



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

Second Level Numeracy and Mathematics
Learning Steps Progression

PHASE 7

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/>

<https://www.topmarks.co.uk/Flash.aspx?f=intheboxv2>

<https://mathsframe.co.uk/en/resources/resource/563/Snowball-Smash>

http://www.mrcrammond.com/curriculum_for_excellence_maths.html

<https://www.transum.org/Software/Game/>



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SECOND LEVEL		PHASE 7	
Curriculum Organisers	Fractions, decimal fractions and percentages	Experiences and Outcomes	<p><i>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. MNU 2-07a</i></p> <p><i>I can show the equivalent forms of simple fractions, decimal fractions and percentages and can choose my preferred form when solving a problem, explaining my choice of method. MNU 2-07b</i></p> <p><i>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. MTH 2-07c</i></p> <p><i>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. MNU 2-07a</i></p> <p><i>I can show the equivalent forms of simple fractions, decimal fractions and percentages and can choose my preferred form when solving a problem, explaining my choice of method. MNU 2-07b</i></p> <p><i>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. MTH 2-07c</i></p>
<ul style="list-style-type: none"> •I can work with thousandths •I can compare and order fractions using knowledge of equivalence •I can simplify basic fractions •I can find fractions of an amount, e.g. 2/3 of 12, 7/9 of 72 •I can convert between improper fractions and mixed numbers •I can convert fractions into decimal fractions and percentages, e.g. $\frac{1}{2} = 0.5 = 50\%$ •I can apply understanding of the relationship between fractions, decimal fractions and percentages •I can use mental and written methods to find simple percentages of quantities, e.g. 25% of £16 or 50% of £24 			



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Fraction Finder: <https://www.ictgames.com/mobilePage/fractions/index.html>
Chinese Dragon (Ordering; Decimals): <https://www.topmarks.co.uk/ordering-and-sequencing/chinese-dragon-ordering>
Coconut Ordering (Numbers): <https://www.topmarks.co.uk/ordering-and-sequencing/coconut-ordering>
Decimal Number Line: <https://www.topmarks.co.uk/Flash.aspx?f=NumberLinev5>
Fraction Games: <https://www.topmarks.co.uk/Flash.aspx?f=Fractionsv7>
Higher and Lower: <https://www.topmarks.co.uk/Flash.aspx?f=HigherAndLower>
Placing Numbers on a Number Line: https://mathsframe.co.uk/en/resources/resource/37/placing_numbers_on_a_number_line
In the Box: <https://www.topmarks.co.uk/Flash.aspx?f=intheboxv2>
Snowball Smash (fractions of numbers): <https://mathsframe.co.uk/en/resources/resource/563/Snowball-Smash>
Snowball Smash (simplify fractions): <https://mathsframe.co.uk/en/resources/resource/563/Snowball-Smash>
Snowball Smash (convert fractions to decimals): <https://mathsframe.co.uk/en/resources/resource/563/Snowball-Smash>
Snowball Smash (convert fractions to percentages): <https://mathsframe.co.uk/en/resources/resource/563/Snowball-Smash>
Decimal Games: <https://sct.mathgames.com/decimals>
Visual Fraction Games: <https://visualfractions.com/games/>



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SECOND LEVEL		PHASE 7	
Curriculum Organisers	Time	Experiences and Outcomes	<p><i>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. MNU 2-10a</i></p> <p><i>I can carry out practical tasks and investigations involving timed events and can explain which unit of time would be most appropriate to use. MNU 2-10b</i></p> <p><i>Using simple time periods, I can give a good estimate of how long a journey should take, based on my knowledge of the link between time, speed and distance. MNU 2-10c</i></p>
<ul style="list-style-type: none"> • I can use and interpret a range of paper and electronic timetables set out in both 12 and 24-hour clock times • I can calculate start time, end time or duration from a range of electronic and paper-based timetables and calendars • I can calculate simple time durations of activities in hours and minutes, e.g. 4:35pm to 5:52pm • I can convert commonly used units of time, e.g. 1½ hours into minutes (90) or hours and minutes (1hr and 30mins) • I know that a decade is 10 years • I know that a century is 100 years • know that a millennium is 1000 years 			
<p>Hickory Dickory Clock: https://www.ictgames.com/mobilePage/hickoryDickory/index.html</p> <p>Find the Start Time: https://mathsframe.co.uk/en/resources/resource/119/find_the_start_time#</p> <p>Duration Word Problems: https://mathsframe.co.uk/en/resources/resource/118/adding_time_word_problems#</p> <p>Matching Time Pairs: https://www.topmarks.co.uk/Flash.aspx?f=matchingpairstimev3</p> <p>Using Timetables: https://www.transum.org/Maths/Exercise/Timetables.asp</p> <p>Time Games: https://sct.mathgames.com/time</p>			



