

Second Level Indicators

Estimation and Rounding

Routinely uses rounding techniques to estimate an answer deciding if it is reasonable eg in number calculations and in real life contexts such as in weighing and measuring, using money - rounding to five digit whole numbers.

Number and number processes

Is able to describe sets of numbers according to their features eg through patterns, factors and multiples.

Understands and uses decimal notation and place value in decimal fractions to three decimal places.

Has quick and accurate recall of multiplication and related division facts, including multiplying and dividing by common multiples of 10 and powers of 10.

Is developing efficient mental and written strategies for addition, subtraction, multiplication and division calculations and can apply to real life contexts.

Can mentally calculate problems - multiplication by whole and decimal numbers, and division by whole numbers using at least three digit numbers.

Understanding of number system extends to include numbers which have values less than zero, is able to locate them on the number line and work with them in everyday contexts and familiar applications eg measuring temperature.

Is able to use inverse relationships of adding, subtracting, multiplying and dividing when simplifying calculations and solving problems and can explain methods and solutions to others.

Fractions, decimals and percentages

Can find simple equivalent fractions, decimal fractions and percentages using the preferred form in solving problems including real life scenarios eg $\frac{3}{4} = 0.75 = 75\%$.

Is able to compare and order fractions, decimal fractions and percentages.

Money

Confidently uses money in a wide range of increasingly complex mathematical calculations drawing on ability to use number processes as described above.

Has engaged successfully with simple contextualised foreign exchange calculations.

Has had opportunities to develop some understanding of financial enterprise and shows understanding by using terminology/demonstrating practice associated with profit, loss, budgets, hidden charges, bank account, bank statement, special offers etc.

Time

Is developing a more sophisticated understanding of and ability to use conventions associated with notating time eg timetables, distance/speed/time, time intervals, calendar.

Measure

Measures accurately using common tools found in real life contexts e.g. measuring wheels, stop watch, spring balance, cooking measuring scales etc.

Is able to make sensible estimates of length, weight, area and capacity and after measuring decide if answers are reasonable eg cm/m, g/kg, ml/l.

Is able to apply knowledge of perimeter, area and volume to solve problems in real life contexts Unprompted, will choose to estimate rather than measure (when appropriate) when solving problems and can explain why.

Data and analysis

Is able to compare and contrast different displays of the same data, discuss suitability and draw conclusions.

Has worked with others to accurately construct more complex graphs, tables and charts eg a database with more fields.

Ideas of chance and uncertainty

Has investigated real life situations which involve making decisions based on the likelihood of events occurring and is able to use extended vocabulary of probability.

Is able to assign a numerical value to the probability of a simple event using formula (number of favourable outcomes divided by total number of outcomes).

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Second Level Indicators

Creating a Standard Together

Skills & Attributes

- Relates positively to others and engages quite confidently with unfamiliar situations/people.
- Is demonstrating some maturity in emotional literacy, being self-aware and developing an optimistic and open- mindset.
- Shows a positive attitude to learning Demonstrates a 'can do' approach, adaptability and a determination to succeed in most situations including learning beyond school.
- Works well as part of a group or team and is able to take on different roles including leadership responsibility.
- Demonstrates a sensible, conscientious attitude to personal tasks and responsibilities and is able to show initiative when facing a problem or challenge.
- Is articulate and able to apply skills in literacy, numeracy and IT in a wide range of contexts in and beyond school.
- Is becoming more able to reflect on progress in learning and draws on a range of strategies to help determine next steps in learning eg *'Can use questions to check understanding; can discuss strengths and challenges in learning across the curriculum.'*

Listening & Talking

- Shows interest in exploring the richness and vibrancy of language and is able to articulate reasons for personal preferences in listening and watching.
- Is becoming more critical about what is being listened to or watched and can recognise ways in which sources can influence the audience.
- Shares experiences, opinions and information well and develops ideas and understanding by engaging appropriately with others.
- When engaging with others, can take account of the different needs and experiences of a range of audiences by adapting language, tone, pace, gesture and resources.
- Can use some specialist/appropriate vocabulary which suits purpose and audience and can create texts of choice to suit a given purpose.
- Across learning, explores increasingly complex issues by reflecting on their own and others' experiences, ideas and viewpoints.
- Is able to listen and watch in a range of learning contexts to identify purpose of what is being communicated - main ideas and supporting detail and use information for a range of purposes.
- When listening/watching can select an appropriate format for note making and use notes to develop thinking/craft new texts eg headings, mind map, bullet points.
- Demonstrates understanding of texts by responding to a range of questions eg evaluative, inferential & literal.

Reading

- Regularly selects, reads, listens to and watches texts of choice, describing and explaining personal preferences about features of text, genre, author etc.
- Can discuss the way language is used to describe character, setting, mood, structure and make connections between text and real life.
- Is able to read more analytically to recognise influences, question sources & develop an informed view.
- Draws on knowledge of context, structure, punctuation and grammar to read with fluency, expression and understanding.
- Reads most words accurately and automatically and can use fast word attack skills to decode new words.
- Uses knowledge of text layout for specific purposes, including headings, sub headings, captions and diagrams.
- Justifies understanding of main ideas using supporting detail and is able to locate evidence in a wide range of texts to support enquiry.
- Draws on an extended range of strategies for a variety of purposes e.g. previewing, summarising, predicting, paraphrasing, clarifying.
- Is able to select an appropriate format for note taking and uses notes to develop thinking/craft new texts eg headings, mind map, bullet points, highlighting/
- Can accurately reflect understanding of the text demonstrating this in related activities e.g. in group tasks.

Writing

- Chooses to write for a variety of purposes including for pleasure and demonstrates writing skills across learning.
- Demonstrates skills across an increasing range of genres and contexts and is developing some insights into personal preference and ability.
- Can create extended pieces of writing (about 350 words where appropriate) drawing on knowledge of genres and imagery to suit a wide range of purposes and audience.
- Uses punctuation, spelling and a variety of sentence structures with increasing confidence, accuracy and sophistication to organise writing, clarify meaning and engage the reader.
- Uses emotive/technical vocabulary to convey and enhance meaning using a variety of techniques such as alliteration, simile, metaphor, idioms.
- Can make notes, plan, draft and edit writing grouping information appropriately and acknowledging sources.
- Demonstrates and can explain the impact of lettering and graphics, media, colour, bullet points, headings, columns etc.
- Can spell most commonly used words and competently accesses reference materials for specialist vocabulary dictionary, glossary, thesaurus etc.
- Presents work using legible and fluent handwriting and/or ICT.