

FOUNDATION PHASE MATHEMATICS
LEARNING OUTCOMES & ASSESSMENT STANDARDS GRADES R-3

Learning Outcome 1: NUMBERS, OPERATIONS AND RELATIONSHIPS				
The learner will be able to recognise, describe and represent numbers and their relationships, and to count, estimate, calculate and check with competence and confidence in solving problems.				
Grade R	Grade 1	Grade 2	Grade 3	Grade 4
Assessment Standards	Assessment Standards	Assessment Standards	Assessment Standards	Assessment Standards
We know this when the learner:	We know this when the learner:	We know this when the learner:	We know this when the learner:	We know this when the learner:
R.1.1 Counts to at least 10 everyday objects reliably.	1.1.1 Counts to at least 34 everyday objects reliably.	2.1.1 Counts to at least 100 everyday objects reliably.	3.1.1	
R.1.2 Says and uses number names in familiar contexts.	1.1.2	2.1.2	3.1.2	
R.1.3	1.1.3 Counts forwards and backwards in: <ul style="list-style-type: none"> ones from any number between 0 and 100; tens from any multiple of 10 between 0 and 100. 	2.1.3 Counts forwards and backwards in: <ul style="list-style-type: none"> ones from any number between 0 and 200; tens from any multiple of 10 between 0 and 200; fives from any multiple of 5 between 0 and 200; twos from any multiple of 2 between 0 and 200. 	3.1.3 Counts forwards and backwards in: <ul style="list-style-type: none"> the intervals specified in Grade 2 with increased number ranges; twenties, twenty-fives, fifties and hundreds between 0 and at least 1 000. 	Counts forwards and backwards in a variety of intervals (including 2s, 3s, 5s, 10s, 25s, 50s and 100s) between 0 and at least 10 000.
R.1.4 Knows the number names and symbols for 1 to 10.	1.1.4 Knows and reads number symbols from 1 to at least 100 and writes number names from 1 to at least 34.	2.1.4 Knows and reads number symbols from 1 to at least 200 and writes number names from 1 to at least 100.	3.1.4 Knows number names from 1 to at least 10 in the mother tongue (if not the language of learning and teaching) and one other local language.	Describes and illustrates various ways of counting in different cultures (including local) throughout history.
R.1.5	1.1.5	2.1.5	3.1.5 Knows, reads and writes number symbols and names from 1 to at	

			least 1 000.	
R.1.6 Orders and compares collections of objects using the words 'more', 'less' and 'equal'.	1.1.6 Orders, describes and compares whole numbers to at least 2-digit numbers.	2.1.6 Orders, describes and compares the following numbers: <ul style="list-style-type: none"> whole numbers to at least 2-digit numbers; common fractions including halves and quarters. 	3.1.6 Orders, describes and compares the following numbers: <ul style="list-style-type: none"> whole numbers to at least 3-digit numbers; common fractions including halves, quarters and thirds. 	Recognises and represents the following numbers in order to describe and compare them: <ul style="list-style-type: none"> whole numbers to at least 4-digit numbers; common fractions with different denominators including halves, thirds, quarters, fifths, sixths, sevenths and eighths; common fractions in diagrammatic form; decimal fractions of the form 0,5; 1,5 and 2,5 and so on, in the context of measurement; odd and even numbers to at least 1 000; multiples of single-digit numbers to at least 100.
R.1.7	1.1.7	2.1.7 Recognises the place value of digits in whole numbers to at least 2-digit numbers.	3.1.7 Recognises the place value of digits in whole numbers to at least 3-digit numbers.	Recognises the place value of digits in whole numbers to at least 4-digit numbers.
				Recognises and uses equivalent forms of the numbers listed above, including: <ul style="list-style-type: none"> common fractions with denominators that are multiples of each other; decimal fractions of the form 0,5, 1,5 and 2,5 and so on, in the context of measurement.
R.1.8	1.1.8 Solves money problems involving totals and change in rands and cents.	2.1.8 Solves money problems involving totals and change in rands and cents.	3.1.8 Solves money problems involving totals and change in rands and cents, including converting between rands and cents.	

