

# TeeJay Publishers

## Curriculum for Excellence

### Course Planner - Level 1

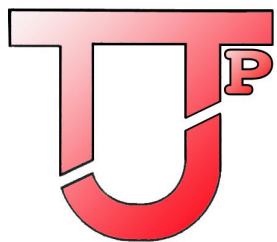
To help schools develop their courses, **TeeJay Publishers** has produced a **Course Planner** for CfE **Level 1**.

This **Planner** from **TeeJay** provides substance to what the content of each level includes, and gives an indication as to what is required at that level, with some basic examples where necessary.

It provides the basis of a course based on TeeJay's **Books 1a and 1b** and includes a final column which will allow planners to list practical activities, ICT Resources and specific methodologies. (*These can be **typed** into the boxes provided*).

#### Note :-

- All of the work for **CfE Level 1** comes from our **CfE Book 1a** and **CfE Book 1b**
- TeeJay suggests that it would be preferable to progress through the books (*in the order of your choice*) and use this document as a check-list to make sure that the work of CfE has been covered.
- At the beginning of **Book 1a** is a **Chapter 0** which revises and consolidates all the work completed in **CfE Early Level**.
- The book contains a set of answers for all the exercises. This allows for pupil self checking or for peer marking.
- At the end of each Chapter of the books is a "**Revisit-Review-Revise**" assessment. These could be used as diagnostic tools either before starting or after completing a topic.
- Each of our books can be supplemented by using our **Homework/Assessment Photocopiable Packs**, (ready Late 2012).
- The course is also supplemented and supported by **TeeJay's CfE Level 1 Assessment/Diagnostics Pack**. (Assessments are listed in **purple**).



# TeeJay Publishers

## Progression

Here is **TeeJay's updated** interpretation of how pupils might progress from Primary to Secondary.

We imagine there will be 6 fairly distinct groups, as shown in the table below.

Check [www.teejaypublishers.co.uk](http://www.teejaypublishers.co.uk) for updates of this progress chart in light of any new information about the Level criteria.

End of P7	S1	S2	S3	S4	S5/6
Pupil has NOT completed Level 1	Continue with Level 1	Complete Level 1 + Start Access 3	Access 3	National 4 or * vocational course	Complete National 4 or * vocational course
Pupil has just completed Level 1	Start level 2	Complete Level 2 Start Access 3	Start National 4 Assess Access 3	Complete National 4 or * vocational course	* vocational course
Pupil has NOT completed Level 2	Complete Level 2	Topics from Level 3 (Assess Access 3)	Start National 4	Complete National 4 Assess	National 5 or * vocational course
Pupil just completed Level 2	Begin Level 3	Complete Level 3 or (Start National 4)	Start National 4 or (Complete National 4)	Complete National 4 or (Start National 5)	National 5 (Complete & Start Higher)
Pupil is working on Level 3 (completed Level 2 mid P7)	Complete Level 3	Start National 4	Begin National 5 (Assess National 4)	Complete National 5 Externally Assess	Two year Higher
Pupil is working on Level 3 (completed Level 2 P6)	Complete Level 3 (topics from Nat 4)	Begin National 5 (Assess National 4)	Complete National 5 Externally Assess	Start Higher Unit 1 (start 2)	Complete Higher Advanced Higher

Schools will vary in the timings of the above, but basically this should hopefully help with planning progression from P7 to S5/6

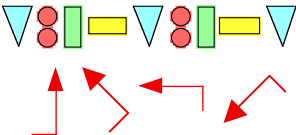

\* Notice that we have no mention of Level 4. This is likely to be superseded by secondary schools tackling National 4 or 5.





