

Website Sample

EVALUATION ONLY: Do not use for class - use newest version

Sample Planner

Version

9

Foundation Tier One





Foundation Tier One Sample Planner

Term 1 - Counting Forwards 1 to 10

p.4

Term 1
10 weeks

Teacher Led Activities 1 to 10

Exploratory Play Activities 1 to 5

Guided Play Matching Activities 1 to 32

Term 2 - Counting Backwards 10 to 1

p.7

Term 2
8 weeks

Teacher Led Activities 11 to 19

Exploratory Play Activities 6 to 9

Guided Play Choosing Activities 1 to 32

Term 3 - Counting Forwards 10 to 20

p.10

Term 3
10 weeks

Teacher Led Activities 20 to 30

Exploratory Play Activities 10 to 13

Guided Play Building Activities 1 to 32

Term 4 - Counting Backwards 20 to 10

p.13

Term 4
9 weeks

Teacher Led Activities 31 and 40

Exploratory Play Activities 14 to 17

Guided Play Filling Activities 1 to 32

Where Bond Blocks Fit

Bond Blocks are used within a Concrete-Representational-Abstract approach to teaching.

Bond Blocks are a **representational manipulative** designed to help students move from the concrete stage of counting single objects to the abstract stage of a mental number line. The length and number on the block represent a quantity of countable cubes.

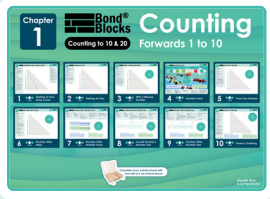
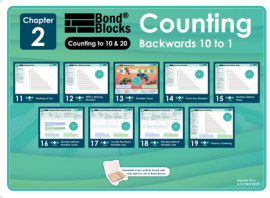
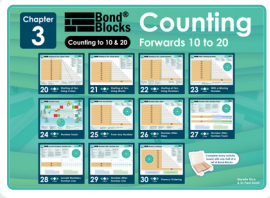

Before using Bond Blocks, students should practise counting objects that are the same size, shape and colour, in a collection, with one-to-one correspondence. Examples include cubes and counters on ten strips.

Focus on developing the first three counting principles.

- 1 Stable Order**
Number names are said in the conventional order.
- 2 One-to-One Correspondence**
Each item is counted once, as the corresponding word is said.
- 3 Cardinal Value**
The last number said indicated the total for the group.






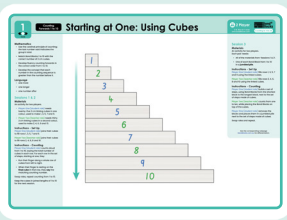
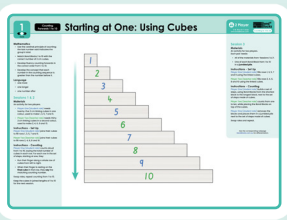
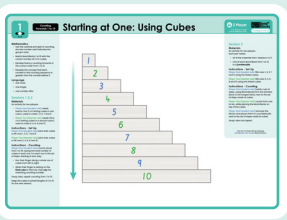




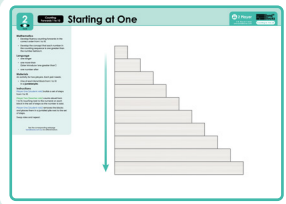
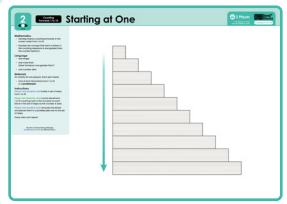
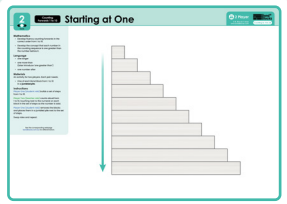
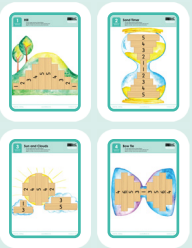




