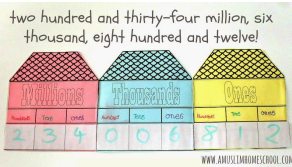


What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: Three	Semester: One	Subject: Maths	Team Members: Renee Johnson, Maree Caminiti, Mel Axelson, Brad Morin		
Essential Learning What is the essential learning? Describe in student friendly vocabulary.	Example-Rigor What does proficient student work look like? Provide an example and/or description.	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?
Essential Learning: I can classify numbers as either odd or even	I can: <ul style="list-style-type: none"> Determine what is odd or even based on a number's ones place. Investigate what makes a number odd or even (E.g. having a partner or not). 	I can identify numbers and have an understanding of the terms 'odd' or 'even'.		Term 1 W5-6	I can experiment what happens with odd & even numbers when I use different operations (Eg. Addition, subtraction, multiplication and division).
Essential Learning: I can recognise, model and represent numbers to 10 000. Learning Targets: <ul style="list-style-type: none"> To recognise & explain our number system as 'Base 10' 	I can: Rename and trade numbers over 1000. Explain our number system as being based on the number 10. Expand numbers up to 10 000.	I can: <ul style="list-style-type: none"> Show that 10 minis is equal to a long and that 10 flats is equal to 1000 (or a cube). Make models of numbers using concrete materials and drawing. 	Place Value CFA (Envision Test) Thinkboard Place Value Houses CFA Place Value CFA Based on Goals at end of unit.	Term 1 W5-9	I can: <ul style="list-style-type: none"> Investigate links to real life (E.g. Timelines, civilisations etc.) Research negative numbers. Apply my knowledge of the 'Base 10'

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<ul style="list-style-type: none"> To model & represent numbers up to 10 000. To understand that our number system repeats itself. To be able to rename and trade numbers based on the base 10 system beyond 1000. To use the Place Value Houses to read numbers and understand their value up to 10 000. 	<p>Show my reasoning and understanding by making models and drawing diagrams of numbers up to 10 000</p> <p>Use the place value houses to read numbers up to 10 000 Eg: “Twelve thousand, four hundred and twenty two. 12 422”</p> 	<ul style="list-style-type: none"> Order numbers from smallest to largest up to 1000. 			<p>system’ to numbers over 10 000.</p> <ul style="list-style-type: none"> Place numbers on a number line and decide on an appropriate scale.
<p>Essential Learning:</p> <p>I can recall addition facts for single-digit numbers and apply this to related subtraction facts.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> To understand that addition and subtraction are inverse operations. 	<p>I can use and explain mental strategies to recall addition and subtraction</p>	<p>... use and explain one mental strategy to solve addition problems.</p> <p>... use and explain one mental strategy to solve subtraction problems.</p> <p>... explain which part is missing when solving an addition or subtraction</p>	<p>Addition and Subtraction CFA. Student reflection pieces. Work samples Conferences.</p>	<p>Term 2 W1-2</p>	<p>... work flexibly, using and explaining a range of strategies to solve addition and subtraction problems, involving numbers of over 4 digits. E.g. □ Working backwards □ Evaluating strategies □ Explaining how place-value number patterns help to add and</p>

