**Unit 1 Number Readiness**

**Formative Assessment Observations Sheet**

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1**  Same and Different | * Recognises, identifies and matches pairs (U&C) * Interprets and matches related data sets or collections of data (A&PS) |  |
| **Day 2, Lesson 2** Matching Pairs − One Criterion | * Matches objects and/or sets using one-to-one correspondence (U&C) * Recognises, identifies and matches pairs (U&C) |  |
| **Day 3, Lesson 3** Matching Pairs − Two Criteria | * Matches objects and/or sets using one-to-one correspondence (U&C) * Recognises, identifies and matches pairs (U&C) |  |
| **Day 4, Lesson 4**  What Is a Set? | * Sorts and classifies objects according to at least one attribute (R) * Justifies classifications (R) * Sorts and re-sorts a variety of materials (U&C) |  |
| **Day 5, Lesson 5** Sorting Sets − One Criterion | * Sorts and classifies objects according to at least one attribute (R) * Justifies classifications of objects into sets (R) * Sorts a variety of random materials into a set according to a single attribute [property] each time (U&C) |  |

Unit 1 Number Readiness Formative Assessment Observations Sheet

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 6, Lesson 6** Sorting Sets − Two Criteria | * Sorts and classifies objects and sets according to   two attributes (R)   * Classifies objects into sets (R) * Sorts materials multiple times in different ways in an undirected manner (according to self- selected criteria) (R) |  |
| **Day 7, Lesson 7** Sorting Sets − Three Criteria | * Sorts and classifies objects and sets according to multiple attributes (R) * Sorts materials multiple times in different ways in an undirected manner (according to self- selected criteria) (R) * Describes and/or labels the attributes of different objects and sets (C) |  |
| **Day 8, Lesson 8**  Sorting at School | * Describes the process of sorting and justifies selection criteria used in forming sets (C) |  |
| **Day 9, Lesson 9** Comparing Sets − One-to-one  Correspondence | * Matches objects and/or sets, using one-to-one correspondence (U&C) |  |
| **Day 10, Lesson 10**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

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**Unit 2 Measuring 1**

**Formative Assessment Observations Sheet**

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1**  Long and Short | * Explores how measures help us to make sense of our world (U&C) * Explores and identifies the different attributes (e.g. length − long/short) of a single object that can be measured (U&C) * Recognises that to be accurate, measurements   must be fair (U&C |  |
| **Day 2, Lesson 2** Comparative – Longer and Shorter | * Makes direct comparisons of objects, containers or surfaces to compare measurable attributes and develop an understanding of same (U&C) * Describes and discriminates between items, using appropriate comparative language (C) * Recognises that to be accurate, measurements must be fair (U&C) |  |
| **Day 3, Lesson 3** Comparing Lengths, Using Manipulatives | * Uses appropriate vocabulary to describe and then compare measurable attributes (C) * Predicts how measurable attributes of objects will compare to each other (R) * Explores various materials used to compare the attributes of length, weight, capacity and area (A&PS) |  |

Unit 2 Measuring 1 Formative Assessment Observations Sheet

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 4, Lesson 4**  Tall and Short | * Explores how measures help us to make sense of our world (U&C) * Explores and identifies the different attributes (e.g. height − tall/short) of a single object that can be measured (U&C) |  |
| **Day 5, Lesson 5** Comparative – Taller and Shorter | * Makes direct comparisons of objects, containers or surfaces to compare measurable attributes and develop an understanding of same (U&C) * Describes and discriminates between items, using appropriate comparative language (C) * Listens and responds to a range of stories and   rhymes involving concepts of measurement (C) |  |
| **Day 6, Lesson 6**  Heavy and Light | * Explores and identifies the different attributes (e.g. weight − heavy/light) of a single object that can be measured (U&C) * Informally records comparisons and measurement activities (C) |  |
| **Day 7, Lesson 7** Comparative – Heavier and Lighter | * Explores various materials used to compare the   attributes of weight (A&PS)   * Predicts how measurable attributes of objects will compare to each other (R) * Makes direct comparisons of objects, containers or surfaces to compare measurable attributes and develop an understanding of same (U&C) * Listens to and responds to a range of stories and   rhymes involving concepts of measurement (C) |  |

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Unit 2 Measuring 1 Formative Assessment Observations Sheet

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 8, Lesson 8**  Big, Bigger and Small,  Smaller | * Listens and responds to a range of stories and   rhymes involving concepts of measurement (C)   * Describes and discriminates between items, using appropriate comparative language (C) * Selects and uses suitable materials for comparing   (A&PS) |  |
| **Day 9, Lesson 9**  Biggest and Smallest | * Chooses an object from a group of objects for a purpose based on a particular attribute (A&PS) * Compares and orders objects, containers and surfaces according to appropriate measurable attributes (A&PS) * Selects and uses suitable materials for comparing   (A&PS) |  |
| **Day 10, Lesson 10**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

