Curriculum for Excellence

the 8 cross curricular 'everyday' numeracy outcomes
tracked alongside the equivalent 5-14 skills level in blue

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critical skills given in **bold**	**Level 1** by the end of P4 or earlier for some	**Level 2** by the end of P7 or earlier for some	**Levels 3 & 4** by the end of S3 or earlier for some	levels 3 and 4 together describe the end of general education, with level 4 more suited to pupils looking to further progression
estimation and rounding	estimate simple sizes and quantities and rank collections of items for length, weight, volume, confirm by measure round 2 digit whole numbers to the nearest 10 eg 67 rounds to 70	round 3 digit numbers to the nearest 10 or 100, decide which is the more appropriate I can use my knowledge of rounding to routinely estimate the answer, then after calculating, decide if it is reasonable	round decimals to 1 or 2 places, and decide which is the more appropriate I can round a number using an appropriate degree of accuracy, having taken into account the context of the problem	having investigated the practical impact of inaccuracy and error, I can use my knowledge of tolerance when choosing the required degree of accuracy to make real-life calculations
number and number processes	**8+7, 15-8,** 149+267, 317-192, the 2, 3, 4, 5, 10 tables, no remainders I can use +, -, x and ÷ when solving problems, making best use of the mental strategies and written skills I've developed	9356+2777, 1.75-0.38, all tables to 10 and **÷ with remainders**, 6.78x9, 25.6÷8 having determined which calculations are needed, I can solve problems involving whole numbers using a range of methods	437.3+6.67, 68-59.63, 6-(-4), 2.5L+650ml 2.315x9, 68x52, (-20)÷(-4), 6.6÷4, 700÷25 I can use a variety of methods to solve number problems in familiar contexts, clearly communicating my processes	having recognised similarities between new problems and problems I have met before, I can carry out the necessary calculations to solve problems set in unfamiliar contexts
fractions, decimal fractions, percentages	1/2's and 1/4's eg 1/2 of 18, 1/4 of 24 through exploring how groups of items can be shared equally, I can find a fraction of an amount by applying my knowledge of division	simple 50%, 25% or 10%, **2/5 of 40** I have investigated the everyday contexts in which simple fractions or %'s are used and can carry out the necessary calculations to solve related problems	5/6 of 420, 1/2 of 1.5, £30 + 20%, I can solve problems by carrying out calcs with a wide range of fractions or %'s using my answers to make comparisons and informed choices for real-life situations	I can choose the most appropriate form of fractions and %'s to use when making calculations mentally, in written form or using technology, then use my solutions to make comparisons, decisions, choices
money	68p+79p, 100p-38p, 8x5p, 32p÷4 I can use money to pay for items and work out how much change I should receive, and investigate how diff't combinations of notes or coins can be used for paying	£15.20 ÷ 4, £18.50 - £11.67 £6.44 x 3, £5.75 + £2.68 + £6.77 I can manage money, compare costs from different retailers, and determine what I can afford to buy	£180 ÷ 7 rounded to the nearest penny currency conversion, £5 in ratio of 3:1 I can budget effectively, making use of technology and other methods, manage money and plan for future expenses	I can discuss and illustrate the facts I need to consider when determining what I can afford, in order to manage credit and debt and lead a responsible lifestyle
time	read analogue clocks involving quarter past / to, half past and, digital displays I can tell the time using 12 hour clocks, explain how it impacts on my daily routine and ensure that I am organised and ready	24hr to/from 12hr, simple time differences I can use and interpret electronic and paper based timetables and schedules to plan events and activities, and make time calculations part of my planning	more complex time difference / timetables Using simple time periods I can work out how long a journey will take, the speed travelled at or distance covered, using my knowledge of link between DST	I can research, compare and contrast aspects of time and time management as they impact on me, and, use the link between time, distance and speed to carry out related calculations
measurement	measure lines in cm and convert m & cm I can estimate how long or heavy an objec is, or what amount it holds, using everyday things as a guide, then measure or weigh it using appropriate instruments or units	measure lengths in mm and convert to m & cm, convert g / kg and ml / L I can use my knowledge of the sizes of familiar objects or places to assist me when making an estimate of measure	more complex units in the metric system I can solve practical problems by applying my knowledge of measure, choosing the appropriate units and degree of accuracy for the task, using formulae to calc A or V	I can apply my knowledge and understanding of measure of everyday problems and tasks and appreciate the practical importance of accuracy when making calculations
data and analysis	draw and interpret simple bar charts (one square representing 1 item) I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains	more complex scales, simple pie charts having discussed the variety of ways and range of media used to present data, I can draw conclusions from the information, recognising it may be misleading	identify trends, calculate averages I can work collaboratively, making approp use of technology, to source info presented in a range of ways, interpret what it conveys and discuss robust, vague, misleading	I can evaluate and interpret raw and graphical data using a variety of methods, comment on relationships I observe within the data and communicate my findings with others
ideas of chance and uncertainty	not specified in 5-14 till level F I can use appropriate vocabulary to describe the likelihood of events occurring, using the experience of myself and others to guide me	not specified in 5-14 till level F I can conduct simple experiments involving chance and communicate my predictions and findings using the language of probability	find the probability of events, list the poss outcomes, express as a fraction or % I can find the probability of a simple event and explain why the consequences should be considered when making choices	by applying my understanding of probability I can determine how many times I expect an event to occur, and use this information to make predictions, risk assessment, informed choices and decisions
	roughly equivalent to a quality 5-14 level B	roughly equivalent to a quality 5-14 level D	roughly equivalent to a quality 5-14 level E+	