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| **Number, Money and Measure Estimating and Rounding**  **FIRST LEVEL** | **Suggested line of progression**  **(Progression Framework)** | | | **Assessment**  **(Benchmarks)** |
| I can share ideas with others to develop ways of estimating the answer to a calculation or problem, work out the actual answer, then check my solution by comparing it with the estimate. MNU 1-01a | Can use vocabulary appropriate to estimating, e.g. about, early, roughly approximately etc.  I can describe whether a number is closer to zero, ten or twenty by using a tool such as a tens frame or a number line. | I can round to the nearest 10 to find the approximate answer to a calculation in context, e.g. two items costing 59p and 29p will total approximately 90p.  Round numbers to the nearest ten or hundred when estimating.  *e.g. 345 to 350 or 300, 875 to 880 or 900.* | I can round numbers in other ways to find approximate answers to calculations, e.g. I know that 216 + 397 will be approximately 600.  Round numbers to the nearest ten when estimating. e.g. 32 to 30 and 57 to 60 and explain their answer. | Uses strategies to estimate an answer to a calculation or problem, for example, doubling and rounding.  Rounds whole numbers to the nearest 10 and 100 and uses this routinely  to estimate and check the reasonableness of a solution. |

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| **Number, Money and Measure Number and Number Processes**  **FIRST LEVEL** | **Suggested line of progression**  **(Progression Framework)** | | | **Assessment**  **(Benchmarks)** |
| I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit its place and its value. MNU 1-02a | I can make new numbers for 2-digit combinations and order from smallest to largest and largest to smallest.  I can use a range of resources (unifix, bead strings, ten frames, drawings etc) to show how 2-digit numbers are constructed. E.g. 23 = 10 + 10 + 3 = 20 + 3    I can identify, say and represent all numbers to at least 100 using numerals and words.  I can identify the number 10 more than/10 less than, supported by a number line and/or various hundred squares.  I can explain how the value of a digit (including zero) is determined by its place. | I can explain that the value of a number depends on where it is placed, e.g. 63 is bigger than 36; 97 is smaller that 105 etc.  I can identify any 2-digit number as a “number of tens and a number of ones” e.g. 23 = 20 + 3 = 2 tens and 3 ones and use practical materials such as Dienes to demonstrate my understanding.  I can identify, say and represent all numbers to at least 1000 using numerals and words.  I can add/subtract 10, or any multiple of 10, to/from a whole number (supported by number lines or hundred squares if necessary).  I can explain the importance of zero as a place holder to identify, say and represent numbers to at least 100. | I can record all the possible digit combinations for 2 and 3 single digit numbers, starting with the smallest number.  I can recognise (find number within a group), read and write all the numbers to 1000.  I can demonstrate how to add/subtract 8 or 9 to/from a number by adding/ subtracting 10 and adjusting.  I can explain the importance of zero as a place holder to identify, say and represent numbers to at least 1000 using numerals, words and objects. | Reads, writes, orders and recites whole numbers to 1000, starting from any number in the sequence.  Demonstrates understanding of zero as a placeholder in whole numbers to 1000.  Uses correct mathematical vocabulary when discussing the four operations including, subtract, add, sum of, total, multiply, product, divide and shared equally.  Identifies the value of each digit in a whole number with three digits, for example, 867 = 800 + 60 + 7.  Counts forwards andbackwards in 2s, 5s, 10s and 100s.  Demonstrates understanding of the commutative law, for example, 6 + 3 = 3 + 6 or 2 × 4 = 4 × 2.  Applies strategies to determine multiplication facts,for example, repeated addition, grouping, arrays and multiplication facts.  Solves addition and subtraction problems with three-digit whole numbers.  Adds and subtracts multiples of 10 or 100 to or from any whole number to 1000.  Applies strategies to determine division facts, for example, repeated subtraction, equal groups, sharing equally, arrays and multiplication facts. |

