Teacher · ready to use, with a useful next move

Start with one daily plan (../README.md#ten-daily-plans), not a material hunt. Read its complete ordinary source in MATERIALS/C20, choose one of three routes, and prepare the wanted words/broad marks or no-print directing option. Every day has prepare→model→guided→own turn→observe→specific next teaching. Use a flexible short session, pause/return and later opportunities; ten planning days are not a calendar attendance promise.

Prerequisites and preparation

Check actual category meaning, one-to-one small counting and a question purpose before expecting tables. Check tens/hundreds bundle meaning, numerical order and one/two-digit join/missing-part interpretation before exchanges/bridges. The preceding Weeks7–8 publication uses a calendar-usability extension for Week8; its annual organiser still says uniform length. This fortnight leaves all40 annual plan rows intact and does not pretend uniform length was taught. No full preceding attainment is assumed.

Prepare source lists, broad stable marks or adult read-aloud/direction. Children may choose usual communication, scribing, private untimed responses, a smaller initial part, wanted adapted input, rest or a later return. Record an adapted quantity/range as that scope. Mathematical hints, supplied calculations and adult-made layouts are distinguished from access and actual child decisions. Do not assign a fixed learning style/neurotype track.

An actual survey is optional and locally reviewed: harmless purposeful question, clear options, one answer rule, genuine consent/pass, necessary minimal aggregate data and adult privacy review. Small groups may remain identifiable; do not promise anonymity. No child account, upload, camera, address, health, family income or cultural identity question. Use original fictitious sources when permission/currency is unclear. A supplied list is source reasoning, not proof a child acquired actual survey data.

Component observation and response

- Question/category: can the child name a useful question and categories that answer it? If not, contrast a single-variable familiar unrelated example.

- List/table: does every source reply appear once, with counts checked and zero/no-response kept distinct? If not, trace a different small list before another table.

- Interpretation: does a claim stay with available replies and the measured question? If not, teach missing preference as unknown, not dislike.

- Order: do named hundreds/tens/ones and useful line references justify position? If not, contrast another three-digit pair before a new placement.

- Partition: do alternate bundles preserve value, including standard zero? If not, trade ten ones for a ten on a different smaller amount.

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Keep complete notices and inert source/rights PDF attachments.

- Addition/subtraction/model: does the chosen operation/representation answer the actual question, conserve partitions and support a contextual check? If not, use a different small join/missing-part task, then offer a fresh problem.

Record actual mathematical evidence per component, including no captured attempt, rather than infer ability from a blank sheet, handwriting, response length or speed. A guided correct answer is supported evidence; retain first response separately. Our original descriptive criteria do not replace school/state assessment policy or official judgments.

Staff and held materials

Use the stage guide (../assessment/README.md) and all eight full keys (KEYS.md). Ordinary lessons/materials/family/aids contain only ordinary models. Selected held sources contain their own facts/questions/blanks and no solutions. Staff keys and all-stage machine data stay staff-only. Capture before hints, teach on unrelated ordinary sources, then genuinely new later/reserve encounter after an actual interval. Comparable demands are intentionally qualitative; no psychometric equivalence or numerical growth guarantee.

Curriculum, local examples and feedback

Full national scope and all three achievement-standard paragraphs (../curriculum/MAPPING.md) stay open beyond this fortnight. QCAA Years1–2 conditions allow practical, written, spoken/signed and multimodal evidence over suitable components/lessons; longer is not automatically better. Current source-reading scope and dates are here (../FACTS-AND-LOCAL.md). Review current local curriculum/conditions before assessment. Use the blank local replacement card, not a guessed current fact.

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