Unit 1 Personal Numeracy, Module 1 Focus Areas – Location and Systematics Planning a Trip to the Movies

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| **Excelling** | Can independently locate familiar places or objectsCan independently give and follow directions between familiar locations | Can use the features of interactive and paper maps to locate places of interest | Can orally describe the location of places or objects in the local areaAccurately uses everyday directional language to give directions | Can determine appropriate information to input into mapping, PTV or booking apps for different situations | Can read and compare output results from varying input data | Can summarise and interpret output data to determine the best options. | Detailed identification and interpretation of key mathematical information in the context of the taskDevelops 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 results adjusts where necessary. | Uses some formal 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 planning and organisations and used them accurately. |
| **Achieving** | Can locate highly familiar places or objectsCan give and follow directions between familiar, everyday locations | Can accurately locate familiar places or objects on interactive and paper maps | Can orally describe the location of familiar places or objectsCan use informal language to give directions that can be understood and followed by others | Can input different information into mapping, PTV or booking apps depending on the situation | Can read and understand output data produced for different situations. | Can summarise and interpret output data to make meaning of the information | Can identify and interpret the relevant mathematical information in the context of the taskDevelops 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 expectedCan review the appropriateness & reasonableness of results and adjust if necessary | Uses informal mathematical representation and language to present and discuss the results of the task | Appropriate selection and use of tools and technology for planning and organising.  |
| **Satisfactory** | With support can locate highly familiar places or objectsWith support can give and follow basic directions between highly familiar locations | With support can locate highly familiar places or objects on simple familiar interactive and paper maps | Can orally describe the location of places or objects that can be seen.With support can give and follow short simple oral directions to highly familiar locations | With support choose information to input into mapping, PTV or booking apps | With support, can read simple output data produced from chosen input data. | With support can summarise the input and output information received | 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 process to complete the task | Can respond to prompting or questioning to check the appropriateness and reasonableness of results | 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 planning and organising, when supported and scaffolded by the teacher. |
| **Not yet satisfactory** | Can identify highly familiar locations within the vicinityCan follow basic directions between highly familiar locations | Can identify specific highly familiar places on simple familiar maps e.g. classroom on the school map | Can use 1-2 words or phrases to describe the location of places or objects that can be seen.Can follow 1-2 step simple directions to highly familiar locations. | Can enter provided input data into mapping, PTV or booking apps | Can read simple output data from provided data inputs  | Can list the input and output data results | 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 | Uses limited informal language to present and discuss the results of the task. | Very limited or inappropriate use of tools and technology for planning and organising. |
| Not Shown | Not Shown | Not Shown | Not Shown | Not Shown | Not Shown | Not Shown | Not Shown | Not Shown | Not Shown | Not Shown |
| **Criteria** | **Locations and directions** | **Maps and Technologies** | **Oral directions** | **Data Inputs** | **Data Outputs** | **Interpret and Summarise information** | **Identify the mathematics** | **Act on and use mathematics** | **Evaluate and Reflect** | **Communicate and report** | **Tools and technology** |
| **Learning Requirement 1****Focus Area: Location** | **Learning Requirement 1****Focus Area: Systematics** | **Learning Requirement 2****Problem Solving** | **Learning Requirement 3****Mathematical toolkit** |
| The focus of location includes understanding of space, direction and location in relation to highly familiar local places. Students should be able to follow simple and familiar directions to locations based on digital or printed maps. Students should demonstrate an awareness of their place in space. | The focus of systematics includes using everyday technology to input and output information for the purposes of planning and scheduling. Students should be able to choose a number of inputs of familiar data and read the outputs, and any summary information derived from the technology. | 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. |