Australian Curriculum Version 9: Mathematics Prep — Example Year level plan

The <u>K-12 Curriculum</u>, assessment and reporting framework (K-12 Framework) requires schools to document, retain, and monitor or review their three levels of planning. The Example planning shows effective coverage of the <u>AC V9 Mathematics</u>. <u>Year and Band planning templates</u> are available to support schools if they choose to adapt the Example planning to suit their local context.

Seguence of unite	Seme	ster 1	Semester 2	
Sequence of units	Unit 1	Unit 2	Unit 3	Unit 4
Unit topics Number, Algebra, Space, Statistics		Number, Measurement	Number, Algebra, Space, Measurement	Number, Algebra
Unit description	 Students develop proficiency and positive dispositions towards mathematics and its use as they: use physical and virtual materials to look for and make connections between number names, numerals and quantities learn to recognise repetition in pattern sequences and apply this to creatively build repeating patterns in a range of contexts develop a sense of sameness, difference and change when engaging in play-based activities about patterns develop a sense of sameness, difference and change when engaging in play-based activities describing position and location bring mathematical meaning to the use of familiar terms and language when they pose and respond to questions, and explain their thinking and reasoning explore situations, sparked by curiosity, using physical and virtual materials to represent, collect, sort, quantify and compare data. 	 Students further develop proficiency and positive dispositions towards mathematics and its use as they: look for and make connections between number names, numerals and quantities, and use subitising and counting strategies to quantify collections and compare quantities, using mathematical reasoning in active learning experiences explore situations, sparked by curiosity, using physical and virtual materials to represent, sort, quantify, partition and combine by adding to and taking away from collections to at least 10 and solve these as everyday problems build confidence and autonomy in being able to make and justify mathematical decisions based on quantification and direct comparisons of duration and events. 	 Students further develop proficiency and positive dispositions towards mathematics and its use as they: build on understanding to make connections between number names, numerals and quantities, and partition and combine collections explore situations, sparked by curiosity, using physical and virtual materials to represent and solve everyday problems that involve quantifying, equal sharing, adding to and taking away from collections to at least 10 name, create and compare shapes, using mathematical reasoning in active learning experiences build confidence and autonomy in being able to make and justify mathematical decisions based on quantification and direct comparisons of mass, capacity and length of objects and duration. 	 Students further develop proficiency and positive dispositions towards mathematics and its use as they: look for and make connections between number names, numerals and quantities, compare quantities to at least 20 using mathematical reasoning in active learning experiences explore situations, sparked by curiosity, using physical and virtual materials to represent, partition and solve everyday problems build confidence and autonomy in being able to make and justify mathematical decisions based on quantification learn to recognise repetition in pattern sequences and apply this to creatively build repeating patterns in a range of contexts.

Assessment		Semester 1		Semester 2		
		Assessment task 1.1 — Statistics	Assessment task 2.1 — Number	Assessment task 3.1 — Number	Assessment task 4.1 — Number	
Assessable elements		Problem solving and Reasoning	Understanding and Fluency	Understanding and Fluency	Understanding and Fluency	
Range and balance of assessment conventions ¹	Technique	Observed demonstration	Short response	Observed demonstration	Observed demonstration	
	Mode	☑ Spoken/Signed☑ Practical	☑ Spoken/Signed☑ Practical	☑ Written☑ Spoken/Signed☑ Practical	☑ Written☑ Spoken/Signed☑ Practical	
	Conditions	Access to resourcesIndividual task				
	Schools consider and identify conditions that enable equitable access for all students.	 Have you considered: Time considerations Accessibility for all students 	 Have you considered: Time considerations Accessibility for all students 	 Have you considered: Time considerations Accessibility for all students 	 Have you considered: Time considerations Accessibility for all students 	

Assessment	Semester 1		Semester 2		
			Assessment task 3.2 — <i>Measurement and Space</i>		
As	sessable elements			Understanding and Fluency	

~	Technique	Observed demonstration
Range and balance of assessment conventions	Mode	Image: Spoken/Signed Image: Practical
	Conditions	☑ Access to resources ☑ Individual task
	Schools consider and identify conditions that enable equitable access for all students.	Have you considered: Time considerations Accessibility for all students



¹ For more information about Assessment conventions, navigate to Summative assessment tasks page on the Teaching and Learning Hub, <u>https://det-school.eq.edu.au/teachingandlearning/assessment/guality-assessment/summative-assessment-tasks</u>

Assessed of the asking many standard	Semester 1		Semester 2		
Aspects of the achievement standard	Unit 1	Unit 2	Unit 3	Unit 4	
Number and Algebra [☆]	Number and Algebra 🌣				
make connections between number names, numerals and position in the sequence of numbers from zero to at least 20				Monitoring strategy	
use subitising and counting strategies to quantify collections		Monitoring strategy			
compare the size of collections to at least 20				Assessment task 4.1	
partition and combine collections up to 10 in different ways, representing these with numbers*		Assessment task 2.1		Assessment task 4.1	
represent practical situations that involve quantifying, equal sharing, adding to and taking away from collections to at least 10*		Assessment task 2.1	Assessment task 3.1		
copy and continue repeating patterns				Monitoring strategy	
Measurement and Space [☆]	Measurement and Space [‡]				
identify the attributes of mass, capacity, length and duration, and use direct comparison strategies to compare objects and events			Assessment task 3.2		
sequence and connect familiar events to the time of day		Monitoring strategy			
name, create and sort familiar shapes and give their reasoning			Assessment task 3.2		
describe the position and the location of themselves and objects in relation to other objects and people within a familiar space	Monitoring strategy				
Statistics and Probability 🌣					
collect, sort and compare data in response to questions in familiar contexts	Assessment task 1.1				

*This aspect of the Achievement standard is assessed over two tasks.

<u>C2C Resource libraries</u> and resources in <u>AC V8 C2C units</u> may support teaching and learning of the updated curriculum.

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