

Oxford Maths Second Edition

Your differentiation solution for teaching mathematics

EVALUATION
PACK



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 **NEW!**

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

Planning and assessment material

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

Teacher Dashboards with Markbook

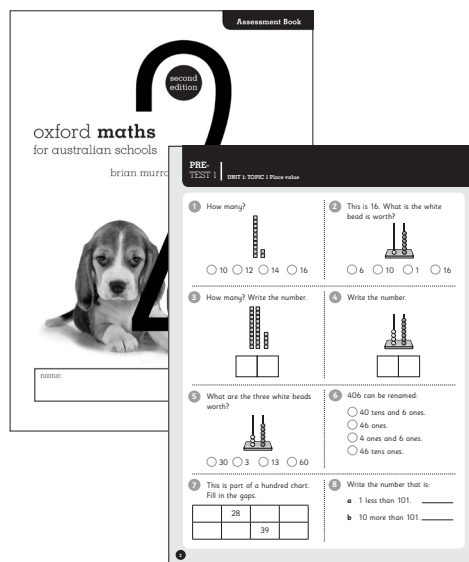
- Online assessment, tracking and reporting

CURRICULUM ALIGNMENT

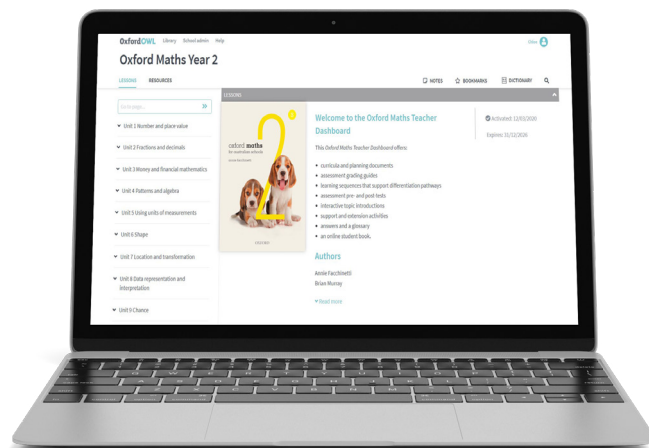
The series is fully aligned with the Australian and Victorian Curricula and the NSW Syllabus.

CLICK HERE
TO LEARN
MORE ABOUT
DIGITAL
FEATURES

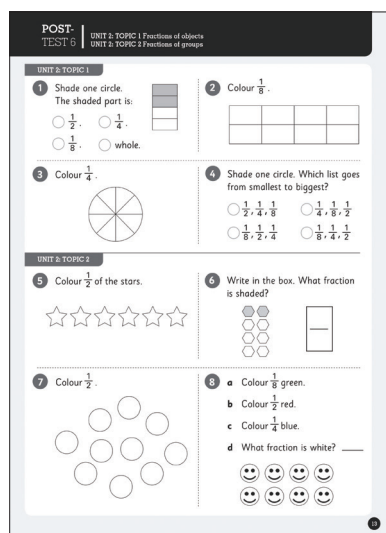
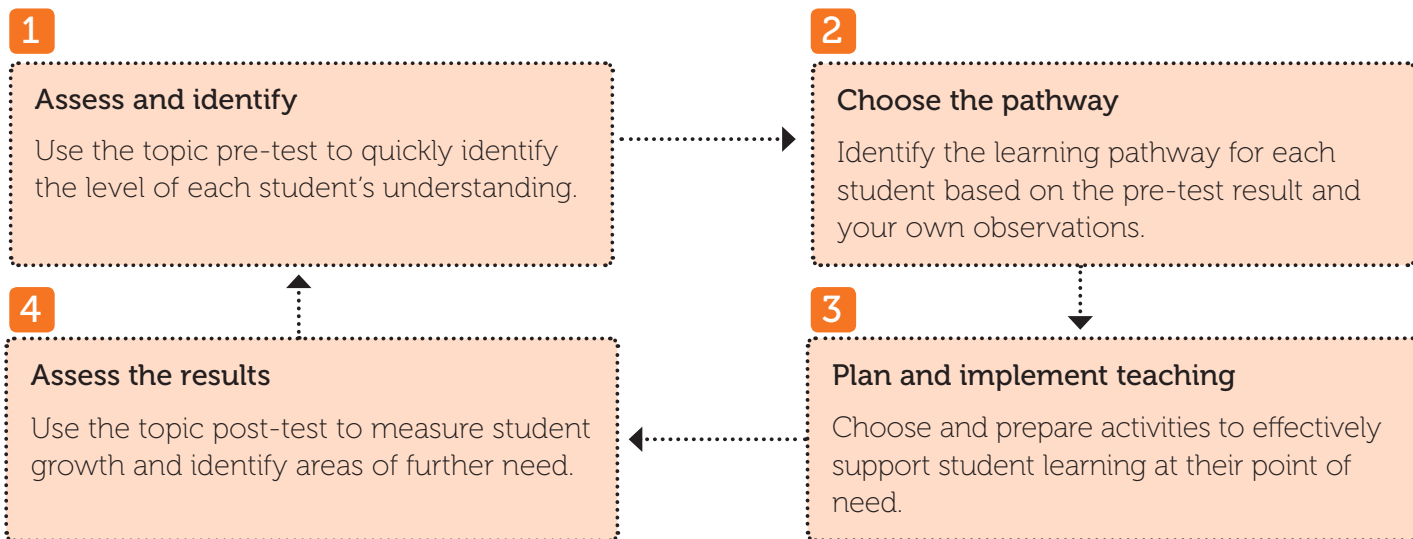
What does *Oxford Maths* look like in the classroom?



