

**MATHEMATICS: NUMBER: P6 PROFORMA**

School: LIDGET GREEN

DOB (Month & Year) 10/2/02 NC Year 2

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

with 8 children

Type of Support:

Prompts: - physical / gesture / verbal / visual / Modelling / demonstration / scaffolding

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

Context of lesson/task/activity

End of week assessment activity.  
Work completed unaided once the task had been explained.

Observation and Comment

Can rote count to 5 unaided and to 10 with support.

Can consistently count sets up to 3.

Can recognise numerals 1-3.

Consistently draws the correct number of objects

Performance Criteria to make 3.

**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.

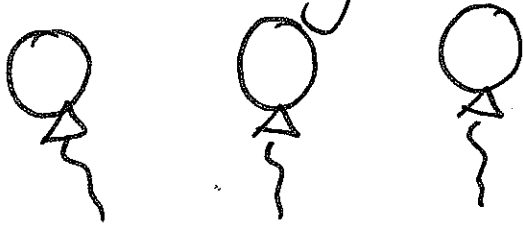
**P7** Pupils join in rote counting to 10, for example, saying or signing number names to 10 in counting activities. They count at least 5 objects reliably, for example, candles on a cake, bricks in a tower. They recognise numerals from one to five and to understand that each represents a constant number 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.

Initial Assessment	<u>P6</u>	Date agreed: <u>1/6/09</u>
Within School Moderation	<u>P6</u>	Date agreed: <u>4/6/09</u>
Inter School Moderation		Date agreed:
LA Moderation	<u>P6</u>	Date agreed: <u>26.6.09.</u>

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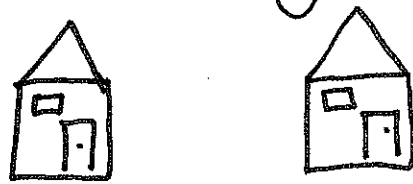
3 3 3 3 3 3 3 3 3 3

How many?



3

How many?



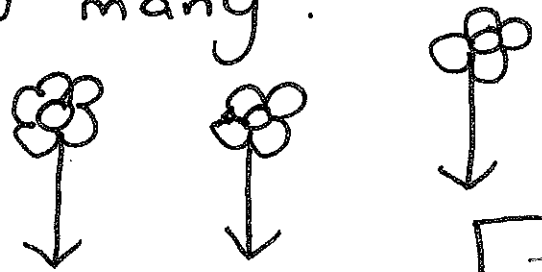
2

How many?



2

How many?

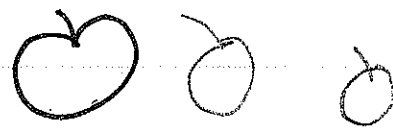


3

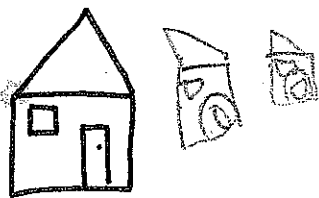
Make 3



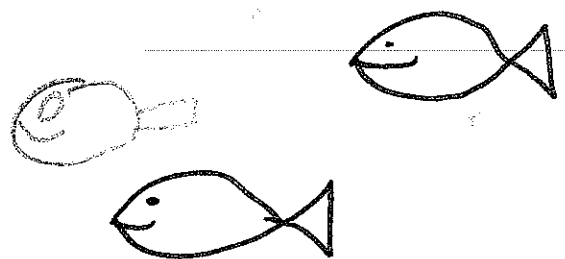
Make 3



Make 3



Make 3



\* Much of what the child does in number is practical eg. matching numerals, playing games, number rhymes etc.

**MATHEMATICS: NUMBER: P6 PROFORMA**

School: Sandal Primary	DOB (Month & Year)	NC Year 2
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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

\* To take the work at face value appears that the child can complete much more than what he can do independently. He has had support with numbers and dots to join. Practical activity taking away objects up to 7. 1-1 support and modelling to count. Observation and Comment remove and recount numbers.

The child needed intensive support to understand concept. 1-1 correspondence when counting was modelled and he could join in with some of the counting correctly. Lots of prompts and gestures were needed to keep on task.

