2018 SEM 2 ELSP MATHEMATICS YR 1
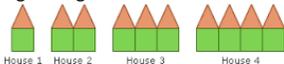
What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: One	**Semester:** Two	**Subject:** Mathematics	**Team Members:** Joel Magnabosco, Claire Crozier, Vanessa Brown, Vanessa Hancock, Ryan Maki		
Essential Learning What is the essential learning? Describe 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?
Addition I can represent and solve simple addition problems using a range of strategies.	I can : ● **represent and solve addition worded problems** ● use bridging to ten ● partition (split strategy) ● use the jump strategy (on number lines) ● use the commutative property ● use doubles ● **understand tens facts (fluency)** ● **understand part/part/whole** ● **count on by 1, 2 or 3 as a mental strategy** I know what the + and = symbols mean.	I can count a collection (count all). I can count on from one number to find a total (trusting the count) **Guaranteed Vocab:** Addition Problems Counting Strategies Number Sentence Number Line	Amended Addition Grid Pre test - Term 3: Week 1 *(Term 2, Week 11)* Markbook: Term 3 Week 10	Term 3 Week 1-3 Term 3 Weeks 7-8 the relationship between Addition and Subtraction *Possible in house intervention to extend/support at this time Term 3 Weeks 9-10 revision	I can solve an addition or subtraction problem using more than one strategy. I can select and apply an effective strategy to add or subtract
Subtraction I can represent and solve simple subtraction problems using a range of strategies.	I can : ● **represent and solve subtraction worded problems** ● find the difference (comparison and relationship to addition), eg. count on the larger number ● use bridging to ten to take away ● **understand tens facts (using known facts when subtracting)** ● use halves (using known facts when	I can read numbers. I can count forwards and backwards. I can count up to the whole from the known part (trusting the count) I can count back from one number to find a missing part (trusting the count) I can use take away/is in	Amended Subtraction Grid Pre test - Term 3: Week 3 Markbook: Term 3 Week 10	Term 3 Week 4-6 Term 3 Weeks 7-8 the relationship between Addition and Subtraction *Possible in house intervention to extend/support at this time	I can compare amounts and explain the strategy I used as addition or subtraction I can select and apply an effective strategy to add or subtract I can use problem solving strategies (table, pictures, number

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BLUE= Number and Algebra, RED= Measurement and Geometry, GREEN= Statistics and Probability.

				Term 3 Weeks 9-10 revision	sentence, find a pattern, make a model, etc)
	subtracting) • partition • **count back to take away** • **understand whole/part/part** • use the jump strategy (on a hundreds chart) *I know what the - and = symbols mean.*	subtraction sentences. I know tens facts. I know doubles/halves. **Guaranteed Vocab:** Subtraction			
Patterns I can investigate, describe and continue simple patterns	I can skip count by 2's, 5's and 10's. - hundreds chart - number line - arrays / drawing groups I can continue a pattern with objects. I can identify different patterns. - repeating (A, B, C, A, B, C) - growing House 1 House 2 House 3 House 4	I can count from 0-100. I understand that when I skip count, I don't say all numbers. I can explain what a pattern is. I know and can explain when something is not a pattern. I can make a pattern. **Guaranteed Vocab:** Number Sequences Skip Counting	TEAM-MADE CFA Term 3 Week 10 Term 4 Week 3 Students to continue a pattern that has started. -number patterns -repeating object pattern -growing object patterns -growing number pattern Markbook: Term 4, Week 4	Term 4 Week 1-3	I can skip count equal groups and represent as repeated addition (pre-Multiplication)
Clocks I can show and tell time to the half hour.	I can show 'twelve thirty' on an analogue clock, a digital clock and in words. I can tell time to the half hour in words, analogue and digital. I know the difference between the hour hand and the minute hand.I know the difference between the hour hand and the minute hand.	I can tell the time to the hour. I know the features of a clock. **Guaranteed Vocab:** Half Hour	Team made CFA - Term 3 Week 5 & 10 Digital and analogue, read and draw. - hour - half hour Markbook: Term 4, Week 1	Term 3 Weeks 6-10 (minor)	I can justify why different events have different time durations. (e.g. watching a movie compared to writing your name.) I can explain how long until an event is going to happen. (e.g: it is 3 days until the weekend)

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Duration I can explain time durations.	I know that a year > a month > a week > a day > an hour. I can place familiar events in time/duration order. I can discuss that events have different time durations.	I know that there are different words to describe and measure time. I can compare the length of everyday events. **Guaranteed Vocab:** Duration	Interview Ordered vocab Term 4 week 5 & 9 Markbook: Term 4, Week 10	Term 4 Weeks 6-10 (minor)	"There are 6 months until my birthday." "There are 3 weeks until holidays." "There are 4 days until the weekend." "There is one hour left until the end of school." (FROM AND TO)
Shape I can identify, sort and name 2D shapes and 3D objects.	I can describe familiar two-dimensional shapes based on their features: - corners - sides (**Triangle, Square, Circle, Rectangle,** Hexagon, Octagon) I can identify, sort and name familiar three-dimensional objects in my environment. - edges - faces/curved surfaces - corners/vertices (Cube, Cone, Cylinder, Prism, Pyramid, Sphere) Identify edges, faces and vertices on 3D objects Identify corners and sides on 2D shapes. Sort 3D objects into groups Sort 2D shapes into groups Identify if something is 2D or 3D.	I can identify and name some 3D objects. I can identify and name some 2D shapes. **Guaranteed Vocab:** 2-Dimensional Shapes 3-Dimensional Objects	Tell me everything about this shape: - Square - Circle - Cube - Cylinder Pre: T4, Week 3 Post: T 4, Week 6 Markbook: Term 4, Week 7	Term 4 Week 4-6	I can come up with events that are unlikely, likely, certain, impossible. I can justify how I describe the chance of an event occuring.
Chance I can identify outcomes of	I can describe chance using: - Likely	I know that some things happen more often than	What is something that is	Minor Term 4 Week 1-5	I can come up with events that are unlikely, likely,

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| familiar events involving chance and describe them using the language of chance. | - Unlikely
- Certain
- Impossible | others.

I can discuss events and how often they occur.

- will, won't, might

Guaranteed Vocab:
Outcomes
Familiar Events
Likely
Unlikely
Certain
Impossible
Chance | likely/unlikely/certain/impossible to happen today?

What is the chance of the following?:
Another teacher will walk into our classroom today? (L)
It will snow in Melbourne today? (U)
I will take a breath today? (C)
Mr Lawless will grow wings and fly home today? (I)
CFA -
Pre test - T4 W1
Post test - T4 W5

Markbook: Term 4, Week 6 | | certain, impossible.

I can justify how I describe the chance of an event occuring. |