



curriculum for excellence



# P7 – S1 Mathematics and Numeracy Transition Booklet

Evaluating key areas of Curriculum for Excellence Level 2

Pupil Name:	
Primary School:	
Date completed:	

## KINROSS HIGH SCHOOL MATHS DEPARTMENT

In association with

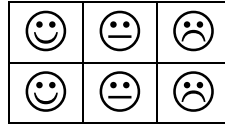
Arngask Primary School, Blairingone Primary School, Cleish Primary School, Fossoway Primary School, Kinross Primary School, Milnathort Primary School, Portmoak Primary School

## Whole Numbers, Decimal Fractions and Percentages

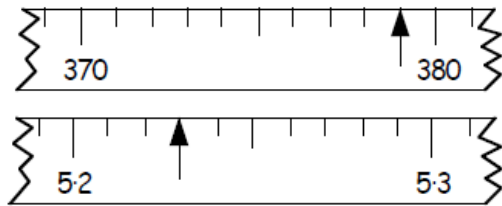
*MNU 2-01a, MNU 2-02a, MNU 2-03a, MNU 2-03b, MNU 2-03c, MNU 2-04a, MNU 2-07a, MNU 2-07b, MNU 2-07c*

I can . . . . .	How do I feel?	Examples
<p><b>A:</b> I can round numbers to:</p> <ul style="list-style-type: none"> <li>• the nearest 10</li> <li>• the nearest 100</li> </ul>		<p>Round the following to the nearest 10: a) 19    b) 34    c) 75</p> <p>Round the following to the nearest 100 a) 112    b) 550    c) 280</p>
<p><b>B:</b> I can round and estimate to help me solve problems</p>		<p>The answer to <math>6529 + 2387</math> is about . . . . . <math>6500 + \dots</math> which equals . . . .</p>
<p><b>C:</b> I can read, write and order an extended range of whole numbers</p>		<p>Write the number 903 070 in words.</p>
<p><b>D:</b> I understand the importance of place value and can explain how the value of the digit depends on where it is placed</p>		<p>Put in order, smallest first: 20105, 19000, 20009, 19780, 21000, 19099</p>
<p><b>E:</b> I can use the above knowledge to solve whole number problems.</p>		<p>Write the number that comes: a) 500 after 8800 b) 200 before 19100</p>
<p><b>F:</b> I know what a decimal fraction is and can explain what it means</p>		<p>Set down working to calculate the following: a) <math>3890 + 470</math> b) <math>9000 - 789</math></p>
<p><b>G:</b> I can add and subtract decimal fractions</p>		<p>What does the <u>4</u> represent in the number 94 038 ?</p> <p>What does the <u>2</u> represent in the following numbers? a) 2.6 b) 15.2 c) 45.92</p>
<p><b>G:</b> I can add and subtract decimal fractions</p>		<p>Calculate the following:- a) <math>12.45 + 26.9</math>    b) <math>56.81 - 12.93</math> c) <math>2.06 - 0.8</math>    d) <math>7 - 2.63^*</math></p>

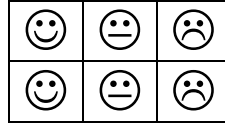
**H:** I can position and read whole numbers and decimal fractions on a number line



What numbers do these arrows point to:



**I:** I can round numbers to:  
• the nearest whole number  
• 1 decimal place



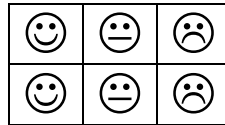
Round to the nearest whole number:

a) 4.1    b) 7.8    c) 8.5

Round to 1 decimal place

a) 4.47    b) 13.75    c) 2.96\*

**J:** I can multiply and divide up to the 10 times table quickly



Know your times tables

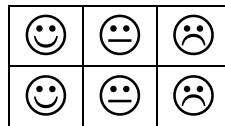
**K:** I can multiply and divide whole numbers by a single digit



Set down working to calculate the following:-

a)  $57 \times 3$     b)  $602 \times 9$     c)  $8274 \div 6$

**L:** I can multiply and divide whole numbers by 10, 100 and 1000 using place value

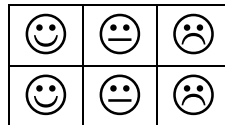


Write down the answers to the following:

a)  $24 \times 10$     b)  $356 \times 100$     c)  $78 \times 1000$

d)  $8360 \div 10$     e)  $23\,000 \div 1000$

**M:** I can multiply and divide decimal fractions using place value

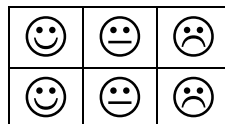


Write down the answers to the following:

a)  $52.4 \times 10$     b)  $52.4 \times 100$     c)  $52.4 \div 10$

d)  $836 \div 10$     e)  $730 \div 1000^*$

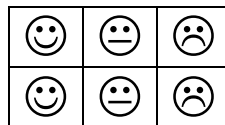
**N:** I can multiply and divide decimal fractions by a single digit



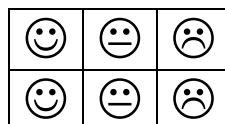
Calculate the following:-

a)  $42.64 \times 7$     b)  $29.44 \div 4$     c)  $45.35 \div 5$

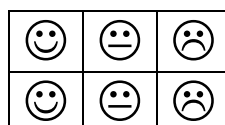
**O:** I can solve number problems



Nine bowling pins weigh 7551 grams. What is the weight of 1 pin?

