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Sample assessment outline

Mathematics – Preliminary

Unit 1

					Unit Ou	tcomes			
Assessment task	Notional due date	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	1	√	√					
Task 3: Timetable project – think of five things you do over a school day.	Week 9				✓		1	1	
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				1		✓	~	
Task 6: My 2D and 3D shapes project. Make models and diagrams with appropriate materials.	Week 15	✓		1					✓

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	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
Mathematics						
Indinematics						
(* = Unit content covered)						
Whole number						
Respond to and use the language of quantity to						
compare collections, for example, more, most,	\checkmark	✓				
less, lots, none, and same.						
Use subitising to say how many in a collection of	1	1				
up to six items.	•					
Say numbers in order forwards and backwards						
• up to 5	\checkmark	✓				
• up to 10.						
Use one-to-one correspondence to count						
collections to say how many.	,					
• up to 5 items	\checkmark	✓				
• up to 10 items						
Read and write numbers as digits up to 5, 10	√	√				
Connect the written numbers (symbols) with the		•				
connect the written numbers (symbols) with the	\checkmark	√				
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	\checkmark	✓				
result is a smaller set.						
Respond to, and use the language of, addition and	_					
subtraction; for example, and, add, plus, take,	\checkmark	✓				
difference, change, less, more, bigger, smaller.						
Use subitising or counting to solve simple everyday						
addition and subtraction problems involving small						
numbers.		√				
• up to 5 items						
• up to 10 items.						
Link the + symbol with the idea of putting sets		1				
together.		V				
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	\checkmark	✓				
subtraction problems involving small numbers.						
Money						
Recognise and name the dollar coins and notes and						
the cent coins	\checkmark	✓				
Know that dollars are worth more than cents		1				
Respond to and use the language of monoy and						
shopping for example dellars conta spend cost		1				
shopping, for example, utiliars, cents, spend, cost,						
Change, Pay, Duy.						
neau anu write simple dollar amounts; for		✓				
example, \$1, \$2, \$5.		1				
Count collections of \$1 coins; up to \$5, up to \$10.		✓				

	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
Mathematics						
Proliminary Unit 1						
$(\sqrt{-1})$						
(* – Onit content covered)						
Addition and subtraction of money						
Know that when two amounts of money are						
combined, the result is a larger amount; and when		1				
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,		1				
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.		\checkmark				
• up to \$5						
• up to \$10.						
With support, link the + symbol with the idea of		1				
putting amounts of money together.		•				
With support, link the – symbol with the idea of		1				
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		v				
whole dollars.						
Time						
Respond to, and use words related to, time; for						
example, wait, next, after, night-time, lunch-time,			✓			
oʻclock, 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			1		1	
and calendars are used to say what day it is.			v		v	
Notice time passing during the day and the change			./			
of seasons.			v			
Know the day is broken up into morning, afternoon			.(
and night-time.			v			
Know the names of the days of the week and the			.(
difference between week days and weekends.			v			
Know the names of the seasons and the typical						
features of each season.			v			
Measurement						
Respond to and use the comparative language of						
measurement; for example, big, small, tall, heavy,				\checkmark		\checkmark
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				v		v
describe the attribute of length.						
Directly compare two objects by their length, mass.						
capacity or area to say which is longer, heavier,				\checkmark		\checkmark
holds more, or covers more.						

SAMPLE PLANNING CHECKLIST	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
Mathematics						
Preliminary Unit 1						
(\checkmark = Unit content covered)						
Location						
Respond to, and use the language of, location; for					1	
example, next to, on, under, between.						
Respond to and use the language of movement;					1	
for example, forward, backward, turn left.						
Give and/or follow simple oral directions to locate					\checkmark	
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					\checkmark	
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						1
found in the environment.						
Use spatial language and names of shapes to					✓	1
describe likeness and difference between shapes.						· · ·
Sort and classify objects according to obvious					✓	1
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						1
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

					Unit outcomes			
Assessment task	Notional due date	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	✓	✓		✓			✓