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**Unit 3 Numbers 1 to 3**

**Formative Assessment Observations Sheet**

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1** Exploring and Counting Numbers | * Demonstrates an awareness of number and number word sequencing through song, stories, rhymes and games (C) * Explores how numbers are used for quantifying and that the last number in the count indicates the quantity of objects in a set (U&C) * Counts objects or people by touching, gesture or verbalisation from 1 (C) |  |
| **Day 2, Lesson 2**  Real-life Counting | * Investigates and undertakes tasks involving counting in real-life situations and other areas of learning (A&PS) * Engages in counting of concrete objects in their environment (U&C) * Subitises amounts of 1, 2, 3 objects and checks the count (U&C) * Demonstrates a growing understanding of the five principles of counting (one-one, stable order, cardinal, order relevance and abstraction)   (U&C |  |

Unit 3 Numbers 1 to 3 Formative Assessment Observations Sheet

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 3, Lesson 3**  Exploring Symbols | * Distinguishes numerals from letters and other symbols (R) * Sorts sets of symbols into numerals and letters (A&PS) * Recognises numerals in the immediate environment (U&C) |  |
| **Days 4 and 5, Lesson**  **4**  Matching Numerals to Sets | * Matches numerals and number words to sets and to other numerals in a variety of contexts (A&PS) * Connects numbers to counted objects (U&C) * Selects and uses appropriate materials to make a variety of sets for a given number (A&PS) * Sorts items into sets by quantity (U&C) * Uses appropriate strategies to find out how many (A&PS) * Recognises that objects and symbols can represent number (U&C) |  |
| **Day 6, Lesson 5**  Ordinality of Number | * Explains ordinality using the language of after, before and in-between (C) |  |
| **Day 7, Lesson 6**  Ordering of Number | * Represents quantities, order and labels by numerals (R) * Orders and distinguishes between sets without counting (subitising) and checks by counting (R) * Engages in classifying, matching, sorting and ordering activities (A&PS) |  |

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Unit 3 Numbers 1 to 3 Formative Assessment Observations Sheet

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 8, Lesson 7** Composition of Number | * Combines and partitions quantities (1−3) (using   concrete materials) (U&C)   * Combines and partitions sets of two or more objects (U&C) * Focuses on the counting, cardinality and   composition of numbers (1−3) (U&C) |  |
| **Day 9, Lesson 8** Making Numerals 1 to 3 | * Focuses on the order, conservation and   cardinality of numbers (1−3) (U&C)   * Makes numerals creatively (C) * Represents numbers using informal symbols (For example: fingers, tallies of marks and pictures), and begins to record such numbers (C) * Explores numerals in 2-D and 3-D sensory form (e.g. tracing numbers on paper and in sand) (U&C) * Discusses, draws and writes representations of   numbers (1−3), using manipulatives (C) |  |
| **Day 10, Lesson 9**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

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**Unit 4 Time 1**

**Formative Assessment Observations Sheet**

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1**  Using the Language of Time | * Identifies the present time, things that happened in the (recent and distant) past, and events that will happen in the (near and distant) future (U&C) * Uses or responds to simple language associated with time (C) |  |
| **Day 2, Lesson 2**  Making a Sequence | * Begins to recognise the order of daily routines at home and at school (U&C) * Describes and sequences events in their daily routine (C) |  |
| **Day 3, Lesson 3**  Sequencing Errors | * Describes and represents sequences of events (C) * Uses visual supports to convey and understand time sequences (A&PS) * Identifies errors in chronological sequences of events (R) |  |
| **Day 4, Lesson 4**  Morning, Day, Night | * Analyses and sorts events according to when they occur (For example: night time vs day time activities) (A&PS) * Predicts events in the immediate future based on familiar patterns of events (R) |  |

Unit 4 Time 1 Formative Assessment Observations Sheet

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 5, Lesson 5**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

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**Unit 5 Numbers 4 and 5**

**Formative Assessment Observations Sheet**

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1** Understanding Counting – 1 to 5 | * Demonstrates a growing understanding of the five principles of counting (one-one, stable order, cardinal, order relevance and abstraction) (U&C) * Keeps track of counting acts by using numerical patterns such as tapping or fingers (C) |  |
| **Days 2 and 3, Lesson**  **2**  Matching Numerals to Sets – 1 to 5 | * Discusses cardinal numbers of personal significance, such as age, and compares with other familiar people (C) * Sorts items into sets by quantity (U&C) * Matches numerals to sets up to at least 5 (U&C) * Subitises and counts the number of objects in sets up to at least 5 (R) * Explores how the layout of or size of elements in a set has no effect on the overall total [conservation of number] (U&C) |  |
| **Days 4 and 5, Lesson**  **3**  Ordinality of Number | * Represents quantities, order and labels by numerals (R) * Recognises the use of ordinal numbers first, second, third, last in everyday life contexts (U&C) |  |