				<p>Solves problems in context including contexts that may be used to build awareness of other Learning Areas, as well as human rights, social, economic and environmental issues such as:</p> <ul style="list-style-type: none"> financial (including buying and selling, and simple budgets); measurements in Natural Sciences and Technology contexts.
<p>R.1.9 Solves and explains solutions to practical problems that involve equal sharing and grouping with whole numbers of at least 10 and with solutions that include remainders.</p>	<p>1.1.9 Solves and explains solutions to practical problems that involve equal sharing and grouping with whole numbers to at least 34 and with solutions that include remainders.</p>	<p>2.1.9 Solves and explains solutions to practical problems that involve equal sharing and grouping and that lead to solutions that also include unitary fractions (e.g. $\frac{1}{4}$)</p>	<p>3.1.9 Solves and explains solutions to practical problems that involve equal sharing and grouping and that lead to solutions that also include unitary and nonunitary fractions (e.g. $\frac{1}{4}$, $\frac{3}{4}$).</p>	<p>Solves problems that involve:</p> <ul style="list-style-type: none"> comparing two or more quantities of the same kind (ratio); comparing two quantities of different kinds (rate, e.g. kg/R).
<p>R.1.10 Solves verbally-stated additions and subtraction problems with single-digit numbers and with solutions to at least 10.</p>	<p>1.1.10 Can perform calculations, using appropriate symbols, to solve problems involving:</p> <ul style="list-style-type: none"> addition and subtraction with whole numbers and solutions to at least 34; repeated addition with whole numbers and with solutions to at least 34; estimation. 	<p>2.1.10 Can perform calculations, using appropriate symbols, to solve problems involving:</p> <ul style="list-style-type: none"> addition and subtraction of whole numbers with at least 2 digits; multiplication of whole 1-digit by 1-digit numbers with solutions to at least 50; estimation. 	<p>3.1.10 Can perform calculations, using appropriate symbols, to solve problems involving:</p> <ul style="list-style-type: none"> addition and subtraction of whole numbers with at least 3 digits; multiplication of at least whole 2-digit by 1-digit numbers; division of at least whole 2-digit by 1-digit numbers; estimation. 	<p>Estimates and calculates by selecting and using operations appropriate to solving problems that involve:</p> <ul style="list-style-type: none"> rounding off to the nearest 10, 100 or 1 000; addition and subtraction of whole numbers with at least 4 digits; addition of common fractions in context; multiplication of at least whole 2-digit by 2-digit numbers; division of at least whole 3-digit by 1-digit numbers; equal sharing with remainders.
<p>R.1.11</p>	<p>1.1.11 Performs mental calculations involving addition and subtraction for numbers to at least 10.</p>	<p>2.1.11 Performs mental calculations involving:</p> <ul style="list-style-type: none"> addition and subtraction for numbers to at least 20; 	<p>3.1.11 Performs mental calculations involving:</p> <ul style="list-style-type: none"> addition and subtraction for numbers to at least 50; 	<p>Performs mental calculations involving:</p> <ul style="list-style-type: none"> addition and subtraction; multiplication of whole

		<ul style="list-style-type: none"> multiplication of whole numbers with solutions to at least 20. 	<ul style="list-style-type: none"> multiplication of whole numbers with solutions to at least 50. 	<p>numbers to at least 10×10.</p>
<p>R.1.12 Uses the following techniques:</p> <ul style="list-style-type: none"> building up and breaking down numbers to at least 10; doubling and halving to at least 10 using concrete apparatus (e.g. counters). 	<p>1.1.12 Uses the following techniques:</p> <ul style="list-style-type: none"> building up and breaking down numbers; doubling and halving; using concrete apparatus (e.g. counters); number-lines. 	<p>2.1.12 Uses the following techniques:</p> <ul style="list-style-type: none"> building up and breaking down numbers; doubling and halving; using concrete apparatus (e.g. counters); number-lines. 	<p>3.1.12 Uses the following techniques:</p> <ul style="list-style-type: none"> building up and breaking down numbers; doubling and halving; number-lines; rounding off in tens. 	<p>Uses a range of techniques to perform written and mental calculations with whole numbers including:</p> <ul style="list-style-type: none"> building up and breaking down numbers; rounding off and compensating; doubling and halving; using a number-line; using a calculator.
<p>R.1.13 Explains own solutions to problems.</p>	<p>1.1.13 Explains own solutions to problems.</p>	<p>2.1.13 Explains own solutions to problems.</p>	<p>3.1.13 Explains own solutions to problems.</p>	
<p>R.1.14</p>	<p>1.1.14 Checks the solution given to problems by peers.</p>	<p>2.1.14 Checks the solution given to problems by peers.</p>	<p>3.1.14 Checks the solution given to problems by peers.</p>	<p>Uses a range of strategies to check solutions and judges the reasonableness of solutions.</p>
				<p>Recognises, describes and uses:</p> <ul style="list-style-type: none"> the reciprocal relationship between multiplication and division (e.g. if $5 \times 3 = 15$ then $15 \div 3 = 5$ and $15 \div 5 = 3$); the equivalence of division and fractions (e.g. $1 \div 8 = \frac{1}{8}$); the commutative, associative and distributive properties with whole numbers (the expectation is that learners should be able to use the properties and not necessarily know the names).

