**MATHEMATICS / UNIT PLANNER – VELS Level** 3 - 4 **Term / Year** 2007 **Year Level** 3 - 6

**Teachers:**
**Dimension:** Number
**Focus:** Multiplication facts
**Standards:**

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| 1.25 | • Drawing of diagrams to show sharing of up to 20 items |
| 1.5 | • Counting by 2s, 5s and 10s from 0 to a given target … |
| 2.0 Standard | ... Students skip count by 2s, 4s and 5s from 0 to 100 starting from any natural number.<br><br>Students describe and calculate simple multiplication as repeated addition, such as 3 × 5 = 5 + 5 + 5; and division as sharing, such as 8 shared between 4.<br><br>They use commutative and associative properties of addition and multiplication in mental computation (for example, 3 + 4 = 4 + 3 and 3 + 4 + 5 can be done as 7 + 5 or 3 + 9). |
| 2.25 | • Use of money as a model for grouping and unpacking lots of 10s<br>• Use of written number sentences such as 20 ÷ 4 = 5 to summarise sharing (partition) and 'how many?' (quotition) processes |
| 2.5 | • Automatic recall of number facts from 2, 5 and 10 multiplication tables |
| 2.75 | • Representation of multiplication as a rectangular array and as the area of a rectangle<br>• Use of fact families to solve division problems, for example 5 × 7 = 35, 35 ÷ 7 = 5 |
| 3.0 Standard | ... Students compute with numbers up to 30 using all four operations.<br><br>They provide automatic recall of multiplication facts up to 10 × 10.<br><br>They devise and use written methods for: whole number problems of addition and subtraction involving numbers up to 999; multiplication by single digits (using recall of multiplication tables) and multiples and powers of ten (for example, 5 × 100, 5 × 70 ); division by a single-digit divisor (based on inverse relations in multiplication tables). |