



Chapel Hill State School

Maths Curriculum and Assessment Overview 2024

PREP



Curriculum Intent

Year Level Description

The proficiency strands *Understanding, Fluency, Problem Solving and Reasoning* are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

At this year level:

Understanding includes connecting names, numerals and quantities

Fluency includes readily counting numbers in sequences, continuing patterns, and comparing the lengths of objects

Problem Solving includes using materials to model authentic problems, sorting objects, using familiar counting sequences to solve unfamiliar problems, and discussing the reasonableness of the answer

Reasoning includes explaining comparisons of quantities, creating patterns, and explaining processes for indirect comparison of length.

Achievement Standards

Spiral Progression and Alignment

Developing the same concepts from one grade level to the next in increasing complexity and application.

PREP

By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location.

Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information and make simple inferences.

YEAR 1

By the end of Year 1, students describe number sequences resulting from skip counting by 2s, 5s and 10s. They identify representations of one half. They recognise Australian coins according to their value. Students explain time durations. They describe two-dimensional shapes and three-dimensional objects. Students describe data displays.

Students count to and from 100 and locate numbers on a number line. They carry out simple additions and subtractions using counting strategies. They partition numbers using place value. They continue simple patterns involving numbers and objects. Students order objects based on lengths and capacities using informal units. They tell time to the half hour. They use the language of direction to move from place to place. Students classify outcomes of simple familiar events. They collect data by asking questions, draw simple data displays and make simple inferences.

Prep		Maths Curriculum and Assessment Overview		Chapel Hill State School			
Term 1		Term 2		Term 3			
Unit 1		Unit 2		Unit 3			
<p>Engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real life situations, routines & transitions.</p> <p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — recall counting in ones, identify numbers in the environment, represent quantities, compare numbers, recall counting sequences, visualise arrangements to five, match numerals to quantities, count forwards and backwards from different starting points, compare quantities using 'more', 'less', 'same', identify numbers before, after and next in a sequence, order quantities and numerals Patterns and algebra — identify how objects are similar or different, sort objects based on similar features, identify a rule for a 'sort', identify questions, identify patterns in the environment, copy and describe simple patterns, identify patterns within counting sequences Using units of measurement — sequence stages within an activity, compare duration of events using time language, directly compare the size of objects, describe the objects Location and direction — use positional language to describe location, identify positional opposites, and represent locations with models and images. 		<p>Engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real life situations, routines & transitions.</p> <p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — count to identify how many, recall forwards and backwards counting sequences, compare quantities, connect number names, numerals and quantities, represent quantities, partition quantities, subitise collections to five Patterns and algebra — describe repeating patterns, continue repeating patterns, describe repeating patterns using number Using units of measurement — compare the length of objects using direct comparison, compare the height of objects, describe the thickness and length of objects, compare the length of objects using indirect comparison, compare and order durations, order daily events Shape — describe lines, describe familiar two-dimensional shapes, compare and sort objects based on shape and function, construct using familiar three-dimensional objects, explore two-dimensional shapes Location and transformation — identify positions, describe movement, give and follow movement directions, explore locations Data representation and interpretation — use questions to collect information. 		<p>Engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real life situations, routines & transitions.</p> <p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — compare quantities, equalise quantities, combine small collections, represent addition situations, identify parts and the whole, partition quantities flexibly, share collections, identify equal parts of a whole Patterns and algebra — identify, copy, continue and describe growing patterns, describe equal quantities Using units of measurement — make direct and indirect comparisons of mass, explain comparisons of mass, sequence familiar events in time order, sequence the days of the week, connect days of the week to familiar events Data representations and interpretation — identify questions, answer yes/no questions, use data displays to answer simple questions. Location and direction — use positional language to describe location, identify positional opposites, and represent locations with models and images. 		<p>Engage in activities across the five contexts of learning — focused teaching & learning, investigations, active learning, real life situations, routines & transitions.</p> <p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — count forwards and backwards from different starting points; represent quantities; compare quantities, match number names, numerals and quantities; identify parts in a collection; identify addition; join collections; represent addition experiences; make equal groups. Using units of measurement — directly and indirectly compare the mass, length and capacity of objects; directly and indirectly compare the duration of events Location and transformation — describe position, describe direction. 	
Assessment							
<p>Grouping familiar objects <i>Interview</i> Students group familiar objects based on common characteristics.</p>		<p>Sorting shapes <i>Interview/work sample</i> Students sort shapes.</p> <p>Understanding numbers from 1 to 20 <i>Interview</i> Students make connections between number names, numerals and quantities up to 10, count to and from 20 and order small collections.</p>		<p>Answering questions <i>Interview/Observation</i> Students answer simple questions to collect information and make simple inferences.</p> <p>Explaining duration and event sequences <i>Interview/observation</i> Students connect events and days of the week, and explain the order and duration of events.</p>		<p>Identifying numerals <i>Short answer questions</i> Students connect number names, numerals and quantities up to 10 and count to and from 20.</p>	
Achievement Standard – Elements Assessed							
<p>By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location.</p> <p>Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information and make simple inferences.</p>		<p>By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location.</p> <p>Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information and make simple inferences.</p>		<p>By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location.</p> <p>Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information and make simple inferences.</p>		<p>By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. They use appropriate language to describe location.</p> <p>Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information and make simple inferences.</p>	