Australian Curriculum: Mathematics — Prep Year level plan-2023

Prep Year Level Description

The proficiency **strands understanding, fluency, problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

- **understanding** includes connecting names, numerals and quantities
- **fluency** includes readily counting numbers in sequences, continuing patterns and comparing the lengths of objects
- **problem-solving** includes using materials to model authentic problems, sorting objects, using familiar counting sequences to solve unfamiliar problems and discussing the reasonableness of the answer
- **reasoning** includes explaining comparisons of quantities, creating patterns and explaining processes for indirect comparison of length.

CURRICULUM	SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4
Unit description	• Number and place value — recall counting in ones, identify numbers in the environment, represent quantities, compare numbers, recall counting sequences, visualise arrangements to five, match numerals to quantities, count forwards and backwards from different starting points, compare quantities using 'more', 'less', 'same', identify numbers before, after and next in a sequence, order quantities and numerals • Patterns and algebra — identify how objects are similar or different, sort objects based on similar features, identify a rule for a 'sort', identify questions, identify patterns in the environment, copy and describe simple patterns, identify patterns within counting sequences • Using units of measurement — sequence stages within an activity, compare duration of events using time language, directly compare the size of objects, describe the objects, compare **the length** of objects using indirect comparison	• Number and place value — count to identify how many, recall forwards and backwards counting sequences, compare quantities, connect number names, numerals and quantities, represent quantities, partition quantities, subitise collections to five • Patterns and algebra — describe repeating patterns, continue repeating patterns, describe repeating patterns using number • Using units of measurement — compare the length of objects using direct comparison, compare the height of objects, describe the thickness and length of objects, compare the length of objects using indirect comparison, compare and order durations, order daily events • Shape — describe lines, describe familiar two-dimensional shapes, compare and sort objects based on shape and function, construct using familiar three-dimensional objects, explore two-dimensional shapes	• Number and place value — compare quantities, equalise quantities, combine small collections, represent addition situations, identify parts and the whole, partition quantities flexibly, share collections, identify equal parts of a whole • Patterns and algebra — identify, copy, continue and describe growth patterns, describe equal quantities • Using units of measurement — make direct and indirect comparisons of **mass**, explain comparisons of mass, sequence familiar events in time order, sequence the days of the week, connect days of the week to familiar events • Data representation and interpretation — identify questions, answer yes/no questions, use data displays to answer simple questions.	• Number and place value — count forwards and backwards from different starting points, represent quantities, compare quantities, match number names, numerals and quantities, identify parts in a collection, identify addition, join collections, represent addition experiences, make equal groups • Using units of measurement — directly and indirectly compare the mass, length and **capacity** of objects, directly and indirectly compare the duration of events • Location and transformation — describe position, describe direction.

ASSESSMENT			SEMESTER 1					SEMESTER 2				
			Term 1		Term 2			Term 3			Term 4	
			Grouping familiar objects-AT1	Comparing length- AT2	Sorting shapes- AT3	Understand numbers from 1 to 20- AT4	Comparing mass- AT5	Answering questions- AT6	Comparing capacity-AT7	Explaining duration and event sequences- AT8	Investigating language of location- AT9	Identifying numerals- AT10
Range and balance of summative assessment conventions	**Technique**		Test	Investigation MGI	Test	Test	Investigation MGI	Test	Investigation	Test	Investigation MGI	Test
	Type of text		Short answer	Practical demonstration	Practical and short answer	Short answer	Practical demonstration	Short answer	Practical demonstration	Short answer	Practical demonstration	Practical and short answer
	Mode		Spoken	Spoken	Spoken	Written and spoken	Spoken	Spoken	Spoken	Written and spoken	Written and spoken	Written and spoken
	Conditions		Open Individual, pair or group	Open Individual, pair or group	Individual with teacher	Individual with teacher	Individual with teacher	Open Individual, pair or group	Individual with teacher	Individual with teacher	Open Individual, pair or group	Open Individual, pair or group
Aspects of the achievement standard												
make connections between number names, numerals and quantities up to 10						✓						✓
compare objects using mass, length and capacity				✓			✓		✓			
connect events and the days of the week										✓		
explain the order and duration of events										✓		
use appropriate language to describe location											✓	
count to and from 20 and order small collections						✓						✓
group objects based on common characteristics and sort shapes and objects			✓		✓							
answer simple questions to collect information and make simple inferences								✓				

Term 1   Term 2   Term 3   Term 4   ✓ indicates opportunities that summative assessments provide for students to demonstrate evidence against aspects of the achievement standard