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| **Student Name:** | **PHASES IN SKILL DEVELOPMENT** | | | | | |
| **Curriculum Skill: "*Operations (General)"***  **GLD Level:** Mild  **Curricular Area:** Mathematics  **Curricular Strand:** Operations |  | **Attained** | | | **Extended** | |
| **Acquiring** | **Becoming Fluent** | **Maintenance** | **Generalisation** | **Application** | **Adaptation** |
| Estimate sums, differences, products and quotients of whole numbers:    *use strategies for estimation, e.g. front-end estimation, rounding, clustering, special numbers  estimate calculations and compute answers with a  calculator  e.g. 450 x 9 = 4500 (estimation based on 450 x 10)  estimate first, then use calculator to get actual result* |  |  |  |  |  |  |
| Add and subtract whole numbers and decimals (to three decimal places) without and with a calculator:    *develop and extend the use of existing algorithms* |  |  |  |  |  |  |
| Multiply a decimal (up to three places) by a whole number, without and with a calculator:    *develop and extend the use of existing algorithms 8.125 x 9* |  |  |  |  |  |  |
| Divide a three-digit number by a two-digit number, without and with a calculator:    *explore the concept of division with concrete materials  develop the long division algorithm from repeated  subtraction and multiples of repeated subtraction* |  |  |  |  |  |  |
| Divide a decimal number by a whole number, without and with a calculator:    *explore the concept of division of decimals with concrete materials, money and measurement  extend the algorithm in conjunction with place value 75.6 divided by 4* |  |  |  |  |  |  |
| Estimate sums, differences, products and quotients of decimals:    *use strategies for estimation  estimate calculations and compute answers with a calculator* |  |  |  |  |  |  |
| Add and subtract whole numbers and decimals (to three decimal places) without and with a calculator |  |  |  |  |  |  |
| Multiply a decimal by a decimal, without and with a calculator:    *develop and extend the use of existing algorithms  7.25 x 1.5; 13.2 x 0.75  understand that multiplication does not always make larger* |  |  |  |  |  |  |
| Divide a four-digit number by a two-digit number, without and with a calculator:    *develop and extend the use of existing algorithms 7852 divided by 26* |  |  |  |  |  |  |
| Divide a decimal number by a decimal, without and with a calculator:    *explore the concept of division by decimals with  concrete materials, money and measurement  36.92 divided by 2.6; 27.6 divided by 0.2  understand that division does not always make smaller* |  |  |  |  |  |  |