

2017 SEM 2 ELSP MATHEMATICS YR 1

What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: One	Semester: Two	Subject: Mathematics	Team Members: Matt Hart, Joel Magnabosco, Carmel Manning, Vanessa Hancock		
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?	Extension Skills What will we do when students have already learned this essential learning?
<p>Addition I can represent and solve simple addition problems (to 20). Learning Target: I use a range of strategies and materials.</p>	<p>I can :</p> <ul style="list-style-type: none"> ● represent and solve addition worded problems ● use bridging to ten ● partition (split strategy) ● use the jump strategy (on number lines) ● use the commutative property ● use doubles ● understand tens facts (fluency) ● understand part/part/whole ● count on by 1, 2 or 3 as a mental strategy <p>I know what the + and = symbols mean.</p> <p>VOCAB: Addition Problems Counting Strategies</p>	<p>I can read numbers. I can count forwards and backwards. I can count a collection (count all). I can count on from one number to find a total (trusting the count) I can use and/is in addition sentences.</p>	<p>Addition Grid</p> <p>Pre test - Term 3: Week 1 <i>(Term 2, Week 11)</i></p> <p>Post test - Term 3: Week 8</p> <p>Markbook: Term 3 Week 10</p>	<p>Term 3 Week 1-3</p> <p>Term 3 Weeks 7-8 the relationship between Addition and Subtraction *Possible in house intervention to extend/support at this time</p> <p>Term 3 Weeks 9-10 revision</p>	<p>I can compare amounts and explain the strategy I used as addition or subtraction I can select and apply an effective strategy to add or subtract I can use problem solving strategies (table, pictures, number sentence, find a pattern, make a model, etc)</p>
<p>Subtraction I can represent and solve simple subtraction problems (up to 20) Learning Target: I use a range of strategies and materials.</p>	<p>I can :</p> <ul style="list-style-type: none"> ● represent and solve subtraction worded problems ● find the difference (comparison and relationship to addition), eg. count on the larger number ● use bridging to ten to take away ● understand tens facts (using known facts when subtracting) ● use halves (using known facts when subtracting) ● partition 	<p>I can read numbers. I can count forwards and backwards. I can count up to the whole from the known part (trusting the count) I can count back from one number to find a missing part (trusting the count) I can use take away/is in subtraction sentences. I know tens facts.</p>	<p>Subtraction Grid (amend Addition Grid)</p> <p>Pre test - Term 3: Week 3</p> <p>Post test - Term 3: Week 8</p> <p>Markbook: Term 3 Week 10</p>	<p>Term 3 Week 4-6</p> <p>Term 3 Weeks 7-8 the relationship between Addition and Subtraction *Possible in house intervention to extend/support at this time</p> <p>Term 3 Weeks 9-10 revision</p>	<p>I can compare amounts and explain the strategy I used as addition or subtraction I can select and apply an effective strategy to add or subtract I can use problem solving strategies (table, pictures, number sentence, find a pattern, make a model, etc)</p>

*Working in Collaborative teams, examine all relevant documents, school scope and sequence, regional documents and AusVELS, and then apply the criteria of endurance, leverage and readiness to determine which standards are essential for all students to master. Remember, less is more. For each standard selected, complete the remaining columns. Complete the chart by the second or third week of each term/semester.

