**Unit 1 Numbers to 30**

**Formative Assessment Observations Sheet**

|  |  |  |
| --- | --- | --- |
| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Days 1 and 2, Lesson 1**  Counting to 20 | * Estimates the number of objects in a set from 0–20 (R) * Demonstrates an ability to estimate various arrangements or models of numbers to 20 (U&C) * Counts to at least 20, counting fluently across decade (U&C) * Explains and justifies choices of counting and calculation strategies used and compares with the choices of others (C) |  |
| **Days 3 and 4, Lesson 2**  Counting to 30 | * Counts to at least 30, counting fluently across the decades (U&C) |  |
| **Day 5, Lesson 3**  Counting in 2s and 5s | * Skip counts multiples of twos and fives from a given multiple using verbal, concrete and pictorial supports (U&C) * Uses skip counting to extend number patterns (A&PS) |  |
| **Day 6, Lesson 4**  Representing Numbers | * Models and represents numbers up to 30 using appropriate models (For example: diagrams or concrete materials) (C) |  |

|  |  |  |
| --- | --- | --- |
| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Days 7 and 8, Lesson 5**  Tens and Ones | * Composes and decomposes the structure of 2- digit whole numbers up to 30 (U&C) * Identifies place value in 2-digit whole numbers up to 30, including zero as a placeholder (U&C) * Models and represents 2-digit numbers in terms of tens and ones up to 30 (C) |  |
| **Day 9, Lesson 6** Comparing and Ordering | * Compares two 2-digit numbers and represents the relationship between these numbers by selecting and using relational symbols and language (e.g. <, > and =) (U&C) * Orders 2-digit numbers (For example: from least to most, most to least) (R) |  |
| **Day 10, Lesson 7**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

|  |  |  |
| --- | --- | --- |
| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1**  Bonds of 10 | * Fluently recalls addition and subtraction facts [bonds] to at least 10 (C) * Selects and shares mental strategies for addition and subtraction facts within 20 (A&PS) |  |
| **Day 2, Lesson 2**  Turnaround Facts | * Begins to explore the commutative property of addition (U&C) * Demonstrates, justifies, explains and argues the commutative property in relation to addition facts (R) |  |
| **Day 3, Lesson 3**  Doubles | * Explores doubles as an approach to support calculation strategies (U&C) |  |
| **Day 4, Lesson 4**  Near Doubles | * Explores near doubles as an approach to support calculation strategies (U&C) * Uses knowledge of simple fact groups (doubles and 10) to develop more calculation strategies (near doubling) (R) |  |
| **Days 5 and 6, Lesson 5** Subtraction as Take Away | * Uses a range of strategies to subtract mentally to at least 10 (A&PS) * Uses the minus symbol (–) to convey subtraction (C) |  |

|  |  |  |
| --- | --- | --- |
| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 7, Lesson 6**  Adding and Subtracting 0, 1 and 2 | * Explores and uses the zero property when performing calculations (U&C) * Jumps forwards/backwards on a number line to demonstrate addition and subtraction (C) |  |
| **Day 8, Lesson 7**  Adding and Subtracting 10 | * Selects and shares mental strategies for addition and subtraction facts within 20 (A&PS) |  |
| **Day 9, Lesson 8**  Adding Using Friendly Facts | * Uses knowledge of simple fact groups [doubles, bonds of 10] to develop more calculation strategies (adding three numbers) (R) |  |
| **Day 10, Lesson 9**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

|  |  |  |
| --- | --- | --- |
| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1**  Whole and Parts | * Makes explicit connections between the parts that make up one whole (U&C) |  |
| **Day 2, Lesson 2**  A Fair Share | * Demonstrates understanding that the greater the number of portions of a whole, the smaller the size of each equal share (R) |  |
| **Day 3, Lesson 3**  Halves and Quarters | * Investigates halves and quarters of different geometric shapes (A&PS) * Represents and records understanding of halves and quarters using manipulatives, pictorially or by using symbols (C) * Explains unit fractions as one part of a whole (C) |  |
| **Days 4 and 5, Lesson 4**  Fraction Stations | * Represents and records understanding of halves and quarters using manipulatives, pictorially or by using symbols (C) * Partitions an array of shapes into two and four equal parts (R) |  |
| **Day 6, Lesson 5**  Halving Sets | * Establishes and identifies half of sets up to at least 20 (U&C) |  |

|  |  |  |
| --- | --- | --- |
| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 7, Lesson 6**  Half Price | * Establishes and identifies half of sets up to at least 20 (U&C) |  |
| **Days 8 and 9, Lesson 7**  Quarters of Sets | * Partitions an array of objects or a shape into four equal shares (R) |  |
| **Day 10, Lesson 8**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

|  |  |  |
| --- | --- | --- |
| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1**  Tallies | * Explores and recognises different ways of collecting and representing data (U&C) * Uses simple tallying for recording of data (U&C) |  |
| **Day 2, Lesson 2**  Surveys | * Reads, interprets, poses questions about and discusses data displays such as concrete and visual charts (C) |  |
| **Day 3, Lesson 3**  Symbols | * Reads, interprets, poses questions about and discusses data displays such as concrete and visual charts (e.g. pictograms) (C) * Recognises that data symbols hold and/or represent information or numerical value (U&C) |  |
| **Day 4, Lesson 4**  Pictograms | * Recognises that data symbols hold and/or represent information or numerical value (U&C) * Reads, interprets poses questions about and discusses data displays such as concrete and visual charts (e.g. pictograms) (C) |  |
| **Day 5, Lesson 5**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |