

*Helping Children To Learn
Information Booklet for
Parents*

Numeracy in the Year 1



WALT AND WILF?



A Little bit of Theory..

We want to encourage our students to be actively involved in their learning because research shows that they are more motivated when they understand not just the task but the learning objective of the task. We want them to understand what they are being asked to do and what we hope they will learn in order to help them to make better decision about how they tackle a set task.

Learning is more effective if they are asked to help create the success criteria (i.e. How will we know we've achieved this?) because they can be clear about how their work will be judged and what the teacher wants to see in the finished task. By inviting children to help create the success criteria, we are involving them in their own learning and encouraging them to evaluate their performance.

Children need to know why they are learning something so that they can see how their work fits into the "bigger picture".



WALT is short for *We Are Learning To...*

These are the learning objectives for the lesson.

WILF is short for *What I'm Looking for...*

These are the success criteria against which the children and teacher judge how well they are doing.



Example of WALT and WILF in Maths	
Year 1	
<p style="text-align: center;">WALT</p> <p style="text-align: center;">We are learning... To read the time to the hour on an analogue clock</p>	<p style="text-align: center;">WILF</p> <p style="text-align: center;">What I'm looking for... I know where the hand points for o'clock</p>

You can help by asking your child **“What did you learn today?”** rather than **“What did you do today?”**

PROBLEM SOLVING STRATEGIES

Problem Solving Strategies are built up across the year levels and enable students to use a range of strategies to answer a variety of mathematical problems.

Problem Solving Strategies Taught Across Year 1			
<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>
Part-Part-Whole Patterns Draw a table	Patterns Number sentences Focus on parts	Part-Part-Whole Draw a picture Patterns Act it out	Part-Part-Whole Patterns -number lines Tens Frames Draw a Table

Number Sentences

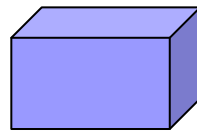
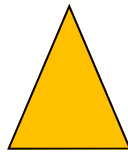
Change the word problem into a number problem to solve it.

$$4 + 2 = 6$$

write a number
sentence

Focus on Parts

Name, describe and compare the features of 2D and 3D shapes.



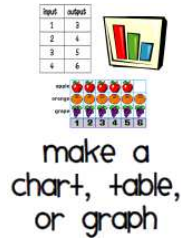
Act It Out

By using actions and materials, you may see a relationship to lead you to a solution. This might make the problem and solution easier to see.



Draw a Table

Create a table to organise the information to make it easier to see the answer/s.

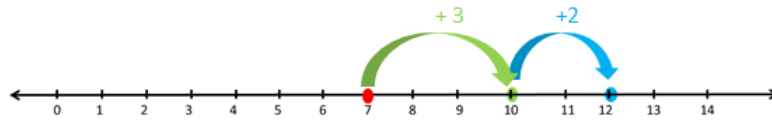


Patterns—number lines

Application of a number line helps reinforce directional increases and decreases for subtraction and addition.

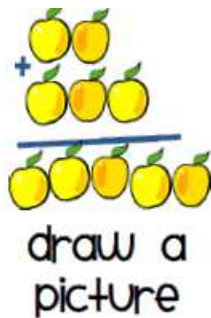
Benchmarking to 10 is fundamental to developing mental calculation skills

EG. $7 + 5 =$



Draw a Picture

Drawing a picture gives you a visual and helps you to see the problem and find a



Number Facts

Students in Year 1 will develop fluency and confidence with numbers and calculations by saying number sequences.

Through the proficiency strands Understanding, Fluency, Problem Solving and Reasoning students have the opportunities to develop understandings of number and place value.

The Rainbow facts (Count to ten) are pairs of numbers whose sum is 10. These are useful facts for lots of everyday contexts, including shopping, where you are often subtracting amounts from 10 or 100.



Addition strategies - Count On, Doubles and Tens promote important understanding of number relationships and help children master basic facts. Double facts are relatively easy to learn as all the sums are even and make a counting by twos pattern. Doubles serve as “anchor facts” for related facts.

WARMUPS

Goal: Warmups are designed to promote fluency with core skills in a variety of contexts (to move core curriculum content from short term memory to long term memory).

