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| Year Group | Literacy | Numeracy |
| 7 | STRAND: Oracy across the curriculumElement: Developing and presenting new ideasLearners 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 curriculumElement: Locating, selecting and using informationLearners 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 readLearners 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 curriculumElement: 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 reasoningElement: 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**identify, measure or obtain required information to complete the task**estimate and visualise size when measuring and use the correct units*Element: Represent and communicateLearners 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 skillsElement: Fractions, decimals, percentages and ratioLearners 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 checkLearners are able to:*use rounding to estimate answers**present answers to a given number of decimal places.*Strand: Using measuring skillsElement: Length, weight/mass, capacity Learners are able to:*convert between units of the metric system and carry out calculations.*Strand: Using data skillsElement: Collect and record data, Present and analyse data, Interpret resultsLearners 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 curriculumElement: Developing and presenting new ideasLearners 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 curriculumElement: Locating selecting and using informationLearners 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 readLearners 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 readLearners are able to:*summarise and synthesise information, e.g. concise account of a broad topic, using different sources*STRAND: Writing across the curriculumElement: Organising ideas and informationLearners 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 accuratelyLearners 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 reasoningElement: 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**estimate and visualise size when measuring and use the correct units**identify, measure or obtain required information to complete the task*Element: Represent and communicateLearners 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 skillsElement: Fractions, decimals, percentages and ratioLearners 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 skillsElement: Estimate and checkLearners 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 curriculumElement: Developing and presenting new ideasLearners 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 curriculumElement: Locating selecting and using informationLearners 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 readLearners 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 curriculumElement: Organising ideas and informationLearners 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 accuratelyLearners 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 reasoningElement: 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**estimate and visualise size when measuring and use the correct units**identify, measure or obtain required information to complete the task*Element: Represent and communicateLearners 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 skillsElement: Fractions, decimals, percentages and ratioLearners 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 skillsElement: Estimate and checkLearners 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 thinkingProducing | Problem solving and modellingLearners 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 ImprovingLearners are able to:*respond to feedback.* |
| 8 | ProducingData and computational thinking | Evaluating and improvingLearners are able to:*suggest and make improvements depending on feedback and self-evaluation.*Problem solving and modellingLearners 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 modellingLearners 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.* |