

Kindergarten Numeracy : Term 1

Curricular Competency Focus : Understanding and Solving

- Number concepts to 5** (ways to make five, decomposition of quantities to 5, subitizing to 5, counting with one-to-one correspondence to 5)

Curricular Competency Focus : Communicating and Representing

- Concrete or pictorial graphs as a visual tool** (graphing data about self and peers, interests, events)
- Likelihood of familiar life events** (connect to weather, seasonal changes, life events)
- Repeating patterns with two or three elements** (describe and sort materials used for patterning; read patterns in different ways)

Kindergarten Numeracy : Term 2

Curricular Competency Focus : Understanding and Solving

- Number concepts to 10** (decomposition of quantities to 10, counting with one-to-one correspondence to 10, cardinality, stable number order, comparing magnitude of quantities to 10)

Curricular Competency Focus : Communicating and Representing , Reasoning and Analyzing

- Change in quantity to 10, using concrete materials** (build and change stories such as there are six ducks in the pond, if 2 flew away, how many would be in the pond)
- Equality as a balance and inequality as an imbalance** (using language to compare quantities such as same as, more than, less than; use of pan balance to show "same as" or equal or imbalance, not equal)
- Single attributes of 2D and 3D shapes** (describe and sort blocks, boxes and shapes in the environment with math language such as curved, straight, quantity of sides or edges or corners/points, object that rolls, can stack, etc.)

Kindergarten Numeracy : Term 3

Curricular Competency Focus : Understanding and Solving

- Number concepts to 10** (decomposition of quantities to 10, counting fluently to 10, matching number symbols to concrete sets and pictures such as ten frames, comparing and ordering quantities to 10)

Curricular Competency Focus : Communicating and Representing , Reasoning and Analyzing

- Change in quantity to 10, using concrete materials** (build and change stories such as there are six ducks in the pond, if 2 flew away, how many would be in the pond)

- Equality as a balance and inequality as an imbalance** (using language to compare quantities such as same as, more than, less than; use of pan balance, counting collections, bead counter to show “same as” or equal or imbalance, not equal)

- Single attributes of 2D and 3D shapes** (describe and sort blocks, boxes and shapes in the environment with math language such as curved, straight, quantity of sides or edges or corners/points, object that rolls, can stack, etc.)

Curricular Competency Focus : Connecting and Reflecting

- Cross-Curricular Connections: Social Studies** – recognize, sort and clean-up classroom supplies, personal items, recycling vs garbage.

- Personal Connections and Reflections:** *My Year in Kindergarten (portfolio)*

Disciplinary Literacy Focus: Communication

- Read and Recognize Numerals** – recognize numerals as distinct shapes from letters

- Print numerals** (attend to shape, spacing, size, and orientation of numbers when printing)

Grade 1 Numeracy : Term 1

Curricular Competency Focus: Understanding and Solving

Number concepts to 20 (ways to make ten, building understanding of teen numbers as ten and some more, counting by 2s and 5s)

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)

Curricular Competency Focus: Communicating and Representing

Concrete graphs using one-to-one correspondence (graphing data about self and class, interests, events with a birthday board, *Unifix* cube towers, *Duplo* blocks, 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)

Disciplinary Literacy Focus: Communication

Read and Recognize Numerals – recognize numbers up to 20

Print numerals (attend to shape, spacing, size, and orientation of numbers when printing)

Grade 1 Numeracy : Term 2

Curricular Competency Focus : Understanding and Solving, Communicating and Representing

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)

Addition and Subtraction to 20 (mental math strategies: counting on/back, making ten, doubles, adding on to find the difference; whole class number talks)

Curricular Competency Focus : Communicating and Representing , Reasoning and Analyzing

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)

Disciplinary Literacy Focus: Communication

Read and Recognize Numerals – recognize numbers up to 20

Print numerals (attend to shape, spacing, size, and orientation of numbers when printing)

Grade 1 Numeracy : Term 3

Curricular Competency Focus : Understanding and Solving, Communicating and Representing

Number concepts to 20 (ways to make 20, counting fluently to 20 by 1s, 2s and 5s, comparing and ordering quantities to 20)

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)

Curricular Competency Focus: Reasoning and Analyzing , Connecting and Reflecting

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)

Cross-Curricular Connections: Science – recognize, sequence and compare life cycles of plants and animals

Personal Connections and Reflections: *My Year in Grade 1 (portfolio)*

Disciplinary Literacy Focus: Communication

Read and Recognize numbers & symbols used represent number : (+, -, = , tally marks, ASL signs)

Print numerals (attend to shape, spacing, size, and orientation of numbers when printing)