# Prep Math Planner

| | Number | Space | Measurement, Chance and Data | Structure |
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| 1st Quarter | • make small sets of objects from simple descriptions and make simple correspondences between those sets.<br>• use one-to-one correspondence to identify when two sets are equal in size and when one set is larger than another.<br>• form collections of sets of equal size. | • identify basic two-dimensional shapes such as triangles, circles and squares.<br>• recognize the interior and exterior of shapes and objects.<br>• sort geometric objects according to simple descriptions.<br>• | • recognize the continuity of time and the natural cycles such as day/night. | • explore patterns in number and space by manipulating objects according to simple rules (for example, turning letters to make patterns like *bqbqbq*, or flipping to make *bdbdbdbd*).<br>• use drawing tools such as simple shape templates to draw points, lines, shapes and simple patterns.<br>• copy a picture of a simple composite shape such as a child's sketch of a house. |
| 2nd Quarter | • count the size of small sets using the numbers 0 to 20. | • recognize, copy and draw points, lines and simple free-hand curves.<br>• identify basic three-dimensional solids and objects such as boxes and balls.<br>• | • compare length, area, capacity and mass of familiar objects using descriptive terms such as *longer*, *taller*, *larger, bigger, holds more* and *heavier*.<br>• collect and display data related to their own activities using simple pictographs or graphs. | • explore patterns in number and space by manipulating objects according to simple rules (for example, turning letters to make patterns like *bqbqbq*, or flipping to make *bdbdbdbd*).<br>• use drawing tools such as simple shape templates to draw points, lines, shapes and simple patterns.<br>• copy a picture of a simple composite shape such as a child's sketch of a house. |
| 3rd Quarter | • use ordinal numbers to describe the position of elements in a set from first to tenth.<br>• use materials to model addition and subtraction by the aggregation (grouping together) and disaggregation (moving apart) of objects. | • place and orientate shapes according to simple descriptions such as *next to*, *beside*, *in front of*, *behind*, *over* and *under*.<br>• develop and follow simple instructions to move and place shapes and objects and to move themselves from one place to another. | • make measurements using informal units such as paces for length, handprints for area, glasses for capacity, and bricks for weight.<br>• use informal units such as hand claps at regular intervals to measure and describe the passage of time. | • explore patterns in number and space by manipulating objects according to simple rules (for example, turning letters to make patterns like *bqbqbq*, or flipping to make *bdbdbdbd*).<br>• use drawing tools such as simple shape templates to draw points, lines, shapes and simple patterns.<br>• copy a picture of a simple composite shape such as a child's sketch of a |

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| | | | | house. |
| 4th Quarter | • add and subtract by counting forward and backward using the numbers from 0 to 20.<br>**Revise, complete and link relationships between units of work covered.** | **Revise, complete and link relationships between units of work covered.** | • correctly sequence days of the week. They have the ability to use *yesterday, today,* and *tomorrow*.<br>**Revise, complete and link relationships between units of work covered.** | **Revise, complete and link relationships between units of work covered.** |