Learning Outcome 2: PATTERNS, FUNCTIONS AND ALGEBRA

The learner will be able to recognise, describe and represent patterns and relationships, as well as to solve problems using algebraic language and skills.

Grade R	Grade 1	Grade 2	Grade 3	Grade 4
Assessment Standards	Assessment Standards	Assessment Standards	Assessment Standards	Assessment Standards
We know this when the learner:	We know this when the learner:	We know this when the learner:	We know this when the learner:	We know this when the learner:
R.2.1 Copies and extends simple patterns using physical objects and drawings (e.g. using colours and shapes).	1.2.1 Copies and extends simple patterns using physical objects and drawings (e.g. using colours and shapes).	2.2.1 Copies and extends simple patterns using physical objects and drawings.	3.2.1 Copies and extends simple patterns using physical objects and drawings.	Investigates and extends numeric and geometric patterns looking for a relationship or rules, including patterns: <ul style="list-style-type: none"> represented in physical or diagrammatic form; not limited to sequences involving constant difference or ratio; found in natural and cultural contexts; of the learner's own creation.
R.2.2	1.2.2 Copies and extends simple number sequences to at least 100	2.2.2 Copies and extends simple number sequences to at least 200.	3.2.2 Copies and extends simple number sequences to at least 1 000.	
R.2.3 Creates own patterns.	1.2.3 Creates own patterns.	2.2.3 Creates own patterns	3.2.3 Creates own patterns.	
R.2.4	1.2.4 Describes observed patterns.	2.2.4 Describes observed patterns.	3.2.4 Describes observed patterns.	Describes observed relationships or rules in own words.
R.2.5	1.2.5 Identifies, describes and copies geometric patterns in natural and cultural artefacts of different cultures and times.	2.2.5 Identifies, describes and copies geometric patterns in natural and cultural artefacts of different cultures and times	3.2.5 Identifies, describes and copies geometric patterns in natural and cultural artefacts of different cultures and times.	
				Determines output values for given input values using:

				<ul style="list-style-type: none"> verbal descriptions; flow diagrams.
				Writes number sentences to describe a problem situation, including problems within contexts that may be used to build awareness of human rights, social, economic, cultural and environmental issues.
				Solves or completes number sentences by inspection or by trial-and-improvement, checking the solutions by substitution (e.g. $\square \div 4 = 12$).
				<p>Determines, through discussion and comparison, the equivalence of different descriptions of the same relationship or rule presented:</p> <ul style="list-style-type: none"> verbally; in flow diagrams; by number sentences.

Learning Outcome 3: SPACE AND SHAPE (GEOMETRY)

The learner will be able to describe and represent characteristics and relationships between two-dimensional shapes and three-dimensional objects in a variety of orientations and positions.

Grade R	Grade 1	Grade 2	Grade 3	Grade 4
Assessment Standards	Assessment Standards	Assessment Standards	Assessment Standards	Assessment Standards
We know this when the learner:	We know this when the learner:	We know this when the learner:	We know this when the learner:	We know this when the learner:
R.3.1 Recognises, identifies and names three-dimensional objects in the classroom and in pictures, including: <ul style="list-style-type: none"> boxes (prisms); balls (spheres). 	1.3.1 Recognises, identifies and names two-dimensional shapes and three-dimensional objects in the classroom and in pictures, including: <ul style="list-style-type: none"> boxes (prisms) and balls (spheres); 	2.3.1 Recognises, identifies and names two-dimensional shapes and three-dimensional objects in the school environment and in pictures, including: <ul style="list-style-type: none"> boxes (prisms), balls (spheres) and cylinders; 	3.3.1 Recognises, identifies and names two-dimensional shapes and three-dimensional objects in the environment and in pictures, including: <ul style="list-style-type: none"> boxes (prisms), balls (spheres) and cylinders; 	Recognises, visualises and names two-dimensional shapes and three-dimensional objects in the environment including: <ul style="list-style-type: none"> rectangular prisms, spheres, cylinders, and other objects; prisms and pyramids; circles