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

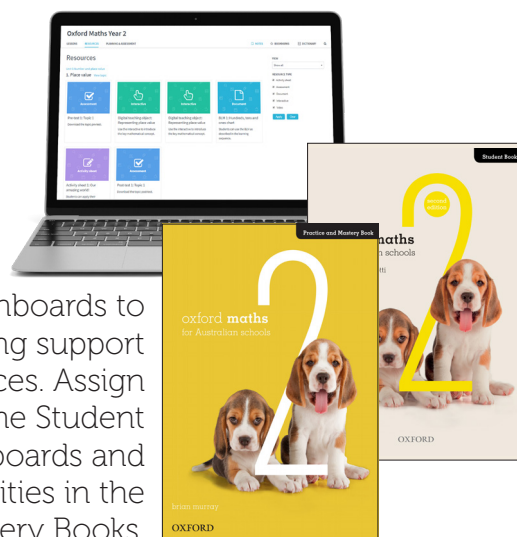


Choose the appropriate learning sequence for each student via the Teacher Dashboards.



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

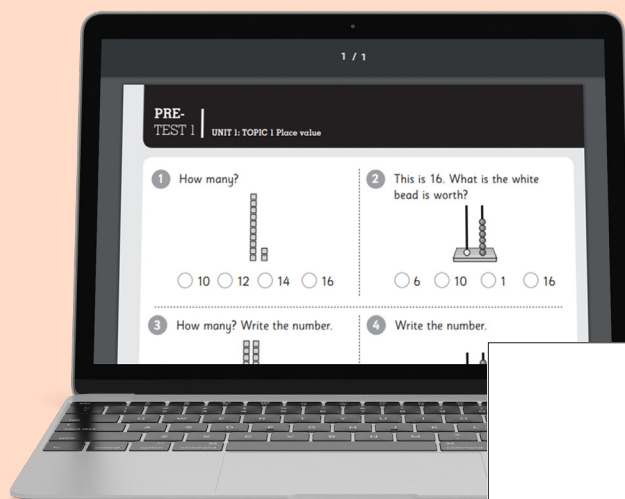
Assess and identify

NEW DIGITAL
RESOURCES

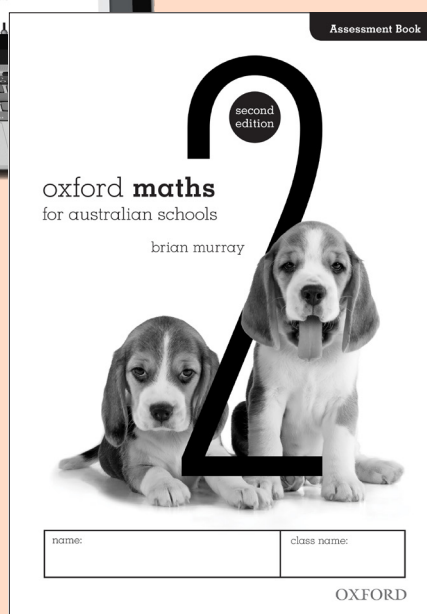
[CLICK HERE TO
LEARN MORE](#)

RESOURCES

Topic pre-tests – Assessment Books or Teacher 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.

