Curriculum for Excellence - First Developing

Curriculum Map for Numeracy

Aug-Dec of P2

☐ add and subtract 1, 2, 3 or 4 or more to / from any single digit within 10 eg 9-3, 4+3, 8+2, 7-4

MNU 0-03a

☐ recognise all coins to 20p, and pay for items and work out how much change to receive

MNU 0-09a

☐ estimate the position of numbers on a number line to 10 (or beyond) or where a simple fraction would be eg, about 1/2, or $\frac{1}{4}$

MNU 0-07a

☐ estimate and reliably count quantities up to 50

MNU 1-02a

☐ add and subtract 1, 2, 3, 4, 5 and 6 to / from any number within 10 eg 9-3, 8-4, 10-3, 7-4, 9-5,

MNU 0-03a

☐ bond **verbally** to 10 eg 6 and 4, 8 and 2, 7 and 3

☐ MNU 0-03a

☐ verbalise the days of the week, and say which day is after or before any other day

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MNU 1-10b

☐ verbalise a number which is between two given numbers eg "what is between 12 and 14?"

MNU 1-02a

☐ tell the time by reading whole hour times on a clock face and discuss how time impacts on daily routines, to be ready for events throughout the day

MNU 0-10a

☐ add and subtract 1, 2, 3, 4, 5, 6, 7, 8, 9 to / from any number within 10 eg 9-3, 8-4, 10-3, 7-4, 9-5, .

MNU 0-03a

☐ **verbalise** and recognise numbers to 100,by counting on and back in 1s

MNU 1-02a

☐ add three single digits eg 3+2+2 and share ways of getting the answer to a calculation (up to 10)

MNU 0-03a

☐ find the difference between two numbers by using a number line eg difference between 2 and 5?

MNU 0-03a

☐ find the missing number in statements eg "2 add what makes 4?" or "5 minus what makes 4?"

MTH 1-15b

Jan - March of P2

☐ bond to 10 eg 2 and 8, 4 and 6 and the concept of families eg 6+4, 4+6, 10-4, 10-6

MNU 0-03a

☐ add and subtract 1, 2, 3, 4, 5, 6, 7, 8, 9 to / from any number within 10 eg 9-3, 8-4, 10-3, 7-4, 9-5, .

MNU 0-03a

☐ discuss and estimate the likelihood of an event occurring

MNU 0-10a

☐ tell time by reading whole hour times, and give times an hour or two later, discuss and estimate how long certain tasks take

MNU 0-10a

☐ find the missing number in statements eg "4 add what makes 6?"

MNU 0-03a

☐ use real coins to 20p or more to pay for items and work out how much

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☐ change to receive eg having 10p and spending 2p, how much change?

MNU 1-09a

☐ memorise the key doubles eg 6+6, 7+7, 8+8, 9+9 and add a single digit to 10 eg 10+3, 3+10, 10+5, ..

MNU 0-03a

☐ estimate quantities to 100, count to confirm and continue to recognise numbers to 100

MNU1-02a

☐ add three single digits eg 4+3+2, and shareways of getting the answer to a calculation

MNU-1-03a

☐ estimate the position of numbers to 20 ona number line eg "where would the 15 be?"or where a simple fraction would be eg 1/2 or ¼

MNU 1-02a

☐ **verbalise**, recognise and write numbers to 100, using a number grid to 100

MNU 1-02a

☐ estimate how long or heavy an object is, or what it holds, using everyday things as a guide, then measure or weigh using appropriate instruments

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MNU 1-11a

☐ add single digit numbers together involving answers more than 10 eg 6+6, 6+5, 7+7, 7+6 and reinforce 6+5, 5+6, 11-5, 11-6

MNU 1-03a

April – June of P2

☐ bond to 10, eg 3 and 7 …. and use the concept of families eg 5+2, 2+5, 7-2, 7-5

MNU 0-03a

☐ memorise the key doubles eg 6+6, 7+7, 8+8,9+9 and use to find near doubles eg 7+6, …

• subtract any single digit from any single digit to 10 eg 9-3, 8-4, 10-3 …

MNU 0-03a

☐ **verbalise**, recognise and write numbers to 100 and give numbers before and after and explain the link between a digit, its place and its value

MNU 0-03a

☐ **verbalise** the months of the year

MNU 0-010a/ MNU 1-10b

☐ add any single digit numbers together eg 7+6, 9+4, 8+5,…and share ways of getting the answer to a calculation

MNU 1-03a

☐ add three single digits eg 4+4+2 and share ways of getting the answer to a calculation

MNU 1-03a

☐ reinforce finding the missing numbers instatements eg "5 + ? = 7?"

MTH 1-15b

☐ add a single digit and 10 eg 10+5, 8+10, and doubles and near doubles eg 6+7, 7+6, 8+9, 5+6

MNU 1-02a

☐ estimate the position of numbers to 20 on a number line eg "where would 19 be?" or where a simple fraction would be eg, 1/2 or 1/4, using the language associated with fractions

MNU 1-02a / MNU 1-07b

☐ find totals and change using real money with coins to 20p paying for items and working out how much change to receive eg "you have 20p and you spend 10p, how much change"

MNU 1-09a

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- discuss such as 'what time will it be 2 hours after 4 o'clock?', or, '2 hours before 3 o'clock?' and how time impacts on daily routines, to be ready for events throughout the day, with an awareness of how long certain tasks can take

MNU 1-10a