**Performance Criteria**

**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. Pupils 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.

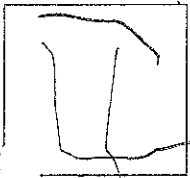
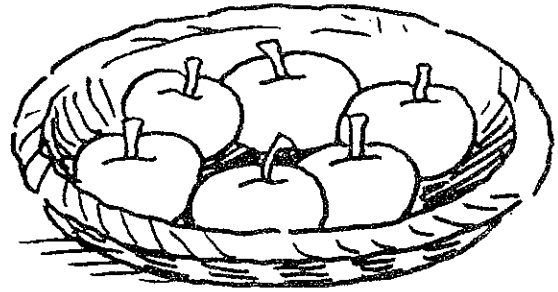
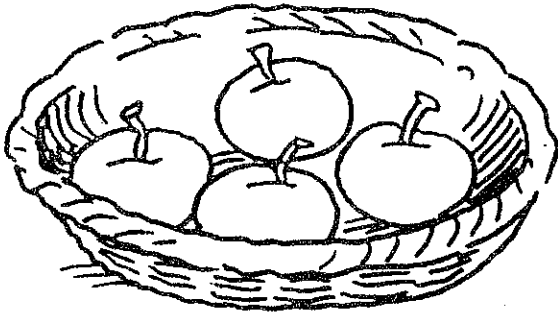
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**Guidance:** Activities should include the use of money as an important context for number development.

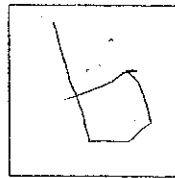
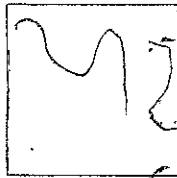
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Initial Assessment	✓	Date agreed: Feb 09
Within School Moderation	✓	Date agreed: Feb / March 09
Inter School Moderation		Date agreed:
LA Moderation	P6	Date agreed: 26.06.09.

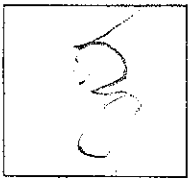
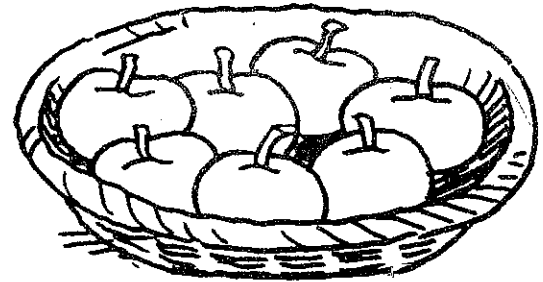
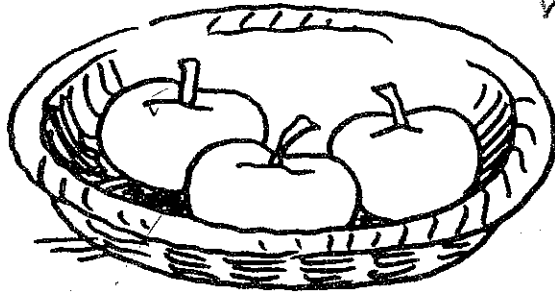
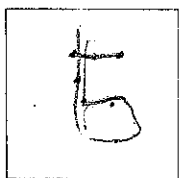
Take away one



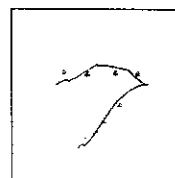
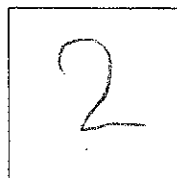
take away 2



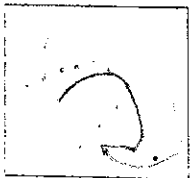
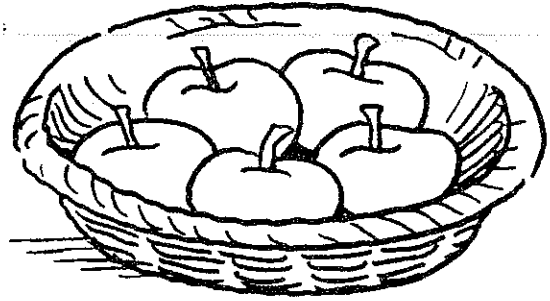
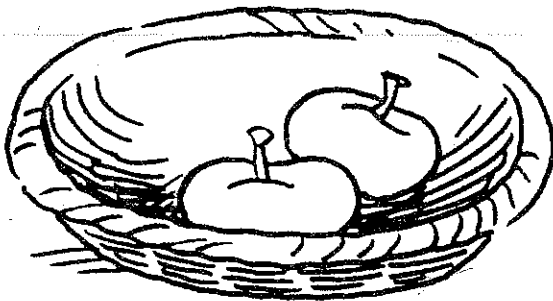
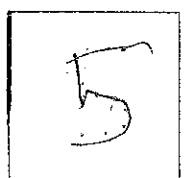
take away 1



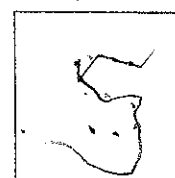
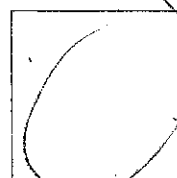
take away 1



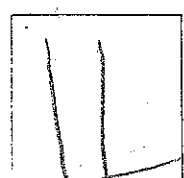
take away 2



take away 2



take away 1



Teacher's instructions

Write how many apples in each basket. Cross out one.  
Write how many are left.

