Unit 1 Numbers to 100

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 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**

|  |  |  |
| --- | --- | --- |
| **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

|  |  |  |
| --- | --- | --- |
| **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**

|  |  |  |
| --- | --- | --- |
| **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

|  |  |  |
| --- | --- | --- |
| **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**

|  |  |  |
| --- | --- | --- |
| **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

|  |  |  |
| --- | --- | --- |
| **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**

|  |  |  |
| --- | --- | --- |
| **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** |
| **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) |  |

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

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

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

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

Unit 9 Location and Transformation Formative Assessment Observations Sheet

|  |  |  |
| --- | --- | --- |
| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1**  Different Views | * Recognises the relationship between different   modes of representing position and location (e.g. bird’seye view versus street view) (R) |  |
| **Day 2, Lesson 2**  Location | * Identifies and describes the general location of an object using a grid system (U&C) * Explores grid references in the context of barrier games, or other playful activities (A&PS) |  |
| **Day 3, Lesson 3**  Turns | * Gives and follows directions involving half and quarter turns (C) * Discusses, models, visualises and predicts how an object will look when rotated through a half or quarter turn (R) * Reasons about alternative ways to perform the same transformation (R) |  |
| **Day 4, Lesson 4**  Directions | * Gives and follows directions involving turns and simple distances or landmarks in the context of simple plans/grid maps/aerial photos of familiar environments (C) * Records directions as a series of simple steps (C) * Analyses and evaluates representation and directions for movement and refines for clarity and accuracy (R) |  |

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

|  |  |  |
| --- | --- | --- |
| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
|  | * Devises and analyses routes on maps, plans or grids that satisfy certain constraints (A&PS) |  |
| **Day 5, Lesson 5**  Right Angles | * Recognises square and non-square corners in the environment, identifying square corners as right   angles (U&C) |  |
| **Days 6 and 7, Lesson**  **6**  Reflections | * Discusses, models and visualises reflection of shapes (U&C) * Completes missing reflections of shapes or images (C) |  |
| **Day 8, Lesson 7**  What Move? | * Discusses, models, visualises and predicts reflection, rotation and translation of objects, images and shapes (U&C) * Reasons about alternative ways to perform the same transformation (R) |  |
| **Day 9, Lesson 8**  Tessellations | * Explores and creates simple tessellations (U&C) * Explores tessellations where a single shape is repeated (A&PS) * Examines tessellations and identifies if shapes have been reflected, rotated and/or translated (U&C) |  |
| **Day 10, Lesson 8**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

*Maths and Me* Second Class © Edco

Unit 10 Measuring 1

Formative Assessment Observations Sheet

|  |  |  |
| --- | --- | --- |
| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1**  Measuring Length | * Devises strategies to measure the attributes of a wide range of objects (A&PS) |  |
| **Day 2, Lesson 2**  Metres | * Identifies the metre (m) as a standard unit for length (U&C) * Discusses and records estimations and measurements, using metres and symbols (e.g. m) (C) |  |
| **Days 3 and 4, Lesson**  **3**  Centimetres | * Identifies the centimetre (cm) as a standard unit for length (U&C) * Discusses and records estimations and measurements, using centimetres and symbols (e.g. cm) (C) * Compares the measurements of objects using cm (U&C) |  |
| **Day 5, Lesson 4**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

Unit 11 Patterns

Formative Assessment Observations Sheet

|  |  |  |
| --- | --- | --- |
| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1**  All Types of Patterns | * Articulates and shares prior understanding of what constitutes a pattern (U&C) * Uses available resources to create own patterns (C) |  |
| **Day 2, Lesson 2**  Repeating Patterns | * Identifies and describes repeating patterns, including the ‘core’ (U&C) * Copies, extends, creates and translates repeating patterns of increasing complexity (U&C) * Uses the ‘core’ to complete/extend the pattern, and to make generalisations in order to find a given term (R) |  |
| **Day 3, Lesson 3** Growing or Shrinking Patterns | * Describes quantitative change in growing or shrinking patterns (C) * Applies the rules that govern growing or shrinking patterns to extend to next terms, and to predict future values (R) * Investigates and applies a function to a sequence of numbers (e.g. add 2) (A&PS) |  |
| **Day 4, Lesson 4**  Patterns in Odd or Even Numbers | * Building on examples of numbers below 100, generalises number rules (e.g. even numbers end |  |