Outcome	Definition	Book 1A	Book 1B	Comments/Methodology/Other Resources	✓
<b>Time</b>	<p><i>Tell the time using 12 hour clocks - analogue/digital.</i></p> <p><i>State times using am and pm.</i></p> <p><i>Read times on simple timetables and TV prog guides.</i></p> <p><i>Be aware of, for whole hours only, the connection between 12 and 24 hour times.</i></p> <p><b>(MNU 1-10a)</b></p>	<p><i>(Ch 4 pgs 41-45)</i></p> <p><i>(Ch 11 pgs 100-102)</i></p>	<p>Ch 4 pgs 34-36</p> <p>Ch 4 pgs 37-39</p> <p>Ch 4 pgs 40-42</p> <p>Ch 4 page 43</p>	<p>TeeJay CfE Assessment MNU 1-10a</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<p><i>Know days of the weeks, months of the year and number of days in each month.</i></p> <p><i>Be able to analyse a monthly calendar tab</i></p> <p><i>Dates in words and in the format 03:12:09 etc.</i></p> <p><b>(MNU 1-10b)</b></p>	<p><i>(Ch 4 pgs 37-40)</i></p> <p><i>(Ch 11 pgs 98-99)</i></p> <p>-</p>	<p>Ch 8 pge 85-86</p> <p>Ch 8 pge 85-87</p> <p>Ch 8 pge 85-87</p>	<p>TeeJay CfE Assessment MNU 1-10b</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<p><i>Have an idea of how long an event will take in seconds, minutes or hours.</i></p> <p><i>From a choice of 3 or 4 given times, estimate the best one for an event.</i></p> <p><i>Know what unit of time (secs, mins, hours or days) is best to use to time an event.</i></p> <p><i>Time using a watch or stopwatch to complete a task.</i></p> <p><b>(MNU 1-10c)</b></p>	<p>-</p> <p>-</p> <p>-</p> <p>-</p> <p>-</p>	<p>Ch 4 page 40</p> <p>Ch 8 pge 88-90</p> <p>Ch 8 pge 88-90</p> <p>Ch 8 pge 88-90</p>	<p>TeeJay CfE Assessment MNU 1-10c</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

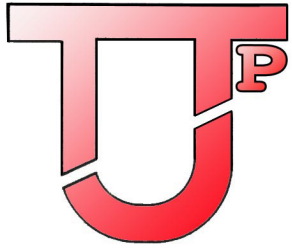
Outcome	Definition	Book 1A	Book 1B	Comments/Methodology/Other Resources	✓
<b>Measurement</b>	<i>Know what instrument to use to measure lengths of various objects - ruler, metre stick, tape measure.</i>	<i>(Ch 17 - various)</i>	Ch 15 - various		<input type="checkbox"/>
	<i>Estimate the length of an object then measure it to nearest cm or metre using appropriate instrument.</i>	<i>Ch 17 pgs 143-149)</i>	Ch 15 pgs 175-178		<input type="checkbox"/>
	<i>Estimate which of 2 or more objects is heavier lighter.</i>	<i>(Ch 22 pgs 186-192)</i>	Ch 19 pgs 212-213		<input type="checkbox"/>
	<i>Estimate which of 2 or more containers holds most liquid.</i>		Ch 19 pgs 214-216		<input type="checkbox"/>
	<i>Check by using a balance or cups, buckets etc.</i> <b>(MNU 1-11a)</b>	<i>(Ch 17 and Ch 22)</i>	Practical	TeeJay CfE Assessment MNU 1-11a	<input type="checkbox"/>
	<i>Find area of simple shapes, (including composites), by counting cm squares and half squares.</i>	-	Ch 15 pgs 179-180		<input type="checkbox"/>
<i>Estimate areas of other shapes using a cm squared grid.</i> <b>(MNU 1-11b)</b>	-	Ch 15 page 181	TeeJay CfE Assessment MNU 1-11b	<input type="checkbox"/>	
<b>Mathematics - its impact on the world, past, present and future</b>	<i>Study various number systems - Babylonian, Roman, Mayan, Egyptian.</i> <i>Use an abacus.</i> <i>Simple binary.</i> <i>Numbers 1-10 in various languages.</i> <i>See TeeJay Assessment sheet MNU 1-12a.</i> <b>(MTH 1-12a)</b>		Practical Assignment - (see TeeJay's Assessment MNU 1-12a)	TeeJay CfE Assessment MNU 1-12a	<input type="checkbox"/>

