Name:						LEARNING						GOING FURTHER	
Know	stand	Do	Capacity	Capacity Breakdown	Elaboration	Information	Knowledge	Know-how	EVIDENCE Sample 1	EVIDENCE Sample 2	EVIDENCE Sample 3	Wisdom	Evidence of Wisdom
_	Unders			(Content Descriptor and Standard)		(I have heard of this)	( I understand and can explain this)	(I can do this on my own)				(I can teach others)	(I have taught others)
						unsy	Possible Student	iny own,					Student Name
							Tutorial (I.e. Using Doceri)						or Hyperlink to Student Tutorial (I.e. Using Doceri)
									Pre-test?	Student Work	Post-test?		(i.e. using Duceri)
				Out describe and game families	* Continuo and describino accusar a sinche				rie-test:	Student Work	rost-test:		
				Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment	* Sorting and describing squares, circles, triangles, rectangles, spheres and cubes								
				(ACMMG009)									
				Students identify simple shapes in their	N/A								
				environment and sort shapes by their <b>common</b> and distinctive features.									
				Recognise and classify familiar two- dimensional shapes and three-dimensional									
				objects using obvious features									
				(ACMMG022)  They describe two-dimensional shapes and									
				three-dimensional objects.  Compare and order several shapes and	* Comparing lengths using finger length, hand								
				objects based on length, area, volume and capacity using appropriate uniform informal	span or a piece of string								
				units	* Comparing areas using the palm of the hand or a stone								
				(ACMMG037 - Using Units of Measurement)	* Comparing capacities using a range of								
				Describe and draw two-dimensional shapes, with and without digital technologies	containers * Identifying key features of squares, rectangles, triangles, kites, rhombuses and circles, such as								
				(ACMMG042)	straight lines or curved lines, and counting the edges and corners								
				Describe the features of three-dimensional objects	* Identifying geometric features such as the number of faces, corners or edges								
				(ACMMG043)									
				Students draw two-dimensional shapes, specify their features									
				They recognise the features of three- dimensional objects.									
				Students order shapes and objects using informal units for a range of measures.									
				Make models of three-dimensional objects and describe key features	* Exploring the creation of three-dimensional objects using origami, including prisms and								
				(ACMMG063)	pyramids								
				and make models of three-dimensional objects.									
				Compare the areas of regular and irregular shapes by informal means	* Comparing areas using metric units, such as counting the number of square centimetres								
				(ACMMG087)	required to cover two areas by overlaying the areas with a grid of centimetre squares								
				Compare and describe two dimensional shapes that result from combining and splitting	* Identifying common two-dimensional shapes that are part of a composite shape by recreating								
				common shapes, with and without the use of digital technologies	it from these shapes								
				(ACMMG088)	* Creating a two-dimensional shapes from verbal or written instructions								
				Students use scaled instruments to measure length, angle, area, mass, capacity and temperature of shapes and objects.									
				Students compare areas of regular and irregular shapes using informal units.	* Identifying the change and valeting a self-in-								
				Connect three-dimensional objects with their nets and other two-dimensional representations	* Identifying the shape and relative position of each face of a solid to determine the net of the solid, including that of prisms and pyramids								
				(ACMMG111)	* Representing two-dimensional shapes such as								
					photographs, sketches and images created by digital technologies								
				Students connect three-dimensional objects with their two-dimensional representations.									
				Construct simple prisms and	* Considering the history and significance of								
				pyramids	pyramids from a range of cultural perspectives including those structures found in China, Korea								
				(ACMMG140)	and Indonesia  * Constructing prisms and pyramids from nets								
					* Constructing prisms and pyramids from nets, and skeletal models								
				Students construct simple prisms and pyramids.  Draw different views of prisms and solids	* Heing perial views of buildings and other 2D								
				Draw different views of prisms and solids formed from combinations of prisms	* Using aerial views of buildings and other 3D structures to visualise the structure of the building or prism								
				(ACMMG161) Students describe different views of three-									
				dimensional objects, and use models, sketches and digital technology to represent									
				these views. Students use formulas for the area and									
				perimeter of rectangles.  Students calculate volumes of rectangular prisms.									
				Students classify triangles and quadrilaterals and represent transformations of these shapes									
				in the Cartesian plane, with and without digital technology.									