

AUSTRALIAN
Signpost
MATHS



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F

Australian Signpost Maths F (AC V9.0) Suggested Program

Term 1

Page	Unit and Title	Strand	Curriculum Code/s	Curriculum sub-elements
1	Thinking skills	Critical and creative thinking		
2	1A Zero	Number and algebra	AC9MFN01, AC9MFN03	Number and place value
3	1B The number one	Number and algebra	AC9MFN01, AC9MFN02, AC9MFN03	Number and place value, Counting processes
4	1C The number two	Number and algebra	AC9MFN01, AC9MFN02, AC9MFN03	Number and place value, Counting processes
5	1D Long, short and tall	Measurement	AC9MFM01	Understanding units of measurement (length)
6	2A The number three	Number and algebra	AC9MFN01, AC9MFN02, AC9MFN03	Number and place value, Counting processes
7	2B The number four	Number and algebra	AC9MFN01, AC9MFN02, AC9MFN03	Number and place value, Counting processes
8	2C The number five	Number and algebra	AC9MFN01, AC9MFN02, AC9MFN03	Number and place value, Counting processes
9	2D Data	Statistics	AC9MFST01	Interpreting and representing data
10	3A Numbers to five	Number and algebra	AC9MFN01, AC9MFN02, AC9MFN03	Number and place value, Counting processes
11	3B Counting to five	Number and algebra	AC9MFN01, AC9MFN02, AC9MFN03	Number and place value, Counting processes
12	3C The number six	Number and algebra	AC9MFN01, AC9MFN03	Number and place value
13	3D Curved and straight	Space	AC9MFSP01	Understanding geometric properties (2D)
14	4A The number seven	Number and algebra	AC9MFN01, AC9MFN03	Number and place value
15	4B Dot patterns	Number and algebra	AC9MFN01, AC9MFN02, AC9MFN03	Number and place value
16	4C Circles	Space	AC9MFSP01	Understanding geometric properties (2D)
17	4D Comparing objects	Measurement	AC9MFM01	Understanding units of measurement (mass)
18	5A Same and different	Number and algebra	AC9MFN01, AC9MFN02, AC9MFN03	Number and place value
19	5B Same and different	Number and algebra	AC9MFN01, AC9MFN02, AC9MFN03	Number and place value
20	5C Squares	Space	AC9MFSP01	Understanding geometric properties (2D)
21	5D Full, empty and half full	Measurement	AC9MFM01	Understanding units of measurement (capacity)
Progress test 1				
22	6A The number eight	Number and algebra	AC9MFN01, AC9MFN03	Number and place value, Counting processes

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23	6B Comparing groups	Number and algebra	AC9MFN01, AC9MFN03	Number and place value, Counting processes
24	6C Ordering collections	Number and algebra	AC9MFN01, AC9MFN02, AC9MFN03	Number and place value
25	6D Comparison of mass	Measurement	AC9MFM01	Understanding units of measurement (mass)
26	7A The number nine	Number and algebra	AC9MFN01, AC9MFN03	Number and place value, Counting processes
27	7B The number ten	Number and algebra	AC9MFN01, AC9MFN03	Number and place value, Counting processes
28	7C Rectangles	Space	AC9MSP01	Understanding geometric properties (2D)
29	7D Daytime and night-time	Measurement	AC9MFM02	Measuring time

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Term 2

Page	Unit and title	Strand	Curriculum Code/s	Curriculum sub-elements
30	8A Numbers to ten	Number and algebra	AC9MFN01, AC9MFN03	Number and place value, Counting processes
31	8B Numbers to ten	Number and algebra	AC9MFN01, AC9MFN03	Number and place value, Counting processes
32	8C Position	Measurement	AC9MSP02	Positioning and locating (Position)
33	8D Language of location	Measurement	AC9MSP02	Positioning and locating (Position)
34	9A Numbers to 10	Number and algebra	AC9MFN01, AC9MFN02, AC9MFN03	Number and place value, Counting processes
35	9B Numbers 11 and 12	Number and algebra	AC9MFN01, AC9MFN03	Number and place value, Counting processes
36	9C Longer and shorter	Measurement	AC9MFM01	Understanding units of measurement (Distance)
37	9D Triangles	Space	AC9MFSP01	Understanding geometric properties (2D)
38	10A Adding two groups	Number and algebra	AC9MFN04, AC9MFN05	Additive processes / Strategies
39	10B Adding two groups	Number and algebra	AC9MFN04, AC9MFN05	Additive processes / Strategies
40	10C Cutting shapes	Space	AC9MFSP01	Understanding geometric properties (2D)
41	10D Numbers to 12	Number and algebra	AC9MFN01, AC9MFN03	Number and place value, Counting processes
42	11A Numbers 13 to 20	Number and algebra	AC9MFN01, AC9MFN03	Number and place value, Counting processes
43	11B Numbers 11 to 20	Number and algebra	AC9MFN01, AC9MFN03	Number and place value, Counting processes
44	11C Shape pictures	Space	AC9MFSP01	Understanding geometric properties (2D)
45	11D 3D objects	Space	AC9MFSP01	Understanding geometric properties (3D)
46	12A Adding dots	Number and algebra	AC9MFN04, AC9MFN05	Additive processes / Strategies
47	12B Using five to form numbers	Number and algebra	AC9MFN04, AC9MFN05	Additive processes / Strategies
Progress test 2				
48	12C Rolling, sliding and stacking	Space	AC9MFSP01	Understanding geometric properties (3D)
49	12D Stacking and packing	Space	AC9MFSP01	Understanding geometric properties (3D)
50	13A Adding two groups	Number and algebra	AC9MFN04, AC9MFN05	Additive processes / Strategies
51	13B Adding two groups	Number and algebra	AC9MFN04, AC9MFN05	Additive processes / Strategies
52	13C Ball-shaped objects	Space	AC9MFSP01	Understanding geometric properties (3D)

