

## Stephanie Richter - Reception – Maths – Term 4 – Week 1 & 2 Location and Transformation

### 1. What do we want them to learn?

#### What is the intended learning and why is it important?

*The Foundation Mathematics curriculum develops a sense of number, order, sequence, pattern and position, using the students' environment. It introduces mathematical symbols and language to communicate and explain mathematical ideas; it presents simple strategies to pose basic mathematical questions and to investigate and solve simple, concrete problems.*

#### Achievement Standards

##### Reception:

By the end of the Foundation year, students make connections between number names, numerals and quantities up to 10. They compare objects using mass, length and capacity. Students connect events and the days of the week. They explain the order and duration of events. **They use appropriate language to describe location.**

Students count to and from 20 and order small collections. They group objects based on common characteristics and sort shapes and objects. Students answer simple questions to collect information and make simple inferences

General Capabilities	Literacy	Numeracy	ICT Capability	Personal & Social Capability	Critical and Creative Thinking	Ethical Understanding	Intercultural Understanding
Cross-curriculum priorities	Aboriginal and Torres Strait Islander histories and cultures		Asia and Australia's engagement with Asia		Sustainability		

#### Content Descriptors

Reception	<ul style="list-style-type: none"> <li>Describe position and movement (<a href="#">ACMMG010 - Scootle</a>)</li> </ul>
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### 2. How will we know they've got it?

#### What could the learning look like?

- Students using directional/positional language
- Students engaged in hands on activities to support their use of directional/positional language.
- Students following and giving simple directions using appropriate terms.
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### What evidence will enable us to assess the intended learning?

- Observations (discussions, use of vocabulary, understanding)
- Work Samples (understanding, completion of task, support required, photos)
- Diagnostic testing
- Assessment activities

### 3. What will we do to get there? Engage challenge and support learners and learning

#### Engage:

- Relevant problems (real world)
- Hands on activities
- Problem based
- Explicit instructions (I do, We do, You do)
- Rich tasks
- Concrete Materials
- Games, songs etc...

#### Support:

- Hands on (use of supports/aids)
- Small group work with teacher
- Explicit instruction
- Small step activities
- Variety of activities and teaching styles (hands on, sheets, games, videos, songs etc..)

#### Challenge:

- Level of questioning
- Extension tasks
- Problem based extension task

- Allows students to practise using the vocab
- Opens up for discussion

### 4. Teaching and Learning Overview

#### Learning Sequence Activities

	Monday Single Lesson	Tuesday Double Lesson	Wednesday Double Lesson	Thursday Double Lesson
<p>Assess knowledge to engage students</p> <p>Engage students to play activity</p> <p>Week 1</p>	<p><b>Warm Up:</b> Daily Number Work</p> <p><b>Tuning in Activity:</b> Take students on a walk around the school and ask them to place themselves in particular locations using the terms between, near, next to, under, in front, behind, on top etc..</p> <p>For example: stand next to the bench or sit behind the tree.</p> <p><b>Whole Class Instruction:</b></p>	<p><b>Warm Up:</b> Daily Number Work</p> <p><b>Tuning in Activity:</b> Ask students to direct you from the classroom door to the board. Follow the directions the students give you. Encourage them to be specific. If they say walk than walk backwards. Encourage them to say walk forwards. Make sure they use location words.</p> <p><b>Whole Class Instruction:</b> Read Rosie's Walk by Pat Hutchins (either the big book or on YouTube). Have</p>	<p><b>Warm Up:</b> Daily Number Work</p> <p><b>Tuning in Activity:</b> Play I Spy. Decide on an object and a possible clue. Say I spy with my little eye something that is near the door. Invite students to identify the object. Repeat revising location words that students have learnt.</p> <p>Re-read Rosie's Walk and discuss the location words form the text.</p> <p><b>Whole Class Instruction:</b></p>	<p><b>Warm Up:</b> Daily Number Work</p> <p><b>Tuning in Activity:</b> Play I Spy. Decide on an object and a possible clue. Say I spy with my little eye something that is near the door. Invite students to identify the object. Repeat revising location words that students have learnt.</p> <p>Re-read Rosie's Walk and discuss the location words form the text.</p> <p><b>Whole class Instruction:</b></p>
	<p>Engages students and allows them to use vocab</p>			

A book at students level that uses language to engage well with book/stories. Younger students engage well with book/stories.

