

Ysgol Tregŵyr  
**Gowerton**  
School



# Skills Pathways



1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60  
61  
62  
63  
64  
65  
66  
67  
68  
69  
70  
71  
72  
73  
74  
75  
76  
77  
78  
79  
80  
81  
82  
83  
84  
85  
86  
87  
88  
89  
90  
91  
92  
93  
94  
95  
96  
97  
98  
99  
100

Ysgol Tregŵyr  
**Gowerton**  
School



# Pupil Friendly Skills Pathways

**DIGITAL COMPETENCY**



1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22  
23  
24  
25  
26  
27  
28  
29  
30  
31  
32  
33  
34  
35  
36  
37  
38  
39  
40  
41  
42  
43  
44  
45  
46  
47  
48  
49  
50  
51  
52  
53  
54  
55  
56  
57  
58  
59  
60  
61  
62  
63  
64  
65  
66  
67  
68  
69  
70  
71  
72  
73  
74  
75  
76  
77  
78  
79  
80  
81  
82  
83  
84  
85  
86  
87  
88  
89  
90  
91  
92  
93  
94  
95  
96  
97  
98  
99  
100

# Digital Competency Framework – Progression Maps

## Strand 1 – CITIZENSHIP

### **1.1 Identity, image and reputation**

**Y7.1.1**

- Explaining how digital usage is tracked
- Use strategies for guarding against identity theft and scams trying to access their personal data

**Y8.1.1**

- Discussing the benefits and risks of presenting themselves online

**Y9.1.1**

- Understanding digital footprint and that this information can be searched and passed on.

**Y10.1.1**

- Build a positive reputation of themselves online for potential employers
- Understand how websites and companies collect data online to personalise content for their users
- Recognise the risks of access to personal data from software on personal computers

**Y11.1.1**

- Explaining the ethical issues of corporate encryption
- Identify and describe the data protection policies of organisation in a variety of countries and how they work
- Identify how companies become data compliant when using multi-national products

## **1.2 Health and Well being**

**Y7.1.2**

- Reflect on the role of digital media in their lives and their media habits

**Y8.1.2**

- Demonstrate healthy online behaviour and identify unacceptable behaviour e.g. Cyber-bullying

**Y9.1.2**

- Identify stereotypes and their impact in a range of media forms e.g. social media or gaming

**Y10.1.2**

- Think critically about the purpose / context of digital media editing
- Take reasonable steps to avoid health problems caused by the use of technology
- Understand how to legally dispose of technology and its impact on the environment

**Y11.1.2**

- Suggest strategies to prevent/reduce health problems from technology
- Explain how to access support from organisations / professionals



### 1.3 Digital rights, licensing and ownership

Y7.1.3

- Understand copyright, Licensing, fair use and the rights they have as creators.
- Be able to explain copyright laws

Y8.1.3

- Act responsibly as creators and users of creative work
- Be able to explain in more detail about copyright laws and their ethical impact e.g. plagiarism

Y9.1.3

- Explain the legal and ethical dimensions of respecting creative work and apply to different scenarios

Y10.1.3

- Identify key points required for creative work to be considered fair use and legal
- Understand individuals' rights and responsibilities as the creator

Y11.1.3

- Understand and reflect on the difference between taking inspiration from the creative work of others and acquiring permission for using it.
- Understand the legal and ethical debates that surround using other peoples' work e.g. points of view from the creator, potential audiences

## 1.4 Online behaviour and Cyberbullying

Y7.1.4

- Develop strategies to protect themselves and others from possible dangers online e.g. inappropriate behaviour
- Filter communication they receive e.g. who they allow to follow them on social media
- Basic knowledge of legal aspects linked to online behaviour e.g. cyberbullying or harassment

Y8.1.4

- Identify high risks situations and devise strategies to avoid them
- Understand and identify advanced forms of cyberbullying, how to avoid it and consequences
- Critically evaluate the behaviour of others online and how they could be beneficial or damaging.

Y9.1.4

- Adapt online behaviour and interactions for different audiences considering global effects

Y10.1.4

- Apply appropriate strategies to protect rights, identity, privacy and emotional safety of themselves and others in online communities e.g. consequences for their actions

Y11.1.4

- Apply appropriate strategies to protect rights, identity, privacy and emotional safety of themselves and others in online communities e.g. Consider global effects and amend behaviour accordingly



## **Strand 2 – INTERACTIING AND COLLABORATING**

### **2.1 Communication**

**Y7.2.1**

- Manage a range of online communication methods and the features offered within each one. E.g. email accounts

**Y8.2.1**

- Select and use different online communication tools for specific purposes.

**Y9.2.1**

- Select and use different online communication tools for specific purposes and applying higher levels of competence e.g. mail merge using word processing or adding a signature to an email

**Y10.2.1**

- Make use of available online communication services for specific reasons and justifying them for appropriateness

**Y11.2.1**

- Reflect on choices of online communication solution and comment on how this could be improved to meet the aims of the task

## 2.2 Collaboration

Y7.2.2

- Take account of chronological changes made to a file and choose appropriate restore points if needed.

Y8.2.2

- Independently select and use online collaboration tools to create a project with others in one or more languages

Y9.2.2

- Independently use online tools to create a project that can be shared and used to present to others.

Y10.2.2

- Reflect on choices of collaboration solutions and comment on how this could be improved to meet the aims of the task

Y11.2.2

- Reflect on choices of online communication solution and comment on how this could be improved to meet the aims of the task

## 2.3 Storing and sharing

Y7.2.3

- Track the changes of a document or view the revision history and restore to a previous version when appropriate
- Take account of the size and type of a file and understand that storage devices have limited storage space

Y8.2.3

- Use appropriate advanced file-management techniques e.g. compression or tagging.

Y9.2.3

- Be aware of simple encryption and its purpose
- Use relevant hyperlinks and account for the appropriate file management techniques e.g. dynamic hyperlinks (if the location is changed the hyperlink will update automatically)

Y10.2.3

- Use online services to share appropriate content with a global audience e.g. uploading to a public website with specific audiences

Y11.2.3

- Use online services to share appropriate content with a global audience e.g. uploading to a public website with specific audiences



## **Strand 3 - PRODUCING**

### **3.1 Planning, sourcing and searching**

**Y7.3.1**

- Select and use effective planning techniques
- Search for necessary information and assess the quality, reliability and validity e.g. searching a range of sources to justify findings

**Y8.3.1**

- Search a variety of sources using relevant search techniques with increased complexity and organise previous searches e.g. group searches in categories for ease of access.

**Y9.3.1**

- Evaluate the reliability of sources of information and justify opinions/reasons for choice
- Use a range of complex searches independently e.g. and/or/+

**Y10.3.1**

- Effectively plan with increasing complexity
- Search efficiently and evaluate the reliability of sources of information, justifying opinions and reasons for choices

**Y11.3.1**

- Consider the benefits and limitations of digital tools/ information sources and the results they produce and use these results to inform future judgements about the quality of their work

### 3.2 Creating

**Y7.3.2**

- Use many features of a range of software to produce and refine multimedia components in one or more languages
- Use software tools to create and enhance text, images, sound, video, animation to produce appropriate outcomes for an audience and purpose

**Y8.3.2**

- Explore and develop formal text document structures for given purposes

**Y9.3.2**

- Develop a range of formal text document structures for different audiences and purposes

**Y10.3.2**

- Use a variety of software tools and techniques to create a professional project incorporating a range of multimedia components in one or more languages.
- Create formal text documents for a professional audience, incorporating the use of collaborative review tools in the activity
- Use appropriate indexing and referencing tools to enhance documents.

**Y11.3.2**

- Use a variety of software tools and techniques to create a professional project incorporating a range of multimedia components in one or more languages.
- Create formal text documents for a professional audience, incorporating the use of collaborative review tools in the activity
- Use appropriate indexing and referencing tools to enhance documents.



### 3.3 Evaluating and improving

**Y7.3.3**

- Evaluate own and others work and justify content for audience
- Respond to feedback

**Y8.3.3**

- Justify the reasons for choices and explain the advantages and disadvantages of the different outputs
- Suggest and make improvements depending on feedback and self evaluation

**Y9.3.3**

- Suggest and make improvements depending on feedback and self evaluation that are relevant for audience and purpose

**Y10.3.3**

- Justify reasoning to critical audiences in terms of layout and content
- Refer appropriately to source of information used
- Make detailed and effective changes based upon feedback and self evaluation

**Y11.3.3**

- Justify reasoning to critical audiences in terms of layout and content
- Refer appropriately to source of information used
- Make detailed and effective changes based upon feedback and self evaluation

## **Strand 4 – Data and computational thinking**

### **4.1 Problem solving and modelling**

**Y7.4.1**

- Identify different parts of a process e.g. variable, loop
- Predict process outcome after modifying inputs e.g. changing a set of instructions and predicting the answer
- Modify a given flowchart to change the variable of an algorithm e.g. add a process or counter

**Y8.4.1**

- Identify patterns and opportunities for re-using code/instructions
- Apply logical reasoning to a problem to formulate a solution
- Modify a given flowchart to change rules of an algorithm
- Change an algorithm and predict the outcome

**Y9.4.1**

- Decompose complex processes and determine the actions of individual parts e.g. WHILE, FOR, IF
- Follow given instructions/flowcharts to determine the output of a process
- Recognise that algorithms are language agnostic
- Follow and develop logical solutions
- Detect and correct simple errors in algorithms

**Y10.4.1**

- Independently create and design models and explain how they represent real-world problems
- Follow and develop logical solutions to determine actions and outputs of a program/process

**Y11.4.1**

- Demonstrate the benefits of using part or whole instructions in solving a problem

## **4.2 Data and Information literacy**

**Y7.4.2**

- Create a data capture form, capture data, search data and create a database or spreadsheet with appropriate data input method.

