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| STRAND: Number SUBSTRAND: Data (A) + Position (A) 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 data and track what has been counted.  Create data displays using objects and pictures (one-to-one correspondence) and interpret them.  Give and follow directions to move to familiar locations and to position objects  Describe a path from one location to another and interpret simple maps of familiar locations. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Adjustment:*** | | | | | | | | | | | | | | | **Post Assessment Highlighted** | | | | | | | | | | | | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | | | | | | | | | | | | | **REG** | | | | | | | | | | | | | | |
| **Monday** | | | | | | | **Tuesday** | | | | | | | | **Wednesday** | | | | | | | | **Thursday** | | | | | | |
| ***What I’m Looking For (WILF):***  ***To collect and record data*** | | | | | | | ***What I’m Looking For (WILF):***  ***To collect and record data*** | | | | | | | | ***What I’m Looking For (WILF):***  ***To collect and record data*** | | | | | | | | ***What I’m Looking For (WILF):***  ***To give and follow a series of directions*** | | | | | | |
| **Lesson Breakers** | | | | | | | **Lesson Breakers** | | | | | | | | **Lesson Breakers** | | | | | | | | **Lesson Breakers** | | | | | | |
| **Introduction**  **Whole class activity**  Students are provided with a variety of objects that they can sort by colour, e.g. counters, blocks, geometric shapes. Students sort objects by colour into labelled bowls or hoops.  Discuss reasons for placement.  Count number of objects in each category and compare sizes of groups.  Extension: Students generate categories for the hoop sort e.g... Size, shape, material etc. | | | | | | | **Introduction**   * **Students watch** [Learning Zone Class Clips - Are dogs the most popular pets?](http://www.bbc.co.uk/learningzone/clips/are-dogs-the-most-popular-pets/3142.html) about the importance of asking the correct questions when gathering information. | | | | | | | | **Introduction**  **Attribute Blocks**  Students are given a collection of attribute blocks to sort then graph (e.g. colour, shape, size, thickness etc) Discuss results and method chosen. | | | | | | | | **Introduction**  **Ignition Activity**  Working with partner give directions to go to a place without using direction words (to emphasise need for direction words)  Variation: Students describe where something is in the room without using direction words. | | | | | | |
| **Body**  **Dice Roll and Tally Game**  <http://www.brainpopjr.com/math/data/tallychartsandbargraphs/>  Give each child a die and a recording sheet with columns marked with the number 1 through to 6 on the bottom.  Get children to roll the dice 40 times and record tally. | | | | | | | **Body**  Investigation:  - Read ‘Eyes in Disguise’ to the class. Students colour in a picture of an eye to match their own. Arrange drawings to **make a picture graph**. Discuss features of the graph – that a picture of an eye is being used to represent 1 person who has a particular eye colour. Experiment with creating a column graph or bar graph. Support students in interpreting the information that is presented | | | | | | | | **Body**  Investigation:   * **Display** a number of sporting activities on the IWB. Students discuss with a partner what they would choose as their favourite sport to watch or play. * **Students report back** to the class which sport they would choose and why. * **Use** tally marks next to the choices chosen by each student. Revise how to show 5 using tally marks. * Whole Class Game | | | | | | | | **Body**  **Creative:**  Cut out pictures and using positional words from the teacher, students stick them into an empty space on the grid. Then answer the questions about the grid.  : eg a bird, ball, cat girl on the sheet using positional words such as below the table, above the door, up in the tree and underneath the slide.  Students are asked to describe the location of an object in the classroom  e.g. ‘My picture is fifth from the left and it’s in the second row on the back wall’. Students write a description of the object using positional clues. The teacher collects the clues and reallocates them back to the students. Students read the descriptions and locate the object.  **Extension:** In pairs, Student A hides an object in the room while Student B turns away.  Student A gives Student B directions to find the hidden object. Student B then has a turn at hiding the object. | | | | | | |
| **Conclusion**   * **Written Recordings**   Students are given a fun size packet of smarties and arrange columns according to colour. Photograph student’s results. Insert photographs onto an assessment proforma. Students write a sentence to describe their data underneath their photograph e.g. There are more red smarties in my box than blue. | | | | | | | **Conclusion**  <http://www.bbc.co.uk/learningzone/clips/robinson-crusoe-animation-tallying/3141.html> | | | | | | | | **Conclusion**  **Whole class game** <http://www.bbc.co.uk/schools/teachers/ks2_activities/maths/interpreting_data.shtml> | | | | | | | | **Conclusion**  **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. | | | | | | |
| **Resources**   * Coloured objects * Bowls/hoops * Dice * <http://www.brainpopjr.com/math/data/tallychartsandbargraphs/> * Packets of M&Ms or Skittles * camera | | | | | | | **Resources**   * graph paper * <http://www.bbc.co.uk/learningzone/clips/robinson-crusoe-animation-tallying/3141.html> * Book “Eye in Disguise” | | | | | | | | **Resources**   * Blocks * Graph sheet * <http://www.bbc.co.uk/schools/teachers/ks2_activities/maths/interpreting_data.shtml> * IWB | | | | | | | | **Resources**   * Paper/pencils * Pictures * Position grid | | | | | | |
| **Reflection/Check In** | | | | | | | **Reflection/Check In** | | | | | | | | **Reflection/Check In** | | | | | | | | **Reflection/Check In** | | | | | | |