Outcome	Definition	Book 1A	Book 1B	Comments/Methodology/Other Resources	✓
<p><b>Patterns and relationships</b></p>	<p>Recognise and be able to continue a simple shape, colour or letter pattern :-</p>  <p>A, C, E, G, ....., .....</p> <p><b>(MTH 1-13a)</b></p>	<p>(Ch 23 pgs 194-196)</p>	<p>Ch 13 page 139</p>	<p>TeeJay CfE Assessment MNU 1-13a</p>	<input type="checkbox"/>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<p>Recognise simple number patterns and find the next number or missing numbers in the patterns.</p> <ul style="list-style-type: none"> <li>• 10, 11, 12, 13, ....</li> <li>• 35, 45, 55, 65, ....</li> <li>• 7, 10, 13, ....</li> <li>• 20, 18, 16, 14, ....</li> <li>• 1, 5, 9, 13, .....</li> <li>• 19, 22, ....</li> </ul> <p>Explain the rule in words.</p> <p><b>(MTH 1-13b)</b></p>	<p>(Ch 23 page 197)</p> <p>-</p>	<p>Ch 13 pgs 140-143</p> <p>Ch 13 pgs 140-143</p>	<p>TeeJay CfE Assessment MNU 1-13b</p>	<input type="checkbox"/>  <input type="checkbox"/> <input type="checkbox"/>
<p><b>Expressions and equations</b></p>	<p>Be able to substitute +, -, x, ÷ into an expression to make it correct. 15 <input type="text"/> 9 = 6.</p> <p>Be able to recognise when one expression is smaller than, equal to, greater than or not equal to another expression.</p> <p>20 ÷ 5 is smaller than 30 ÷ 6.</p> <p>Understand and use the symbols ≤, =, &gt;, ≠ between numbers or expressions.</p> <p>14 × 3 &lt; 13 × 4</p> <p><b>(MTH 1-15a)</b></p>	<p>(Ch 15 pgs 130-133)</p> <p>-</p> <p>-</p>	<p>Ch 18 pgs 198-202</p> <p>Ch 18 pgs 203-204</p> <p>Ch 18 pgs 203-204</p>	<p>TeeJay CfE Assessment MNU 1-15a</p>	<input type="checkbox"/>  <input type="checkbox"/> <input type="checkbox"/>
	<p>Find the missing number (or maths symbol +, -, x, ÷) in a number machine.</p>  <p>Solve simple "equations" where symbols are used to represent unknown numbers</p> <p>8 + <input type="text"/> = 12, 40 ÷ <input type="text"/> = 8</p> <p><b>(MTH 1-15b)</b></p>	<p>-</p> <p>Ch 15 pgs 130-133</p> <p>Ch 15 pgs 130-133</p>	<p>Ch 18 pgs 205-208</p> <p>Ch 18 pgs 198-202</p> <p>Ch 18 pgs 198-202</p>	<p>TeeJay CfE Assessment MNU 1-15b</p>	<input type="checkbox"/>  <input type="checkbox"/> <input type="checkbox"/>

Outcome	Definition	Book 1A	Book 1B	Comments/Methodology/Other Resources	✓
<p><b>Properties of 2D shapes and 3D objects</b></p>	<p>Name 2D shapes - square, rectangle, circle, triangle, and understand how they differ.</p> <p>Name 3D objects - cube, cuboid, cone, sphere, cylinder, pyramid, triangular prism and understand how they differ.</p> <p>Know how many faces, edges and corners 3D shapes have.</p> <p>Know which will roll, which only have straight edges etc.</p> <p><b>(MTH 1-16a)</b></p>	<p>(Ch 13 pgs 113-117)</p> <p>(Ch 24 pgs 199-201)</p> <p>(Ch 24 pgs 202-203)</p>	<p>Ch 9 page 93</p> <p>Ch 17 pgs 194-196</p> <p>Ch 17 page 196</p>	<p>TeeJay CfE Assessment MNU 1-16a</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<p>Recognise which shape will make good tiles and why others won't.</p> <p>Surround a simple shape with congruent shapes to show how it tiles on square, triangular or dotted paper.</p> <p><b>(MTH 1-16b)</b></p>	-	<p>Ch 9 pgs 94-98</p> <p>Ch 9 pgs 94-98</p>	<p>TeeJay CfE Assessment MNU 1-16c</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<p>Know 1/4 turn, half turn, clockwise and anticlockwise.</p> <p>Understand 90° turn clockwise and anticlockwise.</p> <p>Know the 4 main compass points N, S, E, W.</p> <p>Describe simple journeys - forw 3, left, forw 2, right .....</p> <p>Describe a journey through the a town from one place to another using turn right/left and street names.</p> <p>Know what object is north (south, east or west) of a given place or object.</p> <p><b>(MTH 1-17a)</b></p>	<p>(Ch 6 pgs 64-66)</p> <p>(Ch 20 pgs 173-174)</p> <p>(Ch 20 pgs 175-176)</p> <p>(Ch 20 pgs 177-178)</p>	<p>Ch 6 pgs 67-70</p> <p>Ch 6 pgs 71-72</p> <p>Ch 6 pgs 65-66</p> <p>Ch 6 pgs 71-72</p>	<p>TeeJay CfE Assessment MNU 1-17a</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	<p>Use grid system (coordinates) to describe the position of an object or place in some context.</p> <p>Grid references describing boxes or points on the grid.</p> <p>B1, De, etc</p> <p><b>(MTH 1-18a)</b></p>	-	<p>Ch 11 pgs 115-121</p> <p>Ch 11 pgs 115-121</p>	<p>TeeJay CfE Assessment MNU 1-18a</p>	<input type="checkbox"/> <input type="checkbox"/>
<p>Recognise when a shape is symmetrical.</p> <p>Recognise symmetry in the real world and collect and display symmetrical shapes.</p> <p>Complete a simple shape (with a dotted line) to make it symmetrical.</p> <p><b>(MTH 1-19a)</b></p>	<p>(Ch 2 pgs 22-24)</p> <p>(Ch 2 pgs 25-26)</p> <p>(Ch 2 page 27)</p>	<p>Ch 2 pgs 9-14</p> <p>Ch 2 pgs 9-14</p> <p>Ch 2 pgs 15-17</p>	<p>TeeJay CfE Assessment MNU 1-19a</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	



