Unit 2 Health and Recreation Numeracy Module 3 Focus Areas – Shape and Quantity and Measures Making Change – Access to Soap and Water

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| **Excelling** | Names and categorises common 1- and 2- dimensional shapes seen in the local environment | Describes the properties of 1- and 2-dimensional shapes seen in the local environment | Uses metric measurements and quantities to estimate and describe the world around them  Describes measurements and quantities by referencing units of measurement | Recognises time on digital and analogue clocks  Recognises day and month dates | 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, and processes to complete the task. | Thoroughly checks all results to see if they are as expected.  Makes decisions about the appropriateness & reasonableness of 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 reading and understanding data and likelihood. |
| **Achieving** | Names and categorises common 1- and 2- dimensional shapes | Describes the properties of 1- and 2-dimensional shapes | Uses metric measurements and quantities to estimate and describe the world around them with appropriate scaffolding  Describes measurements and quantities by referencing units of measurement with appropriate scaffolding | Recognises time on digital and analogue clocks with appropriate scaffolding  Recognises day and month dates with appropriate scaffolding | 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, and processes to complete the tasks | Can check results to see if they are as expected  Can review the appropriateness & reasonableness of 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 reading and understanding data and likelihood. |
| **Satisfactory** | Names some common 1- and 2- dimensional shapes | Describes the properties of some 1- and 2-dimensional shapes | Uses metric measurements and quantities to describe the world around them  Uses some language of measurements and quantities to describe the world around them | Makes guesses with time on digital or analogue clocks  Incorrectly guesses at days of the week or month names when asked “what is the date today?” | 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, and processes to complete the task | Can respond to prompting or questioning to check the appropriateness and reasonableness of results 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 reading and understanding data and likelihood, when supported and scaffolded by the teacher. |
| **Not yet satisfactory** | Matches shapes during bingo activities | Uses language associated with properties of shapes | Sometimes uses metric measurement and quantities to describe items  Confuses units of measurement across items | Shows some number recognition to match numbers on clocks  Colour matches days and months to their model | Understands the purpose of the tasks and can follow a given plan to complete the tasks. | With support undertakes the given mathematical actions, and processes to complete the task | Requires significant support to review the appropriateness and reasonableness of results and answers | Uses limited informal language to present and discuss the results of the task. | Very limited or inappropriate use of tools and technology reading and understanding data and likelihood . |
| Not Shown | Not Shown | Not Shown | Not Shown | Not Shown | Not Shown | Not Shown | Not Shown | Not Shown |
| **Criteria** | **Identify one-and two- dimensional shapes** | **Describe properties of shapes** | **Use common measurements**  **Recognise familiar units** | **Recognise Dates**  **Recognise Times** | **Identify the mathematics** | **Act on and use mathematics** | **Evaluate and Reflect** | **Communicate and report** | **Tools and technology** |
| **Learning Requirement 1 Focus Area: Shape** | | **Learning Requirement 1 Focus Area: Quantity and Measures** | | **Learning Requirement 2**  **Problem-Solving Cycle** | | | | **Learning Requirement 3**  **Mathematical toolkit** |
| Students should be able to collect, represent and read familiar data represented in simple graphs and tables found in the media or in everyday contexts. | | The focus of likelihood includes being able to understand and use everyday language of likelihood and chance related to common and familiar events. Students should be able to talk about chance and risk given the likelihood of common and familiar events 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. |