	<ul style="list-style-type: none"> triangles and rectangles; circles. 	<ul style="list-style-type: none"> triangles, squares and rectangles; circles. 	<ul style="list-style-type: none"> triangles, squares and rectangles; circles; cones and pyramids. 	<ul style="list-style-type: none"> and rectangles; polygons in terms of the number of sides up to 8-sided figures.
<p>R.3.2 Describes, sorts and compares physical three-dimensional objects according to:</p> <ul style="list-style-type: none"> size; objects that roll; o objects that slide. 	<p>1.3.2 Describes, sorts and compares physical two-dimensional shapes and three-dimensional objects according to:</p> <ul style="list-style-type: none"> size; objects that roll or slide; shapes that have straight or round edges. 	<p>2.3.2 Describes, sorts and compares two-dimensional shapes and three-dimensional objects in pictures and the environment according to:</p> <ul style="list-style-type: none"> size; objects that roll or slide; shapes that have straight or round edges. 	<p>3.3.2 Describes, sorts and compares two-dimensional shapes and three-dimensional objects in pictures and the environment, including:</p> <ul style="list-style-type: none"> two-dimensional shapes in or on the faces of three-dimensional objects; flat/straight and curved/round surfaces and edges. 	<p>Describes, sorts and compares two-dimensional shapes and three-dimensional objects from the environment according to geometrical properties including:</p> <ul style="list-style-type: none"> shapes of faces, number of sides; flat and curved surfaces, straight and curved sides.
<p>R.3.3 Builds three-dimensional objects using concrete materials (e.g. building blocks).</p>	<p>1.3.3 Observes and builds given three-dimensional objects using concrete materials (e.g. building blocks and construction sets).</p>	<p>2.3.3 Observes and creates given two-dimensional shapes and three-dimensional objects using concrete materials (e.g. building blocks, construction sets and cut-out two-dimensional shapes).</p>	<p>3.3.3 Observes and creates given and described two-dimensional shapes and three-dimensional objects using concrete materials (e.g. building blocks, construction sets, cut-out two-dimensional shapes, clay, drinking straws).</p>	<p>Investigates and compares (alone and/or as a member of a group or team) two-dimensional shapes and three-dimensional objects studied in this grade according to properties listed above by:</p> <ul style="list-style-type: none"> making three-dimensional models using cut-out polygons (supplied); drawing shapes on grid paper.
<p>R.3.4 Recognises symmetry in self and own environment (with focus on front and back).</p>	<p>1.3.4 Recognises symmetry in self and own environment (with focus on 'left', 'right', 'front' and 'back').</p>	<p>2.3.4 Recognises symmetry in two-dimensional shapes and three-dimensional objects.</p>	<p>3.3.4 Determines lines of symmetry in two-dimensional shapes using paper folding and reflection.</p>	<p>Recognises and describes lines of symmetry in two-dimensional shapes, including those in nature and its cultural art forms.</p>
				<p>Makes two-dimensional shapes, three-dimensional objects and patterns from geometric objects and shapes (e.g. tangrams) with a focus on tiling (tessellation) and line symmetry.</p>
				<p>Recognises and describes natural and cultural two-dimensional shapes, three-dimensional objects and patterns in terms of geometric properties.</p>

R.3.5 Describes one three-dimensional object in relation to another (e.g. 'in front of' or 'behind').	1.3.5 Describes one three-dimensional object in relation to another (e.g. 'in front of' or 'behind').	2.3.5 Recognises three-dimensional objects from different positions.	3.3.5 Recognises and describes three-dimensional objects from different positions.	Describes changes in the view of an object held in different positions.
R.3.6 Follows directions (alone and/or as a member of a group or team) to move or place self within the classroom (e.g. 'at the front' or 'at the back').	1.3.6 Follows directions (alone and/or as a member of a group or team) to move or place self within the classroom or three-dimensional objects in relation to each other.	2.3.6 Positions self within the classroom or three-dimensional objects in relation to each other.	3.3.6 Reads, interprets and draws informal maps of the school environment or of an arrangement of three-dimensional objects and locates objects on the map.	Locates position on a coded (labelled) grid including: <ul style="list-style-type: none"> maps from given instructions; column and row.
R.3.7	1.3.7	2.3.7 Describes positional relationships (alone and/or as a member of a group or team) between three-dimensional objects or self and a peer.	3.3.7 Describes positional relationships (alone and/or as a member of a group or team) between three-dimensional objects or self and a peer.	

