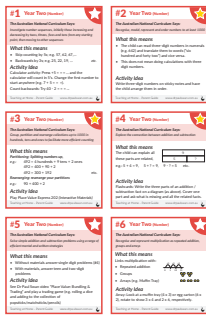


# 1 YEAR STARTER PACK

## How to use

1



## This Year's Content

- Uses content from the Quick Curriculum Guides for Parents & Teachers, based on the Australian Curriculum
- Take a look at what to do over the coming school year
- Pay extra attention to the items with a star ★, they're very important!

2 EYLF

## Last Year's Content

- With weeks of holidays behind them, students will have forgotten a little bit. Using the first few weeks of class to refresh students on this content is a good time investment.
- Look at last year's Quick Curriculum Guide - particularly the starred ★ items
- Take a quick look over last year's content from the Early Years' Learning Framework. [https://www.acecqa.gov.au/sites/default/files/2018-02/belonging\\_being\\_and\\_becoming\\_the\\_early\\_years\\_learning\\_framework\\_for\\_australia.pdf](https://www.acecqa.gov.au/sites/default/files/2018-02/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf)

3

## Review / Assessment and Year Planning

- At the end of this booklet is a link to a series of assessment cards that I like, taken from [center.edu](http://center.edu).

4



## More Help

- Get some helpful tips on planning - from the full year right down to the individual lesson. See the booklet "A Guide to Teacher Planning"
- Free download at [www.drpaulswan.com.au/planning](http://www.drpaulswan.com.au/planning)

*These materials are provided as-is and intended as assistance tools only.*

# Quick Curriculum Guide for Parents and Teachers (Year One)

These Quick Curriculum Guides have been designed to take a look at the Australian Mathematics Curriculum, explain the terminology and provide a few interpretations. This tool has been designed as a document to assist both parents and teachers. The activity ideas only use a minimum of materials, most of which can be found at home and can easily be adapted to the classroom. In places where there is ambiguity, Linda and I have used our professional judgement to put forward what we feel is **appropriate for students at this year level**.

## About Year One:

- Year one builds on the foundation laid in the early years and as such some gaps might start to appear. Sometimes children might have missed a key idea. For example, when learning to add  $2 + 6$  children often count all of the numbers 1, 2, 3, 4, 5, 6, 7, 8. The more efficient method of counting starts from the larger number, 6, and counts on: 7, 8. This method involves less counting and therefore is less error prone but relies on children understanding that  $2 + 6$  and  $6 + 2$  are equivalent.

## For Teachers:

- You are welcome to send home these cards and activities to parents. A great way of organising your term might be cutting up the cards and adding to the activities ideas.
- Please note, some states and territories do not 100% match the national Curriculum in their state curriculums.

## For Parents:

- Keep in mind this is what children learn over the **whole year**, not just in one term.
- All children are different, so expectations will vary even between children within the same year level.
- For the listed activities, we think these are all worth trying / could be managed in a home setting even for those inexperienced with teaching at home. We have tried to avoid specialty equipment.
- Even if you're not too sure about teaching, just introducing the idea and some related vocabulary can be a great help.
- Regular routines are beneficial for children. Many of these activities can be repeated, which will help the children retain what they learn. You can do the activity the same way or make slight changes to keep it interesting. ***It is better to pick one or two activities and repeat them than it is to try them all once!***

### #3 Year One (Number)



**The Australian National Curriculum Says:**

Count collections to 100 by partitioning numbers using place value.

#### What this means

Links with Card #2. When children count larger numbers in ones they often lose track. One way to overcome this is to group every set of ten.

Collections: counting physical materials, not just reciting abstract words.

#### Activity Idea

Pour a large number of sticks / blocks / buttons etc. onto the floor and ask them to count. Repeat. Help the child realise it is easier to group into tens.

Teaching at Home - Parent Guide

[www.drpaulswan.com.au](http://www.drpaulswan.com.au)



## A sample card

Note the features of these cards:

- The text from the Australian Curriculum
- The star in the top right
  - Filled in: this means this is a topic that in our opinion is vital, perhaps as a building block to concepts in later years.
  - Not filled in: while still important, we consider this secondary.
- A simplified explanation of what the curriculum is describing
- A single activity or game idea. Some will reference free games and downloadables that you can find on [www.drpaulswan.com.au](http://www.drpaulswan.com.au). The vast majority of these activity ideas can be done at home.