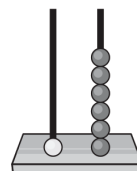


1 How many?



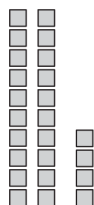
☐ 10 ☐ 12 ☐ 14 ☐ 16

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



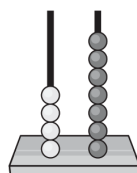
☐ 6 ☐ 10 ☐ 1 ☐ 16

3 How many? Write the number.



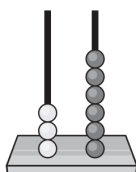
--	--

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

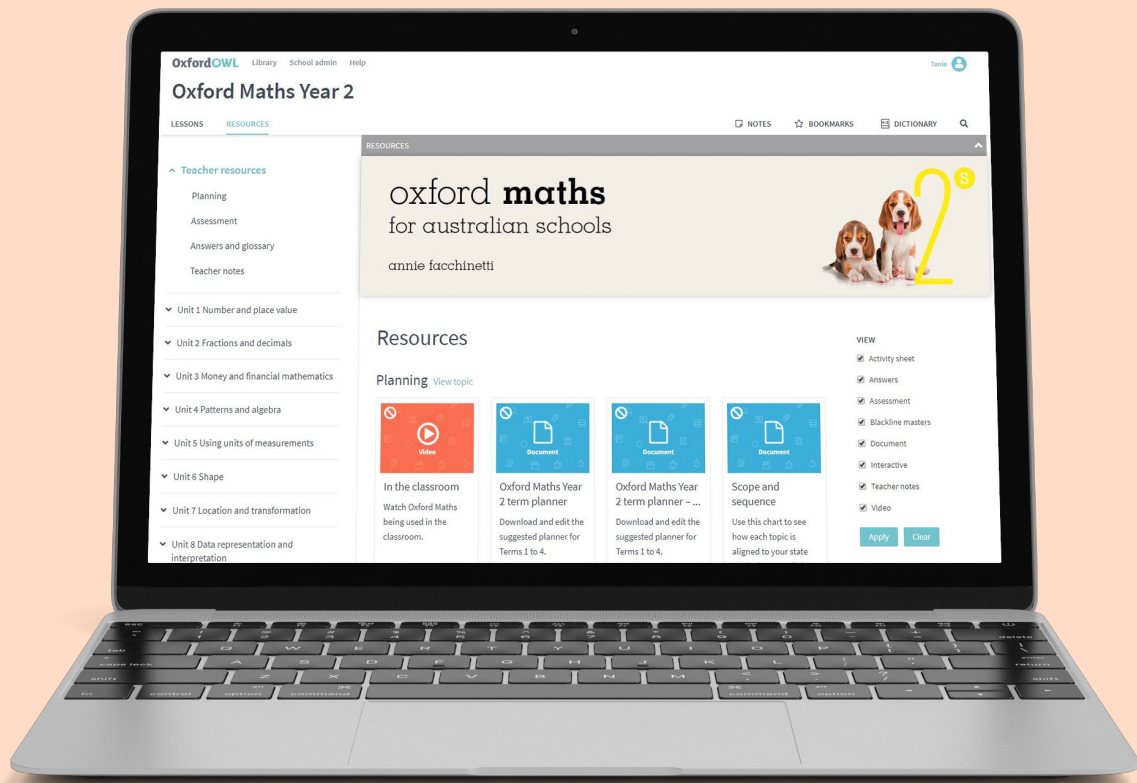
Choose the pathway

NEW DIGITAL
RESOURCES

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LEARN MORE

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.

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 appropriate 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

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 – <i>Revising teen numbers</i> or <i>Place value practice</i> . 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