Learning Outcome 4: MEASUREMENT

The learner will be able to use appropriate measuring units, instruments and formulae in a variety of contexts.

Grade R	Grade 1	Grade 2	Grade 3	Grade 4
Assessment Standards	Assessment Standards	Assessment Standards	Assessment Standards	Assessment Standards
We know this when the learner:	We know this when the learner:	We know this when the learner:	We know this when the learner:	We know this when the learner:
R.4.1	1.4.1	2.4.1 Reads analogue and digital clock time in hours and minutes.	3.4.1 Reads and writes analogue and digital clock time in terms of hours, half-hours, quarters of an hour and minutes.	Reads, tells and writes analogue, digital and 24-hour time to at least the nearest minute and second.
R.4.2 Describes the time of day in terms of day or night.	1.4.2 Describes the time of day using vocabulary such as 'early', 'late morning', 'afternoon' and 'night'.	2.4.2 Names in order the days of the week and the months of the year.	3.4.2	
R.4.3 Orders recurring events in own daily life.	1.4.3	2.4.3	3.4.3	
R.4.4	1.4.4 Compares events in terms of the length of time they take (longer,	2.4.4 Calculates elapsed time in:	3.4.4 Solves problems involving calculations with and conversions	Solves problems involving calculation and conversion between

	shorter, faster, slower).	<ul style="list-style-type: none"> hours and minutes using clocks; days, weeks and months using calendars. 	between: <ul style="list-style-type: none"> minutes, hours; hours, days; days, months. 	appropriate time units including seconds, minutes, hours, days, weeks, months and years.
				Uses time-measuring instruments to appropriate levels of precision, including watches and clocks.
R.4.5 Sequences events within one day.	1.4.5 Sequences events using language such as 'yesterday', 'today' and 'tomorrow'.	2.4.5 Sequences events according to days, weeks, months and years.	3.4.5	
R.4.6	1.4.6 Places birthdays on a calendar.	2.4.6 Identifies important dates on calendars including dates of: <ul style="list-style-type: none"> religious festivals; historical events. 	3.4.6 Identifies important dates on calendars including dates of: <ul style="list-style-type: none"> religious festivals; historical events. 	
R.4.7	1.4.7	2.4.7	3.4.7 Recognises and describes different calendars used in different cultures.	Describes and illustrates ways of measuring and representing time in different cultures throughout history.
R.4.8 Works concretely comparing and ordering objects using appropriate vocabulary to describe: <ul style="list-style-type: none"> mass (e.g. light, heavy, heavier); capacity (e.g. empty, full, less than, more than); length (e.g. longer, shorter, wider, tall, short). 	1.4.8 Estimates, measures, compares and orders three-dimensional objects using non-standard measures: <ul style="list-style-type: none"> mass (e.g. bricks, sand bags); capacity (e.g. spoons, cups); length (e.g. hand spans, footsteps) 	2.4.8 Estimates, measures, compares and orders three-dimensional objects using non-standard measures: <ul style="list-style-type: none"> mass (e.g. bricks, sand bags); capacity (e.g. spoons, cups); length (e.g. hand spans, footsteps). 	3.4.8 Estimates, measures, compares and orders three-dimensional objects using non-standard and standard measures: <ul style="list-style-type: none"> mass (e.g. packets, kilograms); capacity (e.g. bottles, litres); length (e.g. desk lengths, metres). 	Estimates, measures, records, compares and orders two-dimensional shapes and three-dimensional objects using S.I. units with appropriate precision for: <ul style="list-style-type: none"> mass using grams (g) and kilograms (kg); capacity using millilitres (ml) and litres (l); length using millimetres (mm), centimetres (cm), metres (m) and kilometres (km).
				Solves problems involving selecting, calculating with and converting between appropriate S.I. units listed above, integrating

