



SAMPLE ASSESSMENT OUTLINE

MATHEMATICS
PRELIMINARY UNIT 1 AND UNIT 2

Copyright

© School Curriculum and Standards Authority, 2014

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution-NonCommercial 3.0 Australia licence](#)

Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Sample assessment outline

Mathematics – Preliminary

Unit 1

Assessment task	Notional due date	Unit Outcomes							
		Read, write, say, subitise and count whole numbers up to 10, and compare sets of different size, and describe order	Use addition or subtraction to quantify up to 10 objects in simple situations	Apply subitising, counting, addition and subtraction skills to money as whole numbers up to \$10	Use time to sequence events, and terminology to talk about the passing of time	Compare objects by length, mass or capacity	Locate themselves and objects within familiar environments	Use appropriate language when locating places in their real world, and interpret maps and diagrams	Identify common shapes and their transformation in 2 or 3 dimensions
Task 1: My birthday party project. You need to set up a table before the party and prepare some food.	Week 4	✓	✓						
Task 2: My lunch order project. Money amounts to \$5 – buying items from the school canteen up to \$5.	Week 7	✓	✓	✓					
Task 3: Timetable project – think of five things you do over a school day.	Week 9				✓		✓	✓	
Task 4: Measuring my classroom objects. Find four classroom objects and measure their lengths.	Week 11	✓				✓			
Task 5: Finding your way around the school.	Week 13				✓		✓	✓	
Task 6: My 2D and 3D shapes project. Make models and diagrams with appropriate materials.	Week 15	✓		✓					✓

SAMPLE PLANNING CHECKLIST Mathematics Preliminary Unit 1 (✓ = Unit content covered)	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
Whole number						
Respond to and use the language of quantity to compare collections, for example, more, most, less, lots, none, and same.	✓	✓				
Use subitising to say how many in a collection of up to six items.	✓	✓				
Say numbers in order forwards and backwards <ul style="list-style-type: none"> up to 5 up to 10. 	✓	✓				
Use one-to-one correspondence to count collections to say how many. <ul style="list-style-type: none"> up to 5 items up to 10 items. 	✓	✓				
Read and write numbers as digits up to 5, 10.	✓	✓				
Connect the written numbers (symbols) with the appropriate collections.	✓	✓				
Use numbers (oral and written) to compare two collections: saying which set is bigger or smaller.		✓				
Use numbers as labels and use ordinal numbers to show first, second, third, fourth and last.		✓				
Share out small sets by distributing items one at a time.		✓				
Addition and subtraction of whole numbers						
Know that when two sets are combined, the result is a larger set; and when a set is separated, the result is a smaller set.	✓	✓				
Respond to, and use the language of, addition and subtraction; for example, and, add, plus, take, difference, change, less, more, bigger, smaller.	✓	✓				
Use subitising or counting to solve simple everyday addition and subtraction problems involving small numbers. <ul style="list-style-type: none"> up to 5 items up to 10 items. 		✓				
Link the + symbol with the idea of putting sets together.		✓				
Link the – symbol with the idea of taking sets apart.		✓				
With support, read and/or write a number sentence related to simple everyday addition and subtraction problems involving small numbers.	✓	✓				
Money						
Recognise and name the dollar coins and notes and the cent coins.	✓	✓				
Know that dollars are worth more than cents.		✓				
Respond to and use the language of money and shopping; for example, dollars, cents, spend, cost, change, pay, buy.		✓				
Read and write simple dollar amounts; for example, \$1, \$2, \$5.		✓				
Count collections of \$1 coins; up to \$5, up to \$10.		✓				

SAMPLE PLANNING CHECKLIST Mathematics Preliminary Unit 1 (✓ = Unit content covered)	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
Addition and subtraction of money						
Know that when two amounts of money are combined, the result is a larger amount; and when some money is spent or given away, the result is a smaller amount.		✓				
Respond to and use the language of addition and subtraction in shopping contexts; for example, and, add, plus, take, spend, change, less, more, bigger, smaller.		✓				
Use subitising or counting to solve simple everyday addition and subtraction money problems involving small amounts of whole dollars. <ul style="list-style-type: none"> • up to \$5 • up to \$10. 		✓				
With support, link the + symbol with the idea of putting amounts of money together.		✓				
With support, link the – symbol with the idea of giving away or spending money.		✓				
With support, read and/or write a number sentence related to simple everyday addition and subtraction problems involving small amounts of whole dollars.		✓				
Time						
Respond to, and use words related to, time; for example, wait, next, after, night-time, lunch-time, o'clock, day.			✓			
Use familiar routine sequences of events to predict what comes next; for example, after recess it's time for maths.			✓			
Use and/or follow a pictorial sequence of events.			✓		✓	
Know that clocks are used to tell the time of day and calendars are used to say what day it is.			✓		✓	
Notice time passing during the day and the change of seasons.			✓			
Know the day is broken up into morning, afternoon and night-time.			✓			
Know the names of the days of the week and the difference between week days and weekends.			✓			
Know the names of the seasons and the typical features of each season.			✓			
Measurement						
Respond to and use the comparative language of measurement; for example, big, small, tall, heavy, not heavy, and light.				✓		✓
Respond to and use words that describe each of the attributes: length, mass, capacity and area; for example, long, wide, narrow, tall, distance – all describe the attribute of length.				✓		✓
Directly compare two objects by their length, mass, capacity or area to say which is longer, heavier, holds more, or covers more.				✓		✓

