

2018 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: Joel Magnabosco, Claire Crozier, Vanessa Brown, Vanessa Hancock, Ryan Maki		
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?
<b>Counting:</b> 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 bkws 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.
<b>Place Value:</b> 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, unifix, tens frames, hundreds chart, place value mat/houses/columns -I can write/record numbers up to 100 in digits. -I can read numbers up to 100.	I know and can represent numbers to 20. I know what a hundreds chart/tens frame.	Modelling CFA AND <b>Ordering CFA</b> 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 order 2 digit numbers, and explain the order that I have used. -I can combine numbers to find a total. (e.g. 2 tens and 4 ones is 24) - 'split' strategy</p>				
<p><b>Fractions:</b> I can recognise and describe quarters as four equal parts of a whole or collection. <b>Learning Target:</b> - I can share an amount into 4 equal groups - I can represent practical situations that model sharing</p>	<p>What fraction has been coloured?</p>  <p>○ <math>\frac{3}{4}</math> ○ <math>\frac{4}{1}</math> ○ <math>\frac{1}{4}</math></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. -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><b>Money:</b> I know the order of the Australian coins using their value.</p>	<p>I know the names and value of Australian coins. “This is the: 5 cent.... 10 cent... 20cent... 50 cent.... 1 dollar ... 2 dollar....Coin I can explain the value of the Australian coins and order them according to their value.</p>	<p>Knowledge of the difference between dollars and cents.</p> <p>Sort coins into groups</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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	E.g. “This is \$2. It is worth more than 50c...” \$1 is worth 100 cents \$2 is worth 200 cents				
<b>Length, Capacity &amp; Mass:</b> I can estimate, measure and compare the lengths, capacities and masses of pairs of objects using informal units.	<p><b>Estimating</b> (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.</p> <p><b>Measuring</b> 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’</p> <p><b>Comparing</b> 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.</p> <p>Vocabulary: more, less, same, equal, bigger, smaller, different, longer, shorter, taller/higher, wider, fatter/thinner/skinnier, heavier/lighter etc...</p>	<p>Envision test</p> <p>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. I can measure mass using balance scales.</p>
<b>Location:</b> I can give and follow directions to familiar locations.	Students give directions for peers to follow to complete obstacles.	<p>Vocabulary: Left, right, over, under, around, forwards, backwards, in front, behind, next to, beside, above, below, towards, away from, in, out,</p>	<p>Hiding object in room, direct partner. Week 7 &amp; 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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		clockwise, anti-clockwise (to review after time)			
<b>Data:</b> I can ask questions to collect data and describe data displays.	<p>Students ask a question to collect data using multiple categories (tallied).</p> <p>Students represent data from a tally as a picture graph or column graph.</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</p> <p>Week 4</p> <p>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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