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| **Number, Money and Measure Number and Number Processes**  **FIRST LEVEL** | **Suggested line of progression**  **(Progression Framework)** | | | **Assessment**  **(Benchmarks)** |
| I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed. MNU 1-03a | I can add a single digit number to a bigger number, by holding the bigger number in my head and counting on.  I can recall addition and subtraction bonds from memory.  I can use a “jump” strategy on a calibrated number line to add and subtract a single digit to a number with more than one digit, e.g. 14 + 7; 26 – 8  I can add two identical numbers together by doubling.  I can count in twos, fives and tens to form sequences for the 2, 5 and 10 x tables.  I can recognise multiplication as repeated addition, e.g. Three 3s/3 times 3 means 3 + 3 + 3  I can make the link between array patterns (e.g. 2 x 5 & 5 x 2) and create my own patterns to show pairs of multiplication facts.  I can recognise division as repeated subtraction (grouping), e.g. I have 12 socks. If I put them into pairs, how many pairs will I have?  I can share a given number of items into equal groups, realising that there may be some items left over.  I can use my understanding of all of the above in problem solving.  I can discuss the methods and/or calculations I have used and can record my findings in a variety of ways, including standard notation where appropriate. | I can recall addition and subtraction bonds from memory, and use these to find related number facts, e.g. 4 + 2 = 6 therefore 14 + 2 = 16/ 9 – 2 = 7 therefore 39 – 2 = 37  I can use a “jump” strategy to add and subtract, using an empty number line to explain my thinking, e.g. 84 – 28 = 84 – 20 = 64 – 4 = 60 – 4 →56      I can add two number together using “near doubles”.  I can count in threes to form the sequence for the 3-x table.  I can make “repeated equal groups” of items and say how many groups, and how many altogether, e.g. 8 lots of 2 → 8 twos = 16 altogether.  I can recall some multiplication facts from memory, and realise that if I know one multiplication fact, then I know two.  I can use practical materials to find families of four related multiplication and division facts.  I can share a given number of items into a specified number of equal groups (e.g. share 15 sweets between 5 people) and relate this to multiplication.  I can use my understanding of the above to solve problems and create problems for others to solve. | I understand the link between addition and subtraction and can find the answer to a subtraction sum, mentally, by counting on *e.g. 72 - 68 = 68 + 2 + 2 → answer 4*  I can use my understanding of “repeated equal groups” in real life contexts, e.g. How many legs on 3 chairs? How many fingers on 4 hands?      I can use my knowledge of the relationship between multiplication and division to make calculations easier, e.g. to find 14 ÷ 2 think 2 x what = 14? | Uses multiplication and division facts to solve problems within the number range  0 to 1000.  Multiplies and divides whole numbers by 10 and 100 (whole number answers only).  Applies knowledge of inverse operations (addition and subtraction; multiplication  and division).  Solves two step problems. |

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| **Number, Money and Measure Fractions, Decimal Fractions and percentages**  **FIRST LEVEL** | **Suggested line of progression**  **(Progression Framework)** | | | **Assessment**  **(Benchmarks)** |
| Having explored fractions by taking part in practical activities, I can show my understanding of how a single item can be shared equally; the notation and vocabulary associated with fractions; where fractions lie on the number line. MNU 1-07a.  Through exploring how groups of items can be shared equally, I can find a fraction of an amount by applying my knowledge of division. MNU 1-07b.  Through taking part in practical activities including use of pictorial representations, I can demonstrate my understanding of simple fractions which are equivalent. MTH 1-07c | I can use common vocabulary related to sharing in everyday contexts, e.g. shared equally, equal parts, whole, half  I can share a single item equally and explain what I have done in words (oral and/or written).  I can demonstrate and explain how the more parts/groups I share an object/set of items into, the smaller each part/group will be.  I can solve practical problems, by sharing sets of items into equal groups, and begin to make links with division.  I understand that shapes or objects can be shared into equal parts.  I can use my knowledge e.g. of a half to find a quarter of a shape by folding, cutting and colouring.  I can find equal fractions.  I can recognise the equivalence of and using practical resources. | I can use an extended range of vocabulary related to sharing in everyday contexts, e.g. third, fifth, tenth, quarter etc.  I can share a single item equally, and record what I have done using appropriate vocabulary and simple notation.  I understand that each part of the shape or object are exactly the same size and make 1 whole.  I can find a quarter of a number of objects by sharing into 4 equal groups.  I can compare unit fractions by looking at the denominator, knowing that a bigger number means a smaller fraction.  I can compare fractions which have the same denominator, knowing that the bigger fraction has the bigger numerator.  I can recognise the equivalence of and using practical resources. | I can explain the notation and method I have used in problems involving sharing.  I can compare and order fractions, with either the same numerator or same denominator, and position them on a number line.  I can find a fraction of an amount by dividing.  I can use my knowledge e.g. of 1 quarter to find 2 and 3 quarters of a shape by folding, cutting and colouring know that 1 half is the same as 2 quarters.  I can use my number facts to find a simple fraction of a number (e.g. adding, doubling, multiplying).  I can recognise the equivalence of and any other simple fraction. | Explains what a fraction is using concrete materials, pictorial representations and appropriate mathematical vocabulary.  Demonstrates understanding that the greater the number of equal parts, the smaller the size of each share.  Uses the correct notation for common fractions to tenths, for example, ,  and .  Compares the size of fractions and places simple fractions in order on a number line.  Uses pictorial representations and other models to demonstrate understanding of simple equivalent fractions, for example, .  Explains the role of the numerator and denominator.  Uses known multiplication and division facts and other strategies to find unit fractions of whole numbers, for example, or . |

