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| Year Group | Literacy | Numeracy |
| 7 | STRAND: Oracy across the curriculum  Element: Developing and presenting new ideas  Learners are able to:  *present topics and ideas clearly, using formal language and varying what they say and how they say it to interest listeners, e.g. expression, tone of voice, volume*  *respond to listeners’ questions and comments constructively and in detail*  *argue a convincing case using subject knowledge effectively, e.g. in role or debate*  *respond thoughtfully to others’ ideas, asking pertinent questions*  *make a range of contributions to discussions, e.g. leading, encouraging and supporting others*  *listen to explanations of processes, sequences or points of view and identify the main points in order*  STRAND: Reading across the curriculum  Element: Locating, selecting and using information  Learners are able to:  *use a range of strategies, e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information*  *assess the quality and reliability of information on web pages, considering its origins and verifying accuracy.*  Element: Responding to what has been read  Learners are able to:  *select the main points from texts and identify how information and evidence are used to support them*  *collate and summarise relevant information, e.g. pull together and sum up facts and ideas about an issue, from different texts*  STRAND: Writing across the curriculum  Element: Writing accurately  *Adapt structures in writing for different contexts, e.g. describe outcome, outline process or discuss an issue*  *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*  *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:  *use appropriate notation, symbols and units of measurement, including compound measures*  *interpret graphs that describe real-life situations, including those used in the media, recognising that some graphs may be misleading*  Strand: Using number skills  Element: Fractions, decimals, percentages and ratio  Learners are able to:  *use equivalence of fractions, decimals and percentages to compare proportions*  *recognise that some fractions are recurring decimals, e.g. 1⁄3 is 0.333*  Element: Estimate and check  Learners are able to:  *use rounding to estimate answers*  *present answers to a given number of decimal places.*  Strand: Using measuring skills  Element: Length, weight/mass, capacity  Learners are able to:  *convert between units of the metric system and carry out calculations.*  Strand: Using data skills  Element: Collect and record data, Present and analyse data, Interpret results  Learners are able to:  *collect own data for a survey, e.g. through designing a questionnaire*  *construct frequency tables for sets of data, grouped where appropriate, in equal class intervals (groups given to learners)* |
| 8 | STRAND: Oracy across the curriculum  Element: Developing and presenting new ideas  Learners are able to:  *present topics and ideas coherently, using techniques effectively, e.g. a clear structure, anecdote to illustrate, plausible conclusions*  *take a range of roles, e.g. organising, initiating actions, in more formal group contexts, e.g. when working with unfamiliar peers or adults*  *defend a point of view with information and reasons, e.g. in role or debate*  STRAND: Reading across the curriculum  Element: Locating selecting and using information  Learners are able to:  *use a range of strategies, e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information*  *be selective about which internet sources to download or quote depending on their reliability and relevance.*  Element: Responding to what has been read  Learners are able to:  *read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them*  *locate and selectively use additional information and evidence from different sources*  *read around a topic that interests them and develop a broader understanding of it through research.*  Element: Responding to what has been read  Learners are able to:  *summarise and synthesise information, e.g. concise account of a broad topic, using different sources*  STRAND: Writing across the curriculum  Element: Organising ideas and information  Learners are able to:  *adapt presentation of material according to intended meaning and effect, e.g. choice of how much detail needed to be convincing*  Element: Writing accurately  Learners are able to:  *Select, analyse and present ideas and information convincingly or objectively*  *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*  *estimate and visualise size when measuring and use the correct units*  *identify, measure or obtain required information to complete the task*  Element: Represent and communicate  Learners are able to:  *use appropriate notation, symbols and units of measurement, including compound measures*  *interpret graphs that describe real-life situations, including those used in the media, recognising that some graphs may be misleading*  Strand: Using number skills  Element: Fractions, decimals, percentages and ratio  Learners are able to:  *use equivalence of fractions, decimals and percentages to select the most appropriate for a calculation*  *calculate a percentage, fraction, decimal of any quantity with a calculator where appropriate*  Strand: Using number skills  Element: Estimate and check  Learners are able to:  *use rounding to estimate answers to a given number of significant figures*  *present answers to a given number of significant figures.* |