**Y8.4.2**

- Construct frequency tables for sets of data, grouped where appropriate and perform simple analysis on data sets

**Y9.4.2**

- Search through large data sets and identify trends where appropriate

**Y10.4.2**

- Use data to explain and add validity to a conclusion and where possible modify the conclusion appropriately

**Y11.4.2**

- Use appropriate programs to produce statistical evidence based on their own collected data and justify reasoning.



Ysgol Tregŵyr  
**Gowerton**  
School



# Pupil Friendly Skills Pathways

**LITERACY**







5.RA6

- I can consider if the content is reliable, *e.g. are photographs more reliable than drawings*

6.RA6

- I can consider whether a text is effective in presenting information and ideas.

7.RA6

- I can evaluate the content, presentation and appeal of a text.

8.RA6

- I can evaluate texts in terms of quality and level of interest

9.RA6

- I can evaluate the usefulness and reliability of texts.

1. The first part of the report discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the company's financial health and for providing reliable information to stakeholders.

2. The second part of the report details the various methods used to collect and analyze data. It describes the use of both primary and secondary data sources, as well as the statistical techniques employed to interpret the results.

3. The third part of the report presents the findings of the study. It highlights the key trends and patterns observed in the data, and discusses the implications of these findings for the company's future strategy and operations.

4. The fourth part of the report provides a summary of the conclusions drawn from the study. It reiterates the main points of the findings and offers recommendations for further research and action.

5. The final part of the report includes a list of references and a bibliography. It provides a comprehensive overview of the sources used in the study, ensuring that all information is properly cited and documented.



5.RA5

- I can identify what the writer thinks about the topic, *e.g. admires a historical figure, only interested in facts*

6.RA5

- I can compare the viewpoints of different writers on the same topic, *e.g. rats are fascinating or a menace*

7.RA5

- I can compare views of the same topic and judge which is most valid.

8.RA5

- I can identify different views of a topic and any areas of agreement and contradiction

9.RA5

- I can identify different interpretations of facts and information and evaluate their relative merits.

**6.RA4**

- I can tell the difference between facts, theories and opinions.

**7.RA4**

- I can tell the difference between facts, theories and opinions. I can use evidence to show the differences.

**8.RA4**

- I can tell when bias is or isn't being used and explain how they are different

**9.RA4**

- I can distinguish between facts/evidence and bias/argument.

1.RA3

- I can make links between what I have read and other information about the topic

2.RA3

- I can make links between texts read and new information about a topic.

3.RA3

- I can make links between what I have read and what I already know and believe about the topic.

4.RA3

- I can understand how something can be shown in different ways. *e.g. moving image, multi-modal and print.*

5.RA3

- I can gather and organise information and ideas from different sources

6.RA3

- I can collate and make connections, *e.g. prioritising, categorising, between information and ideas from different sources*

7.RA3

- I can gather and summarise relevant information
- *e.g. pull together and sum up facts and ideas about an issue, from different texts.*

8.RA3

- I can summarise and combine information, *e.g. concise account of a broad topic, using different sources*

9.RA3

- I can combine and analyse information to gain in-depth understanding *e.g. of causes, consequences, patterns, using different sources*



**3.RC4**

- I can work out ideas and information by linking what is written in the text, *e.g. cause and effect.*

**4.RC4**

- I can deduce connections between information *e.g. sequence, importance*

**5.RC4**

- I can infer meaning that is not explicit *e.g. what happens next?, why did he/she do that?*

**6.RC4**

- I can infer ideas which are not explicitly stated, *e.g. writers' viewpoints or attitudes*

**7.RC4**

- I can read between the lines using inference and deduction to see beneath the surface.

**8.RC4**

- I can pick out different layers of meaning by using inference and deduction.

**9.RC4**

- I can gain a full understanding of texts using inference, deduction and analysis.

R.RC3

•I can find information using words and pictures.

1.RC3

•I can find the important parts that show what the text is about.

2.RC3

•I can find information in a text and sort it under headings or into groups.

3.RC3

•I can identify the topic and the main ideas of a text. *e.g. by highlighting, using key words of the text*

4.RC3

•I can identify the main points and supporting information in texts.

5.RC3

•I can show I understand the main ideas and important details in a text. , *e.g. mind mapping showing hierarchy of ideas, flowchart identifying a process*

6.RC3

•I can show understanding of main ideas and significant details in different texts on the same topic

7.RC3

•I can select the main points from texts and identify how information and evidence are used to support them

8.RC3

•I can locate, select and use additional information from different sources.

9.RC3

•I can follow up and use additional material in texts to extend my understanding.

**N.RC2**

- I can retell parts of a story by using picture clues.
- I can retell parts of a story by answering questions.

**R.RC2**

- I can retell the main parts of a story I know.

**1.RC2**

- I can retell the main parts of a story in the right order.

**2.RC2**

- I can retell narratives with some details.
- I can recall information from texts with some details.

**2.RC2b**

- I can explain details from texts.



7.RC1

- I can read with concentration texts, on-screen and on paper, that are new to me, and understand the information in them.



8.RC1

- I can read with concentration texts, on-screen and on paper, that are new to me, and understand the information in them.



9.RC1

- I can read with concentration new texts, on-screen and on paper and understand the information in them.

N.RS8

- I can understand pictures on-screen.

R.RS8

- I can understand words and pictures on screen.

1.RS8

- I can say which words and pictures on-screen are from our topic.

2.RS8

- I can identify key words to search for information on-screen.
- I can change the key words to look again if I can't find what I need.

3.RS8

- I can find information on web pages using screen features. *e.g. toolbars, side bars, headings,*

4.RS8

- I can find information and ideas from web pages, using different search methods, and think about which is the best way.

5.RS8

- I can use information from trusted sources, on-screen and on paper, selecting and downloading as necessary.

6.RS8

- I can use the internet searches carefully, deciding which sources to read and believe.

7.RS8

- I can assess the quality and reliability of information on web pages, considering who wrote it and when, to check accuracy

8.RS8

- I can select which internet sources to download or quote depending on their reliability and relevance.

9.RS8

- I can be selective when using the internet to update, broaden and deepen my understanding of information, ideas and issues.



N.RS7

- I can use pictures to tell a story.
- I can add my own ideas.

R.RS7

- I can use pictures and charts to help me understand what I am reading, *e.g. illustrations, photographs, diagrams and charts*

1.RS7

- I can understand pictures and charts and link them to the text, *e.g. illustrations, photographs, diagrams and charts*

2.RS7

- I can use the different features of texts to help me understand what I read, *e.g. pictures, charts, layout*

3.RS7

- I can use visual clues *e.g. illustration, photographs, diagrams and charts, to enhance understanding*

**R.RS6**

- I can tell the difference between a story and an information text.

**1.RS6**

- I can use the title and pictures to say what a text is about.

**1.RS6a**

- I can look for clues in the text to help me understand.

**2.RS6**

- I can use the title, headings and pictures to find and understand information. *e.g. titles, headings and pictures, to locate and understand specific information*

**2.RS6a**

- I can look for key words to find out what the text is about.

**3.RS6**

- I can identify the different purposes of texts. *e.g. to inform, instruct, explain*

**3.RS6a**

- I can identify how texts are organised.  
• *e.g. lists, numbered points, diagrams with arrows, tables and bullet points*

**4.RS6**

- I can identify how texts differ in purpose, structure and layout

**5.RS6**

- I can identify the features of texts *e.g. introduction to topic, sequence, illustrations, degree of formality*

3.RS5

•I can skim read to get an overview of a text, *e.g. topic, purpose*

3.RS5a

•I can look for specific information in texts using the contents, index, glossary or dictionary.

4.RS5

•I can skim a text or chapter to identify the main idea.

4.RS5a

•I can scan for certain information using different features in texts, *e.g. titles, illustrations, key words*

5.RS5

•I can use a range of strategies for skimming, *e.g. finding key words, phrases, gist, main ideas, themes*

5.RS5a

•I can scan to find specific details using a range of text features, *e.g. sub-headings, diagrams*

6.RS5

•I can use a range of strategies for finding information *e.g. skimming for gist, scanning for detail*

6.RS5a

•I can read closely, annotating for specific purposes.

7.RS5

•I can read using different strategies, *e.g. speed reading, close reading, annotation, prediction, to skim texts for gist, key ideas and themes, and scan for detailed information*

8.RS5

•I can make connections between texts, their themes and facts and identify any agreement and contradictions.

9.RS5

•I can read using 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*

**R.RS4**

- I can read aloud and pause when there is a full stop.

**1.RS4**

- I can read aloud.
- I can read question marks and full stops.

**1.RS4a**

- I can read aloud with expression.
- I can respond to exclamation marks and speech marks.

**2.RS4**

- I can read aloud, paying attention to full stops, question marks, exclamation marks and speech marks.
- I can change my expression, voice and pace.

**3.RS4**

- I can read aloud using punctuation to help my expression.

**4.RS4**

- I can understand how sentence structure and punctuation makes meaning.

**5.RS4**

- I identify how punctuation links to sentence structure.
- I can tell how meaning is built in complex sentences.

**6.RS4**

- I know how punctuation can vary and affect sentence structure and meaning, *e.g. I had chocolate(,) cake and cheese for tea.*



N.RS3a

- I know what my name looks like.
- I know some logos.

R.RS3

- I can read simple words, i.e. cat, dog.

R.RS3a

- I can read simple labels.
- I can read high frequency words.

1.RS3

- I can read carefully and confidently.

2.RS3

- I can read different texts carefully and confidently.

3.RS3

- I can concentrate when I read short information texts on my own.

4.RS3

- I can read texts without visual clues, independently with concentration.

5.RS3

- I can read extended texts independently for longer periods of time.

6.RS3

- I can read a complex text independently for sustained time.

## 6.RS2

- I can use a range of strategies to help me read.
- I can use sounds I know to work out words.
- I can use word roots. I can use word families.
- I can use my knowledge of grammar. I look at the way the text is organised.
- I can use what I know already.

