Mathematics Unit Planner

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AusVELS Level

Term: 4

Year: 2014

Dimension: Measurement and Geometry

Focus: Location and transformation

Length of Unit: 10 Lessons

AusVELS Learning Focus Statement:

**Level 2** - Interpret simple maps of familiar locations and identify the relative positions of key features.

Level 3 - Create and interpret simple grid maps to show position and pathways

Level 4 - Use simple scales, legends and directions to interpret information contained in basic maps

Level 5 - Use a grid reference system to describe locations. Describe routes using landmarks and directional language

Vocabulary Development:

Maps, North, South, East, West, Scale, Position, Scale, Legend, Pathways, Grid, Location, Directions, Behind, In front, left, right, forward, back, landmarks, under, over, distance, interpret, create, references, key features,

Establishing Prior Knowledge

First Task – Pre Assessment

Common Assessment Tasks
### Assessment FOR 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.

### Assessment AS 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.

### Assessment OF Learning
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.

### Other Resources:
- Council Map
- Battleships
- Mathletics eBooks — Position (Y3, Y4, Y5)