Key Performance Indicators

Building on High Expectations

This booklet outlines the key performance indictors (KPIs) in each of the areas of reading, writing and mathematics. For pupils to have achieved the expected standard for their year group in a subject, they will have demonstrated that they have achieved **all** of the KPIs consistently and confidently. Evidence of achieving these KPIs will be through a variety of methods including written work, observation, discussion, performance and testing.

The Key Performance Indictors do not represent every aspect of the National Curriculum, rather they are the key indicators against which we assess pupils' achievement and outcomes at the end of each curriculum year. For example, a child in Year 3 meeting all the KPIs in writing would be considered to be **working at the expected standard** for writing in Year 3. A child achieving half of the KPIs for Year 5 in maths would be considered to be **working towards the expected standard** in maths for Year 5. Children achieving all of the KPIs along with other National Curriculum objectives for the year group and demonstrating their understanding and skill of these objectives at a deeper level, would be considered as **working at greater depth within the expected standard** in this subject area.

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Key Year 1 Performance Indicators

Reading	Writing	Maths
Pupils should be taught to: 1. Apply phonic knowledge and skills as the route to decode words 2. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes 3. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught 4. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 5. Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Develop a pleasure in reading, motivation to read, vocabulary and understanding by: 6. Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently 7. Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Understanding both the books they can already read accurately and fluently and those they listen by: 8. Checking that the text makes sense to them as they read and correcting inaccurate reading 9. Discussing the significance of the title and events 10. Predicting what might happen on the basis of what has been read so far	<u>Spelling</u> 1. Spell words containing each of the 40+ phonemes already taught 2. Spell many common exception words 3. Name the letters of the alphabet in order 4. Write from memory simple sentences dictated by the teacher that include words using the GPSs and common exception words taught so far <u>Handwriting</u> 5. Begin to form lower-case letters in the correct direction, starting and finishing in the right place 6. Form capital letters 7. Form digits 0-9 <u>Vocabulary and Grammar</u> 8. Use capital letters and full stops to demarcate most sentences accurately 9. Use question marks and exclamation marks to demarcate some sentences 10. Use capital letters for proper nouns and the personal pronoun ‘I’ 11. Join words and clauses using ‘and’ 12. Use simple past and present verbs mostly accurately <u>Composition</u> 13. Write a sequence of sentences to form short narratives, including personal experiences and those of others (real or fictional) 14. Re-read what has been written to check that it makes sense	<u>Number and Place Value</u> 1. Count to and across 100, forwards and backwards, beginning with zero or one, or from any given number 2. Count, read and write numbers to 100 in numerals 3. Count in multiples, including ones, 2s, 5s and 10s 4. Identify one more and one less from a given number <u>Addition and Subtraction</u> 5. Represent and use number bonds and related subtraction facts within 20 <u>Fractions</u> 6. Recognise, find and name a half of one or two equal parts of an object 7. Recognise, find and name a half of one or two equal parts of a shape 8. Recognise, find and name a half of one or two equal parts of a quantity <u>Measurement</u> Compares, describes and solves practical problems for: 9. Lengths and heights e.g. long/short, longer/shorter, tall/short, double/half 10. Mass/weight e.g. heavy/light, heavier than, lighter than, 11. Capacity and volume e.g. full/empty, more than, less than, half, half full, quarter 12. Time e.g. quicker, slower, earlier, later 13. Tell the time to the hour 14. Tell the time to half past the hour 15. Draw the hands on a clock face to show these times <u>Geometry (Properties of Shape)</u> 16. Recognise and name common 2-D shapes (e.g. rectangles (including squares), circles and triangles 17. Recognise and name 3-D shapes e.g. cuboids (including cubes), pyramids and spheres

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Key Year 2 Performance Indicators

