| Key Performance Indicator | Maths Year 7 Milestones (Skills) |
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| Develop Fluency | I can consolidate my numerical and mathematical capability from key stage 2 and extend my understanding of the number system and place value to include decimals, fractions, powers and roots. |
|  | I can select and use appropriate calculation strategies to solve increasingly complex problems. |
|  | I can move between different numerical, algebraic, graphical and diagrammatic representations [for example, equivalent fractions, fractions and decimals, and equations and graphs]. |
|  | I can use language and properties precisely to analyse numbers, algebraic expressions, 2-D and 3-D shapes, probability and statistics. |
| Reason Mathematically | I can extend my understanding of the number system; make connections between number relationships, and their algebraic and graphical representations. |
|  | I can extend and formalise my knowledge of ratio and proportion in working with measures and geometry, and in formulating proportional relations algebraically. |
|  | I can make and test conjectures about patterns and relationships; look for proofs or counter-examples. |
|  | I can begin to reason deductively in geometry, number and algebra, including using geometrical constructions. |
|  | I can interpret when the structure of a numerical problem requires additive, multiplicative or proportional reasoning. |
|  | I can explore what can and cannot be inferred in statistical and probabilistic settings, and begin to express my arguments formally. |
| Solve Problems | I can develop my mathematical knowledge, in part through solving problems and evaluating the outcomes, including multistep problems. |
|  | I can develop their use of formal mathematical knowledge to interpret and solve problems, including in financial mathematics. |
|  | I can begin to model situations mathematically and express the results using a range of formal mathematical representations. |
|  | I can select appropriate concepts, methods and techniques to apply to unfamiliar and non-routine problems. |

