Curriculum map
Autumn Term

puma
for Scotland

Curriculum maps outline the content covered in every assessment.

Curriculum organiser	E&O	P2 Autumn	Marks
Number and number processes	MNU 0-02a	I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order.	2
	MNU 0-03a	I use practical materials and can 'count on and back' to help me understand addition and subtraction, recording my ideas and solutions in different ways.	7
	MNU 1-02a	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.	1
	MNU 1-03a	I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed.	8
Time	MNU 0-10a	I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods.	2
Measurement	MNU 0-11a	I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others.	1
Shape, position and movement	MTH 0-16a	I enjoy investigating objects and shapes and can sort, describe and be creative with them.	1
	MTH 0-17a	In movement, games, and using technology I can use simple directions and describe positions.	2
	MTH 1-16a	I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary.	6

Curriculum organiser	E&O	P3 Autumn	Marks
Number and number processes	MNU 1-02a	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.	10
	MNU 1-03a	I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed.	8
Fractions, decimal fractions and percentages	MNU 1-07a	Having explored fractions by taking part in practical activities, I can show my understanding of: • how a single item can be shared equally; • the notation and vocabulary associated with fractions; and • where simple fractions lie on the number line.	1
	MNU 1-07b	Through exploring how groups of items can be shared equally, I can find a fraction of an amount by applying my knowledge of division.	1
Measurement	MNU 0-11a	I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others.	1
	MNU 1-11a	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.	1

Patterns and relationships / Expressions and equations	MTH 1-13b	Through exploring number patterns, I can recognise and continue simple number sequences and can explain the rule I have applied.	2
Shape, position and movement	MTH 1-16a	I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary.	2
Data and analysis	MNU 1-20a	I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains.	4

Curriculum organiser	E&O	P4 Autumn	Marks
Estimation and rounding	MNU 1-01a	I can share ideas with others to develop ways of estimating the answer to a calculation or problem, work out the actual answer, then check my solution by comparing it with the estimate.	1
Number and number processes	MNU 1-02a	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.	5
	MNU 1-03a	I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed.	20
Fractions, decimal fractions and percentages	MNU 1-07a	Having explored fractions by taking part in practical activities, I can show my understanding of: • how a single item can be shared equally; • the notation and vocabulary associated with fractions; and • where simple fractions lie on the number line.	3
	MNU 1-07b	Through exploring how groups of items can be shared equally, I can find a fraction of an amount by applying my knowledge of division.	1
Money	MNU 1-09a	I can use money to pay for items and can work out how much change I should receive.	4
Measurement	MNU 1-11a	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.	2
Patterns and relationships / Expressions and equations	MTH 1-13a	I can continue and devise more involved repeating patterns or designs, using a variety of media.	1
	MTH 1-13b	Through exploring number patterns, I can recognise and continue simple number sequences and can explain the rule I have applied.	1
Shape, position and movement	MTH 0-17a	In movement, games, and using technology I can use simple directions and describe positions.	1
	MTH 1-16a	I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary.	2
	MTH 1-17a	I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning.	1
Data and analysis	MNU 1-20a	I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains.	3

Curriculum organiser	E&O	P5 Autumn	Marks
Estimation and rounding	MNU 2-01a	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.	3
Number and number processes	MNU 1-02a	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.	1
	MNU 1-03a	I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed.	1
	MNU 2-02a	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.	8
	MNU 2-03a	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.	17
Multiples, factors and primes	MTH 2-05a	Having explored the patterns and relationships in multiplication and division, I can investigate and identify the multiples and factors of numbers.	1
Fractions, decimal fractions and percentages	MNU 1-07a	Having explored fractions by taking part in practical activities, I can show my understanding of: • how a single item can be shared equally; • the notation and vocabulary associated with fractions; and • where simple fractions lie on the number line.	2
	MNU 2-07a	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.	1
	MTH 2-07c	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.	1
Money	MNU 1-09a	I can use money to pay for items and can work out how much change I should receive.	1
	MNU 2-09a	I can manage money, compare costs from different retailers, and determine what I can afford to buy.	2
Measurement	MNU 2-11b	I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems.	1
Shape, position and movement	MTH 2-16a	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.	2
	MTH 2-17a	I have investigated angles in the environment, and can discuss, describe and classify angles using appropriate mathematical vocabulary.	1
Data and analysis	MNU 2-20a	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 that the presentation may be misleading.	3

