Maths Year 7	Using and Applying Mathematics	Calculating Numbers and Number Systems	Algebra	Geometry and Measures	Statistics and Probability	Ratio, Proportion and Rates of Change
Developing	 I can use number bonds to make sense of addition and subtraction of integers. I am developing an understanding of maths in finance. I am developing skills using halving and doubling. I am developing the use of mathematical language when talking about operations using numbers. I am developing the skills to use mathematical equipment to measure lines and angles. I am developing the skills to use maths equipment to accurately draw line segments and angles. 	 I am developing an understanding of what a fraction is and how it is used. I am developing an understanding of equal parts and how this relates to fractions. I can put simple fractions on a number line. I understand the meaning of percentage. I can recognise and use tenths, hundredths and thousandths. I can recognise and use halves. I can recognise and use quarters and I am developing an understanding of the relationship between halves and quarters. I can recognise and use fifths and I am developing an understanding of equivalent decimals. I am developing the skill for addition and subtraction of integers. I can solve problems with addition and subtraction. I am developing the skills needed to multiply and divide by units of 10. I am developing the skills to multiply numbers up to multiplying a four digit number by a single digit number. I am developing the skills to find 10%, 25% and 50% of a number. 	 I am developing recognition of patterns. I am developing sequences of diagrams. I am developing recognition and generation of number sequences. I am beginning to use the Term to Term rule in my oracy. I am developing my use of linear and non-linear sequences. I am developing the use of one step function machines using numbers. I am developing the use of two step function machines with numbers. I am developing the use of one step function machines with numbers. I am developing the use of two step function machines with numbers. I am developing the use of one step function machines with algebra. I am developing the use of one step function machines with algebra. I am developing the use of two step function machines with algebra. I am developing the use of two step function machines with algebra. I am developing the use of two step function machines with algebra. I am developing the use of two step function machines with algebra. I am developing the use of two step function machines with algebra. I am developing the use of two step function machines with algebra. I am developing the use of two step function machines with algebra. I am developing the use of two step function machines with algebra. I am developing the use of two step function machines with algebra. 	 I am developing the skills to be able to accurately draw a line segment to size. I am developing skills to estimate lengths in mm and cm. I can convert between mm, cm and metres. I am developing the knowledge to recognise and name angles. I am developing the knowledge and skills to be able to estimate the size of an angle. I can identify the angles in a full turn. I am developing the knowledge relating to angles in a quadrilateral. I am developing the knowledge to recognise and calculate the angles in a half turn. I am developing an understanding of the angles in a triangle. I am developing the skills to solve problems with angles in a triangle. I am developing the skills to calculate side lengths when I am given a perimeter. I am developing the skills to calculate unknown sides and angles. 	 I am developing an understanding of words and the probability scale. I am developing an understanding of probability scales on a number line. I am developing the skills to list outcomes. I am developing the language to describe equally likely outcomes. I am developing confidence with probability experiments. 	 I am developing an understanding of multiplication and division. I am developing my understanding of simplifying ratios I am developing my ability to share objects between two different sized groups