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<ul style="list-style-type: none"> To identify the missing part of an addition or subtraction equation. (Part/part/whole) (whole/part/part) I can use and explain mental strategies to solve single digit addition and subtraction problems. 	<p>problems for single digit questions.</p> <p>I can explain which part is missing when solving an addition or subtraction problem (Part/Part/Whole) (Whole/part/part)..</p> <p>I can recall my ‘friends of 10’ off by heart.</p> <p>I can apply my knowledge of ‘friends of 10’ to other single digit problems. E.g $7+6=13$ because $7+3=10$ and 3 more (making 6) equals 13.</p> <p>I can explain how double and near doubles can help me solve addition and subtraction problems.</p>	<p>problem using number bonds to twenty.</p> <p>... explain how my knowledge of number facts can help me solve addition and subtraction problems.</p> <p>... apply composition of 10 to bigger numbers E.g. If I know that 9 and 1 is 10, then I know that 90 and 10 is 100 etc.</p> <p>... fluently recall number bonds to ten.</p>			<p>subtract large numbers mentally</p> <p><input type="checkbox"/> Multiple addend equations</p>
<p>Essential Learning: Addition and Subtraction Taught together:</p> <p>Solve addition and subtraction problems using a range of efficient mental and written strategies.</p>	<p>I can find my own way to work out an addition and subtraction problem and can explain how I’ve done it.</p> <p>I can select and use efficient taught strategies</p>	<p>... Select and use efficient strategies for addition and subtraction</p> <p>... find my own way to work out an addition and subtraction problem and can explain how I’ve done it.</p> <p>... use:</p>	<p>Addition Envision CFA Pre and post</p> <p>Subtraction Envision CFA Pre and post</p>	<p>T2 W1-4</p>	<p>... Select and use the most efficient strategy for addition and subtraction</p> <p>... find my own way to work out an addition and subtraction problem and justify my diagram and methods</p>