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53	13D Box-shaped objects	Space	AC9MFSP01	Understanding geometric properties (3D)
54	14A Adding two groups	Number and algebra	AC9MFN04, AC9MFN05	Additive processes / Strategies
55	14B Addition	Number and algebra	AC9MFN04, AC9MFN05	Additive processes / Strategies
56	14C Sorting objects	Space	AC9MFSP01	Understanding geometric properties (3D)
57	14D Using data displays	Statistics	AC9MFST01	Interpreting and representing data
58	15A Dominoes and dice	Number and algebra	AC9MFN04, AC9MFN05	Additive strategies
59	15B Adding groups	Number and algebra	AC9MFN04, AC9MFN05	Additive strategies
60	15C Sequencing events in a day	Measurement	AC9MM02	Measuring time (time)
61	15D Days of the week	Measurement	AC9MM02	Measuring time (time)
62	16A Adding groups	Number and algebra	AC9MFN04, AC9MFN05	Additive strategies
63	16B Adding rows of dots	Number and algebra	AC9MFN04, AC9MFN05	Additive strategies
64	16C Cone-shaped objects	Space	AC9MFSP01	Understanding geometric properties (3D)
65	16D Using data displays	Statistics	AC9MFST01	Interpreting and representing data

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Term 3

Page	Unit and title	Strand	Curriculum Code/s	Curriculum sub-elements
66	17A Adding groups	Number and algebra	AC9MFN04, AC9MFN05	Additive strategies
67	17B Ordinal numbers	Number and algebra	AC9MFN01	Number and place value
68	17C Can-shaped objects	Space	AC9MFSP01	Understanding geometric properties (3D)
69	17D Duration of events	Measurement	AC9MM02	Measuring time (time)
70	18A Looking for patterns	Number and algebra	AC9MFA01	Number patterns and algebraic thinking
71	18B Patterns	Number and algebra	AC9MFA01	Number patterns and algebraic thinking
72	18C Shapes	Space	AC9MFSP01	Understanding geometric properties (2D)
73	18D Shapes	Space	AC9MFSP01	Understanding geometric properties (2D)
74	19A Adding groups	Number and algebra	AC9MFN04, AC9MFN05	Additive strategies
75	19B Counting to 20	Number and algebra	AC9MFN01, AC9MFN05	Number and place value
76	19C Comparing objects	Space	AC9MFSP01	Understanding geometric properties (3D)
77	19D Gathering data	Statistics	AC9MFST01	Interpreting and representing data
78	20A Comparing collections	Number and algebra	AC9MFN01, AC9MFN03	Number and place value, Counting processes
79	20B Counting to 30	Number and algebra	AC9MFN01, AC9MFN03	Number and place value, Counting processes
80	20C Sequencing events	Measurement	AC9MM02	Measuring time (time)
81	20D Days of the week	Measurement	AC9MM02	Measuring time (time)
82	21A Taking objects away	Number and algebra	AC9MFN04, AC9MFN05	Additive strategies
83	21B Taking away	Number and algebra	AC9MFN04, AC9MFN05	Additive strategies
Progress test 3				
84	21C Classifying 2D shapes	Space	AC9MFSP01	Understanding geometric properties (2D)
85	21D Describing objects in our world	Space	AC9MFSP01	Understanding geometric properties (3D)
86	22A Taking away	Number and algebra	AC9MFN04, AC9MFN05	Additive strategies
87	22B Taking away	Number and algebra	AC9MFN04, AC9MFN05	Additive strategies
88	22C Comparing two lengths	Measurement	AC9MFM01	Understanding units of measurement (length)
89	22D Position and length	Measurement and space	AC9MFSP01, AC9MFM01	Positioning and locating, Understanding units of measurement
90	23A Taking away	Number and algebra	AC9MFN04, AC9MFN05	Additive strategies

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91	23B Taking away	Number and algebra	AC9MFN04, AC9MFN05	Additive strategies
92	23C Left and right	Space	AC9MFSP02	Positioning and locating (position)
93	23D Giving and following directions	Space	AC9MFSP02	Positioning and locating (position)
94	24A Separating a number into parts	Number and algebra	AC9MFN04, AC9MFN05	Additive strategies
95	24B Separating a number into parts	Number and algebra	AC9MFN04, AC9MFN05	Additive strategies
96	24C Adding on and counting back	Number and algebra	AC9MFN05	Additive strategies
97	24D 2D shapes	Space	AC9MFSP01	Understanding geometric properties (2D)
98	25A Everyday patterns	Number and algebra	AC9MFA01	Number patterns and algebraic thinking
99	25B Making patterns	Number and algebra	AC9MFA01	Number patterns and algebraic thinking
100	25C Comparing quantities	Number and algebra	AC9MFN05	Number and place value
101	25D Data displays	Statistics	AC9MFST01	Interpreting and representing data

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Term 4

Page	Unit and title	Strand	Curriculum Code/s	Curriculum sub-elements
102	26A Groups of equal size	Number and algebra	AC9MFN03	Counting processes
130	26B Matching equal groups	Number and algebra	AC9MFN03	Counting processes
104	26C Comparing lengths	Measurement	AC9MFM01	Understanding units of measurement (length)
105	26D Data displays	Statistics	AC9MFST01	Interpreting and representing data
106	27A Equal groups	Number and algebra	AC9MFN06	Multiplicative strategies
107	27B Using grouping to share	Number and algebra	AC9MFN06	Multiplicative strategies
108	27C Telling the time	Measurement	AC9MFM02	Measuring time
Progress test 4				
109	27D Using o'clock	Measurement	AC9MFM02	Measuring time
110	28A How many more?	Number and algebra	AC9MFN04, AC9MFN05	Additive strategies
111	28B Equal groups	Number and algebra	AC9MFN06	Multiplicative strategies
112	28C Patterns using sounds and actions	Number and algebra	AC9MFA01	Number patterns and algebraic thinking
113	28D Using data displays	Statistics	AC9MFST01	Interpreting and representing data
114	29A Sharing	Number and algebra	AC9MFN06	Multiplicative strategies
115	29B Sharing	Number and algebra	AC9MFN06	Multiplicative strategies
116	29C Comparing capacities	Measurement	AC9MFM01	Understanding units of measurement (capacity)
117	29D Comparing objects	Measurement	AC9MFM01	Understanding units of measurement (mixed)
118	30A Sharing in other ways	Number and algebra	AC9MFN06	Multiplicative strategies
119	30B Sharing among 3 or more	Number and algebra	AC9MFN06	Multiplicative strategies
120	30C Comparing capacity	Measurement	AC9MFM01	Understanding units of measurement (capacity)
121	30D Comparing capacity	Measurement	AC9MFM01	Understanding units of measurement (capacity)
122	31A Location	Space	AC9MFSP02	Positioning and locating (position)
Progress test 5				
123	31B Recording the weather	Statistics	AC9MFST01	Interpreting and representing data
124	31C Comparing distances	Measurement	AC9MFM01	Understanding units of measurement (length)
125	31D Pattern blocks	Space	AC9MFSP01	Understanding geometric properties (2D)
126	32A Sorting and classifying coins	Number and algebra	AC9MFN05	Understanding money

