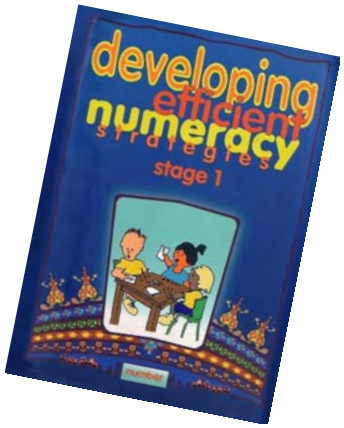
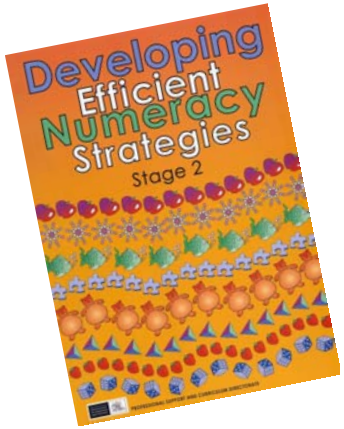
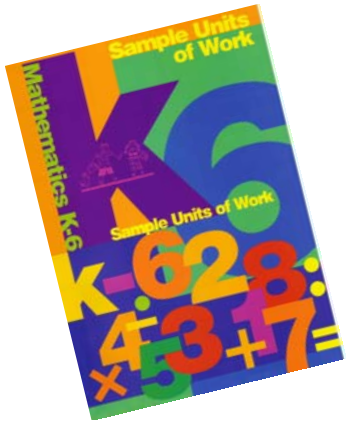
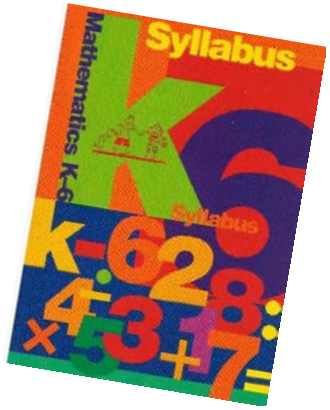


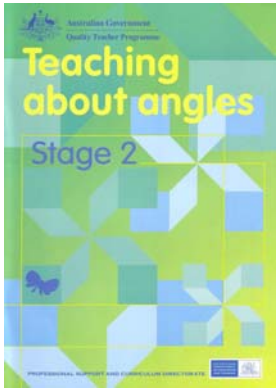






Term 2

Mathematics Scope and Continuum: Linking Support Material to the Syllabus



Developed by Sue O'Regan (Numeracy Consultant) Original Formatting by Gayle Pinn (Yerong Ck PS) Trialled & Edited by the Staff of Wollongbar PS, 2008

Daily Counting – Lesson Warm-up (5 to 10 minutes)

Whole Number and Patterns and Algebra concepts form the basis of many sub-strands of Number and require continuous, daily development and consolidation.

	Strand	ES1	S1	S2	S3
Daily Lesson Intro **5-10 min**	**Whole Number includes counting strategies, number relationships and the concept of place value. Counting is an important component of number and the early learning of operations. There is a distinction between counting by rote and counting with understanding. Regularly counting forwards and backwards from a given number will familiarise students with the sequence.**	***NES1.1*** • Count forward to 30, from a given number • Count backwards from a given number, in the range 0-20	***NS1.1*** • Count forwards and backwards by ones, twos and five • Count forwards and backwards by tens, on and off the decade	***NS2.1*** • Count forwards and backwards by tens or hundreds, on and off the decade	***Stage 3 need consolidation of the counting sequence by extending S2 to counting by thousands ensuring that they have an idea of the magnitude of numbers of any size.***
		IWB Resource Interactive 100 chart (Number Grid) 100 chart instructions • Counting forwards to 30 from a given number • Counting backwards from a given number in the range 0 to 20 • Identifying the number before and the number after a given number • Counting with one to one correspondence • Recognising a dot pattern instantly for numbers up to seven (Subitising)	IWB Resource Interactive 100 chart (Number Grid) 100 chart instructions • Counting forwards or backwards by ones, from a given two-digit number • Identifying the number before and the number after a given two-digit number • Counting and representing large sets of objects by systematically grouping in tens • Using a number line or hundreds chart to assist with counting and ordering • Counting forward and backwards by 2's, 5's and 10's • Counting forwards and backwards by tens, on and off the decade • Counting forwards and backwards by ones, from a given three-digit number Identifying the number before and the number after a given three-digit number	IWB Resource Interactive 100 chart (Number Grid) 100 chart instructions • Identifying the number before and the number after a given two, three or four-digit number • Counting forwards and backwards by tens or hundreds on and off the decade NAPLAN Strategies Doc 2008 Click here ☺	IWB Resource Interactive 100 chart (Number Grid) 100 chart instructions • Identifying the number before and the number after a given two, three, four (and five) -digit number • Counting forwards and backwards by tens, hundreds (and thous ands) on and off the decade
	Patterns and Algebra includes the exploration of number and pre-algebra concepts by pattern making (replicate, complete, continue), and discussing, generalising, and recording observations in a variety of ways.	***PAES1.1*** • Recognise, describe, create and continue repeating patterns • Continue simple number patterns that increase or decrease • Use the term 'is the same as' to describe equality	***PAS1.1*** • Create, represent and continue a variety of number patterns and supply missing elements • Make generalisations about number relationships	*PAS2.1* • Generate, describe, record number patterns using a variety of strategies • Complete simple number sentences by calculating the value of a missing number	*PAS3.1a* • Describe a pattern in words in more than one way
		• Recognising, copying, and continuing repeating patterns using sounds, actions, shapes, objects or pictures Describing a repeating pattern in terms of a 'number' pattern	• Recognising and describing patterns when counting forwards or backwards by ones, twos, fives, or tens • Representing number patterns on a number line or hundred chart • Determining missing elements in a number pattern	• Identifying and describing number patterns when counting forwards and backwards by threes, fours, sixes, sevens, eights & nines • Describing a simple number pattern in words	• Determine a rule to describe number patterns

Term 2	Topic	ES1	ST1	St2	St3	St4
Week 1	**Revision**	**Additional content**	**Additional content**	**Additional content**	**Additional content**	**Additional content**
Week 1	**Whole Numbers** Students develop a sense of the relative size of whole numbers and the role of place value in their representation	**NES1.1** ● Count forward to 30, from a given number ● Count backwards from a given number, in the range 0-20 ● Compare, order, read and represent numbers to at least 20 ● Read a use the ordinal numbers to at least 'tenth' ● Use the language of money	**NS1.1** ● Count forwards and backwards by ones, twos and five ● Count forwards and backwards by tens, on and off the decade ● Read, order and represent two and three-digit numbers ● Read and use the ordinal numbers to and least 'thirty-first' ● Sort, order and count money using face value	**NS2.1** ● Count forwards and backwards by tens or hundreds, on and off the decade ● Use place value to read, represent and order numbers up to four digits Money concepts are developed further in fractions and decimals	**NS3.1** ● Identify differences between Roman and Hindu-Arabic counting systems ● Read ,write and order numbers of any size using place value ● Record numbers in expanded notation ● Recognise the location of negative numbers in relation to zero Money concepts are developed further in fractions and decimals	**NS4.1** ● Explore other counting systems ● Investigate groups of positive whole numbers ● Apply mental strategies to aid computation
		Syllabus Page : 41	Syllabus Page : 42-43	Syllabus Page : 44	Syllabus Page : 45	
		Syllabus Sample Units of Work 13, 14, 15		Syllabus Sample Units of Work 85, 86		
			Sample BST/NAPLAN Questions Click here ⊗	Sample BST/NAPLAN Questions Click here ⊗	Sample SNAP/NAPLAN Question Click here ⊗	Sample SNAP/NAPLAN Question Click here ⊗
		DENS 1 23, 24, 28, 30, 31, 33, 34, 35, 36, 37, 41, 43, 45, 49, 85, 87, 89, 97, 93, 101, 105, 113, 119, 125, 221,	DENS 1 37, 81, 85, 87, 95, 157, 161, 221, 223, 225, 227, 229, 239,	DENS 2 66, 70, 76, 88, 90, 180, 184, 222, 284, 292,	DENS 2 180, 182, 184, 192, 194,	

		CMIT Activities Before and after ordinals Clear the board ordinals Ordinal Party Bingo Ordinal Dragon Line-Up	CMIT Activities Before and after ordinals Clear the board ordinals Ordinal Party Bingo Ordinal Dragon Line-Up	CMIT Activities Three in a line Choosy	Counting On Activities Ordering numbers to 100 Jumps of ten on number line Double number line Tracks on a hundreds chart Hundreds chart jigsaw First to 100 Add to 100 Make 100 The nasty game Climb the ladder	Counting On Activities Ordering numbers to 100 Jumps of ten on number line Double number line Tracks on a hundreds chart Hundreds chart jigsaw First to 100 Add to 100 Make 100 The nasty game Climb the ladder
				Card and Dice Games Make the largest number	Card and Dice Games Make the largest number	Card and Dice Games Make the largest number
		Learning Object CMIT Website Butterfly Ten Frames Hanging Cards on Line Numeral Track Learning Federation - TALE Number Trains 1-10 Number Trains 1-20 Number Trains 30-50 Number Trains: Counting On Assessment Scale Matters : Ones	Learning Object Learning Federation - TALE Scale Matters: Ones Scale Matters: Tens Scale Matters: Hundreds Scale Matters: Simple Units Scale Matters: Whole number Assessment Number Trains 30-50 Number Trains 90-120 Number Trains: Skip counting Number Trains: Counting On Assessment The number partner The number partner: Go Figure	Learning Object CMIT Website Arrow Card Game Learning Federation - TALE Number Trains: Number Trains: Skip counting Scale Matters: simple units Scale Matters: tens Scale Matters : Tenths Scale Matters: hundreds Scale Matters: tens of thousands Scale Matters: Decimal Number Assessment Hopper: Whole Numbers Wishball: Whole Numbers Wishball: challenge Tower of Hanoi The number partner The number partner: Go Figure	Learning Object Learning Federation - TALE Wishball: Ultimate Sieve of Eratosthenes Circle 99 Scale Matters : Series of 4 Scale Matters: Decimal number Assessment Hopper Challenge: Series of 3 Hopper: Series	Learning Object Learning Federation - TALE Scale Matters: negatives Scale Matters: Range of numbers Scale Matters: Decimal Number Assessment Scale Matters: All Numbers Assessment

		IWB Resources via Standards Site UK Interactive 100 chart (Number Grid) 100 chart instructions Interactive counting (1-100) (Counting on and back) Counting instructions	IWB Resources via Standards Site UK Interactive 100 chart (Number Grid) 100 chart instructions Interactive counting (1-100) (Counting on and back) Counting instructions Interactive Number Spinner Number Spinner Instructions	IWB Resources via Standards Site UK Interactive 100 chart (Number Grid) 100 chart instructions Interactive Number Spinner Number Spinner Instructions	IWB Resources via Standards Site UK Interactive 100 chart (Number Grid) 100 chart instructions Interactive Number Spinner Number Spinner Instructions	
		Smart Notebook Lessons Collect Dinosaurs	Smart Notebook Lessons	Smart Notebook Lessons Arrow Place Value	Smart Notebook Lessons	Smart Notebook Lessons
		Other Websites http://www.abc.net.au/countusin http://edweb.tusd.k12.az.us/ekowalcz/math/elementary_web_sites.htm http://www.ixl.com/ http://www.bbc.co.uk/schools/numbertime/games/index.shtml	Other Websites http://www.mathcats.com/ http://www.ixl.com/	Other Websites http://www.funbrain.com/brain/MathBrain/MathBrain.html http://www.ixl.com/	Other Websites http://www.figurethis.org/ http://www.mathplayground.com/math_millionaire.html http://www.mathplayground.com/	Other Websites http://illuminations.nctm.org/ActivitySearch.aspx http://www.mathplayground.com/

