**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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