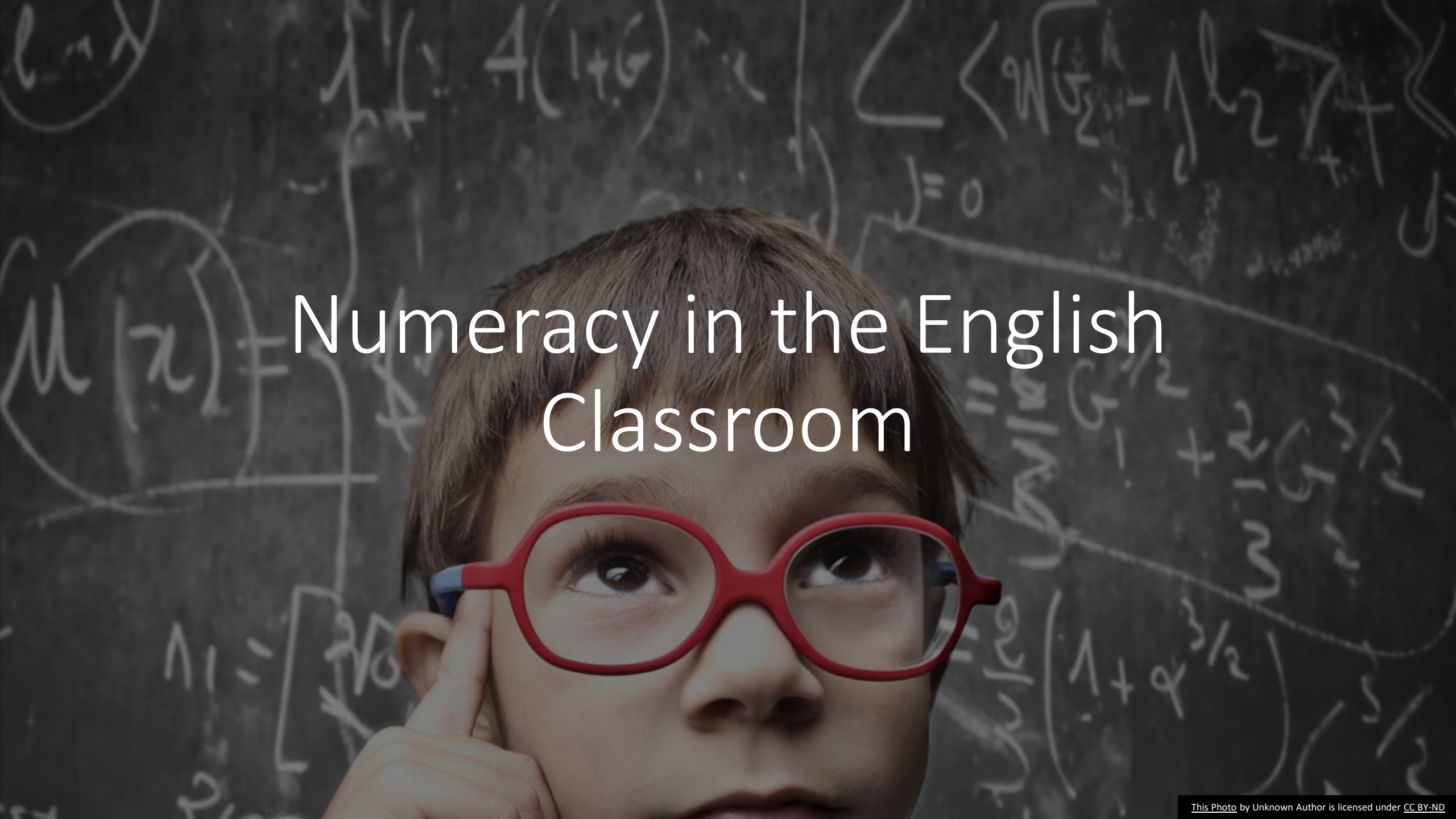
Numeracy in the English Classroom



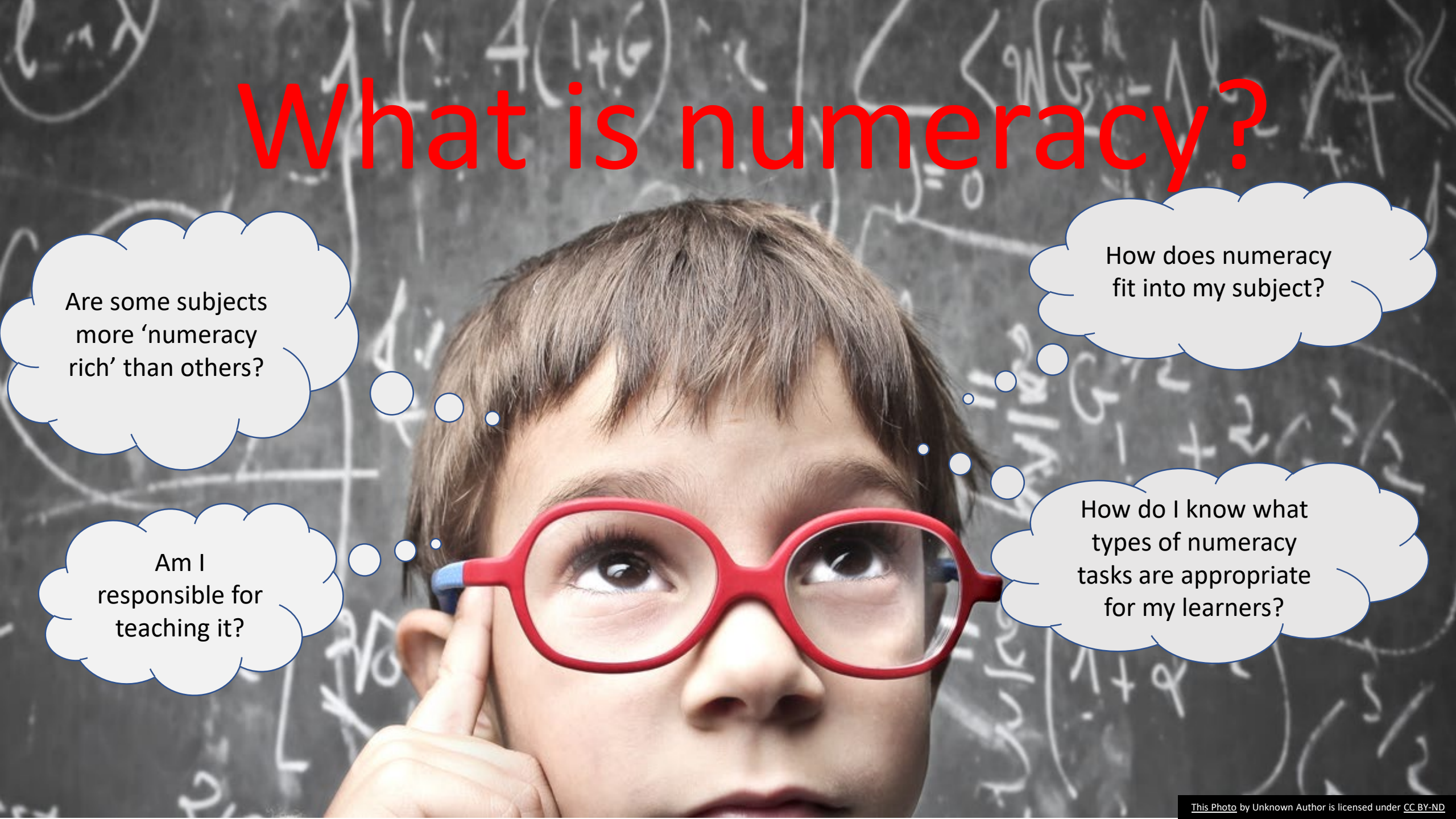
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What is numeracy?



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Numeracy in English Lessons?



