

New syllabus implementation timeline

		2012	2013	2014	2015	2016					
	English	Use existing		Implement							
ę	Mathematics	syllabuses	Use	Optional	Imple	Implement					
¥	Science and Technology	Support materials	existing syllabuses	Optional	Implement						
	History				Optional	Implement					
	English	become available	Become								
7-10	Mathematics		familiar, plan and program	Implement	Implement in Years 7, 8, 9, 10						
	Science	Plan whole school		in Years 7 and 9							
	History	approach									
		Source: Boa	ard of Studies	NSW							





July	29,	2014
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1	Counting sequence	es - verbal and written lab	Counts to 10 Counts to 10	want but after a civen	Courve to 10: Says the number word ket after	• Cou	ros to 10.	-2560	Courts to 30.	(The active)	- County to 100.		County Department County Department Not - dyn, Maz -	er blander and Carrieval	NEW Consulations	an vig Trevelor Cetter, 2012	
5	Backward number	- Canvat count backwards from 10-5.	 - Dropping back to one do Mike - 494 - Counts back wards from 	ga 140. Ili rot appear at the level 10-5.	number word but ships beck to doing so Mise - 698 - Courts backwards from 10-1.	Ebeck lis-one when number work in the re- drogoing back. Hits - 494.		Per.	 Bugs the number would be then you also a grade of the second beam of the sec		 Sugar the function of the suggest into a space of the space of the suggest into a space of the suggest into a space of the space of						
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I	Counting by 10s and 100s										n da gan kacimang kacima gan Pila matanggan barang kacimang Pila						
-	Counting as a prol	blem solving process – Earl	y Arithmetica	I Strategies			Figuration sounds	-		d	9	**	_	Paulle (discible)			
2	EAStrategies (EAS) EAS releases to the range of counting strategies that are used to solve addition and subtraction problems.	El constanti Courtering El constanti Courtering Constanti Courtering Constanti Courtering Courteri			Inting Piguralitive counting is to find a counting in the counting in the counting in the counting in the counting intervention inte			The the Mark by reserving how rate and there shares are the effect of the state of the state of the state of the state of the state of the state of the state of			un proteinens of a completed course. regifisier one to solve addition orr systegg: e.g. 17–3 as 18, 15, 16, ar s as 19, 18, 14, answer 7, to active	Pacific (NovClock) Nov crimery address of the new constraints and of the new constraints are set of the new constraints and th			er nen-couro-ty-one stranges		
-	Pattern and numb	er structure															
3	Pattern and number structure The identification of pattern associated with the structure of numbers.	nargent Instant Bapage Constant d'Interest and investment land in the second investores Parage Instantions (Sublishe) Kale - Obs Record States - Parage National States - Data -				Multiple Petr-who) describes and continues angueted Charles aparties of regulated units of a specified size New account of regulated units of regulated units of a specified size New account of regulated units of regula					a to 10 a to 10 a to some some some some some some some som				Assessments to 20. I proceeded or insulated instruction and the set should all properties of numbers instruction and the set of the set of the set of the set of the instruction and the set of the set of the set of the set of the instruction and the set of the set of the set of the set of the instruction and the set of the set of the set of the set of the instruction and the set of the set of the set of the set of the instruction and the set of the set of the set of the set of the instruction and the set of the set of the set of the set of the instruction and the set of the set of the set of the set of the instruction and the set of the set of the set of the set of the instruction and the set of the set of the set of the set of the instruction and the set of the set of the set of the set of the instruction and the set of the set of the set of the set of the instruction and the set of the set of the set of the set of the instruction and the set of the set of the set of the set of the instruction and the set of the instruction and the set of the s		
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_	Fraction units																
6	Practices Developing a quantitative sense of fractions, relies on forming pentitions, relating the part to the whole, and recognising the need for equal wholes.	Energenti partitioning Augusta in hereby getting without attention to equality of the period. Hereing and a second particular bands - Canves Mattenting to draws Math. 706, Mill - Nika		npeaselltaining. shane	Equal partitions • Verback contracts and charts that any spectral hard back verback of the set			el auto as coo	chind beyond the	Mailliplicative partition - Coordinates compaction of p one-full is unate on-exclude. - Checkins explorated fractions is - Coordinates units at three law fraction forms. MAK - BNA	ing antikoning-due, can the cing equivalent equal de tormova between e	Prections as numbers. Indicerretaria - Indicerretaria -					
	Unit structure of I	ength, area and volume	Direct alignment		Transitive comparison	Made	inte unite		ndirect comparison		Iterates the	fan	Companies of		Decented		
1	Knowledge of the structure of units in length, area and volume.	A stamptist cherel companion without attaining to bargorise. Nuclear attained attained without Nuclear attained to measure inclined without attaining to gaps of overlaps.	Directly compares the s (physical), HALE - SHO, INAL - 10HD,	lae of two objects HAe - IZNC	 Develop compares the sale of the stopens characteristy. Uses indirect comparison by or of one of the stopets. Mole - 6990, Mill - 10912, Mile - 10 	1046 OF 2010 2010 2 TH 6124 CUM 2	multiple units of the same so period that gaps and over set and uses an execution of the addrops of units to measure out gaps and overlap: and, stat - tonic, Mail - taxis	n torrheadure NG n same n dEgect	States the qualitative relation was and number of them (i.e., you need them of them). Chooses and uses a selection was and type of units to mea comparison rest, part - KNR, MAI - 1 NR - SHE, MAI - KNR, MAI - 1	whip between i with bigger or with bigger or with bigger or with bigger or with bigger or with bigger or with bigger or with bigger or with bigger or with b	The Class a single of massure or coll - May a multi-or and quantifying - She differs the sign - She differs the sign - She differs the sign - She differs the sign - She may - She may - She may - She may - She may - She may - She may - She may - - She may - She may - 	It repeatedly charately to coupling the production of the second second second account about the terms account about the terms account about the terms account account of the second units on the terms you will have terms as many units.	Creates the row- review composi- Uses the row-or- number of units Haz- KHIS	ontario stoucture of the to unit of ans. Linin structure to find the to measure arts.	Coultas Pra- Devided Mys Class Pra-re- reversar of o NeL3 - 1945, 1	over ophysical services of the single constraints are government resolution services to find this to the service volume. ALE - 10HIS	



