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| ***Irrawang Public School Maths Scope and Sequence 2019 – Stage 1*** |
| ***Semester 1*** |
| ***Term 1*** | ***Term 2*** |
| ***Unit Number*** | ***Topic – Year 1 (Part 1)*** | ***Topic – Year 2 (Part 2)*** | ***Register*** | ***Unit Number*** | ***Topic – Year 1 (Part 1)*** | ***Topic – Year 2 (Part 2)*** | ***Register*** |
| Please be aware that Parts 1 & 2 of syllabus outcomes are indicative only and do not ***necessarily*** directly relate to Years 1 & 2 expectations. |
| ***1*** | ***Assessment**** Review PLAN 2 from previous year and group students.
* Generate Learning Plans
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* Generate Learning Plans
 |  | ***1*** | ***Whole Number 1******MA1-1WM MA1-2WM MA1-3WM MA1-4NA**** Count forwards and backwards by ones from a two-digit number
* Partition two-digit numbers using place value
* Read, write and order two-digit numbers
* Read and use ordinal names to at least ‘thirty-first’
* Recognise, describe and order Australian coins according to their value
 | ***Whole Number 2******MA1-1WM MA1-2WM MA1-3WM MA1-4NA**** Count forwards and backwards by twos, threes, fives and tens from any starting point
* Partition numbers of up to three digits using place value
* Read, write and order three-digit numbers
* Recognise, count and order Australian coins and notes according to their value
 |  |
| ***2*** | ***Time 1******MA1-1WM MA1-2WM MA1-13MG**** Name and order months and seasons
* Use a calendar to identify the date and determine the number of days in each month
* Tell time to the half-hour
 | ***Time 2******MA1-1WM MA1-2WM MA1-3WM MA1-13MG**** Use a calendar to determine duration in months, weeks and days
* Use informal units to measure and compare the durations of events
* Experience activities with duration of one hour, half/ quarter of an hour, one minute and a few seconds
* Tell time to the quarter-hour, using the language of ‘past’ and ‘to’
 |  | ***2*** | ***Patterns and Algebra 1******MA1-1 WM MA1-2 WM MA1-8NA**** Recognise, copy, continue, create and describe increasing and decreasing number patterns
* Recognise, copy, create, continue and describe repeating patterns of objects or symbols
* Model and describe odd and even numbers
 | ***Patterns and Algebra 2******MA1-1WM MA1-2WM MA1-3WM MA1-8NA**** Describe patterns with numbers and identify missing elements
* Find missing numbers in number sentences involving one operation of addition or subtraction
 |  |
| ***3*** | ***Whole Number 1******MA1-1WM MA1-2WM MA1-3WM MA1-4NA**** Count forwards and backwards by ones from a two-digit number
* Partition two-digit numbers using place value
* Read, write and order two-digit numbers
* Read and use ordinal names to at least ‘thirty-first’
* Recognise, describe and order Australian coins according to their value
 | ***Whole Number 2******MA1-1WM MA1-2WM MA1-3WM MA1-4NA**** Count forwards and backwards by twos, threes, fives and tens from any starting point
* Partition numbers of up to three digits using place value
* Read, write and order three-digit numbers
* Recognise, count and order Australian coins and notes according to their value
 |  | ***3*** | ***Addition & Subtraction 1******MA1-1WM MA1-2WM MA1-3WM MA1-5NA**** Model addition and subtraction using concrete materials
* Recognise and recall combinations of numbers that add to numbers up to 20
* Model and apply the commutative property for addition
* Record number sentences using drawings, words, numerals and the symbols +, – and =
* Use and record a range of mental strategies for addition and subtraction of one- and two-digit numbers
* Use the equals sign to record equivalent number sentences
 | ***Addition & Subtraction 2******MA1-1WM MA1-2WM MA1-3WM MA1-5NA**** Make connections between addition and subtraction
* Use and record a range of mental strategies for addition and subtraction of two-digit numbers
* Solve word problems involving addition and subtraction
 |  |
| ***4*** | ***Addition & Subtraction 1******MA1-1WM MA1-2WM MA1-3WM MA1-5NA**** Model addition and subtraction using concrete materials
* Recognise and recall combinations of numbers that add to numbers up to 20
* Model and apply the commutative property for addition
* Record number sentences using drawings, words, numerals and the symbols +, – and =
* Use and record a range of mental strategies for addition and subtraction of one- and two-digit numbers
* Use the equals sign to record equivalent number sentences
 | ***Addition & Subtraction 2******MA1-1WM MA1-2WM MA1-3WM MA1-5NA**** Make connections between addition and subtraction
* Use and record a range of mental strategies for addition and subtraction of two-digit numbers
* Solve word problems involving addition and subtraction
 |  | ***4*** | ***Multiplication and Division 1******MA1-1WM MA1-6NA**** Rhythmic and skip count by twos, fives and tens from zero
* Model and use equal ‘groups of’ objects as a strategy for multiplication
* Model division by sharing a collection equally into a given number of groups to determine the number in each group
* Model division by sharing a collection equally into groups of a given size to determine the number of groups
 | ***Multiplication and Division 2******MA1-1WM MA1-2WM MA1-3WM MA1-6NA**** Model and use repeated addition as a strategy for multiplication
* Model and use arrays described in terms of ‘rows’ and ‘columns’ as a strategy for multiplication
* Model and use groups, arrays and repeated subtraction as strategies for division
* Record using drawings, words and numerals
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| ***5*** | ***Length and Area 1******MA1-1WM MA1-3WM MA1-9MG MA1-10MG******Length**** Use uniform informal units to measure, compare and estimate lengths

***Area**** Use uniform informal units to measure and estimate areas
* Record areas by referring to the number and type of uniform informal unit used
 | ***Length and Area 2******MA1-1WM MA1-3WM MA1-9MG MA1-10MG******Length**** Record lengths by referring to the number and type of uniform informal unit used
* Compare and order shapes/objects based on length measured using uniform informal units
* Recognise the need for formal units to measure length
* Use metres and centimetres to measure and estimate lengths and distances
* Record lengths using the abbreviations m and cm

***Area**** Compare and order surfaces based on area
* measured using uniform informal units
 |  | ***5*** | ***Area and Mass 1******MA1-1WM MA1-3WM MA1-10MG MA1-12MG******Area**** Use uniform informal units to measure and estimate areas
* Record areas by referring to the number and type of uniform informal unit used

***Mass**** Place objects on either side of a pan balance to obtain a level balance
* Use a pan balance to compare two objects based on mass
 | ***Area and Mass 2******MA1-1WM MA1-2WM MA1-3WM******MA1-10MG MA1-12MG******Area**** Compare and order surfaces based on area measured using uniform informal units

***Mass**** Use uniform informal units to measure, compare and estimate the masses of objects
* Record masses by referring to the number and type of uniform informal unit used
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| ***6*** | ***2D Space 1******MA1-1WM MA1-2WM MA1-15MG**** Identify horizontal, vertical and parallel lines
* Identify and name triangles, quadrilaterals, pentagons, hexagons and octagons presented in different orientations, in pictures and the environment
* Use the terms ‘side’ and ‘vertex’ to describe and compare two-dimensional shapes
 | ***2D Space 2******MA1-1WM MA1-2WM MA1-15MG**** Make and draw two-dimensional shapes in different orientations
* Identify, perform and record the result of one step ‘slides’ and ‘flips’
* Make symmetrical designs with a variety of materials
* Identify, perform, describe and record the result of full, half and quarter ‘turns’
 |  | ***6*** | ***Position 1******MA1-1WM MA1-16MG**** Give and follow directions to move to familiar locations and to position objects
* Use the terms ‘left’ and ‘right’ to describe position in relation to self and from the perspective of a person facing in the opposite direction
* Describe a path from one location to another
 | ***Position 2******MA1-1WM MA1-16MG**** Interpret simple maps of familiar locations
* Represent the position of objects in models, photographs and drawings
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| ***7*** | ***3D Space 1******MA1-1WM MA1-14MG**** Distinguish between flat and curved surfaces
* Use the term ‘faces’ to describe flat surfaces with straight edges
* Identify cones, cubes, cylinders, spheres and prisms presented in different orientations, in pictures and the environment
* Recognise that three-dimensional objects look different from different vantage-points
 | ***3D Space 2******MA1-1WM MA1-14MG**** Use the terms ‘flat surface’, ‘curved surface’, ‘face’, ‘edge’ and ‘vertex’ appropriately to describe three dimensional objects
* Recognise faces of three-dimensional objects as two-dimensional shapes
* Distinguish between three-dimensional objects and two-dimensional shapes
* Represent three-dimensional objects in models and drawings
 |  | ***7*** | ***Fractions and Decimals 1******MA1-1WM MA1-7NA**** Recognise, describe and represent one-half as one of two equal parts of whole objects, shapes and collections
* Use fraction notation ½
 | ***Fractions and Decimals 2******MA1-1WM MA1-3WM MA1-7NA**** Recognise, describe and represent halves, quarters and eighths of whole objects, shapes and collections
* Use fraction notation ¼ and ⅛
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| ***8*** | ***Volume and Capacity 1******MA1-1WM MA1-3WM MA1-11MG**** Use uniform informal units to measure, compare and estimate capacities
* Use uniform informal units to measure and estimate volumes
* Record capacities and volumes by referring to the number and type of uniform informal unit used
 | ***Volume and Capacity 2******MA1-1WM MA1-2WM MA1-3WM MA1-11MG**** Compare and order objects based on capacity and volume measured using uniform informal units
 |  | ***8*** | ***Data and Chance 1******MA1-1WM MA1-3WM MA1-17SP MA1-18SP******Data**** Collect data and track what has been counted
* Create data displays using objects and pictures (one-to-one correspondence) and interpret them

***Chance**** Recognise the element of chance in familiar situations
* Describe chance events using everyday language
 | ***Data and Chance 2******MA1-1WM MA1-2WM MA1-3WM MA1-17SP MA1-18SP******Data**** Pose questions and collect categorical data
* Create data displays using lists, tables and picture graphs (one-to-one correspondence) and interpret them

***Chance**** Identify practical activities and everyday events that involve chance
* Describe events as ‘likely’ or ‘unlikely’
* Distinguish between ‘possible’ and ‘impossible’ events
* Identify some events as ‘certain’ or ‘impossible’
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| ***Irrawang Public School Maths Scope and Sequence 2019 – Stage 1*** |
| ***Semester 2*** |
| ***Term 3*** | ***Term 4*** |
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 | ***Length 2******MA1-1WM MA1-3WM MA1-9MG**** Record lengths by referring to the number and type of uniform informal unit used
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| ***2*** | ***Area 1******MA1-1WM MA1-10MG**** Use uniform informal units to measure and estimate areas
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| ***9*** | ***Position 1******MA1-1WM MA1-16MG**** Give and follow directions to move to familiar locations and to position objects
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