

## Middle Team – Term 3 Planner

Content to be covered annually, revisited, enriched, and extended in the second year. Years 2/3

## VELS Levels 2-3

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	Structure
<b>3</b>	<p><b>Resources: The Maths Workshop- Rob Vingerhoets</b> Revision of Place Value Concepts. Extend into whole &amp; part number and decimals. Relate this to areas of measurement (e.g.: kilograms, grams, kilometres, metres. Litres, mls...etc)</p> <p>Continue to develop and build on understandings of mental computations and effective strategies for computation</p> <p>Continue to develop and build on formal processes extending these into multiplication Decimals/ fractions/ percentages informally Money (eg:mental and written calculations, ordering money, equivalence, concept of change, solving problems)</p> <p>Focus on the tools of Problem solving and activities to help develop skills and strategies of problem solving</p>		<p>Measurement related to Integrated Unit</p> <ul style="list-style-type: none"> <li>• time (5-10 sessions)</li> <li>• length (15-20 session)</li> <li>• money (5- 8 sessions)</li> </ul> <p>Continue to extend concepts and language of chance and data,</p> <p>Outcomes of chance/probability/predicting</p> <p>Games of strategy</p>	<p>- use of '=' to indicate equivalence or the result of a computation</p> <p>-knowledge of the effect of multiplying by ten on the location of the decimal point in a number</p> <p>-specification of all possible outcomes of a simple chance event</p> <p>-construction of number sentences</p> <p>-calculations using notation such as '3 + 5 - 2 ='</p> <p>-use of distributive property in calculations; for example, <math>6 \times 37 = 6 \times 30 + 6 \times 7</math></p>