Outcome	Definition	Book 1A	Book 1B	Comments/Methodology/Other Resources	✓												
<b>Data and analysis</b>	<p>Answer questions relating to information displayed on a bar chart or pictograph.</p> <p>Answer question relating to information given in a table e.g. Prices for adults/kids.</p> <table border="1"> <thead> <tr> <th></th> <th>March</th> <th>April</th> <th>May</th> </tr> </thead> <tbody> <tr> <td>Adult</td> <td>£18</td> <td>£32</td> <td>£25</td> </tr> <tr> <td>Child</td> <td>£12</td> <td>£19</td> <td>£16</td> </tr> </tbody> </table> <p>(MNU 1-20a)</p>		March	April	May	Adult	£18	£32	£25	Child	£12	£19	£16	<p>(Ch 19 pgs 161-170)</p> <p>(Ch 19 pgs 161-170)</p>	<p>Ch 20 pgs 221-222</p> <p>-</p>	<p>TeeJay CfE Assessment MNU 1-20a</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
		March	April	May													
	Adult	£18	£32	£25													
Child	£12	£19	£16														
<p>Use tally marks to complete a frequency table from raw data.</p> <p>Collect data (from class) and make up a simple database.</p> <p>Write a report on a survey done and discuss interesting features.</p> <p>(MNU 1-20b)</p>	<p>(Ch 25 pgs 209-212)</p> <p>Practical</p> <p>Practical</p>	<p>Ch 20 page 223</p> <p>Ch 20 page 223</p>	<p>TeeJay CfE Assessment MNU 1-20b</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>													
<p>Use a computer and any other method to display data simply by creating tables, charts and diagrams.</p> <p>Use simple labelling and scale.</p> <p>Draw a bar graph and pictograph from given or collected data.</p> <p>Create database or simple spreadsheet from given or collected data and display.</p> <p>(MTH 1-21a)</p>	<p>Practical</p> <p>(Ch 25 pgs 205-208)</p> <p>(Ch 25 pgs 205-208)</p> <p>Practical</p>	<p>Ch 20 pgs 221-222</p> <p>Ch 20 pgs 221-222</p>	<p>TeeJay CfE Assessment MNU 1-21a</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>													
<b>Ideas of chance and uncertainty</b>	<p>Use a chance line showing impossible, unlikely, evens, likely and certain to describe the chance of simple clearly distinguishable events happening.</p> <p>("Probability" optional at this stage).</p> <p>(MNU 1-22a)</p>		<p>Ch 21 pgs 224-230</p>	<p>TeeJay CfE Assessment MNU 1-22a</p>	<input type="checkbox"/>												



# TeeJay Publishers

## Curriculum for Excellence

### Level 1 Course Planner - Following Book Order

Based on TeeJay's **Books 1a and 1b** along with TeeJays **Assessment Pack** for **Level 1**.