Curriculum organiser	E&O	P6 Autumn	Marks
Estimation and rounding	MNU 1-01a	I can share ideas with others to develop ways of estimating the answer to a calculation or problem, work out the actual answer, then check my solution by comparing it with the estimate.	1
Number and number processes	MNU 1-02a	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.	1
	MNU 1-03a	I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed.	4
	MNU 2-02a	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.	3
	MNU 2-03a	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.	12
	MNU 2-04a	I can show my understanding of how the number line extends to include numbers less than zero and have investigated how these numbers occur and are used.	2
Multiples, factors and primes	MTH 2-05a	Having explored the patterns and relationships in multiplication and division, I can investigate and identify the multiples and factors of numbers.	3
Fractions, decimal fractions and percentages	MTH 1-07c	Through taking part in practical activities including use of pictorial representations, I can demonstrate my understanding of simple fractions which are equivalent.	1
	MNU 2-07a	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.	3
	MNU 2-07b	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.	1
	MTH 2-07c	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.	1
Money	MNU 1-09a	I can use money to pay for items and can work out how much change I should receive.	2
	MNU 2-09a	I can manage money, compare costs from different retailers, and determine what I can afford to buy.	1
Time	MNU 2-10a	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.	3
Measurement	MNU 1-11b	I can estimate the area of a shape by counting squares or other methods.	1
	MNU 2-11b	I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems.	2
	MNU 2-11c	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.	2

Patterns and relationships / Expressions and equations	MTH 2-13a	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.	2
Shape, position and movement	MTH 2-16a	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.	3
	MTH 2-17a	I have investigated angles in the environment, and can discuss, describe and classify angles using appropriate mathematical vocabulary.	2
Data and analysis	MNU 2-20a	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 that the presentation may be misleading.	5

Curriculum organiser	E&O	P7 Autumn	Marks
Estimation and rounding	MNU 2-01a	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.	2
Number and number processes	MNU 2-02a	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.	3
	MNU 2-03a	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.	22
	MNU 2-03b	I have explored the contexts in which problems involving decimal fractions occur and can solve related problems using a variety of methods.	1
Multiples, factors and primes	MTH 2-05a	Having explored the patterns and relationships in multiplication and division, I can investigate and identify the multiples and factors of numbers.	3
Fractions, decimal fractions and percentages	MNU 2-07a	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.	4
	MNU 2-07b	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.	1
	MTH 2-07c	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.	3
	MNU 3-07a	I can solve problems by carrying out calculations with a wide range of fractions, decimal fractions and percentages, using my answers to make comparisons and informed choices for real-life situations.	2
Money	MNU 2-09a	I can manage money, compare costs from different retailers, and determine what I can afford to buy.	3

Time	MNU 2-10b	I can carry out practical tasks and investigations involving timed events and can explain which unit of time would be most appropriate to use.	1
	MNU 2-10c	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.	1
Measurement	MNU 2-11b	I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems.	2
Shape, position and movement	MTH 2-16a	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.	2
	MTH 2-17a	I have investigated angles in the environment, and can discuss, describe and classify angles using appropriate mathematical vocabulary.	1
Data and analysis	MNU 2-20a	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 that the presentation may be misleading.	4

Curriculum map
Spring Term

Curriculum maps outline the content covered in every assessment.

Curriculum organiser	E&O	P2 Spring	Marks
Number and number processes	MNU 0-02a	I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order.	2
	MNU 1-02a	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.	4
	MNU 1-03a	I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed.	12
Fractions, decimal fractions and percentages	MNU 1-07a	Having explored fractions by taking part in practical activities, I can show my understanding of: • how a single item can be shared equally; • the notation and vocabulary associated with fractions; and • where simple fractions lie on the number line.	1
	MNU 1-07b	Through exploring how groups of items can be shared equally, I can find a fraction of an amount by applying my knowledge of division.	1
Money	MNU 0-09a	I am developing my awareness of how money is used and can recognise and use a range of coins.	1
Time	MNU 0-10a	I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods.	1
	MNU 1-10b	I can use a calendar to plan and be organised for key events for myself and my class throughout the year.	1
Measurement	MNU 1-11a	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.	2
Patterns and relationships / Expressions and equations	MTH 1-13b	Through exploring number patterns, I can recognise and continue simple number sequences and can explain the rule I have applied.	3
Shape, position and movement	MTH 1-16a	I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary.	2

