An tSraith Shóisearach do Mhúinteoirí

Junior CYCLE for teachers

Name .....

Class .....

When I finish studying Numeracy I will be able to:

- ✓ Manage money
- ✓ Develop an awareness of numbers
- ✓ Develop an awareness of temperature
- ✓ Develop an awareness of weight and capacity
- ✓ Use a calculator
- ✓ Develop spatial awareness
- ✓ Use data for a range of different purposes
- ✓ Identify a range of shapes
- ✓ Develop an awareness of time

These are called Elements. Each element has steps (the teacher calls them learning outcomes) for me to follow. I can show my progress on the next pages. I can use a pen, stickers or colours to do this.

Numeracy

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Junior CYCLE for teachers

My Element: **MANAGING MONEY**

	My learning outcome	I've started	I still need help	I can do it!	Location of Evidence
2.1	Recognise frequently used Euro notes and coins				
2.2	Pay for an item correctly and count the change in a mock-up or real-life shopping transaction				
2.3	Explain a shopping receipt, in relation to what was bought, money tendered and correct change given				
2.4	Understand a common household bill in relation to the service provided, how much being charged and how it can be paid for				
2.5	Recognise the difference between using money to buy essential items and luxury items				
2.6	Plan a personal budget for a week				
2.7	Save a small amount of money each week to buy an item				

I have achieved this element!!

Student: _____

Teacher: _____

Date: _____

Photographs	
Teacher designated tests	
Work portfolios	
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Concrete activities	

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My Element: **DEVELOPING AN AWARENESS OF NUMBERS**

	My learning outcome	I've started	I still need help	I can do it!	Location of Evidence
2.8	Recognise numbers up to 100 in N, e.g. *knowing how many zeros for tens, hundreds*				
2.9	Recognise place value in relation to units, tens and hundreds, e.g. *knowing how many zeros for tens, hundreds*				
2.10	Add two-digit whole numbers that total less than 100 in the context of an everyday situation				
2.11	Subtract two-digit whole numbers in the context of an everyday situation				
2.12	Estimate quantities to the nearest value in broad terms, e.g. *to the nearest quantity in 10s or 100s as appropriate*				

I have achieved this element!!

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My Element: **DEVELOP AN AWARENESS OF TEMPERATURE**

	My learning outcome	I've started	I still need help	I can do it!	Location of Evidence
2.13	Use appropriate words to describe temperature, e.g. *hot and cold*				
2.14	Identify instruments used for indicating and adjusting temperature, e.g. *thermometer, marked oven dials*				
2.15	Relate temperatures to everyday situations, e.g. *heating in a classroom*				
2.16	Locate appropriate temperatures on a cooker dial, e.g. *gas mark 4, 200 degrees Celsius*				
2.17	Compare temperatures for the different times of the year, e.g. *hot in summer and cold in winter, keep a simple weather log*				

I have achieved this element!!

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My Element: **DEVELOP AN AWARENESS OF WEIGHT AND CAPACITY**

	My learning outcome	I've started	I still need help	I can do it!	Location of Evidence
2.18	Use appropriate vocabulary to describe the units of weight and capacity, e.g. *litres, 500ml, kilograms, grams (pictorial or concrete)*				
2.19	Identify the marks for the units of weight and capacity, e.g. *using a measuring jug, using a weighing scale*				
2.20	List some examples of weight and capacity from daily life, e.g. knowing own weight, a litre of milk List some examples of weight and capacity from daily life, e.g. *knowing own weight, a litre of milk*				
2.21	Use a graduated vessel to work out the capacity of liquids, e.g. *using a jug to measure litre of milk*				
2.22	Use a weighing scales to work out the weight of powders and solids, e.g. *weighing the ingredients for a cake*				

I have achieved this element!!

