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# Numeracy

## Junior Cycle Level 1

### Priority Learning Unit (PLU)

Prepared by the National Council for Curriculum and Assessment (NCCA)

## PLU 2: Numeracy

Everyday activities provide genuine opportunities for mathematical discovery—from matching cutlery items to pouring drinks and from coordinating clothes to preparing ingredients for cooking. As with all learning, activities related to this PLU need to be varied to allow for multiple ways of representing concepts, expressing understanding and engaging. The more practical and related to everyday actions or tasks the context is, the more enabling they are. Opportunities to use digital technologies in the classroom can further develop students' learning.

Numeracy is fundamental to daily living. The skills acquired through the Numeracy PLU translate across school, home and community life. Exposure to a broad numeracy experience is a feature of all JCL1LPs. This unit is broken down into six elements:

- Awareness of environment
- Pattern and sequence
- Developing number sense
- Shape and space
- Measures and data
- Time.

Students use their senses to investigate, discover and explore objects and people using the concepts of shape, measure, time, pattern and sequence. Students need to experience a mathematically-rich environment. A key aspect of learning in this area is in supporting students to participate in real-life situations where the use of mathematics is relevant.

A student will work on learning outcomes based on their strengths, interests and needs as indicated in their SSF. A student may achieve a learning outcome at any one of the eight progression pathways. Curriculum content from any curriculum area can be used to achieve the learning outcomes.

Element	Students should be able to...
Awareness of environment	2.1 discover and explore a range of objects/stimuli
	2.2 investigate objects/stimuli in motion
	2.3 recognise and/or show preferences for objects/stimuli
	2.4 match identical items that are familiar to the student
	2.5 recognise objects/stimuli that are the same and/or different in one or more ways
	2.6 participate in cause and effect activities <sup>1</sup>
	2.7 explore the concept of object permanence <sup>2</sup>

<sup>1</sup>Cause and effect refers to the understanding that there is a relationship between events or things, where one is the result of the other (e.g. turning on a light when going into a dark room).

<sup>2</sup>Object permanence is the understanding that objects continue to exist even when they cannot be observed (seen, heard, touched, smelled or sensed in any way).

<b>Element</b>	<b>Students should be able to...</b>
<b>Pattern and space</b>	<p><b>2.8</b> explore pattern through a variety of sensory experiences</p> <p><b>2.9</b> observe patterns in the student's environment</p> <p><b>2.10</b> engage with language, objects, symbols, signs and stimuli associated with ordering and sequencing which forms part of the student's daily routine</p> <p><b>2.11</b> participate in activities where the aim is to repeat patterns</p> <p><b>2.12</b> recognise and/or anticipate familiar activities or routines with predictable patterns and sequences</p>
<b>Developing number sense</b>	<p><b>2.13</b> participate in counting activities</p> <p><b>2.14</b> explore and use familiar numerals</p> <p><b>2.15</b> explore the relationship between sets and numbers</p> <p><b>2.16</b> experiment with differences in quantity and the language associated with it<sup>3</sup></p> <p><b>2.17</b> explore the concepts of addition and subtraction</p>
<b>Shape and space</b>	<p><b>2.18</b> experiment with the movement of body parts in the immediate environment</p> <p><b>2.19</b> participate in activities where the language of movement and position is used</p> <p><b>2.20</b> explore the features and properties of 2D and 3D regular and irregular shapes through a variety of sensory experiences</p> <p><b>2.21</b> recognise and/or identify shapes in the immediate and local environment</p>
<b>Measures<sup>4</sup> and data</b>	<p><b>2.22</b> investigate objects and language in relation to measurement</p> <p><b>2.23</b> participate in everyday activities associated with measurement in the student's environment</p> <p><b>2.24</b> participate in a shopping experience or in an activity where real money is used functionally</p> <p><b>2.25</b> participate in recording and displaying number and/or familiar data</p>
<b>Time</b>	<p><b>2.26</b> engage with language, objects, symbols, signs, stimuli or activities associated with times of the day and/or days of the week</p> <p><b>2.27</b> explore language, objects and stimuli associated with significant personal and cultural events in the student's life</p> <p><b>2.28</b> 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><b>2.29</b> use instruments such as timers, visual timetables, objects of reference or clocks functionally</p>

<sup>3</sup>These activities underpin addition, subtraction, multiplication and division.

<sup>4</sup>Categories in this element include of temperature, length, distance, weight, capacity and area.



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