



# Giant Steps Mathematics – My Wardrobe– Early Stage One & Stage One

## Overview






<b>Key Learning Area/Subject:</b> Mathematics	<b>Semester:</b> One				<b>Year:</b> 2018
<b>Unit of Work Title:</b> My Wardrobe	<b>Duration/Timing:</b> 21 weeks  15-20% of KLA weekly timetable hours				<b>Stage:</b> Early Stage One and Stage One
<b>Program (highlight one):</b>  Early Learning Primary (Junior School) Secondary (Senior School)	<b>Class: Wattle Class</b>				<b>Author:</b> Caitlin Millauro
	<b>Student Name</b>	<b>Chronological grade and stage</b>	<b>Academic Stage</b>	<b>Initials</b>	
<b>Description:</b> The ‘My Wardrobe’ unit offers students a myriad of opportunities to engage with mathematical topics through clothing, furniture and belongings. This unit will give students a chance to communicate and record mathematically using formal and informal language. Students will have the opportunity to explore and engage with various tasks such as classifying, measuring, quantifying and sorting. Students will classify and group clothing based on colour, shape, size and category. They will learn to identify measure and compare length, time, two-dimensional and three-dimensional shapes and area using informal and formal units. Whole number concepts of addition and subtraction and aspects of multiplication like grouping and sharing will also be explored in this unit of work through hands on activities where students are encouraged to manipulate concrete materials. Teachers and students can personalise learning by taking data and interpreting graphs with the types of clothes students are wearing each day, as well as develop an understanding of weather, seasons and temperature by categorising appropriate clothing or activities. Through ‘My Wardrobe’ students will develop understanding through inquiry, connecting mathematical concepts and applying problem solving skills and mathematical techniques with various forms of communication. In addition, the use of concrete materials and application of pictorial representations promotes the holistic understanding and fluent approach to mathematics.					

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## Questions and Activity Bank

Early Stage One Key Enquiry Questions:					
Early Stage One Outcomes		Content (on old syllabus this is learn to and learn about)	Key Guiding Question	Learning Across Curriculum Codes	Activity Bank (think about ALL abilities)
MAe-1WM	describes mathematical situations using everyday language, actions, materials and informal recordings	<ul style="list-style-type: none"> <li>Use the language of money in everyday contexts, eg coins, notes, cents, dollars</li> <li>Recognise that there are different coins and notes in our monetary system</li> <li>Exchange money for goods in a play situation</li> <li>Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point</li> <li>Count forwards to 30 from a given number</li> <li>Count backwards from a given number in the range 0 to 20</li> <li>Identify the number before and after a given number</li> </ul>	Does the student attempt to communicate about clothing and possessions?		<ul style="list-style-type: none"> <li>Counting and sorting items of clothing</li> <li>Categorising clothing</li> <li>Identifying shapes</li> <li>Identifying quantities and portions of clothing</li> <li>Identifying lengths – short/long sleeve</li> <li>Identifying when you wear each outfit</li> <li>Shopping for my wardrobe - Students are encouraged to make lists of items they need for their wardrobe and take trips to local shopping centres to purchase these items.</li> <li>Decorating my wardrobe - Students are given opportunities to decorate the class wardrobe using various 2D/3D shapes.</li> <li>Recycled fashion shop - Students set up stalls to sell used clothes items to their classmates and staff.</li> </ul>
MAe-2WM	uses objects, actions, technology and/or trial and error to explore mathematical problems		Does the student demonstrate problem solving to complete wardrobe related activities? E.g. fitting clothes in a wardrobe		
MAe-3WM	uses concrete materials and/or pictorial representations to support conclusions		Does the student use concrete materials to communicate reasoning?		
MAe-4NA	counts to 30, and orders, reads and represents numbers in the range 0 to 20		Does the student use simple methods to count and represent belongings?		
MAe-5NA	combines, separates and compares collections of objects, describes using everyday language, and records using informal methods	<ul style="list-style-type: none"> <li>Represent practical situations to model addition and sharing</li> <li>Combine two or more groups of objects to model addition</li> <li>Model subtraction by separating and taking away part of a group of objects</li> <li>Use concrete materials or fingers to model and solve simple addition and subtraction problem</li> </ul>	Does the student participate in simple addition and subtraction activities?	n/a	
MAe-6NA	groups, shares and counts collections of objects, describes using	<ul style="list-style-type: none"> <li>Investigate and model equal groups</li> <li>Record grouping and sharing using informal methods</li> </ul>	Can the student use a range of strategies and materials to represent and		

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	everyday language, and records using informal methods		solve counting, grouping and sharing problems?		
<b>MAe-7NA</b>	describes two equal parts as halves	<ul style="list-style-type: none"> <li>• share an object by dividing it into two equal parts</li> <li>• recognises that halves are two equal parts</li> <li>• use the term 'half' accurately in everyday situations</li> </ul>	Does the student represent halves? (fold an item of clothing into half, is the person half dressed with only a shirt on?)		
<b>MAe-8NA</b>	recognises, describes and continues repeating patterns	<ul style="list-style-type: none"> <li>• Recognise, copy and continue repeating patterns using sounds and/or actions</li> <li>• Recognise, copy, continue and create repeating patterns using shapes, objects or pictures</li> </ul>	Does the student recognise a variety of patterns with relation to a variety of content (e.g. outfits, colours, numbers)?	n/a	
<b>MAe-9MG</b>	describes and compares lengths and distances using everyday language	<ul style="list-style-type: none"> <li>• make and sort long and short constructions from concrete materials</li> <li>• use everyday language to describe length, eg long, short, high, tall, low</li> <li>• compare lengths directly by placing objects side-by-side and aligning the ends</li> </ul>	Does the student describe and compare lengths using everyday language (eg long, short, high, tall, low)		
<b>MAe-13MG</b>	sequences events, uses everyday language to describe the durations of events, and reads hour time on clocks	<ul style="list-style-type: none"> <li>• Use terms such as 'daytime', 'night-time', 'yesterday', 'today', 'tomorrow', 'before', 'after', 'next', 'morning' and 'afternoon'</li> <li>• Sequence events in time</li> <li>• Name and order the days of the week</li> <li>• Relate events to a particular day or time of day, eg 'Assembly is on Tuesday'</li> <li>• Tell time on the hour on analog and digital clocks</li> </ul>	<p>Does the student sequence the order in which an activity will occur? (e.g. dressing)</p> <p>Does the student describe how long and event will take in everyday language (eg it will take me longer to put on my socks than to put on my hat)</p> <p>Does the student recognise the hour time that they normally dress for school?</p>		
<b>MAe-14MG</b>	manipulates, sorts and represents three-dimensional objects and	<ul style="list-style-type: none"> <li>• describe the features of familiar three-dimensional objects, such as local</li> </ul>	Does the student manipulate, sort and represent a range of	 	

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	describes them using everyday language	landmarks including Aboriginal landmarks, using everyday language, eg flat, round <ul style="list-style-type: none"> <li>• sort three-dimensional objects and explain the attributes used to sort them, eg colour, size, shape, function</li> <li>• manipulate and describe a variety of objects found in the environment</li> <li>• make models using a variety of three-dimensional objects and describe the models</li> </ul>	different three-dimensional objects (e.g. items found in a wardrobe) and describe them using everyday language.		
<b>MAe-15MG</b>	manipulates, sorts and describes representations of two-dimensional shapes, including circles, triangles, squares and rectangles, using everyday language	<ul style="list-style-type: none"> <li>• Identify, represent and name circles, triangles, squares and rectangles presented in different orientations</li> <li>• Sort two-dimensional shapes according to features such as size and shape</li> <li>• Draw a two-dimensional shape by tracing around one face of a three-dimensional object</li> <li>• Identify and draw straight and curved lines</li> </ul>	Does the student sort two-dimensional shapes? Does the student manipulate two-dimensional shapes? (use 2D shapes to create items for the wardrobe, create clothing items using 2D shapes)		
<b>MAe-16MG</b>	describes position and gives and follows simple directions using everyday language	<ul style="list-style-type: none"> <li>• Give and follow simple directions to position an object or themselves</li> <li>• Describe the position of an object in relation to themselves using everyday language, such as 'between', 'next to', 'behind' or 'inside'</li> <li>• Describe the positions of objects in relation to themselves using the terms 'left' and 'right'</li> </ul>	Does the student use everyday language to explore the position of objects? (Where is the wardrobe in a house? What is the layout of the wardrobe?)		
<b>MAe-17SP</b>	represents data and interprets data displays made from objects	<ul style="list-style-type: none"> <li>• Answer yes/no questions to collect information</li> <li>• Organise objects into simple data displays and interpret the displays</li> </ul>	Does the student use simple classification to create data displays made from simple objects (eg simple table classifying clothing based on colour, shape, size)		

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## Subject Specific Requirements:

