

Take This

Toy cars and trucks and things that go

Read:
The Shape of Me and Other Stuff
by Dr Seuss

Years 1-2



GEOMETRY

Shape

Investigate 3D shapes (Eg. cubes, cuboids, cylinders) and develop key language of shapes by **making** (and painting) **models of cars, trucks, buses, planes using cardboard boxes, tubes, plastic lids (wheels), cotton reels etc.**

Tell (and 'record') stories about their vehicles, using shape and attribute language, and referring to length, colour etc.

Position and orientation

Use language of position, orientation and order, as vehicles are located in positions relative to each other, and relative to familiar classroom/school locations. Eg. The blue tanker is on the shelf. It is in front of the orange truck, behind the red car. The red car is first, the blue tanker is second and the orange truck is third.

STATISTICAL INVESTIGATIONS AND LITERACY

Create a class pictograph to answer the class question, "Which vehicles did our class make the most of: cars, trucks, buses, boats or planes?"

Investigate the class question, "Which kind of vehicle would the students in our class most like to ride in, a car, truck, bus, boat or plane?" and contribute to a class data display. Have all students use data to make comparison and difference statements.

NUMBER AND ALGEBRA

Apply counting and simple grouping strategies to solve number problems involving their vehicles. Eg.

- Some cars were in the car park. 3 more came along and now there are 7. How many cars were in the park to start with? $\square + 3 = 7$
- There were 6 trucks. Some drove away. 4 were left. How many trucks were left? $6 - \square = 4$
- 3 cars, 3 trucks and 3 buses were on the road. How many vehicles were on the road? $3 + 3 + 3 = \square$, $3 \times 3 = \square$

Learn to correctly use notation to record operations of addition and subtraction, including developing an understanding of the = symbol.

Sort and share shapes/vehicles into equal groups. Explore simple fractions of sets.

Create and continue patterns using particular vehicle features. (Eg. wheel colour: grey, white, yellow, grey, white... Wheel number, 4, 6, 8, 10, 4...)

Describe patterns, predict, and identify missing elements.

MEASUREMENT

Directly compare the length and width of model vehicles, and describe these using language of longer, shorter, longest, shortest. Record ideas using measurement language.

Make indirect comparisons (Eg. The orange truck is longer than the car and shorter than the tanker, so the tanker must be longer than the car).

Learn to correctly use familiar non-standard units (Eg. rods, nursery sticks, matchsticks) to measure and compare vehicles and parts of vehicles, or distances that vehicles 'travel'. Orally describe these and write measurement statements, naming units.

PROBABILITY

Participate in making choices about the likelihood of seeing/riding in/a car, truck, bus, boat or plane on the way to or from school. Give reasons.

Take turns to predict the toy vehicle most likely to be selected from a bag that contains a large number of one vehicle type and few others. (Eg. 10 toy cars, 2 toy trucks, 1 bus). Have students identify possible outcomes, and explain their predictions. Record probability language and ideas.