| 9 | STRAND: Oracy across the curriculum  Element: Developing and presenting new ideas  Learners are able to:  present ideas and issues convincingly using a range of techniques for impact, *e.g. rhetorical questions, appeals to listeners, gestures*  sustain a convincing point of view, anticipating and responding to other perspectives, *e.g. in role or debate*  STRAND: Reading across the curriculum  Element: Locating selecting and using information  Learners are able to:  *use a range of strategies, e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information*  Element: Responding to what has been read  Learners are able to:  *read with concentration texts, on-screen and on paper, that are new to them, and understand the information in them*  *research a wide range of sources to develop a full understanding of a topic or issue.*  *evaluate the usefulness and reliability of texts.*  STRAND: Writing across the curriculum  Element: Organising ideas and information  Learners are able to:  *use summary, discussion of issues, detailed explanations as appropriate to purpose*  *make imaginative choices about content and presentation of writing, using ICT with discrimination*  Element: Writing accurately  Learners are able to:  *use language to convey objectivity and impartiality, e.g. there are several different ways to look at this topic …*  *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*  *estimate and visualise size when measuring and use the correct units*  *identify, measure or obtain required information to complete the task*  Element: Represent and communicate  Learners are able to:  *use appropriate notation, symbols and units of measurement, including compound measures*  *interpret graphs that describe real-life situations, including those used in the media, recognising that some graphs may be misleading*  Strand: Using number skills  Element: Fractions, decimals, percentages and ratio  Learners are able to:  *use equivalence of fractions, decimals and percentages to select the most appropriate for a calculation*  *calculate a percentage, fraction, decimal of any quantity with a calculator where appropriate*  Strand: Using number skills  Element: Estimate and check  Learners are able to:  *use rounding to estimate answers to a given number of significant figures*  *present answers to a given number of significant figures.* |

Digital Competence Framework

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| Year Group | Strand | Element and learner statement |
| 7 | Data and computational thinking  Producing | Problem solving and modelling  Learners are able to:  *identify different parts of a process, e.g. variables, loops, case statements and comments*  *predict process outcome after modifying inputs, e.g. predicting the effect of changing/editing a set of instructions*  *modify a given flowchart to change the variables of an algorithm, e.g. add a process or a counter to it that would increment or decrement values.*  Evaluating and Improving  Learners are able to:  *respond to feedback.* |
| 8 | Producing  Data and computational thinking | Evaluating and improving  Learners are able to:  *suggest and make improvements depending on feedback and self-evaluation.*  Problem solving and modelling  Learners are able to:  *identify patterns and opportunities for re-using code (instructions), e.g. parts of a method or instruction list that can be used to solve similar problems in different situations and/or systems*  *apply logical reasoning to a problem to formulate a solution, e.g. explain and justify how and why a solution to a problem is suitable*  *modify a given flowchart to change rules of an algorithm, e.g. adjust conditions of actions in a flowchart, for instance changing the boundaries of a counter in a loop to change how the program functions*  *change an algorithm and predict the outcome.* |
| 9 | Data and computational thinking | Problem solving and modelling  Learners are able to:  *decompose complex processes and determine the actions of individual parts, e.g. multiple WHILE, FOR and IF in either text-based or block-based programming environments*  *follow given written instructions or flowcharts to determine the function or output of a process*  *recognise that algorithms are language agnostic*  *follow and develop logical solutions, e.g. demonstrate how a problem could be solved selecting a suitable method to illustrate*  *detect and correct simple errors in algorithms, e.g. can identify and correct where a syntax error will occur, for instance missing equal signs, variable names spelled incorrectly.* |