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Cross-curricular Responsibilities:







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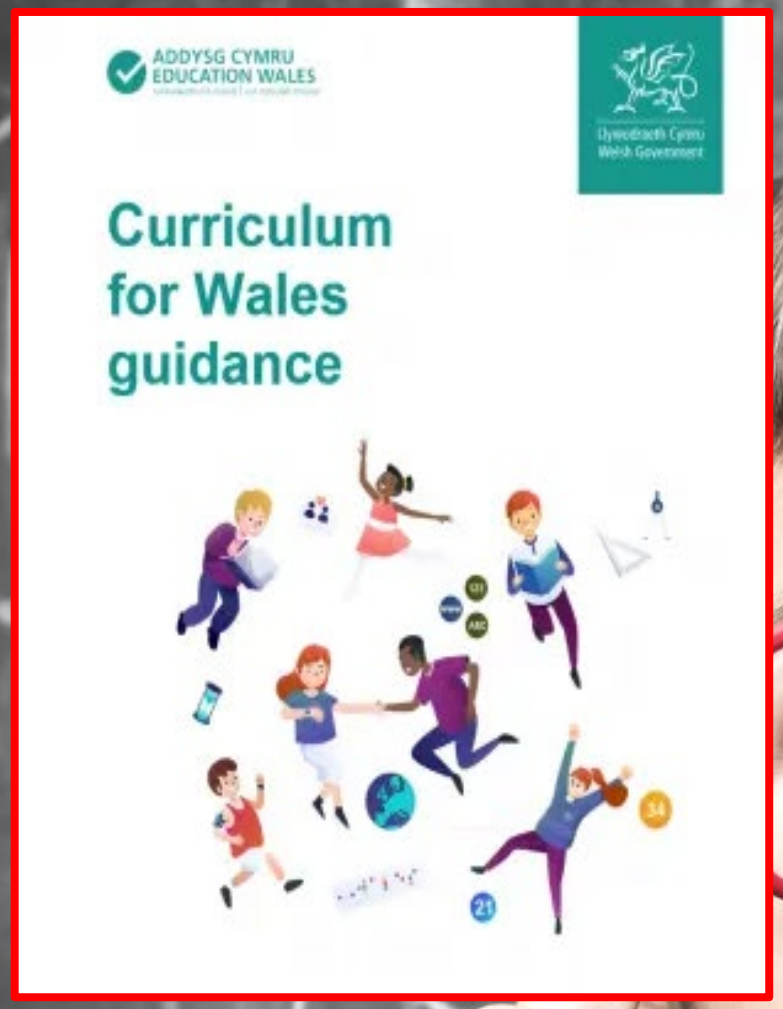
Cross-curricular skills frameworks

- Literacy, numeracy and digital competence are mandatory skills across all areas of learning and experience and will need to be considered within all curriculum design.
- It will be the responsibility of all teachers, across all curriculum areas, **to develop and ensure progression in these skills.** How literacy, numeracy and digital competence skills are developed in and across the curriculum will be decided at a local level and will fit with individual schools' approaches.
- To ensure that learners develop high levels of competence in these skills and have frequent opportunities to develop, extend and apply them across all areas, **the National Literacy and Numeracy Framework and the Digital Competence Framework have been refined** and continue to be available as supporting guidance.



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Curriculum for Wales says…



- Numeracy – the application of mathematics to solve problems in real-world contexts – plays a critical part in our everyday lives, and in the economic health of the nation.
- Numeracy skills can also help learners become **ethical, informed citizens of Wales and the world** by providing them with tools to analyse data critically, enabling them to develop informed views on social, political, economic and environmental issues. It encourages clarity of thinking, allowing learners to understand and make reasoned decisions.

