



WA/TAS

Tier One Implementation Planner: Pre-Founda**tion**

WA / TAS





Tier One Implementation Planner: Pre-Foundation (WA/TAS)

This planner is specifically for Pre-Foundation. In Western Australian and Tasmania, students can attend “Kindy” for two or three days a week. This planner is based on the Western Australian School and Curriculum Standards and Authority Kindergarten Curriculum Guidelines and the Early Years Learning Framework.

Term 1 - Counting Forwards 1 to 5

p.5

8 weeks	Teacher Led Activities	Exploratory Play Activities	Guided Play Activities
	• ◀▶▶ 'a little easier' 1, 2 and 3	• 1 and 2	• Matching Activities 1 to 16

Term 2 - Counting Forwards 1 to 5

p.8

8 weeks	Teacher Led Activities	Exploratory Play Activities	Guided Play Activities
	• ◀▶▶ 'a little easier' 4, 8 and 10	• 3 and 4	• Choosing Activities 1 to 16

Term 3 - Counting Forwards 1 to 10

p.11

8 weeks	Teacher Led Activities	Exploratory Play Activities	Guided Play Activities
	• 1, 2 and 3	• 5 and 6	• Building Activities 1 to 16

Term 4 - Counting Forwards 1 to 10

p.13

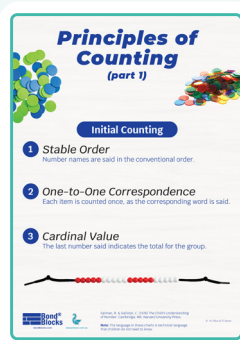
8 weeks	Teacher Led Activities	Exploratory Play Activities	Guided Play Activities
	• 4, 8 and 10	• 7 and 8	• Filling Activities 1 to 16

Counting Principles Posters

For more information refer to the introductory video PL.



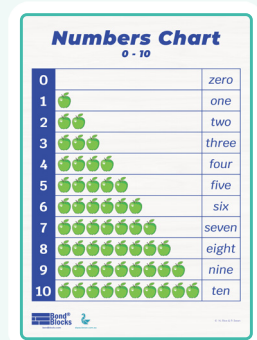
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Principles of Counting Part 1



Principles of Counting Part 2



'Apples' Numbers Chart 0 - 10

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

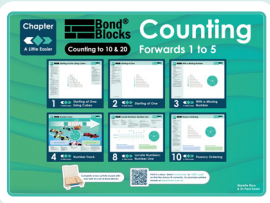
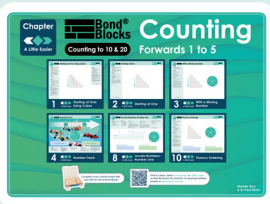
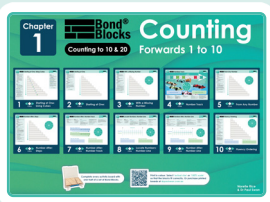
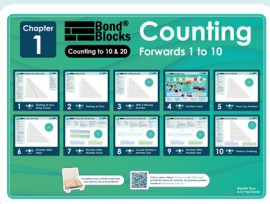
Each item is counted once, as the corresponding word is said.

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 consolidate and extend this counting sequence using Bond Blocks. For example,



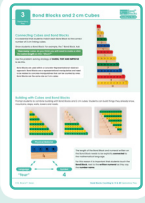





Term	Counting <i>discrete objects</i> using the first three counting principles:	Consolidating and extending counting sequences using Bond Blocks
Term 1	Forwards one to ten. <ul style="list-style-type: none"> Stable Order One-to-One Correspondence Cardinal Value 	 <p>Forwards 1 to 5</p> <ul style="list-style-type: none"> 1) Starting at One: Using Cubes 'a little easier' 2) Starting at One 'a little easier' 3) With a Missing Number 'a little easier'
Term 2	Forwards one to ten ¹ . <ul style="list-style-type: none"> Stable Order One-to-One Correspondence Cardinal Value 	 <p>Forwards 1 to 5</p> <ul style="list-style-type: none"> 4) Number Track 'a little easier' 8) Locate Numbers: Number Line 'a little easier' 10) Fluency Ordering 'a little easier'
Term 3	Forwards one to ten ¹ . <ul style="list-style-type: none"> Stable Order One-to-One Correspondence Cardinal Value Order Irrelevance Abstraction 	 <p>Forwards 1 to 10</p> <ul style="list-style-type: none"> 1) Starting at One: Using Cubes 2) Starting at One 3) With a Missing Number
Term 4	Forwards one to ten ¹ . <ul style="list-style-type: none"> Stable Order One-to-One Correspondence Cardinal Value Order Irrelevance Abstraction 	 <p>Forwards 1 to 10</p> <ul style="list-style-type: none"> 4) Number Track 8) Locate Numbers: Number Line 10) Fluency Ordering

¹Zero can be introduced when contextually appropriate. For example, when Bond Blocks are arranged in a set of steps, point to the space before the 1 block. There is no Bond Block for zero, because zero means no blocks.