Week 2	**Patterns and Algebra** Students develop skills in creating, describing and recording number patterns as well as an understanding of the relationships between numbers	PAES1.1 • Recognise, describe, create and continue repeating patterns • Continue simple number patterns that increase or decrease • Use the term 'is the same as' to describe equality	PAS1.1 • Create, represent and continue a variety of number patterns and supply missing elements • Build number relationships by relating addition and subtraction facts to at least 20 • Make generalisations about number relationships • Use the equals sign to record equivalent number relationships	PAS2.1 • Generate, describe, record number patterns using a variety of strategies • Build number relationships by relating multiplication and division facts to at least 10 x 10 • Complete simple number sentences by calculating the value of a missing number	PAS3.1a • Build simple geometric patterns involving multiples • Complete a table of values for geometric and number patterns • Describe a pattern in words in more than one way PAS3.1b • Construct, verify and complete number sentences involving the four operations with a variety of numbers	**Algebraic Techniques** PAS4.1 • Use letters to represent numbers • Translate between words and algebraic symbols and between algebraic symbols and word • Recognise and use simple equivalent algebraic expressions PAS4.2 • Create, record and describe number patterns using words • Use algebraic symbols to translate descriptions of number patterns • Represent number pattern relationships as a point on a grid PAS4.3 • Use the algebraic symbol to simplify, expand and factorise simple algebraic expressions • Substitute into algebraic expressions PAS4.4 • Solve linear equations and word problems using algebra PAS4.5 • Interpret the number plane and locate ordered pairs • Graph and interpret linear relationships created from simple number patterns and equations
		Syllabus Page :73	Syllabus Page : 74	Syllabus Page : 75	Syllabus Page : 76 & 77	Syllabus Page : 78 - 83
				NAPLAN Strategies Doc 2008 Click here ☺	NAPLAN Strategies Doc 2008 Click here ☺	NAPLAN Strategies Doc 2008 Click here ☺ ☺

			Sample BST/NAPLAN Questions Click here ⊗	Sample BST/NAPLAN Questions Click here ⊗	Sample SNAP/NAPLAN Question Click here ⊗	Sample SNAP/NAPLAN Question Click here ⊗
		Talking About Patterns & Algebra CD 31 - 32	Talking About Patterns & Algebra CD 56 - 62	Talking About Patterns & Algebra CD 100, 101, 104	Talking About Patterns & Algebra CD 133, 144-147	
		DENS 1 157			Counting On CD – Teaching Activities AFLgebra	Counting On CD – Teaching Activities AFLgebra
			Syllabus Sample Units of Work 60 - 65			

		Learning Object Learning Federation - TALE Monster Choir: making patterns Monster Choir: missing monsters Colour Patterns	Learning Object Learning Federation - TALE Balance the Cups Balance the Cups: use the rule 1 Musical Number Patterns; Musical Counter Musical Number Patterns; Music Maker Monster Choir: making patterns Monster Choir: missing monsters Monster Choir: Look & Listen The Number Partner Number Partner: Go Figure Colour Patterns Number trains: PatternAssess Squirt Two containers Squirt Two containers: Lev 1	Learning Object CMIT Website Calendar Patterns Learning Federation - TALE Wishball Challenge The number partner: go figure Musical number patterns: odds & evens, musical times, music maker Hopper: Whole numbers Monster choir: look & listen, Vile Vendor Balance the Cups Balance the cups: use the rule 2 Balance the Cups: use the rule 3 Balance the Blobs Balance the blobs: find the rule 1 Hopper Whole Numbers Squirt Two containers Squirt Two containers: Lev 1 Squirt Two containers: Lev 2 Attribute Trains Tower of Hanoi Function machine	Learning Object Learning Federation - TALE Musical number patterns: odds & evens, Musical number patterns: the challenge Hopper Challenge: Tenths Hopper Challenge: Whole # Hopper Challenge: Ultimate Hopper: Hundredths Hopper: Tenths Hopper: Ultimate Squirt Three containers Squirt Three containers: Lev 1 Squirt Three containers: Lev 2 Biscuit Factory: Ratios Attribute trains Pentominoes Pascal's Triangle Pattern Blocks Colour Patterns Algebra Balance Scales Attribute Blocks Balance the Blobs ; find the rule 3 Balance the Blobs : Find the Rule 2 Squirt three containers – series of 4 Filling glasses – series of 5 Bridge Builder - series of 5 Tower of Hanoi Algebra Balance Scales – Series of 2 Function machine Exploring Algebra Coin Problem:	Learning Objects Learning Federation - TALE Squirt three containers – Series of 4 Biscuit factory: complex ratios Biscuit factory: gear direction Biscuit factory: gears Biscuit factory: ratios Biscuit factory: three-gear system Biscuit factory: two-gear system Circus towers: Series of 5 learning objects Filling glasses: Series of 5 learning objects Mobile phone plans: Series of 5 learning objects Triathlon: Series of 5 learning objects Lifting loads: Series of 5 learning objects Attribute Trains Tower of Hanoi Function machine Coin Problem Grapher Exploring Algebra series Swamp survival: thousandths patterns Swamp survival: hundredths counting Swamp survival: hundredths patterns Swamp survival: hundredths challenge Swamp survival: thousandths challenge Swamp survival: thousandths counting
		IWB Resources via Standards Site UK Interactive 100 chart (Number Grid) 100 chart instructions	IWB Resources via Standards Site UK Interactive 100 chart (Number Grid) 100 chart instructions	IWB Resources via Standards Site UK Interactive 100 chart (Number Grid) 100 chart instructions	IWB Resources via Standards Site UK Interactive 100 chart (Number Grid) 100 chart instructions	

		Smart Notebook Lessons Patterns and Sequences	Smart Notebook Lessons	Smart Notebook Lessons	Smart Notebook Lessons	Smart Notebook Lessons
		Other Websites http://www.smartkiddies.com.au/ http://edweb.tusd.k12.az.us/ekowalcz/math/index.htm http://www.primaryresources.co.uk/maths/mathsB3.htm http://www.primaryschool.com.au/mathematics-lessons.php http://www.gingerbooth.com/flash/patblocks/patblocks.php	Other Websites http://www.smartkiddies.com.au/ http://www.primaryresources.co.uk/maths/mathsB3.htm http://www.primaryschool.com.au/mathematics-lessons.php http://www.gingerbooth.com/flash/patblocks/patblocks.php	Other Websites http://www.smartkiddies.com.au/ http://www.primaryresources.co.uk/maths/mathsB3.htm http://www.primaryschool.com.au/mathematics-lessons.php http://www.gingerbooth.com/flash/patblocks/patblocks.php	Other Websites http://www.primaryresources.co.uk/maths/mathsB3.htm http://www.primaryschool.com.au/mathematics-lessons.php http://www.smartkiddies.com.au/ http://edweb.tusd.k12.az.us/ekowalcz/math/index.htm	Other Websites http://edweb.tusd.k12.az.us/ekowalcz/math/index.htm
Week 2	**Mass** Students recognise the attribute of mass through direct comparisons, and use informal and metric units for measurements	MES1.4 • Identify and describe the attribute of mass • Compare the masses of two objects by pushing, pulling or hefting or using an equal arm balance • Record comparisons informally	MS1.4 • Estimate and measure the mass of an object using an equal arm balance and appropriate informal units • Compare and order two or more objects according to mass • Record measurements by referring to the number and type of informal units used	MS2.4 • Recognise the need for a formal unit to measure mass • Estimate, measure, compare and record masses using kilograms and grams	MS3.4 • Select and use the appropriate unit and device to measure mass • Recognise the need for tonnes • Convert between kilograms and grams and between kilograms and tonnes • Record mass using decimal notation to three decimal places	
		Syllabus Page : 108	Syllabus Page : 109	Syllabus Page : 110	Syllabus Page : 111	
			Sample BST/NAPLAN Questions Click here ⊗	Sample BST/NAPLAN Questions Click here ⊗	Sample SNAP/NAPLAN Question Click here ⊗	Sample SNAP/NAPLAN Question Click here ⊗
		Teaching Measurement ES1 – S1 118 - 121, 122 - 125	Teaching Measurement ES1 – S1 126 - 137, 138 - 141	Teaching Measurement S2 – S3 116 - 119, 124 - 127	Teaching Measurement S2 – S3 128 - 131, 132 - 135	

			Learning Objects Learning Federation - TALE Balance the cups			
				IWB Resources via Standards Site UK Interactive Measuring Scales Measuring Scale Instructions	IWB Resources via Standards Site UK Interactive Measuring Scales Measuring Scale Instructions	
		Smart Notebook Lessons	Smart Notebook Lessons	Smart Notebook Lessons Measuring Mass	Smart Notebook Lessons	Smart Notebook Lessons
		Other Websites http://www.primaryresources.co.uk/maths/mathsE1.htm http://www.mathsisfun.com/	Other Websites http://www.primaryresources.co.uk/maths/mathsE1.htm http://www.mathsisfun.com/	Other Websites http://www.primaryresources.co.uk/maths/mathsE1.htm http://www.mathsisfun.com/	Other Websites http://www.primaryresources.co.uk/maths/mathsE1.htm http://www.mathsisfun.com/	

Week 3	**Patterns and Algebra** Students develop skills in creating, describing and recording number patterns as well as an understanding of the relationships between numbers	PAES1.1 • Recognise, describe, create and continue repeating patterns • Continue simple number patterns that increase or decrease • Use the term 'is the same as' to describe equality	PAS1.1 • Create, represent and continue a variety of number patterns and supply missing elements • Build number relationships by relating addition and subtraction facts to at least 20 • Make generalisations about number relationships • Use the equals sign to record equivalent number relationships	PAS2.1 • Generate, describe, record number patterns using a variety of strategies • Build number relationships by relating multiplication and division facts to at least 10 x 10 • Complete simple number sentences by calculating the value of a missing number	PAS3.1a • Build simple geometric patterns involving multiples • Complete a table of values for geometric and number patterns • Describe a pattern in words in more than one way PAS3.1b • Construct, verify and complete number sentences involving the four operations with a variety of numbers	**Algebraic Techniques** PAS4.1 • Use letters to represent numbers • Translate between words and algebraic symbols and between algebraic symbols and word • Recognise and use simple equivalent algebraic expressions PAS4.2 • Create, record and describe number patterns using words • Use algebraic symbols to translate descriptions of number patterns • Represent number pattern relationships as a point on a grid PAS4.3 • Use the algebraic symbol to simplify, expand and factorise simple algebraic expressions • Substitute into algebraic expressions PAS4.4 • Solve linear equations and word problems using algebra PAS4.5 • Interpret the number plane and locate ordered pairs • Graph and interpret linear relationships created from simple number patterns and equations
		Syllabus Page : 73	Syllabus Page : 74	Syllabus Page : 75	Syllabus Page : 76	Syllabus Page : 78
				NAPLAN Strategies Doc 2008 Click here ☺	NAPLAN Strategies Doc 2008 Click here ☺	NAPLAN Strategies Doc 2008 Click here ☺ ☺

			Sample BST/NAPLAN Questions Click here ⊗	Sample BST/NAPLAN Questions Click here ⊗	Sample SNAP/NAPLAN Question Click here ⊗	Sample SNAP/NAPLAN Question Click here ⊗
		Talking About Patterns & Algebra CD 31 - 32	Talking About Patterns & Algebra CD 56 - 62	Talking About Patterns & Algebra CD 100, 101, 104	Talking About Patterns & Algebra CD 133, 144-147	
		DENS 1 157			Counting On CD – Teaching Activities AFLgebra	Counting On CD – Teaching Activities AFLgebra
			Syllabus Sample Units of Work 60 - 65			