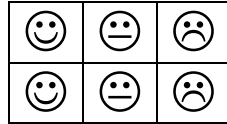


How much change do I get from £20 if I buy a t-shirt for £7.99 and shorts for £8.50?



4 friends split the bill at a café. The bill was £22. How much do they each pay?

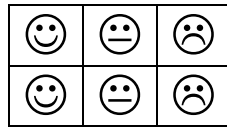
**P:** I can carry out calculations in the correct order of operations (BODMAS)



Calculate:

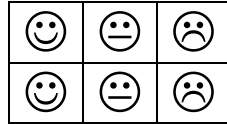
- a)  $7 + 6 \times 5$   
b)  $12 \times (10 - 6) \div 8$

**Q:** I can extend a number line below zero



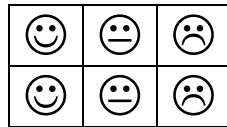
Draw a sketch of a thermometer from  $-20^{\circ}\text{C}$  to  $20^{\circ}\text{C}$

**R:** I can use numbers less than zero to describe temperature



The temperature at midday was  $4^{\circ}\text{C}$ . By midnight it had fallen  $7^{\circ}\text{C}$ . What is the new temperature?

**S:** I can solve simple problems using numbers less than zero

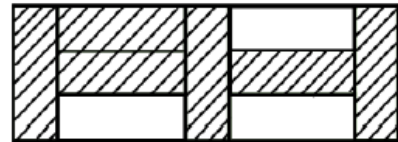


Mr Millar has £80 in his bank account. He has to pay bills of £75, £30 and £12. He then receives a payment of £115. Show this information in a bank statement.

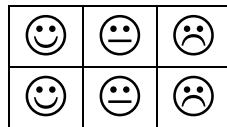
**T:** I can recognise and construct fractions



What fraction of this shape is shaded?



**U:** I can recognise and write equivalent fractions



Write down two fractions equivalent to  $\frac{3}{4}$

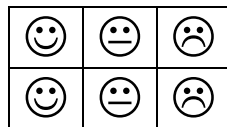
**V:** I can solve problems involving simple fractions



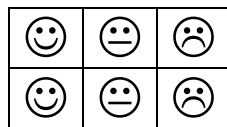
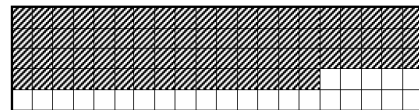
Calculate a)  $\frac{1}{2}$  of 24kg b)  $\frac{1}{5}$  of £40

c)  $\frac{2}{3}$  of 18mm d)  $\frac{3}{8}$  of 72g

**W:** I can recognise and write percentages



What percentage of this shape is shaded?



In this flag, 30% of it is red, 45% is white and the rest is blue.



What percentage is blue?

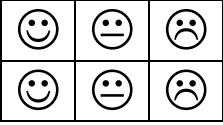
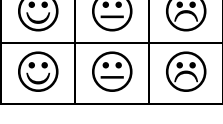
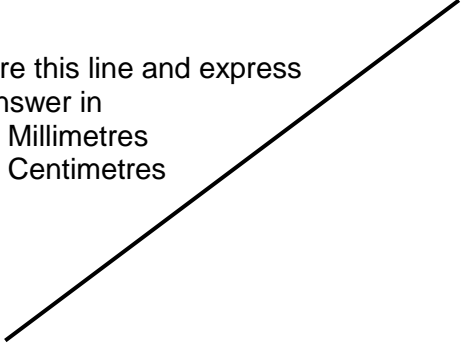
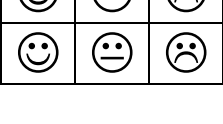
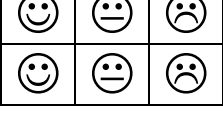
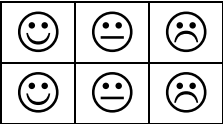
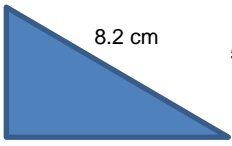
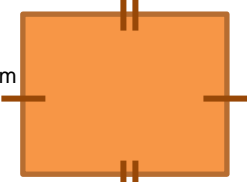
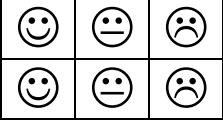
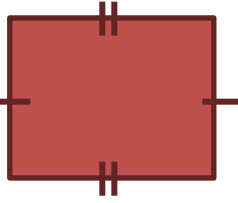
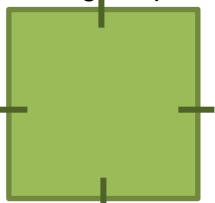
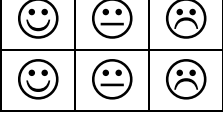
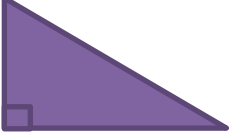
**X:** I can solve problems involving simple percentages