/laths (ear 7	Using and Applying Mathematics	Calculating Numbers and Number Systems	Algebra	Geometry and Measures	Statistics
Securing	 I am securing an understanding of notations and diagrams commonly used in maths. I am securing an understanding of key words and vocabulary and endeavouring to use them when explaining my reasons. I am securing competency in the use of mathematical apparatus to help me to understand problems and contexts. I can use simple methods and different approaches for solving mathematical problems. I am securing skills in reflecting on and improving my work by estimating what an answer should be. I am securing skills for overcoming difficulties with mathematical problems by drawing a diagram or choosing apparatus. I am securing the skills to organise my work according to mathematical protocols. I am securing the skills necessary to understand and describe statements using supporting examples. I am securing skills needed to give reasons for my workings and my answers, using proofs. I am securing the skills to apply my understanding to wider world situations. I am securing the skills to allow me to grow in fluency across the mathematical strands. 	 I am securing my understanding of place values and can demonstrate ability to read and write numbers up to 100. I am securing my understanding of comparing numbers up to 100, using this understanding to enable me to correctly use simple column methods for calculations. I am securing my understanding concepts and vocabulary of types of numbers, and I am recognising multiples, factors, primes and square numbers. I am securing my understanding in the use of the four operations to any number, I can add and subtract whole numbers with increasing ease. I am securing my understanding of the order of operations, excluding brackets and indices, within a calculation. I am securing my understanding of integer powers and real roots, including squares and cubes (powers of 2 and 3). I am securing my understanding in recognising the reason for the use of standard form. I am securing my understanding of equivalent decimals and fractions. I am securing my cognition of fractions and percentages as operators. I am securing my recognition of standard units of measurement in a real life context. I am securing my recognition of degrees in accuracy. I am securing my recognition of degrees in accuracy. I am securing my recognition of the infinite nature of sets of integers. 	 I am securing my use of algebraic notation, recognising basic terminology and relating it to problems. I am securing the skills for substituting numerical values into expressions. I am securing understanding of algebraic vocabulary, and beginning to understand the role of the equals sign. I can use simple algebraic formulae for example to find areas of simple shapes. I am developing skills in substituting values into these formulae. I can recognise symbols allowing me to begin to use algebraic methods to solve simple linear equations. I am securing an understanding of coordinates and the first quadrant of the coordinate plane. I am securing the ability to draw simple graphs. I am securing the skills to interpret linear graphs. I am securing stills to identify arithmetic sequences. I am securing skills to conjecture about patterns and relationships. 	 I am securing my ability to substitute into given formula. I am securing my understanding of shape by finding area and perimeter. I am securing my ability to measure lines in several metric units and identify different types of angles. I am securing my ability to construct circles and triangles (using ASA and SSS) using a compass. I am securing my ability to recognise and use mathematical terms in relation to angles and lines. I am securing my ability to understand when two triangles are congruent or similar. I am securing my understanding of shapes by identifying regular and irregular shapes based on number of sides. I am securing my ability to recognise the type of movement described by a transformation. I am securing my knowledge of angle facts regarding straight lines and around a point. I am securing my investigative skills by identifying polygons and determining formulae for interior polygon angle sums. I am securing my ability to identify the hypotenuse and successfully label the sides of a right triangle, as well as using Pythagoras' Theorem to find a missing hypotenuse. I am securing my ability to successfully label sides with hypotenuse, adjacent and opposite, along with selecting the correct ratio for a question. I am securing my ability to identify 3D shapes and describe them using their properties. I am securing my ability to substitute into given formulae. 	 I am securi describe, ir observed d single varia median and I am securi construct a appropriate diagrams. pictograms frequency f I am securi the mode, r range to de I am securi describe in in simple ta graphs, usi vocabulary I am securi collect and I am securi group data in equal cla I am securi record, des frequency o simple pro I am securi understand possible ou I am securi enumerate unions/inte systematica I am securi generate th spaces for s events. I am securi explain hop probability I am securi express a p decimal or
		infinite nature of sets of integers.		 properties. I am securing my ability to substitute into given formulae. 	decima

and Probability

ing the ability to nterpret and compare distributions of a fable (mean, mode, ad range). ing the ability to and interpret te tables, charts and This includes s, bar charts, tables and pie charts. ing the ability to use mean, median and escribe sets of data. ing the ability to

formation presented ables, charts and ing technical

ing my ability to I record discrete data. ing my ability to a, where appropriate ass intervals. ing my ability to scribe and analyse the of outcomes of obability experiments. ing my ability to d probabilities of all utcomes add up to 1. ing my ability to e sets and

ersections of sets ally.

ing my ability to neoretical sample single and combined

ing my ability to w to use the v scale from 0 to 1. ing the skills to probability as a t a fraction.

Ratio, Proportion and Rates of Change

I am securing my ability to convert between related standard units, allowing me to solve simple direct proportion problems by scaling up or down.

