**Unit 1 Number Readiness**

**Formative Assessment Observations Sheet**

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1**  Same and Different | * Recognises, identifies and matches pairs (U&C) * Interprets and matches related data sets or collections of data (A&PS) |  |
| **Day 2, Lesson 2** Matching Pairs − One Criterion | * Matches objects and/or sets using one-to-one correspondence (U&C) * Recognises, identifies and matches pairs (U&C) |  |
| **Day 3, Lesson 3** Matching Pairs − Two Criteria | * Matches objects and/or sets using one-to-one correspondence (U&C) * Recognises, identifies and matches pairs (U&C) |  |
| **Day 4, Lesson 4**  What Is a Set? | * Sorts and classifies objects according to at least one attribute (R) * Justifies classifications (R) * Sorts and re-sorts a variety of materials (U&C) |  |
| **Day 5, Lesson 5** Sorting Sets − One Criterion | * Sorts and classifies objects according to at least one attribute (R) * Justifies classifications of objects into sets (R) * Sorts a variety of random materials into a set according to a single attribute [property] each time (U&C) |  |

Unit 1 Number Readiness Formative Assessment Observations Sheet

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 6, Lesson 6** Sorting Sets − Two Criteria | * Sorts and classifies objects and sets according to two attributes (R) * Classifies objects into sets (R) * Sorts materials multiple times in different ways in an undirected manner (according to self- selected criteria) (R) |  |
| **Day 7, Lesson 7** Sorting Sets − Three Criteria | * Sorts and classifies objects and sets according to multiple attributes (R) * Sorts materials multiple times in different ways in an undirected manner (according to self- selected criteria) (R) * Describes and/or labels the attributes of different objects and sets (C) |  |
| **Day 8, Lesson 8**  Sorting at School | * Describes the process of sorting and justifies selection criteria used in forming sets (C) |  |
| **Day 9, Lesson 9**  Comparing Sets −  One-to-one Correspondence | * Matches objects and/or sets, using one-to-one correspondence (U&C) |  |
| **Day 10, Lesson 10**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

**Unit 2 Measuring 1**

**Formative Assessment Observations Sheet**

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1**  Long and Short | * Explores how measures help us to make sense of our world (U&C) * Explores and identifies the different attributes (e.g. length − long/short) of a single object that can be measured (U&C) * Recognises that to be accurate, measurements must be fair (U&C |  |
| **Day 2, Lesson 2** Comparative – Longer and Shorter | * Makes direct comparisons of objects, containers or surfaces to compare measurable attributes and develop an understanding of same (U&C) * Describes and discriminates between items, using appropriate comparative language (C) * Recognises that to be accurate, measurements must be fair (U&C) |  |
| **Day 3, Lesson 3** Comparing Lengths, Using Manipulatives | * Uses appropriate vocabulary to describe and then compare measurable attributes (C) * Predicts how measurable attributes of objects will compare to each other (R) * Explores various materials used to compare the attributes of length, weight, capacity and area (A&PS) |  |

Unit 2 Measuring 1 Formative Assessment Observations Sheet

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 4, Lesson 4**  Tall and Short | * Explores how measures help us to make sense of our world (U&C) * Explores and identifies the different attributes (e.g. height − tall/short) of a single object that can be measured (U&C) |  |
| **Day 5, Lesson 5** Comparative – Taller and Shorter | * Makes direct comparisons of objects, containers or surfaces to compare measurable attributes and develop an understanding of same (U&C) * Describes and discriminates between items, using appropriate comparative language (C) * Listens and responds to a range of stories and rhymes involving concepts of measurement (C) |  |
| **Day 6, Lesson 6**  Heavy and Light | * Explores and identifies the different attributes (e.g. weight − heavy/light) of a single object that can be measured (U&C) * Informally records comparisons and measurement activities (C) |  |
| **Day 7, Lesson 7** Comparative – Heavier and Lighter | * Explores various materials used to compare the attributes of weight (A&PS) * Predicts how measurable attributes of objects will compare to each other (R) * Makes direct comparisons of objects, containers or surfaces to compare measurable attributes and develop an understanding of same (U&C) * Listens to and responds to a range of stories and rhymes involving concepts of measurement (C) |  |

