**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)
 |  |

**Unit 5 Time 1**

**Formative Assessment Observations Sheet**

| **Lesson**  | **Focus of learning** | **Assessment data relating to individuals/groups** |
| --- | --- | --- |
| **Day 1, Lesson 1**Units of Time | * Articulates and shares prior understanding of time concepts and vocabulary (U&C)
* Identifies, compares and sequences units of time (R)
* Begins to identify equivalent units of time (e.g. 24 hours in a day) (R)
 |  |
| **Day 2, Lesson 2** Estimating and Measuring Time | * Establishes and makes reasonable estimations and measures of time (R)
* Communicates the sequence of events (e.g. 24 hours in a day) (C)
 |  |
| **Day 3, Lesson 3**Days, Months and Seasons | * Communicates the sequence of days of the week, months of the year and seasons (C)
* Relates months and seasons to each other (R)
 |  |
| **Days 4 and 5, Lesson 4** The Calendar | * Explores the functionality of the calendar (month to a page) and identify dates (U&C)
* Communicates the number of days in the month (C)
 |  |
| **Day 6, Lesson 5**O’Clock | * Recognises time in hours on analogue clocks (U&C)
* Reads and records time in one-hour intervals on analogue clocks (C)
 |  |
| **Days 7 and 8, Lesson 6**Half Past | * Recognises time in half hours on analogue clocks (U&C)
* Reads and records time in half-hour intervals on analogue clocks (C)
* Investigates the fractional representation of time on an analogue clock (R)
 |  |
| **Day 9, Lesson 7** Estimating Time | * Makes approximations of the present time or the time shown on analogue clocks using appropriate language (C)
* Establishes and makes reasonable estimations and measures of time (R)
 |  |
| **Day 10, Lesson 8** Review and Reflect | * Reviews and reflects on learning (U&C)
 |  |

**Unit 6 Shapes**

**Formative Assessment Observations Sheet**

| **Lesson**  | **Focus of learning** | **Assessment data relating to individuals/groups** |
| --- | --- | --- |
| **Day 1, Lesson 1**Exploring Shapes | * Compares properties (faces, sides, corners, vertices) of shapes (U&C)
* Compares and contrasts shapes and shape families based on their properties (R)
 |  |
| **Day 2, Lesson 2** Properties of 2-D Shapes | * Analyses and discusses the results of shape-sorting activities using appropriate mathematical language (C)
* Describes the key differences and similarities of 2-D shapes according to their properties (C)
 |  |
| **Day 3, Lesson 3**2-D Shapes: Sides and Corners | * Compares and contrasts shapes based on their properties (R)
* Describes the key differences and similarities of 2-D shapes according to their properties (C)
 |  |
| **Day 4, Lesson 4** Classifying 2-D Shapes | * Sorts an increased range of shapes according to at least two properties (R)
 |  |
| **Days 5 and 6, Lesson 5**Shapes in Shapes | * Sorts 2-D shapes according to whether they contain right angles or not (A&PS)
* Combines and partitions 2-D shapes (for example: using tangrams/pattern blocks) (A&PS)
 |  |
| **Day 7, Lesson 6**Naming and Sorting 3-D Shapes | * Presents a wide range of purposes for the potential use of 3-D shapes (A&PS)
* Compares and contrasts shapes and shape families based on their properties (R)
* Sorts an increased range of shapes according to at least two properties (R)
 |  |
| **Day 8, Lesson 7**3-D Shapes: Faces, Surfaces, Edges and Corners | * Compares properties (faces, sides, corners, vertices) of shapes (U&C)
* Describes the key differences and similarities of shapes according to their properties (C)
 |  |
| **Day 9, Lesson 8**Building with 3-D Shapes | * Deconstructs and reconstructs everyday items (for example: using containers or packaging) (A&PS)
* Compares properties (faces, sides, corners, vertices) of shapes (U&C)
* Models 2-D and 3-D shapes using materials or through drawing (U&C)
 |  |
| **Day 10, Lesson 9** Review and Reflect | * Reviews and reflects on learning (U&C)
 |  |

