



KSPS Year 1 Math Scope and Sequence

STAGE 1

By the end of Stage 1, students ask questions and use known facts, objects, diagrams and technology to explore mathematical problems and develop mathematical fluency. They link mathematical ideas and use appropriate language and diagrams to explain strategies used.

Students count, order, read and write two- and three-digit numbers and use a range of strategies and recording methods. They use mental strategies and concrete materials to add, subtract, multiply and divide, and solve problems. Students model and describe objects and collections divided into halves, quarters and eighths. They associate collections of Australian coins with their value. They use place value to partition numbers. Students describe and continue a variety of number patterns and build number relationships. They relate addition and subtraction facts for sums to at least 20.

Students estimate, measure, compare and record using informal units for length, area, volume, capacity and mass. They recognise the need for formal units of length and use the metre and centimetre to measure length and distance. They use a calendar to identify the date and name and order the months and the seasons of the year. Students use informal units to compare and order the duration of events and tell the time on the half- and quarter-hour. They identify, describe, sort and model particular three-dimensional objects and two-dimensional shapes. Students represent and describe the position of objects and interpret simple maps.

Students collect, organise, display and interpret data using lists, tables and picture graphs. They recognise and describe the element of chance in everyday events.

From NSW mathematics syllabus

Overview

This scope and sequence has been developed to promote the **connectedness of mathematics as a whole subject**. Unit duration is up to the professional judgement of each teacher.

The focus of each unit is the Number and Algebra concept with the Measurement and Geometry and Statistics and probability integrated/connected into the Number and Algebra focus.

Connections highlighted in yellow are suggestions. Connections can also be made by simply following the sequence of the unit, starting with the Number and Algebra concept/s.

Working mathematically should be imbedded into all maths lesson/activities. Consider opened ended/inquiry based learning tasks when programming.

Mathematics should account for **40%** of your weekly teaching time



Unit	Working Mathematically Outcomes (embedded in each unit)	Outcomes The outcomes in each unit do not have to connect together at all times throughout the unit.	Number & Algebra Key Ideas	Measurement & Geometry Statistics & Probability Number & Algebra Other KLA <i>Concept/s that connect to number/algebra concept</i>
Unit 1 will be used at the beginning of Term 1 on its own and then it can be integrated into every unit throughout the term where there are connections.				
1	<p>MA1-1WM: A student describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols</p> <p>MA1-2WM: A student uses objects, diagrams and technology to explore mathematical problems</p> <p>MA1-3WM: A student supports conclusions by explaining or demonstrating how answers were obtained</p>	<p>Whole Number MA1-4NA: A student applies place value, informally, to count, order, read and represent two- and three-digit numbers</p> <p>Patterns and Algebra MA1-8NA: A student creates, represents and continues a variety of patterns with numbers and objects</p> <p>Time MA1-13MG: A student describes, compares and orders durations of events, and reads half- and quarter-hour time</p> <p>Position MA1-16MG: A student represents and describes the positions of objects in everyday situations and on maps</p> <p>Data MA1-17SP: A student gathers and organises data, displays data in lists, tables and picture graphs, and interprets the results</p>	<ul style="list-style-type: none"> 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, copy, continue, create and describe increasing and decreasing number patterns Recognise, copy, create, continue and describe repeating patterns of objects or symbols <p>e.g. of a connection – Link partitioning with addition and subtraction. Use calendars to I.D number sequences and for counting. Link position of objects to ideas like the number to steps to and from it.</p>	<ul style="list-style-type: none"> Name and order months and seasons Use a calendar to identify the date and determine the number of days in each month Give and follow directions to move to familiar locations and to position objects <p>Collect data and track what has been counted</p> <p style="text-align: center;">Science and HSIE unit</p>
2		<p>Addition and Subtraction MA1-5NA: A student uses a range of strategies and informal recording methods for addition and subtraction involving one- and two-digit numbers</p> <p>Length MA1-9MG: A student measures, records, compares and estimates lengths and distances using uniform informal units, metres and centimetres</p> <p>2D Space MA1-15MG: A student manipulates, sorts, represents, describes and explores two-dimensional shapes, including quadrilaterals, pentagons, hexagons and octagons</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Use uniform informal units to measure, compare and estimate lengths Identify horizontal, vertical and parallel lines Identify and name triangles, quadrilaterals, pentagons, hexagons and octagons presented in different orientations, in pictures and the environment <p>e.g. of a connection – add units to find the length of a shape (number of steps + number of steps). Use informal measurement to find the space around (perimeter) of shapes.</p>

