Assessment Task 1

Objectives

Comparisons

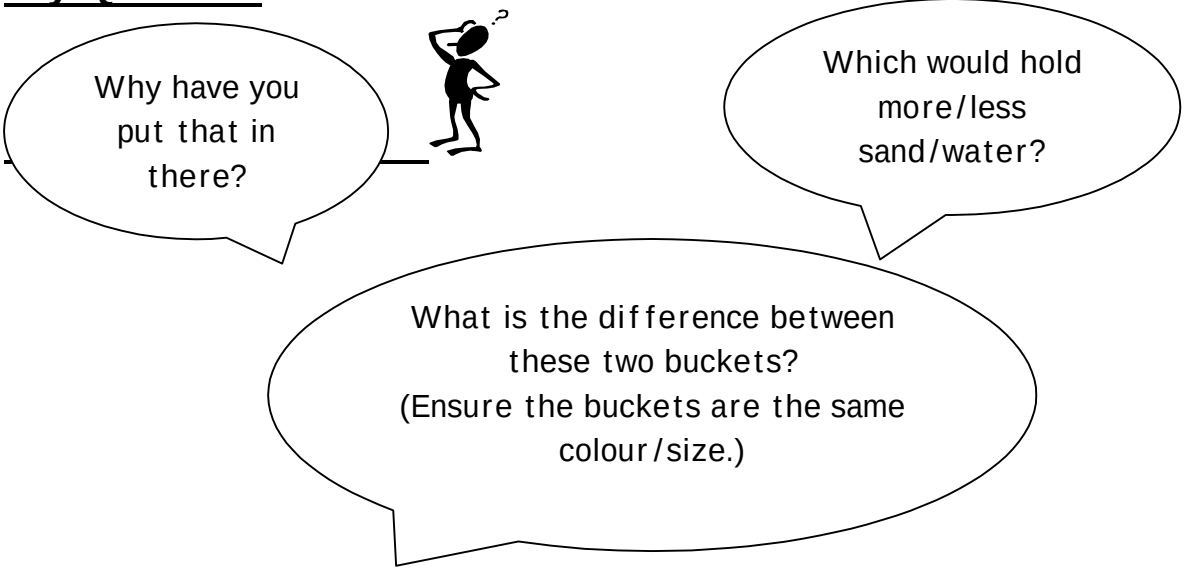
1. To use language such as full/empty/half full to compare two quantities or more. *

The Task (20 to 30 minutes)

Resources: sand tray; water tray; transparent containers; 3 sorting hoops

- Make a collection of transparent containers, that are full, empty or half full, of sand/water/cubes, etc. Provide three sorting hoops and specify/label which is for full, empty and half-full. Ask the child to sort each container into the appropriate hoop according to their capacity. As the child completes the task, discuss their decisions and check their use of appropriate vocabulary, particularly "full, empty, half-full, more, less". They then make their own full/half full and empty containers.
- Alternatively, set time during the week to observe the children playing in the sand/water.

Key Questions



Assessment Task 2

Objectives

Recording

1. To begin to record numbers. *
2. To estimate a number. Check by counting.

The Task (20 to 30 minutes)

Resources: tins/boxes or pots, preferably with lids; small attractive identical items, e.g. tiny cubes, bears; post-it notes and pens.

