| First Level Numeracy and Mathematics<br>Learning Steps Progression |
| --- |
| **PHASE 4: PRIMARY 3** |
| **GAMES WEBSITES for Multiple Concepts at Different Levels** |
| https://www.topmarks.co.uk/maths-games/hit-the-button<br>https://www.topmarks.co.uk/maths-games/daily10<br>https://sct.mathgames.com/skills/<br>https://www.ictgames.com/mobilePage/index.html<br>http://www.snappymaths.com/<br>http://www.mrcrammond.com/curriculum_for_excellence_maths.html |

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

| First Level Numeracy and Mathematics<br>Learning Steps Progression | | | |
|---|---|---|---|
| **FIRST LEVEL** | | **PHASE 4: PRIMARY 3** | |
| **Curriculum Organisers** | **Estimation and rounding** | **Experiences and Outcomes** | *I can share ideas with others to develop ways of estimating the answer to a calculation or problem, work out the actual answer, and then check my solution by comparing it with the estimate. MNU 1-01a* |
| • I can explain the rule for rounding up and down<br>• I can round to the nearest ten<br>• I can estimate answers to 2-digit sums using rounding and compare with the solution | | | |
| **Estimation Game:** https://www.mathsisfun.com/numbers/estimation-game.php<br>**Rocket Rounding:** https://www.topmarks.co.uk/maths-games/rocket-rounding<br>**Placing Numbers on a Number Line:** https://mathsframe.co.uk/en/resources/resource/37/placing_numbers_on_a_number_line<br>**Maths Invaders:** https://mathsframe.co.uk/en/resources/resource/289/KS2_Maths_Invaders<br>**Parachute Number Land:** https://mathsframe.co.uk/en/resources/resource/569/Parachute-Number-Line | | | |

<table>
<tr><th colspan="4">First Level Numeracy and Mathematics<br>Learning Steps Progression</th></tr>
<tr><th colspan="2">FIRST LEVEL</th><th colspan="2">PHASE 4: PRIMARY 3</th></tr>
<tr><td>Curriculum Organisers</td><td>Number and number processes including addition, subtraction, multiplication, division and negative numbers</td><td>Experiences and Outcomes</td><td>I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit, its place and its value. MNU 1-02a</td></tr>
<tr><td colspan="4">Number Word Sequences<br>•I can say the forward number word sequences in multiples of 2s, 10s, 5s within 100<br>•I can say the backward number word sequences in multiples of 2s, 10s, 5s within 100<br>•I can say the next number word before and after in a multiple number sequence in 2s, 10s and 5s<br>•I can count on and back in 10s/1s on and off the decade<br>•I am beginning to say the forward/backward number word sequences in multiples of 3s and 4s</td></tr>
<tr><td colspan="4">Saucer Sorter: https://www.ictgames.com/mobilePage/saucerSorter/<br>Chinese Dragon Sequencing Game: https://www.topmarks.co.uk/ordering-and-sequencing/chinese-dragon-ordering<br>Depth Charger Game: https://www.ictgames.com/mobilePage/depthCharger/index.html<br>Duck Shoot: https://www.ictgames.com/mobilePage/duckShoot/index.html<br>Sequences-Whole Numbers: https://mathsframe.co.uk/en/resources/resource/42/sequences<br>Whack-a-Mole: https://www.ictgames.com/mobilePage/whackAMole/index.html</td></tr>
<tr><td colspan="4">Numerals (to at least 1000)<br>•I can identify and recognise multiples of 100<br>•I can sequence and order multiples of 100<br>•I can identify and recognise decade numerals<br>•I can sequence and order decade numerals<br>•I can identify and recognise 3-digit numerals<br>•I can work out missing numerals on a numeral track</td></tr>
</table>

**Sequences-Whole Numbers:** https://mathsframe.co.uk/en/resources/resource/42/sequences
**Counting Caterpillar:** http://www.ictgames.com/mobilePage/countingCaterpillar/index.html
**Play Your Cards Right:** https://www.ictgames.com/mobilePage/playYourCardsRight/index.html
**Hundred Square:** https://www.ictgames.com/mobilePage/hundredSq/index.html
**Range Arranger:** https://www.ictgames.com/rangeArranger/index.html
**Post a Letter:** https://www.ictgames.com/postAletter/index.html
**Saucer Sorter:** https://www.ictgames.com/mobilePage/saucerSorter/
**Snowball Smash (reading numbers):** https://mathsframe.co.uk/en/resources/resource/563/Snowball-Smash

**Number Structure**

- I can build and describe the value of numbers to 100 using 10s and 1s
- I am showing an increasing understanding of zero as a placeholder