**Unit 8 Addition and Subtraction 2 Formative Assessment Observations Sheet**

|  |  |  |
| --- | --- | --- |
| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
|  | in 0, 2, 4, 6 or 8, no matter how big the number is) (R)   * Recognises and describes patterns that emerge in the addition and subtraction of odd/even numbers (C) * Explores and records a broad range of patterns in a hundred square (U&C) |  |
| **Day 5, Lesson 5**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

*Maths and Me* Second Class © Edco

Unit 12 Addition and Subtraction 3 Formative Assessment Observations Sheet

|  |  |  |
| --- | --- | --- |
| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1** Subtracting Through Tens (within 100) | * Explores subtraction through 10, within 100 (U&C) * Describes mental strategies used to compute (C) |  |
| **Days 2 and 3, Lesson 2** Subtracting with Renaming | * Subtracts numbers with renaming (U&C) * Develops strategies for efficient computation of subtraction (R) |  |
| **Day 4, Lesson 3**  Bonds of 100 | * Fluently recalls bonds of 100 (multiples of 10) (C) * Uses knowledge of simple fact groups (bonds of 10) to develop further calculation strategies (bonds of 100) (R) |  |
| **Days 5 and 6, Lesson 4** Adding and Subtracting Ones (100 to 200) | * Uses number lines and benchmark numbers to count forwards and backwards (A&PS) * Establishes the relationship between numbers and their position in a hundred square (R) * Solves problems using known number facts and knowledge of mental strategies (A&PS) |  |

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

|  |  |  |
| --- | --- | --- |
| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Days 7 and 8, Lesson 5**  Adding and  Subtracting Tens (within 200) | * Explores addition and subtraction of tens, within 200 (U&C) * Draws from patterns and properties to derive unknown number facts from core facts (A&PS) |  |
| **Day 9, Lesson 6**  Finding Difference (within 200) | * Explores subtraction as comparison/difference (U&C) |  |
| **Day 10, Lesson 7** Review and Reflect | * Reviews and reflects on learning (U&C) |  |

*Maths and Me* Second Class © Edco

Unit 13 Measuring 2

Formative Assessment Observations Sheet

|  |  |  |
| --- | --- | --- |
| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1**  Measuring Weight | * Devises strategies to measure the attributes of a wide range of objects (A&PS) |  |
| **Days 2 and 3, Lesson**  **2**  Kilograms | * Identifies the kilogram (kg) as a standard unit for weight (U&C) * Discusses and records estimations and measurements, using kilograms and symbols (e.g. kg) (C) |  |
| **Day 4, Lesson 3**  Measuring Capacity | * Devises strategies to measure the attributes of a wide range of objects (A&PS) |  |
| **Days 5 and 6, Lesson**  **4**  Litres | * Identifies the litre (l) as a standard unit for capacity (U&C) * Discusses and records estimations and measurements using litres and symbols (e.g. l) (C) |  |
| **Day 7, Lesson 5** Comparing and Ordering Measures | * Make comparative statements or judgements (C) * Compares the measurements of objects, using the same standard unit (U&C) |  |

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

|  |  |  |
| --- | --- | --- |
| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 8, Lesson 6**  Operations with Measures | * Solves single and multi-step problems involving addition and subtraction of measures (using real- life contexts where appropriate) (A&PS) |  |
| **Day 9, Lesson 7**  Classroom Olympics | * Evaluates the reasonableness of measurements with reference to estimations and personal benchmarks (R) * Uses base units and appropriate instruments to solve rich practical tasks and problems involving measurement (A&PS) |  |
| **Day 10, Lesson 8**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

*Maths and Me* Second Class © Edco

Unit 14 Time 2

Formative Assessment Observations Sheet

|  |  |  |
| --- | --- | --- |
| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1**  a.m. and p.m. | * Demonstrates understanding of a.m. and p.m. (U&C) |  |
| **Days 2 and 3, Lesson**  **2**  Duration | * Estimates and compares lengths of elapsed time (R) * Explores different ways of presenting time, using a variety of strategies (e.g. using open number lines and empty clock faces, etc.) (C) |  |
| **Day 4, Lesson 3**  Timetables | * Analyses and creates timetables (A&PS) |  |
| **Day 5, Lesson 4**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

Unit 15 Money

Formative Assessment Observations Sheet

|  |  |  |
| --- | --- | --- |
| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1** Money Around the World | * Articulates and shares prior understanding of money and euro denominations (U&C) * Describes similarities and differences between coins and/or notes (C) |  |
| **Days 2 and 3, Lesson**  **2**  Euro | * Recognises and knows the value of euro coins/notes (U&C) * Uses a variety of strategies to estimate the value of, and to determine, amounts of money, including skip counting in 2s, 10s, 5s and 20s   (U&C) |  |
| **Day 4, Lesson 3**  € and c | * Records amounts of money, demonstrating accurate use of € and c symbols, and decimal point (C) * Renames amounts of euro and cent (R) |  |
| **Day 5, Lesson 4**  Exact Money Only | * Selects and uses a range of mental strategies to identify coins required (A&PS) * Makes and justifies conjectures about combinations of coins/amounts (R) * Appreciates the purpose/function of cashless transactions and identifies the different cashless methods with which they are familiar (U&C) |  |