## 7.RS2

- I can use my knowledge of:-
  - -word roots
  - - grammar, sentence and whole-text structure
  - content and context
- *to make sense of words, sentences and whole texts*

## 8.RS2

- I can use my knowledge of :-
  - -word roots and families
  - grammar, sentence and whole-text structure
  - content and context
- *to make sense of words, sentences and whole texts*

## 9.RS2

- I can use my knowledge of :
  - - word roots and families
  - grammar, sentence and whole-text structure
  - content and context
- *to make sense of words, sentences and whole texts*

## R.RS2

- I can hear that words have different sounds in them. I can match sounds to letters. I can put letters together to match a sound.
- I can break up a word to show the different sounds.

## 1.RS2

- I can read some text on my own.
- I can use sounds I know to work out words.
- I can read my high frequency words. I can look for clues to help me read. I can use the pictures to help me understand.
- I can correct myself when I make a mistake. I can re-read a sentence when I have made a mistake. I can read ahead to see if it makes sense.

## 2.RS2

- **Working more independently :-**
- I can read some texts that I know on my own. I can read some text that is new to me on my own. I can use sounds I know to work out words.
- I can read high frequency words. I can use clues to help me read. I can use the pictures to help me understand. I can correct myself when I make a mistake.
- I can re-read a sentence when I have made a mistake. I can read ahead to see if it makes sense.

## 3.RS2

- I can use different strategies to help me read.
- I can use sounds I know to work out words. I can use word roots.
- I can use word families. I can use syntax. I look at the way the text is organised.
- I can use what I know already.

## 4.RS2

- I can use a range of strategies to help me read.
- I can use sounds I know to work out words.
- I can use word roots. I can use word families.
- I can use my knowledge of grammar. I look at the way the text is organised.
- I can use what I know.

## 5.RS2

- I can use a range of strategies to help me read.
- I can use sounds I know to work out words.
- I can use word roots. I can use word families.
- I can use my knowledge of grammar. I look at the way the text is organised.
- I can use what I know already.

## Reading

N.RS1

- I can choose something to read, e.g. books

R.RS1

- I can choose something to read, e.g. comic, book

1.RS1

- I can choose something to read.
- I can tell you what it is about and why I like it.

2.RS1

- I can choose what I want to read and say why I have chosen it.



## OS1 – Oracy – Speaking

**N.OS1**

- I can use my face and body to show you how I feel about something.

**R.OS1**

- I can talk about myself and my family.
- I can talk about things I like doing.

**1.OS1**

- I can say what I like and don't like about things.

**2.OS1**

- I can say what I like or don't like and why.
- I can answer questions.

## OS2

N.OS2

- I can talk about drawings.
- I can talk about things I've made.
- I can talk about how I move.
- I can talk about how things move.

R.OS2

- I can say a few words.
- I can say a few words in a sentence.

1.OS2

- I can talk about things I have made or done and tell you how I did them.

3.OS2

- I can explain information and ideas using the correct vocabulary.

4.OS2

- I can explain information and ideas using resources to help me, *e.g. on-screen and web-based materials*.

5.OS2

- I can explain information and ideas exploring ways to convince people. *e.g. use of vocabulary, gesture, visual aids*

6.OS2

- I can express issues and ideas clearly using technical vocabulary.
- I can give examples to explain exactly what I mean.

7.OS2

- I can present topics and ideas clearly.
- I can use formal language.
- I can vary what I say and how I say it to interest listeners, *e.g. expression, tone of voice, volume*

8.OS2

- I can present topics and ideas logically, using techniques effectively. *e.g. a clear structure, anecdote to illustrate, plausible conclusions*

9.OS2

- I can present ideas and issues convincingly using a range of techniques for impact
- *e.g. rhetorical questions, appeals to listeners, gestures*

## OS3

R.OS3

- I can say what I like and don't like.

1.OS3

- I use interesting words to describe what I am thinking.

2.OS3

- When I talk, I can add more details and put them in order.

3.OS3

- I can organise what I say so that people understand me. *e.g. emphasising key points, sequencing an explanation*

4.OS3

- I can organise what I say so that people understand the main points. *e.g. giving background information, providing a brief summary of main points.*

N.OS4

•I can speak so that grown ups and my friends can hear me.

R.OS4

•I can speak so that people can hear me.

1.OS4

•I can talk to other people who aren't my friends and they understand me.

2.OS4

- I can speak clearly to different people.
- I can speak clearly to a group of people.

3.OS4

•I can speak clearly, using expression to help people understand

3.OS4A

•I can use the right words when talking to people in important situations. *e.g. during an assembly,*

4.OS4

•I can adapt how I talk showing understanding of the differences between informal talk with my friends and more extended talk with a wider group.

5.OS4

•I can speak formally and project my voice clearly to a large audience. *e.g. event for parents/carers, presentation to visitors*

6.OS4

•I can speak clearly, using formal language, varying expression, tone and volume so that the listeners are interested in what I am saying.

7.OS4

•I can respond to listeners' questions and comments in a useful and detailed way.

8.OS4

•I can respond to others' views positively and suitably when challenged.

9.OS4

•I can respond to how listeners are reacting by adapting what I say and how I say it



**N.OS5**

- I can pretend in role play.
- I can make believe in role play.

**R.OS5**

- I know which words to use in role-play.

**1.OS5**

- I know what to say when I am pretending to be someone else.

**2.OS5**

- I can play a role using the right words in different situations.

**3.OS5**

- I can keep in role and help others in role play.

**4.OS5**

- In role play, I can explore different situations.

**5.OS5**

- I can explore issues and themes through role play.

**6.OS5**

- I can explore issues that cause problems and disagreements in role play.

**7.OS5**

- I can argue a convincing case, using knowledge I've learnt, *e.g. in role or debate.*

**8.OS5**

- I can defend a point of view with information and reasons, *e.g. in role or debate*

**9.OS5**

- I can sustain a convincing point of view. I can anticipate and respond to opposing ideas *e.g. in role or debate*

N.OS6

- I can show that some sounds change at the start of words in rhymes and songs in Welsh.

R.OS6

- I can show that some sounds change at the start of words. *e.g. y ci, y gath*

1.OS6

- I can show I know that some sounds change at the start of words.

2.OS6

- I can use some mutations that I have learnt.
- *e.g. fy mag, i dref*

3.OS6

- I can use common mutations correctly most of the time *e.g. ar ben*

4.OS6

- I can use common mutations correctly *e.g. fy nghalon*

5.OS6

- I can use mutations correctly after most prepositions and pronouns. *e.g. am funud, dy*

6.OS6

- I can mutate correctly after prepositions and pronouns and understand that sometimes the order of words changes, *e.g. y llinell*

7.OS6

- I can use a range of mutations correctly (soft, nasal and aspirate mutations) in context

8.OS6

- I can use a range of mutations correctly (soft, nasal and aspirate mutations) in context

9.OS6

- I can use a range of mutations correctly in context (soft, nasal and aspirate mutations) in context

**N.OL1**

- I can listen well.

**R.OL1**

- I can show I have listened to my teacher and my friends, *e.g. by drawing a picture*

**1.OL1**

- I can pay attention when listening to others.
- I can do what they ask, *e.g. carrying out instructions*

**2.OL1**

- I listen to others with concentration.
- I can understand the main points.
- I ask questions when I don't understand.

**3.OL1**

- I can listen carefully and make links with what I am learning and what I already know.
- I can check I understand by asking sensible questions or making comments.

**4.OL1**

- I can listen carefully to presentations and show I understand the main points.

**5.OL1**

- I can listen carefully to presentations and use different methods to help me remember the main points. *e.g. making notes, summarising*

**6.OL1**

- I can listen carefully to presentations and show that I understand the conclusions and opinions being shared.

**7.OL1**

- I respond thoughtfully to others' ideas.
- I can ask related questions in response.

**8.OL1**

- I can respond positively and thoughtfully to new ideas and different points of view

**9.OL1**

- I can consider the relevance and importance of information and ideas presented to me.

**N.OL2**

- I can listen to songs, rhymes and stories.
- I can join in with songs, rhymes and stories.

**N.OL2a**

- I can repeat a story or something I have heard.

**R.OL2**

- I can join in rhymes, songs and stories.
- I can remember them and say them again if someone helps me.

**1.OL2**

- I can join in rhymes, songs and stories.
- I can remember them and say them again.

**1.OL2a**

- I can retell stories and information that I have heard.

**2.OL2a**

- I can retell narratives or information that I have heard in the correct order.



**N.OL3**

• I can ask a question about something that somebody has said.

**R.OL3**

• I can ask questions about what I have listened to.

**1.OL3**

• I can ask questions about what I have heard to find out more information.

**2.OL3**

• I can show understanding of what I've heard by asking questions to find out more information.

**3.OL3**

• I can check I understand by asking sensible questions or making comments.

**4.OL3**

• I can listen carefully and give my opinion about what I have heard.

**5.OL3**

• I listen carefully to others and ask questions.  
• I can respond to what is said and the speakers' viewpoints.

**6.OL3**

• I can respond to others with questions and comments which focus on reasons, consequences and next steps.

**7.OL3**

• I can listen to explanations of processes, sequences or points of view.  
• I can identify the main points in order.

**8.OL3**

• I can listen to information and ideas (on-screen or live) and identify how evidence is used, *e.g. to defend a point of view, or misused, e.g. to mislead by exaggeration*

**9.OL3**

• I can listen to information and ideas and identify how they are presented to promote a particular view point, *E.g. use of persuasive language, ignoring inconvenient facts, reaching illogical conclusions.*

1.OL4

- I can answer questions using the correct formats. *e.g.*  
*Oes? Oes/Nac oes*

2.OL4

- I can answer questions using the correct words. *e.g.*  
*Ydy? Ydy/Nac ydy*

3.OL4

- I can answer questions using the correct words.

N.OC1

- I can take my turn when speaking with others.
- I know 'my turn, your turn'

R.OC1

- I can talk in a group or with another person.