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127	32B Australian money	Number and algebra	AC9MFN05	Understanding money
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Australian Signpost Maths Foundation (AC V9.0) Curriculum Map

Strand	Code	Descriptor	Australian Signpost Maths F Lessons	Mathology Little Books
Number	AC9MFN01	name, represent and order numbers including zero to at least 20, using physical and virtual materials and numerals	1A Zero 1B The number one 1C The number two 2A The number three 2B The number four 2C The number five 3A Numbers to five 3B Counting to five 3C The number six 4A The number seven 4B Dot patterns 5A-5B Same and different 6A The number eight 6B Comparing groups 6C Ordering collections 7A The number nine 7B The number ten 8A – 8B Numbers to ten 9A Numbers to 10 9B Numbers 11 and 12 10D Numbers to 12 11A Numbers 13 to 20 11B Numbers 11 to 20 17B Ordinal numbers 19B Counting to 20 20A Comparing collections 20B Counting to 30 20D Days of the week	<i>A Warm Cozy Nest</i> <i>Dan's Doggy Daycare</i> <i>Lots of Dots</i> <i>Acorns for Wilaiya</i> <i>Time for Games</i> <i>Let's Play Waltes!</i> <i>On Safari!</i> <i>Paddling the River</i> <i>Animals Hide</i> <i>At the Corn Farm</i> <i>Nutty and Wolfy</i>
Number	AC9MFN02	recognise and name the number of objects within a collection up to 5 using subitising	1B The number one 1C The number two 2A The number three 2B The number four 2C The number five 3A Numbers to five 3B Counting to five 4B Dot patterns 5A-5B Same and different 6C Ordering collections 9A Numbers to 10	<i>Animals Hide</i> <i>Measures</i> <i>The Amazing Seed</i> <i>Spot Check</i>
Number	AC9MFN03	quantify and compare collections to at least 20 using counting and explain or demonstrate reasoning	1A Zero 1B The number one 1C The number two 2A The number three 2B The number four 2C The number five 3A Numbers to five 3B Counting to five 3C The number six 4A The number seven 4B Dot patterns 5A-5B Same and different 6A The number eight 6B Comparing groups 6C Ordering collections	<i>Dan's Doggy Daycare</i> <i>Spot Check</i> <i>Time for Games</i> <i>Let's Play Waltes!</i> <i>Paddling the River</i> <i>At the Corn Farm</i> <i>Cats and Kittens!</i> <i>Nutty and Wolfy</i> <i>Animals Hide</i> <i>Acorns for Wilaya</i>

Australian Signpost Maths Foundation (AC V9.0) Curriculum Map

			<p>7A The number nine 7B The number ten 8A – 8B Numbers to ten 9A Numbers to 10 9B Numbers 11 and 12 10D Numbers to 12 11A Numbers 13 to 20 11B Numbers 11 to 20 20A Comparing collections 20B Counting to 30 26A Groups of equal size 26B Matching equal groups</p>	
Number	AC9MFN04	partition and combine collections up to 10 using part-part-whole relationships and subitising to recognise and name the parts	<p>10A-10B Adding two groups 12A Adding dots 12B Using five to form numbers 13A-13B Adding two groups 14A Adding two groups 14B Addition 15A Dominoes and dice 15B Adding groups 16B Adding rows of dots 17A Adding groups 19A Adding groups 21A Taking objects away 21B Taking away 22A-22B Taking away 23A-23B Taking away 24A-24B Separating a number into parts 28A How many more?</p>	<p><i>Dan's Doggy Daycare</i> <i>Let's Play Waltes!</i> <i>On Safari!</i> <i>Paddling the River</i></p>
Number	AC9MFN05	represent practical situations involving addition, subtraction and quantification with physical and virtual materials and use counting or subitising strategies	<p>10A-10B Adding two groups 12A Adding dots 12B Using five to form numbers 13A-13B Adding two groups 14A Adding two groups 14B Addition 15A Dominoes and dice 15B Adding groups 16B Adding rows of dots 17A Adding groups 19A Adding groups 19B Counting to 20 21A Taking objects away 21B Taking away 22A-22B Taking away 23A-23B Taking away 24A-24B Separating a number into parts 24C Adding on and counting back 25C Comparing quantities 28A How many more? 32A Sorting and classifying coins 32B Australian money</p>	<p><i>Dan's Doggy Daycare</i> <i>Let's Play Waltes!</i> <i>On Safari!</i> <i>Paddling the River</i></p>

Australian Signpost Maths Foundation (AC V9.0) Curriculum Map

Number	AC9MFN06	represent practical situations that involve equal sharing and grouping with physical and virtual materials and use counting or subitising strategies	27A Equal groups 27B Using grouping to share 28B Equal groups 29A-29B Sharing 30A Sharing in other ways 30B Sharing among 3 or more	<i>The Best Birthday</i>
Algebra	AC9MFA01	recognise, copy and continue repeating patterns represented in different ways	18A Looking for patterns 18B Patterns 25A Everyday patterns 25B Making patterns 28C Patterns using sounds and coins	<i>A Lot of Noise!</i>
Measurement	AC9MFM01	identify and compare attributes of objects and events, including length, capacity, mass and duration, using direct comparisons and communicating reasoning	1D Long, short and tall 4D Comparing objects 5D Full, empty and half full 6D Comparison of mass 9C Longer and shorter 19C comparing objects 22C Comparing two lengths 22D Position and length 26C Comparing lengths 29C Comparing capacities 29D Comparing objects 30C-30D Comparing capacity 31C Comparing distances	<i>To Be Long The Best in Show The Amazing Seed</i>
Measurement	AC9MFM02	sequence days of the week and times of the day including morning, lunchtime, afternoon and night time, and connect them to familiar events and actions	7D Daytime and night-time 15C Sequencing events in a day 15D Days of the week 17D Duration of events 20C Sequencing events 20D Days of the week 27C Telling the time 27D Using o'clock	
Space	AC9MFSP01	sort, name and create familiar shapes; recognise and describe familiar shapes within objects in the environment, giving reasons	3D Curved and straight 4C Circles 5C Squares 7C Rectangles 9D Triangles 10C Cutting shapes 11C Shape pictures 11D 3D objects 12C Rolling, sliding and stacking 12D Stacking and packing 13C Ball-shaped objects 13D Box-shaped objects 14C Sorting objects	<i>The New Nest Zoom In, Zoom Out The Castle Wall</i>

