### Project title: Create a Carpark!

### Project description: Children are required to recreate the playground space as a car park. They are to measure the playground, draw it to scale and then place on the drawing car spaces.

### Person responsible for project: Leonie Palmer

### School, region, diocese: Father John Therry School Balmain Sydney Catholic Education Office.

### Contact person’s email: leonie.palmer@fjtbalmain.catholic.edu.au

### Number of students, teachers, parents, other community members directly involved:
- 24 children and one classroom teacher

### Intended literacy and/or numeracy outcomes:

#### OUTCOMES:
- MS3.1 Selects and uses the appropriate unit and device to measure lengths, distances and perimeters. (Length)
- MS3.2 Selects and uses the appropriate unit to calculate area, including the area of squares, rectangles and triangles. (Area)
- SG3.3 Uses a variety of mapping skills (Position)
- WM3.1 Asks questions that could be explored using mathematics in relation to Stage 3 content.
- WM3.2 Selects and applies appropriate problem-solving strategies, including technological applications, in undertaking investigations.
- WM3.3 Describes and represents a mathematical situation in a variety of ways using mathematical terminology and some conventions.
- WM3.4 Gives a valid reason for supporting one possible solution over another.
- WM3.5 Links mathematical ideas and makes connections with and generalisations about, existing knowledge and understanding in relation to Stage 3 content.

### Evidence of achievement of intended literacy and/or numeracy outcomes:
- Examples of children’s work where they have used the above skills to complete the task.

### Feedback about making grants available for such projects:

This was a wonderful project as we were able to purchase mathematics equipment specifically for this task. Consequently the children had adequate materials for them to work independently or in small groups.

Since the grant was for a project of the school’s choice, it allowed the school to link a real life experience into mathematical teaching. It provided the children with the opportunity to see the connections between mathematics and real life. As a result, the children were very engaged with the task.