

Dimension:	Number	Focus:	Addition & Subtraction	Length of Unit:	10 Lessons
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Victorian Curriculum Learning Focus Statement:

Level 5: Number & Algebra

Use estimation and rounding to check the reasonableness of answers to calculations.
 Use efficient mental and written strategies and apply appropriate digital technologies to solve problems
 Follow a mathematical algorithm involving branching and repetition (iteration)

Level 6: Number & Algebra

Explore the use of brackets and order of operations to write number sentences
 Add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers
 Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers and make estimates for these computations

Vocabulary Development:

Add, subtract, sum, difference, algorithm, partition, rename, trade, regroup, plus, minus, together, total, take away, less than, more than, odd, even, decimal point, tenth, hundredth, thousandth, fraction, decimal

Ongoing Investigation/Discussion:

- Take opportunities to rename decimals as fractions. For example, when you are demonstrating something with decimals, rename 7.3 as 7 and three-tenths. Do this whenever an opportunity arises, so that the link between decimal and fractional representation and naming is reinforced consistently.
- Give time to practice number fact recall – number fact recall of addition and subtraction facts of numbers 0-20 should be firmly established.

Establishing Prior Knowledge

Addition A
 Subtraction A

Common Assessment Tasks

Assessment FOR Learning	Assessment OF Learning	Assessment AS Learning
Occurs when teachers use inferences about student progress to inform their teaching. It is frequent, formal or informal (e.g. quality questioning, anecdotal notes, written comments), embedded in teaching and provides clear and timely feedback that helps students in their learning progression. It has a formative use providing evidence that informs, or shapes, short term planning for learning.	Occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards. It is usually formal, frequently occurring at the end of units of work where it sums up student achievement at a particular point in time. It is often organised around themes or major projects and judgements may be based on student performance on multi-domain assessment tasks. It has a summative use, showing how students are progressing against the Standards, and a formative use providing evidence to inform long term planning.	Occurs when students reflect on and monitor their progress to inform their future learning goals. It is regularly occurring, formal or informal (e.g. peer feedback buddies, formal self-assessment) and helps students take responsibility for their own past and future learning. It builds metacognition as it involves students in understanding the standards expected of them, in setting and monitoring their own learning goals, and in developing strategies for working towards achieving them.