



Primary Mathematics Curriculum

Uses of number

Children should be given opportunities to demonstrate how the knowledge and skills gained in this strand can be used to link, reinforce and progress learning across the other four interconnected strands.

	a The learner	b The learner	c The learner	d The learner
Elements	Uses of number			
Understanding and Connecting	Explores numerals in 2-D and 3-D sensory form (For example: tracing numbers on paper and in sand).	Recognises numerals in the immediate environment. Attends to numerals of significance or importance to the child (For example: age or address). Participates in activities that involve communicating about number.	Recognises that objects and symbols can represent number. Orders numerals up to at least 10. Notifies and recognises the use of numerals as labels in the context of home, the classroom and school environment. Recognises the use of ordinal numbers first, second, third, last in everyday life contexts.	Reads, writes and orders numerals up to at least 20. Recalls the number sequence forwards and backwards, between zero and at least 20, from any given number.
Communicating	Participates in number songs, rhymes, actions and stories.	Demonstrates an awareness of number and number word sequencing through song, stories, rhymes and games.	Represents numbers using informal symbols (For example: fingers, tallies of marks and pictures), and begins to record such numbers. Explains ordinality using the language of after, before and in-between. Displays 0, 1 2, 3, 4, 5, to convey the different uses and application of numerals to represent 'how many', order/rank and label.	Discusses and explores the use of number for a variety of purposes; to quantify [cardinality], to order/rank [ordinality] and to name or label [nominality]. Represents 6, 7, 8, 9, 10 to convey the different uses and application of numerals to represent 'how many', order/rank and label.
Reasoning	Begins to observe and contribute to a numeral rich, learning environment. Begins to develop an awareness of numerals of significance to the child.	Distinguishes numerals from letters and other symbols.	Distinguishes the use of numbers in contexts of personal significance (For example: birthdays, addresses and phone numbers). Represents quantities, order and labels by numerals.	Distinguishes between quantity [cardinal], order/rank in a list [ordinal] and name/label not denoting value [nominal] using everyday examples.
Applying and Problem-Solving	Engages in everyday routines and activities that involve numerals.	Explores the use of number and plays games to raise awareness of number in their environment. Sorts sets of symbols into numerals and letters.	Matches numerals and number words to sets and to other numerals in a variety of contexts.	Uses a simple calendar to apply ordinality of numbers to dates of upcoming events.