oxford
maths
for australian schools

Oxford Maths
Third Edition

Your differentiation solution for teaching mathematics

EVALUATION PACK

OXFORD
UNIVERSITY PRESS

Ensure every student can experience success at their level

OXFORD MATHS AT A GLANCE

TEACHING AND LEARNING APPROACH

- Differentiation, also known as 'targeted teaching'
- Incorporates key elements of inquiry

HOW?

- Uses pre- and post-tests to address students at their point of need
- Offers multiple pathways for students
- Supports the 'gradual release of responsibility' approach

WHAT SORT OF ACTIVITIES ARE INCLUDED?

- Direct instruction
- Hands-on activities
- Small-group and whole-class tasks
- Practice exercises
- Open-ended problem-solving opportunities

LEARNING OUTCOMES

The balanced approach helps students make connections with mathematics in the real world and encourages higher-order thinking and reasoning.

STUDENT MATERIALS

- Student Books
- Assessment Books
- Practice and Mastery Books
- Student Dashboards

TEACHER DASHBOARDS

The Teacher Dashboards provide online access to a wealth of resources and support material for Foundation to Year 6, including:

Teaching resources

- Interactive teaching tools to introduce concepts
- Blackline masters, activity sheets, mastery tasks
- Support and extension activities
- Videos to explore potential difficulties around topics
- Oxford Maths Ready teaching notes to support struggling learners

Planning and assessment material

- Curricula and planning documents
- Pre- and post-tests
- Learning sequences and suggested pathways
- Assessment grading guide
- Answers

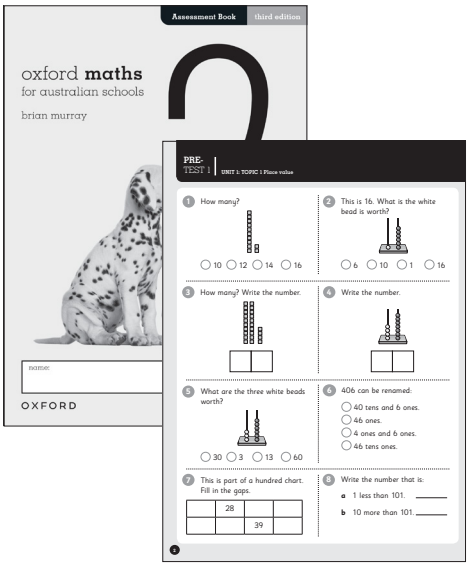
Markbook

- Online assessment, tracking and reporting

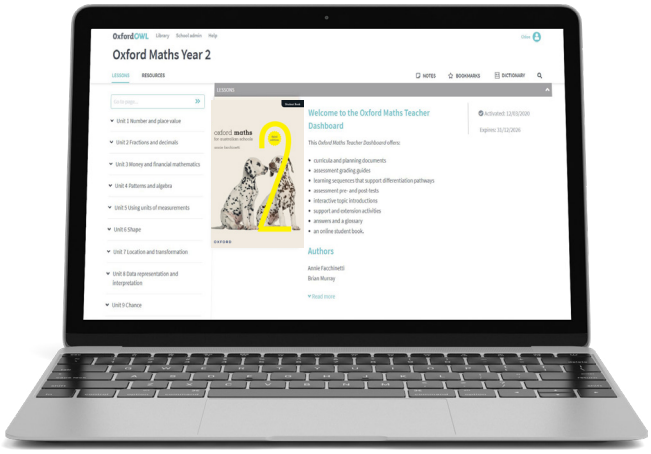
CURRICULUM ALIGNMENT

The series is fully aligned with the Australian Curriculum: Mathematics v9.0 and the NESA Syllabus. Curriculum mapping documents are provided for Victoria and Western Australia.

What does *Oxford Maths* look like in the classroom?



Access the topic pre-test via the Assessment Books or the Teacher Dashboards, or direct students to the pre-test on the Student Dashboards.



Choose the appropriate learning sequence for each student via the Teacher Dashboards.

1

Assess and identify

Use the topic pre-test to quickly identify the level of each student's understanding.

2

Choose the pathway

Identify the learning pathway for each student based on the pre-test result and your own observations.

3

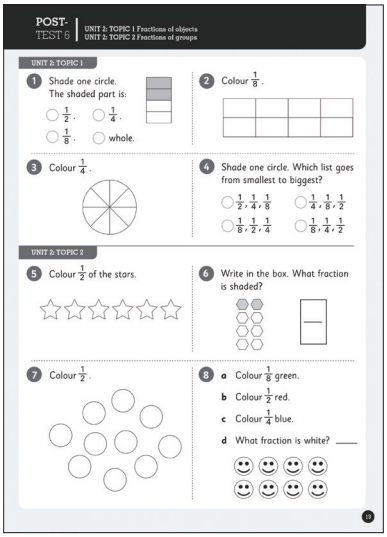
Plan and implement teaching

Choose and prepare activities to effectively support student learning at their point of need.

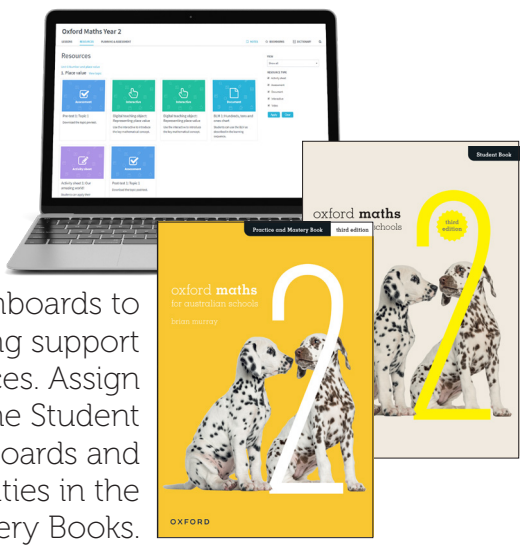
4

Assess the results

Use the topic post-test to measure student growth and identify areas of further need.



Access the topic post-test via the Assessment Books or the Teacher Dashboards, or direct students to the post-test on the Student Dashboards.