1.OC1

- I can listen and talk with others, taking turns.

2.OC1

- I can work in a group, stay on topic and take turns.

3.OC1

- I talk with a group to finish a task.

4.OC1

- I join in group discussions and encourage everyone to take part.

5.OC1

- I can contribute to group discussion.
- I can take responsibility for completing the task well., *e.g. introducing relevant ideas, summing up*

6.OC1

- I can contribute purposefully to group discussion to achieve agreed outcomes

7.OC1

- I can contribute to discussions in different ways. *e.g. leading, asking questions, and praising others.*

8.OC1

- I can take a range of roles, *e.g. organising, initiating actions, in more formal group contexts, e.g. when working with unfamiliar peers or adults*

9.OC1

- I can take a range of roles in group discussion without help, including in more formal situations, *e.g. chair, scribe*

**N.OC2**

- I can work with my friends.

**R.OC2**

- I can work in a group.

**1.OC2**

- I can listen and talk in a group about what we are doing.

**2.OC2**

- I can share ideas and information to finish a task.

**3.OC2**

- I can listen and talk in a group, sharing ideas and information.

**4.OC2**

- I can help a group to agree. *e.g. considering reasons or consequences, keeping focus on the topic.*

**5.OC2**

- I can build on and develop the ideas of others in group discussions. *e.g. by asking questions to explore further, offering more ideas.*

**6.OC2**

- I can follow up points in group discussions, showing agreement or disagreement giving reasons.

**7.OC2**

- I can help everyone in the group agree and decide the next steps.
- *e.g. agreeing a plan, weighing up reasons and evidence.*

**8.OC2**

- I can discuss opposing viewpoints and negotiate ways forward.

**9.OC2**

- I can recognise a range of options for action and reach agreement to achieve the aims of the group.



N.WM0

- I can make marks with lots of things.

N.WM1

- I can understand marks made by my teacher.
- I can understand what drawings mean.
- I can understand what art work means.

R.WM1

- I can make up and say a sentence to describe what I know and what I've done.
- I can make up a sentence about pictures I am shown.

1.WM1

- I can write words or sentences about something, *e.g. draw a picture to describe my writing*

2.WM1

- I can write for different purposes

3.WM1

- I can write for different reasons and readers.
- I can choose words to make my writing interesting.

4.WM1

- I can change what I write to suit the purpose and reader, choosing words appropriately, *e.g. descriptive, persuasive language.*

5.WM1

- I can write with a clear purpose, thinking about the reader, *e.g. by choosing appropriate vocabulary and presentational devices*

6.WM1

- I can adapt my writing to suit the reader and purpose, *e.g. formal style for unknown reader, simple style for younger readers*

7.WM1

- I can write a broad account of a topic presenting information, processes and ideas clearly and for the correct purpose.

8.WM1

- I can adapt the presentation of material depending upon planned meaning and effect, *e.g. choice of how much detail needed to be convincing*

9.WM1

- I can write using a summary, discussion of issues, detailed explanations that are fit for purpose.

**R.WM1**

- I can make up and say a sentence to describe what I know and what I've done.
- I can make up a sentence about pictures I am shown.

**1.WM1**

- I can write words or sentences about something, *e.g. draw a picture to describe my writing*

**2.WM1**

- I can write for different purposes

**3.WM1**

- I can write for different reasons and readers.
- I can choose words to make my writing interesting.

**4.WM1**

- I can change what I write to suit the purpose and reader, choosing words appropriately, *e.g. descriptive, persuasive language.*

**5.WM1**

- I can write with a clear purpose, thinking about the reader, *e.g. by choosing appropriate vocabulary and presentational devices*

**6.WM1**

- I can adapt my writing to suit the reader and purpose, *e.g. formal style for unknown reader, simple style for younger readers*

**7.WM1**

- I can write a broad account of a topic presenting information, processes and ideas clearly and for the correct purpose.

**8.WM1**

- I can adapt the presentation of material depending upon planned meaning and effect, *e.g. choice of how much detail needed to be convincing*

**9.WM1**

- I can write using a summary, discussion of issues, detailed explanations that are fit for purpose.

N.WM2

- I can make marks that mean something.
- I can draw pictures.

R.WM2

- I can draw pictures and make marks to show meaning.

R.WM2a

- I am beginning to know my alphabet.
- I understand that written marks have meaning.

1.WM2

- I can order pictures, symbols, letters and words to say what I mean.

2.WM2

- I can write text which makes sense to others.
- I can include details and pictures.

3.WM2

- I can include details, information or observations in my writing.

4.WM2

- I can explain the main ideas using helpful details.
- I can include observations and explanations where needed.

5.WM2

- I can expand upon main idea(s) with supporting reasons, information and examples

6.WM2

- I can a detailed account of a topic or theme.

7.WM2

- I can explain ideas fully and build up a picture of the possible outcomes.

8.WM2

- I can make connections and/or elaborate to cover a topic fully.

9.WM2

- I can consider evidence, sources, explanations and logic when covering a topic.



1.WM3

- I can talk about what I am going to write.

2.WM3

- I can plan my writing by talking about it with others.

3.WM3

- I can note down ideas to use in my writing.

4.WM3

- I can gather ideas to plan my writing.

5.WM3

- I can use techniques in planning writing, *e.g. mind mapping, sequencing, placemat activities*

6.WM3

- I can use a range of strategies to plan writing, *e.g. notes, diagrams, flowcharts*

7.WM3

- I can choose the best ways to present content for effect, *e.g. building a case for something, selecting details that help*

8.WM3

- I can plan writing to make choices about content, structure, language, presentation to suit the purpose.

9.WM3

- I can plan appropriately to develop writing for different purposes and audiences.



N.WM4

- I can use pictures on-screen.

R.WM4

- I can use pictures and symbols to write on- screen.

1.WM4

- I can choose letters, words and pictures to write on-screen.

2.WM4

- I can experiment with different layouts on screen, moving text and pictures around easily.

3.WM4

- I can use on-screen functions, *e.g. font, colour, cut, paste, size*, to present their work in ways to interest the reader and enhance meaning.

4.WM4

- I can explore and use different forms of writing on-screen to communicate with others, *e.g. websites, e-mails, blogs*

5.WM4

- I can explore the layout of web pages to create material using available tools

6.WM4

- I can explore different ways to present my work and use them appropriately, *e.g. moving image, slides, voice over*

7.WM4

- I can use ICT fully to present information and data and to structure writing

8.WM4

- I can choose the best ways to present writing using ICT in order to write clearly and effectively, *e.g. continuous prose for a detailed argument, hyperlinked pages for different information on a topic, moving graphics to show processes.*

9.WM4

- I can make imaginative choices about content and presentation of writing, using ICT with discrimination.

**N.WM5**

- I can write letters.
- I can write numbers.
- I can make marks.

**R.WM5**

- I can copy and write letters, words and groups of words.

**1.WM5**

- I can write words, phrases and sentences.
- I can read back my writing.

**2.WM5**

- I can check and improve my writing to ensure that it makes sense.

**3.WM5**

- I can re-read and improve parts of my work.

**4.WM5**

- I can improve my writing, checking that the meaning is clear and I have organised it well.

**5.WM5**

- I can revise and improve my writing explaining why I have made the changes.

**6.WM5**

- I can re-read, edit and redraft my writing.

**7.WM5**

- I can identify areas to improve my writing, edit and redraft.

**8.WM5**

- I can use criteria to identify ways to improve and then redraft.



**2.WS1**

- I can follow a plan or layout given to me when I am writing, with help. e.g. reports, lists

**3.WS1**

- I can use a simple structure for my writing.

**4.WS1**

- I can use specific structures in my writing, e.g. tables, questionnaires

**5.WS1**

- I can use features which show the structure of the writing, e.g. sub-headings, captions

**6.WS1**

- I can change how I write when writing for different contexts, e.g. reporting an event, investigation or experiment.

**7.WS1**

- I can change structures in writing for different purposes, e.g. describe outcome, outline process or discuss an issue.

**8.WS1**

- I can use whole-text structure to support and communicate meaning , e.g. putting a summary at beginning or end, data in a report or appendix, use of contents page, chapters

**9.WS1**

- I can choose and use whole-text structures to support meaning and ideas for effect, e.g. what are the best structures to successfully describe, explain, persuade?

**9.WS1a**

- I can select structures to organise writing using appropriate features effectively.



N.WS2

•I can talk about my ideas when an adult is writing.

R.WS2

•I can share my ideas when writing with an adult, *e.g shared writing*

1.WS2

•I can follow a form that my teacher has shown me.

2.WS2

•I can follow and build on a form that my teacher has shown me.

2.WS2a

•I can organise my writing with a beginning, middle and end.

3.WS2a

•I can write an introduction to the topic and a conclusion.

4.WS2a

•I can write an introduction, develop a series of ideas and a conclusion

5.WS2a

- I can write an introduction that sets the scene.
- I can write a series of ideas in order.
- I can write a suitable conclusion.

6.WS2a

- I can write an effective introduction.
- I can use a balance of fact and opinion in my writing.
- I can write a short and accurate conclusion

7.WS2

•I can select and organise ideas and information to give a full and clear account.

8.WS2

•I can select, analyse and present ideas and information effectively without bias

9.WS2

•I can select, interpret and evaluate ideas and information convincingly or objectively.

R.WS3

- I know there are different types of writing, *e.g. cards, lists, invitations.*

1.WS3

- I understand different types of writing, *e.g. records of events, descriptions, stories.*

2.WS3

- I can use different types of writing to suit the purpose and audience.

R.WS4

- I can order words, signs or symbols to make sense.

1.WS4

- I can put my writing in the right order, *e.g. instructions, recipes*

3.WS4

- I can present processes, event or reports in a clear sequence.

4.WS4

- I can organise writing into logical sequences or sections by beginning to use paragraphs.

5.WS4

- I can write in paragraphs which have a main idea and details about the main idea.