<p>Discuss what words helped students know where to stand/sit. What would happen if we didn't use these words?</p> <p><b>Review</b> Brainstorm and record all the positional/directional words students know. These will be added to the word wall.</p> <p><i>Using the text to engage students with the language of location &amp; engages students in thinking about what's around them.</i></p>	<p>students discuss the sequence of Rosie's Walk. Where did Rosie Walk? Where did she go next? Continue until students have named all the places.</p> <p>As students offer their answers write a list on the board eg: across the yard. Ask students to help you put them in order. Re-read the text to check they are in order.</p> <p>Read the first item on the list and ask students to act it out.</p> <ul style="list-style-type: none"> <li>- What does it mean to walk across something?</li> <li>- What could you walk across at school?</li> </ul> <p>Continue with the remainder of the list, acting them out and discussing them.</p> <p><b>Independent task:</b> Students are given a map of the farmyard and the location words.</p> <p>Students are required to glue the correct word next to each part of the map. For example, the word around goes with the pond as Rosie walks around the pond.</p> <p>Once students have glued the words on they can colour the map.</p> <p><b>Review:</b></p> <ul style="list-style-type: none"> <li>• What did Rosie walk around?</li> <li>• What is something that you could walk under?</li> <li>• What did Rosie walk through?</li> <li>• Is there something you could walk through at school?</li> </ul>	<p>Tell students that they are going to use the map from yesterday to create a model of the farm. Students will create their farm inside a shoe box or similar.</p> <p>Encourage students to think about the size of the objects and what they are going to make them out of. For example, the model of Rosie will need to be able to go through the fence or under the beehive.</p> <p><i>Hands on activity</i></p> <p><b>Independent task:</b> Students will construct their models from various construction materials gathered.</p> <p><b>Review:</b></p> <ul style="list-style-type: none"> <li>• Students will share their models</li> <li>• How did they make sure Rosie could go through the fence?</li> <li>• Which shapes did you use in your model?</li> </ul> <p><b>Extension Task:</b> - make a book that that explains Rosie's walk. Students have to add the correct location word and draw an accurate image. See TPT resource.</p>	<p>Remind students of the tasks. They are to create a model of the farm for Rosie to walk through.</p> <p>Remind students that the model of Rosie needs to be able to follow the instructions. Eg needs to be able to go through the fence, or under the beehives etc...</p> <p><b>Independent task:</b> Students continue their models from the previous day using the supplied construction materials.</p> <p>Once students finish they need to label the farm with location words.</p> <p><b>Review:</b> <i>demonstrating</i></p> <ul style="list-style-type: none"> <li>• Students will share their models</li> <li>• How did they make sure Rosie could go through the fence?</li> <li>• Which shapes did you use in your model?</li> <li>• What was challenging when making your model?</li> </ul> <p><i>understand</i></p> <p><b>Extension Task:</b> - make a book that that explains Rosie's walk. Students have to add the correct location word and draw an accurate image. See TPT resource.</p>
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	Monday Single Lesson	Tuesday Double Lesson	Wednesday Double Lesson	Thursday Double Lesson