		Learning Object Learning Federation - TALE Monster Choir: making patterns Monster Choir: missing monsters Colour Patterns	Learning Object Learning Federation - TALE Balance the Cups Balance the Cups: use the rule 1 Musical Number Patterns; Musical Counter Musical Number Patterns; Music Maker Monster Choir: making patterns Monster Choir: missing monsters Monster Choir: Look & Listen The Number Partner Number Partner: Go Figure Colour Patterns Number trains: PatternAssess Squirt Two containers Squirt Two containers: Lev 1	Learning Object CMIT Website Calendar Patterns Learning Federation - TALE Wishball Challenge The number partner: go figure Musical number patterns: odds & evens, musical times, music maker Hopper: Whole numbers Monster choir: look & listen, Vile Vendor Balance the Cups Balance the cups: use the rule 2 Balance the Cups: use the rule 3 Balance the Blobs Balance the blobs: find the rule 1 Hopper Whole Numbers Squirt Two containers Squirt Two containers: Lev 1 Squirt Two containers: Lev 2 Attribute Trains Tower of Hanoi Function machine	Learning Object Learning Federation - TALE Musical number patterns: odds & evens, Musical number patterns: the challenge Hopper Challenge: Tenths Hopper Challenge: Whole # Hopper Challenge: Ultimate Hopper: Hundredths Hopper: Tenths Hopper: Ultimate Squirt Three containers Squirt Three containers: Lev 1 Squirt Three containers: Lev 2 Biscuit Factory: Ratios Attribute trains Pentominoes Pascal's Triangle Pattern Blocks Colour Patterns Algebra Balance Scales Attribute Blocks Balance the Blobs ; find the rule 3 Balance the Blobs : Find the Rule 2 Squirt three containers – series of 4 Filling glasses – series of 5 Bridge Builder - series of 5 Tower of Hanoi Algebra Balance Scales – Series of 2 Function machine Exploring Algebra Coin Problem:	Learning Objects Learning Federation - TALE Squirt three containers – Series of 4 Biscuit factory: complex ratios Biscuit factory: gear direction Biscuit factory: gears Biscuit factory: ratios Biscuit factory: three-gear system Biscuit factory: two-gear system Circus towers: Series of 5 learning objects Filling glasses: Series of 5 learning objects Mobile phone plans: Series of 5 learning objects Triathlon: Series of 5 learning objects Lifting loads: Series of 5 learning objects Attribute Trains Tower of Hanoi Function machine Coin Problem Grapher Exploring Algebra series Swamp survival: thousandths patterns Swamp survival: hundredths counting Swamp survival: hundredths patterns Swamp survival: hundredths challenge Swamp survival: thousandths challenge Swamp survival: thousandths counting
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		Smart Notebook Lessons Patterns and Sequences	Smart Notebook Lessons	Smart Notebook Lessons	Smart Notebook Lessons	Smart Notebook Lessons
		Other Websites http://www.smartkiddies.com.au/ http://edweb.tusd.k12.az.us/ekowalcz/math/index.htm http://www.primaryresources.co.uk/maths/mathsB3.htm http://www.primaryschool.com.au/mathematics-lessons.php http://www.gingerbooth.com/flash/patblocks/patblocks.php	Other Websites http://www.smartkiddies.com.au/ http://www.primaryresources.co.uk/maths/mathsB3.htm http://www.primaryschool.com.au/mathematics-lessons.php http://www.gingerbooth.com/flash/patblocks/patblocks.php	Other Websites http://www.smartkiddies.com.au/ http://www.primaryresources.co.uk/maths/mathsB3.htm http://www.primaryschool.com.au/mathematics-lessons.php http://www.gingerbooth.com/flash/patblocks/patblocks.php	Other Websites http://www.primaryresources.co.uk/maths/mathsB3.htm http://www.primaryschool.com.au/mathematics-lessons.php http://www.smartkiddies.com.au/ http://edweb.tusd.k12.az.us/ekowalcz/math/index.htm	Other Websites http://edweb.tusd.k12.az.us/ekowalcz/math/index.htm
Week 3	**Time** Students develop an understanding of the passage of time, its measurement and representations, though the use of everyday language and experiences	MES1.5 • Describe the duration of events using everyday language • Sequence events in time • Name the days of the week and seasons • Tell time on the hour on digital and analogue clocks	MS1.5 • Use informal units to measure and compare the duration of events • Name and order the months and seasons of the year • Identify the day and date on a calendar • Tell the time on the hour and half-hour on digital and analogue clocks	MS2.5 • Recognise the coordinated movements of the hands on a clock • Read and record time using digital and analogue notation • Convert between units of time • Read and interpret simple timetables, timelines and calendars	MS3.5 • Convert between am/pm notation and 24-hour time • Use timetables involving 24-hour time • Compare various time zones in Australia, including during daylight saving • Draw and interpret a timeline using a scale	MS4.3 • Perform operations involving time units • Use international time zones to compare times • Interpret a variety of tables and charts related to time
		Syllabus Page : 112	Syllabus Page : 113	Syllabus Page : 114	Syllabus Page : 115	Syllabus Page : 116
				NAPLAN Strategies Doc 2008 Click here ☺		NAPLAN Strategies Doc 2008 Click here ☺
			Sample BST/NAPLAN Questions Click here ⊗	Sample BST/NAPLAN Questions Click here ⊗	Sample SNAP/NAPLAN Question Click here ⊗	Sample SNAP/NAPLAN Question Click here ⊗

		Learning Object Learning Federation - TALE School day – analogue School day – 12 hour digital School day – analogue and digital Time: Analogue & Digital clocks Time: Match Clocks Time: What time will it be	Learning Object Learning Federation - TALE After school – Analogue After school – Analogue & digital School day – analogue School day – 12 hour digital School day – 24 hour digital School day – analogue and digital Wake Up Pup – Analogue Wake Up Pup – Analogue & Digital Rice Paper rolls – Analogue Rice Paper Rolls – Analogue & Digital Time: Analogue & Digital clocks Time: Match Clocks Time: What time will it be	Learning Object Learning Federation - TALE After school – Analogue & digital School day – analogue School day – digital School day – analogue and digital Time: Analogue & Digital clocks Time: Match Clocks Time: What time will it be	Learning Object Learning Federation - TALE Time: Analogue & Digital clocks Time: Match Clocks Time: What time will it be	
			IWB Resources via Standards Site UK Interactive Clock Clock Instructions	IWB Resources via Standards Site UK Interactive Clock Clock Instructions	IWB Resources via Standards Site UK Interactive Clock Clock Instructions	
		Other websites http://www.primaryresources.co.uk/maths/mathsE2.htm	Other websites http://www.fi.edu/time/Journey/JustInTime/contents.html http://www.time-for-time.com/swf/myclox.swf http://www.woodlands-junior.kent.sch.uk/maths/measures.htm#Time	Other websites http://www.fi.edu/time/Journey/JustInTime/contents.html http://www.time-for-time.com/swf/myclox.swf http://www.woodlands-junior.kent.sch.uk/maths/measures.htm#Time	Other websites http://www.woodlands-junior.kent.sch.uk/maths/measures.htm#Time	Other websites http://www.britannica.com/clockworks/main2.html
		Smart Notebook Lessons	Smart Notebook Lessons	Smart Notebook Lessons Analogue & Digital Time Half Past Reading Clocks	Smart Notebook Lessons	Smart Notebook Lessons

Week 4	**Addition and Subtraction** Students develop facility with number facts and computation with progressively larger numbers in addition and subtraction and an appreciation of the relationship between those facts	NES1.2 • Combine groups to model addition • Take part of a group away to model subtraction • Compare groups to determine' how many' • Record addition and subtraction informally	NS1.2 • Model addition and subtraction using concrete materials • Develop a range of mental strategies and informal recording methods for addition and subtraction • Record number sentences using drawings, numerals, symbols and words	NS2.2 • Use a range of mental strategies for addition and subtraction involving two-, three- and four-digit numbers • Explain and record methods for adding and subtracting • Use a formal written algorithms for addition and subtraction	NS3.2 • Select and apply appropriate mental, written or calculator strategies for addition and subtraction with counting numbers of any size.	**Integers** NS4.2 • Perform operations with directed numbers • Simplify expressions involving grouping symbols and apply order of operations
		Syllabus Page : 46	Syllabus Page : 47-48	Syllabus Page : 49-50	Syllabus Page : 51	Syllabus Page : 59
				NAPLAN Strategies Doc 2008 Click here ☺	NAPLAN Strategies Doc 2008 Click here ☺	
			Sample BST/NAPLAN Questions Addition Subtraction ⊗ Click here ⊗	Sample BST/NAPLAN Questions Addition Subtraction ⊗ Click here ⊗	Sample SNAP/NAPLAN Question Addition Subtraction ⊗ Click here ⊗	Sample SNAP/NAPLAN Question Addition Subtraction ⊗ Click here ⊗
		DENS 1 24, 28, 45, 117, 119, 121, 159,163,171,175, 183,185, 225, 261, 271,	DENS 1 119, 121, 173, 181, 233, 235, 239, 243, 245, 247, 267	DENS 2 24, 28, 50, 108, 128, 190, 284, 290,	DENS 2 186, 194, 284, 286, 288, 290,	

		CMIT Activities Addo Birds in trees 1 Birds in trees 2 Five Cards Make Five Fish Rabbit Game Diffy towers Cross out dice Friends of 10 jingle A 10 and 1 teen chant How many more Handful of teddies Number Line Race Sort and count	CMIT Activities Blackboard bingo Card bingo Clear the board 1 die Clear the board 2 dice Clear the board 3 dice Make 10 Make 10 again Dotto Diffy Flying saucer I spy Jigsaw Countdown Count on bingo	CMIT Activities Doubles plus one Doubles minus one Double dice multi Triple dice multi Triples plus one Subtracting 10's game Clear the board 3 dice Flipper Largest Number Wins On target Pairs Ten points Thirty one Make 100	Counting On Activities Grids to ten Addition pairs to 10 Make 7 Fish Ten pin bowling Adding larger numbers Subtraction Jumps of ten on the number line	Counting On Activities Grids to ten Addition pairs to 10 Make 7 Fish Ten pin bowling Adding larger numbers Subtraction Jumps of ten on the number line
			Card and Dice Games Addition Snap Salute Addition & Subtraction Totals Take 100	Card and Dice Games Flip 4 and add Salute Twenty Four Addition & Subtraction Totals Take 100 Total 3	Card and Dice Games Salute Addition & Subtraction Totals Make 20 Total 3	
		Syllabus Sample Units of Work 16 - 19	Syllabus Sample Units of Work 42 - 46	Syllabus Sample Units of Work 87 - 90		

		Learning Object CMIT Website Dominoes Eggs in a Carton Learning Federation - TALE Counting Beetles Level 1 & 2 Numberline Arithmetic	Learning Object CMIT Website Addition Wheel Darts Game Learning Federation - TALE Diffy Counting Beetles Level 3 Counting Beetles Making Word Problems Counting Beetles Solving Word Problems The Number Partner Numberline Arithmetic Numberline Bars	Learning Object CMIT Website Addition Wheel Calendar Game Four Turns to 100 Learning Federation - TALE Take –away bars: go figure Take-away bars: make your own hard/easy subtractions Difference Bars Diffy The difference bar: go figure The difference bar: generate easy subtractions, hard subtractions The difference bar: make your own easy subtractions, hard subtractions The Part-Adder: go figure Part-adder: generate hard sums Part-adder: make your own easy sums, hard sums The Number Partner Numberline Arithmetic Numberline Bars What's the problem: nature: level 1 What's the problem: planets: level 1 What's the problem: sports: level 1	Learning Object Learning Federation - TALE Diffy Take –away bars: go figure Take-away bars: make your own hard/easy subtractions Hopper Challenge: ultimate Hopper Challenge: tenths Hopper Challenge: whole numbers Diffy Numberline Bars What's the problem: nature: level 2 What's the problem: planets: level 2	
			IWB Resources via Standards Site UK Interactive Number Facts Number Facts Instructions Interactive Number Line Number Line Instructions	IWB Resources via Standards Site UK Interactive Place Value Arrow Place Value Arrow Instruction Interactive Number Line Number Line Instructions	IWB Resources via Standards Site UK Interactive Number Line Number Line Instructions	