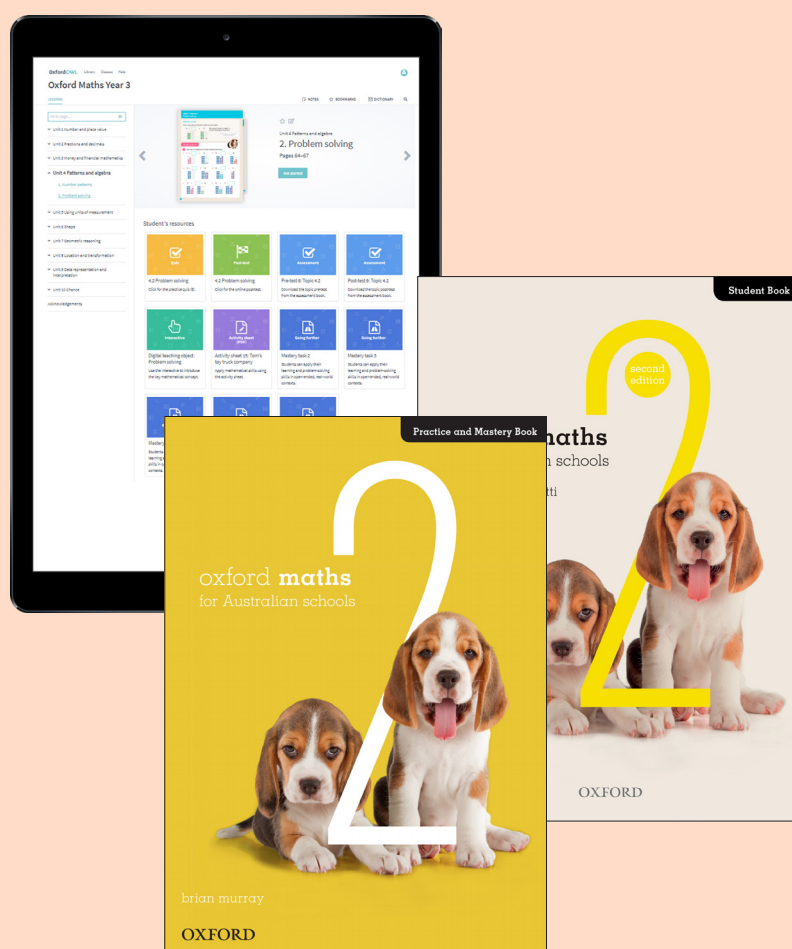
Plan and implement
teaching

NEW DIGITAL
RESOURCES

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RESOURCES

Teacher Dashboards, Student 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 **Student Books**, and given additional opportunities for practice by doing the activities in the **Practice and Mastery Books**, which follow exactly the same sequence of topics as the Student Books.

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

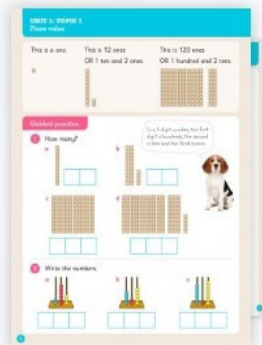
Unit 6 Shape

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

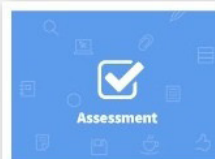
Get started

Other resources



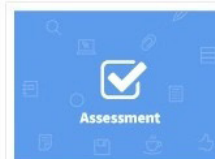
Learning sequence: Unit 1, Topic 1

Download the topic learning sequence.



Pre-test 1: Topic 1.1

Download the topic pre-test.



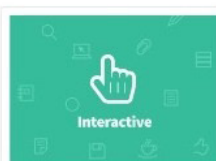
Post-test 1: Topic 1.1

Download the topic post-test.



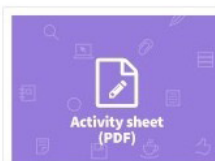
Digital teaching object: Representing place value

Use the interactive to introduce the key mathematical concept.



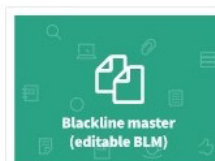
Digital teaching object: Representing place value

Use the interactive to introduce the key mathematical concept.



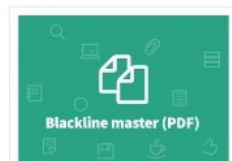
Activity sheet 1: Our amazing world!

Students can apply their mathematical skills using the activity sheet.



BLM 1: Hundreds, tens and ones chart

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



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

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.



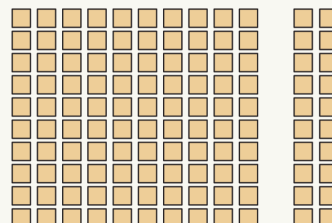
This is 12 ones

OR 1 ten and 2 ones.



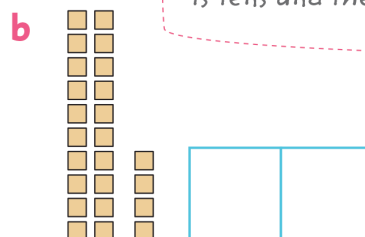
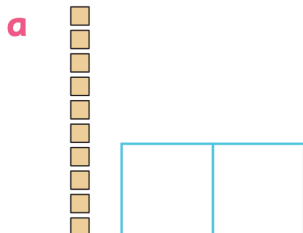
This is 120 ones

OR 1 hundred and 2 tens.

