

MATHEMATICS: NUMBER: P5 PROFORMA

School:

Primary

DOB (Month & Year) MAY 1998 **NC Year** 6

Context/Setting/Class: (Circle and/or add further details)

Level of Support/Independence:

1:1 staffing / small group eg 1 to 4 / whole class with teacher / Teaching Assistant / Class Teacher

Type of Support:

Prompts: – physical / gesture / verbal (visual) Modelling / demonstration / scaffolding

Resources:- word bank / symbols / key words / equipment (apparatus)

Context of lesson/task/activity Vaishali is extremely passive and has a

very poor auditory memory, so she struggles to participate in number rhymes, songs or stories consistently. She needs to find the context of number activities engaging to encourage her to use and develop her skills and understanding. Vaishali needs lots of opportunities for over learning to develop independent basic skills.

Observation and Comment

Vaishali was engaged by the context of the activity and looked at bracelets and rings "like my Mum's". She wanted to discuss the differences between the princesses - hair and dress colour. In response to my reading the questions she could count, write the numerals and draw to match the number. Even in this short activity she was distracted by questions about a visit to secondary school and if I had stickers. She drew 'a lot' of rings but could not say how she knew.

Performance Criteria She said "The pink ring" "It's like her dress."

P4 Pupils show awareness of number activities and counting, for example, copying some actions during number rhymes, songs and number games; following a sequence of pictures or numbers as indicated by a known person during number rhymes or songs.

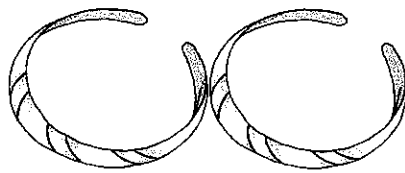
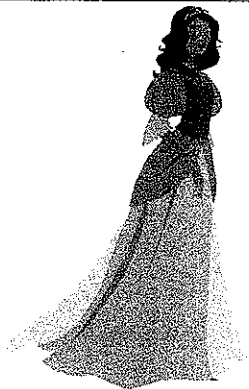
P5 Pupils respond to and join in with familiar number rhymes, stories, songs and games, for example, using a series of actions during the singing of a familiar song; joining in by saying, signing or indicating at least one of the numbers in a familiar number rhyme. Pupil's can indicate one or two, for example by using eye pointing, blinks, gestures or any other means to indicate one or two, as required. They demonstrate that they are aware of contrasting quantities, for example 'one' and 'lots' by making groups of one or lots of food items on plates.

P6 Pupils demonstrate an understanding of one-to-one correspondence in a range of contexts, for example: matching objects such as cups to saucers, straws to drink cartons. Pupils join in rote counting up to five, for example, saying or signing number names to 5 in counting activities. They count reliably to three, make sets of up to three objects and use numbers to three in familiar activities and games, for example, touching one, two, three items as an adult counts, counting toys or pictures, counting out sets of three, e.g. knife, fork and spoon. They demonstrate an understanding of the concept of 'more', for example, indicating that more cups, counters, food items are required. They join in with new number rhymes, songs, stories and games.

Guidance: Activities should include the use of money as an important context for number development.

Initial Assessment		Date agreed: 23.6.09 Senco / CLASS TEACHER SUPPORT ASSISTANT
Within School Moderation		Date agreed: 23.6.09. Senco / KEY STAGE 1 MANAGER.
Inter School Moderation		Date agreed:
LA Moderation		Date agreed: 26.06.09.

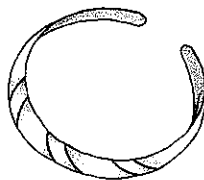
Name: Vaishali



How many bracelets has the princess got?

2

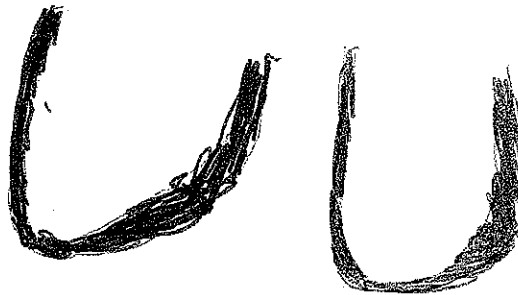
"She has more."



How many bracelets has this princess got? 1



Draw 2 bracelets for this princess.



This princess likes rings too. Can you draw a lot of them for her to choose from?