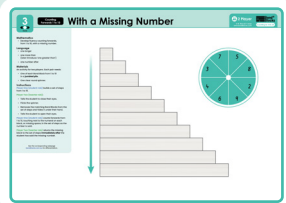
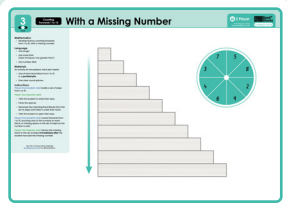
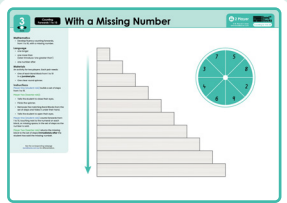
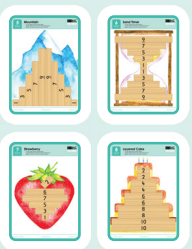








Gelman, R. & Gallistel, C. (1978) *The Child's Understanding of Number*. Cambridge, MA. Harvard University Press.

After this, students repeat and consolidate this counting sequence using Bond Blocks. For example,

Term	Bond Blocks Focus	Class Maths Counting Focus
Term 1	 <p>Forwards 1 to 10</p>	<p>Forwards zero¹ to ten</p> <p>Backwards ten to zero</p>
Term 2	 <p>Backwards 10 to 1</p>	<p>Forwards ten to twenty</p> <p>Forwards beyond² twenty</p>
Term 3	 <p>Forwards 10 to 20</p>	<p>Backwards twenty to ten</p>
Term 4	 <p>Backwards 20 to 10</p>	<p>Review backwards from ten</p> <p>Forwards beyond twenty</p>

¹Zero can be used when Bond Blocks are arranged in a set of steps by pointing to the space on the before the 1 block. There is no Bond Block for zero, because zero means no blocks.

²It is essential students count beyond 20. Foundation curriculum states "to at least 20". Counting beyond 20 helps students see patterns in the ones and tens digits of two-digit numbers and understand how these digits relate to the size of the number. This increases students' awareness as to why writing the teen numbers as they are said is not correct. For example, it is common for students to initially write 'fourteen' incorrectly, as 41. However, once they learn the counting into the forties, they often self-correct, realising they have written 'forty-one'. Increasing students understanding of the number sequence past 20 is a more effective way to correct errors in writing teen numbers, than focusing on numbers only to 20. Stopping students learning about numbers beyond 20 because they write the teen numbers incorrectly is counterproductive.

Week	Activity			
1	Day 1 - Exploratory Play  20 min <input type="checkbox"/> Completed	Day 2 - Teacher Led Activity  20 min <input type="checkbox"/> Completed	Day 3 - Teacher Led Activity  20 min <input type="checkbox"/> Completed	Day 4 - Teacher Led Activity  20 min <input type="checkbox"/> Completed
	 <p>1) Introductory Play *Students must do this before the 'Starting at One: Using Cubes' teacher led counting activity</p>	 <p>1) Starting at One: Using Cubes • Session 1: Set Up and Counting using cubes.</p>	 <p>1) Starting at One: Using Cubes • Session 2: Set Up and Counting using cubes.</p>	 <p>1) Starting at One: Using Cubes • Session 3: Set Up and Counting using cubes and Bond Blocks.</p>
	Day 1 - Teacher Led Activity  8 min <input type="checkbox"/> Completed	Day 2 - Teacher Led Activity  8 min <input type="checkbox"/> Completed	Day 3 - Teacher Led Activity  8 min <input type="checkbox"/> Completed	Day 4 - Guided Play  8 min <input type="checkbox"/> Completed
	 <p>2) Starting at One</p>	 <p>2) Starting at One</p>	 <p>2) Starting at One</p>	 <p>Matching Activities 1 to 4</p>
3	Day 1 - Teacher Led Activity  8 min <input type="checkbox"/> Completed	Day 2 - Teacher Led Activity  8 min <input type="checkbox"/> Completed	Day 3 - Teacher Led Activity  8 min <input type="checkbox"/> Completed	Day 4 - Guided Play  8 min <input type="checkbox"/> Completed
	 <p>3) With a Missing Number</p>	 <p>3) With a Missing Number</p>	 <p>3) With a Missing Number</p>	 <p>Matching Activities 5 to 8</p>
	Day 1 - Teacher Led Activity  8 min <input type="checkbox"/> Completed	Day 2 - Teacher Led Activity  8 min <input type="checkbox"/> Completed	Day 3 - Teacher Led Activity  8 min <input type="checkbox"/> Completed	Day 4 - Guided Play or Exploratory Play  8 min <input type="checkbox"/> Completed
	 <p>4) Number Track</p>	 <p>4) Number Track</p>	 <p>4) Number Track</p>	 <p>Matching Activities 9 to 12 or EP 2) Building Things I Know</p>

