

What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: Prep	Semester: Two	Subject: Mathematics	Team Members: Simon King, Felicity Jones, Candice de Chalain, Kate Gialamatzis, Jodie Walters		
Essential Learning What is the essential learning? Describe in student friendly vocabulary.	Example-Rigor What does proficient student work look like? Provide an example and/or description.	Prior Skills Needed What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?	Common Assessments What assessment/s will be used to measure student mastery?	When taught? When will this essential learning be taught?	Application Skills What will we do when students have already learned this essential learning?
I can count to 20 forwards and backwards and from any starting point.	<p>“0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 14, 15, 16,17, 18, 19, 20.”</p> <p>“20, 19, 18, 17, 16, 15, 14, 13, 12, 11, 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0.”</p> <p>“14, 15, 16, 17...”</p> <p>“16, 15, 14, 13, 12, 11, 10, 9, 8...”</p>	<p>Oral chant.</p> <p>I understand the words forwards/up/after and backwards/down/before.</p> <p>I know what numbers are.</p> <p>I can count to 10 forwards and backwards.</p>	<p>Student starting points</p> <p>20 backwards -0</p> <p>16 backwards -9</p> <p>14 backwards - 7 (no 100’s chart)</p> <p>Forwards</p> <p>1 - 20</p> <p>8-20</p> <p>12-20</p> <p>CFA -</p> <p>Term 3, Week 3</p> <p>Markbook</p> <p>Term 3, Week 4</p>	Daily weeks 1-3	I can count beyond 20.

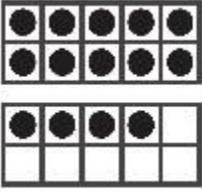
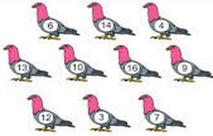
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<p>I can match numbers to their names (orally) and their quantities. I can write each numeral correctly. (0-20)</p> <p><b>Learning Target:</b> <u>Estimating</u> I can estimate before I count a collection (up to 20)</p>	<p>“This is 13, it looks like this (point to number card) and you write it like this (13).</p> <p>I can represent numbers on a tens frame, hundreds chart, number line, unifix or bundles. (Think Mat)</p> <p>I can show the correct formation of each numeral.</p> <p>I understand place value with 10s and 1s e.g. 13 is 10 and 3 extra ones. Here are 13 teddies.”</p>	<p>Number recognition 1-10 Fine motor skills Oral chant &amp; one-to-one correspondence.</p>	<p><u>Dictation with unordered numbers</u></p> <p><u>Think Mat</u> - (see below &amp; ACARA site for annotated samples) add in hundreds chart and make with unifix. Term 3, Week 6</p> <p><a href="http://www.acara.edu.au/curriculum/worksamples/FoundationYearMathematicsPortfolioAbove.pdf">http://www.acara.edu.au/curriculum/worksamples/FoundationYearMathematicsPortfolioAbove.pdf</a></p> <p>CFA week 6</p> <p>Markbook week 7</p>	<p>Term 3, week 1-6</p>	<p>I can write each numeral correctly. 20+)</p> <p>I can represent numbers greater than 20 using concrete materials.</p>
<p>I can compare collections up to 20 and order collections up to 10.</p>	<p>I can order quantities of 10 or less i.e. from smallest to largest.</p> <p>I can explain that 16 is more than 15 because 16 is one more.</p> 	<p>I know what ‘more’ and ‘less’ ‘same’ means.</p> <p>I know what a tens frame is and how to fill it.</p> <p>I use one-to-one correspondence.</p> <p>I know that estimate means a ‘good guess’</p> <p>I count or visually compare two sets of objects.</p>	<p><u>Comparing:</u> 2 sets of tens frames. Make 2 numbers and explain how they are different. Term 3, Week 6</p> <p><u>Ordering:</u> 3 groups of counters. Order the groups and record a video on</p>	<p>Term 3, week 3-6</p>	<p>I can order 3 collections and compare them by explaining how many more or less, eg. 18 is 2 more than 16.</p> <p>I can compare numbers with the same digits, but different place value, eg. 14 and 41.</p>