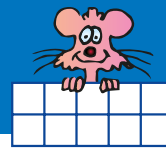
Australian Signpost Maths Foundation (AC V9.0) Curriculum Map

			16C Cone-shaped objects 17C Can-shaped objects 18C-18D Shapes 21C Classifying 2D shapes 21D Describing objects in our world 24D 2D shapes 31D Pattern blocks	
Space	AC9MFSP02	describe the position and location of themselves and objects in relation to other people and objects within a familiar space	8C Position 8D Language of location 22D Position and length 23C Left and right 23D Giving and following directions 31A Location	<i>The New Nest Zoom In, Zoom Out</i>
Statistics	AC9MFST01	collect, sort and compare data represented by objects and images in response to given investigative questions that relate to familiar situations	2D Data 14D and 16D Using data displays 19D Gathering data 25D and 26D Data displays 28D Using data displays 31B Recording the weather	<i>Hedge and Hog</i>

The mice and the parrot



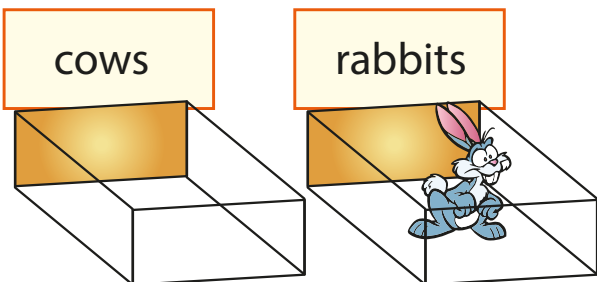
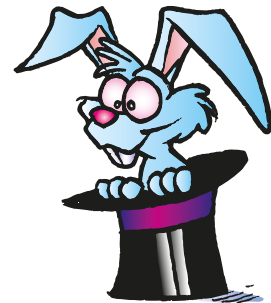
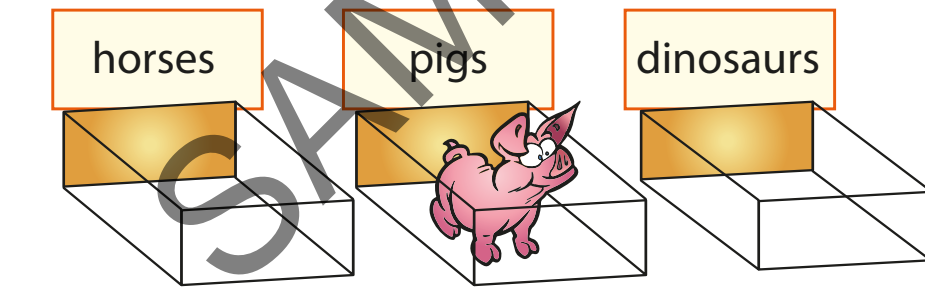
- 1 What are the mice wearing?
- 2 How many hats are in this picture?
- 3 How many balloons are in this picture?
- 4 What else can you count in the picture?
- 5 What things are round? Colour the round things.
- 6 What is the parrot doing?
- 7 What could happen when the mouse sticks the needle into the balloon?
- 8 Why is the mouse with balloons worried?
- 9 How many legs can you see in this picture?
- 10 Which of these questions do you like best? Why do you like it?



1 Circle the containers that hold zero things. Trace the numerals and the word "zero".



2 These stalls were at the show. Look at the picture and then answer the questions.

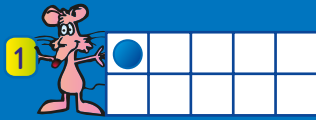


How many dinosaurs?

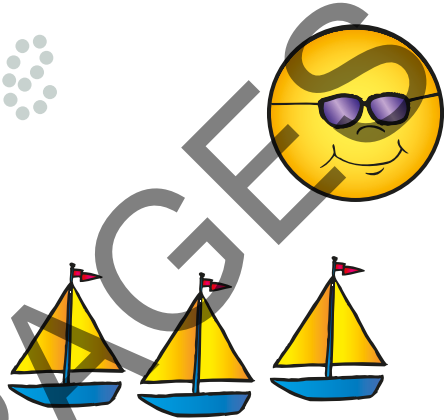
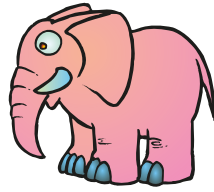
How many horses?

How many cows?

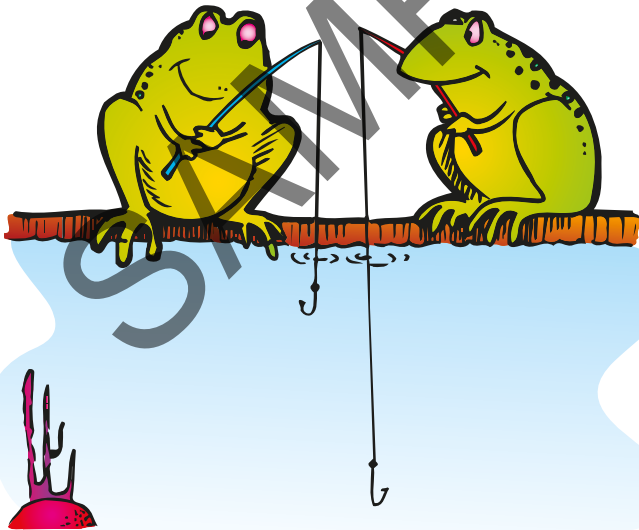
How many pigs?



1 Circle the groups with one object. Trace the numerals and the word "one".



2 Draw one fish.

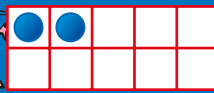


How many fish did you draw?

