**Unit 1 Numbers to 10**

**Formative Assessment Observations Sheet**

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Days 1 and 2, Lesson****1**Counting | * Estimates the number of objects in a set up to 5 (R)
* Reads, writes and orders numerals (U&C)
* Recalls the number sequence forwards and backwards, from zero to at least 10 (U&C)
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| **Day 3, Lesson 2**Bonds of 5 | * Accurately counts and compares sets from 1 up to at least 5 and establishes which set has more or less (R)
* Partitions sets of 5 into two subsets and recognises that this does not affect the total (R)
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| **Days 4 and 5, Lesson****3**Numbers to 10 | * Partitions sets of 10 into two subsets and recognises that this does not affect the total (R)
* Demonstrates an ability to subitise various arrangements or models of numbers to 10 (U&C)
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| **Days 6 and 7, Lesson****4**Comparing Numbers | * Orders and compares numerals 1−10 with each

other (R)* Reads, writes and orders numerals up to 10 (U&C)
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| **Days 8 and 9, Lesson****5**Ordering | * Establishes the number immediately before or after another number (R)
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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
|  | * Explains ordinality, using the language of after, before and in-between (C)
* Recognises the use of ordinal numbers first, second, third and last in everyday life contexts (U&C)
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| **Day 10, Lesson 6**Review and Reflect | * Reviews and reflects on learning (U&C)
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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1**Comparing Objects | * Explores and identifies the different attributes of a single object that can be measured (U&C)
* Compares and orders objects according to length (U&C)
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| **Day 2, Lesson 2**Size | * Describes and discriminates between items using appropriate comparative language (C)
* Explores the conservation of length through practical activities (U&C)
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| **Days 3 and 4, Lesson****3**Length | * Recognises that quantifying a measurement helps us describe and compare more precisely (U&C)
* Records estimates and measures concretely, pictorially and orally (C)
* Selects and uses appropriate materials to propose and estimate fair comparisons (A&PS)
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| **Day 5, Lesson 4**Measuring | * Recognises that quantifying a measurement helps us describe and compare more precisely (U&C)
* Records estimates and measures concretely, pictorially and orally (C)
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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Days 6 and 7, Lesson****5**Weight | * Explores and identifies the different attributes of a single object that can be measured (U&C)
* Recognises the need for units to measure weight (R)
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| **Days 8 and 9, Lesson****6**Capacity | * Recognises the need for units to measure capacity (R)
* Compares and orders containers according to appropriate measurable attributes (A&PS)
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| **Day 10, Lesson 7**Review and Reflect | * Reviews and reflects on learning (U&C)
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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1**Bonds of 10 | * Investigates various arrangements of manipulatives to prompt different mental images of numbers up to 10, while developing a sense of each number (R)
* Orders and compares numbers 1−10 with each

other (R)* Establishes the number immediately before or after another number without having to start at one (R)
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| **Days 2 and 3, Lesson****2**Number Bonds | * Demonstrates understanding of all possible partitions of number bonds up to at least 10 (R)
* Explores how the appearance of a set has no effect on the overall total (U&C)
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| **Days 4 and 5, Lesson****3**More Bonds of 10 | * Uses comparative language (more, less, same/equal) to compare sets to at least 10 (C)
* Orders sets of objects up to at least 10 (A&PS)
* Uses manipulatives to demonstrate equivalence between the numeral and quantity of 10 (U&C)
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| **Day 6, Lesson 4**Partitioning Sets | * Partitions sets of objects into two or more subsets (U&C)
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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
|  | * Partitions sets 2−10 into two or more subsets and recognises that this does not affect the total (R)
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| **Days 7 and 8, Lesson****5**Adding | * Explores patterns in number sequences (U&C)
* Begins to explore the zero property (U&C)
* Describes similarities and differences between sets in terms of quantity (C)
* Jumps forwards on a number path to begin to express addition (C)
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| **Day 9, Lesson 6**Zero | * Begins to explore the zero property (adding zero to or subtracting zero from a number does not change the number) (U&C)
* Describes simple growing and shrinking patterns (C)
* Explains and argues the zero property of addition facts (C)
* Combines sets of objects up to at least 10, including the empty set/zero (U&C)
* Recognises the zero property of an empty set (U&C)
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| **Day 10, Lesson 7**Review and Reflect | * Reviews and reflects on learning (U&C)
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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1**Using Time Language | * Articulates and shares prior understanding of time concepts and vocabulary (U&C)
* Recalls the sequence of the days of the week (C)
* Logically sequences daily events in real-life situations (R)
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| **Day 2, Lesson 2**Sequencing Events | * Uses the vocabulary of time to sequence events (C)
* Logically sequences daily events or stages in stories or real-life situations (R)
* Correctly sequences stages of development of an event or story (A&PS)
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| **Day 3, Lesson 3**Daily Time Intervals | * Identifies meaningful intervals of time in daily routines (R)
* Logically sequences daily events in stories or real-life situations (R)
* Analyses and sorts events according to when they occur (A&PS)
* Identifies errors in chronological sequences of events (R)
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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 4, Lesson 4**Time Passing | * Recognises instruments which tell the time and acknowledges time passing throughout the day (A&PS)
* Describes and represents sequences of events (C)
* Logically sequences daily and weekly events or stages in stories or real-life situations (R)
* Correctly sequences stages of development of an event or story (A&PS)
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| **Day 5, Lesson 5**Review and Reflect | * Reviews and reflects on learning (U&C)
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