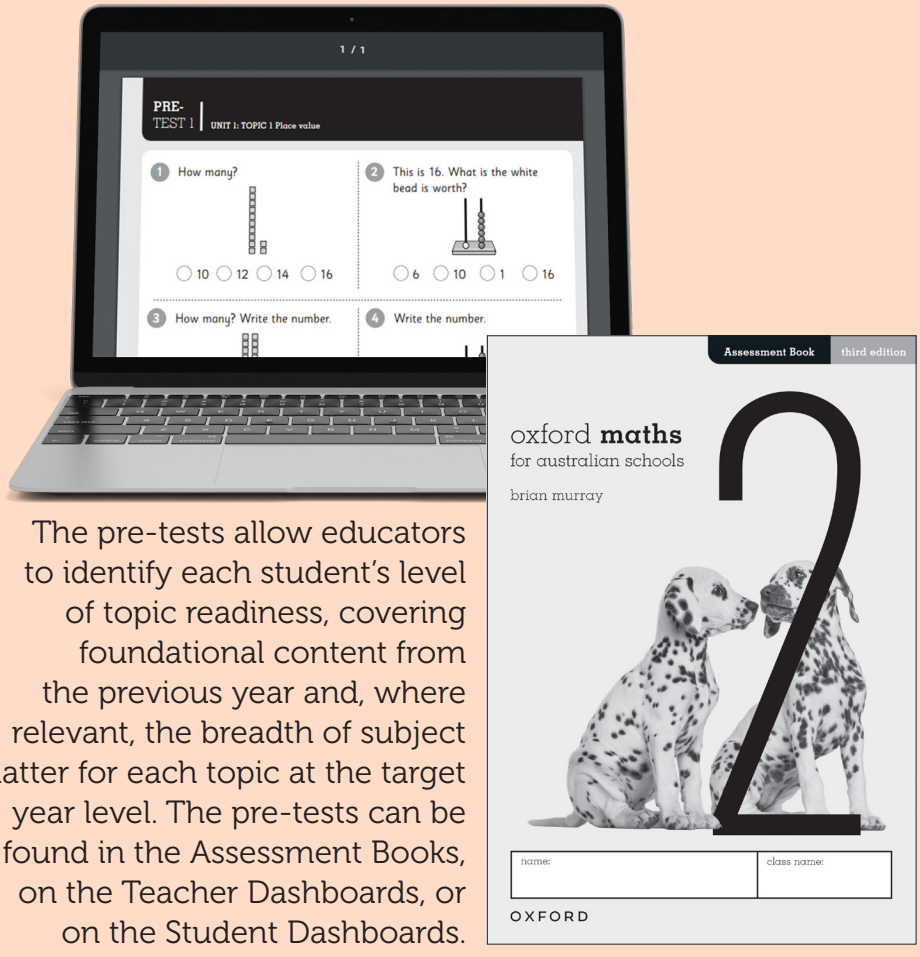
Use the Teacher Dashboards to access lesson plans, learning support and teaching resources. Assign topic-based activities in the Student Books or Student Dashboards and additional practice activities in the Practice and Mastery Books.

STEP 1

Assess and identify

RESOURCES

Topic pre-tests – Assessment Books or Teacher and Student Dashboards



The pre-tests allow educators to identify each student's level of topic readiness, covering foundational content from the previous year and, where relevant, the breadth of subject matter for each topic at the target year level. The pre-tests can be found in the Assessment Books, on the Teacher Dashboards, or on the Student Dashboards.

PRE-TEST 1

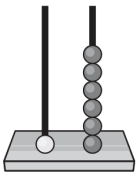
UNIT 1: TOPIC 1 Place value

Pre-test from *Oxford Maths Year 2 Assessment Book.*

1 How many?

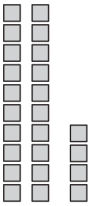
○ 10 ○ 12 ○ 14 ○ 16

2 This is 16. What is the white bead worth?

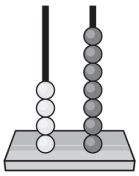


○ 6 ○ 10 ○ 1 ○ 16

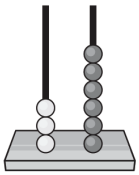
3 How many? Write the number.



4 Write the number.



5 What are the three white beads worth?



○ 30 ○ 3 ○ 13 ○ 60

6 406 can be renamed:

- ○ 40 tens and 6 ones.
- ○ 46 ones.
- ○ 4 ones and 6 ones.
- ○ 46 tens ones.