Unit 2 Measuring 1 Formative Assessment Observations Sheet

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 8, Lesson 8**  Big, Bigger and Small, Smaller | * Listens and responds to a range of stories and rhymes involving concepts of measurement (C) * Describes and discriminates between items, using appropriate comparative language (C) * Selects and uses suitable materials for comparing (A&PS) |  |
| **Day 9, Lesson 9**  Biggest and Smallest | * Chooses an object from a group of objects for a purpose based on a particular attribute (A&PS) * Compares and orders objects, containers and surfaces according to appropriate measurable attributes (A&PS) * Selects and uses suitable materials for comparing (A&PS) |  |
| **Day 10, Lesson 10**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

**Unit 3 Numbers 1 to 3**

**Formative Assessment Observations Sheet**

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1** Exploring and Counting Numbers | * Demonstrates an awareness of number and number word sequencing through song, stories, rhymes and games (C) * Explores how numbers are used for quantifying and that the last number in the count indicates the quantity of objects in a set (U&C) * Counts objects or people by touching, gesture or verbalisation from 1 (C) |  |
| **Day 2, Lesson 2**  Real-life Counting | * Investigates and undertakes tasks involving counting in real-life situations and other areas of learning (A&PS) * Engages in counting of concrete objects in their environment (U&C) * Subitises amounts of 1, 2, 3 objects and checks the count (U&C) * Demonstrates a growing understanding of the five principles of counting (one-one, stable   order, cardinal, order relevance and abstraction) (U&C |  |

Unit 3 Numbers 1 to 3 Formative Assessment Observations Sheet

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 3, Lesson 3**  Exploring Symbols | * Distinguishes numerals from letters and other symbols (R) * Sorts sets of symbols into numerals and letters (A&PS) * Recognises numerals in the immediate environment (U&C) |  |
| **Days 4 and 5, Lesson**  **4**  Matching Numerals to Sets | * Matches numerals and number words to sets and to other numerals in a variety of contexts (A&PS) * Connects numbers to counted objects (U&C) * Selects and uses appropriate materials to make a variety of sets for a given number (A&PS) * Sorts items into sets by quantity (U&C) * Uses appropriate strategies to find out how many (A&PS) * Recognises that objects and symbols can represent number (U&C) |  |
| **Day 6, Lesson 5**  Ordinality of Number | * Explains ordinality using the language of after, before and in-between (C) |  |
| **Day 7, Lesson 6**  Ordering of Number | * Represents quantities, order and labels by numerals (R) * Orders and distinguishes between sets without counting (subitising) and checks by counting (R) * Engages in classifying, matching, sorting and ordering activities (A&PS) |  |

Unit 3 Numbers 1 to 3 Formative Assessment Observations Sheet

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 8, Lesson 7** Composition of Number | * Combines and partitions quantities (1−3) (using concrete materials) (U&C) * Combines and partitions sets of two or more objects (U&C) * Focuses on the counting, cardinality and composition of numbers (1−3) (U&C) |  |
| **Day 9, Lesson 8** Making Numerals 1 to 3 | * Focuses on the order, conservation and cardinality of numbers (1−3) (U&C) * Makes numerals creatively (C) * Represents numbers using informal symbols (For example: fingers, tallies of marks and pictures), and begins to record such numbers (C) * Explores numerals in 2-D and 3-D sensory form (e.g. tracing numbers on paper and in sand) (U&C) * Discusses, draws and writes representations of numbers (1−3), using manipulatives (C) |  |
| **Day 10, Lesson 9**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

**Unit 4 Time 1**

**Formative Assessment Observations Sheet**

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1**  Using the Language of Time | * Identifies the present time, things that happened in the (recent and distant) past, and events that will happen in the (near and distant) future (U&C) * Uses or responds to simple language associated with time (C) |  |
| **Day 2, Lesson 2**  Making a Sequence | * Begins to recognise the order of daily routines at home and at school (U&C) * Describes and sequences events in their daily routine (C) |  |
| **Day 3, Lesson 3**  Sequencing Errors | * Describes and represents sequences of events (C) * Uses visual supports to convey and understand time sequences (A&PS) * Identifies errors in chronological sequences of events (R) |  |
| **Day 4, Lesson 4**  Morning, Day, Night | * Analyses and sorts events according to when they occur (For example: night time vs day time activities) (A&PS) * Predicts events in the immediate future based on familiar patterns of events (R) |  |

Unit 4 Time 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 Numbers 4 and 5**