**The Greatest Game Ever:** http://www.learnalberta.ca/content/me3us/flash/lessonLauncher.html?lesson=lessons/05/m3_05_00_x.swf
**Place Value Basketball:** https://www.topmarks.co.uk/learning-to-count/place-value-basketball
**Place Value Charts:** https://www.topmarks.co.uk/place-value/place-value-charts
**Shark Numbers:** https://www.ictgames.com/sharkNumbers/mobile/index.html
**Abacus:** https://www.ictgames.com/mobilePage/abacus/index.html
**Arrow Cards:** https://www.ictgames.com/mobilePage/arrowCards/index.html
**Place Value Pieces:** https://www.ictgames.com/mobilePage/placeValuePieces/index.html
**Lifeguards:** https://www.ictgames.com/mobilePage/lifeguards/index.html
**Flip Counter:** https://www.ictgames.com/mobilePage/flipCounter/index.html

| First Level Numeracy and Mathematics<br>Learning Steps Progression | | | |
|---|---|---|---|
| **FIRST LEVEL** | | **PHASE 4: PRIMARY 3** | |
| **Curriculum Organisers** | **Time** | **Experiences and Outcomes** | *I can tell the time using 12 hour clocks, realising there is a link with 24-hour notation, explain how it impacts on my daily routine and ensure that I am organised and ready for events throughout my day.* ***MNU 1-10a***<br><br>*I can use a calendar to plan and be organised for key events for myself and my class throughout the year.* ***MNU 1-10b***<br><br>*I have begun to develop a sense of how long tasks take by measuring the time taken to complete a range of activities using a variety of timers.* ***MNU 1-10c*** |
| •I can tell the time using quarter to on analogue clocks<br>•I can calculate durations in whole hours<br>•I can read a simple 12hr timetable<br>•I can record 12-hour time in am and pm<br>•I can calculate durations in whole hours<br>•I can sequence the months of the year and am beginning to state the number of days in each month<br>•I know there are 24 hours in a day, 60 minutes in an hour and 60 secs in a minute | | | |
| **Hickory Dickory Clock:** https://www.ictgames.com/mobilePage/hickoryDickory/index.html<br>**Clock Demonstrator:** https://www.ictgames.com/mobilePage/clock/index.html<br>**Telling the Time, Level 3:** https://mathsframe.co.uk/en/resources/resource/116/telling-the-time<br>**Find the Start Time:** https://mathsframe.co.uk/en/resources/resource/119/find_the_start_time#<br>**Quarter Hours:**<br>http://www.snappymaths.com/other/measuring/time/interactive/quarterhours/quarterhoursimm/quarterhoursimm.htm<br>**Quarter Hours (Digital):**<br>http://www.snappymaths.com/other/measuring/time/interactive/quarterhours/quartersdigimm/quartersdigimm.htm<br>**Clock Splat, Level 3:** https://www.sheppardsoftware.com/math/time/clock-splat-game/<br>**On Time! Level 3:** https://www.sheppardsoftware.com/mathgames/earlymath/on_time_game3.htm<br>**Ordering Units of Time:** http://www.snappymaths.com/other/measuring/time/interactive/orderunitsoftime/orderunitsoftime.htm<br>**Matching Time Pairs:** https://www.topmarks.co.uk/Flash.aspx?f=matchingpairstimev3 | | | |

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<tr><td>Curriculum Organisers</td><td>Measurement</td><td>Experiences and Outcomes</td><td>I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units. MNU 1-11a<br><br>I can estimate the area of a shape by counting squares or other methods. MNU 1-11b</td></tr>
<tr><td colspan="4">Length<br>•I can measure and estimate using cm<br>•I know there are 100cm in 1m<br>•I can convert whole m to cm, e.g. 5m = 500cm<br>•I can measure in ¼ metres</td></tr>
<tr><td colspan="4">Measuring in cm (Level 1): https://www.topmarks.co.uk/maths-games/measuring-in-cm</td></tr>
<tr><td colspan="4">Area<br>•I can use square grids to estimate then measure the areas of a variety of simple 2D shapes to at least the nearest half square<br>•I can create shapes with a given area to at least the nearest half square</td></tr>
<tr><td colspan="4">Interactive Square Grid: https://craftdesignonline.com/pattern-grid/</td></tr>
<tr><td colspan="4">Weight<br>• I can estimate whether an object is lighter or heavier than ½kg<br>• I can measure and estimate using ½kg<br>• I can read the weight of an object on a set of scales (½kg graduations)</td></tr>
<tr><td colspan="4">Mostly Postie: https://www.ictgames.com/mobilePage/mostlyPostie/index.html</td></tr>
<tr><td colspan="4">Volume<br>• I can estimate whether a container holds more or less than ½ litre<br>• I can measure and estimate using ½litres<br>• I can read the volume of a container (½ litre graduations)</td></tr>
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