Unit 1 Numbers to 30

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 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) |  |

Unit 2 Addition and

Formative Assessm

Subtraction 1

ent Observations Sheet

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| **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) |  |

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**  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) |  |

Unit 3 Fractions

Formative Assessm

ent Observations Sheet

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| **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) |  |

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 | * 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) |  |

Unit 4 Data 1

Formative Assessm

ent Observations Sheet

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| **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) |  |

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**  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

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| **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) |  |

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **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

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| **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 |  |

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
|  | 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

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| **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) |  |

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
|  | * 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

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| **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) |  |

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
|  | * 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) |  |

Unit 9 Location and Transformation Formative Assessment Observations Sheet

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1**  Left and Right | * Describes direction [to the right/left] (U&C) * Recognises that some directions are relative to current position and orientation [for example: right/left] (R) * Solves problems and plays games involving simple maps or grids (A&PS) * Creates a set of simple instructions to direct movement for a given purpose (A&PS) * Deduces and identifies where, in a series of steps, the wrong direction may have been taken (R) |  |
| **Days 2 and 3, Lesson**  **2**  Turns | * Describes amount of turn [whole, half and quarter turns] (U&C) * Relates clockwise movements to the clock face (R) |  |
| **Days 4 and 5, Lesson**  **3**  Directions | * Associates the cardinal directions [North, South, East and West] with the appropriate directions in relation to the classroom and school environment (U&C) * Records movement from one location to another using a simple map (C) |  |

**Unit 9 Location and Transformation Formative Assessment Observations Sheet**

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
|  | * Visualises the result of following a sequence of directions on a map or plan (R) |  |
| **Day 6, Lesson 4**  Symmetry | * Recognises and identifies known shapes when reflected (U&C) * Understands and uses the term reflect to describe relevant shape movements (C) * Identifies lines of symmetry and reflected lines or shapes in images or illustrations (A&PS) |  |
| **Day 7, Lesson 5**  Moving Shapes | * Recognises and identifies known shapes repeated or rotated (U&C) * Selects appropriate materials/digital tools to draw and label shape movements * Explores position and shape with a range of pentominoes (A&PS) |  |
| **Days 8 and 9, Lesson**  **6**  Tessellations | * Identifies shapes and combinations of shapes that tessellate in the environment (U&C) * Makes predictions and explains in simple terms why some shapes tessellate (for example, referring to right angles or other familiar properties) (R) |  |
| **Day 10, Lesson 7**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

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Unit 10 Measuring 1

Formative Assessment Observations Sheet

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1** Comparing and Ordering Lengths and Heights | * Describes and discriminates between objects using appropriate comparative language (C) * Compares and orders objects according to length by making direct comparisons (U&C) |  |
| **Day 2, Lesson 2**  Measuring Length | * Identifies the appropriate measurement instruments and units for a given situation (U&C) * Collects and records measurement data in systematic ways (e.g. by using lists, tables) and compares results (C) |  |
| **Days 3 and 4, Lesson**  **3**  Metres | * Identifies the need for standard units to measure length (U&C) * Recognises that units of measurement can simplify communication about measurement (C) |  |
| **Day 5, Lesson 4**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

Unit 11 Patterns

Formative Assessment Observations Sheet

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1**  Finding Patterns | * Articulates and shares prior understanding of what constitutes a pattern (U&C) * Uses available resources to create own pattern (C) |  |
| **Day 2, Lesson 2** Describing and Making Patterns | * Compares alternative perspectives on patterns (R) * Describes or shows why a rule describes a pattern (R) |  |
| **Day 3, Lesson 3** Growing or Shrinking Patterns | * Describes the structure of growing and shrinking patterns (C) |  |
| **Day 4, Lesson 4**  Pattern Stations | * 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 5, Lesson 5**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

Unit 12 Addition and Subtraction 3 Formative Assessment Observations Sheet

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1** Adding without Renaming 1 (2-digit + 1-digit) | * Adds within 100 including 2-digit + 1-digit, without renaming and introducing the column method (U&C) * Tells the story of simple number sentences or expressions, verbally or using appropriate models (e.g. diagrams or concrete materials)   (A&PS) |  |
| **Day 2, Lesson 2** Subtracting without Renaming 1 (2-digit –  1-digit) | * Subtracts numbers within 99 without renaming (U&C) * Estimates differences within 99 (R) |  |
| **Day 3, Lesson 3** Adding without Renaming 2 (2-digit +  2-digit) | * Adds within 100 including 2-digit + 2-digit (U&C) * Estimates totals within 99 (R) |  |
| **Days 4 and 5, Lesson**  **4**  Subtracting without Renaming 2 (2-digit – 2-digit) | * Subtracts numbers within 99, without renaming (U&C) |  |

