

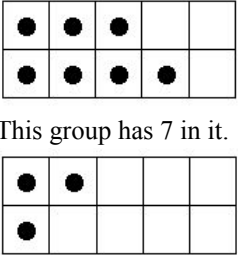
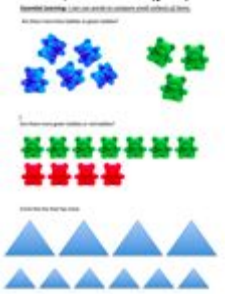
2017 SEM 1 ELSP MATHEMATICS PREP

What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: Prep	Semester: One	Subject: Maths	Team Members: Kate Gialamatzis, Felicity Jones, Candice de Chalain, Simon King, 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?	Extension Skills What will we do when students have already learned this essential learning?
<p>I can count to 10 forwards and backwards and from any starting point.</p> <p>Learning Target: I can use counting strategies to solve problems that involve combining and separating.</p> <p>I can compare collections of items up to 10.</p>	<p>“0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.”</p> <p>“10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0.”</p> <p>“3, 4, 5, 6...”</p> <p>“6, 5, 4, 3, 2, 1, 0...”</p> <p>I can combine two groups by counting all (up to 10).</p> <p>I can separate a group (up to 10) into two parts and find the value of each part.</p>	<p>I understand the words forwards/up/after and backwards/down/before .</p> <p>I know what numbers are.</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 the language of more, less or same n everyday life.</p>	<p>Online interview-Detour. Assessments: Term 1, Week 1 Term 1, Week 8 Term 2, Week 5</p> <p>Term 2, Week 6 Open-ended task: 10 ladybugs on two leaves/more and less</p>	<p>Term 1, Weekly</p> <p>Term 2, Weekly</p>	<p>I can count to 20 and beyond.</p> <p>I can count backwards from 20.</p> <p>I can count on to solve problems that involve combining and separating.</p> <p>I can find all possible answers to an open ended combining/separating problem.</p>

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	 <p>This group has 7 in it.</p> <p>This group has 3 in it.</p> <p>I can explain that 7 is more than 3 because 7 counters takes up more squares. I understand, and can show, that 9 is more than 8. I can compare collections based on the total amount (not the length or size of objects)</p>		<p>Teacher generated picture prompt and use of less/more and justifying.</p>  <p>Term 2, Week 1 (pre) Term 2, Week 3 (post) Open-ended: draw a groups with less, more, same.</p>		
<p>I can match numbers to their names (orally) and their quantities. I can write each numeral legibly. (0-10)</p>	<p>“This is nine, it looks like this, (point to number 9 card) and you write it like this. Here are 9 teddies.”</p>	<p>I recognise numbers to 10. I can copy / trace. I can count to 10. I use one-to-one correspondence.</p>	<p>-Think Board -Dictation with unordered numbers Term 1, Week 6 Pre-test Term 2, Week 1 Post-test</p>	<p>Daily</p>	<p>I can match numbers (teens and beyond) to their names (orally) and their quantities. I can write each numeral legibly</p>
<p>I can recognise the number of objects on the card without counting them. 0-6 (subitising)</p>	<p>“Four!” Student responds within an appropriate time frame (approximately 2-3 seconds) to subitising cards</p>	<p>Dots or pictures can be counted and represented. Dots can be grouped, eg. 4 and 1 makes 5.</p>	<p>Dot flash cards with teacher checklist Pre test: Term 1, Week 1 Post: Term 1, Week 7</p>	<p>Term 1 Week 4-7</p>	<p>I can recognise the number of objects on the card without counting them (7 onwards with the support of a tens</p>

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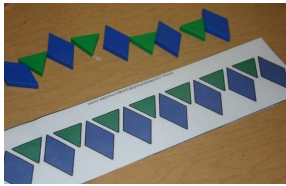
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	being flashed by teacher, or the rolling of a dice.				frame(s) triangular or random organisation.
I know the ordinal positions from first to tenth.	 <p>First Second Third (orally)</p> <p>I can explain the ordinal positions of objects, and describe how the vocabulary matches the number, eg. first is 1.</p>	<p>I know numbers 1-10.</p> <p>I can order numbers.</p>	<p>Pre test: Week 1, Term 1 (Prep Detour)</p> <p>Dictated ordinal task in small groups: Colour the teddies- third is yellow, fifth is green, first is... (Term 1, Week 7)</p>  <p>Weekly observations Lining up in roll order as regular discussions of "Where's tenth?"</p>	<p>Term 1, Week 5 - 7 Ongoing</p>	<p>I know the ordinal positions from first to tenth and beyond.</p> <p>I can apply ordinal numbers to different contexts eg. races, stories, everyday life events</p>
Pattern & Algebra: I can group objects together and describe why I have done so.	<p>"These objects are all yellow so I've put them together"</p> <p>"These objects are all teddies, so I've put them together"</p> <p>I can explain why objects are grouped together, how they are similar or different.</p>	<p>I know what same and different means.</p> <p>I can explain my thinking.</p> <p>I can find similarities and differences in objects.</p>	<p>Open-ended sorting using attribute blocks, buttons, money, objects, numbers, letters. Students to justify their groups.</p> <p>Assess Week 8, Term 1</p>	<p>Term 1, Week 5 - 7</p>	<p>I can re-group the same set of objects according to different categories.</p>

