### .Substrand - Patterns and Algebra Term- 2 Week- 1

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| Day | Monday | Tuesday | Wednesday | Thursday | Friday |
| Outcome | Pupil Free Day | Mae-8NA | Mae-8NA | Mae-8NA | Mae-8NA |
| Key Ideas |  | Recognises, describes and continues repeating patterns | Recognises, describes and continues repeating patterns | Recognises, describes and continues repeating patterns | Recognises, describes and continues repeating patterns |
| Language |  | Maths Groups | **Group, pattern, repeat** | **Group, pattern, repeat** | **Group, pattern, repeat** |
| Equipment  |  | IWB, pegs, paper, pencils, blocks, counters,  | IWB,Pattern cards, cut and paste activity, hands on materials  | IWB, playdough, Internet | 100’s chart/IWB, Fruit loops, String, Number pattern sheet |
| IntroductionWarm Up |  | Explain to students what a pattern is looking at some simple a-b-a-b patterns on the board. – make sounds with the patterns, students to repeat etc.  | Watch video and discuss the different kinds of patterns. <http://goo.gl/K1x7QJ> | Using the numbers on the ground outside clap and count as we walk. (if students are too disruptive students walk around the room and count as we walk) | Look at a 100’s chart and see if we can identify any patterns.(0’s, 5’s etc. ) |
| Modelled |  | Create simple patterns as a class. Asking some students to demonstrate on the board.  | Give students cards with pictures, in groups to create a pattern with their bodies. (e.g. squares and circles scscsc) | Discuss/revise patterns as a class and complete online pattern game. Easy -<http://goo.gl/ONfPCk>Harder - <http://goo.gl/7WqO1>  | Explain each activity.  |
| Strategies |  | Problem solving, comparing, communicating.  | Problem solving, communicating |  |  |
| Guided | . |  |  |  |   |
| Independent | . | In Pairs | Book work/cut and paste | Group work | Cut and paste activity |
| Level 1 |  | Using a variety of hands on materials (pegs, paper, pencils, blocks, counters) students create simple patterns together on the floor supervised by the teacher.  | Make hands on patterns and record in books by drawing a picture of their pattern. (teacher supervised asking questions about continuing patterns, what’s wrong with a pattern etc. ) | Pattern scavenger hunt around the room. Place patterns around the room for students to find and see if students can spot their own patterns.   | Creating pattern fruit loop necklaces using 10 fruit loops each.  |
| Level 2 |  |  | Independent cut and paste pattern activity  | Students create pattern caterpillars with playdough – alternating colours | Cut and paste pattern activity |
| Level 3 |  |  |  |  | Number pattern sheet fill in the blank sheet |
| Level 4 |  |  |  |  |  |
| Student Recording |  |  | Copied hands on patterns and independent cut and paste activity.  | Drawn pattern caterpillars | Cut and paste activity, number pattern sheet |
| Reflection | .  | Ask each student in their pair if they can explain/describe their pattern.  |  |  | . |