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3	<p><u>MA1-1WM</u>: A student describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols</p> <p><u>MA1-2WM</u>: A student uses objects, diagrams and technology to explore mathematical problems</p> <p><u>MA1-3WM</u>: A student supports conclusions by explaining or demonstrating how answers were obtained</p>	<p>Multiplication and Division <u>MA1-6NA</u>: A student uses a range of mental strategies and concrete materials for multiplication and division</p> <p>Fractions and Decimals <u>MA1-7NA</u>: A student represents and models halves, quarters and eighths</p> <p>Area <u>MA1-10MG</u>: A student measures, records, compares and estimates areas using uniform informal units</p> <p>2D Space <u>MA1-15MG</u>: A student manipulates, sorts, represents, describes and explores two-dimensional shapes, including quadrilaterals, pentagons, hexagons and octagons</p>	<ul style="list-style-type: none"> •Rhythmic and skip count by twos, fives and tens from zero •Model and use equal 'groups of' objects as a strategy for multiplication •Recognise, describe and represent one-half as one of two equal parts of whole objects, shapes and collections <p>e.g. of a connection – begin using arrays to demonstrate groups of. Use arrays to connect to the idea of area informally. Introduce the idea of doubling and halving for fractions. How many triangles make a rhombus (pattern blocks halving) examples using concrete materials</p>	<ul style="list-style-type: none"> •Use uniform informal units to measure and estimate areas •Identify horizontal, vertical and parallel lines •Identify and name triangles, quadrilaterals, pentagons, hexagons and octagons presented in different orientations, in pictures and the environment
Assessment Strategies				
<p><u>Ongoing</u></p> <ul style="list-style-type: none"> • Observation • Work samples • Photographs • Anecdotal Records • Video • PLAN 		<p><u>Formative</u></p> <ul style="list-style-type: none"> • Pre tasks • Open-ended tasks • CTJ • Sena 1 & 2 		<p><u>Summative</u></p> <ul style="list-style-type: none"> • Post tasks • Open-ended tasks • CTJ • Sena 1 & 2



Unit	Working Mathematically Outcomes (embedded in each unit)	Outcomes The outcomes in each unit do not have to connect together at all times throughout the unit.	Number & Algebra Key Ideas	Measurement & Geometry Statistics & Probability Number & Algebra Other KLA <i>Concept/s that connect to number/algebra</i>
<p>Unit 1 will be used at the beginning of Term 2 on its own and then it can be integrated into every unit throughout the term where there are connections. (Revision of key ideas from previous term is in italics and new key ideas are in bold.)</p>				
1	<p>MA1-1WM: A student describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols MA1-2WM: A student uses objects, diagrams and technology to explore mathematical problems MA1-3WM: A student supports conclusions by explaining or demonstrating how answers were obtained</p>	<p>Whole Number MA1-4NA: A student applies place value, informally, to count, order, read and represent two- and three-digit numbers Patterns and Algebra MA1-8NA: A student creates, represents and continues a variety of patterns with numbers and objects Time MA1-13MG: A student describes, compares and orders durations of events, and reads half- and quarter-hour time Position MA1-16MG: A student represents and describes the positions of objects in everyday situations and on maps Data MA1-17SP: A student gathers and organises data, displays data in lists, tables and picture graphs, and interprets the results Chance MA1-18SP: A student recognises and describes the element of chance in everyday events</p>	<ul style="list-style-type: none"> • <i>Count forwards and backwards by ones from a two-digit number</i> • <i>Partition two-digit numbers using place value</i> • <i>Read, write and order two-digit numbers</i> • <i>Read and use ordinal names to at least 'thirty-first'</i> • <i>Recognise, copy, continue, create and describe increasing and decreasing number patterns</i> • <i>Recognise, copy, create, continue and describe repeating patterns of objects or symbols</i> • Model and describe odd and even numbers <i>e.g. of a connection –</i> 	<ul style="list-style-type: none"> • <i>Name and order months and seasons</i> • <i>Use a calendar to identify the date and determine the number of days in each month</i> • Tell time to the half-hour • <i>Give and follow directions to move to familiar locations and to position objects</i> <div style="background-color: #90EE90; padding: 5px; text-align: center;"> <ul style="list-style-type: none"> • <i>Collect data and track what has been counted</i> <p>Science and HSIE unit</p> <ul style="list-style-type: none"> • Recognise the element of chance in familiar situations </div>
2		<p>Addition and Subtraction MA1-5NA: A student uses a range of strategies and informal recording methods for addition and subtraction involving one- and two-digit numbers Length MA1-9MG: A student measures, records, compares and estimates lengths and distances using uniform informal units, metres and centimetres 2D Space MA1-15MG: A student manipulates, sorts, represents, describes and explores two-dimensional shapes, including quadrilaterals, pentagons, hexagons and octagons</p>	<ul style="list-style-type: none"> • <i>Model addition and subtraction using concrete materials</i> • <i>Recognise and recall combinations of numbers that add to numbers up to 20</i> • <i>Model and apply the commutative property for addition</i> • 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 	<ul style="list-style-type: none"> • <i>Use uniform informal units to measure, compare and estimate lengths</i> • <i>Identify horizontal, vertical and parallel lines</i> • <i>Identify and name triangles, quadrilaterals, pentagons, hexagons and octagons presented in different orientations, in pictures and the environment</i> <i>e.g. of a connection -</i>