				appropriate contexts for Technology and Natural Sciences.
R.4.9	1.4.9	2.4.9	3.4.9 Investigates (alone and/or as a member of a group or team) and approximates: <ul style="list-style-type: none"> distance around two-dimensional shapes using string; area of two-dimensional shapes using tiling. 	
				Uses appropriate measuring instruments (with understanding of their limitations) to appropriate levels of precision including: <ul style="list-style-type: none"> bathroom scales, kitchen scales and balances to measure mass; measuring jugs to measure capacity; rulers, metre sticks, tape measures and trundle wheels to measure length.
				Investigates and approximates (alone and/or as a member of a group or team): <ul style="list-style-type: none"> perimeter using rulers or measuring tapes; area of polygons (using square grids and tiling) in order to develop an understanding of square units; volume/capacity of three-dimensional objects (by packing or filling them) in order to develop an understanding of cubic units.

Learning Outcome 5: DATA HANDLING

The learner will be able to collect, summarise, display and critically analyse data in order to draw conclusions and make predictions, and to interpret and determine chance variation.

Grade R	Grade 1	Grade 2	Grade 3	Grade 4
Assessment Standards	Assessment Standards	Assessment Standards	Assessment Standards	Assessment Standards
We know this when the learner:	We know this when the learner:	We know this when the learner:	We know this when the learner:	We know this when the learner:
				Poses simple questions about own school and family environment, and identifies appropriate data sources in order to address human rights, social, political, cultural, environmental and economic issues in that environment.
R.5.1 Collects physical objects (alone and/or as a member of a group or team) in the environment according to stated features (e.g. collects 10 dead flowers).	1.5.1 Collects everyday objects (alone and/or as a member of a group or team) in the classroom and school environment according to given criteria or categories.	2.5.1 Collects data (alone and/or as a member of a group or team) in the classroom and school environment to answer questions posed by the teacher (e.g. 'How many learners are there in each classroom?').	3.5.1 Collects data (alone and/or as a member of a group or team) in the classroom and school environment to answer questions posed by the teacher and class (e.g. 'How many learners walk to school?').	Collects data (alone and/or as a member of a group or team) in the classroom and school environment to answer questions posed by the teacher and the class.
R.5.2 Sorts physical objects according to one attribute (property) (e.g. red shapes).	1.5.2 Sorts physical objects according to one attribute chosen for a reason (e.g. 'Sort crayons into colours.').	2.5.2 Sorts physical objects according to one attribute chosen by the teacher.	3.5.2 Sorts, orders and organises own and supplied data by one or more attributes for a particular reason.	Organises and records data using tallies and tables
R.5.3	1.5.3 Gives reasons for collections being grouped in particular ways.	2.5.3 Gives reasons for collections being grouped in particular ways.	3.5.3	
R.5.4 Draws a picture as a record of collected objects.	1.5.4 Draws a picture as a record of collected objects.	2.5.4 Draws pictures and constructs pictographs that have a 1-1 correspondence between own data and representations.	3.5.4 Draws pictures and constructs pictographs and bar graphs that have a 1-1 correspondence between own data and representation.	Draws a variety of graphs to display and interpret data (ungrouped) including: <ul style="list-style-type: none"> pictographs with a one-to-one correspondence between data and representation (e.g. one picture = one person); bar graphs.

R.5.5	1.5.5 Constructs pictographs where stickers or stamps represent individual elements in a collection of objects.	2.5.5	3.5.5	
R.5.6 Answers questions (e.g. 'Which has the most...?') based on own picture or own sorted objects.	1.5.6 Describes own collection of objects, explains how it was sorted, and answers questions about it.	2.5.6 Describes own or a peer's collection of objects, explains how it was sorted, and answers questions about it.	3.5.6 Reads, interprets and reports on information in own and a peer's representations of data.	Critically reads and interprets data presented in a variety of ways (including own representations and representations in the media – both words and graphs) to draw conclusions and make predictions sensitive to the role of: <ul style="list-style-type: none"> • context (e.g. rural or urban); • other human rights issues.
R.5.7	1.5.7	2.5.7	3.5.7 Reads and interprets data presented in simple tables and lists.	
				Compares and classifies events from daily life as: <ul style="list-style-type: none"> • certain that they will happen; or • certain that they will not happen; or • uncertain.
				Counts the number of possible outcomes for simple trials.