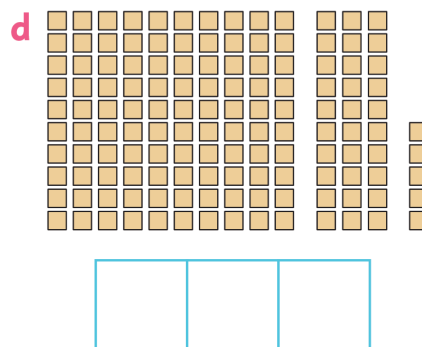
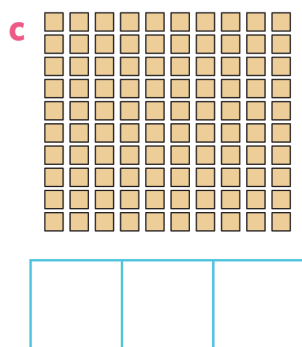


Guided practice

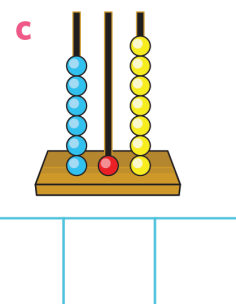
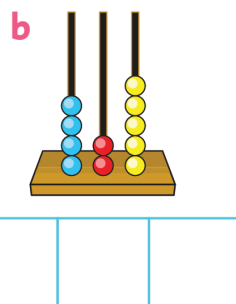
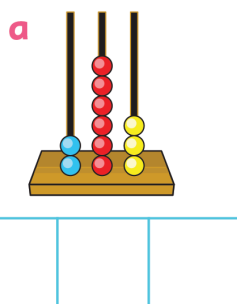
1 How many?



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

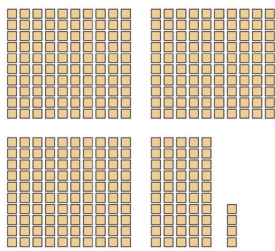


2 Write the numbers.



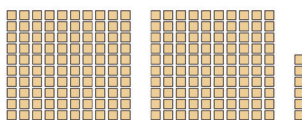
Independent practice

1 This is 354.



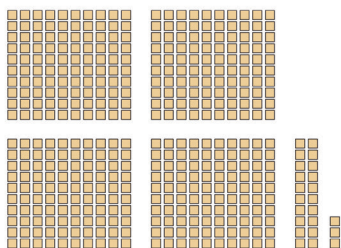
hundreds
 tens
 ones

2 This is 206.



hundreds
 tens
 ones

3 This is 423.



hundreds
 tens
 ones

Extended practice

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.

--	--	--

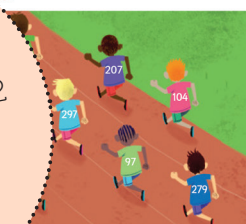
3

a The smallest number is:

--	--

b The numbers bigger than 115 are:

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

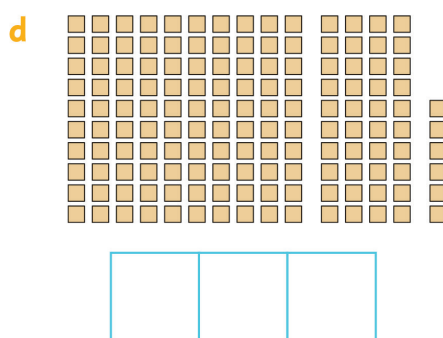
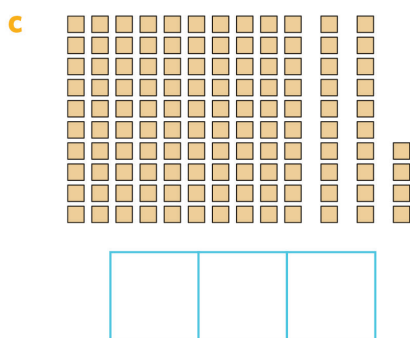
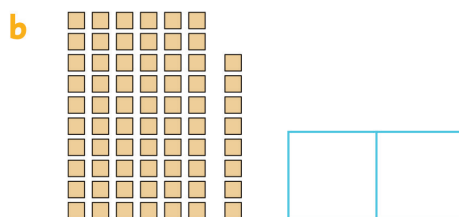
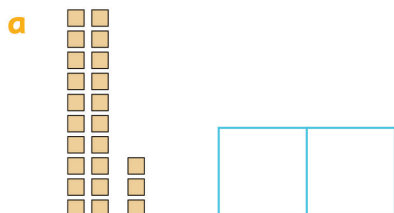


UNIT 1: TOPIC 1

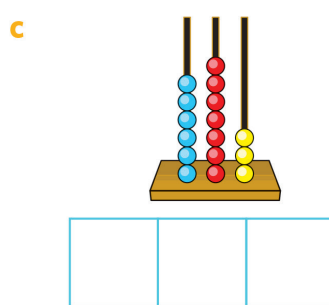
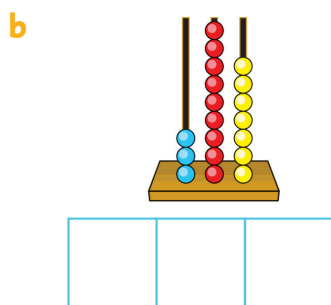
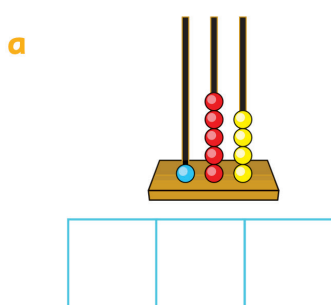
Place value