**Formative Assessment Observations Sheet**

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1** Understanding Counting – 1 to 5 | * Demonstrates a growing understanding of the five principles of counting (one-one, stable order, cardinal, order relevance and abstraction) (U&C) * Keeps track of counting acts by using numerical patterns such as tapping or fingers (C) |  |
| **Days 2 and 3, Lesson**  **2**  Matching Numerals to Sets – 1 to 5 | * Discusses cardinal numbers of personal significance, such as age, and compares with other familiar people (C) * Sorts items into sets by quantity (U&C) * Matches numerals to sets up to at least 5 (U&C) * Subitises and counts the number of objects in sets up to at least 5 (R) * Explores how the layout of or size of elements in a set has no effect on the overall total [conservation of number] (U&C) |  |
| **Days 4 and 5, Lesson**  **3**  Ordinality of Number | * Represents quantities, order and labels by numerals (R) * Recognises the use of ordinal numbers first, second, third, last in everyday life contexts (U&C) |  |

Unit 5 Numbers 4 and 5 Formative Assessment Observations Sheet

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
|  | * Orders and distinguishes between sets without counting (subitising) (R) * Orders numerals up to at least 5 (U&C) * Orders sets of objects according to their quantity, up to at least 5 (A&PS) |  |
| **Day 6, Lesson 4**  Recording Numbers | * Represents numbers, using informal symbols and begins to record such numbers (C) * Discusses, draws and writes representations of numbers 1−5, using manipulatives (C) |  |
| **Days 7 and 8, Lesson**  **5**  Composition of Number – 1 to 5 | * Explores various arrangements (e.g. on number frames) of manipulatives to prompt different mental images of numbers up to 5, while developing a sense of each number (R) * Partitions sets of two or more objects (U&C) |  |
| **Day 9, Lesson 6** Equivalent and Non- equivalent Sets – 1 to 5 | * Identifies, recognises and estimates ‘more’ or ‘less’ in the real-life contexts and/or play (R) * Accurately counts and compares equivalent and non-equivalent sets from 1 up to at least 5, and establishes which set has more or less (R) |  |
| **Day 10, Lesson 7**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

**Unit 6 Shape**

**Formative Assessment Observations Sheet**

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1**  Exploring 3-D Shapes | * Identifies and recognises shapes in the environment (U&C) * Explores and uses language to describe shape properties (C) |  |
| **Day 2, Lesson 2**  3-D Shapes All Around  Us | * Discriminates between shapes, identifying when one shape is similar or different to another (R) |  |
| **Day 3, Lesson 3**  Sorting 3-D Shapes | * Selects appropriate criteria for shape sorting (R) * Identifies why an object or set of objects is different or does not belong to a familiar category (R) * Explains how shapes have been sorted (R) |  |
| **Day 4, Lesson 4**  Naming 3-D Shapes  (1) | * Recognises and names common 3-D shapes in different orientation and sizes (U&C) |  |
| **Day 5, Lesson 5**  Naming 3-D Shapes  (2) | * Recognises and names common 3-D shapes in different orientation and sizes (U&C) |  |
| **Day 6, Lesson 6**  Exploring 2-D Shapes | * Recognises and names common 2-D shapes in different orientation and sizes (U&C) |  |

Unit 6 Shape Formative Assessment Observations Sheet

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 7, Lesson 7**  2-D Shapes All Around  Us | * Recognises and names common 2-D shapes in different orientation and sizes (U&C) |  |
| **Day 8, Lesson 8** Solving 2-D Shape Problems | * Represents shapes in various ways (C) * Explores shape properties and functions, and describes using everyday language |  |
| **Day 9, Lesson 9** Sorting 2-D and 3-D Shapes | * Sorts, compares and classifies 2-D and 3-D objects into logical categories according to their attributes. For example: non-geometrical properties such as colour, size and geometrical properties (R) * Solves problems involving 2-D shapes (A&PS) |  |
| **Day 10, Lesson 10**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

**Unit 7 Consolidating Numbers 0 to 5 Formative Assessment Observations Sheet**

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1**  Exploring Counting 1  to 5 | * Demonstrates a growing understanding of the five principles of counting (U&C) * Estimates and counts the number of objects in a set, up to 5 (R) * Undertakes tasks involving counting in other areas of learning (A&PS) |  |
| **Day 2, Lesson 2** Patterns in Number Sequences | * Explores patterns in number sequences, noticing one more object being added each time (U&C) * Identifies a unit of repeat within a repeating pattern (U&C) |  |
| **Day 3, Lesson 3**  Introducing Zero | * Explores how counting can be used to solve problems related to everyday life (A&PS) * Identifies the empty set and the numeral zero (U&C) * Matches numerals to sets up to at least 5 (U&C) * Establishes that zero, as a numeral, represents nothing/none in terms of quantity (R) |  |
| **Days 4 and 5, Lesson**  **4** | * Displays 0, 1 2, 3, 4, 5, to convey the different uses and application of numerals to represent   ‘how many’, order/rank and label (C) |  |

