The date today is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

(e.g. 10 May 2020 or 10.05.20)

I started this Rainbow craft pack on \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (day of the week) in the morning / afternoon.

I started work at \_\_\_\_\_ o’clock.

# Rainbow Wood Tassels

Maths skill: reading numbers

|  |  |  |
| --- | --- | --- |
| Questions for young person to answer | | Parent/Carer Feedback Tick which one is relevant |
| Can you read the following numbers in digit form?  30, 20, 15 | | * With lots of support * With a prompt * Can do independently |
| Can you read the following number names?  Thirty, twenty,fifteen | | * With lots of support * With a prompt * Can do independently |
| Can you draw a line from the number in digit form to its number name each time? | |  |
| 30    20    15 | fifteen    Thirty    Twenty | * With lots of support * With a prompt * Can do independently |
| Comments (Optional) |

Maths skill: Measure different lengths

|  |  |
| --- | --- |
| Questions for young person to answer | Parent/Carer Feedback Tick which one is relevant |
| Can you cut out the measuring bars on the next page? Can you put them side by side? | * With lots of support * With a prompt * Can do independently |
| Can you use them to measure a piece of wool (of 20cms long)? | * With lots of support * With a prompt * Can do independently |
| Can you use the measuring bar to measure another piece of wool? | * With lots of support * With a prompt * Can do independently |
| Can you measure a piece of wool of 2cms long? | * With lots of support * With a prompt * Can do independently |
| Comments (Optional) |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
|  |  |  |  |  |  |  |  |  |  |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |

Maths skill: I can understand the properties of shapes

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name** | **Shape** | | **Number of sides** | **Number of corners** | 2 dimensional or 3 dimensional) | |
|  |  | |  | 4 | 2D | |
|  |  | |  | 3 | 2D | |
| S\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | | 0 | 0 | 3D | |
| Parent/Carer Feedback Tick which one is relevant | | Comments (Optional) | | | |
| * With lots of support * With a prompt * Can do independently | |  | | | |

# Rainbow Wool Tassels

Maths skill: I can understand the properties of shape

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Shape** | **Number of sides** | **Number of corners** | 2 dimensional or 3 dimensional) |
|  |  |  | 4 | 2D |
|  |  | 0 |  | 2D |
|  |  | 12 | 8 | 3D |

|  |  |
| --- | --- |
| Parent/Carer Feedback Tick which one is relevant | Comments (Optional) |
| * With lots of support * With a prompt * Can do independently |  |

# Rainbow Wool Tassels keyring

Maths skills: I can add and subtract numbers

|  |  |
| --- | --- |
| Questions for young person to answer | Parent/Carer Feedback Tick which one is relevant |
| Work out the following:  You’ve got 1 bead. You thread on another 2. How many beads do you have altogether?  1 + 2 =  Check this on a calculator | * With lots of support * With a prompt * Can do independently |
| You’ve got 10 beads in a pot. You take out 3 to use. How many beads do you have left?  10 – 3 =  Check this on a calculator | * With lots of support * With a prompt * Can do independently |
| Comments (Optional) |

# Pom Pom using a pom pom maker

Maths skills: I can understand positional language

Use the following words to complete the sentences: **in between**, **first** or **second**.





The wool is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ arch 1 and arch 2.



The arch is first in the line. True or false? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



The arch is second in the line. True or false? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Parent/Carer Feedback Tick which one is relevant | Comments (Optional) |
| * With lots of support * With a prompt * Can do independently |  |

# Pom Pom Garland

Maths skills: use mathematical vocabulary to state the length of an object

|  |  |
| --- | --- |
| Questions for young person to answer | Parent/Carer Feedback Tick which one is relevant |
| Can you put the wool along the edge of the ruler? | * With lots of support * With a prompt * Can do independently |
| Can you move the ruler along the wool so that the 1cm mark is where the first ruler ended? Can you do this again? | * With lots of support * With a prompt * Can do independently |
| Can you measure 10cms more of wool? Can you cut the wool at 100cms (100cms is 1m)? | * With lots of support * With a prompt * Can do independently |
| Answer the following    The wool is a little longer than \_\_\_\_ rulers. | * With lots of support * With a prompt * Can do independently |
|  | Comments (Optional) |

