

MATHEMATICS: NUMBER: P7 PROFORMA

School: *Special*

DOB (Month & Year) *June 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

Subject/Area of Study

Number work: ordering and counting.

Activity

Annie ordered the pre cut numbers then counted the fish and matched to the numeral.

Additional Evidence

Annie ordered + matched unaided.

Performance Criteria

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.

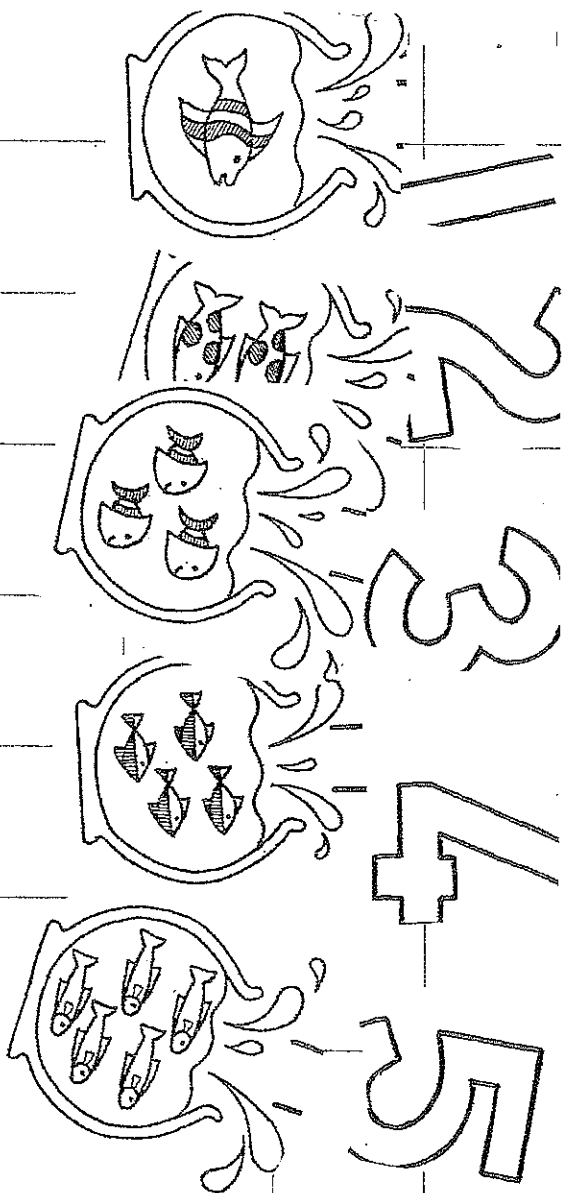
Guidance: Activities should include the use of money as an important context for number development.

P7 Pupils join in rote counting to 10, *for example, saying or signing number names to 10 in counting activities.* They count at least 5 objects reliably, *for example, candles on a cake, bricks in a tower.* They recognise numerals from one to five and to understand that each represents a constant number or amount, *for example, putting correct number of objects (1-5) into containers marked with the numeral; collecting the correct number of items up to five.* Pupils demonstrate an understanding of 'less', *for example, indicating which bottle has less water in it.* In practical situations they respond to 'add one' to a number of objects, *for example, responding to requests such as add one pencil to the pencils in the pot, add one sweet to the dish.*

P8 Pupils join in with rote counting to beyond 10, *for example, they say or sign number names in counting activities.* They continue to rote onwards from a given small number, *for example, continuing the rote count onwards in a game using dice and moving counters up to 10; continuing to say, sign or indicate the count aloud when adult begins counting the first two numbers.* Pupils recognise differences in quantity, *for example, in comparing given sets of objects and saying which has more or less, which is the bigger group or smaller group.* They recognise numerals from one to nine and relate them to sets of objects, *for example; labelling sets of objects with correct numerals.* In practical situations they respond to 'add one' to or 'take one away' from a number of objects, *for example, adding one more to three objects in a box and say, sign or indicate how many are now in the box; at a cake sale saying, signing or indicating how many cakes are left when one is sold.* They use ordinal numbers (first, second, third) when describing the position of objects, people or events, *for example, indicating who is first in a queue or line; who is first, second and third in a race or competition.* Pupils estimate a small number (up to 10) and check by counting, *for example, suggesting numbers that can be checked by counting, guessing then counting the number of: pupils in a group; adults in the room; cups needed at break time.*

Initial Assessment	✓	Date agreed: <i>2/6/09</i>
Within School Moderation	✓	Date agreed: <i>9/6/09</i>
Inter School Moderation		Date agreed:
LA Moderation	✓	Date agreed: <i>26.06.09.</i>

Annie independently ordered the pre-cut numbers and then matched the fish without help.



1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100

over 1 meter wide