Unit 7 Consolidating Numbers 0 to 5 Formative Assessment Observations Sheet

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| Ordering and Ordinality of Number – 0 to 5 | * Orders sets of objects according to their quantity, 0–5 (A&PS) * Accurately counts and compares equivalent and non-equivalent sets from 1 up to at least 5 and establishes which set has more or less (R) |  |
| **Day 6, Lesson 5**  Real-Life Numbers – 0 to 5 | * Investigates the role of quantifying in real-life situations (A&PS) * Explores the use of number and plays games to raise awareness of number in their environment   (A&PS) |  |
| **Day 7, Lesson 6**  Number Paths – 1 to 5 | * Discusses, draws and writes representations of numbers 0–5, using manipulatives (C) * Begins to use simple number paths for counting all, counting on and counting back, as appropriate (A&PS) * Recognises that each subsequent number in a sequence is one more than the one that precedes it and one smaller than the one that comes after it (R) |  |
| **Day 8, Lesson 7** Composition of Number – 1 to 5 | * Investigates various arrangements (e.g. on number frames) of manipulatives, to prompt   different mental images of numbers up to 5, while developing a sense of each number (R) |  |
| **Day 9, Lesson 8**  Partitioning | * Partitions sets of two or more objects (U&C) |  |

Unit 7 Consolidating Numbers 0 to 5 Formative Assessment Observations Sheet

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 10, Lesson 10**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

**Unit 8 Numbers 6 to 8**

**Formative Assessment Observations Sheet**

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1**  Counting 1 to 8 | * Recites forward to at least 10 (U&C) * Recognises numbers, initially within 10 (U&C) * Demonstrates an awareness of and uses numerals in personally meaningful contexts (C) * Attends to numerals of significance or importance to the child (U&C) * Uses appropriate strategies to find out how many (A&PS) |  |
| **Day 2, Lesson 2**  Making Sets – 0 to 8 | * Demonstrates an awareness of number and number word sequencing through song, stories, rhymes and games (C) * Participates in activities that involve communicating about number (U&C) * Uses ideas about number and quantity to communicate with others (C) * Explores how numbers are used for counting and that the last number in the count indicates the   quantity of objects in a set (U&C) |  |
| **Day 3, Lesson 3** Matching Numerals to Sets – 0 to 8 | * Recognises that objects and symbols can represent numbers (U&C) * Matches numerals and number words to sets and to other numerals in a variety of contexts (A&PS) * Selects and uses appropriate materials to make a variety of sets for a given number (A&PS) * Sorts, groups and arranges materials according to criteria (R) |  |

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
|  | * Establishes that zero, as a numeral, represents nothing/none in terms of quantity (R) |  |
| **Day 4, Lesson 4** Consolidation of Number – 0 to 8 | * Explores how the layout of or size of elements in a set has no effect on the overall total (conservation of number) (U&C) * Subitises (looks at a group of objects and realises how many there are, without counting) number of objects in a set (U&C) |  |
| **Day 5, Lesson 5** Composition of Number – 1 to 8 | * Investigates various arrangements of manipulatives to prompt different mental images of numbers up to 8, while developing a sense of each number (R) |  |
| **Day 6, Lesson 6** Extending Composition of Number – 1 to 8 | * Investigates various arrangements of manipulatives to prompt different mental images of numbers up to 10, while developing a   sense of each number (R) |  |
| **Day 7, Lesson 7** Equivalent and Non- equivalent Sets – 0 to 8 | * Shows an understanding of differences in value (U&C) * Uses comparative language (more, less, same) to compare sets to at least 10 (C) * Uses appropriate gestures and words to convey and make comparisons (C) * Identifies, recognises and estimates ‘more’ or ‘less’ in the real-life context and/or play (R) |  |
| **Day 8, Lesson 8** Ordering Numerals and Sets – 1 to 8 | * Orders numerals up to at least 10 (U&C) * Orders sets without counting and checks by counting (R) * Explains ordinality using the language of after, before and in-between (C) |  |

