

Structured Maths Approach Assessments

These assessments are a great way to pre or post check the learning that appears in each chunk and lesson within the phase. These could be used in many ways to inform your lessons, your start point and to see how the chunk of learning has gone for your students.

Each phase assessment is split into four chunks (to match each chunk of learning) with a question that can be matched back to each lesson. You will then be able to see what still needs to be worked on or covered in your teaching time.

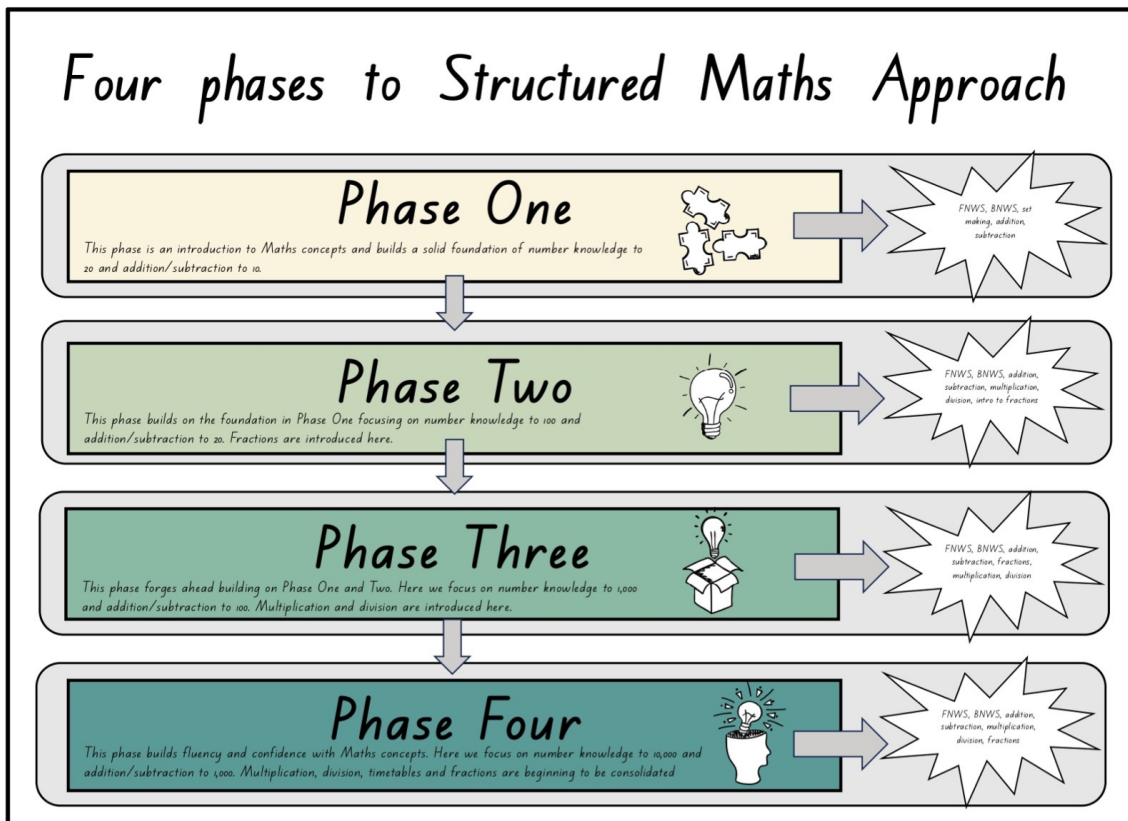
Phase 1 (Year 0)	Name:	Term:	Year:																		
Chunk 1 Assessment																					
Fill these in to represent the number 1:																					
<table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> </table>				1	2	3	4	5	6	7	8	9	10								
1	2	3	4	5	6	7	8	9	10												
Write down the numbers that come next in counting forwards:																					
Compare these numbers using < or >:																					
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Count how many there are:																					
Circle all the representations of number 1:																					
Chunk 2 Assessment																					
Solve these number bonds to 10:																					
<table border="1"> <tr><td>2</td><td>0</td></tr> <tr><td>5</td><td>1</td></tr> </table>				2	0	5	1														
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Solve these problems as quickly as you can:																					
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5 - 1 = 3																					
Chunk 3 Assessment																					
Fill these in to represent the number 11:																					
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1	2	3	4	5	6	7	8	9													
11	12	13	14	15	16	17	18	19													
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<table border="1"> <tr><td>6</td><td>20</td><td>11</td><td>1</td></tr> <tr><td>7</td><td>7</td><td>8</td><td>1</td></tr> </table>				6	20	11	1	7	7	8	1										
6	20	11	1																		
7	7	8	1																		
Continue skip counting in 1's after the number 13:																					
<table border="1"> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </table>				13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				
How many are here:																					
Solve the word problem:																					
<p>I had 10 lollipops in my jar. I ate 3 for a snack. How many did I have left?</p>																					
<table border="1"> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> </table>				10	11	12	13	14	15	16	17	18	19	20							
10	11	12	13	14	15	16	17	18	19	20											
Chunk 4 Assessment																					
Solve these number bonds to 10:																					
<table border="1"> <tr><td>8</td><td>0</td></tr> <tr><td>7</td><td>1</td></tr> <tr><td></td><td>5</td></tr> <tr><td></td><td>3</td></tr> </table>				8	0	7	1		5		3										
8	0																				
7	1																				
	5																				
	3																				
Add these to 10 using the number line:																					
<table border="1"> <tr><td>2 + 2 =</td></tr> <tr><td>5 + 3 =</td></tr> <tr><td>6 + 2 =</td></tr> <tr><td>5 + 1 = 10</td></tr> <tr><td>6 + 1 = 9</td></tr> </table>				2 + 2 =	5 + 3 =	6 + 2 =	5 + 1 = 10	6 + 1 = 9													
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<table border="1"> <tr><td>14 =</td><td>17 =</td></tr> </table>				14 =	17 =																
14 =	17 =																				
Continue skip counting in 1's after the number 16:																					
<table border="1"> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </table>				16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							

