Dimension: Measurement and Geometry

Focus: Shape and transformation

Length of Unit: 10 Lessons

AusVELS Learning Focus Statement:

Level 3-Students identify symmetry in natural and constructed environments. They use angle size as a measure of turn in real situations and make models of three-dimensional objects.

Level 4-Students compare areas of regular and irregular shapes, using informal units. They solve problems involving time duration. Students use scaled instruments to measure length, angle, area, mass, capacity and temperature of shapes and objects. Students create symmetrical simple and composite shapes and patterns, with and without the use of digital technology. They classify angles in relation to a right angle.

Level 5-They estimate angles, and use protractors and digital technology to construct and measure angles. Students connect three-dimensional objects with their two-dimensional representations. They describe transformations of two-dimensional shapes and identify line and rotational symmetry.

Vocabulary Development:

2d, 3d, shape, features, regular, irregular, units, solve, measure, angle, area, objects, symmetry, pattern, face, edge, vertice, triangle, tessellation, units

Establishing Prior Knowledge

A variety of shapes for students to play with-a variety of shapes including leaves and other natural items

What is a 2d shape- name, features
What is a 3d shape- name, features
What is a vertice, corner, face, edge?
What is an angle?
Knows difference between 2d and 3d shapes
Recognises a triangle
Regular/ irregular shapes
Names different triangles
Tessellation
Symmetry
Line of symmetry
Rotational symmetry
Determine the area
Converting between units

Take photos for later use.

Common Assessment Tasks

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<tr>
<th>Assessment FOR Learning</th>
<th>Assessment AS Learning</th>
<th>Assessment OF Learning</th>
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<tbody>
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<td>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.</td>
<td>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.</td>
<td>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.</td>
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