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Junior CYCLE for teachers

My Element: **DEVELOPING AN AWARENESS OF LENGTH AND DISTANCE**

	My learning outcome	I've started	I still need help	I can do it!	Location of Evidence
2.23	Use appropriate vocabulary to describe the units in length and distance, e.g. *kilometres, metres, centimetres*				
2.24	Identify the units of length and distance on a ruler, metre stick and measuring tape				
2.25	Use a ruler to draw and measure different lengths of lines				
2.26	Estimate the length of common objects, e.g. *the length of a book*				
2.27	Measure the length of common places, e.g. *bedroom, kitchen, classroom using a measuring tape*				

I have achieved this element!!

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Junior CYCLE for teachers

My Element: **USING A CALCULATOR**

	My learning outcome	I've started	I still need help	I can do it!	Location of Evidence
2.28	Find digits 0-9 and the decimal point and necessary operations buttons (+, -, ÷, =) on a calculator				
2.29	Use a calculator to solve simple problems, e.g. *add two items*				
2.30	Use a calculator to correct work which has been completed without the use of a calculator				
2.31	Find and use a calculator on a mobile phone to work out how much several items will cost in a shopping trip				

I have achieved this element!!

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Junior CYCLE for teachers

My Element: **DEVELOPING SPATIAL AWARENESS**

	My learning outcome	I've started	I still need help	I can do it!	Location of Evidence
2.32	Use appropriate vocabulary to describe direction, e.g. *clockwise, anti-clockwise, horizontal, vertical*				
2.33	Use a simple map to find a given location				
2.34	Draw a simple map to give directions				
2.35	Calculate the distance between two places on a map				
2.36	Use the body or body parts to move in a given direction				
2.37	Move a range of objects in given directions				

I have achieved this element!!

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Junior CYCLE for teachers

My Element: **USING DATA FOR A RANGE OF DIFFERENT PURPOSES**

	My learning outcome	**I've started**	**I still need help**	**I can do it!**	**Location of Evidence**
2.38	Identify uses of data in everyday life, e.g. *class survey on the most popular movie for teenagers*				
2.39	Identify basic approaches to data collection, e.g. *record sheets, tally system*				
2.40	Collect a range of data using one of the following: a survey, record sheet, tally system or audio-visual records				
2.41	Interpret basic data of two criteria, e.g. *more/less of one class than another, bigger/smaller*				
2.42	Construct basic representations to communicate data with two criteria, e.g. *drawing a pictogram /bar chart*				
2.43	Talk about /discuss information from basic data e.g. *a pictogram, bar chart or trend graph*				

I have achieved this element!!

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Junior CYCLE for teachers

My Element: **USING SHAPES**

	My learning outcome	I've started	I still need help	I can do it!	Location of Evidence
2.44	Name common 2D and 3D shapes in everyday life, e.g. *circles, rectangles, cubes, cylinders and spheres*				
2.45	Divide a line into two equal segments without measuring, e.g. *by folding*				
2.46	Find axes of symmetry of familiar 2D shapes and figures by folding, and mark them				
2.47	List the properties of common 2D shapes and 3D forms, e.g. *number of faces, edges*				
2.48	Sort 2D and 3D shapes and forms in relation to size				

I have achieved this element!!

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Junior CYCLE for teachers

My Element: **DEVELOPING AN AWARENESS OF TIME**

	My learning outcome	I've started	I still need help	I can do it!	Location of Evidence
2.49	Tell the time from an analogue clock for the hour, half hour and quarter hour				
2.50	Tell the time from a digital clock for the hour, half hour and quarter hour				
2.51	Identify key times during the day, on the hour, half hour and quarter hour, *e.g. lunch breaks, use of visual schedule*				
2.52	Solve problems to work out the passage of time, e.g. *use the start and finish time to calculate duration of journey or programme, calculate the duration of a specific programme*				
2.53	Find a specified day or date on a calendar or timetable, e.g. *my birthday*				
2.54	Match months or activities with their seasons, e.g. *matching pictures of the seasons to the relevant months*				

I have achieved this element!!

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