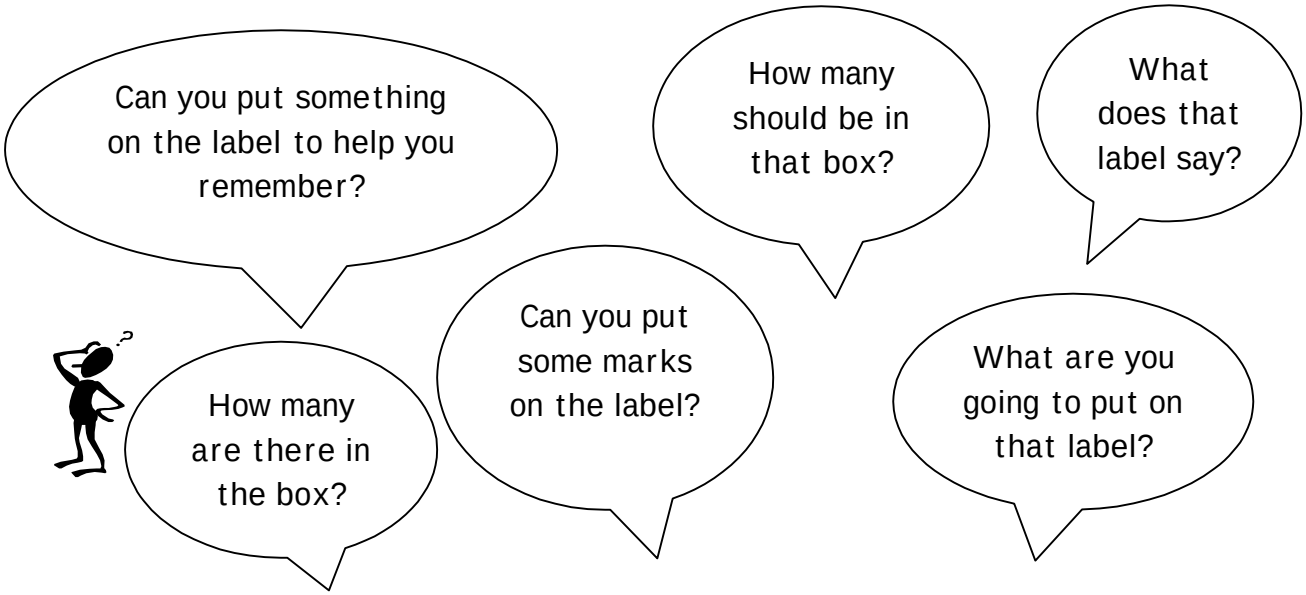
1.

- Put a different number of bears in each box from zero to 10.
- Ask the children to guess how many bears are in each box.
- Check by counting.
- Mix the boxes up, challenge the children to pick the box with 2 bears. Repeat the activity a few times.

2.

- Suggest labels for the boxes to show how many items are inside.
- Ask the children to count and label, allowing them to chose how they record – marks/numerals.

Key Questions



Assessment Task 1

Objectives

Recording

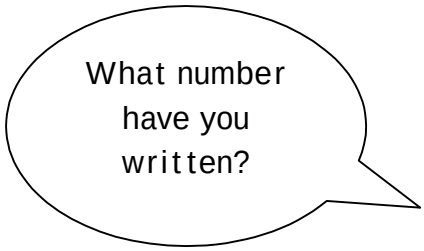
1. To record numbers to 10 and beyond.

The Task (20 to 30 minutes)

Resources: whiteboards; dry wipe pens; objects for counting

- Group activity: children to count… jumps, claps, objects on a table, sounds, pictures etc.
- Teacher to clap, make drum beats etc. Ask the children to record their answers on the whiteboard.

Key Questions



Assessment Task 2

Objectives


Addition/subtraction

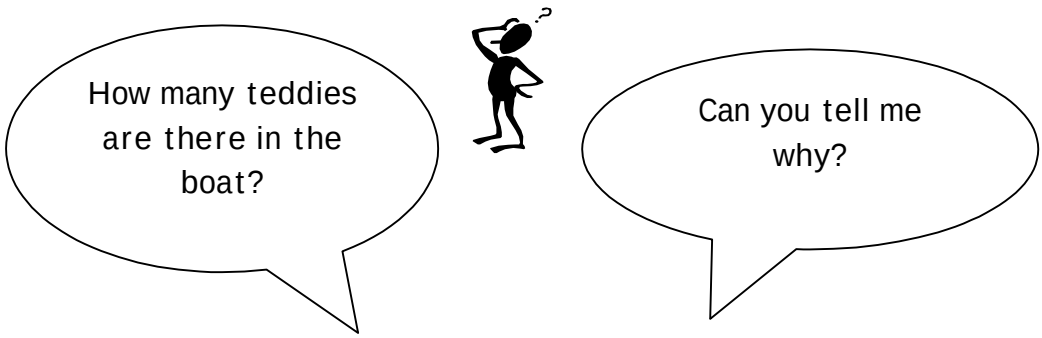
1. To find one more/less. 0-9. *

The Task (20 to 30 minutes)