SAMPLE PLANNING CHECKLIST Mathematics Preliminary Unit 1 (✓ = Unit content covered)	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
Location						
Respond to, and use the language of, location; for example, next to, on, under, between.					✓	
Respond to and use the language of movement; for example, forward, backward, turn left.					✓	
Give and/or follow simple oral directions to locate an object or place in a familiar environment.					✓	
Draw a simple picture/diagram/mud-map to show the location of one object to another, or to show their position in relation to other objects.					✓	
Use a simple picture/photo/diagram/mud-map to find an object or place in a familiar environment					✓	
Shape and transformation						
Respond to and use spatial language, such as flat, pointy, round, corner and straight, to describe 2D and 3D shapes.						✓
Recognise and name familiar 2D and 3D shapes found in the environment.						✓
Use spatial language and names of shapes to describe likeness and difference between shapes.					✓	✓
Sort and classify objects according to obvious features of shape or function.					✓	✓
Copy a simple diagram made from familiar 2D shapes.					✓	✓
Match 2D and 3D shapes to diagrams or photos.					✓	✓
Interpret 3D shapes from 2D drawing in print texts and on a computer screen.						✓
Make solid or skeletal 3D shapes by copying another shape, a diagram or photo.						✓
Turn or re-orientate a 2D or 3D shape to fit a given space or position.						✓

Sample assessment outline

Mathematics – Preliminary

Unit 2

Assessment task	Notional due date	Unit outcomes						
		Read, write, say, subitise and count whole numbers up to 20, and compare sets of different size, and describe order	Choose and use addition or subtraction to quantify up to 20 objects in familiar everyday situations	Apply counting, addition and subtraction skills to money as whole numbers up to \$20	Use multiplication and division to replace repeated addition, such as $6 + 6 + 6 =$ $3 \times 6 = 18$	Apply multiplication and division skills to money as whole numbers up to \$20	Quantify time in using the standard units (including seconds, minutes, hours, days) and use them appropriately in daily contexts	Develop a sense of common units to measure length, mass and capacity
Task 1: Rolling a dice. Make a table of one digit numbers by rolling a dice four times.	Week 4	✓	✓					
Task 2: Use supermarket catalogues to calculate the cost of three or four items and the change expected, including with the use of a calculator.	Week 8	✓	✓	✓		✓		
Task 3: My chocolate frogs. You were given \$20. You want to spend your money on chocolate frogs.	Week 12	✓	✓	✓	✓	✓		
Task 4: Keep a journal of your week to show what happens within each time period every day of the week.	Week 14	✓					✓	
Task 5: Using the scale. Use the scale to test the mass of 10 different items.	Week 16	✓	✓		✓			✓