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 9, Lesson 9** Writing Numbers 0 to 8 | * Makes numerals creatively (C) * Discusses, draws and writes representations of   numbers 1−8, using manipulatives (C)   * Explores the use of number and plays games to raise awareness of number in their environment (A&PS) * Notices and recognises the use of numerals as labels in the context of home, the classroom and the school environment (U&C) |  |
| **Day 10, Lesson 10**  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**  Spatial Awareness | * Describes the movement and positioning of people and self (C) * Explores and orientates the environment of the classroom, school and other familiar settings (U&C) * Gives and follows simple instructions related to movement and positioning (C) |  |
| **Day 2, Lesson 2**  Position and Location | * Explores and negotiates the relative location of objects (e.g. over, under, above, below) (U&C) * Demonstrates the position (e.g. behind, in front of, on, under, over, beside) of an object in a scene (C) |  |
| **Day 3, Lesson 3** Positional and Locational Games | * Deduces the location of an object from descriptions of position or location (R) * Identifies objects and specific locations, using knowledge of spatial relations (A&PS) * Traces paths on simple maps or mazes (A&PS) |  |
| **Day 4, Lesson 4** Exploring Location and Direction | * Explores the rationale and significance of location and/or position of objects, people or self (R) * Makes predictions about location based on spatial understanding (R) * Explores direction through the use of arrows (U&C) |  |
| **Day 5, Lesson 5** | * Moves and repositions objects for a purpose (A&PS) |  |

Unit 9 Location and Transformation Formative Assessment Observations Sheet

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| Spatial Awareness and Counting | * Responds to obstacles in familiar environments by adjusting paths and/or types of movements (A&PS) * Uses positional language (before, after, in-between) in the context of numeration (e.g. What number comes before 6?) (C) |  |
| **Day 6, Lesson 6**  Movement of Shapes | * Recognises that a shape may appear different when moved in some way (U&C) * Discusses movement and manipulation of shapes using informal language (C) |  |
| **Day 7, Lesson 7** Shapes in Different Positions | * Identifies shapes in a variety of different orientations (U&C) * Selects and manipulates shapes to copy a model or structure (A&PS) |  |
| **Day 8, Lesson 8**  Describing the Movement of Shapes | * Uses appropriate language (e.g. turn, flip, slide, match, fit) to describe movement and comparison of shapes (C) |  |
| **Day 9, Lesson 9** Visualising the Movement of Shapes | * Visualises how a shape will look when moved (R) * Solves and discusses simple spatial puzzles such as jigsaws or shape sorters (A&PS) * Investigates shape movements and shape matching (e.g. Will it fit if I turn it this way? Will it match if I turn it over?) (R) |  |
| **Day 10, Lesson 10**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

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**Unit 10 Numbers 9 and 10**

**Formative Assessment Observations Sheet**

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1**  Counting Numbers 1  to 10 | * Recites forwards to at least 10 (U&C) * Keeps track of counting acts by using numerical patterns such as tapping or fingers (C) * Explores how counting can be used to solve problems related to everyday life (A&PS) |  |
| **Day 2, Lesson 2**  Ordering Numbers 1  to 10 | * Orders numerals up to at least 10 (U&C) * Orders sets without counting, and checks by counting (R) * Orders and compares numbers 1 to 10 with each other (R) |  |
| **Day 3, Lesson 3** Number Models – 1 to 10 | * Explores various arrangements (e.g. on number frames) of manipulatives to prompt different mental images of numbers up to 10, while developing a sense of each number (R) * Demonstrates an ability to subitise various arrangements or models of numbers to 10 (U&C) * Subitises and counts the number of objects in a   set 1−10 (R) |  |
| **Days 4 and 5, Lesson**  **4**  Matching Numbers to Sets – 0 to 10 | * Matches numerals to sets and to other numerals in a variety of contexts (A&PS) * Selects and uses appropriate materials to make a variety of sets for a given number (A&PS) |  |

