Years 5- 9 Maths Overview
Term 3, 2024

Truganina College
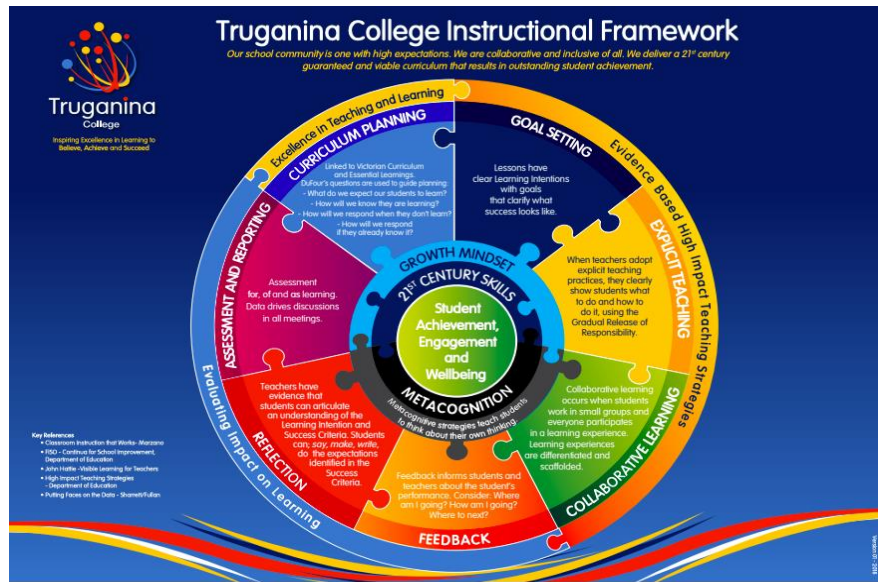Inspiring Excellence in Learning to Believe, Achieve and Succeed.

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 the High Impact Teaching Strategies (HITS)

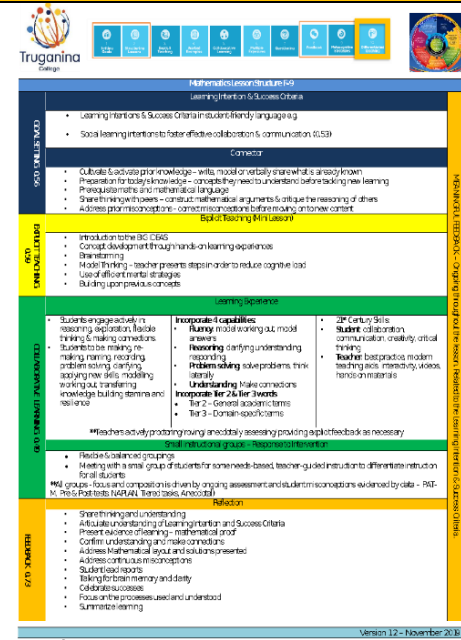| 1. Setting Goals	2. Structuring Lessons	3. Explicit Teaching	4. Worked Examples	5. Collaborative Learning	6. Multiple Exposures	7. Questioning	8. Feedback	9. Metacognitive Strategies	10. Differentiated teaching
Effect size Teacher Clarity: 0.60	Effect size Teacher Clarity: 0.60	Effect size Teacher Clarity: 0.60	Effect size Worked Example: 0.60			Effect size Questioning: 0.46	Effect size Feedback: 0.73	Effect size Metacognitive Strategies: 0.60	Effect size Response to Intervention: 1.07

2020
2021
2022
2023
2024

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

Truganina College Instructional Framework

Maths Mantra

Maths Mantra

1 **Read the problem.** Look at any diagrams or pictures.

2 **Understand the problem.** What is it asking you to find out?

3 **Think about how you will find the answer.** What strategy could you use? How will you solve the problem?

4 **Solve the problem using your strategy.** Show your thinking with words, numbers or drawings.

5 **Answer the question.** Record your answer in an appropriate format.