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| **Number, Money and Measure Money**  **FIRST LEVEL** | **Suggested line of progression**  **(Progression Framework)** | | | **Assessment**  **(Benchmarks)** |
| I can use money to pay for items and can work out how much change I should receive. MNU 1-09a  I have investigated how different combinations of coins and notes can be used to pay for goods or be given in change. MNU 1-09b | I can find the total of a group of the same type of coin or note by counting on in equal steps (1s, 2s, 5s, 10s, 20s and 50s).  I can talk about everyday situations and the types of money calculations people have to do such as ‘buy one, get one free’ (BOGOF).  I can exchange coins and notes for different ones which have the same value.  I can compare and order written amounts of money.  I can compare the amount of money I have with the cost of an item and can work out whether I can afford it.  I can convert between pounds and pence to help me make sense of calculations.  I can devise my own money problems based on everyday situations. | I can find the total value of two or three coins or notes.  I can compare and order the values of different groups of coins and notes.  I can read prices using £ and p  I have explored how a total can be made in different ways.  I can work out simple price differences.  I can compare the cost of two items and can discuss which is more expensive and which is cheaper.  I can choose my strategy for working out the value of a group of coins and notes.  I can estimate whether I can afford several items and estimate the change I should receive.  I can interpret a money problem and work out what kind of calculations I may need to do to solve it. | I can find the total of several coins or notes using sorting and counting on strategies.  I can estimate the total of several coins and notes and can then count to check how close my estimate was.  I can use the coins and notes I have to pay the exact amount for an item in a variety of ways including using the fewest coins.  I can estimate and then work out the price difference between two items using my addition and subtraction strategies (e.g. counting on or using known number facts).  I can compare and order the cost of several items and can discuss their values in comparison to each other.  I can use a variety of strategies to find a total of several amounts of money with or without jottings or written calculations.  I can work out the total of several items, and how much change  I should receive.  I can estimate, calculate and check my solution to a problem.  I can talk about the different ways to solve a money problem. | Identifies and uses all coins and notes to £20 and explores different ways  of making the same total.  Records amounts accurately in different ways using the correct notation,  for example, 149p = £1·49 and 7p = £0·07.  Uses a variety of coin and note combinations, to pay for items and give change  within £10.  Applies mental agility number skills to calculate the total spent in a shopping situation and is able to calculate change.  Demonstrates awareness of how goods can be paid for using cards and digital technology. |

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| **Number, Money and Measure Time**  **FIRST LEVEL** | **Suggested line of progression**  **(Progression Framework)** | | | **Assessment**  **(Benchmarks)** |
| I can tell the time using 12-hour clocks, realising there is a link with 24-hour notation, explain how it impacts on my daily routine and ensure that I am organised and ready for events throughout my day. MNU 1-10a  I can use a calendar to plan and be organised for key events for myself and my class throughout the year. MNU 1-10b  I have begun to develop a sense of how long tasks take by measuring the time taken to complete a range of activities using a variety of timers. MNU 1-10c | I know the units we use to measure calendar time and how they relate to each other  I have looked at and compared a range of different calendars.  I have explored what can be achieved in a given period of time.  I am beginning to develop a sense of how long seconds, minutes and hours last.  I have explored what can be achieved in a period of standard time.  I have explored a range of different timetables which people use to help them organise their time. | I can talk about why we need calendars and how we use them.  I know that I need to use a common starting time to compare times accurately.  I have explored simple time devices to measure minutes.  I can choose appropriate units of time to measure the length of a task.  I can answer simple questions which involve interpreting information in timetables. | I can compare how long it takes to do different tasks using direct comparison and talk about my findings.  I have investigated different time devices and how they measure time.  I can explain the relationships between standard units of time.  I can estimate, measure and compare how long it will take to do certain tasks or actions using appropriate standard time measurements – seconds, minutes and hours.  I can use a timetable to work out simple durations and start and finish times.  I can create my own timetable to  show how I or others organise my/their time. | Tells the time using half past, quarter past and quarter to using analogue  and digital 12-hour clocks.  Records 12-hour times using am and pm and is able to identify 24-hour notation, for example, on a mobile phone or computer.  Records the date in a variety of ways, using words and numbers.  Uses and interprets a variety of calendars and 12-hour timetables to plan key events.  Knows the number of seconds in a minute, minutes in an hour, hours in a day, days in each month, weeks and days in a year.  Orders the months of the year and relates these to the appropriate seasons.  Selects and uses appropriate timers for specific purposes. |

