

# Mathematics Overview Foundation to Year 6

## Victorian Curriculum



## Year 1

### Number and Algebra

#### Number and algebra

• Counting on and back to represent addition and subtraction problems (NA1-1-1)

• Recognise, read and write numbers to 100 (NA1-1-2)

• Represent addition and subtraction problems using concrete materials (NA1-1-3)

• Represent addition and subtraction problems using concrete materials (NA1-1-4)

• Represent addition and subtraction problems using concrete materials (NA1-1-5)

#### Number and algebra

• Recognise, read and write numbers to 100 (NA1-1-2)

#### Measurement and Geometry

• Recognise, read and write numbers to 100 (NA1-1-2)

#### Patterns and Algebra

• Recognise, read and write numbers to 100 (NA1-1-2)

• Recognise, read and write numbers to 100 (NA1-1-2)

### Measurement and Geometry

#### Measurement and geometry

• Measure and compare lengths, masses and capacity (MG1-1-1)

• Tell time to the hour (MG1-1-2)

• Read and write numbers to 100 (NA1-1-2)

#### Place

• Read and write numbers to 100 (NA1-1-2)

#### Location and Movement

• Read and write numbers to 100 (NA1-1-2)

### Statistics and Probability

#### Place

• Read and write numbers to 100 (NA1-1-2)

#### Measurement and Geometry

• Read and write numbers to 100 (NA1-1-2)

• Read and write numbers to 100 (NA1-1-2)

### Statistics and Probability

#### Statistics and probability

• Read and write numbers to 100 (NA1-1-2)

#### Measurement and Geometry

• Read and write numbers to 100 (NA1-1-2)

#### Patterns and Algebra

• Read and write numbers to 100 (NA1-1-2)

#### Place

• Read and write numbers to 100 (NA1-1-2)

#### Measurement and Geometry

• Read and write numbers to 100 (NA1-1-2)

#### Patterns and Algebra

• Read and write numbers to 100 (NA1-1-2)

#### Place

• Read and write numbers to 100 (NA1-1-2)

#### Measurement and Geometry

• Read and write numbers to 100 (NA1-1-2)

#### Patterns and Algebra

• Read and write numbers to 100 (NA1-1-2)

#### Place

• Read and write numbers to 100 (NA1-1-2)

#### Measurement and Geometry

• Read and write numbers to 100 (NA1-1-2)

#### Patterns and Algebra

• Read and write numbers to 100 (NA1-1-2)

### Statistics and Probability

#### Statistics and probability

• Read and write numbers to 100 (NA1-1-2)

#### Measurement and Geometry

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#### Place

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#### Measurement and Geometry

• Read and write numbers to 100 (NA1-1-2)

#### Patterns and Algebra

• Read and write numbers to 100 (NA1-1-2)

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# Maths Build Up 4 For Victorian Schools

**C.S. Mansfield,N.A. Pateman,N.  
Bednarz**



## **Maths Build Up 4 For Victorian Schools:**

**Driving school improvement, second edition** Pamela Macklin, Vic Zbar, 2021-01-01 Driving School Improvement Practical Strategies and Tools is designed to support school leaders in practical adaptable and context specific ways to advance their school's improvement journey With a Foreword by Michael Fullan the focus of the book is implementation A broad collection of tools activities and pro formas are provided which have been used successfully in a range of schools School leaders can begin at their school's point of need and select the path that is most valuable to their setting This second edition builds on the success of the original resource and with extensive feedback from the field delivers significantly expanded refined and updated research case studies and techniques to help schools meet the implementation challenge With the help of Driving School Improvement whole school improvement can be embedded so that it becomes truly sustainable resulting in measurable long term progress in learning outcomes for schools teachers and students *Targeting Maths for Victoria* Katy Pike, 2006 *Resources in Education*, 2001 [Insights into Teaching Mathematics](#) Anthony Orton, Leonard Frobisher, 2004-10-01 Providing essential guidance and background information about teaching mathematics this book is intended particularly for teachers who do not regard themselves as specialists in mathematics It deals with issues of learning and teaching including the delivery of content and the place of problems and investigations Difficulties which pupils encounter in connection with language and symbols form important sections of the overall discussion of how to enhance learning The curriculum is considered in brief under the headings of number algebra shape and space and data handling and special attention is paid to the topic approach and mathematics across the curriculum The assessment of mathematical attainment is also dealt with thoroughly Teachers will find this book an invaluable companion in their day to day teaching