6.WS4

- I can write in paragraphs making links between them.

7.WS4

- I can use paragraphs to organise longer pieces of writing into sections.

8.WS4

- I can organise longer pieces of writing making links within and between paragraphs.

9.WS4

- I can use paragraphs and sections to give structure to longer pieces of writing.

**3.WS5**

- I can use visual information if needed, *e.g. labelled diagram.*

**4.WS5**

- I can use visual information, *e.g. illustrations, diagrams and graphs, which are clear and relevant to the written text.*

**5.WS5**

- I can use images, graphs and illustrations which are clear, relevant and appropriate.

**6.WS5**

- I can set my writing out in different ways and use features to present data and ideas clearly.



2.WL1

- I can understand and use words and phrases to suit the purpose.

3.WL1

- I can use language appropriate to writing, including standard forms of English.

4.WL1

- I can use language appropriate to writing, including standard forms of English.

5.WL1

- I can use appropriate language in my writing, , including standard forms of English.

6.WL1

- I can choose when to use more formal words and phrases.

7.WL1

- I can use impersonal language to convey ideas and information, *e.g. the interest is calculated by ... , sharp scissors are necessary to*

8.WL1

- I can use third person to portray ideas and information, *e.g. according to experts ... , sources reveal that ...*

9.WL1

- I can use language to convey fairness, without bias and balance
- *e.g. there are several different ways to look at this topic ...*

**1.WL2**

- I can use my topic key words in my writing.

**2.WL2**

- I can use simple words from our topics.

**3.WL2**

- I can use vocabulary related to the topic or subject.

**4.WL2**

- I can use subject-specific vocabulary independently

**5.WL2**

- I can use appropriate vocabulary, including subject-specific words and phrases.

**6.WL2**

- I can use a variety of suitable vocabulary including subject-specific words and phrases.

**7.WL2**

- I can use varied and suitable vocabulary accurately, including subject-specific keywords and phrases.

**8.WL2**

- I can use technical terms, language and expression appropriate for the subject/topic.

**9.WL2**

- I can use a wide range of technical terms, language and expression appropriate for the subject/topic.

2.WG1

- I can use ordering words in my writing, *e.g. first, next, then, lastly*

3.WG1

- I can start sentences in different ways.

3.WG1a

- I can use **adjectives** and **adverbs** to extend my sentences and phrases.

4.WG1

- I can vary the order of words, phrases and clauses in sentences.

4.WG1a

- I can use **adjectival** and **adverbial** phrases to add interest and specific detail.

5.WG1

- I can use **different sentence structures**, including **complex sentences** showing relationships of time, or cause, *e.g. before you start ... , if you do this then ...*

6.WG1

- I can use sentence structures to create different effects.

7.WG1

- I can use a wide range of sentence structures choosing connectives to make meaning clear.

8.WG1

- I can write accurately, varying the length and sentence structures to add to the meaning.

9.WG1

- I can write simple, compound and complex sentences accurately.

1.WG2

- I am beginning to use connectives in my writing to join my ideas.

2.WG2

- I can use connectives to join two sentences.

3.WG2

- I can use connectives to show cause and effect, *e.g. because, after*

4.WG2

- I can use connectives to show links within sentences.

5.WG2

- I can use conditionals to show hypotheses or possibilities, *e.g. if, might, could*



**1.WG3**

- I am beginning to use capital letters and full stops correctly.

**2.WG3**

- I can use capital letters, full stops and question marks correctly. Sometimes I use exclamation marks.

**3.WG3**

- I can use full stops, question marks, exclamation marks and commas for lists.

**4.WG3**

- I can use punctuation to demarcate sentences.

**5.WG3**

- I can use the full range of punctuation to guide the reader in complex sentences, *e.g. commas, bullet points, speech marks and apostrophes for possession*

**6.WG3**

- I can use all the punctuation marks I have learnt correctly to add meaning.

**7.WG3**

- I can use the full range of punctuation accurately to add to the meaning
- *e.g. demarcating sentences (full stops) and clauses (commas), and using apostrophes correctly.*

**8.WG3**

- I can use the full range of punctuation in order to add to the meaning, *e.g. semicolons, colons, quotation marks.*

**9.WG3**

- I can use the full range of punctuation to add to the meaning, *e.g. semicolons, colons and parentheses.*



R.WG4b

- I can write the first letter of a word correctly by using my knowledge of sounds.

1.WG4

- I can use my sounds to spell words.
- I can break up or chunk words to help me spell.

1.WG4b

- I can spell some words correctly, *e.g. cat, thin, sack*

2.WG4

- I can use spelling strategies to spell words, *e.g. break up words, finding the root word and looking at word endings- ing, ed*

2.WG4a

- I can use verbs correctly, *e.g. see/saw, go/went, I was/we were*

3.WG4b

- I can spell plural words, *e.g. balls, glasses, babies*

4.WG4

- I can use spelling strategies to spell words.
- I can use word families to spell words. I can use word roots.
- I can use what I know about spelling patterns in similar words and the shape of words, *e.g. words with more complex patterns*

5.WG4

- I can use a variety of strategies to spell words with complex regular patterns, *e.g. exercise, competition*

6.WG4

- I can use spelling strategies I have learnt to spell difficult words.

7.WG4

- I can use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly.

8.WG4

- I can use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and keywords correctly.

9.WG4

- I can use a variety of strategies and resources to spell familiar and unfamiliar vocabulary and subject-specific words correctly.

**R.WG5**

- I can use everyday words in my writing.
- I can use my high frequency words in my writing.

**1.WG5**

- I can spell high-frequency words correctly.

**2.WG5**

- I can spell high-frequency words correctly.

**3.WG5**

- I can spell all high frequency words correctly.



N.WGG Ga,  
Gb

- I can pick up small objects with my finger and thumb.
- I can tell letter sounds apart.
- I can show I know that I need to write from left to right.

I can start to hold writing tools correctly.  
I can explore letter sounds through play.

R.WGG, Ga,  
Gb

- I can hold writing tools correctly.
- I can tell the different letters apart.
- I write from left to right.

R.WGGc

- I can tell the difference between capital letters and lower-case letters.

L.WGGc

- I can write my capital letters and lower-case letters clearly and correctly.

2.WGGc

- I can write my capital letters and lower-case letters correctly and keep them the same size.

3.WGGc

- I can use handwriting that can be read easily, joining letters in some words.

4.WGGc

- I can use handwriting that is clear and legible.
- I may use cursive writing.

5.WGGc

- I can produce legible, cursive handwriting with increasing fluency.

6.WGGc

- I can produce fluent and legible handwriting.

7.WGGc

- I can write fluently and legibly.

8.WGGc

- I can write fluently and legibly.

9.WGGc

- I can write fluently and legibly so others can read it.

3.WG7

- I can use the standard form of verbs.

4.WG7

- I can use the standard form for lots of verbs, *e.g. present, past and negative forms*

5.WG7

- I can use the standard form for lots of verbs , *e.g. present, past and negative forms.*

6.WG7

- I can use the standard form for lots of verbs.

7.WG7

- I can write sentences using the correct verb tense and person in the right situation.

8.WG7

- I can usually write accurate sentences using the correct verb tense and person in context.

9.WG7

- I can write accurate sentences so that the verb tense and person is correct in context.



R.WG8

- I know that some sounds change at the beginning of words, *e.g. y ci, y gath.*

1.WG8

- I know that some sounds change at the beginning of words, *e.g. y ferch.*

2.WG8

- I can use some mutations that I have practised when speaking, *e.g. fy mag, i dre*

2.WG9

- I can spell some words that use *ŷ/u/i*, *e.g. tŷ, llun,*
- I can spell some words that use *diphthongs*, *e.g. coed.*

3.WG8

- I can usually use everyday mutations correctly, *e.g. ar ben.*

4.WG8

- I can use the most common mutations correctly, *e.g. fy nghalon*

5.WG8

- I can mutate correctly after most prepositions and pronouns, *e.g. am funud, dy fam*

6.WG8

- I can mutate correctly after prepositions and pronouns and know that the word order might change.

6.WG9

- I can spell irregular plurals correctly.

7.WG8

- I can use a range of mutations correctly (soft, nasal and aspirate mutations) in context.

8.WG8

- I can use a range of mutations correctly (soft, nasal and aspirate mutations) in context.

9.WG8

- I can use a range of mutations correctly in context.

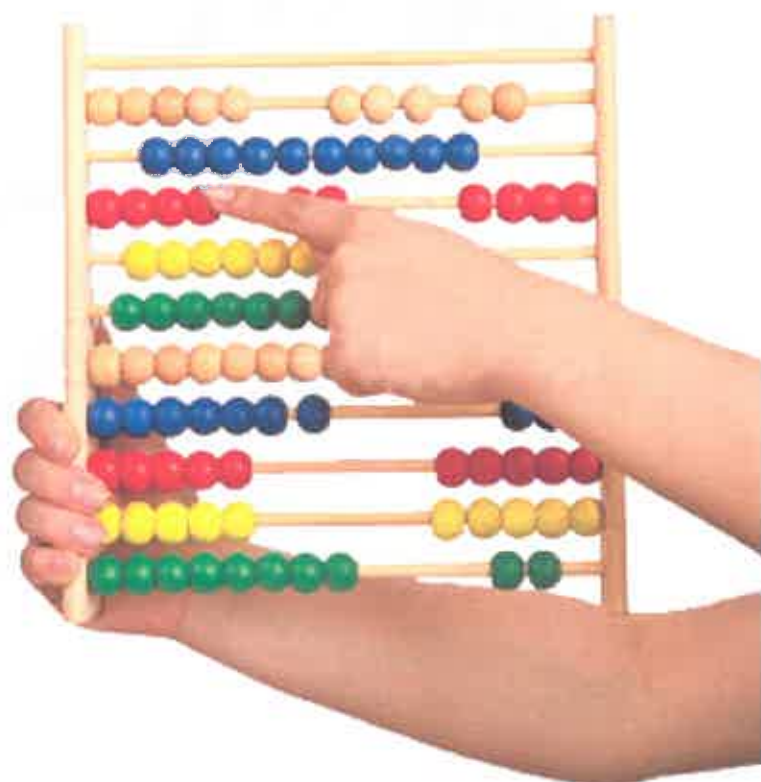


Ysgol Tregŵyr  
**Gowerton**  
School



# Pupil Friendly Skills Pathways

NUMERACY





**NR1 Identify processes and connections : Transferring skills**

**FP.1**

- I can use my maths skills in play and also in classroom activities.