Activities

“Bond Blocks Counting to 10: Pre-Foundation” uses the following activities:

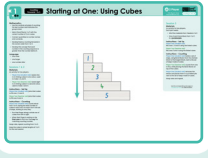
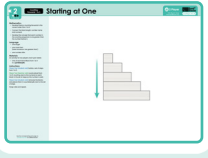
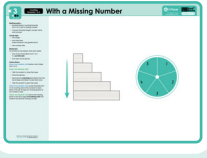

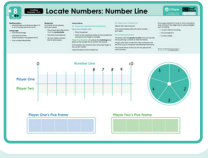

Exploratory Play Activities already completed:

							
EP 1	EP 2	EP 3	EP 4	EP 5	EP 6	EP 7	EP 8

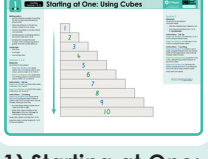



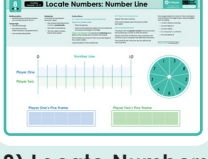
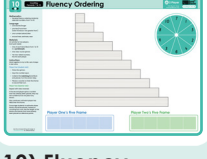
Guided Play Activities of Matching, Choosing, Building and Filling already completed:

			
Matching Activities 1 to 16	Choosing Activities 1 to 16	Building Activities 1 to 16	Filling Activities 1 to 16

Counting Forwards 1 to 5 Teacher Led Activities:

					
1) Starting at One: Using Cubes 'a little easier'	2) Starting at One 'a little easier'	3) With a Missing Number 'a little easier'	4) Number Track 'a little easier'	8) Locate Numbers: Number Line 'a little easier'	10) Fluency Ordering 'a little easier'

Counting Forwards 1 to 10 Teacher Led Activities:

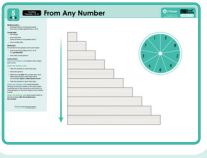

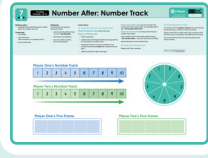
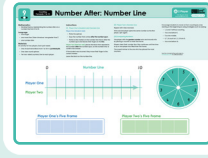
					
1) Starting at One: Using Cubes	2) Starting at One	3) With a Missing Number	4) Number Track	8) Locate Numbers: Number Line	10) Fluency Ordering

Foundation Curriculum

Please note, “Bond Blocks Counting to 10: Pre-Foundation” only covers the counting forwards to 10 sequence starting at one, not counting to ten from any number.

For this reason, these Teacher Led Activities from the “Counting Forwards 1 to 10” chapter are not included:

Teacher Led Activities for Counting Forwards 1 to 10 that will be new to students:

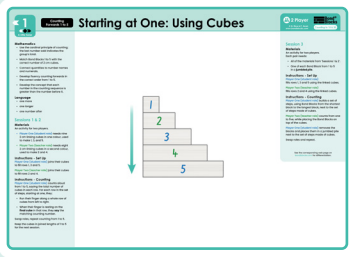
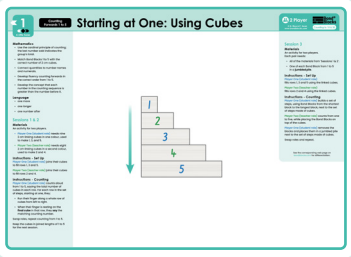
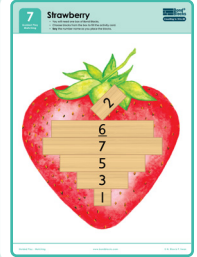

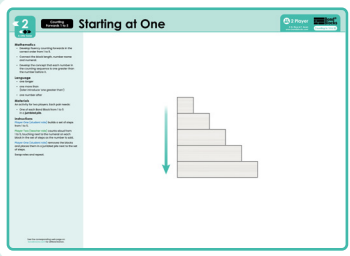
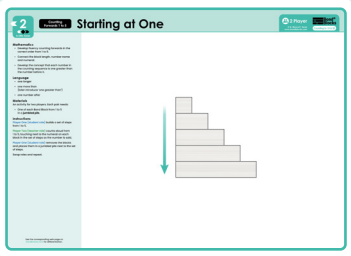
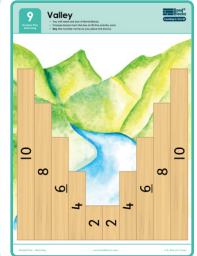
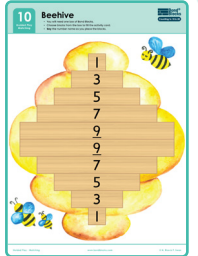
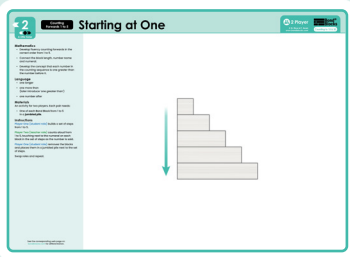
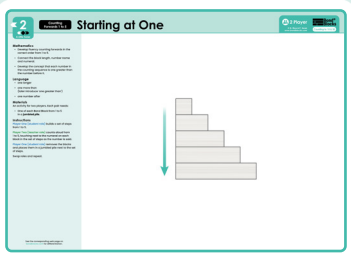
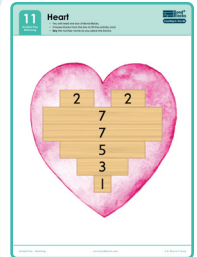
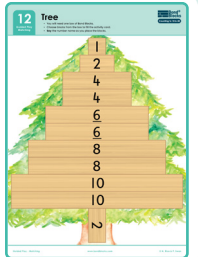
			
5) From Any Number	6) Number After: Steps	7) Number After: Number Track	9) Number After: Number Line

These boards are included in the following year as part of “Counting to 10 and 20: Foundation”.