		Smart Notebook Lessons Teddies on a bed Ways to make 20 Number facts to 5 Adding numbers to 10 Addition facts to 10	Smart Notebook Lessons Ways to make 20 Counters to 15 Double Addition/Subtraction Duck pond Difference	Smart Notebook Lessons Double Addition/Subtraction		
		Other Websites http://www.woodlands-junior.kent.sch.uk/maths/numberskills.html http://www.primaryresources.co.uk/maths/mathsC1.htm http://www.k111.k12.il.us/king/math.htm3Facts http://www.smartkiddies.com/members/indexStu.htm http://www.mathszone.co.uk/ http://www.coolmath4kids.com/	Other Websites http://www.woodlands-junior.kent.sch.uk/maths/numberskills.html http://www.mcdowallss.eq.edu.au/Zones/student/lobjects/beenleigh/mathsbyoutcome/index.htm http://www.primaryresources.co.uk/maths/mathsC1.htm http://www.k111.k12.il.us/king/math.htm3Facts http://www.smartkiddies.com/members/indexStu.htm http://www.mathszone.co.uk/ http://www.coolmath4kids.com/	Other Websites http://www.smartkiddies.com/members/indexStu.htm http://www.mathszone.co.uk/ http://www.woodlands-junior.kent.sch.uk/maths/numberskills.html http://www.mcdowallss.eq.edu.au/Zones/student/lobjects/beenleigh/mathsbyoutcome/index.htm http://www.k111.k12.il.us/king/math.htm3Facts http://www.coolmath4kids.com/	Other Websites http://www.woodlands-junior.kent.sch.uk/maths/numberskills.html http://www.mcdowallss.eq.edu.au/Zones/student/lobjects/beenleigh/mathsbyoutcome/index.htm http://www.k111.k12.il.us/king/math.htm3Facts http://www.smartkiddies.com/members/indexStu.htm http://www.mathszone.co.uk/ http://www.coolmath4kids.com/	Other Websites http://www.coolmath.com
Week 4	**Money** (Whole numbers, F&D)	NES1.1 • Use the language of money	NS1.1 • Sort, order and count money using face value	NS2.4 • Perform calculations with money	NS3.4 • Apply the four operations to money in real life situations	NS4.3 • Use ratios and rates to solve problems
		Syllabus Page : 41	Syllabus Page : 42	Syllabus Page : 62	Syllabus Page : 65	Syllabus Page : 66
			Sample BST/NAPLAN Questions Click here ⊗	Sample BST/NAPLAN Questions Click here ⊗	Sample SNAP/NAPLAN Question Click here ⊗	Sample SNAP/NAPLAN Question Click here ⊗

		Smart Notebook Lessons	Smart Notebook Lessons	Smart Notebook Lessons Change from $10	Smart Notebook Lessons Change from $10	
Week 5	**Addition and Subtraction** Students develop facility with number facts and computation with progressively larger numbers in addition and subtraction and an appreciation of the relationship between those facts	NES1.2 • Combine groups to model addition • Take part of a group away to model subtraction • Compare groups to determine' how many' • Record addition and subtraction informally	NS1.2 • Model addition and subtraction using concrete materials • Develop a range of mental strategies and informal recording methods for addition and subtraction • Record number sentences using drawings, numerals, symbols and words	NS2.2 • Use a range of mental strategies for addition and subtraction involving two-, three- and four-digit numbers • Explain and record methods for adding and subtracting • Use a formal written algorithms for addition and subtraction	NS3.2 • Select and apply appropriate mental, written or calculator strategies for addition and subtraction with counting numbers of any size.	**Integers** NS4.2 • Perform operations with directed numbers • Simplify expressions involving grouping symbols and apply order of operations
		Syllabus Page : 46	Syllabus Page : 47-48	Syllabus Page : 49-50	Syllabus Page : 51	
				NAPLAN Strategies Doc 2008 Click here ☺	NAPLAN Strategies Doc 2008 Click here ☺	
			Sample BST/NAPLAN Questions Addition Subtraction ⊗ Click here ⊗	Sample BST/NAPLAN Questions Addition Subtraction ⊗ Click here ⊗	Sample SNAP/NAPLAN Question Addition Subtraction ⊗ Click here ⊗	Sample SNAP/NAPLAN Question Addition Subtraction ⊗ Click here ⊗
		DENS 1 24, 28, 45, 117, 119, 121, 159,163,171,175, 183,185, 225, 261, 271,	DENS 1 119, 121, 173, 181, 233, 235, 239, 243, 245, 247, 267	DENS 2 24, 28, 50, 108, 128, 190, 284, 290,	DENS 2 186, 194, 284, 286, 288, 290,	

		CMIT Activities Addo Birds in trees 1 Birds in trees 2 Five Cards Make Five Fish Rabbit Game Diffy towers Cross out dice Friends of 10 jingle A 10 and 1 teen chant How many more Handful of teddies Number Line Race Sort and count	CMIT Activities Blackboard bingo Card bingo Clear the board 1 die Clear the board 2 dice Clear the board 3 dice Make 10 Make 10 again Dotto Diffy Flying saucer I spy Jigsaw Countdown Count on bingo	CMIT Activities Doubles plus one Doubles minus one Double dice multi Triple dice multi Triples plus one Subtracting 10's game Clear the board 3 dice Flipper Largest Number Wins On target Pairs Ten points Thirty one Make 100	Counting On Activities Grids to ten Addition pairs to 10 Make 7 Fish Ten pin bowling Adding larger numbers Subtraction Jumps of ten on the number line	Counting On Activities Grids to ten Addition pairs to 10 Make 7 Fish Ten pin bowling Adding larger numbers Subtraction Jumps of ten on the number line
			Card and Dice Games Addition Snap Salute Addition & Subtraction Totals Take 100	Card and Dice Games Flip 4 and add Salute Twenty Four Addition & Subtraction Totals Take 100 Total 3	Card and Dice Games Salute Addition & Subtraction Totals Make 20 Total 3	
		Syllabus Sample Units of Work 16 - 19	Syllabus Sample Units of Work 42 - 46	Syllabus Sample Units of Work 87 - 90		

		Learning Object CMIT Website Dominoes Eggs in a Carton Learning Federation - TALE Counting Beetles Level 1 & 2 Numberline Arithmetic	Learning Object CMIT Website Addition Wheel Darts Game Learning Federation - TALE Diffy Counting Beetles Level 3 Counting Beetles Making Word Problems Counting Beetles Solving Word Problems The Number Partner Numberline Arithmetic Numberline Bars	Learning Object CMIT Website Addition Wheel Calendar Game Four Turns to 100 Learning Federation - TALE Take –away bars: go figure Take-away bars: make your own hard/easy subtractions Difference Bars Diffy The difference bar: go figure The difference bar: generate easy subtractions, hard subtractions The difference bar: make your own easy subtractions, hard subtractions The Part-Adder: go figure Part-adder: generate hard sums Part-adder: make your own easy sums, hard sums The Number Partner Numberline Arithmetic Numberline Bars What's the problem: nature: level 1 What's the problem: planets: level 1 What's the problem: sports: level 1	Learning Object Learning Federation - TALE Diffy Take –away bars: go figure Take-away bars: make your own hard/easy subtractions Hopper Challenge: ultimate Hopper Challenge: tenths Hopper Challenge: whole numbers Diffy Numberline Bars What's the problem: nature: level 2 What's the problem: planets: level 2	
			IWB Resources via Standards Site UK Interactive Number Facts Number Facts Instructions Interactive Number Line Number Line Instructions	IWB Resources via Standards Site UK Interactive Place Value Arrow Place Value Arrow Instruction Interactive Number Line Number Line Instructions	IWB Resources via Standards Site UK Interactive Number Line Number Line Instructions	

		Smart Notebook Lessons Teddies on a bed Ways to make 20 Number facts to 5 Adding numbers to 10 Addition facts to 10	Smart Notebook Lessons Ways to make 20 Counters to 15 Double Addition/Subtraction Duck pond Difference	Smart Notebook Lessons Double Addition/Subtraction		
		Other Websites http://www.woodlands-junior.kent.sch.uk/maths/numberskills.html http://www.primaryresources.co.uk/maths/mathsC1.htm http://www.k111.k12.il.us/king/math.htm3Facts http://www.smartkiddies.com/members/indexStu.htm http://www.mathszone.co.uk/ http://www.coolmath4kids.com/	Other Websites http://www.woodlands-junior.kent.sch.uk/maths/numberskills.html http://www.mcdowallss.eq.edu.au/Zones/student/lobjects/beenleigh/mathsbyoutcome/index.htm http://www.primaryresources.co.uk/maths/mathsC1.htm http://www.k111.k12.il.us/king/math.htm3Facts http://www.smartkiddies.com/members/indexStu.htm http://www.mathszone.co.uk/ http://www.coolmath4kids.com/	Other Websites http://www.smartkiddies.com/members/indexStu.htm http://www.mathszone.co.uk/ http://www.woodlands-junior.kent.sch.uk/maths/numberskills.html http://www.mcdowallss.eq.edu.au/Zones/student/lobjects/beenleigh/mathsbyoutcome/index.htm http://www.k111.k12.il.us/king/math.htm3Facts http://www.coolmath4kids.com/	Other Websites http://www.woodlands-junior.kent.sch.uk/maths/numberskills.html http://www.mcdowallss.eq.edu.au/Zones/student/lobjects/beenleigh/mathsbyoutcome/index.htm http://www.k111.k12.il.us/king/math.htm3Facts http://www.smartkiddies.com/members/indexStu.htm http://www.mathszone.co.uk/ http://www.coolmath4kids.com/	Other Websites http://www.coolmath.com

Week 5	**Length** Students distinguish the attribute of length and use informal and metric units for measurement	MES1.1 • Identify and describe the attribute of length • Compare lengths directly by placing objects side by side and aligning ends • Record comparisons informally	MS1.1 • Use informal units to estimate and measure length and distance by placing informal units end to end without gaps or overlap • Recognise the need for metres and centimetres, and use them to estimate and measure length and distance • Record measurements by referring to the number and type of informal or formal units used	MS2.1 • Estimate, measure, compare and record lengths and distances using metres, centimetres and/or millimetres • Convert between metres and centimetres and vice versa • Estimate and measure the perimeter of 2D shapes • Record lengths and distances using decimal notation to two places	MS3. 1 • Select and use the appropriate device to measure lengths, distances and perimeters • Convert between metres and kilometres, millimetres, centimetre and metres • Calculate and compare perimeters of squares, rectangles and equilateral and isosceles triangles • Record lengths and distances using decimal notation to three places	**Perimeter and Area** MS4.1 • Describe the limits of accuracy of measuring instruments • Convert between metric units of length
		Syllabus Page : 92	Syllabus Page : 93	Syllabus Page : 94	Syllabus Page : 95	Syllabus Page : 100-101
		NAPLAN Strategies Doc 2008 Click here ☺		NAPLAN Strategies Doc 2008 Click here ☺ ☺	NAPLAN Strategies Doc 2008 Click here ☺ ☺	NAPLAN Strategies Doc 2008 Click here ☺
			Sample BST/NAPLAN Questions Click here ⊗	Sample BST/NAPLAN Questions Click here ⊗	Sample SNAP/NAPLAN Question Click here ⊗	Sample SNAP/NAPLAN Question Click here ⊗
		Teaching Measurement ES1 – S1 24 - 31	Teaching Measurement ES1 – S1 32 - 35 36 – 39 40 - 43	Teaching Measurement S2 – S3 24 – 27 28 - 31	Teaching Measurement S2 – S3 32 - 35 36 - 39	
			Syllabus Sample Units of Work 66 - 68	Syllabus Sample Units of Work 105 - 108	Syllabus Sample Units of Work 137 - 139	