**Note:** Although we have put the entries of the Australian Curriculum in one box each, they are not equal in terms of their importance or the amount of time needed to provide an understanding. Some entries will only need one of two learning sessions. Others will benefit from more, and need re-visiting a number of times throughout the year. Some entries, after an initial learning session, can be given incidental mention as the occasion arises. Teachers will use their professional judgements when deciding how long to allow for each of the entries; often combining some of them within one or more learning sessions.

The full Australian Curriculum: Mathematics can be found at [www.australiancurriculum.edu.au/f-10-curriculum/mathematics/](http://www.australiancurriculum.edu.au/f-10-curriculum/mathematics/)  
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**Acknowledgement to Linda Marshall for her assistance developing these notes.**



## #1 Year One (Number)



### The Australian National Curriculum Says:

Develop confidence with number sequences to and from 100 by ones from any starting point. Skip count by twos, fives and tens starting from zero.

### What this means

- Count to 100: 0, 1, 2, ...
- Start at a different number: 32, 33, 34, ...
- Count back from any number: 85, 84, 83, ...
- Skip counting e.g. 0, 2, 4, 6, ... or 0, 5, 10, 15, ...

### Activity Idea

Calculator Count: Press +1, =, =, = to start it counting in ones. Press 10 + 2 =, =, = to count in 2's.



## #2 Year One (Number)



### The Australian National Curriculum Says:

Recognise, model, read, write and order numbers to at least 100. Locate these numbers on a number line.

### What this means

**Model:** use materials (sticks, blocks, etc.), grouping them in tens and ones. Able to answer questions like:

- What numbers come before and after 29?
- Which is bigger, 36 or 63?

Does NOT mean adding or subtracting to 100.

### Activity Idea

Write 5 two-digit numbers on post-it notes and stick in order.



## #3 Year One (Number)



### The Australian National Curriculum Says:

Count collections to 100 by partitioning numbers using place value.

### What this means

Links with Card #2. When children count larger numbers in ones they often lose track. One way to overcome this is to group every set of ten.

Collections: counting physical materials, not just reciting abstract words.

### Activity Idea

Pour a large number of sticks / blocks / buttons etc. onto the floor and ask them to count. Repeat. Help the child realise it is easier to group into tens.



## #4 Year One (Number)



### The Australian National Curriculum Says:

Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts.

### What this means

Do addition and subtraction with small numbers (less than 10) and using materials to help, e.g. putting a group of 3 counters and 4 counters together, or taking 2 counters from a group of 5.

See Dr Paul Swan's Addition/Subtraction Milestones for more information on the specific strategies.

### Activity Idea

Watch the Dr Paul video Shake and Spill & play it.



## #5 Year One (Number)



### The Australian National Curriculum Says:

Recognise and describe one-half as one of two equal parts of a whole.

### What this means

The child can recognise an item such as a sandwich cut into two equal sections has two halves.

### Activity Idea

Ask the child to draw a shape, cut it out and fold it in half. Each part is exactly the same.



## #6 Year One (Number)



### The Australian National Curriculum Says:

Recognise, describe and order Australian coins according to their value.

### What this means

Children can identify which coin is 5c, 10c, etc.

Children can describe the features of money e.g. by size, shape, colour, the images on the coins.

Children understand which coins are worth more.

### Activity Idea

Sort a pile of coins into the different denominations. See also **Money Match 1** from [drpaulswan.com.au](http://drpaulswan.com.au)



## #7 Year One (Number)



**The Australian National Curriculum Says:**

Investigate and describe number patterns formed by skip-counting and patterns with objects

### What this means

- Links with Card 1. There are two distinct types of patterns, number patterns and patterns with objects.

### Activity Idea

**Number patterns:** show the 0, 5, 10, 15... and 0, 2, 4, 6, 8... number patterns on a number grid.

**Patterns with objects:** Use pegs / buttons / etc. Lay out a blue button, red button, blue, red, ... ask the child to describe.



## #8 Year One (Measurement)



**The Australian National Curriculum Says:**

Measure and compare the lengths and capacities of pairs of objects using uniform units

### What this means

- Length: the blue pencil is 5 macaroni pieces long, the red one is 8 pieces long, which is longer?
- Capacity: this jar holds 5 eggcups of water, that one holds 3 eggcups of water, which holds more?

### Activity Ideas

**Length:** Lay out long and short tracks for toy cars.

**Capacity:** Cooking.



## #9 Year One (Measurement)



**The Australian National Curriculum Says:**

Tell time to the half-hour

### What this means

- Tell time to the hour first, then half hour on both analogue and digital clocks
- The child should get exposure to the words o'clock and "half past" (analogue) and "thirty" (digital).
- You will need to point out the positions of the hour and minute hands on analogue clocks.

