Unit 2 Health and Recreation Numeracy Module 3 Focus Areas – Shape and Quantity and Measures Design the Prize

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| **Excelling** | Can recognise and name more complex one- and two-dimensional shapes found in objects and the paper planes | Can identify and classify more complex one- and two-dimensional shapes according to their properties | Can draw and construct more complex two-dimensional shapes | Can estimate and perform metric measurements and reflect on accuracy of the estimates.  Can order and compare a variety of measurements | Can recognise and understand the use of common and familiar units of measurements and how they relate to each other. | Can recognise and compare 12-hour digital and analogue time.  Can recognise and record 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, 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 recognising shapes and performing measurements. |
| **Achieving** | Can recognise and name common and familiar one- and two-dimensional shapes found in objects and the paper planes | Can identify common properties of different one-and two-dimensional shapes and group similar shapes according to their properties | Can draw and construct common and familiar two-dimensional shapes | Can first estimate then perform metric measurements of common and familiar items.  Can order and compare simple everyday measurements | Can identify and understand the use of common and familiar units of measurements | Can recognise 12-hour digital time, including minutes and hours on digital clocks, and hours, quarter- and half-hours on analogue clocks  Can recognise day and month dates | 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 recognising shapes and performing measurements. |
| **Satisfactory** | Can identify and recognise simple one- and two-dimensional shapes | Can identify common properties of different one- and two-dimensional shapes | Can copy common familiar two-dimensional shapes seen in objects or the paper plane. | Can perform basic metric measurements of common, familiar items | Can recognise familiar and common units of measurement | Can recognise basic o’clock and half hour time on digital and analogue clocks | 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 recognising shapes and performing measurements., when supported and scaffolded by the teacher. |
| **Not yet satisfactory** | Can recognise some basic familiar shapes. | Can match common familiar shapes with their basic properties. | Can trace common familiar two-dimensional shapes | Can perform basic metric measurements when supported and scaffolded by the teacher | Can name familiar and common units of metric measurements | Can name the days of the week, months of the year and basic units of time. | 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 recognising shapes and performing measurements. |
| Not Shown | Not Shown | Not Shown | Not Shown | Not Shown | Not Shown | Not Shown | Not Shown | Not Shown | Not Shown | Not Shown |
| **Criteria** | **Naming** | **Properties** | **Construction** | **Measuring** | **Units** | **Time** | **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 & Measures** | | | **Learning Requirement 2**  **Problem-Solving Cycle** | | | | **Learning Requirement 3**  **Mathematical Toolkit** |
| The focus of shape includes the recognition, naming and comparison of familiar shapes and objects in relation to size and shape of common one- and two-dimensional shapes. Students should be able to describe and classify common and familiar shapes in both diagrammatical and concrete forms. This focus also includes common characteristics and properties used in classifying shapes. | | | The focus of quality and measures enables students to explore highly familiar everyday measurements and quantities. Students will develop a beginning sense of estimation and will know and use simple and straightforward quantities and measurements such as those found in the home. | | | 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. |