Curriculum organiser	E&O	P3 Spring	Marks
Number and number processes	MNU 1-02a	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.	2
	MNU 1-03a	I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed.	9

Fractions, decimal fractions and percentages	MNU 1-07a	Having explored fractions by taking part in practical activities, I can show my understanding of: • how a single item can be shared equally; • the notation and vocabulary associated with fractions; and • where simple fractions lie on the number line.	2
	MNU 1-07b	Through exploring how groups of items can be shared equally, I can find a fraction of an amount by applying my knowledge of division.	1
	MTH 1-07c	Through taking part in practical activities including use of pictorial representations, I can demonstrate my understanding of simple fractions which are equivalent.	1
Money	MNU 1-09a	I can use money to pay for items and can work out how much change I should receive.	3
	MNU 1-09b	I have investigated how different combinations of coins and notes can be used to pay for goods or be given in change.	1
Patterns and relationships / Expressions and equations	MTH 1-13b	Through exploring number patterns, I can recognise and continue simple number sequences and can explain the rule I have applied.	2
	MTH 1-15a	I can compare, describe and show number relationships, using appropriate vocabulary and the symbols for equals, not equal to, less than and greater than.	2
Shape, position and movement	MTH 1-16a	I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary.	3
	MTH 1-16b	I can explore and discuss how and why different shapes fit together and create a tiling pattern with them.	1
	MTH 1-19a	I have explored symmetry in my own and the wider environment and can create and recognise symmetrical pictures, patterns and shapes.	1
Data and analysis	MNU 1-20a	I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains.	2

Curriculum organiser	E&O	P4 Spring	Marks
Number and number processes	MNU 1-02a	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.	5
	MNU 1-03a	I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed.	13
	MNU 2-02a	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.	1
Fractions, decimal fractions and percentages	MNU 1-07a	Having explored fractions by taking part in practical activities, I can show my understanding of: • how a single item can be shared equally; • the notation and vocabulary associated with fractions; and • where simple fractions lie on the number line.	4
	MNU 1-07b	Through exploring how groups of items can be shared equally, I can find a fraction of an amount by applying my knowledge of division.	2
	MNU 2-07a	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.	3

Money	MNU 1-09a	I can use money to pay for items and can work out how much change I should receive.	3
Time	MNU 1-10a	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.	1
	MNU 2-10a	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.	1
Measurement	MNU 2-11c	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.	3
Patterns and relationships / Expressions and equations	MTH 1-13a	I can continue and devise more involved repeating patterns or designs, using a variety of media.	2
	MTH 1-13b	Through exploring number patterns, I can recognise and continue simple number sequences and can explain the rule I have applied.	2
Shape, position and movement	MTH 1-16a	I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary.	2
Data and analysis	MNU 1-20a	I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains.	3

Curriculum organiser	E&O	P5 Spring	Marks
Estimation and rounding	MNU 2-01a	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.	2
Number and number processes	MNU 2-02a	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.	3
	MNU 2-03a	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.	11
Multiples, factors and primes	MTH 2-05a	Having explored the patterns and relationships in multiplication and division, I can investigate and identify the multiples and factors of numbers.	4
Fractions, decimal fractions and percentages	MNU 2-07a	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.	2
	MNU 2-07b	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.	8
	MTH 2-07c	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.	1
Money	MNU 1-09a	I can use money to pay for items and can work out how much change I should receive.	2
Time	MNU 2-10b	I can carry out practical tasks and investigations involving timed events and can explain which unit of time would be most appropriate to use.	1

Measurement	MNU 1-11b	I can estimate the area of a shape by counting squares or other methods.	1
	MNU 2-11b	I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems.	1
	MNU 2-11c	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.	3
Patterns and relationships / Expressions and equations	MTH 1-13b	Through exploring number patterns, I can recognise and continue simple number sequences and can explain the rule I have applied.	1
Shape, position and movement	MTH 1-16a	I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary.	1
	MTH 2-19a	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.	1
Data and analysis	MNU 2-20a	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 that the presentation may be misleading.	3

