

Learning in Mathematics – Team Foundation Term 3 2016

Number and Algebra	Measurement and Geometry	Statistics and Probability
<ul style="list-style-type: none"> • Continue to manipulate and group physical objects and drawings to develop basic understanding of the concepts of number and numerals. • Provide a play environment such as shop where simple, everyday financial situations involving toy money to pay for goods. • Continue to make models of numbers up to at least 10 and beyond for able students who can see the teens as a group of ten and some more. Students need to know everything they can about the numbers 0 -9 (quantity, symbol, word) as this will lay the foundation for the years ahead. • Use calculators to investigate patterns and simple computations. • Continue to count forwards and backwards, varying starting points, compare and order collections and objects up to 20 and beyond for able students. • Begin to model division as sharing in natural situations for children. Use story, materials and symbols. • Continue to follow a short sequence of instructions – For example carry out a specified sequence of actions to move an object from one location to another / play a simple rule-based game moving a specified number of places according to the result on a die in a chance-based game such as ‘ Snakes and Ladders ’ 	<ul style="list-style-type: none"> • Continue to directly compare common objects in length, mass and capacity using appropriate language (e.g. <i>longer, wider, heavier, lighter, hols more or less</i>). • Begin to see the need for a common unit of measurement when making direct comparisons. • Continue to connect days of the week to familiar events and actions outside of school day choosing events that make connections with students’ everyday family routines, holidays etc. • Informally promote an awareness of the function of a clock in relation to telling the time. • Continue with shape and location work 	<ul style="list-style-type: none"> • Answer yes/no questions to collect information. Organise answers to yes/no questions into simple data displays using objects and drawings • Interpret simple data displays about yes/no questions – For example ‘How many students answered <i>yes</i> to having pets?’ • Continue to provide probability opportunities with uncertain outcomes (e.g. die rolling or using a spinner). Informally promote the appropriate language of probability as the situations arise.