

DRAFT Teaching Number Sense – Responding to the Assessment (Program)

Referenced to Mathematics K-6 Syllabus

Knowledge and Skills	ES1 (Kindergarten) NES1.1	S1 (Year 1) NS1.1-Unit 1	S1 (Year 2) NS1.1-Unit 2	S2 (Years 3 & 4) NS2.1, NS2.3	S3 (Years 5 & 6) NS3.3	
<i>Counting</i>	<p>Counting 1:1, 1-20 Count 1:1 using concrete objects</p> <p>Counting forward: 1-30 1. Count forward 1-30 2. Count on from a number (in the range 1-30)</p> <p>Counting back: 1-20 1. Count backward 20-1 2. Count back from a number (in the range 1-20)</p>	<p>Counting on: 0-99 Count on from any given single or 2 digit number (begin at any number in the range 0-99)</p> <p>Counting back: 0-99 Count back from any given single or 2 digit number (begin at any number in the range 0-99)</p> <p>Counting by 10s: 0-99 1. forward <i>on</i> the decade 2. backward <i>on</i> the decade 3. forward <i>off</i> the decade 4. backward <i>off</i> the decade</p>	<p>Counting on: 0-999 Count on from any given 2 or 3 digit number (begin at any number in the range 0-999)</p> <p>Counting back: 0-999 Count backward from any given 2 or 3 digit number (begin at any number in the range 0-999)</p> <p>Counting by 10s: 0-999 (Remember to count across centuries) 1. forward <i>on</i> the decade 2. backward <i>on</i> the decade 3. forward <i>off</i> the decade 4. backward <i>off</i> the decade</p>	<p>Counting on: 0-9999 Count on from any given 3 then 4 digit number in the range 0-9999</p> <p>Counting back: 0-9999 Count back from any given 3 then 4 digit number in the range 0-9999</p> <p>Counting by 100s: 0-9999 1. forward <i>on</i> the century 2. backward <i>on</i> the century 3. forward <i>off</i> the century 4. backward <i>off</i> the century (Remember to count across centuries & thousands)</p>	<p>Skip counting: 0-99 By 2's 1. forward 2. backward By 5's 1. forward 2. backward</p> <p>Skip counting: 0-999 By 2s 1. forward 2. backward By 5s 1. forward 2. backward</p> <p>Skip counting: to 10x 1. 10s 2. 2s 3. 5s 4. 4s 5. 3s 6. 6s 7. 8s 8. 9s 9. 7s</p> <p>Multiplication Facts <i>Automatically</i> recalls multiplication facts when using mental and written strategies to solve problems</p>	
					<p>Multiplication Facts to 10x Develop fact recall to <i>automaticity</i></p> <p>1. 10x 2. 2x 3. 5x 4. 4x 5. 3x 6. 6x 7. 8x 8. 9x 9. 7x</p>	

Knowledge and Skills		S1 (Year 1) NS1.1-Unit 1	S1 (Year 2) NS1.1-Unit 2	S2 (Years 3 & 4) NS2.1	S3 (Years 5 & 6) NS3.1
<i>Sense of sequence, quantity & comparison</i>	E51 (Kindergarten) NES1.1	Number after: 1-30 Knowing what the next number is	A given number after: 2 digits Identify what number is 5 (or any given number between 1 and 10) after a given 2 digit number (for example – 5 after 49)		
	2 numbers after: 1-30 Knowing what 2 numbers after a given number is	A given number before: 2 digits What number comes 4 (or any given number between 1 and 10) before a given 2 digit number (for example – 4 before 91)			
DRAFT	Ordering: 1-20 Identifying a variety of numbers and order from largest to smallest or smallest to largest (provide visual stimuli, for example 8, 5, 2, 6)	Ordering: 0-99 Order numbers from smallest to largest or largest to smallest; a sequence of numbers with up to 2 digits in each number (provide visual stimuli)	Ordering: 0-999 Order numbers from smallest to largest or largest to smallest; a sequence of numbers with up to 3 digits in each number (provide visual stimuli)	Ordering: 0-9999 Order numbers from smallest to largest or largest to smallest; a sequence of numbers with up to 4 digits in each number (provide visual stimuli)	Ordering: 4+digits Order numbers from smallest to largest or largest to smallest; a sequence of numbers with any number of digits in each number (provide visual stimuli)
	Comparison: 1-20 Compare & identify which number is bigger or smaller (using visual stimulus)	Comparison: 0-99 Identify which number is greater than or less than (automatic recognition using a visual display with 2 numbers, eg. 51 39)	Comparison: Symbols Identify and use symbols for less than and greater than < >		
	Comparison: 1-20 Compare & identify which single digit number is closer (for example 5: 6 or 2 using a	Comparison: 0-99 Compare & identify which 2 digit number is closer (for example 51: 46 or 53 using a distracter shape such as a triangle, diamond or rectangle)			

	distracter shape such as a triangle)					
Knowledge and Skills	ES1 (Kindergarten) NES1.1, NES1.2	S1 (Year 1) NS1.1-Unit 1, NS1.2	S1 (Year 2) NS1.1-Unit 2, NS1.2	S2 (Years 3 & 4) NS2.1, NS2.2	S3 (Years 5 & 6) NS3.1	
	Reads numbers to 20	Reads numbers to 99	Reads numbers to 999	Reads numbers to 9999	Reads numbers of any size	
Reads and represents numbers	Writes numbers to 20	Writes numbers to 99	Writes numbers to 999	Writes numbers to 9999	Writes numbers of any size	
	Place value: 1-20 Is able to identify how many more than 10 each teen number is	Place value: 2-digit numbers States the value of ones (units) and tens, including 0 as a place holder.	Place value: 3-digit numbers States the value of ones (units), tens and hundreds, including 0 as a place holder.	Place value: 4 digits States the value of any digit in 4 digit numbers, including those with a 0	Place value: any size States the place value of any digit in large numbers	
Language	Teach the specific language needed to talk about maths, for example: numeral, digit, pattern and provide opportunities for practice in context.					place value (see separate sheet for language scope and sequence)
Addition & Subtraction	Addition to 20 Combines collections of objects to model addition	Addition Uses a variety of strategies to solve addition problems involving 1 and 2 then 2 and 2-digit numbers. Strategies: 1. <i>Jump</i> 2. <i>Split</i> (See ‘Concepts and Strategies’ Sequence for further detail.)				
	Subtraction: 1 - 20 Separates collections of objects to model subtraction	Subtraction Uses a variety of strategies to solve subtraction problems involving 1 and 2 then 2 and 2-digit numbers. Strategies: <i>Jump</i> (See ‘Concepts and Strategies’ Sequence for further detail.)				
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Additional notes						

