|  |  |  |
| --- | --- | --- |
| **Activity 2 - Progression 1 Key Strengths – fractions, decimal fractions and percentages** | | |
| **First level P4** | **Second level P7** | **Third level S2** |
| **Finding a fraction of an amount given a pictorial representation and within a structured question** | **Finding a fraction of an amount within a simple word problem ( unitary fraction)** | **Carrying out “stepped-out” ratio and proportion questions** |
| Cross out half of these shapes  Answer:   \_\_\_\_\_\_\_\_\_\_  stars | There are 51 pupils in Primary 7 at Beach Primary School.  of them can swim.  How many of the Primary 7 pupils can swim?  Answer: ­\_\_\_\_\_\_\_\_\_\_\_\_ pupils | 2 bags of flour will make 5 loaves of bread.  How many bags of flour would be needed to make 35 loaves of bread?  Answer: ­\_\_\_\_\_\_\_\_\_\_\_\_ bags |
| **Key Strengths - measurement** | | |
| **Counting whole square centimetres to find area of simple shapes** | **Find the perimeter of a simple 2D shape** | **Finding the perimeter of a 2D shape** |
| **Are****as for** | **What is the perimeter of Julie’s bedroom?**  Answer \_\_\_\_\_\_\_\_\_m | |  | | --- | | **Allan made a square picture frame at school.**  **What is the perimeter of the frame?** |     Answer \_\_\_\_\_\_\_\_\_mm |
| **Activity 2 - Progression 2a Areas for improvement – fractions, decimal fractions and percentages** | | |
| **First level P4** | **Second level P7** | **Third level S2** |
| **Finding a fraction of an amount by applying my knowledge of division** | **Skills in carrying out decimal fraction calculations** | **Carrying out calculations with a wide range of fractions decimal fractions and percentages.** |
| A baker drops a box of 15 eggs.  of the eggs break.  How many of the eggs break?  Answer: \_\_\_\_\_\_\_\_\_\_\_ | 45.5 ÷ 5  Answer: \_\_\_\_\_\_\_\_\_\_\_ | |  |  | | --- | --- | |  |  | | 4 | 3.0 |   Answer: \_\_\_\_\_\_\_\_\_\_\_ |

**At each stage (P4/P7/S2), what are the significant aspects of learning that would allow learners to confidently answer these questions?**

At P7 pupils need to be able to:



At P4 pupils need to be able to:



At S2 pupils need to be able to:



Between P4 and P7 pupils need to develop knowledge and skills in:



Between P4 and P7 pupils need to develop knowledge and skills in:



|  |  |  |
| --- | --- | --- |
| **Activity 2 – Progression 2b Areas for improvement – measurement** | | |
| **First level P4** | **Second level P7** | **Third level S2** |
| **Finding the area of shapes with half centimetres** | **Understanding of how to find the area of a simple 2D shape** | **Understanding of area of 2D shape or volume of a simple 3D object** |
| Donald draws a triangle on a grid.    What is the area of the triangle?  Each square = 1 square centimetre.  Answer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ cm² | What is the area of this square?    Answer \_\_\_\_\_\_\_\_\_ cm2 | Calculate the area of this right-angled triangle.    Answer \_\_\_\_\_\_\_\_\_ cm2 |

**At each stage (P4/P7/S2), what are the significant aspects of learning that would allow learners to confidently answer these questions?**

At P4 pupils need to be able to:



At P7 pupils need to be able to:



At S2 pupils need to be able to:



Between P4 and P7 pupils need to develop knowledge and skills in:



Between P4 and P7 pupils need to develop knowledge and skills in:



|  |
| --- |
| **Activity 2 - Progression 3 How do you plan to improve learners’ skills?** |

For example: cross-curricular learning, whole school approaches, linking learning, tracking numeracy across learning, applying learning at the appropriate level in other curriculum areas

**Fractions, decimal fractions and percentages**

**Measurement**