Unit 10 Numbers 9 and 10 Formative Assessment Observations Sheet

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
|  | * Identifies the empty set (R) * Explores how the appearance of a set has no effect on the overall total (conservation of number) (U&C) |  |
| **Day 6, Lesson 5** Writing Numerals 0 to 10 | * Discusses, draws and writes representations of numbers 1 to 10, using manipulatives (C) * Recognises numbers, initially within 10 (U&C) * Explains ordinality, using the language of after, before and in-between (C) |  |
| **Days 7 and 8, Lesson**  **6**  Grouping and Swapping Bundles of 10 | * Discusses the grouping and swapping of ten ones to ‘make a group of ten’ (C) * Shows awareness of the concept of grouping and swapping/exchanging (C) * Participates in grouping and swapping activities that involve making ten (A&PS) |  |
| **Day 9, Lesson 7** Equivalence and Non- equivalence – 0 to 10 | * Uses comparative language (more, less, same) to compare sets to at least 10 (C) * Uses manipulatives to demonstrate equivalence between the numeral and quantity of 10 (U&C) * Shows an understanding of differences in value (e.g. ‘one’, ‘a lot’, ‘some’ and ‘more’) (U&C) |  |
| **Day 10, Lesson 8**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

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**Unit 11 Measuring 2**

**Formative Assessment Observations Sheet**

|  |  |  |
| --- | --- | --- |
| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1**  Empty and Full | * Explores how measures help us to make sense of our world (U&C) * Explores and identifies the different attributes (e.g. length: long/short, weight: heavy/light, capacity: full/empty) of a single object that can be measured (U&C) |  |
| **Day 2, Lesson 2** Comparing Two Identical Containers | * Recognises that to be accurate, measurements must be fair (U&C) * Uses appropriate vocabulary to describe and then compare measurable attributes (C) |  |
| **Day 3, Lesson 3** Comparing Different Containers | * Describes and discriminates between items using appropriate comparative language (C) * Explores various materials used to compare the attributes of length, weight, capacity and area (A&PS) |  |
| **Day 4, Lesson 4** Comparing Similar Containers | * Predicts how measurable attributes of objects will compare to each other (R) * Compares and orders objects, containers and surfaces according to appropriate measurable attributes (A&PS) |  |

Unit 11 Measuring 2 Formative Assessment Observations Sheet

|  |  |  |
| --- | --- | --- |
| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
|  | * Makes direct comparisons of objects, containers or surfaces to compare measurable attributes and develop an understanding of same (U&C) |  |
| **Day 5, Lesson 5** Selecting Suitable Containers | * Chooses an object from a group of objects for a purpose based on a particular attribute (A&PS) * Listens to and responds to a range of stories and rhymes involving concepts of measurement (C) |  |
| **Day 6, Lesson 6** Areas of Different Objects | * Listens and responds to a range of stories and rhymes involving concepts of measurement (C) * Uses appropriate vocabulary to describe and then compare measurable attributes (C) * Compares and orders objects according to length, containers and volumes according to capacity, and surfaces and shapes according to area (U&C) |  |
| **Day 7, Lesson 7** Making Fair Measurements | * Recognises that to be accurate, measurements must be fair (U&C) * Predicts how measurable attributes of objects will compare to each other (R) * Explores various materials used to compare the attributes of length, weight, capacity and area (A&PS) |  |
| **Day 8, Lesson 8**  Ordering by Area | * Describes and discriminates between items using appropriate comparative language (C) |  |

Unit 11 Measuring 2 Formative Assessment Observations Sheet

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
|  | * Compares and orders objects, containers and surfaces according to appropriate measurable attributes (A&PS) * Selects and uses suitable materials for comparing (A&PS) |  |
| **Day 9, Lesson 9** Choosing the Correct Object | * Chooses an object from a group of objects for a purpose based on a particular attribute (A&PS) * Describes and discriminates between items using appropriate comparative language (C) * Makes direct comparisons of objects, containers or surfaces to compare measurable attributes   and develop an understanding of same (U&C) |  |
| **Day 10, Lesson 10**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

**Unit 12 Operations within 10**

**Formative Assessment Observations Sheet**

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| --- | --- | --- |
| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1**  Ordering Sets 1 to 10 | * Orders sets of objects according to their quantity, up to 10 (A&PS) * Uses appropriate strategies to find out how many (A&PS) |  |
| **Day 2, Lesson 2** Comparing Sets 1 to 10 | * Accurately counts and compares equivalent and non-equivalent sets from 1 up to 10 and establishes which set has more or less (R) * Uses comparative language (more, less, same) to compare sets to at least 10 (C) * Uses the phrase ‘is the same as’ for equivalent sets (C) |  |
| **Day 3, Lesson 3**  Number Relationships 1 to 10 | * Explores the relationship between numbers 1−9   and also their relationship to 10 (U&C) |  |
| **Day 4, Lesson 4** Partitioning Numbers 1 to 10 | * Partitions sets of 2 or more objects (U&C) * Represents a verbal context or task using concrete objects (C) |  |
| **Day 5, Lesson 5** Number Bonds 0 to 10 | * Explores how a whole object or set can be shared often in different ways (U&C) * Creates number bonds for numbers 0 to 10 (R) |  |