KLA	Requirements	Details
Mathematics	N/A	N/A

## Learning Across the Curriculum Codes:






<b>The cross-curriculum priorities are:</b> Aboriginal and Torres Strait Islander histories and cultures 🖐️ Asia and Australia's engagement with Asia 🌐 Sustainability 🌱	<b>The general capabilities are:</b> Critical and creative thinking ⚙️ Ethical understanding 🏛️ Literacy 📖 Intercultural understanding 🌐 Information and communication technology capability 💻 Numeracy 🧮 Personal and social capability 👥	<b>Areas of Importance:</b> Civics and citizenship 🇦🇺 Difference and diversity 🌈 Work and enterprise ⚙️
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## Stage One Key Enquiry Questions:







Outcomes		Content (on old syllabus this is learn to and learn about)	Key Guiding Question	Learning Across Curriculum Codes	Activity Bank (think about ALL abilities)
MA1-1WM	describes mathematical situations and methods using everyday and some mathematical language, actions, materials, diagrams and symbols	Refer to content listed below under each outcome	Does the student effectively use a range of communication to communicate about a range of mathematical concepts?	Refer to codes listed below under each outcome	<ul style="list-style-type: none"> <li>Counting and sorting items of clothing</li> <li>Categorising clothing</li> <li>Identifying shapes</li> <li>Identifying quantities and portions of clothing</li> <li>Identifying lengths – short/long sleeve</li> <li>Identifying when you wear each outfit</li> <li>Shopping for my wardrobe - Students are encouraged to make lists of items they need for</li> </ul>
MA1-2WM	uses objects, diagrams and technology to explore mathematical problems		Does the student effectively use materials such as objects, diagrams or technology to explore mathematical problems?		
MA1-3WM	supports conclusions by explaining or		Does the student use materials to communicate reasoning?		



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	demonstrating how answers were obtained				<p>their wardrobe and take trips to local shopping centres to purchase these items.</p> <ul style="list-style-type: none"> <li>Decorating my wardrobe</li> <li>Students are given opportunities to decorate the class wardrobe using various 2D/3D shapes.</li> </ul>
MA1-4NA	applies place value, informally, to count, order, read and represent two- and three-digit numbers	<ul style="list-style-type: none"> <li>count forwards and backwards by ones from a given two-digit number</li> <li>identify the number before and after a given two-digit number</li> <li>represent two-digit numbers using objects, pictures, words and numerals</li> <li>solve simple everyday problems with two-digit numbers</li> </ul>	Does the student use informal methods to accurately count, order and represent up to 3-digit numbers?		
MA1-5NA	uses a range of strategies and informal recording methods for addition and subtraction involving one- and two-digit numbers	<ul style="list-style-type: none"> <li>use the terms 'add', 'plus', 'equals', 'is equal to', 'take away', 'minus' and the 'difference between'</li> <li>use concrete materials to model addition and subtraction problems involving one- and two-digit numbers</li> </ul>	<p>Does the student participate in 1 or 2-digit addition and subtraction tasks?</p> <p>Does the student participate in money handling tasks?</p> <p>Does the student use a range of money to purchase clothing materials? (e.g. hats, shirts, bracelets)</p>		
MA1-6NA	uses a range of mental strategies and concrete materials for multiplication and division	<ul style="list-style-type: none"> <li>Skip count by twos, fives and tens starting from zero</li> <li>Model and use equal groups of objects as a strategy for multiplication</li> <li>Recognise and represent division as grouping into equal sets</li> </ul>	Can the student use a range of strategies and materials to represent and solve grouping (multiplication) and sharing (dividing) problems?		
MA1-7NA	represents and models halves, quarters and eighths	<ul style="list-style-type: none"> <li>Recognise and describe one-half as one of two equal parts of a whole</li> <li>use concrete materials to model half of a whole object</li> <li>record two equal parts of whole objects and shapes, and the relationship of the parts to the whole, using pictures and the fraction notation for half</li> </ul>	Does the student represent halves and quarters? (divide an item of clothing into half or a quarter, is the student half dressed with only a shirt on?)		
MA1-8NA	Creates, represents and continues a variety of patterns with numbers and objects	<ul style="list-style-type: none"> <li>use objects to represent counting patterns</li> <li>recognise, copy and continue patterns with objects or symbols</li> </ul>	Does the student record a variety of patterns with relation to a variety of content (e.g. outfits, colours, numbers)?	n/a	
MA1-9MG	measures, records, compares and estimates lengths and distances using uniform informal units, metres and centimetres	<ul style="list-style-type: none"> <li>use uniform informal units to measure lengths and distances by placing the units end-to-end without gaps or overlaps</li> <li>relate the term 'length' to the longest dimension when referring to an object</li> </ul>	<p>Does the student measure, record and compare lengths using informal units of measurement?</p> <p>Does the student measure, record and compare lengths using centimetres and metres?</p>		

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MA1-13MG	describes, compares and orders durations of events, and reads half- and quarter-hour time	<ul style="list-style-type: none"> <li>-describe the environmental characteristics of each season</li> <li>-solve simple everyday problems about time and duration</li> </ul>	<p>Does the student record the time in which an activity will commence? (e.g. dressing)</p> <p>Does the student order the event of getting ready in a sequence? (e.g. dressing)</p> <p>Does the student read hourly, half past and quarter past time on a clock?</p>		
MA1-14MG	sorts, describes, represents and recognises familiar three-dimensional objects, including cones, cubes, cylinders, spheres and prisms	<ul style="list-style-type: none"> <li>-manipulate and describe familiar three-dimensional objects, including cones, cubes, cylinders, spheres and prisms</li> </ul>	<p>Does the student identify and sort a range of different three-dimensional objects? (e.g. items found in a wardrobe)</p>		
MA1-15MG	manipulates, sorts, represents, describes and explores two-dimensional shapes, including quadrilaterals, pentagons, hexagons and octagons	<ul style="list-style-type: none"> <li>-identify vertical and horizontal lines in pictures and the environment and use the terms 'vertical' and 'horizontal' to describe such lines</li> <li>-manipulate, compare and describe features of two-dimensional shapes, including triangles, quadrilaterals, pentagons, hexagons and octagons</li> <li>-sort two-dimensional shapes by a given attribute, eg by the number of sides or vertices</li> </ul>	<p>Does the student sort two-dimensional shapes?</p> <p>Does the student manipulate two-dimensional shapes? (use 2D shapes to create items for the wardrobe, create clothing items using 2D shapes)</p>		
MA1-16MG	represents and describes the positions of objects in everyday situations and on maps	<ul style="list-style-type: none"> <li>-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</li> <li>-interpret simple maps by identifying objects in different locations</li> <li>-make simple models from memory, photographs, drawings or descriptions</li> </ul>	<p>Does the student use a map to explore the position of objects? (Where is the wardrobe in a house? What is the layout of the wardrobe? Map to the local shops to buy clothes for your wardrobe.)</p>		
MA1-17SP	gathers and organises data, displays data in lists, tables and picture graphs, and interprets the results	<ul style="list-style-type: none"> <li>-gather data and track what has been counted by using concrete materials, tally marks, words or symbols</li> <li>-use concrete materials or pictures of objects as symbols to create data displays where one object or picture represents one data value (one-to-one correspondence), eg use different-coloured blocks to represent different-coloured cars</li> <li>-collect data on familiar topics through questioning</li> </ul>	<p>Does the student use formal classification (lists, tables, picture graphs) to record objects or items? (e.g. clothes in the wardrobe, shoes, coloured shirts etc.)</p>		
MA1-18SP	recognises and describes the element of chance in everyday events	<ul style="list-style-type: none"> <li>-Identify outcomes of familiar events involving chance and describe them using everyday language, such as 'will happen', 'won't happen' or 'might happen'</li> </ul>	<p>Does the student use terms such as 'will happen, won't happen and might happen' in order to describe everyday events? (choose appropriate clothing in terms of the chance of the weather)</p>		

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		-use everyday language to describe the possible outcomes of familiar activities and events, eg 'will happen', 'might happen', 'won't happen', 'probably'  recognise and describe the element of chance in familiar activities and events, eg 'I might play with my friend after school'			
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## Subject Specific Requirements:

KLA	Requirements	Details
Mathematics	N/A	N/A

## Learning Across the Curriculum Codes:

<b>The cross-curriculum priorities are:</b> Aboriginal and Torres Strait Islander histories and cultures 🖐️ Asia and Australia's engagement with Asia 🌐 Sustainability 🌱	<b>The general capabilities are:</b> Critical and creative thinking ⚙️ Ethical understanding 🏛️ Literacy 📖 Intercultural understanding 🌐 Information and communication technology capability 💻 Numeracy 🧮 Personal and social capability 👥	<b>Areas of Importance:</b>  Civics and citizenship 🇦🇺 Difference and diversity 🌈 Work and enterprise ⭐
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## Outcome and Goals

Outcomes		Early Stage One Learning Goals	Students
MAe-1WM	describes mathematical situations using everyday language, actions, materials and informal recordings	Describe the position of an object in relation to themselves using everyday mathematical language, such as 'between', 'next to', 'behind' or 'inside'	
MAe-1WM		Communicates about the activities in her day with reference to the schedule.	
MAe-2WM	uses objects, actions, technology and/or trial and error to explore mathematical problems	Uses drawn objects such as tally marks to assist with data collection and to solve mathematical problems e.g. What video is the most popular?	



