

Oxford Maths

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 OUTCOME

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 **NEW!**

TEACHER MATERIALS

Teacher Dashboard, which provides 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
- 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 guides
- Answers

CURRICULUM ALIGNMENT

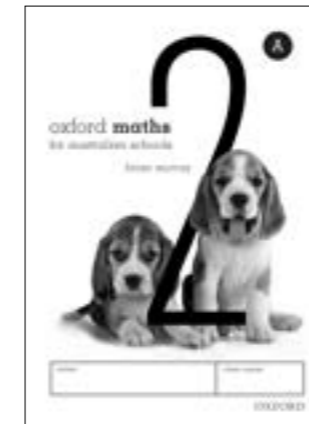
The series is fully aligned with the Australian and Victorian Curricula and the NSW Syllabus.

DIGITAL ENHANCEMENTS New in 2020 for Years 3–6

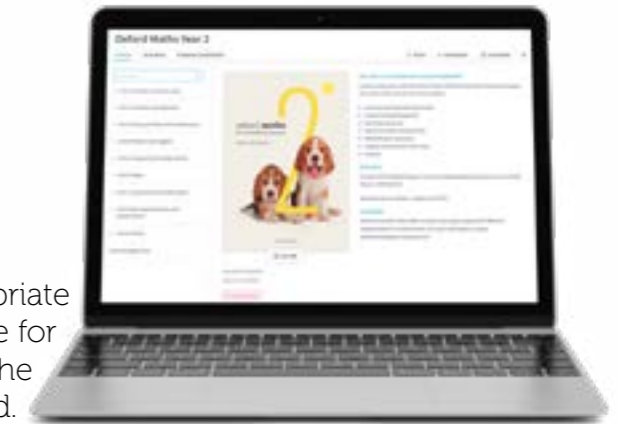
- Markbook
- Student Dashboards
- Adaptive pre-tests

CLICK HERE TO LEARN MORE

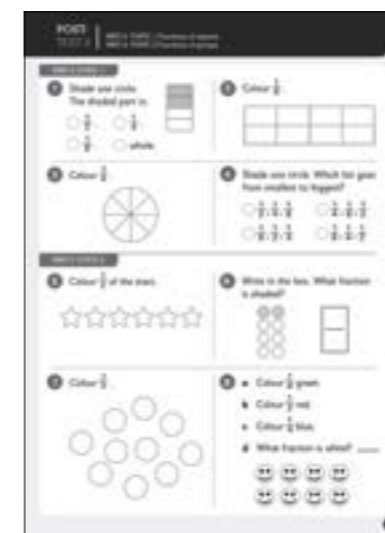
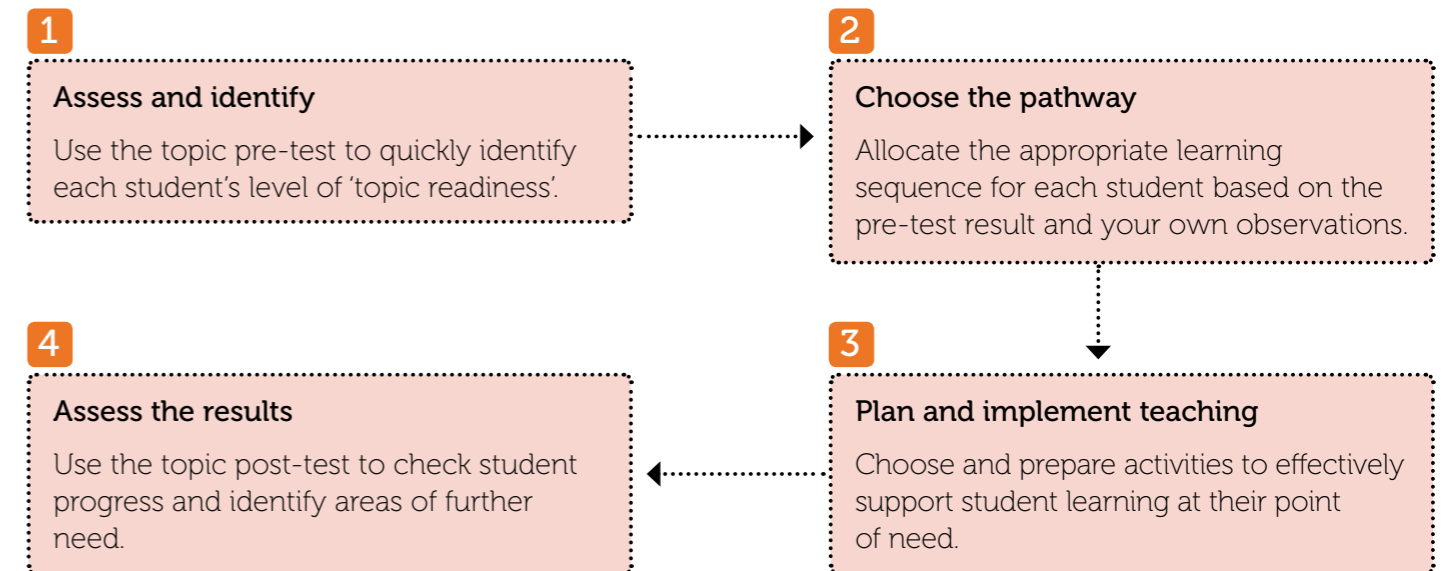
How to use *Oxford Maths*