Practice

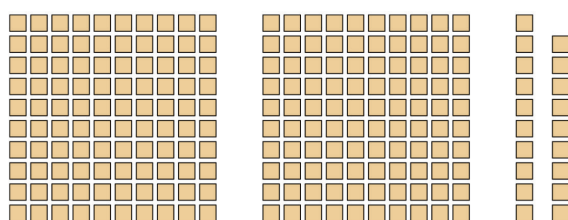
1 How many?



2 Write the numbers.



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

1 These are parts of a hundred chart. Fill in the blanks.

a

23		
		35
	54	

b

42		
		75

c

		69

2 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.

3 Put these numbers in order from smallest to biggest.

132 231 213 123

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

6	7	8
---	---	---

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

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STEP 4

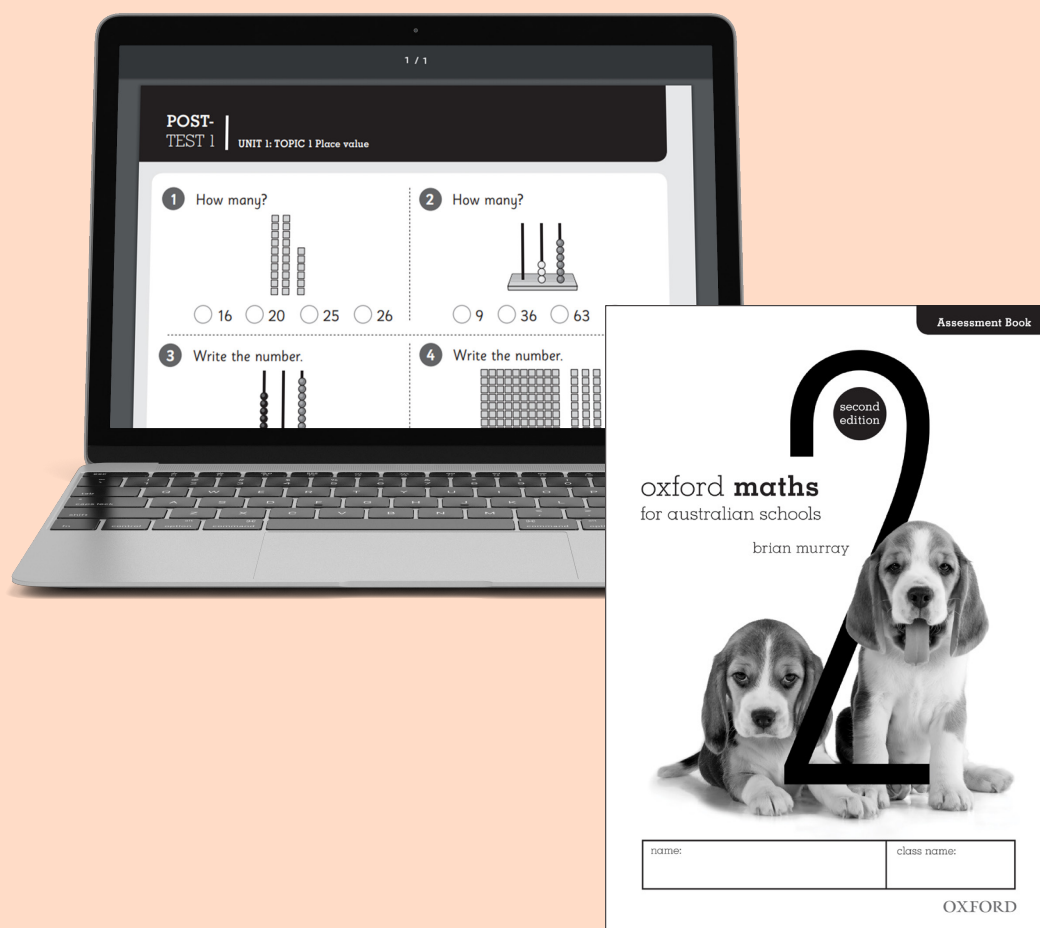
Assess the results

NEW DIGITAL
RESOURCES

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RESOURCES

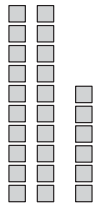
Topic post-tests – Assessment Books or Teacher Dashboards



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.