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3	<p><u>MA1-1WM</u>: A student describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols</p> <p><u>MA1-2WM</u>: A student uses objects, diagrams and technology to explore mathematical problems</p> <p><u>MA1-3WM</u>: A student supports conclusions by explaining or demonstrating how answers were obtained</p>	<p>Multiplication and Division <u>MA1-6NA</u>: A student uses a range of mental strategies and concrete materials for multiplication and division</p> <p>Fractions and Decimals <u>MA1-7NA</u>: A student represents and models halves, quarters and eighths</p> <p>Volume and Capacity <u>MA1-11MG</u>: A student measures, records, compares and estimates volumes and capacities using uniform informal units</p> <p>Mass <u>MA1-12MG</u>: A student measures, records, compares and estimates the masses of objects using uniform informal units</p> <p>3D Space <u>MA1-14MG</u>: A student sorts, describes, represents and recognises familiar three-dimensional objects, including cones, cylinders, spheres and prisms</p>	<ul style="list-style-type: none"> • <i>Rhythmic and skip count by twos, fives and tens from zero</i> • <i>Model and use equal 'groups of' objects as a strategy for multiplication</i> • Model division by sharing a collection equally into a given number of groups to determine the number in each group • <i>Recognise, describe and represent one-half as one of two equal parts of whole objects, shapes and collections</i> • Use fraction notation $\frac{1}{2}$ <p><u>e.g. of a connection –</u></p>	<ul style="list-style-type: none"> • Use uniform informal units to measure, compare and estimate capacities • Use uniform informal units to measure and estimate volumes • Place objects on either side of a pan balance to obtain a level balance • 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 <p><u>e.g. of a connection -</u></p>
Assessment Strategies				
<p><u>Ongoing</u></p> <ul style="list-style-type: none"> • Observation • Work samples • Photographs • Anecdotal Records • Video • PLAN 		<p><u>Formative</u></p> <ul style="list-style-type: none"> • Pre tasks • Open-ended tasks • CTJ • Sena 1 & 2 		<p><u>Summative</u></p> <ul style="list-style-type: none"> • Post tasks • Open-ended tasks • CTJ • Sena 1 & 2