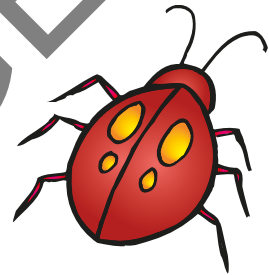
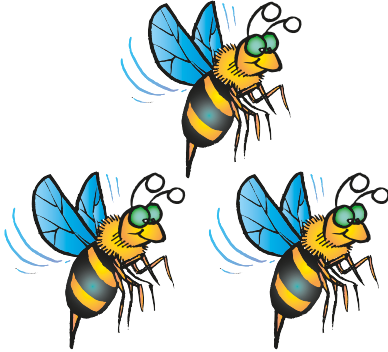
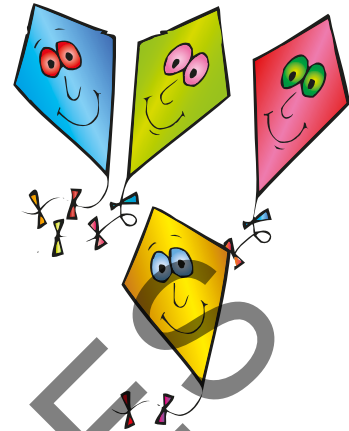
FUN SPOT



Colour the parts that are shown only once.



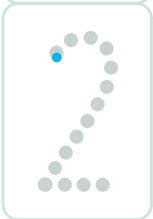
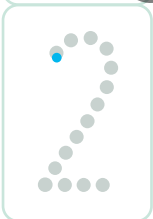
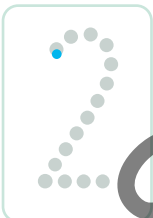
1 Circle the groups of two. Trace the numerals and the word "two".



Discuss which groups above have the same number.



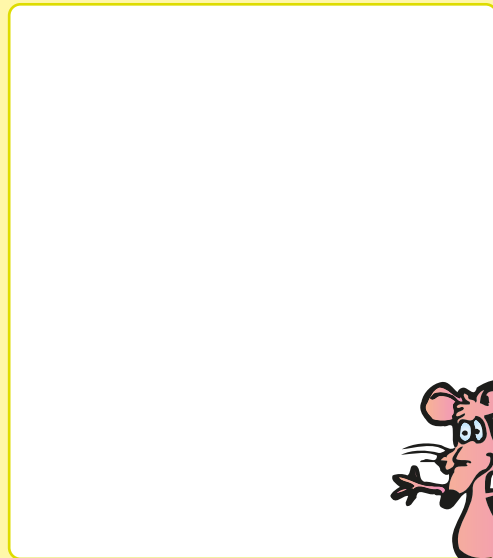
2 Colour two in each row. Trace the numbers.



Draw two balloons.

Tell a story about the balloons.

FUN SPOT



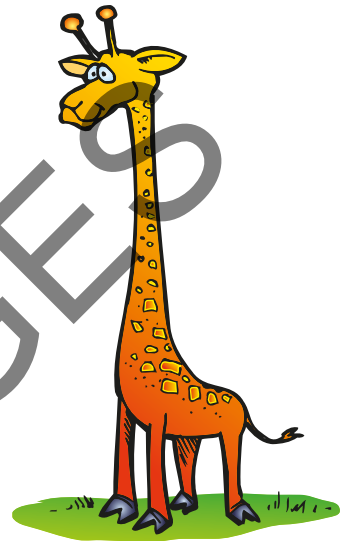
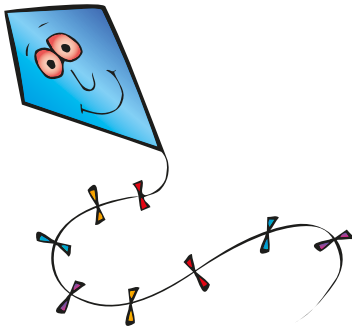


1 Draw lines to match each word to a picture.

short

long

tall

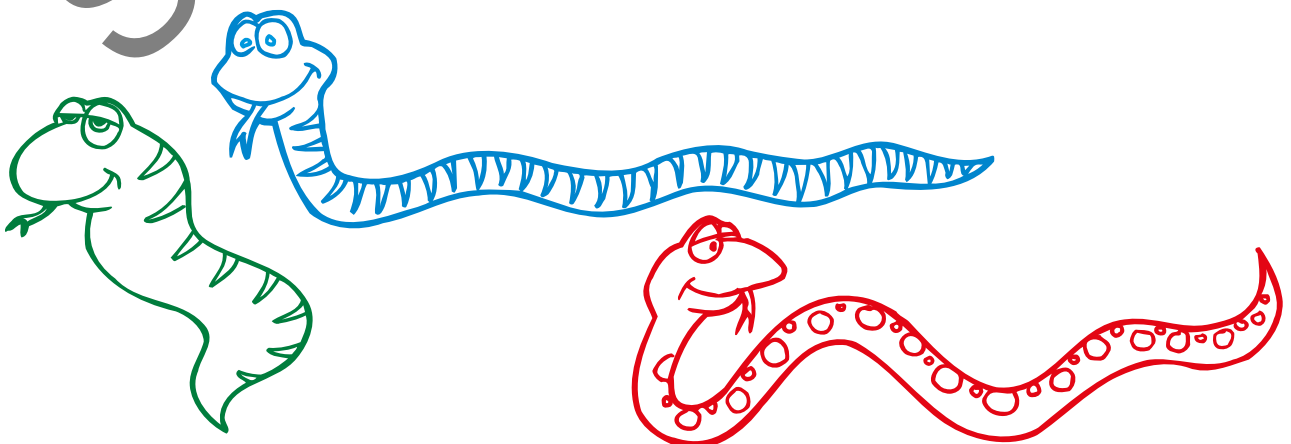


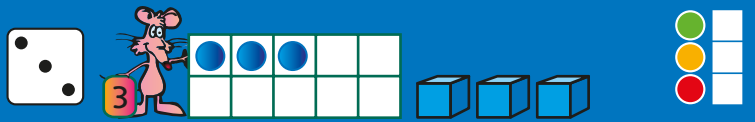
2 Draw a tall tree. Draw one long arrow. Draw a long scarf.

