**25. Division 3 & 26. Transformation**

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| **Elements** | * Understanding and Connecting
 | * Communicating
 | * Reasoning
 | * Applying and Problem-Solving
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| **Pedagogical Practices** | * Using cognitively challenging tasks
 | * Promoting maths talk
 | * Fostering productive disposition
 | * Encouraging playfulness
 | * Emphasising mathematical modeling
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| **Assessment** |
| **Intuitive Assessment**Use maths talk, key questions and observation to assess children as they engage in learning experiences.**Planned Interactions**Use key questions to discuss children’s work with them as they engage in learning experiences.**Assessment Events**Use the end of unit Practice Pages (pp. 150–155 and pp. 156–161) and the *Maths My Way* Summer Assessment. |
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| **Differentiation** |
| Alter pace as required.Use low-threshold high-ceiling tasks and parallel tasks.Provide concrete resources.Use the Extension Activities to provide extra challenge. |
| **Linkage and****Integration** |
| **Shape and Space:** Shape**Algebra:** Patterns, Rules and Relationships  |

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| **Strand and Strand Unit** | **Learning****Outcome(s)** | **Mathematical****Concept(s)** | **Mathematical****Language** | **Focus of****New Learning** | ✓ | **Learning****Experiences** |
| **Week 1** | **Number:** Sets and Operations | Understand and apply flexibly the four operations; and the relationships between operations. | * Commutative, associative, identity and distributive properties apply to the operation of multiplication.
* Multiplication can be described as repeated addition of a number.
* Similar principles of operation are for whole numbers and for decimals, considering the decimal point.
* Division can be described as repeated subtraction of a number.
* Multiplication and division have an inverse relationship.
* Calculators can reduce computative focus, increasing focus on strategies.
 | take away, subtract, add, number sentence, addition, subtraction, fact family | 1. Explore dividing by 1 and 10, including remainders.
 |  | * Solve real-life scenarios with division.
* Divide large numbers by partitioning and by using the inverse.
* Solve division sentences with and without remainders.
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| 1. Divide within larger numbers using multiplication facts and partitioning.
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| 1. Divide larger numbers.
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| 1. Divide larger numbers using a written method, including remainders.
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| **Week 2** | **Shape and Space:** Transformation | Model and explain the effects of transform-ations on shapes and line segments. | * A shape or line rotates around a point called the centre of rotation. The direction and turn can be described using mathematical terminology and angle measures.
* A shape or pattern has rotational symmetry if it looks the same after a rotation of less than a full turn.
* Tessellation involves covering a surface with no gaps or overlaps, using geometric shapes. Certain shapes and combinations of shapes can tessellate.
* Regular tessellations involve regular polygons only. There are three types of regular tessellations: triangles, squares, and hexagons.
 | shape, 2D shape, transformation, rotation, reflection, translation, sides, vertices, angles, symmetry, tessellate, tessellating pattern, vertical/ horizontal line of symmetry, rotational symmetry, regular/irregular shape | 1. Explore transformations of shapes and investigate if their properties will change.
 |  | * Identify the transform-ations of 2D shapes.
* Identify lines of symmetry and rotational symmetry.
* Recognise and create tessellating patterns.
* Identify regular and irregular 2D shapes.
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| 1. Explore line and rotational symmetry and describe features of both.
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| 1. Make tessellating patterns involving the transformation of shapes.
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| 1. Explore and describe regular tessellation.
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**Overview**

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| **Week 1** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** |
| **Focus of New Learning** | Explore dividing by 1 and 10, including remainders. | Divide within larger numbers using multiplication facts and partitioning. | Divide larger numbers. | Divide larger numbers using a written method, including remainders. | Consolidate learning.  |
| **Slides** | 25.1 | 25.2 | 25.3 | 25.4 |  |
| **Book** | p. 150 | p. 151 | p. 152 | p. 153 | pp. 154 - 155 |
| **Concrete Resources** | base ten blocks | base ten blocks | base ten blocks | base ten blockscounters |  |
| **Digital Resources** | 25. Division 3: Game |

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| **Week 2** | **Lesson 1** | **Lesson 2** | **Lesson 3** | **Lesson 4** | **Lesson 5** |
| **Focus of New Learning** | Explore transformations of shapes and investigate if their properties will change. | Explore line and rotational symmetry and describe features of both. | Make tessellating patterns involving the transformation of shapes. | Explore and describe regular tessellation. | Consolidate learning.  |
| **Slides** | 26.1 | 26.2 | 26.3 | 26.4 |  |
| **Book** | p. 156 | p. 157 | p. 168 | p. 159 | pp. 160–161 |
| **Concrete Resources** | Printable 26.1 & 26.22D shapesmirrors | Printable 26.3 & 26.4mirrors | pattern blocks | 2D shapes |  |
| **Digital Resources** | 26. Transformation: Video26. Transformation: Game |