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| Year Group | Literacy | Numeracy |
| 7 | Strand: Oracy across the curriculum Element: Developing and presenting information and ideasLearners are able to:*listen to explanations of processes, sequences or points of view and identify the main points in order**reach consensus and agree actions in groups, e.g. agreeing a plan, weighing up reasons and evidence*Strand: Reading across the curriculumElement: Responding to what has been readLearners are able to:*follow up initial ideas that interest them by further research*Strand: Writing across the curriculumElement: Organising ideas and information Learners are able to:explain ideas fully, showing implications and consequencesElement: Writing accurately *use varied and appropriate vocabulary accurately, including subject-specific words and phrases* | Strand: Developing numerical reasoning Element: Identify processes and connectionsLearners are able to:*transfer mathematical skills across the curriculum in a variety of contexts and everyday situations**select, trial and evaluate a variety of possible approaches and break complex problems into a series of tasks**prioritise and organise the relevant steps needed to complete the task or reach a solution**choose an appropriate mental or written strategy and know when it is appropriate to use a calculator**identify, measure or obtain required information to complete the task**estimate and visualise size when measuring and use the correct units*Element: Represent and communicate Learners are able to:*interpret mathematical information; draw inferences from graphs, diagrams and data, including discussion on limitations of data**explain results and procedures precisely using appropriate mathematical language*Strand: Using number skillsElement: Use number facts and relationships Learners are able to: *use appropriate strategies for multiplication and division, including application of known facts*Element: Fractions, decimals, percentages and ratioLearners are able to:*use equivalence of fractions, decimals and percentages to compare proportions**use ratio and proportion including map scales*Strand: Using measuring skillsElement: TimeLearners are able to:*measure and record time in hundredths of a second* |
| 8 | Strand: Oracy across the curriculum Element: Developing and presenting information and ideasLearners are able to:*respond positively and thoughtfully to new ideas and alternative points of view*Strand: Reading across the curriculum Element: Developing and presenting information and ideasLearners are able to:*read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them*Strand: Element: Writing accuratelyLearners are able to:*use technical terms, language and expression consistent with the subject content.* | Strand: Developing numerical reasoning Element: Identify processes and connectionsLearners are able to:*transfer mathematical skills across the curriculum in a variety of contexts and everyday situations**select, trial and evaluate a variety of possible approaches and break complex problems into a series of tasks**prioritise and organise the relevant steps needed to complete the task or reach a solution**choose an appropriate mental or written strategy and know when it is appropriate to use a calculator**identify, measure or obtain required information to complete the task**estimate and visualise size when measuring and use the correct units*Element: Represent and communicate Learners are able to:*interpret mathematical information; draw inferences from graphs, diagrams and data, including discussion on limitations of data**explain results and procedures precisely using appropriate mathematical language*Strand: Using number skillsElement: Use number facts and relationships Learners are able to: *recognise and apply key mental facts and strategies*Element: Fractions, decimals, percentages and ratioLearners are able to:*use ratio and proportion to calculate quantities*Strand: Using measuring skillsElement: TimeLearners are able to:*measure and record time in hundredths of a second* |
| 9 | Strand: Oracy across the curriculum Element: Developing and presenting information and ideasLearners are able to:*consider the relevance and significance of information and ideas presented to them**recognise a range of options for action and reach agreement to achieve the aims of the group*Strand: Writing across the curriculum Element: Organising ideas and informationLearners are able to:*select, interpret and evaluate ideas and information convincingly or objectively*Element: Writing accurately*use a wide range of technical terms, language and expression consistent with the subject content.* | Strand: Developing numerical reasoning Element: Identify processes and connectionsLearners are able to:*transfer mathematical skills across the curriculum in a variety of contexts and everyday situations**select, trial and evaluate a variety of possible approaches and break complex problems into a series of tasks**prioritise and organise the relevant steps needed to complete the task or reach a solution**choose an appropriate mental or written strategy and know when it is appropriate to use a calculator**identify, measure or obtain required information to complete the task**estimate and visualise size when measuring and use the correct units*Element: Represent and communicate Learners are able to:*interpret mathematical information; draw inferences from graphs, diagrams and data, including discussion on limitations of data**explain results and procedures precisely using appropriate mathematical language*Strand: Using number skillsElement: Use number facts and relationships Learners are able to: *recognise and apply key mental facts and strategies*Element: Fractions, decimals, percentages and ratioLearners are able to:*use ratio and proportion to calculate quantities*Strand: Using measuring skillsElement: TimeLearners are able to:*measure and record time in hundredths of a second*Strand: Using measuring skills Element: Length, weight/mass, capacityLearners are able to:*make links between speed, distance and time* |