

Numeracy @ Mallala



Numeracy is a foundational aspect for learning across all curriculum areas. It is essential for every program of learning from the early years onward. We value the engagement and enjoyment of all aspects of Numeracy for all students and promote learning opportunities that have connectedness to their world.

CURRICULUM

Australian Curriculum

Content Strands

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Proficiency Strands

- Understanding, Fluency
- Problem Solving, Reasoning

Tiered Vocabulary

Mathematical language and Financial Literacy R-2

Natural Maths Strategies

Explicit teaching of mental computation strategies to support their use in everyday situations.

Big Ideas in Number

Trusting the Count – Subitising; Principles of counting; Part part whole relationships

Place Value – New unit – 10 ones is 1 ten; Number names – regular, irregular; Counting with new unit; Second place value system

Additive to Multiplicative Thinking – Concepts and strategies for addition/subtraction; Factors, arrays, area models, Cartesian products, mental strategies

Partitioning – Fractions – concepts, naming, recording; Decimal fractions; Relative proportions

Proportional reasoning – Fractions – concepts, naming, recording; Decimal fractions; Relative proportions

Generalising – Recognising patterns; Modelling, predicting; Expressing general case in words and symbols

PEDAGOGY

SA TfEL Framework

A resource for supporting quality teaching and learning

Professional Development

Continuous staff professional learning to maintain

Formative Assessment

Mathematical Mindsets – Jo Boaler

Enacting current brain research that positive experiences, messages and effective teaching can enable all learners to achieve a high level of success in mathematics.

High Impact Teaching Strategies

- Targeted differentiated teaching
- Clear learning intentions
- Logical and intentional sequencing of learning
- Explicit teaching
- Ongoing feedback

Number Talks

With number talks, students have a chance to think through their understanding of number and explain their reasoning

ASSESSMENT

PAT- M

Online testing for students Years 3-7 used to determine students' proficiencies in different mathematical strands

NAPLAN

Years 3, 5 and 7

Big Ideas in Number

Number underpins **the general capability of numeracy**.

Research indicates that number impacts on more than 70% of the mathematics within our curriculum. The table opposite identifies the approximate year levels when the specific skills should typically be introduced and embedded.

Big Idea	Year Level										
	R	1	2	3	4	5	6	7	8	9	10
Trusting the Count	■	■	■	■	■	■	■	■	■	■	■
Place Value	■	■	■	■	■	■	■	■	■	■	■
Additive to Multiplicative Thinking	■	■	■	■	■	■	■	■	■	■	■
Partitioning	■	■	■	■	■	■	■	■	■	■	■
Proportional Reasoning	■	■	■	■	■	■	■	■	■	■	■
Generalisation	■	■	■	■	■	■	■	■	■	■	■

COMMUNITY ENGAGEMENT

Volunteer Number Knowledge Program

Volunteers undergo training to support students with number across year levels R-7

Open Classroom Mornings

Families engage with students in various class activities

Literacy and Numeracy Week

Focuses in on the core skills with opportunities for community input, connection and engagement

Market Day

Students include aspects of Numeracy to develop and run their own market stalls to sell goods to the community



Government of South Australia

Department for Education