7 This is part of a hundred chart. Fill in the gaps.

	28		
		39	

8 Write the number that is:

a 1 less than 101. _____

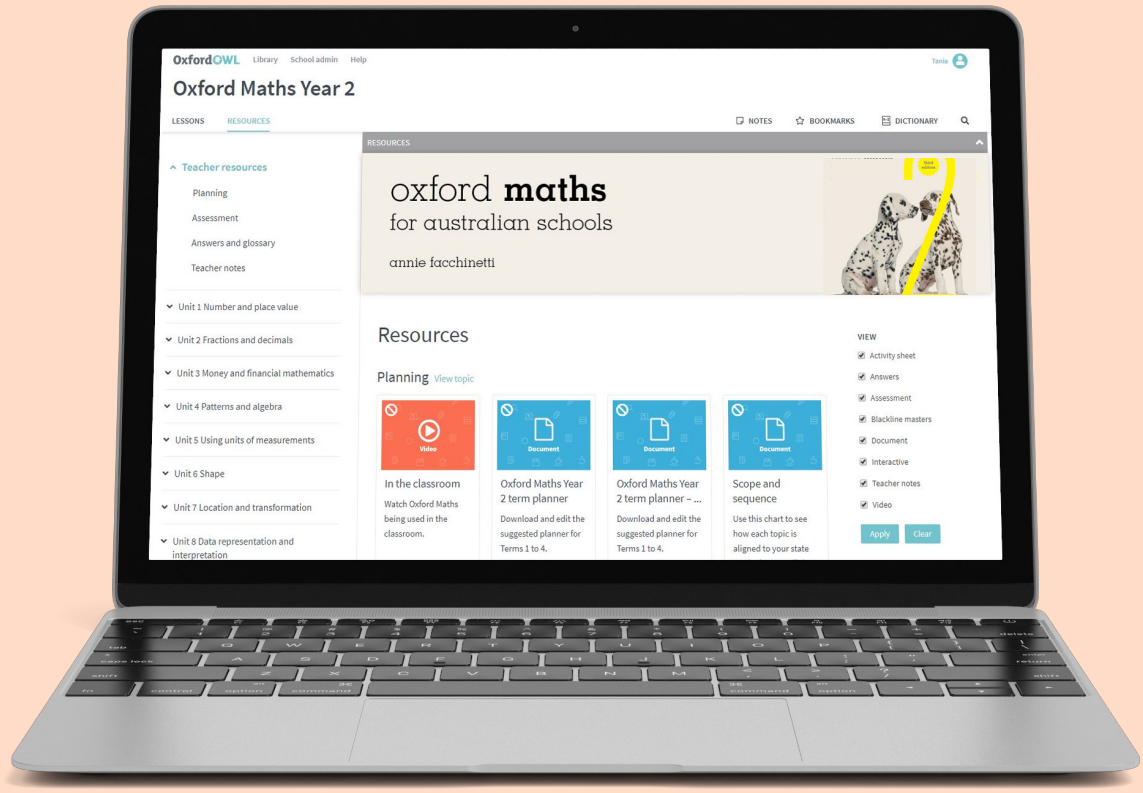
b 10 more than 101. _____

STEP 2

Choose the pathway

RESOURCES

Teacher Dashboards – Resources Tab



Based on the results of the pre-test, choose an appropriate learning sequence for each student: support, at standard, or extension level. If the students take the online pre-test, Markbook will automatically allocate the appropriate learning sequence for you.

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Suggested Learning Sequences and Student Pathways: Year 1/2 class

The suggested *Oxford Maths* Learning Sequences below can be used as editable templates for teachers to adapt when planning lesson sequences to suit the needs of the students in their classes. These templates will support teachers to plan for and manage multi-age/composite class situations by suggesting how to cater for both year 1 and year 2 students throughout the learning sequence. They also allow for differentiation based on students' existing knowledge of the topics as demonstrated through the pre-tests.

1. Same topic/concept being taught – 4-sessions, 1 topic.

Session 1 – Preparation		
Pre-assessment – teacher to identify at-standard, support and extension students		
Session 2 – Introduction		
Digital Teaching Object – whole class activity. [From **year 1**, which acts as revision for year 2.]		
Introductory Activity – whole class. [From **year 2** in cross-age/mixed ability groupings.]		
At-standard Group	**Support Group**	**Extension Group**
Student book – Guided to Independent Practice activities + **Early finisher** activity if needed. **Both year levels** working from own year level **Student Books**.	**Small group with teacher** – skill consolidation or potential difficulties. **Both year levels** with teacher for cross-level hands-on activity & **Student Book** – Guided Practice activity at own year level.	**Student book** – Guided to Independent Practice activities. **Both year levels** working from own year level **Student Books**.
Session 3 – Exploration and Consolidation		
Consolidation – whole class activity. [Choose most appropri… year 2, depending on needs of the class.]		
Option 1: **Both year levels** working with teacher then completing **Student Book** – Extended Practice activity from own year level books. **OR** Option 2: **Year 1** with teacher while **Year 2** completes **Student Book** – Extended Practice activity; then **Year 2** with teacher while **Year 1** completes **Student Book** – Extended	**Student book** – Independent… to Extended Practice activities, individually or in pairs. **Both year levels** working from own year level **Student Books**.	Teacher check-in to discuss any difficulties – **both year levels.**

Suggested Learning Sequence and Student Pathway for Oxford Maths Year 2

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Example A: Teaching Sequence for a Year 1/2 Composite/Multi-age class

EXAMPLE A
Topic: Place value

Session 1

Pre-assessment: Year 1 students complete Assessment Book 1 Pre-test 1
Year 2 students complete Assessment Book 2 Pre-test 1

Session 2

Digital Teaching Object: *Year 1 Place value*
Introductory activity (whole class): *Year 2 Making 100* [Adjust to *Making 30* for Year 1 students if required, or pair Year 1s with Year 2 students.]

At-standard Group: **Year 1:** complete **Student Book 1** – Guided Practice and Independent Practice activities, pp. 6–7 + **Early finisher** activity.
Year 2: complete **Student Book 2** – Guided Practice and Independent Practice activities, pp. 6–7 + **Early finisher** activity.

Support Group: Choose most appropriate *2-digit numbers/Place value* activity from Year 1 or Year 2, depending on the overall needs of students who struggle in this area – *Revising teen numbers* or *Place value practice*. If necessary, adjust number sizes up or down to suit the group.
Year 1: complete **Student Book 1** – Guided Practice activities, p.6 with teacher support.
Year 2: complete **Student Book 2** – Guided Practice activities, p.6 with teacher support.

Extension Group **Year 1:** complete **Student Book 1** – Guided Practice and Independent Practice activities, pp. 6–7 and begin **Year 1 Activity Sheet** for *2-digit numbers*.
Year 2: complete **Student Book 1** – Guided Practice and Independent Practice activities, pp. 6–8 and begin **Year 2 Activity Sheet** for *Place value*.

Session 3

Digital Teaching Object: *Year 2 Place value*
Consolidation activity (whole class): Choose most appropriate activity from Year 1 and Year 2 levels. Adjust number sizes if needed.

At-standard Group: **Option 1:** Choose most appropriate activity from Year 1 and Year 2 and work with one larger group.
Year 1: complete **Student Book 1** – Guided and Independent Practice pp. 8–9.
Year 2: complete **Student Book 2** – Independent Practice p. 8.

Option 2: Year 2 start with **Student Book 2** – Independent Practice p. 8 while teacher works with Year 1; then Year 1 work on **Student Book 1** – Independent Practice pp. 8–9, while teacher works with Year 2.

Support Group: **Year 1:** complete **Student Book 1** –Independent Practice p. 7 & Guided Practice p.8.
Year 2: complete **Student Book 2** – Independent Practice pp. 8–9.