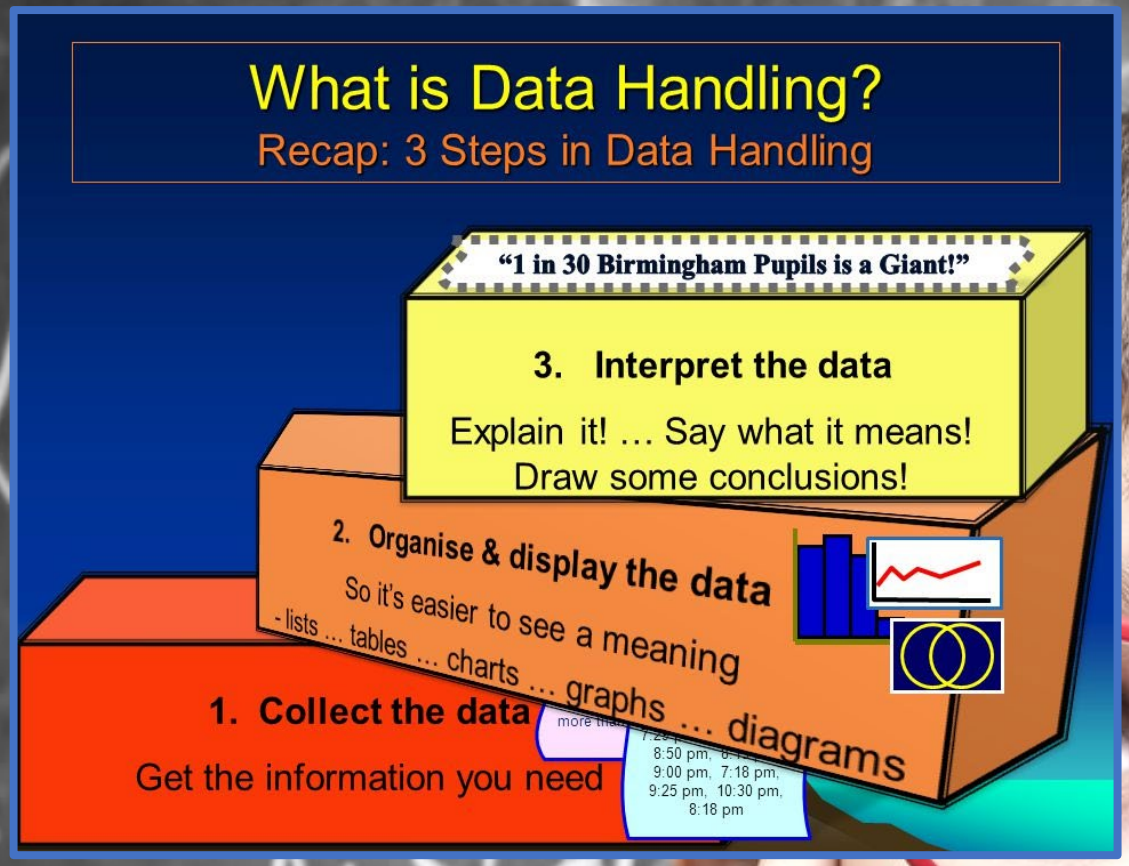
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Read the blog by David Didau about numeracy across the curriculum.

