

ACCREDITATION FOR LIFE AND LIVING

Revised modules for use from September 2006 (first certification June 2007)

SKILL AREA	NUMERACY	
	INTRODUCTORY GRADE	FIRST GRADE
MODULE 1	Recognise contrasting quantities	Recognise and use numbers 1-5
MODULE 2	Recognise giving and receiving situations	Recognise and use money in different situations
MODULE 3	Anticipate routine events	Recognise days of the week and significant times of the day through regular events
MODULE 4	Sort objects by recognising similarity	Sort objects using a given criterion
MODULE 5	Recognise differences in size	Use vocabulary to compare objects directly

ACCREDITATION FOR LIFE AND LIVING

Numeracy - Module 1

Grade	Introductory	<p>Ideas for activities that may generate evidence</p> <ul style="list-style-type: none"> • Indicate that there is one biscuit left on one plate and lots of biscuits left on another • Indicate that there are lots of balls in one bucket and one in another bucket
Module title	Recognise contrasting quantities	
This module is about:	Recognising contrasting quantities (for example, one spoon and lots of spoons, one book and lots of books) and taking part in recording how you indicated that you recognised the contrast (for example, gesture, blinking)	
Evidence must show that you can:	<ol style="list-style-type: none"> 1. On three different days recognise contrasting quantities (different items on each day) 2. Take part in recording: <ol style="list-style-type: none"> a) the contrasting quantities recognised on each day b) when you recognised the contrasts c) how you indicated your recognition on each day 	

Grade	First	<p>Ideas for activities that may generate evidence</p> <ul style="list-style-type: none"> • Use, for example, a software programme and touch screen to recognise and identify the numbers • Count the number of people in a group to see how many cups you need • Fill envelopes with the correct number of leaflets marked on the envelope
Module title	Recognise and use numbers 1–5	
This module is about:	Recognising numbers 1–5 (for example, by identifying each number with a communication aid), counting using numbers 1–5 (for example, the cakes on a plate), recognising numbers 1–5 as constant numbers (for example, putting the correct number of objects into containers marked with a numeral) and contributing to keeping a record	
Evidence must show that you can:	<ol style="list-style-type: none"> 1. On two different days recognise numbers 1–5 2. On two different days count using numbers 1–5 3. On two different days recognise numbers 1–5 as constant numbers 4. Contribute to recording: <ol style="list-style-type: none"> a) how you recognised numbers 1–5 b) the items you counted c) how you recognised numbers 1–5 as constant numbers d) when you completed each activity 	

ACCREDITATION FOR LIFE AND LIVING

Numeracy - Module 2

Grade	Introductory	<i>Ideas for activities that may generate evidence</i> <ul style="list-style-type: none"> • Give a written note requesting an information leaflet to the receptionist and receive the requested leaflet • Take part in selling cakes at a coffee morning and receive money
Module title	Recognise giving and receiving situations	
This module is about:	Recognising that in giving and receiving situations an exchange takes place (for example, when money is used in a shopping activity) and taking part in recording how you recognised the exchange (for example, facial gesture, signing)	
Evidence must show that you can:	<ol style="list-style-type: none"> 1. On three different days recognise that an exchange takes place in different giving and receiving situations 2. Take part in recording: <ol style="list-style-type: none"> a) the three different giving and receiving situations b) when each situation occurred c) how you recognised each exchange 	

Grade	First	<i>Ideas for activities that may generate evidence</i> <ul style="list-style-type: none"> • Buy a cinema ticket and wait for the ticket and the change (if appropriate) • Buy a present for a friend's birthday and wait for the receipt and change (if appropriate) • Buy some fruit and wait for it to be put in a bag • Use a coin to secure a locker at the swimming pool
Module title	Recognise and use money in different situations	
This module is about:	Recognising that money is used to make purchases (for example, use a £1 coin to buy an apple), waiting for the transaction to be completed using money to access functions (for example, use a coin to release a supermarket trolley) and contributing to keeping a record	
Evidence must show that you can:	<ol style="list-style-type: none"> 1. On two different days use money to make a different purchase and wait for the transaction to be completed 2. Use money to access a function 3. Contribute to recording: <ol style="list-style-type: none"> a) the different situations in which you used money to make a purchase b) that you waited for the transaction to be completed c) the function you accessed using money d) when each of the three situations occurred 	