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MAE-3WM	uses concrete materials and/or pictorial representations to support conclusions	Uses drawings or pictures to represent mathematical problems e.g. draws three lollies plus two lollies = five lollies	
MAE-3WM		Uses images to communicate how a mathematical solution is reached when the solution is presented as a visual binary choice, for example trial and error method.	
MAE-3WM		Uses concrete materials appropriately in order to solve mathematical problems e.g. represents addition problems with real objects	
MAe-4NA	counts to 30, and orders, reads and represents numbers in the range 0 to 20	Counts and understands quantity using 1:1 correspondence for numbers up to 30	
MAe-4NA		Represents two-digit numbers using objects, pictures, words and numerals	
MAe-4NA		Recognises numbers 1-10 when presented in and out of order.	
MAe-4NA		Recognises numbers 1-20 when presented in and out of order.	
MAe-4NA		Writes numbers 1 to 30	
MAe-5NA	combines, separates and compares collections of objects, describes using everyday language, and records using informal methods	Correctly identifies coin or note to template	
MAe-5NA		Uses an Opal card appropriately to access bus trips.	
MAe-5NA		Selects appropriate denominations using a mixture of coins and notes in order to purchase an item	
MAe-7NA	describes two equal parts as halves	Shares an object by dividing it into two equal parts, e.g. cutting a piece of ribbon into halves	
MAe-7NA		Shares an object by dividing it into two and four equal parts, e.g. cutting a piece of ribbon into halves or quarters	
MAe-8NA	recognises, describes and continues repeating patterns	Recognise, copy, continue and create repeating patterns of 2 items (shapes, objects or pictures)	
MAe-8NA		Recognise, copy, continue and create repeating patterns of 3 items (shapes, objects or pictures)	
MAe-8NA		Recognise, copy, continue and create repeating patterns of 4 items (shapes, objects or pictures)	
MAe-15MG	manipulates, sorts and describes representations of two-dimensional shapes, including circles, triangles, squares and rectangles, using everyday language	Sorts familiar two dimensional shapes (squares, circles and triangles)	
MAe-15MG		Sorts familiar two dimensional shapes (squares, circles, rectangles and triangles)	
MAe-15MG		Identifies a traffic light is constructed from three circles	
MAe-17SP	represents data and interprets data displays made from objects	Groups objects according to characteristics to form a simple data display	
<b>Outcomes:</b>		<b>Stage One Learning Goals</b>	<b>Students</b>
MA1-1WM	describes mathematical situations and methods using everyday and some	Writes mathematical symbols (plus, minus and equals)	

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	mathematical language, actions, materials, diagrams and symbols		
MA1-2WM	uses objects, diagrams and technology to explore mathematical problems	Uses diagrams such as tally marks to assist with data collection and to solve mathematical problems e.g. What video is the most popular?	
MA1-3WM	supports conclusions by explaining or demonstrating how answers were obtained	Documents how they came to a conclusion including trial and error e.g. what worked and what didn't	
MA1-4NA	applies place value, informally, to count, order, read and represent two- and three-digit numbers	Identify the number before and after a given two-digit number	
MA1-4NA		Reads and recognises 3 digit numbers	
MA1-5NA	uses a range of strategies and informal recording methods for addition and subtraction involving one- and two-digit numbers	Recognise that five dollars can be made using different denominations. e.g. Five dollars can be made using a single note or a mix of coins	
MA1-5NA		Uses concrete and/or visual materials to represent 2 digit to 1 digit addition problems e.g. 13 red cars and 2 blue cars = 15 cars	
MA1-7NA	represents and models halves, quarters and eighths	Uses concrete materials to model a half and a quarter of a whole object	
MA1-8NA	Creates, represents and continues a variety of patterns with numbers and objects	Recognise, copy and continue patterns using 3 objects or symbols	
MA1-15MG	manipulates, sorts, represents, describes and explores two-dimensional shapes, including quadrilaterals, pentagons, hexagons and octagons	Identify and name shapes embedded in pictures, designs and the environment	
MA1-17SP	gathers and organises data, displays data in lists, tables and picture graphs, and interprets the results	Use concrete materials or pictures of objects as symbols to create data displays where one object or picture represents one data value	
MA1-18SP	recognises and describes the element of chance in everyday events	Use terminology 'will happen' and 'won't happen' to describe the possible outcomes of familiar activities and events	

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## Assessment

Assessment Overview – Semester 1 Only Units of Work		
Assessment Timeline – <a href="#">Add Hyperlink</a>		
Term 1 + 2 Pedagogy Timetable- <a href="#">Hyperlink to Timetable</a>		
Pre-Assessment	Progressive	Post
<p><b>Term 1 – Weeks 1-5</b> Pre-assessment and learning goal development.</p> <p>Pre-assessment can be performed via one or more of the following forms:</p> <ul style="list-style-type: none"> <li>• Anecdotal observations</li> <li>• Checklists</li> <li>• Task analysis checklists</li> <li>• Work samples</li> <li>• Photos</li> <li>• Videos</li> </ul> <p>Assessment to be carried out by the class team (teachers, therapists and educators)</p>	<p><b>Term 1 – Weeks 6--10</b> <b>Term 2 – Weeks 1-8</b></p> <p>To be carried out at least twice and can be performed via one or more of the following forms:</p> <ul style="list-style-type: none"> <li>• Anecdotal observations</li> <li>• Checklists</li> <li>• Task analysis checklists</li> <li>• Work samples</li> <li>• Photo</li> <li>• Videos</li> </ul> <p>Assessment to be carried out by the class team (teachers, therapists and educators)</p>	<p><b>Term 2 – Week 9-10</b> To be carried out at least twice and can be performed via one or more of the following forms:</p> <ul style="list-style-type: none"> <li>• Anecdotal observations</li> <li>• Checklists</li> <li>• Task analysis checklists</li> <li>• Work samples</li> <li>• Photo</li> <li>• Videos</li> </ul> <p>Assessment to be carried out by the class team (teachers, therapists and educators)</p> <p><b>Assessments to then be summarised in the following reports</b></p> <p><b>Term 2 – Week 9</b> Semester 1 IP and Curriculum Report</p>

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Maths- Links to Assessment Documents					
<b>Pre-Assessment</b>	<b>Student</b>		<b>Pre-Assessment</b>		
			<i>Add Hyperlink to Pre Assessment document</i>		
<b>Progressive Assessment</b>	<b>Student Initial</b>	<b>Work Samples</b>	<b>Photos</b>	<b>Video</b>	<b>Anecdotal Observations</b>
		<i>Add Hyperlink to document</i>	<i>Add Hyperlink to document</i>	<i>Add Hyperlink to document</i>	<i>Add Hyperlink to document</i>
<b>Post Assessment</b>	<b>Student</b>		Semester 1 IP and Curriculum Report / Semester 2 IP and Curriculum Report		
	<i>Add Hyperlink to document</i>		<i>Add Hyperlink to Report documents</i>		

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## Teaching and Learning Sequence




This table outlines the teaching and learning sequence across the course of the program and dictates the focus area for all weeks. This process allows for easier planning and a more condensed view of the scope of the program and the delivery of content specific each student's learning goals.