**Unit 7 Numbers to 100**

**Formative Assessment Observations Sheet**

| **Lesson**  | **Focus of learning** | **Assessment data relating to individuals/groups** |
| --- | --- | --- |
| **Day 1, Lesson 1**Counting | * Counts to at least 100, counting fluently across decades (U&C)
* Explains and justifies choices of counting strategies used, and compares with the choices of others (C)
 |  |
| **Days 2 and 3, Lesson 2** Counting Groups | * Skip counts multiples of twos, fives and tens from a given multiple using verbal, concrete and pictorial supports (U&C)
* Uses skip counting to extend number patterns (A&PS)
 |  |
| **Day 4, Lesson 3**Representing Numbers  | * Models 2-digit numbers (C)
 |  |
| **Day 5, Lesson 4** Tens and Ones | * Demonstrates an ability to estimate various arrangements or models of numbers to 99 (U&C)
* Models, represents and describes two-digit numbers in terms of tens and ones (C)
* Composes and decomposes the structure of two-digit whole numbers up to at least 99 (U&C)
 |  |
| **Days 6 and 7, Lesson 5**Comparing and Ordering Numbers | * Compares two 2-digit numbers and represents the relationship between these numbers using <, > and = (U&C)
* Orders 2-digit numbers (For example: from least to most, most to least) (R)
 |  |
| **Day 8, Lesson 6**Estimating Numbers  | * Investigates the efficiency of different estimation strategies, including rounding numbers to the nearest ten (R)
 |  |
| **Day 9, Lesson 7** Number Hunts | * Identifies and recognises 2-digit numbers in the environment (U&C)
* Explores a range of tasks including games, puzzles and real-life contexts involving 2-digit numbers (A&PS)
 |  |
| **Day 10, Lesson 8**Review and Reflect | * Reviews and reflects on learning (U&C)
 |  |

**Unit 8 Addition and Subtraction 2**

**Formative Assessment Observations Sheet**

| **Lesson**  | **Focus of learning** | **Assessment data relating to individuals/groups** |
| --- | --- | --- |
| **Day 1, Lesson 1**Adding 10 and 9 | * Uses knowledge of simple fact groups to develop further calculation strategies (R)
 |  |
| **Day 2, Lesson 2** Subtracting 10 and 9 | * Explores a range of approaches to support calculation strategies (U&C)
* Uses knowledge of simple fact groups to develop further calculation strategies (R)
 |  |
| **Day 3, Lesson 3**Make Tens | * Explores a range of approaches to support calculation strategies (U&C)
 |  |
| **Days 4 and 5, Lesson 4** Fact Families | * Translates representations into written addition or subtraction number sentences or expressions (C)
* Demonstrates, justifies, explains and argues the commutative property in relation to addition facts (R)
* Begins to develop an understanding of addition and subtraction as being the inverse of each other (U&C)
 |  |
| **Day 6, Lesson 5**Subtraction as Difference | * Demonstrates subtraction as difference using a variety of models and strategies (U&C)
* Translates representations into written subtraction number sentences or expressions (C)
* Begins to use a number line to demonstrate difference and bridging through 10 (C)
 |  |
| **Day 7, Lesson 6**Just Tens | * Adds and subtracts multiples of tens within 100 (U&C)
* Counts multiples of tens from a given multiple using verbal, concrete and pictorial supports (U&C)
 |  |
| **Days 8 and 9, Lesson 7** Adding and Subtracting Tens with Two-digit Numbers | * Counts forwards and backwards in tens from any given number using verbal, concrete and pictorial supports (U&C)
* Explores patterns and numerical relationships in addition and subtraction of tens on a hundred square (U&C)
* Constructs number sentences and number stories to solve problems involving addition and subtraction within 99 (A&PS)
* Justifies the selection and use of operations [addition and subtraction] in a variety of contexts (R)
 |  |
| **Day 10, Lesson 8** Review and Reflect | * Reviews and reflects on learning (U&C)
 |  |