**KS2.1**

- I can use and apply my maths skills in different everyday situations.

**KS3.1**

- I can transfer mathematical skills in different everyday situations.

**NR2 Identify processes and connections : Next steps**

**FP.2**

- I can work out the steps to finish a task or find the answer.

**KS2.2**

- I can work out the right steps and information I need to finish a task or find the answer

**KS3.2**

- I can solve a problem using appropriate steps in the right order

**NR3 Identify processes and connections : Appropriate techniques**

**FP.3**

- I can choose the best maths and methods to use.

**KS2.3**

- I can choose the right maths and methods to use

**KS3.3**

- I can select appropriate mathematics and techniques to use

**NR4 Identify processes and connections : Mental and written strategies**



**FP.4**

- I can use number facts I already know.
- I can work things out in my head.

**KS2.4**

- I can choose an suitable mental or written strategy and know when it is appropriate to use a calculator

**KS3.4**

- I can choose an appropriate mental or written strategy and know when it is appropriate to use a calculator

**NR5** Identify processes and connections : Using equipment

**FP.5**

- I can choose the right equipment and resources.

**KS2.5**

- I can choose and use suitable instruments and units of measurement.

**KS3.5**

- I can identify, measure or obtain required information to complete the task.

**NR6** Identify processes and connections : Applying practical knowledge

**FP.6**

- I can make good guesses using what I already know.

**NR7** Identify processes and connections : Estimating

**KS2.7**

- I can estimate and think about size when measuring and use the correct units.

**KS3.7**

- I can estimate and visualise size when measuring and use the correct units.

**NR8** Identify processes and connections : Trial and evaluation

**KS3.8**

- I can try different ways to solve a problem, break it down into small steps and then decide if it was the most effective way.

**KS3.9**

- I can use a scientific calculator correctly in the most appropriate way using the available range of function keys.

**KS3.10**

- I can identify what further information might be required and select what information is most appropriate.

**NR11 Represent and communicate : Explaining results**

**FP.11**

- I can use my own words and maths words to talk about my ideas and choices.

**KS2.11**

- I can use mathematical language to explain my methods and results.

**KS3.11**

- I can explain my results and methods using correct mathematical language.

**NR12 Represent and communicate : Presenting results**

**FP.12**

- I can talk, draw a picture and write about my work.
- I can use different to show lots of information.

**NR13 Represent and communicate : Refining methods**



**FP.13**

- I can write about maths in my own way and think of ways of making it better.
- I can use words and symbols to write number sentences.

**KS2.13**

- I can improve the way I write down my calculations.
- I am beginning to use more suitable ways of recording calculations.

**KS3.13**

- I can refine methods of recording calculations.

**NR14 Represent and communicate : Appropriate notation**


**KS2.14**

- I can use appropriate symbols and units of measurement.

**KS3.14**

- I can use the appropriate notation, symbols and units of measurement including (Eg speed).

**NR15 Represent and communicate : Appropriate charts**



**KS2.15**

- I can choose and draw charts, diagrams and graphs correctly with the right scales.



**KS3.15**

- I can select and construct appropriate charts, diagrams and graphs with suitable scales.

**NR16** Represent and communicate : Interpretation of charts



**KS3.16**

- I can interpret graphs describing real life situations.
- I recognise that some graphs are misleading

**NR17** Review : Checking your answers

**FP.17**

- I know how to check whether my answer makes sense.

**KS2.17**

- I can choose from lots of checking strategies to decide if answers are sensible.

**KS3.17**

- I can select and use appropriate checking strategies.

**NR18 Review : Interpreting answers**

**FP.18**

- I can read answers to a problem and work out if they make sense.

**KS2.18**

- I can understand my answers and decide whether answers, including calculator, analogue and digital displays, are sensible.

**KS3.18**

- I can interpret answers within the context of the problem and consider whether answers, including calculator, analogue and digital displays, are sensible, for e.g, I would know if an answer was far too big or too small.

**NR19 Review : Drawing conclusions**

**FP.19**

- I can read information shown in different ways and work out what it is telling me.

**KS2.19**

- I can draw conclusions from data.
- I can recognise that some conclusions may be false or unclear.

**KS3.19**

- I can draw conclusions from data and recognise that some conclusions may be misleading or uncertain.

**NR20 Review : Justify answers**

**KS3.20**

- I can check and explain why my results are correct.



**KS3.21**

- I can interpret mathematical information in graphs, diagrams and charts.
- I can explain what the information means.
- I can also talk the data.and how far I can go with it.



## N1 Using number facts and relationships : Counting

N.N1

- I can count up to 5.

R.N1

- I can count up to 10 and get it right every time.

1.N1

- I can count up to 20 and get it right every time.

2.N1

- I can count objects by grouping in 2s,5s or 10s.

## N2 Using number facts and relationships : Reading and writing numbers

N.N2

- I can read numbers up to 5.
- I can count things up to 5.

R.N2

- I can read and write numbers up to at least 10.

1.N2

- I can read and write numbers to at least 20.

2.N2

- I can read and write numbers to 100.

3.N2

- I can read and write numbers to 1,000.

4.N2

- I can read and write numbers to 10 000.

5.N2

- I can read and write to 100 000.

6. N2

- I can read and write numbers to 1 million and numbers to 3 decimal places.

7.N2

- I can read and write numbers of any size. I can use  $+$ ,  $-$ ,  $\times$  and  $\div$  and know the opposite of each operation (eg  $+$  is the opposite of  $-$ ,  $\times$  is the opposite of  $\div$ ) e.g. *apply division as the inverse of multiplication.*

**N3 Using number facts and relationships : Comparing and estimating numbers**

**N.N3**

- I can compare and order numbers to at least 5.

**R.N3**

- I can compare and order numbers up to at least 10.

**1.N3**

- I can look at different numbers and know how to put them in order to at least 20.

**2.N3**

- I can compare and order 2-digit numbers.

**3.N3**

- I can compare and estimate with numbers up to 100.

**4.N3**

- I can compare and estimate with numbers up to 1 000.

**5.N3**

- I can compare numbers with 1 and 2 decimal places.



## N4 Using number facts and relationships : Mental key facts and strategies

1.N4

- I can use number facts up to 10 i.e. bonds of 10, e.g.  $6+4$ , doubling and halving  $4+4$ .

2.N4

- I can remember number facts to 10 and use them to work out other facts,
  - doubling and halving, e.g. work out  $40 + 40$  from knowing  $4 + 4$
  - bonds of 10, e.g. work out  $60 + 40$  from knowing  $6 + 4$ .

3.N4

- I can use mental strategies recall number facts up to 20.

7.N4

- I can recognise and apply key mental facts and strategies.

8.N4

- I can recognise and apply key mental facts and strategies.

2.N5

- I can remember and use 2, 5 and 10 multiplication tables.

3.N5

- I can recall 2, 3, 4, 5 and 10 multiplication tables and use them to solve multiplication and division problems.

4.N5

- I can use mental strategies to recall multiplication tables for 2, 3, 4, 5, 6 and 10 and use to solve division problems.

5.N5

- I can use mental strategies to recall multiplication tables for 2, 3, 4, 5, 6, 8 and 10 and use to solve division problems.

6.N5

- I can use mental strategies to recall multiplication tables up to  $10 \times 10$  and use to solve division problems.

7.N5

- I can use appropriate strategies for multiplication and division and apply known facts.

8.N5

- I can use known facts to derive others, *e.g. use  $7 \times 6$  to derive  $0.7 \times 6$ .*

**N6** Using number facts and relationships : Multiples of 10 and 100

**3.N6**

- I can multiply numbers by 10.

**4.N6**

- I can multiply and divide by 10 and 100.

**5.N6**

- I can multiply and divide numbers and decimals by 10 and 100.

**6.N6**

- I can multiply numbers and decimals by a multiple of 10, *e.g.  $15 \times 30$ ,  $1.4\text{cm} \times 20$ .*

7.N7

- I can use the terms square and square root.

8.N7

- I can use the terms cube, cube root and reciprocal.

9.N7

- I can use powers and understand the importance of powers of 10.

9.N7a

- I understand that all numbers, including very large and very small numbers can be written in a standard way using powers of 10 and know how to interpret them on a calculator display.

E.N7

- I can write numbers of any size using standard form.
- I can perform calculations using them, interpreting the answers.

## N8 Fractions, decimals, percentages and ratios : Fractions

1.N8

- I can find halves in real-life situations.

2.N8

- I can find halves and quarters in real-life situations.

3.N8

- I can use halves and quarters.

3.N8a

- I can halve 2-digit numbers when working with number, money and measure.

3.N8b

- I know how to use my multiplication facts to find fractions of amounts.

4.N8

- I can halve 3-digit numbers when working with number, money and measures.

4.N8a

- I can use my knowledge of tables to find fractions of amounts.

4.N8b

- I can recognise fractions that are several parts of a whole.e.g  $\frac{2}{3}$ .

5.N8

- I can calculate fractional quantities, e.g.  $\frac{1}{6}$  of  $24=3$ .

5.N8a

- I can use doubling and halving strategies when working with simple proportions.

8.N8

- I can simplify a calculation by using fractions in their simplest terms.

9.N8

- I can use and solve fractions written in any way, such as mixed numbers and improper fractions.



