**AREA 1 – STAGE 1**

**OUTCOMES**

A student:

* MA1-1WM - describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols
* MA1-10MG - measures, records, compares and estimates areas using uniform informal units

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| CONTENT | plan |
| **Measure and compare areas using uniform [informal units](http://syllabus.bos.nsw.edu.au/glossary/mat/informal-unit/?ajax" \t "_blank" \o "Click for more information about 'informal units')** |  |
| * compare, indirectly, the areas of two surfaces that cannot be moved or superimposed, eg by cutting paper to cover one surface and superimposing the paper over the second surface
 | * 1
 |
| * predict the larger of the areas of two surfaces of the same general shape and compare these areas by cutting and covering
 | * 1
 |
| * use uniform informal units to measure area by covering the surface in rows or columns without gaps or overlaps
 | * 2
 |
| * select and use appropriate uniform informal units to measure area (Reasoning)
 | * 2
 |
| * explain the relationship between the size of a unit and the number of units needed to measure an area, eg 'I need more tiles than workbooks to measure the area of my desktop' (Communicating, Reasoning) http://syllabus.bos.nsw.edu.au/wsimages/cca/l.pngCT
 | * 2
 |
| * describe why the area remains constant when units are rearranged (Communicating, Reasoning) CT
 | * 3
 |
| * describe any parts of units left over when counting uniform informal units to measure area (Communicating)
 | * 3
 |
| * use computer software to create a shape and use a simple graphic as a uniform informal unit to measure its area (Communicating) CT
 | * 4
 |
| * record areas by referring to the number and type of uniform informal unit used, eg 'The area of this surface is 20 tiles' http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png
 | * 4
 |
| * estimate areas by referring to the number and type of uniform informal unit used and check by measuring
 | * 5
 |
| * discuss strategies used to estimate area, eg visualising the repeated unit (Communicating, Problem Solving)
 | * 5
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**AREA 2 – STAGE 1**

**OUTCOMES**

A student:

* MA1-1WM - describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols
* MA1-3WM - supports conclusions by explaining or demonstrating how answers were obtained
* MA1-10MG - measures, records, compares and estimates areas using uniform informal units

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| CONTENT | plan |
| **Compare and order several shapes and objects based on area using appropriate uniform [informal units](http://syllabus.bos.nsw.edu.au/glossary/mat/informal-unit/?ajax" \t "_blank" \o "Click for more information about 'informal units') (ACMMG037)** |  |
| draw the spatial structure (grid) of repeated units covering a surface | 6 |
| explain the structure of the unit tessellation in terms of rows and columns (Communicating) | 6 |
| compare and order the areas of two or more surfaces that cannot be moved, or superimposed, by measuring in uniform informal units | 7 |
| predict the larger of two or more areas and check by measuring (Reasoning) | 7 |
| record comparisons of area informally using drawings, [numerals](http://syllabus.bos.nsw.edu.au/glossary/mat/numeral/?ajax" \t "_blank" \o "Click for more information about 'numerals') and words, and by referring to the uniform informal unit used http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 7 |