### Substrand – Whole Numbers Term- 2 Week- 2

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| Day | Monday | Tuesday | Wednesday | Thursday | Friday |
| Outcome |  | Mae-4NA | Mae-4NA | Mae-4NA | Mae-4NA |
| Key Ideas | N/A | Counts to 30 and orders, reads and represents numbers in the range of 0-20 | Counts to 30 and orders, reads and represents numbers in the range of 0-20 | Counts to 30 and orders, reads and represents numbers in the range of 0-20 | Counts to 30 and orders, reads and represents numbers in the range of 0-20 |
| Language |  | Maths Groups | Greater, less than and same as | Subitising, counting on | Notes, coins, dollars, cents |
| Equipment  |  | Match cards (10 sets) Big dice, 100’s chart, work sheet | Game materials, counters, cups, IWB | Dominos and dice |  |
| IntroductionWarm Up |  | Counting on the 100’s chart (starting from 5, 10, 15) | Big Number song Counting on and back from 5 and 10 | Circle count – students sit in circle and go around the circle counting and skip counting  | <https://www.youtube>.com/watch?v=eSvz1lkvih4Skip counting video |
| Modelled |  | Flash cards of number words 1-10 (diagnostic to see if the words need to be removed from the match activity – possibly leave on board for students) | Introduce the greater/lesser than symbols **More/less than dice activity** – students have counters and a dice. Roll the dice and create three groups one showing more than the number, less than,equal too |  **Subitising flash cards/ draw your own dots whiteboard** –Flash students a card with dots ask students to write the number they thought it was. Then show students a number and ask them to draw the dots.  | Introduce the different types of money (notes, coins) and what we call different amounts (cents and dollars) |
| Strategies |  | Counting on, subitising, communicating | Counting on, ordering, communicating | Subitising, counting, counting on, communicating | Skip counting, communicating, counting |
| Guided | . |   |  |  |   |
| Independent | . | **Around the world** game at the end of the lesson if there is extra time.  | **Count me in too activity**- washing line  | **Frog Jump** – students play the game where they select the next number to make the frog cross the pond<http://www.abc.net.au/countusin>/games/game11.htm | **Number work booklets -**  continue with next page |
| Level 1 |  | **Match the numbers Game**Students play match finding numbers represented in different ways (number, picture, dots, word) (pairs) | **Counting On Cups activity –** see Tuesday | **Hop to 50 –** students roll dice and count on to 50 as a pair racing  | **Money role playing -**  students take turns being the shop keeper and students practice buying goods with a set amount (no change needed) |
| Level 2 |  | **Connect the Dots –** following the numbers in order  | **Greater/lesser then activity** – Students in pairs draw a card each and decide whether there card is greater or less than their students and place on the appropriate side of the less than or more than board  | **Clear the Board** – Dice Game Using 10 unifix cubes placed on the board 1 in each square – roll 2 die and add the total, if you roll a number that has a cube on it remove the cube. If no cube it’s the other players turn until all of one players cubes have been removed.  | **Money Board Game** – students work their way around the board the student with the most money at the end wins |
| Level 3 |  | **Counting On Cups Activity –** player 2 puts counters in cup, player two rolls a dice and puts that many counters beside the cup. Together they count on and figure out how many all together.  | **Ordering activity** – Students as a group take a number card and attach that many pegs to the card. They then again as a group order the cards from smallest to largest.  | **Domino Parking Lot** – Students find dominos and sort them into parking lots based on what they add up too  | **Money Bingo** - Children take turns to flip over a money card and put a counter on their bingo board if it matches a price |
| Level 4 |  |  | .  | **Match the number game-**  see Tuesday |  |
| Student Recording |  |  |  | Whiteboard activity – target recording  | Number booklets  |
| Reflection | .  | Listen to student discussion and ask students questions about how they knew cards matched.  |  |  | . |

### Substrand – Position Term- 2 Week- 3

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| Day | Monday | Tuesday | Wednesday | Thursday | Friday |
| Outcome | MAe-16MG  | MAe-16MG  | MAe-16MG  | MAe-16MG  | MAe-16MG  |
| Key Ideas | Describes position and gives and follows simple directions using everyday language | Describes position and gives and follows simple directions using everyday language | Describes position and gives and follows simple directions using everyday language | Describes position and gives and follows simple directions using everyday language | Describes position and gives and follows simple directions using everyday language |
| Language | Position, between, next to, behind, inside, outside, left, right, directions | Maths Groups | Position, between, next to, behind, inside, outside, left, right, directions | Position, between, next to, behind, inside, outside, left, right, directions | Position, between, next to, behind, inside, outside, left, right, directions |
| Equipment  | [youtu.be/JDQAONJsL4k](http://youtu.be/JDQAONJsL4k) |  |  |  |  |
| IntroductionWarm Up | Counting |  | Counting |  Counting | Counting |
| Modelled | Whole class discussion of right and left. What is right and left? When do we use right and left? Describe familiar contexts – we read from left to right we write from left to right, some people are left handed etc. (introduce making a L with your finger and thumb) | Class discussion. What words do we use to tell someone where something is? Model an example with finding something around the room. E.g. can you get me a pencil, it’s on top of the desk.  | Discuss when we need to follow directions. Why? Revision of words we use to tell people where things are. Model giving a student directions to get something e.g. take 3 steps forward, 2 to the left pick up something.  |  Review language of direction and left and right. Model giving directions in the classroom with a student. (if students seem too fidgety keep them inside) | Have a look at some examples of treasure maps online. Model creating my treasure map and directions  |
| Strategies | Communication, real world relevance, sorting.  | Communication, real world connection |  |  | Communication, drawing, counting |
| Guided | Whole class sorting activity on IWB. Sort the squares into the left box etc.  | Frank the Frog around the room – Students take turns at placing frank around the room and describing where he is. Making sure to guide students descriptive language | Give each pair of students a set of directions e.g. 2 forward, 3 left, 1 right, etc. with arrows. Ask pairs to find where there instructions lead and to bring their treasure back to the floor.  | Explain to students that we are going outside to take turns at giving directions. And that all students need to behave appropriately and listen carefully. Or they will be missing out. In pairs as students to lead their partner to somewhere in the playground but only tell the partner giving instructions. Then reverse.  |  In pairs students are given a blank map sheet. As a team they need to create a treasure map and design a set of instructions to find the treasure. Work students through this process step by step. 1. Draw what your treasure is going to be
2. Pick a starting point
3. Pick a spot for your treasure
 |
| Independent | Students decorate their own right and left bands to use in a later activity – whole class |  | Students then complete a maze. Ask some students to share how they got through the maze.  | Students create a map of where they live after having brainstormed places to include (shopping centre, home, park, grandmas etc.) Then they develop their own pictoral instructions on how to get from home to somewhere.  |  |
| Level 1 | With the teacher students play **Fancy Feet.** The teacher lays out a pattern of feet labelled right and left. Students must make it through the pattern placing their feet on the right colours marked left/right and calling out the pattern as they go.  | In pairs students take a map and take turns describing where something is on that map. Students cross the object off the map when they find it. e.g. This object is next to the palm tree what is it? |  |  |  |
| Level 2 | In pairs students play a sorting game where they sort counters onto the left or right. Partner flips a number card and tells the other student if it’s to be placed left or right. Partner places counters  |  |  |  |  |
| Level 3 | Number booklet next page |  |  |  |  |
| Level 4 |  |  |  |  |  |
| Student Recording |  |  |  |  |  |
| Reflection | Students come together on the floor and watch the Twist left/right song. Watch for students using the right hands not just following the video.  |  |  |  | Students share what they have learned and created at the end of the lesson.  |