		Learning Objects CMIT Website Plasticine Snakes Learning Federation - TALE Scale Matters: Ones Scale Matters: simple Units	Learning Objects CMIT Website Plasticine Snakes Learning Federation - TALE Direct a Robot: How Far	Learning Objects Learning Federation - TALE Scale Matters :tenths Direct a robot: How far Direct a Robot: Collector	Learning Objects Learning Federation - TALE	
				IWB Resources via Standards Site UK Interactive Ruler Ruler Instructions	IWB Resources via Standards Site UK Interactive Ruler Ruler Instructions	
		Other websites http://www.primaryresources.co.uk/maths/mathsE1.htm	Other websites http://www.primaryresources.co.uk/maths/mathsE1.htm http://www.copacabana-p.schools.nsw.edu.au/Get_Smart.htm	Other websites http://www.primaryresources.co.uk/maths/mathsE1.htm http://www.copacabana-p.schools.nsw.edu.au/Get_Smart.htm	Other websites http://www.primaryresources.co.uk/maths/mathsE1.htm http://www.copacabana-p.schools.nsw.edu.au/Get_Smart.htm	
Week 6	**Multiplication and Division** Students develop facility with number facts and computation with progressively larger numbers in multiplication and division and an appreciation of the relationship between those facts	NES1.3 • Make equal groups or rows • Group and share collections of objects equally • Record grouping and sharing informally	NS1.3 • Rhythmic and skip count by ones, twos, fives and tens • Model and use strategies for multiplication including arrays, equal groups and repeated addition • Model and use strategies for division including sharing, array and repeated subtraction • Record using drawings, numerals, symbols and words	NS2.3 • Develop mental facility for number facts up to 10 X 10 • Find multiples and squares of numbers • Use mental and informal written strategies for multiplying or dividing a two-digit number by a one-digit operator • Interpret remainders in division problems • Determine factors for a given number	NS3.3 • Select and apply appropriate mental, written or calculator strategies for multiplication and division • Use formal written algorithms for multiplication (limit operators to two-digit numbers) and division (limit operators to single digit) • Explore prime and composite numbers	NS4.1 • Explore other counting systems • Investigate groups of positive whole numbers • Determine and apply tests of divisibility • Express a number a s product of its prime factors • Find the squares/related square roots; cube/related cube roots • Use index notation for positive integral indices • Apply mental strategies to aid computation • Divide two or three-digit numbers by a two digit number
		Syllabus Page : 52	Syllabus Page : 53	Syllabus Page : 54-55	Syllabus Page : 56	Syllabus Page : 57-58

			Sample BST/NAPLAN Questions Multiplication Division ⊗ Click here ⊗	Sample BST/NAPLAN Questions Multiplication Division ⊗ Click here ⊗	Sample SNAP/NAPLAN Question Multiplication Division ⊗ Click here ⊗	Sample SNAP/NAPLAN Question Multiplication Division ⊗ Click here ⊗
		DENS 1 113, 123, 129, 131, 133, 173, 189, 195,	DENS 1 123, 191, 195, 199, 269, 271, 273, 275, 277	DENS 2 38, 96, 98, 198, 256, 260, 265, 266, 268, 276, 278,	DENS 2 272, 276, 278, 280, 282,	
		CMIT Activities When the music stops Equal group game Equal blocks Coin game Group Grabbing Train Carriages Bead patterns	CMIT Activities Bead patterns Group grabbing Grouping game Multiplication-Div wheel When the music stops Train Carriages Making Groups	CMIT Activities Five card multi Double dice multi Hit the deck Knock out Mables tables x2 x3 x5 x10 Multiplication bingo Multiple madness Mungo Pop stick bingo Triple dice multi Triples plus one	Counting On Activities Multiple count Rectangular grid Blobs and rectangles Array grids Array bingo 3x3 squares Multiplication grids Factors from rectangles Dice times Dice tables Four in a row Multo Divide by 2-6 Multiplication cards Hilo Division cards	Counting On Activities Multiple count Rectangular grid Blobs and rectangles Array grids Array bingo 3x3 squares Multiplication grids Factors from rectangles Dice times Dice tables Four in a row Multo
				Card and Dice Games Salute Multiplication Fast Facts Double Halve or Stay Total 3	Card and Dice Games Salute Multiplication Fast Facts Double Halve or Stay Make 20 Total 3	
		Syllabus Sample Units of Work 20 - 23	Syllabus Sample Units of Work 47 - 51	Syllabus Sample Units of Work 91 - 94	Syllabus Sample Units of Work 122 - 125	

		Learning Object CMIT Website Arrays Learning Federation - TALE Numberline Arithmetic	Learning Object CMIT Website Arrays Learning Federation - TALE The Array The Array: Go Figure Pobble Arrays – Series of 3 Arrays : Factor Families Divide it Up – Series of 5 Numberline Arithmetic Numberline Bars	Learning Object CMIT Website Remainders Count Learning Federation - TALE The Multiplier: go figure The Multiplier: make your own hard/easy multiplications The Multiplier: generate your own hard/easy multiplications The Divider: whole number remainders The Divider: solve your own problem The Divider: without remainders The Array Pobble Arrays – Series of 3 Arrays Series – Series of 5 Rectangle Multiplication Rectangle Division Numberline Bars Arrays: factor families Arrays: explore factors Arrays: word problems with products from 10 to 30 Arrays: word problems with products from 30 to 50 Arrays: word problems with products from 35 to 64 The multiplier The multiplier: generate easy multiplications The multiplier: generate hard multiplications The multiplier: go figure The multiplier: make your own easy multiplications The multiplier: make your own hard multiplications	Learning Object CMIT Website Remainders Count Learning Federation - TALE Rectangle Division The Multiplier: go figure The Multiplier: make your own hard/easy multiplications The Multiplier: generate your own hard/easy multiplications The Divider: whole number remainders The Divider: solve your own problem The Divider: without remainders School Canteen Best Buy – Level 1 School Canteen Estimate and Check – Level 1 School Canteen Restock – Level 1 School Canteen Two Traders – Level 1 Rectangle Multiplication Integers Numberline Bars Arrays: factor families Arrays: explore factors Arrays: word problems with products from 10 to 30 Arrays: word problems with products from 30 to 50 Arrays: word problems with products from 35 to 64 The multiplier The multiplier: generate easy multiplications The multiplier: generate hard multiplications The multiplier: go figure The multiplier: make your own easy multiplications The multiplier: make your own hard multiplications	Learning Object Learning Federation - TALE The divider: with or without remainders School canteen: best buy: level 1 School canteen: estimate and check: level 1 School canteen: restock: level 1 School canteen: two traders: level 1 School canteen: best buy: level 2 School canteen: estimate and check: level 2 School canteen: restock: level 2 School canteen: two traders: level 2

		IWB Resources via Standards Site UK	IWB Resources via Standards Site UK Interactive Grouping Grouping Instructions Interactive Multiplication Facts Multiplication Fact Instructions Interactive Multiplication Grid Multiplication Grid Instructions	IWB Resources via Standards Site UK Interactive Remainders Remainders Instructions Interactive Division Grid Division Grid Instructions Interactive Multiplication Facts Multiplication Fact Instructions Interactive Multiplication Grid Multiplication Grid Instructions Interactive Grouping Grouping Instructions Interactive Multiplication Dial (Number Dials) Multiplication Dial Instructions	IWB Resources via Standards Site UK Interactive Multiplication Dial (Number Dials) Multiplication Dial Instructions Interactive Multiplication Facts Multiplication Fact Instructions Interactive Division Grid Division Grid Instructions Interactive 100 chart (Number Grid) Prime # Button 100 chart instructions Interactive Digit Expander (Moving digits) Digit Expander Instructions Interactive Multiplication Grid Multiplication Grid Instructions	IWB Resources via Standards Site UK Interactive Division Grid Division Grid Instructions
		Other websites http://www.primaryresources.co.uk/maths/mathsC2.htm	Other websites http://www.primaryresources.co.uk/maths/mathsC2.htm http://www.ixl.com/ http://www.copacabana-p.schools.nsw.edu.au/Get_Smart.htm	Other websites http://www.primaryresources.co.uk/maths/mathsC2.htm http://www.ixl.com/ http://www.copacabana-p.schools.nsw.edu.au/Get_Smart.htm	Other websites http://www.primaryresources.co.uk/maths/mathsC2.htm http://www.ixl.com/ http://www.copacabana-p.schools.nsw.edu.au/Get_Smart.htm	
		Smart Notebook Lessons Sharing Teddies	Smart Notebook Lessons	Smart Notebook Lessons	Smart Notebook Lessons	Smart Notebook Lessons

Week 6	**2D Space** Students develop verbal, visual and mental representations of lines, angles and two-dimensional shapes, their parts and properties, and different orientations	SGES1.2 • Manipulate, sort and describe 2D shapes • Identify and name circles, squares, triangles and rectangles in pictures and the environment, and presented in different orientations • Represent 2D shapes using a variety of materials • Identify and draw straight and curved lines	SGS1.2 • Identify, name, compare and represent hexagons, rhombuses and trapeziums presented in different orientations • Make tessellating designs using flips, slides and turns • Identify a line of symmetry • Identify and name parallel, vertical and horizontal lines • Identify corners as angles • Compare angles by placing one angle on top of another	SGS2.2a • Identify and name pentagons, octagons and parallelograms presented in different orientations • Compare and describe special groups of quadrilaterals • Make tessellating designs by reflecting, translating and rotating • Find all lines of symmetry for a two-dimensional shape • Recognise openings, slopes and turns as angles • Describe angles using everyday language and the term 'right' • Compare angles using informal means	SG3.2a • Identify right-angled, isosceles, equilateral and scalene triangles • Identify and draw regular and irregular 2D shapes • Identify and name parts of a circle • Enlarge and reduce shapes, pictures and maps • Identify shapes that have rotational symmetry • Classify angles as right, acute, obtuse, reflex, straight or a revolution • Measure in degrees and construct angles using a protractor	SG4.3 • Classify, construct and determine properties of triangles and quadrilaterals • Investigate similar figures and interpret and construct scale drawings • Complete simple numerical exercises based on geometrical properties • Classify angles and determine angle relationships • Construct parallel and perpendicular lines and determine associated angle properties
		Syllabus Page : 124	Syllabus Page : 125	Syllabus Page : 126-127	Syllabus Page : 128-129	Syllabus Page : 130-131
						NAPLAN Strategies Doc 2008 Click here ☺
			Sample BST/NAPLAN Questions Click here ⊗	Sample BST/NAPLAN Questions Click here ⊗	Sample SNAP/NAPLAN Question Click here ⊗	Sample SNAP/NAPLAN Question Click here ⊗
		Teaching Space & Geometry CD (Contact your local Numeracy Consultant to access this resource) Shapes all around Unit	Teaching Space & Geometry CD (Contact your local Numeracy Consultant to access this resource) Shape Maker Unit	Teaching Space & Geometry CD (Contact your local Numeracy Consultant to access this resource) Transforming Shapes Unit	Teaching Space & Geometry CD (Contact your local Numeracy Consultant to access this resource) Properties of Circles Unit	
		Syllabus Sample Units of Work 36 - 40	Syllabus Sample Units of Work 76 - 79			