- https://learningspy.co.uk/featured/secret-numeracy/

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Shape Space and Measure

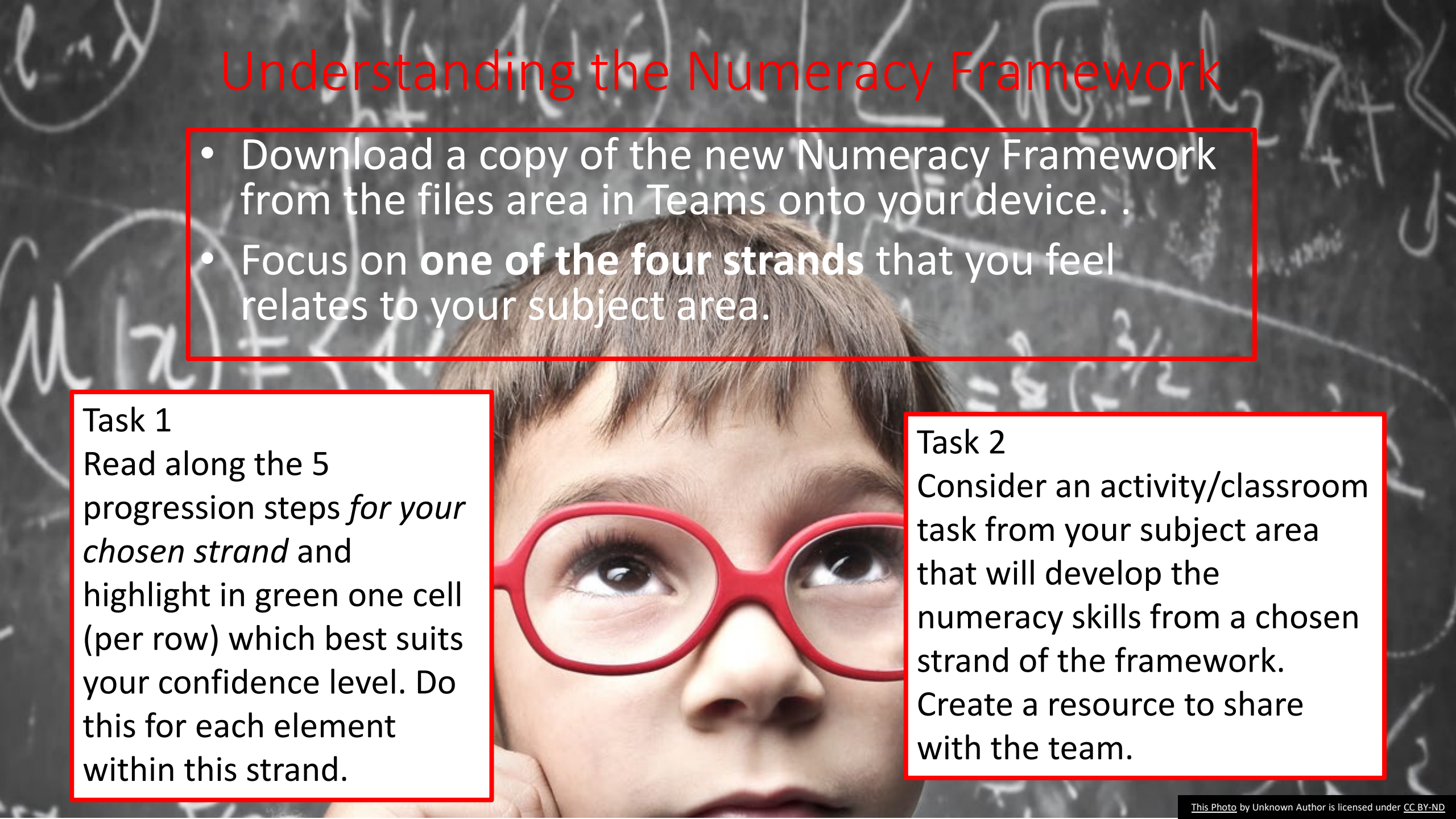
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Understanding the Numeracy Framework

- Download a copy of the new Numeracy Framework from the files area in Teams onto your device. .
- Focus on **one of the four strands** that you feel relates to your subject area.

Task 1
Read along the 5 progression steps *for your chosen strand* and highlight in green one cell (per row) which best suits your confidence level. Do this for each element within this strand.

Task 2
Consider an activity/classroom task from your subject area that will develop the numeracy skills from a chosen strand of the framework. Create a resource to share with the team.



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Example: green shows where along the progression I feel confident with my own numeracy skills for the element 'financial literacy'