Unit 12 Operations within 10 Formative Assessment Observations Sheet

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| --- | --- | --- |
| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 6, Lesson 6**  Combining Numbers 1  to 10 | * Combines sets of objects to make at least 10 (U&C) * Represents a verbal context or problem, using concrete objects (C) |  |
| **Days 7 and 8, Lesson**  **7**  Recording a Number Sentence Pictorially | * Records a number sentence pictorially (C) * Plays games and participates in singing, games and rhymes where objects are added or taken away (A&PS) |  |
| **Day 9, Lesson 8** Writing a Number Sentence Pictorially | * Plays games and participates in singing, games and rhymes where objects are added or taken away (A&PS) * Writes a number sentence pictorially (C) |  |
| **Day 10, Lesson 9**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

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**Unit 13 Patterns**

**Formative Assessment Observations Sheet**

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1** Copying and Extending Patterns | * Copies and extends repeated musical (song or instruments) and verbal patterns (U&C) * Discovers patterns in the environment (U&C) * Participates in situations involving sequenced sounds, actions and movements (U&C) |  |
| **Day 2, Lesson 2** Making Sound Patterns | * Describes repeating patterns of at least two objects (R) * Makes predictions about what comes before/next in a sequence of objects, sounds or movements (R) * Creates a repeating pattern beginning with at least two objects or images (A&PS) |  |
| **Day 3, Lesson 3**  Exploring Patterns | * Explores the differences between patterns and non-patterns * Translates a pattern e.g. makes the same pattern using different objects (A&PS) |  |
| **Day 4, Lesson 4**  Growing Patterns | * Recites number word sequences forwards and backwards to 10 (U&C) * Describes observable changes in quantitative terms (C) |  |
| **Day 5, Lesson 5**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

**Unit 14 Money**

**Formative Assessment Observations Sheet**

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1** Jack and the Beanstalk | * Begins to develop an appreciation and value of money relative to different objects (U&C) * Experiences and/or engages in role-play activities involving exchange (U&C) * Begins to explore that coins hold different values (U&C) |  |
| **Day 2, Lesson 2**  Swap Shop | * Experiences and/or engages in role-play activities involving exchange (U&C) * Recognises that some items will cost more than other items; and that some coins are worth more than others |  |
| **Day 3, Lesson 3**  Cuisenaire Rods | * Engages in a range of transactional activities in which objects (e.g. Cuisenaire rods) are exchanged for notional value (R) * Exchanges fairly based on relative value in real- life or role-play contexts (A&PS) |  |
| **Day 4, Lesson 4**  Pre-money Counters – 1, 2, 5 | * Engages with concrete resources (pre-money counters/tokens) as a foundation for understanding the value of coins (U&C) * Understands the ‘value’ of each pre-money counter (R) |  |

Unit 14 Money Formative Assessment Observations Sheet

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 5, Lesson 5**  Pre-money Counters – 10 | * Recognises the numerical value on the flip side of the pre-money counter (U&C) * Uses the counters in transactional activities (A&PS) * Experiences the ‘new’ counter with numerical value of ‘10’ (U&C) |  |
| **Day 6, Lesson 6**  Coins – 1c, 2c, 5c | * Makes the connection between pre-money counters and coins (U&C) * Recognises and understands the value of 1c, 2c and 5c coins (U&C) |  |
| **Day 7, Lesson 7** Shopping with Coins – 1c, 2c, 5c | * Recognises that money is necessary to pay or exchange for goods and services (R) * Recognises and understands the value of the 1c, 2c and 5c coins (U&C) |  |
| **Day 8, Lesson 8**  Coins – 10c | * Identifies and understands the value of the 10c coin (U&C) * Recognises and demonstrates that lower-value coins can be combined to equal the value of a highervalue coin (U&C) |  |
| **Day 9, Lesson 9**  Addition Using Coins | * Recognises and demonstrates that lower-value coins can be combined to equal the value of a higher-value coin, e.g. five 1c coins for a 5c coin (U&C) * Adds varying amounts under 10c (A&PS) |  |
| **Day 10, Lesson 10**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