Reading	Writing	Maths
Pupils should be taught to: 1. Read accurately most words of two or more syllables 2. Read most words containing common suffixes 3. Read most common exception words, noting unusual correspondence between spelling and sound and where these occur in the word 4. Read most words quickly and accurately without overt sounding and blending, and sufficiently fluently (e.g. at over 90 words per minute) to allow them to focus on their understanding rather than on decoding individual words in age-appropriate books 5. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Develop pleasure in reading, motivation to read, vocabulary and understanding by: 6. Listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently 7. Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales 8. Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Understand both the books that they can already read accurately and fluently and those that they listen to by: 9. Checking that the text makes sense to them as they read and correcting inaccurate reading 10. Answering questions and making inferences on the basis of what is being said and done 11. Explaining what has happened so far in what they have read	<u>Spelling</u> 1. Spell some words with contracted forms 2. Learn to spell many common exception words 3. Segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonically plausible attempts at others 4. Add suffixes to spell longer words, including, -ment, -ness, -ful, -less, -ly <u>Handwriting</u> 5. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined 6. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters 7. Use spacing between words that reflects the size of the letters <u>Vocabulary and Grammar</u> 8. Demarcate most sentences with capital letters and full stops and use question marks correctly when required 9. Use expanded noun phrases for description e.g. the blue butterfly 10. Use the present and past tense mostly correctly and consistently 11. Use co-ordination (e.g. or, and, but) and some subordination (e.g. when, if, that, because) to join clauses <u>Composition</u> 12. Write simple, coherent narratives about personal experiences and those of others (real or fictional) 13. Write about real events recording these simply and clearly 14. Make simple additions, revisions and corrections to writing with the teacher and other pupils	<u>Number and Place Value</u> 1. Count in steps of 2, 3 and 5 from 0, and in 10s from any number, forward and backward 2. Partition 2-digit numbers into different combinations of 10s and ones. 3. Compare and order numbers from 0 up to 100, use < > and = signs correctly 4. Use place value and number facts to solve problems <u>Addition and Subtraction</u> 5. Solve addition and subtraction problems using concrete objects and pictorial representations, including those involving numbers, quantities and measures 6. Add and subtract two 2-digit numbers within 100 and can demonstrate method using concrete apparatus or pictorial representations 7. Subtract mentally a 2-digit number from another 2-digit number when there is no regrouping required 8. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and work out missing numbers <u>Multiplication and Division</u> 9. Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary <u>Fractions (including decimals)</u> 10. Recognise, find, name and write fractions 1/3, 1/4, 2/4 and ¾ and know that all parts must be equal parts of a whole <u>Measurement</u> 11. Read scales in division of ones, twos, fives, and tens in a practical situation where all numbers on the scale are given 12. Find different combinations of coins that equal the same amounts of money 13. Read the time on the clock to the nearest 15 minutes <u>Geometry</u> 14. Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line 15. Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces <u>Statistics</u> 16. Ask and answer questions about totalling and comparing categorical data

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Key Year 3 Performance Indicators

