

Our school community is one with high expectations.
We are collaborative and inclusive of all.
We deliver a 21st century guaranteed and viable curriculum that results in outstanding student achievement.

The Maths Curriculum links directly to:

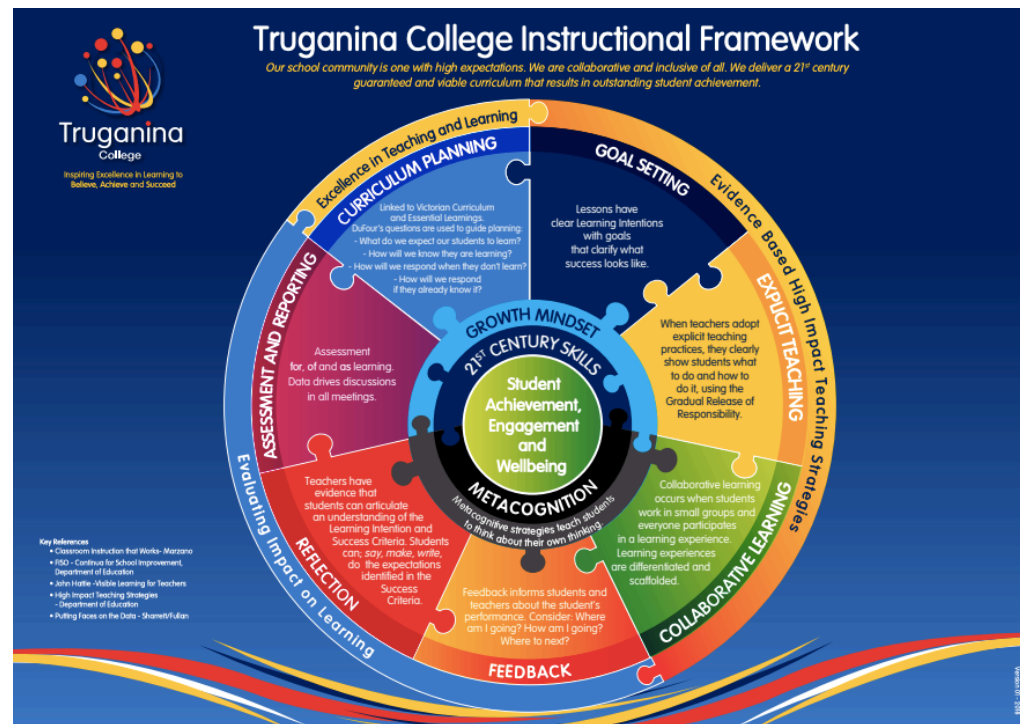
HIGH IMPACT TEACHING STRATEGIES [HITS]



The planning, teaching and learning of the Maths Curriculum links directly to the College's Strategic Plan goals:

- Goal 1 To grow each student's learning outcomes across all curriculum areas, with a focus on Literacy and Numeracy.
- Goal 2 To strengthen a positive culture for learning that empowers both students and staff.
- Goal 3 To increase community connectedness in supporting outstanding student achievement.

