**MATHEMATICS EARLY STAGE 1**

**TEACHING AND LEARNING OVERVIEW**

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| --- | --- | --- | --- | --- |
| TERM:   | WEEK: 4 | 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 (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)
* Record grouping and sharing using informal methods
* label the number of objects in a group
* record grouping and sharing informally using pictures, words and [numerals](http://syllabus.bos.nsw.edu.au/glossary/mat/numeral/?ajax" \o "Click for more information about 'numerals'" \t "_blank) http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png
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| 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**

|  |  |
| --- | --- |
| 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.