### Activity Idea

Time Match (to the hour) and Time Match (to the Half Hour) from [drpaulswan.com.au](http://drpaulswan.com.au)



## #10 Year One (Measurement)



**The Australian National Curriculum Says:**

Describe duration using months, weeks, days and hours

### What this means

Talk about events and their durations.  
Explain the differences between hours, days, etc.

### Activity Idea

Ask "which is longer" questions, e.g. Which is longer, 2 weeks or 1 month?



## #11 Year One (Geometry)



**The Australian National Curriculum Says:**

Recognise and classify familiar two-dimensional shapes and three-dimensional objects using obvious features

### What this means

Examples:

- A triangle has 3 sides
- A cube is made up of 6 squares (known as faces)

### Activity Idea

Read or watch *The Greedy Triangle* by Marilyn Burns

Read or watch *Captain Invincible and the Space Shapes* by Stuart Murphy



## #12 Year One (Geometry)



**The Australian National Curriculum Says:**

Give and follow directions to familiar locations

### What this means

Children are asked to provide/follow instructions.  
Sample simple directions (prepositions) include "above, below, next to, behind, beneath" etc.

### Activity Idea

- Play "Simon Says" with directions.
- Play "Robot" where one person describes what the 'robot' has to do to get to another spot e.g. "take 3 steps forward, turn right..."



## #13 Year One (Stats & Probability)



**The Australian National Curriculum Says:**

Identify outcomes of familiar events involving chance and describe them using everyday language such as 'will happen', 'won't happen' or 'might happen'

### What this means

The child can make reasonable statements like:

- It **might** rain tomorrow
- It is **impossible** for my dog to fly
- The sun **will definitely** rise tomorrow

### Activity Idea

- Ask some questions like "What do you think the chances are that ..."

Teaching at Home - Parent Guide

[www.drpaulswan.com.au](http://www.drpaulswan.com.au)



## #14 Year One (Stats & Probability)



**The Australian National Curriculum Says:**

Choose simple questions and gather responses and make simple inferences

### What this means

**Inference:** based on the data gathered making a reasonable conclusion.

### Activity Idea

The child asks friends and family what pets they have and records this. From this they can state what type of pet is the most common among that group.

Teaching at Home - Parent Guide

[www.drpaulswan.com.au](http://www.drpaulswan.com.au)



## #15 Year One (Stats & Probability)



**The Australian National Curriculum Says:**

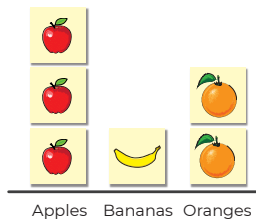
Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays

### What this means

Can be in the form of a simple display / drawing.

**Descriptions:** Which has more / less / most / least and counting the number of items displayed.

#### Fruit in the Bowl



### Activity Idea

- Make a simple graph on lollies in the pack etc.

Teaching at Home - Parent Guide

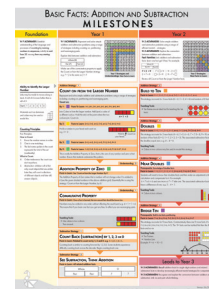
[www.drpaulswan.com.au](http://www.drpaulswan.com.au)



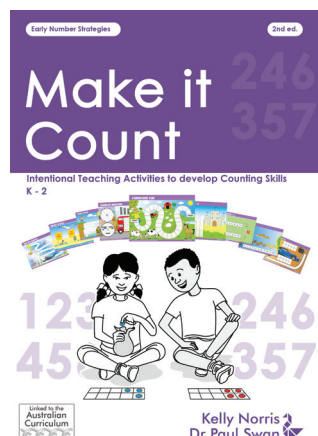
## Free Support

A suggested order for teaching basic addition and subtraction facts can be found at [www.drpaulswan.com.au/planning](http://www.drpaulswan.com.au/planning)

Milestones: Basic Facts Addition & Subtraction (Free Download)



## Further Support



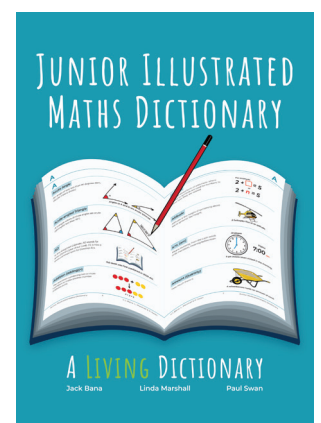
Designed for early childhood right through to Year 2 this book includes a variety of practical ideas and games suited for young children.