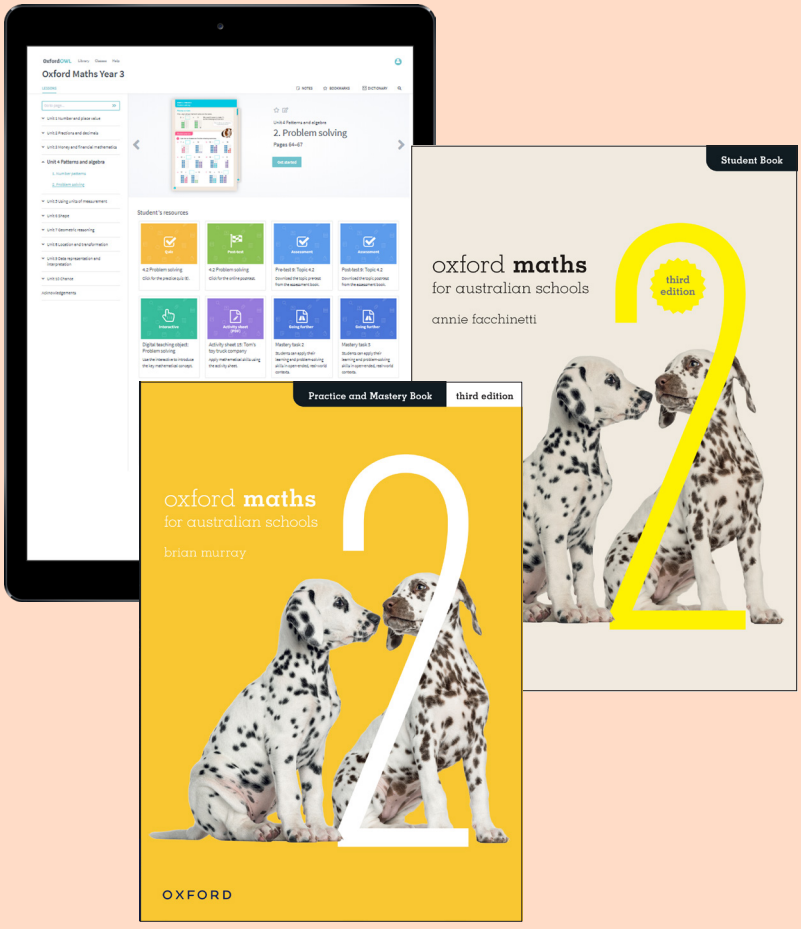
Extension Group: Year 1: complete **Student Book 1** – Guided and Independent Practice pp. 8–9.
Year 2: complete **Student Book 2** – Extended Practice p. 9.

STEP 3

Plan and implement teaching

RESOURCES

Teacher and Student Dashboards, Student Books, Assessment Books, and Practice and Mastery Books



Educators can choose and prepare activities to effectively support student learning at their point of need, by accessing lesson plans, learning support and teaching resources on the **Teacher Dashboards**.

Students can be assigned topic-based activities in the S**tudent Books**, and given additional opportunities for practice by doing the practice quizzes on the **Student Dashboard** and activities in the **Practice and Mastery Books**, which follow exactly the same sequence of topics as the Student Books.

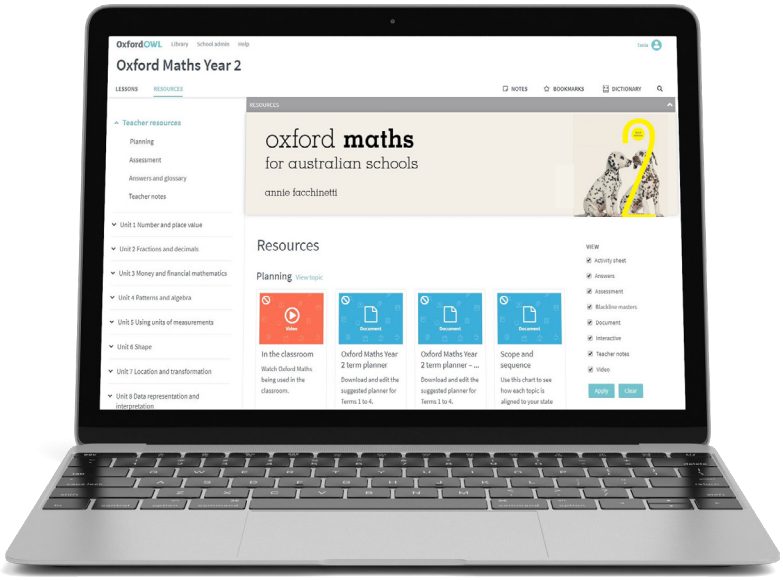
Teacher and Student Dashboards

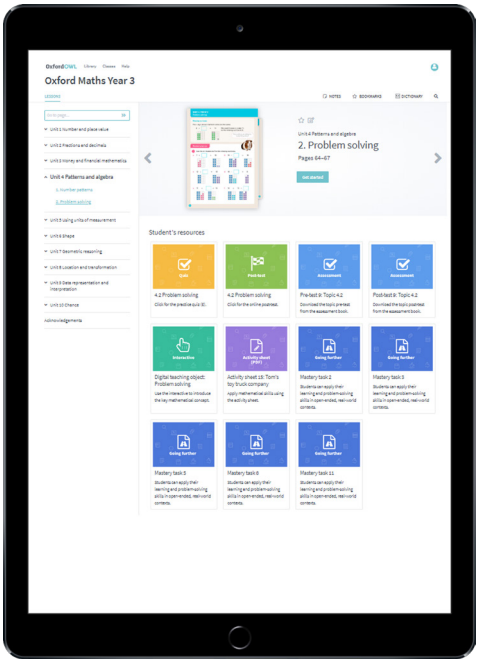
Teacher Dashboards

Available for Years F–6, the Teacher Dashboards provide online access to a wealth of teaching resources and support materials. Effectively support your students at their point of need by accessing lesson plans, learning support and teaching resources.

Resources for Teacher Dashboards include:

- a digital version of the Student Book (with notetaking and bookmarking functionality)
- curricula and planning documents
- learning sequences supporting differentiation pathways
- topic interactives
- videos exploring potential difficulties within topics
- Oxford Maths Ready teaching notes to support struggling learners
- access to student pre-tests, online quizzes and post-tests
- blackline masters, activity sheets, and mastery tasks
- assessment grading guides
- answers.





Student Dashboards

Available for Years F–6, the Student Dashboards deliver a tailored suite of resources for each topic based on students' ability groups (extension, at standard, support), ensuring that every student can experience success at their level.

Resources for Student Dashboards include:

- a digital version of the Student Book (with notetaking and bookmarking functionality)
- *Oxford Dictionary* look-up feature
- online pre-tests
- practice quizzes
- online post-tests.

Oxford Maths Year 2 **Teacher Dashboard** for Unit 1: Topic 1 Place value

OxfordOWL Library School admin Help

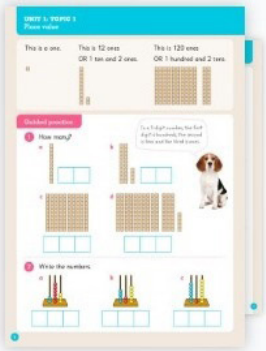
Oxford Maths Year 2

LESSONS RESOURCES NOTES BOOKMARKS DICTIONARY

Go to page...