Reading	Writing	Maths
Pupils should be taught to: 1. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word with reference to spelling English Appendix 1 Pupils should be taught to develop positive attitudes to reading and understanding of what they ready by: 2. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 3. Reading books that are structured in different ways and reading for a range of purposes 4. Using dictionaries to check the meaning of words that they have read 5. Identifying themes and conventions in a wide range of books Pupils should be taught to understand what they read in books they can read independently by: 6. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions 7. Justifying inferences with evidence 8. Predicting what might happen from details stated and implied 9. Retrieving and recording information from non-fiction	<u>Spelling</u> 1. Use the prefixes un-, dis-, mis-, re-, pre- 2. Use the suffix -ly 3. Spell further homophones 4. Write from memory simple sentences, dictated by the teacher that include words and punctuation taught so far <u>Handwriting</u> 5. Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined 6. Increase the legibility, consistency and quality of handwriting by ensuring that the downstrokes of letters are parallel and equidistant <u>Vocabulary and Grammar</u> 7. Maintain Standard English forms e.g. using a / an correctly 8. Use a range of co-ordinating and subordinating conjunctions 9. Use adverbs to express time (e,g. then, next, soon, therefore) 10. Use prepositions to express place and time (e.g. before, after, during, in, because of) 11. Use current tense consistently, including the present perfect tense form of verbs instead of simple past (e.g. 'He has gone out to play' contrasted to 'He went out to play') 12. Use simple organisational devices (e.g. headings and sub-headings) appropriately 13. Begin to use inverted commas to punctuate direct speech <u>Composition</u> 14. Organise paragraphs within a theme 15. Draft and write narratives: creating settings, characters and plot 16. Draft and write non-narrative material, using simple organisational devices (e.g. headings and sub-headings) 17. Proof read for spelling and punctuation errors	<u>Number and Place Value</u> 1. Count from 0 in multiples of 4, 8, 50 and 100 2. Recognise the place value of each digit in a 3-digit number (hundreds, tens and ones) 3. Find 10 or 100 more or less than a given number 4. Solve number problems and practical problems involving these ideas <u>Addition and Subtraction</u> 5. Add and subtract numbers mentally including: a 3-digit number and ones; a 3-digit number and tens; a 3-digit number and hundreds <u>Multiplication and Division</u> 6. Recall and use multiplication and division facts for the multiplication tables: 3, 4 and 8 7. Write and calculate number sentences for x and division using the times tables that I know (including 2-digit numbers x 1-digit) 8. Use mental methods to solve x and division number sentences 9. Use formal written methods to solve x and division number sentences <u>Fractions (including decimals)</u> 10. Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10 11. Recognise, find and write fractions of a discrete set of objects; unit fractions and non-unit fractions with small denominators 12. Recognise and show, using diagrams, equivalent fractions with small denominators <u>Measurement</u> 13. Measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) 14. Add and subtract amounts of money to give change, using both £ and p in practical contexts 15. Tell and write the time from an analogue clock and 12-hour and 24-hour clocks 16. Use vocabulary such as 0'clock, am/pm, morning, afternoon, noon and midnight <u>Geometry</u> 17. Identify right angles and recognise that 2 right angles make a half turn, 3 make 3 quarters of a turn and 4 a complete turn; identifie whether angles are greater than or less than a right angle <u>Statistics</u> 18. Interpret and present data using bar charts, pictograms and tables

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Key Year 4 Performance Indicators

Reading	Writing	Maths
Pupils should be taught to: 1. Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ious Pupils should be taught to develop positive attitudes to reading and understanding of what they read by: 2. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 3. Using dictionaries to check the meaning of words that they have read Pupils should be taught to understand what they read in books they can read independently by: 4. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 5. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions 6. Justifying inferences with evidence 7. Predicting what might happen from details stated and implied 8. Identifying main ideas drawn from more than one paragraph and summarising these 9. Retrieving and recording information from non-fiction over a range of subjects	<u>Spelling</u> 1. Place the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's) 2. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far <u>Handwriting</u> 3. Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined 4. Increase the legibility, consistency and quality of handwriting by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch <u>Vocabulary and Grammar</u> 5. Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, I did instead of I done 6. Use fronted adverbials e.g. Later that day, I heard the bad news 7. Use paragraphs or sections to organise and structure according to purpose and audience 8. Make the appropriate choice of pronoun or noun, within and across sentences to aid cohesion and avoid repetition 9. Use inverted commas and other punctuation to indicate direct speech, e.g. a comma after the reporting clause and punctuation within inverted commas <u>Composition</u> 10. Plan writing by discussing and recording ideas 11. Draft and organise paragraphs around a theme 12. Draft and write narrative: creating settings, characters and plot with consideration for the audience and purpose 13. Draft and write non-narrative material using simple organisational devices (e.g. headings and sub-headings) 14. Proof read for spelling and punctuation errors, including the use of apostrophe for possession, speech punctuation and the use of commas for fronted adverbials	<u>Number and Place Value</u> 1. Count in multiples of 6, 7, 9, 25 and 100 2. Count backwards through zero to include negative numbers 3. Order and compare numbers beyond 1,000 4. Round any number to the nearest 10, 100 or 1,000 <u>Addition and Subtraction</u> 5. Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate 6. Solve addition and subtraction 2 step problems in context, deciding which operations and methods to use and why <u>Multiplication and Division</u> 7. Recall multiplication and division facts for multiplication tables up to 12 x 12 8. Multiply 2-digit and 3-digit numbers by 1-digit using formal written layout and solve problems involving multiplication and division <u>Fractions (including decimals)</u> 9. Recognise and show, using diagrams, families of common equivalent fractions 10. Count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 11. Round decimals with one decimal place to the nearest whole number 12. Solve simple measure and money problems involving fractions and decimals to two decimal places <u>Measurement</u> 13. Convert between different units of measures e.g. Km to m; hour to minute 14. Measure and calculate the perimeter of a rectilinear figure (including squares) in cm and m 15. Estimate, compare and calculate different measures, including money in £ and p <u>Geometry (properties of shape)</u> 16. Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes 17. Identify lines of symmetry in two dimensional shapes presented in different orientations <u>Geometry (position and direction)</u> 18. Plot specified points and draw sides to complete a given polygon <u>Statistics</u> 19. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

