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| **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 shapesAnswer:   \_\_\_\_\_\_\_\_\_\_  stars | There are 51 pupils in Primary 7 at Beach Primary School. $\frac{1}{3}$ 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 |

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| **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.$\frac{1}{3}$ of the eggs break. How many of the eggs break?Answer: \_\_\_\_\_\_\_\_\_\_\_  |  45.5 ÷ 5Answer: \_\_\_\_\_\_\_\_\_\_\_ |

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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:

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At P4 pupils need to be able to:

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At S2 pupils need to be able to:

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

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

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| **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:

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At P7 pupils need to be able to:

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At S2 pupils need to be able to:

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

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

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| **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**