- I am securing my ability to use scale factors, for example to order size or for simple enlargements.
- I am securing my understanding of scale diagrams and maps, and can use this skill in Geography.
- I am securing my ability to express one quantity as a fraction of another.
- I am securing my understanding of unit ratio notation and simplifying given ratios.
- I am securing my ability to divide a quantity into a given ratio with two parts.
- I am securing my understanding of equivalent fractions.
- I am securing my understanding of equivalent ratios.
- I am securing my ability to interpret worded ratio problems.
- I am securing my ability to increase and decrease
- quantities by a percentage.I am securing solving
- problems involving direct proportion.
- I am securing my understanding of compound units.

/laths (ear 7	Using and Applying Mathematics	Calculating Numbers and Number Systems	Algebra	Geometry and Measures	Statistics
Extending	 I am extending an understanding of notations and diagrams commonly used in maths, and am increasingly able to use them to solve problems. I am extending my understanding and use of technical vocabulary. I am extending the use of mathematical apparatus for the solving of problems. I am extending my understanding of the application of different methodologies in maths. I am extending my ability to present my work according to mathematical protocols and to use inverse operations to check my work. I am extending the skills necessary to understand and describe statements using supporting examples. I am extending the understanding allowing me to give reasons for my workings and my answers, using proofs. I am extending my ability to apply my understanding to wider world situations. I am extending the stuations. 	 I am extending my understanding of place value and can use and place numbers including decimal numbers. I am extending my use of inequalities and ordering numbers, including decimals up to hundredths. I am extending my use of concepts and vocabulary of types of numbers. I am extending my confidence in applying the correct operations to numbers. I am extending my application of the order of operations. I am extending my use of integer powers (indices) and real roots. I am extending my application of terminating decimals and their corresponding fractions up to hundredths. I am extending my application of terminating decimals and their corresponding fractions up to hundredths. I am extending my understanding of fractions and percentages as operators. I am extending my application of the use of standard units of measurement. I am extending my application of the use of standard units of decimal places. I am extending my understanding of the appropriate rounding to use in estimations. I am extending my understanding of the appropriate rounding to use in estimations. 	 I am extending the use of the interpretation of algebraic notation. I am extending skills for substituting numerical values into expressions and formulae. I am extending understanding of algebraic vocabulary. I am extending the use and understanding of algebraic formulae including formulae used in geometry. I am extending the use of algebraic methods to solve more complex linear equations. I am extending the ability to draw and recognise some graphs. I am extending the skills to interpret linear and quadratic graphs. I am extending of vocabulary specific to sequences (term to term rule, common difference, position to term rule, nth term). I am extending the skills used to identify and to generate arithmetic and geometric sequences. I am extending the skills to make and test conjectures about patterns and relationships. 	 I am extending my ability to use given formula to solve problems. I am extending my ability to apply understanding of area and perimeter to real world problems involving quadrilaterals and compound shapes. I am extending my ability to measure and draw angles up to 180°. I am extending my ability to use a compass confidently to construct a range of angles. I am extending my ability to construct a range of angles. I am extending my ability to identify corresponding angles and lengths following transformations e.g. reflections. I am extending my ability to identify properties of shapes up to a decagon. I am extending my ability to determine missing angles using angle facts, including vertically opposite angles. I am extending my ability to apply parallel line ideas to find missing angles while providing reasons for method. I am extending my ability to apply angle sum formulae to irregular and regular polygons to find missing angles. I am extending my ability to use apply angles. I am extending my ability to use and apply given formulae for shapes with curved faces. I am extending my ability to find missing sides, applying knowledge to real life problems. 	 I am extend describe, in observed di single varia median and I am extend construct ar appropriate diagrams. T pictograms, frequency ta I am extend the mode, m range to des I am extend group data, in equal clas I am extend record, deso frequency o simple prob I am extend generate the spaces for s events. I am extend explain how probability I am extend describe a p fraction or a



