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| STRAND: Number SUBSTRAND: Data (A) + Position (A) STAGE: Early Stage 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TERM: | 1 | | 2 | 3 | | 4 | | WEEK: | | 1 | 2 | | | | 3 | 4 | | 5 | | 6 | 7 | | | | 8 | | 9 | 10 | | 11 |
| AHC-ICON-Aboriginal Torres Strait Islander histories-300dpiAboriginal and Torres Strait Islander histories and cultures | | A-ICON-Asia Australias engagement with Asia-300dpiAsia and Australia’s engagement with Asia | | | S-ICON-Sustainability-300dpiSustainability | | CCT-ICON-critical creative thinking-300dpiCritical and creative thinking | | EU-ICON-ethical understanding-300dpiEthical understanding | | | | ICT-ICON-300dpiInformation and communication technology capability | | | | IU-ICON-intercultural understanding-300dpiIntercultural understanding | | L-ICON-literacy 300dpiLiteracy | | | N-ICON-numeracy-300dpiNumeracy\* | | | | PSC-ICON-personal social capability-300dpiPersonal and social capability | | | WE-work and enterprise-300dpiWork and enterprise | |
| ***What are we learning to do (WALT):***  Collect information about themselves and their environment  Organise actual objects into data displays and interpret data displays made from objects  Give and follow simple directions and use everyday language to describe position | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Adjustment:*** | | | | | | | | | | | | **Post Assessment Highlighted** | | | | | | | | | | | | | | | | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | | | | | | | | | | | | | | | | | | | | | | **REG** | | | | | | |
| **Monday** | | | | | | **Tuesday** | | | | | | | | **Wednesday** | | | | | | | | | **Thursday** | | | | | | | |
| ***What I’m Looking For (WILF):***  ***To organise objects into groups*** | | | | | | ***What I’m Looking For (WILF):***  ***To organise objects into groups*** | | | | | | | | ***What I’m Looking For (WILF):***  ***To organise objects into groups*** | | | | | | | | | ***What I’m Looking For (WILF):***  ***To give and follow simple directions*** | | | | | | | |
| **Lesson Breakers** | | | | | | **Lesson Breakers** | | | | | | | | **Lesson Breakers** | | | | | | | | | **Lesson Breakers** | | | | | | | |
| **Introduction**  Ask the question: ‘Are there more boys than girls in our class today?’ ‘How can we find out?’  Get students to line up in a row of girls and a row of boys emphasising the need to match one for one before comparing which group has the higher number of students. Discuss. | | | | | | **Introduction**  **Favourite Toy**  Students draw their favourite toy on a piece of paper. As a whole class they paste their picture in the correct column. Discuss as previously. | | | | | | | | **Introduction**  **Birthdays**  Discuss birthdays (provide information for those who do not know which month they were born in), group students according to their birth month and display in classroom. Discuss which month has more students and which has less according to the display. | | | | | | | | | **Introduction**   |  | | --- | | **Dancing**  Perform a variety of dances, e.g. Hokey Pokey, reinforcing the concepts of left, right, next to, behind etc. | | | | | | | | |
| **Body**  **Favourite Colour**  Children choose their favourite coloured cube. As a class sort these into colour groups. Discuss the need to only have one block each and why this is the case. Students stand in coloured groups with their blocks. Count the number of students in each group. Make stacks of cubes the same colour and count the cubes. Relate back to number of blocks equalling number of students. Discuss with students why one column may be bigger or smaller. | | | | | | **Body**  **Picture Graphs**  Students collect data about themselves from their environment. Areas may include eye colour, pets, lunchbox colour, favourite TV show etc. Discuss each data collection.  Questioning:  Which column/group shows more students, which shows less? What does each column tell us? Which colour/show/pets has more? | | | | | | | | **Body**  **Picture Sort**   * Children are given a picture. * Colour in all of eg. flowers, birds, trees. * Count how many in each group. * Compare and discuss * Record results on a simple graph | | | | | | | | | **Body**  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.  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. | | | | | | | |
| **Conclusion**  Give out random containers of Unifix blocks or counters. Students work with a partner to group according to colour. Report findings to class eg We had four red blocks, three yellow blocks and one green block | | | | | | **Conclusion**  Give students small cut out shapes of a boy or a girl according to their family members. Colour. Put them onto a piece of cardboard in rows under the title of boys/girls. Ensuring that they are matched up. Display. | | | | | | | | **Conclusion**  **IWB** graph-and-tally.html | | | | | | | | | **Conclusion**  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). | | | | | | | |
| **Resources**   * Coloured cubes * Recording chart * Unifix blocks | | | | | | **Resources**   * Cardboard * Boy/girl shapes * Paper * Blank graph | | | | | | | | **Resources**   * Pictures offlowers, birds, trees. * Simple graph template * Students birthdays   **IWB** graph-and-tally.html | | | | | | | | | **Resources**   * Hokey pokey music | | | | | | | |
| **Reflection/Check In** | | | | | | **Reflection/Check In** | | | | | | | | **Reflection/Check In** | | | | | | | | | **Reflection/Check In** | | | | | | | |