Curriculum for Excellence Early Level
(by the end of P1 or earlier for some)

Aug-Dec

* verbalise numbers to 10 in the context of rhymes, games and stories (probably done in nursery but lots of practice still necessary)

* count up to 10 objects verbally eg 6 plates, 7 coins, 9 cubes ... (probably done in nursery but lots of practice is still necessary)

* count on in one's verbally on from any single digit number eg "3, ... 4, 5, 6, and verbalise numbers back from 10"

* read numbers to 10 using flashcards and number lines (probably done in nursery but lots of practice is still necessary)

* in the context of games, stories and play use the language associated with shape, position and movement eg up, down, high, low, above, below, over, under, top, bottom, on, off, open, close, stay, come, go, in, out, inside, outside, near, far, together, separate, beside, next to, behind, in front, ahead, forwards, backwards, turn, move, stay still, slow, fast, stop, start, quick, roll, slide, wide, narrow, thick, thin, long, short, straight, side, first, second, third, last, start, middle, end

* in the context of games, stories and play use the language associated with size, measure and time eg more, less, the same, lots, many, all, none, some, few, more, another, small, little, big, large, huge, tiny, thick, thin, long, short, heavy, light, morning, afternoon, night, day, today, tonight, now, sometime, begin, finish, one, two, ... ten, count, too many, too few.

* discuss larger numbers from their daily lives eg door numbers, ages of family members

* add 1 (or more?) to any single digit eg 2+1, 3+1, etc

Jan - March

* use the language associated with shape, position and movement, and introduce words such as circle, square, triangle, rectangle, balance, stable, solid, hollow, right, left

* use the language associated with size, measure and time, and introduce words such as empty, full, half full, half, whole, greater, fewer, single, pair, coin, 1p, 2p, 5p, 10p, 20p, early, late, before, 1 o'clock, 2 o'clock ..., last night, yesterday, tomorrow, week, weekend, Monday, Tuesday, Wednesday ...,

* recognise numbers beyond 10, and continue to count on in one's verbally from a single digit number eg "7, ... 8, 9, 10, 11, 12 and now go beyond 20

* add 2 and 3 (or more?) to any single digit (answers within 10) eg 3+2, 4+3, and know that 3+2 is the same as 2+3

* recognise coins to 20p and use to discuss simple payments and simple change

* verbalise the days of the week and discuss the cyclic nature of a week

* read whole hour times on a clock face

* estimate the position of whole numbers to 10 on a number line

* count up to 20 objects reliably and understand that if the objects are rearranged then the total stays the same, and begin to count reliably to 10 in more difficult contexts eg hand claps

* subtract 1 (or more?) from a single digit eg 6-1, and continue to add quantities to a single digit (answers within 10) eg 3+3, 4+4, ..

April - June

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

* reinforce counting on in 1's to any number to 20, eg "12, ... 13, 14, 15", .. and, begin to verbalise numbers to 100

* estimate quantities to 20 or more, then count to confirm

* subtract 2 or 3 (or more) from a single digit eg 6-2, 7-3 and continue to add quantities to a single digit (answers within 10) eg 5+4

* recognise numbers to 20 (or more) and verbalise and read numbers back from 20

* use the language associated with shape, position and movement, and words such as curved, round, corner, edge, cube, cuboid, sphere, float, rise, sink, falling, stable, unstable

* use the language associated with size, measure and time, and words such as noon, midday, midnight, measure, hours, minutes, evening, seasons, months (what month is your birthday?), 50p, £1

* do the addition facts for answers to and from 10 eg 7+2, 4+4, 5+3, 9+1, 5-1, 7-3, 8-3

* recognise coins to include 50p and £1, and continue to use coins to find simple totals and change in the eg 5p+5p or 2p+2p or 10p - 2p

* give a number between any two given numbers to 20 eg "what is between 12 and 14?"

* read whole hour times on a clock face, and now predict the time an hour, or two, hours later