**Unit 15 Money Formative Assessment Observations Sheet**

|  |  |  |
| --- | --- | --- |
| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 6, Lesson 5** Comparing and Ordering | * Compares and orders collections of coins and/or notes, including using strategies that do not require counting (R) * Records equivalent and non-equivalent amounts of notes and coins using and = (C) |  |
| **Day 7, Lesson 6**  Finding Totals | * Selects and uses a range of mental and written strategies to calculate simple bills and totals (A&PS) * Records calculations of money as number sentences (C) |  |
| **Days 8 and 9, Lesson**  **7**  Finding Change | * Selects and uses a range of mental and written strategies to determine change from a transaction (A&PS) * Calculates the number of items that can be bought with a given sum (A&PS) * Records calculations of money as number sentences (C) |  |
| **Day 10, Lesson 8**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

*Maths and Me* Second Class © Edco

Unit 16 Data 2

Formative Assessment Observations Sheet

|  |  |  |
| --- | --- | --- |
| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1**  Blocks | * Represents and displays data, using blocks, and interprets results and draws conclusions (C) * Compares two data samples involving themselves (A&PS) |  |
| **Day 2, Lesson 2**  Block Graphs | * Represents and displays data, using block graphs, 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 16 Data 2 Formative Assessment Observations Sheet**

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

*Maths and Me* Second Class © Edco

Unit 17 Measuring 3

Formative Assessment Observations Sheet

|  |  |  |
| --- | --- | --- |
| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1**  Measuring Area | * Devises strategies to measure the attributes of a wide range of Devises strategies to measure the area of a wide range of objects (A&PS) * Evaluates the reasonableness of measurements with reference to estimations and personal benchmarks (R) (A&PS) |  |
| **Day 2, Lesson 2** Counting and Comparing Square Units | * Compares the measurements of objects, using square units (U&C) * Makes comparative statements or judgements (C) |  |
| **Days 3 and 4, Lesson**  **3**  Square Metres | * Identifies the square metre (sq m) as a standard unit for area (U&C) * Discusses and records estimations and measurements, using square metres and symbols (e.g. sq m) (C) |  |
| **Day 5, Lesson 4**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

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

*Maths and Me* Second Class © Edco

Unit 18 Number Sentences

Formative Assessment Observations Sheet

|  |  |  |
| --- | --- | --- |
| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1**  Equal or Not Equal | * Investigates and tests the equality or ‘trueness’ of number sentences (U&C) * Explores alternative ways of expressing number sentences (e.g. c = a + b / a + b = c) (U&C) |  |
| **Day 2, Lesson 2**  Comparing Amounts | * Records equivalent and non-equivalent sets up to 99, using and = (C) |  |
| **Day 3, Lesson 3** Picture Puzzle Number Sentences | * Uses a symbol or picture to represent an unknown value in a number sentence (C) * Recognises that symbols can also be used to stand for or represent a variable which can be known or unknown, and which changes   depending on the context in which it is used (R) |  |
| **Days 4, Lesson 4**  Numberless Stories | * Translates verbal and/or word problems involving addition and subtraction of increasing complexity into written number sentences or expressions (and vice versa) (C) * Constructs number sentences and number stories to solve problems involving addition and subtraction within 199 (A&PS) |  |

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

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

*Maths and Me* Second Class © Edco

Unit 19 Addition and Subtraction 4 Formative Assessment Observations Sheet

|  |  |  |
| --- | --- | --- |
| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1** Addition and Subtraction within 200 | * Explores addition and subtraction within 200, without renaming (U&C) * Develops strategies for efficient computation of addition and subtraction within 200, without renaming (R) |  |
| **Day 2, Lesson 2** Adding with Renaming | * Explores addition within 200, with renaming (U&C) * Develops strategies for efficient computation of addition within 200, with renaming (R) |  |
| **Days 3 and 4, Lesson**  **3**  Subtracting with Renaming | * Explores subtraction where renaming a hundred and/or ten is required (U&C) * Develops strategies for efficient computation where crossing a hundred and/or ten is required (with renaming) (R) |  |
| **Day 5, Lesson 4**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |