What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: Prep	**Semester:** Two	**Subject:** Mathematics	**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?	**Application Skills** What will we do when students have already learned this essential learning?
I can count to 20 forwards and backwards and from any starting point.	I can orally count forwards and backwards e.g. 0-20 20-0 4-20 18-0	I understand the words forwards/up/after and backwards/down/before. I know what numbers are. I can orally count to 10 forwards and backwards. *Guaranteed Vocab:* *Forwards, backwards, numeral, digit* *Supportive: Count, order, starting point, 0-20 number names.*	CFA - Term 3, Week 3 Markbook Term 3, Week 4	Focus Term 1-3 Daily	I can count beyond 20. I can skip count by 2s, 5s and 10s
I can match numbers to their names (orally) and their quantities. I can write each numeral correctly. (0-20)	I can represent numbers on a tens frame, hundreds chart, number line, unifix or bundles. I can show the correct formation of each numeral.	Number recognition 1-10 and number formation Oral chant & one-to-one correspondence. *Guaranteed Vocab:* *Numeral, digit.*	Dictation with unordered numbers Think Mat Term 3, Week 6 Markbook Week 7	Term 3, week 1-6	I can write each numeral correctly 20+ I can represent numbers greater than 20 using concrete materials.

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		Supportive Vocab: *Quantity, number, tens, ones, place, bundle, more, extra ones.*			
	I understand place value with 10s and 1s e.g. 13 is 10 and 3 extra ones. Here are 13 teddies."				
I can compare collections and order collections up to 20.	I can order quantities of 20 or less i.e. from smallest to largest. I can explain if a collection is more, less or the same (up to 20) I can estimate before I count and check Eg. I think there is 8, I count to find out how many there is.	I know what 'more' 'less' and 'same' means when comparing collections up to 10. I know what a tens frame is and how to fill it. I use one-to-one counting. I know that estimate means a 'good guess' I know to compare collections based on the total amount (not the length or size of objects) *Guaranteed Vocab:* *Collection, estimate, strategies* *Supportive Vocab: guess, order, more, less, same.*	CFA Term 3, Week 7 Markbook Week 8	Term 3, week 3-6	I can order 3 collections and compare them by explaining how many more or less, eg. 18 is 2 more than 16. I can compare numbers with the same digits, but different place value, eg. 14 and 41.
I can represent and solve simple problems that involve combining and separating sets of	I can combine two sets and count them all. I know and can show	1-1 correspondence. I can represent and solve simple problems that	Term 4, Week 4 Markbook Term 4, Week 5	Term 3 week 1-8 Term 4 Combining - Wks 1,3,5,7	I can trust the count and count on to find the total.

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20.	different ways to make 12 Eg. (6 *and* 6 *is* 12, 8 *and* 4 *is* 12 etc.) I can separate one group into two sets and count them all. I can use pictures, numbers and/or words to explain my thinking. I can use some tools and strategies, eg number line, drawings, hundreds chart, concrete materials, part part whole board. I can represent and solve simple problems that involve sharing.	involve combining and separating sets of 10. I know what 'and' and 'is' means ***Guaranteed Vocab:*** *Forwards, backwards, numeral, digit, collections, combine, separate, strategies, group* ***Supportive Vocab:*** *add, take away, and, equal, total, is, makes.*		Separating - Wks 2,4,6,8	I can apply my understanding of combining and separating in real life situations.
I understand what measurement is in practical situations. **Learning Target:** I can use informal measurement to compare the length, mass and capacity of objects.	I can estimate, compare and order length (starting at the same spot). I can estimate compare and order size, and capacities (empty/full). I can estimate and compare mass (hefting). I use vocabulary to measure objects:	I know what estimating means. I know what more, less, same means. ***Guaranteed Vocab:*** *Measure, length, mass, heft, capacity, estimate.* ***Supportive Vocab:*** *weight, full, empty, half full, long, short, small, tall, heavy, light, guess, more, less,same,*	CFA Term 4, week 3-6 Markbook Term 4, week 7	Term 4, weeks 3-6 (Length, mass, capacity)	I can apply learned knowledge to real life situations. Explore formal measurement tools

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		equal,bigger,smaller,longer, shorter,taller, higher, wider,heavier, lighter, fatter, thinner, skinnier			
Shape I know common 3D shapes in my environment. **Learning Target:** I can sort, describe and name 3D shapes. (sphere, cube, cone, cylinder).	I can name, describe and sort 3D shapes. E.g Sphere, cube, cone, cylinder) I can explain the difference between a 2D and a 3D shape (flat vs can grab it/fat)	I know what a box, ball and ice cream cone is. I know 2D shapes are flat **Guaranteed Vocab:** *Shape, features.* **Supportive:** *Sphere, cube, cone, cylinder, fat, flat, sides, corners.*	CFA Term 4, week 9 Markbook Term 4, week 10	Term 4, Week 7, 8, 9	I know names of other 3D shapes in my environment (pyramid, rectangular prism). I know the number of faces, edges and points, as well as flat/curved faces.
Graphing I can gather, organise and interpret data.	I can collect data by asking simple yes or no questions. I can create pictographs to represent yes/no data. I can make a statement to explain the data.	I know what data is. I know what a question is. **Guaranteed Vocab:** *Data, display, graph, true, false, statement, answer* **Supportive Vocab:** *Organise, visual, interpret, read, question, comment.*	CFA Term 4, week 1 Markbook Term 4, week 2	Term 3, Week 9-10 Term 4, Week 1-2	I can ask my own question and graph my data. I can interpret data and make statements.

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