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<p>Learning Targets:</p> <ul style="list-style-type: none"> I can use & explain student invented strategies I can use & explain taught strategies I can apply my written & mental strategies to solve worded problems I can identify & explain the symbols within a number sentence. I can understand & identify the parts of a number sentence as ‘Part/Part/Whole’ 	<p>for addition and subtraction. Eg:</p>	<p>Addition strategies (with numbers up to 100) All with the support of concrete and visual materials.</p>	<p>Subtraction strategies (with numbers up to 100) All with the support of concrete and visual materials.</p>			<p>... make connections between addition and subtraction and place value concepts when adding and subtracting. E.g. $1001 + \underline{\quad} = 1898$ <i>I know that I could add or subtract and I decided to use the Shop-Keeper method to count up by 100s then 10s then 1s to find the missing part.</i></p>							
	<table border="1"> <thead> <tr> <th>Addition strategies (into the 1000s)</th> <th>Subtraction strategies (into the 1000s)</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Compensation strategy (“balancing”) “Left to Right” strategy (into the 1000) MAB for renaming and regrouping and recording in ‘Left to Right’ and ‘Extended’ form. Split strategy Jump strategy on a 200’s chart or open number line Double and near doubles for 2 digits and beyond Fact Families (3 For Free- “If $18 + 2 = 20$, then I know that $2 + 18 = 20$, $20 - 2 = 18$ and $20 - 18 = 2$”) </td> <td> <ul style="list-style-type: none"> Compensation strategy (“balancing”) “Left to Right” strategy (into the 1000) MAB for renaming and regrouping and recording in ‘Left to Right’ and ‘Extended’ form. Comparison for difference Shop-Keeper strategy Jump strategy on a 200’s chart or open number line Double and near doubles for 2 digits and beyond Fact Families (3 For Free- “If $18 + 2 = 20$, then I know that $2 + 18 = 20$, $20 - 2 = 18$ and $20 - 18 = 2$”) </td> </tr> </tbody> </table>	Addition strategies (into the 1000s)	Subtraction strategies (into the 1000s)	<ul style="list-style-type: none"> Compensation strategy (“balancing”) “Left to Right” strategy (into the 1000) MAB for renaming and regrouping and recording in ‘Left to Right’ and ‘Extended’ form. Split strategy Jump strategy on a 200’s chart or open number line Double and near doubles for 2 digits and beyond Fact Families (3 For Free- “If $18 + 2 = 20$, then I know that $2 + 18 = 20$, $20 - 2 = 18$ and $20 - 18 = 2$”) 	<ul style="list-style-type: none"> Compensation strategy (“balancing”) “Left to Right” strategy (into the 1000) MAB for renaming and regrouping and recording in ‘Left to Right’ and ‘Extended’ form. Comparison for difference Shop-Keeper strategy Jump strategy on a 200’s chart or open number line Double and near doubles for 2 digits and beyond Fact Families (3 For Free- “If $18 + 2 = 20$, then I know that $2 + 18 = 20$, $20 - 2 = 18$ and $20 - 18 = 2$”) 	<p>“Left to Right” strategy (up to 100)</p> <p>MAB for renaming and regrouping and recording in ‘Left to Right’ and ‘Extended’ form.</p> <p>Split strategy</p> <p>Jump strategy on a 200’s chart or open number line</p> <p>Double and near doubles for 2 digits and beyond</p> <p>Fact Families (3 For Free- “If $18 + 2 = 20$, then I know that $2 + 18 = 20$, $20 - 2 = 18$ and $20 - 18 = 2$”)</p>	<p>“Left to Right” strategy (up to 100)</p> <p>MAB for renaming and regrouping and recording in ‘Left to Right’ and ‘Extended’ form.</p> <p>Comparison for difference</p> <p>Shop-Keeper strategy</p> <p>Jump strategy on a 200’s chart or open number line</p> <p>Double and near doubles for 2 digits and beyond</p> <p>Fact Families (3 For Free- “If $18 + 2 = 20$, then I know that $2 + 18 = 20$, $20 - 2 = 18$ and $20 - 18 = 2$”)</p>			<p>... use:</p> <table border="1"> <thead> <tr> <th>Addition strategies (beyond the 1000s) Equations of increasing difficulty.</th> <th>Subtraction strategies (beyond the 1000s) Equations of increasing difficulty.</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Compensation strategy (“balancing”) “Left to Right” strategy (beyond the 1000s) MAB for renaming and regrouping and recording in ‘Left to Right’ and ‘Extended’ form. Split strategy Jump strategy on a 200’s chart or </td> <td> <ul style="list-style-type: none"> Compensation strategy (“balancing”) “Left to Right” strategy (beyond the 1000s) MAB for renaming and regrouping and recording in ‘Left to Right’ and ‘Extended’ form. Split strategy Comparison for difference Shop-Keeper strategy </td> </tr> </tbody> </table>	Addition strategies (beyond the 1000s) Equations of increasing difficulty.	Subtraction strategies (beyond the 1000s) Equations of increasing difficulty.	<ul style="list-style-type: none"> Compensation strategy (“balancing”) “Left to Right” strategy (beyond the 1000s) MAB for renaming and regrouping and recording in ‘Left to Right’ and ‘Extended’ form. Split strategy Jump strategy on a 200’s chart or
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	<p>I can pick out the important information from a worded problem and use learnt strategies to solve.</p> <p>I can identify the ‘whole’ as the largest number in a number sentence.</p>	<p>... pick out the important information from a worded problem and use learnt strategies to solve.</p>											

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					<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p>open number line</p> <ul style="list-style-type: none"> ○ Double and near doubles for 2 digits and beyond ○ Fact Families (3 For Free- "If $18 + 2 = 20$, then I know that $2 + 18 = 20$, $20 - 2 = 18$ and $20 - 18 = 2$") </div> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin-left: 10px;"> <p>○ Jump strategy on a 200's chart or open number line</p> <ul style="list-style-type: none"> ○ Double and near doubles for 2 digits and beyond ○ Fact Families (3 For Free- "If $18 + 2 = 20$, then I know that $2 + 18 = 20$, $20 - 2 = 18$ and $20 - 18 = 2$") </div> <p>... pick out the important information from a worded problem and use learnt strategies to solve.</p> <p>... understand and prove balanced equations (learn inequality symbol \neq) E.g. $10 + 17 = 30 - 3$</p>
<p>Essential Learning: Money Equal Values: I can represent values of money in a variety of ways</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> ● I can identify the coins and notes of Australian currency. 	I can identify all Australian currency.	<p>I know the difference between dollars and cents.</p> <p>I have a general knowledge of what Australian money looks like.</p>	CFA's designed by the Collaborative Team and administered beginning (lesson 2 or 3) /halfway through and at the completion of the unit.	Term 2 W5-7	<p>I can solve problems about buying things and work out change to the nearest five cents with and without digital technologies.</p> <p>Monetary amounts that aren't to the nearest 5c (e.g. $\\$1.98 + \\4.99)</p>