Resources: Teddy counters, duplicate picture of a boat, resources

- Give each child 10 teddies and a duplicate picture of a boat.
- Put 5 teddies in a boat, then put in one more. Ask: "How many?
- Put 7 teddies in a boat, then take one out. Ask: "How many?
- Take all the teddies out of the boat.
- Tell the children: "There are 4 teddies in my boat, put one more than 4 in your boat."
- Tell the children: "There are 7 teddies in my boat, put one less than 7 in your boat."
- Repeat the activity to continue to assess who knows more/less.
- Use plenary to recap more/less using show me cards.

Key Questions



Optional Extension Tasks

Extension 1

Objectives

Ordering

1. To put sets of objects in order of size.

The Task (20 to 30 minutes)

Resources: sets of objects (suggest 5 in each set) e.g. socks, coloured string, scarves (or alternative to determine different lengths), strings of beads.

- Place all the objects jumbled up, in front of the children. Ask the group to sort them.
- Ask the group to sort one set of objects and order by size, then ask the group to order a set of objects of their choice.
- Give each child a set of objects and ask the child to order them.
- Ask each child to explain the reasons for the order. E.g. longest, shortest, longer.

Key Questions

Why did you put them in this order?

How did you decide which was the shortest/longest?

Why is this sock in between/next to this one?

Extension 2

Objectives

Subtraction

1. To begin to relate subtraction to taking away.

The Task (20 to 30 minutes)

Resources: feely bag or box; counters or cubes; show me cards.

- Put 3 counters in the bag or box, counting each one aloud to make sure that the children know how many there are.
- Take 1 counter out, making sure that the children can't see the remaining ones.
- Ask the children to tell you how many counters are left inside the bag/box. Children can show their guesses using their fingers or show me cards.
- Repeat the activity using varying amounts of counters and removing one or two each time.

Key Questions

Can you show me with your fingers how many we had to start with? How do you know?

I'm going to take 2 counters away. How many are there now?

How many shall we put under there now?

How many are inside now? Can you show me?

What makes you think that?

How many shall we take away this time?

Extension 3

Objectives

⓪①②③④⑤⑥⑦⑧⑨⑩

Counting

1. To say and use number names to 20 and beyond.
2. To recognise numerals to 10 and beyond.

The Task (20 to 30 minutes)

Resources: cubes or counting aids

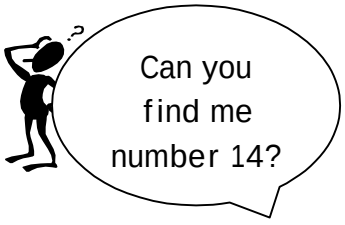
1.

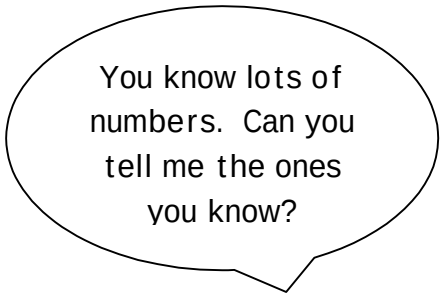
- Put out the collection of cubes and count out a set of e.g. 20. Count the set together and place them back into the tray. Collect a different number, (20-25), and ask each child to count between 20-24 and 25 objects.
- Say: "Can you make a tower of 17 cubes? Can you build one using 23 cubes?"
- Place all of the cube towers on the table and alter each tower, by adding or taking away cubes. Ask each child to count the number of cubes in their tower.
- Finish by giving out copies of work card numbers 1-15. Children match the appropriate number card to each set.

