long, short, straight, MNU 0-17a
- in the context of games, stories and play use the language associated with size, measure and time eg more, less, the same, lots, many, all, none, some, few, more, another, small, little, big, large, huge, tiny, thick, thin, long, short, heavy, light, morning, afternoon, night, day, today, tonight, now, sometime, begin, finish, one, two, ... ten, count, too many, too few. MNU 0-01a
- discuss larger numbers from their daily lives eg door numbers, ages of family members MNU 0-01a
- add 1 (or more?) to any single digit e.g. 2+1, 3+1, etc MNU 0-03a
- Identify the number before/after / one more than / one less than a given number within 10 MNU 0.02a
- Give a number between any two given number to 10 e.g. what is between 4 and 6 MNU 0.02a
- Compare 2 numbers within 10 and say which is larger/smaller MNU 0.02a
- Identify missing numbers in a sequence within 10, and predict the next number in a sequence MNU 0.02a
- Order a set of numbers within 10, starting with the largest or smallest number MNU 0.02a

Jan – March of P1

- use the language associated with shape, position and movement, and introduce words such as circle, square, triangle, rectangle, balance, stable, solid, hollow, right, left MNU 0-16a
- use the language associated with size, measure and time, and introduce words such as empty, full, half full, half, whole, greater, fewer, single, pair, coin,1p, 2p, 5p, 10p, 20p, early, late, before, 1 o'clock,2 o'clock ..., last night, yesterday, tomorrow, week, weekend, Monday, Tuesday, Wednesday ..., MNU 0-10a, MNU 0-11a
- recognise numbers beyond 10, and continue to count on in one's verbally from a single digit number eg "7, ... 8, 9, 10, 11, 12 and beyond 20

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MNU 0 -02a

- add 2 and 3 (or more?) to any single digit (answers within 10) eg 3+2, 4+3, and know that 3+2 is the same as 2+3

MNU 0-03a

- recognise coins to 20p and use to discuss simple payments and simple change

MNU 1-09a

- verbalise the days of the week and discuss the cyclic nature of a week

MNU 0-10a

- read whole hour times on a clock face

MNU 0-10a

- estimate the position of whole numbers to 10 on a number line

MNU 0-02a

- count up to 20 objects reliably and understand that if the objects are rearranged then the total stays the same, and begin to count reliably to 10 in more difficult contexts eg hand claps

MNU 0-02a / MNU 1 -02a

- subtract 1 (or more?) from a single digit eg 6-1, and continue to add quantities to a single digit (answers within 10) eg 3+3, 4+4, ..

MNU 0-03a

- double numbers to 10 (1+1, 2+2, 3+3 etc)

MNU 0.03a

April – June of P1

- bond verbally to 10 eg. 6 and 4, 8 and 2, 7 and 3, 3 and 7

MNU 0-03a

- reinforce counting on in 1s to any number to 20, eg "12, ... 13, 14, 15", .. and, begin to verbalise numbers to 100

MNU 0 -02a

- estimate quantities to 20 or more, then, count to confirm

MNU 0-03a/ MNU 1-03a

- subtract 2 or 3 (or more) from a single digit eg 6-2, 7-3 and continue to add quantities to a single digit (answers within 10) eg 5+4

MNU 0-03a

- recognise numbers to 20 (or more) and verbalise and read numbers back from 20

MNU 0 -02a

- use the language associated with shape, position and movement, and words such as curved, round, corner, edge, cube, cuboid, sphere, float, rise, sink, falling, stable, unstable

MNU 0-16a

- use the language associated with size, measure and time, and words such as noon, midday, midnight, measure, hours, minutes, evening, seasons, (birthday?) month, 50p, £1

MNU 0-10a/ MNU 0-11a

- do the addition facts for answers to and from 10 eg 7+2, 4+4, 5+3, 9+1, 5-1, 7-3, 8-3

MNU 0-03a

- recognise coins to include 50p and £1, and continue to use coins to find simple totals and change in the eg 5p+5p or 2p+2p or 10p - 2p

MNU-09a

- give a number between any two given numbers to 20 eg "what is between 12 and 14?"

MNU 0 -02a

- read whole hour times on a clock face, and predict the time an hour, or two, hours later

MNU 1-010a

- Identify the number before/after/one more than/one less than a given number within 20

MNU 0-02a

- Compare 2 numbers within 20 and say which is larger / smaller

MNU 0-02a

- Identify missing numbers in a sequence within 20, and predict the next number in a sequence to 20

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MNU 0-02a

- Order a set of numbers within 20, starting with the largest or smallest number

MNU 0-02A