

*mentally
fluent*



Numeracy and Curriculum for Excellence

use agreed mental agility progressions and encourage consistent application throughout the school (and cluster)

*employ interactive techniques for mental agility, which promote working memory and processing speed (eg **Wee Red Box**)*

actively address classic numeracy weak spots eg (bonding within 20, ÷ with remainders, fractions)

use thematic approaches with due regard to the 8 'cross curricular' numeracy outcomes

promote consistency of teaching key numeracy skills throughout the school (and cluster) eg methods of tables, subtraction, percentages, decimals

employ interactive techniques that lend themselves to the learning outcome eg working collaboratively, "I can discuss, I can explain ... ", and solve problems in everyday contexts

lacking fluency in mental agility

employ visual / concrete / active approaches where they lend themselves to the learning outcome, using everyday contexts where possible

unable to 'make connections'

numeracy 'across' learning

able to 'make connections'

numeracy 'for' learning