Curriculum organiser	E&O	P6 Spring	Marks
Estimation and rounding	MNU 2-01a	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.	1
Number and number processes	MNU 2-02a	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.	6
	MNU 2-03a	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.	12
	MNU 2-03b	I have explored the contexts in which problems involving decimal fractions occur and can solve related problems using a variety of methods.	4
	MNU 2-04a	I can show my understanding of how the number line extends to include numbers less than zero and have investigated how these numbers occur and are used.	1
Multiples, factors and primes	MTH 3-05b	I can apply my understanding of factors to investigate and identify when a number is prime.	1
Fractions, decimal fractions and percentages	MNU 2-07a	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.	7
	MNU 2-07b	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.	7
	MTH 2-07c	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.	2

Money	MNU 2-09a	I can manage money, compare costs from different retailers, and determine what I can afford to buy.	1
Time	MNU 2-10a	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.	1
Measurement	MNU 2-11b	I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems.	3
Patterns and relationships / Expressions and equations	MTH 2-13a	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.	1
Shape, position and movement	MTH 2-17a	I have investigated angles in the environment, and can discuss, describe and classify angles using appropriate mathematical vocabulary.	2
	MTH 2-17b	I can accurately measure and draw angles using appropriate equipment, applying my skills to problems in context.	1
	outwith E&O		1
Data and analysis	MNU 2-20a	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 that the presentation may be misleading.	4

Curriculum organiser	E&O	P7 Spring	Marks
Estimation and rounding	MNU 2-01a	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.	1
Number and number processes	MNU 2-02a	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.	6
	MNU 2-03a	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.	10
	MNU 2-03b	I have explored the contexts in which problems involving decimal fractions occur and can solve related problems using a variety of methods.	2
	MTH 2-03c	Having explored the need for rules for the order of operations in number calculations, I can apply them correctly when solving simple problems.	1
	MNU 2-04a	I can show my understanding of how the number line extends to include numbers less than zero and have investigated how these numbers occur and are used.	1
Multiples, factors and primes	MTH 2-05a	Having explored the patterns and relationships in multiplication and division, I can investigate and identify the multiples and factors of numbers.	1

Fractions, decimal fractions and percentages	MNU 2-07a	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.	4
	MNU 2-07b	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.	5
	MNU 3-08a	I can show how quantities that are related can be increased or decreased proportionally and apply this to solve problems in everyday contexts.	1
Measurement	MNU 2-11b	I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems.	8
Patterns and relationships / Expressions and equations	MTH 2-13a	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.	8
Shape, position and movement	MTH 2-16a	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.	2
	MTH 2-18a	I can use my knowledge of the coordinate system to plot and describe the location of a point on a grid.	2
Data and analysis	MNU 2-20a	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 that the presentation may be misleading.	3

Curriculum map
Summer Term

puma
for Scotland

Curriculum maps outline the content covered in every assessment.

Curriculum organiser	E&O	P1 Summer	Marks
Estimation and rounding	MNU 0-01a	I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me.	1
Number and number processes	MNU 0-02a	I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order.	6
	MNU 0-03a	I use practical materials and can 'count on and back' to help me understand addition and subtraction, recording my ideas and solutions in different ways.	11
Fractions, decimal fractions and percentages	MNU 0-07a	I can share out a group of items by making smaller groups and can split a whole object into smaller parts.	2
Money	MNU 0-09a	I am developing my awareness of how money is used and can recognise and use a range of coins.	2
Time	MNU 0-10a	I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods.	1
Measurement	MNU 0-11a	I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others.	2
Patterns and relationships / Expressions and equations	MTH 0-13a	I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns.	2
Shape, position and movement	MTH 0-16a	I enjoy investigating objects and shapes and can sort, describe and be creative with them.	3