		Learning Object Learning Federation - TALE Shape Overlays: Find & Cut Shape Overlays: Picture Studio Attribute blocks Ladybird Mazes Pentominoes Tessellations	Learning Object Learning Federation - TALE Shape Overlays: Find & Cut Shape Overlays: Picture Studio Shape Overlays: Find & Cut Shape Overlays: Picture Studio Shape Overlays: Find, Cut & Turn Face Painter: Finding Faces 1 Face Painter: Finding Faces 2 Shape Maker: Simple Objects Attribute blocks Ladybird Mazes Pentominoes Tessellations Pattern Blocks Tessellate decorate: rectangles Tessellate decorate: squares Tessellate decorate: triangles Tessellate decorate: rhombi Tessellate decorate: trapeziums Tessellate decorate: hexagons and triangles Tessellate decorate: three shapes Tessellate decorate: right angle triangles	Learning Object Learning Federation - TALE Shape Overlays: Find, Cut & Turn Shape Overlays: Picture Puzzle Shape maker Attribute blocks Ladybird Mazes Pentominoes Tessellations Pattern Blocks Geoboards Congruent triangles Platonic Solids Polyominoes Face Painter: Locating Faces Face Painter: Predicting Faces Shape Maker: Simple Objects Shape Maker: Blocker Shape Maker: Stacker	Learning Object Learning Federation - TALE Viewfinder Viewfinder: backwards glance Viewfinder: up front Viewfinder: flip side Compound shapes Exploring Space – Series of 6 Pentominoes Tessellations Pattern Blocks Geoboards Geoboard coordinate Geoboard isometric Congruent triangles Platonic Solids Polyominoes Tessellations Turtle Geometry Golden Rectangle Shape Maker: Complex Objects 1 Shape Maker: Complex Objects 2 Shape Maker: Replicator	Learning Object Learning Federation - TALE Contours: about contours Contours: loony landscapes Contours: mystery shapes
		IWB Resources via Standards Site UK	IWB Resources via Standards Site UK Interactive Shape Maker (fixing points) Shape Maker Instructions	IWB Resources via Standards Site UK Interactive 2D Shapes (Polygons) 2D Shapes Instructions Interactive Shape Maker (fixing points) Shape Maker Instructions	IWB Resources via Standards Site UK Interactive 2D Shapes (Polygons) 2D Shapes Instructions Interactive Shape Maker (fixing points) Shape Maker Instructions	IWB Resources via Standards Site UK
		Other Websites http://www.primaryresources.co.uk/maths/mathsE3.htm	Other Websites http://www.primaryresources.co.uk/maths/mathsE3.htm	Other Websites http://www.primaryresources.co.uk/maths/mathsE3.htm	Other Websites http://www.primaryresources.co.uk/maths/mathsE3.htm	

Week 7	**Multiplication and Division** Students develop facility with number facts and computation with progressively larger numbers in multiplication and division and an appreciation of the relationship between those facts	NES1.3 • Make equal groups or rows • Group and share collections of objects equally • Record grouping and sharing informally	NS1.3 • Rhythmic and skip count by ones, twos, fives and tens • Model and use strategies for multiplication including arrays, equal groups and repeated addition • Model and use strategies for division including sharing, array and repeated subtraction • Record using drawings, numerals, symbols and words	NS2.3 • Develop mental facility for number facts up to 10 X 10 • Find multiples and squares of numbers • Use mental and informal written strategies for multiplying or dividing a two-digit number by a one-digit operator • Interpret remainders in division problems • Determine factors for a given number	NS3.3 • Select and apply appropriate mental, written or calculator strategies for multiplication and division • Use formal written algorithms for multiplication (limit operators to two-digit numbers) and division (limit operators to single digit) • Explore prime and composite numbers	NS4.1 • Explore other counting systems • Investigate groups of positive whole numbers • Determine and apply tests of divisibility • Express a number a s product of its prime factors • Find the squares/related square roots; cube/related cube roots • Use index notation for positive integral indices • Apply mental strategies to aid computation • Divide two or three-digit numbers by a two digit number
		Syllabus Page : 52	Syllabus Page : 53	Syllabus Page : 54-55	Syllabus Page : 56	Syllabus Page : 57-58
			NAPLAN Strategies Doc 2008 Click here ☺	NAPLAN Strategies Doc 2008 Click here ☺	NAPLAN Strategies Doc 2008 Click here ☺	
			Sample BST/NAPLAN Questions Multiplication Division ⊗ Click here ⊗	Sample BST/NAPLAN Questions Multiplication Division ⊗ Click here ⊗	Sample SNAP/NAPLAN Question Multiplication Division ⊗ Click here ⊗	Sample SNAP/NAPLAN Question Multiplication Division ⊗ Click here ⊗
		DENS 1 113, 123, 129, 131, 133, 173, 189, 195,	DENS 1 123, 191, 195, 199, 269, 271, 273, 275, 277	DENS 2 38, 96, 98, 198, 256, 260, 265, 266, 268, 276, 278,	DENS 2 272, 276, 278, 280, 282,	

		CMIT Activities When the music stops Equal group game Equal blocks Coin game Group Grabbing Train Carriages Bead patterns	CMIT Activities Bead patterns Group grabbing Grouping game Multiplication-Div wheel When the music stops Train Carriages Making Groups	CMIT Activities Five card multi Double dice multi Hit the deck Knock out Mables tables x2 x3 x5 x10 Multiplication bingo Multiple madness Mungo Pop stick bingo Triple dice multi Triples plus one	Counting On Activities Multiple count Rectangular grid Blobs and rectangles Array grids Array bingo 3x3 squares Multiplication grids Factors from rectangles Dice times Dice tables Four in a row Multo Divide by 2-6 Multiplication cards Hilo Division cards	Counting On Activities Multiple count Rectangular grid Blobs and rectangles Array grids Array bingo 3x3 squares Multiplication grids Factors from rectangles Dice times Dice tables Four in a row Multo
				Card and Dice Games Salute Multiplication Fast Facts Double Halve or Stay Total 3	Card and Dice Games Salute Multiplication Fast Facts Double Halve or Stay Make 20 Total 3	
		Syllabus Sample Units of Work 20 - 23	Syllabus Sample Units of Work 47 - 51	Syllabus Sample Units of Work 91 - 94	Syllabus Sample Units of Work 122 - 125	

		Learning Object CMIT Website Arrays Learning Federation - TALE Numberline Arithmetic	Learning Object CMIT Website Arrays Learning Federation - TALE The Array The Array: Go Figure Pobble Arrays – Series of 3 Arrays : Factor Families Divide it Up – Series of 5 Numberline Arithmetic Numberline Bars	Learning Object CMIT Website Remainders Count Learning Federation - TALE The Multiplier: go figure The Multiplier: make your own hard/easy multiplications The Multiplier: generate your own hard/easy multiplications The Divider: whole number remainders The Divider: solve your own problem The Divider: without remainders The Array Pobble Arrays – Series of 3 Arrays Series – Series of 5 Rectangle Multiplication Rectangle Division Numberline Bars	Learning Object CMIT Website Remainders Count Learning Federation - TALE Rectangle Division The Multiplier: go figure The Multiplier: make your own hard/easy multiplications The Multiplier: generate your own hard/easy multiplications The Divider: whole number remainders The Divider: solve your own problem The Divider: without remainders School Canteen Best Buy – Level 1 School Canteen Estimate and Check – Level 1 School Canteen Restock – Level 1 School Canteen Two Traders – Level 1 Rectangle Multiplication Integers Numberline Bars	

		IWB Resources via Standards Site UK	IWB Resources via Standards Site UK Interactive Grouping Grouping Instructions Interactive Multiplication Facts Multiplication Fact Instructions Interactive Multiplication Grid Multiplication Grid Instructions	IWB Resources via Standards Site UK Interactive Remainders Remainders Instructions Interactive Division Grid Division Grid Instructions Interactive Multiplication Facts Multiplication Fact Instructions Interactive Multiplication Grid Multiplication Grid Instructions Interactive Grouping Grouping Instructions Interactive Multiplication Dial (Number Dials) Multiplication Dial Instructions	IWB Resources via Standards Site UK Interactive Multiplication Dial (Number Dials) Multiplication Dial Instructions Interactive Multiplication Facts Multiplication Fact Instructions Interactive Division Grid Division Grid Instructions Interactive 100 chart (Number Grid) Prime # Button 100 chart instructions Interactive Digit Expander (Moving digits) Digit Expander Instructions Interactive Multiplication Grid Multiplication Grid Instructions	IWB Resources via Standards Site UK Interactive Division Grid Division Grid Instructions
		Other Websites http://www.primaryresources.co.uk/maths/mathsC2.htm http://www.crickweb.co.uk http://www.topmarks.co.uk/interactive.aspx	Other Websites http://www.primaryresources.co.uk/maths/mathsC2.htm http://www.crickweb.co.uk http://www.topmarks.co.uk/interactive.aspx http://www.ixl.com/ http://www.copacabana-p.schools.nsw.edu.au/Get_Smart.htm	Other Websites http://www.primaryresources.co.uk/maths/mathsC2.htm http://www.crickweb.co.uk http://www.topmarks.co.uk/interactive.aspx http://www.ixl.com/ http://www.copacabana-p.schools.nsw.edu.au/Get_Smart.htm	Other Websites http://www.primaryresources.co.uk/maths/mathsC2.htm http://www.topmarks.co.uk/interactive.aspx http://www.ixl.com/ http://www.copacabana-p.schools.nsw.edu.au/Get_Smart.htm	

Week 7	**Data** Students inform their inquiries through gathering, organising, tabulating and graphing data	DES1.1 • Collect data about students and their environment • Organise actual objects or pictures of the objects into a data display • Interpret data displays made from objects and pictures	DS1.1 • Gather and record data using tally marks • Display the data using concrete materials and pictorial representations • Use objects or pictures as symbols to represent other objects, using one-tone correspondence • Interprets information presented in picture graphs and column graphs	DS2.1 • Conduct surveys, classify and organise data using tables • Construct vertical and horizontal column graphs and picture graphs • Interpret data presented in tables, column graphs and picture graphs	DS3.1 • Daw pictures, column, line and divided bar graphs using scales or many to one correspondence • Read and interpret sector (pie) graphs • Read and interpret graphs with scales of many-to-one correspondence • Determine the mean (average) for a small set of data	DS4.1 • Draw, read and interpret graphs (line, sector, travel, step, conversion, divided bar, dot plots, and stem-leaf plots tables and charts • Distinguish between types of variables used in graphs • Identify misrepresentations of data in graphs • Construct frequency tables • Draw frequency histograms and polygons • Use sampling and census • Make predictions from samples and diagrams • Analyse data using mean, mode, median and range
		Syllabus Page : 85	Syllabus Page : 86	Syllabus Page : 87	Syllabus Page : 88	Syllabus Page : 89-90
				NAPLAN Strategies Doc 2008 Click here ☺		
			Sample BST/NAPLAN Questions Click here ⊗	Sample BST/NAPLAN Questions Click here ⊗	Sample SNAP/NAPLAN Question Click here ⊗	Sample SNAP/NAPLAN Question Click here ⊗
					Syllabus Sample Units of Work 133 - 136	

