I started this Rainbow craft pack on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the morning/afternoon.

 (day of the week)

Choose from

Monday Thursday Sunday

Tuesday Friday

Wednesday Saturday

# Rock Painting in Bright colours

Maths skill: counting

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

|  |  |
| --- | --- |
| Questions for young person to answer  | Parent/Carer Feedback Tick which one is relevant  |
| Can you use the number track to help you count 3 paints?    | * With lots of support
* With a prompt
* Can do independently
 |
| Can you fill in a tally chart for the number of paints?    | * With lots of support
* With a prompt
* Can do independently
 |
| Comments (Optional)       |

Maths skill: identifying the capacity of containers in use, using simple vocabulary (e.g. full and empty, some in, some gone)

|  |  |
| --- | --- |
| Questions for young person to answer  | Parent/Carer Feedback Tick which one is relevant  |
| You’ve poured out the paint into different small pots          A B Which paint pot is full? \_\_\_\_\_\_\_\_  Which paint pot only has some in it? \_\_\_\_\_\_\_\_   | * With lots of support
* With a prompt
* Can do independently
 |

Maths skill: copy a simple pattern

|  |  |
| --- | --- |
| Questions for young person to answer  | Parent/Carer Feedback Tick which one is relevant  |
| You are making a pattern on your rock. Can you copy the pattern I have chosen on the lines below?                \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  | * With lots of support
* With a prompt
* Can do independently
 |

Maths skill: Order items from smallest to largest

|  |  |
| --- | --- |
| Questions for young person to answer  | Parent/Carer Feedback Tick which one is relevant  |
|  Complete the following statements about the tray and pots in your pack e.g. the tray is bigger than the pot  \_\_\_\_\_\_\_\_\_\_\_\_ is bigger than\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_ is smaller than\_\_\_\_\_\_\_\_\_\_\_\_     | * With lots of support
* With a prompt
* Can do independently
 |
| Comments (Optional)  |

# Rainbow in a bag

Maths skill: know the name of a container that measures capacity

|  |  |
| --- | --- |
| Questions for young person to answer  | Parent/Carer Feedback Tick which one is relevant  |
| What container is the paint in?   | * With lots of support
* With a prompt
* Can do independently
 |
|  What did you pour the paint into?   Can you name the item?       | * With lots of support
* With a prompt
* Can do independently
 |
| Comments (Optional)  |

Maths skill: I can order items.

You did your painting in this order.

 orange

##  **1 2 3 4 5**

Tick whether the following statements are true or false:

|  |  |  |
| --- | --- | --- |
|   | false  |   |

1. The red paint is the 4th item true

|  |  |  |
| --- | --- | --- |
|   | false  |   |

1. The orange paint is the 2nd item true

|  |  |  |
| --- | --- | --- |
|   | false  |   |

1. The blue paint is the 5th item true

|  |  |
| --- | --- |
| Parent/Carer Feedback Tick which one is relevant  | Comments (Optional)  |
| * With lots of support
* With a prompt e.g. press the on button
* Can do independently
 |   |

Maths skill: understanding that objects have names relating to shape and trying to use some of these

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name**  | **Shape**  | **Number of sides**  | **Number of corners**  | **2D or 3D** (2 dimensional or 3 dimensional)  |
| S\_\_\_\_\_\_\_\_\_  |  |   | 4  | 2D  |
| C\_\_\_\_\_\_\_\_\_   |  | 0  |   | 2D  |

|  |  |
| --- | --- |
| Parent/Carer Feedback Tick which one is relevant  | Comments (Optional)  |
| * With lots of support
* With a prompt e.g. press the on button
* Can do independently
 |   |

# Rainbow Salt dough

Maths skill: counting past 5

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

|  |  |
| --- | --- |
| Questions for young person to answer  | Parent/Carer Feedback Tick which one is relevant  |
| Can you use the number track above to help you count 6 balls, 6 small bowls and 6 coloured doughs?            |   |
| Can you fill in a tally chart for the number of objects? Eg \_\_\_\_\_balls   | * With lots of support
* With a prompt
* Can do independently
 |
|    | Comments (Optional)  |

Maths skill: I can understand the capacity of an object

|  |  |
| --- | --- |
| Questions for young person to answer  | Parent/Carer Feedback Tick which one is relevant  |
| How many cups of flour did you use?  | * With lots of support
* With a prompt
* Can do independently
 |
| How many cups of salt did you use?    | * With lots of support
* With a prompt
* Can do independently
 |
| How many cups of water did you use?  | * With lots of support
* With a prompt
* Can do independently
 |
| How many drops of scented oil did you use?     | * With lots of support
* With a prompt
* Can do independently
 |
| Comments (Optional)  |

# Rainbow Sponge painting

Maths skill: I can identify the position of objects.

Use the following words to complete the sentences: **next to**, **above** or **under**.



1

2

The second rainbow print is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the first rainbow print. 3



1

The third rainbow print is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the first rainbow print.

|  |  |
| --- | --- |
| Parent/Carer Feedback Tick which one is relevant  | Comments (Optional)  |
| * With lots of support
* With a prompt e.g. press the on button
* Can do independently
 |   |

# Rainbow String painting

Maths skills: stacking objects

|  |  |
| --- | --- |
| Questions for young person to answer  | Parent/Carer Feedback Tick which one is relevant  |
| Can you stack the 2nd piece of paper on top of the 1st?     | * With lots of support
* With a prompt
* Can do independently
 |
| Comments (Optional)  |

# Rainbow Comb painting

Maths skill: understand more and less

|  |  |
| --- | --- |
| Questions for young person to answer  | Parent/Carer Feedback Tick which one is relevant  |
| Do you need to add more or less paint to get the rainbow marbled effect?  More   Less  (circle the correct word)      | * With lots of support
* With a prompt
* Can do independently
 |
| Comments (Optional)  |

# Rainbow sensory bottle

Maths skill: I can understand the capacity of an object

|  |  |
| --- | --- |
| Questions for young person to answer  | Parent/Carer Feedback Tick which one is relevant  |
| Did you add a handful of rice into the bottle?  Yes  No  (circle the correct word)  | * With lots of support
* With a prompt
* Can do independently
 |
| What equipment did you use?  Spoon  Funnel  (circle the correct word)   | * With lots of support
* With a prompt
* Can do independently
 |
| Comments (Optional)  |

# Rainbow Ribbon Ring

Maths skill: I can sort items

|  |  |
| --- | --- |
| Questions for young person to answer  | Parent/Carer Feedback Tick which one is relevant  |
| Which pile would this need to be put in? (Put a circle around the correct one)      | * With lots of support
* With a prompt
* Can do independently
 |

I can identify the odd one out:

)

Tick or cross the correct one

(



With lots of support



With a prompt



Can do independently

Comments (Optional)



## Maths skill: understand the length of objects

Cut out the measuring bar at the bottom of the page and use it to measure the length of the ribbons.

A.

B

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

Which ribbon length is the longest? \_\_\_\_\_

Which ribbon length is the shortest? \_\_\_\_\_

|  |  |
| --- | --- |
| Parent/Carer Feedback Tick which one is relevant  | Comments (Optional)  |
| * With lots of support
* With a prompt e.g. press the on button
* Can do independently
 |   |

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 Signed: Date:

 completed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(parent/carer)

 Student Name/signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
|   |

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

 (Maths Tutor) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Feedback by Maths Tutor

Maths (Basic)