

Ngunnawal Primary School

Year 1 Maths Learning Matrix

Counting forwards	Counting backwards	100s chart	Number board
Learning Intention: I can count forwards to 30. Success Criteria: I can start from 1 . I can count each number up to 30. Learning Task: Start at the number 1 and keep counting until you reach 30. Challenge: what is the largest number you can count to?	Learning Intention: I can count backwards from 30. Success Criteria: I can start at 30. I can count backwards to 0. Learning Task: Starting at the number 30 count backwards until you reach 0. Challenge: what is the highest number you can start from and correctly count back to 0	Learning Intention: I can identify numbers before and after. Success Criteria: I can locate a number in the hundreds chart. I can identify the number before. I can identify the number after. Learning Task: Using the 100s chart ask a family member for a number. Find that number on the 100s chart. Tell them the number before and the number after.	Learning Intention: I can complete each section of the number board. Success Criteria: I can say and write my number. I can make my number. I can draw my number. I can fill out a tens frame to show my number. Learning Task: Using the number board. Choose a number and complete each section of the board showing your knowledge of your chosen number.
2D shapes	Drawing 2D shapes	2D shape	3D shape
Learning Intention: I can find 2D shapes in my home. Success Criteria: I can find circles, squares, triangles and rectangles. I can make a list of the shapes I found. Learning Task: Take a walk around your home and find different shapes. Make a list of the shapes you found and what they are.	Learning Intention: I can draw a 2D shape. Success Criteria: I can draw a 2D shape using the correct features. Learning Task: Choose a 2D shape. Write down the number of edges and corners. Think about whether the sides are curved or straight. Draw and name your shape.	Learning Intention: I can describe a 2D shape. Success Criteria: I can identify the number of sides and edges on a shape. I can give clues of the features of a shape. Learning Task: Think of a 2D shape. Write 3 clues for another person to guess your shape. Were they correct? How could you make your clues harder?	Learning Intention: I can find 3D shapes in my home. Success Criteria: I can find cubes, cones, cylinders and spheres. I can make a list of the shapes I found. Learning Task: Take a walk around your home and find different shapes. Make a list of the shapes you found and what they are.
Ordering numbers	Make a number	Place value	3D shapes

Learning Intention: I can sequence numbers in order. Success Criteria: I can read the number on a card. I can identify the largest number. I can identify the smallest number. Learning Task: Using a deck of cards, or the number cards, turn over three cards. Place them in order from smallest to largest. Challenge: Can you turn over more than 2 cards and place them in order?	Learning Intention: I can use 2 digits to make a number. Success Criteria: I can identify the largest number that can be made. I can identify the smallest number that can be made. Learning Task: Using a deck of cards, or the number cards, turn over two cards. What is the largest number you can make? What is the smallest number you can make? Can you find these numbers on your 100s chart?	Learning Intention: I can identify the place value of a number. Success Criteria: I can identify the tens and ones in a number. Learning Task: Using a deck of cards, or the number cards, turn over two cards. Identify the number and the tens and ones place value. Challenge: Turn over 3 cards and identify the hundreds, tens and ones	Learning Intention: I can identify the features of a shape. I can identify where this shape is found in real life. Success Criteria: I have included the features of each shape (faces, corners and edges). I have included a drawing and/or list of where the shape can be found e.g a ball is a sphere. Learning Task: Choose a 3D shape. Count how many faces, edges and corners the shape has. Draw and/or make a list of where we find this shape in real life.
Counting to 100	Peg numbers	Number line	Maths games
Learning Intention: I can count to 100 and exercise. Success Criteria: I can count along with exercising. Learning Task: Choose an exercise and counts to 100 For example star jumps.	Learning Intention: I can count forwards. Success Criteria: I can start from 1. I can count each peg once. I can identify the total. Learning Task: Put as many pegs around a piece of paper as you can fit. Count how many pegs you used. Is there another way you can count the pegs?	Learning Intention: I can put numbers on a number line from smallest to biggest. Success Criteria: I can check that my numbers are in order using the hundreds chart. Learning Task: Draw a line in the middle of a piece of paper. On one end write 0 and the other end write 100. Choose 5 different numbers from the hundreds board and put them in order from smallest to biggest on the number line. Challenge: Can you make your number line go beyond 100 and choose higher numbers.	Learning Intention: I can play a maths game. Success Criteria: I can play a maths game that involves numbers. I can play a maths game with a partner. Learning Task: Choose a board game that involves counting e.g UNO, snakes and ladders, monopoly, card games Play the game with a family member. Remember to take turns and count correctly.

NUMBER BOARDS

Say it:

Make it:

Write it:

Fill it:

Number Board

The number board is a large rectangle divided into four trapezoidal sections by a central square box. The sections are labeled with mathematical tasks. The top section contains a horizontal line for a number line. The bottom section contains a dashed horizontal line. The left section is for drawing number blocks, and the right section is for finding patterns in two-digit numbers.

Think of any five numbers and put them on them the number line above.

Choose a number and write everything you know about it in this box!

Draw your number using MAB blocks.

What two-digit numbers can you think of that have more tens than ones? Can you find a pattern?

Write the numbers that come before and after your number from the box.

Hundreds Chart

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1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Number cards

1

2

3

4

5

6

7

8

9

10