Draw two short trees. Draw two short arrows. Draw two short scarves.



3 Colour the long snakes. Draw two more short snakes.





1 Colour groups that show three. Trace the numerals and the word "three".

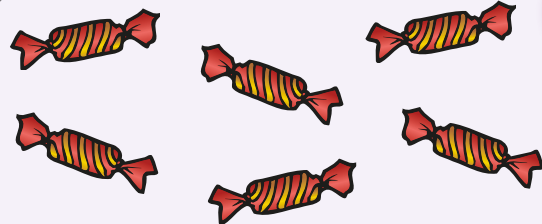


2 Draw three spots on each ladybird.

INVESTIGATION



Circle groups of two lollies.



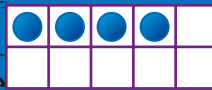
How many groups did you circle?

→ Talk about your answer.

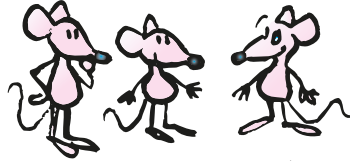
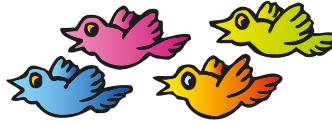
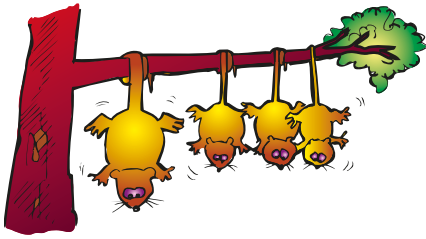


3 Write the numeral after or before.

	3	2			1	0	
--	---	---	--	--	---	---	--



1 Circle groups that show four.  Trace the numerals and the word "four".



2 Draw objects to match each numeral.



INVESTIGATION



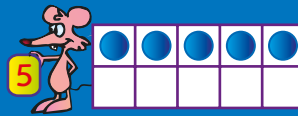
Make different dot patterns for four.

→ Talk about your answer.

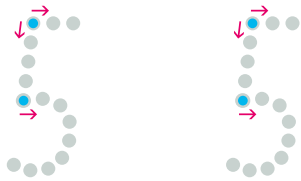
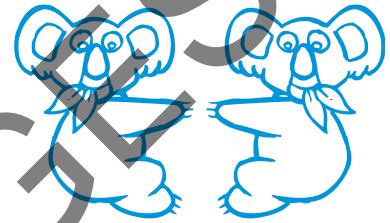
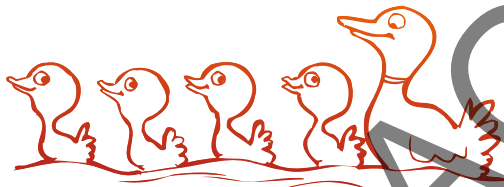
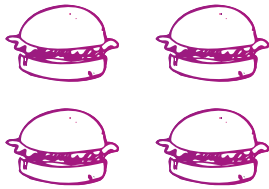
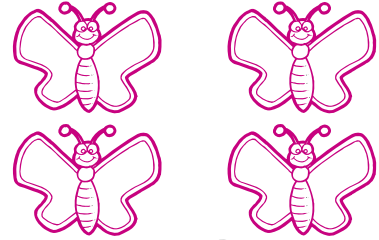


3 Write the numbers 0, 1, 2, 3 and 4 from smallest to largest.





1 Colour the groups of five. Trace the numerals and the word "five".



2 Write the numbers in order.

a forwards

--	--	--	--	--

3	1	5	2	4
---	---	---	---	---

b backwards

--	--	--	--	--

2	5	1	4	3
---	---	---	---	---

3 Write 2, 0, 5 and 4 in order, smallest to largest.

--	--	--	--

4 Write 3, 5, 0 and 2 in order, smallest to largest.

--	--	--	--



Draw your hand on paper.
Number the fingers 1 to 5.





1 Colour each group differently.



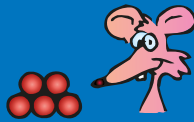
How have you sorted the objects?

Which group has the most?

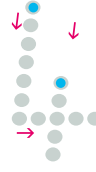
Sort groups of objects in your classroom. Talk about how you sorted the objects.

You could sort pencils, blocks, toys or counters.

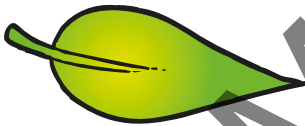




1 Trace the numerals.



2 How many?



3 Join the numbers in order. Join the words in order.

four five

three

one

two

zero

0 1 2 3 4 5



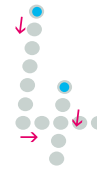
Give each person 2 legs. Give each animal 4 legs.

FUN SPOT





1 Trace the numerals.



2 Talk about the picture and answer the questions.



How many  ?

How many  ?


How many  ?

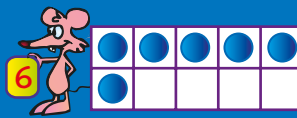
How many  ?

How many  ?

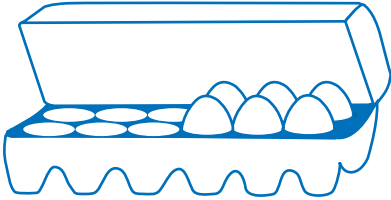
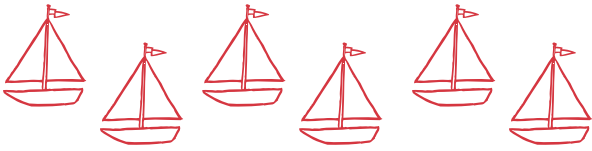
How many  ?

How many  ?

How many  ?