- Unit 1 Number and place value
  - 1. Place value
  - 2. Adding in your head
  - 3. Exploring addition
  - 4. Subtracting in your head
  - 5. Exploring subtraction
  - 6. Multiplying
  - 7. Dividing
- Unit 2 Fractions and decimals
- Unit 3 Money and financial mathematics
- Unit 4 Patterns and algebra
- Unit 5 Using units of measurements
- Unit 6 Shape
- Unit 7 Location and transformation
- Unit 8 Data representation and interpretation
- Unit 9 Chance

Acknowledgements



Unit 1 Number and place value

1. Place value

Pages 6–9

Get started

Other resources

Teacher notes

Learning sequence: Unit 1, Topic 1

Download the topic learning sequence.

Assessment

Pre-test 1: Topic 1.1

Download the topic pre-test.

Assessment

Post-test 1: Topic 1.1

Download the topic post-test.

Interactive

Digital teaching object: Representing place value

Use the interactive to introduce the key mathematical concept.

Interactive

Digital teaching object: Representing place value

Use the interactive to introduce the key mathematical concept.

Activity sheet (PDF)

Activity sheet 1: Our amazing world!

Students can apply their mathematical skills using the activity sheet.

Blackline master (editable BLM)

BLM 1: Hundreds, tens and ones chart

Use the editable BLM (in Word) as described in the learning sequence.

Blackline master (PDF)

BLM 1: Hundreds, tens and ones chart

Use the BLM (in PDF format) as described in the learning sequence.

Teaching and learning resources for Unit 1: Topic 1 Place value

Guided Practice page from Oxford Maths Year 2 Student Book, Unit 1: Topic 1 Place value

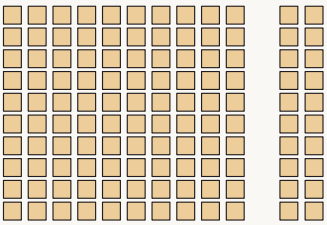
This is a one.

This is 12 ones

OR 1 ten and 2 ones.

This is 120 ones

OR 1 hundred and 2 tens.

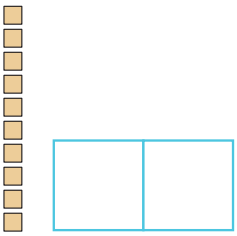


Guided practice

1 How many?

In a 3-digit number, the first digit is hundreds, the second is tens and the third is ones.

a



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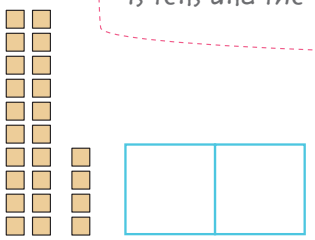
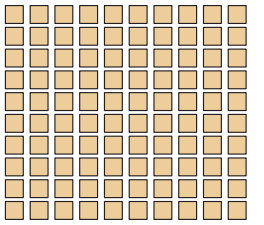


c



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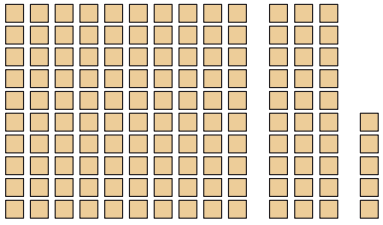
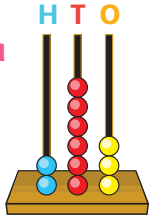


2 Write the numbers.

a



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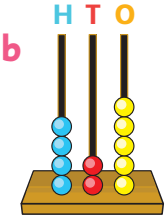

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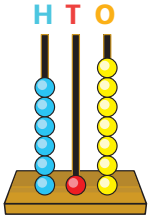
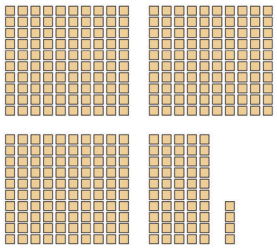


Independent Practice page from *Oxford Maths Year 2 Student Book, Unit 1: Topic 1 Place value*

Independent practice

1 This is 354.

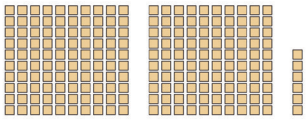


hundreds

tens

ones

2 This is 206.



hundreds

tens

ones

3 This is 423.

hundreds

tens

ones

Extended Practice page from *Oxford Maths Year 2 Student Book, Unit 1: Topic 1 Place value*

Extended practice

1 Use the digits to make:

a the biggest number.

b the smallest number.

c the biggest number with 8 in the ones place.

d 2-digit numbers.

2 Write a digit on each balloon.

Use the digits to make:

a the biggest number.

b the smallest number.

3

a The smallest number is:

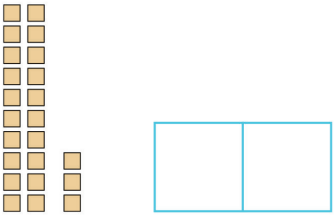
b The numbers bigger than 115 are:

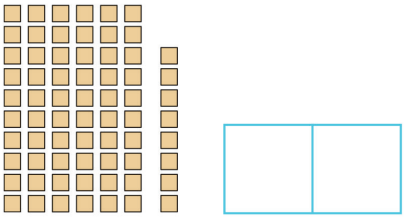
Practice page from Oxford Maths Practice and Mastery Book Year 2, Unit 1: Topic 1 Place value