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Unit 1 will be used at the beginning of Term 3 on its own and then it can be integrated into every unit throughout the term where there are connections. <i>(Revision of key ideas from previous term is in italics and new key ideas are in bold.)</i>				
1	<p>MA1-1WMI: A student describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols</p> <p>MA1-2WMI: A student uses objects, diagrams and technology to explore mathematical problems</p> <p>MA1-3WMI: A student supports conclusions by explaining or demonstrating how answers were obtained</p>	<p>Whole Number MA1-4NA: A student applies place value, informally, to count, order, read and represent two- and three-digit numbers</p> <p>Patterns and Algebra MA1-8NA: A student creates, represents and continues a variety of patterns with numbers and objects</p> <p>Time MA1-13MG: A student describes, compares and orders durations of events, and reads half- and quarter-hour time</p> <p>Position MA1-16MG: A student represents and describes the positions of objects in everyday situations and on maps</p> <p>Data MA1-17SP: A student gathers and organises data, displays data in lists, tables and picture graphs, and interprets the results</p> <p>Chance MA1-18SP: A student recognises and describes the element of chance in everyday events</p>	<ul style="list-style-type: none"> • 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, 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 • Recognise, describe and order Australian coins according to their value <u>e.g. of a connection</u> – 	<ul style="list-style-type: none"> • 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 • 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 <hr/> <ul style="list-style-type: none"> • Collect data and track what has been counted • Create data displays using objects and pictures (one-to-one correspondence) and interpret them <p style="text-align: center;">Science and HSIE unit</p> <ul style="list-style-type: none"> • Recognise the element of chance in familiar situations • Describe chance events using everyday language
2		<p>Addition and Subtraction MA1-5NA: A student uses a range of strategies and informal recording methods for addition and subtraction involving one- and two-digit numbers</p> <p>Length MA1-9MG: A student measures, records, compares and estimates lengths and distances using uniform informal units, metres and centimetres</p> <p>2D Space MA1-15MG: A student manipulates, sorts, represents, describes and explores two-dimensional shapes, including quadrilaterals, pentagons, hexagons and octagons</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Use uniform informal units to measure, compare and estimate lengths • Identify horizontal, vertical and parallel lines • Identify and name triangles, quadrilaterals, pentagons, hexagons and octagons presented in different orientations, in pictures and the environment <u>e.g. of a connection</u> -

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Assessment Strategies				
<p><u>Ongoing</u></p> <ul style="list-style-type: none"> • Observation • Work samples • Photographs • Anecdotal Records • Video • PLAN 		<p><u>Formative</u></p> <ul style="list-style-type: none"> • Pre tasks • Open-ended tasks • CTJ • Sena 1 & 2 		<p><u>Summative</u></p> <ul style="list-style-type: none"> • Post tasks • Open-ended tasks • CTJ • Sena 1 & 2



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Unit 1 will be used at the beginning of Term 4 on its own and then it can be integrated into every unit throughout the term where there are connections. <i>(Revision of key ideas from previous term is in italics and new key ideas are in bold.)</i>				
1	<p><u>MA1-1WM</u>: A student describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols</p> <p><u>MA1-2WM</u>: A student uses objects, diagrams and technology to explore mathematical problems</p> <p><u>MA1-3WM</u>: A student supports conclusions by explaining or demonstrating how answers were obtained</p>	<p>Whole Number <u>MA1-4NA</u>: A student applies place value, informally, to count, order, read and represent two- and three-digit numbers</p> <p>Patterns and Algebra <u>MA1-8NA</u>: A student creates, represents and continues a variety of patterns with numbers and objects</p> <p>Time <u>MA1-13MG</u>: A student describes, compares and orders durations of events, and reads half- and quarter-hour time</p> <p>Position <u>MA1-16MG</u>: A student represents and describes the positions of objects in everyday situations and on maps</p> <p>Data <u>MA1-17SP</u>: A student gathers and organises data, displays data in lists, tables and picture graphs, and interprets the results</p> <p>Chance <u>MA1-18SP</u>: A student recognises and describes the element of chance in everyday events</p> <p>Addition and Subtraction <u>MA1-5NA</u>: A student uses a range of strategies and informal recording methods for addition and subtraction involving one- and two-digit numbers</p>	<ul style="list-style-type: none"> • <i>Count forwards and backwards by ones from a two-digit number</i> • <i>Partition two-digit numbers using place value</i> • <i>Read, write and order two-digit numbers</i> • <i>Read and use ordinal names to at least 'thirty-first'</i> • <i>Recognise, copy, continue, create and describe increasing and decreasing number patterns</i> • <i>Recognise, copy, create, continue and describe repeating patterns of objects or symbols</i> • <i>Model and describe odd and even numbers</i> • <i>Recognise, describe and order Australian coins according to their value</i> • <i>Model addition and subtraction using concrete materials</i> • <i>Recognise and recall combinations of numbers that add to numbers up to 20</i> • <i>Model and apply the commutative property for addition</i> • <i>Record number sentences using drawings, words, numerals and the symbols +, - and =</i> • <i>Use and record a range of mental strategies for addition and subtraction of one- and two-digit numbers</i> • <i>Use the equals sign to record equivalent number sentences</i> 	<ul style="list-style-type: none"> • <i>Name and order months and seasons</i> • <i>Use a calendar to identify the date and determine the number of days in each month</i> • <i>Tell time to the half-hour</i> • <i>Give and follow directions to move to familiar locations and to position objects</i> • <i>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</i> • Describe a path from location to another <div style="background-color: #90EE90; padding: 5px;"> <ul style="list-style-type: none"> • <i>Collect data and track what has been counted</i> • <i>Create data displays using objects and pictures (one-to-one correspondence) and interpret them</i> <p style="text-align: center; background-color: #FFD700; margin: 0;">Science and HSIE unit</p> <ul style="list-style-type: none"> • <i>Recognise the element of chance in familiar situations</i> • <i>Describe chance events using everyday language</i> </div>

