## Early Stage 1

### Outcomes

NES1.1  *Counts to 30, orders, reads and represents numbers in the range 0–20*

NES1.2  *Combines, separates and compares collections of objects, describes using everyday language and records using informal methods*

### Yearly overview for Number

#### Term 1

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<thead>
<tr>
<th>Outcome</th>
<th>Concept</th>
<th>Language Focus</th>
<th>Teaching and Learning Strategies</th>
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</table>
| NES1.1  | Dot pattern recognition. | • One, two, three, four, five and six.  
• Dot pattern. | • Use jumbo dice.  
• Play dominoes.  
• Sequence dot card 1 to 10.  
• Match dot patterns to numerals.  
• Play Apple Turn Over (Developing Early Numeracy Strategies). |
| NES1.1  | Counting forward to 10. | • Before, after and next. | • Hidden number on the number line.  
• Race to 10. Sequencing number cards to 10.  
• Counting one-to-one using counters. |
| NES1.1  | Matches numerals to objects. | • One, two, three, four, five, six, seven, eight, nine and ten. | • Matching puzzles.  
• Label groups of objects.  
• Card game ‘Fish’. |
| NES1.1  | Represents numerals to 5. | • Tens frame.  
• More and less. | • Tens frame to represent numbers. Select pegs and paddle-pop sticks to represent numbers.  
• Card Bingo. Using a deck of cards. |
| NES1.1  | Counting backwards to zero. | • Before, after and next. | • Sing ‘Ten Green Bottles’.  
• Counting backwards using tens frame.  
• Hidden numbers. What numbers are missing? Use a number line. |
| NES1.1  | Counts forwards in the range 1–10. | • Before, after and next.  
• Bigger and smaller.  
• Counting on.  
• One, two, three, four, five, six, seven, eight, nine and ten. | • Number lines. Peg numbers between 1 and 10 on a number line, discussing placement.  
• Game – Before and After?  
• Counting up from any number on the number line. Students have individual number lines.  
• Counting on using objects inside a bag. |
| NES1.1  | Counts backwards in the range 1–10. Revision. | | • Games – Apple Turn Over and Babies and Mummies.  
• Dominoes. |
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<td><strong>Outcome</strong></td>
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| NES1.1 | Whole Number 1–10 | • One, two, three, four, five, six, seven, eight, nine and ten. | • Card game. Go Fish (Number Identification).  
• What number is missing? Turn over number cards in a number line.  
• Numeral production. Holding up fingers to match a number.  
• Worksheet. Missing numbers in a number line. |
| NES1.1 | Whole Number 1–10 | • One, two, three, four, five, six, seven, eight, nine and ten.  
• __ and __ makes 5. | • Card game. Go Fish with Year 4 buddy class.  
• Discussing numbers before and after.  
• Read Big Book ‘About 10’.  
• Making combinations to 5 using counters. |
| NES1.1 | Whole Number 1–10 | • First, second, third, fourth, fifth, sixth, seventh, eighth, ninth and tenth. | • Race to 10.  
• Revision combinations to 5.  
• Combinations to 5 using coloured blocks. |
| NES1.1 | Whole Number 1–10 | • Counting on.  
• One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen and twenty. | • Counting to 20. Counting on from a given number with Year 4 buddy class. Using a number line to assist.  
• Counting backwards from 20. Using cards, a number line and independently. |
| NES1.1 | Whole Number 1–10 | • Counting on.  
• Before, after, next.  
• Counting by two.  
• Counting by one. | • Create a number word wall.  
• Counting to 20 in a circle using both a loud voice and soft voice.  
• What number comes before and after?  
• Placing a peg on the number line to estimate the position of a number. |
| NES1.1 | Whole Number | • Counting by two. | • Counting by 2s using animal footprints.  
Discussing Aboriginal hunting and looking at footprints.  
• Counting by 2s using pairs of socks.  
• Combinations for 10 using a tens frame. |

*NES1.1 Counts to 30, orders, reads and represents numbers in the range 0–20*
## Term 3

<table>
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<tr>
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<th>Teaching and Learning Activity</th>
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| NES1.1  | Whole Number 11–20 | • Before and after. | • Numbers before and after using the number line.  
• Grouping centicubes in 2s to count.  
• Colouring every second number on the number line.  
• Using 10s and 1s blocks to model numbers to 20. |
| NES1.1  | Whole Number 11–20 | • Counting backwards.  
• Take away. | • Orders numbers to 20.  
• Simple subtraction. Problem-solving in small groups.  
• Re-counting the number of objects left after taking away some. |
| NES1.1  | Whole Number Money/Coins | • Doubles. | • Recognising doubles. Using small doubles to count.  
• Using terms coin, note, cents and dollars.  
• Recognising the different coins.  
• Playing shop. Buying fruit and vegetables.  
• Matching coins to value: $0.50, $1, $2, $0.20, $0.10 and $0.05. |
| NES1.1  | Whole Number 11–20 | • More than 10.  
• Doubles. | • Comparing numbers to 20, eg small or larger.  
• Using 10 as a reference in forming numbers from 11 to 20, eg 13 is 3 more than ten. Using 10s blocks.  
• Rolling one dice and doubling it.  
• Using doubles to make a number. |
| NES1.4  | Fractions and Decimals | • Half, equal groups. | • Estimating and counting objects to 20.  
• Halves. Review concept (two equal parts). Divide groups in half using counters.  
• Cut fairy bread in half. Eat half. Give half to another class member.  
• Colouring half of a picture. |
| NES1.1  | Whole Number 11–20 | | • Name numbers before and after given numbers up to 20.  
• Comparing to groups. Which group is smaller?  
• Pretend to buy items from the canteen. |
| NES1.2  | Addition and Subtraction | • Fingers, counting backwards, take away and subtract. | • Counting backwards from 30.  
• Using fingers to subtract.  
• Using a tens frame to subtract.  
• Crossing out pictures to subtract, and recording answers. |
| NES1.1  | Whole Number 11–20 | • Groups, groups of and rows of. | • Sorts and describes a collection of objects as groups.  
• Records groups, eg 2 groups of 3 frogs. |
| NES1.2  | Addition and Subtraction | • Counting backwards. | • Counts back by one to subtract using a tens frame.  
• Estimating if the number will be larger or smaller. |