# Pom Pom Wreath

Maths skills: Compare familiar objects in terms of capacity

|  |  |
| --- | --- |
| Questions for young person to answer | Parent/Carer Feedback Tick which one is relevant |
| A B C    Which wreath has the most amount of pom poms on it? | * With lots of support * With a prompt * Can do independently |
| Which wreath has the least amount of pom poms on it? | * With lots of support * With a prompt * Can do independently |
| Comments (Optional) |

## Pom Pom and Tassel Rainbow Garland

Maths skills: use mathematical vocabulary to state the length of an object

|  |  |
| --- | --- |
| Questions for young person to answer | Parent/Carer Feedback Tick which one is relevant |
| Can you put the wool along the edge of the ruler? | * With lots of support * With a prompt * Can do independently |
| Can you move the ruler along the wool so that the 1cm mark is where the first ruler ended? | * With lots of support * With a prompt * Can do independently |
| Can you measure 20cms more of wool? Can you cut the wool at 50cms? | * With lots of support * With a prompt * Can do independently |
| Can you repeat the process two times but this time measure 10cms more of wool?  30cms + 30cms + 10cms = \_\_\_\_\_\_\_\_\_\_\_ Can you cut the wool at 70cms? |  |
| Can you repeat the process three times? 30cms + 30cms + 30cms = \_\_\_\_\_\_\_\_\_\_\_ Can you cut the wool at 90cms? | * With lots of support * With a prompt * Can do independently |
| Comments (Optional) |

Maths skill: use mathematical vocabulary to state the length of objects. Compare the length of objects.

|  |  |
| --- | --- |
| Questions for young person to answer | Parent/Carer Feedback Tick which one is relevant |
| What objects are on the longest length of wool? The tassels or the beads? | * With lots of support * With a prompt * Can do independently |
| Does the shortest length of wool have the beads on it? Yes or no? | * With lots of support * With a prompt * Can do independently |
| Comments (Optional) |

## Rainbow tote bag

Maths skills: shape recognition

|  |  |
| --- | --- |
| Questions for young person to answer | Tick which one is relevant |
| What 2d shape is each rainbow stripe? Arch or hexagon? | * With lots of support * With a prompt * Can do independently |

## Rainbow Heart Watercolour Art

**Maths skill:** Use the vocabulary of capacity to identify familiar objects.

|  |  |
| --- | --- |
| Questions for young person to answer | Parent/Carer Feedback Tick which one is relevant |
| You collect the piece of equipment below:    Can you name the item? | * With lots of support * With a prompt * Can do independently |
|  | Comments (Optional) |

Maths skills: Compare familiar objects in terms of capacity.

|  |  |
| --- | --- |
| Questions for young person to answer | Parent/Carer Feedback Tick which one is relevant |
| You pour out water into 2 different water pots    A B Which has the least amount of water? | * With lots of support * With a prompt * Can do independently |
| Comments (Optional) |

## Rainbow Beaded decoration

Maths skills: adding numbers

|  |  |
| --- | --- |
| Questions for young person to answer | Parent/Carer Feedback Tick which one is relevant |
| Complete the following sum:    3 +\_\_\_\_\_ = 6    Check it on a calculator | * With lots of support * With a prompt * Can do independently |
| Complete the following sum:    3 + \_\_\_\_\_\_\_\_ = 9 | * With lots of support * With a prompt * Can do independently |
| Comments (Optional) |

Please get someone to take photos of you completing the above tasks and email them if possible to jguthrie@rnibcollege.ac.uk

Once completed please send this form back in the envelope provided in your craft pack or send by email to jguthrie@rnibcollege.ac.uk. Jo Guthrie (Maths Tutor)

|  |
| --- |
|  |
|  |

Support completed Signed: Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (parent/carer) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Name/signature:

Date:

|  |
| --- |
|  |

Assessment Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Maths Tutor)

Feedback by Maths Tutor