Clear links between the strategies and the Australian Curriculum are made.

Kelly Norris  
Dr Paul Swan

## Further Support

Some further activities and assistance can be found in :





# Quick Curriculum Guide for Parents and Teachers (Foundation Year)

These Quick Curriculum Guides have been designed to take a look at the Australian Mathematics Curriculum, explain the terminology and provide a few interpretations. This tool has been designed as a document to assist both parents and teachers. The activity ideas only use a minimum of materials, most of which can be found at home and can easily be adapted to the classroom. In places where there is ambiguity, Linda and I have used our professional judgement to put forward what we feel is **appropriate for students at this year level**.

## About Foundation:

- Unfortunately, most States and Territories use slightly different names to describe the **year before Year One** at school. We have aimed to be brief and create an document that may be used in different places within Australia. For detailed information see consult the Early Years Learning Framework for the general Principles of Early Years Education [https://www.acecqa.gov.au/sites/default/files/2018-02/belonging\\_being\\_and\\_becoming\\_the\\_early\\_years\\_learning\\_framework\\_for\\_australia.pdf](https://www.acecqa.gov.au/sites/default/files/2018-02/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf)

## For Teachers:

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### #1 Foundation Year



#### The Australian National Curriculum Says:

Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point.

#### What this means

- Count to 20; 0, 1, 2... 20
- Start at a different number: 7, 8, 9... 20
- Count back from any number: 11, 10, 9 ... 0

#### Activity Idea

Use a Number Board\* and have your child write in the numbers 0 to 20, checking as they go.

\*(paper version can be downloaded at [drpaulswan.com.au](http://drpaulswan.com.au))



## A sample card

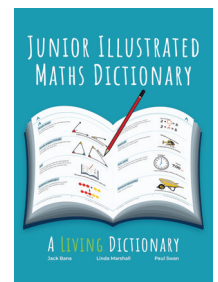
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**Note:** Although we have put the entries of the Australian Curriculum in one box each, they are not equal in terms of their importance or the amount of time needed to provide an understanding. Some entries will only need one of two learning sessions. Others will benefit from more, and need re-visiting a number of times throughout the year.

More activities can be found in **Early Mathematical Experiences**

More help on mathematical definitions can be found in the **Junior Illustrated Maths Dictionary**



The full Australian Curriculum: Mathematics can be found at [www.australiancurriculum.edu.au/f-10-curriculum/mathematics/](http://www.australiancurriculum.edu.au/f-10-curriculum/mathematics/)  
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**Acknowledgement to Linda Marshall for her assistance developing these notes.**



## #1 Foundation Year



**The Australian National Curriculum Says:**

Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point.

### What this means

- Count to 20; 0, 1, 2... 20
- Start at a different number: 7, 8, 9... 20
- Count back from any number: 11, 10, 9 ... 0

### Activity Idea

Use a Number Board\* and have your child write in the numbers 0 to 20, checking as they go.

\*(paper version can be downloaded at [drpaulswan.com.au](http://drpaulswan.com.au))



## #2 Foundation Year



**The Australian National Curriculum Says:**

Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond.

### What this means

Show that 'Seven' is the same as '7' and seven items



### Activity Idea

"Show one, match two": e.g. Show the numeral **7**, match to **word** and **quantity** (of a physical item).

Teaching at Home - Parent Guide

[www.drpaulswan.com.au](http://www.drpaulswan.com.au)



## #3 Foundation Year



**The Australian National Curriculum Says:**

Subitise small collections of objects

### What this means

See dot patterns on things like dice and dominoes and **not have to count the dots**, just know how many there are. Examples:



### Activity Idea

Play dominoes. Play a board game using a dot-dice instead of a numeral dice.

Teaching at Home - Parent Guide

[www.drpaulswan.com.au](http://www.drpaulswan.com.au)



## #4 Foundation Year

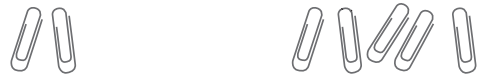


**The Australian National Curriculum Says:**

Compare, order and make correspondences between collections, initially to 20, and explain reasoning

### What this means

See that a set of 2 paperclips is less than a set of 5 paperclips.



### Activity Idea

Play a game at home comparing collections of buttons, chocolate chips, etc.

