



Kotara South Public School

“Strive to Achieve”

Mathematics for Numeracy – programming support document

Provide a brief statement on how you are using the following quality teaching elements as part of your mathematics program:

| Term | Unit | Formative assessment: | Whole class strategies: | Differentiating: | Connecting: |
|------|--------------------------|--|--|--|---|
| 1 | Number and Algebra focus | SENAs, Open-ended tasks, pre-testing/tasking, observations with anecdotal evidence | Gallery walks, Number Talks, Open-Ended tasks, Think-Pair-Share, building maths vocab, learning intentions, Walls-that-teach | Parallel tasks, Open Tasks, Flexible grouping (N3), explicit feedback for WTN for each learner | Concept to concept (S & S), Concept to real world, Outdoor learning tasks |
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| Term | Unit | Formative assessment: | Whole class strategies: | Differentiating: | Connecting: |
|------|--------------------------|--|--|--|---|
| 2 | Number and Algebra focus | SENAs, Open-ended tasks, pre-testing/tasking, observations with anecdotal evidence | Gallery walks, Number Talks, Open-Ended tasks, Think-Pair-Share, building maths vocab, learning intentions, Walls-that-teach | Parallel tasks, Open Tasks, Flexible grouping (N3), explicit feedback for WTN for each learner | Concept to concept (S & S), Concept to real world, Outdoor learning tasks |
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| Term | Unit | Formative assessment: | Whole class strategies: | Differentiating: | Connecting: |
|------|--------------------------|--|--|--|---|
| 3 | Number and Algebra focus | SENAs, Open-ended tasks, pre-testing/tasking, observations with anecdotal evidence | Gallery walks, Number Talks, Open-Ended tasks, Think-Pair-Share, building maths vocab, learning intentions, Walls-that-teach | Parallel tasks, Open Tasks, Flexible grouping (N3), explicit feedback for WTN for each learner | Concept to concept (S & S), Concept to real world, Outdoor learning tasks |
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| Term | Unit | Formative assessment: | Whole class strategies: | Differentiating: | Connecting: |
|------|--------------------------|--|--|--|---|
| 4 | Number and Algebra focus | SENAs, Open-ended tasks, pre-testing/tasking, observations with anecdotal evidence | Gallery walks, Number Talks, Open-Ended tasks, Think-Pair-Share, building maths vocab, learning intentions, Walls-that-teach | Parallel tasks, Open Tasks, Flexible grouping (N3), explicit feedback for WTN for each learner | Concept to concept (S & S), Concept to real world, Outdoor learning tasks |
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