



An Roinn Oideachais  
agus Óige  
Department of Education  
and Youth

# Numeracy

## Junior Cycle Level 2

### Priority Learning Unit (PLU)

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

## PLU 2: Numeracy

Numeracy is not simply a subset of mathematics. It is also a life skill that focuses on reasoning and sense making. It permeates and supports learning across the curriculum. This unit looks at how students can develop an awareness of patterns and relationships in shape and number, as well as skills in estimation and measurement. The student's ability to solve problems is also seen as central to the unit. Numeracy is a daily living skill, with significant applications to home and community life, as well as in the area of academic progress and achievement. This unit draws on a broad range of real life experiences, helping students develop knowledge and understanding in a range of topics such as number, shapes, space, money, time, and measurement.

This PLU consists of 10 elements:

- Managing money
- Developing an awareness of number
- Developing an awareness of temperature
- Developing an awareness of weight and capacity
- Developing an awareness of length and distance
- Using a calculator
- Developing spatial awareness
- Using data for a range of different purposes
- Using shapes
- Developing an awareness of time.

Element	Students should be able to...
<b>Managing money</b>	<b>2.1</b> recognise frequently used Euro notes <b>2.2</b> pay for an item correctly and count the change in a mock-up or real life shopping transaction <b>2.3</b> explain a shopping receipt, in relation to what was bought, money tendered and correct change given <b>2.4</b> understand a common household bill in relation to the service provided, how much being charged and how it can be paid for <b>2.5</b> recognise the difference between using money to buy essential items and luxury items <b>2.6</b> plan a personal budget for a week <b>2.7</b> save a small amount of money each week to buy an item
<b>Developing an awareness of number</b>	<b>2.8</b> recognise numbers up to 100 in N <b>2.9</b> recognise place value in relation to units, tens and hundreds <b>2.10</b> add two digit whole numbers that total less than 100 in the context of an everyday situation <b>2.11</b> subtract two digit whole numbers in the context of an everyday situation <b>2.12</b> estimate quantities to the nearest value in broad terms
<b>Developing an awareness of temperature</b>	<b>2.13</b> use appropriate words to describe temperature <b>2.14</b> identify instruments used for indicating and adjusting temperature <b>2.15</b> relate temperatures to everyday situations <b>2.16</b> locate appropriate temperatures on a cooker dial <b>2.17</b> compare temperatures for the different times of the year

<b>Element</b>	<b>Students should be able to...</b>
<b>Developing an awareness of weight and capacity</b>	<p><b>2.18</b> use appropriate vocabulary to describe the units of weight and capacity</p> <p><b>2.19</b> identify the marks for the units of weight and capacity</p> <p><b>2.20</b> list some examples of weight and capacity from daily life</p> <p><b>2.21</b> use a graduated vessel to work out the capacity of liquids</p> <p><b>2.22</b> use a weighing scales to work out the weight of powders and solids</p>
<b>Developing an awareness of length and distance</b>	<p><b>2.23</b> use appropriate vocabulary to describe the units in length and distance</p> <p><b>2.24</b> identify the units of length and distance on a ruler, metre stick and measuring tape</p> <p><b>2.25</b> use a ruler to draw and measure different lengths of lines</p> <p><b>2.26</b> estimate the length of common objects</p> <p><b>2.27</b> measure the length of common places</p>
<b>Using a calculator</b>	<p><b>2.28</b> find digits 0-9 and the decimal point and necessary operations buttons (+, -, ÷, =) on a calculator</p> <p><b>2.29</b> use a calculator to solve simple problems</p> <p><b>2.30</b> use a calculator to correct work which has been completed without the use of a calculator</p> <p><b>2.31</b> find and use a calculator on a mobile phone to work out how much several items will cost in a shopping trip</p>
<b>Developing spatial awareness</b>	<p><b>2.32</b> use appropriate vocabulary to describe direction</p> <p><b>2.33</b> use a simple map to find a given location</p> <p><b>2.34</b> draw a simple map to give directions</p> <p><b>2.35</b> calculate the distance between two places on a map</p> <p><b>2.36</b> use the body or body parts to move in a given direction</p> <p><b>2.37</b> move a range of objects in given directions</p>
<b>Using data for a range of different purposes</b>	<p><b>2.38</b> identify uses of data in everyday life</p> <p><b>2.39</b> identify basic approaches to data collection</p> <p><b>2.40</b> collect a range of data using one of the following: a survey, record sheet, tally system or audiovisual records</p> <p><b>2.41</b> interpret basic data of two criteria</p> <p><b>2.42</b> construct basic representations to communicate data with two criteria</p> <p><b>2.43</b> talk about /discuss information from basic data</p>
<b>Using shapes</b>	<p><b>2.44</b> name common 2D and 3D shapes in everyday life</p> <p><b>2.45</b> divide a line into two equal segments without measuring</p> <p><b>2.46</b> find axes of symmetry of familiar 2D shapes and figures by folding, and mark them</p> <p><b>2.47</b> list the properties of common 2D shapes and 3D forms</p> <p><b>2.48</b> sort 2D and 3D shapes and forms in relation to size</p>
<b>Developing an awareness of time</b>	<p><b>2.49</b> tell the time from an analogue clock for the hour, half hour and quarter hour</p> <p><b>2.50</b> tell the time from a digital clock for the hour, half hour and quarter hour</p> <p><b>2.51</b> identify key times during the day, on the hour, half hour and quarter hour</p> <p><b>2.52</b> solve problems to work out the passage of time</p> <p><b>2.53</b> find a specified day or date on a calendar or timetable</p> <p><b>2.54</b> match months or activities with their seasons</p>



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