Summer production of the second sec		Task 1	Task 2	Task 3	Task 4	Task 5
Preliminary Unit 2 (* - Unit content covered) Whole number Say numbers in order forwards and backwards up to 20 (and beyond). (but numbers actigits up to 20 (and beyond). (connect the wirthen numbers system to say (connect the wirthen numbers as digits up to 20 (and beyond). (connect the wirthen numbers as digits up to 20 (and beyond). (connect the wirthen numbers (symbols) with the (symbols) (connect the wirthen numbers (symbols) with the (symbols) (connect the wirthen numbers (connect the wirthen numbers (symbols) with the (symbols) (connect the wirthen numbers (connect the numbers (connect the wirthen numbers (connect the numbers (connect	Mathematics					
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Whole number (and beyond). (be one-to-one correspondence to count collections to say thow many, up to 20 items (and beyond). (consect the written numbers a fights up to 20 (and beyond). (consect the written numbers a fights up to 20 (and beyond). (consect the written numbers a fights up to 20 (and beyond). (consect the written numbers (symbols) with the appropriate collections: (consect the written numbers a fights up to 20 (and beyond). (consect the written numbers a fights up to 20 (and beyond). (consect the written numbers a fights up to 20 (and beyond). (consect the written numbers a fights up to 20 (and beyond). (consect the written numbers a fights up to 20 (and beyond). (consect the written numbers a statistication to learn, remember and recall basic facts (if -0, 1 and 2), partitioning and extensions to basic facts to solve everyday addition and subtraction problems involving small numbers up to 20 items. (consect the solve everyday addition and subtraction problems involving small numbers together. (consect the solve everyday addition and subtr						
Say numbers in order rowards and backwards up to 20 V V V V V V V V V V V V V V V V V V V	Whole number					
identify and use the patterns in the number system to say number sequences forwards and backwards by 2s and 5s to 20 (and beyond). Second to expression dence 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 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. 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). Ise materials and visualisation to learn, remember and recall basic addition facts: +/-1 +/-2 +/-0. Vise 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. With support, read and/or write a number suptence related to simple everyday addition and subtraction problems involving number supten to 20 items. With support, read and/or write a number suptence related to simple everyday addition and subtraction problems involving numbers up to (and beyond) 20. Money Use many-to-one correspondence to count collections of \$1 Y Y Y Y Y Y Y	Say numbers in order forwards and backwards up to 20 (and beyond).	✓				
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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: • +/- 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. V V With support, read and/or write a number sentence related to simple everyday addition and subtraction problems involving numbers up to 20. Working numbers up to 100. Vitis upport, read and/or write a number sentence related to simple everyday addition and subtraction problems involving numbers up to 20. 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 1s, 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 shole dollars only). Use many-to-one correspondence to save money and that we can access this money using a card.	Addition and subtraction of whole numbers		1			
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	\$20.					

	Task 1	Task 2	Task 3	Task 4	Task 5
SAMPLE PLANNING CRECKLIST					
Mathematics					
(* = Unit content coverea)					
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		~	\checkmark		
of whole dollars.					
Input the +, - and = symbols on a calculator in the correct					
order to calculate everyday addition and subtraction		1	\checkmark		
problems involving whole dollars up to \$20.					
Decide whether to use addition or subtraction to solve					
everyday problems on a calculator, involving whole dollars		✓	\checkmark		
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			1		
itoms			•		
items.					
Read and/or write addition and subtraction number					
sentences related to equal group problems involving small			v		
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			\checkmark		
amounts of whole dollars.					
Connect the x symbol with the idea of repeated addition			1		
and the ÷ symbol with the idea of sharing equal groups.			v		
Time					
Respond to and use language associated with units of time.					
such as minute day hour week month year July				\checkmark	
Tuesday					
Order familiar daily events into a typical sequence: for					
example draw a diagram to show the order of events				1	
during a school day				Ţ	
Have an approximate idea of how long a minute and an					
have all approximate fued of now folg a minute and all				\checkmark	
nour are.					
read time to the nour and nail nour on an analogue clock,				\checkmark	
and read the digits to tell the time on a digital clock.					
Know there are 60 minutes in an nour, 24 hours in a day				\checkmark	
and / days in a week.					
Know the days of the week and the months of the year in				\checkmark	
order.					
Read the date from a calendar and in typical written forms,				\checkmark	
such as 12/10/2015, 12th October 2015.				<u> </u>	
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.					~