

Grade One Year Overview

Grade One Year Overview: Mathematics and Numeracy

Term One Mathematics Learning Standards	Numeracy Connections
Number concepts to 20 (ways to make ten, building understanding of teen numbers as ten and some more, counting by 2s and 5s)	What is numeracy? Where do we use math in our lives? Creating, reading and interpreting graphs and visual information.
Addition and Subtraction to 10 (introduced multiple meanings of both addition and subtraction through modelling with concrete materials and stories; add on, combine, removal, comparing, finding the difference, counting all; introduce symbolic equation notation)	
Communicating and Representing curricular competencies	
Concrete graphs using one-to-one correspondence (graphing data about self and class, interests, events with Unifix cube towers or loose parts)	
Likelihood of familiar life events (compare whether something is more or less likely to happen)	
Repeating patterns with multiple elements and attributes (use AB notation, identify pattern unit, describe pattern rule)	

Term Two Mathematics Learning Standards	Numeracy Connections
Number concepts to 20 (decomposition of quantities to 20, counting fluently to 20, counting to 20 by 2s and 5s, printing numbers and matching symbols to concrete sets and pictures such as ten frames, comparing magnitude of quantities to 20)	What is numeracy? Where do we use math in our lives? Fair Share numeracy task such as: There are 17 strawberries. How could three children share the strawberries fairly?
Addition and Subtraction to 20 (mental math strategies: counting on/back, making ten, doubles, adding on to find the difference; whole class number talks)	
Reasoning and Analyzing and Understanding and Solving curricular competencies	
Change in quantity to 20, concretely and verbally (if you have 9 blocks, what do you need to do to make it 15?)	
Meaning of equality and inequality (introduce equal and unequal symbols in connection with addition and subtraction equations)	
Comparison of 2D shapes and 3D objects (describe, sort and compare 2D and 3D shapes using mathematical language, identify sorting rule, find 2D shape and 3D objects in the environment)	

Term Three Mathematics Learning Standards	Numeracy Connections
Number concepts to 20 (ways to make 20, counting fluently to 20 by 1s, 2s and 5s, comparing and ordering quantities to 20)	What is numeracy? Where do we use math in our lives and in other areas of learning? Plan and Design numeracy task such as: Choose an animal and design and build a playground for it.
Addition and Subtraction to 20 (practice modelling strategies with concrete materials, practice mental math strategies in games and number talks; solve problems and create math stories)	
Connecting and Reflecting curricular competencies	
Direct measurement with non-standard units (using uniform and non-uniform units; use of baseline for comparison; measurement as a quantity and a unit)	
Financial literacy – value of coins and monetary exchanges (math stories, buying, selling, giving and saving role play contexts)	