

## First

### Number, money and measure - Estimation and rounding

Curriculum Statement	Big Maths Location
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. MNU 1-01a	<b>CLIC: Counting: CORE Numbers</b>

### Number, money and measure - Number and number processes including addition, subtraction, multiplication, division and negative numbers

Curriculum Statement	Big Maths Location
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	<b>CLIC: Counting: Squiggleworth</b>
I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. MNU 1-03a	<b>Real Life Maths: CLIC: Calculation</b>

### Number, money and measure - Fractions, decimal fractions and percentages including ratio and proportion

Curriculum Statement	Big Maths Location
Having explored fractions by taking part in practical activities, I can show my understanding of: <ul style="list-style-type: none"> <li>• how a single item can be shared equally</li> <li>• the notation and vocabulary associated with fractions</li> <li>• where simple fractions lie on the number line.</li> </ul> MNU 1-07a	<b>SAFE: Fractions: Fractions of a Whole:</b> Steps 7 - 12 <b>SAFE: Fractions</b> <b>SAFE: Fractions: Fractions: Counting:</b> Steps 2 - 7
Through exploring how groups of items can be shared equally, I can find a fraction of an amount by applying my knowledge of division. MNU 1-07b	<b>SAFE: Fractions: Fractions of a Set:</b> Steps 5 - 9

Curriculum Statement	Big Maths Location
Through taking part in practical activities including use of pictorial representations, I can demonstrate my understanding of simple fractions which are equivalent. MTH 1-07c	<b>SAFE: Fractions: Fractions of a Whole:</b> Steps 14, 15

### Number, money and measure - Money

Curriculum Statement	Big Maths Location
I can use money to pay for items and can work out how much change I should receive. MNU 1-09a	<b>SAFE: Amounts: Amounts of Money:</b> Steps 7 - 11
I have investigated how different combinations of coins and notes can be used to pay for goods or be given in change. MNU 1-09b	<b>SAFE: Amounts: Amounts of Money:</b> Steps 15 - 17

### Number, money and measure - Time

Curriculum Statement	Big Maths Location
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	<b>SAFE: Amounts: Amounts of Time: Telling the Time:</b> Steps 15 - 17
I can use a calendar to plan and be organised for key events for myself and my class throughout the year. MNU 1-10b	<b>SAFE: Amounts: Amounts of Time:</b> Steps 12, 17, 22, 23
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	<b>SAFE: Amounts: Amounts of Time:</b> Steps 19 - 21

### Number, money and measure - Measurement

Curriculum Statement	Big Maths Location
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	<b>SAFE: Amounts: Amounts of Distance:</b> Steps 7 - 11 <b>SAFE: Amounts: Amounts of Mass:</b> Steps 7 - 11 <b>SAFE: Amounts: Amounts of Space:</b> Steps 7 - 11
I can estimate the area of a shape by counting squares or other methods. MNU 1-11b	<b>SAFE: Amounts: Amounts of Space:</b> Steps 15 - 17

### Number, money and measure - Mathematics - its impact on the world, past, present and future

Curriculum Statement	Big Maths Location
I have discussed the important part that numbers play in the world and explored a variety of systems that have been used by civilisations throughout history to record numbers. MTH 1-12a	<b>SAFE: Amounts: Amounts of Time: Telling the Time:</b> Step 12

### Number, money and measure - Patterns and relationships

Curriculum Statement	Big Maths Location
I can continue and devise more involved repeating patterns or designs, using a variety of media. MTH 1-13a	<b>Dangerous Maths: Pattern Spotting:</b> Steps 7 - 10
Through exploring number patterns, I can recognise and continue simple number sequences and can explain the rule I have applied. MTH 1-13b	<b>Dangerous Maths: Pattern Spotting:</b> Step 11

### Number, money and measure - Expressions and equations

Curriculum Statement	Big Maths Location
I can compare, describe and show number relationships, using appropriate vocabulary and the symbols for equals, not equal to, less than and greater than. MTH 1-15a	<b>CLIC: Counting: CORE Numbers</b>

Curriculum Statement	Big Maths Location
When a picture or symbol is used to replace a number in a number statement, I can find its value using my knowledge of number facts and explain my thinking to others. MTH 1-15b	<b>Dangerous Maths: Algebra:</b> Step 2

### Shape, position and movement - Properties of 2D shapes and 3D objects

Curriculum Statement	Big Maths Location
I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. MTH 1-16a	<b>SAFE: Shape: 2D Shape:</b> Steps 11 - 19 <b>SAFE: Shape: 3D Shape:</b> Steps 8 - 17
I can explore and discuss how and why different shapes fit together and create a tiling pattern with them. MTH 1-16b	<b>SAFE: Shape: 2D Shape:</b> Steps 13, 18, 19

### Shape, position and movement - Angle, symmetry and transformation

Curriculum Statement	Big Maths Location
I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning. MTH 1-17a	<b>SAFE: Shape: Position &amp; Direction:</b> Steps 9 - 14
I have developed an awareness of where grid reference systems are used in everyday contexts and can use them to locate and describe position. MTH 1-18a	<b>SAFE: Shape: Position &amp; Direction:</b> Steps 14, 18
I have explored symmetry in my own and the wider environment and can create and recognise symmetrical pictures, patterns and shapes. MTH 1-19a	<b>SAFE: Shape: Explore &amp; Draw:</b> Steps 7 - 10, 18, 19

### Information handling - Data and analysis

Curriculum Statement	Big Maths Location
I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains. MNU 1-20a	<b>SAFE: Explaining Data: Diagrams &amp; Tables</b> <b>SAFE: Explaining Data: Bar Charts</b> <b>SAFE: Explaining Data: Line Graphs</b>

Curriculum Statement	Big Maths Location
I have used a range of ways to collect information and can sort it in a logical, organised and imaginative way using my own and others' criteria. MNU 1-20b	<b>SAFE: Explaining Data: Diagrams &amp; Tables</b> <b>SAFE: Explaining Data: Bar Charts</b> <b>SAFE: Explaining Data: Line Graphs</b>
Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale. MTH 1-21a	<b>SAFE: Explaining Data: Diagrams &amp; Tables</b> <b>SAFE: Explaining Data: Bar Charts</b> <b>SAFE: Explaining Data: Line Graphs</b>

### Information handling - Ideas of chance and uncertainty

Curriculum Statement	Big Maths Location
can use appropriate vocabulary to describe the likelihood of events occurring, using the knowledge and experiences of myself and others to guide me. MNU 1-22a	<b>SAFE: Explaining Data: Probability:</b> Steps 1 - 3