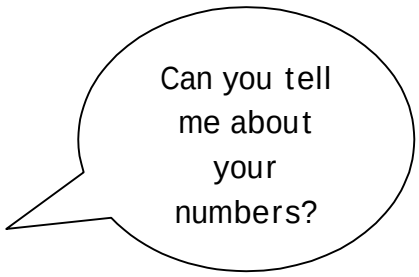
2.

- While children complete this task, assess individual children on their recognition of numerals 0-10/15.
- Place the 0-10/15 number cards in random order, in front of the child and ask them to tell you the names of the numbers they recognise. Point to each card in turn, and ask for the number name. If they have difficulty ask them to point to a particular number.

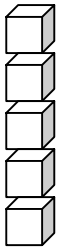
Key Questions







Extension 4



Objectives

Counting and associated language

1. Count reliably to 10 and beyond.
2. Reassess using language more /*less/**fewer.

Please note:
***We use the term "fewer" when comparing the number of things in 2 sets of objects. E.g. " This tower has fewer cubes in it than that one."
****We use the term "less" when comparing the amounts of two things. E.g. "This glass has less pop in it than that one." We also use the term "less" when comparing the size of two numbers. E.g. "35 is less than 53."

The Task (20 to 30 minutes)

Resources: Cubes; beads; teddies etc.

1.

- Put out the collection of cubes and count out a set of e.g. 13.
- Count the set together with the children and place them back into the tray.
- Collect a different number (15-20) and ask each child to count them.
- Say: " Can you make a tower of eighteen cubes? Can you build one using twenty cubes?" Etc.
- Place all the cube towers on the table and alter each one by adding or taking away cubes. Ask each child to count the number of cubes in their tower.
- Using the 1-10 cube towers, choose two and ask a child to count the number of cubes in each.

2.

- Ask them to identify which has more/fewer cubes, then to identify a number between the two, and make another tower. E.g. counting towers of 7 and 9, the child identifies 8, and makes a tower of 8 cubes.

Key Questions

Which tower has more/fewer cubes?

Can you make a tower with … cubes in it?

Can you make a tower which has more/fewer than 7 cubes in it?

Extension 5

Objectives

Counting

1. To say and use the number names beyond 10 in order, in familiar contexts such as number rhymes, songs, stories, counting games and activities.
2. To recite the number names in order, continuing the count forwards or backwards from a given number, (e.g. 2, 3, 4, 5 or 6).
3. To count reliably up to 12 everyday objects, giving just one number name to each object.
4. To count reliably up to 12 in other contexts, such as clapping sounds or hopping movements.

The Task (about 20 to 30 minutes)

Resources: collection of number rhymes, involving counting/reciting to 10 and 20; collection of interlocking cubes in a tray; 1-6 dice

1.

- Work with a group of children and encourage them to say and use the number names to 10, then 20, in order, by joining in with several number rhymes.
- Together, say/recite number names in order, in a rhythm (e.g. by tapping or clapping), from 1 –10/15/20.

2.

- Ask each child to recite the number names from 1-20 in the same way. Say: "Can you say the number names up to 20, and we'll all join in with the taps."
- Explain that you are going to start the count, and if you point to them, they must carry on the count up to 10/15/20.
- Let each child continue the count from the number rolled on a dice up to 10/15/20.
- Count forwards/backwards from a given number as a group. Ask individuals to count forwards/backwards individually.

3.

- Count out a set of six cubes together with the children.
- Place the cubes back into the tray, collect a different number, (6-12), and say: "Can you count this set of cubes? How many are there?"
- Encourage the child to point to each cube as they count, saying each number name aloud.
- Repeat the activity several times, so that each child counts between 6-12 objects.
- Say: "Can you make a tower of seven cubes? Can you build one using eleven cubes? Can you make a tower of ten…" etc.
- Place all the cube towers on the table, and together count the number of cubes in each.

4.

- Finish by asking the children to count up to 12 in other contexts. Ask each child to perform a specific task, before directing them to another area of the classroom. E.g. say: "Can you jump/clap your hands/ touch your knees etc. 12 times before you go to the shop?"

Key Questions

What number comes next?

What number comes before..?

Can you move them as you count?

Would it help to put them in a line?

Did you miss any out? How did you know?