**POSITION – EARLY STAGE ONE**

**OUTCOMES**

A student:

* MAe-1WM - describes mathematical situations using everyday language, actions, materials and informal recordings
* MAe-16MG - describes position and gives and follows simple directions using everyday language

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| **CONTENT** | **plan** |
| **Describe position and movement (ACMMG010)** |  |
| give and follow simple directions to position an object or themselves, eg 'Put the blue teddy in the circle' http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 2 |
| follow directions to a point or place, including in mazes and games (Reasoning) http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 4 |
| direct simple computer-controlled toys and equipment to follow a path (Communicating) CT | 2 |
| describe the position of an object in relation to themselves using everyday language, such as 'between', 'next to', 'behind' or 'inside', eg 'The table is behind me' http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 1 |
| describe the position of an object in relation to another object using everyday language, such as 'between', 'next to', 'behind' or 'inside', eg 'The book is inside the box' http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 1 |
| describe the positions of objects in relation to themselves using the terms 'left' and 'right', eg 'The tree is on my right'http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 3 |
| use the terms 'left' and 'right' when referring to familiar tasks, eg 'I hold my pencil in my right hand' (Communicating) http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 3 |
| participate in movement games involving turning and direction (Reasoning) U | 4 |