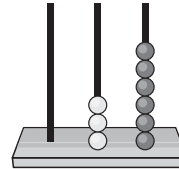
The post-tests also allow educators to identify students who are performing above the expected standard, as the tests comprehensively cover the target year level and some content from the next year level.

1 How many?



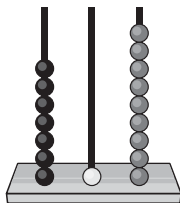
☐ 16 ☐ 20 ☐ 25 ☐ 26

2 How many?



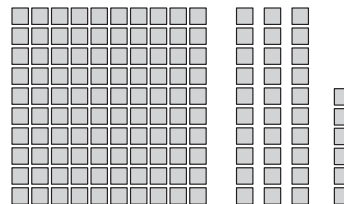
☐ 9 ☐ 36 ☐ 63 ☐ 26

3 Write the number.



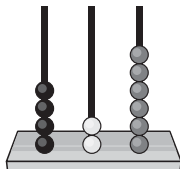
--	--	--

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:

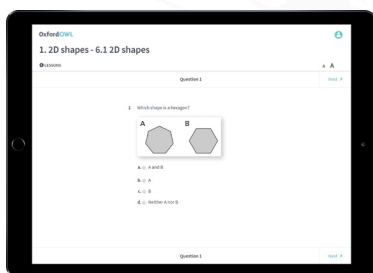
5	1	8
---	---	---

- a the largest number. _____
b the smallest number. _____
c the largest number with the 8 in the tens place. _____

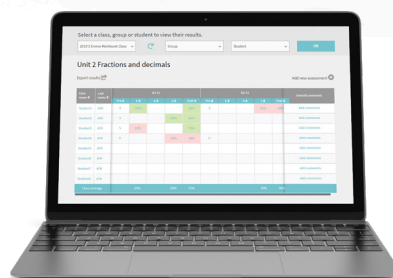
DIGITAL RESOURCES

Markbook | Student Dashboards | Adaptive pre-tests

NEW IN
2020



Assess



Track



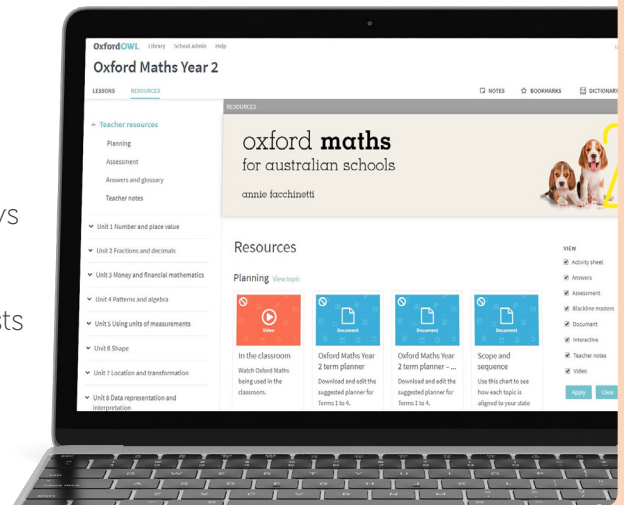
Report

TEACHER DASHBOARDS

Available for Years F–6 via Oxford Owl and FREE to adopters of *Oxford Maths* Value Packs, 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
- access to student pre-tests, online quizzes and post-tests
- blackline masters, activity sheets, and mastery tasks
- assessment grading guides
- answers.



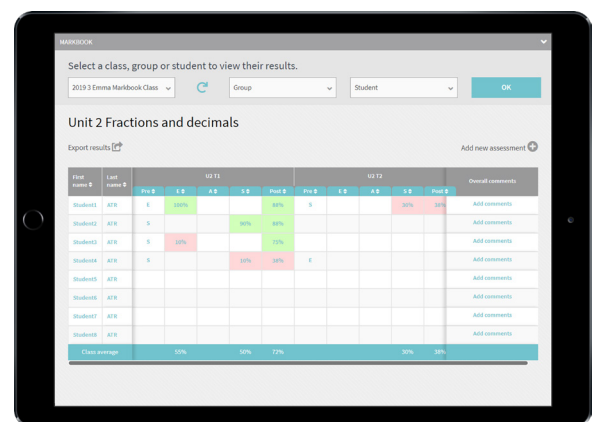
MARKBOOK

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.