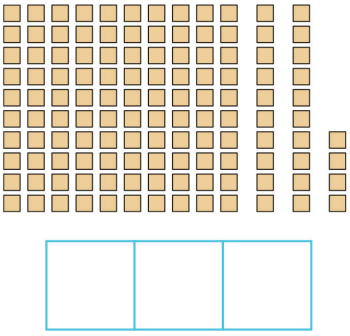
UNIT 1: TOPIC 1
Place value

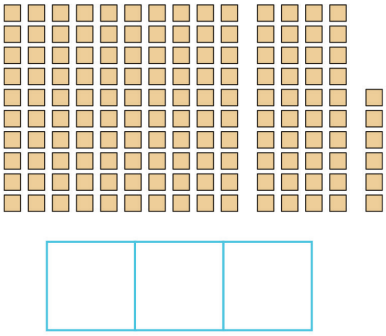
Practice

1 How many?

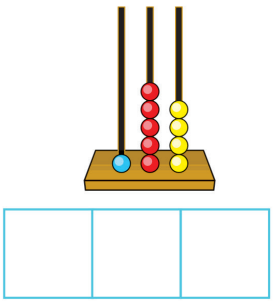
a 

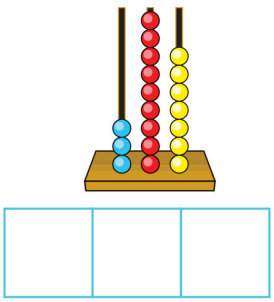
b 

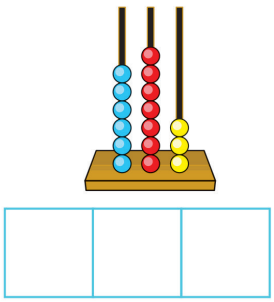
c 

d 

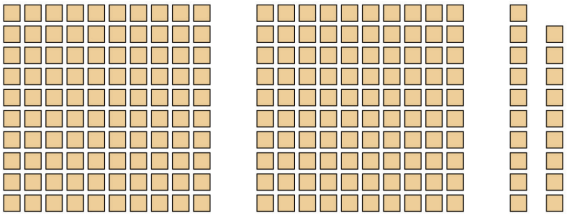
2 Write the numbers.

a 

b 

c 

3 This is 219.



hundreds

tens

ones

Practice and Mastery Books

Challenge page
from Oxford Maths Practice and Mastery Book Year 2, Unit 1: Topic 1 Place value

Challenge

1

a In 375, how many:

hundreds? ☐

tens? ☐

ones? ☐

b In 607, how many:

hundreds? ☐

tens? ☐

ones? ☐

2

a In 374, the 7 is worth (circle one):

700 70 7

b In 837, the 8 is worth (circle one):

800 80 8

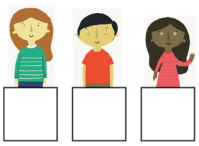
3

Use the digits to make:

a the smallest number. ☐☐☐

b the biggest number with 3 in the tens place. ☐☐☐

4 Write a different digit in each box.



Use the digits to make:

a the smallest number. ☐☐☐

b the biggest number. ☐☐☐

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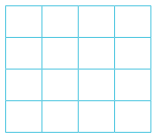
Mastery page
from Oxford Maths Practice and Mastery Book Year 2, Unit 1: Topic 1 Place value

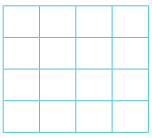
Mastery

1 These are parts of a hundred chart.

a Write the number 44 in a square on the third row. Fill in the blanks.



b Write the number 44 in a different square on the grid. Fill in the blanks.



2 Put these numbers in order from smallest to biggest.

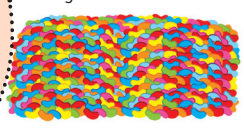
132 231 213 123

☐

3 Use each digit once to make as many three-digit numbers as you can.

6 7 8

4 **a** Circle the number that is the best estimate for how many items there are.



3
35
350
3500

b How do you know?

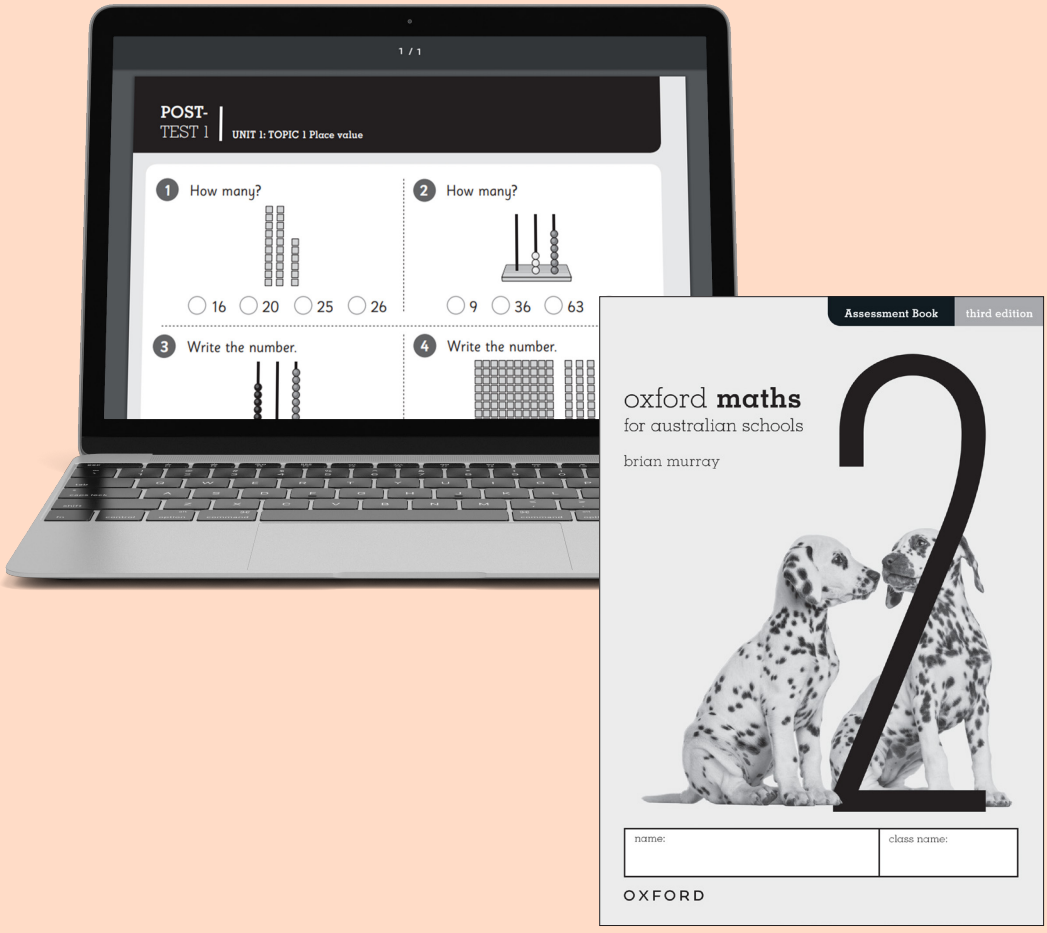
Oxford University Press

STEP 4

Assess the results

RESOURCES

Pre- and post-tests – Markbook, Assessment Books, Teacher and Student Dashboards



The post-tests allow educators to measure student growth, confirm the effectiveness of the learning sequence and identify areas of further need for the topic or concept.

