

Math/Number unit overview
Term 2 2022

Probability Multiplication Equations Geometry

- Use a range of counting, grouping, and equal-sharing strategies with whole numbers and fractions.
- Sort objects by their appearance.
- Conduct investigations using the statistical enquiry cycle: – posing and answering questions; – gathering, sorting and counting, and displaying category data; – discussing the results.
- Order and compare objects or events by length, area, volume and capacity, weight (mass), turn (angle), temperature, and time by direct comparison and/or counting whole numbers of units.

Week	Focus	Activities	
1		Revision of previous terms learning Number before and number after on a number line and 100's square	
2		Skip counting - 2's Practice with chalk on pavement and with skipping ropes to rote count in 2's. Show understanding of skip counting in a 100's square Geometry - identify shapes we know, and which shapes we do not know.	
3		Skip counting - 5's Practice with chalk on pavement and with skipping ropes to rote count in 2's and 5's	
4		Writing number sentences - addition Jumping in a line to add jumps, then transferring number sentences to written form on white boards	
5		Writing number sentences - addition and subtraction Jumping in lines, writing on whiteboards, and completing worksheets. Rolling 2 dice and writing number sentences into books.	
6		Talking about probability of events and ordering of events within a typical day. Keywords likely, unlikely, impossible	
7		3D shapes - what is a 3D shape and how do we relate these to 2D shapes?	
8		Tessellations - what shapes can we tessellate? Practice making shapes to tessellate from squares by cutting one side off and sticking to the other side.	

9		Reflections and translations - practice manipulating materials to achieve these goals. Write and follow instructions from others to achieve this.	
10	Revision	Redo any activities that students need more practice with in order to consolidate learning - especially addition and number ordering	