SAMPLE PLANNING CHECKLIST Mathematics Preliminary Unit 2 (✓ = Unit content covered)	Task 1	Task 2	Task 3	Task 4	Task 5
Whole number					
Say numbers in order forwards and backwards up to 20 (and beyond).	✓				
Identify and use the patterns in the number system to say number sequences forwards and backwards by 2s and 5s to 20 (and beyond).	✓				
Use one-to-one correspondence to count collections to say how many, up to 20 items (and beyond).	✓				
Read and write numbers as digits up to 20 (and beyond).	✓				
Connect the written numbers (symbols) with the appropriate collections.	✓				
Use numbers (oral and written) to compare two collections: saying which set is bigger or smaller.	✓				
Use numbers as labels and to show order i.e. first, second, third, fourth and last.	✓				
Share out up to 20 items (and beyond) by distributing one at a time.	✓				
Addition and subtraction of whole numbers					
Use counting to solve simple everyday addition and subtraction problems involving small numbers up to a total of 20 items (and beyond).	✓	✓			
Use materials and visualisation to learn, remember and recall basic addition facts: <ul style="list-style-type: none"> • +/- 1 • +/- 2 • +/- 0. 		✓			✓
Use basic facts (+/- 0, 1 and 2), partitioning and extensions to basic facts to solve everyday addition and subtraction problems involving small numbers up to 20 items.		✓			
Link the + symbol with the idea of putting sets together.	✓	✓			✓
Link the – symbol with the idea of taking sets apart.	✓	✓			
With support, read and/or write a number sentence related to simple everyday addition and subtraction problems involving numbers up to (and beyond) 20.		✓			✓
Money					
Use the patterns in the number system to say the counting sequences of 2s, 5s, 10s and 20s.	✓	✓	✓		
Use one-to-one correspondence to count collections of \$1 coins by 1s, up to \$20.		✓	✓		
Use many-to-one correspondence to count collections of \$1 coins by: 2s, 5s and 10s up to \$20.		✓	✓		
Use many-to-one correspondence to count collections of \$2 coins and \$5 and \$10 notes up to \$20.		✓	✓		
Read, write and make simple whole dollar amounts up to \$20.		✓	✓		
Compare and order amounts of money (whole dollars only).		✓	✓		
Understand that banks can be used to save money and that we can access this money using a card.			✓		
Addition and subtraction of money					
Use counting to solve everyday addition and subtraction problems involving small amounts of whole dollars up to \$20.	✓	✓	✓		

SAMPLE PLANNING CHECKLIST Mathematics Preliminary Unit 2 (✓ = Unit content covered)	Task 1	Task 2	Task 3	Task 4	Task 5
Use basic facts (+/- 0, 1, 2) and partitioning to solve everyday addition problems involving small amounts of whole dollars up to \$20.		✓			
Read and/or write number sentences related to everyday addition and subtraction problems involving small amounts of whole dollars.		✓	✓		
Input the +, - and = symbols on a calculator in the correct order to calculate everyday addition and subtraction problems involving whole dollars up to \$20.		✓	✓		
Decide whether to use addition or subtraction to solve everyday problems on a calculator, involving whole dollars up to \$20.		✓	✓		
Use their understanding of the magnitude of numbers to decide whether an answer on a calculator is appropriate for the problem they have just solved.		✓	✓		
Multiplication and division					
Use counting to solve familiar equal group (multiplication and division) problems involving small numbers up to 20 items.			✓		
Read and/or write addition and subtraction number sentences related to equal group problems involving small whole numbers.			✓		
Connect the x symbol with the idea of repeated addition and the ÷ symbol with the idea of sharing equal groups.			✓		
Multiplication and division of money					
Use counting to solve familiar equal group (multiplication and division) problems involving small amounts of whole dollars up to \$20.			✓		
Read and/or write addition and subtraction number sentences related to equal group problems involving small amounts of whole dollars.			✓		
Connect the x symbol with the idea of repeated addition and the ÷ symbol with the idea of sharing equal groups.			✓		
Time					
Respond to and use language associated with units of time, such as minute, day, hour, week, month, year, July, Tuesday.				✓	
Order familiar daily events into a typical sequence; for example, draw a diagram to show the order of events during a school day.				✓	
Have an approximate idea of how long a minute and an hour are.				✓	
Read time to the hour and half hour on an analogue clock, and read the digits to tell the time on a digital clock.				✓	
Know there are 60 minutes in an hour, 24 hours in a day and 7 days in a week.				✓	
Know the days of the week and the months of the year in order.				✓	
Read the date from a calendar and in typical written forms, such as 12/10/2015, 12th October 2015.				✓	
Notice the passing of seasons and the passing of a year.				✓	

SAMPLE PLANNING CHECKLIST Mathematics Preliminary Unit 2 (✓ = Unit content covered)	Task 1	Task 2	Task 3	Task 4	Task 5
Measurement					
Use comparative language of measurement to describe the order of particular attributes, such as tall, taller tallest.					✓
Directly compare three or more objects by their length, mass, capacity or area, placing them in order from longest to shortest; heaviest to lightest; holds most to holds least; covers the most area.					✓
Use the number of repeated uniform units to measure the length, mass, capacity or area of objects in everyday contexts; for example, this desk is seven of my hand spans wide; it is 23 steps to the library.					✓
Choose to use the same size units in order to compare the size of two objects by length, mass, capacity, or area.					✓
Develop a sense of the size of the common units of length (metre and centimetre), mass (kilogram and gram), and capacity (litre and millilitre).					✓
Read and use cup and spoon measures and half measures in practical contexts, such as cooking.					✓