

Senior Team– Term 3 Planner

VELS Level 3/4

Content to be covered annually, revisited, enriched, and extended in the second year. 4/5/6

2009

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

Problem posing, solving & investigating

- Identify the mathematical nature of problems, express them in ways that assist with the solution informally check solutions and discuss strategies with others.
- Pose and solve new problems as variations on problems they have already solved.
- Choose and use learned facts, procedures and strategies during investigations.
- Report their findings using technology where appropriate.

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

Modelling & applying

- Use and interpret physical and mental models (e.g. the place-value model, and diagrams to explore the properties of numbers, shapes and location, and to represent computations and measurements).
- Apply number skills to everyday contexts such as shopping, with appropriate rounding to the nearest five cents.

Mathematical reasoning

- Use simple strategies (e.g. recognition of sameness, difference and repetition) to look for the presence of regularity, relationships and pattern and make general statements (i.e. conjectures) about them.

Term	Number	Space	Measurement Chance and Data	Structure
3	<ul style="list-style-type: none"> • Use place value understandings to round numbers up and down to the nearest unit. • Use properties of whole numbers (e.g. distributive - noted in structure dimension) to investigate methods for operating with numbers. Focus on multiplication and division. Expand understanding from previous term in addition and subtraction. • Investigate methods to add and subtract numbers up to two decimal places. Use units in measurement [e.g. a millimetre on your ruler is a tenth or 0.1 of a centimetre. Height of a student is 145cm or 1.45 m] • Continue to build skills in estimation into general number work with students making more accurate estimates. • Use calculators to explore operating where the focus is choosing and using the appropriate operation in the context of story shell problems. [Include whole numbers, money, measurement and decimals.] • Continue to use mental and written methods to add, subtract, multiply and divide whole numbers up to 30. Focus on clever and efficient strategies. [e. $46 + 9 =$ Add 10 and subtract 1]. • Use appropriate materials, models, drawings and notation to support adding and subtracting simple common fractions. • Continue to recall basic multiplication and division facts 10×10 using a variety of presentations [i.e. geometric arrays, oral, written, using tactile materials such as tiles or counters to investigate patterns etc] 	<p>Using properties of two- and three dimensional shapes.</p> <ul style="list-style-type: none"> • Sort lines, shapes, and solids according to key features. • Visualise and draw simple solids as they appear from different positions. • Represent simple 3D shapes using nets, cross sections and projections. 	<p style="text-align: center;">Measuring and calculating</p> <ul style="list-style-type: none"> • Recognise and use both informal and formal metric units to estimate and measure area and volume using appropriate instruments in appropriate contexts. • Estimate and measure duration of time. <p style="text-align: center;">Developing a scale of likelihood</p> <ul style="list-style-type: none"> • Plan and conduct own chance experiments to further understanding of the concept of likeliness and display the results of these experiments. <p style="text-align: center;">Gathering, sorting and displaying data</p> <ul style="list-style-type: none"> • Collect and present survey and simulation data, including the use of databases and statistical software. (Use content from across the curriculum.) 	<ul style="list-style-type: none"> • Continue to develop an understanding of properties in number to support computations (for example, use the associative properties for adding three numbers in any order or combination). • Recognise the possibility of remainders when dividing. • Continue to investigate other properties and learn to use and describe simple algorithms for computations. • Create and complete number sentences using whole numbers, decimals and fractions. • Multiplying three numbers in any order or combination.