

2017 SEM 1 ELSP MATHEMATICS YR 1

What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: One	Semester: One	Subject: Maths	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?
<u>Counting</u> I know number sequences to and from 100 by ones from any starting point.	Start counting from 65: ... '65, 66, 67, 68, 69, 70' Count backwards from 42: ... '42, 41, 40, 39' 'I know 70 is after 69 because after 9 you go to the next ten.' Recognising numbers before, after and between.	I know numbers to 20. I know numbers have an order. I know what a hundreds chart/tens frame/number line is.	Oral counting fws and bkwds from any starting point. - checklist. Term 1 Week 6 Blank/partial 100s chart, show where 1 is, write all that you can. Term 1 Week 7	Term 1 Week 6 - 9 (major)	I know number sequences beyond 100 by ones from any starting point.
<u>Place Value</u> I can recognise, model, read, write, order and partition numbers to at least 100 using a variety of resources.	-I can represent a 2 digit number in a variety of ways, and explain what my representation means, eg. bundling, MAB, unifix, tens frames, hundreds chart, place value mat/houses/columns -I can write/record numbers up to 100 in digits.	I know and can represent numbers to 20. I know what a hundreds chart/tens frame.	Modelling CFA AND Ordering CFA Term 1, Week 3-pre Term 1 Week 8 -post	Term 1 Week 3 - 9 (major)	I can recognise, model, read, write and order numbers beyond 100 using a variety of resources.

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	<p>-I can read numbers up to 100.</p> <p>-I can order 2 digit numbers, and explain the order that I have used.</p> <p>-I can combine numbers to find a total. (e.g. 2 tens and 4 ones is 24) - 'split' strategy</p>				
<p><u>Fractions</u></p> <p>I can recognise and describe quarters as four equal parts of a whole or collection.</p> <p>Learning Target:</p> <ul style="list-style-type: none"> - I can share an amount into 4 equal groups - I can represent practical situations that model sharing 	<p>What fraction has been coloured?</p>  <p>○ $\frac{3}{4}$ ○ $\frac{4}{1}$ ○ $\frac{1}{4}$</p> <p>-I can recognise and explain that one part is shaded of the four equal parts therefore a quarter is shaded, and three quarters are not shaded.</p> <p>-I can recognise and explain a fraction of a collection.</p>	<p>Vocabulary- Equal parts, half, represents, whole, recognise, shaded, quarter, two quarters, 3 quarters, 4 quarters, coloured</p> <p>Exposed to sharing equally – sandwich, apple any food.</p> <p>I know that half is one out of two equal parts.</p>	<p>CFA to be designed based on envision questions. (halves, quarters, eighths of shapes and collections)</p> <p>Term 2 Week 6-pre Week 9-post</p>	<p>Term 2 Week 7-9 (major)</p>	<p>I can recognise and interpret common uses of halves, quarters and eighths of shapes and collections.</p>
<p><u>Money</u></p> <p>I know the order of the Australian coins using their value.</p>	<p>I know the names and value of Australian coins.</p> <p>“This is the:</p> <p>5 cent....</p> <p>10 cent...</p> <p>20cent...</p> <p>50 cent....</p> <p>1 dollar ...</p> <p>2 dollar....Coin</p>	<p>Knowledge of the difference between dollars and cents.</p>	<p>CFA - identifying coins (tails up, heads up) and ordering</p> <p>Term 2 Week 1 and Week 4</p>	<p>Term 2 Week 1 - 3</p>	<p>I know the order of the Australian coins and notes using their value.</p> <p>I can order monetary totals. (e.g. \$3.20, \$4.10, \$6.50)</p> <p>I can make dollars in different ways.</p>

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	<p>I can explain the value of the Australian coins and order them according to their value. E.g. “This is \$2. It is worth more than 50c...” \$1 is worth 100 cents \$2 is worth 200 cents</p>				
<p><u>Length, Capacity & Mass</u> I can estimate, measure and compare the lengths, capacities and masses of pairs of objects using informal units.</p>	<p>Estimating (reasonable) ‘I think that 30 TEDDIES will fit in this container, and 10 in that container.’ ‘I think this book is 5 unifix long.’ ‘I think my bottle is heavier than my pencil’ -I can explain how I estimated. Measuring Only 20 TEDDIES fit in this container, and 5 in that container. ‘The book is 10 unifix long’ ‘I am hefting my bottle and my pencil’ Comparing This container holds more TEDDIES than that container. ‘The book is longer than the glue stick’ ‘My bottle is heavier than my pencil!’</p>	<p>I know what estimating means. Vocabulary: more, less, same, equal, bigger, smaller, different, longer, shorter, taller/higher, wider, fatter/thinner/skinnier, heavier/lighter etc...</p>	<p>Envision test Term 2 Week 2</p>	<p>Term 2 Week 1-6 (minor)</p>	<p>I can sort more than two objects into order. Estimate, Measure, Compare.</p>
<p><u>Location</u> I can give and follow directions to familiar locations.</p>	<p>Students give directions for peers to follow to complete obstacles.</p>	<p>Vocabulary: Left, right, over, under, around, forwards, backwards, in front,</p>	<p>Poster: how to get from A to B. Term 2, Week 7 & 10</p>	<p>Term 2 Week 7-11(minor)</p>	<p>I can follow a map to reach a destination.</p>

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		behind, next to, beside, above, below, towards, away from, in, out	Grid paper directions. Week 9		
<p><u>Data</u> I can ask questions to collect data and describe data displays.</p>	<p>Students ask a question to collect data using multiple categories (tallied).</p> <p>Students describe and interpret the data they have collected.</p> <p>‘More people like elephants than leopards because there are two more elephants on my graph.’</p>	<p>I know what a question is.</p> <p>I can ask a question.</p> <p>I know how to collect data: tally</p> <p>I can display data in a picture graph where one picture equals one unit of data.</p> <p>I can interpret data displays.</p>	<p>Survey class (e.g. values.)</p> <p>Term 1 Week 9</p>	<p>Term 1 Week 4 Week 7-9</p>	<p>Students ask an open-ended question to collect data (tallied). Then describe and interpret their data.</p>

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