Read - Understand - Think - Solve - Answer

Maths Lesson Structure

21st-century learning

- Ways of Thinking: Creativity & Innovation, Critical Thinking, Problem Solving & Decision Making, Learning to Learn
- Ways of Working: Communication & Collaboration
- Ways of Living in the World: Local & Global Citizenship, Personal & Social Responsibility, Life & Career
- Tools for Working: Information Literacy, Information & Communication Technology (ICT) Literacy

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Curriculum Planning - Refer to DuFour's questions
What do we need our students to learn?
How will we know they are learning?
What will we do if they have already learned it?
What will we do if they have not learned?

Assessment & Reporting - Data drives discussion in all meetings

Maths Proficiency Strands
For details of the four strands in the Mathematics Curriculum:
http://victoriancurriculum.vcaa.vic.edu.au/mathematics/introduction/learning-in-mathematics

- The Compass Learning Tasks will be the Common Assessment Task for the first unit.
- Mental Strategies A – S will be based on the Truganina College Efficient Mental Strategies
- Big Ideas in number outline of concepts
- 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.

Week	The Proficiency Strands	1	2	3	4	5	6	7	8	9	10
	Understanding	Refer to the Unit & Skills document when planning the Maths Curriculum / Differentiated Curriculum Planning to include Small Group Instruction to address misconceptions from Pre-test data.									
Year 5	Fluency / Problem Solving / Reasoning / are an integral part of the Maths curriculum across the three content strands: Number & Algebra, Measurement & Geometry and Statistics & Probability	**Measurement & Geometry** Perimeterand Area (VCMMG196) Mental Strategy I Big Ideas in Number: Multiplicative thinking		**Measurement & Geometry** Volume and Capacity (VCMMG196)	**Measurement & Geometry** Location: describing routes and locations using grid reference systems and directional language (VCMMG199)	**Measurement & Geometry** Symmetry and Transformations (VCMMG200) (VCMMG201)	**Number & Algebra** Big Ideas in Number: Multiplicative thinking Factors, multiples and divisibility rules (VCMNA181) Mental Strategy J		**Number & Algebra** Rounding and Estimating (VCMNA182) Mental Strategy N	**Statistics & Probability** Pose questions, collect data, construct displays and describe and interpret data (VCMSP205) (VCMSP206) (VCMSP207)	
Year 6		**Measurement & Geometry** Big Ideas in Number: Multiplicative thinking Area Mental Strategies H, L, N Include conversion of units (VCMMG224) Lead to Volume (VCMMG225)			**Measurement & Geometry** Location and Transformations Catesian Plane (VCMMG229) (VCMMG230)		**Number & Algebra** Order of Operations (VCMNA220)			**Statistics & Probability** Pose Questions, Construct Displays, Describe & Interpret Data (VCMSP235) (VCMSP236) (VCMSP237)	
Year 7		**Number & Algebra** Big Ideas in Number: Partitioning Fractions, Percentages and Decimals (VCMNA244) (VCMNA245) (VCMNA246) (VCMNA247) (VCMNA248)				**Measurement & Geometry** Big Ideas in Number: Multiplicative thinking Triangles, Quadrilaterals, Prisms, Area, Volume and Unit Conversion (VCMMG258) (VCMMG259) (VCMMG260)				**Number & Algebra** Big Ideas in Number: Multiplicative thinking Pattern Generators Extending Patterns	
Year 8		**Number & Algebra** Big Ideas in Number: Multiplicative thinking, Generalising Consolidating: Pattern Generators Extending Patterns				**Statistics & Probability** Data Collection (VCMSP297) (VCMSP298) (VCMSP299) (VCMSP300)			**Number & Algebra** Big Ideas in Number: Multiplicative thinking Real Numbers Rates and Ratios (VCMNA277)		
Year 9		**Measurement & Geometry** Big Ideas in Number: Multiplicative thinking Measurement – Including Units of Measurement, Area, Total Surface Area and Volume of Prisms (VCMMG312) (VCMMG313) (VCMMG314)				**Number & Algebra** Linear and Non-Linear Relationships (VCMNA308) (VCMNA309) (VCMNA310) (VCMNA311)				**Measurement & Geometry** Geometric Reasoning (VCMMG316) (VCMMG317)	

Last Updated: June 2024