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| STRAND: Number SUBSTRAND: Addition (A) + (B) STAGE: Stage 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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):***  Model and apply the associative property for addition  Use the equals sign to record equivalent number sentences  Calculate equivalent amounts of money using different denominations  Solve word problems involving purchases and the calculation of change to the nearest five cents. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ***Adjustment:*** | | | | | | | | | | | | **Post Assessment Highlighted** | | | | | | | | | | | | | | | | | | |
| **TEACHING AND LEARNING ACTIVITIES** | | | | | | | | | | | | | | | | | | | | | | | | **REG** | | | | | | |
| **Monday** | | | | | | **Tuesday** | | | | | | | | **Wednesday** | | | | | | | | | **Thursday** | | | | | | | |
| ***What I’m Looking For (WILF):*** | | | | | | ***What I’m Looking For (WILF):*** | | | | | | | | ***What I’m Looking For (WILF):*** | | | | | | | | | ***What I’m Looking For (WILF):*** | | | | | | | |
| **Lesson Breakers** | | | | | | **Lesson Breakers** | | | | | | | | **Lesson Breakers** | | | | | | | | | **Lesson Breakers** | | | | | | | |
| **Introduction** | | | | | | **Introduction** | | | | | | | | **Introduction** | | | | | | | | | **Introduction** | | | | | | | |
| **Body** | | | | | | **Body** | | | | | | | | **Body** | | | | | | | | | **Body** | | | | | | | |
| **Conclusion** | | | | | | **Conclusion** | | | | | | | | **Conclusion** | | | | | | | | | **Conclusion** | | | | | | | |
| **Resources** | | | | | | **Resources** | | | | | | | | **Resources** | | | | | | | | | **Resources** | | | | | | | |
| **Reflection/Check In** | | | | | | **Reflection/Check In** | | | | | | | | **Reflection/Check In** | | | | | | | | | **Reflection/Check In** | | | | | | | |