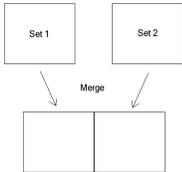
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	<p>More </p> <p>Less </p> <p>I can explain that 18 is less than 19 because 18 is one less.</p>  <p>If I had 1 more than 17 is it more or less than 20?</p> <p>I can order numbers and their quantities from smallest to largest (1-10).</p>  <p>I can estimate before I have-a-go. Eg. I think there is 8, I count to find out how many there is.</p>	<p>I know to compare collections based on the total amount (not the length or size of objects)</p>	<p>Ipad's to explain why they are in that order.</p> <p>CFA Week 6 Markbook Week 7</p>		
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<p>I can represent and solve simple problems that involve combining and separating sets of 20.</p> <p><b>Learning Target:</b>                  I can count all to find the total.                  I can trust the count.                  I can count on to find the total.                  I can separate sets.                  I can read, write and understand the number sentence.                  I can use a graphic organiser to show my thinking.                  I can share equally.</p>	<p>I can combine two sets and count them all.</p> <table border="1" style="margin-left: 20px;"> <tr> <td style="width: 50px;">Part</td> <td style="width: 50px;">Part</td> </tr> <tr> <td colspan="2">Whole</td> </tr> </table> <p>“I know and can show different ways to make 12”                  Eg. (6 <b>and</b> 6 <b>is</b> 12, 8 <b>and</b> 4 <b>is</b> 12 etc.)</p> <p>I can use words like ‘and, makes, is’</p> <div style="text-align: center;">  </div> <p>I can count on from the biggest number.                  I can trust the count.                  “If I have 15 and 3, I can count on from 15”.</p> <p>I can separate one group into two sets and count them all. “There were 20 ladybugs sitting on a leaf,</p>	Part	Part	Whole		<p>1-1 correspondence                  I can identify the biggest number.</p> <p>I know what estimate means.</p> <p>I can represent and solve simple problems that involve combining and separating sets of 10.</p> <p>I know what ‘and’ and ‘is’ means</p>	<p><u>Combining:</u>                  Anecdotal notes as evidence                  Term 3, week 8</p> <p><u>Separating:</u>                  Anecdotal notes as evidence                  CFA                  Term 3, week 8                  Markbook                  Term 3, week 9</p>	<p>Term 3 week 1-8                  Term 4, odd weeks.</p>	<p>I can use materials, pictures, numbers and words to show my thinking and create my own number story.</p> <p>I can solve a friend’s number story.</p> <p>I can prove why a number story is true or false.</p> <p>I can apply my understanding of combining and separating in real life situations.</p> <p>I can solve number problems with unknown parts.</p> <p>See P146-147</p> <p><a href="https://drive.google.com/drive/folders/0B_ROxyeGDMGyfkJSaTRPMnFCMlpmbXpJZ19rUFpPTzEwMXO5dmE2em">https://drive.google.com/drive/folders/0B_ROxyeGDMGyfkJSaTRPMnFCMlpmbXpJZ19rUFpPTzEwMXO5dmE2em</a></p>
Part	Part								
Whole									

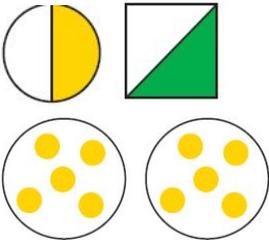
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	<p>5 flew away, how many were left on the leaf?"</p> <p>“Here are 20 ladybugs, put some on a fat leaf, put the rest on a skinny leaf.”</p> <p>I can use pictures, numbers and/or words to explain my thinking.</p> <p>I can use tools and strategies, eg number line, drawings, hundreds chart, concrete materials.</p> <p>I can represent and solve simple problems that involve equal sharing (from 0-12).</p>				<p><a href="#">NGbElnRFVHU3hncn</a></p> <p><u>M</u></p>
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<p>I can identify and explain one half of a whole and one half of a collection (up to 10).</p>	<p>I can identify half of a whole.                  I understand that halves are two equal parts of a whole.                  I can explain that two halves equal a whole.                  I can identify half of a collection up to 10.                  I can explain why it is half. i.e equal                  I can identify what is and is not a half.                  Vocabulary- Equal, parts, half, represents, whole, recognise, shaded, coloured, fair</p> 	<p>I have shared objects – sandwiches, crayons, toys, lollies, apple any food.</p>	<p>Sort examples and nonexamples of half, and explain why</p> <p><u>Collection:</u>                  Worded problem                  I have 10 lollies and need to share them between two friends.</p> <p>Anecdotal notes as evidence.</p> <p>CFA                  Term 3, week 9</p> <p>Markbook                  Term 3, week 10</p>	<p>Term 3, week 8, 9 &amp; 10</p>	<p>I can identify and explain half of a collection (up to 20)</p>
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<p>I understand the value of Australian coins and can model buying something using the correct value.</p>	<p>I can recognise that dollars are gold and cents are silver.</p> <p>I can point to a coin and say its value: “This is a 5 <u>cent</u> coin”.</p> <p>In play situations I can use toy money to pay for goods using the correct value. EG: “this apple costs 50c” (gives 50c)</p>	<p>Knowledge of money and coins.</p> <p>I have seen money.</p> <p>I have used money at the canteen.</p> <p>I know I can exchange money for objects.</p>	<p>Value of Australian coins - Money bags assessment sheet.</p> <p>Shop assessment.</p> <p>CFA Term 4, week 3</p> <p>Markbook Term 4, week 4</p>	<p>Term 4, week 1-3</p>	<p>I know that dollars are worth more than cents.</p> <p>I can compare coins according to their worth.</p> <p>I can order coins according to worth.</p> <p>I know that there are 100c in one dollar.</p>
<p>I understand what measurement is in practical situations. <b>Learning Target:</b> I can use direct and indirect comparisons to compare different lengths. I can estimate an object’s length, mass and capacity. I can use informal measurement to compare the length, weight and capacity of objects. I can order events and compare their duration.</p>	<p>I can estimate, directly compare and order size, and capacities (empty/full).</p> <p>I can compare objects directly, by placing one object against another to determine which is longer or by pouring from one container into the other to see which one holds more.</p> <p>I can estimate, compare and order length (starting at the same spot).</p>	<p>I know what estimating means.</p> <p>I know what more, less, same means.</p> <p>I know what shorter, longer means.</p>	<p>Measurement</p> <p>CFA Term 4, week 8</p> <p>Markbook Term 4, week 9</p>	<p>Term 4, weeks 4-7 (Length, mass, capacity, combined altogether)</p>	<p>I can apply learned knowledge to real life situations i.e.</p> <p>Goldilocks had a small bowl and a big bowl, make a bowl that is ‘just right’</p>