and Probability		Ratio, Proportion and Rates of Change
ing the ability to	•	I am extending my ability to
terpret and compare		convert between related
stributions of a		standard unit, and am able
ble (mean, mode,		to solve simple direct
l range)		proportion problems
ing the ability to		involving standard units.
nd interpret	•	I am extending my ability to
e tables, charts and		use scale factors to enlarge
This includes		an image.
, bar charts,	•	I am extending my ability to
ables and pie charts.		use scale diagrams and
ing the ability to use		maps.
nean, median and	•	I am extending my ability to
scribe sets of data.		express one quantity as a
ing my ability to		fraction of another including
where appropriate		simplifying.
ss intervals.	•	I am extending my
ing my ability to		understanding of ratio
cribe and analyse the		notation, including reducing
of outcomes of		given ratios in the form n:1
bability experiments.		and 1:n
ing my ability to	•	I am extending my ability to
eoretical sample		divide a quantity into a
ingle and combined		given ratio with two or three
		parts.
ing my ability to	•	I am extending my
v to use the		understanding of
scale from 0 to 1.		manipulating and
ing the ability to		comparing equivalent
probability as a		fractions.
a decimal.	•	I am extending my
		understanding of
		manipulating and
		comparing equivalent ratios.
	•	I am extending my ability to
		solve worded ratio problems
		using fractions and linear
		functions.
	•	I am extending my ability to
		solve problems involving
		percentage change.
	•	I am extending solving
		problems involving direct
		and indirect proportion.
	•	I am extending my ability to
		use compound units.

laths ear 8	Using and Applying Mathematics	Calculating Numbers and Number Systems	Algebra	Geometry and Measures	Statistics
Developing	 I am developing an understanding of notations and diagrams commonly used in maths. I am developing an understanding of key words and vocabulary and endeavouring to use them when explaining my reasons. I am developing competency in the use of mathematical apparatus to help me to understand problems and contexts. I can use simple methods and different approaches for solving mathematical problems. I am developing skills in reflecting on and improving my work by estimating what an answer should be. I am developing skills for overcoming difficulties with mathematical problems by drawing a diagram or choosing apparatus. I am developing the skills to organise my work according to mathematical protocols. I am developing the skills necessary to understand and describe statements using supporting examples. I am developing the skills needed to give reasons for my workings and my answers, using proofs. I am developing the skills to apply my understanding to wider world situations. I am developing the skills to apply my understanding to wider world situations. I am developing these skills to allow me to grow in fluency across the mathematical strands. 	 I am developing my understanding of place values and can demonstrate ability to read and write numbers up to 100. I am developing my understanding of comparing numbers up to 100, using this understanding to enable me to correctly use simple column methods for calculations. I am developing my understanding of concepts and vocabulary of types of numbers, and I am recognising multiples, factors, primes and square numbers. I am developing my understanding in the use of the four operations to any number and I can add and subtract whole numbers with increasing ease. I am developing my understanding of the order of operations, excluding brackets and indices, within a calculation. I am developing my understanding of the relationships between operations, and beginning to recognise inverse operations and their importance. I am developing my understanding of integer powers and real roots, including squares and cubes (powers of 2 and 3). I am developing my understanding of equivalent decimals and fractions. I am developing my understanding of standard form. I am developing my recognition of fractions and percentages as operators. I am developing my recognition of standard units of measurement in a real life context. I am developing my recognition of degrees in accuracy. I am developing my recognition of the real life context. I am developing my recognition of the infinite nature of sets of integers. 	 I am developing my use of algebraic notation, recognising basic terminology and relating it to problems. I am developing the skills for substituting numerical values into expressions. I am developing understanding of algebraic vocabulary, and beginning to understand the role of the equals sign. I can use simple algebraic formulae for example to find areas of simple shapes. I am developing skills in substituting values into these formulae. I can recognise symbols allowing me to begin to use algebraic methods to solve simple linear equations. I am developing an understanding of coordinates and the first quadrant of the coordinate plane. I am developing the ability to draw simple graphs. I am developing understanding of vocabulary specific to sequences (term to term rule, common difference). I am developing skills to identify arithmetic sequences. I am develop skills to conjecture about patterns and relationships. 	 I am developing my ability to substitute into given formula. I am developing my understanding of shape by finding area and perimeter. I am developing my ability to measure lines in several metric units and identify different types of angles. I am developing my ability to construct circles and triangles (using ASA and SSS) using a compass. I am developing my ability to recognise and use mathematical terms in relation to angles and lines. I am developing my understanding of shapes by identifying regular and when two triangles are congruent or similar. I am developing my understanding of shapes by identifying regular and irregular shapes based on number of sides. I am developing my ability to recognise the type of movement described by a transformation. I am developing my ability to recognise alternate, corresponding and co-interior pairs of angles. I am developing my investigative skills by identifying polygons and determining formulae for interior polygon angle sums. I am developing my ability to identify the hypotenuse and successfully label the sides of a right triangle, as well as using Pythagoras' Theorem to find a missing hypotenuse. I am developing my ability to successfully label sides with hypotenuse, adjacent and opposite, along with selecting the correct ratio for a question. I am developing my ability to identify 3D shapes and describe them using their properties. I am developing my ability to substitute into given formulae. 	 I am developed of the spaces for sevents. I am developed of the spaces for sevents. I am developed of the spaces for sevents. I am developed of the spaces of the space of