Simply print off the chunk you are looking to assess, complete with students and then review their answers.

You could complete another check of the chunk assessment at the end of the time period; or simply that one lesson of questions again.

The Four Phases breakdown to Structured Maths Approach

Here is the complete breakdown to Structured Maths Approach across the four phases and what each chunk will cover with their lessons.



Phase 1 (Year 0 or New Entrants)

Chunk 1 Numbers 1-10	Chunk 2 Add and subtract to 5	Chunk 3 Numbers 11-20	Chunk 4 Add and subtract to 10
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Phase 2 (Year 1)

Chunk 1 Numbers 1-100	Chunk 2 Add and subtract to 20	Chunk 3 Add and subtract to 20 Fractions	Chunk 4 Multiplication and division Fractions
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Phase 3 (Year 2)

Chunk 1 Numbers 1-1,000	Chunk 2 Add and subtract to 100	Chunk 3 Add and subtract to 100 Fractions	Chunk 4 Multiplication and division Fractions
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Phase 4 (Year 3)

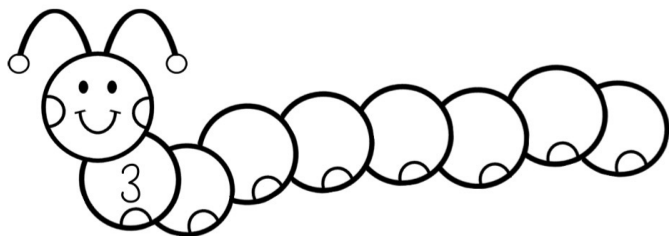
Chunk 1 Numbers 1-10,000	Chunk 2 Add and subtract to 1,000	Chunk 3 Multiplication and division	Chunk 4 Fractions
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Fill these in to represent the number 5:

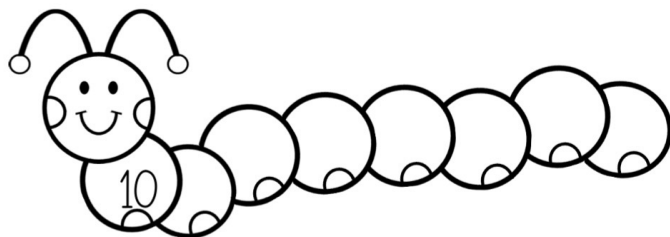
1	2	3	4	5	6	7	8	9	10
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Practice writing your numbers from 1-10:

Write down the numbers that come next in counting forwards:



Write down the numbers that come next in counting backwards:



