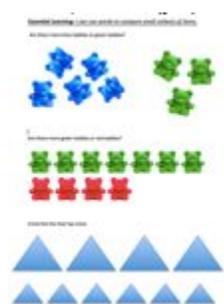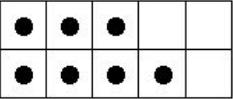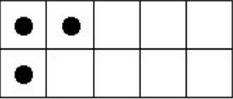2018 SEM 1 ELSP MATHEMATICS PREP

What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: Prep	**Semester:** One	**Subject:** Maths	**Team Members:** Felicity Jones, Kate Gialamatzis, Carmel Manning, 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?
I can count to 10 forwards and backwards and from any starting point. **Learning Target:** I can use counting strategies to solve problems that involve combining and separating. I can compare collections of items up to 10.	"0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10." "10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0." "3, 4, 5, 6…." "6, 5, 4, 3, 2, 1, 0…" I can combine two groups by counting all (up to 10). I can separate a group (up to 10) into two parts and find the value of each part.	I understand the words forwards/up/after and backwards/down/before. I know what numbers are. I know what a tens frame is and how to fill it. I use one-to-one correspondence. I know the language of more, less or same in everyday life.	Term 2, Week 8 CFA of EL and learning targets (Part 3)	Term 1, Weekly Term 2, Weekly	I can count to 20 and beyond. I can count backwards from 20. I can count on to solve problems that involve combining and separating. I can find all possible answers to an open ended combining/separating problem.

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	This group has 7 in it. This group has 3 in it. 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)				
I can match numbers to their names (orally) and their quantities. I can write each numeral legibly. (0-10)	"This is nine, it looks like this, (point to number 9 card) and you write it like this. Here are 9 teddies."	I recognise numbers to 10. I can copy / trace. I can count to 10. I use one-to-one correspondence.	Term 1, Week 4 Pre CFA Term 2, Week 2 CFA -Think Board -Dictation with unordered numbers	Daily	I can match numbers (teens and beyond) to their names (orally) and their quantities. I can write each numeral legibly
I can recognise the number of objects on the card without counting them. 0-6 (subitising)	"Four!" Student responds within an appropriate time frame (approximately 2-3 seconds) to subitising cards being flashed by teacher, or the rolling of a dice.	Dots or pictures can be counted and represented. Dots can be grouped, eg. 4 and 1 makes 5. Dot flash cards with teacher checklist	Term 1 Week 1: Pre CFA Term 1 WEek 7: Post CFA	Term 1 Week 4-7	I can recognise the number of objects on the card without counting them (7 onwards with the support of a tens

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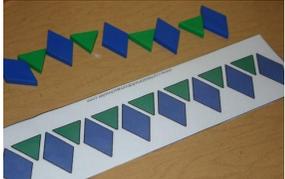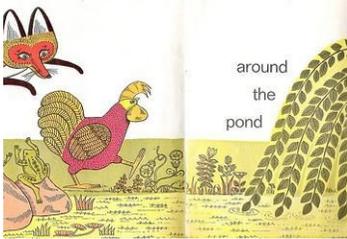
					frame(s) triangular or random organisation.
I know the ordinal positions from first to tenth.	First Second Third (orally) I can explain the ordinal positions of objects, and describe how the vocabulary matches the number, eg. first is 1.	I know numbers 1-10. I can order numbers.	Term 1 Week 1: Pre CFA (NOL) Term 1 Week 8 Post CFA: Dictated ordinal task in small groups: Colour the teddies- third is yellow, fifth is green, first is… (Term 1, Week 7)	Term 1, Week 5 - 8	I know the ordinal positions from first to tenth and beyond. I can apply ordinal numbers to different contexts eg. races, stories, everyday life events
Pattern & Algebra: I can group objects together and describe why I have done so.	"These objects are all yellow so I've put them together" "These objects are all teddies, so I've put them together" I can explain why objects are grouped together, how they are similar or different.	I know what same and different means. I can explain my thinking. I can find similarities and differences in objects.	Term 1 Week 1: Pre CFA (NOL) Term 2 Week 1: Post CFA Open-ended sorting using attribute blocks, buttons, money, objects, numbers, letters. Students to justify their groups.	Term 1, Week 6 - 9 Term 2, Week 1	I can re-group the same set of objects according to different categories.

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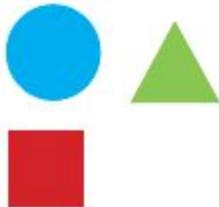
2018 SEM 1 ELSP MATHEMATICS PREP

I can copy, create and continue a pattern (2 sequences).	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 can explain what a pattern is I use patterns with shapes, size, object, clapping, etc. 	I can identify colours, sizes and shapes. I can name the colours in a pattern.	Term 1 Week 1: Pre CFA (NOL) Term 1 Week 8: Post CFA Teacher to ask: *Can you explain your pattern and what would come next?* [teacher checklist]	Term 1, Week 5 - 8	I can copy, create and continue complex patterns, eg. doubles, 3 sequences then repeat
I can describe position and movement.	 "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. <u>Position</u>: next to, behind, in front, beside <u>Movement</u>: around, under, over		Term 1 Week 1 Pre CFA NOL Term 1 Week 6: Post CFA Movement: Human obstacle course using the vocabulary flash cards. Teacher checklist	Term 1: Week 5-6	left, right? between

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I know common 2D shapes in my environment.	I can name, describe and sort 2D shapes triangles, squares, rectangles, circles according to their properties (number of sides, straight/curved sides, corners). I can compare 2D shapes. 	I know what the word shape means. I know that objects can look different.	Term 2: Week 6	Term 2, Week 2 - 6	I can identify 2D shapes' sides, corners and faces.
I understand and use words to describe duration and my week. **Learning Target:** I can order the days of the week and match familiar events. I can order and compare different times of the day and explain if things are a long time or a short time.	I can sing the Days of the Week song. I can answer questions such as: **Question**: Today is Tuesday. What day was yesterday? What day is tomorrow? **Question:** What days are 'The Weekend'? I know which are the week days. I can explain if things are a long time or a short time. EG: Brushing my teeth vs. watching a movie. Eg, lunch time is longer than recess.	Language of first, next, then, after, first, second, last, later. I know how to sequence / order events as pictures.	Term 2: Week 10 CFA	Term 1 - daily with classroom calendar also weekly focus Term 2 - daily with classroom calendar also weekly focus	I problem-solve using the days of the week. eg. Today is Tuesday, what day will it be in 3 days time? The duration of events I can explain events that occur at midday and during the evening.

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	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.				
I can make data displays by asking yes/no questions.	Do you like ice cream? Yes? Or No? I can show data in a display, eg. ticks, marks. I know a graph gives me information. I can make true and false statements verbally.	I can ask a question. I can respond to a question.	Term 2 Week 4: CFA Teacher template with 2 columns to guide the data display.	Term 1: Week 9 Term 2: Week 4	I can make statements about the information in a graph. I can interpret a graph, eg. explain why a graph looks like that. I can record data using tallies. I can make data displays by asking multiple choice questions.

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