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	<p>I can estimate and compare mass (hefting).</p> <p>I use vocabulary to measure objects: more, less, same, equal, bigger, smaller, different, longer, shorter, taller/higher, wider, hefting, heavier/lighter, fatter/thinner/skinnier, holds more and holds less, about (estimation)</p> <p>Long time, short time. Brushing my teeth vs. watching a movie. Eg, lunch time is longer than recess.</p>				
<p>I know common 3D shapes in my environment.</p> <p><b>Learning Target:</b> I can sort 3D shapes. I can name 3D shapes (sphere, cube, cone, cylinder). I can describe and compare 3D shapes.</p>	<p>I can name, describe and sort 3D shapes. E.g Sphere, cube, cone, cylinder)</p> <p>I can explain the difference between a 2D and a 3D shape (flat vs can grab it/fat)</p> 	<p>I know what a box, ball and ice cream cone is. I know 2D shapes are flat</p>	<p>3D (1-1): Name and sort 3D models and find their corresponding real-life items.</p> <p>CFA Term 4, week 9</p> <p>Markbook Term 4, week 10</p>	<p>Term 4, Week 4, 6, 8</p>	<p>I know technical names for 3D shapes in my environment (cube, sphere, pyramid, cylinder). I know the number of faces, edges and points, as well as flat/curved faces.</p>

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I can read and model o'clock times.	I know the purpose of a clock. I know what the big hand is and the small hand. I know that the hands move in a clockwise rotation. I know the numbers on a clock are 1-12. I know all o'clock times have the big hand on the 12. The small hand points to what o'clock it is. I can read all o'clock times on an analogue and digital clock, and in words. I can make o'clock times.	I know what a clock is.  I know a clock tells me the time.  I know my numbers 1-12.	Anecdotal notes as evidence during hands on sessions.  CFA Term 4, week 10  Markbook Term 4, week 11	Term 4, Week 6 - 10 1 lesson a week	I can tell time to the half hour (half past, 12.30)  I can write o'clock times in words, digital and analogue.  I can name a familiar event that occurs at that time.
I can gather, organise and interpret data.  <b>Learning Target:</b> I can collect data by asking simple yes or no questions.  I can organise answers to yes/no questions into simple data displays using objects and drawings.	I know what data is (information).  I can collect data by asking simple yes or no questions. <i>"Do you have any pets?"</i>  I can create pictographs to represent yes/no data.  I can make a statement to explain the data. <i>"Most people in our class have a pet"</i>	I know what a question is.  I can make a choice (yes/no)	Teacher judgement,  CFA Term 3, week 9  Markbook Term 3, week 10	Term 3, week 9 and 10	I can pose my own question and organise answers to a yes/no question e.g. "Do you like bananas?"  I can interpret data in different ways.  Football graphs

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I can interpret simple data displays about yes/no questions.											
I can identify the outcomes of familiar events involving chance and describe them using the language of chance.	<p>I can accurately describe chance using the vocabulary:</p> <ul style="list-style-type: none"> <li>- Will happen</li> <li>- Won't happen</li> <li>- Might happen.</li> </ul> <p>I can use a probability line from 'won't happen' to 'will happen' and place events accordingly.</p> <p>I can use coins, dice, spinners and number cards to explore chance.</p>	I know the meaning of yes, no, maybe, will, won't and might.	<p>Sorting of events:</p> <table border="1" data-bbox="1115 411 1339 616"> <tr> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Won't Happen</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Might Happen</td> <td style="writing-mode: vertical-rl; transform: rotate(180deg);">Will Happen</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table> <p>CFA Term 4, week 3 Markbook Term 4, week 4</p>	Won't Happen	Might Happen	Will Happen				Term 3, week 7 & 8 Term 4, week 2&3	I can use words such as certain, impossible, likely, unlikely.
Won't Happen	Might Happen	Will Happen									

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