

## Credit Rating Unit Specification

General Information	
<b>Unit Title</b>	Supporting Parents – Supporting Children: (Numeracy and Mathematics Level 1)
<b>Unit Code</b>	CR0504 (superclass HF)
<b>SCQF Level</b>	4
<b>SCQF Credit Points</b>	4

### Unit Purpose

The aim of the unit is to provide parents and carers with the practical skills and knowledge to support their children with Curriculum for Excellence's (CfE) Level 1 Numeracy and Mathematics.

The unit will prepare parents and carers with an understanding of the Experiences and Outcomes (E&Os).

The unit will provide parents and carers with examples of practical work to undertake with children. This will enable them to more effectively support their children using relevant numeracy and mathematical terminology and language.

### Learning Outcomes

On successful completion of the Unit the learner will be able to:

1. Understand and use the language relevant to numeracy and mathematics with respect to CfE.
2. Demonstrate the use of correct numerical and mathematical language with their child.
3. Demonstrate a knowledge of money, number and measure.
4. Demonstrate an ability to work with children to increase their understanding of numeracy and mathematics.

### Recommended Prior Knowledge and Skills

No prior entry qualification is required.

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### Statement of Standards

#### Performance Criteria for each Outcome

#### **Outcome 1: Understand and use the language relevant to numeracy and mathematics with respect to CfE**

##### **Knowledge and / or Skills**

- a. Use the core language of CfE.
- b. Use the core language of E&Os and Benchmarking.
- c. Use the meanings of language used in learning sets within Numeracy and Mathematics Level 1.

#### **Outcome 2: Demonstrate the use of correct numerical and mathematical language with their child**

##### **Knowledge and / or Skills**

- a. Apply the correct language when learning and explaining the relevant E&Os.
- b. Understand the need for setting out clear working in numeracy and mathematics.

#### **Outcome 3: Demonstrate a knowledge of money, number and measure**

##### **Knowledge and / or Skills**

- a. Estimation and rounding.
- b. Number and Number patterns.
- c. Money.
- d. Fractions, decimal fractions and percentages.
- e. Time.
- f. Measurement.

#### **Outcome 4: Demonstrate an ability to work with children to increase their understanding of numeracy and mathematics**

- a. Gain knowledge and understanding of techniques that support children to develop increased skills and knowledge.
- b. Cascade techniques to children that support their skills and knowledge of Numeracy and Mathematics.

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### Evidence Requirements for each Outcome

Assessment will be carried out in a way that suits the learning group and the delivery context. Evidence for outcomes 1, 2, 3 and 4 may be carried out separately or integrated.

Evidence can be produced by a combination of written and oral presentation. Learners can produce oral evidence through discussions in groups or on a one to one basis with the tutor. The tutor can attest to oral evidence by recording it and signing an appropriate assessment record. Photographic / video evidence is acceptable with learner's appropriate permissions.

Learners will need to provide evidence to demonstrate their Knowledge and / or skills across each outcome by showing that they can:

### **Outcome 1: Understand and use the language relevant to numeracy and mathematics with respect to CfE**

Each candidate must provide evidence to show that they can:

- a. Use the core language of CfE.
- b. Use the core language of E&Os and Benchmarking.
- c. Use the meanings of language used in learning sets within Numeracy and Mathematics Level 1.

### **Evidence Requirements**

Candidates must provide evidence that they recognise and understand the key concepts of CfE, Benchmarking and E&Os as used in CfE. They may, for example, name and describe one of the four capacities or explain the role of E&Os and Benchmarking in planning and progressing learning for children. Evidence can be produced through group discussion, one to one through oral examination with the tutor or by a written test including multiple choice. Candidates must provide evidence that they are familiar with the vocabulary used to express correct meaning of terms in learning sets. This can be evidenced through observation of learners by the tutor.

Assessors must ensure that each learner has produced evidence, especially in situations where candidates are giving oral evidence including in a group. A checklist should be used to record evidence that candidates have met the standard described in the performance criteria and that each individual has contributed appropriate evidence.

### **Outcome 2: Demonstrate the use of correct numerical and mathematical language with their child**

Each candidate must provide evidence to show that they can:

- a. Apply the correct language when learning and explaining the relevant E&Os.
- b. Understand the need for setting out clear working in numeracy and mathematics.