Find

- a) 50% of £60 b) 25% of 20mm  
b) 10% of £35 c) 75% of 400g

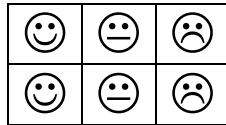
**Measurement: MNU 2-11a, MNU 2-11b, MNU 2-11c**

I can . . . . .	How do I feel?	Examples
<p><b>A:</b> I can estimate lengths</p>		<p>a) Estimate the height of your teacher's desk in <b>centimetres</b></p> <p>b) Estimate the dimensions of your classroom in <b>metres</b></p>
<p><b>B:</b> I can measure, choosing appropriate measuring instruments and units</p>		<p>Measure this line and express your answer in</p> <p>a) Millimetres</p> <p>b) Centimetres</p> 
<p><b>E:</b> I can convert between millimetres, centimetres, metres and kilometres</p>		<p>30mm = .....cm</p> <p>4.5metres = .....cm</p> <p>730cm = .....metres</p> <p>5000metres = .....km</p>
<p><b>F:</b> I can solve real life problems involving length</p>		<p>a) If I walk 800m of the 3 ½ kilometres to my house. How much further have I to go?</p> <p>b) Two ropes are 3 m 48 cm and 4 m 77 cm long. Calculate the total length of the two ropes.</p>
<p><b>G:</b> I can calculate the perimeter of straight sided shapes</p>		<p>Calculate the perimeter of the following shapes:</p>  
<p><b>H:</b> I can calculate the area of a rectangle and a square</p>		<p>Calculate the area of the following shapes:</p>  
<p><b>I:</b> I can calculate the area of a right angled triangle</p>		<p>Calculate the area of the following triangle:</p> 

Statistics: MNU 2-20a, MNU 2-20b, MTH 2-21a

I can . . . . .	How do I feel?	Examples																				
<p><b>A:</b> I can interpret and draw conclusions from information displayed.</p>	<div data-bbox="571 365 794 485"> </div> <div data-bbox="571 888 794 1008"> </div>	<p>The diagram shows the wind speed during a 24-hour period.</p> <table border="1"> <caption>Wind Speed Data</caption> <thead> <tr> <th>Time</th> <th>Wind Speed (km/h)</th> </tr> </thead> <tbody> <tr><td>00.00</td><td>12</td></tr> <tr><td>03.00</td><td>35</td></tr> <tr><td>06.00</td><td>55</td></tr> <tr><td>09.00</td><td>72</td></tr> <tr><td>12.00</td><td>65</td></tr> <tr><td>15.00</td><td>45</td></tr> <tr><td>18.00</td><td>25</td></tr> <tr><td>21.00</td><td>15</td></tr> <tr><td>24.00</td><td>10</td></tr> </tbody> </table> <p>Describe in a sentence how the wind speed varied over the 24-hour period.</p> <p>This is a pie chart showing how the 24 hours of a baby's day are usually spent.</p> <p>How many hours does the baby spend feeding?</p>	Time	Wind Speed (km/h)	00.00	12	03.00	35	06.00	55	09.00	72	12.00	65	15.00	45	18.00	25	21.00	15	24.00	10
Time	Wind Speed (km/h)																					
00.00	12																					
03.00	35																					
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12.00	65																					
15.00	45																					
18.00	25																					
21.00	15																					
24.00	10																					
<p><b>B:</b> I can carry out investigations and surveys to gather information</p>	<div data-bbox="571 1593 794 1713"> </div>	<p>Carry out a survey, considering these points :-</p> <ul style="list-style-type: none"> <li>- the type of questions you will ask.</li> <li>- who you will ask.</li> <li>- how will you organise your answers.</li> <li>- how will you display your answers.</li> </ul>																				

**D:** I can collate, organise and communicate results (using tally tables and frequency tables)



Phil throws a dice 20 times and obtains the following scores:

2 6 1 3 1 3 2 5 1 6  
6 1 2 5 1 3 6 5 4 4

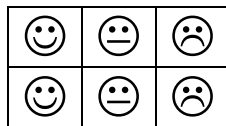
Copy and complete the frequency table.

Score	Tally	Frequency

**E:** I can display data in charts and tables, diagrams and graphs



Bar charts, Line graphs and Pie Charts are drawn neatly and always include title, labels and appropriate scaling on axes;

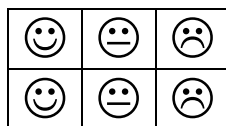


This table shows the number of children who had cold or flu during one week in December:

	<i>Cold</i>	<i>Flu</i>
<i>Monday</i>	200	300
<i>Tuesday</i>	280	350
<i>Wednesday</i>	300	320
<i>Thursday</i>	210	300
<i>Friday</i>	400	310
<i>Saturday</i>	350	300
<i>Sunday</i>	360	200

Draw a comparative bar graph\*

**B:** I can recognise when a presentation may be misleading



What is wrong with this pictogram showing the number of people who own different types of pets?