and Probability

oping the ability to nterpret and compare listributions of a single nean, mode, median

- oping the ability to nd interpret e tables, charts and
- This includes
- s, bar charts, frequency pie charts.
- oping the ability to use mean, median and escribe sets of data. oping the ability to
- formation presented in les, charts and graphs nical vocabulary.
- oping my ability to record discrete data. oping my ability to where appropriate in intervals.
- oping my ability to scribe and analyse the of outcomes of simple v experiments.
- oping my ability to d probabilities of all atcomes add up to 1. oping my ability to sets and
- ersections of sets ally.
- oping my ability to neoretical sample single and combined
- oping my ability to w to use the v scale from 0 to 1. oping the skills to probability as a decimal n.

Ratio, Proportion and Rates of Change

- I am developing my ability to convert between related standard units, allowing me to solve simple direct proportion problems by scaling up or down.
- I am developing my ability to use scale factors, for example to order size or for simple enlargements.
- I am developing my understanding of scale diagrams and maps, and can use this skill in Geography.
- I am developing my ability to express one quantity as a fraction of another.
- I am developing my understanding of unit ratio notation and simplifying given ratios.
- I am developing my ability to divide a quantity into a given ratio with two parts.
- I am developing my understanding of equivalent fractions.
- I am developing my understanding of equivalent ratios.
- I am developing my ability to interpret worded ratio problems.
- I am developing my ability to increase and decrease quantities by a percentage.
- I am developing solving problems involving direct proportion.
- I am developing my understanding of compound units.