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### Evidence Requirements

Candidates must provide evidence that they understand the need to use the correct numeracy and mathematical vocabulary when working with children. Can explain the correct mathematical vocabulary when discussing the four operations including subtract, add, sum of, total, multiply, product, divide and shared equally. This can be evidenced by observation by the tutor or by direct questioning by the tutor or an observed piece of roleplay between adults or can be an observed practice between parent and child where appropriate. The tutor can attest to oral evidence by recording it and signing an appropriate assessment record.

Candidates must provide evidence that they understand the necessity of setting out clear working when explaining how answers are reached. This can be evidenced from practical work undertaken in Outcome 3.

### Outcome 3: Demonstrate a knowledge of money, number and measure.

Each candidate must provide evidence to show that they can:

- a. Demonstrate a knowledge of Level 1 Numeracy and Mathematics

### Evidence Requirements

Candidates must show that they can comprehensively answer assessment questions from a minimum of two of the E&Os, listed in the Guidance on Content and Context section of this document. These should be taken from an assessment test and show appropriate working.

### Outcome 4: Demonstrate an ability to work with children to increase their understanding of numeracy and mathematics.

Each candidate must provide evidence to show that they can:

- a. Gain a knowledge and understanding of techniques that support children to develop increased skills and knowledge
- b. Cascade techniques to children that support their skills and knowledge of Numeracy and Mathematics

### Evidence Requirements

Candidates must show that they can work with children to increase their knowledge and understanding of two of the E&Os, listed in the Support Notes section of this document, by providing evidence of how they would guide a child to a better understanding of the chosen E&Os. During this time, students can also evidence Outcome 2 by demonstrating the correct use of language, agreed methodology and explaining the necessity for setting out clear working in numeracy and mathematics.

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This assessment could be an observed piece of roleplay between adults or a one to one tutor engagement with the tutor taking the role of the child or can be an observed practice between parent and child where appropriate.

### Support Notes

#### Guidance on Content and Context for Unit

The aim of the unit is to provide parents and carers with the practical skills and knowledge to support their children with CfE's Level 1 Numeracy and Mathematics. Learners will gain a deeper practical knowledge in Numeracy and Mathematics at Level 1 filling in any gaps they may have within this level. This will provide a strong base to the principle task of gaining the skills and knowledge to support their children in their learning at the same level. The unit will also help parents to become more aware of the language that surrounds CfE as well as the current language and terminology used in numeracy and mathematics.

Key areas of knowledge are

- Gaining a better understanding of CfE and the language that surrounds it.
- Gaining deeper understanding of Level 1 Numeracy and Mathematics E&Os.
- Learning techniques to support children in gaining a better understanding of Level 1 Numeracy and Mathematics E&Os.
- Understanding the need to use correct language when learning and explaining the E&Os relevant to Numeracy and Mathematics Level 1.

#### List of Experience and Outcomes

These reflect the benchmarks for the E&Os for Level 1 Numeracy and Mathematics. It is from these Es&Os that Outcome 3 should be developed. The recommendation is that in consultation with the learners Es&Os should be selected which learners feel most meet their needs and taught and assessed to meet the pace of the learner. This means that in each unit more or less E&Os will be taught depending on the ability of the learner. However, a minimum of two Es&Os from the list are required to be taught to meet assessment requirements.

#### Estimation and rounding

- Use strategies to estimate an answer to a calculation or problem, for example, doubling and rounding.
- Round whole numbers to the nearest 10 and 100 and uses this routinely to estimate and check the reasonableness of a solution.

#### Number and number patterns

- Can read, write, order and recite whole numbers to 1000.
- Demonstrate understanding of zero as a placeholder in whole numbers to 1000.
- Identify the value of each digit in a whole number with three digits.
- Demonstrate understanding of the commutative law.
- Apply strategies to determine multiplication facts, for example, repeated addition, grouping, arrays and multiplication facts.

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- Solve addition and subtraction problems with three digit whole numbers. Add and subtract multiples of 10 or 100 to or from any whole number to 1000.
- Apply strategies to determine division facts, for example, repeated subtraction, equal groups, sharing equally, arrays and multiplication facts.
- Use multiplication and division facts to solve problems within the number range 0 to 1000. Multiplies and divides whole numbers by 10 and 100.
- Apply knowledge of inverse operations (addition and subtraction; multiplication and division).
- Solve two step problems.

### Money

- Identifies and uses all coins and notes to £20 and explores different ways of making the same total.
- Records amounts accurately in different ways using the correct notation.
- Uses a variety of coin and note combinations, to pay for items and give change within £10.
- Apply mental agility number skills to calculate the total spent in a shopping situation and is able to calculate change.
- Demonstrates awareness of how goods can be paid for using cards and digital technology.