Key Features K-10

Increased focus on recording Increased focus on solving word problems increased focus on modelling, ordering, identifying and "using the term"(correct and appropriate mathematical language)

Similarities and Differences K-6

Please note: Year 7 start the new syllabus in 2014, K-6 is not mandatory until 2015. This means some students may be required to have certain understandings of concepts in year 7 that they have not learned in year 6. There may be gaps in their understanding.

With this in mind, Stage 3 teachers are exploring some of the new topics this year as an extension of current content to assist in this area.

- Whole Number- HCF, LCM, integers
- Multiplication and Division- order of operations
- Fractions and Decimals- x and ÷ decimals
- Patterns and Algebra- number (Cartesian) plane
- Data- categorical and numerical data, dot plots

We are also receiving support from Michael Lucas, head mathematics teacher at Sylvania High, for support and training.







Similarities and Differences K-6 Current: 53 factors Roman numerals New:53 Square Numbers Positive and Negative HCF, LCM (from stage 4) solving problems with numbers Solve problems involving factors square and triangular money numbers speed (in measurement) uses word integer create a financial plan using area model for multiplication speed (in multiplication) order of operations percentages only in Stage 3 part 2









Student Resources

\$5066.75

Teacher Resources

Targeting Maths - \$497.79 Upgrade licence - \$539.55 Targeting Maths - \$1364.03 Maths Syllabus - \$356.08 Challenge books - \$47.27 Envision Maths - \$450 Oxford Assessment - \$454.36

Total - \$3709.08





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