## Block 1

| Area of Numeracy and Maths | Differentiated Activities | Resources | Assessment and Observation | Date Completed |
| :---: | :---: | :---: | :---: | :---: |
| Estimation and Rounding <br> - Use rounding to estimate before calculating | $i$ |  |  |  |
|  | $35$ |  |  |  |
|  | $135$ |  |  |  |
| Awareness of Number -Counting, Quantities\& Number Structure Counting <br> - Count in steps of $2,4,8,50$ and 100 | $N$ |  |  |  |
|  | $17\rangle$ |  |  |  |
|  | $1 \times \pi$ |  |  |  |
| Awareness of Number -Counting, Quantities\& Number Structure Numerals <br> - Read, write and order whole numbers to at least 1000 | $1$ |  |  |  |
|  |  |  |  |  |
|  | 人N |  |  |  |



| Baljaffray Primary School | Making Maths Memorable（ $\mathrm{M}^{3}$ ） | Primary $4 \quad$ Context： |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Area of Numeracy and Maths | Differentiated Activities | Resources | Assessment and Observation | Date Completed |
| Multipication and Division | ＊ |  |  |  |
|  | 大 |  |  |  |
|  | 大＊＊ |  |  |  |
| Fractions，Decimals and Percentages | ＊ |  |  |  |
|  | 大t |  |  |  |
|  | 大t大 |  |  |  |
| Money | ＊ |  |  |  |
|  | ＊ |  |  |  |
|  | t＊ |  |  |  |





## Baljaffray Primary School Making Maths Memorable ( $\mathrm{M}^{3}$ ) Primary $4 \quad$ Context:

| Area of Numeracy and <br> Maths | Differentiated Activities | Resources | Assessment and <br> Observation | Date Completed |
| :--- | :--- | :--- | :--- | :--- |
| Data Handling and Analysis <br> - Ask and answer questions to extract <br> key information from a variety of data <br> sets. | A |  |  |  |

## Block 2





## Baljaffray Primary School

| Area of Numeracy and Maths | Differentiated Activities | Resources | Assessment and Observation | Date Completed |
| :---: | :---: | :---: | :---: | :---: |
| Time <br> - Tell the time in 5 minute intervals |  |  |  |  |
| Measurement <br> Length, Mass, Volume, Area <br> - Choose the most appropriate instrument for the task - Length <br> - Choose the most appropriate instrument for the task - Mass <br> - Choose the most appropriate instrument for the task - Volume <br> - Measure accurately to the nearest unit <br> - Create shapes with given area to nearest $1 / 2$ sauare usina tiles or arids |  |  |  |  |
| Impact on the World <br> - Investigate importance of numbers in learning, life and work |  |  |  |  |




## Baljaffray Primary School Making Maths Memorable ( $\mathrm{M}^{3}$ ) Primary $4 \quad$ Context:

| Area of Numeracy and Maths | Differentiated Activities | Resources | Assessment and Observation | Date Completed |
| :---: | :---: | :---: | :---: | :---: |
| Data Handling and Analysis <br> - Know and select the most effective way to gather data for a particular purpose | * |  |  |  |
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|  | 大为 |  |  |  |

## Block 3

| Area of Numeracy and <br> Maths | Differentiated Activities | Resources | Assessment and <br> Observation |
| :--- | :--- | :--- | :--- | :--- |
| Estimation and Rounding <br> Round any 3-digit number to the <br> nearest 10 and 100 |  |  |  |

## Baljaffray Primary School <br> Making Maths Memorable ( $\mathbf{M}^{3}$ ) <br> Primary 4 <br> Context:







## Baljaffray Primary School Making Maths Memorable ( $\mathrm{M}^{3}$ ) Primary $4 \quad$ Context:

| Area of Numeracy and <br> Maths | Differentiated Activities | Resources | Assessment and <br> Observation | Date Completed |
| :--- | :--- | :--- | :--- | :--- |
| Data Handling and Analysis <br> - Use a variety of methods including <br> digital technology to display gathered <br> data | A |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

