



SAMPLE COURSE OUTLINE

MATHEMATICS
PRELIMINARY UNIT 1 AND UNIT 2

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Sample course outline

Mathematics Preliminary

Unit 1 and Unit 2

Unit 1 (notional timeframe only – may take up to whole year)

Week	Key teaching points	Content
1–2	Engage in activities to read, write, say, subitise and count whole numbers up to 10, compare sets of different size, and describe order, use the language of quantity to compare collections; for example, more, most, less, lots, none, and same.	Whole numbers (1.1.1 – 1.1.9)
3–4	Carry through addition or subtraction to quantify up to 10 objects in simple situations; use subitising or counting to solve simple everyday addition and subtraction problems involving small numbers up to five items or up to 10 items; for example, work out the total number of slices of apples if they have 3 apples and they bought 6 more. With support, read and/or write a number sentence related to simple everyday addition and subtraction problems involving small numbers; for example, $4 + 3 = 7$ to represent a simple problem, such as ‘4 students are playing soccer and 3 students joined them, now there are 7 students playing soccer’. Task 1 due	Addition and subtraction of whole numbers (1.2.1 – 1.2.6)
5–6	Engage in activities using money as notes and coins; use the language of money and shopping; for example, dollars, cents, spend, cost, change, pay, buy. Read and write simple dollar amounts; for example, \$1, \$2, \$5 on price tags and use the dollar amount that is closest to pay. Count collections of \$1 coins up to \$5 or up to \$10.	Money (1.3.1 – 1.3.5)
7	Apply subitising, counting, addition and subtraction skills to money as whole numbers up to 10; use the language of addition and subtraction in shopping contexts; solve simple everyday money problems involving small amounts of whole dollars (up to \$5 or up to \$10); for example, use counting to work out how much money students have in a situation where they have 5 \$1 coins and someone gives them 2 more \$1 coins. Task 2	Addition and subtraction of money (1.3.5 – 1.4.6)
8–9	Develop the terminology of time and learn to sequence events from daily experiences; for example, follow a picture sequence to get ready for swimming lessons or for the next class; know the names of the days of the week and the difference between week days and weekends; know the names of the seasons and the typical features of each season; refer to a watch or clock to attempt to tell the time when asked to say what time it is. Task 3	Time (1.5.1 – 1.5.8)

Week	Key teaching points	Content
10–11	<p>Compare the physical attributes of objects and learn the appropriate language such as taller, heavier, contains more; for example, students compare their own height with others and say who is taller or they compare school bags to say which is heavier; they may compare two lengths of wood by placing them next to each other to see which is longer or fill one water bottle and pour from this into another to see which bottle holds more.</p> <p>Task 4</p>	Measurement (1.6.1 – 1.6.3)
12–13	<p>Develop the language of location, follow and give simple directions and draw diagrams and maps; for example, describe how to get to the library using words such as go left, and turn around; follow instructions on how to find a book within a library, such as ‘Turn left at the TV, walk forward five steps and look on the shelf below your knees’.</p> <p>Task 5</p>	Location (1.7.1 – 1.7.5)
14–15	<p>Work with 2D and 3D shapes to develop spatial language, recognise familiar shapes and compare them. Develop manual skills by copying shapes; match 2D and 3D shapes to diagrams or photos. Match a template of a 2D shape or a model of a 3D object to shapes found within a photo of a local environment, such as a basketball court or school oval.</p> <p>Task 6</p>	Shape and transformation (1.8.1 – 1.8.9)

Unit 2 (notional timeframe only – may take up to whole year)

Week	Key teaching points	Content
1–2	Read, write, say and count whole numbers up to 20, and compare sets of different size, and describe order (e.g. first, second, third, fourth and last).	Whole number (2.1.1 – 2.1.8)
3–4	Choose and use addition or subtraction to quantify up to 20 objects in familiar everyday situations. Task 1	Addition and subtraction of whole numbers (2.2.1 – 2.2.6)
5–6	Use many-to-one correspondence to count collections of \$2 coins and \$5 and \$10 notes up to \$20; read, write and make simple whole dollar amounts up to \$20; understand that banks can be used to save money and that we can access this money using a card.	Money (2.3.1 – 2.3.8)
7–8	Apply counting, addition and subtraction skills to money as whole numbers up to \$20; decide whether to use addition or subtraction to solve everyday problems on a calculator, involving whole dollars up to \$20. Task 2	Addition and subtraction of money (2.4.1 – 2.4.6)
9–10	Use multiplication and division to replace repeated addition, such as $6 + 6 + 6 = 3 \times 6 = 18$; connect the \times symbol with the idea of repeated addition and the \div symbol with the idea of sharing equal groups.	Multiplication and division of whole numbers (2.5.1 – 2.5.3.)
11–12	Apply multiplication and division skills to money as whole numbers up to \$20; for example, solve division problems, such as: ‘\$12 between two people. How much does each get?’ with support, by drawing pictures and counting). Task 3	Multiplication and division of money (2.6.1 – 2.6.3)
13–14	Quantify time in using the standard units (including seconds, minutes, hours, days) and use them appropriately in daily contexts; use language associated with units of time, such as minute, day, hour, week, month, year, July, Tuesday; know the days of the week and the months of the year in order; relate special events, such as birthdays or long weekends, to dates on a calendar or diary. Task 4	Time (2.7.1 – 2.7.8)
15–16	Develop a sense of common units to measure length, mass and capacity; use the number of repeated uniform units to measure the length, mass, capacity or area of objects in everyday contexts (for example, this desk is 7 of my hand spans wide; it is 23 steps to the library); choose to use the same size units in order to compare the size of two objects by length, mass, capacity, or area. Task 5	Measurement (2.8.1 – 2.8.6)