### Fractions, decimal fractions and percentages

- Explain what a fraction is using concrete materials, pictorial representations.
- Demonstrate understanding that the greater the number of equal parts, the smaller the size of the share.
- Explain the role of the numerator and denominator.
- Use known multiplication facts and other strategies to find unit fractions of whole numbers, for example  $\frac{1}{2}$  or  $\frac{1}{4}$ .

### Time

- Tell the time using half past, quarter past and quarter to using analogue and digital 12 hour clocks. Record 12 hour times using am and pm and is able to identify 24 hour notation.
- Record the date in a variety of ways, using words and numbers.
- Use and interprets a variety of calendars and 12 hour timetables to plan key events.
- Know the number of seconds in a minute, minutes in an hour, hours in a day, days in each month, weeks and days in a year.
- Order the months of the year and relates these to the appropriate seasons.
- Selects and uses appropriate timers for specific purposes.

### Measurement

- Use knowledge of everyday objects to provide reasonable estimates of length, height, mass and capacity.
- Make accurate use of a range of instruments including rulers, metre sticks, digital scales, when measuring lengths, heights, mass and capacities using the most appropriate instrument for the task.
- Record measurements of length, height, mass and capacity to the nearest standard unit, for example, millimetres (mm), centimetres (cm), grams (g), kilograms (kg), millilitres (ml).

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- Compare measures with estimates.
- Use knowledge of relationships between units of measure to make simple conversions.
- Read a variety of scales on measuring devices including those with simple fractions, for example, litre.
- Use square grids to estimate then measure the areas of a variety of simple 2D shapes to the nearest half square.
- Create shapes with a given area to the nearest half square using square tiles or grids.
- Recognise that different shapes can have the same area.

### Guidance on Delivery and Assessment

The exact time allocated to this Unit is at the discretion of the Centre. The notional design length is 40 hours meaning that learners will spend approximately 40 hours learning and completing assessments. Not all of this time need involve contact with a tutor or be in a “classroom” setting.

Typically, assessments should constitute approximately 10% of the time allocated to the unit meaning that each candidate will spend approximately 4 hours completing assessment tasks.

Tutors should introduce the Unit to give learners a full understanding of the requirements and the range of delivery methods that can be used including practical demonstrations, practical activities, student centred learning, group discussions and role play. Group work should be encouraged to help learners to share their building knowledge.

**Outcomes 1,2, 3 and 4** delivery will include demonstrations, practical activity, student centred learning and role play. Paired and group learning will be encouraged.

**Outcomes 2 and 4** will include an assessment of ability to transfer knowledge.

This Unit is aimed at learners who have few or no qualifications, delivery and assessment should introduce learners to positive learning and assessment experiences.

Evidence of learning for assessment can be provided orally, including in small groups. In this case the tutor should provide a witness statement that the learner has demonstrated learning during assessment to ensure quality.

Tutors must ensure that each learner has provided evidence, especially where candidates are giving oral evidence including in a group situation. A checklist should be used to record evidence that candidates have met the standard described in the performance criteria and that each individual has contributed appropriate evidence.

The student assessment book should be completed in full to evidence learning outcomes have been met.

Practical skills may be developed in small group activities however each learner will be assessed separately on their ability to perform the practical aspect of the course.

Learners will have several opportunities to practice their skills prior to assessment.

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### Essential Skills

It is expected the learners will develop skills in numeracy, planning, implementation and working together based on individual and class based tasks.

These essential skills are signposted under the Outcomes as follows:

#### **Outcome 1. Understand and use the language relevant to numeracy and mathematics with respect to CfE**

- Communication
- Literacy

#### **Outcome 2. Demonstrate the use of correct numerical and mathematical language with their child**

- Numeracy
- Literacy
- Problem solving
- Working with others

#### **Outcome 3. Demonstrate a knowledge of money, number and measure**

- Numeracy
- Literacy
- Problem solving
- Working with others

#### **Outcome 4. Demonstrate an ability to work with children to increase their understanding of numeracy and mathematics.**

- Numeracy
- Literacy
- Problem solving
- Working with others

### Equality and Inclusion

This unit specification is intended to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of candidates should be taken into account when planning the learning experience and selecting assessment instruments.



## Credit Rating Unit Specification

History of Changes		
Version	Date	Description of Changes
0	28.6.18	Credit rated and uploaded to SCQF database
1		
2		
3		