

Learning in Mathematics – Team 1-2 Term 1 2022

Number and Algebra	Measurement and Geometry	Statistics and Probability
<ul style="list-style-type: none"> ● Extending understanding of number and notation to continue building place value foundations. ● Use materials to make models of, identify, and sequence numbers up to and beyond 100. ● Build an understanding of 0. ● Use models and arrays to investigate skip counting patterns up to and beyond 100. ● Investigate patterns on 100 number boards beginning at different points forwards and backwards. ● Mentally compute and recall addition and subtraction calculations up to 20. ● Revisit multiples of ten. 1 ten, 2 tens, 3 tens9 tens. Ensure that students see the tens as the countable units. ● Use a variety of different materials to compare numbers. ● Skip count by 2s, 3s, 5s and 10s with and without visual number boards. ● Create and solve simple addition and subtraction problems with numbers. 	<ul style="list-style-type: none"> ● Use uniform informal units (for example, pop sticks, tiles and cubes) to compare and order length. ● Use the language of temperature (built into daily morning routine) without units as it naturally occurs throughout the year. ● Describe duration using months, weeks, days and hours. ● Use a calendar to identify the date and determine the number of days in each month (explicitly taught as well as built into the daily morning routine). ● Name and order months and seasons (built into daily morning routine). 	<ul style="list-style-type: none"> ● Identify a question of interest based on one <u>categorical variable</u>. Gather <u>data</u> relevant to the question. ● Create displays of data using lists, tables and picture graphs and interpret them to discuss the usefulness of different displays of the same data. ● Collect, check and classify data for a purpose that may be mathematics or another curriculum area.