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SECOND LEVEL		PHASE 7	
Curriculum Organisers	Measurement	Experiences and Outcomes	<p><i>I can use my knowledge of the sizes of familiar objects or places to assist me when making an estimate of measure. MNU 2-11a</i></p> <p><i>I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems. MNU 2-11b</i></p> <p><i>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. MNU 2-11c</i></p>
<p>Area</p> <ul style="list-style-type: none"> •I can calculate the area of squares and rectangles using the formula $A = l \times b$ •I can draw squares and rectangles accurately with a given area •I can measure larger areas using m^2 			
<p>Area Explorer: https://toytheater.com/area-perimeter-explorer/</p> <p>Area Builder: https://phet.colorado.edu/sims/html/area-builder/latest/area-builder_en.html</p> <p>Area Games: https://uk.splashlearn.com/area-and-perimeter-games</p> <p>Maths Playground: https://www.mathplayground.com/area_blocks/index.htm</p>			
<p>Volume</p> <ul style="list-style-type: none"> •I can convert l to ml and vice-versa •I can read scales on measuring devices calculating unmarked intervals •I can use cubes to measure containers •I can measure & estimate using cm cubed (cm^3) •I can convert cm^3 to ml •I know that capacity is maximum volume 			
<p>Capacity Countdown: https://www.ictgames.com/mobilePage/capacity/index.html</p> <p>Coconut Ordering (Capacity): https://www.topmarks.co.uk/ordering-and-sequencing/coconut-ordering</p> <p>Reading Scales: https://www.transum.org/Maths/Activity/Reading_Scales/Default.asp?Level=1</p>			



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SECOND LEVEL		PHASE 7	
Curriculum Organisers	Expressions and Equations	Experiences and Outcomes	<i>I can apply my knowledge of number facts to solve problems where an unknown value is represented by a symbol or letter. MTH 2-15a</i>
<ul style="list-style-type: none">•I am beginning to use substitution•I am beginning to use letters to express a rule as a formula•I can use function machines forward and reverse, including two or more operations			
Basketball Equations: https://www.math-play.com/math-basketball-one-step-equations/math-basketball-one-step-equations-game.html			
Inverse Machine: https://www.topmarks.co.uk/Flash.aspx?f=inversemachinev3			



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SECOND LEVEL		PHASE 7: PRIMARY 6	
Curriculum Organisers	Angle, symmetry and transformation	Experiences and Outcomes	<p><i>I have investigated angles in the environment, and can discuss, describe and classify angles using appropriate mathematical vocabulary. MTH 2-17a</i></p> <p><i>I can accurately measure and draw angles using appropriate equipment, applying my skills to problems in context. MTH 2-17b</i></p> <p><i>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. MTH 2-17c</i></p> <p><i>Having investigated where, why and how scale is used and expressed, I can apply my understanding to interpret simple models, maps and plans. MTH 2-17d</i></p> <p><i>I can use my knowledge of the coordinate system to plot and describe the location of a point on a grid. MTH 2-18a</i></p> <p><i>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. MTH 2-19a</i></p>
Angles <ul style="list-style-type: none"> •I can name angles using 3 capital letters •I can draw and measure angles to within a 2-degree accuracy •I know the three figure bearings for the eight compass points •I can draw any bearing up to 180° 			
Naming Angles (video): https://www.youtube.com/watch?v=DiUf_xxc3s Roboidz Angles Game: https://www.topmarks.co.uk/Flash.aspx?a=activity16 Bearings Quiz (Level 1): https://www.transum.org/Maths/Activity/Bearings/Exercise.asp Deadly Doors: https://www.ictgames.com/mobilePage/deadlyDoors/index.html			