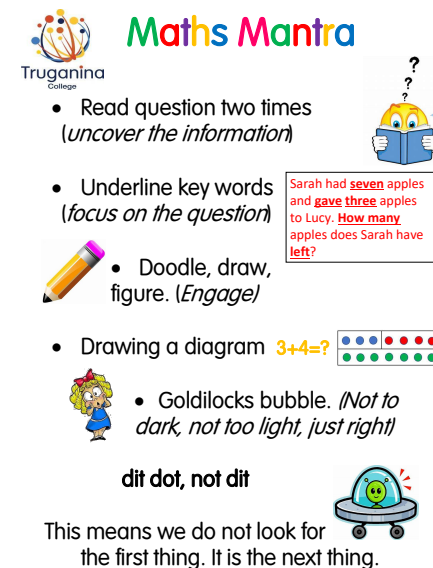
Instructional Framework



Maths Mantra

High Impact Teaching Strategies (HITS): Explicit teaching

Maths Mantra
Year F-4



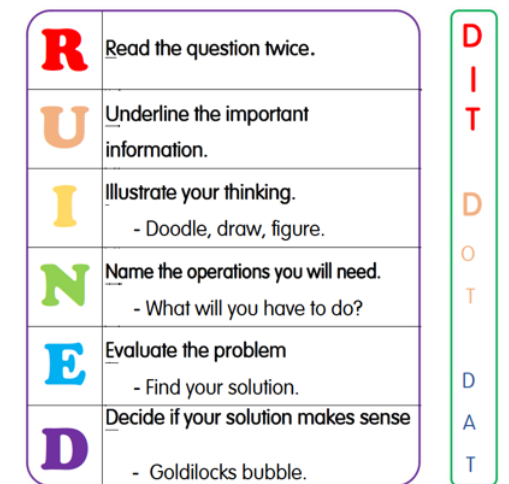
Maths Mantra

- Read question two times (*uncover the information*)
- Underline key words (*focus on the question*)
- Doodle, draw, figure. (*Engage*)
- Drawing a diagram $3+4=?$
- Goldilocks bubble. (*Not too dark, not too light, just right!*)

dit dot, not dit

This means we do not look for the first thing. It is the next thing.

Maths Mantra
Year 5-9



RUDIN BED

- R** Read the question twice.
- U** Underline the important information.
- I** Illustrate your thinking. - Doodle, draw, figure.
- N** Name the operations you will need. - What will you have to do?
- E** Evaluate the problem - Find your solution.
- D** Decide if your solution makes sense - Goldilocks bubble.

What are Goldilocks bubbles?
Not too dark, not too light, just right!

Week		1	2	3	4	5	6	7	8	9
		NOTE: Refer to the Maths Essential Learnings when planning the Maths Curriculum.								
Foundation	<p style="text-align: center;">The proficiency strands</p> <p style="text-align: center;">Understanding, Fluency, Problem Solving and Reasoning</p> <p style="text-align: center;">are an integral part of the Maths curriculum across the three content strands: Number & Algebra, Measurement & Geometry and Statistics & Probability. The four processes continue to be embedded across each term.</p>	IGNITE CURRICULUM	Number & Algebra Early Number Concepts (VCMNA070) (VCMNA071)			Measurement & Geometry Morning/Afternoon (VCMMG079) (VCMMG080)	Number & Algebra Early Number Concepts Compare, Order, Count, Sequence (VCMNA069) (VCMNA072)			
Year 1		IGNITE CURRICULUM	Measurement & Geometry Days, Months, Time (VCMMG096) (VCMMG097)		Number & Algebra Number Sentences Sequence (2s, 5s, 10s) (VCMMG086)		Number & Algebra Skip counting on 100s chart (VCMNA093)	Measurement & Geometry Partitioning leading to Counting (VCMNA087) (VCMNA088)		Measurement & Geometry Follow Directions (VCMMG099)
Year 2		IGNITE CURRICULUM	Measurement & Geometry Months & Seasons Calendars (VCMMG118) (VCMMG119)	Number & Algebra Number Sentences Counting, Sequencing Skip 2s, 4s, 5s, 10s, 3s (VCMNA103)		Number & Algebra Numbers to 1000 (VCMNA104) (VCMNA105)	Number & Algebra Patterns on a number line Missing Elements (VCMNA112)	Number & Algebra Patterns on a number line Missing Elements (VCMNA112)	Number & Algebra Worded Problems Addition/Subtraction (VCMNA113)	Measurement & Geometry Location (Direction) (VCMMG122)
Year 3		IGNITE CURRICULUM	Measurement & Geometry Time to the Minute Calendars (VCMMG141)		Number & Algebra Connect subtraction as inverse addition (VCMNA132)		Number & Algebra Naming & Ordering to 10 000 and then apply to partition for addition (VCMNA130) (VCMNA131)		Measurement & Geometry Length & Area Measure, Order, Compare (VCMMG140)	Measurement & Geometry Mass & Capacity Measure, Order, Compare (VCMMG140)
Year 4		IGNITE CURRICULUM	Number & Algebra Odd & Even Numbers Naming & Ordering up to tens of thousands Apply place value to partition, rearrange and regroup numbers to tens of thousands (VCMNA151) (VCMNA152) (VCMNA153)		Number & Algebra Vertical Addition (renaming strategy) Vertical Subtraction (regrouping strategy) (VCMNA153) (VCMNA163)		Measurement & Geometry Converting between units of time (VCMMG167)		Measurement & Geometry Length, Mass, Capacity, Temperature (VCMMG165)	
Year 5		IGNITE CURRICULUM	Number & Algebra Numbers to 100 000 (VCMNA186)		Number & Algebra Number Sentences (VCMNA193)	Number & Algebra Addition & Subtraction mental strategies (VCMNA185)	Measurement & Geometry Elapsed Time & 24hr Time (VCMMG197)		Number & Algebra Multiplication & Division (VCMNA183) (VCMNA184)	
Year 6		IGNITE CURRICULUM	Number & Algebra Integers & Number Lines (VCMNA210) Numbers to 100 000 (VCMNA186)			Number & Algebra Properties of Numbers Mental & Written Strategies (VCMNA208) (VCMNA209)		Measurement & Geometry Elapsed Time Timetables (VCMMG226) (VCMMG227)		Number & Algebra Division Inverse (VCMNA209) (VCMNA221)
Year 7		IGNITE CURRICULUM	Number & Algebra Integers using Vectors (VCMNA241)		Number & Algebra Index Laws (VCMNA238) (VCMNA239) (VCMNA240)			Measurement & Geometry Triangles (VCMMG262) (VCMMG263)		Measurement & Geometry Transversals (VCMMG264) (VCMMG265)
Year 8		IGNITE CURRICULUM	Number & Algebra Index Notation Rational Numbers & Integers Four Operations (VCMNA273) (VCMNA272)			Number & Algebra Real Numbers Decimals & Percentages to include Financial Maths (VCMNA274) (VCMNA276) (VCMNA278)				