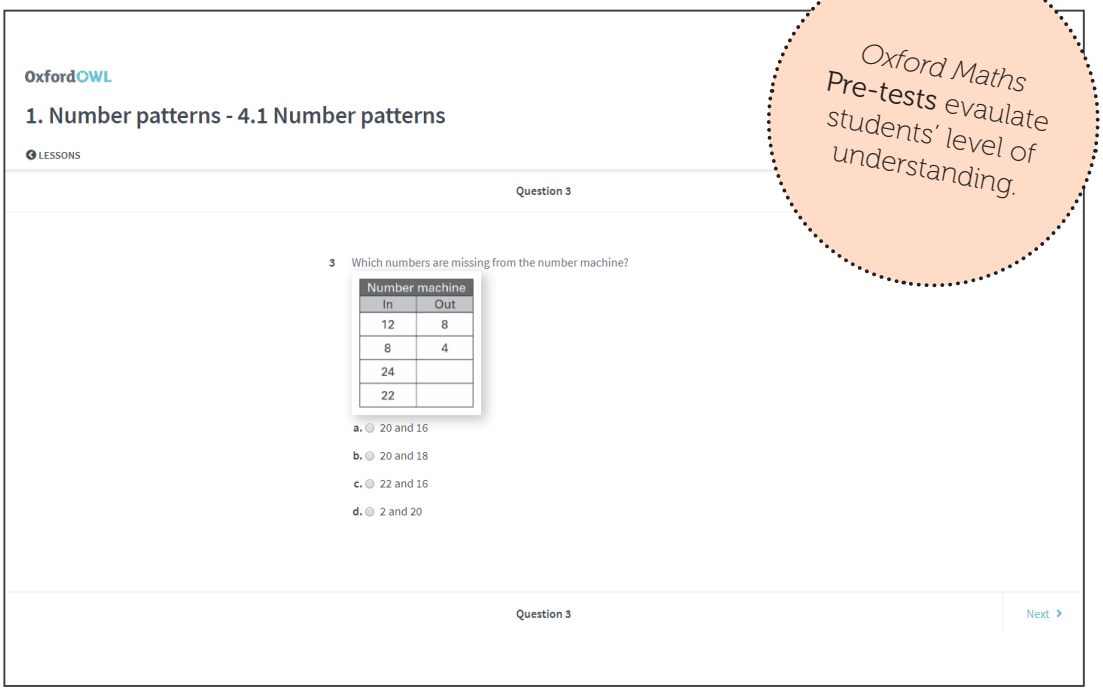
The post-tests also allow educators to identify students who are performing above the expected standard, as the tests comprehensively cover the target year level and some content from the next year level.

Pre- and Post-Tests

Pre-tests

Each topic in the *Oxford Maths* Student Dashboards begin a pre-test.

Pre-tests are made up of multiple choice questions designed to identify each student's level of understanding and automatically allocate them to one of three ability groups: support, at standard or extension.



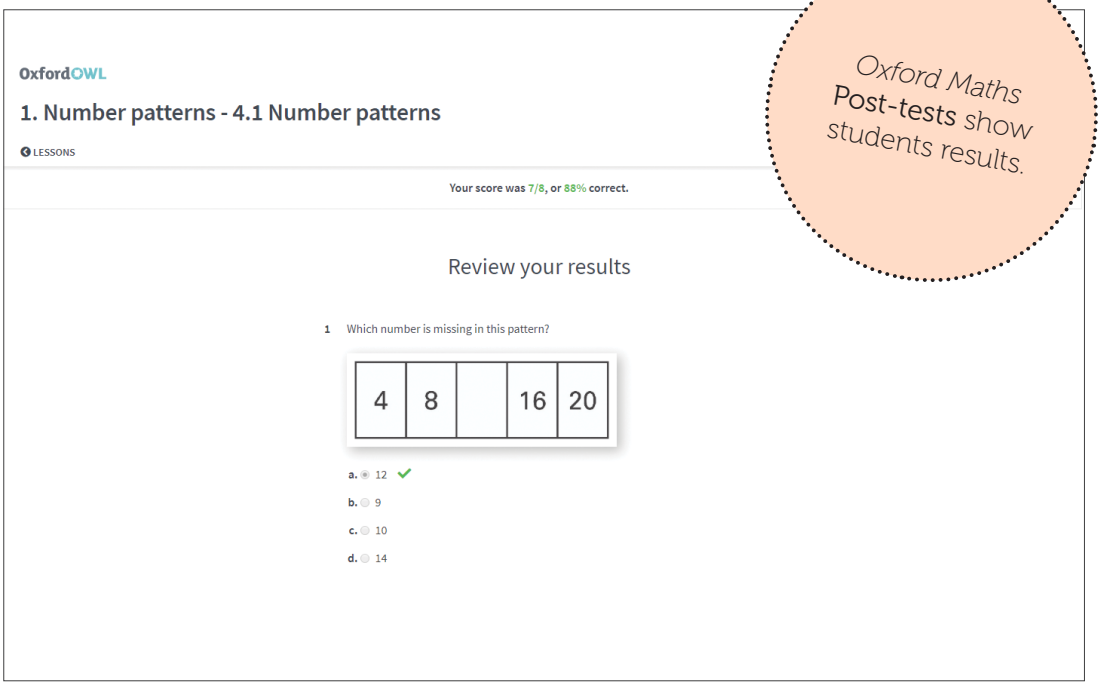
Oxford Maths **Pre-tests** evaulate students' level of understanding.

After completing pre-test, students are presented with a selection of ability-appropriate learning resources and assessments. Alternatively, teachers can enter the result of the pre-test from the Assessment Book to unlock the student resources.

Post-tests

Post-tests allow educators to observe student progress, confirm the effectiveness of the teaching sequence and identify areas of further need for the topic or concept.

They provide a quick and easy way of assessing a student's achievement level in a particular topic.