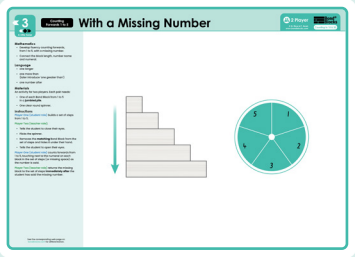
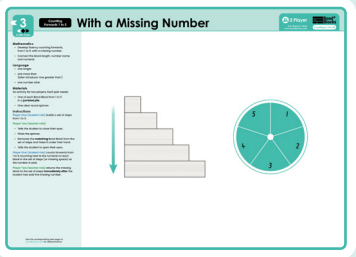

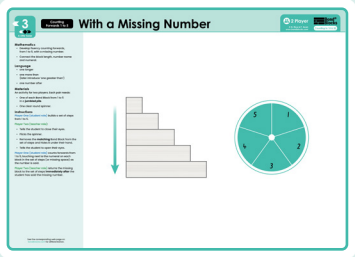
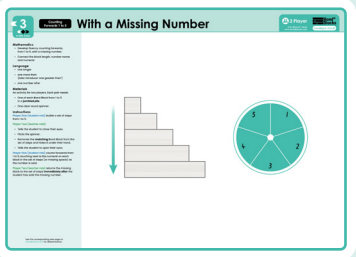
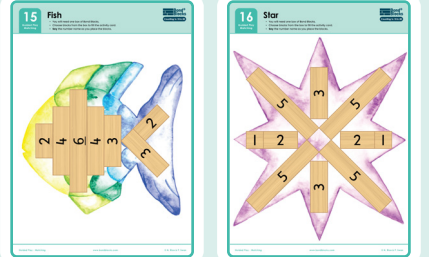


Term 1 - Counting Forwards 1 to 5

Week	Activity		
1	Day 1 - Teacher ⌚ 8 min <input type="checkbox"/> Completed	Day 2 - EA / Parent ⌚ 8 min <input type="checkbox"/> Completed	Day 3 - EA / Parent ⌚ 8 min <input type="checkbox"/> Completed
	EP 1) Introductory Play	EP 1) Introductory Play	Matching Activities 1 and 2
2	Day 1 - Teacher ⌚ 8 min <input type="checkbox"/> Completed	Day 2 - EA / Parent ⌚ 8 min <input type="checkbox"/> Completed	Day 3 - EA / Parent ⌚ 8 min <input type="checkbox"/> Completed
	EP 2) Building Things I Know	EP 2) Building Things I Know	Matching Activities 3 and 4
3	Day 1 - Teacher Understanding ⌚ 8 min <input type="checkbox"/> Completed	Day 2 - EA / Parent ⌚ 8 min <input type="checkbox"/> Completed	Day 3 - EA / Parent ⌚ 8 min <input type="checkbox"/> Completed
	1) Starting at One: Using Cubes ◀▶▶ 'a little easier': Session 1&2 <ul style="list-style-type: none"> • Educator watches Session 1 & 2 video. • Students complete activity. 	1) Starting at One: Using Cubes ◀▶▶ 'a little easier' <ul style="list-style-type: none"> • Repeat activity. 	Matching Activities 5 and 6

Week	Activity		
4	Day 1 - Teacher Understanding ⌚ 8 min <input type="checkbox"/> Completed	Day 2 - EA / Parent ⌚ 8 min <input type="checkbox"/> Completed	Day 3 - EA / Parent ⌚ 8 min <input type="checkbox"/> Completed
	 <p>1) Starting at One: Using Cubes '◀▶' 'a little easier': Session 3</p> <ul style="list-style-type: none"> Educator watches Session 3 video. Students complete activity. 	 <p>1) Starting at One: Using Cubes '◀▶' 'a little easier'</p> <ul style="list-style-type: none"> Repeat activity. 	  <p>Matching Activities 7 and 8</p>
5	Day 1 - Teacher Fluency ⌚ 8 min <input type="checkbox"/> Completed	Day 2 - EA / Parent ⌚ 8 min <input type="checkbox"/> Completed	Day 3 - EA / Parent ⌚ 8 min <input type="checkbox"/> Completed
	 <p>2) Starting at One '◀▶' 'a little easier'</p> <ul style="list-style-type: none"> Educator watches video. Students complete activity. 	 <p>2) Starting at One '◀▶' 'a little easier'</p> <ul style="list-style-type: none"> Repeat activity. 	  <p>Matching Activities 9 and 10</p>
6	Day 1 - Teacher Fluency ⌚ 8 min <input type="checkbox"/> Completed	Day 2 - EA / Parent ⌚ 8 min <input type="checkbox"/> Completed	Day 3 - EA / Parent ⌚ 8 min <input type="checkbox"/> Completed
	 <p>2) Starting at One '◀▶' 'a little easier'</p> <ul style="list-style-type: none"> Repeat activity. 	 <p>2) Starting at One '◀▶' 'a little easier'</p> <ul style="list-style-type: none"> Repeat activity. 	  <p>Matching Activities 11 and 12</p>



