

| Year 1                                   | Western Adelaide Region - Maths Assessment Tasks Map (Draft – November 2013)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                            | Pedagogical Goals                                                                                                                                                                                                                                              |                                                                                            |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Overview                                 | The Australian Curriculum: Mathematics aims to ensure that students... are confident, creative users and communicators of mathematics, able to investigate, represent and interpret mathematical problems and work both within and across mathematics, develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability; recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study. |                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"><li>Understanding</li><li>Fluency</li><li>Problem Solving</li><li>Reasoning</li></ul>                                                                                                                                        |                                                                                            |
| Content Strands                          | Number & Algebra                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                |                                                                                            |
| Sub Strands                              | Number: Place Value                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                    | Fractions and Decimals                                                                                                                                                                                                            | Money and Financial Mathematics                                                                                                                                                                                                                                            | Patterns & Algebra                                                                                                                                                                                                                                             |                                                                                            |
| Big Idea 1<br>Concept Key Understanding  | Counting the Count                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                         | Place Value                                                                                                                                                                                                                                                                                                                                                        | Addition Multiplication Thinking                                                                                                                                                                                                  | Partitioning                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                |                                                                                            |
|                                          | <p>Numbers are said in a particular order and there are patterns in the way we say them</p> <p>The teacher will model this using many or few rods</p> <p>A pattern exists where many tens make what I look like (ie. 10 sticks, 10 rods, 1 hundred)</p> <p>We can recognise small collections without counting (subitising)</p> <p>Collections can be measured, compared and classified as more, less, equal to... or between 2 and 10 (smaller, different)</p>                                                                                                                                                                                                 | <p>In place value we use units introduced in 10 ones is 1 ten, 10 tens is 1 hundred, ...</p> <p>In place value there are names for base ten units (multiples of 10) (ie. tens, hundreds, thousands)</p> | <p>Numbers can be named in terms of their parts (part part whole, 7 is 6 and 1, 10 is 5 and 5, 100 is 10 and 10, 1000 is 100 and 100, ...)</p> <p>Numbers have properties that help us work flexibly with them (eg. 7 is 5 and 2, 5 and 2 is 7, 10 and 10 is 20)</p> <p>Visualisation and partitioning numbers is essential for mental and written calculation</p> | <p>The number of parts makes the part (ie. 2 parts = halves, 1 part = whole)</p> <p>True fractions have equal parts</p> <p>Language is important (ie. 7 does 1 out of 2 apples, there are 1/2 – how many out of 10 are ready)</p> | <p>Currency has defined values and can be recognised and sorted according to appearance and value</p> <p>The size of Australian coins and notes does not determine its value</p> <p>Each country has its own currency</p> <p>Currency makes sense in food and services</p> | <p>A pattern requires an element of repetition that can be described and generalised with symbols and rules</p> <p>Patterns can be represented in many ways including using combinations of numbers, objects and symbols</p> <p>Patterns are all around us</p> |                                                                                            |
| Assessment Curriculum Content Descriptor | Describe combinations with number sequences to and from 100 by ones from any starting point. Skip-count by 5s, 10s and 100s using their tens                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Recognise, model, read) write and order numbers to at least 100. Locate these numbers on a number line                                                                                                  | Count collections to 100 by partitioning numbers using place value                                                                                                                                                                                                                                                                                                 | Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and measuring parts                                                                                  | Recognise and describe one half as one of two equal parts of a whole                                                                                                                                                                                                       | Recognise, describe and order Australian coins according to their value                                                                                                                                                                                        | Investigate and describe number patterns formed by skip counting and counting with objects |
| Exemplar Student                         | Students describe number sequences resulting from skip counting by 2s, 5s and 10s                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Students count to and from 100 and locate numbers on a number line                                                                                                                                      | Students partition numbers using place value                                                                                                                                                                                                                                                                                                                       | Students carry out simple additions and subtractions using counting strategies                                                                                                                                                    | Students identify representations of one half                                                                                                                                                                                                                              | Students recognise Australian coins according to their value                                                                                                                                                                                                   | Students describe simple patterns involving numbers and objects                            |
| Exemplar Assessment Task                 | 1.1<br>Number Chains                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                         | 1.2<br>Mystery Number                                                                                                                                                                                                                                                                                                                                              | 1.3<br>On the Bus                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                | 1.4<br>Lucy's Books                                                                        |

# Western Adelaide Region Mathematics Term Planner

**JL Elias**



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the front right wheel removed take off the cowling inside the wheel arch to reveal the auxiliary drive system

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