Book Chapters are listed **FIRST** and CfE Outcomes are then Associated and Tied up with the relevant Chapters.

This time, to help schools develop their courses, **TeeJay Publishers** has produced a **Course Planner** for CfE **Level 1**.

This version of the **Planner** from **TeeJay** provides substance to what the content of each level includes, and gives an indication as to what is required at that level, with some basic examples where necessary.

It provides the basis of a course based on TeeJay's **Books 1a and 1b** and includes a final column which will allow planners to list practical activities, ICT Resources and specific methodologies.

When a CfE outcome is starred \* (e.g. **MNU 1-02a\***), this means the outcome has still to be completed possibly later or in Book 1b.



Ch	Heading	Pgs	Topics	CfE Outcomes	Comments/Methodology/Assessments
6	Angles	62-63 64-66 67	An Angle A Special Angle - A Right Angle <b>Revisit - Review - Revise !</b>	MTH 1-17a MTH 1-17a	
7	Whole Numbers 4	68-69 70-71 72-73 74	Basic Subtraction Subtraction in Tens Subtraction in Hundreds <b>Revisit - Review - Revise !</b>	MNU 1-03a MNU 1-03a MNU 1-03a	
8	Money 1	75-77 78-79 80	Using coins Adding & Subtracting Money up to £1 <b>Revisit - Review - Revise !</b>	MNU 1-09a MNU 1-09a	
9	Whole Numbers 5	81-82 83-84 85-86 87 88 89	Subtraction with Carrying Subtraction in Tens with Carrying Subtraction in Hundreds with Carrying Subtraction - A Mixture Subtraction with a Calculator <b>Revisit - Review - Revise !</b>	MNU 1-03a MNU 1-03a MNU 1-03a MNU 1-03a MNU 1-03a	
10	Money 2	90 91-93 94-95 96 97	Money and Decimals Adding and Subtracting Money with Decimals Money and Decimals up to £5 Money and Decimals up to £10 <b>Revisit - Review - Revise !</b>	MNU 1-09a MNU 1-09a MNU 1-09a MNU 1-09a	
11	Time 2	98-99 100-102 103	Revision of Days, Weeks, Time and the Seasons Telling the Time (Analogue) <b>Revisit - Review - Revise !</b>	MNU 1-10b MNU 1-10a	
12	Whole Numbers 6	104-105 106-107 108-109 110-111 112	Multiplication by 2 Multiplication two digits by 2 Multiplication by 3 Multiplication two digits by 3 <b>Revisit - Review - Revise !</b>	MNU 1-03a MNU 1-03a MNU 1-03a MNU 1-03a	

## Book 1a

## page 3

Ch	Heading	Pgs	Topics	CfE Outcomes	Comments/Methodology/Assessments
13	2D shapes	113-114 115-118 119	Naming 2D Shapes Sides, Corners and Angles of 2D Shapes <b>Revisit - Review - Revise !</b>	MTH 1-16a MTH 1-16a	
14	Whole Numbers 7	120-122 123-124 125-127 128 129	Division by 2 (no Remainder) Division of 2 digits by 2 and "doubling" Division by 3 (no Remainder) Division of 2 digits by 3 <b>Revisit - Review - Revise !</b>	MNU 1-03a MNU 1-03a MNU 1-03a MNU 1-03a	
15	Algebra	130 131 132 133 134	The Missing Number Simple Equations involving + and - Simple Equations involving x and ÷ Find the Missing Symbol in an Equation <b>Revisit - Review - Revise !</b>	MTH 1-15b MTH 1-15b MTH 1-15b MTH 1-15a	
16	Fractions 1	135-137 138-140 141 142	Half of something (Visually) Quarter of something (Visually) A Mixture <b>Revisit - Review - Revise !</b>	MNU 1-07a MNU 1-07a MNU 1-07a	
17	Length	143 144-147 148-149 150	Length - Old units Metric Length - Centimetres Measuring in Metres <b>Revisit - Review - Revise !</b>	MNU 1-11a MNU 1-11a MNU 1-11a	
18	Whole numbers 8	151-152 153-154 155-159 160	Division by 2 with a Remainder Division by 2 - More on Remainders Division by 3 with a Remainder <b>Revisit - Review - Revise !</b>	MNU 1-03a MNU 1-03a MNU 1-03a	