<http://childhood101.com/2013/07/left-and-right-games-fancy-footwork/>

### Substrand – Addition and Subtraction Term- 2 Week- 4

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| Day | Monday | Tuesday | Wednesday | Thursday | Friday |
| Outcome | MAe-5NA | MAe-5NA | MAe-5NA | MAe-5NA | MAe-5NA |
| Key Ideas | Combines, separates and compares collections of objects, describes using everyday language, and records using informal methods | Combines, separates and compares collections of objects, describes using everyday language, and records using informal methods | Combines, separates and compares collections of objects, describes using everyday language, and records using informal methods | Combines, separates and compares collections of objects, describes using everyday language, and records using informal methods | Combines, separates and compares collections of objects, describes using everyday language, and records using informal methods |
| Language | All together, count, forwards, backwards, joins, combines, take away, how many more, makes  | Maths Groups | All together, count, forwards, backwards, joins, combines, take away, how many more, makes | All together, count, forwards, backwards, joins, combines, take away, how many more, makes | All together, count, forwards, backwards, joins, combines, take away, how many more, makes |
| Equipment  |  |  |  |  |  |
| IntroductionWarm Up | Adding with a Pirate Song  |  | Number of the day  |  Subtracting with a pirate song  | Counting - Big numbers songNumber of the day  |
| Modelled | Model addition on the IWB by combining two groups – counting on |  | Model subtraction by taking away lollies examples supported by more problems on the IWB using number lines.  |   |  |
| Strategies | Counting on  |  |  |  |  |
| Guided |  | Making a human numberline and taking turns at practicing addition and subtraction along the number line.  | Making a human numberline and taking turns at practicing out addition and subtraction along the number line.  |  |   |
| Independent | Rabbit Ears Addition e.g. Ask students to hold up 3 on one hand and 2 on the other how many all together |  | . |  |  |
| Level 1 | **Shake and spill –** Using a cup and 10 2 coloured counters students shake and spill the counters recording (on **a 10 frame**) the different ways they make up 10 by counting the numbers of different coloured counters and adding together to make 10.   | **Find the Sum –** Students play a game where they roll two dice and add them together then record the sum on the sheet in the right column that tells us the answer | **Teddy Bear Sums Activity -**  |  | **Find the Sum –** Students play a game where they roll two dice and add them together then record the sum on the sheet in the right column that tells us the answer |
| Level 2 | **Addition worksheet –** elephant - add the numbers |  | **Subtraction Worksheet** |  | **Friends of 10 Owl matching game** – Students try and match the friends of 10 as a group  |
| Level 3 |  |  |  |  |  |
| Level 4 |  |  |  |  |  |
| Student Recording | See counting worksheet |  |  |  |  |
| Reflection | Bring students together to solve a simple addition puzzle on the board. Discuss how we could find the answer and solve the puzzle.  |  |  |  | . |

### Substrand – Area Term- 2 Week- 5

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| --- | --- | --- | --- | --- | --- |
| Day | Monday | Tuesday | Wednesday | Thursday | Friday |
| Outcome | MAe-10MG | MAe-10MG | MAe-10MG | MAe-10MG | MAe-10MG |
| Key Ideas | Describes and compares areas using everyday language | Describes and compares areas using everyday language | Describes and compares areas using everyday language | Describes and compares areas using everyday language | Describes and compares areas using everyday language |
| Language |  | Maths Groups |  |  |  |
| Equipment  |  |  |  |  |  |
| IntroductionWarm Up |  |  |  |   |  |
| Modelled |  |  | .  |   |  |
| Strategies |  |  |  |  |  |
| Guided | . |   |  |  |   |
| Independent | . |  | . |  |  |
| Level 1 |  |  |  |  |  |
| Level 2 |  |  |  |  |  |
| Level 3 |  |  |  |  |  |
| Level 4 |  |  |  |  |  |
| Student Recording |  |  |  |  |  |
| Reflection | .  |  |  |  | . |