

# Assessment Task 1



## Objectives

### Counting

- To say and use the number names to 10 in order, in familiar contexts such as number rhymes, songs, stories, counting games and activities. \*
- To recite the number names in order from 1 up to 10.

### The Task (about 10 to 15 minutes)

**Resources:** collection of number rhymes involving counting/ reciting to 10, and using "none" or "zero"

- 1.** ➤ Work with a group of children. Start the activity by encouraging the children to say and use the number names in order, by joining in with a variety of number rhymes. Choose rhymes that involve counting/reciting, first to 5, then progress to 10. If appropriate, use illustrated rhymes or role play to support the children and add interest to the activity.
  - Together, as a group, say/recite number names in order from 1 up to 10. Try reciting these to a rhythm to make the activity less formal; for example, "One... (clap, clap), two... (clap, clap), three...(clap, clap)", etc.
- 2.** ➤ In turn, each child does the same, this time by themselves. The rest of the group can join in with the clapping.

## Key Questions



**How many claps did you do?**

**How many claps will you do next time?**

**What number comes next?**

## Assessment Task 2



### Objectives

#### Counting

- To count reliably up to 5\* every day objects, giving just one number name to each object. \*

\* Objects to 10 where appropriate

#### The Task (about 10 to 15 minutes)

**Resources:** Counting aids eg compare bears, link elephants etc. plus counters or play dough cakes, a tray of beads and laces.

1.
  - Put the collection of beads on the table. Say: "I am going to count out five beads ... 1 ... 2 ... 3 ... 4 ... 5 ... five beads."
  - Ensure that the children are able to see all five beads, then count the beads together with them.
2.
  - Put the beads back into the tray. Choose another set of between 0-5, and ask a child: "How many beads can you see?"
  - Encourage children to point to each bead as they count it, saying each number name aloud.
  - Repeat, so that each child has the opportunity to count a set of between 0-5 beads.
  - Place the five counting aids eg. Bears, in a row across the table.
  - Say: "Let's count the bears together." Count together with the children, pointing to each bear in turn, as it is counted.
  - Say: "Here are five bears."
  - Ask: "Can you count out two cakes/counters for the bears?"
  - Allow the child time to count out the specified number of items, encouraging them to say each number name as they do so.

## Key Questions



**Can you move  
them as you  
count?**

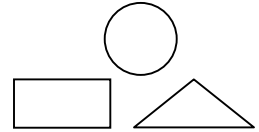
**Did you miss any  
out?  
How did you know?**

**Would it help to  
put them in a  
line/group?**

**Can you count  
them in a circle?**

## Assessment Task 3

### Objectives



#### **Exploring pattern, shape and space**

- To use language such as circle or bigger to describe the shape and size of flat shapes. \*
- To use a variety of shapes to make models, pictures and patterns, and describe them.

#### **Comparing and ordering measures**

- To use language such as longer or shorter by making direct comparisons of lengths.

### The Task (about 10 to 15 minutes)

**Resources:** Flat shapes – circles, squares, rectangles and triangles; paper flat shapes – circles, squares, rectangles and triangles; glue and paper for each child; 2 strings of beads, one long and one short; pairs of objects e.g. pencils, crayons, pieces of ribbon, one long and one short.

- 1.**
  - Work with a group of children. Arrange the four flat shapes so that everyone can see them clearly.
  - Using the shapes as a stimulus for discussion, encourage the children to talk about them, describing their various shapes and sizes. For example, say: "Alice, choose a shape and tell us something about it."
  - Encourage the children to use appropriate language to describe each shape chosen.
- 2.**
  - Provide each child in the group with a selection of cut out paper shapes, (circles, squares, rectangles and triangles), paper and glue. Ask each to make their own shape pattern or picture.
  - On completion of their pattern or picture point to each shape in turn and ask the child to name/describe them.  
( This could be done as an ongoing activity during the week)

- 3** ➤ Then show the two strings of beads and say: "I have two strings of beads. Which is the long one? Which is the short one?"
- Repeat the activity using each pair of objects.

### Key Questions

**Can you find me a corner on this shape**



**Can you find me a straight side**

**Can you count how many sides are on this shape?**

**How did you decide which was the longer/shorter one?**

# Assessment Task 1



## Objectives

### Comparing and ordering numbers

- To use language such as more or less, greater or smaller, to compare two numbers up to 5, and say which is more or less. \*

### Adding and Subtracting

- To find one more or one less than a number from 1 to 9. \*  
( This objective will be revisited in Block 3 part 2 if not appropriate at this stage)

### The Task (about 20 to 30 minutes)

**Resources:** collection of number rhymes, involving counting/reciting to 10 and 20; a collection of beads in a tray; laces, one for each child in the group; five strings of beads, threaded with 1, 2, 3, 4, and 5 beads, one colour of bead on a each string; two small sorting hoops.