Ch	Heading	Pgs	Topics	CfE Outcomes	Comments/Methodology/Assessments
19	Stats 1	161-164 165-166 167-170 171-172	Reading from a Table Reading from a Pictograph Reading from a Bar Graph <b>Revisit - Review - Revise !</b> Attempt TeeJay's ----->	MNU 1-20a MNU 1-20a MNU 1-20a	<i>MNU 1-20a</i> Diag Assessment
20	Position/Move	173-174 175-178 179	A Right Angle and Quarter Turn Describing a Journey <b>Revisit - Review - Revise !</b>	MTH 1-17a MTH 1-17a	
21	Fractions 2	180-181 182-184 185	A third of something (Visually) A Fraction of something (Visually) <b>Revisit - Review - Revise !</b>	MNU 1-07b MNU 1-07b	
22	Weight	186-188 189-190 191-192 193	Words used in Weight Measuring in Kilograms Reading Scales <b>Revisit - Review - Revise !</b>	MNU 1-11a MNU 1-11a MNU 1-11a	
23	Patterns	194-195 196 197 198	Drawing Patterns Patterns with Letters Patterns with Numbers <b>Revisit - Review - Revise !</b> Attempt TeeJay's ----->	MTH 1-13a MTH 1-13a MTH 1-13b	<i>MNU 1-13a</i> Diag Assessment
24	3D Shapes	199-201 202-203 204	3D Shapes How to make 3D Shapes <b>Revisit - Review - Revise !</b> Attempt TeeJay's ----->	MTH 1-16a MTH 16a1-	<i>MNU 1-16a</i> Diag Assessment
25	Stats 2	205-208 209-212 213	Drawing Pictographs and Bar Graphs Tally Marks and Frequency Tables <b>Revisit - Review - Revise !</b> Attempt TeeJay's ----->	MTH 1-21a MNU 1-20b	<i>MNU 1-20b</i> and <i>MNU 1-21a</i> Diag Assessments
	Answers	215-224	Answers to All Exercises		

Ch	Heading	Pgs	Topics	CfE Outcomes	Comments/Methodology/Assessments
1	Whole Numbers 1	1 2-3 4-5 6 7-8	<i>Consolidation of Numbers up to 1000 from Book 1(a)</i> Place Values to 10000, words $\leftrightarrow$ Digits and Ordering Rounding to Nearest 10 Estimate Calculations like $129 + 213$ Approx = $130 + 210 = 34$ <b>Revisit - Review - Revise !</b> Attempt TeeJay's ----->	MNU 1-02a MNU 1-02a MNU 1-01a MNU 1-01a	<i>MNU 1-01a and MNU 1-02a</i> Diag Assessment
2	Symmetry	9 10-14 15-17 18	<i>Consolidation of Symmetry Work from Book 1(a)</i> Introduction of "Line of Symmetry" in Basic Shapes Completing a Simple Shape to make it Symmetrical (no grids) <b>Revisit - Review - Revise !</b> Attempt TeeJay's ----->	MTH 1-19a MTH 1-19a MTH 1-19a	<i>MNU 1-19a</i> Diag Assessment
3	Whole Numbers 2	19-20 21-22 23-24 25-26 27-28 29-31 32	<i>Consolidation of Addition, Subtraction, and Multiplication from Book 1(a)</i> Multiplication by 4 Multiplication by 5 Multiplication by 10 Multiplying 3 digit Number by 2, 3, 4, 5, 10 Mixed Exercise including doubling and trebling <b>Revisit - Review - Revise !</b>	MNU 1-03a MNU 1-03a MNU 1-03a MNU 1-03a MNU 1-03a MNU 1-03a	
4	Time 1	33 34-36 37-39 40 41-42 43 44-45	<i>Consolidation of Time Work from Book 1(a)</i> Digital Clocks am and pm and digital clocks Simple Time Intervals Reading Timetables The 24 hour Clock - Hours only <b>Revisit - Review - Revise !</b> Attempt TeeJay's ----->	MNU 1-10a MNU 1-10a MNU 1-10a MNU 1-10c MNU 1-10a MNU 1-10a	<i>MNU 1-10a</i> Diag Assessment

