Unit 1 Financial Numeracy, Module 2 Focus Areas – Number and Change Winner, Winner, Chicken Dinner

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| **Excelling** | Can identify place value and read whole numbers and monetary amounts beyond $1000 | Can utilise different strategies to perform calculations of addition and subtraction of whole numbers and monetary amounts. | Can recognise and understand common unit fractions (1/2, 1/4, 1/10), decimals (0.5, 0.25, 0.1) and percentages (50%, 25%, 10%) and make connections between them. | Can predict pattern continuation or determine missing numbers from repeating patterns with shapes or numbers | Can calculate the change in numerical value due to prices increasing or decreasing | Can match and compare simple numbers in context such as on shelf labels, to make judgements about value for money | Detailed identification and interpretation of key mathematical information in the context of the task  Develops a short and clear plan to complete the task | Identifies and uses the most relevant mathematical actions, processes and calculations to complete the task. | Thoroughly checks all results to see if they are as expected.  Makes decisions about the appropriateness & reasonableness of calculations and answers and adjusts where necessary. | Uses formal and informal written mathematical representation and language to present and discuss the results of the task. | Careful consideration and selection of the different tools and technology available for money management and uses them accurately. |
| **Achieving** | Can identify place value and read whole numbers and monetary amounts up to $1000 | Can perform calculations of addition and subtraction of whole numbers and familiar monetary amounts into the 100s | Can recognise and understand common unit fractions (1/2, 1/4, 1/10), decimals (0.5, 0.25, 0.1) and percentages (50%, 25%, 10%) | Can continue or predict pattern continuation with shapes and numbers | Can recognise changes the change in numerical value due to prices increasing or decreasing | Can match and compare simple numbers in context such as on shelf labels | Can identify and interpret the relevant mathematical information in the context of the task  Develops a simple short plan to complete the task | Selects and uses relevant mathematical actions, processes and calculations to complete the tasks | Can check results to see if they are as expected  Can review the appropriateness & reasonableness of calculations and answers and adjust if necessary | Uses informal and some formal mathematical representation and language to present and discuss the results of the task | Appropriate selection and use of tools and technology for money management. |
| **Satisfactory** | Can identify and read whole numbers and simple monetary amounts | With support and scaffolding can perform calculation of whole numbers and simple monetary amounts | Can only identify very simple unit fractions, decimals and percentages | Can demonstrate simple repeating patterns with one shapes or numbers | With support can recognise changes in price in relation to a fixed discount | Can match simple numbers in context such as shelf labels and the size and cost of items | With prompting and advice can identify the purpose of the task and make a simple short plan to complete the task | Undertakes the given mathematical actions, process and calculations to complete the task | Can respond to prompting or questioning to check the appropriateness and reasonableness of calculations and answers | Uses mostly informal language and some written mathematical representations to present and discuss the results of the task | Appropriate use of tools and technology for money management, when supported and scaffolded by the teacher. |
| **Not yet satisfactory** | Can only identify very simple whole numbers on financial documents | With support and scaffolding can perform calculations of addition and subtraction of very simple whole numbers | Can recognise where fractions, decimals or percentages are shown on financial documents | Can recognise when shapes or numbers are forming a pattern | Can recognise if a price has increased or decreased | Can match familiar simple whole numbers | Understands the purpose of the tasks and can follow a given plan to complete the tasks | With support undertakes the given mathematical actions, processes and calculations to complete the task | Requires significant support to review the appropriateness and reasonableness of calculations and answers | Uses limited informal language to present and discuss the results of the task | Very limited or inappropriate use of tools and technology for money management. |
| Not Shown | Not Shown | Not Shown | Not Shown | Not Shown | Not Shown | Not Shown | Not Shown | Not Shown | Not Shown | Not Shown |
| **Criteria** | **Place Value** | **Operations** | **Fractions, decimals & percentages** | **Patterns** | **Recognising change** | **Number matching** | **Identify the mathematics** | **Act on and use mathematics** | **Evaluate and Reflect** | **Communicate and report** | **Tools and technology** |
| **Learning Requirement 1**  **Focus Area: Number** | | | **Learning Requirement 1**  **Focus Area: Change** | | | **Learning Requirement 2**  **Problem-Solving Cycle** | | | | **Learning Requirement 3**  **Mathematical toolkit** |
| The focus of Number aims to develop students’ number sense through meaningful application of numeracy practices to a range of contexts where whole numbers and some simple fractions and decimals are used. | | | The focus of change includes the recognition of simple patterns and change in spatial, arithmetical and numerical contexts and applications. Students should recognise when change is occurring. | | | Students should be able to use the problem-solving cycle (identify the mathematics, act on and use mathematics, evaluate and reflect, and communicate and report) in an applied learning context, relevant to the key skills and knowledge reflected in the focus areas and the numeracy context. | | | | Students should be able to use a variety of tools and appropriate technologies to solve mathematical problems. Students should become familiar with analogue and digital tools and be confident in knowing the purpose of everyday tools. |