**MATHEMATICS EARLY STAGE 1**

**TEACHING AND LEARNING OVERVIEW**

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| TERM: | WEEK: 1 | STRAND: Measurement and Geometry | **SUB-STRAND:** Position | **WORKING MATHEMATICALLY:**  MAe-1WM |
| OUTCOMES: Mae-16MG | | **Describes mathematical situations using everyday language, actions, materials and informal recordings** | | |
| **CONTENT:** | | **Describe position and movement**   * 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' * 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' | | |
| ASSESSMENT FOR LEARNING (PRE-ASSESSMENT) | | * **Pre-assessment:** Can students accurately place a specific item in relation to another object? (See worksheet) | | |
| WARM UP / DRILL | | * Whole Cass Game “**Here, There, Where”**   Teacher calls:  **Here** – children move to the teacher  **There** – away from the teacher (in between, behind and next to set objects, behind OR moving in a set motion e.g backwards)  **Where** – children move anywhere, on the spot (or to another activity that’s been previously set e.g quietly sit down in front of the board). | | |
| 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 | | Worksheets, magazines, glue, scissors, pencils | | |

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| CLASS INSTRUCTION MODELLED ACTIVITIES | GUIDED & INDEPENDENT ACTIVITIES | |
| Explicitly Teach:Explicitly communicate lesson outcomes and work quality. Explicitly communicate expectations of working in partners / small groups.  Explicitly communicate expectations of working with resources and equipment.  Review and explore the positional terms:   * behind * next to * between/ middle * inside * above * over * under * Communicate/ demonstrate to students how to follow simple instructions relating to the language of position eg ‘Put your raincoat on the top shelf’, ‘stand next to the table’, ‘place your book under your chair’ | LEARNING SEQUENCEPre Foundation Skills |  |
| LEARNING SEQUENCEES1 | * Students follow simple spoken directions from fellow peers to place a specific object e.g. “place the pencil under the chair”. Students use positional language to direct the student e.g. “walk, crawl, tiptoe *under, beside, behind, between* the table, chair” etc. The student moves to the correct position. As each movement occurs discuss the meaning of each word.   \* Activity can be done as a whole class, or in pairs.   * Individually, students find pictures in magazines and books and construct sentences containing position words, e.g. *The cake is on the plate, the chair is under the table”* * In pairs one student hides an object in the classroom. The second student finds the object hidden by following clear and simple directions from the speaker. * Discuss the implications of not being able to follow instructions OR instructions not being correct. |
| LEARNING SEQUENCEExtensionS1 | * **Extension**   Students design an obstacle course where students go over/under/in between the equipment. (Students could create their own path and explain it for the class to follow) |
| **EVALUATION & REFLECTION** | Did the students engage in the lesson?  How well did the resources work?  Are all students able to follow and understand positional language?  Were methods of delivery effective?  Do the students understand what they have learned? |

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