Ch	Heading	Pgs	Topics	CfE Outcomes	Comments/Methodology/Assessments
5	Whole Numbers 3	46 47-49 49-52 53-54 55-57 58-59 60-61 62-63 64	Consolidation of Division by 2 and 3 from Book 1(a) Dividing by 4 + Without Remainder Dividing by 4 + With Remainder Dividing by 5 + Without Remainder Dividing by 5 + With Remainder Dividing by 10 Dividing 3 Digit Number by 2, 3, 4, 5, 10 Mixed problems involving +, -, x, ÷ (up to 3 digits) with/without calculator <b>Revisit - Review - Revise !</b>	MNU 1-03a MNU 1-03a MNU 1-03a MNU 1-03a MNU 1-03a MNU 1-03a MNU 1-03a MNU 1-03a	
6	Angles	65-66 67-68 69-70 71-72 73-74	Consolidation of Angles Work from Book 1(a) Right Angles Quarter/Half/Full Turn - 90°, 180°, 360° Compass Directions N, S, E, W <b>Revisit - Review - Revise !</b> Attempt TeeJay's ----->	MTH 1-17a MTH 1-17a MTH 1-17a MTH 1-17a	MNU 1-17a Diag Assessment
7	Money	75 76-78 79 80 81-82 83-84	Consolidation of Money Work from Book 1(a) Money and Change up to £20 Add, Subtract, Multiply and Divide with Money Mixed Money Problems without a Calculator Mixed Money Problems with a Calculator <b>Revisit - Review - Revise !</b> Attempt TeeJay's ----->	MNU 1-09a MNU 1-099ba MNU 1-02a MNU 1-09b MNU 1-09b	MNU 1-09a and MNU 1-09b Diag Assessment
8	Time 2	85-87 88-89 90 90 91-92	The Calendar Units of Time Timing and Event - the Stopwatch Practical Work - using a Watch or Stopwatch to complete a Task <b>Revisit - Review - Revise !</b> Attempt TeeJay's ----->	MNU 1-10b MNU 1-10c MNU 1-10c MNU 1-10c	MNU 1-10b and MNU 1-10c Diag Assessment



Ch	Heading	Pgs	Topics	CfE Outcomes	Comments/Methodology/Assessments
9	2 - Dimensions	93 94-98 99-100	<i>Consolidation of 2D Work from Book 1(a)</i> Recognising and completing Tilings <b>Revisit - Review - Revise !</b> Attempt TeeJay's ----->	MTH 1-16a MTH 1-16b	<i>MNU 1-16b</i> Diag Assessment
10	Whole Numbers 4	101-102 103-104 105-106 107-108 109-110 111 112-113 114	<i>Consolidation of Multiplication by 2, 3, 4, 5, 10</i> The 6 Times Table Multiplication by 6 The 7 Times Table Multiplication by 7 Multiplication of 3 Digits by 6 and 7 Mixed Exercise including Money <b>Revisit - Review - Revise !</b>	MNU 1-03a MNU 1-03a MNU 1-03a MNU 1-03a MNU 1-03a MNU 1-03a MNU 1-03a	
11	Coordinates	115-119 120-121 122	Describing Squares in a Grid using B,c Coordinates using Lines with P,5 etc <b>Revisit - Review - Revise !</b> Attempt TeeJay's ----->	MTH 1-18a MTH 1-18a	<i>MNU 1-18a</i> Diag Assessment
12	Whole Numbers 5	123-124 125-126 127-128 129-130 131-132 133 134-136 137 138	<i>Consolidation of Multiplication by 2, 3, 4, 5, 6, 7, 10</i> The 8 Times Table Multiplication by 8 The 9 Times Table Multiplication by 9 Multiplication of 3 Digits by 8 and 9 Mixed Exercise including Money Multiplying on a Calculator <b>Revisit - Review - Revise !</b>	MNU 1-03a MNU 1-03a MNU 1-03a MNU 1-03a MNU 1-03a MNU 1-03a MNU 1-03a MNU 1-03a	

