Government of **Western Australia**
School Curriculum and Standards Authority

SAMPLE COURSE OUTLINE

MATHEMATICS
PRELIMINARY UNIT 3 AND UNIT 4

Sample course outline
Mathematics – Preliminary
Unit 3 and Unit 4

Unit 3 (notional timeframe only – may take up to whole year)

Week	Key teaching points	Content
1–2	Engage in activities to count collections by 1s, 2s, 5s and 10s to say how many, up to (or beyond) 50 items; for example, say the number sequence forwards and backwards by 1s, 2s, 5s and 10s, using a number chart, or the constant function on a calculator. Use place value to understand the magnitude of numbers and to compare and order 2 or 3 numbers up to or beyond 50.	Whole numbers (3.1.1 – 3.1.5)
3–4	Engage in activities to solve everyday addition and subtraction problems involving small numbers, and use place value partitioning, with a total up to or beyond 50; read and/or write number sentences related to everyday addition and subtraction problems. **Task 1**	Addition and subtraction of whole numbers (3.2.1 –3.2.7)
5–6	Engage in activities that involve using one-to-one correspondence to count collections of $1 coins by 1s up to or beyond $50 as well as using many-to-one correspondence to count collections of $1 coins by 2s, 5s, and 10s, up to or beyond $50; introduce activities that enable students to read, write and make simple whole dollar amounts up to $20, $50, $100; basic banking skills – deposit, withdrawal and EFTPOS.	Money (3.3.1 – 3.3.9)
7	Apply everyday addition and subtraction problems involving small amounts of whole dollars up to $50; make simple purchases and know how much change to expect from a $20 or $50 note, or using a debit card; use basic problem solving skills to decide whether a given answer solved on a calculator is right. **Task 2**	Addition and subtraction of money (3.4.1 – 3.4.7)
8–9	Engage in activities that use skip counting to solve familiar equal group (multiplication and division) problems involving small whole numbers (for example, 2, 4, 6, 8 up to 50) and to link the times (x) symbol with the idea of repeated addition and the divide (÷) symbol with the idea of sharing equal groups; decide whether to use multiplication or division to solve everyday equal group problems on a calculator, involving whole numbers up to 50.	Multiplication and division (3.5.1 – 3.5.7)
10–11	Apply skip counting to solve familiar equal group (multiplication and division) problems involving small amounts of whole dollars, such as $2, $4, $6, $8 up to $50; make simple purchases of multiple items and know how much change to expect from a $20 or $50 note; decide whether to use multiplication or division to solve everyday equal group problems on a calculator, involving whole dollars up to $50. **Task 3**	Multiplication and division of money (3.6.1 – 3.6.8)

Week	Key teaching points	Content
12–13	Engage in activities to read time to the quarter hour, and to 5 minute durations on an analogue clock; add and subtract simple time measurements in order to calculate the total time needed to complete a task and be able to estimate simple time durations; for example, it will take me 15 minutes to finish this task. **Task 4**	Time (3.7.1 – 3.7.4)
14	Apply the words (and abbreviations) associated with standard units of length, mass and capacity measure; for example, metre (m), centimetre (cm), litre (L), millilitre (mL), kilograms (kg), and grams (g); read and use common measurements on rulers, tape measures, measuring jugs and digital scales; estimate how long or how heavy an object is, or how much a container holds, in familiar everyday contexts. **Task 5**	Measurement (3.8.1 – 3.8.3)
15–16	Engage in activities to use the language of chance; for example, likely, possible, impossible, will, won't, might happen; use daily sequences of familiar events to predict what might happen, or which of two events is more or less likely to happen and list possible outcomes of familiar events or activities. **Task 6**	Chance and data (3.9.1 – 3.9.6)

Unit 4 (notional timeframe only – may take up to whole year)

Week	Key teaching points	Content
1– 2	Engage in activities to count collections by 1s, 2s, 5s and 10s to say how many up to 100 items and beyond; identify and use the patterns in the number systems to say number sequences forwards and backwards by 1s, 10s and 100s up to 100, 1000, 10 000 and to read and write numbers as digits up to 100, 1000 and 10 000 and beyond.	Whole numbers (4.1.1 – 4.1.5)
3–4	Carry through tasks to use efficient counting strategies, basic facts and place value partitioning to mentally solve everyday addition and subtraction problems involving totals up to 50; read and/or write number sentences related to everyday addition and subtraction problems. **Task 1**	Addition and subtraction (4.2.1 – 4.2.5)
5–7	Apply the knowledge that decimal points separate whole dollars from cents and that 100 cents make a dollar; read, write and make everyday amounts of dollars and cents; for example, $10.50, including amounts up to $1000; read and make sense of itemised bank account details for a debit and/or credit card.	Money (4.3.1 – 4.3.9)
8–9	Apply counting strategies, basic facts and place value partitioning to solve everyday addition and subtraction problems involving combinations of dollars and cents up to $50; make simple purchases and know how much change to expect from a $100 note; read and/or write number sentences related to everyday addition and subtraction problems involving combinations of dollars and cents and calculating the change. **Task 2**	Addition and subtraction of money (4.4.1 – 4.4.7)
10–11	Apply skip counting to solve familiar equal group problems involving small numbers, such as 10, 20, 30 up to 100 items; use familiar basic facts, and extensions to basic facts, to solve everyday multiplication problems involving simple numbers; appropriately input the x, ÷ and = symbols on a calculator in the correct order to solve everyday equal group problems involving numbers up to 50, 100 or 1000 and beyond.	Multiplication and division (4.5.1 – 4.5.10)
12–14	Apply familiar basic facts and extensions to solve everyday multiplication problems involving money; use rounding of the unit price of an item; make simple purchases of multiple items and know how much change to expect from a $100 note, or the balance on a debit card, using a calculator, if required; decide whether to use multiplication or division to solve everyday money problems. **Task 3**	Multiplication and division of money (4.6.1 – 4.6.6)
15–16	Carry through tasks to collect simple data about familiar everyday contexts; communicate results after sorting, classifying and organising simple data under suitable headings; read and interpret simple tallies, lists or tables related to familiar contexts; draw, read and interpret simple column graphs related to familiar contexts with axis provided, using appropriate labels and titles; compare and order categories within column graphs. **Task 4**	Chance and data (4.7.1 – 4.7.10)