**N9 Fractions, decimals, percentages and ratios** : Links between fractions, decimals and percentages

**5.N9**

- I can use my understanding of simple fraction and decimal equivalences when measuring and calculation, e.g.  $\frac{1}{2}=0.5$ .

**6.N9**

- I can use my understanding of simple fraction, decimal and percentage equivalences, e.g. find 25% of 60cm and know that this is equivalent to  $\frac{1}{4}$  of 60cm.

**7.N9**

- I can compare quantities using fractions, percentages and decimals..

**7.N9a**

- I recognise that some decimals can have a repeating pattern that does not stop e.g.  $\frac{1}{3}$  is 0.333333... .

**8.N9**

- I can use equivalence of fractions, decimals and percentages to select the most appropriate for a calculation.

**8.N9a**

- I can calculate a percentage, fraction, decimal of any quantity with a calculator where appropriate.

**9.N9**

- I can use equivalence of fractions, decimals and percentages to select the most appropriate for a calculation.

## N10 Fractions, decimals, percentages and ratios : Percentages

6.N10

- I can calculate percentage quantities based on 10%, e.g. 20%, 5%, 15%.

7.N10

- I can calculate percentages of an amount using different methods, with and without a calculator.

8.N10

- I can increase or decrease a quantity by a given percentage.

9.N10

- I can write one quantity as a percentage of another.

9.N10a

- I can calculate a percentage increase or decrease.

E.N10

- I can calculate the original amount after a percentage increase or decrease.

E.N10a

- I can calculate with percentages by using multipliers to find a percentage increase/decrease efficiently.
- e.g. multiply by 1.2 to increase an amount by 20%,...

**6.N11**

- I can use simple ratio and proportion.

**7.N11**

- I can use ratio and proportion including map scales.

**8.N11**

- I can use ratio and proportion to find other quantities.

**9.N11**

- I can use ratio and proportion to find quantities.

**E.N11**

- I can understand and calculate with ratio and proportion in 2 dimensions (length/width).

## N12 Calculating using mental and written methods : Addition and subtraction

1.N1.1

• I can count using 'one more'

1.N1.2

• I can count using 'one less'

1.N1.3

• I can join two groups of things to find 'how many altogether?'

1.N1.4

• I can take away objects to find 'how many are left?'

1.N1.5

• I can add and subtract numbers when working with up to 10 objects.

1.N1.6

• I can use 'counting on' to add 2 groups, starting with the larger number, e.g.  $8+5$ .

1.N1.7

• I can find small differences within 20 by using 'counting on'

1.N1.8

• I can remember and use number facts to 10 and place value to add or subtract larger numbers, e.g.  $24+4$ ,  $50+3$ ,  $34+10$ .

1.N1.9

• I can find differences within 100.

1.N1.10

• I can use mental strategies to add and subtract 2-digit numbers

1.N1.11

• I can find differences within 1000

1.N1.12

• I can add a 2-digit number to a 3-digit number using a suitable mental or written method.  
• I can subtract a 2-digit number from a 3-digit number using a suitable mental or written method.

1.N1.13

• I can find differences between numbers with 2 decimal places.

1.N1.14

• I can add and subtract 3-digit numbers using an appropriate mental or written method.

1.N1.15

• I can add and subtract numbers using whole numbers and decimals.

1.N1.16

• I can add and subtract numbers up to 2 decimal places using a suitable written method.

1.N1.17

• I can add and subtract numbers up to 2 decimal places using a suitable written or mental method.

1.N1.18

• I can use efficient written methods to add and subtract numbers and decimals of any size, including a mixture of large and small numbers with differing numbers of decimal places.

## N13 Calculating using mental and written methods : Multiplication and division



**3.N13**

- I can partitioning to double or halve numbers

**4.N13**

- I can use mental strategies to multiply a 2-digit numbers by a single digit number
- I can use mental strategies to divide 2-digit numbers by a single digit number

**5.N13**

- I can multiply and divide 3-digit numbers by a single-digit number

**6.N13**

- I can multiply 2- and 3-digit numbers by a 2-digit number

**6.N13a**

- I can divide 3-digit numbers by a 2-digit number

**7.N13**

- I know how to find mentally or using a written method calculations such as
- $234 \times 27$ ,  $360 \div 15$ ,
- $3.65 \times 7$  and  $12.85 \div 5$

**7.N13a**

- I can multiply and divide whole numbers by 0.5, 0.2 and 0.1

**8.N13**

- I can multiply and divide whole numbers and decimals using a suitable written or mental method

**9.N13**

- I can multiply and divide whole numbers and decimals of any size

**N14** Calculating using mental and written methods : Order of operations

7.N14

- I can complete a calculation in the correct mathematical order (BIDMAS) and know that certain operations are completed first.
- Eg know that  $8 + 3 \times 2 = 14$ , not 22

8.N14

- I can complete a calculation in the correct mathematical order (BIDMAS) and know that brackets are completed first
- Eg know that  $8 \times (3 + 2) = 40$ , not 26

9.N14

- I can use the order of operations (BIDMAS), including brackets and powers

1.N15

- I can make sensible guesses of a number of objects.
- I can check by counting

4.N15

- I can estimate by rounding to the nearest 10 or 100

5.N15

- I can estimate by rounding to the nearest 10, 100 or 1000

6.N15

- I can estimate by rounding to the nearest 10, 100, 1 000 or whole number

7.N15

- I can estimate answers to calculations by rounding

7.N15a

- I can round the answer to a calculation to a given number of decimal places

8.N15

- I can estimate answers to calculations by rounding to significant figures

8.N15a

- I can find an answer to a given number of significant figures

9.N15

- I can estimate answers to calculations by rounding to significant figures and give a valid reason for my approximations.

9.N15a

- I can choose the appropriate degree of accuracy to present answers

E.N15

- I can appreciate that all measurement is approximate and is accurate to  $\pm 0.5$  unit of measurement

## N16 Estimate and check : Checking and inverse operations

2.N16

- I can use checking strategies:
  - repeat addition in a different order
  - use halving and doubling within 20

3.N16

- I can check subtraction using addition

3.N16a

- I can check halving using doubling

3.N16b

- I can check multiplication using repeated addition

4.N16

- I can check my answers using inverse opposite

5.N16

- I can check my answers using inverse operations

6.N16

- I can check my answers using inverse operations

## N17 Manage money : Working with money



N.N17

- I can use money in role play.

R.N17

- I can use 1p, 2p, 5p and 10p coins to pay for objects.

LN17

- I can use different coins to pay for things up to 20p

1.N17a

- I can work out how much has been spent and give change from 10p

2.N17

- I can use different combinations of money to pay for items up to £1

2.N17a

- I can find totals and give change from multiples of 10p

3.N17

- I can use different coins to pay for things up to £2 and calculate the change

3.N17a

- I can order and compare items up to £10

4.N17

- I can use money to pay for items up to £10 and calculate the change

4.N17a

- I can order and compare items up to £100

4.N17b

- I can add and subtract totals less than £10 using correct notation *e.g. £6.85 – £2.76*

5.N17

- I can order and compare the cost of items up to £1000

5.N17a

- I can add and subtract totals less than £100 using correct notation

## N18 Manage money : Working with savings, foreign exchange and tax

1.N18a

•I can record money spent and saved

2.N18a

•I can manage money, compare costs and work out what can be bought with a given amount.

3.N18a

•I can plan and track money and savings by keeping accurate records

5.N18a

•I understand that budgeting is important

6.N18a

•I can use the terms profit and loss in buying and selling activities and make calculations for this

6.N18a

•I can understand the advantages and disadvantages of using bank accounts

7.N18a

•I can make comparisons between prices and understand which is best value for money

7.N18a

•I can use profit and loss in buying and selling calculations

7.N18a

•I understand the advantages and disadvantages of using a bank account and bank cards

7.N18a

•I can choose the best offer when calculating with discounts and special offers

8.N18a

•I can calculate VAT and other methods involving saving and borrowing money

8.N18a

•I know the basic principles of budgeting, saving (including understanding compound interest) and borrowing

9.N18a

•I can calculate using foreign money and exchange rates

9.N18a

•I understand that there are different ways to save and invest money and that some involve greater risks than others

9.N18a

•I understand why people need insurance and what could happen if someone did not have any.

9.N18a

•I can use efficient methods for calculating compound interest (using multipliers raised to a power)

9.N18a

•I can change from one currency to another using exchange rates and calculate using different currencies

9.N18a

•I can understand and calculate income tax

## M1 Length, weight/mass, capacity : Reading and measuring scales

N.M1

- I can sort and order things using bigger than/smaller than.
- I can sort and order things like heavier/lighter than.
- I can sort and order things using holds more/less than.

R.M1

- I can use words like longer/shorter than, heavier/lighter than, holds more/less than

1.M1

- I can use different things to measure: length, height and distance, weight/mass, capacity

2.M1

- I can measure length, height and distance in 'metres' or 'centimetres'
- I can use 'kilogram' or 10 'grams' when measuring weight/mass
- I can use 'litres' when measuring capacity.

3.M1

- I can measure length, height and distance to nearest  $\frac{1}{2}$  cm
- I can use 5g, 10g and 100g weights when measuring weight/mass
- I can use litres and half litres when measuring to nearest 100ml.

