Infant Area -Term 3 Planner

Content to be covered annually, revisited, enriched, and extended in the second year. Years P/1/2

VELS Level 1/2

2009

Working mathematically - **Learning in this dimension needs to be embedded in all other dimensions of mathematics.**

Problem posing, solving & investigating

- Recognise the mathematical equivalence of different sets of words, and use these to express verbal statements in mathematical terms.
- Use a combination of everyday language and mathematical statements and symbols to describe their activity.
- Use a variety of previous knowledge to help solve problems posed by themselves or others.
- Modify numbers and contexts within the same mathematical problem structure, to create and solve new problems.

Modelling & applying

- Model and describe daily activities, stories and familiar events using physical materials, diagrams and maps.
- Solve simple real-life problems mentally and become aware of the amount of mathematics they use daily.
- Carry out well-defined sequences of steps (e.g. complete a pattern in a design, follow a recipe, prepare for school).
- Use calculators, drawing tools and geometry software to extend their investigations or problem solving.

Mathematical reasoning

- Form and test the truth of simple testable ideas (conjectures) by generalising from pattern they observe in number and other work.

http://vels.vcaa.vic.edu.au/essential/discipline/mathematics/index.html

Term	Number	Space	Measurement & Chance and Data
3	• Continue to make models of numbers. • Group objects. • Ordinal number • Work with place value • Develop an understanding of money • Continue with skip counting patterns from different numbers. • Continue to work with addition and subtraction, counting on and counting back • Mentally add and/or subtract using number facts (e.g. complement to 10, doubles and near doubles). • Use calculators • Extend work in fractions of a whole and of a collection using models, drawings and simple notation. **Beginning to use structure when operating** • Develop and consolidate their understanding of the commutative and associative properties for addition and multiplication. (e.g. 4 + 7 + **6 can be done as** 4 + **6** + 7 = **10** + 7 = 1**7)**	• Following directions and location according to simple descriptions such as next to, beside, in front of, behind, over and under • Further investigate shapes. • Transformations of shapes (for example, slides, flips, and turns). • Investigate symmetry of shapes. • Investigating nets of three dimensional shapes such as boxes.	**Becoming familiar with measurement attributes** • Measuring length, mass and capacity • Time (Night and day, sequencing events) • Telling the time • Estimate and measure digital and analogue times. • Use formal units to estimate and measure capacity, length and mass. **Measuring with informal and formal units** • Telling time. Estimate and measure digital and analogue times. • Use formal units to estimate and measure capacity, length and mass. **Understanding chance** • Investigate chance and data activities. **Developing ideas about uncertainty and data** • Data collection and representation through graphs. **Collecting and displaying data** • Pose questions, collect data, and use simple bar graphs and pictographs to organise and present the data.