**Unit 15 Fractions**

**Formative Assessment Observations Sheet**

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1**  Sharing | * Shares real objects and justifies the share (R) * Notices that some partitions lead to equal parts and some do not (R) * Represents a verbal context or problem using concrete objects (C) |  |
| **Day 2, Lesson 2**  Making Fair Shares | * Partitions sets of 2 or more objects (U&C) * Applies the idea of equal sharing among peers by partitioning whole sets of objects or spaces (A&PS) |  |
| **Day 3, Lesson 3** Sharing and Combining | * Describes scenarios where sharing, combining or partitioning takes place (C) * Notices that some partitions lead to equal parts and some do not (R) |  |
| **Days 4 and 5, Lesson**  **4**  Sharing in Different Ways | * Explores how a whole object, 2-D shape, or set can be shared, often in different ways (U&C) * Compares and describes parts of sets in terms of quantity (C) * Represents parts of models using concrete materials (C) |  |

Unit 15 Fractions Formative Assessment Observations Sheet

|  |  |  |
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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
|  | * Sorts materials multiple times in different ways in an undirected manner (R) |  |
| **Day 6, Lesson 5**  Part of a Line | * Represents parts of models using concrete materials (C) |  |
| **Day 7, Lesson 6** Sharing a Whole Object or 2-D Shape | * Explores how a whole object, 2-D shape or set can be shared, often in different ways (U&C) |  |
| **Days 8 and 9, Lesson**  **7**  Sharing Areas and Spaces | * Applies the idea of equal sharing among peers by partitioning whole sets of objects or spaces (A&PS) * Represents parts of models using concrete materials (C) |  |
| **Day 10, Lesson 8**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

**Unit 16 Time 2**

**Formative Assessment Observations Sheet**

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| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1** Understanding the Days of the Week | * Demonstrates understanding of days of the week (U&C) * Logically sequences daily and weekly events or stages in stories or real-life situations (R) |  |
| **Day 2, Lesson 2**  Sequencing the Days of the Week | * Recalls the sequence of the days of the week (C) |  |
| **Day 3, Lesson 3**  Personalising the Days  of the Week | * Differentiates each day of the week by personalising it (U&C) |  |
| **Day 4, Lesson 4**  ‘Long Time’ and ‘Short Time’ | * Connects amount of time passing with experience (U&C) |  |
| **Day 5, Lesson 5** Experiencing Fast and Slow | * Uses or responds to simple language associated with time (C) |  |
| **Day 6, Lesson 6** Measuring Time Passing | * Actively measures time passing, using non- standard measures (e.g. claps, bounces, ticks) (C) * Explores different, non-standard devices available to demonstrate time passing (U&C) |  |

Unit 16 Time 2 Formative Assessment Observations Sheet

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| --- | --- | --- |
| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
|  | * Considers the duration of tasks (e.g. tidying one’s desk, eating one’s lunch) (C) |  |
| **Day 7, Lesson 7**  Time All Around Us | * Begins to recognise that there are standard universal ways of expressing time (C) |  |
| **Day 8, Lesson 8**  O’Clock Times | * Recognises instruments which tell the time and acknowledges time passing throughout the day (A&PS) |  |
| **Day 9, Lesson 9**  Exploring the Clock | * Begins to recognise that there are standard universal ways of expressing time (C) * Recognises instruments which tell the time and acknowledges time passing throughout the day (A&PS) |  |
| **Day 10, Lesson 10**  Review and Reflect | * Reviews and reflects on learning (U&C) |  |

**Unit 17 Data**

**Formative Assessment Observations Sheet**

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| --- | --- | --- |
| **Lesson** | **Focus of learning** | **Assessment data relating to individuals/groups** |
| **Day 1, Lesson 1** Sorting for Multiple Criteria | * Sorts and classifies objects and sets according to multiple attributes (R) * Justifies classifications (R) * Re-sorts data sets according to different attributes and justifies (R) |  |
| **Day 2, Lesson 2**  Posing Questions | * Notices and discusses data in the direct environment (C) * Explores data displays found in the immediate environment and in other areas of the curriculum (U&C) |  |
| **Day 3, Lesson 3**  Collecting Data | * Collects data by asking simple questions of each other and gathering responses (A&PS) * Collects data of personal relevance (U&C) |  |
| **Day 4, Lesson 4** Different Ways of Displaying Data | * Responds to questions and/or problems that relate to the attributes of data sets (C) * Displays and contrasts data in personal ways (A&PS) * Reads and explains the information conveyed in various categorical and numerical displays (U&C) |  |

Unit 17 Data 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) |  |