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Key Year 5 Performance Indicators

Reading

Pupils should be taught to:

1. Read aloud and understand the meaning of new words that are met linked to the expectations of Year 5 spelling

Pupils should be taught to maintain positive attitudes to reading and understanding of what they ready by:

2. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
3. Recommending books that they have read to their peers, giving reasons for their choices

Pupils should be taught to understand what they read by:

4. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
5. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions
6. Predicting what might happen from details stated and implied
7. Retrieving, recording and presenting information from non-fiction
8. Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
9. Explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
10. Providing reasoned justification for their views

Writing

Spelling

1. Continue to distinguish between homophones and other words which are often confused
2. Use a dictionary to check the spelling and meaning of words
3. Use a thesaurus

Handwriting

4. Write legibly, fluently and with increasing speed

Vocabulary and Grammar

5. Convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify
6. Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must)
7. Use a range of devices to build cohesion within a paragraph e.g. then, after, that, this, firstly
8. Use commas to clarify meaning or avoid ambiguity in writing
9. Use brackets, dashes or commas to indicate parenthesis

Composition

10. Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
11. Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
12. Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)
13. Evaluate and edit by assessing the effectiveness of their own and others' writing
14. Ensure the consistent and correct use of tense throughout a piece of writing
15. Proof read for spelling and punctuation errors, including use of brackets, dashes or commas to indicate parenthesis
16. Use commas to clarify meaning or avoid ambiguity

Maths

Number and Place Value

1. Identify the value of each digit in numbers to at least 1,000,000
2. Read, write, order and compare numbers to at least 1,000,000
3. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero

Addition and Subtraction

4. Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) with increasingly large numbers (e.g. 12,462 – 2,300 = 10,162)
5. Add and subtract numbers mentally with increasingly large numbers

Multiplication and Division

6. Identify multiples and factors including finding all factor pairs of a number and common factors of two numbers
7. Multiple numbers up to 4 digits by a 1 or 2-digit number using a formal written method (including long multiplication for 2-digit numbers)
8. Solve problems involving multiplication and division including using a knowledge of factors and multiples, squares and cubes
9. Solve problems involving all 4 rules of number and a combination of these
10. Solve problems involving scaling by simple rates

Fractions (including decimals)

11. Compare and order fractions whose denominators are all multiples of the same number
12. Read and write decimal numbers as fractions e.g. 0.71 = 71/100
13. Read, write, order and compare numbers with up to 3 decimal places
14. Solve problems which require knowing % and decimal equivalents of ½, ¼, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25

Measurement

15. Convert between different units of metric measure (e.g. Km and m; cm and m; cm and mm; g and Kg; l and ml)
16. Measure and calculate the perimeter of composite rectilinear shapes in cm and m
17. Calculate and compare the area of rectangles (including squares), and include using standard units, cm2 and m2

