**Unit 1 Numbers to 100**

**Formative Assessment Observations Sheet**

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1**  Counting | * Uses strategies to estimate and count quantities within at least 100 (R) * Describes strategies used to count (C) |  |
| **Days 2 and 3, Lesson 2**  Counting Groups | * Practises repeated addition and group or skip counting (U&C) * Uses number lines, benchmark numbers (2s, 10s and 5s), and patterns to count forwards and backwards (A&PS) |  |
| **Day 4, Lesson 3**  Representing Numbers | * Represents numbers up to 100 using different models, illustrations and number expressions (C) |  |
| **Day 5, Lesson 4**  Tens and Ones | * Demonstrates an ability to estimate various arrangements or models of numbers to 99 (U&C) * Composes and decomposes the structure of two-digit whole numbers up to 99 (U&C) |  |
| **Days 6 and 7, Lesson 5** Comparing and Ordering Numbers | * Compares two 2-digit numbers and equivalent and non-equivalent sets and represents the relationship between these numbers/sets using symbols and language (For example: <, >, and   =) (U&C) (C); Orders two-digit numbers (R) |  |

Unit 1 Numbers to 100 Formative Assessment Observations Sheet

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 8, Lesson 6**  Estimating Numbers | * Rounds numbers to the nearest ten (R) |  |
| **Day 9, Lesson 7**  Number Hunts | * Identifies and recognises two-digit numbers in the environment (U&C) |  |
| **Day 10, Lesson 8**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

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**Unit 2 Addition and Subtraction 1 Formative Assessment Observations Sheet**

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1**  Fact Families | * Translates verbal problems involving addition and subtraction into pictorial representations and/or written number sentences (C) * Constructs number sentences and number stories to solve problems involving addition and subtraction (A&PS) * Begins to explore alternative ways of expressing number sentences (U&C) |  |
| **Day 2, Lesson 2** Turnaround and Inverse | * Demonstrates and justifies that addition is commutative (we can swap the order of the numbers being added and still get the same total), but subtraction is not (R) * Explores and describes the inverse relationship between addition and subtraction (U&C) |  |
| **Days 3 and 4, Lesson 3** Doubles, Near Doubles and In-between Doubles | * Explores a range of approaches (e.g. doubles) to support calculation strategies (U&C) * Recognises and describes patterns that emerge in the addition of odd/even numbers (C) |  |
| **Day 5, Lesson 4**  Friendly Facts | * Identifies simpler fact groups (U&C) * Applies and justifies the zero property to support calculations (R) |  |

Unit 2 Addition and Subtraction 1 Formative Assessment Observations Sheet

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
|  | * Draws from patterns and properties to determine unknown number facts from core facts (A&PS) |  |
| **Day 6, Lesson 5** Different Types of Subtraction | * Begins to recognise and use different representations of subtraction, i.e. removal/take away, comparison/difference and complementary addition (U&C) |  |
| **Day 7, Lesson 6**  Checking Calculations | * Checks addition and subtraction calculations, using a range of strategies, including inverse operations, reasonableness, and known facts   (U&C) |  |
| **Day 8, Lesson 7**  Number Hunts | * Applies and justifies the associative property to support calculations (R) * Applies knowledge of ‘friendly’ facts (doubles, bonds of 10, etc.) to perform computations efficiently (R) |  |
| **Day 9, Lesson 8**  Related Facts | * Draws from patterns and properties to derive unknown number facts from core facts (e.g. multiples of 10) (A&PS) * Solves problems using known number and property facts and knowledge of mental strategies involving multiples of ten, up to 100 (A&PS) |  |
| **Day 10, Lesson 9**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

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Unit 2 Addition and Subtraction 1 Formative Assessment Observations Sheet

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**Unit 3 Fractions**

**Formative Assessment Observations Sheet**

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1**  Whole and Parts | * Articulates and shares prior understanding of sharing and fractions (C) * Recognises and identifies whole and parts, equal and unequal parts (U&C) |  |
| **Days 2 and 3, Lesson 2**  Halves and Quarters | * Establishes and identifies a half/quarter as one of two/four equal parts of a whole object, shape or length (U&C) * Uses the appropriate fraction name and fractional notation (C) |  |
| **Day 4, Lesson 3**  Same Value, Different Appearance | * Discusses and explains the relationship between ‘related fractions’ halves and quarters (fraction families) (C) * Explores the concept of equivalence between halves and quarters (U&C) * Explores different models to demonstrate understanding of simple equivalent fractions (C) |  |
| **Day 5, Lesson 4** Comparing and Ordering | * Compares and orders fractions (R) * Justifies the ordering of fractions and whole numbers along a number line (R) |  |

Unit 3 Fractions Formative Assessment Observations Sheet

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Days 6 and 7, Lesson 5**  Halves and Quarters of Sets | * Establishes and identifies halves and quarters of amounts/sets (U&C) |  |
| **Days 8 and 9, Lesson 6** Counting in Halves and Quarters | * Explains multiple fractions as more than one part of a whole (C) * Counts combinations of wholes and parts (U&C) * Counts with fractional parts forwards and backwards (U&C) |  |
| **Day 10, Lesson 7**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

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**Unit 4 Data 1**

**Formative Assessment Observations Sheet**

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1**  Odds and Evens | * Represents and displays data using tally charts, and interprets results and draws conclusions (C) * Compares two data values and/or samples involving themselves (A&PS) |  |
| **Day 2, Lesson 2**  Pictograms | * Represents and displays data using pictograms, and interprets results and draws conclusions (C) * Critically analyses the nature and objectivity of simple data sets (R) |  |
| **Day 3, Lesson 3**  Multiple Values | * Recognises and identifies where data symbols represent multiple values (U&C) * Designs symbols to represent multiple information or values on a data display (C) |  |
| **Day 4, Lesson 4**  Data Investigation | * Applies an investigative cycle of problem- posing, planning, data gathering, representation, analysis and conclusion (A&PS) * Checks and evaluates the accuracy and reasonableness of own methods of data collection and representations (R) * Refines own methods (R) |  |

Unit 4 Data 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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