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Context of lesson/task/activity

The child had been rote counting. Counting with the SA and pointing to numbers, he had appeared confident.

Observation and Comment

With lots of support and guidance on how/where to move the pencil he joined the dots. When mistakes were made, he needed prompts on what to do next.

**Performance Criteria**

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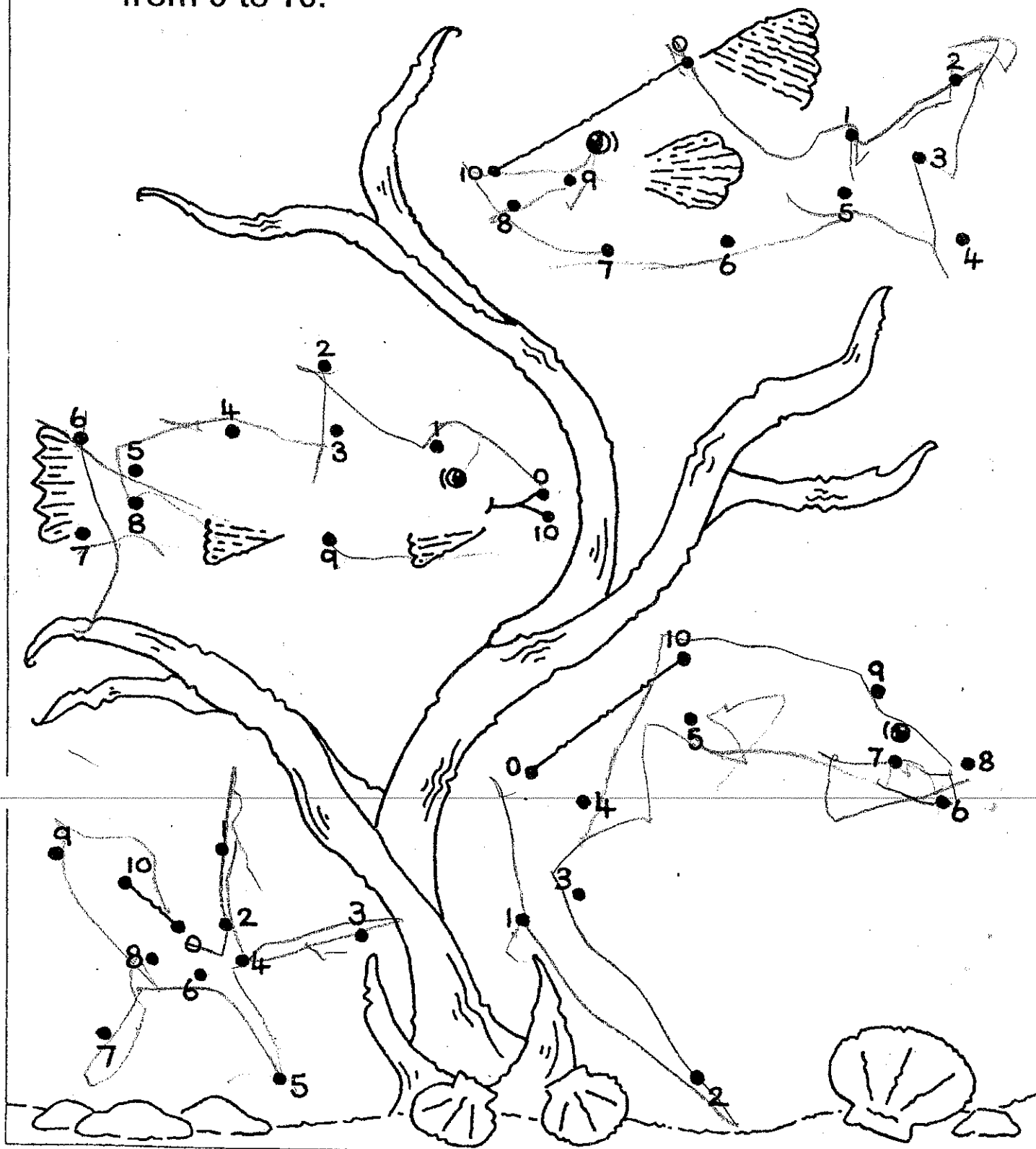
Initial Assessment	✓	Date agreed: <u>Feb 09</u>
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LA Moderation	<u>P6</u>	Date agreed: <u>26/06/09</u>



## ■ Dotty pictures ■ ■ ■ ■ ■ ■ ■ ■ ■ ■

3.10.08

- 1** Draw each shape by joining the dots in order from 0 to 10.



Date

1:22 Ordering 0-10  
Ordering numerals 0 to 10.