**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)
 |  |
| **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)
 |  |
| **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)
 |  |
| **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)
 |  |
| **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)
 |  |
| **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)
 |  |
| **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)
 |  |
| **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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**Unit 5 Numbers to 15**

**Formative Assessment Observations Sheet**

| **Lesson**  | **Focus of learning** | **Assessment data relating to individuals/groups** |
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| **Day 1, Lesson 1**More Numbers to 10 | * Orders, reads and writes numerals up to at least 10 (U&C)
* Establishes the number immediately before or after another number without having to start at 1 (R)
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| **Days 2 and 3, Lesson 2** Numbers to 12 | * Discusses the grouping and swapping of ten ones to ‘make a group of ten’ (C)
* Explores mathematical representation of tens and ones (C)
* Explores how the names of numerals reflect their relationships to 10 (R)
 |  |
| **Days 4 and 5, Lesson 3**Numbers to 14 | * Participates in grouping and swapping activities involving making tens (A&PS)
* Partitions sets of 2−10 into two or more subsets and recognises that this does not affect the total (R)
 |  |
| **Day 6, Lesson 4** Numbers to 15 | * Explore the relationship between the numbers 11−15 (U&C)
* Matches numerals and number words to sets and to other numerals in a variety of contexts (A&PS)
 |  |
| **Days 7 and 8, Lesson 5**Tens and Ones to 15 | * Represents amounts of tens and ones as two-digit numbers (U&C)
* Describes observable changes in quantitative terms (C)
* Describes similarities and differences between sets in terms of quantity (C)
 |  |
| **Day 9, Lesson 6**Ordering Numbers | * Recognises the use of ordinal numbers first, second, third, last in everyday life contexts (U&C)
* Explains ordinality, using the language of after, before and in-between (C)
 |  |
| **Day 10, Lesson 7** Review and Reflect | * Reviews and reflects on learning (U&C)
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**Unit 6 Shape**

**Formative Assessment Observations Sheet**

| **Lesson**  | **Focus of learning** | **Assessment data relating to individuals/groups** |
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| **Day 1, Lesson 1**Shapes | * Selects appropriate criteria for shape sorting (R)
* Explains how shapes have been sorted (R)
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| **Day 2, Lesson 2** Properties of 2-D Shapes | * Identifies and describes the properties of 2-D shapes, including the number of sides and corners (U&C)
* Sorts, compares and classifies 2-D shapes into logical categories according to their attributes, size and geometric properties (R)
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| **Day 3, Lesson 3**Sorting 2-D Shapes | * Sorts using simple Venn and Carroll diagrams (C)
* Compares and sorts common 2-D shapes (C)
 |  |
| **Day 4, Lesson 4** 3-D Shapes | * Discusses similarities and differences between shapes (C)
* Recognises and names common 3-D and 2-D shapes in different orientation and sizes (U&C)
 |  |
| **Day 5, Lesson 5**Properties of 3-D Shapes | * Identifies and describes simple properties and capabilities of some regular shapes (U&C)
* Discusses similarities and differences between shapes (C)
 |  |
| **Days 6 and 7, Lesson 6**Making 2-D and 3-D Shapes | * Selects appropriate materials to represent shapes (C)
* Solves tasks and problems involving shapes (A&PS)
 |  |
| **Days 8 and 9, Lesson 7** Shapes Around Us | * Sorts, compares and classifies 2-D and 3-D objects into logical categories according to their attributes, size and geometric properties (R)
* Asks questions about the properties of shapes to determine their identity (C)
* Solves tasks and problems involving regular shapes (A&PS)
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| **Day 10, Lesson 8** Review and Reflect | * Reviews and reflects on learning (U&C)
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**Unit 7 Operations within 15**

**Formative Assessment Observations Sheet**

| **Lesson**  | **Focus of learning** | **Assessment data relating to individuals/groups** |
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| **Day 1, Lesson 1**Comparing | * Establishes the number immediately before or after another number without having to start at 1 (R)
* Counts, individually and chorally, forwards and backwards within 20 starting at any given number using verbal, concrete and pictorial supports (U&C)
 |  |
| **Days 2 and 3, Lesson 2** Combining Sets | * Composes and decomposes the structure of numbers 11−15 in terms of tens and ones (U&C)
* Uses appropriate strategies to find out how many (A&PS)
* Compares equivalent and non-equivalent sets by value (1 to at least 10) and establishes how much more/less (R)
 |  |
| **Days 4 and 5, Lesson 3**Bar Models | * Demonstrates an ability to subitise various arrangements or models of numbers to 12 (U&C)
* Investigates various arrangements of manipulatives to prompt different mental images of numbers up to 15, while developing a sense of each number (R)
 |  |
| **Days 6 and 7, Lesson 4** Number Paths | * Orders and compares numbers 1−15 with each other (R)
* Counts forwards in ones to demonstrate addition (C)
 |  |
| **Days 8 and 9, Lesson 5**Addition | * Jumps forwards on a number line or path to begin to express addition (C)
* Demonstrates understanding of all possible partitions of number bonds up to at least 10 (R)
 |  |
| **Day 10, Lesson 6**Review and Reflect | * Reviews and reflects on learning (U&C)
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**Unit 8 Numbers to 20**

**Formative Assessment Observations Sheet**

| **Lesson**  | **Focus of learning** | **Assessment data relating to individuals/groups** |
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| **Day 1, Lesson 1**Numbers to 15 | * Counts forwards and backwards within 20, and beyond (U&C)
* Reads, writes and orders numerals up to at least 15 (U&C)
* Composes and decomposes the structure of numbers 11−15 in terms of tens and ones (U&C)
 |  |
| **Days 2 and 3, Lesson 2** Numbers to 17 | * Recalls the number sequence forwards and backwards, between zero and at least 20, from any given number (U&C)
* Reads, writes and orders numerals up to at least 17 (U&C)
* Composes and decomposes the structure of numbers 16 and 17 in terms of tens and ones (U&C)
 |  |
| **Days 4 and 5, Lesson 3**Numbers to 19 | * Reads, writes and orders numerals up to at least 19 (U&C)
* Explores mathematical representation (manipulatives and/or pictorially) of tens and ones (C)
* Composes and decomposes the structure of numbers 18 and 19 in terms of tens and ones (U&C)
* Discusses the groupings of tens (and ones left over) (C)
 |  |
| **Days 6 and 7, Lesson 4** Numbers to 20 | * Reads, writes and orders numerals up to at least 20 (U&C)
* Demonstrates an ability to subitise various arrangements or models of numbers to 20 (U&C)
* Investigates various arrangements (for example: on ten frames) of manipulatives to prompt different mental images of numbers up to 20, while developing a sense of each number (R)
* Orders and compares numbers 1−20 with each other (R)
 |  |
| **Days 8 and 9, Lesson 5**How Many? | * Selects and uses appropriate materials to make a variety of sets for a given number (A&PS)
* Uses a range of counting strategies to determine quantities and justifies their efficiency (A&PS)
 |  |
| **Day 10, Lesson 6** Review and Reflect | * Reviews and reflects on learning (U&C)
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