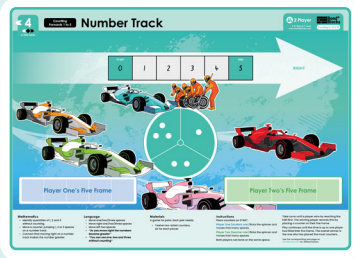
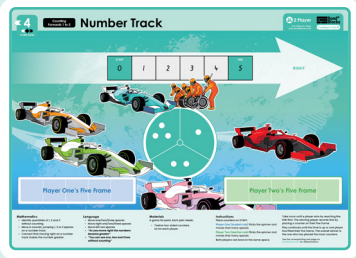
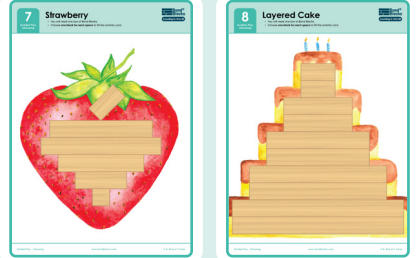
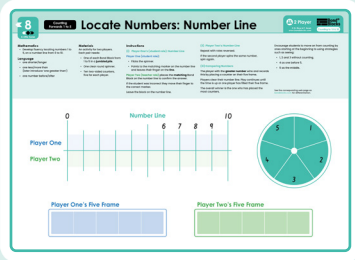
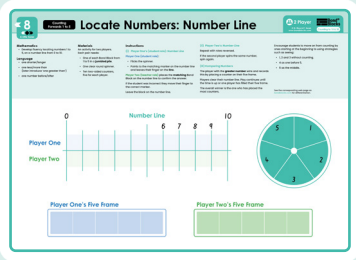

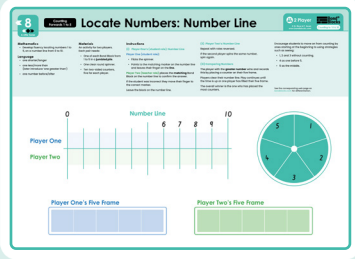
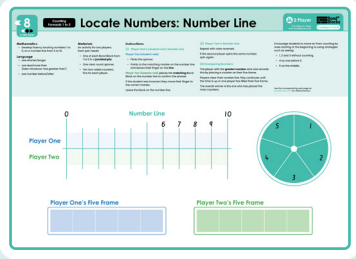

Week	Activity		
7	<p>Day 1 - Teacher Fluency</p> <p>🕒 8 min <input type="checkbox"/> Completed</p>	<p>Day 2 - EA / Parent</p> <p>🕒 8 min <input type="checkbox"/> Completed</p>	<p>Day 3 - EA / Parent</p> <p>🕒 8 min <input type="checkbox"/> Completed</p>
	 <p>3) With a Missing Number ◀▶▶ 'a little easier'</p> <ul style="list-style-type: none"> • Educator watches video. • Students complete activity. 	 <p>3) With a Missing Number ◀▶▶ 'a little easier'</p> <ul style="list-style-type: none"> • Repeat activity. 	 <p>Matching Activities 13 and 14</p>
8	<p>Day 1 - Teacher Fluency</p> <p>🕒 8 min <input type="checkbox"/> Completed</p>	<p>Day 2 - EA / Parent</p> <p>🕒 8 min <input type="checkbox"/> Completed</p>	<p>Day 3 - EA / Parent</p> <p>🕒 8 min <input type="checkbox"/> Completed</p>
	 <p>3) With a Missing Number ◀▶▶ 'a little easier'</p> <ul style="list-style-type: none"> • Repeat activity. 	 <p>3) With a Missing Number ◀▶▶ 'a little easier'</p> <ul style="list-style-type: none"> • Repeat activity. 	 <p>Matching Activities 15 and 16</p>



Term 2 - Counting Forwards 1 to 5

Week	Activity		
1	Day 1 - Teacher 8 min <input type="checkbox"/> Completed	Day 2 - EA / Parent 8 min <input type="checkbox"/> Completed	Day 3 - EA / Parent 8 min <input type="checkbox"/> Completed
	EP 3) Bond Blocks and 2 cm Cubes	EP 3) Bond Blocks and 2 cm Cubes	Choosing Activities 1 and 2
2	Day 1 - Teacher 8 min <input type="checkbox"/> Completed	Day 2 - EA / Parent 8 min <input type="checkbox"/> Completed	Day 3 - EA / Parent 8 min <input type="checkbox"/> Completed
	EP 4) How Many Cubes? Up to three.	EP 4) How Many Cubes? Up to three.	Choosing Activities 3 and 4
3	Day 1 - Teacher Fluency 8 min <input type="checkbox"/> Completed	Day 2 - EA / Parent 8 min <input type="checkbox"/> Completed	Day 3 - EA / Parent 8 min <input type="checkbox"/> Completed
	4) Number Track ◀▶ 'a little easier' <ul style="list-style-type: none"> • Educator watches video. • Students complete activity. 	4) Number Track ◀▶ 'a little easier' <ul style="list-style-type: none"> • Repeat activity. 	Choosing Activities 5 and 6



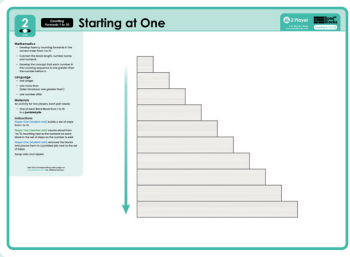
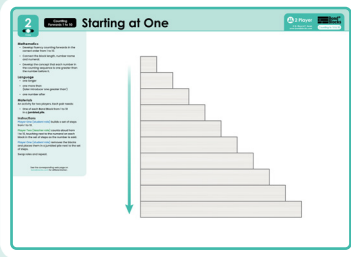
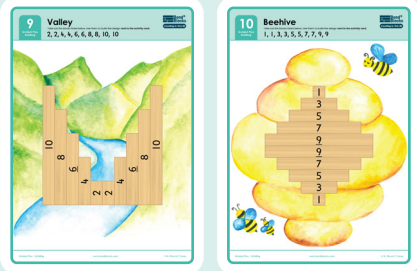
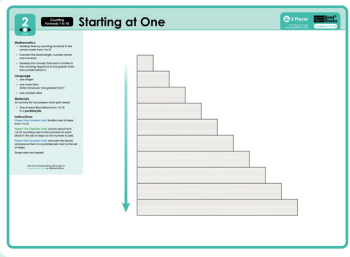
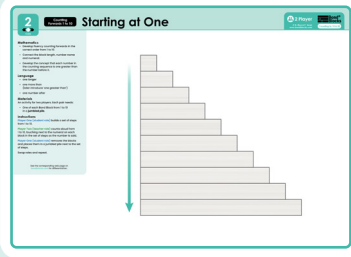

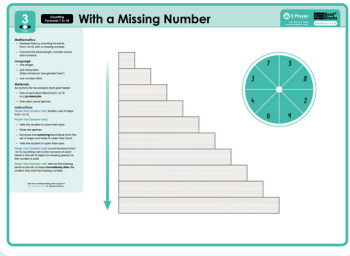
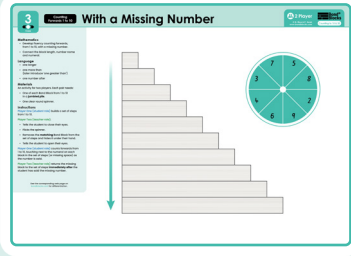
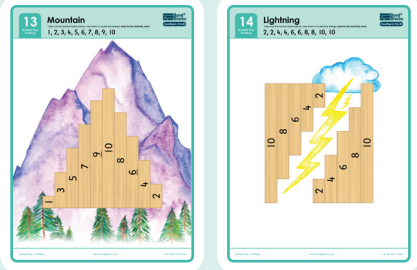
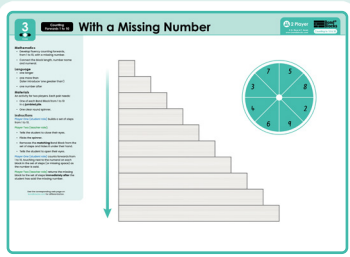
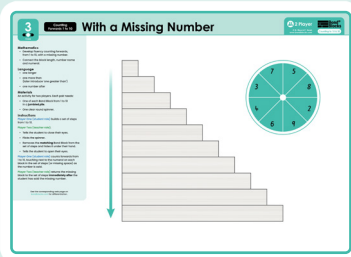
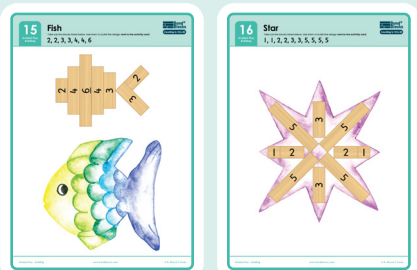
Week	Activity		
4	Day 1 - Teacher Fluency ⌚ 8 min <input type="checkbox"/> Completed	Day 2 - EA / Parent ⌚ 8 min <input type="checkbox"/> Completed	Day 3 - EA / Parent ⌚ 8 min <input type="checkbox"/> Completed
	 <p>4) Number Track ◀▶ 'a little easier' • Repeat activity.</p>	 <p>4) Number Track ◀▶ 'a little easier' • Repeat activity.</p>	 <p>Choosing Activities 7 and 8</p>
5	Day 1 - Teacher Understanding ⌚ 8 min <input type="checkbox"/> Completed	Day 2 - EA / Parent ⌚ 8 min <input type="checkbox"/> Completed	Day 3 - EA / Parent ⌚ 8 min <input type="checkbox"/> Completed
	 <p>8) Locate Numbers: Number Line ◀▶ 'a little easier': Numbered • Educator watches video. • Students complete activity. • This is very hard. Working with number lines lays the foundation for next year.</p>	 <p>8) Locate Numbers: Number Line ◀▶ 'a little easier' • Repeat activity.</p>	 <p>Choosing Activities 9 and 10</p>
6	Day 1 - Teacher Understanding ⌚ 8 min <input type="checkbox"/> Completed	Day 2 - EA / Parent ⌚ 8 min <input type="checkbox"/> Completed	Day 3 - EA / Parent ⌚ 8 min <input type="checkbox"/> Completed
	 <p>8) Locate Numbers: Number Line ◀▶ 'a little easier': Partly Numbered • Educator watches video. • Students complete activity. • This is very hard. Working with number lines lays the foundation for next year.</p>	 <p>8) Locate Numbers: Number Line ◀▶ 'a little easier' • Repeat activity.</p>	 <p>Choosing Activities 11 and 12</p>

Week	Activity		
7	Day 1 - Teacher Fluency 8 min <input type="checkbox"/> Completed	Day 2 - EA / Parent 8 min <input type="checkbox"/> Completed	Day 3 - EA / Parent 8 min <input type="checkbox"/> Completed
	 <p>10) Fluency Ordering ◀▶ 'a little easier'</p> <ul style="list-style-type: none"> • Educator watches video. • Students complete activity. 	 <p>10) Fluency Ordering ◀▶ 'a little easier'</p> <ul style="list-style-type: none"> • Repeat activity. 	 <p>Choosing Activities 13 and 14</p>
8	Day 1 - Teacher Fluency 8 min <input type="checkbox"/> Completed	Day 2 - EA / Parent 8 min <input type="checkbox"/> Completed	Day 3 - EA / Parent 8 min <input type="checkbox"/> Completed
	 <p>10) Fluency Ordering ◀▶ 'a little easier'</p> <ul style="list-style-type: none"> • Repeat activity. 	 <p>10) Fluency Ordering ◀▶ 'a little easier'</p> <ul style="list-style-type: none"> • Repeat activity. 	 <p>Choosing Activities 15 and 16</p>



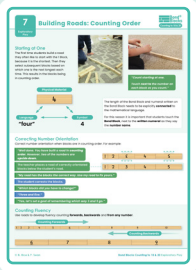

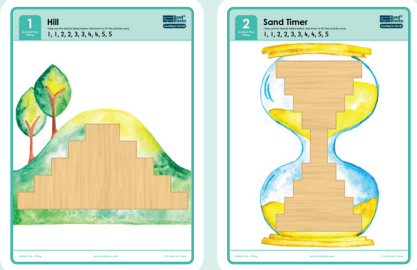
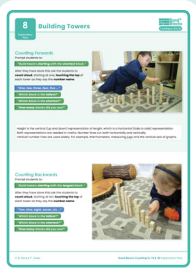

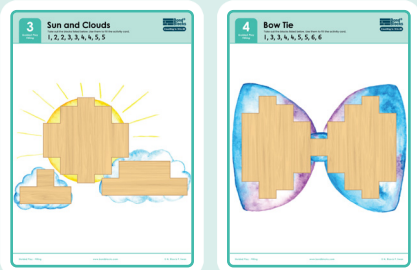
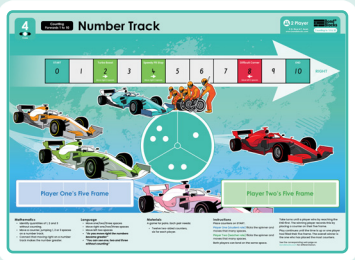
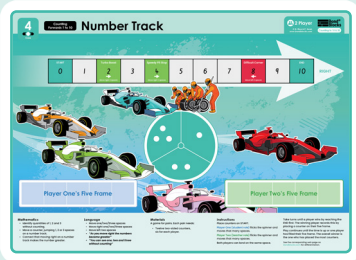
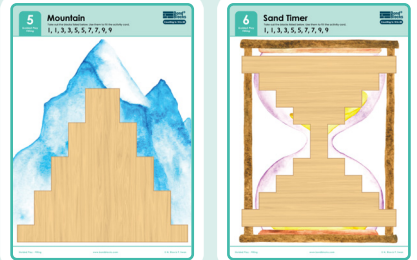
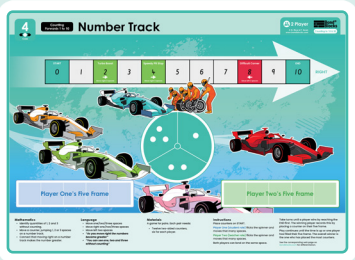
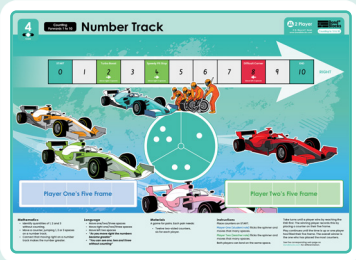
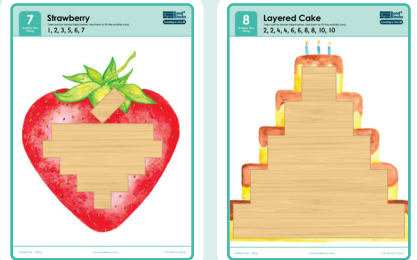
Term 3 - Counting Forwards 1 to 10

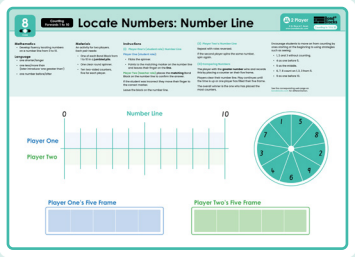
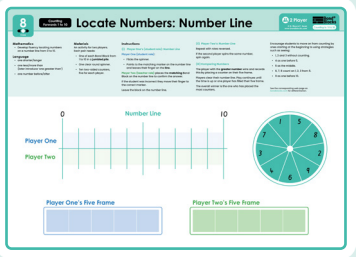

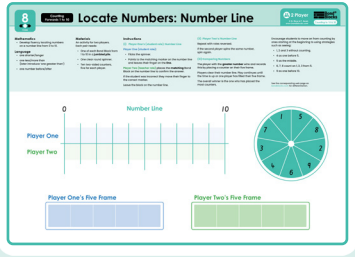
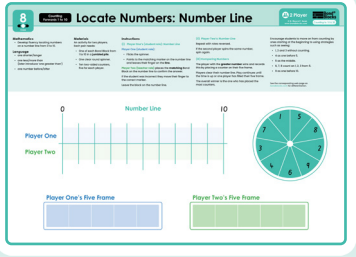
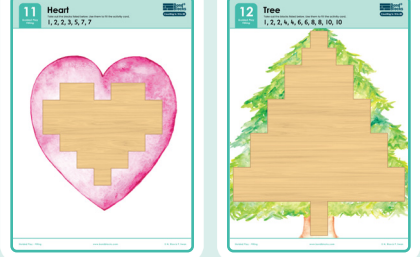
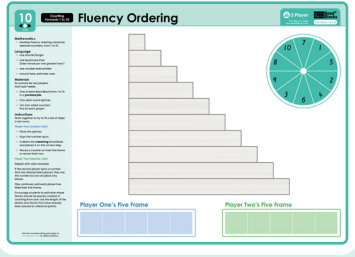
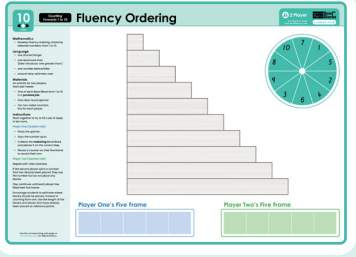

Week	Activity		
1	Day 1 - Teacher 8 min <input type="checkbox"/> Completed	Day 2 - EA / Parent 8 min <input type="checkbox"/> Completed	Day 3 - EA / Parent 8 min <input type="checkbox"/> Completed
	EP 5) Building Roads: Routes	EP 5) Building Roads: Routes	Building Activities 1 and 2
2	Day 1 - Teacher 8 min <input type="checkbox"/> Completed	Day 2 - EA / Parent 8 min <input type="checkbox"/> Completed	Day 3 - EA / Parent 8 min <input type="checkbox"/> Completed
	EP 6) Building Roads: Wheels and Ramps	EP 6) Building Roads: Wheels and Ramps	Building Activities 3 and 4
3	Day 1 - Teacher Understanding 8 min <input type="checkbox"/> Completed	Day 2 - EA / Parent 8 min <input type="checkbox"/> Completed	Day 3 - EA / Parent 8 min <input type="checkbox"/> Completed
	1) Starting at One: Using Cubes <ul style="list-style-type: none"> Educator watches video. Students complete activity. 	1) Starting at One: Using Cubes <ul style="list-style-type: none"> Repeat activity. 	Building Activities 5 and 6
4	Day 1 - Teacher Understanding 8 min <input type="checkbox"/> Completed	Day 2 - EA / Parent 8 min <input type="checkbox"/> Completed	Day 3 - EA / Parent 8 min <input type="checkbox"/> Completed
	1) Starting at One: Using Cubes <ul style="list-style-type: none"> Repeat activity. 	1) Starting at One: Using Cubes <ul style="list-style-type: none"> Repeat activity. 	Building Activities 7 and 8

Week	Activity		
5	Day 1 - Teacher Fluency ⌚ 8 min <input type="checkbox"/> Completed	Day 2 - EA / Parent ⌚ 8 min <input type="checkbox"/> Completed	Day 3 - EA / Parent ⌚ 8 min <input type="checkbox"/> Completed
	 <p>2) Starting at One</p> <ul style="list-style-type: none"> Educator watches video. Students complete activity. 	 <p>2) Starting at One</p> <ul style="list-style-type: none"> Repeat activity. 	 <p>Building Activities 9 and 10</p>
6	Day 1 - Teacher Fluency ⌚ 8 min <input type="checkbox"/> Completed	Day 2 - EA / Parent ⌚ 8 min <input type="checkbox"/> Completed	Day 3 - EA / Parent ⌚ 8 min <input type="checkbox"/> Completed
	 <p>2) Starting at One</p> <ul style="list-style-type: none"> Repeat activity. 	 <p>2) Starting at One</p> <ul style="list-style-type: none"> Repeat activity. 	 <p>Building Activities 11 and 12</p>
7	Day 1 - Teacher Fluency ⌚ 8 min <input type="checkbox"/> Completed	Day 2 - EA / Parent ⌚ 8 min <input type="checkbox"/> Completed	Day 3 - EA / Parent ⌚ 8 min <input type="checkbox"/> Completed
	 <p>3) With a Missing Number</p> <ul style="list-style-type: none"> Educator watches video. Students complete activity. 	 <p>3) With a Missing Number</p> <ul style="list-style-type: none"> Repeat activity 	 <p>Building Activities 13 and 14</p>
8	Day 1 - Teacher Fluency ⌚ 8 min <input type="checkbox"/> Completed	Day 2 - EA / Parent ⌚ 8 min <input type="checkbox"/> Completed	Day 3 - EA / Parent ⌚ 8 min <input type="checkbox"/> Completed
	 <p>3) With a Missing Number</p> <ul style="list-style-type: none"> Repeat activity 	 <p>3) With a Missing Number</p> <ul style="list-style-type: none"> Repeat activity 	 <p>Building Activities 15 and 16</p>