ACCREDITATION FOR LIFE AND LIVING

Numeracy - Module 3

Grade	Introductory	<p>Ideas for activities that may generate evidence</p> <ul style="list-style-type: none"> • In response to the sound of cutlery being laid, indicate, using eye-pointing, that it's nearly lunch time • In response to seeing your escort, indicate, using signing, that your transport has arrived
Module title	Anticipate routine events	
This module is about:	Anticipating different routine events (for example, a weekly hydrotherapy session and lunch time each day) and taking part in recording how you indicated your anticipation of each event (for example, indicate that your kit for hydrotherapy is in your bag)	
Evidence must show that you can:	<ol style="list-style-type: none"> 1. On two different days indicate your anticipation of a different routine event 2. Take part in recording: <ol style="list-style-type: none"> a) the two different routine events that you anticipated b) when each event occurred c) how you indicated your anticipation of each event 	

Grade	First	<p>Ideas for activities that may generate evidence</p> <ul style="list-style-type: none"> • Use, for example, a communication aid to indicate that it is Rebound Therapy day therefore it's Thursday • Use a symbolised timetable/time line to indicate that it is the end of the music session and now it's time for the morning break
Module title	Recognise days of the week and significant times of the day through regular events	
This module is about:	Recognising days of the week through regular events (for example, it's swimming today therefore it's Tuesday), and recognising times of the day through regular events (for example, I'm eating breakfast therefore it's the morning) and contributing to keeping a record	
Evidence must show that you can:	<ol style="list-style-type: none"> 1. On two different days recognise the day of the week through a regular event 2. On two different days recognise the time of the day through a regular event 3. Contribute to recording: <ol style="list-style-type: none"> a) the regular events that you used to recognise the days of the week b) the regular events that you used to recognise the times of the day c) how you communicated your recognition 	

ACCREDITATION FOR LIFE AND LIVING

Numeracy - Module 4

Grade	Introductory	<p>Ideas for activities that may generate evidence</p> <ul style="list-style-type: none"> Sort objects by their shape using an interactive whiteboard and software programme Sort plates and separate the ones with a smooth surface Try different fruits and sort the ones which are sweet
Module title	Sort objects by recognising similarity	
This module is about:	Sorting objects (for example, cups) by recognising similarity (for example, separating blue cups and green cups) and taking part in recording how you indicated your recognition of the similarity (for example, gesture, eye-pointing)	
Evidence must show that you can:	<ol style="list-style-type: none"> On three different days sort objects by recognising their similarity (use different objects on each day) Take part in recording: <ol style="list-style-type: none"> the objects you sorted each day when you sorted the objects how you indicated your recognition of the similarity on each day 	

Grade	First	<p>Ideas for activities that may generate evidence</p> <ul style="list-style-type: none"> Sort library books and separate the ones which need to be renewed Sort a laundry basket into washes for whites and washes for colours Sort letters to be posted into First and Second Class post
Module title	Sort objects using a given criterion	
This module is about:	Sorting at least ten objects (for example, potatoes for baking) using a given criterion (for example, by their size) and contributing to keeping a record	
Evidence must show that you can:	<ol style="list-style-type: none"> On three different days sort at least ten objects by using a different single criterion (use different objects and a different criterion on each day) Contribute to recording; <ol style="list-style-type: none"> the objects you sorted and the criterion used when you sorted the objects 	

ACCREDITATION FOR LIFE AND LIVING

Numeracy - Module 5

Grade	Introductory	<i>Ideas for activities that may generate evidence</i> <ul style="list-style-type: none"> Sort objects by their size using an interactive whiteboard and software programme Try different sized hats and indicate by signing which ones are small and which ones are big
Module title	Recognise differences in size	
This module is about:	Recognising the differences in size of objects (for example, big and small plant pots) and taking part in recording how you indicated the differences in size (for example, by eye-pointing)	
Evidence must show that you can:	<ol style="list-style-type: none"> On three different days recognise the differences in size of objects (use different objects on each day) Take part in recording: <ol style="list-style-type: none"> the objects and differences in size that you recognised when you recognised the differences how you indicated the differences 	

Grade	First	<i>Ideas for activities that may generate evidence</i> <ul style="list-style-type: none"> Compare two sunflower plants and indicate the 'tall one' and the 'short one' Compare different fruits and identify the ones which are heavy and the ones which are light Compare items in a shopping trolley and identify items with straight sides and items which are round
Module title	Use vocabulary to compare objects directly	
This module is about:	Using mathematical vocabulary (for example, large, heavy, long) to compare objects directly (for example, the big spoon and the small spoon) and contributing to keeping a record	
Evidence must show that you can:	<ol style="list-style-type: none"> On three different days, use mathematical vocabulary to compare objects directly (use different objects on each day) Contribute to recording; <ol style="list-style-type: none"> the objects you compared the mathematical vocabulary you used when you compared the objects 	