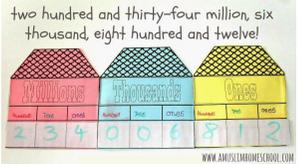


What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: Three	Semester: One	Subject: Maths	Team Members: Matt Hart, Maree Caminiti, Melanie Axelson, Christine Kane, James Macdonell		
Essential Learning What is the essential learning? Describe in student friendly 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	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.

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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>Place Value CFA Based on Goals at end of unit.</p>		<ul style="list-style-type: none"> Apply my knowledge of the ‘Base 10 system’ to numbers over 10 000. Place numbers on a number line and decide on an appropriate scale. 		
<p>Essential Learning: I can apply efficient strategies to solve addition and subtraction problems, using my understanding of the connection between the two operations.</p> <p>Learning Targets:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Problem solve one step subtraction worded problems. <input type="checkbox"/> Problem solve one step addition worded problems. <p>...Select and use efficient taught strategies for addition and subtraction:</p> <table border="1" data-bbox="477 1118 797 1315"> <tr> <td>Addition strategies (into the 1000s)</td> <td>Subtraction strategies (into the</td> </tr> </table>	Addition strategies (into the 1000s)	Subtraction strategies (into the	<ul style="list-style-type: none"> <input type="checkbox"/> Can subtract single digit numbers from a higher single digit number. <input type="checkbox"/> Can add single digit numbers together. 	<p>Addition and Subtraction CFA. Student reflection pieces. Work samples Conferences.</p>	<p>Term 2 W1-2</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Create mixed operation problem-solving worded questions. <input type="checkbox"/> Create two step problem solving worded questions. <input type="checkbox"/> Complete mixed operation problem-solving worded questions.
Addition strategies (into the 1000s)	Subtraction strategies (into the						

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	<input type="checkbox"/> I can apply my ‘friends of 10’ to solve addition (related subtraction) problems				
<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>I can create, describe and continue number patterns that are:</p> <ul style="list-style-type: none"> Consecutive (+1) Alternating (+2,+4,+2, +4 etc). Multi-step (+3,+4,+5,+6) <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>Examples: Q. Describe the addition number pattern below: 5, 10, 15, 20, 25, 30, 35, 40... A. The number pattern is adding 5 every time. Q. Describe the addition number pattern below: 15, 10, 20, 15, 25, 20, 30... 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 formal 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. 	<p>I can: Make a reasonable estimate before I measure. (Centimetres, metres, grams, kilograms, millilitres and litres.)</p> <p>Use appropriate tools to measure the attribute (length, area, mass, capacity) I am measuring.</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 how much something holds I can order objects according to how much they hold I can estimate how much something holds I can compare how much different objects hold.</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 find examples of symmetry in the environment.</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>Data and Graphing I can carry out simple data investigations, interpret my results and compare data displays</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> - To identify questions for surveys and related categorical variables - To plan how to carry out a survey (data sources, methods of data collection and recording) - To collect data, organise into categories and create displays (lists, tables, picture graphs and simple column graphs, 	<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>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>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 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>
<p></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</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</p>	<p>CFA: Create a graph that relates to a data set.</p> <p>Work samples: work through survey design process, data collection process,</p>	<p>T2 W8-9</p>	<p>Multiple data set graphs Comparison graphs Differentiated Scales</p>

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<p>with and without the use of digital technologies) -To identify facts from collected data</p>	<p>an accurately scaled graph (bar, column, line, picture and pie). I can compare graphs and make statements about their content (most frequent/less frequent variable etc.)</p>	<p>column/bar graphs to represent data. Experience of reading and interpreting pictographs and bar/column graphs using a 1:1 scale.</p>	<p>selection of appropriate graph created by hand and using digital technologies.</p>		
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