

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

Outcome	Concept	Language Focus	Teaching and Learning Strategies
NES1.1	Dot pattern recognition.	<ul style="list-style-type: none"> One, two, three, four, five and six. Dot pattern. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Before, after and next. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> One, two, three, four, five, six, seven, eight, nine and ten. 	<ul style="list-style-type: none"> Matching puzzles. Label groups of objects. Card game 'Fish'.
NES1.1	Represents numerals to 5.	<ul style="list-style-type: none"> Tens frame. More and less. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Before, after and next. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Before, after and next. Bigger and smaller. Counting on. One, two, three, four, five, six, seven, eight, nine and ten. 	<ul style="list-style-type: none"> 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.		<ul style="list-style-type: none"> Games – Apple Turn Over and Babies and Mummies. Dominoes.

Term 2

Outcome	Concept	Language Focus	Teaching and Learning Activity
NES1.1	Whole Number 1–10	<ul style="list-style-type: none"> One, two, three, four, five, six, seven, eight, nine and ten. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> One, two, three, four, five, six, seven, eight, nine and ten. __ and __ makes 5. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> __ and __ makes 5. 	<ul style="list-style-type: none"> Race to 10. Revision combinations to 5. Combinations to 5 using coloured blocks.
NES1.1	Whole Number 1–10	<ul style="list-style-type: none"> Counting on. One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen and twenty. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> First, second, third, fourth, fifth, sixth, seventh, eighth, ninth and tenth. 	<ul style="list-style-type: none"> Ordinal Numbers. Imaginary race, present winning ribbons. Examine and order train posters.
NES1.1	Whole Number 1–10	<ul style="list-style-type: none"> Counting on. Before, after, next. Counting by two. Counting by one. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Counting by two. 	<ul style="list-style-type: none"> 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

Outcome	Concept	Language Focus	Teaching and Learning Activity
NES1.1	Whole Number 11–20	<ul style="list-style-type: none"> • Before and after. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Counting backwards. • Take away. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Doubles. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • More than 10. • Doubles. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Half, equal groups. 	<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Fingers, counting backwards, take away and subtract. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Groups, groups of and rows of. 	<ul style="list-style-type: none"> • Sorts and describes a collection of objects as groups. • Records groups, eg 2 groups of 3 frogs.
NES1.2	Addition and Subtraction	<ul style="list-style-type: none"> • Counting backwards. 	<ul style="list-style-type: none"> • Counts back by one to subtract using a tens frame. • Estimating if the number will be larger or smaller.