Access the topic pre-test via the Assessment Book or the Student Dashboard (Years 3–6).

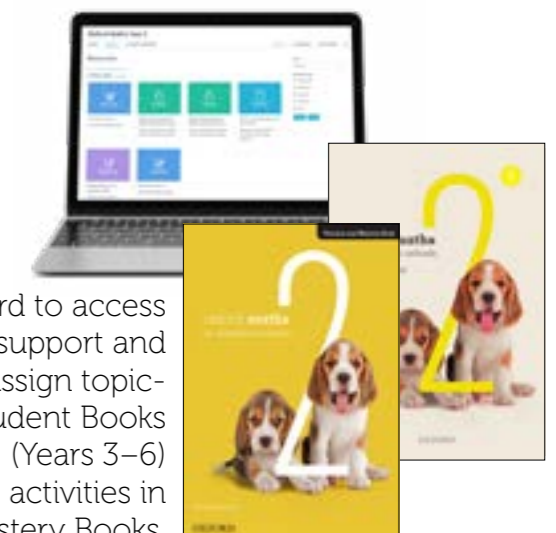


Follow the appropriate learning sequence for each student via the Teacher Dashboard.



Access the topic post-test via the Assessment Book or the Student Dashboard (Years 3–6).

Use the Teacher Dashboard to access lesson plans, learning support and teaching resources. Assign topic-based activities in the Student Books and Student Dashboards, (Years 3–6) and additional practice activities in the Practice and Mastery Books.



STEP 1

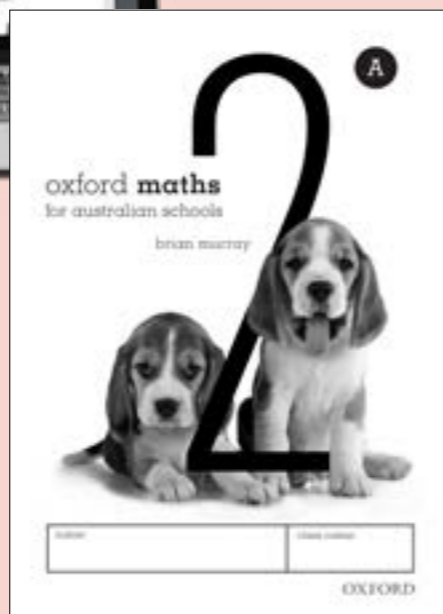
Assess and identify

NEW DIGITAL
ENHANCEMENTS
COMING IN 2020

CLICK HERE TO
LEARN MORE

RESOURCES

Topic pre-tests



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 (Years 3–6).

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

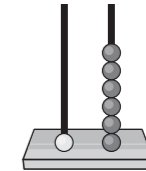
PRE-TEST 1 | UNIT 1: TOPIC 1 Place value

1 How many?



- 10 12 14 16

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



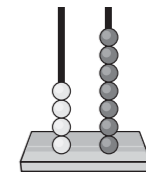
- 6 10 1 16

3 How many? Write the number.



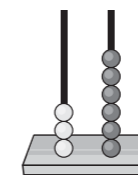
--	--

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
ENHANCEMENTS
COMING IN 2020

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LEARN MORE

RESOURCES

Teacher Dashboard and Student Dashboard (Years 3–6)



Based on the results of the pre-test, choose an appropriate learning sequence for each student: support, at standard, or extension level.