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| **Number, Money and Measure Measurement**  **FIRST LEVEL** | **Suggested line of progression**  **(Progression Framework)** | | | **Assessment**  **(Benchmarks)** |
| I can estimate how long or heavy an object is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments and units. MNU 1-11a  I can estimate the area of a shape by counting squares or other methods. MNU 1-11b | I have explored different ways to measure using everyday items and have compared my results with those of others.  I can talk about length/weight/capacity using standard units. | I can explain why we need standard units to measure.  I have a sense of the standard units of length/weight/capacity and can use this to estimate and make comparisons. | I can talk about some of the standard units for length, weight and capacity and know when it is appropriate to use them.  I have explored the length/weight/capacity of common objects and can use this to help me estimate the length of other objects  I can use a range of equipment to measure items and know when to approximate.  I can measure using multiples of grams and kilograms and am aware of other standard  units for measuring weight.  I can measure using multiples of millilitres and litres and am aware of other standard units for measuring capacity and volume.  I can measure using centimeters and meters and am aware of other standard units for measuring length.  I have measured shapes using uniform non-standard units and can talk about what I have done. | Uses knowledge of everyday objects to provide reasonable estimates of length, height, mass and capacity.  Makes accurate use of a range of instruments including rulers, metre sticks, digital scales and measuring jugs when measuring lengths, heights, mass and capacities using the most appropriate instrument for the task.  Records measurements of length, height, mass and capacity to the nearest standard unit, for example, millimetres (mm), centimetres (cm), grams (g), kilograms **(**kg), millilitres (ml), litres (l).  Compares measures with estimates.  Uses knowledge of relationships between units of measure to make simple conversions, for example, 1 m 58 cm = 158 cm.  Reads a variety of scales on measuring devices including those with simple fractions, for example,  litre.  Uses square grids to estimate then measure the areas of a variety of simple  2D shapes to the nearest half square.  Creates shapes with a given area to the nearest half square using square tiles or grids.  Recognises that different shapes can have the same area (conservation of area). |

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| **Number, Money and Measure Mathematics- its impact on the world, past, present and future**  **FIRST LEVEL** | **Suggested line of progression**  **(Progression Framework)** | | | **Assessment**  **(Benchmarks)** |
| I have discussed the important part that numbers play in the world and explored a variety of systems that have been used by civilizations throughout history to record numbers. MTH 1-12a | I can spot numbers in everyday life. | I can give examples of numbers I might see in everyday life and how numbers help me in my life. | I can discuss different types of number I might see in everyday life. | Investigates and shares understanding of the importance of numbers in learning, life and work.  Investigates and shares understanding of a variety of number systems used throughout history.  Researches and presents examples of the impact mathematics has in the world of life and work.  Contributes to discussions and activities on the role of mathematics in the creation of important inventions, now and in the past. |

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| **Number, Money and Measure Patterns and Relationships**  **FIRST LEVEL** | **Suggested line of progression**  **(Progression Framework)** | | | **Assessment**  **(Benchmarks)** |
| I can continue and devise more involved repeating patterns or designs, using a variety of media. MTH 1-13a  Through exploring number patterns, I can recognise and continue simple number sequences and can explain the rule I have applied. MTH 1-13b | I can use my knowledge of number bonds to help me create a specific pattern.  I can identify the next number before or after in a sequence. | I can continue and complete this sequence.  I can create and display this pattern in a range of different ways. | I can spot this sequence and can talk about the different patterns it creates in its numbers.  I can solve problems which involve this sequence. | Counts forwards and backwards in 2s, 5s and 10s from any whole number up to 1000.  Describes patterns in number, for example, in the multiplication tables and hundred square.  Continues and creates repeating patterns involving shapes, pictures and symbols.  Describes, continues and creates number patterns using addition, subtraction, doubling, halving, counting in jumps (skip counting) and known multiples. |