Teaching at Home - Parent Guide

[www.drpaulswan.com.au](http://www.drpaulswan.com.au)



## #5 Foundation Year



**The Australian National Curriculum Says:**

Represent practical situations to model addition and sharing

### What this means

Use collections of objects (toy cars, buttons, toothpicks, pegs, etc.). Combine sets for addition (3 blue pegs and 4 yellow pegs give us 7 pegs altogether).

### Activity Idea

Share out sets for early concept of division (6 buttons; that's 3 for me and 3 for you).

Teaching at Home - Parent Guide

[www.drpaulswan.com.au](http://www.drpaulswan.com.au)



## #6 Foundation Year



**The Australian National Curriculum Says:**

Sort and classify familiar objects and explain the basis for these classifications. Copy, continue and create patterns with objects and drawings.

### What this means

Create patterns using materials, e.g.:



### Activity Ideas

Sort any collection. E.g. sort buttons by colour, shape or size.

Do physical patterns clap, clap, stamp, clap, clap, stamp, ...

Teaching at Home - Parent Guide

[www.drpaulswan.com.au](http://www.drpaulswan.com.au)



## #7 Foundation Year



### Curriculum Says:

Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain the reasoning in everyday language.

### What this means

Decide whether items are longer, shorter, taller, holds more/less. No formal measuring tools like rulers, tapes or scales are needed. Comparison is 2 items only.

**Direct:** e.g. student height by measuring back-to-back.

**Indirect:** using a go-between (e.g. wall mark or string)

### Activity Idea

Compare some household items, e.g. which jar holds more, which pencil is longer?



## #8 Foundation Year



### Curriculum Says:

Compare and order duration of events using everyday language of time

### What this means

It takes longer to walk to the fence than to run to the fence.

### Activity Idea

Ask your child which takes longer between two different activities, one which takes a short time and one which takes a longer time, e.g. brushing teeth or watching their favorite show.



## #9 Foundation Year



### Curriculum Says:

Connect days of the week to familiar events and actions

### What this means

Informal discussions on days of the weeks; e.g. on Tuesday my favourite show is on TV, we get take-aways on Fridays, etc.

Children are not expected to know the order of days, (e.g. that Tuesday comes after Monday) at this stage.

### Activity Idea

- Ask simple, informal questions and link the days of the week to events.



## #10 Foundation Year



### Curriculum Says:

Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment

### What this means

Can identify circles, squares, rectangles and triangles (2D) and objects like balls (spheres) and boxes (3D Objects)



### Activity Ideas

- Find two examples of these shapes/objects.
- Watch PV Storytime on Youtube on these books:  
[TRIANGLE](#) by Mac Barnett and Jon Klassen  
[SQUARE](#) by Mac Barnett and Jon Klassen



## #11 Foundation Year



### The Australian National Curriculum Says:

Describe position and movement

### What this means

Informal discussion using language such as 'next to', 'between', 'beside', 'forward', 'backwards', etc.

### Activity Idea

Play a game using a doll (or teddy) and a chair, moving the doll around. Ask the child to describe the position of the doll in relationship to another object. "The doll is under(neath) the chair."



## #12 Foundation Year



### The Australian National Curriculum Says:

Answer yes/no questions to collect information and make simple inferences

### What this means

**Inference:** based on the data gathered making a reasonable conclusion.

Use familiar situations; e.g. collect information about family eye colours (do they have blue eyes?); preferences (do they like bananas?), etc.

### Activity Ideas

The child can poll friends/family/classmates "do you like chocolate?" Make an inference on that group.





# Review Materials

A wonderful array of assessment materials for early years concepts can be found at [www.center.edu/NEWSLETTER/newsletter.shtml](http://www.center.edu/NEWSLETTER/newsletter.shtml)

The site has a lot of excellent content including blackline masters to go with the chapters, but the assessment materials I like can be found in the "Teacher Reference Cards" section.

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## Math Their Way Summary Newsletter

Available through the Center's Store

Also available in a Kindle edition through  
Amazon.com

The pdf copy of the book below is available as a **FREE**  
download

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Mary Baratta-Lorton  
Bob Baratta-Lorton

Principal Editor  
Cynthia Garland-Dore

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### Blacklines to accompany above chapters:

- 1 Blank Tubbing Sheet
- 2 Student Composite Record
- 3 Class Composite
- 4 Weather Graph
- 5-7 Numeral Cards
- 8-9 Numeral Dice Toss
- 10 Numeral Sequences
- 11 Weighing with Scales, Measuring with
- 29-34 Horizontal Addition and Subtraction Equation Cards
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