

Key Learning Areas	Assessment period	Topics and/or Concepts		The achievement grade includes assessment from the following tasks:
Number and Algebra Measurement and Geometry Statistics and Probability	REPORT 1 Weeks 1-7 Wednesday, March 15 PT Interviews – Thursday, March 30	P	<u>Number and Algebra</u> Number 1 -10 Patterns <u>Measurement and Geometry</u> Time Directionality 2D Shapes	Ondemand (Years 3-4) Work samples Unit assessments (pre and post assessment)
		1/2	<u>Number and Algebra</u> Counting and skip counting Place value Mental strategies <u>Measurement and Geometry</u> Time – digital and analogue Money <u>Statistics and Probability</u> graphing	
		3/4	<u>Number and Algebra</u> Place value Patterns <u>Measurement and Geometry</u> Capacity	
	REPORT 2 Term 1, week 8 – term 2, week 5 Wednesday, May 17	P	<u>Number and Algebra</u> Number 1 -10 Patterns Counting <u>Measurement and Geometry</u> Time	
1/2	<u>Number and Algebra</u> Addition Counting on, back and up to Using doubles and near doubles			

			<p>Related and known facts Bridging to 10 Jump strategy <u>Measurement and Geometry</u> Calendars Directions – recognising and following <u>Statistics and Probability</u> Chance and data – likely and unlikely Graphs</p>	
		3/4	<p><u>Number and Algebra</u> Addition and subtraction <u>Measurement and Geometry</u> Length</p>	
<p>REPORT 3 Term 2, weeks 6-11 Wednesday, June 28</p>	P		<p><u>Number and Algebra</u> Numbers 1-20 Number names <u>Measurement and Geometry</u> Time Location & Transformation Weight Days of the Week</p>	<p>On demand (Years 3-4) Work samples Unit assessments (pre and post assessment)</p>
		1/2	<p><u>Number and Algebra</u> Subtraction Counting on, back and up to Using doubles and near doubles Related and known facts Bridging to 10 Jump strategy <u>Measurement and Geometry</u> Time <u>Statistics and Probability</u> Graphing</p>	
		3/4	<p><u>Number and Algebra</u> Money <u>Measurement and Geometry</u> Time <u>Statistics and Probability</u></p>	

			Probability/graphing	
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For Student Progress Report teachers will make an “on-balance’ judgement about each student’s achievement in this subject. They will draw on VEL’s assessment standards, classroom observation, student’s contribution to work in class, as well as from a range of assessment tasks outlined in this assessment guide.