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