

## S1 Curriculum for Excellence Course B

### August - September

#### Number and number processes <https://www.mathsisfun.com/numbers/index.html>

<b>2-02a</b>	I have extended the range of whole numbers I can work with and having explored how decimal fractions are constructed, can explain the link between a digit, its place and its value.	<b>1-02a</b>
<b>2-03a</b> (+/-)	Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others.	<b>1-03a</b> (+/-)
<b>2-03a</b> (x/÷)	Having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods, sharing my approaches and solutions with others.	<b>1-03a</b> (x/÷)
<b>2-03b</b> (+/-)	I have explored the contexts in which problems involving decimal fractions occurs and can solve related problems using a variety of methods.	<b>1-03b</b> (+/-)
<b>2-03b</b> (x/÷)	I have explored the contexts in which problems involving decimal fractions occurs and can solve related problems using a variety of methods.	<b>1-03b</b> (x/÷)

#### Ideas of chance and uncertainty <https://www.mathsisfun.com/data/probability.html>

<b>2-22a</b>	I can conduct simple experiments involving chance and communicate my predictions and findings using the vocabulary of probability.	
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### September – October

#### Fractions, decimal fractions and percentages <https://www.mathsisfun.com/fractions-menu.html> <https://www.mathsisfun.com/percentage-menu.html> <https://www.mathsisfun.com/decimals-menu.html>

<b>2-07a</b>	I have investigated the everyday contexts in which simple fractions, percentages or decimal fractions are used and can carry out the necessary calculations to solve related problems.	<b>1-07a</b>
<b>2-07b</b>	I can show the equivalent forms of simple fractions and percentages and can choose my preferred from when solving a problem, explaining my choice of method.	<b>1-07b</b>
<b>2-07c</b>	I have investigated how a set of equivalent fractions can be created, understanding the meaning of simplest form, and can apply my knowledge to compare and order the most commonly used fractions.	<b>1-07c</b>

### October Assessment

#### Mathematics - its impact on the world, past present and future

<b>3-12a</b>	I have worked with others to research a famous mathematician and the work they are known for, or investigated a mathematical topic, and have prepared and delivered a short presentation.	
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### October - November

#### Estimation and rounding <https://www.mathsisfun.com/rounding-numbers.html>

<b>2-01a</b>	I can use my knowledge of rounding to routinely estimate the answer to a problem then, after calculating, decide if my answer is reasonable sharing my solution with others.	
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#### Data and analysis <https://www.mathsisfun.com/data/>

<b>2-20a</b>	Having discussed the variety of ways and range of media used to present data, I can interpret and draw conclusions from the information displayed recognising the presentation may be misleading	<b>1-20a</b>
<b>2-20b</b>	I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way.	<b>1-20b</b>

### November - December

#### Properties of 2D shapes and 3D objects

<b>2-16a</b>	Having explored a range of 3D objects and 2D shapes, I can use mathematical language to describe their properties, and through investigation can discuss where and why particular shapes are used in the environment.	<b>1-16a</b> <b>1-16b</b>
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#### Time <https://www.mathsisfun.com/time.html>

<b>2-10a</b>	I can use and interpret electronic and paper based timetables and schedules to plan events and activities, and make time calculations as part of my planning.	<b>1-10a</b>
<b>2-10b</b>	I can carry out practical tasks and investigations involving timed events and can explain which unit of time would be most appropriate to use.	<b>1-10c</b>

<b>January Assessment</b>		
<b>January - February</b>		
<b>Expressions and equations</b>		
<b>2-15a</b>	I can apply my knowledge of number facts to solve problems where an unknown value is represented by a symbol or letter.	<b>1-15a 1-15b</b>
<b>Measurement</b> <a href="https://www.mathsisfun.com/measure/index.html">https://www.mathsisfun.com/measure/index.html</a>		
<b>2-11a</b>	I can use my knowledge of the sizes of familiar objects or places to assist me when making an estimate of measure.	<b>1-11a 1-11b</b>
<b>2-11b</b>	I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems.	
<b>2-11c</b>	I can explain how different methods can be used to find the perimeter and area of a simple 2D shape or volume of a simple 3D object.	
<b>Patterns and relationships</b> <a href="https://www.mathsisfun.com/algebra/patterns.html">https://www.mathsisfun.com/algebra/patterns.html</a>		
<b>2-13a</b>	Having explored more complex number sequences, including well-known named number patterns, I can explain the rule used to generate the sequence, and apply it to extend the pattern.	
<b>February - March</b>		
<b>Angle, symmetry and transformation</b> <a href="https://www.mathsisfun.com/angles.html">https://www.mathsisfun.com/angles.html</a>		
<b>2-17a</b>	I have investigated angles in the environment, and can discuss, describe and classify angles using appropriate mathematical vocabulary.	<b>1-17a</b>
<b>2-17b</b>	I can accurately measure and draw angles using appropriate equipment, applying my skills to problems in context.	
<b>2-17c</b>	Through practical activities, which include the use of technology, I have developed my understanding of the link between compass points and angles and can describe, follow and record directions, routes and journeys using appropriate vocabulary.	
<b>2-17d</b>	Having investigated where, why and how scale is used and expressed, I can apply my understanding to interpret simple models, maps and plans.	
<b>2-18a</b>	I can use my knowledge of the co-ordinate system to plot and describe the location of a point on a grid. <a href="https://www.mathsisfun.com/data/cartesian-coordinates.html">https://www.mathsisfun.com/data/cartesian-coordinates.html</a>	
<b>2-19a</b>	I can illustrate the lines of symmetry for a range of 2D shapes and apply my understanding to create and complete symmetrical pictures and patterns.	
<b>April Assessment</b>		
<b>April – June</b>		
<b>Multiples, factors and primes</b> <a href="https://www.mathsisfun.com/numbers/factors-multiples.html">https://www.mathsisfun.com/numbers/factors-multiples.html</a>		
<b>2-05a</b>	Having explored the patterns and relationships in multiplication and division, I can investigate and identify the multiples and factors of numbers.	
<b>Money</b> <a href="https://www.mathsisfun.com/money/index.html">https://www.mathsisfun.com/money/index.html</a>		
<b>1-09a</b>	I can use money to pay for items and can work out how much change I should receive.	
<b>1-09b</b>	I have investigated how different combinations of coins and notes can be used to pay for goods or be given in change.	
<b>June Assessment</b>		
<b>Revision</b>		
	Select topics for revision depending on class.	

Recommended Revision : [www.mathsrevision.com](http://www.mathsrevision.com)