Term 1	Week 1-2	Week 3-4	Week 5-6	Week 7-9	Week 10-11
<b>Focus/ Content</b>	Pre-assessment and Introduction to the unit Fine motor Dressing activities	Number Recognition  Fine motor Dressing activities	Patterns  Clothes Hangers	Formative assessment Positioning	Money
Term 2	Week 1-2	Week 3-4	Week 5-6	Week 7-8	Week 9-10
<b>Focus/ Content</b>	Sharing/Division  Week 1 – Craft Week 2 - Movement	2D Shapes  Week 3 – Craft Week 4 - Movement	Data  Week 5 – Craft Week 6 - Movement	Summative Assessment Addition  Week 7 – Craft Week 8 - Movement	Summative Assessment Chance  Week 9 – Craft Week 10 - Movement

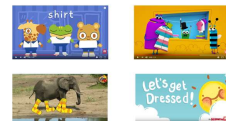
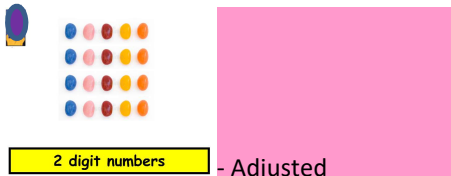

Term	Week	Focus	Content	Teaching and Learning Sequence (including differentiation – This will be written in RED) All Adjustments due to Evaluations will be highlighted in PINK	Resources	Completed (insert ✓, date and initial)
1	1-2	Introduction and Pre-assessment	Count forwards to 30 from a given number • Record grouping and sharing using informal methods	<b>My Wardrobe Lesson (Thursday 11:40-12:30pm)</b> <b>Introduction</b> <ul style="list-style-type: none"> <li>Students gather in the meeting area with sensory supports and videos</li> <li>Teacher gains students attention by acknowledging the schedule and informing them that it is time for My Wardrobe</li> <li>Go through the lesson components on the second slide of the PowerPoint Presentation.</li> </ul>	PowerPoint <a href="#">..\Resources\Lesson\My Wardrobe wk1-2- Wattle T1 2018.pptx</a>  Individual schedules Printed Wardrobe songs page Pens/pencils	



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			<ul style="list-style-type: none"> <li>•sort three-dimensional objects and explain the attributes used to sort them, eg colour, size, shape, function</li> <li>•Sort two-dimensional shapes according to features such as size and shape</li> </ul>	<p><b>Body</b></p> <p><u>My Wardrobe/Maths video</u>- Student's vote using a tally system for their choice of four videos. Students have a printout of the slide on their desk in order to also record the tally system as a form of data collection. Watch a video on wardrobe items, verbally labelling objects.</p> <ul style="list-style-type: none"> <li>- <u>Split Groups</u>: Three students participate in a mixed my Wardrobe and ADLs lesson reading and participating in Harry's raincoat. The other three students complete a small group Maths lesson. Then they swap until both groups have completed both activities.</li> <li>- <u>Maths Lesson</u>:</li> <li>- <u>Sorting Clothing</u> Students sort clothing into categories including: <ul style="list-style-type: none"> <li>▪ T-shirts</li> <li>▪ Shorts</li> <li>▪ Pants</li> <li>▪ Jumpers</li> </ul> </li> <li>- <u>Counting Clothing</u> <ul style="list-style-type: none"> <li>○ Students use 1:1 correspondence to count how many pieces of clothing</li> <li>○ <b>Differentiation</b></li> <li>○ <b>1 digit – student initial</b></li> <li>○ <b>2 digit – student initial</b></li> </ul> </li> <li>- <u>Dressing Fine Motor Activity</u>: Students have a choice of various equipment (foam dress up dolls, wooden dress up dolls, zippers, buttons and clasp boards.</li> </ul> <p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>- Students pack away materials and return to the meeting area</li> <li>- Refer to the schedule to see what is next</li> </ul> <p><u>Pre-assessment</u> – Take anecdotal observations on students starting levels of performance, skills and knowledge.</p>	<p><b>wardrobe songs</b></p>  <p><b>Sorting Clothing</b></p>  <p><b>Counting Clothing</b></p>  <p>How many?</p>	
1	3-4	Number Counting	Count forwards to 30 from a	<p><b>My Wardrobe Lesson (Thursday 11:40-12:30pm)</b></p> <p><b>Introduction</b></p>	<p>PowerPoint</p> <p><a href="#">..\Resources\Lesson\My Wardrobe wk3-4- Wattle T1 2018.pptx</a></p>	

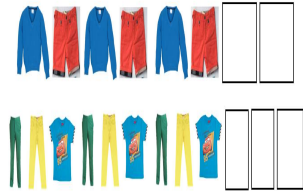

# Giant Steps Mathematics – My Wardrobe– Early Stage One & Stage One

		<p>1:1 correspondence</p> <p>2 digit numbers</p>	<p>given number</p> <ul style="list-style-type: none"> <li>Record grouping and sharing using informal methods</li> <li>sort three-dimensional objects and explain the attributes used to sort them, eg colour, size, shape, function</li> <li>Sort two-dimensional shapes according to features such as size and shape</li> </ul>	<ul style="list-style-type: none"> <li>Students gather in the meeting area with sensory supports and videos</li> <li>Teacher gains students attention by acknowledging the schedule and informing them that it is time for My Wardrobe</li> <li>Go through the lesson components on the second slide of the PowerPoint Presentation.</li> </ul> <p><b>Body</b></p> <p><u>My Wardrobe/Maths video</u>- Students vote using a tally system for their choice of four videos. Students have a printout of the slide on their desk in order to also record the tally system as a form of data collection. Watch a video on wardrobe items, verbally labelling objects.</p> <p><u>Adjustment</u> – Added a section to the video slide in order for <i>(student initial)</i> to understand where to tally the votes.</p> <ul style="list-style-type: none"> <li><u>Sorting Clothing</u> Students sort clothing into categories including: <ul style="list-style-type: none"> <li>T-shirts</li> <li>Shorts</li> <li>Pants</li> <li>Jumpers</li> </ul> </li> <li><u>Split Groups</u>: Three students participate in a mixed my Wardrobe and ADLs lesson reading and participating in Harry's raincoat. The other three students complete a small group Maths lesson. Then they swap until both groups have completed both activities.</li> <li><u>Small group Maths Lesson</u>:</li> </ul> <p><b>Group 1</b></p> <ul style="list-style-type: none"> <li>Counting out picture of jelly beans up to 2 digit by gluing them onto worksheet</li> </ul> <p><u>Adjustment</u> – had the blank jelly beans which IG had to colour in in order to count</p> <ul style="list-style-type: none"> <li>Counting out shirts on a washing line up to 10 by gluing onto worksheet</li> <li>Counting out how many shirts on a clothes line (number up to 30)</li> </ul> <p><b>Group 2</b></p> <ul style="list-style-type: none"> <li>Ordering number 1-10 using pink shirts with numbers 1-10 on the front</li> </ul>	<p>Individual schedules</p> <p>Printed Wardrobe songs page</p> <p>Pens/pencils</p> <p>Glue</p> <p><b>wardrobe songs</b></p>  <p><b>Adjusted ^</b></p> <p>Harry's raincoat PowerPoint</p> <p><a href="#">\\PDHPE\ADLs\Resources\Lesson\Harry's New Raincoat - Wattle 2018.ppt</a></p> <p><u>Props</u></p> <p>Umbrella, raincoat, gumboots, shirt, pants, socks, beanie, jacket</p> <p>Templates – In PowerPoint</p>  <p><b>2 digit numbers</b> - Adjusted</p>  <p><b>Order numbers 1-10</b></p> <p>Pegs and Clothes lines</p>	
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# Giant Steps Mathematics – My Wardrobe– Early Stage One & Stage One


				<ul style="list-style-type: none"> <li>- Building a calendar and adding the date numerals 1-31</li> <li>- Adding the missing dates on a calendar (the before and after date)</li> <li>- <u>Peg Game</u>- Students are given a number and colour and have to select the correct number and colour of pegs to put on the washing line</li> <li>- <u>Dressing Fine Motor Activity</u>: Students have a choice of various equipment (foam dress up dolls, wooden dress up dolls, zippers, buttons and clasp boards.</li> </ul> <p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>- Students pack away materials and return to the meeting area</li> <li>- Refer to the schedule to see what is next</li> </ul>		
1	5-6	Number  Counting  Patterns	<ul style="list-style-type: none"> <li>•Recognise, copy and continue repeating patterns using sounds and/or actions</li> <li>•Recognise, copy, continue and create repeating patterns using shapes, objects or pictures</li> </ul>	<p><b>My Wardrobe Lesson</b></p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>- Students gather in the meeting area with sensory supports and videos</li> <li>- Teacher gains students attention by acknowledging the schedule and informing them that it is time for My Wardrobe</li> <li>- Go through the lesson components on the second slide of the PowerPoint Presentation.</li> </ul> <p><b>Body</b></p> <p><u>My Wardrobe/Pattern videos</u>- Students vote using a tally system for their choice of four videos. Students have a printout of the slide on their desk in order to also record the tally system as a form of data collection. Watch a video on wardrobe items, verbally labelling objects.</p> <ul style="list-style-type: none"> <li>- <u>Split Groups</u>: Three students participate in a mixed my Wardrobe and ADLs lesson reading and participating in Harry's raincoat. The other three students complete a small group Maths lesson. Then they swap until both groups have completed both activities.</li> <li>- <u>Small group Maths Lesson</u>: Shape Patterns - Students copy and continue simple patterns using pieces of clothing</li> </ul>	<p>PowerPoint <a href="#">..\Resources\Lesson\My Wardrobe wk5-6 Wattle T1 2018.pptx</a></p> <p>Individual schedules Printed Wardrobe songs page Pens/pencils Glue</p> <p><b>You Tube Pattern videos</b>  <a href="http://www.youtube.com/watch?v=vqzH46PMGEQ">http://www.youtube.com/watch?v=vqzH46PMGEQ</a>  <a href="https://www.youtube.com/watch?v=hfZOgQokz_M">https://www.youtube.com/watch?v=hfZOgQokz_M</a>  <a href="http://www.youtube.com/watch?v=AyAW3J_pVRc">http://www.youtube.com/watch?v=AyAW3J_pVRc</a>  <a href="http://www.youtube.com/watch?v=Q8PA98cH94U">http://www.youtube.com/watch?v=Q8PA98cH94U</a></p> <p>Harry's raincoat PowerPoint  <a href="#">..\..\PDHPE\ADLs\Resources\Lesson\Harry's New Raincoat - Wattle 2018.ppt</a></p> <p><u>Props</u> Umbrella, raincoat, gumboots, shirt, pants, socks, beanie, jacket Templates – In PowerPoint</p>	

