



Baljaffray Primary School
Numeracy and Mathematics Home Learning Links for Term 1

Early Level Numeracy and Mathematics Learning Steps Progression
PHASE 2: PRIMARY 1
GAMES WEBSITES for Multiple Concepts at Different Levels
https://www.topmarks.co.uk/maths-games/hit-the-button https://www.topmarks.co.uk/maths-games/daily10 https://sct.mathgames.com/skills/ https://www.ictgames.com/mobilePage/index.html http://www.snappymaths.com/ http://www.mrcrammond.com/curriculum_for_excellence_maths.html



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EARLY LEVEL		PHASE 2: PRIMARY 1	
Curriculum Organisers	Number and number processes including addition, subtraction, multiplication, division and negative numbers	Experiences and Outcomes	<i>I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order. MNU 0-02a</i> <i>I use practical materials and can 'count on and back' to help me to understand addition and subtraction, recording my ideas and solutions in different ways. MNU 0-03a</i>
<p>Number Word Sequences I can say forward number word sequences from 0 - 30 •I can say backward number word sequences from 20 •I can continue the forward number word sequence from any given number (0 - 30)I can continue the backward number word sequence from any given number (0 - 20) •I am beginning to recall number word after and number word before •I can say the next 2, 3, 4 numbers in a number word sequence</p>			
<p>Bottle Take Away: http://www.ictgames.com/mobilePage/bottleTakeAway/index.html Caterpillar Ordering: https://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering Chinese Dragon Game, Ordering and Sequencing: https://www.topmarks.co.uk/ordering-and-sequencing/chinese-dragon-ordering</p>			
<p>Numerals (to at least 20) • I can identify numerals •I can recognise numerals •I can sequence numerals I can order numerals •I can work out missing numerals on a numeral track •I can count on/back from a numeral to find/locate a numeral on a blank numeral track •I can use ordinal language in real-life contexts, e.g. first, second, third</p>			
<p>Bud's Number Garden: https://www.bbc.co.uk/games/embed/education-ivor-starting-school?exitGameUrl=https%3A%2F%2Fbbc.co.uk%2Fbitesize%2Farticles%2Fzd4b382</p>			



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Caterpillar Count to 15: <https://www.tvokids.com/preschool/games/caterpillar-count>
Coconut Ordering: <https://www.topmarks.co.uk/ordering-and-sequencing/coconut-ordering>
Apple Picking: <https://pbskids.org/curiousgeorge/busyday/apples/>
Ordinal Numbers: http://resources.hwb.wales.gov.uk/VTC/ordinal_numbers/eng/Introduct/default.htm

Number Structure

- I can make double finger patterns 1 to 5, e.g. show 2 and 2 and state that 2 and 2 makes 4
- I can **make** finger patterns to 10 in different ways I can **throw** finger patterns to 10 in different ways
- I can identify 'how many' in regular dot patterns, without having to count, e.g. ten frames
- I can partition quantities to 10 into two or more parts, e.g. 6 can be made from 5 and 1, 2 and 4, 2 and 2 and 2 etc

Roll Dice:

https://content.connect.collins.co.uk/Content/Live/ElektraMedia/Busy_ants/Foundation/GamesandTools/34_IMT_Dice/index.html

Ten Frame Modeller: <http://www.ictgames.com/mobilePage/tenFrame/index.html>

Hit the Button (Number Bonds, Make 10): <https://www.topmarks.co.uk/maths-games/hit-the-button>



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Curriculum Organisers	Patterns and relationships	Experiences and Outcomes	<i>I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns. MTH 0-13a</i>
<ul style="list-style-type: none">•I can create simple number patterns•I can continue simple patterns using objects and shapes, e.g. 			
<ul style="list-style-type: none">•I can continue simple number patterns, e.g. 8, 9, 10, ____, ____, ____ or 18, 17, 16, 15, ____, ____, ____			
Shape Patterns (Level 1): https://www.topmarks.co.uk/ordering-and-sequencing/shape-patterns			
Shape Patterns (Level 2): https://www.topmarks.co.uk/ordering-and-sequencing/shape-patterns			
Paint the Squares: https://www.topmarks.co.uk/learning-to-count/paint-the-squares			



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EARLY LEVEL		PHASE 2: PRIMARY 1	
Curriculum Organisers	Properties of 2D shapes and 3D objects	Experiences and Outcomes	<i>I enjoy investigating objects and shapes and can sort, describe and be creative with them. MTH 0-16a</i>
2D Shapes <ul style="list-style-type: none">•I can name simple 2D shapes, e.g. triangle, circle, square, rectangle•I can talk about the properties of simple 2D shapes using appropriate vocabulary e.g. edges, vertices, curved, straight			
Shape Monsters: https://www.topmarks.co.uk/early-years/shape-monsters			
2D Shapes: http://vtcpsa.hwb.wales.gov.uk/maerdy_2d/e_index.html			
2D Shape Sorting (Level 1): https://www.topmarks.co.uk/carroll-diagrams/2d-shapes			
3D Objects <ul style="list-style-type: none">•I can recognise simple 3D objects in the environment•I can talk about the properties of simple 3D objects using appropriate vocabulary e.g. flat, round			
3D Shapes in the Environment, Video: https://www.youtube.com/watch?v=VS2nmMpxAdQ			