Week 2	<p><b>Warm Up:</b> Daily Number Work</p> <p><b>Tuning in Activity:</b> Play the following game to revisit terms students have learnt. <a href="https://pbskids.org/clifford/games/whichclifford-game-pup.html">https://pbskids.org/clifford/games/whichclifford-game-pup.html</a></p> <p><b>Whole Class Instruction:</b> Explain the task:</p> <p>In pairs students will use their models from the previous week to record an explanation of Rosie's Walk. Demonstrate what this might look like.</p> <p><b>Paired Activity:</b> In pairs students record the explanation of Rosie's Walk.</p> <p><b>Review:</b></p> <ul style="list-style-type: none"> <li>Show and discuss student videos.</li> </ul> <p>Students use the hands on engagement activity to demonstrate their understanding &amp; use language to describe location.</p> <ul style="list-style-type: none"> <li>Formative assessment</li> </ul>	<p><b>Warm Up:</b> Daily Number Work</p> <p><b>Tuning in Activity:</b> Take students outside and have them follow directions to get to a predetermined place.</p> <p><b>Whole Class Instruction:</b> Re-Read Rosie's Walk.</p> <p>Tell students that today they are going to draw their own map for Rosie to walk through. It could be a map of a new farm, shopping centre, playground etc....</p> <p>Students need to include a place for Rosie to go:</p> <ul style="list-style-type: none"> <li>- under</li> <li>- around</li> <li>- behind</li> <li>- across</li> <li>- over</li> <li>- through</li> </ul> <p>Providing students with another opportunity to use language to describe location.</p> <p><b>Individual Activity:</b> Students draw their map making sure they include a place for Rosie to go:</p> <ul style="list-style-type: none"> <li>- under</li> <li>- around</li> <li>- behind</li> <li>- across</li> <li>- over</li> <li>- through</li> </ul> <p>assessment Engagement hands on have a choice.</p> <p>Once students have drawn their map students plot the path for Rosie to take.</p> <p>Once students are finished they record Rosie's path both verbally (on the iPad) and in written form.</p>	<p><b>Warm Up:</b> Daily Number Work</p> <p><b>Tuning in Activity:</b> Play I Spy. Decide on an object and a possible clue. Say I spy with my little eye something that is near the door. Invite students to identify the object. Repeat revising location words that students have learnt.</p> <p><b>Whole Class Instruction:</b> Revisit the task:</p> <p>Tell students that today they are going to draw their own map for Rosie to walk through. It could be a map of a new farm, shopping centre, playground etc....</p> <p>Students need to include a place for Rosie to go:</p> <ul style="list-style-type: none"> <li>- under</li> <li>- around</li> <li>- behind</li> <li>- across</li> <li>- over</li> <li>- through</li> </ul> <p>Provides students with a task to show their understanding</p> <p><b>Individual Activity:</b> Students continue to draw their map making sure they include a place for Rosie to go:</p> <ul style="list-style-type: none"> <li>- under</li> <li>- around</li> <li>- behind</li> <li>- across</li> <li>- over</li> <li>- through</li> </ul> <p>Once students have drawn their map students plot the path for Rosie to take.</p>	<p><b>Warm Up:</b> Daily Number Work</p> <p><b>Tuning in Activity:</b> Play the following game to revisit terms students have learnt. <a href="https://pbskids.org/clifford/games/whichclifford-game-pup.html">https://pbskids.org/clifford/games/whichclifford-game-pup.html</a></p> <p><b>Whole Class Instruction:</b> Students act out the terms they have learnt. What would it look like if you were to go under something?</p> <p>Today we are going to show how much we have learnt by using these words to place animals on in a farmyard. Discuss the object in the activity with students (acorn for example). TPT Resource</p> <p><b>Individual Activity:</b> Give students some time to colour the farmyard and the animals in. TPT Resource</p> <p><b>Whole Class Activity:</b> TPT Resource.</p> <p>Sit students so they are away from each other to avoid copying. Students cut out the farm animals and await instructions.</p> <p>Students follow given instructions to glue the animals onto the farm. For example, glue the rainbow above the barn.</p> <ul style="list-style-type: none"> <li>Assessment</li> </ul> <p><b>Review:</b></p>

		<p><b>Review:</b></p> <ul style="list-style-type: none"><li>• Students share their map and explain Rosie's path using correct terms.</li></ul>	<p>Once students are finished they record Rosie's path both verbally (on the iPad) and in written form.</p> <p><b>Review:</b></p> <ul style="list-style-type: none"><li>• Students share their map and explain Rosie's path using correct terms.</li></ul>	<ul style="list-style-type: none"><li>• Students check their farmyards with their peers and discuss any differences etc...</li></ul>
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