# Giant Steps Mathematics – My Wardrobe– Early Stage One & Stage One

				<p><b>Differentiation</b></p> <p>Group 1</p> <ul style="list-style-type: none"> <li>- (student initial) Copy and continue 3 shapes (ABC)</li> <li>- (student initial) Copy and continue 2 shapes (AB)</li> <li>- (student initial) Copy and continue 2 shapes (AB)</li> </ul> <p>Group 2</p> <ul style="list-style-type: none"> <li>- (student initial) Copy and continue 2 shapes (AB)</li> <li>- (student initial) Copy and continue 4 shapes (ABCD)</li> <li>- (student initial) Copy and continue 3 shapes (ABC)</li> <li>- <u>Create your own Jumper!</u></li> <li>- Students select two, three and four pictures in order to create a simple shape pattern design on a jumper</li> <li>- <u>Sorting and Clothes Hangers</u></li> <li>- Students help to pack away clothes used during lesson by hanging them on clothes hangers and placing them into the classroom wardrobe next to the correct visual signs</li> </ul> <p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>- Students pack away materials and return to the meeting area</li> <li>- Refer to the schedule to see what is next</li> </ul>	 <p>Example Jumper Design</p>  <p>6 x A3 pictures of Jumpers Various shapes and pictures to be used in a pattern</p> <p>Clothes hangers Wardrobe with visual signs for clothing types</p>	
1	7-9	Position	<p>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</p> <p>-interpret simple maps by</p>	<p><b>My Wardrobe Lesson</b></p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>- Students gather in the meeting area with sensory supports and videos</li> <li>- Teacher gains students attention by acknowledging the schedule and informing them that it is time for My Wardrobe</li> <li>- Go through the lesson components on the second slide of the PowerPoint Presentation.</li> </ul> <p><b>Body</b></p> <p><u>My Wardrobe/Position videos-</u> Students vote using a tally system for their choice of four videos. Students have a printout of the slide on their desk in order to also record the tally system as a form of data collection. Watch a video on wardrobe items, verbally labelling objects.</p> <ul style="list-style-type: none"> <li>- <u>Split Groups:</u> Three students participate in a mixed my Wardrobe and ADLs lesson reading and participating in Harry's raincoat.</li> </ul>	<p>Powerpoint <a href="..\Resources\Lesson\My Wardrobe wk7-9 Wattle T1 2018.pptx">..\Resources\Lesson\My Wardrobe wk7-9 Wattle T1 2018.pptx</a></p> <p>Position YouTube Choices:</p> <p>Hiding Mr Cheese: <a href="https://www.youtube.com/watch?v=xyMrLQ4ZI-4">https://www.youtube.com/watch?v=xyMrLQ4ZI-4</a></p> <p>Where is the Monkey?: <a href="https://www.youtube.com/watch?v=idJYhGyWTU">https://www.youtube.com/watch?v=idJYhGyWTU</a></p> <p>Where Is It?: <a href="https://www.youtube.com/watch?v=8FONYBBKczM">https://www.youtube.com/watch?v=8FONYBBKczM</a></p> <p>On In Under By: <a href="https://www.youtube.com/watch?v=DHb4-CCif7U">https://www.youtube.com/watch?v=DHb4-CCif7U</a></p>	

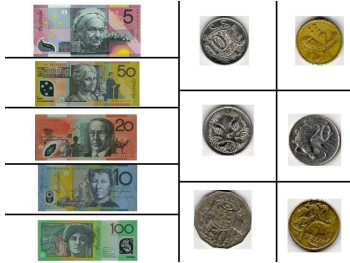


# Giant Steps Mathematics – My Wardrobe– Early Stage One & Stage One

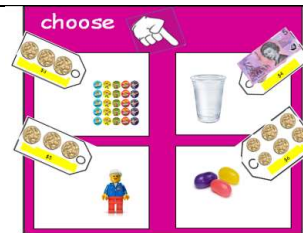
			<p>identifying objects in different locations</p> <p>-make simple models from memory, photographs, drawings or descriptions</p>	<p>The other three students complete a small group Maths lesson. Then they swap until both groups have completed both activities.</p> <ul style="list-style-type: none"> <li>- <u>Small group Maths Lesson:</u></li> <li>- Adult read Where's Wally and students name/label each character (Wally, Wenda, Odlaw, Wizard and Woof)</li> <li>- <u>What is wally wearing?</u> – students circle the correct picture of wally/wenda in striped shirt</li> <li>- <u>Hiding Under the Sea:</u> staff take turns to read out sentences describing the position of Wally and Friends and model clicking on the character hidden in the picture. For example Woof is under the shark, Wenda is between the jellyfish and Wizard is behind the seaweed.</li> <li>- <u>In the Jungle:</u> staff read out sentences describing the position of Wally and Friends and students take turns to find the character in the jungle and click on them hidden to make them move</li> <li>- <u>Wally Preposition Bingo:</u> With visual prompts and adult modelling taking off each bingo card out the front. Pictures and text on each card – next to, above, below, over, under, between, beside, inside, behind, on, in</li> <li>- <u>Worksheet Week 1:</u> text to picture match 'Hiding Under the Sea' scene snapshots of each character with positional term to match</li> <li>- <u>Worksheet Week 2:</u> text to picture match 'In The Jungle' scene snapshots of each character with positional term to match</li> </ul> <p><b>Differentiation</b></p> <p>Group 1</p> <ul style="list-style-type: none"> <li>- (student initial) Text to picture match</li> <li>- (student initial) Text to text match</li> <li>- (student initial) Text to text match</li> </ul> <p>Group 2</p> <ul style="list-style-type: none"> <li>- (student initial) Text to text match</li> <li>- (student initial) – Text to picture match</li> <li>- (student initial) – Text to picture match</li> </ul> <ul style="list-style-type: none"> <li>- <u>Movement Activity – Where's Wally in the Courtyard:</u> An adult hides one of the characters in the room and creates Velcro</li> </ul>	 <p><a href="#">..\Resources\Worksheets and Activities\Prepositions - Where's Wally.pptx</a></p> <p><a href="#">Bingo PowerPoint</a> Bingo Bases and Cards(found at end of Bingo PowerPoint)</p> <p><a href="#">Printed and laminated characters</a> <a href="#">Velcro Sentence Strips</a></p> <p><a href="#">Worksheets</a> Glue and scissors</p> <p>Harry's raincoat PowerPoint <a href="#">..\PDHPE\ADLs\Resources\Lesson\Harry's New Raincoat - Wattle 2018.ppt</a></p> <p><u>Props</u> Umbrella, raincoat, gumboots, shirt, pants, socks, beanie, jacket</p>	
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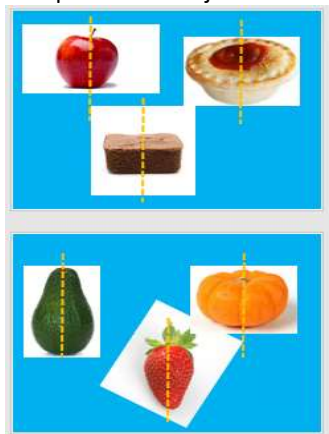