			Learning Object Learning Federation - TALE Pie Chart Spinners	Learning Object Learning Federation - TALE Mystery Spinner: match the graph Home internet survey: Where Home internet survey: Who Pie Chart Spinners Bar Chart	Learning Object Learning Federation - TALE Spinners: Match up Mystery Spinner: Challenge Bar Chart Bridge Builder: Triangles Filling glasses: find the right graph, create the right glass, graphing and comparing Media Report:1-2 Media Report: future plans Media Report: water usage Media Report: starting salary Media Report: Junk food Media Report: music Media Report: cost of petrol Skateboard survey Matchbox machine: take a sample Matchbox machine: plot the variation Matchbox machine Matchbox machine: varying scoop size and speed Matchbox machine: varying scoop size Matchbox machine: varying speed Fix the matchbox machine: scoop size and speed Exploring graphs Exploring measures of central tendency	Learning Object Learning Federation - TALE Scatter plots: about scatter plots Scatter plots: create your own Scatter plots: age & reaction time Scatter plots: height & belly button height Matchbox machine: take a sample Matchbox machine: plot the variation Matchbox machine Matchbox machine: varying scoop size and speed Matchbox machine: varying scoop size Matchbox machine: varying speed Fix the matchbox machine: scoop size and speed Fix the matchbox machine: scoop size Fix the matchbox machine: speed Rice crisp machine: take a sample Rice crisp machine: plot the variation Exploring graphs Exploring measures of central tendency
				IWB Resources via Standards Site UK Interactive Data/Graphing Data/Graphing Instructions	IWB Resources via Standards Site UK Interactive Data/Graphing Data/Graphing Instructions	IWB Resources via Standards Site UK Interactive Data/Graphing Data/Graphing Instructions
		IWB Resources Simple Interactive Graph	IWB Resources Simple Interactive Graph			

		Other Websites http://www.primaryresources.co.uk/maths/mathsF1.htm http://www.mathsisfun.com/	Other Websites http://www.primaryresources.co.uk/maths/mathsF1.htm http://www.mathsisfun.com/	Other Websites http://www.primaryresources.co.uk/maths/mathsF1.htm http://www.mathsisfun.com/	Other Websites http://www.primaryresources.co.uk/maths/mathsF1.htm http://www.mathsisfun.com/	
Week 8	**Fractions and Decimals** Students develop an understanding of the parts of a whole, and the relationships between the different representations of a fractions	NES1.4 • Divide an object into two equal parts • Recognise and describe halves	NS1.4 • Model and describe a half or a quarter of a whole object • Model and describe a half or a quarter of a collection of objects • Use fraction notation ½ and 1/4	MS2.4 • Model, compare and represent fractions with denominators 2, 4 and 8, followed by fractions with denominators 5, 10 and 100 • Find equivalence between halves, quarters and eighths, fifths and tenths, tenths and hundredths • Model compare and represent decimals to 2 decimal places • Add and subtract decimals with the same number of decimal places (to 2 decimal places) • Recognise percentages in everyday situations. Relate a common percentage to a fraction or decimal • Perform calculations with money	NS3.4 • Model, compare and represent commonly used fractions (those with denominators 2, 3, 4, 5, 6, 8, 10, 12 and 100) • Find equivalence between thirds, sixths and twelfths • Express a mixed numeral as an improper fraction, and vice versa • Multiply and divide decimals by whole numbers in everyday contexts • Add and subtract decimals to three decimal places • Add and subtract simple fractions where one denominator id a multiple of the other • Multiply simple fractions by whole numbers. • Calculate unit fractions of a number • Calculate simple percentages of quantities	**Fractions, Decimals and Percentages** NS4.3 • Perform operations with fractions, decimals and mixed numerals • Uses ratios and rates to solve problems
		Syllabus Page : 60	Syllabus Page : 61	Syllabus Page : 62-63	Syllabus Page : 64-65	Syllabus Page : 66-67
			NAPLAN Strategies Doc 2008 Click here ☺	NAPLAN Strategies Doc 2008 Click here ☺		NAPLAN Strategies Doc 2008 Click here ☺

				Sample BST/NAPLAN Questions Click here ⊗	Sample SNAP/NAPLAN Question Click here ⊗	Sample SNAP/NAPLAN Question Click here ⊗
		Fractions: Pikelets & Lamingtons 11, 12	Fractions: Pikelets & Lamingtons 11 - 31	Fractions: Pikelets & Lamingtons 11 - 42	Fractions: Pikelets & Lamingtons 25 - 62	
			Syllabus Sample Units of Work 52 - 56	Syllabus Sample Units of Work 98 - 101	Syllabus Sample Units of Work 126 - 129	

		Learning Object Fractions Pikelets Lamingtons CD Sharing Pikelets Geoboard Learning Federation - TALE Fraction Pieces Fractions: Visualising	Learning Object Fractions Pikelets Lamingtons CD Sharing Pikelets Geoboard Learning Federation - TALE Fractions Fiddle Fraction Fiddle – Matching cake fractions Fractions: Naming Fractions: Parts of a whole Fractions: Equivalent	Learning Object Fractions Pikelets Lamingtons CD Sharing Pikelets Geoboard Learning Federation - TALE Fractions Fiddle: tool Fractions fiddle: shoot the hoop Fractions Fiddle: hit the apple Fractions Fiddle: comparing unit fractions Fractions Fiddle: comparing unit fractions Fractions Fiddle: matching cake fractions Fractions Fiddle: reach the target Cassowary Fractions Shape Fractions Dynamic Fractions Park Fractions Decimaster : Series of 9 Design a Park “Design your own” ____ series Fractions: Naming Fractions: Parts of a whole Fractions: Equivalent Fractions: Comparing Fractions: Rectangle Multiplication	Learning Object Fractions Pikelets Lamingtons CD Fraction Wall Download Learning Federation - TALE Fractions Fiddle: tool Fractions fiddle: shoot the hoop Fractions Fiddle: reach the target Fractions Equivalent Fractions: visualising Fractions: parts of a whole Fractions: rectangle multiplication Fractions: Comparing Fractions: naming Neighbourhood fractions Shape Fractions Dynamic Fractions Park Fractions Wishball: hundredths Wishball: thousandths Wishball: tenths Exploring Fractions Fractions pieces Decimaster : Series of 9 Design Briefs series (Design a city /farm /neighbourhood/ park/ school “Design your own” ____ series Fractions manipulatives- series of 7	Learning Object Learning Federation - TALE Exploring fractions Exploring combined percentages Fraction pieces Fractions: comparing Fractions: equivalent Fractions: naming Fractions: parts of a whole Fractions: rectangle multiplication Fractions: visualising
		IWB Resources via Standards Site UK Fractions Ribbon (Fractions) Fractions instructions	IWB Resources via Standards Site UK Fractions Ribbon (Fractions) Fractions instructions	IWB Resources via Standards Site UK Fractions Ribbon (Fractions) Fractions instructions	IWB Resources via Standards Site UK Fractions Ribbon (Fractions) Fractions instructions	IWB Resources via Standards Site UK Fractions Ribbon (Fractions) Fractions instructions
		Other Websites http://www.primaryresources.co.uk/maths/mathsB6.htm	Other Websites http://www.primaryresources.co.uk/maths/mathsB6.htm	Other Websites http://www.primaryresources.co.uk/maths/mathsB6.htm	Other Websites http://www.primaryresources.co.uk/maths/mathsB6.htm	

Week 8	**Area** Students distinguish the attribute of area and use informal and metric units for measurement	MES1.2 • Identify and describe the attribute of area • Estimate the larger of two areas and compare using direct comparisons • Record comparisons informally	MS1.2 • Use appropriate informal units to estimate and measure area • Compare and order two or more areas • Record measurements by referring to the number and type of informal units used	MS2.2 • Recognise the need for square centimetres and square metres to measure area • Estimate, measure, compare and record areas in square centimetres and square metres	MS3.2 • Select and use the appropriate unit to calculate area • Recognise the need for square kilometres and hectares • Develop formulae in words for finding areas of squares, rectangles and triangles	**Perimeter and Area** MS4.1 • Describe the limits of accuracy of measuring instruments • Convert between metric units of length • Develop formulae and use to find the area and perimeters of triangles, rectangles and parallelograms • Find the areas of simple composite figures • Investigate and find the area and circumference of circles • Convert between metric units of area • Apply Pythagoras' Theorem
		Syllabus Page : 96	Syllabus Page : 97	Syllabus Page : 98	Syllabus Page : 99	Syllabus Page : 100-101
			NAPLAN Strategies Doc 2008 Click here ☺		NAPLAN Strategies Doc 2008 Click here ☺	NAPLAN Strategies Doc 2008 Click here ☺ ☺
			Sample BST/NAPLAN Questions Click here ⊗	Sample BST/NAPLAN Questions Click here ⊗	Sample SNAP/NAPLAN Question Click here ⊗	Sample SNAP/NAPLAN Question Click here ⊗
		Teaching Measurement ES1 – S1 54 - 57 58 - 61	Teaching Measurement ES1 – S1 62 - 65	Teaching Measurement S2 – S3 54 – 57 58 - 61	Teaching Measurement S2 – S3 66–69 70-73 74-77	
		Syllabus Sample Units of Work 27 - 29	Syllabus Sample Units of Work 69 - 72	Syllabus Sample Units of Work 109 - 112		

		Learning Object Learning Federation - TALE Finding the Areas of Rectangles	Learning Object Learning Federation - TALE Finding the area of compound shapes Finding the Areas of Rectangles Area counting with Coco	Learning Object Learning Federation - TALE Finding the area of compound shapes Area counting with Coco	Learning Object Learning Federation - TALE Area of Triangles – Series of 5 Area of Compound Shapes – Series of 4 Exploring area and perimeter	Learning Object Learning Federation - TALE Area of triangles series Exploring area and perimeter
				IWB Resources via Standards Site UK Interactive Area Area Instructions	IWB Resources via Standards Site UK Interactive Area Area Instructions	IWB Resources via Standards Site UK Interactive Area Area Instructions
		Other Websites http://www.primaryresources.co.uk/maths/mathsE4.htm	Other Websites http://www.primaryresources.co.uk/maths/mathsE4.htm	Other Websites http://www.primaryresources.co.uk/maths/mathsE4.htm	Other Websites http://www.primaryresources.co.uk/maths/mathsE4.htm	

Week 9	**Fractions and Decimals** Students develop an understanding of the parts of a whole, and the relationships between the different representations of a fractions	NES1.4 • Divide an object into two equal parts • Recognise and describe halves	NS1.4 • Model and describe a half or a quarter of a whole object • Model and describe a half or a quarter of a collection of objects • Use fraction notation ½ and ¼	NS2.4 • Model, compare and represent fractions with denominators 2, 4 and 8, followed by fractions with denominators 5, 10 and 100 • Find equivalence between halves, quarters and eighths, fifths and tenths, tenths and hundredths • Model, compare and represent decimals to 2 decimal places • Add and subtract decimals with the same number of decimal places (to 2 decimal places) • Recognise percentages in everyday situations. Relate a common percentage to a fraction or decimal • Perform calculations with money	NS3.4 • Model compare and represent commonly used fractions (those with denominators 2,3,4,5,6,8,10,12 and 100) • Find equivalence between thirds, sixths and twelfths • Express a mixed numeral as an improper fraction, and vice versa • Add and subtract simple fractions where one denominator is a multiple of the other • Multiply simple fractions by whole number. Calculate unit fractions of a number • Multiply and divide decimals by whole number in everyday contexts. Add and subtract decimals to three decimal places • Calculate simple percentages of quantities • Apply the four operations to money in real-life situations	**Fractions, Decimals and Percentages** NS4.3 • Perform operations with fractions, decimals and mixed numerals • Use ratios and rates to solve problems
		Syllabus Page : 60	Syllabus Page : 61	Syllabus Page : 62-63	Syllabus Page : 64-65	Syllabus Page : 66-67
			NAPLAN Strategies Doc 2008 Click here ☺	NAPLAN Strategies Doc 2008 Click here ☺		NAPLAN Strategies Doc 2008 Click here ☺
				Sample BST/NAPLAN Questions Click here ⊗	Sample SNAP/NAPLAN Question Click here ⊗	Sample SNAP/NAPLAN Question Click here ⊗