Geometry (properties of shape)

18. Know angles are measured in degrees and can estimate and compare acute, obtuse and reflex angles
19. Draw given angles and measure them in degreed (o)
20. Distinguishes between regular and irregular polygons based on reasoning about equal sides and angles

Statistics

21. Complete, read and interpret information tables, including timetables

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Key Year 6 Performance Indicators

Reading	Writing	Maths
Pupils should be taught to: 1. Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by: 2. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions 3. Making comparisons within and across books 4. Reading aloud with intonation that shows understanding Pupils should be taught to understand what they read by: 5. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context 6. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions 7. Justifying inferences with evidence 8. Predicting what might happen from details stated and implied 9. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration 10. Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader 11. Retrieving, recording and presenting information from non-fiction 12. Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously	<u>Spelling</u> 1. Spell most words correctly from the Year 5/6 spelling list 2. Use a dictionary to check the spelling of uncommon words or more ambitious vocabulary <u>Handwriting</u> 3. Maintain legibility in joined handwriting when writing at speed <u>Vocabulary and Grammar</u> 4. Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision 5. Use a wide range of clause structures, sometimes varying their position within the sentence 6. Use selected vocabulary and grammatical structures that reflect what the writing required, doing this mostly appropriately 7. Use passive and modal verbs mostly appropriately 8. Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs 9. Use a range of punctuation taught at key stage 2 mostly correctly 10. Use inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens <u>Composition</u> 11. Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own writing 12. Draft and write narratives, describing settings, characters and atmosphere	<u>Number and Place Value</u> 1. Round any whole number to a required degree of accuracy 2. Use negative numbers in context, and calculate intervals across zero 3. I can demonstrate an understanding of place value, including large numbers and decimals e.g. what is the value of 7 in 276,541 <u>Addition and Subtraction</u> 4. Solve multi-step problems in context, deciding which operations and methods to use and why e.g. find the change from £20 for 3 items that cost £1.24, £7.92 and £2.55; a roll of material is 6m long – how much is left when 5 pieces of 1.15m are cut from the roll? 5. Calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation 6. Use formal methods to solve multi-step problems <u>Multiplication and Division</u> 7. Multiply multi-digit numbers up to 4 digits by a 2-digit whole number using the formal written method of long multiplication 8. Divide numbers up to 4-digits by a 2-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context 9. Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy 10. Identify common factors, common multiples and prime numbers <u>Fractions, Decimals, Percentages, Ratio and Proportion</u> 11. Recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities 12. Calculate using fractions, decimals and percentages 13. Compare and order fractions, including fractions >1 14. Use written division methods in cases where the answer has up to 2 decimal places 15. Solve problems which require answers to be rounded to specified degrees of accuracy 16. Recall and use equivalences between simple fractions, decimals and %, including in different contexts e.g. one piece of cake that has been cut into 5 equal slices can be expressed as 1/5 or 0.2 or 20% of the whole cake 17. Solve problems involving the calculation of percentages (e.g. measures, such as 15% of 360) and the use of percentages for comparison 18. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples

13. Providing reasoned justifications for their views	and integrating dialogue to convey character and advance the action 13. Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullet points or tables 14. Ensure the consistent and correct use of tense throughout a piece of writing 15. Proof read for spelling errors, linked to Year 6 spelling statements	<u>Measurement</u> 19. Calculate with measures 20. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to 3 decimal places <u>Properties of Shape</u> 21. Compare and clarify 3D and 2D shapes based on their properties 22. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons 23. Find unknown angles in any triangles, quadrilaterals and regular polygons 24. Use mathematical reasoning to find missing angles <u>Position and Direction</u> 25. Draw and translate simple shapes on the coordinate plane, and reflect them I the axis <u>Statistics</u> 26. Interpret and construct pie charts and line graphs and use these to solve problems 27. Calculate and interpret the mean as an average <u>Algebra</u> 28. Substitute values for simple formulae e.g. perimeter of a rectangle or area of a triangle