**PART A – Reflecting on the child’s responses**

**Write a report, using the template (below), about each child’s mathematical understanding. 500 words (250 per child)**

- Imagine you are writing a report for the child’s teacher.

Use technical terms like “conservation of number” or “forward counting sequences”

- Include notes taken during the interview

- Make links to the Early Years Learning Framework and or the NSW NESA mathematics curriculum

**The Report to the child’s teacher Template**

Child A or B (circle) pseudonym: Mila

SENA administer (circle): SENA 1 or SENA 2

Grade of child: Kindergarten

Planning the letter to the child’s teacher (use dot points):

|  |  |  |
| --- | --- | --- |
| **What can the child do?** | **What areas require further development?** | **Prove what you are saying by referring to the EYLF and/or syllabus** |
| -visual counting  -subitising | -numeral identification on larger numbers  -forward number word sequence  -backward number word sequences after 10  -counting without counters | (fill in) |

Write the letter to the classroom teacher in 250 words per child:

**The Report to the child’s teacher Template**

Child A or B (circle) pseudonym: Oliver

SENA administer (circle): SENA 1 or SENA 2

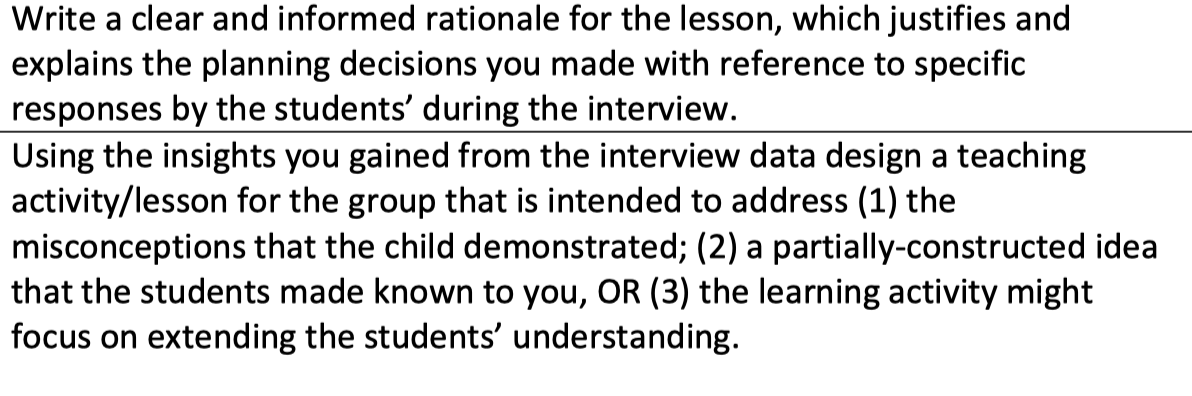
Grade of child: Year 2

Planning the letter to the child’s teacher (use dot points):

|  |  |  |
| --- | --- | --- |
| **What can the child do?** | **What areas require further development?** | **Prove what you are saying by referring to the EYLF and/or syllabus** |
| -Numeral identification  -Addition and subtraction  - counting by 10s and 100s  -place value  -multiplication and division  -area multiplication | -Knows the answer but has trouble explaining how he got the answer  -when combining and partitioning using more combinations than just 10+0, 0+10 and using more complex e.g. 4+6 | (fill in) |

Write the letter to the classroom teacher in 250 words per child:

PART B

1.

2.

Lesson plan format (just fill in the boxes)

**Lesson Plan** – Student A (Mila)

**LEARNING EXPERIENCES (LESSONS) TEMPLATE – FOR ASSESSMENT 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Class/Group: Kindergarten | | Date: 25.04.2020 | | Time: 9.45  Start: 9.45  Finish:10.45 |
| Key Learning Area (Subject): Mathematics | | Lesson Topic: | | |
| **Rationale for the lessons:** *(Remember you have selected 1 child that you interviewed and your lessons are for a group of students (approximately 8) that are at the same level as your child). Add name of child here and the SENA that you used:* | | | | |
| **Key Objective and level: (selected from the NSW K-10 syllabuses)** | | | | |
| Syllabus outcomes:  **Content strand:**  **Sub-strand(s):**  **Content Outcome:**  **Working Mathematically Outcomes:** | Indicators of Learning/Content for this lesson:  ***Behaviours that contribute toward achievement of Learning Outcomes. Quote intention codes. Must be*** *clear****,*** *specific****,*** *observable****.***  ***By the end of this lesson, the students will:***  -  -  - | | Assessment:  ***Strategies which will be used to assess learners’ attainment of learning outcomes. Should be linked to each*** Indicators of Learning/Content  -  -  -  - | |
| **Key mathematical technical language (be specific and include definitions of key words appropriate to use with students):** | | | | |
| Resources:  ***List resources you used in preparing the lesson AND those used in the lesson implementation.*** | | | | |

**LESSON SEQUENCE**

|  |  |  |  |
| --- | --- | --- | --- |
| Lesson Content /Indicators of Learning (*What* is Taught): | Timing  ***60 (mins)*** | Teaching Strategies / Learning Experiences:  (*How* it is taught)  ***Write detailed steps showing what the teacher (T) will do and what students (Ss) will do.*** | Resources and Organisation: |
| **MATHEMATICAL**  **FOCUS**  (what you want the children to come to understand because of this lesson – *short, succinct statement*) |  | | |
| INTRODUCTION | | | |
| **‘LAUNCH’**  Focus on Mental Warm Ups  Review known and explore new skills and understandings across all strands  **‘INTRODUCE’**  Share learning intentions  Share learning outcomes  Provide students with an overview of the concept/ content |  |  |  |
| DEVELOPMENT | | | |
| **‘EXPLORE’**  Small group/ whole class / individual focus  Teacher works with a focused group / rove / work with a support group |  |  |  |
| CLOSURE | | | |
| **‘SUMMARISE/ REVIEW’**  Encourage students to reflect on their mathematical thinking  Share highlights  Discuss problems  Summarise key ideas  **Share the learning journey - where to next?** |  |  |  |

Criteria

