Team 2/3 Term 4 Planner

Year: 2014

AusVELS Level 2 & 3

Understanding, Fluency, Problem Solving, Reasoning

Proficiency Strands - ‘How’ content is explored or developed.

**Understanding** includes connecting number calculations with counting sequences, partitioning and combining numbers flexibly, identifying and describing the relationship between addition and subtraction and between multiplication and division.

**Fluency** includes counting numbers in sequences readily, using informal units iteratively to compare measurements, using the language of chance to describe outcomes of familiar chance events and describing and comparing time durations.

**Problem Solving** includes formulating problems from authentic situations, making models and using number sentences that represent problem situations, and matching transformations with their original shape.

**Reasoning** includes using known facts to derive strategies for unfamiliar calculations, comparing and contrasting related models of operations, and creating and interpreting simple representations of data.

<table>
<thead>
<tr>
<th>Term</th>
<th>Number and Algebra</th>
<th>Statistics and Probability</th>
<th>Measurement and Geometry</th>
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</table>
| 3    | *Fractions, Decimals & Percentages:*  
- Students divide collections and shapes into halves, quarters and eighths.  
- Students model and represent unit fractions for halves, thirds, quarters, fifths and eighths, and multiples of these up to one.  

*Chance:*  
- Students describe outcomes of familiar events using everyday language.  
- Students conduct chance experiments, list possible outcomes and recognise variations in results.  

*Length, Perimeter, Capacity & Mass:*  
- Students order shapes and objects, using informal units for a range of measures.  
- Students use metric units for length, mass and capacity.  
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- Students use metric units for length, mass and capacity.  

Notes