**Using Design Research and History to Tackle a Fundamental Problem with School Algebra** Sinan Kanbir, M. A. (Ken) Clements, Nerida F. Ellerton, 2017-10-28 In this well illustrated book the authors Sinan Kanbir Ken Clements and Nerida Ellerton tackle a persistent and universal problem in school mathematics why do so many middle school and secondary school students find it difficult to learn algebra well What makes the book important are the unique features which comprise the design research approach that the authors adopted in seeking a solution to the problem The first unique feature is that the authors offer an overview of the history of school algebra Despite the fact that algebra has been an important component of secondary school mathematics for more than three centuries there has never been a comprehensive historical analysis of factors influencing the teaching and learning of that component The authors identify through historical analysis six purposes of school algebra a algebra as a body of knowledge essential to higher mathematical and scientific studies b algebra as generalized arithmetic c algebra as a prerequisite for entry to higher studies d algebra as offering a language and set of procedures for modeling real life problems e algebra as an aid to describing structural properties in elementary mathematics and f algebra as a study of variables They also raise the question whether school algebra represents a

unidimensional trait Kanbir Clements and Ellerton offer an unusual hybrid theoretical framework for their intervention study by which seventh grade students significantly improved their elementary algebra knowledge and skills Their theoretical frame combined Charles Sanders Peirce s triadic signifier interpretant signified theory which is in the realm of semiotics with Johann Friedrich Herbart s theory of apperception and Ken Clements and Gina Del Campo s theory relating to the need to expand modes of communications in mathematics classrooms so that students engage in receptive and expressive modes Practicing classroom teachers formed part of the research team This book appears in Springer s series on the History of Mathematics Education Not only does it include an important analysis of the history of school algebra but it also adopts a theoretical frame which relies more on theories from the past than on contemporary theories in the field of mathematics education The results of the well designed classroom intervention are sufficiently impressive that the study might

have created and illuminated a pathway for future researchers to take **Mathematics for Tomorrow's Young Children**

C.S. Mansfield, N.A. Pateman, N. Bednarz, 2013-03-09 Social constructivism is just one view of learning that places emphasis on the social aspects of learning Other theoretical positions such as activity theory also emphasise the importance of social interactions Along with social constructivism Vygotsky s writings on children s learning have recently also undergone close scrutiny and researchers are attempting a synthesis of aspects of Vygotskian theory and social constructivism This re examination of Vygotsky s work is taking place in many other subject fields besides mathematics such as language learning by young children It is interesting to speculate why Vygotsky s writings have appealed to so many researchers in different cultures and decades later than his own times Given the recent increased emphasis on the social nature of learning and on the interactions between student teacher and context factors a finer grained analysis of the nature of different theories of learning now seems to be critical and it was considered that different views of students learning of mathematics needed to be acknowledged in the discussions of the Working Group Helping Children Learn Mathematics Robert Reys, Mary

Lindquist, Diana V. Lambdin, Nancy L. Smith, Anna Rogers, Audrey Cooke, Sue Bennett, Bronwyn Ewing, John West, 2020-01-21 The third edition of Reys Helping Children Learn Mathematics is a practical resource for undergraduate students of primary school teaching Rich in ideas tools and stimulation for lessons during teaching rounds or in the classroom this edition continues to provide a clear understanding of how to navigate the Australian Curriculum with detailed coverage on how to effectively use Information and Communications Technology ICT in the classroom This is a full colour printed textbook with an interactive ebook code included Great self study features include auto graded in situ knowledge check questions video of teachers demonstrating how different maths topics can be taught in the classroom and animated branched chain scenarios are in the e text **Kindergarten Transition and Readiness** Andrew J. Mashburn, Jennifer LoCasale-Crouch, Katherine C.