# Giant Steps Mathematics – My Wardrobe– Early Stage One & Stage One

				<p>sentences to describe their location. Students help play hide and seek by reading the sentences to find each character</p> <p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>- Students pack away materials and return to the meeting area</li> <li>- Refer to the schedule to see what is next</li> </ul>		
1	10-11	Money	<p>Use the language of money in everyday contexts, eg coins, notes, cents, dollars</p> <p>Recognise that there are different coins and notes in our monetary system</p> <p>Exchange money for goods in a play situation</p>	<p><b>My Wardrobe Lesson</b></p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>- Students gather in the meeting area with sensory supports and videos</li> <li>- Teacher gains students attention by acknowledging the schedule and informing them that it is time for My Wardrobe</li> <li>- Go through the lesson components on the second slide of the PowerPoint Presentation.</li> </ul> <p><b>Body</b></p> <p><u>My Wardrobe/Money videos</u>- Students vote using a tally system for their choice of four videos. Students have a printout of the slide on their desk in order to also record the tally system as a form of data collection. Watch a video on wardrobe items, verbally labelling objects.</p> <ul style="list-style-type: none"> <li>- <u>Split Groups</u>: Three students participate in a mixed my Wardrobe and ADLs lesson reading and participating in Harry's raincoat. The other three students complete a small group Maths lesson. Then they swap until both groups have completed both activities.</li> <li>- <u>Small group Maths Lesson</u>:</li> <li>- <u>Money Bingo</u>: Students have bingo cards and take off each coin/note as it appears on the board</li> </ul> <p><b>Differentiation</b>: Initially just numerals will show (e.g. \$1.00 or 5c) and then after students have had opportunity actual picture of coin will show to prompt those who were unable to find it with just the numerals</p> <p><u>In Class Practical Shopping Experience</u> – Set up a pretend show with items and provide each student with an assortment of coins that add up to \$10. Students can use their money to pay</p>	<p>Powerpoint  <a href="#">..\Resources\Lesson\My Wardrobe wk10-11 Wattle T1 2018.pptx</a></p> <p>Money YouTube Choices:  <a href="#">V:\K-6\New NSW Syllabus\Mathematics\Money\Resources\Lesson\money youtube choice.pptx</a></p> <p>Money Bingo  <a href="#">..\Resources\Worksheets and Activities\Bingo money - match notation to coin or dollar.ppt</a></p>  <p>Pretend shop choice board</p>	

# Giant Steps Mathematics – My Wardrobe– Early Stage One & Stage One

				<p>for certain items. Alter the prices in order to suits individual goals.</p> <p><b>Differentiation</b></p> <p>Group 1</p> <ul style="list-style-type: none"> <li>- (student initial) Uses a mixture of coins and notes</li> <li>- (student initial) Uses \$1 coins and matches note and coin to template</li> <li>- (student initial) – Uses \$1 coins and matches note and coin to template</li> </ul> <p>Group 2</p> <ul style="list-style-type: none"> <li>- (student initial) – Uses \$1 coins and matches note and coin to template</li> <li>- (student initial) – Uses a mixture of coins and notes</li> <li>- (student initial) – uses coins to buy an item for \$5</li> <li>- <u>Movement Activity – Where’s the Gold:</u> Hide pretend money around the classroom, \$1 and \$2 dollar coins at the end bring the students back together and add up the coins to find out who is the richest!</li> </ul> <p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>- Students pack away materials and return to the meeting area</li> <li>- Refer to the schedule to see what is next</li> </ul>	 <p><a href="#">Worksheets</a></p> <p>Glue and scissors</p> <p>Laminated coins (\$1 and \$2)</p> <p>Real money</p> <p>Harry’s raincoat PowerPoint</p> <p><a href="#">..\..\PDHPE\ADLs\Resources\Lesson\Harry's New Raincoat - Wattle 2018.ppt</a></p> <p><u>Props</u></p> <p>Umbrella, raincoat, gumboots, shirt, pants, socks, beanie, jacket</p>	
2	1-2	Division  Sharing	<ul style="list-style-type: none"> <li>• share an object by dividing it into two equal parts</li> <li>• recognises that halves are two equal parts</li> <li>• use the</li> </ul>	<p><b>My Wardrobe Lesson</b></p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>- Students gather in the meeting area with sensory supports and videos</li> <li>- Teacher gains students attention by acknowledging the schedule and informing them that it is time for My Wardrobe</li> <li>- Go through the lesson components on the second slide of the PowerPoint Presentation.</li> </ul> <p><b>Body</b></p>	<p>PowerPoint</p> <p><a href="#">..\Resources\Lesson\My Wardrobe wk1-2- Wattle T2 2018.pptx</a></p> <p>Individual schedules</p> <p>Printed Wardrobe songs page</p> <p>Pens/pencils</p> <p>Sensory Supports</p> <p>Communication Supports</p>	

# Giant Steps Mathematics – My Wardrobe– Early Stage One & Stage One

		term 'half' accurately in everyday situations	<p><u>My Wardrobe/Fraction videos</u>- Students vote using a tally system for their choice of four videos. Students have a printout of the slide on their desk in order to also record the tally system as a form of data collection. Watch a video on wardrobe items, verbally labelling objects.</p> <ul style="list-style-type: none"> <li>- <u>Split Groups</u>: Three students participate in a mixed my Wardrobe and ADLs lesson reading and participating in Harry's raincoat. The other three students complete a small group Maths lesson. Then they swap until both groups have completed both activities.</li> <li>- <u>Small group Maths Lesson</u>:</li> <li>- <u>Fruit Tasting</u> – Students each select a piece from their lunchbox and decide if they are going to share or divide it into halves or quarters and then cut up their fruit. Some students may need hand over hand support (<i>student initial</i>)</li> <li>- <u>Split pieces of clothes</u>: Students have big A4 pictures of various clothes which they need to use their scissors to cut into halves and quarters and glue onto the large A3 sheets with titles (half, quarter and whole)</li> <li>- <u>Worksheets</u> – Students glue the correct label underneath images of halves and quarters</li> </ul> <p><b>Differentiation</b></p> <p>Group 1</p> <ul style="list-style-type: none"> <li>- (<i>student initial</i>) Halves</li> <li>- (<i>student initial</i>) - Halves</li> <li>- (<i>student initial</i>) – Halves</li> </ul> <p>Group 2</p> <ul style="list-style-type: none"> <li>- (<i>student initial</i>) –Halves</li> <li>- (<i>student initial</i>) - Halves and Quarters</li> <li>- (<i>student initial</i>) – Halves and Quarters</li> </ul> <ul style="list-style-type: none"> <li>- <u>Craft Activity</u> –What's my other half: Students choose a picture, cut it in half, glue it onto white paper and draw the other half</li> </ul> <p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>- Students pack away materials and return to the meeting area</li> </ul>	<p>Worksheets – In powerpoint above</p> <p>Videos – Ernie's half eaten sandwich  <a href="https://www.youtube.com/watch?v=bo_svGP-iQ4">https://www.youtube.com/watch?v=bo_svGP-iQ4</a></p> <p>Fruit from student lunch boxes</p> <p>Half pictures of objects</p>  <p>Example CRAFT</p>  <p>Harry's raincoat PowerPoint  <a href="..\\..\\PDHPE\\ADLs\\Resources\\Lesson\\Harry's New Raincoat - Wattle 2018.ppt">..\\..\\PDHPE\\ADLs\\Resources\\Lesson\\Harry's New Raincoat - Wattle 2018.ppt</a></p> <p><u>Props</u></p>
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# Giant Steps Mathematics – My Wardrobe– Early Stage One & Stage One


				<ul style="list-style-type: none"> <li>- Refer to the schedule to see what is next</li> </ul>	Umbrella, raincoat, gumboots, shirt, pants, socks, beanie, jacket	
2	3-4	2D Shapes  3D Shapes	-manipulate and describe familiar three-dimensional objects, including cones, cubes, cylinders, spheres and prisms identify vertical and horizontal lines in pictures and the environment and use the terms 'vertical' and 'horizontal' to describe such lines -manipulate, compare and describe features of two-dimensional shapes, including triangles, quadrilaterals, pentagons, hexagons and octagons -sort two-dimensional shapes by a given attribute, eg	<b>My Wardrobe Lesson</b> <b>Introduction</b> <ul style="list-style-type: none"> <li>- Students gather in the meeting area with sensory supports and videos</li> <li>- Teacher gains students attention by acknowledging the schedule and informing them that it is time for My Wardrobe</li> <li>- Go through the lesson components on the second slide of the PowerPoint Presentation.</li> </ul> <b>Body</b> <p><u>My Wardrobe/2D + 3D Shapes videos</u>- Students vote using a tally system for their choice of four videos. Students have a printout of the slide on their desk in order to also record the tally system as a form of data collection. Watch a video on wardrobe items, verbally labelling objects.</p> <ul style="list-style-type: none"> <li>- <u>Split Groups</u>: Three students participate in a mixed my Wardrobe and ADLs lesson reading and participating in Harry's raincoat. The other three students complete a small group Maths lesson. Then they swap until both groups have completed both activities.</li> <li>- <u>Small group Maths Lesson</u>: 2D &amp; 3D Sorting game</li> <li>- Teacher to model playing the 2D and 3D sorting game on the IWB <a href="https://www.education.com/game/2d-3d-shapes/">https://www.education.com/game/2d-3d-shapes/</a> Students then take turns playing the game.</li> <li>- <u>3D shape exploration</u></li> <li>- W3: Teacher to hide various 3D shapes around the classroom. Students are asked to find the shapes and collect them onto a table at the front of the classroom. Teacher then runs through PowerPoint with image of shape and shape name. The real object is then passed along the students for them to see and feel.</li> <li>- W4 Touch and Feel: students put their hands into a handbag, touch, and feel a range of different 3D objects. Students guess</li> </ul>	PowerPoint <a href="..\Resources\Lesson\My Wardrobe wk3-4- Wattle T2 2018.pptx">..\Resources\Lesson\My Wardrobe wk3-4- Wattle T2 2018.pptx</a>  Individual schedules Printed Wardrobe songs page Pens/pencils  Sensory Supports Communication Supports    Harry's raincoat PowerPoint <a href="..\..\PDHPE\ADLs\Resources\Lesson\Harry's New Raincoat - Wattle 2018.ppt">..\..\PDHPE\ADLs\Resources\Lesson\Harry's New Raincoat - Wattle 2018.ppt</a>  <u>Props</u> Umbrella, raincoat, gumboots, shirt, pants, socks, beanie, jacket	

