**POSITION 1 – STAGE 1**

**OUTCOMES**

A student:

* MA1-1WM - describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols
* MA1-16MG - represents and describes the positions of objects in everyday situations and on maps

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| **CONTENT** | **PLan** |
| **Give and follow directions to familiar locations (ACMMG023)** |  |
| * use the terms 'left' and 'right' to describe the positions of objects in relation to themselves and from the perspective of a person facing in the opposite direction, eg 'The ball is on her left' http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png
 |  1 |
| * give and follow directions, including directions involving turns to the left and right, to move between familiar locations, eg within the classroom or school
 |  1 |
| * use amounts of turn (full and half) to describe direction (Communicating) http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png
 | 1 |
| * give and follow instructions to position objects in models and drawings, eg 'Draw the bird between the two trees'http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png
 |  1 |
| * give and follow simple directions using a diagram or description (Communicating) http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png
 |  1 |
| * describe the path from one location to another on drawings http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png
 |  2 |
| * use a diagram to give simple directions (Communicating)
 |  2 |
| * create a path from one location to another using computer software (Communicating) CT
 |  2 |

**POSITION 2 – STAGE 1**

**OUTCOMES**

A student:

* MA1-1WM - describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols
* MA1-16MG - represents and describes the positions of objects in everyday situations and on maps

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| **CONTENT** | **plan** |
| **Interpret simple maps of familiar locations and identify the relative positions of key features (ACMMG044)** |  |
| interpret simple maps by identifying objects in different locations, eg find a classroom on a school plan map http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 3 |
| describe the positions of objects in models, photographs and drawings http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 3 |
| give reasons when answering questions about the positions of objects (Communicating, Reasoning) CT | 4 |
| make simple models from memory, photographs, drawings or descriptions, eg students make a model of their classroom | 5 |
| use knowledge of positions in real-world contexts to re-create models (Communicating) | 5 |
| draw a sketch of a simple model | 5 |
| use drawings to represent the positions of objects along a path http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 4 |