## Block 4

| Area of Numeracy and Maths | Differentiated Activities | Resources | Assessment and Observation | Date Completed |
| :---: | :---: | :---: | :---: | :---: |
| Estimation and Rounding <br> - Use rounding to estimate the solution to a problem | $\hat{N}$ |  |  |  |
|  | $35$ |  |  |  |
|  | $135$ |  |  |  |
| Awareness of Number -Counting, Quantities\& Number Structure Counting <br> - Count numbers to 1000 starting at any number | $1$ |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| Awareness of Number -Counting, Quantities\& Number Structure Numerals <br> - Describe and extend number sequences |  |  |  |  |
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## Baljaffray Primary School

| Area of Numeracy and Maths | Differentiated Activities | Resources | Assessment and Observation | Date Completed |
| :---: | :---: | :---: | :---: | :---: |
| Time <br> - Develop an understanding of time intervals: how many seconds in a minute |  |  |  |  |
| Measurement <br> Length, Mass, Volume, Area <br> - Know that $10 \mathrm{~mm}=1 \mathrm{~cm}$ <br> - Know that $100 \mathrm{~cm}=1 \mathrm{~m}$ <br> - Know that $1000 \mathrm{~g}=1 \mathrm{~kg}$ <br> - Know that $1000 \mathrm{ml}=1$ I <br> - Convert between $\mathrm{cm} / \mathrm{m}$ <br> - Convert between g/kg <br> - Convert between ml/l <br> - Understand conservation of area | Sis |  |  |  |
| Impact on the World <br> - Investigate variety of number systems used throughout history | 人( |  |  |  |




## Baljaffray Primary School Making Maths Memorable ( $\mathrm{M}^{3}$ ) Primary $4 \quad$ Context:

| Area of Numeracy and <br> Maths | Differentiated Activities | Resources | Assessment and <br> Observation | Date Completed |
| :--- | :--- | :--- | :--- | :--- |
| Data Handling and Analysis <br> - Present information appropriately <br> including tite, labelling and <br> appropriate scale | A |  |  |  |
|  |  |  |  |  |
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## Block 5





| Baljaffray Primary School | Making Maths Memorable ( $\mathrm{M}^{3}$ ) | Primary 4 | text: |  |
| :---: | :---: | :---: | :---: | :---: |
| Area of Numeracy and Maths | Differentiated Activities | Resources | Assessment and Observation | Date Completed |
| Time <br> - Develop an understanding of time intervals how many weeks and days are in a year |  |  |  |  |
| Measurement <br> Length, Mass, Volume, Area <br> - Know that $10 \mathrm{~mm}=1 \mathrm{~cm}$ <br> - Know that $100 \mathrm{~cm}=1 \mathrm{~m}$ <br> - Know that $1000 \mathrm{~g}=1 \mathrm{~kg}$ <br> - Know that $1000 \mathrm{ml}=11$ <br> - Convert between $\mathrm{cm} / \mathrm{m}$ <br> - Convert between g/kg <br> - Convert between m//l <br> - Understand conservation of area |  |  |  |  |
| Impact on the World <br> - Investigate variety of number systems used throughout history |  |  |  |  |


| Baljaffray Primary School | Making Maths Memorable（ $\mathbf{M}^{3}$ ） | Primary 4 Context： |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Area of Numeracy and Maths | Differentiated Activities | Resources | Assessment and Observation | Date Completed |
| Patterns and Relationships | 大 |  |  |  |
|  | $x>$ |  |  |  |
|  | $x+x$ |  |  |  |
| Expressions and Equations | － |  |  |  |
| $\Delta \times 6=42$ |  |  |  |  |
|  |  |  |  |  |
| 2D and 3D Shape | ＊ |  |  |  |
|  | 7\％ |  |  |  |
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## Baljaffray Primary School Making Maths Memorable ( $\mathrm{M}^{3}$ ) Primary $4 \quad$ Context:

| Area of Numeracy and <br> Maths | Differentiated Activities | Resources | Assessment and <br> Observation | Date Completed |
| :--- | :--- | :--- | :--- | :--- |
| Data Handling and Analysis <br> - Present information appropriately <br> including tite, labelling and <br> appropriate scale | A |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