Strand	Element	Progression step 1	Progression step 2	Progression step 3	Progression step 4	Progression step 5
	Financial literacy	I can exchange money for items and use the language of money.	I can use different combinations of money to pay for items up to at least £2 and calculate the change.	I can add and subtract totals less than £100 using correct notation, *e.g. £28.18 + £33.45.*	I can calculate using foreign money and exchange rates.	I can understand and demonstrate the real-life process of foreign exchange.
		I can demonstrate an awareness of the purpose of money through role play and in real-life situations.	I can order and compare items up to £10.	I can manage money, compare costs from different retailers and determine what can be bought within a given budget.	I can make informed decisions relating to discounts and special offers.	
				I can make comparisons between prices and understand which is best value for money.		
				I can use profit and loss in buying and selling calculations.	I can carry out calculations relating to VAT, saving and borrowing.	I can understand and calculate income tax and understand the implications of taxation.
				I can realise that budgeting is important.	I can appreciate the basic principles of budgeting, saving (including understanding compound interest) and borrowing.	
				I can understand the advantages and disadvantages of using bank accounts.	I can understand the advantages and disadvantages of using bank accounts, including bank cards.	
				I can plan and track money and savings by keeping accurate records.	I can understand the risks involved in different ways of saving and investing.	
					I can use and understand efficient methods of calculating compound interest.	
					I can describe why insurance is important and understand the impact of not being insured.	

Numeracy Framework

Mrs Birling

Mrs Birling refused ~~[illegible]~~ when she needed the most help which was the last thing that pushed her towards suicide.

"Go and look for father of the child" which was the last thing she told Eric.

Mr Birling

I gave him majority of the blame as he was the first one to start the chain of events which resulted to her been sacked. He sacked her as she asked for a small wage rise. This is proven by the quote "I couldn't consider it" which was the response to Eva's wish



Eric

Eric was forceful towards Sheila as he was drunk during sex with her, But he also financially supported her but she just didn't accept it

"She wouldn't take anymore and said she didn't want to see me again" which proves it.

Gerald

Gerald was helping her and at the same time making her happy But then out of nowhere leaves her with only a bit amount of money.

"I broke it off definately" which refers to Gerald breaking up with Eva.

Sheila

I gave Sheila also more responsibility than the others as she was the second person to sack her after Mr Birling. She sacked her when she finally was getting settled in a better job than before just because she was jealous. Although she was most sorry for it she still was most responsible. This is supported by "I went to the manager at Milwards and told him if they didn't fire her I'd never go near that place again"

The Time & Geometry of *Romeo and Juliet*

the Bill SHAKESPEARE project

Juliet is **13** years old

JULY 31 is her birthday, on "Lammas Eve

which is "a fortnight and odd days" before

JULY 14 the date the play begins...

>45 is the age of her father

and her mother is **28** years old

She was Juliet's "mother much upon these years // That (Juliet is) now a maid"

Juliet is his father's only surviving child ("Earth hath swallowed all (his) hopes but (Juliet); // She is the hopeful lady of his earth"

Do the math: there was an earlier Lady Capulet!

There are **<100** elapsed hours in the play

The **7**th month, July, is the hottest month of the year in Verona, Italy

July **15**th on average, is the hottest day of the month and of the year, averaging

84 degrees, a temperature usually reached between

4-6 in the late afternoon

4+20 ">" 2+40

Now, the text tells us that the potion will last "two and forty hours" (IV.i.105), but remember that the texts come not from the hand of the playwright, but rather the recollections of actors and stage managers. And as we know from the "Bad" Quarto (which tells us that Benvolio dies in the play), these recollections are guesses. Suppose this conjectured recollection of the Friar's line is incorrect, and it is not "two and forty" but rather "four and twenty" hours. The change doesn't affect the scansion. The concept of 24 hours fits better into the time motif of the play (it is, after all, a unit of time all by itself: a day). But there's another reason for the switch: "two and forty" just doesn't work.

If Juliet takes a 42-hour potion between 7pm and 2am (as the "now near night"/ "three o'clock" timeframe allows), she would awaken between 1pm and 8pm, nowhere near dark nor morning. With a 24-hour potion, however, a 2am potion-taking would result in a 2am wake-up, perfectly in line with the events at the end of the play. Twenty-four hours also allows for a round trip to Mantua...

50 miles from Verona to Padua

At the end of the play, there is

1 person missing (where's Benvolio?) and

2 deaths per family, but there are

3 families, not just "two households"



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Make it Meaningful to Me: Authentic Learning for Students





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Any questions?



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