



Number

Measure, shape & space

Position, pattern, sorting

Time

Handling data

# Towards Independence

## Developing Numeracy Skills:

# Introduction

Name:

# Contents

---

Welcome	1
Record Boxes	2
Tutor Notes	3
Levels of Support	4
Record of Activities	5
Section A: Number: Taking part in a sports activity	10
Section B: Number: Visiting a café	12
Section C: Number: Going shopping	14
Section D: Measure, shape, space: Fashion	16
Section E: Measure, shape, space: Food	18
Section F: Measure, shape, space: Baking	20
Section G: Measure, shape, space: Art	22
Section H: Position, pattern, sorting: Supermarket shopping	24
Section I: Position, pattern, sorting: Clothes	26
Section J: Position, pattern, sorting: In the kitchen	28
Section K: Time: Your weekly routine	30
Section L: Time: Catching a bus	32
Section M: Handling data: Birthday survey	34
Section N: Handling data: Food survey	36
Section O: Project	38
Module Review	40
Next Steps	41

This module has been developed as the result of collaborative work between ASDAN and practitioners delivering the Towards Independence programme. Our thanks go to all those who contributed to the development of these materials.

**DISCLAIMER:**

Personal information, photographs and videos of students and staff are classed as personal data under the terms of the Data Protection Act 1998. The use of such information as portfolio evidence for ASDAN Programmes or Qualifications will require centres to obtain consent from students, parents and carers. ASDAN does not pass on, or use in any way, materials provided by centres, unless given permission to do so for publicity or training purposes.

# Welcome

---

You are starting a module called

## Developing Numeracy Skills: Introduction

In doing the activities in this module you will be asked to:

- say
- show
- choose
- make things

You can say things by talking or signing, or by using any other means to let someone know what you want to say.

You can choose and show things by using:

- pictures
- digital recording
- other means
- photographs
- computer

or by telling someone else so they can write or do it for you. All the way through you can have as much help as you need.

As you complete each activity, you or your tutor can tick  the box shown alongside the activity and the corresponding box on the **Record of Activities** page.

When you have finished the module, remember to complete the **Module Review** and **Next Steps** at the end of the book.

# Record Boxes

At the end of each section you will find a page of record boxes:

This box can be used by your tutor to write an extra activity for you to do. This might ask you to practise some of the skills you have already shown, or it might ask you to do an extension activity.

This box can be used in any way to show your achievements throughout the section. It might also show what you need to work on next.

This box can be used to record your achievement by allocating a P level or other descriptor and subject area.

This box shows skills you have used well. These might be Basic Skills, Key Skills or other important life skills.

This box shows what sort of help you had.

This box shows where the work is kept in your ring binder (or other place).

The diagram shows a record box form with the following fields and sections:

- Activity: (with an optional label)
- Comments: Tutor/Supervisor/Learner (with an optional label)
- P level or other centre assessment tool: (with an optional label)
- Subject area:
- Level of support:
- Skills:
- Evidence ref:
- Verified by:
- Date:

Your tutor will sign and date these boxes when all the other boxes have been filled in.

# Levels of Support

---

Ask your tutor to talk to you about these:



**NH No Help** – you can do things on your own



**SH Spoken/Signed Help** – you are helped by someone speaking or signing suggestions to you



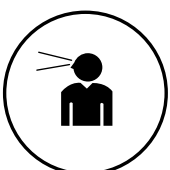
**GH Gestural Help** – you are helped by someone using hand signals or other gestural prompts



**PH Physical Help** – you are helped by someone holding you and/or helping you to move



**SE Sensory Experience** – you are given the opportunity of being involved through a sensory experience, e.g. hearing, touch, sight or taste



**ER Experience Recorded** – you are provided with an experience of the activity but are unable to take part

## Section A:

### Number: Taking part in a sports activity

- 1 Count how many people are in your group (up to five).
- 2 Take part in some warm-up exercises and count repetitions (up to five).
- 3 Count any equipment that is used (up to five).  
For example:
  - balls
  - hoops
  - other
- 4 Show you can recognise written numbers (1–5), where they have been used.  
For example, on:
  - sports bibs
  - score cards or scoreboards
  - other
- 5 Show how you perform by keeping scores of any games or activities that you take part in.
- 6 Help count all the equipment back. Make sure everything is returned.
- 7 Carry out some warm-down stretches. Hold each stretch for a count of five.



## Section A:

### Number: Taking part in a sports activity

Activity:

optional

Comments:

Tutor/Supervisor/Learner

optional

P level or other centre assessment tool:

optional

Subject area:

Level of support:

Skills:

Evidence ref:

Verified by:

Date:

## Section H: Position, pattern, sorting: Supermarket shopping

- 1 Visit a supermarket and find the items that you need.
- 2 Ask for help to get any items that are **above** your head.
- 3 Ask for items you need that are **under** the counter.
- 4 Put your shopping **in** your basket or trolley.
- 5 When you have all the shopping you need, go to the checkout.
- 6 Show if there is anyone standing **in front** of you.
- 7 Show if there is anyone standing **behind** you.
- 8 Put your shopping **on** the conveyor belt.
- 9 Put your shopping **in** your bag.
- 10 Pay for your shopping and put any change **in** your purse, pocket or wallet.





## Section H: Position, pattern, sorting: Supermarket shopping

Activity:

optional

Comments:

Tutor/Supervisor/Learner

optional

P level or other centre assessment tool:

optional

Subject area:

Level of support:

Skills:

Evidence ref:

Verified by:

Date:

# Section O:

## Project

In this section you can choose your own activity.

Here are some ideas:

- Support a charity: collect and sort items to sell
- Take part in a dance or movement activity
- Make festive decorations using different shapes and sizes
- Entertain others: make sure you have enough food and equipment
- Other

- 1 Decide what your project will be.
- 2 Plan your project.
- 3 Make a list of the things you need.
- 4 Do your project.
- 5 Show what went well in your project.

✓

# Section X: Project

**Activity:** optional

**Comments:** optional  
Tutor/Supervisor/Learner

**P level or other centre assessment tool:** optional

**Subject area:**

**Level of support:**

**Skills:**

**Evidence ref:**

**Verified by:**

**Date:**

# Next Steps

My next challenge:

Activities and modules that will help:

Who can help me and when:

Remember to record that you have completed this module and review on the **Record Page** in your **Starting Out** module.

Learner signature:

Tutor/supervisor signature:

Date:

Sample



TISM64/1

© ASDAN 2013, 2015, Wainbrook House, Hudds Vale Road, St George, Bristol BS5 7HY  
t: 0117 941 1126 | e: [info@asdan.org.uk](mailto:info@asdan.org.uk) | [www.asdan.org.uk](http://www.asdan.org.uk)  
@ASDANeducation | [facebook.com/ASDANeducation](https://www.facebook.com/ASDANeducation)