# Giant Steps Mathematics – My Wardrobe– Early Stage One & Stage One

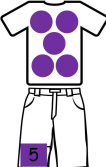
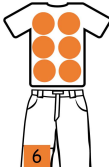






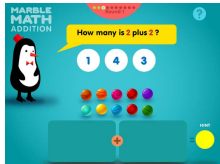
			by the number of sides or vertices	<p>what object they are feeling. Students then match objects to a visual</p> <ul style="list-style-type: none"> <li>- Worksheet – Students glue various 2D and 3D shapes into the correct position or column.</li> <li>- <b>Differentiation</b></li> </ul> <p>Group 1</p> <ul style="list-style-type: none"> <li>- (<i>student initial</i>) - Sorts triangles, squares and circles</li> <li>- (<i>student initial</i>) - Sorts triangles, squares and circles</li> <li>- (<i>student initial</i>) – Sorts triangles, squares and circles</li> </ul> <p>Group 2</p> <ul style="list-style-type: none"> <li>- (<i>student initial</i>) – Sorts triangles, squares and circles</li> <li>- (<i>student initial</i>) – Sorts triangles, squares, rectangle and circles</li> <li>- (<i>student initial</i>) – identifying various 2D shapes in a picture</li> </ul> <p><u>Movement Activity</u></p> <ul style="list-style-type: none"> <li>- Roll the ball: students sit in a circle with legs open forming a large star. Students roll the ball to each other.</li> </ul> <p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>- Students pack away materials and return to the meeting area</li> <li>- Refer to the schedule to see what is next</li> </ul>		
2	5-6	Data	<ul style="list-style-type: none"> <li>• Record grouping and sharing using informal methods</li> </ul>	<p><b>My Wardrobe Lesson</b></p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>- Students gather in the meeting area with sensory supports and videos</li> <li>- Teacher gains students attention by acknowledging the schedule and informing them that it is time for My Wardrobe</li> <li>- Go through the lesson components on the second slide of the PowerPoint Presentation.</li> </ul> <p><b>Body</b></p> <p><u>My Wardrobe/Data videos-</u> Students vote using a tally system for their choice of four videos. Students have a printout of the slide on their desk in order to also record the tally system as a form of data collection. Watch a video on wardrobe items, verbally labelling objects.</p> <ul style="list-style-type: none"> <li>- <u>Split Groups:</u> Three students participate in a mixed my Wardrobe and ADLs lesson reading and participating in Harry's raincoat.</li> </ul>	<p>PowerPoint  <a href="#">..\Resources\Lesson\My Wardrobe wk5-6- Wattle T2 2018.pptx</a></p> <p>Individual schedules            Printed Wardrobe songs page            Pens/pencils</p> <p>Sensory Supports            Communication Supports</p> <p>Harry's raincoat PowerPoint  <a href="#">..\..\PDHPE\ADLs\Resources\Lesson\Harry's New Raincoat - Wattle 2018.ppt</a></p> <p><u>Props</u></p>	



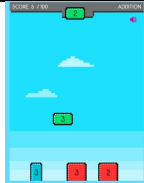
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				<p>The other three students complete a small group Maths lesson. Then they swap until both groups have completed both activities.</p> <ul style="list-style-type: none"> <li>- <u>Small group Maths Lesson:</u></li> <li>- <u>Long-sleeved and short-sleeved</u></li> <li>- Teacher leads students in counting how many students are wearing short-sleeved shirts, long sleeved shirt, pants and shorts. Teacher to then create a column graph on the IWB.</li> <li>- Worksheet – Students create their own column graph <ul style="list-style-type: none"> <li>o Students glue or Velcro counted clothing categories into columns to create simple graphs</li> </ul> </li> <li>- <b>Differentiation</b></li> </ul> <p>Group 1</p> <ul style="list-style-type: none"> <li>- (student initial) - 2 data categories (e.g. shirts and pants)</li> <li>- (student initial) - 2 data categories (e.g. shirts and pants)</li> <li>- (student initial) – 2 data categories (e.g. shirts and pants)</li> </ul> <p>Group 2</p> <ul style="list-style-type: none"> <li>- (student initial) – 2 data categories (e.g. shirts and pants)</li> <li>- (student initial) – 4 data categories (e.g. shirts, shorts, jumpers and pants)</li> <li>- AL – 4 data categories (e.g. shirts, shorts, jumpers and pants)</li> <li>- <u>Questions about Graphs</u></li> </ul> <p>Students answer simple questions about their made graph</p> <ul style="list-style-type: none"> <li>▪ Which type of clothing has the most?</li> <li>▪ Which type of clothing has the least?</li> <li>▪ How many t-shirts on your graph?</li> </ul> <ul style="list-style-type: none"> <li>- <u>Water beads</u> : Sort by colour, combine four different coloured water beads in a container and get the students to separate them.</li> </ul> <p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>- Students pack away materials and return to the meeting area</li> <li>- Refer to the schedule to see what is next</li> </ul>	<p>Umbrella, raincoat, gumboots, shirt, pants, socks, beanie, jacket</p> 	
2	7-8	Addition	represent two-digit numbers using objects,	<p><b>My Wardrobe Lesson Introduction</b></p>	Powerpoint	

