**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) |  |

**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) |  |

**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) |  |

**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) |  |

**Unit 5 Time 1**

**Formative Assessment Observations Sheet**

| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
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| **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) * Identifies and matches equivalent units of time (R) |  |
| **Day 2, Lesson 2** Measuring Time | * Estimates and compares lengths of elapsed time (R) * Selects and uses appropriate timers for specific purposes (A&PS) |  |
| **Days 3 and 4, Lesson 3**  Calendars | * Reads day, date and month, using a calendar, and identifies the season (C) * Investigates and discusses calendar patterns and characteristics of months and seasons (R) * Analyses and creates calendars (A&PS) |  |
| **Day 5, Lesson 4**  O’Clock and Half Past | * Recognises and expresses time in hours and half hours on analogue and digital clocks (U&C) * Reads and records time in one-hour and half-hour intervals on analogue and digital clocks (C) * Recognises the significance of the hour hand (analogue) (U&C) |  |
| **Days 6 and 7, Lesson 5**  Sorting Sets − One Criterion | * Recognises and expresses time in quarter hours on analogue and digital clocks (U&C) * Reads and records time in quarter-hour intervals on analogue and digital clocks (C) |  |
| **Days 8 and 9, Lesson 6**  Quarter To | * Recognises and expresses time in quarter hours on analogue and digital clocks (U&C) * Reads and records time in quarter-hour intervals on analogue and digital clocks (C) |  |
| **Day 10, Lesson 7** 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** |
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| **Day 1, Lesson 1**  Shape Collections | * Creates collections or families of shapes based on common properties (U&C) * Conjectures and justifies about whether an unfamiliar shape belongs to a certain category (R) |  |
| **Day 2, Lesson 2**  Properties of 2-D Shapes | * Recognises and names 2-D shapes, including hexagon and parallelogram (U&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 Vertices (Corners) | * Describes the key differences and similarities between 2-D shapes according to their sides and vertices (C) * Models 2-D shapes using materials or through drawings (U&C) |  |
| **Day 4, Lesson 4**  Classifying 2-D Shapes | * Represents classification of 2-D shapes according to common properties using tables or diagrams (C) |  |
| **Days 5 and 6, Lesson 5**  Shapes in Shapes | * Combines and partitions 2-D shapes (A&PS) * Solves problems requiring the greatest or least number of 2-D shapes needed to compose a larger 2-D shape in a variety of ways (A&PS) * Solves tasks and problems involving technology/virtual manipulatives (A&PS) |  |
| **Day 7, Lesson 6**  Classifying 3-D Shapes | * Recognises and names 3-D shapes, including pyramid (U&C) * Analyses the relationships between properties and capabilities in families of shapes (U&C) |  |
| **Day 8, Lesson 7**  3-D Shapes: Faces, Edges and Vertices | * Describes the key differences and similarities of 3-D shapes according to their faces, edges and vertices (C) |  |
| **Day 9, Lesson 8**  Constructing and Deconstructing 3-D Shapes | * Dissects and/or constructs 3-D shapes using modelling materials (U&C) |  |
| **Day 10, Lesson 9** Review and Reflect | * Reviews and reflects on learning (U&C) |  |

**Unit 7 Numbers to 200**

**Formative Assessment Observations Sheet**

| **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 200 (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, 5s and 20s), and patterns to count forwards and backwards (A&PS) |  |
| **Day 4, Lesson 3**  Representing Numbers | * Represents numbers using different models, illustrations and number expressions (C) |  |
| **Day 5, Lesson 4**  Hundreds, Tens and Ones | * Demonstrates an ability to estimate various arrangements or models of numbers to 199 (U&C) * Composes and decomposes the structure of 3-digit whole numbers up to at least 199 (U&C) * Identifies place value in three-digit whole numbers up to at least 199, including zero as a placeholder (U&C) |  |
| **Days 6 and 7, Lesson 5**  Comparing and Ordering Numbers | * Compares two 3-digit numbers up to at least 199, and represents the relationship between these numbers using symbols and language (e.g. <, > and =) (U&C) * Compares and records equivalent and non-equivalent sets up to 99 using <,> and = (C)(U&C) * Orders 3-digit numbers up to at least 199 (R) |  |
| **Day 8, Lesson 6**  Estimating Numbers | * Rounds numbers to the nearest ten and/or hundred (R) |  |
| **Day 9, Lesson 7** Number Hunts | * Identifies and recognises numbers up to 200 in the environment (U&C) |  |
| **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 and Subtracting Ones | * Explores addition and subtraction of ones, without renaming, within 100 (U&C) * Draws from patterns and properties to derive unknown number facts from core facts (A&PS) |  |
| **Days 2 and 3, Lesson 2**  Adding and Subtracting Tens | * Explores addition and subtraction of tens, without renaming, within 100 (U&C) * Establishes the relationship between numbers and their position in a 100 square (R) * Applies the zero property to support calculations and justifies with proof(s) (R) |  |
| **Day 4, Lesson 3**  Adding and Subtracting Two-digit Numbers | * Explores addition and subtraction of two two-digit numbers (without renaming, within 100) (U&C) * Develops strategies for efficient computation of addition and subtraction of two two-digit numbers (R) |  |
| **Day 5, Lesson 4**  Adding – Making Tens | * Uses 10 (and/or multiples of 10) as a base when adding through ten (U&C) * Uses number lines and benchmark numbers to add (A&PS) * Draws from patterns and properties to derive unknown number facts from core facts (A&PS) |  |
| **Days 6 and 7, Lesson 5**  Adding with Renaming Ones as Tens | * Explores addition, with renaming ones as tens, within 100 (U&C) * Develops strategies for efficient computation of addition of ones (R) |  |
| **Day 8, Lesson 6**  Adding with Renaming Tens as Hundreds | * Explores addition with renaming tens as hundreds (U&C) * Draws from patterns and properties to derive unknown number facts from core facts (A&PS) |  |
| **Day 9, Lesson 7** Adding Three Numbers | * Applies the associative property to support calculations and justifies with proof(s) (R) |  |
| **Day 10, Lesson 8** Review and Reflect | * Reviews and reflects on learning (U&C) |  |