Compare these numbers using < > or =

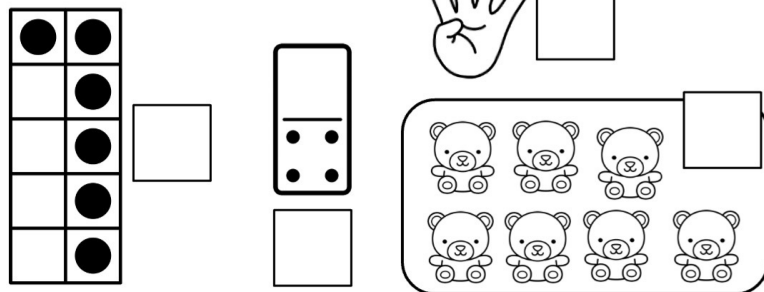
3		2	1		4
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7		7	8		10
---	--	---	---	--	----

Order these from smallest to biggest:

7 4 1 10 8

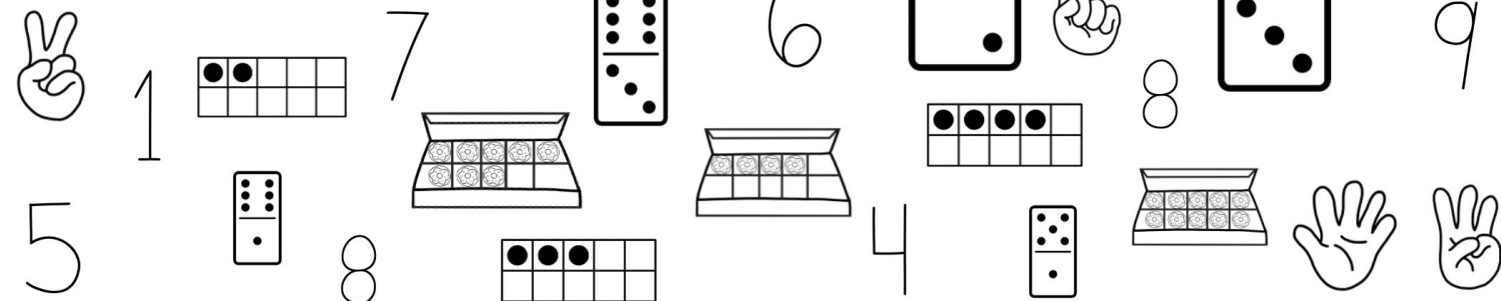
Count how many there are:



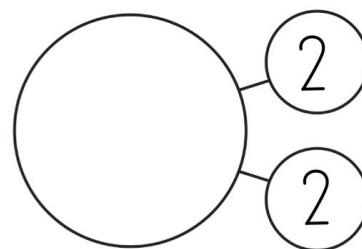
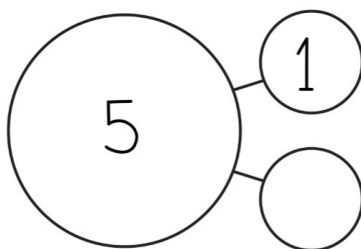
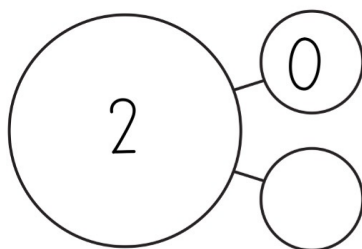
Draw the right amount of objects of the tray:



Circle all the representations of number 8:



Solve these number bonds to 5:



Add these to 5:

$$2 + 2 =$$

$$3 + 1 =$$

$$5 + 0 =$$

Subtract these from 5:

$$5 - 3 =$$

$$4 - 2 =$$

$$3 - 1 =$$

Solve these problems as quickly as you can:

$$3 + 1 =$$

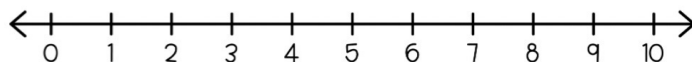
$$5 - 1 =$$

$$5 - \square = 3$$

Solve the word problem:

I had 3 lollipops in my jar. I got some more and there were now 5. How many did I get?

$$\square + \square = \square$$

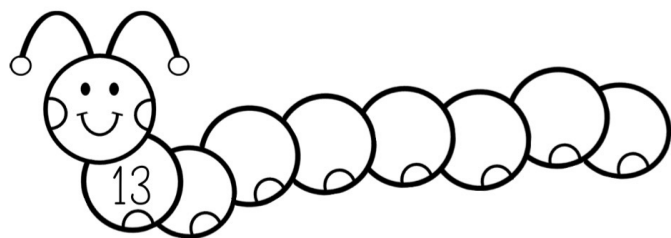


Fill these in to represent the number 15:

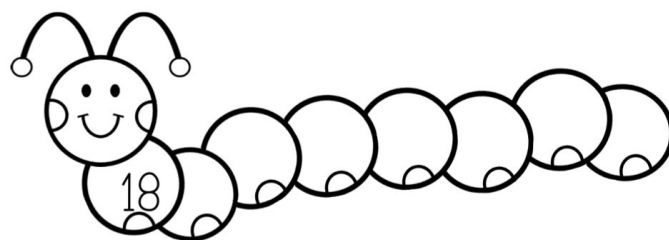
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20

Practice writing your numbers from 1-20:

Write down the numbers that come next in counting forwards:



Write down the numbers that come next in counting backwards:



Compare these numbers using < > or =

6		20	11		11
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7		7	8		18
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Order these from smallest to biggest:

7 14 11 20 18

Continue skip counting in 2's after the number 6:

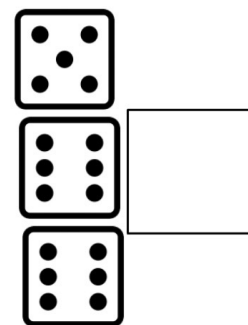
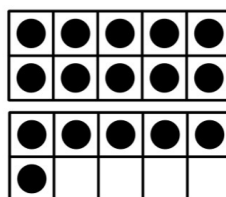
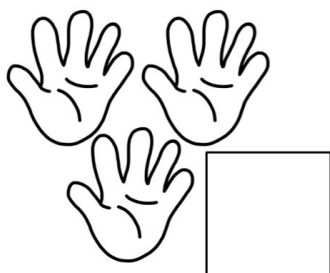
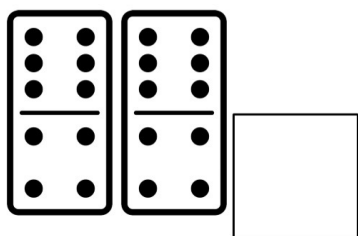
6...

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

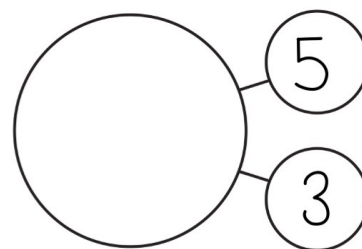
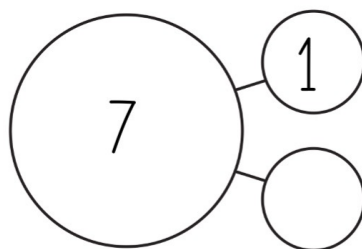
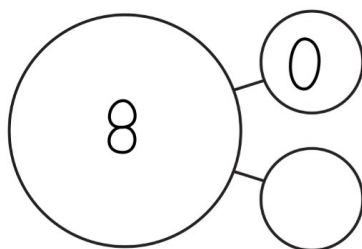
Draw the right amount of objects of the tray:



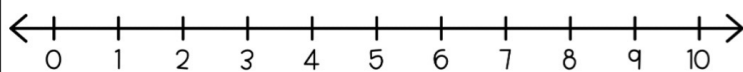
How many are here:



Solve these number bonds to 10:



Add these to 10 using the number line:



$$2 + 2 =$$

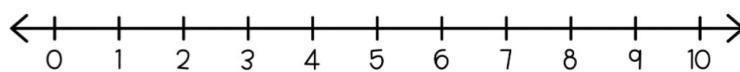
$$5 + 3 =$$

$$6 + 2 =$$

$$5 + \square = 10$$

$$6 + \square = 9$$

Subtract these from 10 using the number line:



$$10 - 3 =$$

$$8 - 2 =$$

$$7 - 4 =$$

$$10 - \square = 5$$

$$8 - \square = 2$$

Solve these problems as quickly as you can:

$$7 + 1 =$$

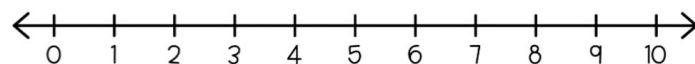
$$10 - 2 =$$

$$8 - \square = 5$$

Solve the word problem:

$$\square - \square = \square$$

I had 4 lollipops in my jar. I ate 5 for a snack. How many did I have left?



Draw matching place value blocks to represent the number:

$$14 =$$

$$17 =$$

Continue skip counting in 5's after the number 15:

$$15 \dots$$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100