

Numeracy

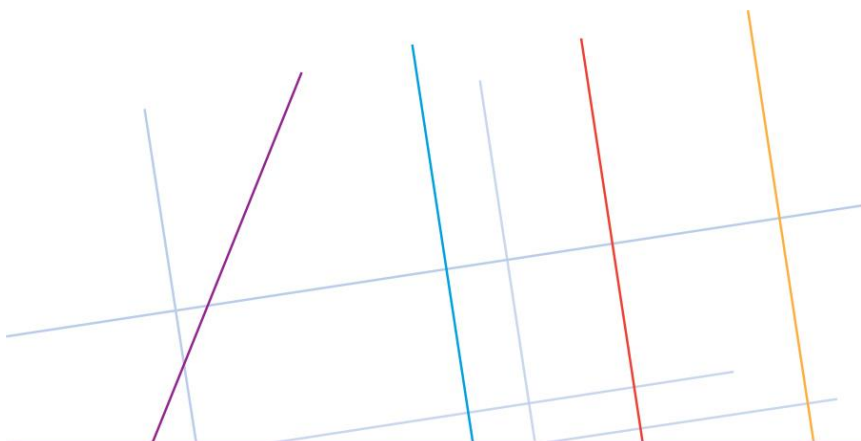
Teacher Checkpoints





Pupil Name: _____

Date Started: _____



Learning Outcomes Assessment Overview

PLU 2 Numeracy					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.1	2.2	2.3	2.4	2.5	2.6
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7	2.8	2.9	2.10	2.11	2.12
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.13	2.14	2.15	2.16	n 2.17	2.18
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.19	2.20	2.21	2.22	2.23	2.24
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.25	2.26	2.27	2.28	2.29	

Pathway Progression Key	
Experiencing = E	Attending = A
Responding = R	Initating = I
Aquiring = AQ	Becoming fluent = BF
Generalising = G	Circled = Taught

Element	Learning outcomes	Location of Evidence
Awareness of Environments	<p>Students can...</p> <p>2.1. Discover and explore a range of objects/stimuli</p> <p>2.2. Investigate objects/stimuli in motion</p> <p>2.3. Recognise and/or show preferences for objects/stimuli</p> <p>2.4. Match identical items that are familiar to the student</p> <p>2.5 Recognise objects/stimuli that are the same and/or different in one or more ways</p> <p>2.6 Participate in cause and effect activities¹</p> <p>2.7 Explore the concept of object permanence</p>	

Element	Learning outcomes	Location of Evidence
<p>Pattern and Sequence</p>	<p>Students can.....</p> <p>2.8. Explore pattern through a variety of sensory experiences</p> <p>2.9. Observe patterns in the student's environment</p> <p>2.10. Engage with language, objects, symbols, signs and stimuli associated with ordering and sequencing which forms part of the student's daily routine</p> <p>2.11. Participate in activities where the aim is to repeat patterns</p> <p>2.12. Recognise and/or anticipate familiar activities or routines with predictable patterns and sequences</p>	

Element	Learning outcomes	Location of Evidence
Developing number sense	Students can... 2.13. Participate in counting activities 2.14. Explore and use familiar numerals 2.15. Explore the relationship between sets and numbers 2.16. Experiment with differences in quantity and the language associated with it. 2.17. Explore the concepts of addition and subtraction	

Element	Learning outcomes	
Shape and space	<p>Students can...</p> <p>2.18. Experiment with the movement of body parts in the immediate environment</p> <p>2.19. Participate in activities where the language of movement and position is used</p> <p>2.20. Explore the features and properties of 2D and 3D regular and irregular shapes through a variety of sensory experiences</p> <p>2.21. Discover shapes in the immediate and local environment</p>	

Element	Learning outcomes Students can...	Location of Evidence
Measures and Data	<p>2.22 Investigate objects according to measurement</p> <p>2.23 Participate in everyday activities associated with measurement in the student's environment</p> <p>2.24 Participate in a shopping experience <u>or</u> in an activity where real money is used functionally</p> <p>2.25 Participate in recording and displaying number and/or familiar data</p>	

Element	Learning outcomes	Location of Evidence
Time	<p>Students can...</p> <p>2.26 Engage with language, objects, symbols, signs, stimuli or activities associated with times of the day and/or days of the week.</p> <p>2.27 Explore language, objects and stimuli associated with significant personal and cultural events in the student's life</p> <p>2.28 Participate in activities/actions that are used to transition from one event to the next or to show the passage of time, waiting or turn-taking</p> <p>2.29 Use instruments such as timers, visual timetables, objects of reference or clocks functionally</p>	

Progress Review

Date	Comment	Signature