Maths Year 8	Using and Applying Mathematics	Calculating Numbers and Number Systems	Algebra	Geometry and Measures	Statistics and Probability	Ratio, Proportion and Rates of Change
Securing	 I am securing an understanding of notations and diagrams commonly used in maths, and am increasing able to use them to solve problems. I am becoming secure in my understanding and use of technical vocabulary. I am increasingly secure in the use of mathematical apparatus for the solving of problems. I have a secure understanding of the application of different methodologies in maths. I am secure in my ability to present my work according to mathematical protocols and to use inverse operations to check my work. I am securing the skills necessary to understand and describe statements using supporting examples. I am securing the understanding allowing me to give reasons for my workings and my answers, using proofs. I am secure in my ability to apply my understanding to wider world situations. I am secure in my fluency to apply methods across the mathematical strands. 	 I am securing my application of the order of operations. I am securing my application of the relationships between operations. I am securing my use of integer powers (indices) and real roots. I am securing my ability to interpret standard form. I am securing my application of terminating decimals and their corresponding fractions up to hundredths. I am securing my definition and interpretation of percentages. I am securing my application of the use of standard units of measurement. I am securing my application of rounding including to decimal places. I am securing my understanding of the appropriate rounding to use in estimations. I am securing my understanding of the infinite nature of sets including integers and rational numbers. 	 I am securing the use of the interpretation of algebraic notation. I am securing skills for substituting numerical values into expressions and formulae. I am securing understanding of algebraic vocabulary. I am securing the use and understanding of algebraic rocabulary. I am securing the use and understanding of algebraic formulae including formulae used in geometry. I am securing the use of algebraic methods to solve more complex linear equations. I am securing working with negative co-ordinates in the coordinate plane. I am securing the ability to draw and recognise some graphs. I am securing the skills to interpret linear and quadratic graphs. I am securing understanding of vocabulary specific to sequences (term to term rule, common difference, position to term rule, nth term) I am securing the skills used to identify and to generate arithmetic and geometric sequences. I am securing the skills to make and test conjectures about patterns and relationships. 	 I am securing my ability to use given formula to solve problems. I am securing my ability to apply understanding of area and perimeter to real world problems involving quadrilaterals and compound shapes. I am securing my ability to measure and draw angles up to 180°. I am securing my ability to use a compass confidently to construct a range of angles. I am securing my ability to confidently use mathematical terminology in relation to all shape topics. I am securing my ability to identify corresponding angles and lengths following transformations e.g. reflections. I am securing my ability to identify properties of shapes up to a decagon. I am securing my ability to execute transformations successfully. I am securing my ability to determine missing angles using angle facts, including vertically opposite angles. I am securing my ability to apply parallel line ideas to find missing angles while providing reasons for method. I am securing my ability to use Pythagoras' Theorem to find a missing shorter side. I am securing my ability to use and apply given formulae for shapes with curved faces. I am securing my ability to use and apply given formulae for shapes with curved faces. 	 I am securing the ability to describe, interpret and compare observed distributions of a single variable (mean, mode, median and range). I am securing the ability to construct and interpret appropriate tables, charts and diagrams. That includes pictograms, bar charts, frequency tables and pie charts. I am securing the ability to use the mode, mean, median and range to describe sets of data. I am securing my ability to group data, where appropriate in equal class intervals. I am securing my ability to record, describe and analyse the frequency of outcomes of simple probability experiments. I am securing my ability to generate theoretical sample spaces for single and combined events. I am securing my ability to explain how to use the probability scale from 0 to 1. I am securing the ability to describe a probability as a fraction or a decimal. 	 I am securing my ability to convert between related standard unit, and am able to solve simple direct proportion problems involving standard units. I am securing my ability to use scale factors to enlarge an image. I am securing my ability to use scale diagrams and maps. I am securing my ability to express one quantity as a fraction of another including simplifying. I am securing my understanding of ratio notation including reducing given ratios in the form n:1 and 1:n I am securing my ability to divide a quantity into a given ratio with two or three parts. I am securing my understanding of manipulating and comparing equivalent fractions. I am securing my understanding of manipulating and comparing equivalent fractions. I am securing my ability to solve worded ratio problems using fractions and linear functions. I am securing my ability to solve problems involving percentage change. I am securing my ability to solve problems involving direct and indirect proportion. I am securing my ability to use compound units.