Ch	Heading	Pgs	Topics	CfE Outcomes	Comments/Methodology/Assessments
13	Patterns	139 140-141 142-143 144	<i>Consolidation of Pattern Work from Book 1(a)</i> Further Number Patterns - Describe in Words and Continue Linking patterns in Tables <b>Revisit - Review - Revise !</b> Attempt TeeJay's ----->	MTH 1-13a MTH 1-13b MTH 1-13b	<i>MNU 1-13b</i> Diag Assessment
14	Whole Numbers 6	145-146 147-149 150-151 152-154 155-156 157-159 160-161 162-164 165-166 167-168 169-171 172-173	<i>Consolidation of Division by 2, 3, 4, 5, 10</i> Division by 6 (Without a Remainder) Division by 6 (With a Remainder) Division by 7 (Without a Remainder) Division by 7 (With a Remainder) Division by 8 (Without a Remainder) Division by 8 (With a Remainder) Division by 9 (Without a Remainder) Division by 9 (With a Remainder) Mixed Exercise Mixed Problems using Addition, Subtraction, Multiplication and Division <b>Revisit - Review - Revise !</b> Attempt TeeJay's ----->	MNU 1-03a MNU 1-03a MNU 1-03a MNU 1-03a MNU 1-03a MNU 1-03a MNU 1-03a MNU 1-03a MNU 1-03a MNU 1-03a MNU 1-03a	<i>MNU 1-03a</i> Diag Assessment
15	Length and Area	174 175-176 177-178 179-180 181 182-183	<i>Consolidation of Length Work from Book 1(a)</i> Measure Lines to the Nearest Centimetre Units of Measurement m, cm, mm Area of Shape by Counting cm Squares Estimating the area of any Shape using a 1 cm Grid. <b>Revisit - Review - Revise !</b> Attempt TeeJay's ----->	MNU 1-11a MNU 1-11a MNU 1-11a MNU 1-11b MNU 1-11b	<i>MNU 1-11b</i> Diag Assessment
16	Fractions	184 185-187 188-189 190-191 192-193	<i>Consolidation of Fraction Work from Book 1(a)</i> Sharing and Finding a Unitary Fraction of a Quantity Equivalent Fractions Pictorially Show Fractions like $\frac{1}{8}$ on the Number Line - Comparisons <b>Revisit - Review - Revise !</b>	MNU 1-07a MNU 1-07b MTH 1-07c MNU 1-07a	

Ch	Heading	Pgs	Topics	CfE Outcomes	Comments/Methodology/Assessments
			Attempt TeeJay's ----->		<i>MNU 1-07a, MNU 1-07b and MNU 1-07c</i> Diag Assess
17	3D Work	194 195-196 197	<i>Consolidation of 3D Work from Book 1(a)</i> Compare 3D Shapes - Corners, sides, faces etc - Which will Roll ? <b>Revisit - Review - Revise !</b>	MTH 1-16a MTH 1-16a	
18	Algebra	198 199 200 201-202 203-204 205-208 209-210	Consolidation of Algebra Work from Book 1(a) Simple Equations with x and ÷ What Signs are Missing Making up Equations with + and - and Solving Greater than and Smaller than Signs Function Machines <b>Revisit - Review - Revise !</b> Attempt TeeJay's ----->	MTH 1-15a MTH 1-15a MTH 1-15a MTH 1-15b MTH 1-15b MTH 1-15b	<i>MNU 1-15a and MNU 1-15b</i> Diag Assessment
19	Weight & Volume	211 212-213 214 215-216 217-218 219-220	<i>Consolidation of Weight Work from Book 1(a)</i> Kilograms and grams Introduction to Volume Litres and Millilitres Volumes by counting Cubes <b>Revisit - Review - Revise !</b> Attempt TeeJay's ----->	MNU 1-11a MNU 1-11a MNU 1-11a MNU 1-11a MNU 1-11a	<i>MNU 1-11a</i> Diag Assessment
20	Statistics	221-222 223	<i>Consolidation of Statistics Work from Book 1(a)</i> Carry our Survey - Collect Data, Present Results - Write a Report	MNU 1-20a/c/MTH21a MNU 1-20b	
21	Chance	224-225 226-227 228-230 231	The Probability Line - Likely or Unlikely ? More Likely or Less Likely Calculating Chance <b>Revisit - Review - Revise !</b> Attempt TeeJay's ----->	MNU 1-22a MNU 1-22a MNU 1-22a	<i>MNU 1-20a</i> Diag Assessment
22	Revision Level 1	232-237	<i>Revise all for Diagnostic Assessment for CfE Level 1</i> Attempt TeeJay's ----->		<i>Level 1 Diagnostic end-of-course Assessment</i>
	Answers	238-250			