**Unit 12 Addition and Subtraction 3 Formative Assessment Observations Sheet**

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 6, Lesson 5**  Renaming Ones as Tens | * Adds within 100 renaming ones as tens (U&C) |  |
| **Day 7, Lesson 6** Adding with Renaming 1 (2- digit +  1-digit) | * Adds within 100 including 2-digit + 1-digit, with renaming (U&C) |  |
| **Days 8 and 9, Lesson**  **7**  Adding with  Renaming 2 (2-digit + 2-digit) | * Adds within 100 including 2-digit + 2-digit, with renaming (U&C) |  |
| **Day 10, Lesson 8**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

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Unit 13 Measuring 2

Formative Assessment Observations Sheet

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1** Comparing and Ordering Weight | * Describes and discriminates between objects using appropriate comparative language (C) * Compares and orders objects according to weight by making direct comparisons (U&C) |  |
| **Days 2 and 3, Lesson**  **2**  Measuring Weight | * Identifies the appropriate measurement instruments and non-standard units for a given situation (U&C) * Collects and records measurement data in systematic ways (e.g. using lists, tables) and   compares results (C) |  |
| **Day 4, Lesson 3**  Kilograms | * Identifies commonalities and differences between measurable attributes and the need for standard units to measure weight (U&C) * Recognises that units of measurement can simplify communication about measurement (C) |  |
| **Day 5, Lesson 4** Comparing and Ordering Capacity | * Describes and discriminates between objects using appropriate comparative language (C) * Compares and orders objects according to capacity by making direct comparisons (U&C) |  |

**Unit 13 Measuring 2 Formative Assessment Observations Sheet**

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Days 6 and 7, Lesson**  **5**  Measuring Capacity | * Identifies the appropriate measurement instruments and non-standard units for a given situation (U&C) * Collects and records measurement data in systematic ways (e.g. using lists, tables) and compares results (C) |  |
| **Day 8, Lesson 6**  Litres | * Identifies commonalities and differences between measurable attributes and the need for standard units to measure capacity (U&C) * Recognises that units of measurement can simplify communication about measurement (C) |  |
| **Days 9, Lesson 7** Measuring Investigation | * Identifies the appropriate attribute to measure for a given problem situation (A&PS) * Selects and uses appropriate procedures, measures and equipment to measure attributes of length, weight, and capacity (A&PS) |  |
| **Day 10, Lesson 8**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

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Unit 14 Time 2

Formative Assessment Observations Sheet

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Days 1 and 2, Lesson**  **1**  Digital Time | * Begins to recognise and express time in hours and half hours on digital clocks (U&C) * Recognises and identifies the time of significant daily events represented on analogue clocks (U&C) |  |
| **Day 3, Lesson 2**  A Day | * Communicates the sequence of events (e.g. 24 hours in a day) (C) * Uses language of approximation to relate events which occur naturally throughout the day to   various units of time (A&PS) |  |
| **Day 4, Lesson 3**  TV Timetable | * Begins to compare lengths of elapsed time (R) * Begins to explore different ways of presenting time using a variety of strategies, e.g. using time number lines and empty clock faces (C) |  |
| **Day 5, Lesson 4**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

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Unit 15 Money

Formative Assessment Observations Sheet

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Days 1 and 2, Lesson**  **1**  Euro Coins | * Articulates and shares prior understanding of money and euro denominations (U&C), (R), (C) * Recognises the relative value of coins, up to the value of at least €1 (U&C) * Describes similarities and differences between coins (C) * Estimates values of undetermined amounts of money (R) |  |
| **Day 3, Lesson 2**  Notes and Coins | * Uses the euro (€) and cent (c) symbol to represent money (C) * Analyses different ways of combining coins/amounts to make particular sums (R) * Describes similarities and differences between coins and/or notes (C) |  |
| **Day 4, Lesson 3**  More, Less or Equal? | * Compares and orders collections of coins (R) * Uses the and = symbols to represent the relationship (U&C) |  |
| **Day 5, Lesson 4** Counting and Making Amounts | * Recognises the relative value of coins, up to the value of at least €1 (U&C) |  |