Pears, 2018-06-09 This book presents a comprehensive overview of children s transitions to kindergarten as well as proven strategies that promote their readiness It presents theories and research to help understand children s development during

the early childhood years It describes evidence based interventions that support children in developmental areas essential to school success including cognitive social emotional and self regulatory skills Chapters review prekindergarten readiness programs designed to promote continuity of learning in anticipation of the higher grades and discuss transitional concerns of special populations such as non native speakers children with visual and other disabilities and children with common temperamental issues The volume concludes with examples of larger scale systemic approaches to supporting children s development during the transition to kindergarten describing a coherent system of early childhood education that promotes long term development Featured topics include Consistency in children s classroom experiences and implications for early childhood development Changes in school readiness in U S kindergarteners Effective transitions to kindergarten for low income children The transition into kindergarten for English language learners The role of close teacher child relationships during the transition into kindergarten Children s temperament and its effect on their kindergarten transitions Kindergarten Transition and Readiness is a must have resource for researchers clinicians and related professionals and graduate students in child and school psychology educational psychology social work special education and early childhood education

*Journal of Education and School World* ,1905      *The Victoria History of the County of Worcester ...* John William Willis Bund,Herbert Arthur Doubleday,William Page,1924      **Jacaranda Science Quest 8 Victorian Curriculum, 3e learnON and Print** Graeme Lofts,2025-08-25      *Reflections on the History of Computers in Education* Arthur Tatnall,Bill Davey,2014-05-05 This book is a collection of refereed invited papers on the history of computing in education from the 1970s to the mid 1990s presenting a social history of the introduction and early use of computers in schools The 30 papers deal with the introduction of computer in schools in many countries around the world Norway South Africa UK Canada Australia USA Finland Chile The Netherlands New Zealand Spain Ireland Israel and Poland The authors are not professional historians but rather people who as teachers students or researchers were involved in this history and they narrate their experiences from a personal perspective offering fascinating stories      *Building School and Home* ,      *The Australian Mathematics Teacher* ,2005      **Building** ,1902      **The School Portfolio Toolkit** Victoria L. Bernhardt,2002 First Published in 2002 Routledge is an imprint of Taylor Francis an informa company      *Flex Education* Lindsay Patience,Lucy Rose,2022-03-03 The perfect companion to help you understand the benefits of flexible working in education and how to make it work in school Finding the right balance between your life and your job is not easy Many teachers and leaders leave the profession due to the lack of flexible working opportunities that could help them find that balance In this practical book Lindsay Patience and Lucy Rose will guide you on how you can make flexible working work for you take you through the different kinds of flexible working and their benefits and explain how to improve recruitment by offering flexible working to suit your school context Featuring real life case studies examples of best practice and a how to for successful implementation of flexible working in schools this book is the go to manual for anyone interested in improving working culture in education

Lindsay Patience is a secondary teacher and co founder of Flexible Teacher Talent Lucy Rose is a secondary teacher and co founder of Flexible Teacher Talent      *The Inclusive Classroom* Ginger Kelley McKenzie,Victoria S. Zascavage,Vanessa M. Rigaud,Crystal Dahlmeier,My Le N. Vo,2021-05-13 The Inclusive Classroom Creating a Cherished Experience through Montessori brings together experts in Montessori Education and Special Education for the 3 to 6 year old child in Montessori school This book will be used by Montessori professionals in teacher training programs at the undergraduate and graduate levels by Montessori teachers in classrooms including public private sectarian and nonsectarian schools for classrooms ages 3 to 6 and by Montessori administrators in all types of schools The Montessori chapters Introduction Practical Life Sensorial Math Geometry Language and Conclusion describe and include examples of how to modify or re present Montessori lessons for children with learning challenges These lessons are supported by the principles of Universal Design for Learning AND specific standards from the National Association for the Education of Young Children      *Education for Victory* Olga Anna Jones,1944      Proceedings of the Second International Seminar : Misconceptions and Educational Strategies in Science and Mathematics ,1987

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