Curriculum organiser	E&O	P2 Summer	Marks
Number and number processes	MNU 1-02a	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.	4
	MNU 1-03a	I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed.	7
Fractions, decimal fractions and percentages	MNU 1-07a	Having explored fractions by taking part in practical activities, I can show my understanding of: • how a single item can be shared equally; • the notation and vocabulary associated with fractions; and • where simple fractions lie on the number line.	4
	MNU 1-07b	Through exploring how groups of items can be shared equally, I can find a fraction of an amount by applying my knowledge of division.	4
Money	MNU 1-09a	I can use money to pay for items and can work out how much change I should receive.	2

Time	MNU 0-10a	I am aware of how routines and events in my world link with times and seasons, and have explored ways to record and display these using clocks, calendars and other methods.	1
	MNU 1-10a	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.	3
	MNU 1-10c	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.	1
Measurement	MNU 1-11a	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.	1
Shape, position and movement	MTH 0-16a	I enjoy investigating objects and shapes and can sort, describe and be creative with them.	1
	MTH 1-17a	I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning.	2

Curriculum organiser	E&O	P3 Summer	Marks
Number and number processes	MNU 1-02a	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.	3
	MNU 1-03a	I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed.	12
Fractions, decimal fractions and percentages	MNU 1-07a	Having explored fractions by taking part in practical activities, I can show my understanding of: • how a single item can be shared equally; • the notation and vocabulary associated with fractions; and • where simple fractions lie on the number line.	3
	MNU 1-07b	Through exploring how groups of items can be shared equally, I can find a fraction of an amount by applying my knowledge of division.	1
Money	MNU 1-09a	I can use money to pay for items and can work out how much change I should receive.	1
	MNU 1-09b	I have investigated how different combinations of coins and notes can be used to pay for goods or be given in change.	1
Time	MNU 1-10a	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.	2
	MNU 1-10b	I can use a calendar to plan and be organised for key events for myself and my class throughout the year.	2
Measurement	MNU 1-11a	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.	3
Patterns and relationships / Expressions and equations	MTH 1-13a	I can continue and devise more involved repeating patterns or designs, using a variety of media.	1
	MTH 1-13b	Through exploring number patterns, I can recognise and continue simple number sequences and can explain the rule I have applied.	1
	MTH 1-15a	I can compare, describe and show number relationships, using appropriate vocabulary and the symbols for equals, not equal to, less than and greater than.	1

Shape, position and movement	MTH 1-16a	I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary.	2
	MTH 1-17a	I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning.	2

Curriculum organiser	E&O	P4 Summer	Marks
Number and number processes	MNU 1-02a	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.	2
	MNU 1-03a	I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed.	12
Fractions, decimal fractions and percentages	MNU 1-07a	Having explored fractions by taking part in practical activities, I can show my understanding of: • how a single item can be shared equally; • the notation and vocabulary associated with fractions; and • where simple fractions lie on the number line.	8
	MNU 1-07b	Through exploring how groups of items can be shared equally, I can find a fraction of an amount by applying my knowledge of division.	1
	MNU 2-07a	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.	2
Time	MNU 1-10a	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.	1
	MNU 2-10a	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.	3
Measurement	MNU 1-11a	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.	2
Patterns and relationships / Expressions and equations	MTH 1-13b	Through exploring number patterns, I can recognise and continue simple number sequences and can explain the rule I have applied.	2
Shape, position and movement	MTH 1-16a	I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary.	3
	MTH 1-17a	I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning.	2
	MTH 1-19a	I have explored symmetry in my own and the wider environment and can create and recognise symmetrical pictures, patterns and shapes.	1
	MTH 2-17a	I have investigated angles in the environment, and can discuss, describe and classify angles using appropriate mathematical vocabulary.	2
	outwith E&O		1
Data and analysis	MNU 1-20a	I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains.	3

Curriculum organiser	E&O	P5 Summer	Marks
Estimation and rounding	MNU 2-01a	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.	3
Number and number processes	MNU 2-02a	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.	4
	MNU 2-03a	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.	6
	MNU 2-04a	I can show my understanding of how the number line extends to include numbers less than zero and have investigated how these numbers occur and are used.	3
	outwith E&O		1
Fractions, decimal fractions and percentages	MNU 2-07a	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.	2
Money	MNU 1-09a	I can use money to pay for items and can work out how much change I should receive.	2
	MNU 2-09a	I can manage money, compare costs from different retailers, and determine what I can afford to buy.	3
Time	MNU 2-10a	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.	5
Measurement	MNU 2-11b	I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems.	2
Shape, position and movement	MTH 2-16a	I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary.	3
	MTH 2-17a	I have investigated angles in the environment, and can discuss, describe and classify angles using appropriate mathematical vocabulary.	2
	MTH 2-18a	I can use my knowledge of the coordinate system to plot and describe the location of a point on a grid.	4
	MTH 2-19a	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.	1
	outwith E&O		1
Data and analysis	MNU 2-20a	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 that the presentation may be misleading.	3