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| **Number, Money and Measure Expressions and Equations**  **FIRST LEVEL** | **Suggested line of progression**  **(Progression Framework)** | | | **Assessment**  **(Benchmarks)** |
| I can compare, describe and show number relationships, using appropriate vocabulary and the symbols for equals, not equal to, less than and greater than. MTH 1-15a  When a picture or symbol is used to replace a number in a number statement, I can find its value using my knowledge of number facts and explain my thinking to others. MTH 1-15b | I know what equals means and I can complete a statement using =  I can compare numbers to decide which is bigger or smaller. | I can understand and write the symbols + and – to represent addition and subtraction and know what = means.  I can recognise the greater than sign (>) and the less than sign (<).  I know what = and **≠** mean | I can complete a statement using = and **≠** | Understands and accurately uses the terms ‘equal to’, ‘not equal to’, ‘less than’, ‘greater than’, and the related symbols (=, ≠ , <, >) when comparing quantities.  Applies understanding of the equals sign as a balance, and knowledge of number facts, to solve simple algebraic problems where a picture or symbol is used to represent a number, for example, ◆ + 17 = 30 and ◆ × 6 = 30. |

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| **Shape, position and movement**  **Properties of 2D shapes and 3D objects**  **FIRST LEVEL** | **Suggested line of progression**  **(Progression Framework)** | | | **Assessment**  **(Benchmarks)** |
| I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. MTH 1-16a  I can explore and discuss how and why different shapes fit together and create a tiling pattern with them. MTH 1-16b | I can identify and name 2D shapes using mathematical language.  I can identify and name some 3D objects using mathematical language.  I can use the mathematical properties of 2D shapes to sort them using my own and others’ criteria  I have explored an extended range of 2D shapes and 3D objects.  I can use the mathematical properties of 3D objects to sort them using my own and others’ criteria.  I can fit together lots of the same 2D shape or simple 3D object so there are no gaps or spaces between them.  I can create a tiling pattern by using the same shape. | I can name some mathematical properties of 2D shapes.  I can name some mathematical properties of 3D objects.  I can discuss and name the different 2D shapes which feature as faces of a 3D object.  I can analyse and record my findings about properties of different 2D shapes and 3D objects.  I have taken apart a 3D object to create a net and can talk about the shapes it creates.  I can talk about why certain shapes do or don’t fit together.  I can create a tiling pattern by selecting two or more appropriate shapes. | I can talk about the main properties of a 2D shape and draw or make different examples of it.  I can talk about the main properties of a 3D object.  I can use my extended knowledge of shape to create a wider variety of tiling patterns and models and nets.  I can spot tiling patterns and can talk about where I have seen tiling patterns. | Names, identifies and classifies a range of simple 2D shapes and 3D objects  and recognises these shapes in different orientations and sizes.  Uses mathematical language to describe the properties of a range of common 2D shapes and 3D objects including side, face, edge, vertex, base and angle.  Identifies 2D shapes within 3D objects and recognises 3D objects from 2D drawings.  Identifies examples of tiling in the environment and applies knowledge of the features of 2D shapes to create tiling patterns incorporating two different shapes. |