1 Colour the groups that show six. Trace the numerals and the word "six".



2 Write the number before (one less).

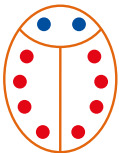
	1		2
--	---	--	---

3 Write the number after (one more).

5		3	
---	--	---	--

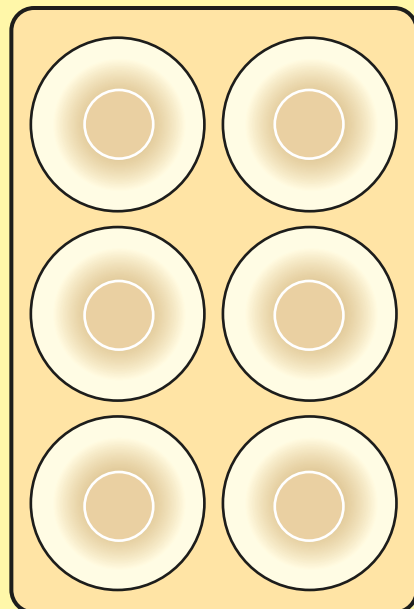


4 Draw six legs on each beetle.



Egg carton game

Cut an egg carton into parts containing six cups. Place counters into each cup, one at a time, counting as you go. Repeat the process of placing the counters several times.



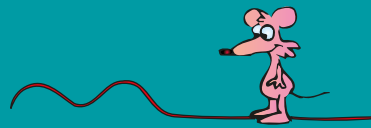
Challenge a friend

- What is one more than: 2, 4, 5, 3, 1?
- What is one less than: 3, 6, 4, 2, 5?





Curved and straight



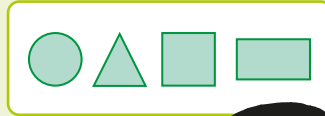
CONCEPT



• This line is curved.



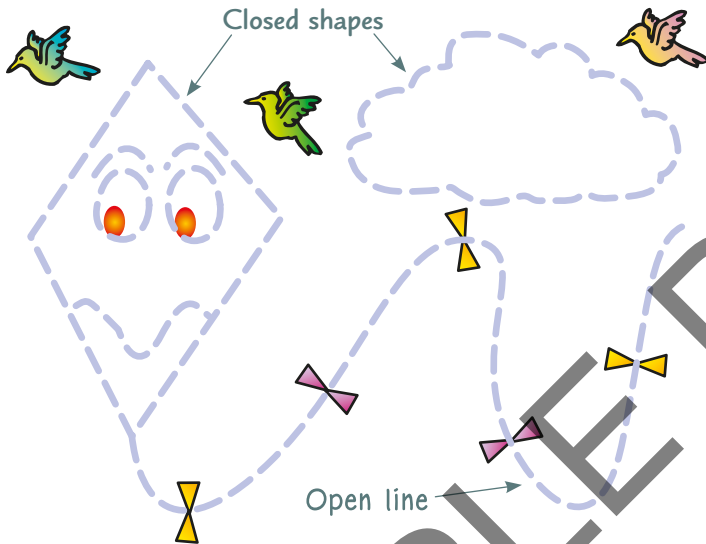
• This line is straight.



Shapes have curved or straight sides.



1 Trace the curved lines red and the straight lines blue.



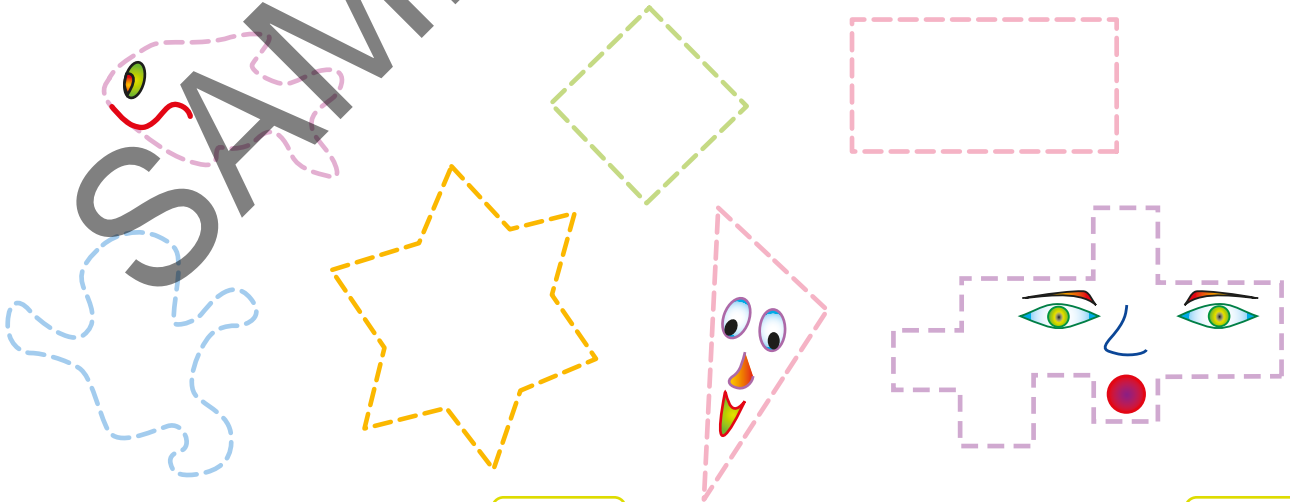
2 Draw some straight and curved lines.

Straight

Curved



3 Trace these closed shapes and add some funny faces.



How many curved shapes?

How many straight shapes?

Identifying and addressing areas of need

An essential part of a teacher's role is identifying and addressing areas of student need.

This includes recognising areas where memory is fading and discovering any concepts that have been missed or misunderstood.

Testing is a great way to identify areas of need, but is only really useful when the results are used to help the student.

It is important to build a strong foundation when teaching new concepts and skills.

It is also important to revise / re-teach areas of weakness you discover so that these areas will not be barriers to the future learning of related concepts.

Progress tests and retests (see adjacent page)

Progress tests 1 to 5 are found in the online Teacher Resource.

After each test, notes and answers are supplied.

Progress test questions are cross-referenced to appropriate Student Book pages.

Progress retests 1 to 5 are found in the Teacher Resource.

The remediation records pages are used to provide a record of each student's progress.

These are found in the online Teacher Resource.

For each error recorded, the question should be discussed and using the Student Book cross-reference provided, practice should occur. Retesting should follow using the progress retests.

Summary

- 1 Test recent work.
- 2 Enter any mistakes in the Remediation records.
- 3 Use this record to direct your revision / re-teaching.
- 4 Retest using the matching retest questions to ensure understanding.

Teaching and learning

Successfully teaching content and skills is a complex process.

A **good textbook** is an important tool alongside **effective teaching and planning**.

