P7 – S1 Mathematics and Numeracy Transition Booklet

Evaluating key areas of Curriculum for Excellence Level 2

Pupil Name:	
Primary School:	
Date completed:	

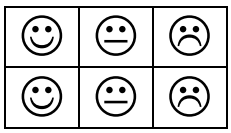
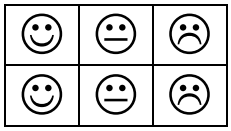
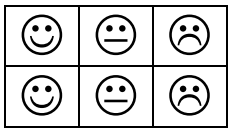
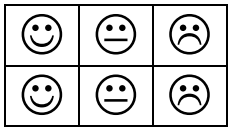
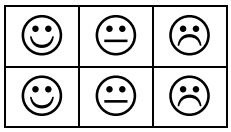
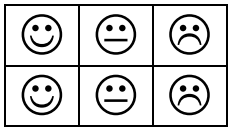
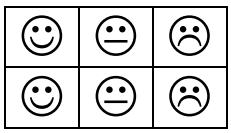
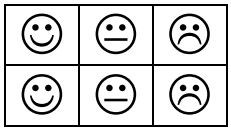
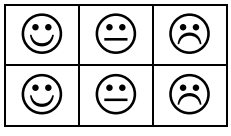
KINROSS HIGH SCHOOL MATHS DEPARTMENT

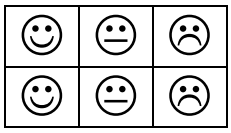
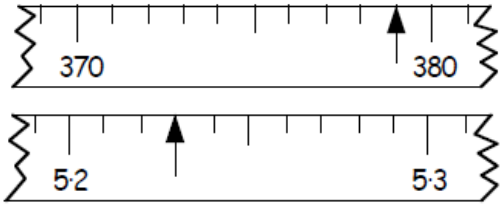
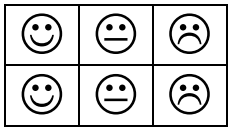
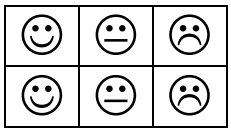
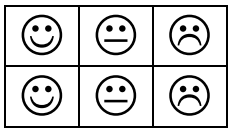
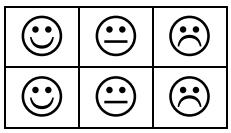
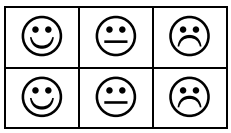
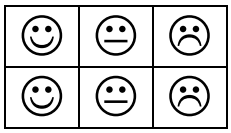
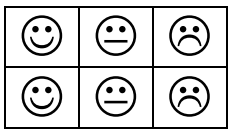
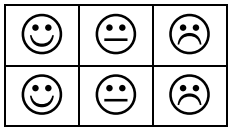
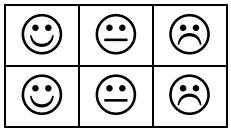
In association with

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
A: I can round numbers to: • the nearest 10 • the nearest 100		Round the following to the nearest 10: a) 19 b) 34 c) 75 Round the following to the nearest 100 a) 112 b) 550 c) 280
B: I can round and estimate to help me solve problems		The answer to 6529 + 2387 is about . . . . . 6500 + ... which equals . . . .
C: I can read, write and order an extended range of whole numbers		Write the number 903 070 in words.
		Put in order, smallest first: 20105, 19000, 20009, 19780, 21000, 19099
D: I understand the importance of place value and can explain how the value of the digit depends on where it is placed		What does the 4 represent in the number 94 038 ?
E: I can use the above knowledge to solve whole number problems.		Write the number that comes: a) 500 after 8800 b) 200 before 19100
		Set down working to calculate the following: a) 3890 + 470 b) 9000 - 789
F: I know what a decimal fraction is and can explain what it means		What does the 2 represent in the following numbers? a) 2.6 b) 15.2 c) 45.92
G: I can add and subtract decimal fractions		Calculate the following:- a) 12.45 + 26.9 b) 56.81 – 12.93 c) 2.06 – 0.8 d) 7 – 2.63*

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 x 3 b) 602 x 9 c) 8274 ÷ 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 x 10 b) 356 x 100 c) 78 x 1000 d) 8360 ÷ 10 e) 23 000 ÷ 1000
M: I can multiply and divide decimal fractions using place value		Write down the answers to the following: a) 52.4 x 10 b) 52.4 x 100 c) 52.4 ÷ 10 d) 836 ÷ 10 e) 730 ÷ 1000*
N: I can multiply and divide decimal fractions by a single digit		Calculate the following:- a) 42.64 x 7 b) 29.44 ÷ 4 c) 45.35 ÷ 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 x 5

b) 12 x (10 – 6) ÷ 8

Q: I can extend a number line below zero

Draw a sketch of a thermometer from -20^{oC} to 20^{oC}

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

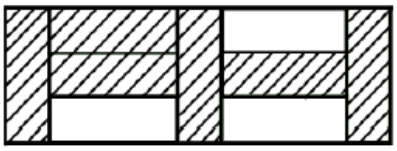
The temperature at midday was 4°C. By midnight it had fallen 7°C. What is the new temperature?