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2	<p><u>MA1-1WM</u>: A student describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols</p> <p><u>MA1-2WM</u>: A student uses objects, diagrams and technology to explore mathematical problems</p> <p><u>MA1-3WM</u>: A student supports conclusions by explaining or demonstrating how answers were obtained</p>	<p>Multiplication and Division <u>MA1-6NA</u>: A student uses a range of mental strategies and concrete materials for multiplication and division</p> <p>Fractions and Decimals <u>MA1-7NA</u>: A student represents and models halves, quarters and eighths</p> <p>Volume and Capacity <u>MA1-11MG</u>: A student measures, records, compares and estimates volumes and capacities using uniform informal units</p> <p>Mass <u>MA1-12MG</u>: A student measures, records, compares and estimates the masses of objects using uniform informal units</p> <p>3D Space <u>MA1-14MG</u>: A student sorts, describes, represents and recognises familiar three-dimensional objects, including cones, cubes, cylinders, spheres and prisms</p>	<ul style="list-style-type: none"> • <i>Rhythmic and skip count by twos, fives and tens from zero</i> • <i>Model and use equal 'groups of' objects as a strategy for multiplication</i> • <i>Model division by sharing a collection equally into a given number of groups to determine the number in each group</i> • <i>Model division by sharing a collection equally into groups of a given size to determine the number of groups</i> • <i>Recognise, describe and represent one-half as one of two equal parts of whole objects, shapes and collections</i> • <i>Use fraction notation $\frac{1}{2}$</i> <p>e.g. of a connection –</p>	<ul style="list-style-type: none"> • <i>Use uniform informal units to measure, compare and estimate capacities</i> • <i>Use uniform informal units to measure and estimate volumes</i> • Record capacities and volumes by referring to the number and type of uniform informal unit used • <i>Place objects on either side of a pan balance to obtain a level balance</i> • Use a pan balance to compare two objects based on mass • <i>Distinguish between flat and curved surfaces</i> • <i>Use the term 'faces' to describe flat surfaces with straight edges</i> • <i>Identify cones, cubes, cylinders, spheres and prisms presented in different orientations, in pictures and the environment</i> • Recognise that three-dimensional objects look different from different vantage-points
Assessment Strategies				
<p><u>Ongoing</u></p> <ul style="list-style-type: none"> • Observation • Work samples • Photographs • Anecdotal Records • Video • PLAN 		<p><u>Formative</u></p> <ul style="list-style-type: none"> • Pre tasks • Open-ended tasks • CTJ • Sena 1 & 2 		<p><u>Summative</u></p> <ul style="list-style-type: none"> • Post tasks • Open-ended tasks • CTJ • Sena 1 & 2

