

## Assessment Task 1



### Objectives

#### **Addition and related vocabulary**

1. To begin to use the vocabulary involved in adding. \*
2. To begin to relate addition to combining two groups of objects, counting all the objects. \*

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

**Resources:** tray of interesting cubes in two colours; 1-5 spot die; 6-10 spot die.

1.
  - Work with a group of children and place the dice and a collection of cubes in the middle.
  - Discuss their understanding of addition, noting their use of appropriate vocabulary.
2.
  - Explain that you are going to give each of them a number of cubes in two colours. They are to count the number of cubes in each colour, then find the total.
  - Show one example, counting the cubes, and the total together as a group. Say: "1, 2, 3 ... three red cubes, and 1, 2 ... two yellow cubes make 1, 2, 3, 4, 5 ... five cubes altogether."
  - In turn, give each child red and yellow cubes totalling no more than five. Ask each to count the sets aloud before combining them to find the total. Encourage the children to use the appropriate vocabulary as they complete the task; for example: "Three cubes and two cubes make five ... three add two makes five cubes altogether ... three add two makes five."
  - Repeat the activity so that the sets total 10.
  - Replace all the cubes in the tray, then ask children to each count out five of the same colour.
  - Say: " I want you to build two towers. They can be short or tall, but you need to use all of your cubes."

- Look at each tower. Ask each child to count the cubes in their towers, and to describe each as an addition calculation as demonstrated by you earlier.
- Repeat the activity so that each child uses 10 cubes to make two towers.
- An alternative to cubes could be beads on a string, link elephants, compare bears etc.

## Key Questions



Now I'm going to add a cube. How many are there now?

Tell me what you are doing. Can you tell me the addition story?

Can you show me what you did with your fingers?

## Assessment Task 2

### Objectives



### Shape and Space

1. Talk about, recognise and create simple patterns. \*

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

**Resources:** Choice of compare bears, flat shapes, beads, cubes etc.

- Using the chosen resources make a pattern (AB), and ask the children to identify it.
- Explain you are going to make a pattern for each to continue (AB).
- Vary the activity e.g. AABB, ABB.

### Key Questions



Why?

What is this object?  
How do you know?

What  
will come  
next?

## Assessment Task 3



### Objectives

#### Language of mass

1. Use language such as heavier/lighter, heavier than/lighter than to compare quantities by making direct comparisons of masses. \*

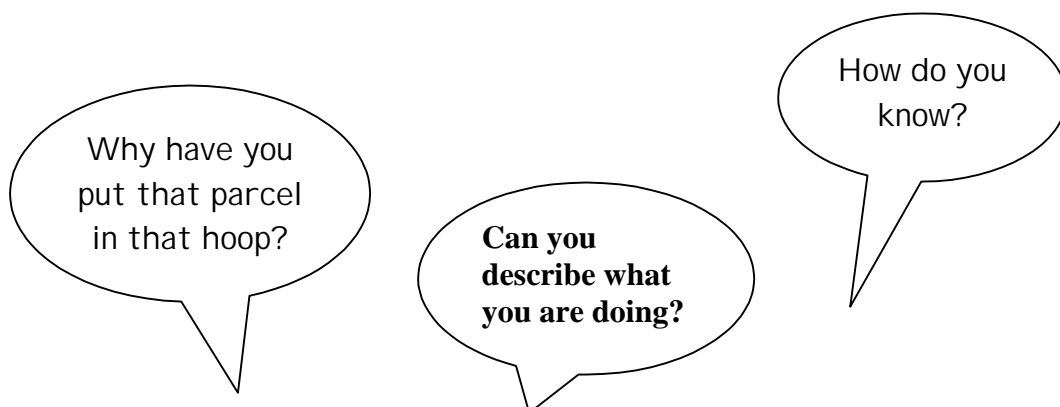
### The Task (approx 20 to 30 minutes)

**Resources:** Pairs of shapes, solid or flat, one heavier, one lighter than the other; parcels, pairs of different weights; bucket balance; sorting hoops.

- Ask the child to weigh each pair of shapes and sort them into the hoops according to whether or not they are the heavier or lighter in each pair. As the child completes the task, discuss the activity with them, questioning their decisions and checking their use of appropriate vocabulary, particularly heavy/light/heavier than/lighter than.



### Key Questions



## Assessment Task 4



### Objectives

#### Problem solving

1. Use mathematical ideas and methods to solve practical problems.  
(Involve counting/comparing in a real or role play situation). \*

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

**Resources:** Activity sheet 'The three bears'; Three Bears storybook; three different sized bears; three bowls/cups/ knives/forks/spoons in different sizes.

- Read/tell the Three Bears story.
- Explain to the group that you have three bears that need to have their own belongings – bowl, bed, chair.
- While a group of children complete the activity sheet, work with individual children using objects as above.

### Key Questions



Has each bear got everything it needs?

Why have you given that bowl to that bear?

# Assessment Task 1



## Objectives

### Counting

1. Recognise numerals 1-9. \*

### The Task (20 to 30 minutes)

**Resources:** Resource Sheet 1-9 numbers/pictures; Die spots 1-6.

- Give out copies of the work cards. Children match the appropriate number card to each set of objects.
- While the children complete this task assess individual children on their recognition of numerals 1 to 9, and their identification of small numbers, without counting, in the following way:
- Ask the child to roll the die and quickly identify the number of spots shown 1-6, then check each answer by counting.
- Place the 1-9 number cards in random order, in front of the child and ask them to tell you the names of any numbers they recognise.

### Key Questions



What number is this?

Can you match this number to the correct set of animals?

Can you point to number ...?

## Assessment Task 2



### Objectives

#### Position

1. Use everyday words to describe position.

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

**Resources:** a soft toy, to represent Humpty Dumpty; a collection of solid shapes to include cubes, cones and, cylinders; position resource sheet; blank grid

- Work with a group of children and place the collection of solid shapes in front of them.
- Recite the rhyme, "Humpty Dumpty" with the children, then ask them to help you use the shapes to build a wall for Humpty Dumpty to sit on.
- Placing or holding the toy on the wall, ask a child to identify its position. Say: "Where is Humpty? (on top of/ on the wall)."
- Repeat the activity, moving the toy to a different position each time, asking the child to identify the position of the toy at least 2-3 times, (in front of, behind, beside/next to, on or under the wall).
- Provide each child with a set of position pictures and the empty grid .
- Together, as a group, follow 2 or 3 positional instructions. E.g. "Put the tree in the middle, put the dog below the tree, put the cat above the tree."
- Ask individual children to follow positional instructions.

#### **Key Questions**

Use vocabulary: under, over, left, right, next to, move up/down, above/below, top, bottom, beside, between, middle, edge, corner. E.g:

Can you put the cat  
under the house?

## Assessment Task 3



### Objectives

#### Subtraction

1. Relate subtraction to taking away. \*
2. To use vocabulary involved in subtraction. Relate number boxes to objectives \*

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

**Resources:** digit cards 1-10; cubes; 1-6 dice.

1.
  - Give each child a set of numerical cards 0-10.
  - Ask each child to order the numbers and leave on the table in front of them.
  - Remind the children that they have found out about subtraction/taking away/subtracting and encourage discussion.
2.
  - Explain the task to the group by saying, for example: "I am going to give you some cubes and I want you to count them. Then roll the (1-6) die, take away that number of cubes and count how many you have left. Ask the children to hold up the correct number.
3.
  - Show one example, counting out a set of no more than 6 cubes with the children.
  - In turn, give each child between 6 cubes to carry out the task. Repeat with between 7-10 cubes.

#### **Key Questions**

