



Whole School Numeracy Agreement 2021

The Kangarilla Primary School Numeracy Agreement outlines the agreed approaches to teaching Mathematics and Numeracy across the school.

This Agreement ensures a consistent approach and common language is being used in all classes.

We use:

- | | |
|------------------------|------------------------------|
| • Big Ideas in Number | Targeting Maths |
| • Maths Mate | Prodigy |
| • White Rose Maths | Open ended Maths |
| • iMaths | Activities by Peter Sullivan |
| • Ann Baker strategies | Jo Boaler - YouCubed |

Lesson structure:

Mental Routine – switching children on to thinking Mathematically – game, quick maths, problem solving, warm up activities

Explicit teaching

Practise - where students work on the content taught

Relevant problems with multiple entry and exit points

Planning content is informed by the Australian Curriculum scope and sequence and influenced by students problem solving outcomes

Skill teaching for application in order to solve contextual problems

Reflection - Strategies and solutions shared, compared and formalised

Students learn to value each other's ideas

The children will be:

- Taking risks
- Engaged and using Mathematical Language
- Exploring and inquiring
- Using equipment to solve problems
- Working individually or in pairs and groups
- Noticing, investigating and applying
- Having fun
- Interested in their learning

The teachers/support staff will be:

- Explicitly teaching
- Differentiating the learning opportunities, providing multiple entry and exit points
- Engaging and challenging the students
- Reflecting with the students
- Using ongoing assessment and feedback of achievement to inform planning
- Implementation of the agreement and Numeracy SIP goals to be discussed at individual staff PDP's
- Using the scope and sequence to ensure all topics covered

Big Ideas in Number

PROFICIENCIES Understanding, Fluency, Problem solving, Reasoning		
NUMBER AND ALGEBRA	MEASUREMENT AND GEOMETRY	STATISTICS AND PROBABILITY
Number and Place Value	Using Units of Measurement	Chance
Fractions and Decimals	Shape	Data Representation and Interpretation
Real Numbers	Geometric Reasoning	
Money and Financial Mathematics	Location and Transformation	
Patterns and Algebra	Pythagoras and Trigonometry	
Linear & Non-linear Relationships		

LEVEL	'BIG IDEA'
1 End of Reception	Trusting the Count Developing flexible mental objects for the numbers 0-10
2 End of year 2	Place value The importance of moving beyond counting by ones, the structure of the Base 10 numeration system
3 End of year 4	Multiplicative thinking The key to understanding rational number and developing efficient written and mental computation strategies in later years
4 End of year 6	Partitioning The missing link in building common fractional and decimal knowledge and confidence

Mental Computation – Ann Baker strategies	R	1	2	3	4
Subitise, Count All, Count On/Back and Doubles. Number lines 0-10					
Turnarounds, Rainbow Facts, halves & Friendly Numbers					
Bridge through to 10 and extend number facts; Count on 10, 20, 30 Doubles and Near Doubles, Rainbow Facts to 100 & Friendly No's					
Landmark Numbers, Tallies, Rainbow Facts linked to Number Splitting, halving					
Rounding and Round & About					

Agreed Targets

	NAPLAN	PAT – Maths scale score	Curriculum
Reception			Satisfactory achievement of Foundation achievement standard
Year 1			Achievement at 'C' or above for year level achievement standard
Year 2			
Year 3	Band 3 or above	101 or above	
Year 4		110 or above	
Year 5	Band 5 or above	112 or above	
Year 6		120 or above	
Year 7	Band 6 or above	121 or above	