**MATHEMATICS EARLY STAGE 1**

**TEACHING AND LEARNING OVERVIEW**

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| TERM: | WEEK: 3 | STRAND: NUMBER AND ALGEBRA | **SUB-STRAND:** MULTIPLICATION AND DIVISION | **WORKING MATHEMATICALLY:**  MAe-1WM, Mae-2WM, Mae-6NA |
| OUTCOMES: | | * describes mathematical situations using everyday language, actions, materials and informal recordings MAe-1WM * uses objects, actions, technology and/or trial and error to explore mathematical problems MAe-2WM * groups, shares and counts collections of objects, describes using everyday language, and records using informal methods MAe-6NA | | |
| **CONTENT:** | | The following unit is incomplete. If you have taught or have any units that match this content please email to [lauren.dawson16@det.nsw.edu.au](mailto:lauren.dawson16@det.nsw.edu.au) (Glenmore Park Learning Alliance).  Investigate and model equal groups:   * use the term 'group' to describe a collection of objects http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png * group and share concrete materials to solve problems CT * explain or demonstrate how an answer was obtained (Communicating, Reasoning) | | |
| ASSESSMENT FOR LEARNING (PRE-ASSESSMENT) | |  | | |
| WARM UP / DRILL | |  | | |
| TENS ACTIVITYNEWMAN’S PROBLEMINVESTIGATION | |  | | |
| QUALITY TEACHING ELEMENTS | | **INTELLECTUAL QUALITY** | **QUALITY LEARNING ENVIRONMENT** | **SIGNIFICANCE** |
| * Deep knowledge * Deep understanding * Problematic knowledge * Higher-order thinking * Metalanguage * Substantive communication | * Explicit quality criteria * Engagement * High expectations * Social support * Students’ self-regulation * Student direction | * Background knowledge * Cultural knowledge * Knowledge integration * Inclusivity * Connectedness * Narrative |
| RESOURCES | |  | | |

**TEACHING AND LEARNING EXPERIENCES**

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| WHOLE CLASS INSTRUCTION MODELLED ACTIVITIES | GUIDED & INDEPENDENT ACTIVITIES | |
|  | LEARNING SEQUENCERemediation |  |
| LEARNING SEQUENCEES1 |  |
| LEARNING SEQUENCEExtension |  |
| **EVALUATION & REFLECTION** |  |

* All assessment tasks should be written in **red** and planning should be based around developing the skills to complete that task.
* Assessment rubrics or marking scale should be considered.