Suggested Learning
Sequence and
Student Pathway
for Oxford Maths
Year 2

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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 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.	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 .
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	

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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.

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Oxford OWL

STEP 3

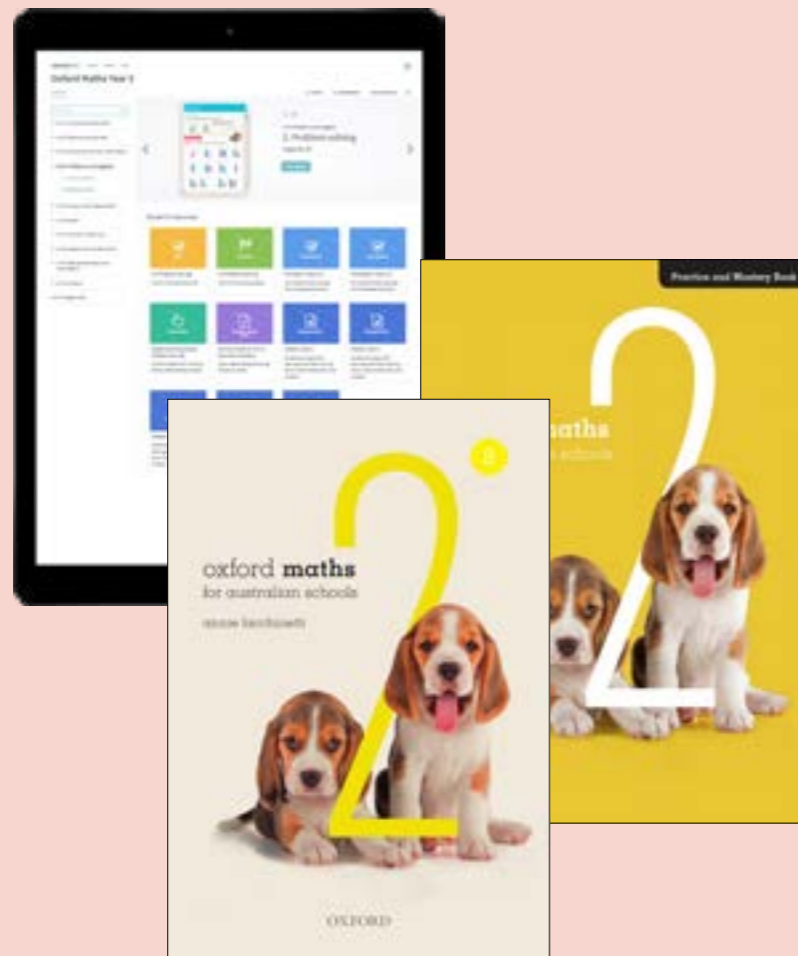
Plan and implement teaching

NEW DIGITAL ENHANCEMENTS COMING IN 2020

CLICK HERE TO LEARN MORE

RESOURCES

Teacher Dashboard, Student Dashboard (Years 3–6), Student Books, Practice and Mastery Books.



Oxford Maths Year 2

Unit 1: Number and place value

1. Place value
Pages 6–9

Get started

Learning sequence

Curriculum links

Australian Curriculum

Recognise, model, represent and order numbers to at least 1000 (ACMNA022)

Group, partition and rearrange collections up to 1000 in hundreds, tens and ones to facilitate more efficient counting (ACMNA024)

Victorian Curriculum

Recognise, model, represent and order numbers to at least 2000 (VCMA024)

Group, partition and rearrange collections up to 2000 in hundreds, tens and ones to facilitate more efficient counting (VCMA026)

NSW Syllabus

NS1-45A applies place value, informally to count, write, read and represent two- and three-digit numbers

Learning focus

Read, write, represent and order numbers up to 5 digits

Resources

- Assessment: Pre-test 1: Topic 1. Download the topic pre-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.
- Document: BIM 1: Hundreds, tens and ones chart. Students can use the BIM as described in the learning sequence.
- Activity sheet: Activity sheet 1: Our amazing world. Students can apply their mathematical skills using the activity sheet.
- Assessment: Post test 1: Topic 1. Download the topic post-test.