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<ul style="list-style-type: none"> I can make a variety of monetary values [up to \$100] using whole dollars. I can make a variety of monetary values [up to \$100] using a both cents and dollars. 	<p>I can show monetary values in different forms up to \$100.</p>				
<p>Essential Learning: I can calculate change to the nearest 5 cents.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> I can model and record calculating change using concrete materials. I can model and record calculating change using written strategies. I can calculate change to the nearest dollar. I can calculate change to the nearest 50c. 	<p>I can show my ability to calculate change using MAB, unifix, toy money etc.</p> <p>I can show my ability to calculate change through written workings.</p>	<p>General knowledge of trading coins, e.g. two 50c = to \$1</p>	<p>CFA’s designed by the Collaborative Team and administered beginning (lesson 2 or 3) /halfway through and at the completion of the unit.</p>	<p>T2 W6-7</p>	<p>Calculate increasing amounts including multiple transactions.</p> <p>Rounding cents.</p>

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<ul style="list-style-type: none"> I can calculate change to the nearest 10c. 					
<p>Essential Learning: I can create, describe and continue number patterns using addition and subtraction.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> To recognise and model counting patterns, using concrete materials. To recognise and model counting patterns, using number sentences. To explain number patterns using annotations and words. 	<p>Consecutive (+1) Alternating (+2,+4,+2, +4 etc). Multi-step (+3,+4,+5,+6)</p> <p>I can use a 100s chart to identify the 1-9 counting pattern.</p> <p>I can recognise, continue and explain patterns as addition or subtraction from any non-zero starting point.</p> <p>Q. Describe the addition number pattern below: 5, 10, 15, 20, 25, 30, 35, 40...</p> <p>A. The number pattern is adding 5 every time.</p> <p>Q. Describe the addition number pattern below: 15, 10, 20, 15, 25, 20, 30...</p> <p>A. The number pattern is subtracting 5 then adding 10.</p>	<p>Understanding of what a pattern is - including real life examples</p> <p>Knowledge of basic additive patterns, starting from 0 Eg, 2's 5's 10's</p> <p>Understanding of basic number facts: doubles/bridging to 10/20</p>	<p>Name and Explain My Rule</p> <p>Cohort developed CFA</p>	<p>Term 2 W3-4</p>	<p>Extension: 6s 8s 9s Missing numbers, Multi stage patterns e.g. Multiplication patterns</p>

