Unit 2 Civic Numeracy Module 4 Focus Areas - Data & Likelihood Water Saving Plan

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| **Excelling** | Can collect and collate data, and select appropriate means to display the data | Can read, locate and interpret key facts from simple tables and graphs | Can use everyday language and some mathematical terms such as percentages to talk about the likelihood of an event occurring | Can use everyday language of chance and likelihood and basic percentage magnitudes to order and compare the likelihood of different events | 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** | Can collect and display simple familiar data using appropriate tables and graphs | Can read and locate key facts from simple tables and graphs | Can use everyday language to talk about the likelihood of an event occurring | Can use everyday language of chance and likelihood to order and compare the likelihood of different events | 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** | Can collect simple familiar data.  Can display provided data in suggested graphs and tables | Can identify simple information from tables and graphs | Can recognise everyday language that indicates chance and likelihood | Can order and compare everyday words that indicate chance and likelihood | 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** | Can record provided data in suggested tables and graphs | Can recognise key features of simple tables and graphs | Can list everyday words that indicate chance and likelihood | Can order everyday words that indicate chance and likelihood | 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 |
| **Curriculum** | **Collect & Display Data** | **Read Tables & Graphs** | **Language of Chance** | **Magnitudes of Chance** | **Identify the mathematics** | **Act on and use mathematics** | **Evaluate and Reflect** | **Communicate and report** | **Tools and technology** |
| **Learning Requirement 1 Focus Area: Data** | | **Learning Requirement 1 Focus Area: Likelihood** | | **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. |