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

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

Choose and prepare activities to effectively support student learning at point of need, by accessing lesson plans, learning support and teaching resources on the **Teacher Dashboard**.

Students can be assigned topic-based activities in the **Student Books**, and given additional opportunities in the **Practice and Mastery Books**, which follow exactly the same sequence of topics as the Student Books. Students in Years 3–6 can access the appropriate resources for their level on the **Student Dashboard**.

UNIT 1: TOPIC 1
Place value

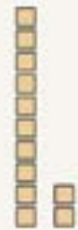
Guided Practice page from Oxford Maths Year 2 Student Book, Unit 1: Topic 1 Place value

This is a one.



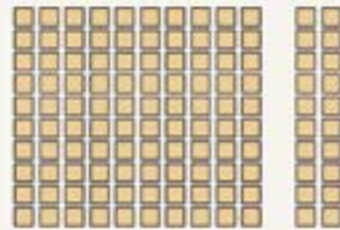
This is 12 ones

OR 1 ten and 2 ones.



This is 120 ones

OR 1 hundred and 2 tens.



Guided practice

1 How many?

a

b

c

d

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



2 Write the numbers.

a

b

c

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

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


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

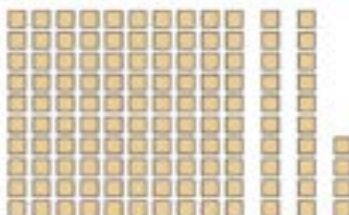
Challenge page
from Oxford Maths
Practice and Mastery
Book Year 2,
Unit 1: Topic 1
Place value

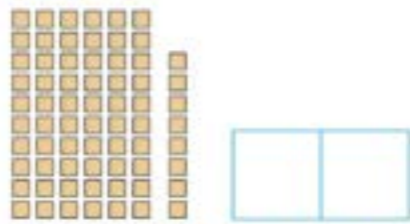
UNIT 1: TOPIC 1
Place value

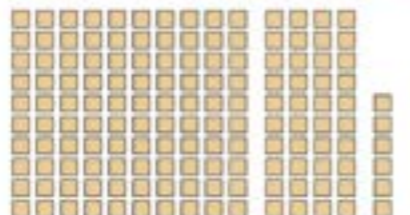
Practice

1 How many?

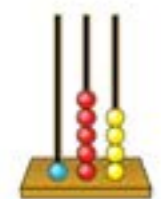
a 


c 


b 

d 

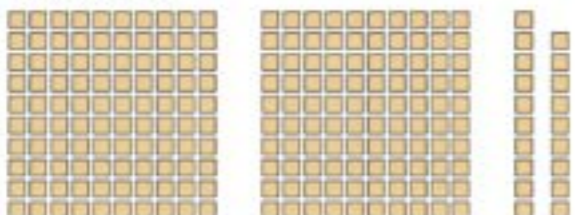
2 Write the numbers.

a 

b 

c 

3 This is 219.

 hundreds
 tens
 ones

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

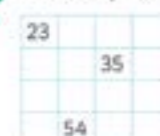
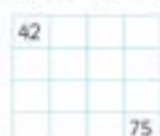
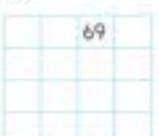
b In 837, the 8 is worth (circle one):
800 80 8

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.


Mastery

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

a  **b**  **c** 

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.

