Element	Design Choices: Which are the specific ASK that need to be focused upon and developed?					
Type of Numerical Reasoning Task	*Rich Problem Based Task:* Real-life Scenario • School • Local Community Member • Shops/Businesses	*Rich Problem Based Task:* Linked to theme/ topic e.g. • Romans • All Around the World • Puppets and Animations	*Task Adapted from Published Materials:* WG Sample Reasoning Materials (Learning Wales website) or Badger Maths Resource	*Stand-alone Practical Task:* • Daily Starters • Crack the Code • Group Memory • Incidental Activities - Register/Timings	*Specific Teaching of Numerical Reasoning ASK before applying across the curriculum e.g* • Highlighting key numbers and words • Dry wipeboard - working out with a partner.	
Potential Contexts • Hook • Engage	Video Message from the Botanic Gardens in Camarthen - looking for fresh ideas for their Mosaic Garden Feature.	PuppetPals Designers have received information about the popularity of their APP.	Your teacher needs some help - well-deserved holiday, but never very good at packing a case.	Is Abercynon, Wales really 'wetter' than Menstrie, Scotland?	Board games • Investigate different games • Design a board game according to criteria	
Numeracy Reasoning *(Complete statements can be found in the LNF Grids - these are the key components.)*	***Identify Processes and Connections*** • Transfer mathematical skills • Identify appropriate steps or information • Select appropriate techniques to use • Select & use suitable instruments/ units of measure • Choose appropriate mental/written strategy/ calculator • Estimate and visualise size		***Represent and Communicate*** • Explain results/procedures clearly using math lang • Refine methods of recording • Use appropriate notation, symbols, units of measurement. • Select and construct appropriate charts, diagrams and graphs with suitable scales.		***Review*** • Select from a range of checking strategies to decide if answers are reasonable • Interpret answers within the context of the problem and consider whether answers, including calculator/analogue/digital displays, are sensible • Draw conclusions from data and recognise that some conclusions may be misleading or uncertain	
Numeracy Procedure *(Complete Year 3 expectations can be found in the LNF Grids - these are a selection.)*	***Using Number Skills:*** Check subtraction using addition Check halving using doubling Check multiplication using repeated addition	***Using Measuring Skills*** Use standard units to estimate and measure Length: measure on a ruler to the nearest 1/2 cm	***Using Geometry Skills*** Draw lines to the nearest half centimetre	***Using Algebra Skills*** List numbers that are 'greater than' or 'less than' another number Read statements about numbers expressed using an inequality sign, e.g. 6 > 4	***Using Data Skills*** Represent data using pictograms where one symbol represents more than one unit using a key.	
Test Skill *(WG 'Avoiding the Test Pitfalls' Document)*	Completing within specified time frame (15 mins, 30 mins)	Show the 'working out'. Explain what they have done. *BUT* not rambling.	Selecting a strategy/ calculation/resource.	Understanding the words. Finding the information needed.	Checking the answer. Deciding if the answer reached is sensible.	Sharp pencil, use of ruler for straight lines, neat crossing out (not 'rubbing out'.
Across the Curriculum NC Subjects	Science	Physical Education	Art and Design	History	Geography	Music
	Religious Education	Personal and Social Education	Design and Technology	Welsh	English	ICT

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