Knowledge, understanding and skills must be embedded in the student's mind so that recall continues with time. This will be done using:

(1) instruction, (2) practice, (3) drill, (4) review.

Instruction involves explicit explanation, investigation and the use of good educational resources.

Practice forms neural pathways within the brain.

Drill strengthens neural pathways. The stronger the pathways become, the longer the understanding or knowledge is retained. 'Overlearning' prolongs recall.

Review revitalises weakened neural pathways.

Progress test 2

Progress test 2 Name: _____

Number and algebra

1 Write how many are in each box.

2 Write how many are in each row.

A _____

B _____

C _____

Order the rows from smallest to largest using the letters.

3 Count on from 4.
4

Count back from 7.
7

4 Write the numbers in order from smallest to largest.

a **5 9 3 7**

b 15, 11, 14, 19

5 a Write the number after:
8 6

b Write the number before:
5 10

Progress test 2 (continued)

6 Write how many in each group of blocks.

a

b

7 Complete:

a 14, 15, 16,

b 19, 18, 17,

8 How many altogether?

makes frogs altogether.

9 Complete the number sentences.

a is 2 and

b is 3 and

10 Show these numbers using the ten frames.

a _____

b _____

11 Draw dots to make 10 on each domino.

4 and 6 and

12 Draw 14 small circles.

Progress retest 2

Progress retest 2 Name: _____

Number and algebra

1 Write how many are in each box.

2 Write how many are in each row.

A _____

B _____

C _____

Order the rows from smallest to largest using the letters.

3 a Count on from 5.
5

b Count back from 6.
6

4 Write the numbers in order from smallest to largest.

a **8 4 6 2**

b **18 14 13 17**

5 a Write the number after:
6 3

b Write the number before:
7 9

Notes and answers for Progress test 2

Notes and answers for Progress test 2

Objective

- Diagnose weaknesses for future treatment.

Follow-up

- Any weaknesses discovered should be treated. Copies of Student Book pages are cross-referenced for follow-up.
- Questions and Student Book pages are cross-referenced on the 'Remediation records: Progress tests' pages.
- A record of each student's progress can be kept using the Remediation records on page 128.
- The content of the tests should be revised and reinforced throughout the year where possible. When teaching new concepts and skills, it is important to build on previously known work.

Question topic cross-reference

1	Whole numbers	pp 30, 31
2	Whole numbers	pp 23, 24
3	Whole numbers	pp 22, 31
4	Whole numbers	pp 27, 43
5	Whole numbers	p 34
6	Whole numbers	p 42
7	Whole numbers	p 43
8	Addition	pp 38, 39
9	Addition	p 46
10	Whole numbers	p 47
11	Whole numbers	p 31
12	Whole numbers	p 35
13	Mass	p 25
14	2D shapes	pp 28, 37
15	2D shapes	pp 28, 27
16	Length	p 36
17	Length	p 36
18	Time	p 29
19	3D objects	p 45
20	3D objects	p 45
21	Position	p 52
22	Position	p 33

Answers

1 8, 7, 9, 11, 6, 10, 12

2 A 4 B 2 C 3
From smallest to largest: B, C, A

3 a 5, 6, 7 b 6, 5, 4

4 a 3, 5, 7, 9 b 11, 14, 15, 19

5 a 9, 7 b 4, 9

6 a 14 b 17

7 a 17, 18 b 16, 15

8 8

9 a 1 b 2

10 a b

11 6, 4 (6 dots and 4 dots will be drawn.)

12 14 small circles will be drawn.

13 The bus will be circled. The flower will be coloured.

14 2 squares will be coloured blue.

15 2 rectangles will be ticked.
2 triangles will be crossed.

16 2 circles will be coloured red.

17 A rectangle will be drawn. A triangle will be drawn.

18

19 The sun and girl will be circled. The stars, moon and boy in bed will be crossed.

20 3 can-shaped objects will be coloured to match.
2 ball-shaped objects will be coloured to match.
2 box-shaped objects will be coloured to match.

21 a The ball and hamburger will be circled.
b The carrot and ice cream will be circled.

22 The owl will be ticked. The boy will be coloured.
The lizard will be circled.

23 Students will draw pictures in the appropriate places.

Remediation records: Progress tests

Remediation records: Progress retests

Name: _____ Class: _____

The Student Book page reference shows the page in the Student Book that introduces the example type.
Errors made are marked as . When remediation has occurred, mark as .

Progress retest 1

Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Student Book page	11	12	3, 7, 12	8	11	7, 15	18	18	19	21	16, 20	16, 20	13	5	17	9
Errors made																

Questions covering each topic area

Number and algebra: Whole numbers: 1-9
Measurement and space: Capacity: 10
Statistics and probability: Data: 16
2D shapes: 11-13
Length: 14
Mass: 15

Progress retest 2

Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Student Book page	30, 23, 35	23, 24	22, 31	27, 43	34	42	43	38, 39	46	47	31	35	25, 28, 37	28, 37	36	36	29	45	45	32	33	
Errors made																						

Questions covering each topic area

Number and algebra: Whole numbers: 1-7, 10-12
Measurement and space: 2D shapes: 12, 14-15
Statistics and probability: 3D objects: 19-20
Addition and subtraction: 8-9
Mass: 13
Position: 21-22
Time: 18

Progress retest 3

Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Student Book page	50, 51, 54	58, 63	67, 80	67, 80	75	75	79	79	79	82, 83	83	71	48	49, 53	56	52, 53, 64, 68	52, 73	72, 60	61, 81	76	80, 81	57, 65	
Errors made																							

Questions covering each topic area

Number and algebra: Whole numbers: 3-9
Measurement and space: 3D objects: 13-17
Statistics and probability: Data: 23
Addition: 1-2
Subtraction: 10-11
Mass: 21
Patterns: 12
Time: 19-20, 22

Progress retest 4

Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Student Book page	86, 87	90, 91	94, 95	94, 95	96	100	102, 103	106, 107	99	84	85	88	89, 92	89, 93	93	104	108	97	101, 105
Errors made																			

Cross-references

Answers

Remediation records

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

SAMPLE PAGES



and

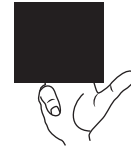


makes



altogether

Counting on
How many fingers
are hidden?



**Play this game
with a friend.**
The other hand
can be used to
hide fingers.