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| Year Group | Literacy | Numeracy |
| 7 | Strand: Oracy across the curriculum  Element: Developing and presenting information and ideas  Learners 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 curriculum  Element: Responding to what has been read  Learners are able to:  *follow up initial ideas that interest them by further research*  Strand: Writing across the curriculum  Element: Organising ideas and information  Learners are able to:  explain ideas fully, showing implications and consequences  Element: Writing accurately  *use varied and appropriate vocabulary accurately, including subject-specific words and phrases* | Strand: Developing numerical reasoning  Element: Identify processes and connections  Learners 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 skills  Element: 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 ratio  Learners are able to:  *use equivalence of fractions, decimals and percentages to compare proportions*  *use ratio and proportion including map scales*  Strand: Using measuring skills  Element: Time  Learners are able to:  *measure and record time in hundredths of a second* |
| 8 | Strand: Oracy across the curriculum  Element: Developing and presenting information and ideas  Learners 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 ideas  Learners 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 accurately  Learners are able to:  *use technical terms, language and expression consistent with the subject content.* | Strand: Developing numerical reasoning  Element: Identify processes and connections  Learners 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 skills  Element: Use number facts and relationships  Learners are able to:  *recognise and apply key mental facts and strategies*  Element: Fractions, decimals, percentages and ratio  Learners are able to:  *use ratio and proportion to calculate quantities*  Strand: Using measuring skills  Element: Time  Learners are able to:  *measure and record time in hundredths of a second* |
| 9 | Strand: Oracy across the curriculum  Element: Developing and presenting information and ideas  Learners 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 information  Learners 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 connections  Learners 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 skills  Element: Use number facts and relationships  Learners are able to:  *recognise and apply key mental facts and strategies*  Element: Fractions, decimals, percentages and ratio  Learners are able to:  *use ratio and proportion to calculate quantities*  Strand: Using measuring skills  Element: Time  Learners are able to:  *measure and record time in hundredths of a second*  Strand: Using measuring skills  Element: Length, weight/mass, capacity  Learners are able to:  *make links between speed, distance and time* |