

Purpose of profiles

- Provide a broad set of examples of what learners can do at each step.
 - Individual learners will have differing gaps in their knowledge and strategies
 - Learners may have strengths in particular areas that are higher than the step they are on
- Provide a comparison between realistic expectations of learners at each step and course demands.

I can work out $27 - 8$ by counting back in ones, and $62 + 20$ by counting in tens

I can work out 6×2 by counting 2, 4, 6, 8, 10, 12

I can find $\frac{1}{3}$ of a twelve pack by sharing out equally

I know that $6 + 7 = 13$

I know that 100 comes just after 99, and 79 comes before 80

I can count in twos, fives, and tens to 100

I know that 67 is 6 tens and 7 ones



Step Two Profile



I 'm really uncomfortable with numbers.

When I have to work things out, I need to use my fingers.

I can informally estimate whether something will fit through a doorway in my flat. I have trouble reading measuring instruments

Step Two Profile

I can work out $23 + 9$ and $52 - 7$ without counting on my fingers.

I know $8 \times 6 = 48$
and $40 \div 5 = 8$.

I know $\frac{3}{4}$ is greater than $\frac{1}{4}$.



I know that $990 + 10 = 1000$ and $990 - 100 = 890$

I know that 763 has 7 hundreds, 6 tens and 3 ones.

Step Three Profile

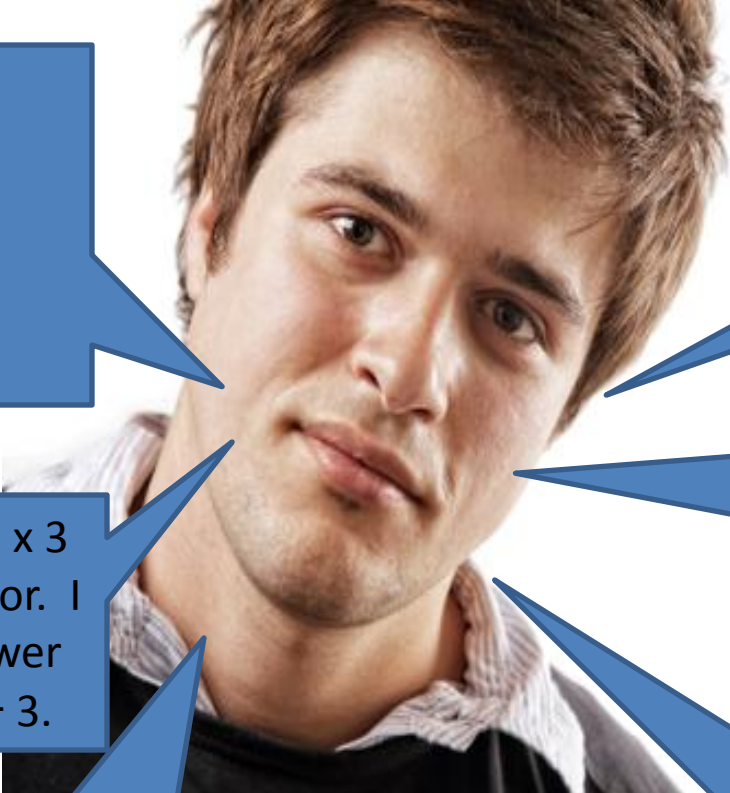


I am pretty comfortable calculating with whole numbers as long as they are not too big.

I don't **do** fractions, decimals and percentages

I can informally estimate the length of a room by pacing it out.
I'm learning to accurately use a tape measure.

Step Three Profile



I can work out
 $248 + 317$
and $972 - 86$.

I know that one less than a
million is 999 999

I can work out 27×3
without a calculator. I
can use that answer
to work out $81 \div 3$.

I know that 0.3 is bigger than
0.25 and that $\frac{1}{7}$ is bigger
than $\frac{1}{11}$

I can work out $\frac{4}{5}$ of
20 grams.

I know that 4500 is the
same as 45 hundreds or
450 tens and 0.3 and 0.7
make 1 (a whole).

Step Four Profile



I am good at adding and subtracting whole numbers but multiplication and division with bigger numbers is hard.

I know what fractions and decimals are and I can find a fraction of a number.

I can estimate lengths or heights using benchmarks that I know, like door heights.
I know 2 m is 2000 mm.

I'm starting to understand area. I can measure 200 ml using a jug.

Step Four Profile



I can work out
 $1.92\text{ m} + 2.463\text{m}$ and
 $3\text{ kg} - 256\text{g}$.

I know that 56×38 is
about 2400 and I use
my calculator if I want
an accurate answer.

I know $6789 \div 65$ is about
100 and I use my
calculator if I want an
accurate answer.

I work out 25% of 80 by
finding one quarter of 80.

I know 68.199 comes before 68.2

I know 2.63 has 26 tenths and
3 hundredths

I know $7.3 \times 100 = 730$ and
 $0.25 \div 10 = 0.025$

I know that $1/5$ is 20%, so $4/5$
is 80% . I know 25% is bigger
than 0.2

Step Five Profile



I have whole numbers sorted and I am pretty comfortable using common fractions, decimals and percentages.

I know how to change between fractions, decimals and percentages.

I can calculate area and perimeter from measurements.

I can change 2.38 m to 2380 mm or 238 cm.

Step Five Profile

I can work out
 $\frac{2}{3} + \frac{3}{4}$

I can change 36 out
of 48 goals to a
percentage

I can work out $4.8 \div 0.6$
 $\frac{1}{2}$ of $\frac{3}{4}$ and 40% of \$900

I can convert \$NZ300 into
\$US at a rate of 0.7254

I can work out how long a
road trip of 250km will
take at 75 km/h





I can solve problems that involve proportions, rates and ratios

I know how to solve problems that include harder fractions decimals and percentages

I can calculate the surface area and volume of containers and cylinders.
I know that 1 inch is 25.4 mm and 2.54 cm.

Step Six Profile