Unit 5 Numbers 4 and 5 Formative Assessment Observations Sheet

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| --- | --- | --- |
| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
|  | * Orders and distinguishes between sets without counting (subitising) (R) * Orders numerals up to at least 5 (U&C) * Orders sets of objects according to their quantity, up to at least 5 (A&PS) |  |
| **Day 6, Lesson 4**  Recording Numbers | * Represents numbers, using informal symbols and begins to record such numbers (C) * Discusses, draws and writes representations of   numbers 1−5, using manipulatives (C) |  |
| **Days 7 and 8, Lesson**  **5**  Composition of Number – 1 to 5 | * Explores various arrangements (e.g. on number frames) of manipulatives to prompt different mental images of numbers up to 5, while developing a sense of each number (R) * Partitions sets of two or more objects (U&C) |  |
| **Day 9, Lesson 6** Equivalent and Non- equivalent Sets – 1 to 5 | * Identifies, recognises and estimates ‘more’ or ‘less’ in the real-life contexts and/or play (R) * Accurately counts and compares equivalent and non-equivalent sets from 1 up to at least 5, and establishes which set has more or less (R) |  |
| **Day 10, Lesson 7**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

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**Unit 6 Shape**

**Formative Assessment Observations Sheet**

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1**  Exploring 3-D Shapes | * Identifies and recognises shapes in the environment (U&C) * Explores and uses language to describe shape properties (C) |  |
| **Day 2, Lesson 2**  3-D Shapes All Around Us | * Discriminates between shapes, identifying when one shape is similar or different to another (R) |  |
| **Day 3, Lesson 3**  Sorting 3-D Shapes | * Selects appropriate criteria for shape sorting (R) * Identifies why an object or set of objects is different or does not belong to a familiar category (R) * Explains how shapes have been sorted (R) |  |
| **Day 4, Lesson 4**  Naming 3-D Shapes  (1) | * Recognises and names common 3-D shapes in different orientation and sizes (U&C) |  |
| **Day 5, Lesson 5**  Naming 3-D Shapes (2) | * Recognises and names common 3-D shapes in different orientation and sizes (U&C) |  |
| **Day 6, Lesson 6**  Exploring 2-D Shapes | * Recognises and names common 2-D shapes in different orientation and sizes (U&C) |  |

Unit 6 Shape Formative Assessment Observations Sheet

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| --- | --- | --- |
| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 7, Lesson 7**  2-D Shapes All Around Us | * Recognises and names common 2-D shapes in different orientation and sizes (U&C) |  |
| **Day 8, Lesson 8** Solving 2-D Shape Problems | * Represents shapes in various ways (C) * Explores shape properties and functions, and describes using everyday language |  |
| **Day 9, Lesson 9** Sorting 2-D and 3-D Shapes | * Sorts, compares and classifies 2-D and 3-D objects into logical categories according to their attributes. For example: non-geometrical properties such as colour, size and geometrical properties (R) * Solves problems involving 2-D shapes (A&PS) |  |
| **Day 10, Lesson 10**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

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**Unit 7 Consolidating Numbers 0 to 5 Formative Assessment Observations Sheet**

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1**  Exploring Counting 1  to 5 | * Demonstrates a growing understanding of the five principles of counting (U&C) * Estimates and counts the number of objects in a set, up to 5 (R) * Undertakes tasks involving counting in other areas of learning (A&PS) |  |
| **Day 2, Lesson 2** Patterns in Number Sequences | * Explores patterns in number sequences, noticing one more object being added each time (U&C) * Identifies a unit of repeat within a repeating pattern (U&C) |  |
| **Day 3, Lesson 3**  Introducing Zero | * Explores how counting can be used to solve problems related to everyday life (A&PS) * Identifies the empty set and the numeral zero (U&C) * Matches numerals to sets up to at least 5 (U&C) * Establishes that zero, as a numeral, represents nothing/none in terms of quantity (R) |  |
| **Days 4 and 5, Lesson**  **4** | * Displays 0, 1 2, 3, 4, 5, to convey the different uses and application of numerals to represent ‘how many’, order/rank and label (C) |  |

Unit 7 Consolidating Numbers 0 to 5 Formative Assessment Observations Sheet

|  |  |  |
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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| Ordering and Ordinality of Number – 0 to 5 | * Orders sets of objects according to their quantity, 0–5 (A&PS) * Accurately counts and compares equivalent and non-equivalent sets from 1 up to at least 5 and establishes which set has more or less (R) |  |
| **Day 6, Lesson 5**  Real-Life Numbers – 0 to 5 | * Investigates the role of quantifying in real-life situations (A&PS) * Explores the use of number and plays games to raise awareness of number in their environment (A&PS) |  |
| **Day 7, Lesson 6**  Number Paths – 1 to 5 | * Discusses, draws and writes representations of numbers 0–5, using manipulatives (C) * Begins to use simple number paths for counting all, counting on and counting back, as appropriate (A&PS) * Recognises that each subsequent number in a sequence is one more than the one that precedes it and one smaller than the one that comes after it (R) |  |
| **Day 8, Lesson 7** Composition of Number – 1 to 5 | * Investigates various arrangements (e.g. on number frames) of manipulatives, to prompt different mental images of numbers up to 5,   while developing a sense of each number (R) |  |
| **Day 9, Lesson 8**  Partitioning | * Partitions sets of two or more objects (U&C) |  |

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Unit 7 Consolidating Numbers 0 to 5 Formative Assessment Observations Sheet

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 10, Lesson 10**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

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