


What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: Three	Semester: Two	Subject: Mathematics	Team Members: Renee Johnson, Maree Caminiti, Mel Axelson, Brad Morin		
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.	Prerequisite 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? https://drive.google.com/drive/folders/0B1dXdflrtuKuaEtuYjlnNVpFdD
<p>I can explore simple number sequences based on multiples.</p> <p>Learning Target:</p> <ul style="list-style-type: none"> I can recall multiplication facts of twos, threes, fives and tens and related division facts. 	<p>I can recall the multiplication facts of the 2's/3's/5's/10s in sequence and out of sequence; eg: I know that $7 \times 5 = 35$</p> <p>I can recall the related division fact for a multiplication number sentence. eg: If I know that $7 \times 5 = 35$, then I know that $35/7=5$</p> <p>I can explain the inverse link between multiplication and division. (fact families/three for free)</p>	<p>I can recognise increasing and decreasing number patterns involving 2's/3's/5's/10's</p> <p>I know division as sharing into groups equal.</p> <p>I know the operational signs 'x' and '+'</p>	<p>Pre MaD: T3 W3</p> <p>Quick checks and exit tickets.</p> <p>Student work samples and Proficiency Scales.</p> <p>Post MaD/Proficiency Scale conferences: End of unit.</p>	<p>MINOR</p> <p>Term 3: W3-W6</p>	<p>Automatic recall of multiplication facts: 2's/3's/5's/10's</p> <p>Recall of multiplication facts and related division facts:</p> <ol style="list-style-type: none"> fours and eights sixes and nines sevens

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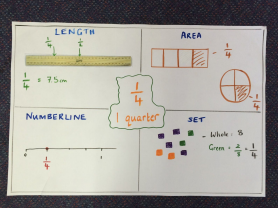
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<p>I can solve problems using efficient strategies for multiplication.</p> <p>Learning Target: I can:</p> <ul style="list-style-type: none"> • Use mental and written strategies. • Use calculators to problem solve and check my answers. 	<p>Written strategies: I can use arrays to solve multiplication problems.</p>  <p>$4 \times 5 = 20$</p> <p>I can use repeated addition to solve multiplication problems.</p> <p>I can use groups of to solve multiplication problems.</p> <p>I can use part-part-whole to solve multiplication problems.</p> <table border="1" data-bbox="439 898 748 1023"> <tr> <td colspan="4">20</td> </tr> <tr> <td>5</td> <td>5</td> <td>5</td> <td>5</td> </tr> </table> <p>$4 \times 5 = 20$</p> <p>Mental strategies: I can use near doubles and doubles to solve multiplication problems</p> <p>I can use estimation to solve multiplication problems</p>	20				5	5	5	5	<p>I can recognise increasing and decreasing number patterns involving 2's/3's/5's/10's</p> <p>I can explain what an array is for multiplication</p> <p>I know the operational signs 'x' and '÷'</p>	<p>Pre MaD: T3 W3</p> <p>Quick checks and exit tickets.</p> <p>Student work samples and Proficiency Scales.</p> <p>Post MaD/Proficiency Scale conferences: End of unit.</p>	<p>MAJOR Term 3: W3-W6</p>	<p>I can solve problems using efficient strategies for Division.</p> <p>Reasonable estimation of division.</p> <p>Choose and justify an appropriate strategy that suits the context.</p>
20													
5	5	5	5										

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	I can use skip counting to solve multiplication problems				
<p>I can model and represent unit fractions including $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$, $\frac{1}{8}$ and $\frac{1}{10}$ and multiples of these to make a whole.</p> <p>Learning targets:</p> <ul style="list-style-type: none"> I understand that fractions are part of a whole I can show and explain $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$, $\frac{1}{8}$, $\frac{1}{10}$ in the: <ul style="list-style-type: none"> area model linear model collection model I can calculate how fractional parts make a whole. 	 <p>I can model and represent $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$, $\frac{1}{8}$ and $\frac{1}{10}$ in the area model.</p> <p>I can model and represent $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$, $\frac{1}{8}$ and $\frac{1}{10}$ in the linear model.</p> <p>I can model and represent $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{5}$, $\frac{1}{8}$ and $\frac{1}{10}$ in the collection model.</p> <p>(Collection model can be represented using a range of items)</p> <p>I can calculate how many parts make the whole Eg: I know that 4 quarters = 1 whole</p>	<p>I can recognise a whole, $\frac{1}{2}$ and $\frac{1}{4}$ and $\frac{1}{8}$ of an area model.</p> <p>I can recognise a whole, $\frac{1}{2}$ and $\frac{1}{4}$ and $\frac{1}{8}$ of a linear model</p> <p>I can recognise a whole, $\frac{1}{2}$ and $\frac{1}{4}$ and $\frac{1}{8}$ of a collection (use of doubles/halving)</p>	<p>Fractions Pre CFA</p> <p>Quick checks and exit tickets.</p> <p>Student work samples and Proficiency Scales- used throughout unit.</p>	<p>MAJOR Term 4: W1-W7</p>	<p>Application of fractional knowledge to problem solving.</p> <p>To examine and explain errors in fractional reasoning</p> <p>Extension: Equivalent fraction & fraction walls</p> <p>Adding/subtracting fractions</p> <p>Identify, model and explain unit fractions including $\frac{1}{8}$ and $\frac{1}{9}$ across all three models.</p>