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 <u>two</u> fractions equivalent to $\frac{3}{4}$

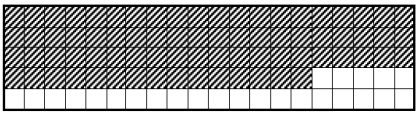
V: I can solve problems involving simple fractions

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?

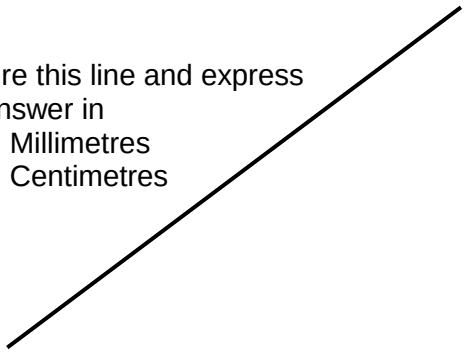
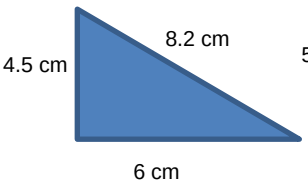
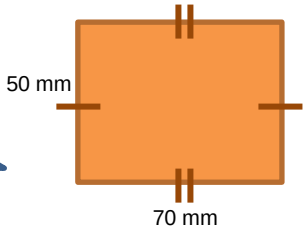
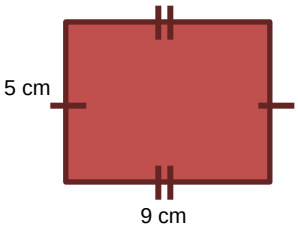
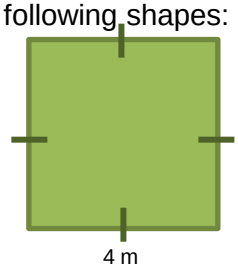
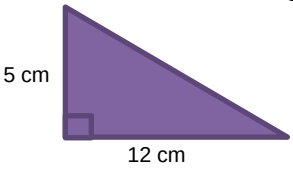
X: I can solve problems involving simple percentages

Find

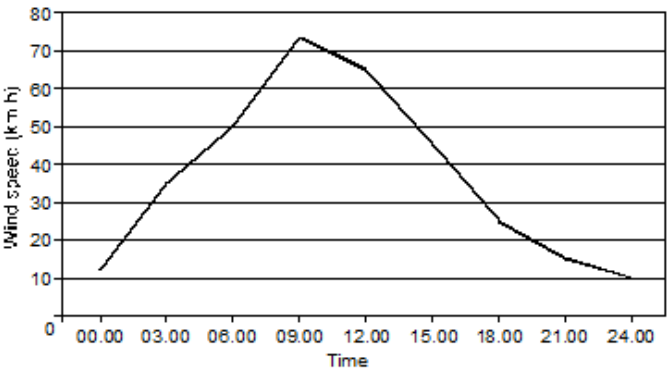
a) 50% of £60 b) 25% of 20mm

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

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

I can	How do I feel?	Examples
A: I can interpret and draw conclusions from information displayed.	☺ 😐 ☹ ☺ 😐 ☹	The diagram shows the wind speed during a 24-hour period.  Describe in a sentence how the wind speed varied over the 24-hour period.
	☺ 😐 ☹ ☺ 😐 ☹	This is a pie chart showing how the 24 hours of a baby's day are usually spent.  How many hours does the baby spend feeding?
B: I can carry out investigations and surveys to gather information	☺ 😐 ☹ ☺ 😐 ☹	Carry out a survey, considering these points :- - the type of questions you will ask. - who you will ask. - how will you organise your answers. - how will you display your answers.

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:

	Cold	*Flu*
Monday	200	300
Tuesday	280	350
Wednesday	300	320
Thursday	210	300
Friday	400	310
Saturday	350	300
Sunday	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?