Year 9	IGNITE CURRICULUM	Measurement & Geometry Pythagoras (VCMMG318)	Number & Algebra Index Laws and Scientific Notation (VCMNA302) (VCMNA303) (VCMNA305) Also include (VCMMG315)	Number & Algebra Solving Algebraic Equations (VCMNA310) VCMNA310 to also appear in Term 3 with a focus on sketching.
--------	-------------------	---	---	--

Please note the following:

- The Compass Learning Tasks will be the Tiered tasks for the first unit from Years 2 to 9.
- Foundation to Year 1 Compass Learning Tasks will be a snapshot of students' learning from the first unit.
- Mental Strategies A – S will be based on the Truganina College Efficient Mental Strategies.
- Week 8 is post assessment week. All assessments to be completed by Friday of Week 8.
- Misconceptions are based on pre and post - tests as questions from these tests have been taken from previous NAPLAN and PAT Assessments.

Last Updated: 7 January 2020

The Maths Curriculum links directly to:

- **High Impact Teaching Strategies**
 The Department of Education and Training's 2017 guide contains descriptions, examples, references and effect sizes for each of the 10 High Impact Teaching Strategies (HITS) being Setting Goals, Structuring Lessons, Explicit Teaching, Worked Examples, Collaborative Learning, Multiple Exposures, Questioning, Feedback, Metacognitive Strategies, and Differentiated Teaching.
<https://www.education.vic.gov.au/Documents/school/teachers/support/highimpactteachstrat.pdf>
- **NAPLAN minimum standards**
 For outlines of the competencies expected of Year 3, 5, 7 and 9 students in Numeracy, see:
<https://www.nap.edu.au/naplan/numeracy/minimum-standards>
- **Maths Proficiency Strands**
 For details of the four strands in the Mathematics Curriculum, see
<http://victoriancurriculum.vcaa.vic.edu.au/mathematics/introduction/learning-in-mathematics>