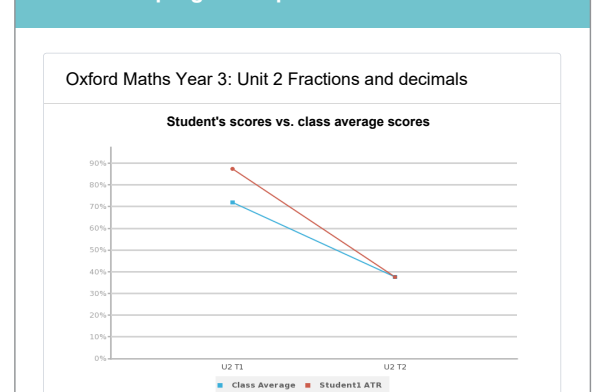
With Markbook, teachers can:

- view and adjust student ability group (extension, at standard, support)
- 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.



Review student results.

Student's progress report



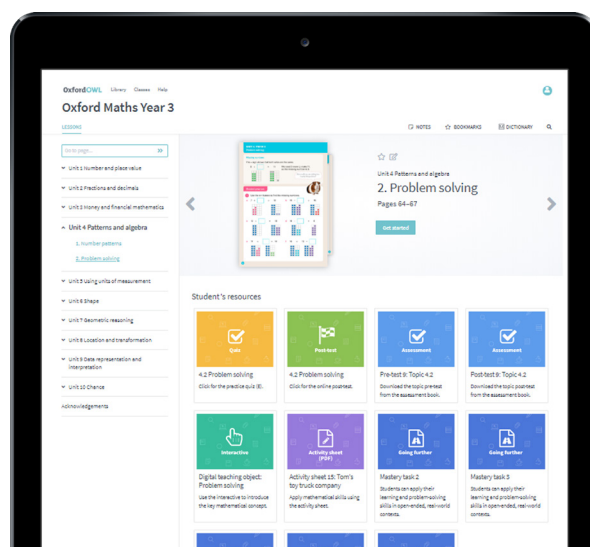
Compare students' results to class averages.

STUDENT DASHBOARDS

Available for Years F–6 via Oxford Owl and FREE to adopters of Oxford Maths Value Packs, 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 with adaptive functionality
- practice quizzes
- online post-tests.

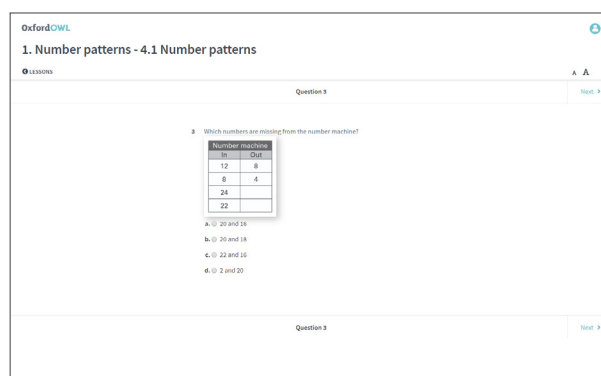


PRE-TESTS

Each topic in the *Oxford Maths* Student Dashboards begin with an adaptive 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.

Upon completion of a pre-test, students are presented with a selection of ability-appropriate learning resources and assessments.



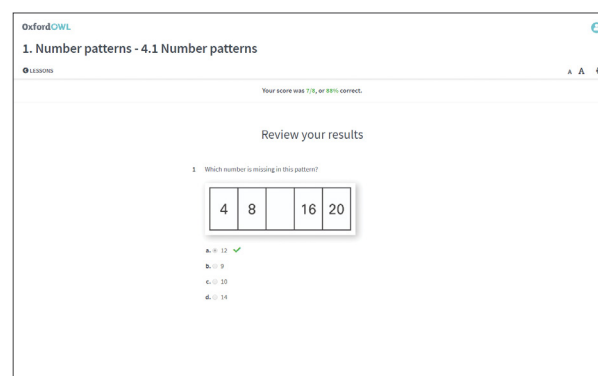
Pre-tests evaluate students' level of understanding.

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.

Further information on post-test grading is provided on the Teacher Dashboards.



Post-tests show students' results.

Visit oup.com.au/oxfordmaths to learn more

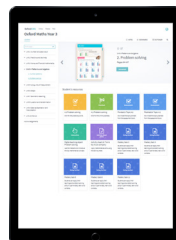
SERIES COMPONENTS



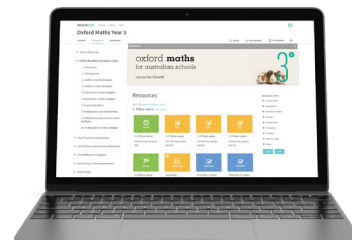
Value Packs (Student Book and Assessment Book) Years F–6



Practice and Mastery Books Years 1–6



Student Dashboards Years F–6



Teacher Dashboards Years F–6

HOW TO ORDER

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Your next steps

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