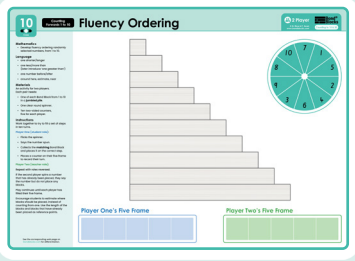
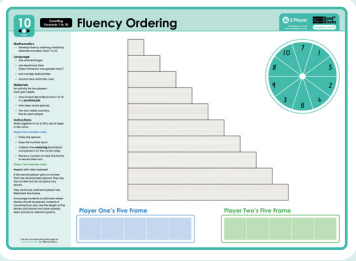
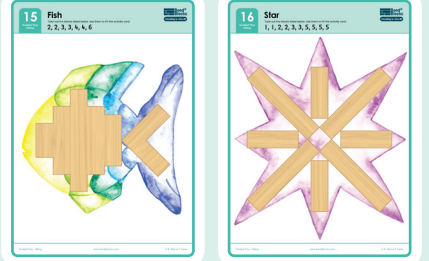


Term 4 - Counting Forwards 1 to 10

Week	Activity		
1	Day 1 - Teacher 8 min <input type="checkbox"/> Completed	Day 2 - EA / Parent 8 min <input type="checkbox"/> Completed	Day 3 - EA / Parent 8 min <input type="checkbox"/> Completed
	 EP 7) Building Roads: Counting Order	 EP 7) Building Roads: Counting Order	 Filling Activities 1 and 2
2	Day 1 - Teacher 8 min <input type="checkbox"/> Completed	Day 2 - EA / Parent 8 min <input type="checkbox"/> Completed	Day 3 - EA / Parent 8 min <input type="checkbox"/> Completed
	 EP 8) Building Towers	 EP 8) Building Towers	 Filling Activities 3 and 4
3	Day 1 - Teacher Fluency 8 min <input type="checkbox"/> Completed	Day 2 - EA / Parent 8 min <input type="checkbox"/> Completed	Day 3 - EA / Parent 8 min <input type="checkbox"/> Completed
	 4) Number Track <ul style="list-style-type: none"> Educator watches video. Students complete activity. 	 4) Number Track <ul style="list-style-type: none"> Repeat activity. 	 Filling Activities 5 and 6
4	Day 1 - Teacher Fluency 8 min <input type="checkbox"/> Completed	Day 2 - EA / Parent 8 min <input type="checkbox"/> Completed	Day 3 - EA / Parent 8 min <input type="checkbox"/> Completed
	 4) Number Track <ul style="list-style-type: none"> Repeat activity. 	 4) Number Track <ul style="list-style-type: none"> Repeat activity. 	 Filling Activities 7 and 8

Week	Activity		
5	Day 1 - Teacher Understanding ⌚ 8 min <input type="checkbox"/> Completed	Day 1 - Teacher ⌚ 8 min <input type="checkbox"/> Completed	Day 3 - EA / Parent ⌚ 8 min <input type="checkbox"/> Completed
			
	8) Locate Numbers: Number Line ◀▶▶ Locate 1, 2, 3, 5, 9 <ul style="list-style-type: none"> • Watch video. • Complete activity using the 'a little easier' differentiation instructions "Locate 1, 2, 3, 5, 9". • This is hard. Working with number lines lays the foundation for next year. 	8) Locate Numbers: Number Line ◀▶▶ Locate 1, 2, 3, 5, 9 <ul style="list-style-type: none"> • Repeat activity. 	Filling Activities 9 and 10
6	Day 1 - Teacher Understanding ⌚ 8 min <input type="checkbox"/> Completed	Day 1 - Teacher ⌚ 8 min <input type="checkbox"/> Completed	Day 3 - EA / Parent ⌚ 8 min <input type="checkbox"/> Completed
			
	8) Locate Numbers: Number Line ◀▶▶ Locate 4, 6, 7, 8 <ul style="list-style-type: none"> • Complete activity using the 'a little easier' differentiation instructions "Locate 4, 6, 7, 8". • If this is too hard repeat ◀▶▶ Locate 1, 2, 3, 5, 9. 	8) Locate Numbers: Number Line ◀▶▶ Locate 4, 6, 7, 8 <ul style="list-style-type: none"> • Repeat activity. • If this is too hard repeat ◀▶▶ Locate 1, 2, 3, 5, 9. 	Filling Activities 11 and 12
7	Day 1 - Teacher Fluency ⌚ 8 min <input type="checkbox"/> Completed	Day 1 - Teacher ⌚ 8 min <input type="checkbox"/> Completed	Day 3 - EA / Parent ⌚ 8 min <input type="checkbox"/> Completed
			
	10) Fluency Ordering	10) Fluency Ordering	Filling Activities 13 and 14



Week	Activity		
8	<p>Day 1 – Teacher Fluency</p> <p>🕒 8 min <input type="checkbox"/> Completed</p>	<p>Day 1 – Teacher</p> <p>🕒 8 min <input type="checkbox"/> Completed</p>	<p>Day 3 – EA / Parent</p> <p>🕒 8 min <input type="checkbox"/> Completed</p>
			
	<p>10) Fluency Ordering</p>	<p>10) Fluency Ordering</p>	<p>Filling Activities 15 and 16</p>