Week	Activity			
5	Day 1 - Teacher Led Activity 8 min <input type="checkbox"/> Completed	Day 2 - Teacher Led Activity 8 min <input type="checkbox"/> Completed	Day 3 - Teacher Led Activity 8 min <input type="checkbox"/> Completed	Day 4 - Guided Play or Exploratory Play 8 min <input type="checkbox"/> Completed
	5) From Any Number	5) From Any Number	5) From Any Number	Matching Activities 13 to 16 or EP 3) Bond Blocks and 2 cm Cubes
6	Day 1 - Teacher Led Activity 8 min <input type="checkbox"/> Completed	Day 2 - Teacher Led Activity 8 min <input type="checkbox"/> Completed	Day 3 - Teacher Led Activity 8 min <input type="checkbox"/> Completed	Day 4 - Guided Play 8 min <input type="checkbox"/> Completed
	6) Number After Steps	6) Number After Steps	6) Number After Steps	Matching Activities 17 to 20
7	Day 1 - Teacher Led Activity 8 min <input type="checkbox"/> Completed	Day 2 - Teacher Led Activity 8 min <input type="checkbox"/> Completed	Day 3 - Teacher Led Activity 8 min <input type="checkbox"/> Completed	Day 4 - Guided Play 8 min <input type="checkbox"/> Completed
	7) Number After: Number Track	7) Number After: Number Track	7) Number After: Number Track	Matching Activities 21 to 24

Week	Activity			
8	Day 1 – Teacher Led Activity 8 min <input type="checkbox"/> Completed	Day 2 – Teacher Led Activity 8 min <input type="checkbox"/> Completed	Day 3 – Teacher Led Activity 8 min <input type="checkbox"/> Completed	Day 4 – Guided Play or Exploratory Play 8 min <input type="checkbox"/> Completed
	8) Locate Numbers: Number Line	8) Locate Numbers: Number Line	8) Locate Numbers: Number Line	Matching Activities 25 to 28 or EP 4) How Many Cubes? Up to Three
9	Day 1 – Teacher Led Activity 8 min <input type="checkbox"/> Completed	Day 2 – Teacher Led Activity 8 min <input type="checkbox"/> Completed	Day 3 – Teacher Led Activity 8 min <input type="checkbox"/> Completed	Day 4 – Guided Play or Exploratory Play 8 min <input type="checkbox"/> Completed
	9) Number After: Number Line	9) Number After: Number Line	9) Number After: Number Line	Matching Activities 29 to 32 or EP 5) Building Roads: Routes
10	Day 1 – Teacher Led Activity 8 min <input type="checkbox"/> Completed	Day 2 – Teacher Led Activity 8 min <input type="checkbox"/> Completed	Day 3 – Teacher Led Activity 8 min <input type="checkbox"/> Completed	Day 4 – Guided Play 8 min <input type="checkbox"/> Completed
	10) Fluency Ordering	10) Fluency Ordering	10) Fluency Ordering	Teacher's choice of a previous activity as review.

End of sample.
Use full version for class