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| **Shape, position and movement**  **Angle, symmetry and transformation**  **FIRST LEVEL** | **Suggested line of progression**  **(Progression Framework)** | | | **Assessment**  **(Benchmarks)** |
| I can describe, follow and record routes and journeys using signs, words and angles associated with direction and turning. MTH 1-17a | I know that an angle is another way of measuring a turn.  I recognise, make and describe turns including whole, half and quarter turns.  I can talk about where in real life people might need to use compass points. | I know that by creating a quarter turn I am moving through a right angle.  I explored that right angles can be made by turning in different directions from different starting points.  I can describe the direction I am turning using clockwise and anti-clockwise.  I can plan, create and record several-step instructions for journeys involving turns and directions.  I can use a compass to find north and use this to find south and then east and west. | I can record in my own way the movement that I have made to create a right angle Including the start and end positions.  I recognise how a right angle is represented.  I can combine two or more instructions for turns and work out where I will end up and record this in my own way.  I can record the turns and directions I have given and followed in my own way using codes and symbols.  I can use my knowledge of turning to work out what compass point I will be facing after a particular turn or series of turns.  I can use my knowledge of compass points to give, follow and record directions for journeys using a wide range of language. | Uses technology and other methods to describe, follow and record directions using words associated with angles, directions and turns including, full turn, half turn, quarter turn, clockwise, anticlockwise, right turn, left turn, right angle.  Knows that a right angle is 90°.  Knows and uses the compass points, North, South, East and West.  Uses informal methods to estimate, compare and describe the size of angles in relation to a right angle.  Finds right angles in the environment and in well-known 2D shapes.  Identifies where and why grid references are used.  Describes, plots and uses accurate two figure grid references, demonstrating knowledge of the horizontal and vertical location. |
| **Shape, position and movement**  **Angle, symmetry and transformation**  **FIRST LEVEL** | **Suggested line of progression**  **(Progression Framework)** | | | **Assessment**  **(Benchmarks)** |
| I have developed an awareness of where grid reference systems are used in everyday contexts and can use them to locate and describe position. MTH 1-18a  I have explored symmetry in my own and the wider environment and can create and recognise symmetrical pictures, patterns and shapes. MTH 1-19a | I can talk about where in real life I might need to interpret a grid to locate a position.  I can explain what a line of symmetry means.  I can visualise lines of symmetry when given a shape.  I can predict what a symmetrical shape, model, picture or pattern will look like when completed.  I can spot when a shape is not symmetrical and can describe why. | I can describe a position within a grid.  I can look at a shape and mark on the lines of symmetry and check with a mirror.  I can complete a shape, model, picture or pattern to make it symmetrical.  I can use a mirror to check whether shapes, models, pictures or patterns are symmetrical. | I can interpret and use grids.  I can create a grid and give instructions to others about using it.  I can sort shapes and a range of objects according to the number of lines of symmetry.  I can spot symmetry in 3D patterns and use 3D objects to create symmetrical patterns. | Identifies symmetry in patterns, pictures, nature and 2D shapes.  Creates symmetrical pictures and designs with more than one line of symmetry. |

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| **Information Handling**  **Data and analysis**  **FIRST LEVEL** | **Suggested line of progression**  **(Progression Framework)** | | | **Assessment**  **(Benchmarks)** |
| have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains.  MNU 1- 20a  I have used a range of ways to collect information and can sort it in a logical, organised and imaginative way using my own and others’ criteria. MNU 1- 20b  Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale. MTH 1-21a | I can conduct a survey, for example using a questionnaire with yes or no answers.  I can interpret information from bar graphs and diagrams.  I can complete a bar graph, table or diagram using information given and give it relevant labelling.  I can use tally marks to represent quantity and total them at the end. | I can conduct a survey involving four options or choices.  I can interpret information from tables and charts.  I can construct a bar graph which has a title, two axes labelled, bars evenly spaced etc.  I can construct a table or diagram including relevant labelling.  I can, with assistance, create a bar graph using digital technologies. | I can independently collect, organise, display and interpret information using bar graphs, tables, diagrams and charts.  I can make use of digital technologies to display data, for example, as block graphs, bar graphs, tables, Carroll diagrams and Venn diagrams.  I can use a simple data base to check information, for example my own details. | Asks and answers questions to extract key information from a variety of data sets including charts, diagrams, bar graphs and tables.  Selects and uses the most appropriate way to gather and sort data for a given purpose, for example, a survey, questionnaire or group tallies.  Uses a variety of different methods, including the use of digital technologies, to display data, for example, as block graphs, bar graphs, tables, Carroll diagrams and Venn diagrams.  Includes a suitable title, simple labelling on both axes and an appropriate scale where one unit represents more than one data value in graphs. |

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| **Information Handling**  **Ideas of chance and uncertainty**  **FIRST LEVEL** | **Suggested line of progression**  **(Progression Framework)** | | | **Assessment**  **(Benchmarks)** |
| I can use appropriate vocabulary to describe the likelihood of events occurring, using the knowledge and experiences of myself and others to guide me. MNU 1-22a | I can use the words never, always and sometimes to describe the likelihood of events. | I can give examples of things that are likely to happen, not likely to happen and impossible. | I can sort events according to likelihood. | Uses mathematical vocabulary appropriately to describe the likelihood of events occurring in everyday situations including, probable, likely/unlikely, certain/uncertain, possible/impossible, and fair/unfair.  Interprets data gathered through everyday experiences to make reasonable predictions of the likelihood of an event occurring. |