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	I can name fractions using range of vocab: 1/4 1 fourth or 1 in 4				
<p>I can make models of a range of 3D objects and describe their features.</p> <p>Learning Targets:</p> <p>I can:</p> <ul style="list-style-type: none"> I can name and explain the 3 dimensions of shape identify and explain the features of 3D objects 	<p>I can describe the 3 dimensions of shape: height, width, depth</p> <p>I can label the key features of 3D objects: eg: vertices, edges, faces, apex</p> <p>I know how 3D shapes get their name. (Eg. Prism- rectangular sides, with matching opposing faces. Pyramid- dictated by the base eg. Square-based pyramid)</p> <p>I can construct nets of a variety of 3D objects.</p>	<p>I can describe, draw and name 2D shapes.</p> <p>I can name and identify basic 3D objects.</p>	<p>3D objects pre CFA</p> <p>Quick checks and exit tickets.</p> <p>Student work samples and Proficiency Scales- used throughout unit.</p>	<p>MAJOR Term 3: W7-W8</p> <p>MINOR Term 3: W9</p>	<p>I can accurately draw a variety of 3D objects.</p> <p>I can accurately draw basic 3D objects from different perspectives.</p> <p>Recognise and describe irregular 3D Shapes in the environment.</p>
<p>I can tell time to the nearest minute.</p> <p>Learning Target:</p> <ul style="list-style-type: none"> I can interpret and model digital and analogue time. I can investigate the connection between units of time. 	<p>I can read time to the nearest minute using a digital format.</p> <p>I can read time to the nearest minute using an analogue format.</p> <p>I can explain what the time is to the nearest minute based on the placement of</p>	<p>I can recognise and explain when it is ' o'clock' on a digital and analogue clock</p> <p>I can recognise and explain when it is half past on a digital and analogue clock</p>	<p>Time preCFA</p> <p>Quick checks and exit tickets.</p> <p>Student work samples and Proficiency Scales- used throughout unit.</p>	<p>MAJOR Term 4: W5-W6</p> <p>MINOR Term 4: W7</p>	<p>I can tell the time using the 24 hour clock: digital time</p> <p>I can calculate the elapsed time</p> <p>I can explain the connection between seconds, minutes, hours, days, weeks, months and years. Eg. I know that</p>

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	<p>the hour hand and the minute hand.</p> <p>I can read the minutes and hours on a clock face (eg. 1= the hour of one and 5mins, 2= the hour of two and 10 mins)</p>				there are 60 seconds in a minute, etc
<p>I can create and interpret simple grid maps to show positions and pathways</p> <p>Learning Target: I can:</p> <ul style="list-style-type: none"> interpret grid maps of their local environment. match positions and pathways on maps with given information. 	<p>I can use a grid reference to locate features on a map.</p> <p>I can use the grid references on a map to give and follow directions.</p> <p>I can use the features of a map: -Key/Legend -Grid Reference/Coordinates</p> <p>I can use directional language when interpreting a map eg. forwards, backwards, right, left</p>	<p>I know directional language such as: left, right, up, down, forwards, backwards when giving directions.</p>	<p>Grid map pre CFA</p> <p>Quick checks and exit tickets.</p> <p>Student work samples and Proficiency Scales- used throughout unit.</p> <p>*Data from Sem 1</p>	<p>MAJOR Term 3: W9-W10</p>	<p>I can solve real life mapping problems using my mapping knowledge</p>
<p>I can recognise and use angles of turn in everyday situations.</p> <p>Learning Target: I can:</p>	<p>I can name and identify: >90 = Acute angles 90 = Right angles <90 >180 = Obtuse angles 180 = Straight angles</p>	<p>I can describe turns as a half turn, quarter turn or full turn.</p> <p>I know the characteristics of a line (they don't bend).</p>	<p>Angles preCFA</p> <p>Quick checks and exit tickets.</p>	<p>MAJOR Term 4: W7-W9</p>	<p>I can apply my knowledge of angles to problem solving situations. (Instructions, directions, pathways, worded problems)</p>

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<ul style="list-style-type: none"> recognise and name angles estimate angle size by using known benchmarks in everyday situations 	<p><180 = Reflex angles 360 = Revolution</p> <p>I can estimate angles in everyday life, using the above benchmarks</p> <p>I can identify situations where angles appear in everyday life: clock face, Letters, corners 2D shapes, rotations etc</p>		<p>Student work samples and Proficiency Scales- used throughout unit.</p> <p>*Data from Sem 1</p>		
<p>I can conduct chance experiments, identify possible outcomes and recognise variations in results.</p> <p>Learning Target: I can:</p> <ul style="list-style-type: none"> Identify possible outcomes using mathematical vocabulary. Recognise variations in results and explain their cause. 	<p>I can use mathematical vocabulary such as: Certain, More Likely, Likely, Even, 50/50, Unlikely and Impossible.</p> <p>I can explain the difference between dependent and independent events:</p> <ul style="list-style-type: none"> I know that the outcome of a coin toss is independent of previous outcomes. Chance has no memory. I know the outcome of drawing a particular card out of a deck is dependent upon the previous outcomes. 	<p>I can create a probability line of chance events that uses chance language.</p> <p>I can classify a list of everyday events according to their likelihood.</p> <p>highly likely, highly unlikely, even chance, chance, likelihood, prediction.</p>	<p>Chance pre CFA</p> <p>Quick checks and exit tickets.</p> <p>Student work samples and Proficiency Scales- used throughout unit.</p> <p>*Date from Sem 1</p>	<p>MINOR Term 3: W7-W8</p>	<p>Create your own chance experiments</p>

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	I can recognise how results may vary based on the number of trials.				
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