Usually delivered at the start of a Maths lesson. A typical numeracy warmup may include:

- Number facts
- Counting
- Place Value
- Rules in counting patterns
- Maths vocabulary
- Applications on concepts/skills

Numeracy concepts taught across Year 1 - Australian Curriculum

TERM 1

Number and place value

- ◆ develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero
- ◆ recognise, model, read, write and order numbers to at least 100.
- ◆ locate these numbers on a number line
- ◆ count collections to 100 by partitioning numbers using place value
- ◆ represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts

Patterns and algebra

- ◆ investigate and describe number patterns formed by skip-counting and patterns with objects

Using units of measurement

- ◆ measure and compare the lengths and capacities of pairs of objects using uniform informal units
- ◆ describe duration using months, weeks, days and hours

Chance

- ◆ identify outcomes of familiar events involving chance and describe them using everyday language such as 'will happen', 'won't happen' or 'might happen'

Data representation and interpretation

- ◆ choose simple questions and gather responses and make simple inferences
- ◆ represent data with objects and drawings where one object or drawing represents one data value.
- ◆ describe the displays

Numeracy concepts taught across Year - Australian Curriculum

TERM 2

Number and place value -

- ◆ represent and record the tens number sequence
- ◆ represent and record counting sequences
- ◆ investigate quantities and equality
- ◆ represent two-digit numbers, standard partitioning of two-digit numbers
- ◆ model double facts,
- ◆ connect addition and subtraction
- ◆ represent, record and solve simple addition problems
- ◆ identify and describe addition and subtraction situations,
- ◆ apply addition strategies,
- ◆ solve subtraction problems

Using units of measurement

- ◆ describe the duration of an hour, explore and tell time to the hour

Location and transformation

- ◆ explore and describe location
- ◆ investigate and describe position, direction and movement
- ◆ interpret directions

Shape

- ◆ investigate the features three-dimensional objects and two-dimensional shapes,
- ◆ describe two-dimensional shapes and three-dimensional objects

Patterns and algebra

- ◆ investigate and describe repeating and growing patterns
- ◆ connect counting sequences to growing patterns
- ◆ represent the tens number sequence
- ◆ represent and record counting sequences
- ◆ describing number patterns

Numeracy concepts taught across Year 1 - Australian Curriculum

TERM 3

Number and place value

- ◆ recall, represent and record the ones, twos, fives and tens number sequence
- ◆ represent and record two-digit numbers
- ◆ flexibly partition two-digit numbers
- ◆ identify number patterns, count collections
- ◆ standard place value partitioning of two-digit numbers
- ◆ identifying digit values
- ◆ partition numbers into more than two parts
- ◆ represent, record and solve simple addition and subtraction problems
- ◆ positioning and locating numbers on linear representations
- ◆ exploring doubling and halving

Using units of measurement

- ◆ compare and measure lengths using uniform informal units
- ◆ order objects based on length
- ◆ explore capacity
- ◆ measure capacity using uniform informal units
- ◆ order objects based on capacity

Patterns and algebra

- ◆ recall the ones, twos and tens counting sequences,
- ◆ explore number patterns
- ◆ represent the fives number sequence

Fractions and decimals

- ◆ identify one half

Shape

- ◆ identify and describe familiar two-dimensional shapes
- ◆ describe geometric features of three-dimensional objects

Money and financial mathematics

- ◆ recognise, describe, and order Australian coins according to their value

Location and transformation

- ◆ give and follow directions, investigate position, direction and movement

Numeracy concepts taught across Year 1 -- Australian Curriculum

TERM 4

Number and place value

- ◆ count collections beyond 100
- ◆ skip count in ones, twos, fives & tens
- ◆ identify missing elements
- ◆ describe patterns created by skip counting
- ◆ model numbers with a range of materials
- ◆ use standard & non-standard partitioning of 2-digit numbers
- ◆ position & locate two-digit numbers on a number line
- ◆ partition a number into more than two parts
- ◆ explain how the order of join parts does not affect the total
- ◆ identify compatible numbers to 10
- ◆ develop & refine mental strategies for addition & subtraction problems
- ◆ identify related addition & subtraction facts
- ◆ subtract a multiple of ten from a two-digit number
- ◆ identify unknown parts in addition & subtraction
- ◆ solve addition & subtraction problems

Fractions and decimals

- ◆ identify a half

Patterns and algebra

- ◆ investigate growth patterns
- ◆ connect counting sequences to growth patterns
- ◆ represent addition & subtraction number patterns

Using units of measurement

- ◆ compare & sequence familiar events in time

Chance

- ◆ classify events based on chance

Data representation and interpretation

- ◆ ask suitable questions to collect data
- ◆ organise & represent data.

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