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

STEP 4

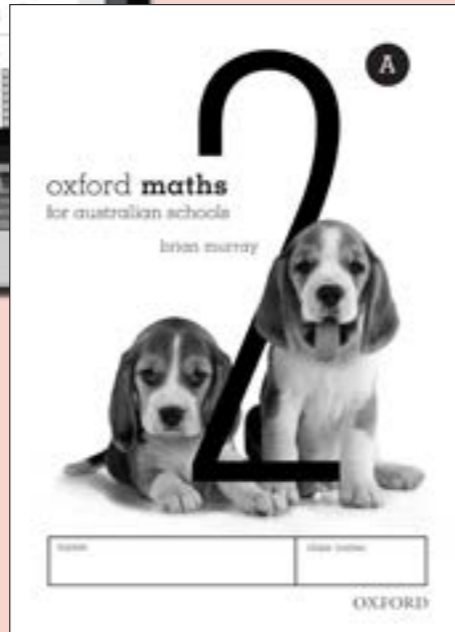
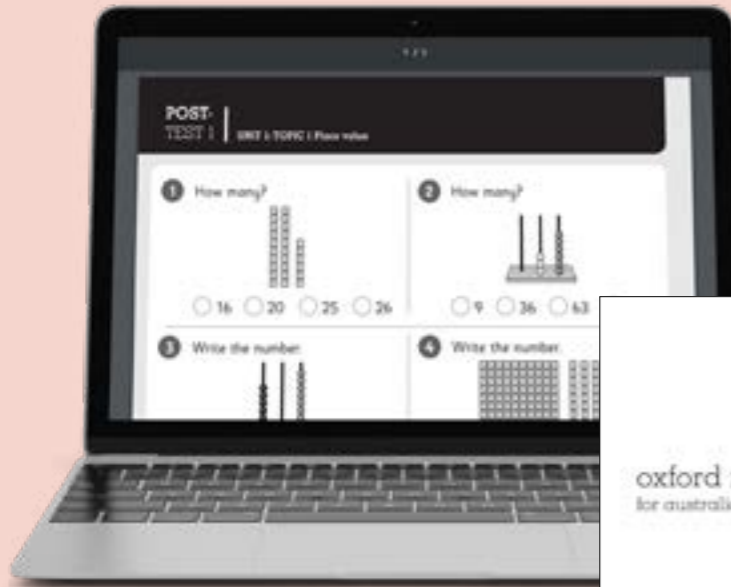
Assess the results

NEW DIGITAL
ENHANCEMENTS
COMING IN 2020

CLICK HERE TO
LEARN MORE

RESOURCES

Topic post-tests



The post-tests allow educators to check and observe student growth, confirm the effectiveness of the learning sequence and identify areas of further need.

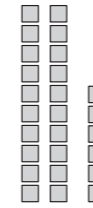
They provide a quick and easy way of assessing the level that students have achieved in the topic.

POST-TEST 1

UNIT 1: TOPIC 1 Place value

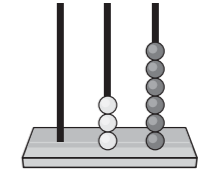
Post-test
from Oxford Maths
Year 2 Assessment
Book, Unit 1: Topic 1
Place value

1 How many?



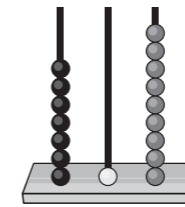
- 16 20 25 26

2 How many?



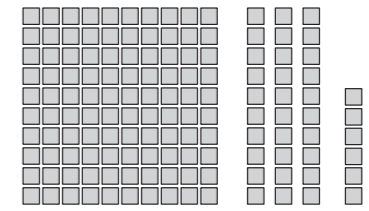
- 9 36 63 26

3 Write the number.



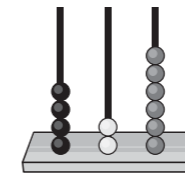
--	--	--

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

Thank you for taking the time to review the *Oxford Maths* series.

Visit us online to learn more or request a consultation:
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DIGITAL ENHANCEMENTS

Markbook | Student Dashboards | Adaptive pre-tests

NEW IN
2020 FOR
YEARS 3–6



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.

Teacher Dashboard resources 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
- pre-tests, online quizzes and post-tests
- activity sheets, blackline masters and mastery tasks
- assessment grading guides
- answers.



STUDENT DASHBOARDS

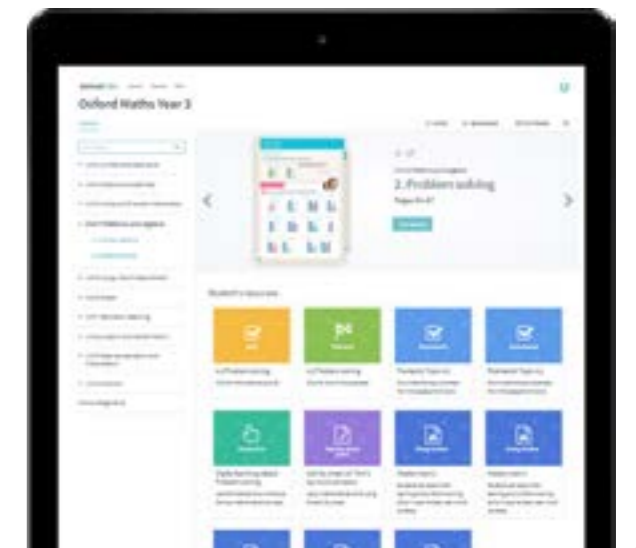
New in 2020

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.