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	<ul style="list-style-type: none"> ● count back to take away ● understand whole/part/part ● use the jump strategy (on a hundreds chart) <p><i>I know what the - and = symbols mean.</i></p> <p>VOCAB: Subtraction</p>	I know doubles/halves.			
<p>Patterns I can investigate and describe simple patterns</p> <p>Learning Targets</p> <ul style="list-style-type: none"> - number patterns formed by skip counting, - 10's, 5's, 2's - patterns with objects - I can recognise the importance of repetition of a process in solving problems 	<p>I can skip count by 2's, 5's and 10's.</p> <ul style="list-style-type: none"> - hundreds chart - number line - arrays / drawing groups <p>I can continue a pattern with objects. I can identify different patterns.</p> <ul style="list-style-type: none"> - repeating (A, B, C, A, B, C) - growing  <p>VOCAB: Skip Counting</p>	<p>I can count from 0-100. I understand that when I skip count, I don't say all numbers. I can explain what a pattern is. I know and can explain when something is not a pattern. I can make a pattern. I know how to add numbers.</p>	<p>TEAM-MADE CFA Term 3 Week 10 Term 4 Week 3</p> <p>Students to continue a pattern that has started.</p> <ul style="list-style-type: none"> -number patterns -repeating object pattern -growing object patterns -growing number pattern <p>Markbook: Term 4, Week 4</p>	Term 4 Week 1-3	I can skip count equal groups and represent as repeated addition (pre-Multiplication)
<p>Clocks I can show and tell time to the half hour.</p> <p>Learning Target:</p> <ul style="list-style-type: none"> - show half hour in words, analogue and digital. - tell time to the half hour in words, analogue and digital. 	<p>I can show 'twelve thirty' on an analogue clock, a digital clock and in words.</p> <p>I can tell time to the half hour in words, analogue and digital.</p> <p>VOCAB: Half Hour</p>	<p>I can tell the time to the hour. I know the difference between the hour hand and the minute hand. I can write the numbers up to 12 in words. I know the features of a clock.</p>	<p>Team made CFA - Term 3 Week 5 & 10 Digital and analogue, read and draw.</p> <ul style="list-style-type: none"> - hour - half hour <p>Markbook: Term 4, Week 1</p>	Term 3 Weeks 6-10 (minor)	<p>I can solve worded problems that involve half past times.</p> <p>I can show and tell the time to the quarter hour (15 minutes).</p>

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<p>Time I can explain time durations. Learning Target: -I can compare months, weeks, days, hours. -I can explain how long events go for (duration).</p>	<p>I know that a year > a month > a week > a day > an hour.</p> <p>I can place familiar events in time order.</p> <p>I can explain events and how long they go for.</p> <p>Vocab: Duration (day, hour, minute)</p>	<p>I know that there are different units of time.</p> <p>I can make connections and link events to durations.</p>	<p>Interview Ordered vocab Term 4 week 5 & 9</p> <p>Markbook: Term 4, Week 10</p>	<p>Term 4 Weeks 6-10 (minor)</p>	<p>“There are 6 months until my birthday.” “There are 3 weeks until holidays.” “There are 4 days until the weekend.” “There is one hour left until the end of school.” (FROM AND TO)</p>
<p>Shape I can identify, sort and name 2D shapes and 3D objects. Learning Targets: -I can describe familiar two-dimensional shapes. -I can describe three-dimensional objects using obvious features.</p>	<p>I can describe familiar two-dimensional shapes based on their features: - corners - sides (Triangle, Square, Circle, Rectangle, Hexagon, Octagon)</p> <p>I can identify, sort and name familiar three-dimensional objects in their environment. - edges - faces - corners/vertices (Cube, Cone, Cylinder, Prism, Pyramid, Sphere)</p> <p>Vocab: 2-Dimensional Shapes 3-Dimensional Objects</p>	<p>I can know that shapes are made with lines/straight or curves.</p> <p>I know that shapes are not always flat. I know what an edge is. I know what a face of a shape is. I know what a vertex/corner is.</p>	<p>Tell me everything about this shape: - Square - Circle - Cube - Cylinder</p> <p>Pre: T4, Week 3 Post: T 4, Week 6</p> <p>Markbook: Term 4, Week 7</p>	<p>Term 4 Week 4-6</p>	<p>I can describe and count the features of 2D shapes and 3D objects.</p>
<p>Chance I can identify outcomes of familiar events involving chance and describe them using the language of chance.</p>	<p>I can describe chance using: - Likely - Unlikely - Certain - Impossible</p> <p>Vocab: Outcomes Familiar Events</p>	<p>I know that some things happen more often than others.</p> <p>I can discuss events and how often they occur.</p> <p>- will, won't, might</p>	<p>What is something that is likely/unlikely/certain/impossible to happen today?</p> <p>What is the chance of the following?: Another teacher will walk into our</p>	<p>Minor Term 4 Week 1-5</p>	<p>I can compare the chance of two events using: - More likely - Less likely - Most likely - Least likely - Even chance</p>

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	Likely Unlikely Certain Impossible Chance		classroom today? (L) It will snow in Melbourne today? (U) I will take a breath today? (C) Mr Lawless will grow wings and fly home today? (I) CFA - Pre test - T4 W1 Post test - T4 W5 Markbook: Term 4, Week 6		
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