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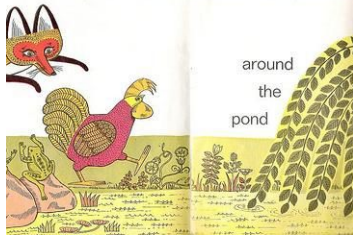
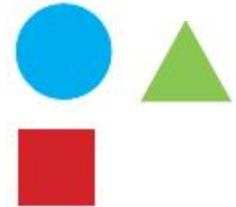

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<p>I can copy, create and continue a pattern (2 sequences).</p>	<p>I can copy a pattern I can continue a pattern. I can identify a pattern, and non-pattern in our environment. I can create a pattern. I use patterns with shapes, size, object, clapping, etc.</p> <p>I can explain what a pattern is -Where does it start? -Where does it finish?</p> <p>A. "I have made the pattern: Red, yellow, red, yellow..." B. "I can copy this pattern. It is blue, green, blue, green..."</p>  <p>I can explain my pattern and what a pattern is. I know and can explain when something is not a pattern.</p>	<p>I can identify colours, sizes and shapes.</p> <p>I can name the colours in a pattern.</p>	<p>Pattern iPad APP or students roam classroom and finish peer patterns. Teacher to ask: <i>Can you explain what a pattern is?</i> <i>Where does it start?</i> <i>Where does it finish?</i> <i>What is next?</i> [teacher checklist]</p> <p>Assess Week 2, Term 2</p>	<p>Term 1, Week 5 - 9 Term 2, Week 1 - 2</p>	<p>I can copy, create and continue complex patterns, eg. doubles, 3 sequences then repeat</p>
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<p>I can describe position and movement.</p>	 <p>“Rosie walked around the pond and under the beehives.” I can follow directions. I can give directions. I can explain the position of an object.</p> <p><u>Position</u>: next to, behind, in front <u>Movement</u>: around, under, over, through, forwards, backwards, turn, towards</p>		<p>Position NOL Update</p> <p>Movement: Human obstacle course using the vocabulary flash cards. Teacher checklist</p> <p>Term 2, End of Week 1</p>	<p>Term 2, Week 1</p>	<p>left, right? between</p>
<p>I know common 2D shapes in my environment. Learning Target: I can sort 2D shapes. I can identify 2D shapes (square, circle, rectangle, triangle) I can compare 2D shapes.</p>	<p>I can name, describe and sort 2D shapes triangles, squares, rectangles, circles according to their properties (number of sides, straight/curved sides, corners).</p> 	<p>I know what the word shape means. I know that objects can look different.</p>	<p>2D: Make a Shape Man/Woman and count up the number of each shape.</p> <p>Sort 2D shapes and find their corresponding real-life items.</p>  <p>Assess end of week 5, Term 2</p>	<p>Term 2, Week 2 - 5</p>	<p>I can identify 2D shapes’ sides, corners and faces.</p>

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<p>I can order the days of the week.</p> <p>Learning Target: I can match familiar events to days of the week.</p> <p>I can order and compare different times of the day.</p>	<p>I can sing the Days of the Week song.</p> <p>I can answer questions such as: Question: Today is Tuesday. What day was yesterday? What day is tomorrow? Question: What days are ‘The Weekend’?</p> <p>I know which are the week days.</p> <p>I know that yesterday means the day before. I know that tomorrow means the day after.</p> <p>I can explain if things are a long time or a short time. E.g. going to school is a long time.</p> <p>I can explain when things happen throughout the day. E.g Breakfast is eaten in the morning. Lunch is at midday. We eat dinner and go to bed at night.</p>	<p>Language of first, next, then, after, first, second, last, later.</p> <p>I know how to sequence / order events as pictures.</p>	<p>Teacher Notes: Oral Chant with questions “what day is after/before X? What days are the weekend?”</p> <p>Assess: Term 2, Week 2</p>	<p>Term 1 - daily with classroom calendar</p> <p>Term 2 - daily with classroom calendar</p>	<p>I problem-solve using the days of the week. eg. Today is Tuesday, what day will it be in 3 days time?</p> <p>The duration of events</p> <p>I can explain events that occur at midday and during the evening.</p>
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<p>I can make data displays by asking yes/no questions.</p>	<p>Do you like ice cream? Yes? Or No?</p> <p>I can show data in a display, eg. ticks, marks.</p> <p>I know a graph gives me information.</p> <p>I can make true and false statements verbally.</p>	<p>I can ask a question.</p> <p>I can respond to a question.</p>	<p>Teacher template with 2 columns to guide the data display.</p> <p>Assess Term 1, 9</p>	<p>Term 1, Week 8 - 9</p>	<p>I can make statements about the information in a graph.</p> <p>I can interpret a graph, eg. explain why a graph looks like that.</p> <p>I can record data using tallies.</p> <p>I can make data displays by asking multiple choice questions.</p>
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