From 2020, Student Dashboards will be provided FREE to adopters of *Oxford Maths* Value Packs (Years 3–6).

Student Dashboard resources 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.



MARKBOOK

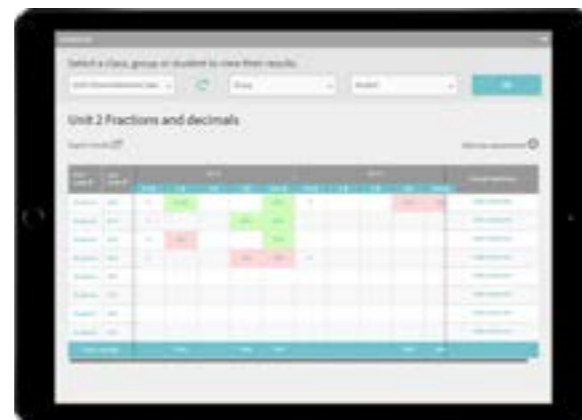
New in 2020

From 2020, Markbook functionality will be incorporated into the Years 3–6 Teacher Dashboards, streamlining administration and allowing educators to focus on teaching.

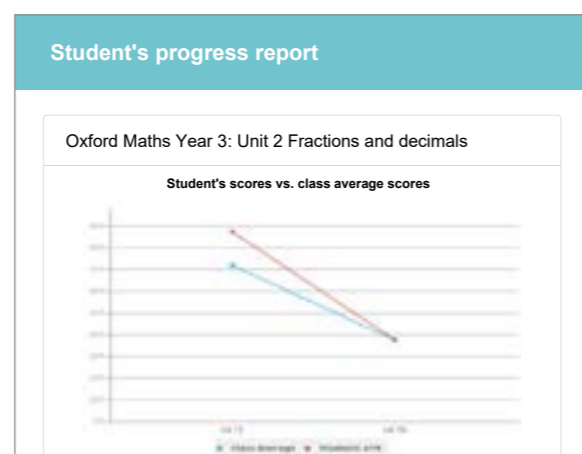
Markbook provides an easy-to-access snapshot of class and student progress, enabling teachers to view test performance, highlight areas of success and identify opportunities for additional support.

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.



Compare students' results to class averages.

PRE-TESTS

New in 2020

Each topic in the *Oxford Maths* Student Dashboard begins 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

New in 2020

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 Dashboard.



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 3–6



Teacher Dashboards
Years F–6

PURCHASING OPTIONS

PURCHASE TYPE	STUDENT AND ASSESSMENT BOOK VALUE PACKS	PRACTICE AND MASTERY BOOKS	STUDENT DASHBOARDS Years 3–6	TEACHER DASHBOARDS Including Markbook for Years 3–6
BOOKLIST	\$24.95 per pack (per student)	\$15.95 each	FREE for 12 months with Value Pack booklist/class set/individual purchase \$19.95 per student (12 month digital-only licence)	Teacher licence: FREE while booklisting (all teachers can access all F–6 content)
CLASS SET (25+ PACKS)	\$24.95 per pack (per student per year level)			Teacher licence: FREE for 12 months (per teacher for access to all F–6 content)
INDIVIDUAL PURCHASE	\$24.95 per pack (per year level)			\$100 for 12 months (per person for access to all F–6 content)

All recommended retail prices include GST, are correct at time of printing and are subject to change without notice.

HOW TO ORDER

CONTACT YOUR OXFORD EDUCATION CONSULTANT

Best for schools who booklist or purchase class sets using a school account. Get in touch with your local Education Consultant today using the contact details below, or visit oup.com.au/contact

SHOP ONLINE OR ORDER BY EMAIL

Best for individual purchases or for schools with accounts. Order via oup.com.au using a credit card or school account. Alternatively, email your order to our Customer Service team.

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ARBN: 007 510 125
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