4.M1

- I can use a ruler to measure to the nearest mm and record using a mixture of cm and mm e.g 1cm and 3mm

4.M1a

- I can weigh objects using measuring scales to the nearest 5g,10g,25g or 100g

4.M1b

- I can measure capacities to the nearest 50ml or 100ml

5.M1

- I can use measuring instruments with 10 equal divisions between each major unit and record using decimal notation e.g. 4.2cm, 1.3kg

6.M1

- I can read and interpret scales or divisions on a range of measuring instruments

7.M1

- I can read and interpret scales on a range of measuring instruments

## M2 Length, weight/mass, capacity : Perimeters of shapes

3.M2

- I know that perimeter is the distance around a shape

4.M2

- I can measure and calculate the perimeter of squares and rectangles

5.M2

- I can measure perimeters

7.M2

- I can find the perimeter of shapes with straight sides

9.M2

- I can find circumferences of circles

M3 Length, weight/mass, capacity : Different units of measure and conversions



4.M3

- I can change cm to mm, m to cm, km to m

5.M3

- I can make use of conversions e.g.  $\frac{1}{4}$  of a km=250m

6.M3

- I can record measurements in different ways, e.g.  $1.3\text{kg} = 1\text{kg } 300\text{g}$

6.M3a

- I can use the language of imperial units in daily use, e.g. miles, pints

7.M3

- I can convert between metric measures such as mm/cm/ m/km or g and kg and carry out calculations using them.

8.M3

- I can use the common units of measure, convert between related units of the metric system and carry out calculations

8.M3a

- I can use rough metric equivalents of imperial units in daily use

9.M3

- I can make links between speed, distance and time

E.M3

- I can calculate with different compound measures, including speed and density

N.M4a

- I can use the terms 'before' and 'after' to explain my daily routine.

R.M4

- I can show that I understand how long tasks and everyday activities take

R.M4a

- I can use time to explain my daily activities

1.M4

- I can use words to do with time when I talk about my
- daily activities
- weekly activities
- seasons of the year

4.M4

- I can use calendars to plan events

M5 Time : Working with time (hours, minutes and seconds)

1.M5

• I can read 'o'clock' using an analogue clock. I can read 'o'clock' using 12-hour digital clocks.

2.M5

• I can read 'half past', 'quarter past' and 'quarter to' on an analogue clock

2.M5a

• I can read hours and minutes on a 12-hour digital clock

3.M5

• I can tell the time to the nearest 5 minutes on an analogue clock.  
• I can calculate how long it is to the next hour.

3.M5a

• I can read hours and minutes on a 12-hour digital clock using am/pm

4.M5

• I can tell the time to the nearest minute on analogue clocks

4.M5a

• I can read hours and minutes on a 24-hour digital clock

4.M5b

• I can time and order events in seconds

5.M5

• I can read and use analogue and digital clocks

5.M5a

• I can time events in minutes and seconds and order the results

5.M5b

• I can carry out practical activities involving timed events and explain which unit of time is the most appropriate

6.M5

• I can time events in minutes and seconds to the nearest tenth of a second

7.M5

• I can measure and record time in hundredths of a second  
• (Eg 9.95 secs)

8.M5

• I can interpret fractions of a second appropriately

## M6 Time : Working with time zones and travel

6.M6

- I can use timetables and schedules to plan events and activities.
- I can interpret timetables and schedules to plan events and activities
- I can make calculations as part of the planning process.

6.M6a

- I can estimate how long a journey takes

7.M6

- I can use time zones

8.M6

- I can use timetables and time zones to calculate travel time

## M7 Temperature : Working with temperature comparisons

N.M7

- I can use words like hot and cold when talking about temperature

R.M7

- I can use words like hot and cold when talking about temperature

1.M7

- I can use words like cooler/warmer when I describe different temperatures

## M8 Temperature : Measuring and using temperature scales



**2.M8**

- I can compare daily temperatures using a thermometer ( $^{\circ}\text{C}$ )

**3.M8**

- I can read the temperature on a thermometer and work out the readings above and below  $0^{\circ}\text{C}$

**4.M8**

- I can use thermometers to take readings and I understand readings above and below  $0^{\circ}\text{C}$

**5.M8**

- I can measure and record temperatures involving positive and negative readings

**5.M8a**

- I can calculate temperature differences, including those involving temperature rise and fall across  $0^{\circ}\text{C}$ .

**6.M8**

- I can measure and record temperatures involving positive and negative readings

**6.M8a**

- I can calculate temperature differences, including those involving temperature rise and fall across  $0^{\circ}\text{C}$ .

**7.M8**

- I can record temperatures using the appropriate temperature scales

**8.M8**

- I can convert temperatures using the correct temperature scales

**9.M8**

- I can convert temperatures using the correct temperature scales

**M9** Area and volume, angle and position : Direction



**N.M9**

- I can move in a game when given 2-steps.

**R.M9**

- I can move in the direction I am told

**1.M9**

- I can make whole turns and half turns

**2.M9**

- I recognise half and quarter turns, clockwise and anti-clockwise

**2.M9a**

- I recognise that a quarter turn is a right angle

**3.M9**

- I can use the four compass points to describe directions

**4.M9**

- I can use eight compass points to describe direction

**5.M9**

- I can use coordinates to specify location

**6.M9**

- I can use grid references to specify location

**8.M9**

- I can use compass bearings and grid references to specify locations

**9.M9**

- I can use bearings of one point to another and scales to read maps and plans. I can create plans and drawings to scale

**M10** Area and volume, angle and position : Area and volume

3.M10

- I can find areas by counting squares

4.M10

- I can recognise volume in practical situations

5.M10

- I can calculate, estimate and compare the area of squares and rectangles using standard units

5.M10a

- I can find volumes by counting and other practical methods

6.M10

- I can calculate the area of squares and rectangles

7.M10

- I can calculate the area of a rectangle and a triangle using the correct formula

8.M10

- I can calculate areas of compound shapes (*e.g. consisting of rectangles and triangles*) and volumes of simple solids (*e.g. cubes and cuboids*)

9.M10

- I can find areas of circles

E.M10

- I can apply proportional change to 2-dimensional designs

## M11 Area and volume, angle and position : Angles

7.M11

- I can measure and draw angles

**D1 Collect and record data, present and analyse data, interpret results : Sorting and classifying objects**

**N.D1**

- I can match and sort objects which are the same.

**R.D1**

- I can sort and order objects using one reason.

**1.D1**

- I can sort and group things using more than one reason

**D2 Collect and record data, present and analyse data, interpret results : Data collection**

N.D2

•I can use mark making to record.

R.D2

•I can show a set of objects using marks, numbers or pictures

1.D2

•I can collect information by voting or sorting and show this in pictures, objects or drawings.

1.D2a

•I can make lists and tables using information I've collected

2.D2

•I can collect and write about information from lists and tables, diagrams, block graphs, pictograms where the symbol represents one unit

7.D2

•I can collect own data for a survey, *e.g. through designing a questionnaire*

8.D2

•I know how to plan to collect information to be able to test different statements

9.D2

•I know the process to be able to test different statements (hypotheses) and can decide on the best way to record and analyse information from large data sets.

**D3 Collect and record data, present and analyse data, interpret results : Data interpretation**

3.D3

• I can take out and make sense of information from charts, timetables, diagrams and graphs

4.D3

• I can pick out and make sense information from charts, timetables, diagrams and graphs

5.D3

• I can extract and interpret information from an increasing range of diagrams, timetables and graphs (including pie charts)

5.D3a

• I can use mean, median, mode and range to describe a data set.

6.D3

• I can extract and interpret information from an increasing range of diagrams, timetables and graphs (including pie charts)

6.D3a

• I can use mean, median, mode and range to describe a data set.

7.D3

• I can interpret diagrams and graphs (including pie charts)

7.D3a

• I can compare two different sets of discrete data using mean, mode, median and range

8.D3

• I can interpret diagrams and graphs to compare sets of data

8.D3a

• I can compare two different sets of continuous data using mean, median, mode and range.

9.D3

• I can give a valid reason when choosing the most appropriate statistical approach. I can understand the impact of extreme values on sets of data

9.D3a

• I can examine my results critically and give a valid reason.  
• I can explain my choice of statistics.  
• I can recognise the effects on my conclusion

#### **D4 Collect and record data, present and analyse data, interpret results : Data presentation**



**3.D4**

•I can show information using:- lists, tally charts, tables and diagrams, bar charts and bar line graphs labelled in 1s, 5s and 10s, pictograms where one symbol represents more than one unit using a key, Venn and Carroll diagrams

**4.D4**

•I can represent data using: - lists, tally charts, tables and diagrams, bar charts and bar line graphs labelled in 2s, 5s and 10s, pictograms where one symbol represents more than one unit using a key, Venn and Carroll diagrams

**5.D4**

•I can represent data using: - lists, tally charts, tables, diagrams and frequency tables, bar charts, grouped data charts, line graphs and conversion graphs

**6.D4**

•I can represent data using: - lists, tally charts, tables, diagrams and frequency tables, bar charts, grouped data charts, line graphs and conversion graphs

**7.D4**

•I can construct frequency tables when the data has been grouped into equal class intervals (groups given to learners)

**7.D4a**

•I can construct a wide range of graphs and diagrams to represent the data and reflect the importance of scale

**8.D4**

•I can construct a wide range of graphs and diagrams to represent both discrete and continuous (measured) data

**8.D4a**

•I can construct a frequency table and record my results from data, choosing suitable equal size groups

**8.D4b**

•I can construct graphs to represent information, including scatter graphs to investigate the relationship between 2 different sets of data (correlation)

**9.D4**

•I can construct and interpret a wide range of graphs and diagrams to represent both discrete and continuous (measured) data and can choose appropriate scales to use

**D5** Collect and record data, present and analyse data, interpret results : Accurate drawings

**9.D5**

- I can use appropriate mathematical instruments and methods to construct accurate drawings.

**D6** Collect and record data, present and analyse data, interpret results : Slopes and gradients

**E.D6**

- I understand what the slope/gradient of a straight line graph represents and can relate it to graphs involving compound measures

1. The first step in the process of creating a new product is to identify a market need.

2. The second step is to develop a concept that meets the market need.

3. The third step is to create a prototype of the product.

4. The fourth step is to test the prototype and gather feedback.

5. The fifth step is to refine the product based on the feedback.

6. The sixth step is to create a business plan for the product.

7. The seventh step is to secure funding for the product.

8. The eighth step is to launch the product and monitor its performance.

9. The ninth step is to evaluate the product and make improvements.

10. The tenth step is to continue to market and sell the product.