1

- Place the strings of between 1-5 beads on the table. Pointing to two of these, say: " Count the red beads and the green beads ... which string has more beads? ... Which has less/fewer?"
- Repeat this activity, so that each child compares two different strings of beads.
- Place the appropriate strings on the table, showing 1-9 beads.
- Point to one of these, count the beads aloud (e.g. to 6) and say: "I am going to count the beads on this string. 1, 2, 3, 4, 5, 6 ... six beads. If I put one more on how many will there be?"
- Count the beads with the children and say: "One more than six is seven"
- Take off the seventh bead, and say: "Now I want to find one less than six. Can you tell me how many beads will be left if I take one away?"
- Remove one bead, count those remaining with the children and say: "One less than six is five."

2

Show each child a string of beads and ask them to count the number of beads on the string. Then ask them to find one more. Repeat the activity, asking the children to find one less.

### Key Questions

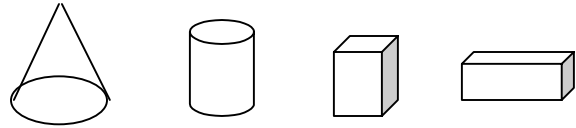


**Which string has the most/least beads?**

**How can you make sure that each string has the same number of beads?**

**Are there the same number of beads on each string?  
How do you know?**

## Assessment Task 2



### Objectives

#### Shape and Space

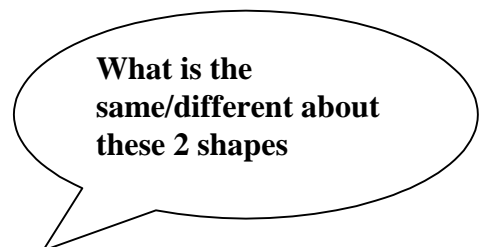
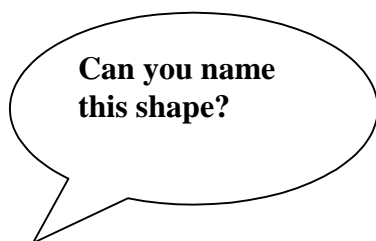
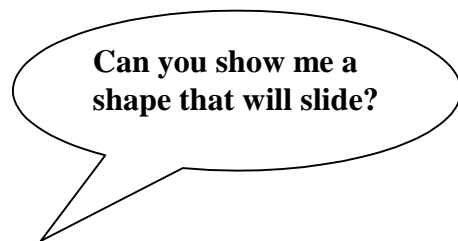
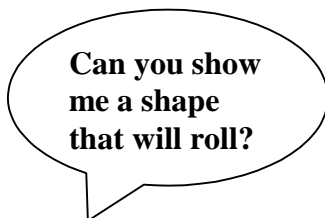
- To begin to name and describe solids such as cone, sphere, pyramid, cube. \*
- To sort solid shapes and match them.

### The Task (about 20 to 30 minutes)

**Resources:** A variety of solid shapes. Set rings.

1. ➤ Provide a set of solid shapes, suitable for construction and ask individuals to make a model of their choice.
2. ➤ As the children carry out this task you will be able to briefly assess each child in turn, asking them to describe what they are making and the shapes they are using. Leave the models standing if possible, so that you are able to continue to assess the children after the session if necessary on an individual basis.

### Key Questions



### Assessment Task 3



#### Objectives

##### Comparing and ordering measures, including time

- To begin to understand and use the vocabulary of time. \*
- To sequence familiar events.
- To begin to know the days of the week in order.

##### Problems involving “real life” or money

- To begin to understand and use the vocabulary related to money.
- To recognise 1p coins.

#### The Task (about 20 to 30 minutes)

**Resources:** playdough; paper cake cases; collection of coins to include at least 10 x 1p coins; toy till; purse; 6-8 paper plates; a set of pictures to sequence (own choice).

➤ Seat the children at a table and ask each child to tell the group about something that they did yesterday, have done or are going to do today or something that they will do tomorrow. Encourage them to talk about events on a particular day, for example: “On Tuesdays, I go swimming”

1. ➤ Provide each child with a collection of coins to include 10 x 1p coins and one plate. Ask each child to find a 1p coin and ask them to tell you it’s name /value.

2. ➤ Explain that the teacher is pretending to be a shop assistant and they are going to buy cakes from a shop. Each child is to choose how many cakes they are going to buy and to give the teacher the correct amount of money. E.g. 1p for each cake.

3. ➤ Sequence a set of pictures to tell a story.

# Key Questions



**How much  
am I holding  
up?**

**What is this  
coin?**

**Can you name  
this coin?**

**What day is it  
today?**

**What day  
was it  
yesterday?**

**What day will  
it be  
tomorrow?**

**What did you  
do yesterday?**

**What are  
you going to  
do today?**

**What do you  
think you will do  
tomorrow?**