					Counting On CD – Teaching Activities Decimal grids Make 10 Decimal trisaw Decimal sorting Where's that number Decimal jigsaw Decimal snakes and ladders Beat the calculator	Counting On CD – Teaching Activities Decimal grids Make 10 Decimal trisaw Decimal sorting Where's that number Decimal jigsaw Decimal snakes and ladders Beat the calculator
		Learning Object Fractions Pikelets Lamingtons CD Sharing Pikelets Geoboard Learning Federation - TALE Fraction Pieces Fractions: Visualising	Learning Object Fractions Pikelets Lamingtons CD Sharing Pikelets Geoboard Learning Federation - TALE Fractions Fiddle Fraction Fiddle – Matching cake fractions Fractions: Naming Fractions: Parts of a whole Fractions: Equivalent	Learning Object Fractions Pikelets Lamingtons CD Sharing Pikelets Geoboard Learning Federation - TALE Fractions Fiddle: tool Fractions fiddle: shoot the hoop Fractions Fiddle: hit the apple Fractions Fiddle: comparing unit fractions Fractions Fiddle: comparing unit fractions Fractions Fiddle: matching cake fractions Fractions Fiddle: reach the target Cassowary Fractions Shape Fractions Dynamic Fractions Park Fractions Decimaster : Series of 9 Design a Park "Design your own" ____ series Fractions: Naming Fractions: Parts of a whole Fractions: Equivalent Fractions: Comparing Fractions: Rectangle Multiplication	Learning Object Fractions Pikelets Lamingtons CD Fraction Wall Download Learning Federation - TALE Fractions Fiddle: tool Fractions fiddle: shoot the hoop Fractions Fiddle: reach the target Fractions Equivalent Fractions: visualising Fractions: parts of a whole Fractions: rectangle multiplication Fractions: Comparing Fractions: naming Neighbourhood fractions Shape Fractions Dynamic Fractions Park Fractions Wishball: hundredths Wishball: thousandths Wishball: tenths Exploring Fractions Fractions pieces Decimaster : Series of 9 Design Briefs series (Design a city /farm /neighbourhood/ park/ school "Design your own" ____ series Fractions manipulatives-series of 7	Learning Object Learning Federation - TALE Fractions: Comparing Fractions: Rectangle Multiplication

					IWB Resources via Standards Site UK Interactive Decimal Number Line Decimal Number Line Instructions	IWB Resources via Standards Site UK Interactive Decimal Number Line Decimal Number Line Instructions
		Other Websites http://www.primaryresources.co.uk/maths/mathsB6.htm	Other Websites http://www.primaryresources.co.uk/maths/mathsB6.htm	Other Websites http://www.primaryresources.co.uk/maths/mathsB6.htm	Other Websites http://www.primaryresources.co.uk/maths/mathsB6.htm	
Week 9	**3D Space** Students develop verbal, visual and mental representations of three-dimensional objects, their parts and properties and different orientations	SGES1.1 • Manipulate and sort 3D objects found in the environment • Describe features of 3D objects using every day language • Use informal names for 3D objects	SGS1.1 • Name, describe, sort and model cones, cubes, cylinders, spheres and prisms • Recognise 3D objects in pictures and the environment, and presented in different orientations • Recognise that 3D objects look different from different points of view	SGS2.1 • Name, describe, sort, make and sketch prisms, pyramids, cylinders, cones and spheres • Create nets from everyday packages • Describe cross sections of 3D objects	SGS3.1 • Identify 3D objects, including particular prisms and pyramids, on the basis of their properties • Construct 3D models given drawings of different views	**Properties of Solids** SGS4.1 • Determine properties of 3D objects • Investigate Platonic solids • Investigate Euler's relationship for convex polyhedra • Make isometric drawings
		Syllabus Page : 118	Syllabus Page : 119	Syllabus Page : 120	Syllabus Page : 121	Syllabus Page : 122-123
			NAPLAN Strategies Doc 2008 Click here ☺	NAPLAN Strategies Doc 2008 Click here ☺	NAPLAN Strategies Doc 2008 Click here ☺ ☺	NAPLAN Strategies Doc 2008 Click here ☺
			Sample BST/NAPLAN Questions Click here ⊗	Sample BST/NAPLAN Questions Click here ⊗	Sample SNAP/NAPLAN Question Click here ⊗	Sample SNAP/NAPLAN Question Click here ⊗
		Teaching Space & Geometry CD (Contact your local Numeracy Consultant to access this resource) Investigating Objects Unit	Teaching Space & Geometry CD (Contact your local Numeracy Consultant to access this resource) 3D & 2D Unit	Teaching Space & Geometry CD (Contact your local Numeracy Consultant to access this resource) From 3D to 2D Unit	Teaching Space & Geometry CD (Contact your local Numeracy Consultant to access this resource) Connecting 3D & 2D Unit	

					Syllabus Sample Units of Work 143 - 147	
		Learning Object Learning Federation - TALE	Learning Object Learning Federation - TALE Face Painter Shape Maker Shape overlays Shape overlays: picture studio	Learning Object Learning Federation - TALE Viewfinder Viewfinder: backwards glance Viewfinder: up front Viewfinder: flip side Viewfinder: all angles Shape maker: simple objects Shape maker: complex objects Shape maker: stacker Shape maker: blocker Shape maker: replicator Photo hunt: Level 1-4 Face Painter: finding faces 2 Face Painter: predicting faces Face Painter: locating faces Shape overlays: picture studio Building site: Level 1 Contours- series of 3 Viewfinder- series of 5	Learning Object Learning Federation - TALE Viewfinder Viewfinder: backwards glance Viewfinder: up front Viewfinder: flip side Viewfinder: all angles Shape maker: replicator Photo hunt: Level 1-4 Face Painter: finding faces 2 Face Painter: predicting faces Face Painter: locating faces Platonic Solids Geoboard: isometric Geoboard: coordinate Building Site: Level 2-4 Contours- series of 3 Viewfinder- series of 5	
		Other Websites http://www.primaryresources.co.uk/maths/mathsE3.htm	Other Websites http://www.primaryresources.co.uk/maths/mathsE3.htm	Other Websites http://www.primaryresources.co.uk/maths/mathsE3.htm http://www.yenka.com	Other Websites http://www.primaryresources.co.uk/maths/mathsE3.htm http://jcrystal.com/steffenweber/POLYHEDRA/p_00.html http://www.yenka.com	Other Websites http://www.primaryresources.co.uk/maths/mathsE3.htm http://jcrystal.com/steffenweber/POLYHEDRA/p_00.html

Week 10	**Volume and Capacity** Students recognise the attribute of volume and use informal and metric units for measuring volume and capacity	MES1.3 • Identify and describe the attributes of volume and capacity • Compare the capacities of 2 containers using direct comparison • Compare the volume of 2 objects using direct comparison • Record comparisons informally	MS1.3 • Use appropriate informal units to estimate and measure volume and capacity • Compare and order the capacities of two or more containers and the volumes of two or more models or objects • Record measurements by referring to the number and type of informal units used	MS2.3 • Recognise the need for a formal unit to measure volume and capacity • Estimate, measure, compare and record volumes and capacities using litres and millilitres • Measure the volume of models in cubic centimetres • Convert between litres and millilitres	MS3.3 • Select the appropriate unit to measure volume and capacity • Recognise the need for cubic metres • Estimate and measure the volume of rectangular prisms • Determine the relationship between cubic centimetres and millilitres • Record volume and capacity using decimal notation to three decimal places	**Surface Area and Volume** MS4.2 • Find the surface area of rectangular and triangular prisms • Find the volume of right prisms and cylinders • Convert between metric units of volume
		Syllabus Page : 102	Syllabus Page : 103	Syllabus Page : 104-105	Syllabus Page : 106	Syllabus Page : 107
			NAPLAN Strategies Doc 2008 Click here ☺ ☺	NAPLAN Strategies Doc 2008 Click here ☺ ☺ ☺	NAPLAN Strategies Doc 2008 Click here ☺ ☺	NAPLAN Strategies Doc 2008 Click here ☺
			Sample BST/NAPLAN Questions Click here ⊗	Sample BST/NAPLAN Questions Click here ⊗	Sample SNAP/NAPLAN Question Click here ⊗	Sample SNAP/NAPLAN Question Click here ⊗
		Teaching Measurement ES1 – S1 88 - 91 92 - 95	Teaching Measurement ES1 – S1 96 – 99 100 – 103 104 - 107 108 – 111	Teaching Measurement S2 – S3 86 – 89 90 – 93 94 – 97	Teaching Measurement S2 – S3 98 – 101 102 – 105 106 - 109	
		Syllabus Sample Units of Work 30 - 32	Syllabus Sample Units of Work 73 - 75			

		Learning Object Learning Federation - TALE	Learning Object Learning Federation - TALE Squirt 2 Containers: Level 1 Squirt 2 Containers: Level 2 Cubirocks Galore Cubirocks are Measured Cubirocks Go	Learning Object Learning Federation - TALE Cubirocks: go Cubirocks: Galore Cubirocks: are measured Squirt 2 Containers: Level 1 Squirt 2 Containers: Level 2	Learning Object Learning Federation - TALE Filling glasses: find the right glass How high What's in a cube: Level 1 Inside a cubic metre How big is a cubic metre	
				IWB Resources via Standards Site UK Interactive MeasuringCylinder MeasuringCylinder Instruction	IWB Resources via Standards Site UK Interactive MeasuringCylinder MeasuringCylinder Instruction	IWB Resources via Standards Site UK Interactive MeasuringCylinder MeasuringCylinder Instruction
Week 10	**Position** Students develop their representation of position through precise language and the use of grids and compass directions	SGES1.3 • Give and follow simple directions • Use everyday language to describe position	SGS1.3 • Represent the position of objects using models and drawings • Describe the position of objects using everyday language, including 'left' and 'right'	SGS2.3 • Use simple maps and grids to represent position and follow routes • Determine the directions N,S,E,W and NE, NW, SE, SW, given one of the directions • Determine the location of an object on a simple map using coordinates or directions	SGS3.3 • Interpret scales on maps and plans • Make simple calculations using scale	
		Syllabus Page : 134	Syllabus Page : 135	Syllabus Page : 136	Syllabus Page :137	
				NAPLAN Strategies Doc 2008 Click here ☺	NAPLAN Strategies Doc 2008 Click here ☺ ☺	NAPLAN Strategies Doc 2008 Click here ☺ ☺
			Sample BST/NAPLAN Questions Click here ⊗	Sample BST/NAPLAN Questions Click here ⊗	Sample SNAP/NAPLAN Question Click here ⊗	Sample SNAP/NAPLAN Question Click here ⊗
			Syllabus Sample Units of Work 80 - 82	Syllabus Sample Units of Work 116 - 120	Syllabus Sample Units of Work 154 - 156	

		Learning Object Learning Federation - TALE Ladybird Mazes	Learning Object Learning Federation - TALE Direct a Robot: Which Way Direct a Robot: How far Direct a Robot: Collector	Learning Object Learning Federation - TALE Direct a Robot: Which Way Direct a Robot: How far Direct a Robot: Collector Design a park Design your own park	Learning Object Learning Federation - TALE Direct a Robot: Which Way Journey Planner: quickest route 1-4 Design a neighbourhood Design your own school Design a school Design a farm Design a city Ladybird Mazes Contours	Learning Object Learning Federation - TALE Journey planner: quickest route 1 Journey planner: quickest route 2 Journey planner: quickest route 3
				IWB Resources via Standards Site UK Interactive Coordinates Coordinates Instructions	IWB Resources via Standards Site UK Interactive Coordinates Coordinates Instructions	IWB Resources via Standards Site UK Interactive Coordinates Coordinates Instructions