**Unit 15 Money Formative Assessment Observations Sheet**

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
|  | * Analyses different ways of combining coins/amounts to make particular sums (R) |  |
| **Day 6, Lesson 5**  The Garden Shop | * Determines what can be bought for certain sums of money (U&C) * Explores a variety of ways to record calculations (C) |  |
| **Day 7, Lesson 6**  Finding Totals | * Selects and uses appropriate mental and written strategies (including number sentences) for estimating and calculating totals/simple bills (totals not to exceed 99c) (A&PS) * Explores a variety of ways to record calculations (C) |  |
| **Days 8 and 9, Lesson**  **7**  Shopping | * Exchanges money for goods/items in real-life or role play contexts (A&PS) |  |
| **Day 10, Lesson 8**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

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Unit 16 Data 2

Formative Assessment Observations Sheet

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1**  Pictograms | * Differentiates information as useful or surplus to address questions of interest (R) * Selects and applies appropriate methods of recording and representing data in different problem-solving scenarios (A&PS) |  |
| **Day 2, Lesson 2**  Block Graphs | * Selects and applies appropriate methods of collecting, recording and representing data in   different problem-solving scenarios (A&PS) |  |
| **Day 3, Lesson 3**  Comparing Data Displays | * Selects and applies appropriate methods of collecting, recording and representing data in different problem-solving scenarios. (A&PS) |  |
| **Day 4, Lesson 4**  Let’s Find Out | * Selects and applies appropriate methods of collecting, recording and representing data in different problem-solving scenarios (A&PS) |  |
| **Day 5, Lesson 5**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

Unit 17 Measuring 3

Formative Assessment Observations Sheet

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1** Comparing and Ordering Area | * Describes and discriminates between objects using appropriate comparative language (C) * Compares and orders objects according to area by making direct comparisons (U&C) |  |
| **Day 2, Lesson 2**  Measuring Area | * Identifies the appropriate measurement instruments and units for a given situation (U&C) * Collects and records measurement data in systematic ways (e.g. lists, tables) and compares results (C) |  |
| **Day 3, Lesson 3**  Square Units | * Explains and justifies the necessity of selecting the same unit when comparing two things (R) * Recognises that units of measurement can simplify communication about measurement (C) |  |
| **Day 4, Lesson 4** Measuring Investigations | * Identifies the appropriate attribute to measure for a given problem situation (A&PS) * Selects and uses appropriate procedures, measures and equipment to measure attributes of length, weight, capacity and area (A&PS) |  |
| **Day 5, Lesson 5**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

**Unit 17 Measuring 3 Formative Assessment Observations Sheet**

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Unit 18 Number Sentences

Formative Assessment Observations Sheet

|  |  |  |
| --- | --- | --- |
| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Days 1 and 2, Lesson**  **1**  Number Sentences | * Represents situations that involve the addition and subtraction of whole numbers, using objects, pictures and symbols (A&PS) * Records the quantitative information provided in a story or problem in pictorial or graphical form (C) * Tells the story of simple number sentences or expressions, verbally or using appropriate models (e.g. diagrams or concrete materials)   (A&PS) |  |
| **Days 3 and 4, Lesson**  **2**  Subtraction Number Sentences | * Represents situations that involve the addition and subtraction of whole numbers using objects, pictures and symbols (A&PS) * Records the quantitative information provided in a story or problem in pictorial or graphical form (C) * Tells the story of simple number sentences or expressions, verbally or using appropriate models (e.g. diagrams or concrete materials) (A&PS) |  |

**Unit 18 Number Sentences Formative Assessment Observations Sheet**

|  |  |  |
| --- | --- | --- |
| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 5, Lesson 3**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

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Unit 19 Addition and Subtraction 4 Formative Assessment Observations Sheet

|  |  |  |
| --- | --- | --- |
| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1**  Renaming Tens as Ones | * Decomposes the structure of 2-digit whole numbers, up to at least 99 (U&C) |  |
| **Day 2, Lesson 2** Subtraction with Renaming 1 (2-digit –  1-digit) | * Subtracts numbers within 99, with renaming (U&C) |  |
| **Days 3 and 4, Lesson**  **3**  Subtracting with Renaming 2 (2-digit –  2-digit) | * Subtracts numbers within 99, with renaming (U&C) |  |
| **Day 5, Lesson 4**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |