

Learning in Mathematics – Team 1/2 , Term 2, 2017

Number	Measurement and Geometry	Statistics and Probability
<ul style="list-style-type: none"> • Continue work from first term in place value extending number range to 1000 for able students. • Use number lines for children to compare order and sequence numbers using number ranges suitable to the developmental level of students. • Make name and record the numbers 20 – 99. and beyond for able students. Allow able students to partition larger numbers into part / part whole. For example 148 can be 50/ 50/ 40/ 8. Use materials such as unifix, abacus and bundled pop sticks to support partitioning. • Solve simple addition and subtraction problems using a range of efficient mental and written strategies. • Solve problems by using number sentences for addition or subtraction. Create and solve associated word problems and record word problems in number sentences. • Recognise and represent multiplication as repeated addition, groups and arrays. • Recognise and represent division as grouping into equal sets. • Count and order small collections of Australian coins and notes according to their value. * 	<ul style="list-style-type: none"> • Continue to refer to calendars, months of the year and seasons as per term one. • Investigating both analogue clocks to tell time to the hour, half hour and quarter hour and relate to daily routines. • .Use pan balances to investigate mass. • Investigate common two - dimensional shapes such as squares, rectangles and triangles and draw them, with and without digital technologies • Interpret simple maps of familiar locations and identify the relative positions of key features. 	<ul style="list-style-type: none"> • Identify practical activities and everyday events that involve chance. Describe outcomes as 'likely' or 'unlikely' and identify some events as 'certain' or 'impossible' • Informally develop chance language and experiences when using dice, spinners and cards during number lessons. • Identify a question of interest based on one <u>categorical variable</u>. Gather <u>data</u> relevant to the question Make cross curriculum connections throughout the year • Create displays of data using lists, tables and picture graphs and interpret them to discuss the usefulness of different displays of the same data. • Collect, check and classify data for a purpose that may be mathematics or another curriculum area.