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		Using concrete objects to represent mathematical problems	<p>pictures, words and numerals</p> <ul style="list-style-type: none"> <li>-solve simple everyday problems with two-digit numbers</li> <li>-use the terms 'add', 'plus', 'equals', 'is equal to', 'take away', 'minus' and the 'difference between'</li> <li>-use concrete materials to model addition and subtraction problems involving one- and two-digit numbers</li> <li>-Model and use equal groups of objects as a strategy for multiplication</li> </ul>	<ul style="list-style-type: none"> <li>- Students gather in the meeting area with sensory supports and videos</li> <li>- Teacher gains students attention by acknowledging the schedule and informing them that it is time for My Wardrobe</li> <li>- Go through the lesson components on the second slide of the PowerPoint Presentation.</li> </ul> <p><b>Body</b></p> <p><u>My Wardrobe/Addition videos</u>- Students vote using a tally system for their choice of four videos. Students have a printout of the slide on their desk in order to also record the tally system as a form of data collection. Watch a video on wardrobe items, verbally labelling objects.</p> <ul style="list-style-type: none"> <li>- <u>Split Groups</u>: Three students participate in a mixed my Wardrobe and ADLs lesson reading and participating in Harry's raincoat. The other three students complete a small group Maths lesson. Then they swap until both groups have completed both activities.</li> <li>- <u>Small group Maths Lesson</u>:</li> <li>- Addition Game - Students take turns to complete an online game focusing on simple addition using pictures</li> <li>- <u>Clothing Addition</u></li> <li>- <b>Differentiation</b></li> </ul> <p><b>Group 1</b></p> <ul style="list-style-type: none"> <li>- (student initial) - Clothes addition worksheet (1 digit + 1 digit)</li> <li>- (student initial) - Outfit Number matching worksheet</li> <li>- (student initial) – Clothes addition worksheet (1 digit + 1 digit)</li> </ul> <p><b>Group 2</b></p> <ul style="list-style-type: none"> <li>- (student initial) - Outfit Number matching worksheet</li> <li>- (student initial) – Clothes addition worksheet (1 digit + 1 digit)</li> <li>- (student initial) – Clothes addition worksheet (1 digit + 2 digit)</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p><a href="..\Resources\Lesson\My Wardrobe wk7-8- Wattle T2 2018.pptx">..\Resources\Lesson\My Wardrobe wk7-8- Wattle T2 2018.pptx</a></p> <p>Individual schedules Printed Wardrobe songs page Pens/pencils</p> <p>Harry's raincoat PowerPoint <a href="..\..\PDHPE\ADLs\Resources\Lesson\Harry's New Raincoat - Wattle 2018.ppt">..\..\PDHPE\ADLs\Resources\Lesson\Harry's New Raincoat - Wattle 2018.ppt</a></p> <p><u>Props</u> Umbrella, raincoat, gumboots, shirt, pants, socks, beanie, jacket</p> <p>Sensory Supports Communication Supports</p> <p>  +  = <input type="text"/> </p> <p>  +  = <input type="text"/> </p> <p>  +  = <input type="text"/> </p> <p><u>Worksheets</u> Glue and scissors Plastic Cups with number 1-10 Pom Poms (50)</p> <div style="text-align: center;">  </div> <p><a href="http://www.abcya.com/addition.htm">http://www.abcya.com/addition.htm</a></p>	
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				<p><u>Movement Activity</u>  <u>Fill the cup</u> – Place plastic cups in a row with the numbers 1-10 written on them and students are to use the coloured pom poms in order to throw them into the cup, when a cup has the right amount pour it out and check!</p> <p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>- Students pack away materials and return to the meeting area</li> <li>- Refer to the schedule to see what is next</li> </ul>	 <p><a href="http://www.abcya.com/math_stack.htm">http://www.abcya.com/math_stack.htm</a></p> <p>Outfit number matching - <a href="#">V:\K-6\New NSW Syllabus\Mathematics\My Wardrobe\Resources\Worksheets and Activities\outfit number matching.pptx</a></p>	
2	9-10	Chance	<p>-Identify outcomes of familiar events involving chance and describe them using everyday language, such as 'will happen', 'won't happen' or 'might happen'</p> <p>-use everyday language to describe the possible outcomes of familiar activities and events, eg 'will happen', 'might happen', 'won't happen', 'probably'</p> <p>recognise and describe the</p>	<p><b>My Wardrobe Lesson</b></p> <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>- Students gather in the meeting area with sensory supports and videos</li> <li>- Teacher gains students attention by acknowledging the schedule and informing them that it is time for My Wardrobe</li> <li>- Go through the lesson components on the second slide of the PowerPoint Presentation.</li> </ul> <p><b>Body</b></p> <p><u>My Wardrobe/Chance videos</u>- Students vote using a tally system for their choice of four videos. Students have a printout of the slide on their desk in order to also record the tally system as a form of data collection. Watch a video on wardrobe items, verbally labelling objects.</p> <ul style="list-style-type: none"> <li>- <u>Split Groups</u>: Three students participate in a mixed my Wardrobe and ADLs lesson reading and participating in Harry's raincoat. The other three students complete a small group Maths lesson. Then they swap until both groups have completed both activities.</li> <li>- <u>Small group Maths Lesson</u>:</li> <li>- Chance Game - Students take turns to complete an online game focusing on chance.</li> </ul> <p><a href="http://www.scootle.edu.au/ec/viewing/L118/index.html#">http://www.scootle.edu.au/ec/viewing/L118/index.html#</a></p>	<p>Powerpoint  <a href="#">..\Resources\Lesson\My Wardrobe wk9-10- Wattle T2 2018.pptx</a></p> <p>Individual schedules          Printed Wardrobe songs page          Pens/pencils</p> <p>Sensory Supports          Communication Supports</p> <p>Harry's raincoat PowerPoint  <a href="#">..\..\PDHPE\ADLs\Resources\Lesson\Harry's New Raincoat - Wattle 2018.ppt</a></p> <p><u>Props</u>          Umbrella, raincoat, gumboots, shirt, pants, socks, beanie, jacket</p> <p>Plastic Cups          Pom Poms (50)</p> <p>Worksheets In Powerpoint</p>	

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			<p>element of chance in familiar activities and events, eg 'I might play with my friend after school'</p>	<ul style="list-style-type: none"><li>- <u>Chance worksheet</u></li><li>- <b>Differentiation</b></li></ul> <p>Group 1</p> <ul style="list-style-type: none"><li>- (student initial) - labels events that 'will happen'</li><li>- (student initial) - labels events that 'will happen'</li><li>- (student initial) – labels events that 'will happen'</li></ul> <p>Group 2</p> <ul style="list-style-type: none"><li>- (student initial) - labels events that 'will happen'</li><li>- (student initial) – labels events that 'will happen'</li><li>- (student initial) –labels events that 'will happen' and 'won't happen'</li></ul> <p><u>Movement Activity</u></p> <p><u>Fill the cup</u> – Place plastic cups in a row, put one coloured pom poms in each cup then ask questions in order to tell if the kids understand the concept of chance e.g. if there is no pink cup ask are you going to get a pink cup, (will happen or won't happen).</p> <p><b>Conclusion</b></p> <ul style="list-style-type: none"><li>- Students pack away materials and return to the meeting area</li><li>- Refer to the schedule to see what is next</li></ul>	<p><u>Probability</u></p> <p>Some things have more <b>chance</b> of happening than others. Some things are <b>certain</b> to happen.</p> <p>Draw or write some things below that you know will happen, won't happen.</p> <table><tr><th>Will Happen</th><th>Won't Happen</th></tr><tr><td></td><td></td></tr></table> <p>Glue and scissors</p>	Will Happen	Won't Happen			
Will Happen	Won't Happen									

## Evaluations (completed twice per term)

**Dates: Term 1 Week 4 -22/2/18    Term 1 Week 8- 21/3/18**

<b>Feedback:</b>	<b>Week 4</b>	<b>Week 8</b>
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Week 3- IG became distressed during the worksheet section and tried to eat the glue				
<b>Programming/Outcomes</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
Were teaching and learning experiences effective?				
Were students engaged in the content/theme of the unit?				
Were students engaged for the duration of lessons?				
Did the unit support student development of identified outcomes?				
Did this unit support individual development of learning goals?				Adjust lesson sequence to add extra 1:1 lessons
<b>Teaching strategies</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
Were teaching strategies effective?				
Were staff consistent in their implementing effective teaching support?				
<b>Differentiating</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
Were the activities relevant and appropriate to the needs of the individual the students?		(student initial) – SPACE FOR TALLY MARKS		
Were individual learning supports effective?				
<b>Assessment</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
Were there enough opportunities to assess students?		Adjust activity for (student initial)		
Was there a need to adjust tasks in order to adequately assess students learning?				
<b>Resources</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
Were all resources/activities prepared and set up before the commencement of a lesson?				
<b>Week 3</b>	<b>Week 8</b>			
What was successful? Students really enjoy the variety of four videos to select from and the individualised worksheets	What was successful? Split groups with ADLs means that students have opportunities to access more 1:1 support during maths lessons.			
What would you do differently next time?	What would you do differently next time?			



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(student initial) – Adjust worksheets to be a colouring, pen and pencil or Velcro style – remove distraction glue (student initial) - needed a specific spot in order to place tally marks – adjust video slide to include a space.	Add 1:1 sessions to a Monday in order to work on some large gaps in foundation skills (e.g. bigger and smaller)
Sign-off: Caitlin Millauro	Sign-off: Caitlin Millauro

**Dates: Term 2 Week 4 -22/2/18    Term 2 Week 8**

Feedback: Week 3- IG became distressed during the worksheet section and tried to eat the glue	Week 4		Week 8	
	Yes	No	Yes	No
<b>Programming/Outcomes</b>				
Were teaching and learning experiences effective?				
Were students engaged in the content/theme of the unit?				
Were students engaged for the duration of lessons?				
Did the unit support student development of identified outcomes?				
Did this unit support individual development of learning goals?				Adjust lesson sequence to add extra 1:1 lessons
<b>Teaching strategies</b>	Yes	No	Yes	No
Were teaching strategies effective?				
Were staff consistent in their implementing effective teaching support?				
<b>Differentiating</b>	Yes	No	Yes	No
Were the activities relevant and appropriate to the needs of the individual the students?		(student initial) – SPACE FOR TALLY MARKS		
Were individual learning supports effective?				
<b>Assessment</b>	Yes	No	Yes	No

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Were there enough opportunities to assess students?		Adjust activity for (student initial)		
Was there a need to adjust tasks in order to adequately assess students learning?				
<b>Resources</b>	<b>Yes</b>	<b>No</b>	<b>Yes</b>	<b>No</b>
Were all resources/activities prepared and set up before the commencement of a lesson?				
<b>Week 3</b>	<b>Week 8</b>			
What was successful? Students really enjoy the variety of four videos to select from and the individualised worksheets	What was successful? Split groups with ADLs means that students have opportunities to access more 1:1 support during maths lessons.			
What would you do differently next time? IG – Adjust worksheets to be a colouring, pen and pencil or Velcro style – remove distraction glue EF- needed a specific spot in order to place tally marks – adjust video slide to include a space.	What would you do differently next time? Add 1:1 sessions to a Monday in order to work on some large gaps in foundation skills (e.g. bigger and smaller)			
Sign-off: Caitlin Millauro	Sign-off: Caitlin Millauro			

## Program Approval:

Date	Member of Leadership Team	Signature
10 <sup>th</sup> March, 2018	Erin Cowie	<i>E. Cowie</i>