Curriculum organiser	E&O	P6 Summer	Marks
Estimation and rounding	MNU 2-01a	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.	6
Number and number processes	MNU 2-02a	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.	2
	MNU 2-03a	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.	13
	MNU 2-03b	I have explored the contexts in which problems involving decimal fractions occur and can solve related problems using a variety of methods.	1
	outwith E&O		1
Multiples, factors and primes	MTH 2-05a	Having explored the patterns and relationships in multiplication and division, I can investigate and identify the multiples and factors of numbers.	2
	MTH 3-05b	I can apply my understanding of factors to investigate and identify when a number is prime.	1
	MTH 3-06a	Having explored the notation and vocabulary associated with whole number powers and the advantages of writing numbers in this form, I can evaluate powers of whole numbers mentally or using technology.	1
Fractions, decimal fractions and percentages	MNU 2-07a	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.	5
	MNU 2-07b	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.	2
	MTH 2-07c	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.	3
Time	MNU 2-10a	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.	1
Measurement	MNU 2-11b	I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems.	6
Shape, position and movement	MTH 2-16a	I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary.	2
	MTH 2-16b	Through practical activities, I can show my understanding of the relationship between 3D objects and their nets.	1
	MTH 2-17a	I have investigated angles in the environment, and can discuss, describe and classify angles using appropriate mathematical vocabulary.	5
	MTH 2-18a	I can use my knowledge of the coordinate system to plot and describe the location of a point on a grid.	1
Data and analysis	MNU 2-20a	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 that the presentation may be misleading.	2

Curriculum organiser	E&O	P7 Summer	Marks
Estimation and rounding	MNU 2-01a	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.	4
Number and number processes	MNU 2-03a	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.	4
	MNU 2-03b	I have explored the contexts in which problems involving decimal fractions occur and can solve related problems using a variety of methods.	2
	MTH 2-03c	Having explored the need for rules for the order of operations in number calculations, I can apply them correctly when solving simple problems.	3
Multiples, factors and primes	MTH 2-05a	Having explored the patterns and relationships in multiplication and division, I can investigate and identify the multiples and factors of numbers.	5
Fractions, decimal fractions and percentages	MNU 2-07a	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.	5
	MNU 2-07b	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.	3
	MTH 2-07c	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.	1
	MTH 3-07c	Having used practical, pictorial and written methods to develop my understanding, I can convert between whole or mixed numbers and fractions.	1
	MNU 3-08a	I can show how quantities that are related can be increased or decreased proportionally and apply this to solve problems in everyday contexts.	1
Time	MNU 2-10a	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.	1
Measurement	MNU 2-11a	I can use my knowledge of the sizes of familiar objects or places to assist me when making an estimate of measure.	1
	MNU 2-11b	I can use the common units of measure, convert between related units of the metric system and carry out calculations when solving problems.	2
	MNU 2-11c	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.	2
Patterns and relationships / Expressions and equations	MTH 2-15a	I can apply my knowledge of number facts to solve problems where an unknown value is represented by a symbol or letter.	3

Shape, position and movement	MTH 2-16a	I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary.	3
	MTH 2-16b	Through practical activities, I can show my understanding of the relationship between 3D objects and their nets.	2
	MTH 2-17a	I have investigated angles in the environment, and can discuss, describe and classify angles using appropriate mathematical vocabulary.	4
	MTH 2-18a	I can use my knowledge of the coordinate system to plot and describe the location of a point on a grid.	3
Data and analysis	MNU 2-20a	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 that the presentation may be misleading.	3
	MTH 4-20b	In order to compare numerical information in real-life contexts, I can find the mean, median, mode and range of sets of numbers, decide which type of average is most appropriate to use and discuss how using an alternative type of average could be misleading.	2