

Capacity Matrix - Mathematics - Location/Mapping

Name:

AIM	Capacity	Year Level	Capacity Breakdown	Explanation	LEARNING			GOING FURTHER		
					Information (I have heard of this)	Knowledge (I understand and can explain this) Possible Student Tutorial (I.e. Using Doceri)	Know-how (I can do this on my own)	EVIDENCE (Maths book page number)	Wisdom (I can teach others)	Evidence of Wisdom (I have taught others) Student Name or Student Tutorial (I.e. Using Doceri)
To identify, develop and extend my knowledge of location	I can use my knowledge of location to solve problems	Foundation	I can describe position and movement (ACMMG010)	* I can interpret the everyday language of location and direction, such as 'between', 'near', 'next to', 'forwards', 'towards'						
			I can use appropriate language to describe location.	* I can follow and give simple directions to guide a friend around an obstacle path and vice versa						
		Year 1	I can give and follow directions to familiar locations (ACMMG023)	* I can understand that people need to give and follow directions to and from a place, and that this involves turns, direction and distance						
				* I can understand the meaning and importance of words such as 'clockwise', 'anticlockwise', 'forward' and 'under' when giving and following directions						
			I can use the language of direction to move from place to place.	* I can interpret and follow directions around familiar locations						
		Year 2	I can interpret simple maps of familiar locations and identify the relative positions of key features (ACMMG044)	* I can understand that I can use representations of objects and their positions, such as on maps, to allow us to receive and give directions and to describe place						
			I can identify and describe half and quarter turns (ACMMG046)	* I can construct arrangements of objects from a set of directions						
			I can interpret simple maps of familiar locations.	* I can predict and reproduce a pattern based around half and quarter turns of a shape and sketch the next element in the pattern						
		Year 3	I can create and interpret simple grid maps to show position and pathways (ACMMG065)	* I can create a map of the classroom or playground						
			I can match positions on maps with given information.							
		Year 4	I can use simple scales, legends and directions to interpret information contained in basic maps (ACMMG090)	* I can identify the scale used on maps of cities and rural areas in Australia and a city in Indonesia and describe the difference						
			I can interpret information contained in maps.	* I can use directions to find features on a map						
		Year 5	I can use a grid reference system to describe locations.	* I can compare aerial views of Country, desert paintings and maps with grid references						
			I can describe routes using landmarks and directional language (ACMMG113)	* I can create a grid reference system for the classroom and use it to locate objects and describe routes from one object to another						
I can use a grid reference system to locate landmarks.										
Year 6	I can introduce the Cartesian coordinate system using all four quadrants (ACMMG143)	* I understand that the Cartesian plane provides a graphical or visual way of describing location								
	I can locate an ordered pair in any one of the four quadrants on the Cartesian plane.									
Year 7	I can assign ordered pairs to given points on the Cartesian plane.									