

MATHEMATICS: NUMBER: P4 PROFORMA

School:

DOB (Month & Year) 7.02 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

Type of Support:

Prompts: - physical / gesture / verbal / visual / Modelling / demonstration / scaffoldingResources: - word bank / symbols / key words / equipment / apparatus

Context of lesson/task/activity

L. has been using shopping items in roleplay - she was placing items in a basket counting 1-4 - swapping, but

Observation and Comment Some consistency with 1-2.

Practical activity was followed by recording - matching roleplay items to copies - reinforcing 1-4 counting 1-1 others in group matched numerals Leah copied their numerals - grasped 1 - able to recall later

Performance Criteria

P3(ii) Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, *for example, dropping objects to prompt interventions from adults*. They can remember learned responses over increasing periods of time and may anticipate known events, *for example, collecting coats and bags at the end of the school day*. They may respond to options and choices with actions or gestures, *for example, pointing to or giving one object rather than another*. They actively explore objects and events for more extended periods, *for example, manipulating objects in piles, groups or stacks*. They apply potential solutions systematically to problems, *for example, using items of equipment purposefully and appropriately*.

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*. 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*.

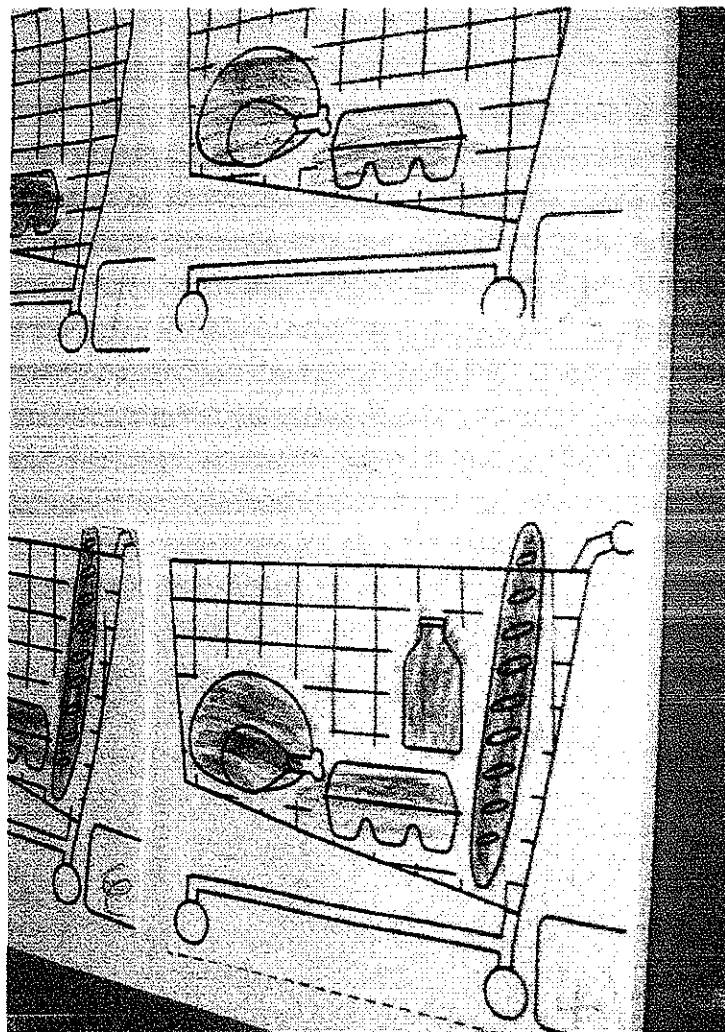
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|--------------------------|----|------------------------|
| Initial Assessment | P4 | Date agreed: 18.6.09 |
| Within School Moderation | | Date agreed: |
| Inter School Moderation | | Date agreed: |
| LA Moderation | P4 | Date agreed: 28.06.09. |

11-6-09 Counting & sequencing

Made gps of 1-4 with different objects first. Put into a shopping basket with T

Counted items in the trolley and put into numerate order indepk.

Number reversal of 3.



MATHEMATICS: NUMBER: P4 PROFORMASchool: **Special**

DOB: March 2002 NC Year: 2

Context/Setting/Class: Key Stage 1 Class with 13 pupils. Birthday party. The pupil had experienced birthday parties in class several times before and knew what to expect.

Level of Support/Independence:

1-1 support

Type of Support:

Verbal & gestural prompts

Context of lesson/task/activity

Pupil's own birthday party – counting candles prior to lighting them and singing 'Happy birthday'

Observation and Comment

The pupil was very excited and eagerly anticipated the routine of counting the candles and singing.

She spontaneously began to clap in time as the adult counted the candles and watched the adults finger move from one candle to the next.

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|--------------------------|----|------------------------|
| Initial Assessment | P4 | Date agreed: 28-4-09 |
| Within School Moderation | P4 | Date agreed: 12-5-09 |
| Inter School Moderation | | Date agreed: |
| LA Moderation | P4 | Date agreed: 26.06.09. |