Maths (ear 8	Using and Applying Mathematics	Calculating Numbers and Number Systems	Algebra	Geometry and Measures	Statistics and Probability	Ratio, Proportion and Rates of Change
Extending	I am extending my understanding of notations and diagrams commonly used in maths, and I am able to use them to solve problems. I am extending my use, understanding and application of technical vocabulary. I am extending the use of mathematical apparatus to include specialist calculators. I am extending my understanding of the application of different methodologies in maths and by breaking problems into more manageable sections. I am extending my presentation of work to include formal methods of calculation and their inverses to check my work for accuracy. I am extending my understanding of examples and am increasingly able to add in my own examples. I am extending the use of proofs to substantiate my work. I am extending of mathematical methods and reasoning in wider world situations. I am extending fluency across the mathematical strands.	 I know and can use place value to complete calculations using decimal numbers and mixed numbers. I am extending my use of inequalities to include generalisations and can confidently apply number rules. I am extending my use of concepts and vocabulary including HCF/LCM/Prime factorisation. I am extending my use of the four operations in multi-step processes. I am extending my confidence in the application of the order of operations including power/roots/reciprocals. I am extending my use of indices and associated real roots including decimal approximations. I am extending my ability to interpret and compare standard form. I am extending my application of any terminating decimal and its corresponding fraction. I am extending my confidence in applying any fraction and percentage as an operator. I am extending my use of standard units of measurements including decimals and imperial. I am extending my use of rounding to include significant figures. I am extending my use of rounding to include significant figures. I am extending my onfidence in applying any fraction and percentage as an operator. I am extending my use of rounding to include significant figures. I am extending my use of rounding to include significant figures. I am extending my confidence in applying apply for estimations including their resulting errors. I am extending my application of the infinite nature of sets. 	 I am extending interpretation of algebraic notation. I am extending substitution skills in expressions and more complex formulae. I am extending understanding and use of algebraic vocabulary. I am extending the use of algebraic formulae, to include formulae used in Science. I am extending the use of algebraic methods to solve more complex linear equations and quadratic equations. I am extending the use of co- ordinates in all four quadrants of the coordinate plane. I am extending the ability to sketch, produce and recognise graphs. I am extending the skills to interpret linear and quadratic graphs. I am extending of vocabulary specific to sequences (term to term rule, common difference, position to term rule, nth term, Fibonacci sequences). I am extending skills used to identify arithmetic, geometric and quadratic sequences. I am extending in making and testing conjectures about patterns and relationships, and looking for proofs and counterexamples. 	 I am extending my ability to derive and apply formula to solve problems. I am extending my understanding of area and perimeter by incorporating algebra to solve problems in a wide range of shapes including circles and compound shapes. I am extending my ability to measure, draw and label angles up to 360°. I am extending my ability to construct by confidently using a compass to solve real world problems involving Loci. I am extending my understanding of regular shapes and their useful properties to solve problems. I am extending my ability to successfully apply congruency rules to multi-step problems. I am extending my ability to describe shapes using their properties, e.g. pairs of parallel lines, lines of symmetry, order of rotation symmetry etc. I am extending my ability to determine the transformation having been giving the object and image and also carry out negative enlargements. I am extending my ability to apply parallel line ideas to find missing angles and solve multi-step algebraic problems. I am extending my ability to apply parallel line ideas to find missing angles and solve multi-step algebraic problems. I am extending my ability to apply parallel line ideas to find missing angles and solve multi-step algebraic problems. I am extending my ability to successfully apply formulae for interior and exterior angles to solve multi-step algebraic problems. I am extending my ability to apply Pythagoras' Theorem to real life problems. I am extending my ability to apply properties and formulae for 3D shapes to solve real life and algebraic problems. I am extending my ability to apply formulae to solve problems. 	 I am extending my ability to use the mean, mode, median and range to describe, interpret and compare observed distributions. I am extending my ability to construct and interpret appropriate tables, charts and diagrams. This includes pictograms, bar charts, frequency tables and pie charts. I am extending my ability to estimate the mean of grouped data sets. I am extending my ability to interpret information presented in simple tables, charts and graphs I am extending my ability to group data, where appropriate in equal and unequal class intervals. I am extending my ability to record, describe and analyse the frequency of outcomes of simple probability experiments. I am extending my ability to understand probabilities of all possible outcomes sum to 1. I am extending my ability to enumerate sets and unions/intersections of sets systematically, using Venn diagrams. I am extending my ability to generate theoretical sample spaces for single and combined events with equally likely, mutually exclusive outcomes and use these to calculate theoretical probabilities. 	 I am extending my ability to convert between related standard units including squared and cubic units. I am extending my ability to use scale factors including area and volume scale factors. I am extending my ability to use and manipulate scale diagrams and maps. I am extending my ability to express one quantity as a fraction of another including simplest form and percentage form. I am extending my use of ratio notation including ratio in worded problems and wider world contexts. I am extending my ability to divide a given ratio into a given number of parts. I am extending my ability to manipulate and compare equivalent fractions. I am extending my ability to manipulate and compare equivalent ratios including combining multiple ratios. I am extending my ability to interpret and solve worded ratio problems using fractions and linear functions. I am extending my ability to solve problems involving percentage change and interest rates. I am extending my ability to solve problems involving direct and indirect proportion including algebraic notation. I am extending my ability to manipulate and convert between compound units.

