Foundation Unit — AusVELS Curriculum: Mathematics

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| School name | Unit title | Duration of unit |
| St. Christopher’s, Vinifera | Subtraction | Approx. 2 weeks spread throughout the school year |

| Identifying Curriculum | | |
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| Number and Algebra – Subtraction | |
| During this unit children will be taught to:   * Compare, order and make correspondences between collections, initially to 20, and explain reasoning | | |
| Proficiencies | | |
| At this year level: - **Foundation**  **Understanding** includes connecting names, numerals and quantities  **Fluency** includes counting numbers in sequences readily, continuing patterns, and comparing the lengths of objects directly  **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. | | |

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| Relevant prior curriculum | Curriculum working towards |
| Active investigation of mathematical ideas in everyday life. | In the AusVELS Curriculum: Mathematics at Year 1  Number & Algebra   * Represent and solve simple addition and subtraction problems using a [range](http://acdcpuat.curriculum.edu.au/Glossary?a=M&t=range) of strategies including [counting on](http://acdcpuat.curriculum.edu.au/Glossary?a=M&t=counting+on), [partitioning](http://acdcpuat.curriculum.edu.au/Glossary?a=M&t=partitioning) and rearranging parts |
| Bridging content | |
| Throughout Foundation children build early mathematical understandings about number by:   * investigating and communicating about quantities and their representations, and attributes of objects and collections. | |
| Achievement standard | |
| Foundation:   * students make the connections between number names, numerals and quantities up to 10 | |
| Links to other learning areas | |
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| Assessment | |
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| Describe the assessment | Assessment date |
| * Relevant components of Stepping Stones Quarterly Tests * In-class observations * Portfolio Samples * MAI – Section C: Addition & Subtraction |  |

| Teaching and learning | | | |
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| Teaching strategies and learning experiences | | | |
| AusVELS Content Descriptions | Stepping Stones Modules | Connection to MAI Growth Points | Stepping Stones Support Resources |
| Compare, order and make correspondences between collections, initially to 20, and explain reasoning | *Whole class*  Lessons  4.4  15.1, 15.3, 15.4  *Small group*  15.1.1, 15.1.2, 15.3.1, 15.3.2, 15.4.1, 15.4.2 | **Addition & Subtraction:**  Growth Point 1 | Mathedology:  CLSS – Using language stages to develop subtraction concepts  Big Books:  Hip Hop Hippos  Fundamentals:  Toss and Move (directions forward and back)  Before and After (comparing quantities to 10)  Flare:  **Number Board**  **Number Track**  **Number Line**  **Dominoes**  **Pan Balance** |

| Use feedback | |
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| Ways to monitor learning and assessment | Teachers meet to collaboratively plan the teaching, learning and assessment to meet the needs of all learners in each unit.  Teachers create opportunities for discussion about levels of achievement to develop shared understandings; co-mark or cross mark at key points to ensure consistency of judgments; and participate in moderating samples of student work at school or cluster level to reach consensus and consistency. |
| Feedback to students | Teachers strategically plan opportunities and ways to provide ongoing feedback (both written and informal) and encouragement to children/students on their strengths and areas for improvement.  Children/Students reflect on and discuss with their teachers or peers what they can do well and what they need to improve.  Teachers reflect on and review learning opportunities to incorporate specific learning experiences and provide multiple opportunities for children to experience, practise and improve. |
| Reflection on the unit plan | Identify what worked well during and at the end of the unit, including:   * activities that worked well and why * activities that could be improved and how * assessment that worked well and why * assessment that could be improved and how * common student misconceptions that need, or needed, to be clarified. |