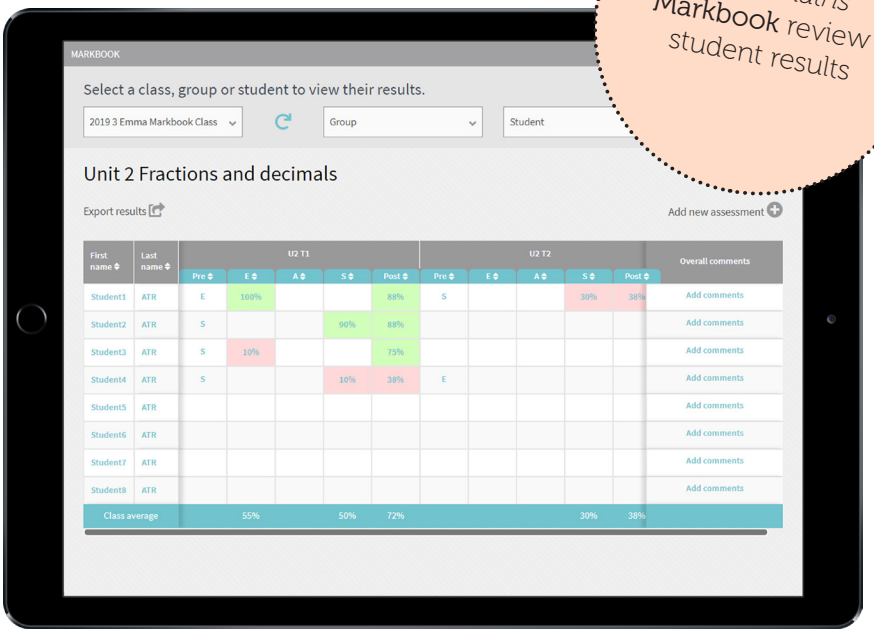
Oxford Maths **Post-tests** show students results.

Further information on post-test grading is provided on the Teacher Dashboards. When students complete the online post-tests, their results will automatically appear in the Markbook on the Teacher Dashboard. Or teachers can record the results of the post-tests from the Assessment Book.

Markbook

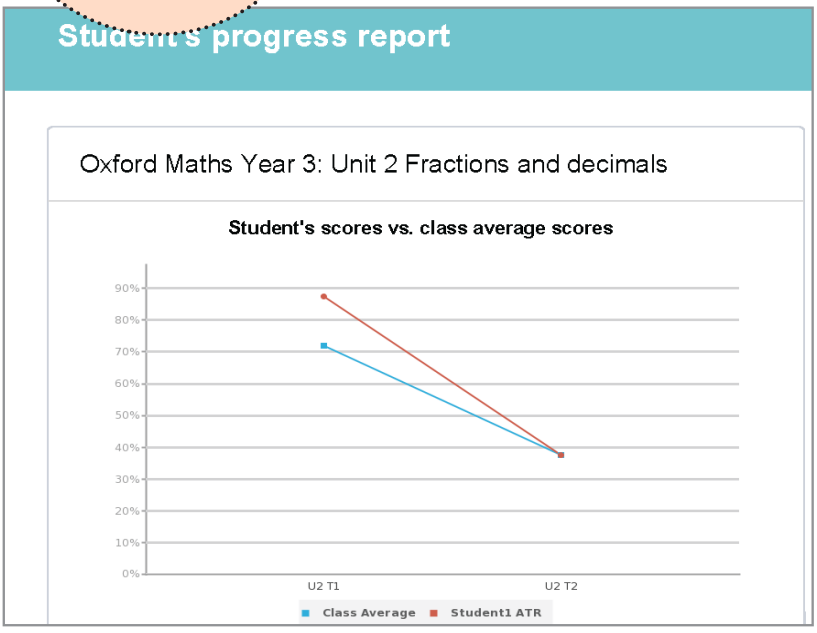
Markbook functionality is incorporated into the Teacher Dashboards, streamlining administration and allowing educators to focus on teaching.

Markbook provides an easy-to-access snapshot of class and student progress, enabling teachers to view test performance, highlight areas of success and identify opportunities for additional support.



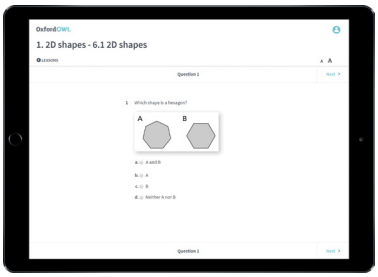
Oxford Maths **Markbook** review student results

Oxford Maths **Markbook** use progress reports to compare students' results to class averages.

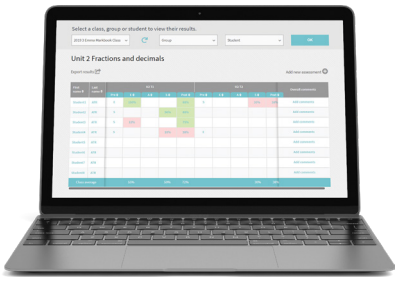


With Markbook, teachers can:

- enter, view or adjust student ability group (extension, at standard, support) for every topic
- view and print results from practice quizzes and post-tests
- filter test results by class or group
- view results and progress reports by unit or topic
- export results and progress reports
- chart students' results and compare them to class averages
- add comments to student results
- create, track and record custom assessment task results.



Assess



Track

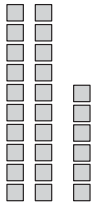
Report

Post-test
from Oxford Maths Year 2 Assessment Book, Unit 1: Topic 1 Place value

POST-TEST 1

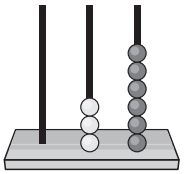
UNIT 1: TOPIC 1 Place value

1 How many?



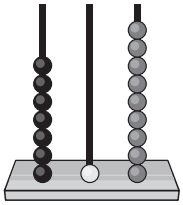
◯ 16 ◯ 20 ◯ 25 ◯ 26

2 How many?

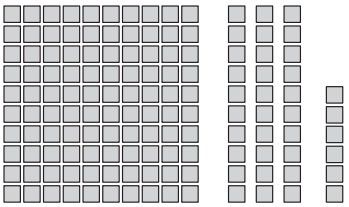


◯ 9 ◯ 36 ◯ 63 ◯ 26

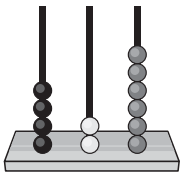
3 Write the number.



4 Write the number.



5 What are the four black beads worth?



◯ 40 ◯ 400 ◯ 4 ◯ 14

6 307 can be renamed:

◯ 30 tens and 7 ones.
◯ 37 tens and 0 ones.
◯ 3 tens and 17 ones.
◯ 37 ones.

7 This is part of a hundred chart. Fill in the gaps.

	55		
			67
84			

8 Use the digits to make:

5	1	8

a the largest number. _____

b the smallest number. _____

c the largest number with the 8 in the tens place. _____

It all starts here
Your next steps.

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