**MATHEMATICS EARLY STAGE 1**

**TEACHING AND LEARNING OVERVIEW**

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| TERM:  | WEEK: 4 | STRAND: Measurement and Geometry | **SUB-STRAND:** Position | **WORKING MATHEMATICALLY:** MAe-1WM  |
| OUTCOMES: MAe-16MG | **Describes position and gives and follows simple directions using everyday language** |
| **CONTENT:**  | **Describe position and movement**\* Follow directions to a point or place, including in mazes and games (Reasoning) http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png\* Participate in movement games involving turning and direction (Reasoning) U |
| ASSESSMENT FOR LEARNING(PRE-ASSESSMENT) | * **Pre-assessment:** Can students listen to and understand positional language in order to move to a designated place?
 |
| WARM UP / DRILL | * **Game: Simon Says**

**(**Focus on Positional Language and directions)“Simon Says stand behind your chair” |
| 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 | Word Wall (Positional Language), paper/workbooks, pencils, sporting equipment: hoops, chairs, tables, tunnels, cones |

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| WHOLE CLASS INSTRUCTION MODELLED ACTIVITIES | GUIDED & INDEPENDENT ACTIVITIES |
| Explicitly Teach:Review positional terminology from previous lesson and make a quick list of all the words students can come up with.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.* **Where Is It?**

In pairs, students find a ‘special place’ in the classroom or in the school. They draw a map and write instructions using positional words taught during the unit. Allow the whole class to come together to share their maps and read their instructions to fellow peers. Can students listen and guess the ‘special places’ being communicated?Note: Positional language may need to in view for students to copy/ access. | LEARNING SEQUENCEPre Foundation Skills |  |
| LEARNING SEQUENCEES1 | * **Obstacle Courses**

Set up an obstacle course outside using a variety of sporting equipment eg ropes, hoops, cones and tunnels. Students are to determine ways to complete the obstacle course and describe the path and movements they used. (over the cones, inside the tunnel, in between the hoops, under the tables)*Note: Ensure students are using positional language.* |
| LEARNING SEQUENCEExtension S1 | * **Find my Special Place**

In pairs, students select a ‘special place’ near the classroom or in the school. They write instructions using left and right turns and include references to special features and landmarks to lead to their special place. Students swap instructions and then try to locate their partner’s special place. |
| **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? |