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.

|  |  |  |
| --- | --- | --- |
|  |

|  |
| --- |
| **Draw the hand and minute hands on the clock to show the time below**  |

 |

# Rainbow Heart Card

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 bar on the next page and use it to measure wool/string of 8cm to 10cm ? Can you put the measuring bar at the left side of the paper?     | * With lots of support
* With a prompt
* Can do independently
 |
| Can you mark where 8 cms along is?         | * With lots of support
* With a prompt
* Can do independently
 |
| Comments (Optional)  |

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

# Rainbow Collage

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 bar on the next page and use it to measure the gap between the lines (of 2 cms apart)? Can you put the measuring bar at the left side of the paper?     | * With lots of support
* With a prompt
* Can do independently
 |
| Can you mark where 2 cms along is?    | * With lots of support
* With a prompt
* Can do independently
 |
|       | Comments (Optional)  |

|  |  |
| --- | --- |
| Questions for young person to answer  | Parent/Carer Feedback Tick which one is relevant  |
|  Can you mark each strip 2 cms along?       | * With lots of support
* With a prompt
* Can do independently
 |
| Comments (Optional)  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 mark each strip 2 cms along?       | * With lots of support
* With a prompt
* Can do independently
 |
| Comments (Optional)  |

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

# Rainbow Button picture

 Maths skill: I can fill in the missing numbers in a sequence.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 3  | 4  |   |   |   |
|   |   |   |
| 2  |   | 4  |   |   |
|   |   |   |
| 1  |   |   | 4  |   |

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

Maths skill: I can place a jumbled sequence of numbers in order.

  **Smallest Largest**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 10  | 8  | 9  | 7  |   |   |   |   |   |   |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 4  | 1  | 3  | 2  |   |   |   |   |   |   |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |  |  |  |
| --- | --- | --- | --- |
| five  | eight  | six  | seven  |
|   |   |   |   |
| one  | four  | two  | three  |

 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   |   |   |   |   |

 |
|

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|   |   |   |   |   |

 |

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

 Maths skill: I can match numbers in words and digits.

 one 10

 4

 seven 7

 ten 8

 nine 2 six

 Eight 1

 two 9

 Four 6

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

Maths skill: Put the numbers in size order from 0 to 10.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|   | 1  |   |   |   | 5  |   |   |   |   |   |

|  |  |
| --- | --- |
| 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  |
|   |    |   | 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 Bookmark

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? 15   | * With lots of support
* With a prompt
* Can do independently

    |
| Can you read the following number names? fifteen  | * With lots of support
* With a prompt
* Can do independently
 |
| Comments (Optional)  |

## 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   | * With lots of support
* With a prompt
* Can do independently
 |
| Which wreath has the most amount of pom poms on it?   |  |
| 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
 |

# Dandelion Rainbow Fingerprint Picture

**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 paint into 2 different water pots   A B Which has the least amount of paint?  | * With lots of support
* With a prompt
* Can do independently
 |
| Comments (Optional)  |

Maths skills: adding numbers

|  |  |
| --- | --- |
| Questions for young person to answer  | Parent/Carer Feedback Tick which one is relevant  |
| Complete the following sum for the number of paints you might use:   3 + \_\_\_\_\_\_\_\_ = 7  Check it on a calculator  | * With lots of support
* With a prompt
* Can do independently
 |
| Comments (Optional)  |

# Rock Painting in Bright colours

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? 3, 5, 10   | * With lots of support
* With a prompt
* Can do independently
 |
| Can you read the following number names? Three, five , ten  | * 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?  |   |
| 3  10  5  | five  Three  ten  | * With lots of support
* With a prompt
* Can do independently
 |
| Comments (Optional)  |

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 larger than the pot  \_\_\_\_\_\_\_\_\_\_\_\_ is larger than\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_ is smaller than\_\_\_\_\_\_\_\_\_\_\_\_     | * With lots of support
* With a prompt
* Can do independently
 |
| Comments (Optional)  |

# Rainbow Sponge painting

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 drops of paint did you use?     | * With lots of support
* With a prompt
* Can do independently
 |
| Comments (Optional)  |

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
* Can do independently
 |   |

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 ?  More   Less  (circle the correct word)      | * With lots of support
* With a prompt
* Can do independently
 |
| Comments (Optional)  |

# Rainbow String painting

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

 Maths skill: I can weigh objects

|  |  |  |
| --- | --- | --- |
| **Object**  | **Heavy**  | **Light**  |
|  1.   |   |   |

Complete the following sentences by filling in the gaps using the names of the objects and heavier or lighter:

1. The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Parent/Carer Feedback Tick which one is relevant  | Comments (Optional)  |
| * With lots of support
* With a prompt
* 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 completed Signed: Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (parent/carer) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Student Name/signature: Date:

|  |
| --- |
|   |

 Assessment (Maths Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Tutor)

Feedback by Maths Tutor