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<p>Essential Learning: I can estimate, measure, order and compare objects according to their length, AREA, mass, capacity, using the appropriate tools and units of measurement:</p> <p>Learning Target:</p> <ul style="list-style-type: none"> • I can identify and explain what attribute I am measuring. • I understand and can use tools that are appropriate for each unit of measurement. • I understand the importance of using a common unit of measurement. • I can use informal measurements to make appropriate estimations across all 3 attributes [estimation]. 	<p>I can: Use appropriate tools to measure the attribute (length, area, mass, capacity) I am measuring</p> <p>Measure and estimate using: Centimetres, metres, grams, kilograms, millilitres and litres.</p> <p>Length I can measure length I can order length I can estimate length I can compare length</p> <p>Area I can measure area informally I can order objects I can estimate objects I can compare objects</p> <p>Mass I can measure mass I can order mass I can estimate mass I can compare mass</p> <p>Capacity I can measure something holds I can measure something holds I can measure something holds I can measure something holds.</p>	<p>I can use informal measurement to compare the measurements of objects (eg. “It is about 3 pieces of A4 paper long”)</p> <p>I know that a variety of tools can be used to formally measure attributes (length, area, mass, capacity).</p>	<p>Work samples</p> <p>CFA (match the tool, attribute and object)</p>	<p>T1 W7-9</p>	<p>Convert between like units. eg: 1m = 100cm = 1000mm</p> <p>Investigate and justify what the most efficient tool is to measure particular attributes</p>
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<p>Essential Learning I can make models of 3D shapes and describe their features.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • I know the 3 Dimensions of shape. • I know that features of 3D shapes. 	<p>I can name and explain the dimensions of shapes</p> <p>I can name, identify and explain the features of 3D objects</p> <p>I can construct/deconstruct nets of a variety of 3D objects</p> <p>I can sketch a variety of 3D objects</p>	<p>Describe, draw and name 2D shapes.</p> <p>Name basic 3D objects.</p> <p>Have a basic understanding of the features of 3 Dimensional objects.</p>	<p>CFA - Names of 3D shapes, features, recognising nets.</p> <p>Work samples including creation of 3D shapes using nets, drawing of 3D shapes from life</p>	<p>T2 W10-11</p>	<p>Complex 3D shapes</p> <p>Irregular 3D Shapes</p> <p>Perspective</p>
<p>Essential Learning I can find examples of symmetry in the environment.</p> <p>Learning Target: I can explain what symmetry is.</p>	<p>I can identify and explain why an object has symmetry and what symmetry is:</p> <ul style="list-style-type: none"> - Linear - Rotational <p>I can find examples of symmetry. E.g. Folding a piece of paper, window panes, a cupboard etc.</p>	<p>Understand that symmetry means two identical halves.</p>	<p>Create a symmetry CFA with:</p> <ul style="list-style-type: none"> - Linear - Rotational 	<p>T2 W10-11</p>	<p>Create symmetrical tessellations and identify any lines of symmetry.</p> <p>Self-similarity</p>
<p>Essential Learning: I can carry out simple data investigations.</p> <p>Learning Targets: I can design a survey.</p>	<p>I can design questions and surveys that allow me to collect specific data.</p> <p>I can collect data, ensuring results are correctly recorded and tallied.</p>	<p>Experience of answering survey questions.</p> <p>Experience of using tables and tally marks</p>	<p>CFA Reading graph including interpretation of data.</p> <p>Work samples: work through</p>	<p>T2 W8-9</p>	<p>Multiple data set graphs</p> <p>Comparison graphs</p> <p>Differentiated Scales</p>

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<p>I can ask specific questions.</p> <p>I can efficiently collect and record data</p> <p>I can make comments and compare the data I have collected</p>	<p>I can interpret collected data, making statements and drawing conclusions from the data set.</p> <p>I can compare the content of the data to other collections or sets of data.</p>		<p>survey design process, data collection process, selection of appropriate graph created by hand and using digital technologies.</p>		
<p>I can use data to create and compare graphs with and without digital technologies.</p>	<p>I can create graphs that represent collected data in an accurately drawn and scaled graph (bar, column, line, picture and pie).</p> <p>I can digitally create graphs that represent collected data in an accurately scaled graph (bar, column, line, picture and pie).</p> <p>I can compare graphs and make statements about their content (most frequent/less frequent variable etc.)</p>	<p>Experience of constructing pictographs using a 1:1 scale.</p> <p>Experience in viewing different graph types.</p> <p>Knowledge of pictographs and column/bar graphs to represent data.</p> <p>Experience of reading and interpreting pictographs and bar/column graphs using a 1:1 scale.</p>	<p>CFA: Create a graph that relates to a data set.</p> <p>Work samples: work through survey design process, data collection process, selection of appropriate graph created by hand and using digital technologies.</p>	<p>T2 W8-9</p>	<p>Multiple data set graphs Comparison graphs Differentiated Scales</p>

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